

FlowerSchool NEW YORK

253 West 28th Street, 7th Floor, New York, NY 10001 / 212.661.8074 / www.flowerschoolny.com



FlowerSchool

Table of Contents

I.	School Information	p. 2
II.	Academic Calendar	p. 5
III.	School Policy of Enrollment & Entrance Requirements	p. 6
IV.	Attendance Policy	p. 7
V.	Standard of Progress	p. 8
VI.	Student Conduct	p. 9
VII.	Tuition & Materials, Methods of Payment & Schedule of Fees	p. 9
VIII.	Refund Policy	p. 10
IX.	Weekly Student Liability Chart	p. 11
X.	Description of Facilities	p. 11
XI.	Schedule of Classes	p. 12
XII.	Course Descriptions & Objectives	p. 13
XIII.	Previous Education Credit	p. 26
XIV.	Financial Assistance	p. 26
XV.	State License	p. 27
XVI.	College Credit - Disclaimer Statement	p. 28
XVII.	Complaint Procedure	p. 28
XVIII.	Disclosure Statement	p. 29
XIX.	Occupational Education Data Survey	p. 29
XX.	Student Disclosure Material	p. 30



I. School Information:

It is the mission of FlowerSchool New York to celebrate great floral design and designers by offering classes taught by New York’s most established floral designers.

FlowerSchool New York was founded by Eileen Johnson in 2003 and together with Executive Director Calvert Crary continues to strive for excellence in floral design. Executive Director Calvert Crary is charged with implementing and continuing the school’s mission.

The School, the Director, and all school faculty are licensed by the New York State Department of Education’s Bureau of Proprietary School Supervision (www.acces.nysed.gov/bpss/) in order to fulfill their duties to students in the program.

Administrative Staff



Calvert Crary is the NYSED certified Executive Director for FlowerSchool New York and FlowerSchool Los Angeles, and is a certified agent and certified teacher in Floral Design with Shop Management, Photography & Project Management. Previously an award winning photographer, Calvert made the transition to floral entrepreneur, having opened and successfully run three flower shops in New York City. Calvert has trained and coached thousands of students on how to work in the floral industry by opening new businesses or reorganizing existing floral businesses into thriving careers.



Jessi Owens is a NYSED certified Director and certified teacher in Wedding/Event Planning and Floral Design with Shop Management. Jessi is FlowerSchool’s Operations & Events Director and has been a part of the floral industry since the age of 17, where she started working at a floral shop in her hometown of Ridgefield, CT. While attending Savannah College of Art and Design for a BFA in Fashion Marketing and Management, she started her career in wedding planning. Her passion for events grew from there, inspiring her to work in the Savannah wedding industry and become a Certified Wedding Planner through The Bridal Society.



Brittany Lenig is a NYSED certified Director, certified agent and Operations Manager for FlowerSchool. Brittany graduated from Dickinson College with a BA in Art History and from Pratt Institute with her MPS in Arts Administration. With a passion for decorative arts, Brittany worked many years in the interior design business, which later led her to FlowerSchool New York.



Liz Brown is the Marketing & PR Director for FlowerSchool. She has been working in visual arts communications here in New York City for almost 2 decades. Her background as a photographer, photo director and producer plays a unique role in handling the marketing and PR for FlowerSchool.

Faculty



Calvert Cray is the Executive Director of FlowerSchool New York and a NYSED certified teacher. Calvert leads the foundation courses for the Floral Design Program including the Introductory, Intermediate and Advanced level classes. As a professional photographer for over 10 years, Calvert also teaches the Floral Photography course. Calvert’s own photography work can be seen in Ski Magazine & Chase Bank.



Jessi Owens is the Operations & Events Director and NYSED certified teacher in Wedding/Event Planning and Floral Design with Shop Management. Jessi is FlowerSchool’s Operations & Events Director and has been a part of the floral industry since the age of 17, where she started working at a floral shop in her hometown of Ridgefield, CT. While attending Savannah College of Art and Design for a BFA in Fashion Marketing and Management, she started her career in wedding planning. Her passion for events grew from there, inspiring her to work in the Savannah wedding industry and become a Certified Wedding Planner through The Bridal Society.



Juan M. Villanueva is a NYSED certified teacher in Floral Design with Shop Management. Owner of Villanueva Designs and second-generation florist, Juan began his career studying fine arts at the prestigious School of the Art Institute of Chicago, Juan and his company bring an experienced artistic touch to all their projects and specialize in private client, trade shows & corporate galas. Juan teaches select workshops for FlowerSchool New York.



II. Academic Calendar

FlowerSchool New York offers the Certificate Program six times a year.

Fall II 2023 Session: October 16th 2023 – November 27th 2023

Graduation Date: Monday, November 27th

Winter 2024 Session: January 8th 2024 – February 17th 2024

Graduation Date: Friday, February 16th

Spring I 2024 Session: February 26th 2024 – April 6th 2024

Graduation Date: Friday, April 5th

Spring II 2024 Session: April 22nd 2024 – June 1st 2024

Graduation Date: Friday, May 31st

Summer 2024 Session: May 20th 2024 – June 29th 2024

Graduation Date: Friday, June 28th

Fall I 2024 Session: September 9th 2024 – October 19th 2024

Graduation Date: Friday, October 18th

Fall II 2024 Session: October 7th 2024 – November 16th 2024
Graduation Date: Friday, November 15th

The School regularly observes the following holidays: New Year’s Day, Martin Luther King, Jr. Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Veteran’s Day, Thanksgiving Day, Christmas

III. School Policy of Enrollment & Entrance Requirements

Registration for all classes is limited. Students are advised to register as soon as possible to ensure their enrollment in the Floral Design Program. Registrations are processed upon receipt and a letter of confirmation is e-mailed by the Registration Office. Students without access to email will receive a confirmation letter in the mail within a week of registration. If the letter is not received within a week, students should call the School at 212.661.8074 to confirm registration.

Course dates, times, and classrooms are subject to change—students with questions should check with the Registration Office. Students must notify the Registration Office of changes in their student information. Changes can be submitted at any time via phone, fax, e-mail, U.S. mail, or in person.

Entrance Requirements:

Must be provide a high school diploma, or GED, and be at least 18 years of age at the time of entrance in the School.

Enrollment Deadlines:

Fall II Session ‘23: October 15th
Winter Session ‘24: January 7th
Spring Session ‘24: February 25th
Spring II Session ‘24: April 21st
Summer Session ‘24: May 19th
Fall I Session ‘24: September 8th
Fall II Session ‘24: October 20th



IV. Attendance Policy

On-time attendance is required at all classes. Unexcused tardiness and absences are not accepted and will be evaluated on a case-by case basis.

