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The Bricklaying Program

CIP 46.0101

Instructor: Lee Brumbach

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Have Questions?
Reading Muhlenberg Career & Technology Center
2615 Warren Rd
Reading, PA 19604
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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 Parents/Guardian:

Welcome to Bricklaying at Reading Muhlenberg Career and Technology Center. Please allow me to introduce myself. My name is Lee Brumbach and I have been the instructor here for 2 years. It is a pleasure to have your child enrolled in the bricklaying program at RMCTC. This is an exciting journey your child has chosen and I hope to facilitate any questions or concerns you may have. It is for this reason that I make myself available to you at any time. You may call me at school, 610-921-7300 or email me, lbrumbach@rmctc.org. You are encouraged to visit my program at any time and attend our annual open house in October.

There are a few requirements for this class (see page 7) that all students are asked to adhere to and follow in order to remain safe and enjoy their time here at RMCTC. These requirements are set forth for your child's protection and well-being.

It is my pleasure to have your child as a student and I am looking forward to meeting with you in the near future.

Sincerely,

Lee Brumbach

Bricklaying Instructor

RMCTC



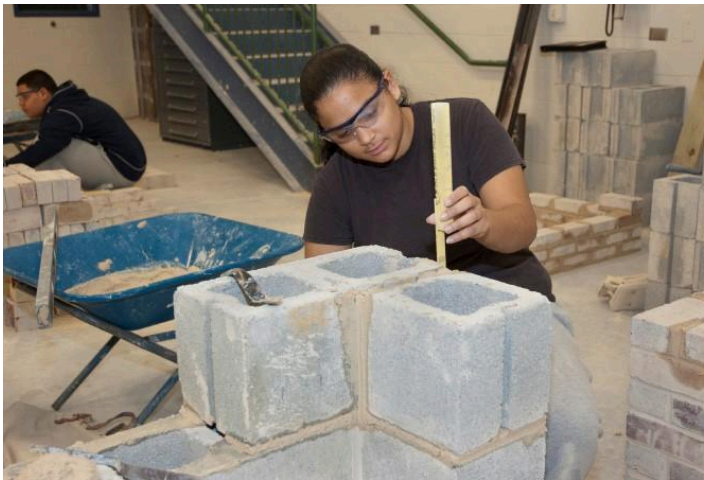
Bricklaying

- Construct masonry structures with brick and block specializing in fireplace and arches with the use of hand tools, power tools and other masonry materials while maintaining a safe and clean environment.
- Discover how to manage construction projects by applying skills such as blueprint reading and estimating labor and materials while working in a team environment to achieve success.
- Install floor and wall tile, repair and restore old or damaged masonry work and lay hardscape pavers using a variety of masonry materials.
- Learn about and use different types of mortars and know the application for each.
- Use power equipment safely and efficiently to complete masonry projects.



Job Titles — Career Pathways

- 41-2031 Retail Salespersons
- 47-2021 Brickmasons and Blockmasons
- 47-2044 Tile and Marble Setters
- 47-2061 Construction Laborers
- 47-3011 Helpers — Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters



Student Certifications

NOCTI – National Occupational Competency Testing

Institute Certification

* Mason/Masonry

OSHA Safety Certification

PBA – Pennsylvania Builders Association

Accreditations

PBA – Pennsylvania Builders Association

CTC knowledge transfers to college credits at:
Pennsylvania College of Technology
Thaddeus Stevens College of Technology



Instructor – Mr. Lee Brumbach

Biography

I began working in the masonry field during summer break when I was in middle school and continued until college. I have always enjoyed working with my hands and I chose to go to college for construction technology. I graduated from Lehigh Carbon Community College in 2011 with an associate's degree in Construction Technology.

I have worked for several different companies and worked in the career and technology education field as an instructional assistant in the masonry program at another career and technology school. Most recently I worked for a commercial masonry company called The Witmer Group.

I reside in Lancaster with my wife and dog. I enjoy the outdoors and staying active. My hobbies include hunting, fishing, camping, exercise, tae kwon do, and hap kido.

Education

2008 graduate of Oley Valley High School

2011 graduate of Lehigh Carbon Community College

Certifications and Awards

Paraprofessional Credential

O.S.H.A. 10-hour Certificate

Work Experience

Various masonry and construction companies

Berks Career & Technology Center

The Witmer Group

Hire Date

2017

Community Service

I have been a part of various work and mission trips with my church. This includes helping the Opportunity House in Reading and the Water Street Mission in Lancaster. I have helped with my church youth group for many years. I have also helped with SKILLS USA.



