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## **The Horticulture Program**

**CIP 01.0601**

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Have Questions?  
Reading Muhlenberg Career & Technology Center  
2615 Warren Rd  
Reading, PA 19604  
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# **READING MUHLENBERG CAREER & TECHNOLOGY CENTER**

## **MISSION STATEMENT**

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

## **VISION STATEMENT**

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

## **BELIEFS**

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



Dear Parent / Guardian:

My name is Amy Michalski and I would like to welcome your child to the Horticulture program at the Reading Muhlenberg Career & Technology Center. I am very excited to begin this journey with your child. It is my job to provide your child with the work ethic and professional skills needed to obtain and retain a job in the field of Horticulture.

All students are expected to complete daily assignments as well as work on hands-on projects. Your child must come to school with the desire to learn, excited about the possibilities in the horticulture field. Field trips, professional visits, and work-based experiences will be available as well as student run organizations. Upon graduation, students can work in entry-level positions or pursue secondary education in a vast amount of fields depending on their desire.

I will frequently call parents/guardians about students' progress as well as successes throughout the year. Please call or email me with questions and concerns, since the educational process is a partnership between the home and the school. You may call me at 610-921-7300, ext. 7418 or email me at [amichalski@rmctc.org](mailto:amichalski@rmctc.org)

Thank you for your support.

Sincerely,

Amy Michalski

Best Time to reach you: \_\_\_\_\_

Phone number: \_\_\_\_\_

Email: \_\_\_\_\_

Comments: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Date: \_\_\_\_\_



# Horticulture

- Discover the rewards of growing a variety of plants to feed your family and beautify your surroundings.
- Create unique floral designs for all occasions.
- Explore the many aspects of the landscape industry, including the operation of various types of equipment, development of water features, and the principles of landscape design.
- Become an innovative greenhouse grower specializing in production horticulture, aquaculture, and other sustainable environmental practices.



## Job Titles – Career Pathways

- 11-9011.01 Nursery and Greenhouse Managers 27-1023 Floral Designers
- 37-1012 First-Line Supervisors/Managers of Landscaping, Lawn Service, and Groundskeeping Workers
- 37-3011 Landscaping and Groundskeeping Workers
- 41-2031 Retail Salespersons
- 45-2092 Farmworkers and Laborers, Crop, Nursery, and Greenhouse
- LOCAL Gardening Helper

**CTC knowledge transfers to college credits at:**  
 Harrisburg Area Community College  
 Pennsylvania College of Technology  
 Westmoreland County Community College

## Student Certifications

NOCTI – National Occupational Competency Testing Institute Certification  
 \* Applied Horticulture  
 OSHA Safety Certification



## **Instructor – Mrs. Amy Michalski**

### **Biography**

I am a graduate of Reading High School and Reading Muhlenberg CTC in Horticulture. While in high school I discovered my love for all things Horticulture. I loved making flower arrangements, planting seedlings and working with my hands on projects outside like my family pond. During my career I noticed how much I enjoyed teaching others things I had learned in Horticulture and decided to make a full circle and come back to where it all began at RMCTC. I am married and have 2 children that keep me busy in their out of school activities.

### **Education**

Bachelor of Science, Ornamental Horticulture/Floriculture from Delaware Valley University

### **Work Experience**

I started my career with Co-op through RMCTC at Riverview Gardens and Gifts. I worked there for 10 years and grew as a florist and sales associate for the garden center and landscaping. I continued my love for horticulture by working at Royer's Flowers and Gifts as a manager in training, later working my way through the company at various locations as an assistant manager and manager. Starting back at RMCTC in 2021 helping as an instructional assistant in many classrooms including Horticulture.

### **Hire Date**

2024 (Horticulture Instructor) 2021 (Para-professional)

### **Community Service**

I have donated my time to various organizations throughout the years. I am the FFA advisor to the students that I teach, we do various community activities as well as local competitions.



## Program Planning Tool

Program Title: HORTICULTURE

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. These include: OSHA 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 full time 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 through using learning guides in a self-directed manner.
- Working in the laboratory, students will be required to climb ladders and also use hand tools, power tools, power lawn care equipment & chemicals. Students will be required to properly handle and dispose of waste materials. This requires self-discipline and strict adherence to rules to ensure safety of self and others. The laboratory simulates a real working environment therefore students will be exposed to the noise levels, dust, debris, and fumes associated with the profession.
- 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.
- Participate in Career & Technical Student Organizations including HBA, 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 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 internet programs and technical manuals. Most textbooks are written at a 10th to 11th grade level and most technical manuals are at a higher reading level.
- 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.

