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## **The Building Property Maintenance Program**

**CIP 46.0401**

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Have Questions?

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# **READING MUHLENBERG CAREER & TECHNOLOGY CENTER**

## **MISSION STATEMENT**

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

## **VISION STATEMENT**

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

## **BELIEFS**

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



# Building & Property Maintenance

- Construct, erect, install, and repair all residential building components.
- Operate power tools, read construction drawings, produce estimates, and evaluate and perform project cost analysis.
- Earn industry-recognized, valuable certifications, such as OSHA, PBA, and fork lift certifications.
- Fabricate, weld, and machine metal materials.



## Job Titles – Career Pathways

- 13-1051 Cost Estimator
- 47-2061 Construction Laborers
- 47-2152 Plumbers, Pipefitters and Steamfitters
- 47-3012 Helpers — Carpenters
- 47-3013 Helpers — Electricians
- 49-9042 Maintenance and Repair Workers, General
- 49-9098 Helpers — Installation, Maintenance, and Repair Workers
- 51-4121 Welders, Cutters, Solderers, and Brazers

## CTC knowledge transfers to college credits at:

Commonwealth Technical Institute  
Community College of Allegheny County  
Luzerne County Community College  
Orleans Technical Institute  
Pennsylvania College of Technology

## Student Certifications

NOCTI – National Occupational Competency Testing Institute Certification

\* Building Property Maintenance

Forklift Operator Certification

OSHA – Safety Certification

PBA – Pennsylvania Builders Association

## Accreditations

PBA – Pennsylvania Builders Association



## **Instructor – Mr. Robert Rohrbach**

### **Biography**

I am a lifelong resident of Reading, PA. I began my career in property maintenance as a part-time technician when I was a sophomore in high school. After I graduated from Reading Muhlenberg Career and Technology Center and Reading Central Catholic in 2003, I continued my career in Property maintenance taking plumbing and HVAC apprenticeships at Berks Career and Technology Center.

I worked at various Senior Living Centers and Apartment complexes. I have held positions in the industry from laborer to Lead Technician.

### **Education**

Reading Central Catholic High School  
Reading Muhlenberg Career and Technology Center  
Berks Career and Technology Center (Plumbing, HVAC, Mechanics.)

### **Work Experience**

Installation and repair of Electrical, Plumbing, HVAC, Carpentry, Interior/Exterior finishing, and Masonry.

### **Hire Date**

2020



Dear Parents,

I would like to introduce myself and the Building Property Maintenance (BPM) course that I will be instructing. My name is Mr. Robert Rohrbach and I am a lifelong resident of Reading, PA. I began my career in property maintenance as a part-time technician when I was a sophomore in high school. After I graduated from Reading Muhlenberg Career and Technology Center and Reading Central Catholic in 2003, I continued my career in Property maintenance taking plumbing and HVAC apprenticeships at Berks Career and Technology Center. I worked at various Senior Living Centers and Apartment complexes. I have held positions in the industry from laborer to Lead Technician.

Students enrolling in BPM will be taught trade skills through a hands on learning process. This instructional format will allow students to experience firsthand construction and maintenance within class projects. Coupled with hands on learning, each student will receive individual attention with a focus on theory and skill development. The additional theory to be addressed includes basic mathematical, logical, scientific, and verbal skills.

As a course that prepares students for working in a professional field, students are expected to maintain professional and responsible work ethics and habits. Students should arrive on time to class and be prepared for instruction. Additionally, students are expected to interact with peers in a respectful manner.

There is a mandatory uniform policy which is school wide. Students must wear BPM program issued pants, shirts, and boots. The entire uniform will be provided to the students. Time will be made available for students to change every day. The uniforms will also be washed by the school as well.

I look forward to meeting my students, and being in touch with you. I appreciate your involvement in your child's learning. If you have any questions please do not hesitate to contact me at 610-921-7300 or by email at [rrohbach@rmctc.org](mailto:rrohbach@rmctc.org).

Sincerely,

Robert Rohrbach  
BPM Instructor

## Program Planning Tool

Program Title: CIP 46.0401 BUILDING PROPERTY MAINTENANCE

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 include scope of the curriculum. Accommodations are not permitted for industry certifications and are OSHA and Pennsylvania Builders Association Skills Certificates.
- 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. The laboratory experiences for students in this program include the basics of several building trades. Students will be required to use a variety of hand and power tools that will include hammers, files, wrenches, trowels, power saws, table saws, power drills, drill presses, jointers, routers, blow torches, welding equipment, workshop presses, pipe cutters, and circuit testers.
- 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 occupation.
- 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).
- Participate in classroom theory and laboratory applications for generally 2 ½ hours each day; students will spend 30% of their time in classroom theory and 70% of their time doing laboratory applications and live work.
- Complete written and performance tests (a minimum of one written quiz per week and a minimum of 2 tests per quarter). Students will be evaluated weekly on occupational skill performance using rubrics. Students will also 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 is issued a minimum of two nights a week and usually can be completed in one hour or less. Homework typically involves chapter or workbook assignments, on line research assignments and at least two five paragraph essays per report period.
- Purchase appropriate work and safety attire, tools, equipment and reference books.

