



www.rmctc.org

The Culinary Arts Program

CIP 12.0508

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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



Dear Parent/Guardian,

Hello, my name is Mr. Potteiger, on behalf of myself and the Reading Muhlenberg Career and Technology Center; I would like to welcome your child to our Culinary Arts program. I look forward to meeting and instructing your son/daughter this upcoming school year. 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 Food-Service 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 September 8, 2020. 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 also have to pay shipping and handling charges if purchasing on your own.) Payment will only be by Cash or Money Order (made payable to Reading Muhlenberg CTC).**

Traditional Chef Pants:	XS-XL.....	\$18.00
(black/white check pattern)	2XL-3XL.....	\$21.00
Budget Chef Coat (Black):	XS-XL.....	\$21.00 (includes school logo)
	2XL-3XL.....	\$24.00 (includes school logo)
Female Fit Chef Coat :	XS-XL.....	\$21.00 (includes school logo)
(tieback waist)		
Floppy Toque (white chef hat).....		\$4.00
<u>Chef</u> Ball Cap (Not a team hat)		\$4.00
Non-Slip Black Work Shoe.....		\$35.00

****Cost is subject to change, and may be different at the time for placing orders.***

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 shop.



Culinary Arts

- Experience working with a professional chef while utilizing state-of-the-art equipment typically found in local and upscale restaurants.
- Prepare for employment opportunities locally, abroad, and in exotic locations within the growing and diverse food and hospitality industry.
- Discover your artistic talents and abilities as you develop skills while pursuing your career in the culinary arts.
- Acquire the necessary skills and knowledge for post-secondary education or entry-level employment opportunities.



CTC knowledge transfers to college credits at:

Art Institute of Philadelphia
 Commonwealth Technical Institute
 Community College of Allegheny County
 Community College of Beaver County
 Community College of Philadelphia
 Connecticut Culinary Institute
 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

Accreditations

ACF – American Culinary Federation

Job Titles – Career Pathways

- 35-1012 First-Line Supervisors/Managers, Food Preparation and Serving Workers
- 35-1011 Chefs and Head Cooks
- 35-2011 Cooks, Fast Food
- 35-2012 Cooks, Institution and Cafeteria
- 35-2013 Cooks, Private Households
- 35-2014 Cooks, Restaurant
- 35-2015 Cooks, Short Order
- 35-2019 Cooks, All Other
- 35-3021 Combined Food Preparation and Serving Workers, Including Fast Food
- 35-3022 Counter Attendants, Cafeteria, Food Concession, and Coffee Shop
- 35-9011 Dining Room and Cafeteria Attendants and Bartender Helpers



Student Certifications

- ServSafe
- NOCTI- National Occupational Competency Testing Institute Certification
- * Culinary Arts II – Cook
- Certified Fundamentals Cook
- S/P2 – Culinary



Instructor – Mr. Justin Potteiger

Biography

I am a 1992 graduate of Reading High School and the Food Management Chef program at Reading Muhlenberg Area Vocational-Technical School. I furthered my education at the Pennsylvania College of Technology, graduating from the Culinary Arts Program. With more than 20 years of experience in food services, I look forward to passing on my knowledge to the next generation of chefs.

Education

Graduate of the Culinary Arts Program, Penn College of Technology

Vocational I and II Certification from Temple University

Certifications and Awards

Serv-Safe, National Restaurant Association

Certified Instructor and Proctor for Serv-Safe, National Restaurant Association

Certified in Purchasing, Penn College of Technology Vocational I Certification, Temple University

