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The Diesel Truck Technology Program

CIP 47.0613

Instructor: Charles Norman

cnorman@rmctc.org

Have Questions?

Contact: Mrs. Donna Henderson – School Counselor
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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,

Your child is currently enrolled in the Diesel Truck Technology Instructional Program at the Reading Muhlenberg Career & Technology Center. I am Charles Norman, the instructor of the Diesel Truck Technology Program, and I would like to explain what is required of the students in my shop.

Each student receives a quarterly grade based on shop work (40%) and test and quiz grades (30%). The general grading scale is on the attached page. The shop grade consists of 10 points a day, which the student receives when he/she attends class. Therefore, each student begins his/her day with an "A". If a student is absent he/she loses the points for failing to do work that day. The points can also be lost for the reasons listed on the attached page.

Each student has a notebook, which should be brought home to study for the tests. I will be going over approximately one unit a week and the class will have one quiz and a test each week. I present the material in a theory session using demonstrations, illustrations, and actual objects or parts. The students have an opportunity to ask questions if they do not understand. This work is reinforced by lessons in the textbooks. I give the students the test questions ahead of time, so there is no reason for a student not to pass the test with an 85%, which is what I require to show competency. Also, I may require a written report during the school year, which would be used as an exam grade and be placed in his/her student portfolio. Your son/daughter will have ample time to prepare the paper and should be working on it at home and in the library.

I am attempting to do all that I can to help your son/daughter grasp the concepts and work habits necessary to gain an entry-level position in the diesel mechanic field upon graduation. In return I expect, from him/her, a positive attitude, good attendance, preparation for shop, and a willingness to learn and work.

I am counting on your support. If you would like to discuss your child's future success in the program or schedule a time to come to the Career & Technology Center and meet with me, please feel free to contact me by phone at 921-7300 or by email at cnorman@rmctc.org. I will be contacting you as the need arises to discuss your child's progress. You, as a parent, play a major role in your child's educational success. You know his/her strengths and weaknesses; as a team, I feel that we can help assure that his/her educational experience at Reading-Muhlenberg is a positive one. I hope to meet you at the Career & Technology Center Open House.

Sincerely,

Charles W. Norman

diesel truck technology

- Receive training in order to obtain your PA State Inspection certifications in auto/light truck, heavy truck/trailer, and emissions.
- Prepare for a future in the diesel powered Industry, whether it is medium or heavy duty trucks, tractor, or construction equipment.
- Develop the skills necessary to obtain knowledge to perform on- and off-vehicle repairs needed in the diesel repair Industry.
- Utilize computers in the shop to diagnose problems on vehicles and how to repair them.



CTC knowledge transfers to college credits at:

Johnson College
Lincoln Technical Institute
Pennsylvania College of Technology

Student Certifications

NOCTI – National Occupational Competency Testing Institute Certification
* Diesel Technology
Pennsylvania State Safety Inspector Certification, Cat I
Pennsylvania State Safety Inspector Certification, Cat III
Pennsylvania State Emissions Inspector Certification S/P2
Valvoline Motor Oil Specialist Certification
Section 609 Certification for Refrigerant Recycling and Recovery

Job Titles – Career Pathways

41-2022 Parts Salespersons
49-3023 Automobile Service Technicians & Mechanics
49-3031 Bus and Truck Mechanics and Diesel Engine Specialists
49-3041 Farm Equipment Mechanics
49-3042 Mobile Heavy Equipment Mechanics, Except Engines
49-3092 Recreational Vehicle Service Technicians
49-3093 Tire Repairers and Changers
53-6051 Transportation Inspectors
53-7061 Cleaners of Vehicles and Equipment
LOCAL Service Specialist



Accreditations

NATEF – National Automotive Technicians Education Foundation



Instructor – Mr. Charles W. Norman

Biography

Born and raised in Lebanon County, I graduated from Lebanon Senior High School and Lebanon Vo-Tech. During junior high and high school, I found a deep interest in automobiles and eventually an interest in diesel trucks due to my vo-tech teacher, Mr. Pierson.

After graduation from Lebanon High, I worked in a foundry for two years. I went to college to pursue a more intensive training in diesel technology. I was the “old man” at Williamsport Area Community College, but well admired by my classmates and instructors. I began my diesel career in 1978 and, in 1983, accepted a teaching position with RMAVTS.

