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The Baking & Pastry Arts Program

CIP 12.0501

Instructor: Kathie Murray

kmurray@rmctc.org

Have Questions?

Contact: Mrs. Donna Henderson– School Counselor
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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

Dear Parent/Guardian;

My name is Kathie Murray and I would like to welcome your child to the Baking and Pastry Arts program at the Reading Muhlenberg Career & Technology Center. It is my job to provide your child with the work ethic and professional skills needed to obtain and retain a job in the field of Baking & Pastry Arts.

Due to the baking program paralleling business and industry, your child will experience hectic schedules, extreme temperatures and some physical labor. A person without dedication and a good work ethic will not prosper in this field. The bake shop has continuous live work projects for customers and projects required for industry certification; therefore it is **imperative that your child has a good attendance record**. All students are expected to complete bookwork and homework assignments as well as hands-on projects. Your child must come to school with the desire to learn, excited about the possibilities that are attainable. There is an opportunity for your child to gain employment through the school. I am always looking for job opportunities in bakeries and restaurants, hoping to secure positions for my students. Completion of our program also prepares students to succeed at the post-secondary level in a hospitality program as well as other academic programs.

For your convenience, I have enclosed information on obtaining the required baking uniform. Your child will also be asked to purchase their own decorating tip kit for cake projects. These may be obtained at Michael's or AC MOORE with their coupons or Singer Equipment, Kitchen Collection at VF or Wal-Mart. They will need to have #'s 4, 6, 18, 22, 67, 70,102, &104 and a rose nail (or buy a kit with these, plus other tips.)

Thank you for taking an interest in your child's future. I will be contacting you throughout the school year to discuss their progress. I look forward to meeting you personally. Please feel free to contact me with any questions or concerns, by phone at 610-921-7300 or email me at kmurray@rmctc.org.

Sincerely,

Mrs. Kathie Murray
Baking & Pastry Arts Instructor
Reading Muhlenberg Career & Technology Center

Dear Parent/Guardian,

We welcome your student to the Baking and Pastry Arts program at Reading Muhlenberg Career and Technology Center. Part of the requirement for this program is the uniform that **all students must wear**. This letter is to inform you of what will be expected of your child to be in compliance with the uniform code in our classroom. It is very important for the students to be prepared for class as though they were going to work in the baking industry. The uniform is a major component of that preparation.

Each student will be responsible for their own uniform purchase and the cleaning of their uniform. The following articles will be available for your son/daughter to order. **All monies will be due before ordering, and the order will be placed in early September. A final date will be determined shortly. If you miss the deadline for ordering, you will have to purchase them on your own, which always ends up costing the students(parents!) more money (You will have to pay shipping and handling charges.) We are sending out this letter early so you can begin to make arrangements for payment by that date. These prices are approximate and will be finalized as soon as possible after determining the vendor.**

Traditional Chef Pants: XS-XL.....\$17.00
(black/white check pattern) 2XL-3XL.....\$19.00

Budget Chef Coat (white): XS-XL.....\$16.00 (includes school logo)
2XL-3XL.....\$18.00 (includes school logo)

Female Fit Chef Coat : XS-XL.....\$19.00 (includes school logo)
(tieback waist) 2XL-3XL.....\$21.00 (includes school logo)

Floppy Toque (white chef hat):\$6.00

Non-slip shoes.....~\$25.00 - \$40.00

Footwear...each student must have some type of heavy duty black sneaker/workboots to keep in their lockers for shop. Footwear becomes a safety issue in the food industry. No open toe shoes or canvas/cloth shoes will be acceptable to work in the bake shop.

It is our suggestion that you be prepared to purchase two of each item. As an example, a student who would take a size in the first category would have a cost of \$78.00 (2 pants, 2 coats, 2 hats). Students in the 2nd category would have a cost of \$86.00. All uniforms will be labeled with the student's name for identification. Students who are in class with dirty uniforms, or forgotten uniforms will receive a lower daily grade than those who are prepared and in the proper uniform.

