



www.rmctc.org

The Painting & Decorating Program

CIP 46.0408

Instructor: Amanda Umberger

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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 Amanda Umberger, instructor of the Painting and Decorating program at Reading Muhlenberg Career and Technology Center (RMCTC). I would like to welcome your son/daughter to our class. The goal at RMCTC is to instill the work ethics and skills needed to excel in the Painting and Decorating trade as well as prepare him/her for a post-secondary school.

In our classroom, as well as working in the trade, your child will learn that safety is the #1 factor. All students will be working with paints and chemicals, using ladders and power tools. The student must follow all safety regulations as instructed to provide a safe and healthy environment for learning.

Your son/daughter should come to school with the desire to learn and know that there are many opportunities to learn skills, and gain experience for the professional employment, as well as post-secondary school.

Please note, for your convenience there are forms explaining shop rules, expectations and safety rules that must be read, signed and returned to school.

Please feel free to contact me with any questions or concerns, by phone at 610-921-7300 or by email at aumberger@rmctc.org.

Sincerely,

Amanda Umberger
Painting and Decorating Instructor
Reading Muhlenberg Career and Technology Center



Painting & Decorating

- Design creative living and work spaces that fit the needs of clients.
- Analyze and perform various painting techniques including faux finishing.
- Refurbish broken and outdated furniture using innovative materials and techniques.
- Develop the necessary skills to create and deliver innovative spaces using the principles of design.



Job Titles – Career Pathways

- 41-2031 Retail Salespersons
- 47-2141 Painters, Construction and Maintenance
- 47-2142 Paperhangers
- 51-7021 Furniture Finishers
- 51-9123 Painting, Coating, and Decorating Workers
- 51-9198 Helpers — Production Workers

CTC knowledge transfers to credits at:
Pennsylvania College of Technology

Student Certifications

NOCTI – National Occupational Competency Testing
Institute Certification
* Painting and Decorating
OSHA Safety Certification
PBA – Pennsylvania Builders Association

Accreditations

PBA – Pennsylvania Builders Association



Instructor – Mrs. Amanda Umberger

Biography

Throughout my high school career I discovered my love for design and creativity which led me to attend college for interior and architecture design. I graduated and worked as an interior/kitchen and bath designer. During this time I attended Kutztown University for education and then taught for six years, but I still had a passion for interior design and furniture refinishing.

I love working with students and watching them gain the skills needed to become successful painters and decorators. The best part of my job is being able to combine my love for teaching and passion for design.

Education

Associates Degree, Interior Design, Northampton Community College

Bachelor's Degree, Elementary Education, Kutztown University

Master's Degree, Urban Education, Alvernia University

Certifications and Awards

Level 1 and 2 Education Certificate

Vocational Education I Certification, Temple University

Vocational Education II Certification

Work Experience

I have worked for companies specializing in interior and kitchen design and painting. In addition, I have taught elementary and middle school in the Reading School District.

Hire Date

2013



Program Planning Tool

Program Title: CIP 46.0408 PAINTING AND DECORATING

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. This includes OSHA Certification.
- 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 screwdrivers, hammers, spray guns, sanders, brushes, rollers, block planes, metal cutters, power drills, scrapers, and razors.
- Students will be required to work with paints, varnishes, stains, solvents, grout, adhesives, and other chemicals. 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 painting and decorating professions.
- This requires self-discipline and strict adherence to rules to ensure safety of self and others.
- Participate in classroom theory and laboratory applications for generally 2 ½ hours each day; students will spend 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, on line research assignments and writing assignments.
- Purchase appropriate work and safety attire, tools, and equipment. Following is an estimated breakdown of costs: UNIFORM: \$20.00

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 10-11 th grade reading level. Proficient on end-of-course exam (Keystone). Must have ability to read and understand reference manuals, 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 do precise measuring and dimensioning according to blueprints and drawings. 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. Ability to kneel for extended periods of time, work independently, good eye/hand coordination.		
Interpersonal/ Social – Active listening, communication skills with supervisors and peers, ability to work alone and cooperatively on a team.		
Other Occupational/Program Considerations - Learning and work environment includes various chemical smells and dust, dirt and debris, moving people, small spaces, interior or exterior work factors/environmental factors, working on scaffolding and ladders. Stamina and strength needed for lifting and prolonged standing, stooping, bending.		