Education

Williamsport Area Community College

Vocational Education I Teaching Certification, Temple University

Vocational Education II Teaching Certification, Penn State University

Certifications and Awards

Diesel Mechanics and Auto Mechanics, Pennsylvania Department of Education

Instructor Certificate in Pennsylvania State Emissions and Safety Inspection

ASE Diesel Tech Certified:

Diesel Engines

Brakes

Suspension and Steering

Electrical/Electronic System

Preventive Maintenance Inspection

MACS – EPA 609 Refrigerant, Recycling and Recovery

Lebanon School District Super Cedar Volunteer 2005, awarded “Cedar Plate” for volunteer service



Work Experience

Lebanon County Vo-Tech – 3 years in auto mechanics

Leshner Mack Truck – 5 years

Pennfield shop foreman – 3 years

New Penn Motor – 1 year

Hire Date

1983

Community Service

Lebanon High School Athletic Boosters

Program Planning Tool

Program Title: CIP 47.0613 DIESEL TRUCK TECHNOLOGY

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) multiple choice test (2) performance test consisting of occupational related tasks scored & 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 State Safety Inspection Certification, Pennsylvania State Emissions Inspection Certification, Valvoline Motor Oil Specialist Certification, S/P2, and Section 609 Certification for Refrigerant Recycling and Recovery.
- 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. Working in the laboratory, students will be required to use hand tools, hydraulic lifts, chemicals, heavy equipment, welding equipment, cutting tools and power tools.
- The laboratory can have very high noise levels at times. Due to the amount of dust and fumes, students with allergies, asthma and/or other respiratory conditions should not consider this program of study or profession without consulting with a physician. Students must be alert and aware of the surroundings at all times as vehicles move in and out of the laboratory. This requires self-discipline and strict adherence to rules to ensure safety of self and others.
- Participate in classroom theory and laboratory applications for generally 2 ½ hours each day; students will spend 50% of their time in classroom theory and 50% of their time doing laboratory applications and live work.
- Participate in Career & Technical Student Organizations including 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 and are accessed on line.
- Complete homework on time. Homework typically involves chapter or workbook assignments, on line research assignments and writing assignments.
- Purchase appropriate work and safety attire, tools, and equipment. Following is an estimated breakdown of costs: UNIFORM: \$100

Program Planning Tool



| CTE Requirements | Present Educational Ability/Level | Support Needs |
|---|-----------------------------------|---------------|
| <p>Program Completion – Strong self-determination skills and understanding of personal strengths and weaknesses. Ability to meet industry established standards of performance, complete the program of study without curriculum modifications, and earn industry certifications without testing accommodations.</p> | | |
| <p>Reading and Language Arts Level- Text and manuals written on a 10th-11th grade reading level. Proficient on end-of-course exam (Keystone). Reading comprehension requires understanding written sentences and paragraphs in work related documents. Certification exams require reading, writing and comprehension of English. Ability to read and understand service and technical manuals. NOCTI assessment and industry certification exams require a proficiency in English language skills</p> | | |
| <p>Math Level - At grade level and proficient on end-of-course exam (Keystone). Knowledge of arithmetic, algebra, geometry and their applications.</p> | | |
| <p>Aptitude – Mechanical aptitude, oral comprehension and expression, active listening, analytical thinking, attention to detail, deductive and inductive reasoning, problem solving and trouble shooting skills.</p> | | |
| <p>Safety & Physical – Manual dexterity; fine motor skills; hand-eye-body coordination; frequent standing bending and lifting required; high degree of self-discipline and focus needed for safety around moving equipment, hand tools, power tools and other equipment found in the industry; ability to work in tight spaces; ability to work independently, read and follow directions; stamina to stand for long periods of time. Safe operation of industry-grade tools and equipment. Ability to lift 50 lbs.</p> | | |
| <p>Interpersonal/ Social – Integrity, self-control, cooperation, as well as the ability to work independently with little or no supervision. Ability to work in a team.</p> | | |
| <p>Other Occupational/Program Considerations - Ability to work independently and read and follow directions. Stamina needed to stand for long periods of time. Good attention to detail. Environment with several sensory inputs, dust and fumes, loud and sometime startling noises, ongoing background noise, moving people and vehicles.</p> | | |

Scope and Sequence Diesel Truck Technology 47.0613



Academic Subjects – Career success and postsecondary education success require the same level of college prep coursework. The Pennsylvania Department of Education’s (PDE) focus is to ensure that every student is prepared for college and a career. Academic courses such as applied math or general science cannot be listed on the program’s scope and sequence. PDE’s goal is to have all students perform at the competent or advanced level on the PSSA, and earn the Pennsylvania Skills Certificate on the end-of-program assessment.

