



www.rmctc.org

The Carpentry Program

CIP 46.0201

Instructor: Steven Voelker
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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/Guardian:

My name is Steven Voelker and I am the Carpentry teacher here at Reading Muhlenberg Career and Technology Center. I would like to welcome you and your child to RMCTC. I am looking forward to meeting your child and sharing my knowledge and skills of the construction industry. Whether your child has long term goals of being employed in the industry or just wants to learn basic carpentry skills, they will leave here with confidence and hands on experience of what it is like to be a carpenter.

As you will see in the scope and sequence Carpentry 46.0201 pages to follow, there is a lot to learn in a short amount of time. We have some big projects and some small projects. My intent is to help your child not only learn valuable skills, but assist them in developing a productive work ethic needed to be successful in their life.

During the first week or two of the new school year, you can expect your child to bring home some important information for the school and carpentry program that must be reviewed and completed by you. All of these forms must be returned as soon as possible for your child to continue their education.

I am looking forward to having a successful year with your child and opening their eyes to new opportunities in their life!

Sincerely,

Steven Voelker

RMCTC Carpentry teacher



Carpentry

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



Job Titles – Career Pathways

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



CTC knowledge transfers to college credits at:

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

Student Certifications

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

Accreditations

PBA – Pennsylvania Builders Association



Instructor – Mr. Steven Voelker

Biography

I am the owner and operator of Steven T. Voelker Building & Remodeling. I have been self-employed for 23 years and employed by others for an additional 6 years in the remodeling industry. I have hands-on knowledge and experience in all phases of the industry. I can actually say I have always loved my job.

I am now pursuing a teaching career with RMCTC to educate, share my work experience and my passion with the next generation of carpenters in hopes that one day they will also love what they do.

When I am not working, I enjoy spending time with my family, hunting, riding motorcycles, hiking mountains, and taking long bike rides at the beach.

Education

Holy Name High School

Certifications and Awards

PA HIC #45572

Work Experience

Green Hills Lumber Yard

Wertz Building & Remodeling

Gerald Wert Custom Cabinetry

RAM Siding

Hire Date

2017



Program Planning Tool

Program Title: CIP 46.0201 CARPENTRY

Student Name: _____

This document has been designed as a tool to facilitate student placement decisions and provides important information about the program. The chart on the reverse side is designed to assist in the identification of necessary skills, present educational levels, and supports, if any, that are needed to foster program success.

Program Completion Requirements

A successful student will...

- Secondary Academic Course Requirements: The PA Dept. of Education's focus is to ensure every student is college and career ready, therefore all students are recommended to follow a college prep sequence of academic classes. Courses such as applied math or general science are not appropriate for this program. PDE's goal is to have all students perform at the competent or advanced level on the Keystone Exams and Program of Study end-of-program assessment (NOCTI).
- Complete an Occupational Competency Assessment (i.e. NOCTI end-of -program exam) and score at the "competent" or "advanced" level. This end-of -program exam will cover the full scope of the program of study curriculum and includes (1) a multiple choice test and (2) a performance test consisting of occupational related tasks scored and evaluated by industry judges.
- Earn a minimum of one industry recognized certification. Students will be encouraged and expected to earn all recognized industry certifications that make up the scope of the curriculum. Accommodations are not permitted for industry certifications. These include: Pennsylvania Builders Association, OSHA, Corian Installation and Vinyl Siding Institute Certifications.
- Complete the approved program curriculum and earn a minimum of one RMCTC Job Title aligned with the student's career objective. Job titles are identified on the program task list, aligned with local workforce needs and high priority employment occupations, and annually reviewed and approved by the program's occupational advisory committee.
- Successful completion of Keystone Exams as determined by sending school district.
- Maintain a 95% attendance rate or better.
- Transition on to a post-secondary institution, military or related fulltime employment aligned to their CTC program of study.

Instructional Process/Specifications

A successful student will...

- Perform a wide variety of tasks in a laboratory environment with equipment consistent with industry standards. Up to 25 students are assigned to work "independently" and in "small teams". Students progress by using learning guides in a self-directed manner. Students will be required to use a variety of hand and power tools that will include hammers, jacks, routers, levels, planes, chisels, files, power saws, power drills, jointers, power sanders, lathes, radial arm saws, drill presses, and pneumatic tools.
- Students will also be required to use ladders and scaffolding. Using this equipment requires self-discipline and strict adherence to rules to ensure safety of self and others. The laboratory simulates a real working environment therefore students will be exposed to the noise levels, dust, debris, and fumes associated with the carpentry profession.
- Participate in classroom theory and laboratory applications for generally 2 ½ hours each day; students will spend 25% of their time in classroom theory and 75% of their time doing laboratory applications and live work.
- Participate in Career & Technical Student Organizations including HBA, SkillsUSA and/or National Technical Honor Society.
- Participate in a paid or unpaid work based learning related to the Program of Study (cooperative education, clinical internship, and/or job shadowing).
- Complete written and performance tests. Students will be evaluated weekly on occupational skill performance using rubrics. In addition, students will be evaluated daily on work ethics. Progress is measured by test performance, task completion and work ethic.
- Read and study textbooks and technical manuals. Most textbooks are written at a 10th to 11th grade reading level and most technical manuals are written at a higher level.
- Complete homework on time. Homework typically involves chapter or workbook assignments, and writing assignments.
- Purchase appropriate work and safety attire, tools, and equipment. Following is an estimated breakdown of costs: UNIFORM: \$25.00 TOOLS: \$45.00