Program Planning Tool

Program Title: CIP 46.0101 BRICKLAYING

Student Name: _____

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

Program Completion Requirements

A successful student will...

- Secondary Academic Course Requirements: The PA Dept. of Education's focus is to ensure every student is college and career ready, therefore all students are recommended to follow a college prep sequence of academic classes. Courses such as applied math or general science are not appropriate for this program. PDE's goal is to have all students perform at the competent or advanced level on the Keystone Exams and Program of Study end-of-program assessment (NOCTI).
- Complete an Occupational Competency Assessment (i.e. NOCTI end-of-program exam) and score at the "competent" or "advanced" level. This end-of-program exam will cover the full scope of the program of study curriculum and includes (1) a multiple choice test and (2) a performance test consisting of occupational related tasks scored and evaluated by industry judges.
- Earn a minimum of one industry recognized certification. Students will be encouraged and expected to earn all recognized industry certifications that make up the scope of the curriculum. Accommodations are not permitted for industry certifications. These include Pennsylvania Builders Association and OSHA.
- 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 hammers, trowels, shovels, power saws, stone splitters, and power drills.
- Students will be required to prepare and work with mortar, cement, grout and other masonry materials. 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 masonry profession.
- Participate in classroom theory and laboratory applications for generally 2 ½ hours each day; students will spend 40% of their time in classroom theory and 60% of their time doing laboratory applications and live work.
- Complete written and performance tests. Students will be evaluated weekly on occupational skill performance using rubrics. In addition, students will be evaluated daily on work ethics. Progress is measured by test performance, task completion and work ethic.
- Participate in Career & Technical Student Organizations including 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).
- 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: Dickies or Blue Jeans \$40, Work Shirts (tee or polo from school) \$20, Belt \$10, Boots \$30, Hooded Sweatshirt \$20

Program Planning Tool

CTE Requirements	Present Educational Ability/Level	Support Needs
<p>Program Completion – Strong self-determination skills and understanding of personal strengths and weaknesses. Ability to meet industry established standards of performance, complete the program of study without curriculum modifications, and earn industry certifications without testing accommodations.</p>		
<p>Reading & Language Arts Level - Text and manuals written on a 10th-11th grade reading level. Proficient on end-of-course exam (Keystone). Must have ability to read and understand technical plans, blueprints and schematics. NOCTI assessment and industry certification exams require a proficiency in English language skills</p>		
<p>Math Level - At grade level and proficient on end-of-course exam (Keystone). Knowledge of arithmetic, algebra, geometry and their applications. Ability to 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 use math to solve problems.</p>		
<p>Aptitude – Mechanical, numerical ability, critical thinking, inductive reasoning, visualization and spatial relations. Problem solving and troubleshooting skills.</p>		
<p>Safety & Physical – Manual dexterity, multi-limb coordination while standing, sitting or lying down, arm-hand steadiness and finger dexterity. General body coordination and stamina that requires considerable use of arms, legs and whole body. High degree of self-discipline and focus needed for safety around moving equipment, hand tools, power tools and other equipment found in the industry. Physical strength and stamina with the ability to lift 50 lbs. overhead. Ability to work in all weather conditions, work independently, have good eye/hand coordination, color discrimination, no fear of heights or working in closed spaces.</p>		
<p>Interpersonal/ Social – Active listening, communication skills with supervisors and peers, ability to work alone or cooperatively on a team.</p>		
<p>Other Occupational/Program Considerations - Teamwork, excellent measuring skills, Learning and work environment with dust, dirt, and debris found in masonry industry, loud and sometime startling noises, ongoing background noise, moving people and construction equipment, small spaces, interior or exterior work factors (all weather conditions), high spaces using scaffolding and ladders.</p>		

Scope and Sequence Bricklaying 46.0101



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		Safety Procedures & Basic Masonry Principles	Intermediate Masonry Principles	Advanced Masonry Principles	BCT 102: Construction Safety and Equipment	BCT 117 Construction Materials and Application I	MCT 233: Stone Masonry	MCT 262 : Structural Masonry Systems

46.0101 Mason/Masonry

100 - Masonry Training Lab

101 - Identify masonry hand and lab tools and equipment.

200 - Safety Practices

201 - Use personal protection equipment.

202 - Follow masonry hand tool safety.

203 - Follow mortar mixer safety.

204 - Erect and dismantle steel tubular scaffolding within OSHA guidelines.