Attendance is required at all classes, homework assignments and internships. Unexcused tardiness and absences are not accepted; excused tardiness and absences will be evaluated on a case-by-case basis. The Certificate Program is a hands-on, in-person course, class cuts and tardiness will directly reflect in a student's grade.

Deficiency in any required work resulting from absence from class must be made up at the student's own expense to satisfy the instructor. A student who is absent from a class without adequate reason may be assigned a failing grade. A pattern of excessive absence or lateness will result in disciplinary action and may result in suspension. Any absence must be fully explained to the Director and will be excused only for sufficient cause. Absences due to serious illness or death within a student's family are recognized as excused absences. To validate such absences, the student should present evidence to the Director, who will then provide a letter of verification to all of the student's instructors for the term.

In accordance with the N.Y. State Education Department's Bureau of Proprietary School Supervision, section 126.4(e)(2): Any student who is absent more than 15 percent of the total number of instructional hours offered during each marking period of the student's program, excluding approved leaves of absence, and who has not maintained satisfactory academic progress, shall be dismissed or placed on academic probation. Any student who fails to meet satisfactory academic progress at the end of any marking period, regardless of attendance, shall be dismissed or placed on academic probation. A student who misses 14 or more calendar days from the School without any explanation is subject to immediate dismissal.

a. Tardiness Policy

Students are expected to be in class, field trips, and internships on time and ready to perform the duties of that position. Education relies on the dependability of students being at work on time and prepared to perform the duties of their position. Any student who is tardy more than three times shall be subject to progressive discipline. Tardiness is defined as a student failing to report for any event at the time scheduled and/or failing to return to duty promptly at any point during his/her normal schedule.

b. Leave of Absence Policy

In the case of a prolonged illness or accident, death in the family, or other special circumstances that make attendance impossible or impractical, a leave of absence may be granted to the student if requested in writing by the student with the specific reason for the leave request. It should include the approximate length of the requested leave. The approval of such leaves of absence shall be in writing by the School Director. No monetary charges or accumulated absences may be assessed to the student during a leave of absence. When a student returns from an approved leave of absence, the student shall be placed in the instructional program at the point commensurate with the skill level retained by the student at the time of his/her return in accordance with the following:

1. for leaves of absence less than 30 calendar days, the School shall assess the student's retention level either through a counseling session with the student or by employing a written or oral evaluation instrument designed to measure a student's level of retention in the instructional program; or
2. for leaves of absence 30 calendar days or longer, the School shall assess a student's retention level either through a written or oral evaluation instrument designed to measure a student's level of retention in the curriculum; and documentation that such evaluation took place.
3. the leave of absence is limited to 180 calendar days in one calendar year, or one-half the program length, whichever is shorter. Multiple leaves of absences may be permitted provided the total of the leaves does not exceed this limit

V. **Standard of Progress**

The School Director formulates policy in matters pertaining to quality of work and standards of performance in the School. It deals with the awarding of Certificates, rules of conduct, and student appeals. Student progress is measured by course evaluations and attendance record.

Each course in the Floral Design Program is evaluated in ten different criteria on a scale of 1-10. A passing grade of 70% will allow the student to continue in the program. A student must repeat a course and earn a passing grade in order to fulfill the Certificate requirements; additional course materials will be charged at cost. Some courses require additional written work or presentations, which will be taken into consideration for the final grade. See **Amendment A** for example Course Evaluation Form.



VI. Student Conduct

Students are expected to conduct themselves as mature and law-abiding members of both the FlowerSchool New York community and the general community, and to comply with requests of the administrative authorities. Any behavior that jeopardizes the health or safety of the school community, or disrupts the educational activities of the school, is subject to review and possible penalty in accordance with the procedures and policies of the school.

VII. Tuition & Materials, Methods of Payment & Schedule of Fees

Program	<input type="checkbox"/> Floral Design
Hours	134
Tuition	\$5,649
Materials:	
Flowers:	\$2,185
Tools:	\$96
Textbooks:	\$120
Registration Fee	\$100
Total	\$8,150

The Floral Design Program requires a total of 139 hours made up of 89 classroom hours and 50 internship hours.

Methods of Payment

Total paid in full via check or Credit Card

OR

Initial Down Payment of \$500 (plus \$100 Non- Registration Fee) by Registration Deadline. 50% balance due by first day of session and remaining balance due by Week 4 of session.

OR

Initial Down Payment of \$500 (plus \$100 Non- Registration Fee) by Registration Deadline. Weekly payments of \$1,812.50 during Weeks 1 – 4

OR

custom Payment Plan; see **Amendment C** for example

Schedule of Fees

Winter Session '24:

\$100 Registration Fee and \$500 deposit due by January 7

50% of balance due by January 8 and remaining balance due by January 26

OR Weekly payments of \$1,812.50 during Weeks 1 – 4

OR custom Payment Plan

Spring I Session '24:

\$100 Registration Fee and \$500 deposit due by February 25

50% of balance due by February 26 and remaining balance due by March 15

OR Weekly payments of \$1,812.50 during Weeks 1 – 4

OR custom Payment Plan

Spring II Session '24:

\$100 Registration Fee and \$500 deposit due by April 21

50% of balance due by April 22 and remaining balance due by May 10

OR Weekly payments of \$1,812.50 during Weeks 1 – 4

OR custom Payment Plan

Summer Session '24:

\$100 Registration Fee and \$500 deposit due by May 19

50% of balance due by May 20 and remaining balance due by June 7

OR Weekly payments of \$1,887.50 during Weeks 1 – 4

OR custom Payment Plan

Fall I Session '24:

\$100 Registration Fee and \$500 deposit due by September 8

50% of balance due by September 9 and remaining balance due by

September 27 OR Weekly payments of \$1,887.50 during Weeks 1 – 4

OR custom Payment Plan

Fall II Session '24:

\$100 Registration Fee and \$500 deposit due by October 6

50% of balance due by October 7 and remaining balance due by October 25

OR Weekly payments of \$1,887.50 during Weeks 1 – 4

OR custom Payment Plan

VIII. Refund Policy

All schools must have a tuition refund and cancellation policy for each program included in the catalog and in the student enrollment agreement. Read and understand the school's policy regarding tuition refund and cancellation before you sign an enrollment agreement. If you do not understand it, or are confused by the school's explanation, get help before you sign.

