



www.rmctc.org

The Service Occupations Education Program

Instructor: Melisa Diehm & Chris Evans

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Have Questions?

Contact: Mrs. Donna Henderson – School Counselor
Reading Muhlenberg Career & Technology Center
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Prices listed are subject to change.

* *Additional information about these items can be found in the Student Handbook*

It is the policy of Reading Muhlenberg CTC not to discriminate on the basis of sex, handicap, race and national origin in its educational and vocational programs, activities, or employment as required by the Title IX, Section 504, and Title VI.

READING MUHLENBERG CAREER & TECHNOLOGY CENTER

MISSION STATEMENT

The Reading Muhlenberg Career & Technology Center, in partnership with our diverse community, sponsoring districts, and business and industry, is committed to providing quality career and technical education, resulting in opportunities for students to gain employment, pursue post-secondary education, and develop an appreciation for lifelong learning.

VISION STATEMENT

To empower Reading Muhlenberg Career & Technology Center students with the technical knowledge and skills to confidently pursue a career.

BELIEFS

- We believe in valuing the diversity of each student
- We believe education leads to opportunity
- We believe quality education starts with quality leadership
- We believe a career and technical education is a critical component of workforce development
- We believe technology is vital to learning and will help students connect with a rapidly changing world
- We believe technology must be embraced by teachers as a tool to help prepare students to meet current and future labor market demands
- We believe in providing all students with a positive educational experience
- We believe students should feel proud of what they have accomplished each day
- We believe students will be provided the opportunity to achieve their highest potential
- We believe students will be provided the opportunity to acquire and cultivate leadership skills
- We believe in providing students with a safe school environment
- We believe the success of a student is enhanced by parents and/or other influential adults through their support and involvement
- We believe in encouraging students to maintain a lifelong affiliation with the school
- We believe change is an ongoing process, not an event, and is fundamental for building quality programs of study
- We believe instruction must accommodate individual student learning styles

SERVICE OCCUPATIONS EDUCATION – SOE

- Develop the necessary skills needed to obtain competitive entry level employment in the service industry.
- Exhibit work place readiness and interpersonal skills needed for success.
- Increase independence needed for personal and work place achievement.
- Model cooperation and team work incorporated in the work force.



Job Titles – Career Pathways

35-2021	Food Preparation Worker
35-3022	Cafeteria/Concession/Coffee Shop Counter Attendant
35-9011	Dining Room & Cafeteria Attendant
35-9021	Dishwasher/Kitchen Helper
37-2011	Janitor & Cleaner
37-2012	Maids and Housekeeping
43-5081	Stock Clerks and Order Fillers
51-6011	Laundry and Dry Cleaning Worker

Student Certifications

Mobile Ladder – American Ladder Institute
Single and Extension Ladder – American Ladder Institute
Step Ladder – American Ladder Institute

INSTRUCTOR – Mrs. Melisa Diehm

Biography

I like to spend time with my family and friends. Both my husband and I are teachers and my daughter also aspires to be a teacher. We have two dogs and love to take them camping with us, camping is my favorite activity.

Education

B.S. Immaculata University; M.S. Cabrini College

Work Experience

I have over 10 years of classroom teaching experience but have worked in education for over 15 years. I have a passion for helping students succeed in the classroom and in their lives after graduation

Hire Date 2012

Instructor – Mr. Chris Evans

Biography

My name is Chris Evans. I live within the Muhlenberg community with a wonderful wife, who is also a teacher, and two energetic children. I have a strong passion for teaching and love what RMCTC represents to its community.

Education

B.A., Elementary Education

Certifications & Awards

Special Education teaching certificate

Serve Safe Certification

First Aid/CPR Certification

Work Experience

I have been in the education field for more than six years as a TSS, an EAP tutor, a before- and after-school site director. I have taught in multiple education environment, and I have taught multiple grade levels for the Reading School District. In addition, I have more than 13 years of miscellaneous experience in general service jobs.

Hire Date 2012

Community Service

I coach baseball and football for Muhlenberg Township Athletic Association, along with serving on the MTAA Board. I also help out with cub scouts.