Outstanding Senior of Culinary Arts at RMAVTS

Salute to Student Excellence Award

National Restaurant Association while attending Penn College

Work Experience

Caterer, Konopelski Katering

Program Manager of Food Services, Berks County Intermediate Unit

Food Services Manager, Professional Culinary Services

Hire Date

October 2008

Community Service

Advisor for FCCLA



Program Planning Tool

Program Title: CIP 12.0508 CULINARY 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 will attain Serv-Safe 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 use" cutlery, stove tops, mixers, buffalo dropper/food processors, steamers, grills/griddles, 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 will be required to handle and be 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.
- 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).
- Complete homework on time. Homework typically involves chapter or workbook assignments, on line research assignments and writing assignments.
- Purchase appropriate work and safety attire, tools, and equipment. Following is an estimated breakdown of costs:
 - UNIFORM: \$45-\$50 each (2 sets recommended)

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 & 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. 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 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. A focus on preparing, handling, and serving safe food. Ability to handle the stress of work in a fast-paced environment; Good personal hygiene; Stamina needed to stand for long periods of time. Tolerance for heat, handling and manipulating hot objects/items, and working in a hot environment.</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 - Ability to work with a team to complete projects, creativity & Attention to detail, excellent eye/hand coordination, multi-tasking ability, not afraid to get dirty, 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>		

12.0508 Institutional Food Workers

SAFETY AND SANITATION PROCEDURES

Wear appropriate apparel in the food preparation area.

Lift and carry heavy objects.

List causes/preventions of accidents and injuries in the food service industry.

Follow emergency procedures for injuries and accidents.

Use fire extinguishers in the food service area.

Review Safety Data Sheets (SDS) explain their requirements in handling hazardous materials and describe personal protective equipment.

Describe and apply SERV Safe certification requirements.

THE FOOD INDUSTRY

Identify professional organizations within the industry.

Investigate career opportunities in the foodservice industry.

Examine the kitchen brigade system.

Define hospitality and the importance of quality customer service.

PURCHASING RECEIVING AND STORAGE

Follow procedures for purchasing receiving and storing of foodservice supplies.

Label food service products for storage.

Inventory foodservice supplies.

GARDE MANGER (COLD FOOD PREPARATION)

Create cold food plate presentations and displays.

Prepare garnishes.

Prepare cold hors d'oeuvres canapés and appetizers.

Prepare cold sandwiches.

Identify and prepare various categories and types of dishes using cheese.

Identify and prepare various categories and types of salads.

Prepare various salad dressings.

Set-up maintain and breakdown salad bars.

KNIFE SKILLS

Identify parts of a knife.

Perform various knife cuts.

Sharpen and hone knives.

Identify various types of knives and their uses.

FOODSERVICE TOOLS AND EQUIPMENT

Operate and clean/sanitize large equipment.

Operate and clean/sanitize small equipment.

Pass safety tests for all equipment.

Identify and use hand tools and smallwares.

STANDARDIZED RECIPES AND MEASUREMENT

Prepare food following standardized recipes within industry time limits.

Cite US Standard weight and volume measurement equivalencies.

Measure ingredients using US Standard weight and volume.

NUTRITION

Investigate current dietary guidelines.

Interpret food labels in terms of the portion size ingredients and nutritional value.

List major nutrients their sources and functions.

Perform cooking techniques for maximum retention of nutrients.

Discuss current nutritional concerns food allergies and dietary restrictions.

BREAKFAST FOODS

Prepare eggs using a variety of methods.

Prepare breakfast potatoes.

Prepare breakfast meats.

Prepare and cook breakfast batter products.

Prepare hot breakfast cereals.

VEGETABLES AND FRUITS

Identify vegetables and fruits and their various market forms.

Prepare vegetables and fruits using dry moist and combination methods.

List the factors to consider when preparing vegetables and fruits.

Follow the standards of quality for cooked vegetables.

Peel cut and zest fruits and vegetables.

PASTA GRAINS AND POTATOES

Prepare pasta grains and potatoes using dry moist and combination cooking methods.

Follow the standards of quality for pasta grain and potato dishes.

SEASONING AND FLAVORING

Identify herbs spices seasonings and condiments and their market forms.

Use seasonings herbs spices seasoning and condiments.

Evaluate foods for proper seasoning and flavor balance.