1) A student who cancels within 7 days of signing the enrollment agreement but before instruction begins receives all monies returned with the exception of the non-refundable registration fee.

2) Thereafter, a student will be liable for

1. the non-refundable registration fee plus

2. the cost of any textbooks, supplies accepted plus

3. tuition liability as of the student's last date of physical attendance.

Tuition liability is determined by the percentage of the program offered to the student.

If termination occurs school may keep:

0 - 15% of the program 35%

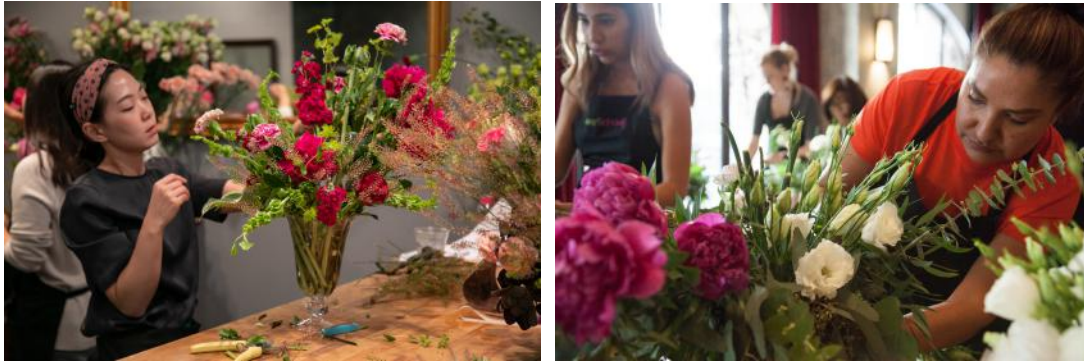
16 - 35% of the program 66%

36 - 50% of the program 80%

After 61% of the program 100%

IX. Weekly Student Tuition Liability Chart

Percentage Completed	Completed Portion of Program	Total Amount the School May Keep
0 - 15%	Day One – Day Five	\$2,852.50
16 – 35%	Day Six – Day Ten	\$5,379
36% - 50%	Day Eleven – Day Fifteen	\$6,520
After 51%	Day Sixteen – End of Program	\$8,150



X. Description of Facilities

FlowerSchool New York is situated in the Chelsea district of Manhattan at 253 West 28th Street. The school is located on the 7th Floor, with handicap elevator access. Classes are held in classroom/practical Rooms 101, 201, 301.

XI. Schedule of Classes:

Six-Week Program	Courses Accomplished	# of instructional hrs. per week (with Internship)
Week One	Introductory Series Intermediate Series	20
Week Two	Conditioning & Floral Workflow Lab Advanced Design Series Floral Photography & Content Marketing	18
Week Three	Wiring Techniques & Methods Large-Scale Installations Series For Events, Wedding & Corporate Sympathy Workshop	27
Week Four	Wedding Design Series Flower Shop Series	24
Week Five	Internship	25
Week Six	Internship	25

Week One:

Introductory Series: 10:30am – 4:00pm Monday, Tuesday,
Intermediate Series: 12:00pm – 4:00pm Wednesday, 10:30am – 4:00pm,

Thursday & 10:30 – 1:00pm Friday

Week Two:

Conditioning & Floral Workflow Lab: 10:30am – 3:30pm Monday

Advanced Design Series: 10:30am – 4:00pm Tuesday & Wednesday

Floral Photography & Content Marketing: 10:00am – 4:00pm Thursday

Week Three:

Advanced Wedding Series: 10:00am – 5:00pm Monday & Tuesday,

10:00am – 2:00pm Wednesday

Sympathy Workshop: 11:00am – 4:00pm Thursday

Week Four:

Consultation to Execution: A Full Event Design Series:

10:00am – 4:00pm Monday – Wednesday

Flower Shop Series: 10:30am – 4:00pm Thursday & Friday

Week Five:

Internship: 10:00am – 4:00pm Tuesday – Saturday

Week Six:

Internship: 10:00am – 4:00pm Tuesday – Saturday



XII. Course Descriptions & Objectives

FlowerSchool New York's Floral Design Program is a carefully designed series of courses to prepare students for careers in the floral design field. At the culmination of the program students will have the foundation skills, techniques and design aptitude to work in any flower shop or design studio.

Designed by top floral professionals and working designers, the select courses of the Floral Design Program teach the necessary principals and techniques of floral design. In the Foundation Classes students receive training in both theory and practice focusing on floral mechanics, current design styles and buying practices. Simulation classes such as the Event Design Series and Flower Shop Series, help students prepare for their career by recreating real world situations most commonly found in the business.

Introductory Series: 9 Instructional Hours

Class 1: Modern Rose Twist Design – 2 hours

1. Learn about the Rose: the most popular flower in the world wide market
 - a. Hybrid Tea Rose as well as other varieties
 - i. How they are grown and the variety of locations they can be grown.
 - ii. How they are shipped and what is the process. This can drastically affect the price and quality.
 - iii. What characteristics can you expect from the different shipping and growing countries
 1. Longevity
 2. Pesticides
 3. Fertilizers
 - b. Learn how to condition roses for longevity
 - i. Techniques to help hydrate roses and other hard stemmed flowers after shipping.
2. Learn how to use floral equipment.
 - a. How using the equipment properly can increase the life of your flowers.
 - b. Learn to use the floral knife safely and effectively.
 - c. Learn to use pruners safely and effectively.
3. See demonstration of a “Rose Twist” by the instructor.
4. Make a “Rose Twist” using the knowledge and skills taught in section 1&2 as a test of student knowledge.

Class 2: A Modern Graphic Design – 2.5 hours

1. Learn about soft-stemmed flowers.
 - a. How they grow and who grows the best varieties.
 - b. How to get them to hydrate and last.
 - i. Often putting ice cubes in the water will slow down their aging process.
2. Conditioning soft-stemmed flowers so they can last.
 - a. Tear leaves rather than strip the skin off to prevent air from killing the flower.
 - b. Minimal water so the stems don't get soggy and die.
 - c. Styles of cutting with a sharp knife to be sure not to damage the stem's drinking ability
3. Learn a set of general designs to help soft stemmed flowers keep their shape
 - a. Manipulate the stems so their best face is always showing
 - b. Using other materials as aids to hold designs together.
4. Demonstration of a classic twisting design so illustrate how these varieties of cut flower should be handled.