Scope and Sequence Painting & Decorating 46.0408

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)	Grade 12 (Hours)	First Semester	Second Semester	Third Semester	Fourth Semester
Technical		Orientation	Paint Problems	Solving Paint Coating Problems & Organizing a Job	MGT 115: Principles of Management	ACC 123: Intro to Managerial Accounting	MGT 301: Business Law I	MGT 216: International Business
		Safety	Business Management	Industrial Coatings	ACC 113: Intro to Financial Accounting	CSC 211: Business Computer Apps	_SBM: Elective: Specified Business Management	FIN 305: Fundamentals of Financial Planning
		Surface Preparation	Paint Removing & Cleaning	Color Theory & Decorative Painting	CSC 110: Intro to Info Technology		MGT 248: Supervision & Human Relations	FIN 350: Finance
		Paints & Coating	Drywall	Wallcovering			MGT 340: Human Resource Management	MGT 315: Business Ethics
		Trade Math	Woodcoatings & Specialty Coatings	Art & Design & Advanced Techniques			HRM 300: Human Res Mgmt	_SBM: Elective Specified Business Management
		Job Seeking/Keeping Skills	Spray Painting	Industrial Spray Painting			_SBM: Elective: Specified Business Management	
			Job Seeking / Keeping Skills	Owning a Painting & Decorating Company				
				OSHA				
English	College Prep English 9	College Prep English 10	College Prep English 11	College Prep English 12	ENL 111: English Comp 1	ENL201: Technical & Professional Communication		
						MGT 230: Business Communication		
						SPC 101: Fund of Speech		
Math	Algebra I	Geometry	Algebra II	Trigonometry	MTH 113: Business Mathematics			
Science	Accel Integrated Science	Biology	Chemistry	Physics				SCI: Science Elective
Humanities	Citizenship	World Cultures	American History I	American Government		_HUM: Elective: HUM/SSE/ART/F OR/AEE		
Other	Physical Education	Physical Education	Physical Education	Physical Education	FIT: Elective: Fitness			
	Health	Health	Driver's Ed Theory		OIT 101: Keyboarding & Its Applications			

46.0408 Painting/Painter and Wall Coverer

Orientation

Complete school and shop orientation.

Analyze careers in the painting trade.

Safety

Determine painting safety.

Interpret and describe ladder, scaffold, and fall protection.

Surface Preparation

Determine surface / substrate materials and conditions.

Protect adjacent surfaces.

Perform basic surface preparation.

Apply sealants and repair / fillers.

Paints and Coatings

Complete introduction to paints and coatings.

Examine types and styles of paint brushes.

Take part in brushing techniques.

Examine types and styles of paint rollers.

Take part in paint rolling techniques.

Trade Math

Perform measuring.

Paint Problems

Analyze painting failures and remedies.

Business Management

Take part in job planning and completion.

Paint Removing and Cleaning

Take part in chemical cleaning and stripping.

Describe low-pressure water cleaning.

Describe abrasive blasting.

Drywall

Take part in drywall finishing and patching.

Woodcoatings

Apply stains.

Apply clear finishes.

Apply wood finishing.

Specialty Coatings.

Describe coatings II

Spray Painting

Utilize spray cans.

Describe conventional.

Describe airless.

Describe HVLP.

Take part in airbrush painting.

Solving Paint Coating Problems

Describe painting failures and remedies II.

Organize a Painting Job

Develop job supervision, planning and control.

Industrial Coatings

Analyze coating III.

Color Theory

Take part in color and tinting.

Wallcoverings

Apply wallcovering basics.

Apply advanced wallcovering.

Art and Design

Perform stenciling.

Understand graphics.

Create graphics using vinyl plotter.

Advanced Techniques

Identify texturing.

Industrial Spray Painting Techniques

Spray paint with special devices.

Perform Decorative Painting

Perform faux finishes.

Owning a Painting & Decorating Company

Examine various terms associated w/ Business Ownership

Compare 5 main forms of Business Ownership

Explain the tasks associated w/ business ownership.

Accurately prepare estimates for a painting & decorating company.

List steps to become a licensed house painter.

OSHA

Complete OSHA training.

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.

Dear Parent/Guardian,

Your son/daughter has made an exciting career choice by enrolling in the Painting and Decorating program. Instruction in safe operation of tools and equipment is important to this instructional area. However, before a student may work in the shop area they must show their ability to use the equipment in a safe manner.

The following is a list of some of the tools and equipment used in the Painting and Decorating program.

Paints	Ladders	Staple Gun
Solvents	Scaffolding	Dremel Tool
Spray Equipment	Electric Sanders	Wood Burning Tool
Air Equipment	Heat Gun	Power Tools
Hand Tools	Band Saw	Cutting Blades

To provide a safe working environment for all students in the class, each student must pass a safety test on all of the above tools and equipment.

Thank you,

Amanda Umberger
Painting and Decorating Instructor

I have read the above information and fully understand the importance of safety in the shop.