We look forward to working with your son/daughter and helping to prepare them for the baking industry. If you have any questions, you may contact me, by phone at **610-921-7300** or by email kmurray@rmctc.org.



Baking & Pastry Arts

- Plan and prepare a variety of desserts and pastries in both small and large batches that can be served in a variety of establishments, from casual to fine dining settings.
- Work, hands-on, using state-of-the-art kitchen tools and equipment found in large and small industrial kitchens and bakeries.
- Earn industry-recognized certifications and develop employability skills including resume preparation, interview techniques, and inter-personal skills that prepare students for competitive employment opportunities locally and abroad within the growing and diverse baking and hospitality industry.
- Acquire practical knowledge and skills necessary for entry-level employment, along with preparation for academic success at the post-secondary level in either a community college, technical school, or a four-year college or university.



- Job Titles – Career Pathways**
- 35-1011 Chefs and Head Cooks
 - 35-3022 Counter Attendants, Cafeteria, Food Concession, and Coffee Shop
 - 35-3041 Food Servers, Nonrestaurant
 - 35-9021 Dishwashers
 - 51-3011 Bakers
 - 51-3092 Food Batchmakers
 - LOCAL Cake Decorator
 - LOCAL Bakers Assistant
 - LOCAL Bread Baker



CTC knowledge transfers to college credits at:
 Art Institute of Philadelphia
 Bucks County Community College
 Delaware County Community College
 Harrisburg Area Community College
 Keystone Technical Institute
 Luzerne County Community College
 Montgomery County Community College
 Pennsylvania College of Technology
 The Restaurant School at Walnut Hill College
 Westmoreland County Community College

Student Certifications

ServSafe
 NOCTI – National Occupational Competency
 Testing Institute Certification
 * Retail Commercial Baking
 Certified Fundamentals Pastry Cook
 S/P2 – Culinary

Accreditations

ACF – American Culinary Federation



Instructor – Mrs. Kathie Murray

Biography

I was born in Delaware and raised in Laureldale, PA. I've lived in Rhode Island, New York City, and North Carolina. I currently reside in the Reading area with my husband and two sons. I enjoy spending time with family traveling the U.S. and abroad. Recently I've found a love of running, and I enjoy participating in local races.

Education

Muhlenberg High School

A.S. Culinary Arts, B.S. Foodservice Management, Johnson & Wales University, Providence Campus.

M.Ed., Temple University

Certifications and Awards

ServSafe Certified

Temple Teacher Leadership

Work Experience

I have been working in the hospitality industry since high school, where my first job was as a hostess at a local restaurant. I fell in love with the fast paced, energetic environment of the food service industry and made plans and attended one of the top culinary schools in the United States.

At Johnson & Wales, I excelled in my classes and simultaneously worked full time as a teaching assistant and fellow. This experience was invaluable, and I had the opportunity to work in a variety of food service establishments, including university, ala carte, banquet, casual, and fine dining. Working as a teaching assistant and fellow, I realized my love for teaching students.

I was recruited directly out of college to work for the prestigious Waldorf Astoria in New York City. Working in an upscale environment allowed me to see the finest examples of culinary and baking artistry in the world. It also allowed me to meet and serve a diverse group of customers. including celebrities and dignitaries.

From New York City, I chose to move to North Carolina to join a large and fast-growing corporation, California Pizza Kitchen (CPK). There I was able to continue growing my culinary knowledge while improving on my management skills, and I was promoted to manager, general manager, and regional training manager, respectively. I worked for CPK for nine and a half years and managed a large, young, diverse staff in the upscale casual restaurant. These combined experiences helped me become a well-rounded baker and to grow my appreciation for fine food and dining.

Hire Date

2010



Program Planning Tool

Program: CIP 12.0501 BAKING & PASTRY ARTS

Student Name: _____

This document has been designed as a tool to facilitate student placement decisions and provides important information about the program. The chart on the reverse side is designed to assist in the identification of necessary skills, present educational levels, and supports, if any, that are needed to foster program success.