205 - Place material and stock scaffolding.

206 - Use safety data sheets (SDS) information.

300 - Blueprints

301 - Identify types of blueprint plans.

302 - Read and Interpret blueprint plans.

400 - Masonry Hand Tools

401 - Read and use a modular and spacing ruler.

402 - Mark and use a masonry guide or corner pole.

403 - Secure mason's line to line blocks, pins, and line stretchers.

404 - Set a trig properly.

405 - Use a hammer and chisel to cut block and brick.

407 - Identify and use masonry jointers to finish mortar joints.

500 - Building Site

501 - Lay out and level a building using a transit.

502 - Square a building using the 3-4-5 Pythagorean Theorem.

600 - Power Tools

601 - Operate a portable masonry gas cut-off saw.

602 - Operate a mortar mixer.

603 - Operate a stationary or portable masonry saw.

604 - Operate a hammer drill.

605 - Identify cutting blades for a masonry saw.

700 - Masonry Fasteners

701 - Use masonry fasteners and reinforcements.

800 - Bricklaying Techniques
801 - Identify brick types and bonds.
802 - Lay out proper dry bond of a brick wall.
803 - Lay brick to the line.
804 - Install window and door openings (jambs) in brick walls.
805 - Install flashing for windows and doors.
806 - Install weep holes/vents.
808 - Install a soldier course.
809 - Lay a brick and block composite wall.
810 - Build brick columns.
811 - Construct a brick veneer wall.
812 - Discuss a brick cavity wall.
813 - Corbel a brick wall.
814 - Clean a brick wall.
815 - Lay a course of rowlocks.
816 - Lay a course of headers.
817 - Construct a brick jamb lead.
818 - "Construct a 4"" brick inside corner."
819 - "Construct a 4"" brick outside corner."
820 - Perform trowel techniques for brick.
900 - Block Laying Techniques
901 - Identify block types and bonds.
902 - Lay block to the line.
903 - Construct a brick ledge.
904 - Discuss a control joint.
905 - Install window and door openings in block walls.
906 - Set lintels.
907 - Construct block piers.
908 - Clean a block wall.
909 - Parge a block wall.
910 - Construct a jamb block lead.
911 - Construct a corner block lead.
912 - Perform trowel techniques for block.
913 - Layout bond for block.
1000 - Mortar
1001 - Identify types of mortars and their characteristics.
1002 - Mix mortar (other than mortar mixer).
1004 - Temper mortar.
1100 - Chimneys and Fireplaces
1101 - Identify parts of a chimney and fireplace.
1102 - Discuss fireplace construction.
1103 - Construct a brick chimney.

1104 - Construct a block chimney.
1105 - Determine flashing methods where the chimney meets the roof.

1200 - Arch Construction
1201 - Identify arch terminology.
1202 - Identify types of arches.
1203 - Construct an arch.
1300 - Masonry Estimation
1301 - Estimate mortar, number of units, and material costs for brick work.
1302 - Estimate mortar, number of units, and material costs for block work.
1303 - Estimate the area, volume, and cost for various masonry applications.
1400 - Thin Veneer
1401 - Identify thin veneer applications.
1402 - Describe finishing thin veneer.
2500* - EMPLOYABILITY SKILLS
2501* - Establish Career Goals.
2502* - Complete Job Application.
2503* - Compose Resume.
2504* - Prepare for Job Interview.
2505* - Compose Employment Letters.
2506* - Participate in Online Job Search.
2507* - 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, 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.*

Each student will read and understand the safety book given out at the beginning of the school year. An instructor administered test will be given to every student before he/she can proceed to the next phase of bricklaying. I want to ensure the safety and well being of every student and by passing this test, he/she is ready to begin their chosen craft. Each student is also asked to read from and understand the “level(s) I, II, III in NCCER Curriculum book”. These books are available in my shop theory room. Students are encouraged to read and report on additional information about bricklaying for extra credit. Students are also asked for “week-end writings” (summary of prior week). A daily “exit pass” is required for a grade.

Upon entering the bricklaying class each student is given a heavy duty canvas and leather bag. Inside the bag is a host of tools he/she will be responsible for during the school year. Please note the following list of tools supplied by RMCTC.

1. Brick hammer
2. Trowel
3. Chisel
4. Masons brush
5. Modular foot rule
6. Concave jointer
7. Flat jointer
8. 2' level
9. 4' level



RULES

SHOP DRESS:

- Work boots, kept repaired and clean at all times
- Work pants, Dickies or jeans (no holes)
- Work shirt or T-shirt
- Belt worn on pants at all times
- NO sneakers, sandals, etc.