GRADE REPORTING

Purpose: The intent of this grading procedure is to provide a student grade that accurately reflects student achievement. Progress will be measured in the areas of work ethics, and knowledge. All activities and assessments that are required as the student progresses through their skills (learning guides) will be reflected within the knowledge grade. Students will be evaluated according to established program standards on an individual basis. The ClassMate grading software automatically calculates student grades using the following formula:

Work Ethic 40%
Knowledge 60%
100%

Teachers must be able to justify grade percentages in the event of inquiries or concerns.

Interpreting a Grade: The two levels of evaluation are described below:

Work Ethics Grade (40%): Each school day, every student receives a Work Ethics or daily grade. Criteria that comprise these grades are safety, student behavior, preparation/participation, productivity or time on task, professional appearance and extra effort. The Work Ethics grade range is based on a 0 to 10 model that students may earn each day depending on how many criteria they satisfactorily meet.

NOTE: Impact of Absenteeism, Tardiness/Early Dismissals - The direct effect of absenteeism on a students' grade will be through the Work Ethic component of the grading formula. If a student is Tardy or has an Early Dismissal the Work Ethic grade will automatically be defaulted to a five (5) from a possible ten (10) points. The instructor may change this value as they see fit.

Knowledge Grade (60%): Throughout the marking period, a student's cognitive knowledge about various career-specific topics will be evaluated and recorded by the instructor. Examples of knowledge activities include: lab/shop assignments, homework, quizzes, tests, and research activities. The Knowledge grade range is based on actual points earned divided by the total accumulative points.

Task tracking: For the purpose of students earning a job title associated with their program are, teachers track students' skill/task work. Teachers identify specific criteria to evaluate each task performed, ranging from a 0 to 5 (not completed to mastery). Students must earn a 4 or 5, in order to credit the task towards earning the specific job title. Students have the opportunity to revisit a task multiple times until successfully receiving credit. The job titles a student earns will be listed on the student's RMCTC certificate that is awarded at Senior Recognition Night.

GRADE REPORTING (continued)

CTC Letter Conversion Table Grade Letter

100 – 97	A+
96 – 93	A
92 – 90	A-
89 – 87	B+
86 – 83	B
82 – 80	B-
79 – 77	C+
76 – 73	C
72 – 70	C-
69 – 65	D
64 – under	F

Final Grade average is based on the student's four (4) numerical marking period grades. The final average will directly align to the letter conversion table listed above.

If a student has three (3) marking period grades of "F" the teacher shall give appropriate consideration to that student not passing for the year. If a student is on an **upward trend** at the end of the school year, this **may** justify having the student pass for the year. If the opposite is true, and the student is on a **downward trend**, the student **should** receive a failing grade.

The individual teacher must evaluate each student's achievement in terms of the expected goals for their program area.

Failure to complete assignments, frequent lateness or absence, and demonstrated indifference to school are major contributors to student failure. **Blatant refusal** to attempt or to complete a significant number of course requirements may, by itself, justify a final course grade of "F".

The following divisions are given as a guide to recording and interpreting the grading system. It remains for each teacher to objectively and fairly rate each student, not based upon personality, but performance.

Determination of Grades: Teachers will give thorough consideration using all grading components in determining students' grades to both class work and test results.

A = Excellent

1. This grade represents **superior work** and is distinctly an honor grade.
2. The excellent student **has reached all course objectives** with high quality achievement.
3. The excellent student displays unusual effort and works willingly and effectively in reaching required objectives.

GRADE REPORTING (continued)

B = Good

1. This grade represents **above average** quality achievements.
2. The good student **has reached a large majority of course objectives.**
3. The good student is industrious and willing to follow directions.

C = Average

1. This grade represents **acceptable** quality achievements.
2. The average student **has reached a majority of course objectives.**
3. The average student is cooperative and follows directions, yet extra effort and improvement are needed for more complete mastering of the material.

D = Passing

1. This grade represents a **minimum acceptable** quality achievement.
2. The student is performing below-average work and **has not reached a majority of course objectives.**
3. This achievement level indicates there is a great need for improvement, daily preparation and improved dedication and attendance.

F = Failure

1. This grade represents **unacceptable** quality achievements.
2. The failing student **has not reached necessary course objectives.**
3. The failing student has not attempted to complete assignments, is constantly late or absent, and generally has failed to accomplish the fundamental minimum essentials necessary in the program area.
4. It may be noted that generally a student does not fail because of a lack of ability; failure may be caused by laziness, non-dedication, or a general disregard to directions of the teacher and the unwillingness to use whatever ability he/she possesses.