5. Make a twisting design using only soft-stemmed flowers as a test of student knowledge.

Class 3: Classic Composition Bouquet – 2 hours

1. Learn to start mixing different flowers and textures.
 - a. Textures can change but keep colors the same. The palette gives a modern look to this classic design.
 - b. How to achieve a chic seemingly garden look while keeping to a strict set of design instructions.
2. Conditioning hydrangea and the other seasonal elements for this design
 - a. Getting flowers to drink through their stems & petals.
 - b. Helping flowers hydrate even more by smashing their stems.
3. Using floral foam.
 - a. Learn to use floral foam to the designers advantage
 - i. Stems can both come out of the top as well as hang off the sides
 - ii. Insertion and support techniques that should always be done when using floral foam
 - b. Constructing the composition so it can be consistent.
 - c. Constructing the design so it can hold together and travel well.
4. Each student is responsible to build on arrangement using the above-demonstrated method as a test of student knowledge.

Class 4: Hand Tied Bouquet – 2.5 hours

1. About the Dutch Hand Tied Bouquet
 - a. Dutch Bouquet must be made in the hand.
 - b. The style and look is reminiscent of classic Dutch still life paintings.
 - c. The construction of the bouquet must show all the elements evenly distributed.
 - d. All of the elements must be conditioned properly and all foliage removed below the midpoint of the floral element.
2. Building the bouquet.
 - a. The methodical construction of the bouquets must have all the stems going in the same direction
 - b. Construction will allow the designer to put in lighter elements by loosening their hands and then tightening them. The construction should be uniform to repeat until the bouquet is done.
 - c. The bouquet will be tied, seemingly extremely tight, to hold the bouquet together.

3. Students will all build Dutch hand tied bouquet of their own as a test of student knowledge.

HOMEWORK: Students must tour the New York Flower Market before Class #5 on Wednesday at 11:30am. Students must complete the Flower Market Buying Questionnaire to understand the type of questions and information florists must ask when buying flowers. Students must be prepared to discuss their experience at the Market in Class #5. Suggested time frame: Wednesday 9am – 11am.

Intermediate Series: 11 Instructional Hours

Class 5: Flower Market Review and Floral Pricing: 1.5 hour

1. Review Flower Buying Questionnaire. What did students observe in the flower market? What are the advantages/disadvantages it provides:
 - a. Advantages
 - i. Many sellers ensure stable competitive prices.
 - ii. Many different sellers allow for a larger variety of different flower varieties.
 - iii. Using many individual wholesalers will allow designers the ability to get products more consistently.
 - b. Disadvantages
 - i. Sellers can often collude to fix prices.
 - ii. Only able to purchase what the wholesale market provides that day rather than specific flowers that might be needed.
2. Learn about how to purchase from a variety of sources
 - a. Purchasing flowers directly from farmers.
 - i. Learn local flower farmer's workflow and expectations as they are often less reliable than professional wholesalers
 - b. Purchasing flowers directly from flower auctions – particularly the Dutch Flower Auction.
 - i. Who to contact.
 - ii. What is the lead-time needed.
 - iii. What are the general minimums
3. Group Exercise: Flower Market Buying Guide Worksheet
 - a. How to price floral designs based on flower market wholesale prices.
 - b. The markup is directly proportional to labor costs throughout the supply chain.
 - c. Students will price out the designs that they will make in the class using actual prices from the Flower Market.

HOMEWORK: Students must fill out and complete Flower Market Buying Guide Worksheet to show understanding of pricing flowers.

Class 6: Classic Monochromatic Design– 2.5 hours

1. First, learn the proper conditioning techniques for the seasonal flowers used in this design.
2. Methods for wrapping and decorating the vase for more modern polished look
 - a. Learn which materials to use inside and outside – four examples provided.
 - i. Be aware of which materials will rot in the water and which will need to be fixed to the outside.
3. Learn to construct an arrangement using the criss cross technique.
 - a. Stems need to be placed crossing one another to form a grid.
 - b. Use heavier flowers first to form a more stable grid.
 - c. Use the lighter, more fragile stems, to finish off the arrangement so the other elements don't injure them.
 - d. Mixing orchids, roses, lisianthus, carnations as well as other flowers.
 - e. Working with water tubes for orchids
4. All students will make the design using the above techniques while seeing the different color and texture variations as a test of student knowledge.

Class 7: Hand Tied Bridal Bouquet – 2 hours

1. Learn about bridal bouquets and the different popular styles.
 - a. Short stemmed.
 - b. Long stemmed.
 - c. Garden design.
 - d. Traditional.
 - e. Asymmetric.
2. Condition the seasonal flowers used in this bouquet.
3. Use the skills learned in Class 4 and improve on them to make a more polished, professional, balanced bridal bouquet
 - a. All stems need to be arranged going in the same direction
 - b. All blooms need to be at the appropriate height
 - c. Add ribbon of various styles to complement the design.
Variations include:
 - i. Color.
 - ii. Texture.
 - iii. Wrapping styles.
 - iv. Bow styles.

Class 8: Large Scale Design– 2.5 hours

1. Learn how to condition large botanical elements for large-scale floral designs.
 - a. Learn which clippers to use and how to use them.
 - b. Keep stems in warm/hot water with plenty of food.
 - i. Warm water will help the sap flow out and let the flower food and water flow in to hydrate stems.
 - c. Prune each piece to make sure that it is the right shape for designing.
 - i. Cut an X in the bottom of the branches to increase surface area.
2. Vase styles and treatments for large-scale designs.
 - a. Use elements to prop up stems for different angles.
 - b. Use materials, such as birch, to decorate the exterior of the vase.
3. Inserting stems into the vase in the spiral fashion.
 - a. By using the spiral technique, students will see how easy it is to manipulate the look of each branch and stem.
4. Each student will make a large-scale design with branches, flowers and other elements as a test of student knowledge.

Class 9: Contemporary Events Design– 2.5 hours

1. Make two different floral designs to use for table settings.
 - a. Design one with inexpensive flowers and high labor costs.
 - b. Design two with expensive flowers and low labor costs.
2. Understanding the two styles, one modern and one traditional.
3. Seeing how to match floral designs with table décor for each style.
4. Make consistent designs built by many different designers; the group works on this project together and everyone is responsible for specific elements of each table design.

