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## **The Carpentry Program**

**CIP 46.0201**

Instructor: Stephen Weber

[sweber@rmctc.org](mailto:sweber@rmctc.org)

Have Questions?

Contact: Mr. Mark Tobias – School Counselor  
Reading Muhlenberg Career & Technology Center  
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Reading, PA 19604  
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Email: [mtobias@rmctc.org](mailto:mtobias@rmctc.org)

# **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:

It gives me great pleasure to welcome your child to the Carpentry program at the Reading Muhlenberg Career & Technology Center. When I was deciding on my career path, I also chose the Carpentry program at the Reading Muhlenberg CTC, graduating in 1973. Upon graduation, I completed my four-year apprenticeship through the Home Builders Association of Berks County, and since then I have made many contacts with various carpenters in the community.

Throughout my teaching career, I have realized it is evident that the parents play an important role in their child's success. I encourage you to continue to be involved with your child as they progress through the Carpentry program. I realize, with your busy schedule, it is difficult to attend meetings with your child's teachers. However, I will make myself available if you would like to schedule an appointment. You can contact me at the school by calling 610-921-7300 or emailing [sweber@rmctc.org](mailto:sweber@rmctc.org).

During the first few days of the school year, you can expect your child to bring a green notebook home, which will include important information for the school and Carpentry program that must be reviewed and completed by you. All of these forms must be returned within the first week of school. Below is a list of additional items that I will review with your child, which are relevant to the Carpentry program. Please feel free to contact me if you have any questions.

- Student Handbook (three forms must be signed in the back of the book)
- Student Information/Medical Card (main office)
- Tool Checklist (equipment and power tools students will use in class)
- Shop Information Form (print on the front side-write on back your hobbies and why you chose carpentry)
- Job Application
- Excuse Blanks
- Dress Code for Carpentry Program
- Tool Care Policy
- Clean-up Assignment Description

## Course Curriculum:

### First-year students

#### **1<sup>st</sup> Quarter:**

Theory – general safety, measuring, basic math and hand tools

Shop Projects – stool, small tray (hand tool operations), glass cutting, wood finishes

#### **2<sup>nd</sup> Quarter:**

Theory – basic math (cont'd), miscellaneous equipment, lumber, materials and fasteners

Shop Projects – frame project (wood joints)

#### **3<sup>rd</sup> Quarter:**

Theory – power tool safety, plan reading

Shop Projects – individual power tool safety tests, construct a small plaque

#### **4<sup>th</sup> Quarter:**

Theory – layout a building on site, ladder, scaffold safety

Shop Projects – power tool safety (cont'd), customer projects

### Second-year students

Theory and shop projects combined – Introduction to Residential Construction, Laying out a Building on the Site, Footing and Foundation Forming/Pouring, Floor and Sill Framing, Wall and Ceiling Framing, Roof Framing, Roof Finishes, Insulation and Installing Dry Wall.

### Third-year students

Theory and shop projects combined – Interior and Exterior Trim, Wall and Ceiling Finishes, Door Installation and Cabinet Installation

I am really interested in sharing my expertise with your child. The carpentry trade has provided me with the skills and knowledge to earn a comfortable living. The effort your child puts forth will open a variety of opportunities within the carpentry field. I am looking forward to having a successful year with your child.

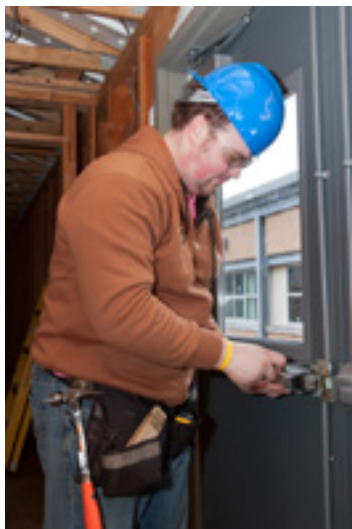
Thank you!