Program Planning Tool

CTE Requirements	Present Educational Ability/Level	Support Needs
<p>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 10th-11th grade reading level. Proficient on end-of-course exam (Keystone). Ability to read and interpret technical manuals, blueprints and product literature. Ability to study specifications in blueprints, sketches or building plans to prepare project layout and determine dimensions and materials required. NOCTI assessment and industry certification exams require a proficiency in English language skills.</p>		
<p>Math Level - At grade level and proficient on end-of-course exam (Keystone). Knowledge of arithmetic, algebra, geometry and their applications. Ability to do precise measuring and dimensioning according to blueprints and building plans. Ability to estimate sizes, distances, and quantities; and determine time, costs, resources, and materials needed to perform a work activity. Ability to apply construction geometry; calculate board and square feet; convert fractions, decimals, and percents; simplify measurements. Ability to use math to solve problems.</p>		
<p>Aptitude – Mechanical, active listening, critical thinking, and spatial relations. Effective communication skills when speaking and writing, problem solving/troubleshooting and the ability to work independently and as part of a team.</p>		
<p>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.</p>		
<p>Interpersonal/ Social – Giving full attention to what others are saying and understanding directions, and adjusting actions in relation to the actions of others. Ability to work independently and in a team.</p>		
<p>Other Occupational/Program Considerations - Teamwork, excellent measuring skills, Learning and work environment with several sensory inputs, including various chemical and wood smells and dust, dirt and debris, loud and sometime startling noises, ongoing background noise, moving people and construction equipment, small spaces, interior or exterior work factors/environmental factors, scaffolding and ladders.</p>		

46.0201 Carpentry/Carpenter

SAFETY/OCCUPATIONAL ORIENTATION

Follow basic lab and construction industry safety practices and procedures.
Follow procedures in Safety Data Sheets (SDS) system.
Identify and follow all OSHA safety standards at the construction site.

HAND TOOLS

Use and maintain small hand tools.
Use and maintain sawing tools.
Use and maintain fastening tools.
Use and maintain measuring tools.
Use and maintain cutting tools.
Use and maintain ladders.
Use and maintain finishing tools.
Construct scaffolding.

POWER TOOLS

Use and maintain stationary electric power tools.
Use and maintain pneumatic tool systems.
Use and maintain portable electric power tools.

BLUEPRINTS READING

Interpret blueprints.
Interpret and comprehend standard symbols and abbreviations.
Interpret building specifications.
Interpret a plot plan.
Interpret a foundation plan.
Interpret elevation plans.
Interpret details and section views.
Interpret floor wall and roof framing plans.
Interpret building and zoning codes.
Interpret Americans with Disabilities Act (ADA) regulations.

SITE PREPARATION AND LAYOUT

Determine factors needed to be considered before the start of a building project.
Acquire a building permit.
Use PA One Call System Inc.
Establish elevations and grades from benchmarks using leveling instruments.
Stake out a building foundation using the Pythagorean theorem.
Layout and construct batter boards.

FOOTINGS AND FOUNDATIONS

Determine footer type.
Use of leveling instruments.
Establish footer lines and elevations.
Layout and construct forms for footers.
Layout foundations.
Layout and construct forms for concrete slabs.
Install reinforcing bars.
Construct vertical and horizontal framework.

FRAMING - FLOOR CONSTRUCTION

Layout and install sill plates.
Layout and install floor joists including manufactured floor joists.
Layout and install joists for a cantilever floor.
Construct and install cross and solid bridging.
Layout and install sub-flooring.
Layout and construct floor openings.

FRAMING - WALL CONSTRUCTION

Layout and construct a wall.
Layout and construct door openings.
Layout and construct window openings.
Layout and construct solid headers.
Layout and install sheathing.
Plumb align and brace walls.
Layout and install metal studs.

FRAMING - ROOF CONSTRUCTION

Layout and install a ridgeboard.
Layout and install common rafters.
Layout and install hip and jack rafters.
Layout and install roof trusses.
Layout and install roof sheathing.
Layout and construct roof openings.
Layout and install roofing paper.
Layout and install roofing materials.
Layout and install capping.

