



www.rmctc.org

The Health Sports Medicine & Rehabilitation Program

CIP 51.2604

Dr. Raymond, PT

Email: jraymond@rmctc.org

Have Questions?
Reading Muhlenberg Career & Technology Center
2615 Warren Rd
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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 Students and Parent/Guardian,

Welcome to the **Health-Sports Medicine and Rehabilitation Program (HSM)** at Reading Muhlenberg Career Technology Center. Thank you for your interest in this very rewarding field. I am a licensed physical therapist with experience in a variety of settings including athletics, strength and conditioning, pediatrics, orthopedics, neurology, and more. I am very excited about being a part of this new curriculum and look forward to having you aboard.

Within the program, students will learn various skills and have the opportunity to earn industry-relevant certifications that will assist them in many health and fitness-related career paths. The curriculum will be provided through a mixture of classroom learning and practical (hands on) experience in the training area. We will cover a lot of challenging information therefore **attendance is crucial.**

Uniforms are required in this program and are highlighted under the Worth Ethic Grading Policy in the pages that follow. As part of a new initiative, the school will provide two uniform tops that are black sports medicine polo shirts. **Please reference the uniform policy as student grades are heavily dependent upon compliance with the uniform.**

Please feel free to contact me with any questions or concerns. My email address is jraymond@rmctc.org . Thank you again for your interest in this career field.

Sincerely,

Dr. Raymond, PT, DPT, CSCS

Health-Sports Medicine and Rehabilitation Instructor

jraymond@rmctc.org

HEALTH SCIENCES

SPORTS MEDICINE & REHABILITATION

COURSE OBJECTIVES

1. Design safe and effective exercise prescriptions, individual exercise programs, and fitness testing.
2. Perform a wide variety of healthcare skills to aid in the successful treatment of patients.
3. Prepare for further education and a professional career in the sports medicine and rehabilitation fields, such as athletic training, physical therapy, occupational therapy, sports medicine, and other related fields.

BASIC REQUIREMENTS AND EXPECTATIONS

1. Arrive at class on time and dress appropriately. **Uniforms are required.**
2. Be **considerate** of one another and be **respectful** at all times.
3. Be attentive to the speaker. Give them your undivided attention.
4. Ask permission before leaving the room, even if it is to change. Check-in and sign-in first before leaving to change.
5. Sign in and out on the bathroom sign-in sheet after first asking permission from the instructor.
6. Bring a notebook to take notes and a pen/pencil to class daily.
7. No conversation unrelated to schoolwork during lecture, lab, or when otherwise actively working in the classroom or training area.
8. No profanity or offensive language.
9. **No cell phones.**
10. Students are responsible for checking Canvas daily for classwork and assignments.
11. Students are responsible for making up assignments missed due to absence.
12. The classroom and training area will be returned to as good or better condition than when you arrived.
 - a. Return assigned computers to cart daily after use, plugged in.
 - b. Return books and classroom supplies after use.
 - c. Clean up all trash.
 - d. Wipe down all equipment and tables if used.
 - e. Chairs returned to classroom under desks, pushed in under table.
 - f. Stools to be placed in training area between training tables.

Worth Ethic Grading Policy for HSM

Daily Work Ethic Grade: **Counts for 40% of your entire grade.** Each day is worth 10 points. To earn full credit for the day you must demonstrate full compliance with the classroom expectations. The categories for which you will be assessed are easy to follow and below you will find some examples of expected behaviors:

Work Ethic Category	Point Value
Uniform (as below in "General Uniform Requirements")	5
Conduct <ul style="list-style-type: none">- Remain polite and respectful, even in the face of difficult feedback- Remain on task- No disruptive or excessive talking or behavior- No cell phone usage or possession (needs to remain in locker)- No outside electronic devices (wireless earbuds, tablets, etc.)- Maintain neat workspace – anything you touch should be returned to as good or better condition than when you found it, including properly returning Chromebook- No profanity or offensive language	4
Punctuality <ul style="list-style-type: none">- Enter classroom and sign in prior to late bell- Leave and Return from lunch and social studies at exact time- Dismiss from within the classroom at exact time	1

General Appearance Requirements:

- ★ No perfume or body sprays.
- ★ No excessive makeup, cosmetics, or piercings.
- ★ No artificial/acrylic nails
- ★ Hair and nails should not interfere, nor be distracting, regarding the daily expectations of a sports medicine professional.
- ★ Take pride in your appearance but you should remain reserved. Healthcare is about the patient, not you.

Uniform:

- **Top - Black RMCTC Polo shirt**
 - Polo to be visible at all times, not to be covered by a hoodie
 - If you are cold a long sleeve shirt may be worn under the polo

or

- A zip-up or quarter zip pullover may be worn over the polo with approval from the instructor
- If your RMCTC polo is in the wash, you may wear a black or navy polo on that day
- **Pants - Chino Pants with a belt**
 - Khaki, brown, gray, charcoal, or olive green
 - Minimal external pockets
 - No holes
- **Sneakers**
 - Worn and tied at all times
- Keep workout clothes in your locker at all times (you may workout in your regular uniform)
 - Athletic shorts (not to be above mid-thigh) or athletic pants
 - T-shirt with sleeves (no cut-offs or sleeveless shirts)
 - Sneakers

HEALTH – SPORTS MEDICINE & REHABILITATION



- Design safe and effective exercise prescriptions, create individualized exercise programs, and perform standardized fitness testing on patients, clients, and athletes.
- Perform a wide variety of healthcare skills to aid in the successful treatment of patients.
- Learn anatomy and physiology of the human body including naming and locating all of the bones, identifying parts and functions of the muscular system, discovering key aspects of the nervous system, and more. Students say, *“We learn practically everything about the human body in this class.”*
- Participate in work-study opportunities, job shadows, and hands-on training experiences with our partner organizations out in the community during school hours (for students who demonstrate classroom excellence and receive teacher recommendations).
- Prepare for further education and a professional career in the health, medicine, and fitness fields.