| Subject (Hours) | Secondary School | | | | Postsecondary Institution | | | |
|-----------------|-------------------------|---|---|--|---|--|---|---|
| | Grade 9 (Hours) | Grade 10 (Hours) | Grade 11 (Hours) | Grade 12 (Hours) | First Semester | Second Semester | Third Semester | Fourth Semester |
| Technical | | Demonstrate Shop Safety | Inspect/Service air induction, exhaust & cooling | Conduct preventive maintenance | DSM 108: Tools, Hardware and Failure Analysis | DSM 117: Introduction to Hydraulics | DSM 240: Electronic Fuel Systems Operation/Diagnostic | DSM 258: Vehicle Electronics/Diagnostic Procedure |
| | | Operation of Diesel Engines | Service fuel systems | Inspect & Service Brakes | DSM 115: Diesel Engines | DSM 140: Truck Tractor Chassis and Alignment | DSM 241: Diesel Electronic Systems | DSM 268: Truck & Trailer Refrig Systems |
| | | Engine Compartments | Understand computer controls & related electrical | Inspect & Service Suspension & steering system | DSM 116: Diesel Engines Laboratory | DSM 141: Heavy Duty Brake Systems | DSM 242: Diesel Equipment Air Conditioning Systems | DSM 274: Equipment Maintenance Management |
| | | Service Lubrication | Inspect & Service Electrical Systems | Certification - State Inspection | DSM 119: Fuel Systems | DSM 142: Power Train and Brake Systems Lab | DSM 245: Allison Transmissions | DSM 275: Automated Power Train Products |
| | | Identify Fastener, Test Equipment & Service Tools | Service starting, charging & lighting system | Certification - State Emission Inspection | | | | |
| | | Engine Calculations & Related Math | Battery service | Job Seeking/Keeping Skills | | | | |
| | | Job Seeking/Keeping Skills | Job Seeking/Keeping Skills | | | | | |
| English | College Prep English 9 | College Prep English 10 | College Prep English 11 | College Prep English 12 | | | ENL 111: English Comp I | ENL 201: Technical & Professional Communication |
| Math | Algebra I | Geometry | Algebra II | Trigonometry | MTH 124: Technical Algebra & Trig I | | | |
| | | | | | MTH 190: College Algebra and Trig I | | | |
| Science | Accl Integrated Science | Biology | Chemistry | | | | PHS 103: Physics Survey | |
| | | | | | | | PHS 114: Physics w/Technological Applications | |
| Humanities | Citizenship | World Cultures | American History I | American Government | | | | _HUM: Elective:HUM/SSE/ART/FOR/AAE |
| Other | Physical Education | Physical Education | Physical Education | Physical Education | | DSM 120: Basic Electricity | FIT: Elective: Fitness | |
| | Health | Health | Driver's Ed Theory | | | | | |

47.0613 Medium / Heavy Vehicle and Truck Technology / Technician

Diesel Truck Technology

Diesel Technology: Introduction

Complete shop orientation activities.
Complete the overview of Diesel-powered vehicles.
Demonstrate and describe shop safety.
Demonstrate use of basic tools and equipment.
Demonstrate use of measuring instruments.
Use reference materials.
Learn about shop operation/workplace skills.

Identify fasteners.
Discuss General Recon.
Set up/Shut down use of an Oxy-Acetylene Torch.

Diesel Technology: Engine

ID and describe engine operating principles.
ID and describe disassembly procedures.
ID cylinder block and liners.
Service cylinder block and liners.
ID crankshafts and bearings.
Service crankshafts and bearings.
ID pistons and connecting rods.
Service pistons and connecting rods.
ID cams, trains and timing.
Service cams, trains and timing.
ID cylinder head assembly.
Service cylinder head assembly.
ID air induction and exhaust system.
Service air induction and exhaust system.
ID lubrication system.
Service lubrication system.
ID cooling system.
Service cooling system.
ID basic fuel system.
Service basic fuel system.
ID mechanical fuel injection system.

Service mechanical fuel injection system.
ID electronic fuel injection system.
Service electronic fuel injection system.

Diesel Technology: Electrical and Electronic Systems

Introduction of electrical and electronic systems.
Complete work sheets / calculate.
ID circuits and circuit devices.
Develop basic diagnosis and repair skills.
Understand vehicle computer controls.
Discuss battery diagnosis and servicing.
Discuss starting system diagnosis and servicing.
Discuss charging system diagnosis and servicing.
Discuss lighting system diagnosis and servicing.
Perform driver information system diagnosis and servicing.
ID related electrical components.

