



www.rmctc.org

Institutional Foods

Instructor: Stephanie Firing

sfiring@rmctc.org

Have Questions?
Reading Muhlenberg Career & Technology Center
2615 Warren Rd
Reading, PA 19604
Telephone: 610-921-7310

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 Parents,

I wanted to take the time to introduce myself. My name is Stephanie Firing, the new Institutional Foods (IFD) teacher here at the Reading Muhlenberg Career and Technology Center (RMCTC). I received my degree in Elementary Education and Special Education from Kutztown University. I have been a Special Education teacher for 12 years. Before beginning at the RMCTC, I worked as a Learning Support teacher and a Life Skills Support teacher for the Reading School District. While I loved working with my former students, I am excited to embark on a new journey here at the RMCTC.

I am looking forward to getting to know your child and helping them achieve their full potential. My goal is to help train and guide students towards a successful and meaningful career in the Service Occupations industry. The program already offers some great training for various jobs in the Service Occupations field and I hope to add more to the program to help diversify the training, thus making your student a more qualified employee.

I have high expectations for all students. I will work with each student on their level of need to ensure they are trained and ready to face the real world and employment. Students will be assigned areas within the program and are expected to work during their time at school. I will do my best to simulate a work environment. Students will get a short break during their "shift" and will be able to earn a reward at the end of the week for a job well done. Please encourage your student to come to school ready to learn, work, and succeed. Together we can help make your child a productive and successful member of society.

If at any time you have questions, suggestions, or concerns about the program, please feel free to contact me by email or phone. I am eager to watch your child grow and learn during their 3 years in this program.

Sincerely,

Stephanie Firing
RMCTC Institutional Foods Education Teacher
sfiring@rmctc.org
610.921.7300 EXT. 7425



Institutional Foods

- 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 Step Ladder – American Ladder
- Institute AHA – Heartsaver CPR/AED



Instructor – Ms. Stephanie Firing

Biography

Before starting at RMCTC, I worked as a Learning Support teacher and Special Education teacher for the Reading School District. While I loved working with my former students, I am excited to embark on a new journey at RMCTC. I have two children, a daughter and a son. As a family, we enjoy vacationing at the beach and going on hikes.

Education

Bachelor's Degree, Elementary Education and Special Education, Kutztown University

Certifications and Awards

Level II Teaching Certification from Pennsylvania Department of Education

Experience

Special Education teacher for the Reading School District for more than 11 years.

Hire Date

February 2020

Community Service

I have served as a Girl Scout leader.



Program Planning Tool

Program Title: Institutional Foods

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 Institutional Foods instructor prior to enrollment at RMCTC.
- IEP review and team meetings will occur each year throughout the student's enrollment to review student progress and determine any additional accommodations/needs or removal from the program.

Program Planning Tool



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

12.0508 Institutional Food Worker

100 - 100 Safety and Sanitation Procedures

101 - Wear and maintain culinary apparel.

103 - Lift and carry heavy objects up to 50 pounds.

104 - Prevent accidents and injuries in the foodservice industry.

105 - Follow emergency procedures for injuries and accidents.

106 - Explain and identify various fire suppression systems in the foodservice area.

110 - Review Safety Data Sheets (SDS) and apply their requirements in handling hazardous materials and describe personal protective equipment (PPE).

111 - Describe and apply SERV Safe certification requirements.

300 - The Food Industry

303 - Investigate professional organizations within the foodservice industry.

304 - Investigate career opportunities in the foodservice industry.

305 - Analyze the kitchen brigade system.

400 - Purchasing Receiving and Storage

401 - Follow procedures for purchasing receiving and storing of foodservice supplies.

402 - Label foodservice products for storage.

404 - Inventory foodservice supplies.

500 - Garde Manger (Cold Food Preparation)

503 - Create cold food plate presentations and displays.

504 - Prepare garnishes.

505 - Prepare cold hors d'oeuvres canapé's and appetizers.

506 - Prepare cold sandwiches.

508 - Classify types of cheese.

510 - Prepare categories and types of salads.

512 - Prepare salad dressings.

513 - Set-up maintain and breakdown salad bars.

514 - Classify and examine dairy products and dairy alternatives.

600 - Knife Skills

601 - Identify parts of a knife and practice knife skills.

602 - Perform knife cuts: bonnet julienne small/medium/large dice brunoise chiffonade and mince.

604 - Sharpen and hone knives.

605 - Identify various types of knives and their uses.

700 - Food Service Tools and Equipment

701 - Operate clean and sanitize large equipment.

703 - Operate clean and sanitize small equipment.

717 - Pass safety tests for all equipment.

718 - Identify and use hand tools and small wares.