WORK AREAS:

- Cleaned and free from debris

SAFETY GLASSES

- Worn at all times while working in the shop

TOOLS:

- Cleaned and sharpened

POWER TOOLS:

- NO one is permitted to operate any power tool without the consent of the instructor

HORSEPLAY:

- **ABSOLUTELY NONE**

NO THROWING:

- Mortar
- Tools
- Materials

NO RUNNING, NO PUSHING AND ABSOLUTELY NO ABUSIVE OR FOUL LANGUAGE

NO one is allowed outside of the classroom without the instructor's permission

PERSONAL HYGEINE:

- Locker kept clean
- Work shoes kept clean
- Socks must be worn and kept clean
- Work clothes kept clean (taken home to be washed at least once a week)

HAIR:

- Should be kept in an orderly fashion

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

STUDENT SIGNATURE: _____ DATE: _____

MASONRY GRADING SYSTEM

The grade you will receive in the masonry program will be based on two (2) basic areas: your knowledge (tests and papers), and your attitude on the job.

KNOWLEDGE

The knowledge grade comes from averaging tests and assignments. This will count as 40% of your total grade.

Tests and assignments will be given at regular intervals. Home assignments given and not handed in will count as failures. Tests that are not made-up within five (5) days due to absence will also count as failures. It is your job to do the assignments and to be sure to take the tests.

ATTITUDE (WORK ETHIC)

This grade is derived from a daily grading system. It counts as 60% of your grade. I will base your daily performance on a scale from 1 to 10 points. You start the day with 8 points and 2 points can be earned to make a perfect 10. Points will be deducted according to violations in safety and conduct in class.

Think of your grade as your pay in the working world. The better you work, the better your pay will be.

EXAMPLE OF GRADE

Daily Grade Average	80% x .30 = \$24.00
Skill (project) Average	75% x .40 = \$30.00
Test Grade Average	90% x .30 = \$27.00
	\$81.00

Points will be deducted for the following:

SAFETY VIOLATIONS:

1 st warning	2
points	
2 nd warning	5
points	
3 rd warning	10
points	

WASTING TIME:

1 st warning
2 points
2 nd warning
5 points
3 rd warning
10 points

IMPROPER ATTIRE (including refusal to change for shop activities)	6 points
HORSEPLAY	5 points
DANGEROUS WORK HABITS	5 points
DISRESPECT TO AUTHORITY AND PROPERTY	3 points
DOES NOT WORK WELL WITH OTHERS	2 points
NOT RELIABLE OR DEPENDABLE	2 points
FAILURE TO DO CLEAN-UP ASSIGNMENT	3 points
WASTING MATERIALS	1 point
PURPOSELY DESTRUCTIVE	10 points
IMPROPER USE OF TOOLS	2 points
REFUSE TO DO ASSIGNED WORK/LESSON	10 points
ABSENT	10 points

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

The school will supply some safety equipment and the individual student is required to supply certain items (noted below).

Safety glasses, goggles, ear protection, and safety headgear are supplied to the student by RMCTC.

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

The following clothing is required for active participation in your son's/daughters instructional program:

- Work Pants (Dickies or blue jeans with belt)
- Work Shirt (tee or polo shirt which the school sells through the Retail Marketing program)
- Work Boots
- Sweatshirt w/hood (cold weather attire only)

Proper attire is mandatory for students who are exploring their future career. These articles of clothing are similar to what will be required of your child once he/she is gainfully employed in this trade. It is highly suggested your child purchase 2 pairs of jeans and/or Dickies and 2 tees or polo shirts. This will enable your child to rotate clothing while one set is being laundered.

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

Thank you for your cooperation.

STUDENT INFORMATION FORM

Please print the following information and return to your program area teacher.

Last Name	First Name	Middle Initial
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Street Address	City or Township	State	Zip Code
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Phone Number	Home School	Grade	Sex
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Date of Birth	Program
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Parent or Guardian with whom residing (name)	Relationship
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Mother's Name	Address	Phone Number
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Place of Employment	Phone Number
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Father's Name	Address	Phone Number
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Place of Employment	Phone Number
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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	<u>60%</u>
	100%

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

Interpreting a Grade:

Work Ethics Grade (40%): Each school day, every student receives a Work Ethics or daily grade. Criteria that 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 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 **has 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.

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 RMTTC 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