## Program Planning Tool



CTE Requirements	Present Educational Ability/Level	Support Needs
<p><b>Program Completion</b> – 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><b>Reading &amp; Language Arts Level</b>- Text and manuals written on a 10<sup>th</sup> - 11<sup>th</sup> grade reading level. Proficient on end-of-course exam (Keystone). Must have ability to read and comprehend work related documents and landscape plans. NOCTI assessment and industry certification exams require proficiency in English language skills.</p>		
<p><b>Math Level</b> - At grade level and proficient on end-of-course exam (Keystone). Knowledge of arithmetic, algebra, geometry and their applications. Ability also needed to estimate and measure sizes, distances, and quantities; and determine time, costs, resources, and materials needed to perform a work activity.</p>		
<p><b>Aptitude</b> – Problem solving/diagnostic skills. Mechanical aptitude. Oral comprehension and expression, active listening, analytical thinking, and attention to detail. Artistic ability.</p>		
<p><b>Safety &amp; Physical</b> – Manual dexterity, multi-limb coordination while standing, sitting or lying down, arm-hand steadiness and finger dexterity. General body coordination and stamina that requires considerable use of arms, legs and whole body. High degree of self-discipline and focus needed for safety around moving equipment, hand tools, power tools and other equipment found in the industry. Physical strength and stamina with the ability to lift 50 lbs. overhead. Ability to work in all weather conditions, work independently, have good eye/hand coordination, color discrimination, no fear of heights or working in closed spaces.</p>		
<p><b>Interpersonal/ Social</b> - Ability to relate well to customers and coworkers; ability to work independently and as a team member; self-discipline a must due to safety issues; listening to what people are saying and understanding the points being made.</p>		
<p><b>Other Occupational/Program Considerations</b> - Learning and work environment includes use of various chemical and plant and landscape materials where students will be exposed to smells, dust, dirt and debris, loud and sometimes startling noises, ongoing background noise, moving people and equipment, working inside and outside/environmental factors. Stamina and strength needed for lifting and prolonged standing, stooping, bending.</p>		



## 01.0601 - Horticulture

### 100 - SAFETY

101 - Follow all general safety, laboratory safety and field-site safety practices and procedures in horticulture.

102 - Follow all OSHA safety standards for the horticulture services industry.

103 - Follow procedures written in the Safety Data Sheet (SDS) information system.

104 - Operate horticulture equipment.

105 - Select the proper protective clothing and equipment.

### 200 - SAFE AND PROPER PLANT HEALTH CARE PRACTICES

201 - Control weeds, insects, and plant diseases.

202 - Interpret horticulture product labels.

203 - Formulate quantities of horticultural products used in plant health care.

205 - Investigate the concept of plant health care, e.g., disease, nutrients.

206 - Distinguish the components of an integrated pest management program including the effects of chemicals and pesticides on the

207 - Analyze various horticultural pests including their signs and symptoms.

209 - Prepare for PA Pesticide Certification.

### 300 - BASIC BOTANY

301 - Describe the process of photosynthesis, respiration, translocation, and transpiration.

302 - Compare plant cell structure, organization, and function.

303 - Compare plant structures and explain their functions.

304 - Analyze conditions essential for seed germination.

305 - Explain the environmental factors that affect the growth and development of a plant.

306 - Distinguish between sexual and asexual plant reproduction.

307 - Analyze plant nutrient requirements.

308 - Describe the nutrient cycles.

309 - Classify plants and use appropriate binomial taxonomic terminology.

310 - Describe techniques used to control environmental factors.

311 - Describe how weather and climate impact growing conditions and plant selection.

### 400 - HORTICULTURE BUSINESS OPERATIONS

403 - Develop a horticultural business plan.

404 - Analyze pricing and mark-up techniques.

406 - Research vendors to obtain product information.

407 - Perform appropriate customer and client relationship attributes.

409 - Analyze record keeping system to determine best management practices.

### 500 - SOILS AND FERTILIZER

501 - Compare soil/media characteristics.

502 - Analyze soil and/or plant nutrients.

503 - Describe soil management techniques.

504 - Conduct proper soil sampling techniques.

505 - Test soil for pH, texture, macronutrients, and soluble salts.

506 - Interpret commercial soil test reports.

507 - Describe criteria for selecting fertilizers and soil amendments.

508 - Describe factors influencing fertilizer application.

512 - Compare current issues regarding plant and soil management that impacts agronomic and horticultural practices.

513 - Analyze microbial life and its effects on soil.

### 600 - SUSTAINABLE HORTICULTURE

601 - Investigate different methods of sustainable horticulture.

602 - Compare sustainable watering and fertilizing techniques to conventional techniques.

603 - Compare sustainable plant material selection to conventional plant material.

604 - Recycle horticultural waste.