EXTERIOR FINISH

Install house wrap.
Install exterior doors.
Install windows.
Layout and install siding.
Layout and install soffits and fascias.
Layout and install gutters and downspouts.
Layout and install exterior stair systems.

INTERIOR FINISH

Layout install and finish drywall.
Layout and install suspended and tile ceilings.
Layout and install interior doors.
Layout and install door trim casings and hardware.
Layout and install window trim casings and hardware.
Layout and install baseboard and molding.
Layout and install flooring materials.
Layout and install interior stair systems.
Install various types of insulation.

ESTIMATION

Estimate the cost and amount bricks and blocks needed to complete a given task.
Estimate the cost and amount of concrete needed to complete a given task.
Estimate the cost and amount of materials to finish an exterior wall.
Estimate the cost and amount of materials to finish an interior wall.
Estimate the cost and amount of materials to construct a finished floor.
Estimate the cost and amount of materials to construct a finished roof.
Estimate the cost and amount of materials to install siding for a house.

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.
Describe building materials, fasteners, and hardware.
Demonstrate cabinet installation.
Demonstrate cabinet fabrication.

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.*

Dear Parent/Guardian:

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

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

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

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

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

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

Thank you for your cooperation.

Sincerely,

Steven Voelker
RMCTC Carpentry Teacher

READING MUHLENBERG CAREER & TECHNOLOGY CENTER

Mandatory Dress Code for Carpentry

1. Shirts

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

2. Pants

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

3. Shoes

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

4. Glasses

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

5. Hats

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

6. Hair

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

7. Tools

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

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 inquiries 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): A task list guides every RMCTC program. Tasks are evaluated on a 0-5 scale with a 4 or 5 considered proficient. Learning guides are normally aligned to lab assignments or shop projects where a student will physically perform a task. The student and teacher will discuss, at the beginning of each quarter, student expectations and the required tasks that must be completed or "contracted" by the end of the marking period. This allows a student to work productively with the expectation to make constant progress during the marking period. All assignments, activities and rubrics associated with learning guides are documented in the "knowledge" grading component. It is important to note that poor productivity will have a negative impact on a student's grade.

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

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

GRADE REPORTING (continued)

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.

B = Good

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

C = Average

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

D = Passing

1. This grade represents a **minimally satisfactory** achievement.
2. The 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 **unsatisfactory** achievement.
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

GRADE REPORTING (continued)

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.

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.

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.

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 and sign up for the school Remind App before starting the job/internship. Any student who is less than 18 years of age must also have a transferable work permit.
2. **ABSENT FROM SCHOOL????? – NO WORK!!!!!!!**
 - If you are absent from school in the morning, you may **NOT** go to work in the afternoon. **YOUR JOB IS PART OF YOUR SCHOOL DAY.** If you are at a **medical, social service, or court appointment** in the AM, you **may** go to work that day. However, you must bring a note **from the agency where you were**, to your attendance secretary, the next school day.
 - If you are ill, **YOU** must call your employer to inform him/her that you will not be reporting for work.
 - **IMPORTANT:** If your name is going to appear, for any reason, on your sending school absentee list, you must also **report off to Mrs. Albarran @ 610-921-7301. Failure to report off may result in removal from WBL.**
 - If **school is closed** for a holiday, in-service day, or a snow day, you **DO** go to work on those days, if you are scheduled. If you are not scheduled, you can work additional hours if your employer allows you to work. Labor Laws need to be followed.
 - If you are suspended **out of school**, you may not work at your WBL job. This includes jobs that are scheduled with after school hours.
 - **REPETITIVE ABSENCES** at school or work will result in your removal from Work Based Learning.
3. All WBL students are required to **report to the CTC every Monday.** Any additional classroom time is at the discretion of your program area teacher. You are responsible for communicating this to your employer. On the **first Monday of each month or the first day, you are at RMTC for the month**, you must report to the **Work Based Learning Office**, where you will sign in with Mrs. Hughes. Co-op students will record hours and earnings, and then return to your program area for the remainder of the school day. **Do not forget to bring your check stubs to record your hours and earnings!** Internship students will record hours. **If you miss two monthly meetings, you will be removed from WBL.**
 - Any violations of these rules will result in the following **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. Upon your first week of work, obtain a contact number in case you need to call your supervisor.
5. If your work experience is terminated for any reason, you must return to school the next day, and inform your CTC teacher and the Work Based Learning Coordinator.
6. If you wish to terminate your employment, you must discuss this with your teacher and the Work Based Learning Coordinator, and leave the job properly by giving the employer a two-week notice and a letter of resignation.
7. If you have any questions concerning the rules and guidelines of Work Based Learning, please contact the WBL coordinator at 610-921-7337.

STUDENT SIGNATURE

PARENT/GUARDIAN SIGNATURE