Incomplete Grades: Incomplete grades must be updated no later than ten (10) days from the close of the marking period. As soon as the work is completed and the grade is available, it must be reported to the appropriate person.

Failures: Students who receive a failing final grade in a program area are permitted to repeat that program, but are urged not to do so for obvious reasons. If this situation presents itself, students and parents are advised to consider an alternative program which is probably more suited to the student's true interests and aptitudes and not merely satisfying a short-term or unrealistic desire.

Attendance and its Impact upon Grades: The importance of regular school attendance and its positive impact upon a student's performance grade cannot be overstated. If a student is absent, he or she does not have the opportunity to keep pace with their classmates and must work independently to acquire the information missed during any absence. Regardless of how well a student performs when he/she is present, habitual absenteeism usually results in a failing performance grade. This situation is not unlike the conditions of the business or industry for which the student is being trained.

GRADE REPORTING (continued)

Make up Work for Absences: Students have the opportunity to make-up school work due to an illness/being absent from school. **PROVIDED** their absence is excused. Students must submit make-up work within the following timelines:

1. One (1) to three (3) days excused absences – five (5) school days to complete assigned work.
2. Four (4) or more days excused absence – ten (10) school days to complete assigned work.

All work missed through unexcused absences will be graded as a zero

Report Cards (See Progress Reports): Students will receive a report card from the sending school district which will reflect the student's grade from their Career & Technology program. Students will also receive a report card from RMCTC reflecting their program grade and Social Studies grade, where applicable. In addition, grades are available on the parent portal.

Senior Recognition Night: Reading Muhlenberg Career & Technology Center hosts an annual Senior Recognition Night, which honors our senior students. During this event, all senior students in attendance are recognized and may also receive awards that they have earned relevant to their accomplishments while attending Reading Muhlenberg CTC.

PARENT PORTAL: The Parent Portal is available for parents/guardians to view your child's progress by accessing the RMCTC District Portal on the School's web-site; www.rmctc.org. This will give you up to date information related to your child's attendance, grades (work ethic and knowledge), discipline referrals and schedule. In order to use this resource, you must provide the CTC with a current email address and register online.

Log onto www.rmctc.org, click on "**Parents**", then click on "**parent portal**" which will navigate you to the link where you will log into the portal. You will have to "**create an account**" on your first visit to the portal by using your email address (you need to use the email address you provided us on your child's application) and setting up a password. Once registered you may return at any time to view your child's information. Please utilize our website, to track your child's progress by viewing their grades and attendance, along with any discipline action. In addition you will be able to review your child's report cards & progress reports as soon as they are available. You also have the ability to select the option to receive email notifications for specific instances that you choose. You can choose to receive an email automatically if your child is absent/tardy or both, if your child receives a discipline referral or suspension and if your child receives a specific grade.



Reading Muhlenberg CTC
2615 Warren Road
Reading, PA 19604
(610) 921-7300

Student Progress Report - MP 1

Student Name:

Student Address

Reading, PA

Progress Report # : 1
 Sending School:
 Location: Reading Muhlenberg CTC
 Enrollment Date:
 Course:
 Class:
 Instructor:
 Grade:

Questions regarding this report can be answered by calling your child's teacher at (610) 921-7300. If the teacher is not available when you call, please leave your name and telephone number and your call will be returned.

Your child's progress in this class is:

Grade to Date: As of

Knowledge:

Knowledge Comments / Recommendations:

Skill Comments / Recommendations:

Work Ethic/PDP Comments/Recommendations

<u>Attendance Report</u>	<u>Excused Absences</u>	<u>Unexcused Absences</u>	<u>Unexcused Tardy</u>
Year To Date Totals	0.00	0.00	0.00
Current marking period	0.00	0.00	0.00

Instructor's Signature: _____

Issue Date:

Student's Signature: _____

Sign Date: _____

Parent's Signature: _____

Sign Date: _____

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2615 Warren Road
Reading, PA 19604
(610) 921-7300

School Year

ANNUAL EDUCATIONAL AND OCCUPATIONAL OBJECTIVES FOR STUDENTS ENROLLED IN A PDE-APPROVED CAREER AND TECHNICAL EDUCATION (CTE) PROGRAM

INSTRUCTIONS: This form is to be completed each year by students enrolled in a Pennsylvania Department of Education (PDE) approved CTE program with the intent to take further technical instruction offered by the program to achieve a related occupational objective. The scope and sequence for the PDE approved program serves as the educational plan.

