www.rmctc.org

The Bricklaying Program

CIP 46.0101

Instructor: Lee Brumbach

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Have Questions?
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READING MUHLENBERG CAREER & TECHNOLOGY CENTER

MISSION STATEMENT

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

VISION STATEMENT

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

BELIEFS

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

Dear Parents/Guardian:

Welcome to Bricklaying at Reading Muhlenberg Career and Technology Center. Please allow me to introduce myself. My name is Lee Brumbach and I have been the instructor here for 2 years. It is a pleasure to have your child enrolled in the bricklaying program at RMCTC. This is an exciting journey your child has chosen and I hope to facilitate any questions or concerns you may have. It is for this reason that I make myself available to you at any time. You may call me at school, 610-921-7300 or email me, lbrumbach@rmctc.org. You are encouraged to visit my program at any time and attend our annual open house in October.

There are a few requirements for this class (see page 7) that all students are asked to adhere to and follow in order to remain safe and enjoy their time here at RMCTC. These requirements are set forth for your child's protection and well-being.

It is my pleasure to have your child as a student and I am looking forward to meeting with you in the near future.

Sincerely,

Lee Brumbach

Bricklaying Instructor

RMCTC

Bricklaying

- Construct masonry structures with brick and block specializing in fireplace and arches with the use of hand tools, power tools and other masonry materials while maintaining a safe and clean environment.
- Discover how to manage construction projects by applying skills such as blueprint reading and estimating labor and materials while working in a team environment to achieve success.
- Install floor and wall tile, repair and restore old or damaged masonry work and lay hardscape pavers using a variety of masonry materials.
- Learn about and use different types of mortars and know the application for each.
- Use power equipment safely and efficiently to complete masonry projects.

Student Certifications

NOCTI – National Occupational Competency Testing Institute Certification
* Mason/Masonry
OSHA Safety Certification
PBA – Pennsylvania Builders Association

Accreditations

PBA – Pennsylvania Builders Association

Job Titles — Career Pathways

41-2031 Retail Salespersons
47-2021 Brickmasons and Blockmasons
47-2044 Tile and Marble Setters
47-2061 Construction Laborers
47-3011 Helpers — Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters

CTC knowledge transfers to college credits at:

Pennsylvania College of Technology
Thaddeus Stevens College of Technology

OSHA PBA PENNSYLVANIA BUILDERS ASSOCIATION NOCTI

Instructor – Mr. Lee Brumbach

Biography
I began working in the masonry field during summer break when I was in middle school and continued until college. I have always enjoyed working with my hands and I chose to go to college for construction technology. I graduated from Lehigh Carbon Community College in 2011 with an associate's degree in Construction Technology.
I have worked for several different companies and worked in the career and technology education field as an instructional assistant in the masonry program at another career and technology school. Most recently I worked for a commercial masonry company called The Witmer Group.
I reside in Lancaster with my wife and dog. I enjoy the outdoors and staying active. My hobbies include hunting, fishing, camping, exercise, tae kwon do, and hap kido.

Education
2008 graduate of Oley Valley High School
2011 graduate of Lehigh Carbon Community College

Certifications and Awards
Paraprofessional Credential
O.S.H.A. 10-hour Certificate

Work Experience
Various masonry and construction companies
Berks Career & Technology Center
The Witmer Group

Hire Date
2017

Community Service
I have been a part of various work and mission trips with my church. This includes helping the Opportunity House in Reading and the Water Street Mission in Lancaster. I have helped with my church youth group for many years. I have also helped with SKILLS USA.

Program Planning Tool

Program Title: **CIP 46.0101 BRICKLAYING** 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 and OSHA.
- 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. In the laboratory, students will be required to use a variety of hand and power tools that will include hammers, trowels, shovels, power saws, stone splitters, and power drills.
- Students will be required to prepare and work with mortar, cement, grout and other masonry materials. 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 masonry profession.
- Participate in classroom theory and laboratory applications for generally 2 ½ hours each day; students will spend 40% of their time in classroom theory and 60% of their time doing laboratory applications and live work.
- Complete written and performance tests. Students will be evaluated weekly on occupational skill performance using rubrics. In addition, students will be evaluated daily on work ethics. Progress is measured by test performance, task completion and work ethic.
- 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).
- 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, on line research assignments and writing assignments.
- Purchase appropriate work and safety attire, tools, and equipment. Following is an estimated breakdown of costs:
    - UNIFORM: Dickies or Blue Jeans $40, Work Shirts (tee or polo from school) $20, Belt $10, Boots $30, Hooded Sweatshirt $20