Sincerely,

Stephen M. Weber  
RMCTC Carpentry Teacher

# carpentry

- Construct buildings and structures for residential housing.
- Remodel and restore existing homes and businesses.
- Discover how to manage construction jobs from beginning to end and coordinate and schedule subcontractors and material deliveries.
- Operate tools and equipment to build structures from a variety of materials such as wood, steel, vinyl, and concrete.
- Travel to different work sites, meet new people, employers, and customers, and work both indoors and out to complete structures and learn about the construction industry.



## Job Titles – Career Pathways

- 47-2031.00 Carpenters
- 47-2031.01 Construction Carpenters
- 47-2031.02 Rough Carpenters
- 47-2061 Construction Laborers
- 47-2081 Drywall and Ceiling Tile Installers
- 47-2181 Roofers
- 47-3012 Helpers — Carpenters



## CTC knowledge transfers to college credits at:

Clarion University of Pennsylvania  
Commonwealth Technical Institute  
Delaware County Community College  
Harrisburg Area Community College  
Johnson College  
Orleans Technical Institute  
Pennsylvania College of Technology  
Thaddeus Stevens College of Technology  
Triangle Technology

## Student Certifications

NOCTI – National Occupational Competency Testing Institute Certification  
\* Carpentry  
OSHA Safety Certification  
PBA – Pennsylvania Builders Association

## Accreditations

PBA – Pennsylvania Builders Association



## **Instructor – Mr. Stephen Weber**

### **Biography**

This occupation offers the enjoyment of working outside and meeting new people. Every day people in the construction industry are offered a new opportunity to work on a different job. I began working in the construction industry when I was 15 years old. I enjoy working with my hands to create new projects and continue to work in the trade in addition to my teaching position. I feel it is a very rewarding and well-paying occupation. I am a graduate of the same program which I teach today. I have always enjoyed working with students through teaching and coaching. I really enjoy sharing the information and skills that I have learned in the field with young people.

### **Education**

Vocational Instructional II Teaching Certification, Temple University  
Journeyman's Papers, Berks County Home Builders Association

### **Certifications and Awards**

Completion of Department of Labor Carpenter's Apprentice Program

### **Work Experience**

Goggle Works Instructor/Woodshop Coordinator  
Teaching HBA Carpenter Apprentice program  
Baldwin Hardware Manufacturing  
K Builders  
O'Brien Construction  
Calumet Company  
Berks Excavating

### **Hire Date**

1981

### **Community service**

HBA Student Chapter  
HBA Education Committee Chairman



## Program Planning Tool

Program Title: CIP 46.0201 CARPENTRY

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: Pennsylvania Builders Association, OSHA, Corian Installation and Vinyl Siding Institute Certifications.
- 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 a variety of hand and power tools that will include hammers, jacks, routers, levels, planes, chisels, files, power saws, power drills, jointers, power sanders, lathes, radial arm saws, drill presses, and pneumatic tools.
- Students will also be required to use ladders and scaffolding. Using this equipment 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 carpentry 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 textbooks and technical manuals. Most textbooks are written at a 10th to 11th grade reading level and most technical manuals are written at a higher level.
- Complete homework on time. Homework typically involves chapter or workbook assignments, and writing assignments.
- Purchase appropriate work and safety attire, tools, and equipment. Following is an estimated breakdown of costs: UNIFORM: \$25.00 TOOLS: \$45.00



## 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). Ability to read and interpret technical manuals, blueprints and product literature. Ability to study specifications in blueprints, sketches or building plans to prepare project layout and determine dimensions and materials required. NOCTI assessment and industry certification exams require a 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 to do precise measuring and dimensioning according to blueprints and building plans. Ability to estimate sizes, distances, and quantities; and determine time, costs, resources, and materials needed to perform a work activity. Ability to apply construction geometry; calculate board and square feet; convert fractions, decimals, and percents; simplify measurements. Ability to use math to solve problems.</p>   |                                   |               |
| <p><b>Aptitude</b> – Mechanical, active listening, critical thinking, and spatial relations. Effective communication skills when speaking and writing, problem solving/troubleshooting and the ability to work independently and as part of a team.</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> – Giving full attention to what others are saying and understanding directions, and adjusting actions in relation to the actions of others. Ability to work independently and in a team.</p>  |                                   |               |
| <p><b>Other Occupational/Program Considerations</b> - Teamwork, excellent measuring skills, Learning and work environment with several sensory inputs, including various chemical and wood smells and dust, dirt and debris, loud and sometime startling noises, ongoing background noise, moving people and construction equipment, small spaces, interior or exterior work factors/environmental factors, scaffolding and ladders.</p>  |                                   |               |