## Program Planning Tool

CTE Requirements	Present Educational Ability/Level	Support Needs
<b>Program Completion</b> – 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.		
<b>Reading and Language Arts Level</b> - Text and manuals written on a 10 <sup>th</sup> -11 <sup>th</sup> grade reading level. Proficient on end-of-course exam (Keystone). Must have ability to read, understand and apply engineering science and technology, to include technical plans and blueprints. NOCTI assessment and industry certification exams require a proficiency in English language skills		
<b>Math Level</b> - 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 calculate electrical loads and perform electrical mathematics. Ability to do precise measuring and dimensioning according to blueprints and drawings. Ability to use math to solve problems.		
<b>Aptitude</b> – Mechanical, numerical ability, critical thinking, inductive reasoning, visualization and spatial relations. Problem solving and troubleshooting skills.		
<b>Safety &amp; Physical</b> – 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.		
<b>Interpersonal/ Social</b> – Active listening, communication skills with supervisors and peers, ability to work alone or cooperatively on a team.		
<b>Other Occupational/Program Considerations</b> – Teamwork, excellent measuring skills, Learning and work environment includes 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.		



# Scope and Sequence Building Property Maintenance 46.0401

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		Customer Service & Safety	Interpret Blueprints	Electrical Practices	BCT 102: Construction Safety and Equipment	BCT 118: Construction Materials and Applications 1	BCT 234: Masonry Principles	BCT 255: Construction Estimating
		Prepare for Maintenance Occupations	Electrical Practices	Surface Treatments	BCT 103: Construction Hand and Power Tools	BCT 119: Blueprint Reading and Specifications	BCT 238: Concrete Construction	BCT 256: Residential Construction Planning, Schedule
		Electrical Practices	Carpentry Procedures	Plumbing fixtures & fittings	BCT 109: Framing Principles	BCT 127: Roof Framing and Exterior Finishing	BCT 260: Introduction to Electrical and Mechanical	BCT 257: Interior Finish and Trim
		Carpentry Practices	Plumbing	Maintenance Services	BCT 110: Site Preparation and Layout			BCT 258: Computer Applications for Construction
		Plumbing	HVAC & Appliance Repair & Maintenance	Masonry & Concrete	BCT 117: Construction Materials and Applications 1			
		Masonry & Concrete Procedures	Job Seeking/Keeping Skills	Welding & Cutting				
		Job Seeking/Keeping Skills		OSHA				
				Job Seeking/Keeping Skills				
English	College Prep English 9	College Prep English 10	College Prep English 11	College Prep English 12		ENL 111: English Comp I	ENL 201: Technical & Professional Communication	
Math	Algebra I	Geometry	Algebra II	Trigonometry	MTH 124: Technical Algebra & Trig I			
					MTH 180: College Algebra and Trig I			
Science	Accl Integrated Science	Biology	Chemistry	Physics			PHS 103: Physics Survey	
							PHS 114: Physics w/Technological Applications	
Humanities	Citizenship	World Cultures	American History I	American Government				_HUM: Elective: HUM/SSE/ART/FOR /AAE
Other	Physical Education	Physical Education	Physical Education	Physical Education		FIT: Elective: Fitness		
	Health	Health	Driver's Ed Theory					



## **46.0401 Building/Property Maintenance**

### **Demonstrate Orientation**

Identify School rules, policies, and procedures.

Identify and demonstrate customer service, organization, and problem solving.

Identify and demonstrate basic and shop safety.

### **Prepare for Maintenance Occupations**

Identify and demonstrate construction math.

Identify and evaluate blueprints.

Identify and demonstrate hand tools.

Identify and demonstrate power tools.

Identify and define mechanical fasteners, adhesives and caulks.

### **Demonstrate Electrical Practices**

Identify and demonstrate practical electrical theory and safety.

Identify hardware and materials used in building wiring systems.

Identify and demonstrate electrical testing instruments.

Identify requirements for rough in wiring.

Installing various raceways, electrical boxes and cables.

Identify and install switch circuit installation.

Identify and install device installation.

Install and maintain fixtures.

Installing and maintain service panels.

### **Demonstrate Carpentry Practices**

Identify general carpentry procedures.

Identify, repair, and finish floor systems.

Identify, repair, and finish wall and ceiling systems.

Identify, repair, and install trim work systems.

Identify, repair, and install siding and gutter systems.

Identify, repair, and install roof systems.

Identify, repair, and install door and window systems.

Identify, repair, and install surface treatments.

