www.rmctc.org

The Auto Body Repair Program

CIP 47.0603

Instructor: Todd Cassler
tcassler@rmctc.org

Have Questions?
Reading Muhlenberg Career & Technology Center
2615 Warren Rd
Reading, PA 19604
Telephone: 610-921-7310

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 Todd Cassler I am the Auto Body Repair (ABR) instructor at Reading-Muhlenberg Career and Technology Center (RMCTC). I look forward to helping your son or daughter acquire the knowledge and hands on skills needed for success in the demanding Auto Body industry.

In an effort to make a very realistic Auto Body environment your child will be required to follow strict safety and work ethic guidelines similar to those in actual industry. Here at RMCTC we feel that work ethics are a huge part of any successful career. Things like attendance, attitude, disrespect, foul language, uniform or safety violations will affect a students' work ethic grade, which is 40% of their overall grade. The 60% knowledge portion of grades are based on written assignments, tests/quizzes and skill evaluations.

ABR students are required to change into their uniform upon arrival daily, the uniform consists of **dark blue "Dickies" brand (or similar) work pants, a gray Auto Body Repair RMCTC T-shirt and steel toe work boots**. One T-shirt will be provided by the school program, additional T-shirts may be purchased. This uniform is based on industry standards and is safe in a shop environment. Failure to comply with the uniform rules everyday will result in work ethic grade point deductions. Repeated uniform violations may result in disciplinary actions. Blue jeans, excessive baggy clothing and jewelry are not allowed in the shop for obvious safety reasons. Every program at RMCTC requires students to wear a uniform based on the actual trade being taught, this allows staff to easily identify students by program and helps keep a safer school environment.

I am attempting to do all that I can to help your son/daughter grasp the concepts and work habits necessary to gain an entry-level position in the auto body field upon graduation. In return I expect, from him/her, a positive attitude, good attendance, preparation for shop, and a willingness to learn and work.

The success of your child in this program depends greatly on the dedication of your child and the support you show them. I am looking for your support. If you would like to discuss your child's progress in this program or you would like to contact me for any reason feel free to call me at 610-921-3700 or email tcassler@rmctc.org .

Sincerely,
Todd Cassler

Auto Body Repair

- Expand your career options by obtaining industry skills and certifications as you develop as an individual.
- Graduate from RMCTC with confidence, knowing you have the work ethic and skill set to be a successful, contributing member of society.
- Develop hands-on skills you can use and improve on throughout your lifetime.

Job Titles – Career Pathways

13-1032 Insurance Appraisers, Auto Damage
41-2022 Parts Salespersons
49-3021 Automotive Body and Related Repairers
49-9042 Maintenance & Repair Workers, General
51-9122 Painters, Transportation Equipment
53-7061 Cleaners of Vehicles and Equipment

CTC knowledge transfers to college credits at:

Lincoln Technical Institute
Pennsylvania College of Technology
Thaddeus Stevens College of Technology

Student Certifications

NOCTI – National Occupational Competency Testing Institute Certification
* Collision Repair & Refinishing Technology
I-CAR Professional Development Program Education Edition Certifications
OSHA 10 hr General Industry (Automotive) Cert.
Pennsylvania State Safety Inspector Certification,
Pennsylvania State Emissions Inspector Certification
S/P2 Collision Repair Safety and Pollution Prevention

Accreditations

NATEF – National Automotive Technicians Education Foundation

Instructor – Mr. Todd Cassler

Biography

In high school I attended Berks Career & Technology Center for auto mechanics. The basic skills I learned there started my automotive career. After high school I joined the United States Air Force, where I painted F-15 fighter aircraft.

When I returned to Pennsylvania, I worked as a painter and welder at several local shops. In 2003 my creative desire took over and I opened my own custom auto body shop in Muhlenberg Township.

I enjoy attending car shows and motorcycling.