# 46.0201 Carpentry/Carpenter Carpentry

## **Core Tasks in Carpentry**

- Complete basic safety module (CORE).
- Complete introduction to construction math module (CORE).
- Complete introduction to hand tools module (CORE).
- Complete introduction to power tools module (CORE).
- Complete introduction to blueprints module (CORE).
- Complete basic rigging module (CORE).
- Complete basic communication skills module (CORE).
- Complete basic employability skills module (CORE).

## **Level One Carpentry Fundamentals**

- Complete orientation to the trade.
- Describe building materials, fasteners and adhesives.  
Use hand and power tools.
- Demonstrate knowledge of reading plans and elevations.
- Demonstrate knowledge of floor systems.
- Demonstrate knowledge of wall and ceiling framing.
- Demonstrate knowledge of roof framing.
- Complete introduction to concrete.
- Demonstrate knowledge of windows and door systems.
- Demonstrate knowledge of stair systems.

## **Frame and Finishing**

- Describe roofing applications
- Describe thermal and moisture protection.
- Describe exterior finishing.
- Describe cold-formed steel framing.
- Demonstrate drywall installation.
- Demonstrate drywall finishing.
- Describe doors and door hardware.
- Describe suspended ceilings.
- Describe window, door, floor and ceiling trim.
- Demonstrate cabinet installation.
- Demonstrate cabinet fabrication.

## **Site Preparation and Layout**

- Determine factors needed to be considered before the start of a building project.
- Demonstrate the ability to properly acquire a building permit.
- Determine location of utilities, physical features and initiate PA one call.
- Demonstrate the ability to establish elevations and grades from benchmarks using a transit level.
- Demonstrate the ability to stake out a building foundation using the Pythagorean theory.
- Demonstrate the ability to properly erect batter boards.

## **Footings and Foundations**

- Demonstrate the ability to determine footer type.
- Demonstrate the ability to properly use leveling instruments.
- Demonstrate the ability to establish footer lines and elevations.
- Demonstrate the ability to layout and construct forms.
- Demonstrate the ability to layout and construct footers.
- Demonstrate the ability to layout foundations.
- Demonstrate the ability to layout and construct forms for concrete slabs.
- Demonstrate the ability to properly install reinforcing bars.
- Demonstrate the ability to properly erect vertical and horizontal framework.
- Demonstrate the ability to properly understand different tilt-up wall panels.

## **OSHA**

- Complete OSHA training.

## **Employability Skills**

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

# STUDENTS OCCUPATIONALLY & ACADEMICALLY READY



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

## TO QUALIFY CTC STUDENTS MUST:

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

Find out more about the colleges offering course credits you can earn while attending RMCTC. Go to [collegetransfer.net](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.*

Dear Parent/Guardian:

In order to safeguard the physical well-being of our students, it is sometimes necessary to require appropriate personal safety equipment and clothing to be worn by our students while they are attending their training programs at our school.

Some safety equipment can be supplied by the school and some must be supplied by the individual student.

Safety glasses and goggles, ear protection, safety headgear are supplied by the school to each student who required that equipment.

Student work shoes and appropriate clothing are not supplied by the school and must be purchased by the individual student for his/her personal safety.

The clothing listed on the attached sheet is required for active participation in your son's/daughter's instructional program.

If a student is not properly attired for his/her instructional activity, the daily performance grade will suffer. Eventually, a student may fail his/her course due to inappropriate dress. Please see the STUDENT HANDBOOK under "Dress Code" section for additional information.

Thank you for your cooperation.

