



www.rmctc.org

The Public Safety & Security Program

CIP 43.9999

Instructor: Mark Dietrich
mdietrich@rmctc.org

Have Questions?

Contact: Mrs. Donna Henderson– School Counselor
Reading Muhlenberg Career & Technology Center
2615 Warren Rd
Reading, PA 19604
Telephone: 610-921-7313
Email: dhenderson@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;

My name is Mr. Mark A. Dietrich and I am the instructor for the Public Safety & Security Program (PSS) at the Reading Muhlenberg Career and Technology Center.

Over the next few weeks I plan to call all of my students' parents/guardians in order to introduce myself and address any questions, concerns, or curiosities you may have.

I wish to welcome your son/daughter to the PSS program. The curriculum has been revised and will continually be updated with new trends in the industry. Completion of this program provides many opportunities that can lead to a very exciting and productive career.

Please fill out this form with any preferences for my calling (i.e. time, day, email, prefer to call me, speaks only Spanish, etc.), and send it back with your son/daughter. If you have any questions or concerns which you would like answered now, or if you would like to arrange for a visit, I can be reached at school at (610) 921-7300 ext. 7427 or via email at mdietrich@rmctc.org.

Sincerely,

Mark A. Dietrich

Best time to reach you: _____

Phone Number: _____

Email address: _____

Comments: _____

Student's Name: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____



Public Safety & Security

- Experience the thrill and pride of saving lives and protecting the community.
- Use the latest technology and equipment available by operating an emergency (9-1-1) dispatch system, collect evidence while investigating a crime scene, demonstrate
- high-risk traffic stops, and more.
- Engage in lifesaving emergency medical treatment, firefighting rescue techniques, and law enforcement operations.



Student Certifications

NOCTI – National Occupational Competency Testing Institute Certification

- * Protective Services
- BLS Healthcare Provider
- Emergency Medical Technician
- First Responder
- Hazardous Materials First Responder Awareness
- Heartsaver AED
- Heartsaver CPR
- MDTS – Monadnock Defensive Tactics System
- NIMS IS 100 Series
- NIMS IS 200 Series
- NIMS IS 700 Series
- NIMS IS 800 Series
- PATH – Practical and Tactical Handcuffing
- PPBT MEB – Monadnock Expandable Baton
- Telecommunicator 1



Job Titles – Career Pathways

- 29-2041 Emergency Medical Technicians and Paramedics
- 33-2011 Fire Fighters
- 33-3012 Correction Officers and Jailers
- 33-3041 Parking Enforcement Workers
- 33-3051 Police and Sheriffs Patrol Officers
- 33-9021 Private Detectives and Investigators
- 33-9032 Security Guards
- 33-9099.01 Transportation Security Officers
- 33-9099.02 Loss Prevention Specialists
- 43-5031 Police, Fire, and Ambulance Dispatchers

CTC knowledge transfers to college credits at:

Berks Technical Institute
 Community College of Beaver County
 Harrisburg Area Community College
 Lackawanna College
 McCann’s School of Business
 Pennsylvania College of Technology
 Westmoreland County Community College



Instructor – Mr. Mark Dietrich

Biography

I was born and raised in Fleetwood, PA. After graduating from Fleetwood High School, I joined the United States Army as a military policeman. I also served as a military police investigator and game warden in Alaska. I later attended the Pennsylvania State Police Academy. I retired as a police sergeant with the Berks-Lehigh Regional Police Dept. During my law enforcement career, I worked as a D.A.R.E. officer, which exposed me to students and led to my becoming a teacher.

Education

Graduate of Fleetwood Area High School
Graduate of the Pennsylvania State Police Academy
Homeland Security Vocational Education I Certification, Temple University
Homeland Security Vocational Education II Certification, Temple University

Certifications and Awards

Pennsylvania Municipal Police Act 120 certification
Practical and Tactical Handcuffing instructor certification
Oleoresin Capsicum Aerosol instructor certification
Monadnock Baton instructor certification
Self-Defense Tactics and Control instructor certification
Terrorism Awareness instructor certification
Criminal Justice Vocational Education I Certification, Temple University
Criminal Justice Vocational Education II Certification, Temple University
APCO Public Safety Tele-communicator I Certification
APCO Public Safety Tele-communicator I Instructor Certification
Certified Police Forensic Artist



Work Experience

Retired sergeant with Berks-Lehigh Regional Police Department
Law enforcement instructor, Lehigh Career and Technical Institute
Substitute protective services instructor, Berks Career & Technology Center
Police forensic artist
Former volunteer firefighter and ambulance technician, Fleetwood Volunteer Fire Co.