Conditioning & Floral Workflow Lab: 4 Instructional Hours

1. The Conditioning Lab is a simulated design studio experience where students spend the entire day conditioning flowers for up and coming projects. Student will learn the best workflow to:
 - a. Check-In Materials:
 - i. how to open flower boxes in an organized manner
 - ii. how to make sure you received the correct amount ordered
 - iii. how to organize flowers to condition by type.
 - iv. Prioritizing flowers for when they are needed
 - b. Prep & Find Appropriate Vessels for Each Variety of Flower
 - i. Dependent on size of flower, required temperature of water, cleaning process, character of stem (ranunculus vs. hypericum)

1. fragility of petals
2. type of stem
- c. Processing Flowers for Shop or Future Event
 - i. cleaning of the stem
 - ii. hard stem vs soft stem
 - iii. staging the conditioning process: understanding how to condition the flowers based on when you need them.
 1. Separating wedding and shop flowers:
2. Discussion of soft process vs. hard processing
 - a. Soft processing: flowers that may not be used until later, or if you simply need to get the flowers drinking before you fully condition them
 - b. Hard processing: fully prepare flowers so they are able to hydrate to their fullest and are ready for later use in design.



Advanced Design Series: 9 Instructional Hours

Class 10: Classic Compote – 2 hours

This class will teach students how to use chicken wire to hold flowers in place in compote containers.

1. Each student will be responsible for pre-determining their recipe before production, and must fill out the Pricing Worksheet found in their Hand Guide.
2. We will cover:
 - a. A demonstration of how to use chicken wire for the desired look.
 - b. Color Theory for flowers. How to select the right palette using monochromatic, analogous and complementary color combinations.
 - c. Pricing arrangements based on the *Total Price List*

Class 11: Large-Scale Modern Designs -2.5 hours

This class will use large-scale flowers and vases to achieve a modern look for weekly arrangements. This class will focus on techniques to help your design be big and bold.

1. Each student will be responsible for pre-determining their recipe before production, and must fill out the Pricing Worksheet found in their Hand Guide.

We will cover:

- a. A demonstration of using Oasis and tape for flowers that need to look grand as well as long lasting.
- b. Understanding the shape and form of flowers including the difference and attributes of vertical/line flowers, face flowers form flowers and foliage.
- c. Understanding which flowers are best used for longevity
- d. Pricing arrangements based on the *Total Price List*

Class 12: Creating Organic Containers– 2 hours

1. This class will focus on making containers to create a desired look that is natural and organic; i.e. birch bark, moss or leaves. Each student will create their own design based on the flowers selected for the design.
2. Each student will be responsible for pre-determining their recipe before production, and must fill out the Pricing Worksheet found in their Hand Guide.

We will cover:

- a. A demonstration of different techniques to help designs look organic and create an overall composition.
- b. Pricing arrangements based on the *Total Price List*

Class 13: Contemporary Asymmetrical Design

1. This class will expand the student's definition of contemporary design using the foundation skills previously learned in Class 10.
 - a. Students will use contemporary skills to complete their design including: asymmetry, unique combinations of flowers and textures and foliage.
2. Each student will be responsible for pre-determining their recipe before production, and must fill out the Pricing Worksheet found in their Hand Guide.
3. We will cover:
 - a. A demonstration of how to make flowers look contemporary using various elements
 - b. Pricing arrangements based on the *Total Price List*

HOMEWORK: Students must fill out and complete Retail Pricing Practice Worksheet

Wiring Techniques & Methods: 6 Instructional Hours

Class 14: Wiring Hair Flowers, Boutonnieres and Corsages – 3 hours

1. Introduction to wiring flowers.
 - a. Wire 'tissue' flowers – Lisianthus and other fragile flowers.
 - b. Wire 'hardy' flowers – Orchids and other more durable flowers.
 - c. Determining which flowers to wire depending on the weather conditions and seasons.
1. Wire flowers for hair crown.
 - a. Choose wire gauge.
 - b. Choose correct floral tape.
 - c. Choose the correct finish.
2. Wire flowers for boutonnière.
 - a. Choose wire gauge.
 - b. Choose correct floral tape.
 - c. Choose the correct finish.
3. Wire corsage.
 - a. Choose wire gauge.
 - b. Choose correct floral tape.
 - c. Choose the correct finish.
4. Students will make one of each as a test of student knowledge.

Class 15: The Cascading Bridal Bouquet – 3 hours

1. Introduction to the cascading bouquet.
 - a. Learn what makes a cascading bouquet.
 - b. Review different styles and trends of cascading bouquets
2. Wiring techniques needed for cascading bouquets.
 - a. How to properly wire flowers for extend length and sturdy construction
 - b. Different types of flowers require a different gauge of wire
3. Learn the wrapping techniques for floral tape and ribbon.
4. Make a cascading bouquet.

Large-Scale Installations Series: For Events, Wedding & Corporate:
12 Instructional Hours

Class 16: Monumental Urn Arrangements for Ceremony– 3 hours

1. Introduction to decorating ceremony sites with flowers.

- a. Designing with a focus on scale.
 - i. Most ceremony sites can be very large spaces and meant to be viewed by large numbers of people.
 - b. What vases and techniques are appropriate for various locations.
2. In groups of two students will make large-scale designs that are viewed from only one side – 180 degrees.
- a. How to keep the balance and prevent from falling over.
 - b. Using chicken wire and other materials for support.
3. Each student will make a large-scale design using chicken wire as a test of student knowledge.

Class 17: Elevated Centerpiece Designs– 3 hours

1. This class will teach the class how to create elevated designs for events or weddings. This is a highly popular floral design style, which allows the design to be raised at least 24 inches off the table. This greatly changes the direction and viewpoint of the design. Students must concentrate on viewer's perspective as well as making a perfectly round design
- a. Students must be able to prepare the mechanics of this design properly using same principals from Class #3
 - b. Students must make the design even, creating the proper shape as demonstrated by the teacher.
- c. This design is an advanced technique of Class #3

Class 18: Decorating Wedding Canopy/ Floral Covered Arches – 3 hours

1. Chuppahs and Flowering arches defined.
- a. When they are used.
 - b. What is appropriate as far as style.
 - c. What is appropriate for construction.
2. Make a Chuppah from scratch.
- a. 4 solid upright poles with heavy weights at the base.
 - b. 4 solid cross bars.
 - c. Most importantly – fabric cover to signify a house.
3. Make a flower arch.
- a. What is the appropriate height and construction.
 - b. Proper flower design construction to attach to arch structure.

Class 19: Hanging Chandelier – 3 hours¹.