Sincerely,

Stephen M. Weber  
RMCTC Carpentry Teacher

## READING MUHLENBERG CAREER & TECHNOLOGY CENTER

### Mandatory Dress Code for Carpentry

#### 1. Shirts

- a. Shop uniform shirt (Provided by the school)
- c. Hooded sweatshirt for cold weather on construction site

#### 2. Pants

- a. Bib-type carpenter overalls
- b. Standard work pants
- c. Shirts and pants must be laundered a minimum of once a week. Torn clothing must be repaired.

#### 3. Shoes

- a. Low or high cut work shoes with neoprene crepe rubber soles

#### 4. Glasses

- a. Safety glasses to be worn at all times (On loan to the student from the school)
- b. Prescription glasses to be safety glasses

#### 5. Hats

- a. Hard hats shall be worn on construction site. (On loan to the student from the school)

#### 6. Hair

- a. Hair must be contained in a cap if long (teacher discretion)

#### 7. Tools

- a. Nail apron (On loan to the student from the school)
- b. Foot rule (On loan to the student from the school)
- c. Pencils (student must provide)
- d. 25' tape measure (On loan to the student from the school)
- e. 16 oz. curved claw hammer (On loan to the student from the school)

## POLICY FOR CARE OF TOOLS AND EQUIPMENT IN THE CARPENTRY PROGRAM

In order to perform your work safely in the Carpentry program it is necessary for you to wear the proper safety equipment. Some of this equipment you will have to supply in the form of work clothes and work boots. The rest of the safety equipment you will borrow from the school – a hard hat and safety glasses.

The hat and glasses that are loaned to you are used from one year to the next; therefore, they must be kept in good condition in order for me to pass them on to the student who will follow you next year. It is your responsibility to take care of and maintain this equipment while it is in your possession.

If you personalize the equipment by scratching names in it, covering it with stickers or damaging it through misuse, you will have to pay the price of replacement for the item that has been damaged.

I am sure that you would like to have clean tools and equipment for your use while you are in the program – please think about the students who follow you in this program and try to provide neat equipment for them to use. Also, by being responsible in the care of the equipment, you will be showing an appreciation of the program and facilities that your parents work hard to provide for you.

READING MUHLENBERG CAREER & TECHNOLOGY CENTER

CARPENTRY

Dear Parent/Guardian:

As part of the safety programs in the Carpentry program, your son/daughter will be instructed in the use of various power tools. After instruction has been completed, each student will be asked to perform operations on these tools as specified on a safety checklist while under the instructor's direct supervision. Until these safety checkouts and instruction have been completed, the student will not be allowed to operate the machinery.

If there are any tools that you wish your child wouldn't use, please indicate this by putting a check beside the tool(s) in the list below.

Also, each checklist will be sent home with your son/daughter for your approval and signature.

Thank you for your time in reviewing this list and checklists to follow.

