

THE SALON PROFESSIONAL SCHOOL OF COSMETOLOGY

OPERATIONS MANUAL 2025-2028

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THE SALON PROFESSIONAL **SCHOOL OF COSMETOLOGY**

SECTION ONE **SCHOOL OPERATION**

THE SALON PROFESSIONAL SCHOOL OF COSMETOLOGY

INSTRUCTIONAL/ADMINISTRATIVE & SUPERVISORY STAFF

Kanika Free – Owner/Director of Operations

Harold Jones Jr. - Director of Financial Aid

Tamiya Trust - Admissions/Business Center

Jasmine Patrick - Workforce Development/Career Recruiter

Kirsten Jones - Records Clerk/Admin

Tiffany Newton - Educational Admin/ Lead Cosmetology Instructor

Tamia Trust - Career Development Trainer

Jessica Dumas - Nail Technology Instructor

Mary Williams Nail Technology Instructor

THE SALON PROFESSIONAL SCHOOL OF COSMETOLOGY

Director of Operations

POSITION SUMMARY:

The Salon Professional School of Cosmetology seeks a full-time Director of Operations to oversee all day-to-day operations and assist with the facilitation of all programs at the school's main campus. He/She is responsible for daily operations of all aspects, in addition to managing its resources, developing, and implementing an operational plan and ensuring that procedures are carried out properly. This position provides active and visible leadership through promotion of SPSC's culture, mission, and core beliefs. Candidates are strongly urged to have excellent organizational management. The ideal candidate will be enthusiastic, patient, a team player, friendly, and excited to learn. Excellent communication skills and the ability to manage multiple details and tasks in a fast-paced environment are essential. Interested candidates should submit a cover letter and resume to the Director of Operations.

ESSENTIAL DUTIES:

1. Overseeing daily operations and school activities of school personnel in admissions, education, student services and administration
2. Providing leadership through strong team structure and communication
3. Maintaining and improving student attendance and retention
4. Motivating campus associates through recognition and career development
5. Achieving school goals and establishing specific targets for budget
6. Monitoring student onboarding and job placements
7. Establishing partnerships within the community to facilitate job placement and alternative training opportunities
8. Excellent leadership and organizational abilities
9. Superior knowledge of industry regulations and operational guidelines
10. In-depth knowledge of data analysis software
11. Working knowledge of customer relationship management
12. Proven knowledge of performance evaluation metrics in a business setting
13. Outstanding negotiation skills
14. Excellent interpersonal, written and oral communication skills
15. Demonstrated success innovating solutions to increase productivity and profitability.

Overseeing daily financial operations, quarterly and yearly budgets, accounts payable/receivable.

- **Accountability** - Ability to accept responsibility and account for his/her actions and deliver upon expectations.
- **Relationship Building** - Ability to form a meaningful and genuine connection with our residents, each other and the community.
- **Respect** - Ability to show and treat all with dignity and worth.
- **Listening** - Ability to actively pay attention and seek to understand.
- **Communication, Written and Oral** - Ability to communicate effectively with others using the spoken word and writing clearly and concisely. Ability to follow verbal and written directions.
- **Technical Aptitude** - Ability to comprehend specialized information.
- **Assertiveness** - Ability to act in a self- confident manner to facilitate completion of a work assignment or to defend a position or idea.
- **Leadership** - Ability to influence others to perform their jobs effectively and to be responsible for making decisions.
- **Empathetic** - Ability to appreciate and be sensitive to the feelings of others.
- **Presentation Skills** - Ability to effectively present information publicly.
- **Decision Making** - Ability to make critical decisions while following company procedures.
- **Judgment** - The ability to formulate a sound decision using the available information.
- **Conflict Resolution** - Ability to deal with others in an antagonistic situation.
- **Problem Solving** - Ability to find a solution for or to deal proactively with work-related problems.
- **Consensus Building** - Ability to bring about group solidarity to achieve a goal.
- **Tactful** - Ability to show consideration for and maintain good relations with others.
- **Honesty / Integrity** - Ability to be truthful and be seen as credible in the workplace.

QUALIFICATIONS:

Education

- High school diploma or GED
- Four years of college level work or equivalent.

Experience

- **Coaching and Development** - Ability to provide guidance and feedback to help others strengthen specific knowledge/skill areas.
- **Training** - Ability to develop a particular skill in others to bring them up to a predetermined standard of work performance.
- **Team Builder** - Ability to convince a group of people to work toward a goal.
- **Detail Oriented** - Ability to pay attention to the minute details of a project or task.
- **Organized** - Possessing the trait of being organized or following a systematic method of performing a task.
- **Persistence** - Ability to complete tasks or continue in a course of action in spite of opposition or discouragement.
- **Innovative** - Ability to look beyond the standard solutions.
- **Change Management** - Ability to encourage others to seek opportunities for different and innovative approaches to addressing problems and opportunities.
- **Time Management** - Ability to utilize the available time to organize and complete work within given deadlines.

- **Working Under Pressure** - Ability to complete assigned tasks under stressful situations. Ability to address emergency and non-emergency situations calmly and thoroughly, applying common sense to the resolution of problems.
- **Autonomy** - Ability to work independently with minimal supervision.
- **Interpersonal/Diversity Oriented** - Ability to work effectively with people regardless of their age, gender, race, ethnicity, religion, personalities, or job type.
- **Safety Awareness** - Ability to identify and correct conditions that affect employee safety.
- Very strong computer skills: knowledge of MS Word and Excel required
- Bilingual English / Spanish is highly preferred
- At least two years of experience working with Trade School students is desirable.
- At least five years of Salon experience

Computer Skills

Efficient Computer knowledge and use of Microsoft products, word processing, spreadsheets database systems, timekeeping systems, online learning systems, email and all other computer-generated systems.

Certificates & Licenses

- Preferred- a valid Michigan Instructors certification

Physical Demands

- Handling /Fingering
- Lift/Carry/Push/Pull 50 lbs. minimum
- Standing/sitting for long periods of time

Work Environment:

School/Institution environment.

Evaluation

Performance in this position will be evaluated against the essential duties, competencies, and requirements, as outlined, with frequency according to The salon Professional School of Cosmetology policy.

Reasonable Accommodations Statement

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable Accommodations may be made to enable qualified individuals with disabilities to perform the essential functions. Under Michigan law, any individual who needs a reasonable accommodation to perform the essential duties of the position they hold or seek must make a request, in writing, within 182 days of the day he/she knew or should have known of the need.

The Salon Professional School of Cosmetology (SPSC) has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and SPSC reserves the right to change this job description and/or assign tasks for the employee to perform, as Planted may deem appropriate.

I certify that I have read and understand the responsibilities assigned to this position.

Employee Name (Please print) _____

Employee Signature: _____ Date: _____

I certify that this job description contains an outline of the responsibilities assigned to this position.
I approve the delegation of responsibilities as outlined.

Approved by _____ Date: _____
Signature: Director of Operations

Director of Financial Aid & Tuition Assistance

POSITION SUMMARY:

Provide guidance to prospective loan applicants.

GENERAL ACCOUNTABILITIES:

1. Facilitate and implement policies and procedures of DDBS
2. Facilitate day to day operations of the school facility
3. Support instructors and conduct instructor meetings
4. Evaluate instructor and employees
5. Monitor SAP and Counsel students on Academics and Attendance
6. Instruct students when needed
7. Hire and conduct training for new hire orientation
8. Implement and make sure Financial Aid Program is following federal guidelines
9. Communicates with Boston Educational Network, auditors, Financial Aid Administrator, and Business Office
10. Maintains through knowledge of changes to financial aid programs to ensure compliance with federal state regulations as well as institutional policies
11. Coordinates preparation for accreditation visits, student financial aid audits, and other reviews/audits
12. Provides required reports in a timely and accurate manner

*SPSC reserves the right to add or change duties at any time.

QUALIFICATIONS

Education

- Bachelor's degree in business administration or a related field (preferred)
- Financial Aid Fundamentals Training (Current Academic Year)

Experience

3-5 years of related experience

PREFERRED SKILLS

- Excellent written and oral communication
- Organizational skills
- Time Management
- Technical capacity
- Service orientation
- Presentation skills
- **Accountability** - Ability to accept responsibility and account for his/her actions and deliver upon expectations.
- **Relationship Building** - Ability to form a meaningful and genuine connection with our residents, each other and the community.
- **Respect** - Ability to show and treat all with dignity and worth.
- **Listening** - Ability to actively pay attention and seek to understand.
- **Communication, Written and Oral** - Ability to communicate effectively with others using the spoken word and writing clearly and concisely. Ability to follow verbal and written directions.
- **Technical Aptitude** - Ability to comprehend specialized information.
- **Assertiveness** - Ability to act in a self- confident manner to facilitate completion of a work assignment or to defend a position or idea.
- **Leadership** - Ability to influence others to perform their jobs effectively and to be responsible for making decisions.
- **Empathetic** - Ability to appreciate and be sensitive to the feelings of others.
- **Presentation Skills** - Ability to effectively present information publicly.
- **Decision Making** - Ability to make critical decisions while following company procedures.
- **Judgment** - The ability to formulate a sound decision using the available information.
- **Conflict Resolution** - Ability to deal with others in an antagonistic situation.
- **Problem Solving** - Ability to find a solution for or to deal proactively with work-related problems.
- **Consensus Building** - Ability to bring about group solidarity to achieve a goal.
- **Tactful** - Ability to show consideration for and maintain good relations with others.

QUALIFICATIONS

Education

- High school or equivalent (Required)
- Degree in Finance (Preferred)

Experience

- **Honesty / Integrity** - Ability to be truthful and be seen as credible in the workplace.
- **Coaching and Development** - Ability to provide guidance and feedback to help others strengthen specific knowledge/skill areas.
- **Training** - Ability to develop a particular skill in others to bring them up to a predetermined standard of work performance.
- **Team Builder** - Ability to convince a group of people to work toward a goal.

- **Detail Oriented** - Ability to pay attention to the minute details of a project or task.
- **Organized** - Possessing the trait of being organized or following a systematic method of performing a task.
- **Persistence** - Ability to complete tasks or continue in a course of action in spite of opposition or discouragement.
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- **Change Management** - Ability to encourage others to seek opportunities for different and innovative approaches to addressing problems and opportunities.
- **Time Management** - Ability to utilize the available time to organize and complete work within given deadlines.
- **Working Under Pressure** - Ability to complete assigned tasks under stressful situations. Ability to address emergency and non-emergency situations calmly and thoroughly, applying common sense to the resolution of problems.
- **Autonomy** - Ability to work independently with minimal supervision.
- **Interpersonal/Diversity Oriented** - Ability to work effectively with people regardless of their age, gender, race, ethnicity, religion, personalities, or job type.
- **Safety Awareness** - Ability to identify and correct conditions that affect employee safety.
- 3-5 Years' Experience in Financial Aid
- Superior telephone manner and customer service
- Very strong computer skills: knowledge of MS Word and Excel required
- An equivalent combination of experience, education, and other qualifications may be considered.
- Bilingual English / Spanish is highly preferred

Computer Skills

Efficient Computer knowledge and use of Microsoft products, word processing, spreadsheets database systems, timekeeping systems, online learning systems, email and all other computer-generated systems.

Certificates & Licenses:

PHYSICAL DEMANDS

- Handling / Fingering
- Lift/Carry/Push/Pull 50 lbs. minimum
- Standing/sitting for long periods of time

Work Environment

School/Institution environment.

Evaluation

Performance in this position will be evaluated against the essential duties, competencies, and requirements, as outlined, with frequency according to The Salon Professional School of Cosmetology policy.

Reasonable Accommodations Statement

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable Accommodations may be made to enable qualified individuals with disabilities to perform the essential functions. Under Michigan law, any individual who needs a reasonable accommodation to perform

the essential duties of the position they hold or seek must make a request, in writing, within 182 days of the day he/she knew or should have known of the need.

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Employee Name (Please print) _____

Employee Signature: _____ Date: _____

I certify that this job description contains an outline of the responsibilities assigned to this position. I approve the delegation of responsibilities as outlined.

Approved by _____ Date: _____
Signature: Director of Operations

THE SALON PROFESSIONAL SCHOOL OF COSMETOLOGY

Admissions Coordinator (Detroit-Main)

POSITION SUMMARY:

The Salon Professional School of Cosmetology seeks a full-time, Admission Coordinator for the Admission Office at the school's main office. The Admission Coordinator manages the admission process for all applicants, oversees the SPSC admission database and provides support to three members of the office: Director of Operations, and the Finance Administrator. The Admission Coordinator is the first and main point of contact for applicants and prospects applying to our school's programs. The ideal candidate will be enthusiastic, patient, a team player, friendly, and excited to learn. Excellent communication skills and the ability to manage multiple details and tasks in a fast-paced environment are essential. Interested candidates should submit a cover letter and resume to the Chief Executive Officer of SPSC.

ESSENTIAL DUTIES:

1. Receive, read, route and/or file incoming mail, acknowledging where appropriate
2. Answer main telephone lines of Admission Office, fielding questions on admissions as well as general school information
3. Maintain online admission appointment calendar, coordinate applicant interviews and visits
4. Track progress of incoming application materials, following up on and requesting missing information
5. Attend meetings and trainings as required
6. Compose and manage correspondence; organize admission office mailings
7. Coordinate, organize and prepare for Admission Office events (open houses, exploratory sessions, information sessions, etc.) including RSVP and confirmations
8. Coordinate and supervise student volunteers and work-study as tour guides and school ambassadors
9. Assist and Manage in the re-enrollment process of current and returning students
10. Create statistical reports- monthly, or as needed, to monitor all recruitment and enrollment
11. Participate in weekend and evening activities related to the Admission Office
12. Receive, Monitor, and Report all enrollment payments
13. Performs other work-related duties assigned by the Director of Operations or Dean of Students

Required Skills

- **Accountability** - Ability to accept responsibility and account for his/her actions and deliver upon expectations.
- **Relationship Building** - Ability to form a meaningful and genuine connection with our residents, each other and the community.
- **Respect** - Ability to show and treat all with dignity and worth.
- **Listening** - Ability to actively pay attention and seek to understand.
- **Communication, Written and Oral** - Ability to communicate effectively with others using the spoken word and writing clearly and concisely. Ability to follow verbal and written directions.
- **Technical Aptitude** - Ability to comprehend specialized information.
- **Assertiveness** - Ability to act in a self- confident manner to facilitate completion of a work assignment or to defend a position or idea.
- **Leadership** - Ability to influence others to perform their jobs effectively and to be responsible for making decisions.
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- **Problem Solving** - Ability to find a solution for or to deal proactively with work-related problems.
- **Consensus Building** - Ability to bring about group solidarity to achieve a goal.
- **Tactful** - Ability to show consideration for and maintain good relations with others.
- **Honesty / Integrity** - Ability to be truthful and be seen as credible in the workplace.

QUALIFICATIONS

Education

- High school or equivalent (Required)

Experience:

- **Coaching and Development** - Ability to provide guidance and feedback to help others strengthen specific knowledge/skill areas.
- **Training** - Ability to develop a particular skill in others to bring them up to a predetermined standard of work performance.
- **Team Builder** - Ability to convince a group of people to work toward a goal.
- **Detail Oriented** - Ability to pay attention to the minute details of a project or task.
- **Organized** - Possessing the trait of being organized or following a systematic method of performing a task.
- **Persistence** - Ability to complete tasks or continue in a course of action in spite of opposition or discouragement.
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- **Change Management** - Ability to encourage others to seek opportunities for different and innovative approaches to addressing problems and opportunities.
- **Time Management** - Ability to utilize the available time to organize and complete work within given deadlines.

- Working Under Pressure - Ability to complete assigned tasks under stressful situations. Ability to address emergency and non-emergency situations calmly and thoroughly, applying common sense to the resolution of problems.
- Autonomy - Ability to work independently with minimal supervision.
- Interpersonal/Diversity Oriented - Ability to work effectively with people regardless of their age, gender, race, ethnicity, religion, personalities, or job type.
- Safety Awareness - Ability to identify and correct conditions that affect employee safety.
- Superior telephone manner and customer service
- Very strong computer skills: knowledge of MS Word and Excel required
- An equivalent combination of experience, education, and other qualifications may be considered.
- Bilingual English / Spanish is highly preferred

Computer Skills

Efficient Computer knowledge and use of Microsoft products, word processing, spreadsheets database systems, timekeeping systems, online learning systems, email and all other computer-generated systems.

Certificates & Licenses

Physical Demands

- Lift/Carry/Push/Pull 50 lbs. minimum
- Standing/sitting for long periods of time

Work Environment

School/Institution environment

Evaluation

Performance in this position will be evaluated against the essential duties, competencies, and requirements, as outlined, with frequency according to The Salon Professional School of Cosmetology policy.

Reasonable Accommodations Statement

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable Accommodations may be made to enable qualified individuals with disabilities to perform the essential functions. Under Michigan law, any individual who needs reasonable accommodation to perform the essential duties of the position they hold or seek must make a request, in writing, within 182 days of the day he/she knew or should have known of the need.

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I certify that I have read and understand the responsibilities assigned to this position.

Employee Name (Please print) _____

Employee Signature: _____ Date: _____

I certify that this job description contains an outline of the responsibilities assigned to this position. I approve the delegation of responsibilities as outlined.

Approved by _____ Date: _____

Signature: Director of Operations

WORKFORCE DEVELOPMENT/CAREER RECRUITER

POSITION SUMMARY

Provides career counseling to students to assist them with successful entry into the job market.

ESSENTIAL DUTIES

1. Assist students with a variety of career issues
2. Develops and deliver workshops and classroom presentations addressing career paths for various majors and other pertinent topics
3. Provides individualized attention to students requiring special assistance
4. Possesses and maintains a thorough understanding of employment market and stays abreast of trends and changes
5. Current with workshops, presentation materials, and content
6. Coordinates with educational department members to understand individual student needs
7. Establishes and maintains relationships with industries who seek to employ graduates
8. Assist with outreach efforts to students
9. Plans and attends career/job fairs and special events
10. Represents the career center at campus events and programs
11. Prepares timely and accurate reports
12. Completes all necessary paperwork, maintains files, and records
13. Perform all assigned duties from management
14. Collects and manages all Completion, Placement, and Licensure Data (CPL) for reporting metrics
15. Assist students with job readiness, resume and interview training
16. Assist in the interview process with employer partners and affiliates

17. Management has the right to implement new daily tasks when needed

QUALIFICATIONS

Education

- High school diploma and some experience in the related field

Experience

1-2 years of related experience

REQUIRED SKILLS

- Excellent written and oral communication Service Orientation
- Excellent time management skills
- Thoroughness
- Accountability - Ability to accept responsibility and account for his/her actions and deliver upon expectations.
- Relationship Building - Ability to form a meaningful and genuine connection with our residents, each other and the community.
- Respect - Ability to show and treat all with dignity and worth.
- Listening - Ability to actively pay attention and seek to understand.
- Communication, Written and Oral - Ability to communicate effectively with others using the spoken word and writing clearly and concisely. Ability to follow verbal and written directions.
- Technical Aptitude - Ability to comprehend specialized information.
- Assertiveness - Ability to act in a self- confident manner to facilitate completion of a work assignment or to defend a position or idea.
- Leadership - Ability to influence others to perform their jobs effectively and to be responsible for making decisions.
- Empathetic - Ability to appreciate and be sensitive to the feelings of others.
- Presentation Skills - Ability to effectively present information publicly.
- Decision Making - Ability to make critical decisions while following company procedures.
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- Consensus Building - Ability to bring about group solidarity to achieve a goal.
- Tactful - Ability to show consideration for and maintain good relations with others.

QUALIFICATIONS

Education

- High school or equivalent (Required)

Experience

- Honesty / Integrity - Ability to be truthful and be seen as credible in the workplace.
- Coaching and Development - Ability to provide guidance and feedback to help others strengthen specific knowledge/skill areas.
- Training - Ability to develop a particular skill in others to bring them up to a predetermined standard of work performance.
- Team Builder - Ability to convince a group of people to work toward a goal.

- Detail Oriented - Ability to pay attention to the minute details of a project or task.
- Organized - Possessing the trait of being organized or following a systematic method of performing a task.
- Persistence - Ability to complete tasks or continue in a course of action in spite of opposition or discouragement.
- Innovative - Ability to look beyond the standard solutions.
- Change Management - Ability to encourage others to seek opportunities for different and innovative approaches to addressing problems and opportunities.
- Time Management - Ability to utilize the available time to organize and complete work within given deadlines.
- Working Under Pressure - Ability to complete assigned tasks under stressful situations. Ability to address emergency and non-emergency situations calmly and thoroughly, applying common sense to the resolution of problems.
- Autonomy - Ability to work independently with minimal supervision.
- Interpersonal/Diversity Oriented - Ability to work effectively with people regardless of their age, gender, race, ethnicity, religion, personalities, or job type.
- Safety Awareness - Ability to identify and correct conditions that affect employee safety.
- Superior telephone manner and customer service
- Very strong computer skills: knowledge of MS Word and Excel required
- An equivalent combination of experience, education, and other qualifications may be considered.
- Bilingual English / Spanish is highly preferred

Computer Skills

Efficient Computer knowledge and use of Microsoft products, word processing, spreadsheets database systems, timekeeping systems, online learning systems, email and all other computer-generated systems.

Certificates & Licenses

Physical Demands

- Handling / Fingering
- Lift/Carry/Push/Pull 50 lbs. minimum
- Standing/sitting for long periods of time

Work Environment

School/Institution environment.

Evaluation

Performance in this position will be evaluated against the essential duties, competencies, and requirements, as outlined, with frequency according to The Salon Professional School of Cosmetology policy.