Form is to be completed by student and verified and signed by the instructor and guidance /career counselor:

STUDENT'S NAME:

Gender: Birthdate: Current Grade:

SECONDARY SCHOOL OFFERING APPROVED CTE PROGRAM: Reading Muhlenberg CTC

SENDING SCHOOL DISTRICT (for CTCs/AVTSs/Charter Schools):

This student is enrolled in technical instruction offered by the following approved CTE program and associated Classification of Instructional Program (CIP):

PROGRAM NAME: Workforce Development and Training CIP Code: 320111

1. Is student enrolled in approved Tech Prep/Program of Study (POS) program technical instruction? Yes or No (Circle one)

2. If yes, is student taking minimum academic coursework per approved Tech Prep/POS program scope and sequence? Yes or No (Circle one)

3. Student's plans following high school graduation include: (Check all that apply) Yes or No (Circle one)

Employment or Military service/training - Specify Branch
Postsecondary education: College Technical School / Proprietary School

4. Student's program-related occupational objective:

Career Pathway

As a student enrolled in this program, my career objective is to prepare for and explore the following career pathway(s).

- Cafeteria/Concession/Coffee Shop Counter Attendant
Dining Room & Cafeteria Attendant
Dishwasher/Kitchen Helper (Service Occ)
Food Preparation Worker
Janitor & Cleaner
Laundry and Dry Cleaning Worker
Maids and Housekeeping
Stock Clerks and Order Fillers

*This information is not auditable by the Office of Auditor General. I understand that this information will become part of my permanent file with Reading Muhlenberg CTC, 2615 Warren Rd., Reading, PA 19604. I also understand that this information will be forwarded to my home school district counseling office.

Student's Signature Date

Counselor's Signature Date

Instructor's Signature Date

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Pennsylvania State Board of Education, Chapter 4 Section 4.31(e) states that a student's record shall include the student's educational and occupational objectives. This form (PDE-408) or similar, locally developed form must be completed and signed each school year by the student enrolled in planned technical courses/instruction offered by the program and must be maintained in school files. The Office of the Auditor General will review student records to determine if the technical courses/instruction taken by the student coincide with the planned courses/instruction documented for the approved CTE program.

32.0111 Workforce Development and Training
Service Occupation Education

Safety / Orientation

Identify and follow rules and procedures in Service Occupations and RMCTC.
Follow fire safety procedures.
Analyze and apply personal first aid.
Analyze and report hazardous conditions.
Identify & locate right to know and MSDS.
Model and make use of operation of a ladder.

Distribution / Warehouse

Evaluate the correct use of shelving units, through rotation, organization, weight distribution.
Apply the correct lifting techniques.
Make safe use of platform truck.
Make safe use of hand dolly.
Apply correct box cutting techniques.
Make use of pallet jack.
Accurately count, list, and identify inventory.
Assess merchandise for damage and completeness, restock shelves & complete receiving records.
Accurately fulfill supply requisitions and deliver to correct destination.
Utilize online resources such as Onet to explore marketing career opportunities and qualifications.
Demonstrate the correct way to stock a pallet.
Apply shrink wrapping techniques.

Janitorial

Apply custodial health and safety.
Recommend usage, and care of custodial equipment & products.
Apply proper floor cleaning techniques using a dry mop.

Apply wet mop floor cleaning techniques.
Apply proper window and glass cleaning techniques.
Apply proper cleaning techniques of drinking fountains.
Categorize and proper removal of trash & recyclables.
Apply proper lavatory/restroom cleaning techniques.
Apply proper carpet cleaning technique using a vacuum cleaner.
Apply proper maintenance of a vacuum cleaner.
Apply proper carpet cleaning methods.
Make use of hand tools for interior and exterior.