Sincerely,

Stephen M. Weber  
Carpentry Teacher



\_\_\_\_\_ RADIAL ARM SAW

\_\_\_\_\_ PORTABLE POWER SAW

\_\_\_\_\_ JOINTER

\_\_\_\_\_ BAND SAW

\_\_\_\_\_ ROUTER

\_\_\_\_\_ RELATED HAND TOOLS

\_\_\_\_\_ JACK HAMMER

\_\_\_\_\_ SCAFFOLDS

\_\_\_\_\_ PORTABLE ELECTRIC DRILL

\_\_\_\_\_ DISC SANDER

\_\_\_\_\_ THICKNESS PLANER

\_\_\_\_\_ TABLE SAW

\_\_\_\_\_ JIG SAW

\_\_\_\_\_ PANEL SAW

\_\_\_\_\_ HAMMER DRILL

\_\_\_\_\_ LADDERS

\_\_\_\_\_ SAWS ALL

\_\_\_\_\_ COMPOUND MITER SAW

\_\_\_\_\_ ROOF

\_\_\_\_\_ HAND SANDER

\_\_\_\_\_ GRINDER

\_\_\_\_\_ SPINDLE SANDER

PARENT/GUARDIAN SIGNATURE

\_\_\_\_\_

STUDENT SIGNATURE

\_\_\_\_\_

DATE

\_\_\_\_\_

## SHOP CLEAN-UP ASSIGNMENTS

|                      |   |
|----------------------|---|
| <u>Floater</u>       | Fills in and does the job of any student who may be absent or unable to do his/her clean-up assignment.   |
| <u>Restroom</u>      | Sweep floor, fill towel and paper holders.  |
| <u>Lumber</u>        | Organize lumber bins, pick-up loose lumber lying around the shop and put it in the proper lumber bin.   |
| <u>Under benches</u> | Take a dust brush and push broom and pull all of the dirt and loose lumber out from under the work benches; go around the perimeter of the shop, sweep this dirt into a pile and pick it up with a dust pan and brush.  |
| <u>Empty trash</u>   | <p>There are six (6) trash cans or bins in the carpentry area. They are located:</p> <ul style="list-style-type: none"><li>* in the restroom</li><li>* next to the Bradley (bird bath)</li><li>* behind teacher desk</li><li>* under the bench beside both radial arm saws</li><li>* beside table saw</li></ul> <p>These containers must be emptied into the dumpster at the end of the loading dock behind the carpentry shop.</p> |
| <u>Theory room</u>   | Sweep floor, wipe off tables and arrange the chairs.  |
| <u>Shop floors</u>   | It is your job to sweep the dirt, dust and lumber from the floor in the shop area. Pick it up and either dispose of it or put usable lumber in the proper lumber bin or area.   |
| <u>Desk area</u>     | Students are not normally allowed behind the instructor's desk but when your assignment is the desk area, you may go back there and brush off the book cases and sweep the floors behind the instructor's desk area.  |
| <u>Machines</u>      | You will put all of the accessories for each machine away or in proper order. Clean the top of the machine and clear away any dirt or dust from under and in the machine – pick it up and dispose of it in a trash container.   |
| <u>Locker area</u>   | Dust the top of the lockers first then sweep the floor in the locker area, entry area and under the drawing tables. Push it into a pile then pick it up with a dust pan and brush and put in a trash container.   |
| <u>Clean benches</u> | You will put all tools and equipment on the benches away and dust off the bench tops.   |
| <u>Sink area</u>     | You will fill towel racks, clean the sink, fill the soap and sweep the floor around the Bradley (bird bath). Push the dirt on a pile and pick it up with a dust pan and brush then put in a trash container.  |

## GRADE REPORTING

**Purpose:** The intent of this grading procedure is to provide a student grade that accurately reflects student achievement. Progress will be measured in the areas of work ethics, and knowledge. All activities and assessments that are required as the student progresses through their skills (learning guides) will be reflected within the knowledge grade. Students will be evaluated according to established program standards on an individual basis. The ClassMate grading software automatically calculates student grades using the following formula:

Work Ethic 40%  
Knowledge 60%  
100%

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

**Interpreting a Grade:** The two levels of evaluation are described below:

**Work Ethics Grade (40%):** Each school day, every student receives a Work Ethics or daily grade. Criteria that comprise these grades are safety, student behavior, preparation/participation, productivity or time on task, professional appearance and extra effort. The Work Ethics grade range is based on a 0 to 10 model that students may earn each day depending on how many criteria they satisfactorily meet.

**NOTE: Impact of Absenteeism, Tardiness/Early Dismissals** - The direct effect of absenteeism on a students' grade will be through the Work Ethic component of the grading formula. If a student is Tardy or has an Early Dismissal the Work Ethic grade will automatically be defaulted to a five (5) from a possible ten (10) points. The instructor may change this value as they see fit.

**Knowledge Grade (60%):** Throughout the marking period, a student's cognitive knowledge about various career-specific topics will be evaluated and recorded by the instructor. Examples of knowledge activities include: lab/shop assignments, homework, quizzes, tests, and research activities. The Knowledge grade range is based on actual points earned divided by the total accumulative points.

**Task tracking:** For the purpose of students earning a job title associated with their program are, teachers track students' skill/task work. Teachers identify specific criteria to evaluate each task performed, ranging from a 0 to 5 (not completed to mastery). Students must earn a 4 or 5, in order to credit the task towards earning the specific job title. Students have the opportunity to revisit a task multiple times until successfully receiving credit. The job titles a student earns will be listed on the student's RMCTC certificate that is awarded at Senior Recognition Night.