Reasonable Accommodations Statement

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable Accommodations may be made to enable qualified individuals with disabilities to perform the

essential functions. Under Michigan law, any individual who needs a reasonable accommodation to perform the essential duties of the position they hold or seek must make a request, in writing, within 182 days of the day he/she knew or should have known of the need.

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I certify that I have read and understand the responsibilities assigned to this position.

Employee Name (Please print) _____

Employee Signature: _____ Date: _____

I certify that this job description contains an outline of the responsibilities assigned to this position. I approve the delegation of responsibilities as outlined.

Approved by _____ Date: _____
Signature: Director of Operations

THE SALON PROFESSIONAL SCHOOL OF COSMETOLOGY

Administrative Assistant

The Salon Professional School of Cosmetology is offering hands on training in this position. We are eager to mentor and develop any individual who is seriously looking for a start-up career in administrations/ admissions.

POSITION SUMMARY

The Salon Professional School of Cosmetology is interested in training a full-time or part-time candidate for the Administrative Assistant position at the school's main office. The Administrative Assistant will learn how to assist with all office duties as well customer service duties. The candidate will provide support services to all administrative team members. The ideal candidate will be enthusiastic, patient, a team player, friendly, and excited to learn. Excellent communication skills and the ability to manage multiple details and tasks in a fast-paced environment are essential.

ESSENTIAL DUTIES THAT CANDIDATE WILL BE TRAINED IN:

1. Receive, read, route and/or file incoming mail, acknowledging where appropriate
2. Answer main telephone lines.
3. Attend meetings and trainings as required
4. Compose and manage correspondence; organize administrative office mailings
5. Coordinate, organize and prepare for Administrative Office events.
6. Participate in weekend and evening activities related to the school.
7. Perform other work-related duties assigned by the Director of Operations.

Required Skills

- Accountability - Ability to accept responsibility and account for his/her actions and deliver upon expectations.
- Relationship Building - Ability to form a meaningful and genuine connection with our residents, each other and the community.
- Respect - Ability to show and treat all with dignity and worth.
- Listening - Ability to actively pay attention and seek to understand.
- Communication, Written and Oral - Ability to communicate effectively with others using the spoken word and writing clearly and concisely. Ability to follow verbal and written directions.
- Technical Aptitude - Ability to comprehend specialized information.
- Assertiveness - Ability to act in a self- confident manner to facilitate completion of a work assignment or to defend a position or idea.

- Leadership - Ability to influence others to perform their jobs effectively and to be responsible for making decisions.
- Empathetic - Ability to appreciate and be sensitive to the feelings of others.
- Presentation Skills - Ability to effectively present information publicly.
- Decision Making - Ability to make critical decisions while following company procedures.
- Judgment - The ability to formulate a sound decision using the available information.
- Conflict Resolution - Ability to deal with others in an antagonistic situation.
- Problem Solving - Ability to find a solution for or to deal proactively with work-related problems.
- Consensus Building - Ability to bring about group solidarity to achieve a goal.
- Tactful - Ability to show consideration for and maintain good relations with others.
- Honesty / Integrity - Ability to be truthful and be seen as credible in the workplace.

QUALIFICATIONS

Education

- High school or equivalent (Required)

Experience

- Coaching and Development - Ability to provide guidance and feedback to help others strengthen specific knowledge/skill areas.
- Training - Ability to develop a particular skill in others to bring them up to a predetermined standard of work performance.
- Team Builder - Ability to convince a group of people to work toward a goal.
- Detail Oriented - Ability to pay attention to the minute details of a project or task.
- Organized - Possessing the trait of being organized or following a systematic method of performing a task.
- Persistence - Ability to complete tasks or continue in a course of action in spite of opposition or discouragement.
- Innovative - Ability to look beyond the standard solutions.
- Change Management - Ability to encourage others to seek opportunities for different and innovative approaches to addressing problems and opportunities.
- Time Management - Ability to utilize the available time to organize and complete work within given deadlines.
- Working Under Pressure - Ability to complete assigned tasks under stressful situations. Ability to address emergency and non-emergency situations calmly and thoroughly, applying common sense to the resolution of problems.
- Autonomy - Ability to work independently with minimal supervision.
- Interpersonal/Diversity Oriented - Ability to work effectively with people regardless of their age, gender, race, ethnicity, religion, personalities, or job type.
- Safety Awareness - Ability to identify and correct conditions that affect employee safety.
- Superior telephone manner and customer service
- Very strong computer skills: knowledge of MS Word and Excel required
- An equivalent combination of experience, education, and other qualifications may be considered.
- Bilingual English / Spanish is highly preferred

Computer Skills

Efficient Computer knowledge and use of Microsoft products, word processing, spreadsheets database systems, timekeeping systems, online learning systems, email and all other computer-generated systems.

Certificates & Licenses

Physical Demands

- Handling / Fingering
- Lift/Carry/Push/Pull 50 lbs. minimum
- Standing/sitting for long periods of time

Work Environment

School/Institution environment.

Evaluation

Performance in this position will be evaluated against the essential duties, competencies, and requirements, as outlined, with frequency according to The Salon Professional School of Cosmetology policy.

Reasonable Accommodations Statement

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable Accommodations may be made to enable qualified individuals with disabilities to perform the essential functions. Under Michigan law, any individual who needs a reasonable accommodation to perform the essential duties of the position they hold or seek must make a request, in writing, within 182 days of the day he/she knew or should have known of the need.

The Salon Professional School of Cosmetology (SPSC) has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and SPSC reserves the right to change this job description and/or assign tasks for the employee to perform, as Planted may deem appropriate.

I certify that I have read and understand the responsibilities assigned to this position.

Employee Name (Please print) _____

Employee Signature: _____ Date: _____

I certify that this job description contains an outline of the responsibilities assigned to this position. I approve the delegation of responsibilities as outlined.

Approved by _____ Date: _____

Signature: Director of Operations

THE SALON PROFESSIONAL SCHOOL OF COSMETOLOGY

User Group Trainer/ Administrative Assistant (Student/Staff)

The Salon Professional School of Cosmetology is offering hands on training in this position. We are eager to mentor and develop any individual who is seriously looking for a start-up career in administrations and student/instructor user group training.

POSITION SUMMARY

The Salon Professional School of Cosmetology is interested in training a full-time or part-time candidate for the following position at the school's main office. This position requires knowledge of administrative duties, capabilities in training staff and students, and support to four members of the office: Director of Operations, Admissions, Financial Aid Director, and Workforce Development. This position is a vital point of contact for applicants and prospects applying to our school's programs. The ideal candidate will be enthusiastic, patient, a team player, friendly, and excited to learn. Excellent communication skills and the ability to manage multiple details and tasks in a fast-paced environment are essential. Interested candidates should submit a cover letter and resume to Kanika Free, Director of Operations by email: kfree@thesalonpro.org

ESSENTIAL DUTIES THAT CANDIDATE WILL BE TRAINED IN:

1. Receive, read, route and/or file incoming mail, acknowledging where appropriate.
2. Answer main telephone lines of general school information.
3. Train students, staff, faculty, and guest on all user groups
4. Attend meetings and trainings as required.
5. Compose and manage correspondence; organize trainings for departments.
6. Assist in coordinating, organizing, and preparing for Admission Office events (open houses, exploratory sessions, information sessions, etc.) including RSVP and confirmations.
7. Perform other work-related duties assigned by the Director of Operations or Dean of Students.

Required Skills

- Accountability - Ability to accept responsibility and account for his/her actions and deliver upon expectations.
- Relationship Building - Ability to form a meaningful and genuine connection with our residents, each other and the community.
- Respect - Ability to show and treat all with dignity and worth.
- Listening - Ability to actively pay attention and seek to understand.

- Communication, Written and Oral - Ability to communicate effectively with others using the spoken word and writing clearly and concisely. Ability to follow verbal and written directions.
- Technical Aptitude - Ability to comprehend specialized information.
- Assertiveness - Ability to act in a self- confident manner to facilitate completion of a work assignment or to defend a position or idea.
- Leadership - Ability to influence others to perform their jobs effectively and to be responsible for making decisions.
- Empathetic - Ability to appreciate and be sensitive to the feelings of others.
- Presentation Skills - Ability to effectively present information publicly.
- Decision Making - Ability to make critical decisions while following company procedures.
- Judgment - The ability to formulate a sound decision using the available information.
- Conflict Resolution - Ability to deal with others in an antagonistic situation.
- Problem Solving - Ability to find a solution for or to deal proactively with work-related problems.
- Consensus Building - Ability to bring about group solidarity to achieve a goal.
- Tactful - Ability to show consideration for and maintain good relations with others.
- Honesty / Integrity - Ability to be truthful and be seen as credible in the workplace.

QUALIFICATIONS

Education

- High school or equivalent (Required)

Experience

- Coaching and Development - Ability to provide guidance and feedback to help others strengthen specific knowledge/skill areas.
- Training - Ability to develop a particular skill in others to bring them up to a predetermined standard of work performance.
- Team Builder - Ability to convince a group of people to work toward a goal.
- Detail Oriented - Ability to pay attention to the minute details of a project or task.
- Organized - Possessing the trait of being organized or following a systematic method of performing a task.
- Persistence - Ability to complete tasks or continue in a course of action in spite of opposition or discouragement.
- Innovative - Ability to look beyond the standard solutions.
- Change Management - Ability to encourage others to seek opportunities for different and innovative approaches to addressing problems and opportunities.
- Time Management - Ability to utilize the available time to organize and complete work within given deadlines.
- Working Under Pressure - Ability to complete assigned tasks under stressful situations. Ability to address emergency and non-emergency situations calmly and thoroughly, applying common sense to the resolution of problems.
- Autonomy - Ability to work independently with minimal supervision.
- Interpersonal/Diversity Oriented - Ability to work effectively with people regardless of their age, gender, race, ethnicity, religion, personalities, or job type.
- Safety Awareness - Ability to identify and correct conditions that affect employee safety.
- Superior telephone manner and customer service
- Very strong computer skills: knowledge of MS Word and Excel required
- An equivalent combination of experience, education, and other qualifications may be considered.
- Bilingual English / Spanish is highly preferred.
- Knowledge of all user groups used for training purposes.

Computer Skills

Efficient Computer knowledge and use of Microsoft products, word processing, spreadsheets database systems, timekeeping systems, online learning systems, email, and all other computer-generated systems.

Certificates & Licenses

Physical Demands

- Handling / Fingering
- Lift/Carry/Push/Pull 50 lbs. minimum
- Standing/sitting for long periods of time

Work Environment

School/Institution environment.

Evaluation

Performance in this position will be evaluated against the essential duties, competencies, and requirements, as outlined, with frequency according to The Salon Professional School of Cosmetology policy.

Reasonable Accommodations Statement

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable Accommodations may be made to enable qualified individuals with disabilities to perform the essential functions. Under Michigan law, any individual who needs a reasonable accommodation to perform the essential duties of the position they hold or seek must make a request, in writing, within 182 days of the day he/she knew or should have known of the need.

The Salon Professional School of Cosmetology (SPSC) has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and SPSC reserves the right to change this job description and/or assign tasks for the employee to perform, as Planted may deem appropriate.

I certify that I have read and understand the responsibilities assigned to this position.

Employee Name (Please print) _____

Employee Signature: _____ Date: _____

I certify that this job description contains an outline of the responsibilities assigned to this position. I approve the delegation of responsibilities as outlined.

Approved by _____ Date: _____
Signature: Director of Operations

THE SALON PROFESSIONAL SCHOOL OF COSMETOLOGY

Career Development Trainer

POSITION SUMMARY:

The Salon Professional School of Cosmetology seeks a full-time or part-time Career Development Trainer for the Cosmetology program at the school's main office. The trainer is responsible for assuring that students are shown the industry techniques from a licensed cosmetology professional that will correlate with industry specific techniques and standards in accordance with all school, state, and federal rules, and regulations. The trainer will facilitate demonstrations with occupational job specific skills with students under the supervision of a licensed cosmetology instructor, will be enthusiastic, patient, a team player, friendly, excellent communication skills, and the ability to manage multiple details and tasks in a fast-paced environment are essential. The trainer will also oversee inventory control and product distribution in connection with the student's practical training. The Career Development Trainer reports to all licensed cosmetology instructors and to the Director of Operations.

ESSENTIAL DUTIES:

1. Assist students at SPSC with practical skill applications
2. Assist students with improving their knowledge or career skill
3. Provide guidance with resources for their career path
4. Create a positive educational climate for the students to learn demonstrations
5. Assist instructors on making sure student performance goals are met
6. Participate in continued training session
7. Create projects designed to enhance student skills
8. Read and stay abreast of current topics in education
9. Utilize various curriculum resources
10. Work with program coordinators to ensure initiatives are being met
11. Provide daily demonstrations that will correlate with course of study
12. Must work with the school to adhere to all Federal, State, and City regulations
13. Monitor and maintain inventory control and dispensation of products related to student training and all demonstrations.

KEY RESPONSIBILITIES:

1. Excellent interpersonal, written, and oral communication skills.
2. Motivate campus associates through recognition and career development.
3. Assure that students are provided demonstrations to enhance their career skill.
4. Assist students on performing techniques in the most timely and professional manner.

MINIMUM QUALIFICATIONS:

Education

- High school diploma or GED

Experience

- Basic knowledge of MS Word and Excel required
- Bilingual English / Spanish /French is preferred
- At least 3 years of experience as a licensed cosmetologist.
- Preferred- a valid Michigan State Certification
- At least 1 year as a salon management

Computer Skills

Efficient Computer knowledge and use of Microsoft products

Certificates & Licenses

Cosmetology Licensed

Physical Demand

- Handling /Fingering
- Lift/Carry/Push/Pull 50 lbs. minimum
- Standing/sitting for long periods of time

Work Environment

Salon stylist/ salon or spa management

Evaluation

Performance in this position will be evaluated against the essential duties, competencies, and requirements, as outlined, with frequency according to The Salon Professional School of Cosmetology policy.

Reasonable Accommodations Statement

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable Accommodations may be made to enable qualified individuals with disabilities to perform the essential functions. Under Michigan law, any individual who needs a reasonable accommodation to perform the essential duties of the position they hold or seek must make a request, in writing, within 182 days of the day he/she knew or should have known of the need.

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I certify that I have read and understand the responsibilities assigned to this position.

Employee Name (Please print) _____

Employee Signature: _____ Date: _____

I certify that this job description contains an outline of the responsibilities assigned to this position. I approve the delegation of responsibilities as outlined.

Approved by _____ Date: _____
Signature: Director of Operations

THE SALON PROFESSIONAL SCHOOL OF COSMETOLOGY

Student Digital Records Clerk

POSITION SUMMARY

The Salon Professional School of Cosmetology seeks a full-time position for a student digital records through the SMART Software System. This position also entails inputting data such as Student Digital Records Clerk within the administrative offices. The responsibility of this position includes but is not limited to creating and developing all attendance, grades, exams, Minimum Practical Applications (MPA's), start/end date, student personal information, completed clock hours, and cumulative grades/attendance for students' official transcripts. The Student Digital Records Clerk will be responsible for training faculty on how to create and input data into a student digital file. The Digital Records Clerk will work closely with the Admissions Coordinator and Instructors to assure all student data is correct. The Student Digital Record Clerk will receive all student hard-copy files from the Admissions Coordinator, and Director of Operations ONLY so that an academic digital record of the student is created. All academic and attendance is recorded by Instructors then given to the Data Clerk for input into student academic digital file. The ideal candidate will be enthusiastic, patient, a team player, friendly, excited to learn and willing to grow within the organization. Excellent communication skills and the ability to manage multiple details and tasks in a fast-paced environment are essential. Interested candidates should submit a cover letter and resume to the Chief Executive Officer of SPSC.

ESSENTIAL DUTIES

The Student Digital Record Clerk daily task are:

1. To create an academic digital file for each student.
2. Input all student information needed to create an official transcript such as course descriptions, student information, grades, and other information in accordance with policies.
3. Greets visitors in person or on the phone, providing customer service with guidance regarding the registration process; may refer customers to appropriate department.
4. Processes name changes, any student updates, and all academic and demographic information in the digital files.
5. Maintains digital files in proper order; pulls records for processing and refiles.
6. Performs miscellaneous job-related duties as assigned.
7. Works with SPSC SMART Software Representative in developing or changing the student digital records (If-needed) in order to remain in compliance with the State of Michigan Department of Licensing and Regulatory Affairs (LARA) Cosmetology Division and the Council of Occupational Education
8. Responsible for training faculty to create student digital files if there are more opportunities to grow the records department.
9. Performs other work-related duties assigned by the Director of Operations.
10. Works directly with the Admissions Coordinator with multiple tasks needed throughout the day.

REQUIRED SKILLS

- Accountability - Ability to accept responsibility and account for his/her actions and deliver upon expectations.
- Relationship Building - Ability to form a meaningful and genuine connection with our residents, each other and the community.

- Respect - Ability to show and treat all with dignity and worth.
- Listening - Ability to actively pay attention and seek to understand.
- Communication, Written and Oral - Ability to communicate effectively with others using the spoken word and writing clearly and concisely. Ability to follow verbal and written directions.
- Technical Aptitude - Ability to comprehend specialized information.
- Assertiveness - Ability to act in a self- confident manner to facilitate completion of a work assignment or to defend a position or idea.
- Leadership - Ability to influence others to perform their jobs effectively and to be responsible for making decisions.
- Empathetic - Ability to appreciate and be sensitive to the feelings of others.
- Presentation Skills - Ability to effectively present information publicly.
- Decision Making - Ability to make critical decisions while following company procedures.
- Judgment - The ability to formulate a sound decision using the available information.
- Conflict Resolution - Ability to deal with others in an antagonistic situation.
- Problem Solving - Ability to find a solution for or to deal proactively with work-related problems.
- Consensus Building - Ability to bring about group solidarity to achieve a goal.
- Tactful - Ability to show consideration for and maintain good relations with others.
- Honesty / Integrity - Ability to be truthful and be seen as credible in the workplace.
- Coaching and Development - Ability to provide guidance and feedback to help others strengthen specific knowledge/skill areas.

QUALIFICATIONS

Education

- High school or equivalent (Required)

Experience

- Training - Ability to develop a particular skill in others to bring them up to a predetermined standard of work performance.
- Team Builder - Ability to convince a group of people to work toward a goal.
- Detail Oriented - Ability to pay attention to the minute details of a project or task.
- Organized - Possessing the trait of being organized or following a systematic method of performing a task.
- Persistence - Ability to complete tasks or continue in a course of action in spite of opposition or discouragement.
- Innovative - Ability to look beyond the standard solutions.
- Change Management - Ability to encourage others to seek opportunities for different and innovative approaches to addressing problems and opportunities.
- Time Management - Ability to utilize the available time to organize and complete work within given deadlines.
- Working Under Pressure - Ability to complete assigned tasks under stressful situations. Ability to address emergency and non-emergency situations calmly and thoroughly, applying common sense to the resolution of problems.
- Autonomy - Ability to work independently with minimal supervision.
- Interpersonal/Diversity Oriented - Ability to work effectively with people regardless of their age, gender, race, ethnicity, religion, personalities, or job type.
- Safety Awareness - Ability to identify and correct conditions that affect employee safety
- Superior telephone manner and customer service
- Very strong computer skills: knowledge of MS Word and Excel required
- An equivalent combination of experience, education, and other qualifications may be considered.
- Bilingual English / Spanish is highly preferred

Computer Skills

Efficient Computer knowledge and use of Microsoft products, word processing, spreadsheets database systems, timekeeping systems, online learning systems, email and all other computer-generated systems.

Certificates & Licenses

Physical Demands

- Handling / Fingering
- Lift/Carry/Push/Pull 50 lbs. minimum
- Standing/sitting for long periods of time

Work Environment

School/Institution environment.

Evaluation

Performance in this position will be evaluated against the essential duties, competencies, and requirements, as outlined, with frequency according to The Salon Professional School of Cosmetology policy.

Reasonable Accommodations Statement

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable Accommodations may be made to enable qualified individuals with disabilities to perform the essential functions. Under Michigan law, any individual who needs a reasonable accommodation to perform the essential duties of the position they hold or seek must make a request, in writing, within 182 days of the day he/she knew or should have known of the need.

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I certify that I have read and understand the responsibilities assigned to this position.

Employee Name (Please print) _____

Employee Signature: _____ Date: _____

I certify that this job description contains an outline of the responsibilities assigned to this position. I approve the delegation of responsibilities as outlined.

Approved by _____ Date: _____
Signature: Director of Operations

THE SALON PROFESSIONAL SCHOOL OF COSMETOLOGY

Educational Administrator

POSITION SUMMARY:

The Salon Professional School of Cosmetology Administrator is the academic administrator with primary responsibility for curriculum development for SPSC. The role will identify the development needs of students and will assure content which meets those needs as well as state licensing requirements. The Educational Administrator maintains responsibility for monitoring student's progress through the identified curricula. This position will also oversee Administrative Staff and Faculty Professional Development and related training content. The Administrator will also oversee inventory control and product distribution in connection student's practical experience on the floor. The Educational Administrator reports directly to the Director of Operations.