1. Logistics of hanging structures

- a. *Different styles and materials that work well for elevated work*
 - b. *Best mechanics to recreate on your own*
 - c. *Implementation to avoid pitfalls*
 - d. *Square ft pricing blueprint for client proposals*
2. *Hands-on installation of flower chandelier*
- a. *Each student will create their own small-version chandelier to demonstrate understanding of construction, installation, and deconstruction of hanging structures.*

Floral Photography & Content Marketing: 5 Instructional Hours

1. Introduction to Photography
 - a. parts of the camera and photography principals.
 - i. Depth of field
 - ii. Shutter speed
 - iii. ISO
 - iv. Color balance
2. What makes a good photograph?
 - a. Learn how to achieve two different looks with the camera
 - i. Light & airy atmosphere
 - ii. Dark & moody atmosphere
3. Using your iPhone to make a good photograph
 - a. Subject Matter
 - b. Filters
 - c. Lighting
4. Introduction to Marketing
 - a. Different types of content marketing & how they function differently for the floral industry
 - i. Pinterest
 - ii. Instagram
 - iii. Facebook
5. Making Sales
6. Having an Internet Presence Worth Following
 - a. Creating Good Content
 - b. Creating your own conversation
7. The Press Release
 - a. How to write a good press release
 - b. Why are press releases important

HOMEWORK: Each student must turn in a Press Release based on the information learned in class to show an understanding of this Public Relations technique.



Wedding Design Series: 15 Instructional Hours

Day 1: "Organization, Contracts and Expectations" – 5 hours

1. This series will teach students how to properly design and execute a floral vision based on the client's interests, budget and expectations. Students will learn:
 - a. how to speak with clients,
 - b. vision an event aesthetic and present the idea to the client
 - c. complete a written proposal with retail floral costs
2. Discussion with Event Designer:
 - a. Review of formal contracts, proposals and client relationships
 - b. In teams of two, students will pick mock wedding profile and begin to build ideas.
 - i. Rustic Wedding,
 - ii. Modern Wedding
 - iii. Elegant Wedding
 - c. Consult with mock bridei. Ask 'bride' questions as provided on Client Worksheet Sample & Client Descriptions
3. Storyboarding
 - a. Each team must come up with a complete storyboard for the wedding design based on the client consultation.
4. By Wednesday each team must complete:

- a. Visual storyboard & event inspiration
- b. Table 'mockup' for presentation to wedding planner
- c. Completed Wholesale Flower Budget Worksheet with floral recipes
- d. Completed Proposal Worksheet with retail prices
- e. Final Presentation which includes:
 - i. One bridal bouquet (small-scale version)
 - ii. One centerpiece arrangement
 - iii. One groom's boutonniere
 - iv. Table décor

Day 2: "Floral design and budgeting" – 5 hours

1. Get flowers from the flower market for designs while paying particular attention to budgetary constraints.
 - a. Make floral designs for the following day's set up.
 - b. Each design must last 24 hours.
 - c. Learn to package each piece for travel.

Day 3: "The Set Up" – 5 hours

1. Students make their vision come to fruition.
 - a. Design is then photographed.
 - b. Each student talks about the mistakes they made so other students can learn from their experience.
2. Each student will complete the client's design as a test of student knowledge. Each student will also be required to give a short presentation of their project to the hypothetical client and review their strengths and weaknesses.

HOMEWORK: Each student must turn in the completed Wholesale Flower Budget Worksheet and Proposal Worksheet for review.

Flower Shop Series: 9 Instructional Hours

1. Day 1: Morning Session: Floral Business Models – 2 hours
 - a. Introduction & discussion of student goals.
 - b. Discussion of different flower business models and how they function.
 - ii. Design Studio
 - iii. Retail Flower Shop
 - iv. Combination of the two
 - c. Students will discuss how each model is unique, the positives, negatives and organizational models.
 - d. Class will determine the startup costs for each.
 - e. Review readings and principals from the required reading "The E-Myth Revisited: Why Most Small Businesses Don't Work and What to Do About It" by Michael E. Gerber
 - i. Discuss successful business models and how they achieved success using principles from the book.

2. Day 1: Afternoon Session: Simulation of Daily Orders– 2.5 hours
 - a. Students will be given two different orders to fulfill.
 - i. \$75 Desk arrangement
 - ii. \$150 Gift Arrangement
 - b. Design & Customer Expectations:
 - i. What type of flowers are appropriate for each order
 - ii. How to interact with customers over the phone
 - iii. How to take an order over the phone or in person
 - iv. How to make custom arrangements with a fixed budget.
 - v. Workflow of owning a shop
 - c. Determine pricing practices for different businesses.
 - i. Industry standard markups
 - ii. Industry standard design fees

HOMEWORK: For homework students must determine startup costs for your ideal business and come up with the number of events/orders that you will need to do to determine acceptable income level.

3. Day 2: Morning Session: Flower Shop Simulation– 2 hours
 - a. Start Flower Shop / Studio Simulation
 - i. Make designs for two orders given on day one.
 - ii. Students must correctly budget arrangements with desired markup.
 - iii. Critique of style and design by instructors.
 - b. Wrapping / packaging demonstration
 - i. For a gift.
 - ii. Large Scale designs
 - iii. For safe travel.
 - iv. Different ribbon tying techniques.
4. Day 2: Afternoon Session: Business Branding & Business Models – 2.5 hours.
 - a. Vision & Mission
 - i. Each student must come up with their own vision & mission statement for their own ideal business
 - ii. What is the business character of each student's shop
 - iii. Estimate opening costs and fixed costs for each student's shop vision.
 - b. Finish conversation of the E-Myth
 - i. How will your business remain successful using best practices
 - c. Branding of each student's business.
 - i. Social media – Twitter, Facebook, Google.

- ii. Social networking
- iii. Website management.
- iv. Flower shop or design studio model
- d. Website/Photography
 - i. Look at common small business website platforms as a tool for your business.
- e. Blogging
 - i. Where to blog and what to blog about.

Sympathy Workshop: 4 Instructional Hours

1. Introduction to sympathy design
 - a. The meaning of flowers in sympathy design
 - b. How to make a non-ubiquitous sympathy arrangement
 - c. Pairing the design with the person
 - d. Scale
2. Construction
 - a. Small scale designs for urns and mantles
 - b. Large scale designs
 - c. Color schemes & scale
3. Removing the stigma from sympathy design
 - a. Best way to honor someone's memory

Internship: 50 Instructional Hours

1. Students secure a 50 hour internship at a FSNY affiliate flower shop
 - a. Experience a real-world flower shop environment
 - b. Apply knowledge and skills from previous classes
 - c. Help secure future employment and freelance opportunities
 - d. For further details of internship requirements, please see **Amendment B** in the Catalog.