Cooks, Institution, Cafeteria

Apply proper handling, storage and maintenance of institutional food items.
Apply proper cutting techniques.
Analyze different cooking methods.
Analyze, according to menus, special dietary or nutritional restrictions or numbers of portions to be served.
Inspect and clean equipment to ensure cleanliness & functional operation.
Model dirty dishes, demonstrate cleaning pots, pans, dishes, utensils, cooking equipment.
Take part in washing, peeling & cutting various foods, such as fruits and vegetables for cooking or serving.
Take part in cleaning, cutting & cooking meat, poultry and fish.
Utilizing weights and measures in the kitchen.
Utilize safe kitchen practices.
Take part in washing & sanitizing work tables and blocks.
Take part in cleaning garbage cans.
Utilize commercial grade oven.
Utilize operate and clean commercial grade grill.
Assemble, operate and clean commercial grade mixer.
Utilize food disposal unit.
Take part in placing chairs around the table.
Take part in setting dining table.
Take part in serving food/beverages.
Take part in clearing dining table.
Take part in serving food on food line.

Laundry

Analyze and sort dirty laundry.
Utilize commercial grade washer.
Utilize commercial grade dryer.
Categorize and fold laundry.
Apply receiving & delivering of laundry.
Apply universal precautions with laundering.

Career Education and Work

Complete application forms.
Prepare a resume.
Write a cover letter.
Participate in a mock job interview.
Prepare your career portfolio.
Evaluate job opportunities.
Identify requirements of job assignment.

Demonstrate communication skills and body language.
Exhibit personal grooming and well being.

Demonstrate ability to use assignment sheet.
Demonstrate basic computer skills.
Enter time on computer & complete timecard.
Complete job related forms.

Housekeeping

Apply cleaning techniques for rooms, hallways, lounges.
Replenish supplies, linens, toiletries.
Take part in cleaning rugs, carpet, upholstered furniture, using vacuum & carpet extractor.
Take part in dusting & polishing furniture.
Take part in keeping storage area and carts stocked, clean and tidy.
Take part in washing windows, walls, ceilings, woodwork.
Utilizing a wheeled cart to carry linens, towels, and cleaning supplies.

PORTFOLIO

All students will be required to create a portfolio to showcase their accomplishments. A portfolio is a collection of work related to education, employment, and self-development.

The Portfolio will contain the following:

- a. Title Page
- b. Table of Contents
- c. Resume with Reference List
- d. Achievements-
 - 1. Awards
 - 2. Certifications
 - 3. Transcripts
 - 4. CTSO information
 - 5. PSC certificates (NOCTI)
- e. Skill Set
 - 1. Task List
 - 2. Certificate of Competency
- f. Work Samples
 - 1. Pictures
 - 2. Writing Samples
 - 3. Videos
- g. Other Related Information
 - 1. Computer Applications
 - 2. Community Activities
 - 3. Talents
 - 4. Sports
 - 5. Clubs

READING-MUHLENBERG CAREER & TECHNOLOGY CENTER

WORK BASED LEARNING Cooperative Education & Internships RULES / GUIDELINES

1. All Work Based Learning (WBL) students must have school WBL forms completed before starting the job/internship, and any student less than 18 years of age must also have a transferable work permit.
2. **ABSENT FROM SCHOOL????? – NO WORK!!!!!!!**
 - If you are absent from school in the morning, you may **NOT** go to work in the afternoon. **YOUR JOB IS PART OF YOUR SCHOOL DAY.** If you are at a **medical, social service, or court appointment** in the AM, you **may** go to work that day. However, you must bring a note **from the agency where you were**, to your attendance secretary, the next school day.
 - If you are ill, **YOU** must call your employer to inform him/her that you will not be reporting for work.
 - **IMPORTANT:** If your name is going to appear, for any reason, on your sending school absentee list, you must also **report off to Mrs. Albarran @ 610-921-7301. Failure to report off will result in removal from WBL.**
 - If **school is closed** for a holiday, in-service day, or a snow day, you **DO** go to work on those days, if you are scheduled.
 - If you are suspended **out of school** you may not work at your WBL job. This includes jobs that are scheduled with after school hours.
 - **REPETITIVE ABSENCES** at school or work will result in your removal from Work Based Learning.
3. All WBL students are required to **report to the CTC every Monday.** Any additional classroom time is at the discretion of your program area teacher. You are responsible for communicating this to your employer. On the **first Monday of each month**, immediately upon arrival, report directly to **Student Services**, where you will sign in with Mrs. Baller. Co-op students will record hours and earnings, and then return to your program area for the remainder of the school day. **Don't forget to bring your check stubs to record your hours and earnings!** Internship students will record hours. **If you miss two Monday meetings, you will be removed from WBL.**
 - Any violations of these rules will result in the following **discipline action:**
 - 1ST violation – VERBAL WARNING**
 - 2nd violation – REMOVAL FROM WORK BASED LEARNING**
6. When at work you are guided by and are responsible to your employer. Be sure to follow all of the Employers' rules and regulations because you will be terminated for the same reasons as any other employee.
7. If your work experience is terminated for any reason, you must return to school the next day, and inform your CTC teacher and the Work Based Learning Coordinator.
8. If you wish to terminate your employment, you must discuss this with your teacher and the Work Based Learning Coordinator, and leave the job properly by giving the employer a two-week notice and a letter of resignation.
9. If you have any questions concerning the rules and guidelines of Work Based Learning, please contact the WBL coordinator at 610-921-7337.