### 700 - HORTICULTURE TECHNOLOGY

701 - Explain the uses of technologically altered plants.

704 - Research advanced and emerging technologies in horticulture.

705 - Perform a point of sale (POS) transaction.
800 - HISTORY AND CURRENT STATUS OF HORTICULTURE
801 - Describe major historical developments in the field of horticulture.
802 - Compare/contrast the effect human beings have had on various plant species.
803 - Determine how development of certain plant species has affected cultural development.
804 - Describe the role horticulture plays in the economy of the state and nation.
806 - Critique the impact that botanical gardens, public parks, and plants have on people in a society.
900 - PLANT IDENTIFICATION
901 - Outline the proper use of plant material in various segments of the horticulture industry.
902 - Determine the impact of environmental factors on plant materials.
903 - Analyze characteristics of various plant categories including woody and herbaceous plants in the horticulture industry.
904 - Identify 100 plants used in the horticulture industry by horticultural reference/botanical reference (70 to be deciduous, evergreen, annuals, perennials, and house plants)
1000 - HORTICULTURAL CAREERS AND OPPORTUNITIES
1001 - Describe careers and working conditions in the horticulture industry.
1002 - Perform job readiness skills needed in the horticulture industry.
1003 - Research horticulture industry certifications.
1004 - Explore postsecondary opportunities.
1100 - HORTICULTURAL PATHWAYS
1101 - Apply concepts of landscape, hardscape, or floral design.
1102 - Create various horticulture designs.
1103 - Calculate measurements, areas, and volumes of horticulture designs.
1104 - Interpret landscape design, symbols, and abbreviations.
1105 - Transplant various types of plant material.
1106 - Prune various types of plant material.
1107 - Describe the characteristics of lawn/turfgrass installation and maintenance.
1108 - Describe the characteristics and features of various types of growing structures.
1109 - Prepare plant material for marketing or sales.
1110 - Recognize non-traditional growth and propagation of various plant materials. (examples may include but are not limited to: hydroponics, aquaponics, aeroponics, and tissue culture)
2500* - EMPLOYABILITY SKILLS
2501* - Establish Career Goals.
2502* - Complete Job Application.
2503* - Compose Resume.
2504* - Prepare for Job Interview.
2505* - Compose Employment Letters.
2506* - Participate in Online Job Search.
2507* - 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](http://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.*



## Horticulture

### Horticulture Shop Rules

#### Classroom/Shop Area

1. No student will leave the shop without the Instructor or Instructional Assistant's permission.
2. Be respectful to the Instructor, Instructional Assistants, and other students.
3. If you are absent it is your responsibility to obtain your make up work.
4. Proper uniform should be worn when required.
5. Instructor desks, cabinets and computers are off limits to students.
6. Cell phones are not permitted to be used while in the shop setting.
7. Follow safety protocols at all times.

#### Greenhouse

1. No sitting or standing on greenhouse benches.
2. Greenhouse hoses are to be rolled and hung properly after use.
3. Tools are to be put away in their proper place each day.
4. All areas are to be cleaned at the end of each use.
5. No student should touch any greenhouse controls.

#### Outdoor Grounds Rules

1. You are permitted outside only if the task you are working on takes you there.
2. After a task, all tools and equipment are to be returned to their proper place and the work area must be cleaned.
3. You are not to be outside alone, you must have a partner and you are required to take a radio for communication.

Reminder all rules of the RMCTC discipline code will be enforced.

I have read these rules and have had them explained. I understand the consequences for breaking these rules – be it a verbal warning, demerits in accordance with the discipline code, written reports, or being sent to the office.

Student signature and Date

Parent signature and Date



## **Policy for Personal Belongings in Horticulture**

When entering the classroom please place your belongings inside your locker. These include coats, book bags, cell phones and anything you may be carrying. This policy is to ensure that YOUR personal belongings are kept safe and secure.

Cell phones are to be turned off and placed in your lockers. Keeping them in your pockets is not acceptable. If they are seen you will be asked to put them away. If seen a second time you will be written up and face administration discipline.

This policy is not only for our classroom but is school wide. Please follow these rules and we will have a great year.

Thank you,

Amy Michalski  
Horticulture Instructor

I have read these rules and had them explained to me.

Student Signature and Date

Parent/Guardian Signature and Date



## Horticulture Uniform Policy

Horticulture students are required to wear a uniform on a daily basis. Students are given a t-shirt with their last name printed on the back. It is required to wear long pants and closed toed shoes. No flip flops or sandals. These closed toed shoes can be kept in the students' locker. Students are also able to wear our student organization FFA logo wear. These items are given to the students yearly and can be worn in place of a shop shirt.