ESSENTIAL DUTIES:

1. Oversees each programs' curriculum and student goals.
2. Develops creative ways to convey curriculum content to students using varied methods (ie. Classroom learning, guest presenters, web content, etc.)
3. Serve as a liaison between institution administrators, faculty, and student departments.
4. Assess the needs of the student body and respond with appropriate academic content which aligns with state licensing requirements.
5. Monitor student on-boarding and job placements.
6. Maintaining and improving student attendance.
7. Administer the DDBS Professional Development Program and offer training for the purpose of continuous improvement. Maintain records of training and related progress.
8. Administer evaluation of administrators and faculty competencies and performance in connection with the Director of Operations. Maintains appropriate records of evaluations.
9. Monitor and maintain inventory control and dispensation of products related to student practices. Provides reports and details of inventory counts upon request.
10. Excellent interpersonal, written, and oral communication skills
11. Ability to build relationships and partnerships in the industry.
12. Motivate campus associates through recognition and career development.
13. Other work related duties as needed

KEY RESPONSIBILITIES:

- Accountability - Ability to accept responsibility and account for his/her actions and deliver upon expectations.
- Relationship Building - Ability to form a meaningful and genuine connection with our residents, each other and the community.
- Respect - Ability to show and treat all with dignity and worth.
- Listening - Ability to actively pay attention and seek to understand.
- Communication, Written and Oral - Ability to communicate effectively with others using the spoken word and writing clearly and concisely. Ability to follow verbal and written directions.
- Technical Aptitude - Ability to comprehend specialized information.
- Assertiveness - Ability to act in a self- confident manner to facilitate completion of a work assignment or to defend a position or idea.

- Leadership - Ability to influence others to perform their jobs effectively and to be responsible for making decisions.
- Empathetic - Ability to appreciate and be sensitive to the feelings of others.
- Presentation Skills - Ability to effectively present information publicly.
- Decision Making - Ability to make critical decisions while following company procedures.
- Judgment - The ability to formulate a sound decision using the available information.
- Conflict Resolution - Ability to deal with others in an antagonistic situation.
- Problem Solving - Ability to find a solution for or to deal proactively with work-related problems.
- Consensus Building - Ability to bring about group solidarity to achieve a goal.
- Tactful - Ability to show consideration for and maintain good relations with others.
- Honesty / Integrity - Ability to be truthful and be seen as credible in the workplace.
- Coaching and Development - Ability to provide guidance and feedback to help others strengthen specific knowledge/skill areas.
- Training - Ability to develop a particular skill in others to bring them up to a predetermined standard of work performance.
- Team Builder - Ability to convince a group of people to work toward a goal.
- Detail Oriented - Ability to pay attention to the minute details of a project or task.
- Organized - Possessing the trait of being organized or following a systematic method of performing a task.
- Persistence - Ability to complete tasks or continue in a course of action in spite of opposition or discouragement.
- Innovative - Ability to look beyond the standard solutions.
- Change Management - Ability to encourage others to seek opportunities for different and innovative approaches to addressing problems and opportunities.
- Time Management - Ability to utilize the available time to organize and complete work within given deadlines.
- Working Under Pressure - Ability to complete assigned tasks under stressful situations. Ability to address emergency and non-emergency situations calmly and thoroughly, applying common sense to the resolution of problems.
- Autonomy - Ability to work independently with minimal supervision.
- Interpersonal/Diversity Oriented - Ability to work effectively with people regardless of their age, gender, race, ethnicity, religion, personalities, or job type.
- Safety Awareness - Ability to identify and correct conditions that affect employee safe

QUALIFICATIONS

Educational

- High school diploma or GED
- Bachelor's degree or equivalent combination of Educational and experience.

Experience

- Basic knowledge of MS Word and Excel required
- Bilingual English / Spanish /French is preferred
- At least two years of experience working with Vocational/Trade School students is desirable.
- At least two years of teaching or Educational experience preferred.
- Preferred - a valid Michigan Instructors certification

Computer Skills

Efficient Computer knowledge and use of Microsoft products, word processing, spreadsheets database

systems, timekeeping systems, online learning systems, email and all other computer-generated systems.

Certificates & Licenses

Instructor's License

Physical Demands

- Handling /Fingering
- Lift/Carry/Push/Pull 50 lbs. minimum
- Standing/sitting for long periods of time

Work Environment

School/Institution environment.

Evaluation

Performance in this position will be evaluated against the essential duties, competencies, and requirements, as outlined, with frequency according to The Salon Professional School of Cosmetology policy.

Reasonable Accommodations Statement

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.

Reasonable Accommodations may be made to enable qualified individuals with disabilities to perform the essential functions. Under Michigan law, any individual who needs a reasonable accommodation to perform the essential duties of the position they hold or seek must make a request, in writing, within 182 days of the day he/she knew or should have known of the need.

The Salon Professional School of Cosmetology (SPSC) has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and DDBS reserves the right to change this job description and/or assign tasks for the employee to perform, as Planted may deem appropriate.

I certify that I have read and understand the responsibilities assigned to this position.

Employee Name (Please print) _____

Employee Signature: _____ Date: _____

I certify that this job description contains an outline of the responsibilities assigned to this position. I approve the delegation of responsibilities as outlined.

Approved by _____ Date: _____
Signature: Director of Operations

THE SALON PROFESSIONAL SCHOOL OF COSMETOLOGY

Instructor-Cosmetology (Detroit-Main)

POSITION SUMMARY

The Salon Professional School of Cosmetology seeks a full-time or part-time Cosmetology Instructor for the Cosmetology and Cosmetology Instructors program at the school's main office. He/She is responsible for instruction at SPSC of students in accordance with all school, state, and federal rules and regulations. Will facilitate instruction with occupational job specific skills. Candidates are strongly urged to have excellent classroom management. The ideal candidate will be enthusiastic, patient, a team player, friendly, and excited to learn. Excellent communication skills and the ability to manage multiple details and tasks in a fast-paced environment are essential. Interested candidates should submit a cover letter and resume to the Director of Operations Kanika Free, kfree@thesalonpro.org.

ESSENTIAL DUTIES

1. Assist students at DDBS with academic milestones
2. Aide students studying for a certificate or diploma to improve their knowledge or career skills
3. Create instructional resources for use in the classroom
4. Plan, prepare, and deliver instructional activities
5. Create a positive educational climate for the students to learn
6. Meet course and school-wide student performance goals
7. Participate in continued training sessions
8. Create lesson plans and modify accordingly throughout the year
9. Maintain progress reports
10. Administer tests and evaluations for all students
11. Grade papers and perform other administrative duties as needed
12. Create projects designed to enhance lectures
13. Read and stay abreast of current topics in education
14. Utilize various curriculum resources
15. Integrate competencies, goals, and objectives into lesson plans
16. Develop professional relationships with other agencies and programs
17. Work with program coordinators to ensure initiatives are being met
18. Tutor students on an individual basis
19. Observe and evaluate students' performance
20. Manage student behavior in the classroom by invoking approved disciplinary procedures
21. Ensure student readiness for State Licensure assessments

REQUIRED SKILLS

- Accountability - Ability to accept responsibility and account for his/her actions and deliver upon expectations.
- Relationship Building - Ability to form a meaningful and genuine connection with our residents, each other and the community.
- Respect - Ability to show and treat all with dignity and worth.
- Listening - Ability to actively pay attention and seek to understand.
- Communication, Written and Oral - Ability to communicate effectively with others using the spoken word and writing clearly and concisely. Ability to follow verbal and written directions.

- Technical Aptitude - Ability to comprehend specialized information.
- Assertiveness - Ability to act in a self- confident manner to facilitate completion of a work assignment or to defend a position or idea.
- Leadership - Ability to influence others to perform their jobs effectively and to be responsible for making decisions.
- Empathetic - Ability to appreciate and be sensitive to the feelings of others.
- Presentation Skills - Ability to effectively present information publicly.
- Decision Making - Ability to make critical decisions while following company procedures.
- Judgment - The ability to formulate a sound decision using the available information.
- Conflict Resolution - Ability to deal with others in an antagonistic situation.
- Problem Solving - Ability to find a solution for or to deal proactively with work-related problems.
- Consensus Building - Ability to bring about group solidarity to achieve a goal.
- Tactful - Ability to show consideration for and maintain good relations with others.
- Honesty / Integrity - Ability to be truthful and be seen as credible in the workplace.

QUALIFICATIONS

Education

- High school diploma or GED
- Two years of college level work or equivalent.

Experience

- Coaching and Development - Ability to provide guidance and feedback to help others strengthen specific knowledge/skill areas.
- Training - Ability to develop a particular skill in others to bring them up to a predetermined standard of work performance.
- Team Builder - Ability to convince a group of people to work toward a goal.
- Detail Oriented - Ability to pay attention to the minute details of a project or task.
- Organized - Possessing the trait of being organized or following a systematic method of performing a task.
- Persistence - Ability to complete tasks or continue in a course of action in spite of opposition or discouragement.
- Innovative - Ability to look beyond the standard solutions.
- Change Management - Ability to encourage others to seek opportunities for different and innovative approaches to addressing problems and opportunities.
- Time Management - Ability to utilize the available time to organize and complete work within given deadlines.
- Working Under Pressure - Ability to complete assigned tasks under stressful situations. Ability to address emergency and non-emergency situations calmly and thoroughly, applying common sense to the resolution of problems.
- Autonomy - Ability to work independently with minimal supervision.
- Interpersonal/Diversity Oriented - Ability to work effectively with people regardless of their age, gender, race, ethnicity, religion, personalities, or job type.
- Safety Awareness - Ability to identify and correct conditions that affect employee safety.
- Very strong computer skills: knowledge of MS Word and Excel required
- Bilingual English / Spanish is highly preferred
- At least two years of experience working with Trade School students is desirable.
- At least two years of Salon experience
- Must have a valid Michigan Instructors certification

Computer Skills

Efficient Computer knowledge and use of Microsoft products, word processing, spreadsheets database systems, timekeeping systems, online learning systems, email and all other computer-generated systems.

Certificates & Licenses

Michigan Instructors License

Physical Demands

- Handling /Fingering
- Lift/Carry/Push/Pull 50 lbs. minimum
- Standing/sitting for long periods of time

Work Environment: School/Institution environment.

Evaluation

Performance in this position will be evaluated against the essential duties, competencies, and requirements, as outlined, with frequency according to The Salon Professional School of Cosmetology policy.

Reasonable Accommodations Statement

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable Accommodations may be made to enable qualified individuals with disabilities to perform the essential functions. Under Michigan law, any individual who needs a reasonable accommodation to perform the essential duties of the position they hold or seek must make a request, in writing, within 182 days of the day he/she knew or should have known of the need.

The Salon Professional School of Cosmetology (SPSC) has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and SPSC reserves the right to change this job description and/or assign tasks for the employee to perform, as Planted may deem appropriate.

I certify that I have read and understand the responsibilities assigned to this position.

Employee Name (Please print) _____

Employee Signature: _____ Date: _____

I certify that this job description contains an outline of the responsibilities assigned to this position. I approve the delegation of responsibilities as outlined.

Approved by _____ Date: _____

Signature: Director of Operation Date: _____

THE SALON PROFESSIONAL SCHOOL OF COSMETOLOGY

Instructor - Nail Technology

Position Summary

The Salo Professional School of Cosmetology seeks a full-time or part-time, Nail Technology Instructor for the Nail Technology and Nail Technology Program at the school's main office. He/She is responsible for instruction at SPSC of students in accordance with all school, state, and federal rules and regulations. Will facilitate instruction with occupational job specific skills. Candidates are strongly urged to have excellent classroom management. The ideal candidate will be enthusiastic, patient, a team player, friendly, and excited to learn. Excellent communication skills and the ability to manage multiple details and tasks in a fast-paced environment are essential. Interested candidates should submit a cover letter and resume to the Director of Operations.

ESSENTIAL DUTIES

1. Assist students at DDBS with academic milestones
2. Aide students studying for a certificate or diploma to improve their knowledge or career skills
3. Create instructional resources for use in the classroom
4. Plan, prepare, and deliver instructional activities
5. Create a positive educational climate for the students to learn
6. Meet course and school-wide student performance goals
7. Participate in continued training sessions
8. Create lesson plans and modify accordingly throughout the year
9. Maintain progress reports
10. Administer tests and evaluations for all students
11. Grade papers and perform other administrative duties as needed
12. Create projects designed to enhance lectures
13. Read and stay abreast of current topics in education
14. Utilize various curriculum resources
15. Integrate competencies, goals, and objectives into lesson plans
16. Develop professional relationships with other agencies and programs
17. Work with program coordinators to ensure initiatives are being met
18. Tutor students on an individual basis
19. Observe and evaluate students' performance
20. Manage student behavior in the classroom by invoking approved disciplinary procedures
21. Ensure student readiness for State Licensure assessments

REQUIRED SKILLS

- Accountability - Ability to accept responsibility and account for his/her actions and deliver upon expectations.
- Relationship Building - Ability to form a meaningful and genuine connection with our residents, each other and the community.
- Respect - Ability to show and treat all with dignity and worth.
- Listening - Ability to actively pay attention and seek to understand.
- Communication, Written and Oral - Ability to communicate effectively with others using the spoken word and writing clearly and concisely. Ability to follow verbal and written directions.
- Technical Aptitude - Ability to comprehend specialized information.

- Assertiveness - Ability to act in a self- confident manner to facilitate completion of a work assignment or to defend a position or idea.
- Leadership - Ability to influence others to perform their jobs effectively and to be responsible for making decisions.
- Empathetic - Ability to appreciate and be sensitive to the feelings of others.
- Presentation Skills - Ability to effectively present information publicly.
- Decision Making - Ability to make critical decisions while following company procedures.
- Judgment - The ability to formulate a sound decision using the available information.
- Conflict Resolution - Ability to deal with others in an antagonistic situation.
- Problem Solving - Ability to find a solution for or to deal proactively with work-related problems.
- Consensus Building - Ability to bring about group solidarity to achieve a goal.
- Tactful - Ability to show consideration for and maintain good relations with others.
- Honesty / Integrity - Ability to be truthful and be seen as credible in the workplace.
- Coaching and Development - Ability to provide guidance and feedback to help others strengthen specific knowledge/skill areas.
- Training - Ability to develop a particular skill in others to bring them up to a predetermined standard of work performance.
- Team Builder - Ability to convince a group of people to work toward a goal.
- Detail Oriented - Ability to pay attention to the minute details of a project or task.
- Organized - Possessing the trait of being organized or following a systematic method of performing a task.
- Persistence - Ability to complete tasks or continue in a course of action in spite of opposition or discouragement.
- Innovative - Ability to look beyond the standard solutions.
- Change Management - Ability to encourage others to seek opportunities for different and innovative approaches to addressing problems and opportunities.
- Time Management - Ability to utilize the available time to organize and complete work within given deadlines.
- Working Under Pressure - Ability to complete assigned tasks under stressful situations. Ability to address emergency and non-emergency situations calmly and thoroughly, applying common sense to the resolution of problems.
- Autonomy - Ability to work independently with minimal supervision.
- Interpersonal/Diversity Oriented - Ability to work effectively with people regardless of their age, gender, race, ethnicity, religion, personalities, or job type.
- Safety Awareness - Ability to identify and correct conditions that affect employee safety

QUALIFICATIONS

Education

- High school diploma or GED
- Two years of college level work or equivalent.

Experience

- Very strong computer skills: knowledge of MS Word and Excel required
- Bilingual English / Spanish is highly preferred
- At least two years of experience working with Trade School students is desirable.
- At least two years of Salon experience
- Must have a valid Michigan Instructors certification

Computer Skills

Efficient Computer knowledge and use of Microsoft products, word processing, spreadsheets database

systems, timekeeping systems, online learning systems, email and all other computer-generated systems.

Certificates & Licenses

Physical Demands

- Handling /Fingering
- Lift/Carry/Push/Pull 50 lbs. minimum
- Standing/sitting for long periods of time

Work Environment

School/Institution environment

Evaluation

Performance in this position will be evaluated against the essential duties, competencies, and requirements, as outlined, with frequency according to The Salon Professional School of Cosmetology policy.

Reasonable Accommodations Statement

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable Accommodations may be made to enable qualified individuals with disabilities to perform the essential functions. Under Michigan law, any individual who needs a reasonable accommodation to perform the essential duties of the position they hold or seek must make a request, in writing, within 182 days of the day he/she knew or should have known of the need.

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I certify that I have read and understand the responsibilities assigned to this position.

Employee Name (Please print) _____ Employee

Signature: _____ Date: _____

I certify that this job description contains an outline of the responsibilities assigned to this position. I approve the delegation of responsibilities as outlined.

Approved by _____ Date: _____

Signature: Director of Operations Date: _____

THE SALON PROFESSIONAL SCHOOL OF COSMETOLOGY

CONTINUOUS EVALUATION OF PERFORMANCE FOR FULL AND PART-TIME EMPLOYEES INSTRUCTIONAL ADMINISTRATIVE AND SUPERVISORY STAFF

Instructional Staff

Administrative & Supervisory Staff

<p>The first organizational Performance Evaluation takes place on or after the 91st day after the initial date of hire. The on- going evaluations will take place on or near the Faculty member's anniversary date, which is their initial date of hire.</p>	<p>The first organizational Performance evaluation takes place on or after the 91st day after the initial date of hire. There may also be a 30 Day Check In to address immediate questions and resources needs. The on-going evaluation will occur on or near the Staff member's anniversary date which is the anniversary of date of hire.</p>
<p>The first organizational Performance Evaluation takes place on or after the 91st day after the initial date of hire. The on- going evaluations will take place on or near the Faculty member's anniversary date, which is their initial date of hire.</p>	<p>30 days prior to the anniversary date of their hire, each Administrative or Supervisory team member will be scheduled for their Annual Performance Evaluation by the Director of Operations.</p>
<p>The Director of Operations or designee will schedule a date and time and will invite the Faculty member to the meeting and ask that they bring a completed version of the evaluation (self-evaluation) along with a one- page rationale/summary with their opinion of their performance. The Education Administrator may sit in on this meeting or provide input/ documentation.</p>	<p>The Director of Operations or designee will take responsibility for scheduling the Annual Performance Evaluation meeting with the team member. The Director of Operations or designee will request that the team member complete a self-evaluation and bring along a one- page rationale of their performance rating and any supporting documentation to support their rating.</p>
<p>Faculty should feel free to bring supporting documentation of their performance or evidence of their special accomplishments or going beyond the call of duty.</p>	<p>Administrative and Supervisory staff should feel free to bring supporting documentation or evidence of special accomplishments during the year.</p>
<p>The Director of Operations and/or designee will review the rationale statement and the self-evaluation information. They will discuss their view of the faculty member's performance and will provide examples and or supporting documentation which supports their review rating. They will provide a final rating to the Faculty member.</p>	<p>The Director of Operations and/or designee will review the rationale statement and the self-evaluation. The Director of Operations or designee will also take into account any other evidence of performance or supporting evidence. The Director of Operations will then decide and share with the team member their rating,</p>

<p>The Director and/or designee will then work with the faculty member to outline specific areas for re-training to address any identified areas of improvement. They will also obtain suggestions from the Faculty member on other trainings they may need or have an interest in developing.</p>	<p>The Director of Operations and/or designee will help the team member define other training needs and will also assess if the team member has any other areas of training interest that should be considered.</p>
<p>The Director of Operations and/or designee will have responsibility of creating a written training plan to be signed off on by both parties.</p>	<p>The Director of Operations and/or designee will take responsibility for defining an annual training plan for the team member in writing. Either the Administrative or Supervisory team member; and will sign off on the plan along with the Director.</p>
<p>The Director of Operations, and/or designee, and Advisory/Occupational Committees will review the annual training progress annually to assure completion of the Annual Review's related training plan. The Director of Operations or designee will assure that 12 credit hours of professional development are completed annually.</p>	<p>The Director of Operations, and/or designee, and Advisory/ Occupational Committees will annually revisit the annual training plan for the team members and will discuss if the elements of the plan are being completed and if the team members are being accountable.</p>

<p>If the Faculty member has any remaining comments regarding the evaluation, they can be attached to the final version of the Annual Review Evaluation.</p>	<p>Just before the final sign off, the Director checks with the team member to see if they have anything more to share. Any final points or comments can be attached to the final version of the Annual Review Evaluation.</p>
<p>Once the Director of Operations or designee has signed off on the plan, then all documented, including the Performance Evaluation form, the supporting documentation and the Training Plan will be forwarded to HR and placed on file</p>	<p>Once the Director of Operations has signed off on the training plan, then the documentation to support the evaluation and rationale, etc., will be forwarded to HR and placed in the employee's file.</p>
<p>HR will note that the Annual Performance Evaluation process has been completed.</p>	<p>HR will make a note that the Annual Performance Evaluation process has been completed.</p>

THE SALON PROFESSIONAL SCHOOL OF COSMETOLOGY

Instructor Continuing Education Continuing Education Form

Instructor Continuing Education Requirements

All instructors are required by the school to complete a minimum of 12 hours per year (based on employment anniversary) of continuing education training, at least four of which must be devoted to academic and practical learning teaching methods. It is the personal responsibility of each instructor to meet this requirement and provide documentation of such training to management for his/her personnel file. The school may periodically require employees to participate in job training or career development activities in addition to their regular work schedule. It is the goal of the school to actively participate in the development of its employees. However, it is believed that employees must be willing to invest both time and, if necessary, money toward self-improvement and professional development. Tuition for school-sponsored events will be waived.

PLEASE NOTE:

SPSC will hold development courses for academic and practical learning, leadership development, instructional and educational development, and job training/career development. It is the responsibility of the instructor to attend the sessions held by SPSC if you will not be attending outside courses throughout the year. Available training dates will be posted well in advance. By signing this agreement, you understand what is expected of you and you will submit formal documentation of attendance on an annual basis.

Instructor Signature

Date

Faculty Evaluation Policy and Procedure

Goal

To instruct students effectively and prepare them for successful employment in the beauty industry, which helps assure the school achieves its mission and educational objectives.

The following written plan and responsibilities must be acknowledged and performed for annual review.