### **Demonstrate Plumbing**

Identify and join plastic pipe.

Identify and join copper pipe.

Identify and define DWV systems.

Identify, repair and install fixtures and fittings.

### **Demonstrate Maintenance Services**

Identify and demonstrate HVAC repair and maintenance.

Identify and demonstrate appliance repair and maintenance.

Identify and define trash compactor and elevator repair and maintenance.

Identify, repair and maintain grounds keeping procedures.

### **Demonstrate Masonry and Concrete Procedures**

Identify, repair, and install brick and block systems.

Identify, repair, and install concrete systems.

### **Demonstrate Metal Working**

Identify and demonstrate metal cutting practices.

Identify and demonstrate metal joining practices.

### **OSHA & FORK LIFT TRAINING**

Complete OSHA training.

Complete lift truck 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.

# 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](http://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.*

# Building Property Maintenance Behavior and Safety Rules

1. You must wear safety glasses, cover goggles, or face shields after entering the shop.
2. Boots must be worn in the shop. No one **wearing sandals** will be allowed to enter any shop area. The minimum footwear must cover the entire foot.
3. Do not operate any equipment unless you are familiar with its operation and have been authorized to operate it. Questions regarding the use of equipment should be directed to the shop instructor.
4. No work may be performed using power tools unless at least two people are in the shop area and can see each other.
5. Use the shop vacuum cleaner to remove chips. Never use compressed air guns to clean clothing and hair.
6. In case of injury, no matter how slight, report it to the Instructor.
7. Contact with harmful chemicals should be reported immediately to the instructor.
8. Machines must be shut off and locked-out before servicing.
9. Do not wear ties, loose clothing, jewelry, gloves, etc. when operating shop equipment.
10. Wear appropriate clothing for the job (i.e. do not wear short sleeve shirts or short pants when welding.)
11. Do not work in the shop if you are tired, or in a hurry.
12. Never indulge in horseplay in the shop areas.
13. All machines must be operated with all guards and shields in place.
14. Do not use your bare hands to remove chips and shavings from the machine, use a brush or hook.
15. Never use a rag near moving machinery.
16. Do not strike a hardened tool or any machine with a hammer.
17. Practice cleanliness and orderliness in the shop areas. Clean up before you leave!
18. Keep the floor around machines clean, dry and free from trip hazards. Do not allow chips to accumulate. Use the shop vacuum cleaner.
19. Think through the entire job before starting.
20. Before starting a machine, always check it for correct setup and always check to see if the machine is clear.

21. Do not drink alcoholic beverages or use drugs that will alter your state of mind before or during a work session in the machine area. Do not bring food/snacks into the shop. If using medication that will affect you mentally or physically please notify the instructor

22. Don't rush or take chances. Obey all safety rules.

23. If you have not worked with a particular material before, check the materials safety data sheet (M.S.D.S.) for any specific precautions to be taken while working with the material. Also, ask the shop personnel before cutting any unusual material.

24. Heavy sanding and painting should only be done in well ventilated areas.

25. Follow all appropriate precautions when working with solvents, paints, adhesives or other chemicals. Use appropriate protective equipment. Review the M.S.D.S.

26. Check the condition of power cords and plugs on portable tools before using them. Do not use a tool that has a worn or damaged power cord/plug.

27. Always store oily rags in an approved metal container.

**I have read, understand, and agree to comply with all safety policies. If I am unclear or unsure of anything I will ask the instructor before I use any industrial machinery.**

**Parent/ Guardian Name** \_\_\_\_\_

**Parent/ Guardian Signature** \_\_\_\_\_

**Student Name** \_\_\_\_\_

**Student Signature** \_\_\_\_\_

# Building and Property Maintenance Tool List

Students enrolled in Building Property Maintenance will receive instruction on how to safely use the following industrial equipment. Students will be tested on the proper use of equipment and general safety. Each student must pass these safety tests with a 100% before having authorization to use the equipment. Students are expected to treat equipment with utmost respect and follow all safety guidelines immediately when entering the Building Property Maintenance classroom limits.

**The following is a list of tools on which each student will receive instruction:**

- Table Saw
- Horizontal Band Saw
- Vertical Band Saw
- Compound Miter Saw
- Radial Arm Saw
- Belt Sander
- Metal Lathe
- End Mill
- Drill Press
- Vertical Press
- Metal Shear/ Roller/ Pan
- Plasma Cutter
- Mig Welder
- Arc Welder
- Propane/ Acetylene Torch
- Circular Saws
- Corded/Cordless drills
- Nail Guns
- Grinders
- Reciprocating Saw
- Band Saw
- Various Hand Tools

## 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](http://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:**
    - 1<sup>st</sup> violation – VERBAL WARNING**
    - 2<sup>nd</sup> 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.

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STUDENT SIGNATURE

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PARENT/GUARDIAN SIGNATURE