Education

Conrad Weiser High School
Berks Career & Technology Center, Auto Mechanics
Welder Training & Testing Institute

Work Experience

United States Air Force
Flames Unlimited

Hire Date

2016

Program Planning Tool

Program Title: **CIP 47.0603 AUTO BODY REPAIR** 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:1. PA Safety Inspection 2. PA Emissions Inspection 3. S/P2 4. EPA 6H Training
- 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. Working in the laboratory students will be required to use a wide range of hand and power tools that include: files, hammers, wrenches, paint spray guns, grinders, sanders, welding equipment, blow torches, hydraulic jacks, pneumatic tools, buffing tools, and workshop presses.
- Students will work with such chemicals and materials as paints, resins, solvents and fiberglass. Students will be required to properly handle and dispose of hazardous waste materials. Due to the amount of dust and fumes, students with allergies, asthma and/or other respiratory conditions should not consider this program of study or profession without consulting with a physician. Safety is a critical component of this program and students must be alert and aware of the surroundings at all times as vehicles move in and out of the laboratory. This program requires self-discipline and strict adherence to rules to ensure safety to self and others.
- Participate in classroom theory and laboratory applications for generally 3 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. 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 level, most technical manuals are written at a higher level
- Participate in Career & Technical Student Organizations including 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 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: $100 - Work pants, long sleeve shirt, steel toe boots, work gloves.

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 and Language Arts Level- Text and manuals written on a 10^{th}-11^{th} grade reading level. Proficient on end-of-course exam (Keystone). Ability to understand written sentences and paragraphs in work related documents. Good oral and written communications. NOCTI assessment & 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. Use mathematics to solve problems. Ability to estimate and measure sizes, distances, and quantities; and determine time, costs, resources, and materials needed to perform a work activity.		
Aptitude – Mechanical reasoning, oral comprehension and expression, problem solving, trouble shooting, critical thinking and deductive reasoning.		
Safety & Physical - Arm/hand steadiness, body flexibility; hand(s) body coordination; manual dexterity; concentration without distraction over a period of time; the ability to bend, stretch, twist or reach with body, arms and legs; trunk strength; near vision and color discrimination. Hand-eye coordination. A focus on safety around moving equipment, hand tools & power tools. Ability to work with strong smelling chemicals in dusty environment. High degree of self-discipline and focus needed for safely using tools and equipment in the program. Able to lift 50lbs.		
Interpersonal/ Social – Customer and personal service; developing constructive and cooperative working relationships with others and maintaining them over time. Ability to work independently and in a team. Self-discipline a must due to safety issues.		
Other Occupational/Program Considerations - Ability to work independently, read and follow directions; strong attention to detail. Any type of respiratory condition would be a concern. Stamina needed to stand for long periods of time. Excellent hand/eye coordination and attention to detail. Environment with several sensory inputs, including various chemical smells and dust, loud and sometime startling noises, ongoing background noise, moving people and vehicles.		

Scope and Sequence Auto Body Repair 47.0603

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		Fundamentals of the Automotive Field - Safety	Refinishing	Mechanical Components		ABC 120: Intro to Repair Procedures	ABC 119: Electrical/Electronics and Air Conditioning	ABC 226: Advanced Refinishing
		Tools and Equipment	Painting	Electrical Components	WEL 105: Collision Repair Welding	ABC 125: Basic Refinishing	ABC 124: Chassis Alignment Steering and Suspension	ABC 227: Advanced Refinishing Laboratory
		Nonstructural Damage Repair	Estimating Damage & Customer Relations	Restraints	ABC 100: Introduction to Non-Structural Collision	ABC 126: Basic Refinishing Laboratory	ABC 207: Structural Repair Procedures	ABC 206: Collision Related Mechanics
		Welding & Cutting	Mechanical Components	Structural Repair	ABC 101: Introduction to Non-Structural Collision R		ABC 208: Structural Repair Procedures Laboratory	ABC 334: Collision Repair Operations
		Repairs & Replacements	Job Seeking/Keeping Skills	Demonstrate Frame Machine	ABC 110: Collision Estimating			
		Cleaning & Detailing		Job Seeking/Keeping Skills				
		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 121: English Comp II	
							ENL 201: Technical & Professional Communication	
Math	Algebra I	Algebra II	Geometry	Trigonometry	MTH 124: Technical Algebra & Trig I			
					MTH 180: College Algebra and Trig I			
Science	Accl Integrated Science	Biology	Chemistry	Physics				SCI: Science Elective
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	MGT 249: Small Business Management	
	Health	Health	Driver's Ed Theory					

47.0603 Autobody/Collision and Repair Technology/Technician

SAFETY

Follow general shop safety rules.