Teaching Responsibilities (90% or more of daily scheduled work time)

1. Gain a working knowledge of the school's satisfactory academic progress policy, the standards of conduct, practical course requirements, grading policies and criteria, and state regulations within 30 days of employment.
2. Teach and follow the school's published curriculum, using all teaching aids and handouts provided unless deviations are approved.
3. Learn any new course or teaching methods introduced during employment and follow them consistently.
4. Maintain a thorough knowledge of the school's mission and educational objectives and strive to attain them at all times.
5. Prepare and participate in new student orientation according to school policy and as assigned.
6. Organize and prepare for each class presentation. Organize the necessary handouts, teaching aids, and equipment prior to starting the class.
7. Follow and supplement published lesson plans. Present the information without reading from the text or lesson plan.
8. Project enthusiasm and excitement. Practice proper grammar and pronunciation. Be careful of tone, volume and clarity of expression.
9. Maintain a thorough, accurate and current knowledge of the subject matter taught.
10. Use various methods for student's stimuli during presentations. Use body movement and gestures effectively.
11. Prepare practical and/or written assignments daily.
12. Inspire pride in workmanship and a professional attitude in your students towards their training and work responsibilities by your example.
13. Be fair and impartial in your dealings with all students.
14. Practice effective listening skills when interacting with students.
15. Stimulate students to think for themselves and research the answers to questions for themselves. Use examples for clarification.
16. Use effective review questions and activities.
17. Ensure tests are graded promptly and give immediate feedback to students whenever possible.
18. Control argumentative or disruptive students by getting them involved. Assign leadership tasks and praise accomplishments.
19. Conduct evaluations of practical skills according to established grading criteria. All grading must be recorded.
20. Ensure that students complete the required theory learning and practical skills training
21. Complete progress evaluations based on practical skills and theory learning. Student performance counseling will identify a plan for action for improvement as needed.
22. Properly prepare applicable graduate students for the state certification practical examinations.
23. Monitor and fairly enforce the school's policies, standards of conduct, and state regulations.

24. Never release confidential information on any student without obtaining written authorization from the student (or parent/guardian if applicable) using DDDBS authorized form(s).
25. Be readily available for students at all times. Other Duties (never more than 10% of scheduled work time)
26. Read, understand and follow the responsibilities and policies outlined in the school's written operating procedures.
27. Attend staff meetings as scheduled and participate in discussion of all required agenda items.
28. Provide employment assistance for graduating students as needed.
29. Document placement efforts and post job openings found in area newspapers and other publications on the Career Opportunities bulletin board.
30. Strive for a rate of 85% placement or better.
31. Monitor inventory needs according to policy and report needs to administration.
32. Monitor bathrooms throughout the day ensure cleanliness and sufficient supplies are available.
33. Complete any administrative tasks as assigned in a timely and accurate manner.

Employee/ Instructor Signature

Date

SECTION TWO SCHOOL OPERATION

THE SALON PROFESSIONAL SCHOOL OF COSMETOLOGY

Effectiveness of Student Services Plan

Purpose

The purpose of the Plan is to address student retention, and the effectiveness of ensuring all Student Services. The Director of Operations will be responsible for this plan, but it will be the duty of all that participate in the career success of our students to play a part in the facilitation of the overall procedures.

Objective

To ensure the plan meets the needs of the students, staff, and employers we serve. SPSC's main objective in achieving the purpose of the plan is to make sure that the plan is focusing the energy that is deployed in support of student retention and completion achievement. This plan is reviewed annually and surveyed with timely and meaningful interaction between the students and the staff to assure that SPSC has identified the needs of our students in a timely and accurately.

Procedure

- SPSC requires that junior students meet with the Director of Operations, Workforce Development Recruiter Career Recruiter, or their instructor at least once for guidance in student academic success.
- SPSC will utilize the instructors, Director of Operations, and the Workforce Development Career Recruiter to aid in the assistance of the student's counseling, overall performance, participation, and educational journey from enrollment to job placement.
- The Workforce Development Career Recruiter and will assist in gathering all required data for job placement and the effort to increase student retention and the data associated with retention will be the responsibility of the Director of Operations and Instructors.
- The instructors will oversee making sure the clinical floor is active and the needs of the students to perform the clinical services on the community is provided. Instructors are responsible for making sure that students have high engagement in their program from hands-on /work-based training to lecture knowledge (theory); which, will ultimately sustain higher retention rates.
- The Records and Placement Department is supervised by the Director of Operations and maintained by the Records Clerk and the Workforce Development Career Recruiter. The Records Clerk will service alumnae needs, transcript/ educational record request, and the Workforce Development Career Recruiter will assist with placement requests in a timely and efficient manner.
- Confidentiality will be followed in the keeping, documenting, and sharing of files or student sensitive data and will be managed by the Director of Operations.
- Student support services and assistance with academic advisement and assistance will be the responsibility of all faculty.
- All students will be given access to learning resources both digital and print and will be given the passcode to the school's internal server to access educational materials to ensure a successful program outcome and student retention.

- Students will be given progress reports, program assessments, and practical skills tests to ensure they are held accountable for quantitative and qualitative performance, thus ensuring students have more personal “stake” in the game.
- Students will have the opportunity to meet with potential employers and will have meaningful interaction for job opportunities upon graduation.
- Students will be given their own student portal which allows them to view grades, attendance, financial status, and the ability to update their personal information.

Plan for retention and student services:

- To promote student success and higher retention rates which can be persistent through graduation, SPSC strives to focus on improving the classrooms and clinical floor organization and management. SPSC believes that if students fail in the classroom and on the clinical floor work-based training, one course at a time, they fail in job placement. Consequently, improving classroom/clinical practices in these ways: expectations, support, assessment, feedback, involvement, communication skills, time management, academic/social integration, and employer involvement.
- First, clearly defined expectations in the classroom can help students to develop realistic expectations and begin to plan their time according to competing demands in the discipline area. All faculty members should provide clear information about course requirements, assignments, examinations, and projects. Furthermore, faculty should retain high expectations of students.
- Academic support is vital to students as they strive to meet high expectations. For underrepresented and underserved students joining our community, academic support can make or break their initial experience. SPSC sets forth internal support when external challenges for students directly impact their ability to participate in daily learning. Student mentors and faculty advisors can serve to provide a social and academic support network to struggling students.
- Frequent assessments, feedback, communication, time management, and academic/social integration can keep students informed of their progress and allow them the opportunity for correction and give the student the opportunities not only create an environment that promotes self-reflection on progress but also encourage students to think about what they are learning as they are learning.
- SPSC has a firm commitment to ensure that all students receive a quality education and experience. All efforts for retention are based on ethical conduct and clear academic goals. It is imperative that students, staff, and administrators are responsible for upholding the school’s mission. SPSC is prepared to serve its students and offer the most comprehensive support services to retain its students and increase its population.

Evaluation:

- The evaluation of the plan will be a combined effort from the Director of Operations, Workforce Development Career Recruiter, Admissions Coordinator, and the instructors which are also responsible for maintaining and gathering data. The Records Clerk is responsible for student records and data such as clock-hours, recording student minimum practical application hours, and attendance. The Director of Operations is ultimately responsible for the compliance of all records and student data.
- The student retention and CPL data will be reviewed on no less than an annual basis by all staff, committees, and employers at the annual meetings. It will be at this time all recommendations, suggestions and comments on student services and student retention will be addressed. We will assess

if we are hitting our completion, placement, and licensure metrics.

- Student, employer, graduate, and employee surveys are reviewed to see if SPSC is meeting the needs of those that we serve.
- The Director of Operations, Instructors, and all other management/administrative staff will make recommendations, suggestions and report findings of noncompliance or potential deficiencies reported on the survey feedback forms.
- The Occupational and Institutional Advisory Board Committees will have the opportunity to assess all information from survey feedback forms from the students, employers and all staff on an annual basis and make recommendations for deletion, addition, or potential changes in the event they deem necessary findings should be addressed.
- The Director of Operations, Workforce Development Career Recruiter, and Admissions Coordinator will evaluate all feedback after the annual and biannual meetings have taken place and discuss the final changes, additions, or deletions to the plan to further support the students.
- All final changes will be made to the plan by the Director of Operations and will be updated and then shared with all staff, management, and committee members at the next biannual or annual meeting. Changes will be available immediately to all on the website in digital and in print format in the Director of Operations Office and throughout the institution.
- The plan will also be available to all students, staff, and visitors of the facility. This plan is located on the school's website in digital format and in print inside the student handbook and operational manual located inside the media resource room and administrative offices.
- An email will be sent to all staff and board members regarding the plan's changes and the newly revised plan will be attached to the email.
- The plan will be continually monitored and assessed throughout the year and changes will be made sooner if necessary than annually if the need arises.

THE SALON PROFESSIONAL SCHOOL OF COSMETOLOGY

SPSC Program and Institutional Outcomes Follow - Up Plan

Follow-up Surveys

Follow-up surveys are conducted for students, graduates, and employers that hire DDBS graduates. The surveys are used to collect data for program effectiveness, various modes of delivery, relevance to job requirements and licensure exams data. All follow-up data is made available to instructional personnel and administrative staff during our end of the year mandatory meeting. Various media resources, equipment, training methods, CPL data and strategic plan are reviewed and or altered if a need is presented.

Placement and Follow-up Data

Placement and follow-up data are used to evaluate and improve the quality of program outcomes as well as the success of the institution in achieving its mission and is reviewed by staff, instructional/administrative staff, Director of Operations, and Institutional/ Occupational Advisory Committees. All institutional employees are encouraged to make a recommendation upon the adjournment of our Employee Meeting after all data has been reviewed, distributed, and discussed. All review takes place prior to the end of the year/ fourth quarter, and prior to the upcoming New Year. The end of the year meeting is mandatory for all institutional instructional, administrative /supervisory staff.

Collection of Data on Completion, Placement, Follow-up and Licensure Exams and Pass Rates

SPSC is a smaller organization, so data collection is a combination of effort from all staff but the responsibility of the Workforce Development Career Recruiter. Whether it's the Workforce Development Career Recruiter, an instructor, or Administrative/Supervisory Staff Member, all are a part of the gathering of data and the processes. Once the data has been collected it is the job of the Workforce Development Career Recruiter to continue to follow-up. All Student files are kept on the main campus which includes: the period of enrollment, financials, and academic and current educational progress records. The files are kept on campus for a period of no less than 5 years from the date of enrollment. The instructor is responsible for making sure all students fill out an exit survey upon completion of the student's respective program. All data from the survey is in the students file software for data organization which will make information retrievable upon job placement notification. The Director of Operations verifies that the instructors have collected the exit surveys for all students and then the Director of Operations puts them into the student's files. Further data of student placements and licensure exams are collected by the Workforce Development Career Recruiter. Once the student has completed the program the student will complete the licensure and placement survey which allows DDBS to track student licensure exam pass rates accurately. The means of collecting placement data is in the form of the employer affiliates sending an employment offer through email, telephone/text, and exit surveys from the students, or from social media or web retrieval.

Exit Surveys and Evaluation from the Program Completers, and Employers of Completers for Determination of Program Effectiveness

SPSC believes in delivering top notch education and to do so, we must provide track data and metrics so we can measure our success of our programs and the impact we make on those we can train. Program effectiveness is evaluated by distributing survey feedback forms to our completers and employers of completers. The questions on the survey ask specific quality questions to determine if we are meeting our mission statement in providing quality training programs. Getting "real time" feedback from the employers and

graduates of our program helps us to grow and strengthen areas of weakness or that are underdeveloped. Upon annual review of the survey feedback forms at our mandatory end of the year employee meetings we ask for feedback, suggestions, or comments on areas of development. We measure our outcomes by our licensure/placement rates and retention of students that graduate and complete their program. Exit surveys that are complete help us to recognize what our graduates and employers see as our strengths and weaknesses for our program delivery. Questions asked on the survey allow us to see the satisfaction with our school and quality of candidates sent to our hiring partner affiliates.

Questions that are on the exit surveys require a level of rating on topics as follows, but not limited to: Modes of training delivery, facility and equipment, curriculum, instructor review, media resources, level of skill developed by a graduate, etc.

Evaluation and Review

SPSC believes that an evaluation of all program and institutional outcomes should be reviewed on an annual basis with all staff including Administrative, Instructional and Supervisory, a no less than an annual basis with Institutional and Occupational Committee members. The addition, deletion and revision of the plan is on an as needed basis but will take place no less than an annual basis unless the need arises. The distribution and review of the plan and all collected data for follow up, placement and institutional outcomes data helps us to continue to strive to meet excellence in our overall efforts for successful outcomes.

Procedures

1. Data Collection upon Enrollment from Admissions Coordinator
2. Immediate meeting or interview with Admissions Coordinator
3. Upon completion of program, students will be notified of their needed efforts to report licensure and job placement data with the use of the student licensure and placement survey feedback forms upon completion and after completion of program
4. All data is collected from the Workforce Development Career Recruiter, Instructors, Director of Operations and Admissions Coordinator in the form of exit surveys, licensure and placement surveys, social media, online platform retrieval, or employer partners that has hire our graduates. Contact can be made via telephone, email, text messages, and remind app.
5. The Records Clerk or Director of Operations are responsible for housing collected data in the Student Information File System and in hard-copy/digital format which is in the locked fire- proof safe cabinet and on the password generated computer for certain departments
6. The collected data is gathered, evaluated, and analyzed on an annual basis at all staff meetings and Institutional or Occupational Committee Members meetings
7. Revision to the plan is done on an “as needed basis”, but no less than annually

Student Follow-up

Student records that do not show completed, placed, licensed, or waiting for testing date from completion, placement, and licensure trackers are considered “negative outcomes.” The Director of Operations, Workforce Development Career Recruiter, Instructors, and Admissions Coordinator will review the Student Outcome data and completion, placement, and licensure trackers to evaluate student needs, retention, “negative outcomes” and follow-up with the students after review. All student follow-up data and completion, placement, and licensure trackers data are reviewed on no less than an annual basis. All the feedback is assessed and gathered, it is at this time the recommendations for change, adjustment or implementation is made. All the feedback from the staff and committee members are taken into consideration and the plan is updated by the Director of Operations immediately after final review.

Follow-up methods

1. Employer emails, or verbal communication
2. Student and Employer feedback forms
3. Student Exit surveys

4. Student Licensure and Placement Data Survey forms
5. Emails, text, remind messages from students verifying employment
6. Completion, Placement, and Licensure Trackers
7. Workforce Development Career Recruiter, Director of Operations, Instructors, and Admissions Coordinator verbal verification from student and or employers
8. Social media and online platform retrievals
9. Open house and employer affiliate partner hiring events on campus

The Workforce Development Career Recruiter will contact the student to complete the licensure and placement data survey and tracker after the completion of the program. All employers of graduates will be contacted to complete an employer placement data survey to provide feedback on the quality of the former student's knowledge, skills and performance or the Occupational Committee Members will communicate with the employer partners to gather the necessary program and institutional outcomes data. The Workforce Development Career Recruiter or the Admissions Coordinator are responsible for verifying student licensures through the State of Michigan Department of Licensing and Regulatory Affairs Cosmetology Division.

Media Services Plan

The Salon Professional School of Cosmetology recognizes the need to provide comprehensive media resources, and open access to a wide variety of reference materials. SPSC's mission is to offer the most up-to-date training with an innovative curriculum with the core objective of career placement. Students have access to learning resources within a modern facility that will prepare them for the workforce. Learning resources include academic/ program-specific materials and equipment that provide students with the ability to demonstrate knowledge while mastering the skills necessary to be successful in any of our programs offered. SPSC is committed to providing educational experiences using industry-specific equipment, program-specific learning resources and appropriate and inclusive methods of program delivery which includes information technology that is current and relevant for each program of study for the institution's orientation to all learnings.

Instructional Media

The orientation to all media services is given and reviewed to staff and instructors at the new instructor/ employee orientation. All staff will have access to the internet, computer software, printers, copier, data on shared drives and other audio/visual equipment. SPSC's quality instructional media supports the educational content of its programs curriculum. Instructional media is available to each program, including but not limited to; reference materials, audio/visual materials, read aloud software, digital references, online supplemental materials provided by Milady MindTap, Zoom platform and web training tutorials. Master curriculum binders, catalogs, and manuals are also available for print instructional materials in the Media Service Room. The students will have access to the learning material in the Media Service Room from 8:30 am till 9:30 pm or during the operational hours of the school.

Coordination of Media Services Roles and Responsibilities

SPSC appoints each instructor for responsibilities of coordinating and implementing media services within their respective programs with guidance and support from the Director of Operations or designee, and each program occupational committee. The Director of Operations maintains records for all media equipment, computers, printers, and network connections at SPSC.

Program Instructors

- Maintain and oversee the use of program support materials (manuals, technical books, and periodicals)
- Assist in orientation of user groups and any digital technology software training. Instructors also assist with all media services and resources within the institution.
- Recommend specific books, multimedia items, and any specialty media equipment
- Monitor and assist students with the use of computers
- Submit purchase request for technology or instructional equipment
- Direct students to appropriate media resources
- Provide students technical assistance with all educational software and other references for researching information.
- Maintain all assigned learning resources and equipment in accordance with The Salon Professional School of Cosmetology's Media Services Plan
- Create instructional media (both print and non-print)
- Maintain a list of books or a catalog of program reference materials and other resources for delivery of instruction

Director of Operations or Designee

- Maintain that all assigned learning resources and equipment are in accordance with the DDBS Media Service Plan and the State of Michigan Department of Licensing (Cosmetology)

- Respond to all issues by work orders or purchase orders

Media Service Budget

SPSC has an annual budget for all media services that is reviewed by the Institutional Advisory Board. All instructors must complete a written request form for all media/technology items and submit each request to the Director of Operations or designee. The Director of Operations or designee will review the requested item(s). The Director of Operations will then meet with the financial administrator or The Admissions Coordinator to evaluate available funding departments and entities. The financial administrator or Admissions Coordinator are responsible for maintaining the budgets and keeping accurate records of expenses for each program department and will work as part of a cohesive team with the Director of Operations and CPA. All instructors are responsible for reporting to the Director of Operations or designee on a written request form for repairs. Any media equipment that needs repair /purchased will be on an "as needed" basis. For replacement equipment, purchases will be based in accordance with normal wear and tear of equipment. The Director of Operations or designee must review all quotes from vendors, suppliers, or maintenance companies or persons.

Student Learning Resources

Learning resources are available to students during the instructional period as determined by the institution's published hours as stated above in the section listed as Instructional Media. After- hours access to the program's media may be granted to students by instructors when appropriate supervision is available, and safety can be assured.

Students shall have wireless access to the internet on their own devices anywhere on the campus through CBCI-2746 network. Additionally, all administration departments, faculty, staff, and instructors shall have access through the SPSC portal.

Educational Materials

SPSC provides a list of program-specific resources in which the overall responsibility for the availability and coordination of media services is implemented through its instructors. The media room has adequate space and shelving to house the media resources needed to provide educational materials. The media services lab houses computers available online books as well as the reading materials in our media room and library.

Audio-visual materials & equipment

- Televisions
- Computers
- Projector

Print and Digital format

- Audio/Visual aids
- Web training tutorials
- Milady Hard-Copy Books
- Milady Exam Books
- Digital books
- Flash Drives
- Instructional DVD
- CD's
- Televisions
- Computers
- Projectors

Media Services for Teachers

- Milady Master Educator hardcopy/digital book
- Milady Digital Correlator
- Educational slides
- Milady Exam Book
- Zoom
- Remind application
- Instructional DVDs
- CD's
- Audio/Video
- Computers
- Projectors
- Televisions
- Rollcall software for student software management
- Instructional manuals, books, and periodicals
- MindTap software to track student performance

Orientation for user groups for instructors, students, and others

The orientation to all media services for user groups for faculty, instructors, students, and others are given and reviewed during all new student and employee orientations as well as on the first day of class. The Director of Operations may designate an instructor or designee to assist in each user group orientation. Continuing education occurs for all staff as new media services are added. During orientations all user groups (instructors, faculty, and students) will be instructed on the use and availability of all media and resources during their initial program/employment orientation and again as required when new resources are being implemented during instruction and employment.

Facilities, Technology, and Infrastructure

SPSC computers use Milady MindTap for instructional software. SMART software is utilized in administration/finance, while Western Digital Software and writing for wired and wireless backup. Software for anti-viruses and firewall protection are monitored by Webroot, while Bitlocker manages all data for encryption. All IT is outsourced through Electronic Brain Solutions. The institution has a budget for all installations, on-going services, and purchases. If network changes are needed to the DDDBS technical infrastructure, they will be considered as budgetary constraints allow. If there are repairs/purchases needed to media services, all instructors and faculty must complete the purchase or work order and submit it to the Director of Operations. The Director of Operations will then check the budget with the Financial Administrator for availability if it is deemed an immediate, potential, or current need. The Director of Operations will then purchase based on available budget allowance and will plan strategically to complete the necessary request as the resources/cash flow becomes open.

Evaluation for Improvement

The evaluation of media services is conducted annually by faculty, program occupational committees, and the Institutional Advisory Board with the use of survey feedback forms. These results and recommendations are used to assist, modify, and improve our school's media services. The Effectiveness of Media Services which includes the evaluations and utilizations for continued improvements for media services.

Inventory of Equipment

All property which is purchased from any of the institution's funding sources for the use of the school becomes property of the school. All donated items must follow all health and safety, and data security requirements. All items purchased by the institution MUST be on a purchase order and designated to the

financial administrator for school property records. Lost or stolen property MUST be reported to the Director of Operations, who will determine if local law enforcement must be contacted. All lost or stolen property MUST be submitted on an authorized form and given to the Director of Operations.