Program Planning Tool

CTE Requirements	Present Educational Ability/Level	Support Needs
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.		
Reading & Language Arts Level - Text and manuals written on a 10^{th}-11^{th} grade reading level. Proficient on end-of-course exam (Keystone). Must have ability to read and understand technical plans, blueprints and schematics. NOCTI assessment and industry certification exams require a proficiency in English language skills		
Math Level - At grade level and proficient on end-of-course exam (Keystone). Knowledge of arithmetic, algebra, geometry and their applications. Ability to calculate materials using floor plans, elevations and sectional plans. Ability to apply construction geometry; calculate board and square feet, linear measures, square measures, and cubic measures; convert fractions, decimals, and percents, simplify measurements. Ability to use math to solve problems.		
Aptitude – Mechanical, numerical ability, critical thinking, inductive reasoning, visualization and spatial relations. Problem solving and troubleshooting skills.		
Safety & Physical – 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.		
Interpersonal/ Social – Active listening, communication skills with supervisors and peers, ability to work alone or cooperatively on a team.		
Other Occupational/Program Considerations - Teamwork, excellent measuring skills, Learning and work environment with dust, dirt, and debris found in masonry industry, loud and sometime startling noises, ongoing background noise, moving people and construction equipment, small spaces, interior or exterior work factors (all weather conditions), high spaces using scaffolding and ladders.		

Scope and Sequence Bricklaying 46.0101

Reading Muhlenberg Career & Technology Center

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.

	Secondary School				Postsecondary Institution			
Subject (Hours)	**Grade 9 (Hours)**	**Grade 10 (Hours)**	**Grade 11 (Hours)**	**Grade12 (Hours)**	**First Semester**	**Second Semester**	**Third Semester**	**Fourth Semester**
Technical		Safety Procedures & Basic Masonry Principles	Intermediate Masonry Principles	Advanced Masonry Principles	BCT 102: Construction Safety and Equipment	BCT 117 Construction Materials and Application I	MCT 233: Stone Masonry	MCT 262 : Structural Masonry Systems
		Wall Layout	Measuring Skills	Masonry Structures-Hardscapes	BCT 103: Construction Hand and Power Tools	BCT 107: Print Reading and Architectural Drafting	MCT 239: Fireplace Construction	BCT 256 Residential Construction, Planning, Schedule
		Trowel Use	Power Tools in Masonry	Tool & Point Joints	BCT 110 Site Preparation and Layout	MCT 129 Brick Masonry	BCT 238 Concrete Construction	
		Level Gauge & Square	Reinforcement Anchors	Tools & Equipment	MCT 115 Concrete Block Construction			
		Apply Lay Basics	Job Seeking/Keeping Skills	Read Plans & Estimate Materials				
		Tool & Point Joints		Arches, Chimney & Fireplaces				
		Tools & Equipment		Set Wall & Floor Tile				
		Job Seeking/Keeping Skills		OSHA-10 Hour Safety Card				
English	College Prep English 9	College Prep English 10	College Prep English 11	College Prep English 12		ENL 111 English Composition I	ENL 201 Technical and Professional Communications	
Math	Algebra I	Geometry	Algebra II	Trigonometry	MTH 124 Technical Algebra and Trig			
Science	Accl Integrated Science	Biology	Chemistry	Physics			PHS 114: Physics with Technological Applications	
Humanities	Citizenship	World Cultures	American History I	American Government			Humanities Elective	Fitness Elective
Other	Physical Education	Physical Education	Physical Education	Physical Education				
	Health	Health	Driver's Ed Theory					

46.0101 Mason/Masonry

Orientation

Complete RMCTC Orientation
Complete Bricklaying shop orientation
Examine the opportunities of masonry as a career
Examine the history of masonry
Introduction to masonry
Examine the trends in masonry today
Identify and describe the necessary work ethic for success in the masonry field
Complete basic safety module

Shop and Tool Safety and Maintenance

Demonstrate shop safety
Apply safety practices
Explain and use personal protective equipment
Demonstrate a knowledge of MSDS information
Demonstrate safe use and care of masonry hand tools
Demonstrate safe use and care of power tools and power equipment
Demonstrate safe use and care of a mortar mixer
Erect and dismantle steel tubular scaffolding within OSHA guidelines
Apply scaffolding practices and stock properly
Complete Career Safe training/OSHA 10 hour

Understand Mortar

Describe various types of mortar and their properties
Mix mortar by hand
Mix mortar with a power mixer
Demonstrate procedures for tempering mortar
Spread mortar for various masonry units

Demonstrate Safe and Proper use of Tools and Equipment

Use a trowel
Use a chalk line
Read a tape measure
Demonstrate level and plumb
Use a builders square
Demonstrate various jointing methods for masonry
Read and use a modular rule
Read and use a spacing rule
Demonstrate the use of a hammer and chisel to cut masonry units
Demonstrate the safe use of masonry saws
Identify cutting blades used in the masonry field
Demonstrate the safe use of various power tools