XIII. Previous Education Credit

FlowerSchool New York does not accept previous credit or transfer credits from any other schools. Floral Design Program students must take the entire program to graduate and receive a certificate in floral design.

XIV. Financial Assistance

FlowerSchool New York does not accept federal financial aid, however provides comprehensive Payment Plan options based on an individual's need. The FlowerSchool New York Payment Plan option will allow a student to extend the period of payment over a great denomination of time based on their schedule and finances. See Amendment C in Catalog.

To request a Payment Plan, please contact:
FlowerSchool New York
Operations Direction
flowerschool@flowerschoolny.com
212-661-8074

XV. State License

FlowerSchool New York is licensed by the new York State Education Department, Bureau of Proprietary School Supervision.

New York State Education
Department
Bureau of Proprietary School
Supervision
89 Washington, EBA 560
Albany, New York 12234
(518) 474-3969

New York State Education
Department
Bureau of Proprietary School
Supervision
116 West 32nd Street, 5th Floor
New York, New York 10001
(212) 643-4760



XVI. College Credit - Disclaimer Statement:

Licensed private career schools offer curricula measured in clock hours, not credit hours. Certificates of completion, i.e. school diplomas are issued to students who meet clock hour requirements. The granting of any college credit to students who participate in and/or completed a program at a licensed private career school is solely at the discretion of the institution of higher education that the student may opt to subsequently attend.

XVII. Complaint Procedure

Students of Licensed Private Schools in the State of New York have the right to file a complaint with the New York State Education Department if they

believe that the School or anyone representing the School has acted unlawfully. Students may make complaints about the conduct of the school, advertising, standards and methods of instruction, equipment, facilities, qualifications of teaching and management personnel, enrollment agreement, methods of collecting tuition, School license or registration, School and student records, private School agents and other charges.

To file a complaint, students should write to the New York State Education Department's Bureau of Proprietary School Supervision at 116 West 32nd St, 5th Floor, New York, NY 10001, or call the Department at 212-643-4760, requesting an interview for the purpose of filing a written complaint. All relevant documents must be brought to the interview. If you cannot attend an interview, send a letter or call the Bureau to request a complaint form. You must complete and sign the form and mail it to the Bureau, including copies of all relevant documents. The Bureau cannot investigate any complaint made more than two years after the date of alleged occurrence.

The failure of a student to notify the director in writing of withdrawal may delay refund of tuition due pursuant to Section 5002 of the Education Law.



XVIII. Disclosure Statement

The student should be aware that some information in the catalog may change. It is recommended that students considering enrollment check with the school director to determine if there is any change from the information provided in the catalog. In addition, a catalog will contain information on the school's teaching personnel and courses/curricula offered. Please be advised that the State Education Department separately licenses all teaching personnel and independently approves all courses and curricula offered. It is again recommended that the student check with the school director to determine if there are any changes in the courses/curricula offered or the teaching personnel listed in the catalog.



XIX. Occupational Education Data Survey (OEDS)

	Total Graduates	Employed in Related Field	Employed in Slightly Related Field	Seeking Employment
OEDS 2014-15 Reporting Period	56	18	2	5
OEDS 2015-16 Reporting Period	71	15	9	8
OEDS 2016-17 Reporting Period	86	23	6	8
OEDS 2017-18 Reporting Period	55	17	4	7
OEDS 2018-19 Reporting Period	53	12	8	11

XX. Student Disclosure Material

What is the purpose of this pamphlet?

All prospective and enrolled students in a non-degree granting proprietary school are required to receive this pamphlet. This pamphlet provides an overview of students' rights with regard to filing a complaint against a school and accessing the tuition reimbursement fund if they are a victim of certain violations by the school.

Licensed private career schools which are licensed by the New York State Education Department are required to meet very specific standards under the Education Law and Commissioner's Regulations. These standards are designed to help insure the educational appropriateness of the programs which schools offer. It is important for you to realize that the New York State Education Department's Bureau of Proprietary School Supervision closely monitors and regulates all non-degree granting proprietary schools. The schools are required to have their teachers meet standards in order to be licensed by the Department. Schools are also required to have their curriculum approved by the New York State Education Department, at minimum, every four years, thereby helping to insure that all curriculum offered in the schools are educationally sound.

In addition, staff members of the Bureau of Proprietary School Supervision are often in the school buildings monitoring the educational programs being offered. The interest of the New York State Education Department is to ensure that the educational program being offered meets your needs and that your financial investment is protected.

The New York State Education Department's Bureau of Proprietary School Supervision wishes you success in your continued efforts to obtain the necessary skill training in order to secure meaningful employment. In addition, Bureau staff will continue to work with all the schools to help insure that a quality educational program is provided to you.

Who can file a complaint?

If you are or were a student or an employee of a Licensed Private Career School in the State of New York and you believe that the school or anyone representing the school has acted unlawfully, you have the right to file a complaint with the New York State Education Department.

What can a student or employee complain about?

You may make complaints about the conduct of the school, advertising, standards and methods of instruction, equipment, facilities, qualifications of teaching and management personnel, enrollment agreement, methods of collecting tuition and other charges, school license or registration, school and student records, and private school agents.

How can a complaint be filed by a student or employee?

You should try to resolve your complaint directly with the school unless you believe that the school would penalize you for your complaint. Use the school's internal grievance procedure or discuss your problems with teachers, department heads, or the school director. We suggest that you do so in writing and that you keep copies of all correspondence to the school. However, the school cannot require you to do this before you file a complaint with the New York State Education Department. If you do file a complaint with the Department, please advise the Bureau of any action that you have taken to attempt to resolve your complaint.

The steps you must take to file a complaint with the New York State Education Department are:

1. Write to the New York State Education Department at 116 West 32nd Street, 5th Floor, New York, New York 10001, or telephone the Department at (212) 643-4760, requesting an interview for the purpose of filing a written complaint. Bring all relevant documents with you to the interview, including an enrollment agreement, financial aid application, transcripts, etc. An investigator from the Department will meet with you and go through your complaint in detail.

If you cannot come for an interview, send a letter or call the office to request a complaint form. You must complete and sign this form and mail it to the office. Please include with it copies of all relevant documents. You should keep the originals. You must file a complaint within two years after the alleged illegal conduct took place. The Bureau cannot investigate any complaint made more than two years after the date of the occurrence.

The investigator will attempt to resolve the complaint as quickly as possible and may contact you in the future with follow-up questions. You should provide all information requested as quickly as possible; delay may affect the investigation of your complaint. When appropriate, the investigator will try to negotiate with the school informally. If the Department determines that violations of law have been committed and the school fails to take satisfactory and appropriate action then the Department may proceed with formal disciplinary charges.