Program Completion Requirements

A successful student will...

- Secondary Academic Course Requirements: The PA Dept. of Education's focus is to ensure every student is college and career ready, therefore all students are recommended to follow a college prep sequence of academic classes. Courses such as applied math or general science are not appropriate for this program. PDE's goal is to have all students perform at the competent or advanced level on the Keystone Exams and Program of Study end-of-program assessment (NOCTI).
- Complete an Occupational Competency Assessment (i.e. NOCTI end-of -program exam) and score at the "competent" or "advanced" level. This end-of -program exam will cover the full scope of the program of study curriculum and includes (1) a multiple choice test and (2) a performance test consisting of occupational related tasks scored and evaluated by industry judges.
- Earn a minimum of one industry recognized certification. Students will be encouraged and expected to earn all recognized industry certifications that make up the scope of the curriculum. Accommodations are not permitted for industry certifications. The program is accredited by the American Culinary Federation Foundation Accrediting Commission, and students can attain ServSafe and ACF Junior Culinarian Certification.
- Complete the approved program curriculum and earn a minimum of one RMCTC Job Title aligned with the student's career objective. Job titles are identified on the program task list, aligned with local workforce needs and high priority employment occupations, and annually reviewed and approved by the program's occupational advisory committee.
- Successful completion of Keystone Exams as determined by sending school district.
- Maintain a 95% attendance rate or better.
- Transition on to a post-secondary institution, military or related fulltime employment aligned to their CTC program of study.

Instructional Process/Specifications

A successful student will...

- Perform a wide variety of tasks in a laboratory environment with equipment consistent with industry standards. Up to 25 students are assigned to work "independently" and in "small teams". Students progress by using learning guides in a self-directed manner. Students will be required to use commercial grade cutlery, mixers, ovens, deep fryers, knives, and slicing machinery. Using this equipment requires self-discipline and strict adherence to rules to ensure safety of self and others. Students are required to handle and exposed to all food types including those that are known allergens such as peanut butter, chocolate, seafood, wheat products, eggs, etc.
- Participate in classroom theory and laboratory applications for generally 2 ½ hours each day; students will spend 25% of their time in classroom theory and 75% of their time doing laboratory applications and live work.
- Complete written and performance tests. Students will be evaluated weekly on occupational skill performance using rubrics. In addition, students will be evaluated daily on work ethics. Progress is measured by test performance, task completion and work ethic.
- Read and study textbooks and technical manuals. Most textbooks are written at a 10th to 11th grade reading level and most technical manuals are written at a higher level.
- Complete homework on time. Homework typically involves chapter or workbook assignments, on line research assignments and writing assignments.
- Participate in Career & Technical Student Organizations including FCCLA, SkillsUSA and/or National Technical Honor Society.
- Participate in a paid or unpaid work based learning related to the Program of Study (cooperative education, clinical internship, and/or job shadowing).
 - Purchase appropriate work and safety attire, tools, and equipment. Estimated breakdown of costs: UNIFORM: Approx. \$80 (2 coats, 2 pants, & 2 chef hats)