Demonstrate Construction Methods in Masonry

Mark and use a masonry guide pole or corner pole
Demonstrate and use mason lines and line fasteners
Prepare a building site with a builders level
Use the Pythagorean theorem for construction
Identify types of blueprints
Read blueprints

Demonstrate the use of Reinforcements and Fasteners in Masonry

Identify the use of rebar in masonry
Demonstrate the use of wall ties
Demonstrate the use of dura wall
Demonstrate the use of anchor bolts
Identify the use of various reinforcing ties in masonry

Demonstrate Bricklaying and Blocklaying Techniques

Lay brick and block to a mason line
Lay out and dry bond a brick wall
Construct masonry corners and leads
Construct a brick wall
Construct a brick and block composite wall
Construct a masonry wall with door and window openings/jambs
Build brick and block columns/piers

Identify and build with different types of masonry bonds and brick positions
Identify and install various methods of moisture control
Construct a brick ledge
Parge a wall
Install a control joint
Identify and set a lintel

Construct Chimneys and Fireplaces

Identify and describe the parts of a chimney and fireplace
Describe how to construct a fireplace and all the necessary components
Construct a fire place
Construct masonry chimneys
Discuss and demonstrate flashing for chimneys
Construct a masonry fire pit

Construct Arches

Describe arch terminology and construction
Identify different types of arches
Construct an arch

Tile Setting

Layout a floor for tile
Install a tile floor
Install wall tile
Grout tile

Demonstrate Masonry Repair Techniques

Remove and replace masonry joints
Remove and replace damaged masonry
Identify and describe efflorescence and its causes
Clean and wash a masonry wall

Estimate Masonry Materials

Estimate the correct amount of masonry units needed for a wall
Estimate the correct amount of mortar needed for a wall
Estimate a masonry job
Estimate concrete needed for a job using area and volume

Advanced Bricklaying Techniques

Construct a quoined corner
Tooth brick and block
Corbel a brick pier
Construct brick steps
Install brick pavers
Install a masonry and stone walk way
Install masonry veneers (Thin brick and stone)
Set stone for a hearth or sill
Install glass block
Masonry Step Construction and Parts
Retaining Walls and Pavers
Concrete Principals and Finishes
Weather/Elements in Construction
Concrete Tools and Equipment
Concrete Construction and Applications

Value Added

80.1 - Establish Career Goals.
80.2 - Complete Job Application.
80.3 - Compose Resume.
80.4 - Prepare for Job Interview.
80.5 - Compose Employment Letters.
80.6 - Participate in Online Job Search.
80.7 - Prepare Career Portfolio.

STUDENTS OCCUPATIONALLY & ACADEMICALLY READY

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

TO QUALIFY CTC STUDENTS MUST:

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

Find out more about the colleges offering course credits you can earn while attending RMCTC. Go to collegetransfer.net, search: PA Bureau of CTE SOAR Programs, and find your program by CIP Code.

CollegeTransfer.net *Find your way*

**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.*

Each student will read and understand the safety book given out at the beginning of the school year. An instructor administered test will be given to every student before he/she can proceed to the next phase of bricklaying. I want to ensure the safety and well being of every student and by passing this test, he/she is ready to begin their chosen craft. Each student is also asked to read from and understand the "level(s) I, II, III in NCCER Curriculum book". These books are available in my shop theory room. Students are encouraged to read and report on additional information about bricklaying for extra credit. Students are also asked for "week-end writings" (summary of prior week). A daily "exit pass" is required for a grade.

Upon entering the bricklaying class each student is given a heavy duty canvas and leather bag. Inside the bag is a host of tools he/she will be responsible for during the school year. Please note the following list of tools supplied by RMCTC.

1. Brick hammer
2. Trowel
3. Chisel
4. Masons brush
5. Modular foot rule
6. Concave jointer
7. Flat jointer
8. 2' level
9. 4' level

BRICKLAYING
SHOP SAFETY RULES

SHOP DRESS:
- Work boots, kept repaired and clean at all times
- Work pants, Dickies or jeans (no holes)
- Work shirt or T-shirt
- Belt worn on pants at all times
- NO sneakers, sandals, etc.

WORK AREAS:
- Cleaned and free from debris

SAFETY GLASSES
- Worn at all times while working in the shop

TOOLS:
- Cleaned and sharpened

POWER TOOLS:
- NO one is permitted to operate any power tool without the consent of the instructor

HORSEPLAY:
- **ABSOLUTELY NONE**

NO THROWING:
- Mortar
- Tools
- Materials

NO RUNNING, NO PUSHING AND ABSOLUTELY NO ABUSIVE OR FOUL LANGUAGE

NO one is allowed outside of the classroom without the instructor's permission

PERSONAL HYGEINE:
- Locker kept clean
- Work shoes kept clean
- Socks must be worn and kept clean
- Work clothes kept clean (taken home to be washed at least once a week)

HAIR:
- Should be kept in an orderly fashion

PARENT/GUARDIAN SIGNATURE:_____ DATE:_____

STUDENT SIGNATURE:_____ DATE:_____

MASONRY GRADING SYSTEM

The grade you will receive in the masonry program will be based on two (2) basic areas: your knowledge (tests and papers), and your attitude on the job.