STUDENT SIGNATURE

PARENT/GUARDIAN SIGNATURE

Program Planning Tool

Program Title: SERVICE OCCUPATIONS EDUCATION

Student Name: _____

This document has been designed as a tool to facilitate student placement decisions. The placement chart on the reverse side has been designed to assist in the identification of support services necessary to ensure program completion. Following are the program completion requirements and instructional specifications for the aforementioned program:

Program Completion Requirements

A successful student will...

- Become independently work/job ready within a 3-year program enrollment period.
- Earn at least one job title within a 3-year program enrollment period in one of the following areas: Commercial Food, Laundry Services, Housekeeping, Distribution/Warehouse, Janitorial, Grounds keeping.
- Demonstrate workplace safety.
- Maintain a 95% attendance rate.

Instructional Process/Specifications

A successful student will...

- Perform a wide variety of tasks in a laboratory environment with equipment consistent with industry standards. Students are assigned to work "independently" and in "small teams". The laboratory experiences for students in this program include the basics of several building trades.
- Students will be required to use "commercial use" cutlery, stove tops, mixers, grills, ovens, knives, variety of hand tools that includes hammers, screw drivers, wrenches, and pliers. Required to climb ladders, dispose of waste materials, operate platform truck, hand truck, pallet jack, boxcutter, carpet extractor, wet/dry vacuum, commercial grade washing machine & dryer and steamer.
- Using equipment requires self-discipline and strict adherence to rules to require safety of self and others.
- Participate in classroom theory and laboratory applications for generally 2 ½ hours each day; students will spend 15% of their time in classroom theory and 85% of their time doing laboratory applications and live work.
- Complete written verbal and/or performance tests. Students will be evaluated daily on work ethics. Progress is measured by test performance, task completion and work ethic.
- Laboratory simulates a real working environment therefore students will be exposed to noise, dust, fumes, weather conditions, food allergies and seasonal allergies.
- Complete **homework** on time.
- Wear lab provided uniforms for each service area.

Application and Selection Process Information

- Conduct a shadowing visit to the CTC to better understand the program and facilitated by RMCTC Student Services.
- Meetings to determine IEP must occur with RMCTC staff and Service Occupations instructor prior to enrollment at RMCTC.
- IEP review and team meetings will occur each year throughout the student's enrollment to review student progress and determine any additional accommodations/needs or removal from the program.

Program Planning Tool

CTE Requirements	Present Educational Ability/Level	Support Needs
Writing Skills –Minimal 3 rd grade level. Phonetically, legibly.		
Reading Skills – Minimal 3 rd grade level. Recognize and understand written sentences in work related documents.		
Math Skills – Knowledge of arithmetic; addition, subtraction, multiplication. Ability to weigh and measure ingredients according to recipes. Ability to count to 100 in order to fulfill requisitions. Basic money skills and concept of time.		
Aptitude – Oral comprehension, oral/written expression. Active listening, compliant, responsible, dependable, problem solver, goal oriented.		
Physical – Repetition, hand-eye coordination, frequent standing, bending, lifting, manual dexterity, small spaces, use ladder, reach heights without assistance, exposure to weather conditions, endurance/stamina, walking, pushing, pulling. Ability to operate program equipment.		
Interpersonal/ Social – Positive attitude, collaborative, independent, communicate written or verbally, perform tasks within a large group/area, self-control.		
CTC Uniform – Approved uniform shirt, apron, chefs coat, chef’s hat, gloves safety glasses, ID		

Certificate of Competence

*Awarded
May 26, 2015*

This is to verify that

Has met the standards of competence in the

Curriculum by completing the following job title(s)

Herald P. Witmer Jr.

Director

Teacher