Program Planning Tool



CTE Requirements	Present Educational Ability/Level	Support Needs
<p>Program Completion – Strong self-determination skills and understanding of personal strengths and weaknesses. Ability to meet industry established standards of performance, complete the program of study without curriculum modifications, and earn industry certifications without testing accommodations.</p>		
<p>Reading and Language Arts Level- Text and manuals written on a 10th-11th grade reading level. Proficient on end-of-course exam (Keystone). Understanding written sentences and paragraphs in work related documents. Strong oral and written communications skills. NOCTI assessment and industry certification exams require a proficiency in English language skills</p>		
<p>Math Level - At grade level and proficient on end-of-course exam (Keystone). Knowledge of arithmetic, algebra, geometry and their applications. Ability to weigh and measure wet and dry ingredients according to recipes or personal judgment using various kitchen utensils and equipment. Ability to calculate food costing and payroll duties.</p>		
<p>Aptitude – Oral comprehension, oral expression, active listening, critical thinking, deductive reasoning, inductive reasoning, selective attention (ability to concentrate on a task over a period of time without being distracted). Problem solving and trouble shooting skills. Artistic ability and creativity.</p>		
<p>Safety & Physical – High degree of self-discipline and focus on safety using around kitchen equipment, knives and other tools found in the industry. Able to lift and carry 50 lbs. Manual dexterity, finger dexterity, trunk strength (ability to use abdominal and lower back muscles to support part of the body repeatedly or continuously over time without fatiguing), multi-limb coordination, arm-hand steadiness, hand-eye coordination. Color discrimination. Good personal hygiene.</p>		
<p>Interpersonal/ Social – Requires dependability, integrity, initiative, preferring to work with others and being personally connected with others on the job, plus the ability to work independently, guiding oneself with little or no supervision and self-control.</p>		
<p>Other Occupational/Program Considerations – Requires standing for long periods of time, tolerance to heat, ability to work in a fast-pace environment, attention to detail, exposure to all food types including known allergens. Students will daily: wash dishes/pots/pans, scrub floors, trash removal. Students will weekly: scrub hoods, scrub floor drains/trash cans, de-lime dishwashers.</p>		

12.0501 Baking & Pastry Arts/Baker/Pastry Chef

Baking & Pastry Arts

INTRODUCTION TO THE HOSPITALITY AND BAKING INDUSTRY

Define hospitality and the importance of quality customer service within the baking and pastry industry.
Discuss the growth and development of the baking and pastry industry.
Describe various cuisines and their relationship to history and cultural development.

Outline the structure and functional areas in various organizations. (retail/wholesale/baking and distribution).
Identify career opportunities and the personal traits for a variety of jobs in the baking industry.

Identify professional organizations and industry trade periodicals and explain their purposes and benefits to the industry.
Describe industry trends and anticipate the future of the industry.

SANITATION AND SAFETY

Identify microorganisms which are related to food spoilage and food borne illnesses; describe their requirements and methods for growth, symptoms & prevention.
Describe cross-contamination and use of acceptable procedures when preparing and storing potentially hazardous foods.
Demonstrate proper hygiene, health habits, and industry standard apparel.

Outline the requirements for proper receiving and storage of raw and prepared foods, reasons for, and signs of food spoilage and contaminations (i.e. FIFO).
Explain the difference between cleaning, sanitizing, and the proper use of chemicals.
Describe the proper storage and use of cleaners and sanitizers and develop a cleaning schedule.
Identify methods of waste disposal, recycling, and sustainability.
Describe appropriate measures for the control of insects, rodents and pests.
Recognize sanitary, safety design, and construction features of food production equipment and facilities (i.e. NSF, UL, OSHA, ADA, etc.).
Explain Material Safety Data Sheets (MSDS) and the requirements for handling hazardous materials.
Conduct a sanitation self-inspection and identify modifications necessary for compliance with standards.
Identify the critical control points and the Temperature Danger Zone during all food handling processes as a method for minimizing the risk of food borne illness (HACCP system).

List common causes of typical accidents and injuries in the foodservice industry and outline a safety management program and emergency policies.
Identify appropriate types, uses, and location of fire extinguishers in the foodservice area.

Describe the role of regulatory agencies governing sanitation and food safety.

Demonstrate the knowledge of industry sanitation through certification (i.e. ServSafe).

BUSINESS AND MATH SKILLS

Perform basic math functions using the baker's percentage (%) and friction factor.
Calculate labor cost.
Calculate the cost of recipes/formulas including: As Purchased, Edible Portion, and factors affecting yield percentage.
Calculate the selling price of bakery items.