Use of personal safety devices and clothing.

Locate and identify fire extinguishers.

Locate and operate emergency switches.

Explain fire and tornado drill procedures.

Demonstrate proper handling of hazardous materials.

Follow proper chemical disposal techniques.

Operate shop and spray area ventilation systems.

Follow rules for care and safe use of hand tools.

Demonstrate safe and proper use of power tools and equipment.

Identify the proper methods and options for safely moving vehicles in the shop area.

Identify information on Safety Data Sheets (SDS).

VEHICLE DESIGN AND CONSTRUCTION

Identify the differences between various vehicle construction types.

Identify and describe structural and nonstructural panels of a unibody vehicle.

Determine the various materials used in vehicle construction.

PANEL REPLACEMENT AND ALIGNMENT

Identify the principles of full or partial panel replacement (bonded bolted or welded).

Remove reinstall and align bolt on panels.

Remove and reinstall wheel/tire assembly.

Aim headlights using mechanical aiming equipment.

TRIM AND HARDWARE

Determine types of fasteners.

Remove and replace adhesive-held molding and trim.

Remove and install seats.

Remove and install interior parts and hardware.

Remove and install exterior parts and hardware.

Remove and install exterior trim moldings and emblems.

METAL FINISHING

Select proper metal straightening tools.

Evaluate stretched metal for repair.

Demonstrate weld-on nail gun to repair sheet metal.

Repair metal to meet industry standards.

BODY FILLERS

Select correct body filler and tools.

Prepare surface for body filler.

Mix and apply body filler.

Sand body fillers to correct contour.

GLASS AND HARDWARE

Remove and reinstall a door window regulator.

Remove and reinstall moveable door glass.

Describe the removal and replacement of stationary glass.

STRUCTURAL COMPONENT REPAIR AND DAMAGE ANALYSIS

Classify the various types structural damage a vehicle can sustain.

Interpret body dimension specifications.

Use a tram gauge to diagnose vehicle length and width damage.

Diagnose vehicle height with datum line gauges.

Identify various measuring systems.

Identify repair methods for vehicle with diamond damage twist sag side swag or mash.

STRUCTURAL STRAIGHTENING

Mount and anchor vehicle to a pulling system.

Prepare vehicle for measuring and analysis.

Prepare vehicle for structural alignment.

CORROSION PROTECTION

Identify corrosion causes and OEM corrosion protection.

Apply repair methods for corrosion protection.

Demonstrate the application of seam sealers.

WELDING

Identify different methods of attaching components (MIG welding squeeze type resistance spot welding (STRSW) riveting structural adhesive silicon bronze etc.)

Demonstrate personal safety practices.

Set up and tune the MIG welder.

Complete a butt joint with backing in various welding positions.

Comptete an overlap weld in various positions.

Complete a plug weld in various positions.

Define protection of adjacent panels glass vehicle interior etc. from welding and cutting operations.

CUTTING PROCESSES

Identify cutting processes.

Demonstrate sheet metal cutting processes.

SURFACE PREPARATION REFINISHING AND EQUIPMENT

Explain various environmental regulations.

Locate hazardous warning information.

Select and inspect personal protection equipment (PPE).

Demonstrate safe painting practices.

Identify personal health and safety hazards.

AUTOMOTIVE FINISHES

Describe the difference between paint systems.

Describe paint defects - causes and cures.

Identify various undercoats.

Identify various topcoats (single stage basecoat/clearcoat tricoat quadcoat).

SURFACE PREPARATION

Demonstrate proper steps to pre-wash entire vehicle.

Use wax and grease remover.

Demonstrate proper use of sanding and featheredging techniques.

Wet sand and featheredge.

Apply suitable metal treatments.

Obtain the vehicle paint code.

Apply undercoats.

Prepare panels for blending.

Identify masking materials.

Perform masking.

Select the appropriate abrasive.

REFINISHING EQUIPMENT AND PAINT AREA

Operate the spray booth.

Maintain the paint mixing area.

Set up test and adjust spray guns.

Inspect clean and determine conditions of spray guns and equipment.

Select and use the National Institution of Safety and Health (NIOSH) approve personal painting/refinishing respirator systems.

REFINISHING OPERATIONS

Prepare surface for topcoat system (degrease and tack).