KNOWLEDGE

The knowledge grade comes from averaging tests and assignments. This will count as 40% of your total grade.

Tests and assignments will be given at regular intervals. Home assignments given and not handed in will count as failures. Tests that are not made-up within five (5) days due to absence will also count as failures. It is your job to do the assignments and to be sure to take the tests.

ATTITUDE (WORK ETHIC)

This grade is derived from a daily grading system. It counts as 60% of your grade. I will base your daily performance on a scale from 1 to 10 points. You start the day with 8 points and 2 points can be earned to make a perfect 10. Points will be deducted according to violations in safety and conduct in class.

Think of your grade as your pay in the working world. The better you work, the better your pay will be.

EXAMPLE OF GRADE

Daily Grade Average	80% x .30 = $24.00
Skill (project) Average	75% x .40 = $30.00
Test Grade Average	90% x .30 = $27.00

	$81.00

Points will be deducted for the following:

SAFETY VIOLATIONS:

1st warning	2 points
2nd warning	5 points
3rd warning	10 points

WASTING TIME:

1st warning	2 points
2nd warning	5 points
3rd warning	10 points

IMPROPER ATTIRE (including refusal to change for shop activities)	6 points
HORSEPLAY	5 points
DANGEROUS WORK HABITS	5 points
DISRESPECT TO AUTHORITY AND PROPERTY	3 points
DOES NOT WORK WELL WITH OTHERS	2 points
NOT RELIABLE OR DEPENDABLE	2 points
FAILURE TO DO CLEAN-UP ASSIGNMENT	3 points
WASTING MATERIALS	1 point
PURPOSELY DESTRUCTIVE	10 points
IMPROPER USE OF TOOLS	2 points
REFUSE TO DO ASSIGNED WORK/LESSON	10 points
ABSENT	10 points

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

The school will supply some safety equipment and the individual student is required to supply certain items (noted below).

Safety glasses, goggles, ear protection, and safety headgear are supplied to the student by RMCTC.

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

The following clothing is required for active participation in your son's/daughters instructional program:

- Work Pants (Dickies or blue jeans with belt)
- Work Shirt (tee or polo shirt which the school sells through the Retail Marketing program)
- Work Boots
- Sweatshirt w/hood (cold weather attire only)

Proper attire is mandatory for students who are exploring their future career. These articles of clothing are similar to what will be required of your child once he/she is gainfully employed in this trade. It is highly suggested your child purchase 2 pairs of jeans and/or Dickies and 2 tees or polo shirts. This will enable your child to rotate clothing while one set is being laundered.

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.

STUDENT INFORMATION FORM

Please print the following information and return to your program area teacher.

Last Name	First Name		Middle Initial
Street Address	City or Township	State	Zip Code
Phone Number	Home School	Grade	Sex
Date of Birth	Program		
Parent or Guardian with whom residing (name)		Relationship	
Mother's Name	Address	Phone Number	
Place of Employment		Phone Number	
Father's Name	Address	Phone Number	
Place of Employment		Phone Number	

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 leaning guide activities and assignments are reflected in the knowledge grade. Students will be evaluated according to established program standards on an individual basis. The ClassMate grading software automatically calculates student grades using the following formula:

Work Ethic	40%
Knowledge	60%
	100%

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

Interpreting a Grade:

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

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

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

Skill (Learning Guide): Learning guides are normally aligned to lab assignments or shop projects where a student will physically perform a task. The student and teacher will discuss, at the beginning of each quarter, student expectations and the required tasks that must be completed or "contracted" by the end of the marking period. This allows a student to work productively with the expectation to make constant progress during the marking period. All assignments, activities and rubrics associated with learning guides are documented in the "knowledge" grading component. It is important to note that poor productivity will have a negative impact on a student's grade.

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

CTC Letter Conversion Table

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**

GRADE REPORTING (continued)

receive a failing grade.

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

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

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

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

A = Excellent

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

B = Good

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

C = Average

1. This grade represents **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. (4) or more days excused absence – ten (10) school days to complete assigned work.

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

Report Cards (see Progress Reports): Students will receive a report card from the sending school district which will reflect the student's grade from their Career & Technology classes. In addition, grades are available on the parent portal.

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

Parent Portal: The Parent Portal is available for parents/guardians to view your child's progress by accessing the RMCTC Parent 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.

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

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.
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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.

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STUDENT SIGNATURE

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PARENT/GUARDIAN SIGNATURE