## GRADE REPORTING (continued)

### **CTC Letter Conversion Table Grade Letter**

100 – 97 A+  
96 – 93 A  
92 – 90 A-  
89 – 87 B+  
86 – 83 B  
82 – 80 B-  
79 – 77 C+  
76 – 73 C  
72 – 70 C-  
69 – 65 D  
64 – under F

Final Grade average is based on the student's four (4) numerical marking period grades. The final average will directly align to the letter conversion table listed above.

If a student has three (3) marking period grades of "F" the teacher shall give appropriate consideration to that student not passing for the year. If a student is on an **upward trend** at the end of the school year, this **may** justify having the student pass for the year. If the opposite is true, and the student is on a **downward trend**, the student **should** receive a failing grade.

The individual teacher must evaluate each student's achievement in terms of the expected goals for their program area.

Failure to complete assignments, frequent lateness or absence, and demonstrated indifference to school are major contributors to student failure. **Blatant refusal** to attempt or to complete a significant number of course requirements may, by itself, justify a final course grade of "F".

The following divisions are given as a guide to recording and interpreting the grading system. It remains for each teacher to objectively and fairly rate each student, not based upon personality, but performance.

**Determination of Grades:** Teachers will give thorough consideration using all grading components in determining students' grades to both class work and test results.

### **A = Excellent**

1. This grade represents **superior work** and is distinctly an honor grade.
2. The excellent student **has reached all course objectives** with high quality achievement.
3. The excellent student displays unusual effort and works willingly and effectively in reaching required objectives.

## **GRADE REPORTING (continued)**

### **B = Good**

1. This grade represents **above average** quality achievements.
2. The good student **has reached a large majority of course objectives.**
3. The good student is industrious and willing to follow directions.

### **C = Average**

1. This grade represents **acceptable** quality achievements.
2. The average student **has reached a majority of course objectives.**
3. The average student is cooperative and follows directions, yet extra effort and improvement are needed for more complete mastering of the material.

### **D = Passing**

1. This grade represents a **minimum acceptable** quality achievement.
2. The student is performing below-average work and **has not reached a majority of course objectives.**
3. This achievement level indicates there is a great need for improvement, daily preparation and improved dedication and attendance.

### **F = Failure**

1. This grade represents **unacceptable** quality achievements.
2. The failing student **has not reached necessary course objectives.**
3. The failing student has not attempted to complete assignments, is constantly late or absent, and generally has failed to accomplish the fundamental minimum essentials necessary in the program area.
4. It may be noted that generally a student does not fail because of a lack of ability; failure may be caused by laziness, non-dedication, or a general disregard to directions of the teacher and the unwillingness to use whatever ability he/she possesses.

**Incomplete Grades:** Incomplete grades must be updated no later than ten (10) days from the close of the marking period. As soon as the work is completed and the grade is available, it must be reported to the appropriate person.

**Failures:** Students who receive a failing final grade in a program area are permitted to repeat that program, but are urged not to do so for obvious reasons. If this situation presents itself, students and parents are advised to consider an alternative program which is probably more suited to the student's true interests and aptitudes and not merely satisfying a short-term or unrealistic desire.

**Attendance and its Impact upon Grades:** The importance of regular school attendance and its positive impact upon a student's performance grade cannot be overstated. If a student is absent, he or she does not have the opportunity to keep pace with their classmates and must work independently to acquire the information missed during any absence. Regardless of how well a student performs when he/she is present, habitual absenteeism usually results in a failing performance grade. This situation is not unlike the conditions of the business or industry for which the student is being trained.

## **GRADE REPORTING (continued)**

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

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

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

**Report Cards (See Progress Reports):** Students will receive a report card from the sending school district which will reflect the student's grade from their Career & Technology program. Students will also receive a report card from RMCTC reflecting their program grade and Social Studies grade, where applicable. In addition, grades are available on the parent portal.