STOCKS SOUPS AND SAUCES

Prepare and evaluate a variety of stocks.

Prepare and evaluate a variety of mother sauces and small/derivative sauces.

Prepare and evaluate types of soups.

Prepare thickening agents for sauces and soups.

MEATS POULTRY AND SEAFOOD

Fabricate retail meat cuts and their sources.

Determine cooking techniques for retail cuts of meat poultry and seafood.

Prepare meat poultry and seafood recipes using dry moist and combination cooking techniques.

Check for degrees of doneness.

Fabricate poultry.

Fabricate seafood.

BAKING & PASTRY SKILLS

Identify the factors influencing the quality of baked products.

Prepare a variety of quick breads.

Prepare a variety of pies and tarts.

Prepare a variety of fillings and toppings for baked goods.

Prepare a variety of yeast-risen products.

Determine the function of baking ingredients.

Prepare and finish cakes.

Prepare various types of cookies.

Prepare pate a choux.

Prepare custards and puddings.

Prepare dessert sauces.

MENUS

Determine the methods for giving variety to a menu.

Create an a la carte restaurant menu item with descriptions.

Create menu formats.

BACK OF HOUSE OPERATIONS

Set up operate clean and break down a warewashing station

Set up operate and break down hot line stations.

Set up operate and break down garde manger stations.

FRONT OF HOUSE OPERATIONS

Determine various types of service used in restaurants.

Perform duties of a host.

Perform duties of a beverage professional.

Perform duties of a cashier.

Perform duties of a server.

Perform duties of a food runner.

Perform sidework duties.

Follow rules of table service.

Use sales techniques for service personnel including menu knowledge and suggestive selling.

Follow procedures for workflow between dining room and kitchen.

Provide customer service and customer relations.

Process guest checks.

Perform duties of a bus person.

FOODSERVICE INFORMATION TECHNOLOGY

Describe use of foodservice industry operations technology such as Point of Sale system (P.O.S.).

Use industry communication technology such as email and social media.

ADDITIONAL HOT FOODS PREPARATIONS

Create hot food plate presentations and displays.

Prepare hot hors d'oeuvres and appetizers.

Prepare hot sandwiches.

VALUE ADDED

80.1 - Establish Career Goals.

80.2 - Complete Job Application.

80.3 - Compose Resume.

80.4 - Prepare for Job Interview.

80.5 - Compose Employment Letters.

80.6 - Participate in Online Job Search.

80.7 - Prepare 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.*

Culinary Arts Classroom and Shop Rules

1. **It is our goal at RMCTC that all students and staff are treated with respect.** Treat each person as you would want them to treat you. Remember, not all students learn at the same pace so respect your fellow students. Making fun of and teasing will not be tolerated in the Culinary Arts program or anywhere at RMCTC.
2. **Gum chewing in the laboratory area and restaurant areas are a safety issue and is not permitted.** Gum chewing can lead to a physical contamination in the foods that we prepare and serve to our customers.
3. **Electronic devices are not permitted to be used during the time you are at RMCTC.** You may have these devices; however they may not be seen, heard or used while on RMCTC premises. When a staff member observes an electronic device in your possession, you will be asked to surrender it by putting it in a paper envelope, which will be turned into the Main Office. Your parent or guardian will then have to come and pick it up for you during school hours. Electronic devices are defined in the student handbook.
4. **Complete uniforms will be worn on a daily basis. Not only is it important to act professional, it is important to look professional.** A complete uniform includes: Chef Coat, Checkered Chef Pants/Skirt, Chef Hat or Chef Ball Cap (no team caps allowed), and heavy leather shoes (preferably black work shoes). ***Jewelry will not be permitted, this includes: earrings, rings, lip rings, eyebrow piercings, nose piercings, and any other piece of jewelry that could contaminate food if it were to fall in. False finger nails, nail polish/clear coating, and fingernails that exceed the tip of your finger will not be permitted. An automatic 4 point deduction to the daily work ethic grade will be the result of failing to adhere to this rule.***
5. **Pilferage/Theft from our shop is not acceptable, and will not be tolerated.** Theft is when you have something in your possession without having permission. This includes: taking food that is being prepared for service, taking items from the refrigerator/freezer, taking items from dry storage, stealing money from coffee sales and dining sales. Anyone caught stealing will be referred for disciplinary action to Administration. Consequences are outlined in the Student Handbook. It is very important that you learn the tastes of different foods; and I try my best to allow the students to try foods and possibly purchase some of the food that is prepared. With that being said, I don't want you to think that you will not be allowed to eat what you make, but I do want you to ask before you taste or take something.
6. **It is inappropriate to touch other students.** This includes: hugging, kissing, holding hands, snuggling, grabbing, punching, and any hands on contact that is not necessary to the Culinary Arts field. This is in place for the safety and respect of all students.