Complete a sales transaction using related industry standards including cash handling and current technology (i.e. guest checks, computers, calculators, etc.).
Perform basic math functions using decimal, percentages, fractions, conversions and measurements as related to the baking and pastry industry.
Perform equivalent measures associated with weight and volume including metric and English units.

BAKING PREPARATION

Define baking terms.

Identify ingredients used in baking, describe their properties, and list functions of various ingredients (including but not limited to: flours, sugars, fats, egg products and dairy).
Demonstrate knife skills and classic cuts while practicing safety techniques.
Identify equipment and hand tools used in baking and discuss proper use and care.
Describe and utilize various baking mixing methods and make-up techniques.
Prepare and fill a pastry bag and utilize a variety of tips to demonstrate proper use (i.e. cake decorating and pastry products).
Identify and demonstrate proper and safe use of food processing, cooking and baking equipment.
Read and follow a standard recipe/formula.

Identify a variety of cooking methods (i.e. baking, frying, deep frying, boiling, blanching, poaching and steaming).
Identify and use herbs, spices and flavor extracts.
Demonstrate food presentation techniques.
Write written food requisitions for production requirements.

BAKING FUNDAMENTALS

Demonstrate proper scaling and measurement techniques used in baking.

Identify and prepare various yeast products (i.e. hard and soft breads and rolls).
Identify and prepare various enriched yeast dough products including laminated dough and sweet dough.
Identify and prepare quick-breads.

Identify and prepare various pies and tarts.

Identify and prepare various cookies.

Identify and prepare various creams, mousses, custards and related sauces.
Identify and prepare various cakes.
Identify and prepare various icings and glazes.
Perform various cake decorating techniques.

Identify and practice cake decorating techniques including: royal icing, rolled fondant, gum paste, air brush designs and discuss edible images.
Discuss the applicability of convenience, value added, further processed or par-baked food items.
Prepare various fillings and toppings for pastries and baked goods.

Prepare pastry element products from pate choux, phyllo, puff pastry and crepes.
Identify and prepare French, Italian and Swiss meringues.

Identify and prepare doughnuts.
Identify and prepare various frozen desserts.
Identify and prepare a variety of breakfast items/sandwiches.

Label and store finished bakery products appropriately to prevent or reduce spoilage and staling.

PURCHASING, RECEIVING, INVENTORY AND STORAGE

List factors that affect food prices and quality, which may include market fluctuation and product cost.
Describe purchasing methods (i.e. bids, purchase orders, phone, sales quotes, online, etc.).

Identify regulations for inspecting and grading of bakery ingredients (i.e. flour, sugar, eggs, dairy products and fruits).
Identify various inventory systems including perpetual and physical inventories and requisition systems for controlling costs (i.e. computerized systems).
Describe the benefits of purchasing locally grown food.

NUTRITION

List food groups and recommended servings in USDA Food Guide Charts.
Discuss dietary guidelines and recommended dietary allowances for a nutritious diet.

Define energy nutrients and non-energy nutrients and how they are metabolized by the human body.
Calculate your individual dietary intakes by using the RDA dietary guidelines.

Interpret food labels in terms of the portion size, ingredients, nutritional value, and nutritional claims.
Describe the six classes of nutrients (carbohydrates, fats/lipids, protein, vitamins, minerals and water).
Discuss the functions, sources, and effects of the six classes of nutrients on a healthy lifestyle.
Discuss various diets and health concerns related to: alternative dieting, vegetarianism, poor nutrition and food allergies.
Apply principles of nutrition and nutrient preservation while preparing bakery goods and menu items.
Describe the impact of nutrition during different life stages (i.e. pregnancy, infant and early childhood, adulthood, senior citizens, etc.).

BAKING PLANNING

List basic production planning principles.
Create menu item descriptions for bakery goods.

Develop an understanding of basic baking facilities and planning and layout principles.

Describe the importance of proper planning and time management to the overall operation of the baking facility.
Identify methods of promoting baked goods, display techniques, and seasonal merchandising.