Repair, Maintenance, and Replacement

The Salon Professional School of Cosmetology is committed to providing sufficient media equipment, supplies, and learning resources. It is expected that repairs, replacements, and maintenance will be needed for existing media equipment, supplies, and learning resources. SPSC has procedures for purchases and/or repair of equipment and a plan for maintaining, replacing, and disposing of obsolete equipment found in our Policy and Procedure Handbook.

SPSC's Plan For The Protection of Technical Infrastructure

Overview

The Privacy, Safety, and Security of Data Plan

This plan is used for ensuring the data contained within the technical infrastructure of the institution networks provide the security, reliability and technical services needed for students, staff, and all patrons of the facility.

Purpose

The purpose of this plan is to ensure that the institution's technical infrastructure is maintained and properly always serviced. The Director of Operations or designee is responsible for the technical infrastructure's continued privacy, safety of students, faculty, administrative staff, instructors, and visitors. The Director of Operations has a contractual agreement with Electronic Brain Solutions, which, is a third-party subcontractor. Electronic Brain Solutions is an Information Technology Service Company that services all our technology needs including, data backup and the protection of all data on our servers and internal networks that the students, staff, and patrons of our facility have access to.

Objective

To assure that SPCS follows a strict protocol to assure that all privacy data is protected, and that sensitive personal information is not compromised for any individual whether staff or student. Having an Information Technology Company allows SPSC to have an Infrastructure that is sound and free of any threat or cyber-attack.

Procedure

All faculty, staff, and students have received and signed a data security agreement. Signed forms are kept in each employee's or students' permanent records. This policy is included in both the employee and student handbooks. SPSC has two servers, multiple laptops, and desktop computers that data is backed up from daily using Western Digital Software. The Western Digital Software is kept off-site using MSP360 storage cloud called Wasabi which is utilized remotely. Fully encrypted data transmission and storage is utilized through Bitlocker®. SPSC maintains our firewall protection through Electronic Brain Solutions. All of the computers and/or other network related systems require authentication. All licensing is included in the contractual agreement with Electronic Brain Solutions.

Wi-fi is offered throughout the campus of SPSC. A SPSC secured network is separate from general usage in order to prevent backlog and public access to server information. All campus computers (staff, students) automatically filter all backlisted or potentially infected sites. Student and staff emails are protected by Google® Access Control List, which allows for the protection of all critical data. In compliance with the Family Educational Rights Privacy Act (FERPA) there are certain procedures that SPSC implements to ensure that the institution is in compliance.

Every computer has security software called Webroot anti- virus, firewall and protection. The Director of Operations or designee maintains the status of the school's technical infrastructure and monitors if financial needs have changed. If there is a breach of safety or security to any student, faculty, instructor, or staff member the breach will be corrected immediately, and all parties involved in breach will be notified. Electronic Brain Solutions will then work with the Director of Operations to fix any activity or data that may have been breached and will need to ensure emergency backup of all data within or on the networks.

Feedback

SPSC recognizes the value of the students, instructors, and all staff suggestions and feedback. The Director of Operations along with the management staff will review all evaluations, plans, policies, procedures, and survey feedback forms no less than on an annual basis. The institution monitor's the operations of the server to observe any disruptions, errors, or repairs that may occur. If any problems occur the staff, faculty, and instructors must submit a work order to the Director of Operations for approval in the event it is not an emergency.

Plan Availability

The Plan is available and accessible in digital or print format. All Staff will have copies of the plan distributed at the meetings but will have access on campus in the manuals in any of the administration offices, and Media Service Center. The students will have access upon or prior to enrollment on the school's website and in the student handbook on campus in the Media Service Center inside the Plan, Policies, & Procedures Manuel. All Students and staff will have access to the digital copy via the SPSC school website or upon request.

Health & Safety Plan Sections

The SPSC administrative, instructional, and support staff is diligent in ensuring a safe, orderly, and positive physical learning environment for the protection of the Health and Safety of students, staff, and guests. The Michigan Consumer and Industry Service Board of Examiner and Cosmetology (Policy and Procedures) along with the OSHA Guidelines is implemented to fulfill the goal of a safe and healthy environment daily. DDBS school policies, processes, and procedures relating to Health and Safety issues are implemented, regularly evaluated, and revised with input from employees, board members and students. In addition, all staff must follow a system for reporting and investigating accidents. The school has developed and promotes a comprehensive program to ensure the safety of its employees, students, and visitors. The safety program includes guidelines and procedures for responding to emergencies and activities to help reduce the frequency of accidents and injuries. To prevent or minimize injuries to employees, students, and to protect and conserve SPSC equipment, employees must comply with the following requirements:

1. Observe safety rules: familiarize yourself with SPSC's critical plan for fire evacuation, incident plans/procedures and emergency preparedness protocols which is available inside the media resource room and in the administrative offices.
 2. Always keep work areas clean and orderly
 3. Immediately report all accidents to the Director of Operations, Administrative Team Member or Instructor.
 4. All students MUST operate instructional material/equipment only after proper training has been administered and under the supervision of Instructor/and or School Director.
 5. Instructors/Faculty MUST read directions before using any instructional equipment.
 6. All students must always wear their uniform, face mask, name tag, with closed toe shoes that have a rubber sole while on campus. (NO HIGH HEELS, or OPEN-TOE ARE ALLOWED). Students may purchase face masks, SPSC T-shirts, and uniforms from the school.
 7. Employees/Students/Patrons with questions or concerns relating to safety programs and issues should contact the Director of Operations, or the Police department/Fire department. The local numbers are posted on the walls of the institution and in your student, manual made available prior to enrollment.
1. **Visitors in the Workplace:** All visitors are required to enter the facility through the main entrance and check in at the front desk with a sign in sheet, (stating name, phone number, email, and reason for the visit). All visitors MUST sign the Covid-19 questionnaire before entering the campus. Unless escorted by staff, school visitors must show proper identification and be screened through the school's management or clinical floor director. Please note this is to ensure the safety of our students, employees, and guests. Employees who observe an unauthorized individual on the district premises should immediately direct him or her to the building office or contact the administrator in charge.

No employee of the school shall have a weapon in his/her possession while on school property or at a school activity. Guns whether operable or inoperable, loaded or unloaded, facsimile weapons or antique weapons may not be brought on to school property including the parking lot or to a school activity. Any weapon confiscated shall be immediately turned over to the Director of Operations who shall turn the weapon over to the proper authorities. Authorized law enforcement officers may have weapons in their possession while on duty. SPSC enforces that all students and school employees have an educational setting that is safe, secure, and free from harassment and bullying.

2. **Accident Reporting System:** The following are general processes and procedures designed to assure students, staff, and guests that SPSC provides a safe and healthy environment in which to teach and learn. SPSC follows district policies and procedures regarding the reporting of accidents to employees, students, or the public. If an employee/student suffers work/school related injury/illness, SPSC is committed to returning them to the same status of function they enjoyed before the injury/illness and bringing them back to work/

classes as quickly as possible. As an employee/student, you have a right to receive timely and appropriate medical care for injuries sustained during or arising out of your employment or classroom activities. Receive timely and understandable information concerning your treatment including available alternatives and their potential effectiveness. Receive your treatment with dignity, courtesy, respect, privacy, and with all the confidentiality specified. Request a one-time independent medical examination. As an employee/student, you are responsible to: Immediately report any injury received on the job or inside the school to the Instructor or Team Member. The employee/student must notify his/her Director of Operations, who in turn, will receive urgent care/ medical/ ambulance authorization prior to obtaining care. The injured employee/student must be available by telephone to discuss his/her injury status with the Director of Operations. **ALL INJURIES SHOULD BE REPORTED THE SAME DAY THEY OCCUR WITHOUT DELAY.** Emergency Care: If it is a true emergency, have someone call 911 or take you to the nearest emergency room. Please contact your immediate instructor or School Director to help facilitate. Any additional medical care that is needed will be coordinated through them whether you are an employee or a student.

3. Accident Investigation System: The Faculty/Instructor completes a Health and Injury Report as necessary and submits the report to the Director of Operation administration. The Director of Operations will submit the report to the Records Clerk to be uploaded into the secure digital file and the hard copy will be filed away in employee/student records before the end of the working day on which the incident is reported. An Incident Report is to be submitted to the Director of Operations and will be investigated through department procedures. A copy of the file will also be put into the respective student or employee file and held on campus for a period of no less than 5 years.

4. Site Emergency Plan: Every SPSC classroom and clinical area has access to the campus Evacuation and Safety/ Health emergency plan located in the administrative offices and the media resource room. The plan is designed as a quick reference resource for the classrooms and is part of the SPSC student handbook, Emergency plan, Operational Manuel, and Employee handbook. It provides essential information to assist staff in responding to a wide range of threats and hazards that may affect the school. The SPSC Emergency Operations Plan is aligned with the emergency planning practices at national, state, and local levels – and includes the five phases of emergency preparedness: Prevention, Protection, Mitigation, Response, and Recovery. Part of the school Emergency Operations Plan requires the school site to conduct regular drills for various scenarios. (Fire, bomb threat, severe weather, public lockdowns, limited lockdowns, directional evacuations, etc.) For staff, students, and visitors to be prepared during critical incidents, the Site Emergency Plan has easy-to-follow directions, scripts, and staff responsibilities for each critical incident. DDBS utilizes the trainers from the local Police Department who will come in to train the staff and students on the above-mentioned critical, emergency, potential situations. Signals or codes identify the nature of the threat or danger. Each classroom has an Emergency Evacuation Map posted on the walls outside of the classroom and throughout the institution that Instructors discuss with their classes. The school has fire drills through the fire department and two practice drills. Drills are conducted so that students and personnel can react quickly and appropriately to an actual incident on campus. This plan is revised annually or more frequently if needed.

5. Crisis Response Plan: The SPSC Crisis Response Plan in the Student handbook is part of the SPSC Emergency Operations Plan. It provides the school site with a guide for effective response to a critical incident. The plan is divided into five sections including Hazard Analysis, Method of Operations, Emergency Management Goals and Objectives. The site will be adequately prepared to deal with an emergency. Roles and responsibilities will be outlined to aid in the organization of preparation, response, and recovery from a threatened or actual emergency.

6. Fire Extinguisher Maintenance Plan: All fire extinguishers and the fire alarm systems are maintained by SPSC through the Detroit Fire Department and sprinkler system by the landlord (A.F. Jonna Management). They are checked by employees for maintenance and tested for efficiency. Annual inspections from the Fire Marshall are given and Biennial inspections from the City of Detroit Building and Safety Engineering and Environmental Department and Property Maintenance Division.

7. Evaluation & Revision: SPSC's Health and Safety Plan is reviewed annually by SPSC school's committees, employers, employees, and students and is revised as necessary. The Health and Safety Plan is

distributed to all Employees and Students during Employee/Student Orientation and is available to students in the Student Handbook and Catalog, to employees in the Employee Handbook, and to visitors inside the Operational Manual located in the administrative offices and with the institution's website. Survey Feedback forms are used by employees, committees, and students to evaluate the Health & Safety Plan for additions, deletions, or revisions.

8. Incident Report: Students, employees, and all visitors will use this form to report all school related injuries, illness, or "near miss" events (which could have caused an injury or illness) – no matter how minor. This helps us to identify student plans/procedures and emergency preparedness protocols and correct hazards before they cause serious injuries. This form shall be completed by employees/students/visitors as soon as possible and given to the school Director of Operations, Administrative Staff, or Instructor for further action. Always keep work areas, classrooms, common areas, break rooms, waiting area clean and orderly. Immediately report all accidents to the school Director of Operations, Faculty, Staff, or Instructor. Instructors and Faculty will only use or operate all instructional material/equipment after proper training has been administered and directions have been read and students under the supervision of an Instructor, Faculty, Director of Operations. All employees must wear a lab coat, mask, and badge while on campus and students must always be in uniform, wear mask, and have their name tags while on campus (badges/masks can be purchased by students or staff on campus). All black scrubs or SPSC t-shirts with scrub pants will be worn daily by students. Students may purchase SPSC T-Shirts that can be worn with scrub pants or jeans on Saturday with closed in rubber sole shoes. Contact the Director of Operations, or Detroit MI. Police Department/ Fire Department for any questions or concerns relating to safety programs, procedures, or any issues with employees/students caring for injuries sustained during or arising during school hours on campus and if the incident is out of the control of the staff member someone should immediately contact the local authorities/ 911/fire department. The numbers are posted on the walls of the campus outside the classrooms and common areas. The information is also to all employees, student's and visitors prior to enrollment, services, and employment online on the school's website inside the student catalog, employee handbook, and operational manual and available on campus in the administrative offices and media resource room. All visitors are required to enter the facility through the main entrance and check in at the front desk with the sign-in sheet, stating name, phone number, email, and reason for visit. Unless escorted by a staff member the visitor may be asked to go through a brief screening by providing identification and purpose for visit through management or clinical floor director. In the event of an emergency or unforeseen event that needs immediate care other than what the institution can accommodate, call 9-1-1 and complete an Incident Report Form. The Director of Operations/ Faculty/Instructor or student, will chart the incident, acknowledge, and sign off on the documentation.

Individual completing this form, please circle the correct one:

Director of Operations Instructor Employee Student

Signature _____ Date _____

Accident or Incident Report

Address of Main Campus: The Salon Professional School of Cosmetology 11019 Whittier Detroit, MI 48224
Students, Employees, and all Visitors will use this form to report all school related injuries, illness, or “near miss” events (which could have caused an injury or illness) – no matter how minor. This helps us to identify and correct hazards before they cause serious injuries. This form shall be completed by students or the staff as soon as possible and given to a school director/instructor for further action.

Accident or Incident

Is this accident or incident:	Work related	Student related	Visitor related
Is this an:	injury	illness	near miss
Are you an:	Employee	Student	Visitor

Your Name: _____

Are you the person that the incident /accident occurred? Yes No

If no, who are you? _____

If employee; Job Title: _____

Who did you inform of the incident? Director of Operations Instructor Staff Member

Date of injury/near miss/illness: _____ Time of injury/near miss / illness

Names of witnesses (if any): _____

Where, exactly, did it happen?

What were you doing at the time?

Did you see a doctor? Yes No

If yes, whom did you see? Name _____ Phone _____

Was the situation unsafe? Yes No

Why did the event occur?

Date: _____

Has this part of your body been injured before? Yes
If yes, when? _____

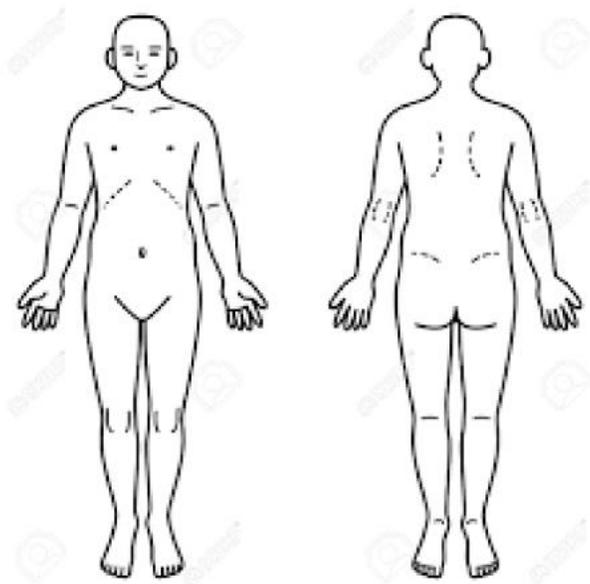
No

Your Signature _____ Date _____

Step 1: Show injury/near miss/illness location

Part of Body affected: (shade all that apply)

Nature of injury: (most serious)



What parts of your body were injured/ near miss/ illness? If near miss or illness how could you have been hurt? Check all that apply

- Abrasions, scrapes
- Amputation
- Broken Bone
- Bruise
- Burn (heat)
- Burn (chemical)
- Concussion (to the head)
- Crushing injury
- Cut, laceration, puncture
- Hernia
- Illness
- Sprain, strain
- Damage to the body system: _____
- Other _____

Step 2: Describe the Incident

Exact location of the incident: _____

Your Name: _____ Sex: Male Female Age: _____

This information can be attached to the report if needed.

Number of attachments: _____

Written witness statements: _____

Photographs: _____

Maps/drawings: _____

What personal protective equipment was being used (if any?) _____

Describe step-by-step the events that led up to the injury/near miss/illness. Include names of any machines, parts, objects, tools, materials, equipment, product, and other important details.

Description continued attached sheets: _____

Step 3: Why did the incident happen?

- Inadequate guard
- Unguarded hazard
- Safety device is defective
- Tool or equipment defective
- Workstation layout hazardous
- Unsafe lighting
- Unsafe ventilation
- Lack of appropriate equipment/tools
- Unsafe clothing
- No training or insufficient training
- Operating without permission
- Operating at unsafe speed
- Servicing equipment that has power to it
- Making safety device inoperative
- Using defective equipment
- Using equipment in an unapproved way
- Unsafe lifting
- Taking unsafe position or posture

- Distraction, teasing, horseplay
- Failure to wear personal protective equipment
- Failure to use the available equipment/tools
- Other: _____

Was the condition unsafe? Yes No

Why did it occur?

Were there unsafe acts or conditions reported prior to the incident? Yes No

Have there been similar incidents/ near miss/ illnesses prior to this one? Yes No

Step 4: How can future incidents be prevented?

What changes do you suggest preventing these incident/near miss/illnesses from happening again? (Circle)

Stop this activity Redesign school area Train/enforce policy

Step 5: Who completed & reviewed this form? (Please Print)

Written by _____ Title _____

Department _____ Date _____

Names of Investigation team members

Reviewed by _____ Title _____

Date _____

THE SALON PROFESSIONAL SCHOOL OF COSMETOLOGY

EMERGENCY RESPONSE AND EVACUATION PLAN

**Fire
Severe Storm
Terror
Tornado**

Version Date: 2022/2025
11019 Whittier Detroit, MI 48224
Main Phone: 800-984-0901
www.thesalonpro.org

Purpose

SPSC is dedicated to providing employment opportunities in the Beauty Industry to the students we serve. Sometimes incidents may emerge that require immediate actions therefore it is mandatory that the school has an emergency readiness plan. The purpose of the Emergency Response and Evacuation Plan (EREP) is to ensure the safety of all who work, attend or visit the school's campus in accordance with local, state and federal regulations.

SPSC campus is required to maintain an Emergency Response and Evacuation Plan (EREP) which incorporates the five phases of emergency preparedness: Prevention, Protection, Mitigation, Response, and Recovery. Together these elements assist in ensuring campus faculty, students and visitors alike have guided instructions outlined and detailed in the event of an emergency and evacuation. The chief operations officer is designated as the emergency safety authority (ESA). In this role, the chief operations officer shall be responsible for reporting and ensuring the evacuation of the campus in the case of an emergency.

For additional information, please contact the school director at 800-984-0901
Kanika Free

Kanika Free, CEO
The Salon Professional School of Cosmetology
11019 Whittier Detroit, MI 48224

THE SALON PROFESSIONAL SCHOOL OF COSMETOLOGY

Emergency Response Phone Numbers

Campus Non- Emergencies	248-506-6888
Campus Emergencies	911
Police Department	313-596-5900
Fire Department	313-596-2900
Ambulance	313-879-2020

THE SALON PROFESSIONAL SCHOOL OF COSMETOLOGY

Procedures For Reporting Fire of Other Emergencies

Instances of emergencies shall be reported to local authorities by calling 911. After 911 has been contacted, please call the emergency safety authority at 734-271-2793.

Employee Responsibilities

1. Reporting any emergency situation
2. Reading and understanding this Procedures.
3. Being aware of their primary and secondary emergency exits.
4. Asking questions when any Information is unclear or not Understood.
5. Understanding the proper operation of Emergency evacuation equipment.
6. Informing Director/Manager of special Emergency evacuation needs.

Supervisor Responsibilities

1. Providing staff, students and visitors emergency response information and Training.
2. Identifying mobility impaired employees who might need assistance during evacuation.
3. Providing opportunity for employees to ask questions.

THE SALON PROFESSIONAL SCHOOL OF COSMETOLOGY

Emergency Reporting and Evacuation Procedures

Types of emergencies to be reported by Director are:

Fire

Bomb Threat

Severe Weather

Public Lockdowns

Limited Lockdowns

Directional Evacuations

Other (specify) _____ (e.g., terrorist attack/hostage taking)

Evacuation Routes

Evacuation route maps have been posted throughout the institution and work areas.

The following information is marked on evacuation maps:

1. Emergency exits
2. Primary and secondary evacuation routes
3. Locations of fire extinguishers
4. Fire alarm pull stations location

Faculty and staff should know at least two evacuation routes.

THE SALON PROFESSIONAL SCHOOL OF COSMETOLOGY

Fire Emergency

When Fire is discovered

- Activate the nearest fire alarm (if installed)
- Notify the local Fire Department by calling 313-596-2900
- If the fire alarm is not available, notify the Director at 248-506-6888

Fight the fire ONLY if:

- The Fire Department has been notified.
- The fire is small and is not spreading to other areas.
- Escaping the area is possible by backing up to the nearest exit.
- The fire extinguisher is in working condition and personnel are trained to use it.

Upon being notified about the fire emergency, occupants must:

- Leave the building using the designated escape routes.
- Assemble in the rear parking lot next to the chase bank.
- Remain outside until the Director of Operations announces that it is safe to reenter.

ESA must:

- Disconnect utilities and equipment unless doing so jeopardize his/her safety.
- Coordinate an orderly evacuation of personnel.
- Perform an accurate headcount of personnel reported to the designated area.
- Determine a rescue method to locate missing personnel.
- Provide the Fire Department personnel with the necessary information about the facility.
- Perform assessment and coordinate weather forecast office emergency closing procedures.

All member of the staff must:

- Ensure that all employees have evacuated the building.
- Report any problems to the Director of Operations at the assembly area.