What is the Tuition Reimbursement Fund?

The Tuition Reimbursement Fund is designed to protect the financial interest of students attending non-degree proprietary schools. If a school closes while you are in attendance, prior to the completion of your educational program, then you may be eligible for a refund of all tuition expenses which you have paid. If you drop out of school prior to completion and you file a complaint against the school with the State Education Department, you may be eligible to receive a tuition refund if the State Education Department is able to provide factual support that your complaint is valid and to determine that there was a violation of Education Law or the Commissioner's Regulations as specified in Section 126.17 of the Commissioner's Regulations. To file a claim to the Tuition Reimbursement Fund, you must first file a complaint with the State Education Department at the address included in this pamphlet. The staff of the State Education Department will assist you in the preparation of a tuition reimbursement form (a sample of this form should have been provided to you upon enrollment).

What is the tuition refund and cancellation policy?

All schools must have a tuition refund and cancellation policy for each program included in the catalog and in the student enrollment agreement.

Read and understand the school's policy regarding tuition refund and cancellation before you sign the enrollment agreement. If you do not understand it, or are

confused by the school's explanation, get help before you sign. You may ask for assistance from the Department at the address included in this pamphlet. What should students know about "private school agents?"

Private School Agents are employed by schools for the purpose of recruiting or enrolling students in the school; they are not school counselors. Private school agents cannot require a student to pay a placement or referral fee. Each school agent must be licensed by the New York State Education Department, must have an Agent identification card and must be a salaried employee of the school. School agents who cannot show an Agent Identification Card are breaking the law if they try to interest students in enrolling in a particular school or group of schools. The name(s) of the agent(s) who enrolled a student must appear on that student's enrollment agreement. Therefore, you should write down the name of the agent who talked to you. Each student will be required to confirm the name(s) of the agent(s) when signing the enrollment agreement. A full refund shall be made to any student recruited by an unlicensed private school agent or even by a licensed agent if there is evidence that the agent made fraudulent or improper claims. To find out if you are eligible to receive a refund, you must follow the complaint procedures included in this page.

What should students know about "grants and guaranteed student loans"?

A grant is awarded to a student based on income eligibility, and it does not need to be repaid (for example, New York State Tuition Assistance Program (TAP) grants or Pell grants provided by the federal government).

Guaranteed student loans are low interest loans provided under the Federal Guaranteed Student Loan Program. The decision to apply for such a loan is yours--the school cannot require that you apply for a loan. You should understand that if you pay school tuition with money loaned to you from a lender you are responsible for repaying the loan in full, with interest, in accordance with the terms of the loan agreement. A failure to repay the loan can hurt your credit rating and result in legal action against you. Even if you fail to complete your educational program, you are still responsible for repaying all of the money loaned to you.

It is your right to select a lender for a guaranteed student loan. The school cannot require you to apply to a particular lender or lending institution. However, the school can recommend a lender, but if it does, the school must also provide you with a statement about your right and ability to obtain a loan from another lender and the insurance premiums charged on these loans.

Read and understand all the information and application for financial aid grants and loans before signing.

Where can students file a complaint, file a claim to the tuition reimbursement fund, or get additional information?

Contact the New York State Education Department at:

New York State Education Department 116 West 32nd Street, 5th Floor New York, NY 10001 Attention: Bureau of Proprietary School Supervision (212) 643-4760

This pamphlet is provided to you by the New York State Education Department, (NYSED). The NYSED regulates the operation of Licensed Private Career Schools.



Amendment A

FlowerSchool NEW YORK
 253 West 28th Street, 7th Floor, New York, NY 10001 / 212.661.8074 / www.flowerschoolny.com

Student's Name:

Address:

Phone:

Program: Certificate

Hours:

Course:

Course Dates:

Graduation Date:

Grading Criteria	Description	Grade (1 of 10 pts)
Technique	Use of technical skill and design principals. How well does the student apply design concepts learned throughout the series?	
Attention to Detail	Completed edges, brown spots removed on flowers, not touching the heads of flowers.	
Wrapping	Efficient in wrapping skills and presentation. Edges are clean and folded correctly.	

Accuracy	Ability to compose and recreate the design resembling the teacher's example.
Conditioning Skills	Ability to clean and process flowers in an efficient manner. Not overly bruising or harming the petals. Keeping work area organized. Understanding the needs of different flowers and flower varieties.
Speed	Efficiency and quickness of skill and design technique.
Construction of design	How well is the design made. Withstand delivery or movement? How well are the stems placed and locked into the vase?
Neatness	Is the designer keeping their space clean; tidying after each design. Can you clearly and cleanly see the design while working?
Following Directions	Is the designer following the teachers direction when prompted. Are mistakes being corrected when told?
Knife Skills	Proficiency and ability to use the knife. Agility, accuracy and ease with the tool
Total Points:	

Amendment B



Responsibilities of a Mindful Intern

We have prepared a list of duties as a way to help you to keep thinking on your toes. Try and use this list as a reference of duties without having to ask busy designers for help.

Remember the adage, 'No job is too small.' All of these duties are what make a designer valuable and integral. The more a designer can carry out her/his work seamlessly, the smoother the environment is as a whole. And the happier all will be!

- Arriving early and eager for the tasks ahead
- Cleaning and processing of new floral product
- Keeping work and show spaces clean of debris and clutter

- Sweeping Floors
- Scrubbing down vases
- Cleaning out cooler
- Preparing boxes and or presentation material
- Changing the water in presentation vases daily
- Assisting designers in any manner of preparation (prep vases or containers)

Amendment C



Payment Plan Contract

Student Name:
Address:
Phone:
Email:

I, the undersigned, agree to make payments to FlowerSchool New York on the specified dates and the agreed amounts stated on the payment schedule below.

A total cost of \$7,850 will be paid by _____ as per the below schedule until the outstanding balance is paid in full.

Total amount owed (beginning balance): \$ 8,150

Payment Date	Payment Amount	Balance
___ / ___ / ___		
___ / ___ / ___		
___ / ___ / ___		
___ / ___ / ___		
___ / ___ / ___		
___ / ___ / ___		
___ / ___ / ___		
___ / ___ / ___		
___ / ___ / ___		
___ / ___ / ___		

Declaration: I have read the payment agreement and agree with the above schedule of payments and will remain current with this agreed upon payment plan.

Name _____

Signature _____

Date _____