**Senior Recognition Night:** Reading Muhlenberg Career & Technology Center hosts an annual Senior Recognition Night, which honors our senior students. During this event, all senior students in attendance are recognized and may also receive awards that they have earned relevant to their accomplishments while attending Reading Muhlenberg CTC.

**PARENT PORTAL:** The Parent Portal is available for parents/guardians to view your child's progress by accessing the RMCTC District Portal on the School's web-site; [www.rmctc.org](http://www.rmctc.org). This will give you up to date information related to your child's attendance, grades (work ethic and knowledge), discipline referrals and schedule. In order to use this resource, you must provide the CTC with a current email address and register online.

Log onto [www.rmctc.org](http://www.rmctc.org), click on "**Parents**", then click on "**parent portal**" which will navigate you to the link where you will log into the portal. You will have to "**create an account**" on your first visit to the portal by using your email address (you need to use the email address you provided us on your child's application) and setting up a password. Once registered you may return at any time to view your child's information. Please utilize our website, to track your child's progress by viewing their grades and attendance, along with any discipline action. In addition you will be able to review your child's report cards & progress reports as soon as they are available. You also have the ability to select the option to receive email notifications for specific instances that you choose. You can choose to receive an email automatically if your child is absent/tardy or both, if your child receives a discipline referral or suspension and if your child receives a specific grade.

## **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.

### **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.

### **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.



# READING-MUHLENBERG CAREER & TECHNOLOGY CENTER

## WORK BASED LEARNING Cooperative Education & Internships RULES / GUIDELINES

1. All Work Based Learning (WBL) students must have school WBL forms completed before starting the job/internship, and any student less than 18 years of age must also have a transferable work permit.
2. **ABSENT FROM SCHOOL????? – NO WORK!!!!!!!**
  - If you are absent from school in the morning, you may **NOT** go to work in the afternoon. **YOUR JOB IS PART OF YOUR SCHOOL DAY.** If you are at a **medical, social service, or court appointment** in the AM, you **may** go to work that day. However, you must bring a note **from the agency where you were**, to your attendance secretary, the next school day.
  - If you are ill, **YOU** must call your employer to inform him/her that you will not be reporting for work.
  - **IMPORTANT:** If your name is going to appear, for any reason, on your sending school absentee list, you must also **report off to Mrs. Albarran @ 610-921-7301. Failure to report off will result in removal from WBL.**
  - If **school is closed** for a holiday, in-service day, or a snow day, you **DO** go to work on those days, if you are scheduled.
  - If you are suspended **out of school** you may not work at your WBL job. This includes jobs that are scheduled with after school hours.
  - **REPETITIVE ABSENCES** at school or work will result in your removal from Work Based Learning.
3. All WBL students are required to **report to the CTC every Monday.** Any additional classroom time is at the discretion of your program area teacher. You are responsible for communicating this to your employer. On the **first Monday of each month**, immediately upon arrival, report directly to **Student Services**, where you will sign in with Mrs. Baller. Co-op students will record hours and earnings, and then return to your program area for the remainder of the school day. **Don't forget to bring your check stubs to record your hours and earnings!** Internship students will record hours. **If you miss two Monday meetings, you will be removed from WBL.**
  - Any violations of these rules will result in the following **discipline action:**
    - 1<sup>ST</sup> violation – VERBAL WARNING**
    - 2<sup>nd</sup> violation – REMOVAL FROM WORK BASED LEARNING**
4. When at work you are guided by and are responsible to your employer. Be sure to follow all of the Employers' rules and regulations because you will be terminated for the same reasons as any other employee.
5. If your work experience is terminated for any reason, you must return to school the next day, and inform your CTC teacher and the Work Based Learning Coordinator.
6. If you wish to terminate your employment, you must discuss this with your teacher and the Work Based Learning Coordinator, and leave the job properly by giving the employer a two-week notice and a letter of resignation.
7. If you have any questions concerning the rules and guidelines of Work Based Learning, please contact the WBL coordinator at 610-921-7337.

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STUDENT SIGNATURE

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PARENT/GUARDIAN SIGNATURE