Assistants to Physically Challenged should:

- Assist all physically challenged employees in emergency evacuation.

Telephone Bomb Threat Checklist

Instructions

BE CALM, BE COURTEOUS, LISTEN. DO NOT INTERRUPT THE CALLER.

YOUR NAME: _____

TIME: _____ DATE: _____

CALLERS IDENTITY SEX: Male: _____ Female: _____ Adult _____ Juvenile _____

APPROXIMATE AGE: _____

VOICE CHARACTERISTICS

- _____ Loud
- _____ Soft
- _____ High Pitch
- _____ Deep
- _____ Raspy
- _____ Pleasant
- _____ Intoxicated
- _____ Other

SPEECH

- ___ Fast
- ___ Distinct
- ___ Stutter
- ___ Slurred
- ___ Slow
- ___ Distorted
- ___ Nasal
- ___ Other

MANNER

- ___ Calm
- ___ Angry
- ___ Rational
- ___ Irrational
- ___ Coherent
- ___ Incoherent
- ___ Deliberate
- ___ Righteous
- ___ Emotional
- ___ Laughing

Language

- _____ Excellent
- _____ Good
- _____ Fair
- _____ Poor
- _____ Foul
- _____ Nasal
- _____ Other

ACCENT

- _____ Local
- _____ Foreign
- _____ Race
- _____ Not Local
- _____ Region

Background Noises

- _____ Factory
- _____ Machines
- _____ Trains
- _____ Music
- _____ Other

PRETEND DIFFICULTY HEARING* KEEP CALLER TALKING *IF THE CALLER SEEMS AGREEABLE TO FURTHER CONVERSATION, ASK QUESTIONS LIKE:

When will it go off? Certain Hour _____ Time Remaining _____ Where is it located? Building _____ Area _____

What kind of bomb? _____

What kind of package? _____

How do you know so much about the bomb? _____

What is your name and address? _____

If the building is occupied, inform the caller that detonation could cause injury or death.

Activate malicious call trace: Hang up phone and do not answer another line. Choose same line and dial *57 (if your phone has this capability). Listen for the confirmation announcement and hang up.

Call 911 and relay information about the call.

Did the caller appear familiar with the campus (by his/her description of the bomb location)?

Write out the message in its entirety and any other comments on a separate sheet of paper and attach to his checklist. Notify the Director of Operations immediately.

Severe Weather

Tornado

When a warning is issued by sirens or other means, seek inside shelter.

Consider the following:

- Small interior rooms on the lowest floor and without windows,
- Hallways on the lowest floor away from doors and windows, and
- Rooms constructed with reinforced concrete, brick, or block with no windows.
- Stay away from outside walls and windows
- Use Arms to protect the head and neck.
- Remain sheltered until the tornado threat is announced to be over.

Earthquake

- Stay calm and await instructions from the ESA
- Keep away from overhead fixtures, windows, filing cabinets, and electrical power.
- Assist people with disabilities in finding a safe place.
- Evacuate as instructed by the ESA

Flood

If indoors:

- Be ready to evacuate as directed by the ESA
- Follow the recommended primary or secondary evacuation routes.

If outdoors:

- Climb to high ground and stay there
- Avoid walking or driving through flood water.
- If a car stalls, abandon it immediately and climb to a higher ground.

Blizzard

If indoors:

- Stay calm and await instructions from the ESA
- Stay indoors!

If there is no heat:

- Close off unneeded rooms or areas
- Stuff towels or rags in cracks under doors.

- Cover windows at night.
- Eat and Drink. Food provides the body with energy and heat. Fluids prevent dehydration.
- Wear layers of loose-fitting, lightweight, warm clothing, if available.

If outdoors:

- Find a dry shelter. Cover all exposed parts of the body.

If shelter is not available:

- Prepare a lean-to, wind break, or snow cave for protection from the wind.
- Build a fire for heat and to attract attention. Place rocks around the fire to absorb and reflect heat.
- Do not eat snow. It will lower your body temperature. Melt it first.
- If stranded in a car or truck:
- Stay in the vehicle!
- Run the motor about ten minutes each hour. Open the window a little for fresh air to avoid carbon monoxide poisoning.
- Make sure the exhaust pipe is not blocked.
- Make yourself visible to rescuers.
- Turn on the dome light at night when running the engine.
- Tie a colored cloth to your antenna or door.
- Raise the hood after the snow stops falling.
- Exercise to keep blood circulating and to keep warm

Lockdowns

In the event of an emergency and notification of a campus lockdown, please follow the procedures below.

- Remain calm. Encourage others to remain calm.
- Immediately cease all activity (i.e., teaching, group work, meetings etc...)
- Lock or barricade all doors where possible, use furniture or desk as cover.
- If possible, cover any windows or openings that have a direct line of sight into a hallway.
- Shut the blinds or pull the shades down. Turn off the lights and try to give the impression that the room is empty.
- Stay low, away from windows and doors.
- Sit on the floor or crouch under or behind desks and bookshelves where possible, to be as invisible as possible.
- Immediately put all cell phones on “Vibrate” or “Silent” mode. Calls to 911 should be made only if specific information becomes available regarding the location or conduct of the intruder or if the status of the emergency changes.
- Be as quiet as possible.
- DO NOT respond to anyone at the door until an “all clear” message is received via campus notification systems or if you are certain that it is safe to do so (i.e., if police are at the door.)
- If you are directed by the police to leave your secured area, assist others in moving as quietly as possible.
- Do not sound the fire alarm in the building unless there is a fire. People may be placed in harm’s way when they are attempting to evacuate the building. If a fire alarm does go off during a lockdown, do not evacuate unless you smell smoke or see fire in your area.

- If you are outside of a building when a lockdown is announced, if it is safe to do so, run into the nearest building with hands raised above your head and palms facing outward and follow the above lockdown instructions. If it is not safe to run into a building, hide behind a large heavy object (i.e., vehicle, tree). Notify 911 of your location when safe to do so. If off-campus do not return and follow official instructions from the campus notification system.
- Be aware of alternate exits if it becomes necessary to flee.

Student Access to Files & Records

A student can review any items in his/her student file at any time. A request must be submitted to the Director of Operations or Designee through their instructor. This request will be granted within a reasonable amount of time. No student may remove any items from their file at any time while viewing the file. However, a copy may be made. The Director of Operations or Designee is the official custodian of the records. All records will be maintained for a period of 5 years from the date of graduation or release/ termination from the school and kept in the main records room. The Director of Operations or Designee may request other school personnel to assist in answering any questions that the students may have in regard to their records.

In cases where access to student education information is requested, except as provided in this policy, a written request to view the files must be made by the student to their instructor. The instructor will give the request to The Director of Operations or Designee within 3 business. A date and time will be granted for the student to have access to their files. The student or anyone that the student authorizes to view records shall examine the file in the presence of the Director of Operations and /or another person(s) designated by her/ him. The record itself may not be taken from the school premises. However, upon request, one copy of the records shall be provided within a reasonable time at no charge.

If a request from an outside agency for information regarding a student is received, the school will not release any information without the student's express permission. The request must be made in writing, clearly stating the agency requesting the information, and include the student's signature. Only the Director of Operations or his/her designee will be allowed to release information.

Documentation of any correspondence will be placed in the student's file. The school will not disclose personal, identifiable information from the records of a student without written consent from the student to the following parties:

- Any school employee who has a "need to know"
- Organizations doing authorized studies or reports for the school.
- Individuals who have obtained court orders or subpoenas, or in case of health and/or safety emergencies.

Location: 11019 Whittier Detroit, MI 48224 Phone: 800-984-0901 www.thesalonpro.org

Ongoing Operation & Maintenance Plan

The Ongoing Operations and Maintenance Plan for the Physical Facility and Technical Infrastructure of SPSC is overseen by the Director of Operations. The plan encompasses a broad spectrum of services, competencies, and processes to ensure the environment will perform the functions for which the facility was designed and constructed. Operations and maintenance typically include the day-to-day activities necessary for the building/built structure, its systems and equipment, and occupants/users to perform their intended duties. This plan addresses the sufficiency's and improvements of all physical and technical infrastructure needs. SPSC has established the basis for management and procedures governed by the institution in regard to all operations, maintenance of physical facilities, data privacy, safety, and security of all technical infrastructure.

If any of the following issues arise, it must be reported immediately to the Director of Operations: Due to SPSC leasing the building, the Director of Operations will then report the mishap to the landlord for immediate attention:

- Building plumbing
- Gas leak or hazardous fluid
- Hanging wires or potential fire hazards
- Fire Extinguisher malfunction or lack of service
- Water main breaks
- Roof or wall collapse or leaks
- Smoke detector malfunction
- Any immediate danger or threat that is not able to be handled by staff or the Director of Operations

The Director of Operations will contact the landlord of the building to report any of the above issues for repair. If necessary, local authorities must be contacted. Examples of this would be to contact DTE for down power lines, and Consumers Energy for gas leaks or in the event the landlord is not able to be contacted immediately.

Personnel Responsible

Major repairs and maintenance to the physical facility such as building repairs, and heating and cooling breakdowns, are managed by the school's landlord. However; in some instances, the Director of Operations may be able or required to hire an outside contractor. Please contact the School Director of Operations for further clarification. Generally, this will be in the event the landlord is unreachable or it is for the equipment or supplies owned and operated by SPSC. If it is a need for the physical equipment, supplies or infrastructure owned by SPSC, the Director of Operations should be notified. The Director of Operations will deem if it is an immediate need or potential danger to the school and if not, the request or need will be prioritized in the order it was requested or deemed necessary by all management.

Lawn services and parking lots are maintained by the landlord of the entire complex of businesses and immediate landlord of the individual building occupied by that of the SPSC campus. SPSC is not required to do any exterior up-keep to the surrounding property or land. Snow removal is performed by the landlord of the complex.

The on staff building maintenance/janitorial contractor is responsible for cleaning the internal facility and keeping up with the cleanliness of the institution. The general maintenance/janitorial provider will be on campus five times per week. All duties performed for the general and janitorial duties include the bathrooms, common areas, media center, classrooms, windows, floors and general grounds clean up.

The Director of Operations is responsible for ensuring the school has all the necessary daily operational supplies such as pens, paper, note pads, folders, files, toilet paper, paper towel, sanitizer, restroom soap and water, cleaning supplies, etc. and all staff is responsible for the general clean-up of their individual areas within the facility.

General Responsibilities

The Salon Professional School of Cosmetology's Director of Operations is responsible for directing the overall planning and management of the physical facilities and technical infrastructure of the company. This responsibility consists of preserving and enhancing a quality physical environment which provides efficient, functional, safe and pleasant surroundings. Responsibilities of the Director of Operations also includes upkeep, expansion, and upgrading of technical infrastructure. SPSC follows fire, electrical, and sanitary codes as found in annual inspections.

Technical Infrastructure

Technical Infrastructure is added as student population and staff needs change. All staff members, faculty, and instructors are responsible for reporting all IT issues. If there are repairs/purchases needed, the instructors, and faculty must fill out a work order and submit it to the Director of Operations or designee. The Director of Operations will then check the budget for availability if it is deemed an immediate, potential, or current need. The Director of Operations will then purchase or repair based on available budget allowance and will plan strategically to complete the necessary request as the resources/cash flow becomes open. SPSC is a third-party IT company that handles all IT issues. If purchase is deemed to be an emergency contact the Director of Operations and if the Director of Operations is not available, the school will have a Designee to accommodate the emergency.

Equipment and Supplies

As mentioned above: Supplies are maintained by the Director of Operations. Supply levels are checked daily and will be purchased accordingly on an "as needed" basis only. Only the Director of Operations or designee are allowed to order materials. Suggestions may be made at employee meetings based upon feedback from students and employees. All other basic supplies are ordered on a monthly basis and are maintained by a strict budgeting system and allotment of funds specific to needs. If the Director of Operations should not be available physically to request supplies, please refer to designee. All supplies will be delivered via the Director of Operations or Designee then given to the individual staff member that requested the supplies outside of the ordinary routine purchases/response time if deemed an emergency.

All equipment needing repairs are reported to the Director of Operations or designee through a work order on a "as-needed" basis. The School Director will decide if the equipment needs repair, or is in need of replacement. The Director of Operations will check the budget with the CPA that helps compile the budget for a final decision. If there is an emergency purchase needed and the Director of Operations is unreachable, the designees from administration will make further decision based on budget. All emergency purchase can take twenty-four to seventy-two hours to arrive.

Replacing and disposing of obsolete equipment will be done when the need arises and after the Employee/ Institutional Advisory Committee and Occupational Committee annual meeting. Then all will have the opportunity to evaluate all survey feedback forms from students, staff, employers, and all that patronize the facility. The plan is made available to the employees and the students both in digital and print format and all will have the opportunity to comment, suggest and recommend if the equipment is obsolete or should be upgraded. This plan is reviewed no less than on an annual basis and updated when necessary. In the event an emergency purchase or repair to the equipment or supplies need to be made, the Director of Operations will

handle the need at that time or at the time of the request. Disposing of obsolete equipment will be through the means of donating or recycling at an authorized center.

All student records are maintained on a secure server system and managed by a third-party company called Electronic Brain Solutions and in hard-copy which is in a fire-proof cabinet located in the records room.

Western Digital Software is used for wired and wireless backup stored on-site and offsite using MSP360 for encrypted files and security software stored in a cloud called Wasabi, which is backed up nightly for fully encrypted data transmission and storage through BitLocker. Staff and faculty have separate passcodes from the students. Manual files, and extra drives are kept in secure fire-proof file cabinets for a 5-year period.

Electronic Brain Solutions are contracted for all technical infrastructure privacy, safety, and security needs.

Relevant State Law

The written Operations and Maintenance plan of the physical facility is under the State of Michigan guidelines, as well as the local city of Detroit guidelines. SPSC follows the on-campus guidelines and is in compliance with both and has applicable documentation to provide proof.

Applicable Federal Codes and Procedures

The operational federal codes for procedures and standards of operation are under the jurisdiction of the State of Michigan Licensing Department. The code is R 338.2171 and is applicable for instruction, equipment, and physical facility operational procedures. The Operation and Maintenance plan addresses the federal laws that are required to operate a post-secondary school. SPSC observes all of the state laws as they relate to the daily operations.

The Salon Professional School of Cosmetology

2026-2028 Grievance Policy & Procedures

SPSC Employee Grievance Policy

Purpose of the Procedure

The Salon Professional School of Cosmetology's aim is to ensure that employees with a grievance relating to their work conditions or co-workers can use a process, which can help to resolve grievances as quickly and as possible.

Policy

Any employee who feels they have not received adequate and fair treatment in all matters related to school policies, regulations, and procedures in accordance with the current employee handbook may seek consideration through a formal grievance policy.

Purpose

To provide all employees with means for impartial consideration in grievance procedures.

Scope

This policy applies to all staff, faculty, and instructors who are employed at The Salon Professional School of Cosmetology.

Guidelines & Chain of Command

PHASE 1: Grievance: If the employee feels that the matter has not been resolved through informal discussions with management/employee meeting, the employee should put their grievance in writing to Director of Operations or his/her designee within three (3) days of the incident.

PHASE 2: Investigation: The Director of Operations will investigate in connection with any staff, faculty, or witnesses that may have knowledge of or involvement of the alleged incident/concern. Witnesses are involved only on a "Need to Know basis."

PHASE 3: Meeting: The Director of Operations or Designee will arrange a grievance meeting within five (5) days receipt of the official grievance notice. An official meeting notification will be provided to the employee. Employee's submitting the appeal electronically will own the responsibility of following up to make sure the grievance was received. Employee's **Must** take all reasonable steps to attend the meeting, but for any unforeseen reason the employee or the Director of Operations or his/her designee cannot attend, the meeting must be rearranged. These time limits may be extended by mutual agreement.

PHASE 4: Response: After the meeting, the Director of Operations or his/her designee hearing the grievance must write a letter to the employee informing them of any decision/action or offer them the right of appeal. This response should be issued within five (5) working days of the grievance meeting and should include the details on how to appeal.

APPEAL: If the matter is not resolved to the employee satisfaction, they must set out their grounds of appeal in writing within five (5) working days of receipt of the decision letter. Within ten (10) working days of receiving an appeal letter, the employee should receive a written invitation to attend an appeal meeting with a member of the Institutional Advisory Committee. The Director of Operations will not be present for the appeal meeting. Both the employee and appellant must attend the appeal meeting. The Institutional Advisory Committee

member will issue an official response in writing of their decision within three (3) working days of the meeting. The Institutional Advisory Committee Members decision is **FINAL**.

If conflict is still unresolved, please contact:
Council on Occupational Education
7840 Roswell Road, Building 300, Suite 325
Atlanta, GA 30350,
Telephone: 770-396-3898/Fax: 770-396-3790
www.council.org.

OR

State of Michigan
Bureau of Professional Licensing PO Box 30670
Lansing, MI 48909
Telephone: (517) 241-9288 Website: www.michigan.gov
Email: bpl.BPLHelp@michigan.gov

SPSC EMPLOYEE GRIEVANCE FORM

Name _____

Address _____

Student Name _____

Phone _____

1. Please describe the nature of your complaint in full detail indicating what happened when the event occurred and who was involved. If additional space is needed, use the reverse side.

2. Indicate when and with whom you have already spoken regarding this grievance and what attempts have been made toward resolution.

3. Indicate what specific resolution you are seeking or recommending.

I hereby certify that the statements made pertaining to my complaint are truthful and accurate.

Signature of Complaintant

Date

The Salon Professional School of Cosmetology

2024-2027 Grievance Policy & Procedures

SPSC Student Grievance Policy

Purpose of the Procedure/Introduction

The Salon Professional School of Cosmetology's aim is to ensure that students with a grievance relating to their education or attendance can use a procedure, which can help to resolve grievances as quickly as possible.

Policy

Any student who feels they have not received adequate and/or fair treatment in all matters related to; school policies regulations and procedures in accordance with the current student handbook may seek consideration through a formal grievance policy.

Purpose

To provide all students with means for impartial consideration in grievance procedures.

Guidelines

Stage 1: Statement of Grievance: If the student feels that the matter has not been resolved through informal discussions with the instructor/student meeting, the student should put their grievance in writing to the Director of Operations to further resolve the said issue.

Stage 2: The Grievance Meeting: The Director of Operations must schedule the Grievance meeting within three (3) days receipt of the grievance. If the grievance includes the Director of Operations, the Director of Operations or designee may coordinate the meeting.

Stage 3: The response: The Director of Operations or designee will respond, in writing, the response shall be issued to the student within five (5) days following the grievance meeting.

Procedure

Students must take all reasonable steps to attend the meeting, but for any unforeseen reason the student or the Director of Operations cannot attend, the meeting must be rearranged. Should a student companion and/or parent/guardian be unable to attend then the student must make contact within 3 days of the date of the letter to arrange an alternative date within five (5) days of the original date provided. These time limits may be extended by mutual agreement.

APPEAL: If the matter is not resolved to the student's satisfaction, they must state their grounds of appeal in writing within five (5) business days of receipt of the decision letter. Within ten (10) business days of receiving an appeal letter, the student should receive a written invitation to attend an appeal meeting. A member of the school's Advisory Committee will take the appeal meeting. After the appeal meeting with the Advisory Committee member, the Director of Operations must inform the student in writing of their decision within three (3) business days of the meeting. No further action can be taken.

If conflict is still without resolve, please contact: Council on Occupational Education 7840 Roswell Road, Building 300, Suite 325 Atlanta, GA 30350 Telephone: 770-396-3898 / FAX: 770-396-3790 www.council.org.

Or

State of Michigan Bureau of Professional Licensing PO Box 30670 Lansing, MI 48909

Telephone: (517) 241-9288

Website: www.michigan.gov

Email: BPLHelp@michigan.gov

Student Grievance Form

Name of Complaint: _____

Student Name: _____

Phone: _____

Address: _____

1. Please provide a one or two sentence description of your complaint.

2. Please describe the nature of your complaint in full detail indicating what happened, when the event occurred and who was involved. If additional space is needed, use the reverse side.

3. Indicate when and with whom you have already spoken regarding this grievance and what attempts have been made toward resolution.

4. Indicate what specific resolution you are seeking or recommending.

*I hereby certify that the statements made pertaining to my complaint are truthful and accurate.

Student Signature of Complaint

Date Student Signature

Appeal Form

Rules cannot be written that will apply to every situation in every business. Therefore, any policy established by SPSC may be appealed due to mitigating circumstances. Anyone wishing to appeal a policy must do so using this form and attach any applicable documentation. Appropriate personnel will review the appeal and a determination will be made. All decisions on appeal are final. Indicate which policy is being appealed below. Appeals regarding an SAP must be made within 15 days of the negative determination.

Re: _____

Attention Director of Operations:

I wish to appeal the decision and/or policy of the school regarding the above-indicated manner. The mitigating circumstances and pertinent information relating to the decision or policy are stated below.

Supporting documentation Attached: ____YES ____NO

Student signature:

Parent or Guardian signature (If applicable): Date:

OFFICE USE ONLY ____APPEAL APPROVED ____APPEAL DENIED

EXPLANATION OF DECISION: REQUIREMENTS OF STUDENT TO ACHIEVE SATISFACTORY ACADEMIC PROGRESS AT THE END OF THE PROBATIONARY PERIOD:

SECTION THREE ADMISSIONS

SPSC Student Admission Policy

Admission Requirements

High School Diploma, GED, or College Degree.

Apply for classes via on-line or in-person

Submit a registration fee: \$100.00 (non-refundable)

Applicant Must Complete The Following:

- Tour the facility
- Complete a personal interview with the Admissions Coordinator or designee prior to registration.