T-shirts that are given to the students are washed weekly by the laundry service in the building. If a shirt needs to be replaced please notify myself or the instructional assistant of the issue and we will do our best to replace it.

Students who do not comply with this policy are subject to the punitive policies of the RMCTC dress code as well as a lowered daily work ethic grade.

Thank you,

Amy Michalski

Horticulture Teacher

Student's Name: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_



## Horticulture

### Grading System

The grade you receive in the class will be based on two basic areas:

1. Work Ethics
2. Knowledge

**Work Ethics** This portion of your grade counts as 40% of your total grade. This grade is derived from a daily grading system. I will base your work ethic grade on a scale of 0 – 10. You will start each day with 10 points and points will be deducted according to violation to safety practices, poor workmanship, etc.

Points will be deducted for the following violations:

#### SAFETY VIOLATIONS:

1 <sup>ST</sup> Warning	5 points
2 <sup>nd</sup> Warning	10 points

#### OTHER VIOLATIONS

Wasting Time 1 <sup>st</sup> Warning	3 points	Will not work with others	2 points
Wasting Time 2 <sup>nd</sup> Warning	5 points	Not reliable or dependable	2 points
Failure to clean up	5 points	Wasting Materials	3 points
Foul Language	3 points	Purposely-destructive	5 points
Off Task	3 points	Improper Use of Tools	2 points
Disruptive Behavior	3 points	Absent	10 points
Dangerous Work Habits	10 points	Sitting at the teachers desk	10 points

**Knowledge** The knowledge portion of your grade is derived from test, assignment and project averages. This will count as 60% of your grade. Tests, assignments and projects will be given at regular intervals throughout the school year. Homework assignments, which are not handed in, will count as failures. Tests, which are not made up will also count as failures. It is your job to do the assignments and be sure to take the tests.

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

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

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

Parents / Guardian Signature and Date

Students Signature and Date

08/2010

## 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 student information system 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 inquiries or concerns.

### Interpreting a Grade:

**Work Ethics Grade (40%):** Each school day, every student receives a Work Ethics or daily grade. Criteria that compromise these grades are safety, student behavior, preparation/participation, productivity or time on 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 student’s 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 can reflect a deduction in points earned for that class period. 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 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.

Student grades will be reflected as a percentage, and will be reported directly to the student’s sending school to be added to the report cards.

Final Grade average is based on the student’s four (4) numerical marking period grades.

If a student has three (3) marking period grades of “F” consideration will be given 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 may be asked to select a new program or return to the sending school on a full-time basis.

The individual teacher must evaluate each student's achievements 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 failures. **Blatant refusal** to attempt or to complete a significant number of course requirements may lead to poor performance and possible removal.

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 direction, 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 failing student **has not reached necessary 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.**

**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. 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 are 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 students' 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.

**Makeup Work for Absences:** Students have the opportunity to make-up schoolwork due to an illness/being absent from school. Students must submit make-up work within the following timelines:

1. One (1) to three (3) days excused absence – five (5) school days to complete assigned work.
2. Four (4) or more days excused – ten (10) school days to complete assigned work. All work missed through unexcused absences will be graded zero (0).

**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. Students will also receive a report card from RMCTC reflecting their program grade and Social Studies grade, where applicable. In addition, grades are available on the parent portal.

**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.

# Horticulture

## Work Ethic

### Going Above and Beyond

1 point

- Helping teacher
- Over-achieving
- Top-notch effort

### Exhibiting Leadership

1 point

- Manager
- Helping students with tasks

### On time for class

1 point

- In class on time

### In uniform (1 point for each piece)

3 points

- Program shirt
- Pants
- Closed-toed shoes or work boots

### Time On Task (See Descriptions)

4 points

- On-task & working entire session 4 points
- Student takes unauthorized breaks and socializes outside of job area 3 points
- Head down & sleeping during theory, but works during lab 2 points
- Student is sleeping and/or on phone during the majority of class 1 point
- Student slept entire class, disengaged, on phone, did not complete any tasks during the day 0 points

## 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.

### National Technical Honor Society (NTHS)



[www.nths.org](http://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.

### The FFA



[www.ffa.org](http://www.ffa.org)

FFA is an association of agriculture students dedicated to making a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. Any student enrolled in the horticulture shop is eligible for membership. Students have the opportunity to compete at a district, state and national level. Our motto is: Learning to Do, Doing to Learn, Earning to Live, Living to Serve.

## **Home Builders of America (HBA)**



<http://www.pabuilders.org/>

The purpose of the HBA Student Chapter Program is to give students first hand exposure to the “real world” of the building industry and an invaluable complement to their academic studies.

## **READING-MUHLENBERG CAREER & TECHNOLOGY CENTER**

# 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 **disciplinary 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. 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