Hire Date

2007

Community Service

Health Occupations Students of America Chapter Advisor (HOSA Heroes)

Program Planning Tool

Program Title: CIP 43.9999 PUBLIC SAFETY & SECURITY

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 covers the full scope of the program of study curriculum and includes (1) a multiple choice 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: Incident Command System, Hazardous Materials First Responder Awareness, Basic Rigging for Rope Rescue, PA Essentials of Firefighting, MDTS-Monadnock Defensive Tactics System, MED-Monadnock Expandable Baton, BLS Healthcare Provider, EMT, First Responder, OCAT-Oleoresin Capsicum Aerosol Training, PATH-Practical and Tactical Handcuffing, Public Safety Telecommunicator 1, Heartsaver AED and Heartsaver CPR 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. In the lab, students will be participating in emergency medical, fire fighting, law enforcement, and private security experiences where they will be required to follow the proper procedures to insure the safety to self and others at all times.
- Participate in classroom theory and laboratory applications for generally 2 ½ hours each day; students will spend 65% of their time in classroom theory and 35% 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 HOSA, 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 12th 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 & safety attire, tools, and equipment. Estimated costs: UNIFORM: shirt \$11-13, black pants \$15-30, black shoes/boots \$20-40, black belt \$10-15
ORGANIZATION MEMEBERSHIP: Health Occupations Students of American Membership \$25.00

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 & Language Arts Level - Text and manuals written on a 12th grade reading level. Proficient on end-of-course exam (Keystone). Understanding written sentences and paragraphs in work related documents. Excellent written (esp. note-taking) & verbal communication skills (public speaking). 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 – Dependability, cooperation, self-control, social orientation, integrity, initiative, stress tolerance, concern for others, oral expression and comprehension, active listening, selective attention, problem solving and troubleshooting skills. Maturity.</p>		
<p>Safety & Physical – Arm-hand steadiness, finger & manual dexterity, trunk strength (ability to use abdominal and lower back to support part of the body repeatedly or continuously over time without fatiguing), multi-limb coordination, hand-eye coordination. Able to lift 50 pounds, work under pressure/in adverse conditions/within time constraints.</p>		
<p>Interpersonal/ Social – Assisting and caring for others, provide emotional support, ability to work independently and in a team, communication with supervisors, peers and patients, establishing and maintaining interpersonal relationships. Professionalism. Good disciplinary record.</p>		
<p>Other Occupational/Program Considerations - Good conflict resolution skills & an even temperament (not prone to aggressive behaviors), Attention to detail, basic computer & keyboarding skills, clean criminal background check, demonstrate initiative, responsibility, time management & critical thinking skills, good physical health and neat appearance, memorization & note/test-taking skills, intensive testing. Not disturbed by incidences, such as injections, emergency medical procedures, and traumatic situations, and a willingness to safely handle various bodily fluids and medical waste.</p>		

Scope and Sequence Public Safety & Security 43.9999



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		Orientation	Criminal Justice System & Employment Opportunities	Professional Employment Opportunities & Incident Mgmt		PMP 122: Emergency Medical Technician - Basic	PMP 243: Path physiology and Pharmacology for the	PMP 253: Medical Emergencies for the EMT-P
		Criminal Justice & Pennsylvania Law	Communications	Use of Force		_EMS: Elective: Health/EMS	PMP 247: Pulmonary and Cardiology for the EMT-P	PMP 254: Obstetrics and Pediatrics for the EMT-P
		Policing	Force/Judgemental Training	Firefighting			PMP 249: Intermediate Clinical Practicum	PMP 256: Trauma and Behavioral for the EMT-P
		Investigations	Private Security	Safety & Emergency Management				PMP 259: Advanced Clinical Practicum
		Adjudication	EMS	Job Seeking/Keeping Skills				
		Corrections & Communication	Job Seeking/Keeping Skills					
		Force/Judgemental Training & Patrol Duties						
		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	_COM : Elective Communication		
Math	Algebra I	Geometry	Algebra II	Trigonometry				
Science	Accl Integrated Science	Biology	Chemistry			BIO 125: Human Anatomy & Physiology II		
					BIO 115: Human Anatomy & Physiology I			
Humanities	Citizenship	World Cultures	American History I	American Government				
Other	Physical Education	Physical Education	Physical Education	Physical Education				
	Health	Health	Driver's Ed Theory					