HUMAN RELATIONS SKILLS

Practice working as a member of a diverse team as it relates to the baking industry.
Identify the benefits of a positive work environment by motivating employees, reducing stress and resolving conflict.
Demonstrate the use of information technology communications when dealing with customers (i.e. emails, internet searches, e-letters, social networking, etc.).
Identify the baker's role in decision making, problem solving, and delegation of duties.
Identify current federal and state employment laws (i.e. Equal Opportunity, Harassment, Affirmative Action, Wage and Hour, etc.).

Employability Skills

Establish career goals and develop a plan to meet goals.
Complete a job application.
Compose a resume, reference list and cover letter.
Prepare for a job interview.
Compose various employment letters, i.e. thank you and resignation.
Participate in online career search & develop online accounts.
Create a career portfolio.

STUDENTS OCCUPATIONALLY & ACADEMICALLY READY



- *Earn college credits which will save you money on tuition*
 - *Shorten college attendance*
 - *Get on the right career path*
 - *Enter the job market prepared*
 - *Get a consistent education*
- *See your CTC School Counselor for More Information*

TO QUALIFY CTC STUDENTS MUST:

1. Earn a high school diploma, achieve a minimum 2.5 GPA on a 4.0 scale in your CTC program and complete the PDE approved Program of Study.
2. Earn the industry certifications offered by your program (if applicable).
3. Achieve Competent or Advanced on the NOCTI End of Program Assessment.
4. Achieve proficiency on ALL of the Program of Study Competency Task List.
5. Provide documentation to Postsecondary Institution that you have met all of the requirements!

Find out more about the colleges offering course credits you can earn while attending RMCTC. Go to collegetransfer.net, search: PA Bureau of CTE SOAR Programs, and find your program by CIP Code.



**To receive college credits, qualifying students have three years from their date of graduation to apply and matriculate into the related career and technical program at a partnering institution.*

Reading Muhlenberg Career & Technology Center

Baking & Pastry Arts Shop Rules and Regulations

Adhering to baking industry standards the following shop rules and regulations apply to all students:

Students must provide their own uniforms and launder them at home. Aprons will be provided in shop and can be washed at school daily or as needed. Uniforms are the students' responsibility. The uniform will consist of:

Black Chef Coat

Traditional Hounds tooth Pattern Pants

White Floppy Chef Toque (Hat)

Black Sneakers or Work boots

Piercings such as nose, lip, eyebrow, tongue, or any other visible piercings- with the exception of small earrings, preferably studs- will not be allowed. The student will be expected to remove them prior to participating in shop. Also, bracelets, large and long necklaces and multiple rings are a safety hazard and must be removed. The exception here would be a medic alert bracelet or wedding ring.

Artificial/Acrylic fingernails are not allowed in class due to safety concerns. Students will not be permitted to participate in shop activities until artificial nails are removed.

Long hair must be tied back and away from the face. All students must wear proper head attire while in the Baking & Pastry Arts Program.

Gum chewing will not be tolerated. Students who are chewing gum while working will receive a 1 out of 10 for their daily work ethic grade.

Personal hygiene is essential in any area that works with food. Unwashed bodies, unkempt hair and attire will not be tolerated within the Baking & Pastry Arts Program. Please remember that you are making food for human consumption. Be aware of sanitation procedures: wash your hands often and avoid licking your fingers as you are performing your skill related tasks.

Students will be expected to be ready to work within 5-7 minutes after arriving. Students are required to be in uniform at all times- including Social Studies classes and lunch.

Students who are not present when attendance is taken will be marked absent. They must obtain a late slip from the office prior to being admitted to class. Lateness to class will affect their daily work ethic grade and repeated offenses will be dealt with via the school's disciplinary policy.

Students must pay restitution for any damages to equipment or material if the negligence was due to horseplay.

Respect all students and staff at RMCTC. This includes, stealing, yelling inappropriate language, extortion, singing, bullying or any other behavior that is deemed disrespectful by the instructor.