Diesel Technology: Brakes

Introduction to brakes.
Discuss and service wheelbearings and seals.
Discuss and service antilock brake system.
Discuss and service hydraulic foundation drum brakes.
Discuss and service hydraulic foundation disc brakes.
Discuss and service hydraulic system.
Discuss and service power assisted units and related components.

Discuss and service air foundation brakes.
Discuss and service air supply system.
Discuss and service air supply circuits.
Discuss and service special circuits.
Discuss and service air brake system.

Diesel Technology: Steering and Suspension

Id and service cab components.
Id and service tires, rims and wheels.
Id and service chassis components.
Id and service steering column and manual steering gear.
Id and service power steering systems.
Id and service steering axel components.
Id and service front suspension.
Id and service rear air suspension.
Id and service vehicle alignment.

Diesel Technology: Preventive Maintenance

Introduction to preventive maintenance.
Conduct an in cab inspection.
Conduct an exterior inspection.
Conduct a brake inspection.
Conduct a tires and wheels inspection.
Conduct an under vehicle inspection.
Conduct an engine compartment inspection.
Remove and replace transmission and perform clutch/clutch brake maintenance and adjustment.
Inspect power divider operation.

PA State Safety Inspection

Cat 1 auto small truck.
Cat 3 heavy truck and trailer.

PA State Emission Inspection

Perform emissions test.

MACS 609 Certification

Perform MACS training certification.

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, 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.*

Diesel Technology – “A career is not a destination – but a JOURNEY”

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 be worn by our students while they are attending their training program at the Reading Muhlenberg Career & Technology Center.

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

School provided equipment:

- Safety glasses, goggles, face shields, welding helmets, & side protectors for prescription glasses
- Ear protection: ear plugs and headphones

Student work shoes and clothing are **NOT** supplied by the school and must be purchased by the individual student for his/her personal safety. Recommended places to purchase this equipment would be 'Wal-Mart' & 'Super Shoes.'

Student provided equipment: (estimated cost for everything is \$100.00)

- 'Steel Tip' work boots or 'Steel Tip' sneakers – depending on your choice of shoe, they must also be 'oil resistant.'
- Dark Blue or Black Shirt/s- Cotton tee's are ok, 'Dickies' has short and long sleeve button-down shirts to match their pants.
- Dark Blue Shop Trousers (NO BLUE JEANS) – The Students' entire leg must be covered for safety!

'Dickies' brand name is recommended because they are 'flame resistant.' You will NOT get this protection with blue jean material.

* - Appropriate clothing is required for active participation in the program

** - Clothing should be form fitting and **not** 'Baggy.' Baggy clothing is dangerous and can get caught in machinery.

*** - Clothing must be cleaned on a regular basis.

Note: If a student is not properly dressed 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.

Respectfully yours,

Mr. Charles W. Norman
Reading Muhlenberg Career and Technology Center
Diesel Truck Technology Instructor
cnorman@rmctc.org

DTT – Shop Rules/Policies Revised 6/2009

I. General:

SAFETY FIRST!

1. HORSEPLAY IS HIGHLY FORBIDDEN!!!!

2. Do not sit at instructors' desks at any time!

- Please show respect – Remember the 'Golden Rule'

3. ABSOLUTELY NO:

- 1) **FIGHTING**
- 2) **DRUGS**
- 3) **WEAPONS**

Note: Students who violate the above will be **suspended** & referred to the local police for additional criminal charges.

4. No smoking on school premises

5. Only appropriate safety clothing is permitted in shop area.

- Safety glasses **MUST** be worn at all times.
- Work clothing and Safety Shoes
- Long hair must be tied back and out of the face.
- Long chains must be tucked-in behind shirt or removed
- Watches and bracelets must be removed

6. The following clothing is NOT permitted

- Shirts or pants that display anything 'vulgar' or 'illegal'
- Jewelry or wallets that can be used as a weapon
Example: chains or spikes

7. No eating and drinking in shop area

- May have snack in theory room only!
- ALL trash must be put into trash cans

Note: Privilege may be revoked at any time at the discretion of the instructor/staff

8. Each student is responsible for his/her belongings.

- Each student will be assigned a locker
- YOU are responsible for keeping it clean
- All coats, jackets, sweaters, and other wearing apparel must be hung up in lockers or on wall hooks.