Student Name **Printed**

Student Name **Signed**

Parent/Guardian **Printed**

Parent/Guardian **Signed**

Painting and Decorating Expectations

There are 4 main expectations posted in the classroom. They include, but are not limited to the following;

1. **RESPECT!**

- Respect each other and all instructors.
- Respect others' personal belongings. If doesn't belong to you, don't take it, use it, etc.
- Respect the shop and the materials within. It is our goal to have a productive learning environment. In order to do this the materials **MUST** stay in the shop in an organized manner.
- Respect the school. Keep the school and shop clean orderly. There are a lot of resources that go into keeping the school and shops clean and presentable so we can achieve our goals. Let's do our best to keep them that way.

2. **WORK!**

- In order to achieve your trade goals and achieve an acceptable grade, the student must complete their work in a timely fashion. If the student fails to do so, their grade will suffer.
- Students should also show initiative and the desire to succeed and achieve their goals.

3. **Clean/Organization!**

- In order to have a productive and safe work environment, each student is responsible for keeping the shop and theory room clean. This includes, but not limited to, properly cleaning paint brushes, paint spills or dribbles, closing lids properly on paint cans, etc. If the shop is not clean/organized, we will stop the lesson/projects and will clean/organize first.
- It is also the students' responsibility to make sure the tools/materials are properly placed in the appropriate spot. If you used it, put it back.

4. **NO Electronic Devices!**

- The policy at RMCTC is that there are **NO** personal electronic devices allowed in the building. This includes, but not limited too; cell phones, ear buds, computers, pagers, iPods, MP3 players, electronic note pads, etc.
- If you have an electronic device, please turn it on silent and place it in your bag in your locker. Keep your locker **LOCKED** at all times. Do not share your combination with anyone.
- If an instructor sees an electronic device it will be placed in a sealed envelope and will be taken to the Office where your parent/guardian can pick it up at a later time.

Thank you,
Amanda Umberger

Student Name –**Printed**

Student Name –**Signed**

Parent/Guardian Name –**Printed**

Parent/Guardian Name –**Signed**

Dress Code and Equipment for Painting and Decorating

In order to safeguard the physical well-being of our students, it is sometimes necessary to require appropriate personal safety equipment and clothing be worn by our students while they are attending their training program at the Reading Muhlenberg Career & Technology Center.

School provided equipment:

- Safety Glasses
- Respirators and dust masks
- Chemical Resistant Gloves
- Paint Aprons

Student provided equipment:

--Students will be required to purchase brushes. With proper care, these brushes should last the duration of the year.

--Students are required to wear a uniform shirt at all times while at RMCTC. The student will be provided with one shirt. Additional/replacement shirts will be available for purchase.

--Student work clothing is not supplied by the school and must be purchased by the individual student for his or her personal safety.

*****Note*****It is the students' responsibility to wear appropriate clothing for painting. If a student wears "nice/new" clothes and does not want to get paint on these items, the student must provide a change of shoes/clothes to wear while working in the shop.

- A change of shoes or sneakers. Must have a closed toe, closed back and no heels. NO sandals.
- Uniform work shirt.
- Any type of work pants. Must be school appropriate and no holes.
- Hair must be pulled back.

****If a student is not properly dressed for his or her instructional activity, it will be reflected in the daily performance grade. Eventually, a student may FAIL his or her course due to inappropriate dress. Please see the "Student Handbook" under the "Dress Code" section for additional information.

Thank you,

Amanda Umberger

I have read and understand the importance of proper dress attire.

Student Name –**Printed**

Student Name—**Signed**

Parent/Guardian Name –**Printed**

Parent/Guardian Name--**Signed**

In order to prepare the students for working in the program area they have selected, it is important to run the class as a work place. Students will take turns being responsible for the following duties and will be graded accordingly.

Foreperson:

The Foreperson is responsible for running all shop and classroom schedules, and making sure each student is performing the job that they are assigned. The Foreperson is also responsible for ordering supplies, maintaining those supplies and keeping the room stocked with essentials such as hand cleaner, hand towels, toilet tissue, etc.

Clean Up:

Students at RMCTC are responsible for the cleaning of their own classroom and shop areas. For this reason it is mandatory to have a clean up duty roster composed of the students in the class. In alphabetical order each student is assigned a clean up duty for the week. After the week is over each student moves down to the next job until they are off the duty roster. Some of the clean up duties include sweeping, cleaning sinks, and emptying the trash cans.

Tool Room Attendant:

In order to have a safe and clean shop area, it is important to have a student in charge of handing out, and making sure that fellow classmates return, their tools and supplies. Each student will sign out the necessary tools and equipment needed to perform a job they are working on, and at the conclusion of the day they will return everything to the tool room, where the attendant will cross off the items used. This is also an opportunity for students to learn the names of the tools and supplies used in the class.

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:

$$\begin{array}{rcl} \text{Work Ethic} & 40\% & \\ \text{Knowledge} & \underline{60\%} & \\ & 100\% & \end{array}$$

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