Permission from the teacher must be granted prior to using the lavatory facilities. Only one student at a time will be permitted in the lavatory for a 3-5 minute time frame.

Lockers and the locker room are the responsibility of the students. However, it is the property of the school and may be checked periodically. We have the right to conduct locker searches as outlined in the student handbook. Please keep your locker clean and locked at all times. Appropriate action will be taken towards those students who violate their locker privileges.

We are not responsible for lost, missing, or stolen items.

Baking students may purchase baked goods in shop if approved by the instructor. However, like all privileges, it can and will be revoked if abused.

Students are responsible to clean up their individual work area and will also be assigned a clean-up job for the end of the day.

Students must refrain from intimidating or endangering the safety of another student or infringing upon the basic rights of another student to work and study with peace of mind. Violation of the aforementioned items may result in removal from the Baking & Pastry Arts Program until reassurance of inappropriate behavior will not reoccur.

Electronic devices (i.e. cell phones, cameras, personal listening devices, and handheld games) will not be permitted in the bakeshop. This rule is also outlined in the student handbook. Students will be allowed to take pictures of their work for their portfolios at the discretion of the instructor.

Once again, we are preparing your son/daughter for a career in the baking and pastry arts area of the food and hospitality industry. These rules are industry standards and are an integral part of their education.

We thank you in advance for your cooperation.

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.

CAREER & TECHNICAL STUDENT ORGANIZATIONS (CTSO)

All students enrolled in Reading Muhlenberg Career & Technology Center have the opportunity to participate in at least one Career & Technical Student Organization (CTSO) while enrolled at the CTC. Students who become members in these co-curricular organizations have the opportunity to participate in team building, leadership, community service and social events.

Students also have the opportunity to attend skill competitions where the skills they have learned are "put to the test" against other competitors. These competitions include testing of knowledge and hands-on skills in a variety of trade and leadership events. Students who are fortunate enough to win their events at a district or state competition are able to compete at the national level and travel to locations such as Louisville, KY, Kansas City, MO, San Diego, CA, Orlando, FL, and Cleveland, OH.

Family, Community and Career Leaders of America (FCCLA)



www.fclainc.org

Family, Career, and Community Leaders of America (FCCLA) is a dynamic and effective national student organization that helps young men and women build healthy families, have successful careers, and strengthen communities through family and consumer sciences education. It involves approximately 230,000 students in all 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands.

Family and Consumer Sciences teachers serve as local FCCLA advisers. Members are students through grade 12 who are taking or have taken family and consumer sciences courses. Working through nearly 10,000 local chapters, FCCLA members develop and lead projects that address important personal, family, career, and societal issues related to family and consumer sciences education. FCCLA is a non-profit national career and technical student organization for young men and women.

SkillsUSA



<http://skillsusa.org>

SkillsUSA is a national organization of students, teachers and industry representatives who are working together to prepare students for careers in technical, skilled and service occupations. SkillsUSA provides quality education experiences for students in leadership, teamwork, citizenship and character development. It builds and reinforces self-confidence, work attitudes and communications skills. It emphasizes total quality at work, high ethical standards, superior work skills, life-long education, and pride in the dignity of work. SkillsUSA also promotes understanding of the free-enterprise system and involvement in community service.

National Technical Honor Society (NTHS)



www.nths.org

NTHS is the acknowledged leader in the recognition of outstanding student achievement in career and technical education. Over 2000 schools and colleges throughout the U.S. and its territories are affiliated with the NTHS. Member schools agree that NTHS encourages higher scholastic achievement, cultivates a desire for personal excellence, and helps top students find success in today's highly competitive workplace. NTHS members receive: the NTHS membership certificate, pin, card, window decal, white tassel, official NTHS diploma seal, and three personal letters of recommendation for employment, college admission, or scholarships. Students will have access to our online career center including these valuable services: MonsterTRAK, Wells Fargo, Career Safe, and Career Key.

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**
4. 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.
5. 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.
6. 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.
7. 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