43.9999 Homeland Security, Law Enforcement, Firefighting and Related Protective Services, Other

SAFETY PROCEDURES

Follow the rules of conduct for the school and classroom.
Follow safety and standard operation procedures.
Use Personal Protective Equipment (PPE) in the classroom.
Practice health wellness and stress management techniques.

CRIMINAL JUSTICE SYSTEM

Explain criminal justice system and its history.
Explain selected elements of the United States Constitution.
Discuss the major court rulings related to stop and frisk search and seizure plain view doctrine exigent circumstances use of force due process and juvenile justice that affect the admissibility of evidence.
Describe the state and federal court systems.
Use the Pennsylvania crimes code.
Explain rules of Pennsylvania criminal procedures for summary and court cases.
Describe types of defenses to a criminal charge.

LAW ENFORCEMENT

Describe American law enforcement on the federal state and local levels.
Explain integrity and ethics within law enforcement agencies.
Research the education training and recruitment process in law enforcement careers.
Define laws of arrest for all levels of offenses.
Explain the use of force and the use of force continuum from command presence to lethal/non-lethal weapons.

PRIVATE SECURITY MANAGEMENT

Explain the history and role of private security.
Explain asset protection and security.
Practice patrols and fixed posts.
Explain physical security and crime prevention.
Respond to emergency situations and procedures.
Identify threats and mitigating techniques.

CORRECTIONS - ADULT AND JUVENILE SYSTEMS

Explain corrections probation and parole.
Explain the history and function of the juvenile justice system.
Compare and contrast the juvenile justice system and the adult system of justice.
Compare and contrast jails and prisons.
Demonstrate skills needed to supervise inmates.
Explain prison life and special populations.

HOMELAND SECURITY

Explain the United States Department of Homeland Security and its components.
Explain the evolution of terrorism.
Explain the USA Patriot Act.

COMMUNICATIONS

Use the NATO phonetic alphabet.
Use navigational techniques.
Use communication devices and radio procedures
Complete industry appropriate incident reporting forms.

INCIDENT COMMAND SYSTEM

Complete IS 100 - Introduction to ICS.
Complete IS 200 - ICS for Single Resources and Initial Action Incidents.
Complete IS 700 - Introduction to National Incident Management System.
Complete IS 800 - Introduction to National Response Framework.

PATROL DUTIES

Conduct suspect searches and use restraints.
Conduct a custodial transport.
Use the Pennsylvania vehicle code.
Make vehicle stops.
Conduct field sobriety testing.
Handle domestic disputes.
Explain community policing and crime prevention.
Conduct building searches.
Recognize mental health crisis intervention and excited delirium issues/situations.
Conduct crash investigation.
Manage and process a crime scene.

FIREFIGHTING

Discuss history of fire service.
Discuss fire ground operations.
Discuss fire fighter safety and health.
Don and use firefighting Personal Protection Equipment (PPE).
Discuss highway safety.
Discuss fire behavior.
Use portable fire extinguishers.
Establish water supply.
Use fire hose and appliances.
Use ropes and tie knots.
Explain types of fire protective systems.
Explain building construction as it relates to fire service.
Utilize and maintain ladders.
Explain forcible entry.
Discuss fire prevention fire and life safety education and pre-incident planning.
Don utilize and maintain Self Contained Breathing Apparatus (SCBA).
Explain use of nozzles fire stream and foam.
Explain rescue procedures and extrication.
Explain ventilation.
Explain fire suppression.
Explain salvage and overhaul.
Explain fire cause origin and scene preservation.
Explain fire fighter survival.
Explain natural ground cover firefighting.
Explain use of lighting equipment.
Inspect and maintain firefighting equipment.