*** Jackets, 'hoodies', and book bags are **not** permitted outside of classroom.

9. No Excessive noise:

- Screaming
- Hollering
- Banging on tables and chairs
- No talking to other students while they are operating dangerous machinery.

DTT – Shop Rules/Policies Revised 6/2009

II. School Property/Equipment:

Students', who lose, destroy, deface or damage school property, must reimburse the school for its loss

- 1. Do not operate equipment without the instructor's permission**
 - Students must also pass equipment safety tests
- 2. Defacing school property is forbidden**
- 3. Do not prop feet on chairs, tables or equipment**
- 4. Do not lean back on chairs**
- 5. Do not lean against ANY vehicles**
 - Vehicles should always be treated like they are your own
 - Students are not allowed to be inside any vehicle unless they have permission of the instructor
- 6. Report any damaged or defective equipment to instructor or staff**
- 7. Do NOT operate equipment without the instructor's permission**

III. Classroom:

- 1. The following will NOT be tolerated/permitted:**
 - 1) Disrespect
 - 2) Hostility
 - 3) Unbecoming behavior towards other students and instructor
 - 4) Cursing
 - 5) Obscene language
 - 6) Insulting remarks towards other students and instructor
- 2. ALL students are to remain at tables and in their seats until the dismissal bell rings or an announcement is made**
 - **No one** is to stand in the doorway or in the hall
 - Instructor and/or staff has the ultimate say when students are dismissed! (See student handbook)

DTT – Shop Rules/Policies Revised 6/2009

IV. Shop/Tool Room:

1. Each student is required to clean-up his/her area before leaving the school at the end of class
2. Clean-up will be announced by the Instructor or Shop Foreman only
3. Floors must be kept clean and aisles clear to prevent injury
 - If something is spilled on the floor, it must be cleaned immediately
4. No one is allowed in the tool room or supply area without permission from the instructor
5. Tool tags will be used at all times (NO TAG NO TOOL)
6. All tools needed by students **MUST** be signed out and returned before leaving for Social Studies, or at the end of the class

Parents/Guardians please sit down with your child and read these rules together one-by-one.

Rules and regulations are for the benefit of ALL students and have been established to ensure the safe operation of the school.

Your signature below acknowledges that all rules/policies have been reviewed and are understood.

Signature: Parent/Guardian

Date:

Signature: Student

Date:

GENERAL GRADING SCALE

A = 91.0 to 100

B = 82.0 to 90.9

C = 73.0 to 81.9

D = 65.0 to 72.9

F = 64.9 and below

POINTS ARE DEDUCTED FOR THE FOLLOWING:

ABSENT - NO POINTS FOR THE DAY

INSUBORDINATION

- * REFUSAL TO WORK
- * PRESENCE IN AN UNAUTHORIZED AREA
- * NOT FOLLOWING DIRECTIVES REGARDING WORK ACTIVITIES

SAFETY VIOLATIONS

- *HORSEPLAY/DISRUPTIVE BEHAVIOR
- *WORKING UNSAFELY

PREPAREDNESS

- *LACK OF PROPER WORK CLOTHING
- *LATENESS

UNACCEPTABLE LANGUAGE

In order to insure proper communication between the parents and myself I am asking that you complete this form, including a phone number where I can reach you during the day/evening. I will be contacting parents to discuss these letters and answer any questions you might have about your child's progress.

Please complete this form and return it to school with your son/daughter.

Signature _____ Phone _____

Most convenient time to be reached _____

Student Name _____

(Print)

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. 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, 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.

National Technical Honor Society (NTHS)



www.nths.org

NTHS is the acknowledged leader in the recognition of outstanding student achievement in career and technical education. Over 2000 schools and colleges throughout the U.S. and its territories are affiliated with the NTHS. Member schools agree that NTHS encourages higher scholastic achievement, cultivates a desire for personal excellence, and helps top students find success in today's highly competitive workplace.

NTHS members receive: the NTHS membership certificate, pin, card, window decal, white tassel, official NTHS diploma seal, and three personal letters of recommendation for employment, college admission, or scholarships. Students will have access to our online career center including these valuable services: MonsterTRAK, Wells Fargo, Career Safe, and Career Key.

READING-MUHLENBERG CAREER & TECHNOLOGY CENTER

WORK BASED LEARNING Cooperative Education & Internships RULES / GUIDELINES

1. All Work Based Learning (WBL) students must have school WBL forms completed 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:**
 - 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.
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