Provide verification documents such as:

- Social Security Card
- Driver's License/State Identification
- Proof of income
- Copy of your high school diploma/GED/Degree or high school transcripts

We are required to verify that your proof of education is from a valid high school, college, or GED program. If we determine that your documents are not valid, you will be denied admission to the school. If SPSC has reason to believe that the high school documentation is not valid, the Admissions Coordinator must evaluate the validity of the student's high school completion. SPSC does not recruit students who are already enrolled in a similar program at another institution.

High School Diploma Verification Policy

SPSC and the U.S. Department of Education recognize several equivalents to a high school diploma:

- General Educational Development (GED) certificate;
- Certificate or other official completion documentation demonstrating that the student has passed a state-authorized examination that the state recognizes as the equivalent of a high school diploma (certificates of attendance and/or completion are not included in this qualifying category);
- Associate degree;
- Successful completion of at least 60 semester or trimester credit hours or 72 quarter credit hours that does not result in the awarding of an associate degree, but that is acceptable for full credit toward a bachelor's degree at any institution: or
- Enrollment in a bachelor's degree program where at least 60 semester or trimester credit hours or 72 quarter credit hours have been successfully completed, including credit hours transferred into the bachelor's degree program;
- Foreign diplomas.

Foreign Diploma Policy

Must have evidence that verification of a foreign high school diploma has been performed by an outside agency that is qualified to translate documents into English and confirm the academic equivalence to a U.S. high school diploma.

- 1) Note: High school diplomas/transcripts from other countries are acceptable toward the student eligibility general requirement, as long as the diploma is equivalent to a U.S. high school diploma.
- 2) Documentation of proof of completion of secondary education from a foreign country must be officially translated into English and officially certified as the equivalent of high school completion in the United States, at your own expense.

At student's expense the student can contact one of the Translation/Evaluation Companies (check with your state to see which ones meet their requirements) for an official certification and translation of the student's foreign high school diploma or transcript:

Fees vary by each organization and type of evaluation and translation requested.

Acceptance

After an applicant has completed the enrollment application process the admissions coordinator will review the applicant required admissions materials and access the personal interview to determine acceptance. Upon the decision of the enrollment, the applicant will receive notification of the acceptance or denial letter via email, telephone, or in-person. **Note: All applicants must go through the entire enrollment application process (detailed in catalog, online publication, and enrollment application).**

Enrollment Information:

Enrollment periods: SPSC is on a quarterly enrollment schedule, thus placement will be depending upon space availability. Please contact SPSC for exact start dates, holidays, and school closures: SPSC allows the following holidays off: New Year's Day, Dr. Martin Luther King Jr., Memorial Day, Independence Day, Juneteenth, Labor Day, Thanksgiving, Christmas Eve, and Christmas Day.

Enrollment Contract:

SPSC clearly outlines the obligation of both the school and the student in the Enrollment Agreement Contract. A copy of the Enrollment Agreement Contract and information covering costs and payment plans will be furnished to students prior to the beginning of class attendance.

ORIENTATION

All applicants accepted into the program **MUST** attend the school's orientation to complete signing necessary documents, review all schools' policies, procedures, and plans, receive the Student Handbook & Catalog, receive their syllabus/ course outline and curriculum, and orientate for user-groups after they have been accepted into the program of choice.

Payment Schedule

SPSC offers a of monthly financial payments schedules that includes a cash payment agreement upon enrollment. See SPSC Admissions Leader or Financial aid leader for details.

Admissions & Recruiting

Any changes to these publications, rules of admissions, contract enrollment agreements and/or any printed admissions information will be given to all current, prospect, and future students in a timely manner.

Satisfactory Academic Progress

The Satisfactory Academic Progress (SAP) evaluates the periods applicable through the attendance schedule to be considered maintaining a satisfactory attendance and academic progress. Evaluations are conducted at the end of each evaluation period to determine if the student has met the minimum requirements. The attendance percentage is determined by dividing the total hours accrued by the total number of hours scheduled. At the end of each evaluation period, the school will determine if the student has maintained at

least **68%** cumulative attendance since the beginning of the course which indicates that, given the same attendance rate, the student will graduate within the maximum time frame allowed.

SPSC Student Admission Procedure

PROCEDURE:

1. Applicants must complete and apply prior to registration in person or online at www.thesalonpro.org.
2. Applicants must set up an appointment for entrance interview and campus tour. The admissions coordinator will give applicant all required admissions materials to for acceptance into the intuition program of choice such as: high school diploma, GED, high school transcript, college degree, State I.D., driver's license and/or birth certificate and social security. The applicant will also be given all funding options.
3. Once applicant has been assessed he/she will be notified of denial or acceptance by letter via email, in-person, and telephone.
4. Once applicant is accepted a \$100.00 registration fee (non-refundable) must be paid within the school's business center and review of tuition cost and payment options must be evaluated and determined.
5. After payment options have been established within the business center, the applicant must set up an orientation date. **ALL APPLICANTS MUST ATTEND AN ORIENTATION.** The admissions coordinator and/or financial aid advisor, or workforce development career recruiter will advise applicants of all orientation dates.
6. During the orientation the applicant will sign and review all necessary documents during orientation such as enrollment forms, tuition agreements, student catalogs/handbooks, course outline/curriculum, plans/policies/procedures, and must train for user-group.

All Admissions Representatives are required to adhere and verify the following for enrollment process:

- Applicant's application
- Social Security Card
- High school diploma, GED, college degree, State I.D., Driver's License, or birth certificate
- Tour the facility
- In-Person Interview
- Paid registration fee

SPSC Student Transfer Procedures

The Salon Professional School of Cosmetology does accept most transfer credits for coursework completed at another institution. Transfer plans outline specific courses students can take that may count toward general education and specific program requirements at SPSC. Transcripts will be evaluated for eligible credit transfers. One main area of focus for transfer students is General Education Requirements. These are classes in addition to courses within your discipline that are required to ensure fundamental skills and a well-rounded education. Students must successfully complete course work with clock hours reported to the State of Michigan. Applicable transcripts from transferred by students greater than five (5) years must reflect at least a grade of 2.0 (or C) in each course in order for the credit to be accepted.

The following requirements must be satisfactory for external credit eligibility:

- General Education Courses
- State Michigan Reported Clock Hours
- Out-of-State Reported Clock Hours (applicable)
- Student assessment test and interview

Transcript and verified clock hours from the State of Michigan are requirements needed for any student transferring from another school within a 12-month time frame. If the school has closed the student must complete an assessment test, interview and may forfeit up to half of any eligible clock hours acquired. Eligible clock hours may not exceed the total number of orientation hours earned by the student. DDBS does not allow students to transfer credit/clock hours between programs or disciplines.

Refund Policy

Refund Policy & Signature Form

1. Refunds for Classes Canceled by the Institution. If tuition and fees are collected in advance of the start date of a program and the institution cancels the class, 100% of the tuition and fees collected must be refunded. The refund shall be made within 45 days of the planned start date.
2. Refunds for Students Who Withdraw on or Before the First Day of Class. If tuition and fees are collected in advance of the start date of classes and the student does not begin classes or withdraws on the first day of classes, no more than \$100 of the tuition and fees may be retained by the institution. Appropriate refunds for a student who does not begin classes shall be made within 45 days of the class start date.
3. Refunds for Students Enrolled Prior to Visiting the Institution. Students who have not visited the school facility prior to enrollment will 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.
4. Refunds for Students Enrolled in Professional Development, Continuing Education, or Limited Contract Instruction. Institutions engaging in programs, which are short-term, must have a written policy or contract statement regarding whether or not fees and instructional charges are refundable.
5. Refunds for Withdrawal after Class Commences
Refunds policy for programs obligating 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 shall be as follows: (i) During the first 10% of the period of financial obligation, the institution shall refund 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 shall refund 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 shall refund 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.
6. Refund Policy for programs obligating students for periods beyond twelve months
Programs longer than 12 months that financially obligate the student for any period of time beyond 12 months shall release the student of the obligation to pay beyond the 12 months if the student withdraws during the first 12 months. The calculation of the refund for the unused portion of the first 12 months shall be based on section above. If the student withdraws during any subsequent period following the first 12 months, the student's refund for the unused portion of the tuition applicable to the period of withdrawal shall be based on the section above. Student agrees to comply with the assigned schedule for applicable All Beauty

Programs, which may change from time to time at the discretion of the school. Student agrees to attend theory class as scheduled for the duration of the course of study regardless of whether all required tests have been taken and passed.

Refund Policy-Notice of Cancellation

For applicants who cancel enrollment or students who withdraw from enrollment a fair and equitable settlement will apply. The following policy will apply to all terminations for any reason, by either party, including student decision, course or program cancellation, or school closure.

Any funds due the applicant or students shall be refunded within 45 days of official cancellation or withdrawal. Official cancellation or withdrawal shall occur on the earlier of the dates that:

- Applicant is not accepted by the school: The applicant shall be entitled to a refund of all monies paid.
- A student (or legal guardian) cancels his/her enrollment in writing within three business days of signing the enrollment agreement. In this case all monies collected by the school shall be refunded, regardless of whether or not the student has actually started classes.
- A student cancels his/her enrollment after three business days of signing the contract but prior to starting classes. In these cases, he/she shall be entitled to a refund of all monies paid to the school less the registration fee in the amount of \$100.00
- A student notifies the institution of his/her withdrawal in writing.
- A student on an approved leave of absence notifies the school that he/she will not be returning. The date of withdrawal shall be the earlier of the date of expiration of the leave of absence or the date the student notifies the institution that the student will not be returning.
- A student is expelled by the school: (Unofficial withdrawals will be determined by the institution by monitoring attendance at least every 30 days.)
- In type 2, 3, 4 or 5, official cancellations or withdrawals, the cancellation date will be determined by the postmark on the written notification, or the date said notification is delivered to the school administrator or owner in person.

For students who enroll and begin classes but withdraw prior to course completion (after three business days of signing the contract), the following schedule of tuition earned by the school applies. All refunds based on scheduled hours:

**PERCENT OF SCHEDULED TIME TOTAL TUITION SCHOOL ENROLLED TO TOTAL COURSE/
PROGRAM SHALL RECEIVE/RETAIN**

0.01% to 04.9%	20%
5% to 09.9%	30%
10% to 14.9%	40%
15% to 24.9%	45%
25% to 49.9%	70%
50% and over	100%

All refunds will be calculated based on the student's last date of attendance. Any funds due a student who withdraws shall be refunded within 45-days of a determination that a student has withdrawn, whether officially or unofficially. In the case of disabling illness or injury, death in the student's immediate family or other documented mitigating circumstances, a reasonable and fair refund settlement will be made. If permanently closed or no longer offering instruction after a student has enrolled, the school will either provide a full refund of all funds paid or completion of the course at a later time. If the course is canceled subsequent to a student's enrollment, the school will either provide a full refund of all funds paid or completion of the course at a later time.

Student Signature

Date

New Student Orientation Procedure

Purpose

The goal and objective of the student orientation procedure is to communicate how our institution introduces students to the campus and the support services offered to assist in their educational and personal goals (media room, information technology, academic, clinical floor training, student services and other departments).

Personnel Responsible

The Admissions Coordinator is responsible for student orientation. The instructional staff participants in the orientation process as well to assure a smooth transition into their educational career

New Student Orientation Expectations:

1. Teach students to utilize the resources & services that will help them be successful at SPSC.
2. Guide students in understanding the steps needed to achieve their academic and career goals.

Admission Requirements:

- Meet with an Admissions Representative
- Must submit High School Diploma or Equivalent, Driver's License/Picture ID
- Must sign enrollment agreement
- Attend an on-campus or online orientation

After our New Student Orientation, you will be more familiar with:

- The types of programs offered at SPSC
- Accessing Milady Digital/ Hard-copy MindTap books
- Campus Resources
- How to set up the remind app
- Tuition & fees and the registration process
- Being ready for the first day of classes
- What are Minimum Practical Applications (MPA's)

Procedure

- Students are informed that this will be considered a full day of class prior to attending orientation.
- Students are given an orientation date.
- During the orientation students are given the orientation package and Student Handbook and Catalog for the purpose of understanding the policies, procedures, general rules, and guidelines for attending and receiving an education at SPSC. The Admissions Coordinator and Director of Operations will supervise the orientation.
- Students are required to sign all necessary documents to have a complete orientation/financial checklist.
- After all documents are completed students will receive a more detailed tour of the campus to learn how things are operated throughout the school. They are given a chance to meet other students/ faculty and they will understand how work-based learning is offered at SPSC.
- Students will also learn all safety procedures and policies of SPSC.
- Once a student has successfully completed the MANDATORY orientation, they are provided with locker assignments, learning materials and other resources (if applicable).

SPSC Satisfactory Academic Progress Policy & Procedure

The Satisfactory Academic Progress Policy is consistently applied to all students enrolled at DDBS. It is printed in the catalog to ensure that all students receive a copy prior to enrollment. The policy complies with the guidelines established by the Council on Occupational Education. **EVALUATION PERIODS**
Evaluations will determine if the student has met the minimum requirements for satisfactory academic progress. The frequency of evaluations ensures that students have had at least one (1) evaluation by midpoint in their respective courses. Evaluation periods are determined by the length of the program and the student's enrollment date.

Academic Progress Evaluations

The qualitative element used to determine academic progress is a reasonable system of grades as determined by assigned academic learning. Students are assigned academic learning and a minimum number of practical experiences. Academic learning is evaluated after each unit of study. Practical assignments are evaluated as completed and counted toward course completion only when rated as satisfactory. If the performance does not meet satisfactory requirements, it is not counted, and the performance must be repeated. At least two (2) comprehensive practical skills evaluations will be conducted during the course. Practical skills are evaluated according to text procedures and set forth in practical skills evaluation criteria adopted by the school. Students must maintain a written grade average of 75% and pass final theory and practical exams prior to graduation. Students must make up failed, missed tests, and incomplete assignments. Numerical grades are considered according to the following scale:

Interpretation: Excellent, Good, Satisfactory, Failing.

GRADING SYSTEM USED FOR ALL TESTS IS AS FOLLOWS:

100-90%.....	EXCELLENT
89-80%.....	GOOD
79-75%.....	SATISFACTORY BELOW
74%.....	FAILING

Only courses for which the student receives a passing grade are acceptable for unit requirement in calculating the SAP status. Incomplete courses and withdrawals are not counted as completed units. Students are required to verify attendance for terms in which they receive unsatisfactory grades.

Determination of Progress

Students meeting the minimum qualitative 75% GPA requirement for academics and quantitative 68% for attendance; (considered the pace) at the scheduled evaluation point are SATISFACTORY.

Academic Progress

Until the next scheduled evaluation: For a student to be making satisfactory academic progress as of course midpoint, the student must meet 68% in both attendance and 75% academic requirements on at least one evaluation by midpoint in the course.

Attendance

All student attendance is calculated based on the total number of attended days and expected program days. Regardless of the average level of attendance, students who have more than 30 days of consecutive absences will be dismissed. When calculating attendance, a leave of absence will extend a student's contract end period and maximum time frame by the same number of days taken in the leave of absence. The

frequency of evaluations ensures that students have ample opportunity to meet both the attendance and academic progress requirements of at least one evaluation by midpoint in the course.

Maximum Time Frame

A leave of absence will extend the students' contract period and maximum time frame by the same number of days in the leave of absence. All attempted courses, and withdrawals, (except incompletes) at DDBS are counted toward the 100% eligibility. Depending on circumstance students who have reached their duration may be placed on probation.

Warning Policy

Students who fail to meet minimum requirements for attendance or academic progress are placed on warning. The student will be advised in writing on the actions required to attain satisfactory academic progress by the next evaluation. The student must meet both the attendance and academic requirements or be placed on probation.

Probation Policy

Students who fail to meet minimum requirements for attendance or academic progress after the warning period will be placed on probation. Additionally, only students who do not have the ability to meet satisfactory standards may be placed on probation. Students placed on an academic plan must be able to meet requirements. Students who are progressing will be considered satisfactory. The student will be advised in writing of the actions required for satisfactory that must be met by the next evaluation. The student must meet attendance and academic requirements that are given by the institution or it will be considered non-compliant.

Make-Up Policy

Students are expected to make up missed days and exams. Students may utilize the various school schedules and classes to complete make up time and exams.

Suspensions & Termination Policy

Suspension or termination from SPSC may happen if the student is found in violation of the student code of conduct, but particularly if he/she participates in any of the following but not limited to:

1. Possession of illegal drugs or alcohol on school premises, grounds, or parking lot.
2. Theft from Students, or of School property, or supplies.
3. Willful destruction of School property.
4. Insubordination
5. Loud, boisterous behavior or foul language.
6. Failure to pass the satisfactory Academic Program Probation

Academic Review Procedures & Appeal Process

If a student is determined to not perform satisfactorily, the student may appeal the determination within ten (10) calendar days. Reasons for which students may appeal a negative progress report determination include death of a relative, an injury or illness of the student, or any other allowable special or mitigating circumstance. The student must submit a written appeal to the school describing why they failed to meet satisfactory along with supporting documentation of the reason why the determination should be reversed.

This information should include what has changed about the student's situation that will allow them to achieve a satisfactory next evaluation point. 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 file.

Certifications of Completions

Once a student has completed all of the required course hours and course requirements, a certificate of completion will be issued to the student or program funder. The institution may withhold official academic transcripts and certificate of completion if the student has not met all financial obligations. Once all school obligations are met each student must take state board exams within 30 days of course completion. They must complete the Practical and Theory Test and achieve a 75% on each test to receive a Michigan State license.

Changing Degrees/Transfer Programs

SPSC does not allow students to transfer programs. No credit hours can be transferred to any other programs. If a student requests to change a program after the fifth day, he/she must receive approvals from the school's director, financial aid department, and wait until the next program's availability date.

Withdrawal Policy

A student will be considered withdrawn if the following occurs:

1. The student notifies the Director of his/her intent to withdraw
2. A formal termination (unofficial withdrawal) by the student shall occur more than 14 days from the last day of physical attendance.
3. The school officially notifies the student of dismissal from the program.

Semester/Terms

SPSC recognizes the use of semester terms, however program enrollment is not determined by academic terms.

Transfer Credits

SPSC does accept most transfer credits for coursework completed at another institution. Transcripts will be evaluated for eligible clock hour transfers. Transcripts will be accepted from the State of Michigan. Students with eligible transfer hours exceeding more than half the SPSC program clock hours will be required to issue a placement exam for transferable clock hour totals.

THE SALON PROFESSIONAL SCHOOL OF COSMETOLOGY

Satisfactory Academic Progress Evaluation Form

Student Name

Date

Start Date

Evaluation Period

Scheduled Hours _____

Actual Hours _____

Student is making satisfactory academic progress? YES NO

Notice of Warning/Probation provided to student? YES NO N/A

Reason for Warning/Probation: Attendance Academics N/A

Warning

You have until the next evaluation period to bring up your grades and/or attendance up to minimum requirements.

Probation

If the student has still not met progress requirements at the end of the warning period, the student will be considered not making satisfactory academic progress. You have until the next evaluation period, which shall not exceed 30 academic days, to bring your grades and/or attendance up to minimum requirements, or up to the requirements set forth in an agreed upon academic plan. If satisfactory performance is not achieved by the end of the probationary period according to satisfactory academic progress requirements or your academic plan, you will be dropped/terminated from the program.

Additional
Comments: _____

Student Signature

Date

Accepted by School Official

Date

TITLE IV SATISFACTORY ACADEMIC PROGRESS STANDARDS AND POLICY

Policy Reason

An institution must establish a reasonable Satisfactory Academic Progress (SAP) policy for determining whether an otherwise eligible student is making satisfactory academic progress in their educational program and may receive assistance under Title IV, *Higher Education Act of 1965* (HEA) federal assistance programs.

SAP Policy

The SAP policy is applied consistently to all students enrolled at DDBS (full-time or part-time). It is printed in the SPSC Program Catalog & Student Handbook to ensure that all students receive a copy before enrollment. The policy complies with the guidelines established by the Council on Occupational Education (COE) and federal regulations established by the United States Department of Education (ED).

Students must maintain satisfactory academic progress throughout their training to comply with the DDBS policy and to remain eligible for Title IV student financial assistance. Also, students who do not receive financial aid and are paying out-of-pocket must maintain SAP progress throughout their training. The academic and attendance requirements apply to every student enrolled in the school, whether they receive financial aid or pay cash—all periods of enrollment count towards SAP, including periods when a student does not receive financial assistance. The school's policy is to apply SAP consistently to all students enrolled in all offered programs, whether full-time or part-time.

Both qualitative (academics/grades) and quantitative (attendance, pace of progression, and time frame) standards are used to evaluate Standard Academic Progress. Students must meet the school's academic and attendance standards on a **cumulative basis** (start date to evaluation date) to maintain SAP and for Title IV eligibility.

Minimum Qualitative Requirement

Academic Standard

The qualitative element used to determine Satisfactory Academic Progress is a reasonable grading system defined by assigned academic learning. Students receive an academic education and a minimum number of practical experiences. Academic knowledge is evaluated after each unit of study. Practical assignments are evaluated as completed and count toward course completion only when rated as satisfactory. If the performance does not meet satisfactory requirements, it is not counted, and the student must repeat the performance. Each student is given at least two (2) comprehensive practical skills evaluations during the course. Practical skills are evaluated according to text procedures and outlined in the school's practical skills evaluation criteria.