EMERGENCY MEDICAL SERVICES (EMS)

Explain the EMS system to include safety/well being medical legal and ethical issues.
Explain human anatomy and function.
Use medical and anatomical terms.
Explain the treatment for shock.
Explain appropriate care for patients based on their age.
Explain pharmacology in EMS.
Demonstrate airway management respiration and artificial ventilation.
Identify scene safety and immediate life threats.
Recognize and manage life threats for a medical emergency.
Recognize and manage life threats for a trauma emergency.
Provide patient care for cardiac arrest victims.
Hazardous Materials Awareness
Recognize and indentify hazardous materials.
Utilize the North American Emergency Response Guidebook and other reference materials.
Discuss how to isolate and deny entry to hazardous materials incidents.

CERTIFICATIONS AND FAMILIARIZATIONS

Demonstrate proficiency in the use of Personal Protection Baton Tactics
Describe and perform skills related to the Monadnock Defensive Tactics System

EMPLOYABILITY SKILLS

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.
Establish career goals and develop a plan to meet goals.

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.*

PUBLIC SAFETY & SECURITY

Shop Rules

Classroom

1. No student shall leave the shop without the teacher's permission and/or signed pass.
2. One student will be permitted to leave the classroom at a time.
3. The teacher will dismiss the class **NOT** the bells. All clean up jobs must be completed to the teacher's satisfaction before class is dismissed.
4. Swearing will **NOT** be tolerated.
5. Disrespect to the teacher will **NOT** be tolerated.
6. Parties are not allowed in class except those authorized by school administration.
7. All rules of the RMCTC discipline code will be strictly enforced.
8. If you are absent it is **YOUR** responsibility to obtain the makeup work.
9. Proper work uniform shall be worn daily.
10. **Teachers' desk, Cabinets and Computer are OFF LIMITS to students. FAILURE FOR THE DAY AND IN SCHOOL SUSPENSION WILL RESULT IF A STUDENT IS SEEN AT OR IN THESE AREAS. NO WARNINGS, NO EXCEPTIONS!**
11. No sitting on desks.
12. At no time should a student's head be rested on the desk. Students should be attentive at all times.
13. No gum is allowed in the shop area.

Shop & Activity Areas

1. No sitting/standing on shop half walls and benches.
2. No sitting/lounging on the physical fitness equipment.
3. No horseplay in the shop area.
4. No Food in the Shop and Activity areas.
5. Only authorized students are allowed access to the Law Enforcement, EMS, and Fire Cabinets.
6. No loitering in the Shop and Activity areas at any time.
7. Students shall be changed and in full uniform prior to the 1st period bell.
8. **The student will be liable for the retail cost of replacing any lost or damaged uniforms or equipment.**
9. All areas are to be kept clean.

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

Student Signature and Date

Parent/Guardian Signature and Date

Policy for Personal Belongings in the Public Safety & Security Program

When entering the Public Safety & Security program please place your belongings inside your assigned student locker. These include coats, book bags, MP3 players, cell phones and anything you may be carrying. This policy is to ensure that YOUR personal belongings are kept safe and secure.

Cell phones and MP3 players are to be turned off and placed in your lockers. Keeping them in your pockets is not acceptable. If they are seen you will be asked to turn them in to the teacher and a parent or guardian can pick them up in the main office after school.

This policy is not only for the Public Safety program but is school wide. Please follow these rules and we will have a great year.

Thank you,

Mark A. Dietrich

Public Safety & Security Instructor

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

Student Signature and Date

Parent/Guardian Signature and Date

Public Safety & Security

Grading System

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

1. Work Ethics
2. Knowledge

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

Points will be deducted for the following violations:

SAFETY VIOLATIONS

1 ST Warning	5 Points
2 nd Warning	10 Points

OTHER VIOLATIONS

10 Point Violations:	Absent Dangerous work habits Sitting at the teachers desk	3 Point Violations:	Wasting time 1 st Warning Foul Language Off Task Disruptive Behavior Wasting Materials
5 Point Violations:	No uniform / Improper uniform Wasting Time 2 nd Warning Failure to clean up Purposely destructive Improper use of tools	2 Point Violations:	Will not work with others Not reliable or dependable

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

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

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

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

Parent/Guardian Signature and Date

Student Signature and Date

PUBLIC SAFETY UNIFORM REQUIREMENTS

PANTS – Suggested places to purchase pants. Only one pair of pants is required.

