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## **The Service Occupations Education Program**

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Have Questions?

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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



# Service Occupations Education

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

### Experience

I have over 10 years of classroom teaching experience but worked in education for over 15 years—both academic and career and technology. I have served as a teacher as well as a disciplinarian. I am also an adjunct professor at Harrisburg Area Community College. 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

I live in 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 and 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 environments, 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.

## 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
<b>Writing Skills</b> – Minimal 3 <sup>rd</sup> grade level. Phonetically, legibly.		
<b>Reading Skills</b> – Minimal 3 <sup>rd</sup> grade level. Recognize and understand written sentences in work related documents.		
<b>Math Skills</b> – 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.		
<b>Aptitude</b> – Oral comprehension, oral/written expression. Active listening, compliant, responsible, dependable, problem solver, goal oriented.		
<b>Physical</b> – 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.		
<b>Interpersonal/ Social</b> – Positive attitude, collaborative, independent, communicate written or verbally, perform tasks within a large group/area, self-control.		
<b>CTC Uniform</b> – Approved uniform shirt, apron, chefs coat, chef’s hat, gloves safety glasses, ID		

## **32.0111 Workforce Development and Training**

### **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/GHS.

Maintain safe environment/ avoid accidents.

Model and make use of operation of a ladder.

Create an email account and utilize Google Docs.

Analyze job areas in SOE.

### **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.

Demonstrate the correct way to stock a pallet.

Apply shrink wrapping techniques.

### **Custodial Maintenance**

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 & recycleables.

Apply proper floor cleaning techniques using a dust mop.

Apply proper lavatory/restroom cleaning techniques.

Apply proper carpet cleaning technique using a vacuum cleaner.

Apply proper maintenance of a vacuum cleaner.

Monitor building Security and safety; doors, fire extinguishers, damage, found articles.

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, and upholstered furniture, using vacuum.

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.

Empty wastebaskets.

Distinguish and report damage, theft or found articles.

Replenish supplies, linens, toiletries.

## GRADE REPORTING

**Purpose:** The intent of this grading procedure is to provide a student grade that accurately reflects student achievement. Progress is measured in the areas of work ethics, knowledge and the practical skills aligned to the program area learning guides. Student performance for learning guide activities and assignments are reflected in 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	<u>60%</u>
	100%

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

### Interpreting a Grade:

**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.

**Skill (Learning Guide):** Learning guides are normally aligned to lab assignments or shop projects where a student will physically perform a task. The student and teacher will discuss, at the beginning of each quarter, student expectations and the required tasks that must be completed or "contracted" by the end of the marking period. This allows a student to work productively with the expectation to make constant progress during the marking period. All assignments, activities and rubrics associated with learning guides are documented in the "knowledge" grading component. It is important to note that poor productivity will have a negative impact on a student's grade.

**NOTE:** For the purpose of students earning a job title associated with their program area, 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.

### CTC Letter Conversion Table

<u>Grade</u>	<u>Letter</u>
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**

## **GRADE REPORTING (continued)**

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.

### **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. (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 classes. In addition, grades are available on the parent portal.

**Student Recognition Night:** Reading Muhlenberg Career & Technology Center hosts an annual Student Recognition Night, which honors our senior students. During this event, 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 Parent Portal on the School's web-site; [www.rmctc.org](http://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](http://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 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:**
    - 1<sup>ST</sup> violation – VERBAL WARNING**
    - 2<sup>nd</sup> 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.

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STUDENT SIGNATURE

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PARENT/GUARDIAN SIGNATURE