Students must maintain a written grade average of 75% and pass the final theory and practical exams before graduation. Students must make up for failed or missed tests and incomplete assignments. Numerical grades are recorded according to the following scale:

Interpretation: Excellent, Good, Satisfactory, Failing

GRADING SYSTEM USED FOR ALL TESTS IS AS FOLLOWS:

100-90%.....	EXCELLENT
89-80%.....	GOOD
79-75%.....	SATISFACTORY BELOW
74%.....	FAILING
I.....	INCOMPLETE

Cosmetology, Nail Technology, and Instructor students must maintain an academic average of at least 75% or higher on a cumulative basis as of the evaluation date to meet the academic standards of this policy to be considered making progress (satisfactory).

SPSC rounds percentage calculations using normal rounding methods.

Only courses for which the student receives a passing grade are acceptable for the unit requirement in calculating the SAP status. Incomplete courses and withdrawals are not counted as completed units. Students are required to verify attendance for terms in which they receive unsatisfactory grades.

Minimum Quantitative Requirements

Attendance Standard

Students must attend a minimum of **68%** of the hours they are scheduled to attend based on the student's enrollment agreement. A student's attendance is determined by dividing the total hours attended by the total clock hours scheduled as of the evaluation date.

Note: Regardless of the average level of attendance, students who have more than 30 days of consecutive absences will be dismissed. When calculating attendance, a leave of absence will extend a student's contract end period and maximum time frame by the same number of days taken in the leave of absence. The frequency of evaluations ensures that students have ample opportunity to meet academic progress and the attendance requirements of at least one evaluation by midpoint in the course.

Pace of Progression

At least 67% of all coursework attempted must have successfully passed grades. The pace of progression progress is calculated by dividing **cumulative** hours that have been completed by the **cumulative** hours attempted by the student. The 67% completion rate maintains a pace of progress toward the degree or certificate that ensures completion of the academic credential within the maximum time frame allowed. SPSC rounds pace to the nearest whole number using normal rounding methods.

Maximum Time Frame

Students must complete their program and certificate in no more than 150% of the program's average published length in credit hours. For an *undergraduate program measured in clock hours*, the maximum time frame cannot be longer than 150 percent of the educational program's published length, as measured by the cumulative number of clock hours the student is required to complete and expressed in calendar time. Students may use their total program clock hours required multiplied by 1.5 to determine the clock hour limit, as shown below. DDBS rounds percentage calculations using normal rounding methods.

The maximum time allowed for students to complete each program within Satisfactory Academic Progress is listed below:

- Cosmetology – 2,250 clock hours and 66 weeks (full-time)
- Nail Technology – 900 clock hours and 39 weeks (full-time)

Instructor 900 clock hours and 39 weeks (full-time)

Cosmetology – 2,250 clock hours and 96 weeks (part-time)

Nail Technology – 900 clock hours and 48 weeks (part-time)

Cosmetology Instructor 900 clock hours and 48 weeks (part-time)

All accepted transfer hours from another institution are counted as both attempted and completed hours to determine when the maximum allowable timeframe has been exhausted.

Note: Federal financial aid regulations require DDBS to discontinue federal financial aid if an SAP review indicates that the student cannot complete their program within 150% of the program's average published length.

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

Students who do not complete within the maximum of the required timeframe will be permitted to continue to graduation. However, any student not completing the course within their contracted time will be charged the hourly fee as stated on their enrollment agreement for each hour needed to complete the course.

Evaluation Periods

Evaluations will determine if the student has met the minimum requirements for Satisfactory Academic Progress. The frequency of assessments ensures that students have had at least one (1) evaluation by the midpoint in their respective courses. Evaluation periods are determined by the length of the program and the student's enrollment date.

The policy provides that a student's academic progress is evaluated at the end of each payment period if the educational program is either one academic year in length or shorter than an academic year; or for all other educational programs, at the end of each payment period or at least annually to correspond with the end of a payment period.

Students are evaluated for Satisfactory Academic Progress based on actual clock hours completed at the end of each period as follows:

Cosmetology: 450, 900, 1200

Manicuring: 300

Esthetics: 300

Esthetics Instructor: 300

Transfers: If the hours needed at the school are less than 900 hours (for cosmetology), then the first evaluation period will occur at the midpoint of the hours required rather than at 450 or 300, based on the program.

For all students receiving Title IV funds, students will be evaluated when they reach both the clock hours and the number of weeks for disbursements of funds.

Students who meet both the quantitative and qualitative requirements described herein will be deemed to be making progress until the subsequent scheduled evaluation.

Determination of Progress Status

New students will be considered making **progress** from their actual starting date until their first evaluation period. Students meeting the minimum requirements for academics and attendance at the evaluation point (450-900-1200 actual clock hours) are considered to be making progress until the subsequent scheduled evaluation.

Students who fail to meet minimum requirements for academics and attendance at the evaluation point are placed on **“Warning”** and are considered making Satisfactory Academic Progress during the warning period until the subsequent scheduled evaluation. Students in “Warning” status are eligible to receive Title IV funds.

Students who fail to meet minimum requirements for academics and attendance at the next evaluation point after the “Warning” period will be placed on **“Probation”** and considered to be making satisfactory academic progress while during the probationary period if the student successfully appeals the decision. Additionally, students who cannot meet satisfactory standards may be placed on probation. Students placed on an academic plan must be able to meet requirements. Students who are progressing will be considered satisfactory.

After a student has been placed on “Warning” or “Probation” status, students not meeting the minimum requirements for academics and attendance at the next evaluation point are placed on **“Suspension,”** and the student will be determined as NOT making Satisfactory Academic Progress. If applicable, students will not be deemed eligible to receive Title IV funds during that period.

Students will receive a copy of their Satisfactory Academic Progress determination (“Progress,” “Warning,” “Probation,” or “Suspension”) at the time of each evaluation. The administration will advise the student in writing on the actions required to attain Satisfactory Academic Progress. Students will be notified via email of any changes to their Title IV eligibility (positive or negative) because of an SAP issue. Students deemed not maintaining Satisfactory Academic Progress may have their Title IV funding interrupted unless the student is on Warning, has received approval from an appeal resulting in a probation status, or meets minimum academic and attendance requirements on the subsequent scheduled evaluation. SAP determination is recorded in each student’s academic file.

Warning Policy

Students who fail to meet minimum requirements for academics and attendance are placed on warning. The student will be advised in writing on the actions required to attain Satisfactory Academic Progress by the subsequent evaluation. The student must meet both the academic and attendance requirements or be placed on probation in the following review.

Warning Procedure

An academic warning status will be for one academic period and will be determined based on:

- (1) Failure to meet the minimum qualitative 75% GPA requirement for academics and the quantitative 68% attendance or
- (2) Failure to progress at a pace to ensure completion within the maximum time frame

The student will be advised in writing by a designated school official. Satisfactory Academic Progress policy specific to “Warning” below:

- (1) Students may not appeal an Academic Warning.
- (2) Students on Academic Warning are eligible to receive Federal Title IV funds for one additional academic period
- (3) SPSC will review the student’s attendance and academic status, and the student will be counseled as necessary to determine if the student can reasonably meet the SAP requirements. This may include a recommendation for termination.
- (4) Students may not be placed on Academic Warning for consecutive academic periods.
- (5) A student failing to meet the SAP requirements at the end of the academic warning period will be sent a Probationary letter detailing their option to appeal the decision.

Probation

Probation Plan

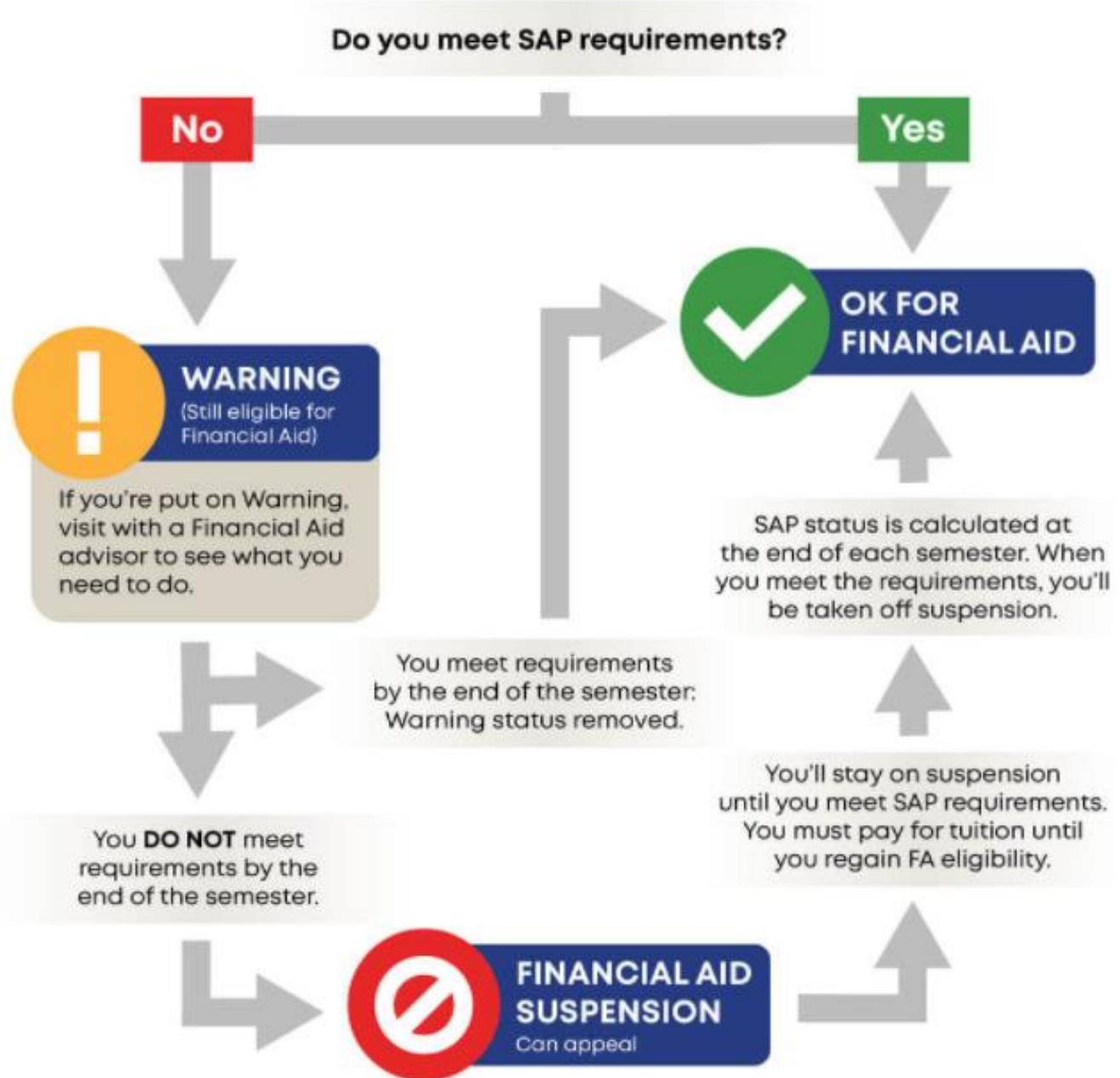
Students placed on an academic Probation Plan must meet the academic plan's requirements by the end of the next evaluation period. The student will be advised in writing of the actions required to attain Satisfactory Academic Progress by the subsequent evaluation. Students who are progressing according to their specific academic plan will be considered making Satisfactory Academic Progress.

Suppose at the end of the probationary period the student has still not met both the academic and attendance requirements required for Satisfactory Academic Progress or as specified by the academic plan. In that case, they will be determined as NOT making Satisfactory Academic Progress and, if applicable, the student will not be deemed eligible to receive Title IV funds. Students will not be placed on academic probation for consecutive academic periods.

Notification

Students will be notified via email of any changes to their Title IV eligibility (positive or negative) as a result of an SAP issue. Notifications include warning status, appeal decisions, loss of eligibility, or regaining of eligibility.

The SAP Process



Re-establishing SAP

Students may re-establish Satisfactory Academic Progress, Title IV aid, and Department of Veterans Affairs (VA) eligibility as applicable, by meeting minimum academic and attendance requirements by the end of the warning or probationary period.

Suppose the student begins a payment period not making Satisfactory Academic Progress but reverses that designation before the end of that payment period. In that case, the student will be eligible for federal aid for the next payment period.

Make-up Time Policy

Students are expected to make up missed days and exams. Students may utilize the various school schedules and classes to complete make-up time and exams. All attendance make-up time will be completed during normal school hours but in the student's non-scheduled class time.

Interruptions, Course Incompletions, Repetitions, and Withdrawals

If enrollment is temporarily interrupted for a leave of absence, the student will return to school in the same progress status as before. Hours elapsed during 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 and will not be included in the student's cumulative attendance percentage calculation. Students who withdraw before completion of the course and wish to re-enroll will return in the same Satisfactory Academic Progress status as at the time of withdrawal.

A grade of incomplete (I) may be changed to a passing grade within the program length from the date of receiving the grade if the student satisfactorily completes all of the requirements set forth by the course instructor. Otherwise, the incomplete grade of an "I" will automatically be changed to a 0%.

A student is given 14 days from the end of the term to make arrangements with their instructor if they have an "I" grade because of excused absences. To change the "I" grade, the student must make up the missing coursework within 14 days. Once the 14-day mark has passed, the failing grade will become permanent if the work remains incomplete, and the student has to retake the course. When a grade of "I" is changed to a grade, SAP is re-calculated.

Because of the generous make-up time policy at DDBS, students are expected to make up missed days and exams. Therefore, course repetition does not apply to this institution.

When a student withdraws from a class, those hours are counted as attempted and not completed.

Withdrawal Policy

A student will be considered withdrawn if the following occurs:

1. The student notifies the Director of his/her intent to withdraw
2. A formal termination (unofficial withdrawal) by the student shall occur more than 14 days from the last day of physical attendance.
3. The school officially notifies the student of dismissal from the program.

ESL and Remedial Courses

SPSC does not offer English as a Second Language or remedial coursework. ESL and remedial courses do not apply to this institution.

Changes in Majors or Degrees

SPSC does not allow students to transfer programs. No credit hours can be transferred to any other programs. If a student requests to change a program after the fifth day, he/she must receive approvals from the school's Director of Operations, the Financial Aid department, and wait until the next program's availability date.

Pursuit of a Second Degree

Students choosing to pursue a second program or certificate at SPSC after completion of a first program or certificate will have their satisfactory academic progress calculated starting with the second program or certificate. Any coursework from the initial program or certificate that also applies to the second program will be included in the SAP calculations.

Semesters/Terms

SPSC recognizes the use of semesters and terms, however program enrollment is not determined by academic terms.

Transfer Credit

SPSC does accept most transfer credits for coursework completed at another institution. Transcripts will be evaluated for eligible clock hour transfers. Transcripts will be accepted from the State of Michigan. Students

with eligible transfer hours exceeding more than half the SPSC program clock hours will be required to issue a placement exam for transferrable clock hour totals.

Transfer credits accepted by SPSC do count towards the student's maximum time allowed in the SAP calculation.

Suspension and Termination Policy

Suppose at the end of the probationary period, the student has still not met both the academic and attendance requirements required for Satisfactory Academic Progress or by the academic plan. In that case, they will be determined as NOT making Satisfactory Academic Progress, and, if applicable, the student be deemed NOT eligible to receive Title IV funds or Department of Veterans Affairs (VA) certification.

Suspension or termination from SPSC may happen if the student is found in violation of the student code of conduct, but particularly if he/she participates in any of the following but not limited to:

1. Possession of illegal drugs or alcohol on school premises, grounds, or parking lot.
2. Theft from Students, or of School property, or supplies.
3. Willful destruction of School property.
4. Insubordination
5. Loud, boisterous behavior or foul language.
6. Failure to pass the satisfactory Academic Program Probation

Academic Review Procedures and Appeal Process

If a student is determined to be in probationary or suspended status, the student may appeal the determination within ten (10) calendar days of notification. Appeals submitted outside of this deadline will be accepted and considered but may be applied for a subsequent academic period.

Reasons for which students may appeal a negative progress determination include:

- The death of a relative
- Injury or illness of the student
- Other special or mitigating circumstances.

The student must submit a written appeal to the school describing why they failed to meet SAP **with** supporting documentation of why the determination should be reversed.

Note: This information should include what has changed about the student's situation to allow them to achieve SAP by the next evaluation point.

The Satisfactory Academic Progress Appeals Committee will review the appeal documents, and a decision will be made and reported to the student within thirty (30) calendar days. The appeal and decision documents will be retained in the student file. If the appeal is approved, the Satisfactory Academic Progress determination will be updated, and federal financial aid will be reinstated, if applicable. The committee's decision is final.

Certificates of Completion

Once a student has completed all of the required course hours and course requirements, a certificate of completion will be issued to the student or program funder. The institution may withhold official academic transcripts and certificate of completion if the student has not met all financial obligations. Once all school obligations are met each student must take state board exams within 30 days of course completion. They must complete the Practical and Theory Test and achieve a 75% on each test to receive a Michigan State license.

Satisfactory Academic Progress Appeal Form – below

Satisfactory Academic Progress Appeal Form

(Please print neatly – illegible forms will not be processed)

Name: _____

Address: _____

Email/Phone: _____

Meeting financial aid satisfactory academic progress (SAP) standards is a requirement for financial aid eligibility. If you do not meet SAP standards, you may submit an appeal requesting financial aid reinstatement consideration. Email complete appeal to admissions@thesalonpro.org

Reasons for Appeal	Required Documentation
<p> <input type="checkbox"/> Personal illness or injury <input type="checkbox"/> Personal crisis <input type="checkbox"/> Illness of a family member <input type="checkbox"/> Death in the family <input type="checkbox"/> Second degree <input type="checkbox"/> Other </p> <p>NOTICE: Lack of awareness of withdrawal policies and/or requirements for SAP and lack of preparation for college coursework are not acceptable reasons for an appeal.</p>	<p>ATTACH a <u>one-page explanation</u> of what happened and what has changed in your situation</p> <p>NOTE: Include your <i>name</i> and <i>student ID</i> number at the top of each document.</p> <p>The explanation must include:</p> <ul style="list-style-type: none"> ▪ What happened and why the event(s) caused you to be unable to maintain satisfactory progress ▪ What has changed and what steps you have taken or will take to maintain satisfactory academic progress <p>Note: If this not your first SAP appeal, you MUST submit the Student Impact Statement Form.</p>

SAP review components are:

(1) Cumulative Grade Point Average (GPA): 75% is required for academics and 68% is required for attendance

(2) **Pace of Progression (completion percentage):** At least **67%** of all coursework attempted must have successfully passing grades.

(3) **Maximum Time Frame:** Students must complete their program in no more than 150% of the program's average published length.

Incomplete appeals will be denied. We may request additional documentation.

Signature _____

Leave of Absence Policy and Procedure

Purpose

SPSC recognizes that it is sometimes necessary for students to interrupt their enrollment for a short period of time and take a leave of absence. The policy and procedure will guide the student through the processes needed to grant request.

An authorized leave of absence (LOA) is a temporary interruption in a student's program of study. LOA refers to the specific time period during a program when a student is not in attendance. A LOA is not required if a student is not in attendance only for an institutionally scheduled break. However, a scheduled break may occur during a LOA. A LOA must meet certain conditions to be counted as a withdrawal requiring an institution to perform a refund calculation. For a student at DDBS to be approved for a Leave of Absence rather for medical or personal reason, the following conditions must be met:

Leave of Absence Procedures

- The school's policy for a Leave of Absence (LOA) requires a student to submit a request in writing.
- The written request must contain dates for the leave and the reason for the request and include the student's signature.
- The LOA together with any additional Leaves of Absence must not exceed a total of 180 days in any 12-month period.
- The school's policy requires a student to apply in advance for a LOA unless unforeseen circumstances (emergency) prevent the student from doing so. For example, if a student were injured in a car accident and needed a few weeks to recover before returning to school, the student would not have been able to request the LOA in advance.
- The school may grant an LOA to a student who did not provide the request prior to the LOA due to unforeseen circumstances if the school documents the reason for its decision and collects the request from the student at a later date either via mail, email, fax, an authorized individual or in person. In this example, the beginning date of the approved LOA would be determined by the school Director/Administrator to be the date the student was unable to attend school because of the accident.
- The request for Leave of Absence Form is made available in the Student Handbook & Catalog.
- A student granted a LOA that meets these criteria is not considered to have withdrawn, and no refund calculation is required at that time. For the Leave of Absence to be approved, there must be a firm and clear reasonable expectation that the student will return from the LOA. If it is determined that the student has no intention of returning, refer to the Withdrawal Policy. The student's contract will be extended by the same number of days taken in the LOA. Changes to the contract period on the enrollment agreement must be initiated by all parties. If the student does not return by the withdrawal date for the purpose of calculating a refund, is always the student's last day of attendance.
- When the student returns from a LOA, the student's education will continue from the actual hours earned. The start and ending date will be adjusted accordingly.
- Please note that any student who fails to return to the school at the end of an approved Leave of Absence is considered to have withdrawn from the school.
- Students who do not follow the procedure for obtaining an approved Leave of Absence will be subject to the school's stated policies on attendance for any and all absences recorded, regardless of circumstances.

Responsible:

Director of Operations/Admissions Coordinator

- Receive request in advance in writing, from instructor which will include the reason for the student's request and include the student's signature within two weeks.
- Approve the leave

- Make sure the leave of absence does not exceed 30 days with any additional leaves with a twelve-month period (only 1 leave will occur within 12-month period).
- The Admissions Coordinator will make an addendum on the original contract to make sure it is the same number of days taken in the LOA then report it to the Digital Records Clerk for file update.
- The Director of Operations along with instructor assure the education of the student continues upon his return

Student

- Request in advance in writing a request for leave of absence
- Get approval following the policy of the institution
- Make sure it does not exceed 30 days with any additional leaves within a 12-month period.
- Make sure an addendum is made to student contract
- Return with request days of actual leave of absence