Gall's – www.galls.com

Men's - Galls Tac Force Tactical Pants (Black)	Item# - TT784	\$24.99
Dickies Industrial Cargo Pant (Black)	Item# - TL044	\$22.99
Women's - Galls Women's Tac Force Tactical Pants (Black)	Item# - TT846	\$24.99
Galls Women's G-TAC Tactical Pants (Black)	Item# - TJ232	\$29.99

LA Police Gear – www.lapolicegear.com

Men's - Blackhawk TaLife Pant (Black)	Item# - TPO2	\$24.99
LA Police Gear Men's Urban Ops Tactical Pants (Black)	Item# - CCP1017LRS	\$25.99
LA Police Gear Men's Core Cargo Pant (Black)	Item# - BTP9001	\$19.99
Women's - LA Police Gear Women's Operator Tactical Pants (Black)	Item# - PT-WB1003	\$26.99

SHIRTS – suggested sites to purchase uniform shirt. Only one shirt is required.

Quartermaster - <https://www.qmuniforms.com>

Men's/Women's - LawPro 100% Polyester Short Sleeve Shirt (SLGY/Silver Gray)	Item# - SH032	\$17.99
--	---------------	---------

Gall's – www.galls.com

Men's/Women's - LawPro 100% Polyester Short Sleeve Shirt (Silver Gray)	Item # - SG107	\$17.99
---	----------------	---------

T- SHIRT (Work Shirt) – Shirt is required to be purchased through the school.

Black Public Safety Shirt (to be bought in program area)		\$12.00
---	--	---------

JOB SHIRT – job shirt is not required, but is highly recommended due to cold temperatures.

Men's/Women's - FIRST CLASS - FLEECE JOB SHIRT WITH ZIPPER (Black)	Item# - JS64/JS66	\$29.99
---	-------------------	---------

BOOTS/SHOES

Any black uniform boots or shoes – boots and shoes may be found at Walmart, Online, or any shoe store.

PHYSICAL FITNESS

Physical training is an integral part of the Public Safety and Security program. Throughout the year, the students will be involved in physical conditioning, physical training, and basic self-defense maneuvers. The students will also be given the opportunity to use various strength and conditioning equipment and various occupational equipment.

The student's safety is the primary concern of Reading Muhlenberg Career and Technology Center. If the student is ill or has a temporary physical handicap, he/she will be dismissed from the activity. The student will still be required to participate in the activities by watching and learning, for he/she will have to perform these activities in the future.

Attached is a parental consent form for physical activity. On this form, please fill out any and all pertinent health information about your child. Detach and return to the student's instructor as soon as possible. Not having this form signed and turned in will affect the student's grade.

If you have any concerns or questions, feel free to telephone me at the Reading Muhlenberg Career and Technology Center: 610-921-7300. Thank you for your attention to this matter.

Student Name: _____

Date: _____

I/We give permission for (student name) _____ to engage in the physical training aspect of the Public Safety and Security Program at Reading Muhlenberg Career and Technology Center.

Listed below are any health or physical concerns that may hamper his/her physical training.

Asthma: _____

Heart Ailments: _____

Medications: _____

Other Health Concerns: _____

Parent/Guardian Signature: _____

Date: _____

GRADE REPORTING

Purpose: The intent of this grading procedure is to provide a student grade that accurately reflects student achievement. Progress is measured in the areas of work ethics, knowledge and the practical skills aligned to the program area learning guides. Student performance for learning guide activities and assignments are reflected in the knowledge grade. Students will be evaluated according to established program standards on an individual basis. The ClassMate grading software automatically calculates student grades using the following formula:

Work Ethic	40%
Knowledge	<u>60%</u>
	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

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

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.

Health Occupation Students of America (HOSA)



www.hosa.org

HOSA, a co-curricular club, is a health career organization of which all Health Science Technology and Public Safety & Security students may become a member. Our students become members of the state and national organizations that "promote careers in healthcare", while allowing them to practice leadership and interpersonal skills through competition. Our local chapters, HOSA Pioneer, HOSA Heritage, HOSA Pride, HOSA Freedom, and HOSA Heros are very involved in service to the school and community. Two officer teams, one a.m. and one p.m., head the local chapters under the direction and guidance of their respective advisor.

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