Apply primer-sealer.

Apply single-stage finish.

Apply basecoat/clearcoat finish.

Describe the application of stone chip-resistant coating to lower body areas.

BLENDING OPERATIONS

Blend basecoat/clearcoat finish.

Tint and blend color coat.

DETAILING

Remove overspray.

Clean exterior of vehicle.

Clean interior of vehicle.

Apply decals and stripes.

Demonstrate color sanding and polishing techniques.

Clean body openings.

Clean exterior and interior glass surfaces.

ESTIMATING DAMAGE ANALYSIS

Identify vehicle by VIN (vehicle identification number).

Collect vehicle and customer data.

Use collision estimating guides.

Identify different types of vehicle damage (direct and indirect).

Indicate repair and replace decisions.

Prepare an estimate/repair sequence/calculate repair costs.

PLASTIC REPAIR

Identify plastic to make repair decisions.

Use plastic repair methods (adhesives and welding).

Repair plastics with two-part adhesives with and without reinforcement.

RESTRAINT SYSTEMS

Research auto manufacturers recommended safety procedures to prevent accidental deployment of supplemental restraint systems.

Identify supplemental restraint systems.

Remove and reinstall seat belt components.

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.

Identify basic steering and suspension components (e.g., tie rod ends, ball joints, steering racks).

Identify how collision damage affects basic suspension geometry.

Verify functions of electrical system and basic wiring (e.g., soldering, quick connectors).

Perform basic mechanical and electrical diagnostic operations.

Acknowledge and/or greet customer/client.

Listen to customer/client; collect information and identify customers/client's concerns, needs and expectations.

Establish cooperative attitude with customer/client.

Identify yourself to customer/client; offer assistance.

Deal with angry customer/client.

Identify customer/client preferred communication method; follow up to keep customer/client informed about parts and the repair process.

Recognize basic claims handling procedures; explain to customer/client.

Project positive attitude and professional appearance.

Provide and review warranty information.

Provide and review technical and consumer protection information.

Estimate and explain duration of out-of-service time.

Apply negotiation skills to obtain a mutual agreement.

Interpret and explain manual or computer-assisted estimate to customer/client.

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.*

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 student information system automatically calculates student grades using the following formula:

Work Ethic	40%
Knowledge	60%
	100 %

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

Interpreting a Grade:

Work Ethics Grade (40%): Each school day, every student receives a Work Ethics or daily grade. Criteria that compromise these grades are safety, student behavior, preparation/participation, productivity or time on 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 criteria they satisfactorily meet.

NOTE: Impact of Absenteeism, Tardiness/Early Dismissals – The direct effect of absenteeism on a student's 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 can reflect a deduction in points earned for that class period. 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 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.

Student grades will be reflected as a percentage, and will be reported directly to the student's sending school to be added to the report cards.

Final Grade average is based on the student's four (4) numerical marking period grades.

If a student has three (3) marking period grades of "F" consideration will be given 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 may be asked to select a new program or return to the sending school on a full-time basis.

The individual teacher must evaluate each student's achievements 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 failures. **Blatant refusal** to attempt or to complete a significant number of course requirements may lead to poor performance and possible removal.

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 h**as reached a majority of course objectives.**
3. The average student is cooperative and follows direction, 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 failing student **has not reached necessary 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.**

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. If this situation presents itself, students and parents are advised to consider an alternative program which is probably more suited to the student's true interests and aptitudes are 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 students' 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.

Makeup Work for Absences: Students have the opportunity to make-up schoolwork due to an illness/being absent from school. Students must submit make-up work within the following timelines:

1. One (1) to three (3) days excused absence – five (5) school days to complete assigned work.
2. Four (4) or more days excused – ten (10) school days to complete assigned work. All work missed through unexcused absences will be graded zero (0).

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. Students will also receive a report card from RMCTC reflecting their program grade and Social Studies grade, where applicable. 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.

In order to insure proper communication between the parents and myself I am asking that you complete this form, including a phone number where I can reach you during the day/evening. I will be contacting parents to discuss this information and answer any questions you might have about your child's progress.

Please complete this form and return it to school with your son/daughter.

Signature_____ Phone _____

Most convenient time to be reached_____

Student Name_____

(Print)

Email_____

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.

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