800 - Standardized Recipes and Measurement

801 - Prepare food following standardized recipes within industry time limits.
804 - Cite US standard weight and volume measurement equivalencies.
805 - Measure ingredients using US standard weight and volume.
806 - Scale recipes.
900 - Nutrition
902 - Research dietary guidelines.
903 - Interpret food labels in terms of the portion size ingredients and nutritional value.
904 - Identify major nutrients their sources and functions.
907 - Research nutritional concerns food allergies/intolerances and dietary restrictions.
1000 - Breakfast Foods
1002 - Prepare eggs.
1003 - Prepare breakfast potatoes.
1004 - Prepare breakfast meats.
1005 - Prepare breakfast batters.
1006 - Prepare hot breakfast cereals.
1200 - Vegetables and Fruits
1201 - Identify and select vegetables and fruits in their market forms.
1202 - Prepare vegetables and fruits.
1206 - Peel cut and zest fruits and vegetables.
1300 - Pasta Grains Legumes and Potatoes
1301 - Prepare pasta grains legumes and potatoes using dry moist and combination cooking methods.
1600 - Seasoning and Flavoring
1601 - Identify herbs spices seasonings and condiments and their market forms.
1604 - Use herbs spices seasonings and condiments.
1605 - Evaluate foods for seasoning and flavor balance.
1700 - Stocks Soups and Sauces
1701 - Prepare and evaluate stocks and the use of bases.
1702 - Prepare and evaluate mother sauces small/derivative sauces and pan sauces.
1703 - Prepare and evaluate soups.
1705 - Prepare thickening agents.
1800 - Meat Poultry and Seafood
1801 - Fabricate red meat/pork.
1803 - Determine cooking techniques for retail cuts of meat poultry and seafood.
1804 - Prepare meat poultry and seafood recipes using dry moist and combination cooking methods.
1805 - Check for degrees of doneness.
1806 - Fabricate poultry.
1807 - Fabricate seafood.
1900 - Baking and Pastry Skills
1905 - Prepare quick breads.
1906 - Prepare pies and tarts.
1907 - Prepare fillings and toppings for baked goods.

1908 - Prepare yeast raised products.
1909 - Determine the function of baking ingredients.
1912 - Prepare and finish cakes.
1914 - Prepare cookies.
1916 - Prepare pate a choux products.
1917 - Prepare custards and puddings.
1919 - Prepare dessert sauces.
1920 - Create plated desserts.
2000 - Menus
2002 - Determine the methods for giving variety to a menu.
2004 - Create an a la carte restaurant menu with item descriptions.
2005 - Create menu formats.
2006 - Calculate food costs percentages and mark-up.
2100 - Back of House Operations
2102 - Set up operate and break down a ware-washing station
2110 - Set up operate and break down hot line stations.
2111 - Set up operate and break down garde manger stations.
2200 - Front of House Operations
2201 - Determine various types of service used in restaurants.
2203 - Perform duties of a host.
2204 - Perform duties of a beverage professional.
2205 - Perform duties of a cashier.
2206 - Perform duties of a server.
2207 - Perform duties of a food runner.
2208 - Perform side work duties.
2212 - Follow rules of table service.
2213 - Use sales techniques for service personnel including menu knowledge and suggestive selling.
2214 - Follow procedures for workflow between dining room and kitchen.
2215 - Provide customer service and customer relations.
2216 - Process guest checks.
2217 - Perform duties of a bus person.
2400 - Foodservice Information Technology
2402 - Investigate foodservice industry operations technology e.g. point of sale (POS) system.
2404 - Use industry communication technology such as email and social media.
2500 - Additional Hot Foods Preparations
2501 - Create hot food plate presentations and displays.
2502 - Prepare hot hors d'oeuvres and appetizers.
2503 - Prepare hot sandwiches.
2600* - EMPLOYABILITY SKILLS
2601* - Establish Career Goals.
2602* - Complete Job Application.

2603* - Compose Resume.
2604* - Prepare for Job Interview.
2605* - Compose Employment Letters.
2606* - Participate in Online Job Search.
2607* - Prepare Career Portfolio.
2608* - Determine Labor Cost and Percentages Including Employee Meals, Benefits, Fixed and Variable Labor Hours.
2609* - Define and Describe a Profit/Loss Statement and Assess How it is Used to Determine Profitability in a Foodservice Operation
2610* - Determine a Yield Percentage to Track Cooking and Carving Loss, and Determine the New Yield and Cost Per Pound.
2611* - ACF Supervisory Management
2612* - ACF Environmental Sustainability

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:

$$\begin{array}{r} \text{Work Ethic} \quad 40\% \\ \text{Knowledge} \quad \underline{60\%} \\ \hline 100\% \end{array}$$

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.

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.

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