7. **Students are not allowed to be out of the shop and classroom areas unless given permission.**
This includes: Visiting other shops, staying in the cafeteria after your assigned lunch times, hanging out in the hallway or in the laundry area, and going to Social Studies early or staying late without permission. The teacher and teacher assistant are responsible for your well being, so it is important that we know where you are at all times. All students must check in with the teacher upon entering the school for attendance. If you do not, you may be marked absent or late.
8. **At RMCTC, safety is one of our main concerns, so please refrain from horseplay.** Horseplay is any action that causes a disruption from learning and jeopardizes the safety of other students.
9. **We have a beautiful facility at RMCTC so we need to respect the building and the equipment.**
You will be trained to properly use and clean and sanitize all equipment. Lockers and locker rooms will be kept clean and free of graffiti and food/candy. Trash will be placed in trash cans, not thrown on the floor or left on tables in the laboratory area and restaurant. This includes: candy/gum wrappers, broken pencils, notes, etc.
10. **Help us provide a positive learning environment by not being involved in bullying other students.**
Bullying is defined as: teasing, name calling, tormenting, beating, bashing, ganging up on someone, or inappropriate physical contact. Such behavior is unacceptable, and our goal is to refrain from this type of activity. It is important that all of us work together, especially since teams will rotate throughout the year; therefore, we can all learn the importance of working with other people.
11. **Have fun and try your best!** Your child will succeed in this program by following these rules along with the rules set forth in the RMCTC student handbook.

***** Please read over these rules and sign at the bottom acknowledging that both the student and parent/guardian have read and understand the expectations and rules of the Culinary Arts Program. By signing this form, you both understand that if any of the following rules are broken, appropriate disciplinary action will follow. Please understand that the rules and regulations followed at our schools are in place to allow the students to have a positive learning experience and are not meant in any way shape or form to hinder them from having fun while learning. Thank you, we are all looking forward to a wonderful 2016-2017 school year.**

Student Signature _____

Date _____

Parent/Guardian Signature _____

Date _____

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): A task list guides every RMCTC program. Tasks are evaluated on a 0-5 scale with a 4 or 5 considered proficient. 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

GRADE REPORTING (continued)

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.

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 **satisfactory** achievement.
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 **minimally satisfactory** 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 **unsatisfactory** achievement.
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

GRADE REPORTING (continued)

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.

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.

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.fcclainc.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 and sign up for the school Remind App before starting the job/internship. Any student who is 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 may 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 not scheduled, you can work additional hours if your employer allows you to work. Labor Laws need to be followed.
 - 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 or the first day, you are at RMTTC for the month**, you must report to the **Work Based Learning Office**, where you will sign in with Mrs. Hughes. Co-op students will record hours and earnings, and then return to your program area for the remainder of the school day. **Do not forget to bring your check stubs to record your hours and earnings!** Internship students will record hours. **If you miss two monthly 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. Upon your first week of work, obtain a contact number in case you need to call your supervisor.
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