Career Pathways

11-9039.02 Fitness and Wellness Coordinators

31-2012 Occupational Therapy Aides

31-2022 Physical Therapist Aides

31-9099 Healthcare Support Workers All Other

Job Titles that HSM prepares students for (Requires a combination of post-secondary education, licensure/certification, and/or fieldwork):



- Athletic Trainer
- Chiropractor
- Coach
- Fitness/Personal Trainer
- Nutritionist
- Occupational Therapist & Assistant
- Personal Trainer
- Physical Education Teacher
- Physical Therapist
- Physical Therapist Assistant
- Occupational Therapist
- Occupational Therapist Assistant
- Orthopedics/Orthopedic Physician
- Orthotics/Prosthetics
- Sports Medicine Physician
- Strength and Conditioning Coach

Articulation Agreements where Participation in HSM transfers directly for college credits:

Current: Saint Francis University

Pending: We are currently working with several other universities to generate agreements for college credits



Potential Student Certifications:

- OSHA Certification – Healthcare
 - American Heart Association BLS CPR and AED Infant/Child/Adult
 - Physical Therapy Aide – American Medical Certification Association (AMCA)
 - OSHA Stop the Bleed Certification
 - ConcussionWise
 - NASM Certified Personal Trainer
-

Instructor – Dr. Raymond



Biography

Dr. Raymond brings to the classroom significant background experience in a variety of clinical settings including, but not limited to, orthopedics, pediatrics, neurological impairments, and vestibular dysfunction. He also has gained experience working with military veterans and active duty soldiers through the VA. He served as a clinical director for Dynamic and Pivot Physical Therapy and also spent several years providing early intervention physical therapy to children in Montgomery County, PA. He provides physical therapy services during ESY at Variety, the Children's Charity in Worcester. In addition to his clinical experiences, he instructs Anatomy and Physiology coursework at Alvernia University.

Education

Doctor of Physical Therapy, Neumann University

Bachelor of Science in Biology, Albright College

Bachelor of Science in Business Administration, Albright College

Certifications and Awards

PA Licensed Physical Therapist

NSCA Certified Strength & Conditioning Specialist (CSCS)

ACSM Certified Personal

AHA BLS Healthcare Provider

ARC Pediatric/Adult CPR/First Aid/AED

Hire Date: 2023

51.2604 Rehabilitation Aide

ORGANIZATIONAL AND PROFESSIONAL HEALTH AND WELLBEING

Comply with school and health care/fitness facility partner rules and regulations.

Comply with course objectives expectations and grading procedures.

Apply interpersonal conflict management skills.

Utilize safety and emergency procedures and report emergencies immediately.

Adhere to the professional standards for health care providers.

Investigate fitness and health care careers by describing historical foundations comparing and contrasting scopes of practice describing educational/licensure requirements and analyzing different occupational opportunities.

Use medical/fitness equipment.

Use proper body mechanics for personal and patient/client safety.

DOCUMENTATION LEGAL AND ETHICAL ISSUES

Maintain the confidentiality of records/information as required by HIPAA/FERPA.

Implement the components of informed consent.

Identify the legal importance of accurate record keeping to the benefit of all parties.

Define legal concepts of liability negligence supervision and assumption of risk.

Analyze legal considerations and ethical actions.

Review advanced directives.

EMERGENCY CARE AND INFECTION CONTROL

Identify the components of an Emergency Action Plan (EAP).

Identify signs and symptoms prevention and treatment of weather-related illnesses.

Perform CPR AED and Basic First Aid skills.

Identify signs and symptoms prevention and treatment of head injuries/traumatic brain injuries (TBI s).

Identify signs and symptoms prevention and treatment of acute traumatic spine injuries.

Identify common causes of cardiorespiratory complications.

Identify emergency management techniques for neuromusculoskeletal conditions.

Apply protect rest ice compress and elevate (PRICE) principle.

Clean and disinfect objects and surfaces to prevent disease transmission.

Perform proper hand washing technique.

Identify various blood borne pathogens and comply with OSHA standards.

Utilize personal protective equipment (PPE).

INJURY PREVENTION AND PROTECTION

Identify types of bracing/splinting devices and techniques.

Select the appropriate taping bracing and wrapping techniques.

Utilize patient/client safety measures.

Adapt strategies for special populations.

TREATMENT REHABILITATION AND CLINICAL SKILLS

Compose HOPS (history/observation/palpation/special tests) and SOAP (subjective/objective/assessment/plan) notes.

Measure and record height and weight.

Measure and record vital signs (VS).

Perform visual acuity test.

Measure and perform range of motion (ROM).

Perform manual muscle test (MMT).

Distinguish the phases of rehabilitation.

Identify signs and symptoms prevention and treatment of neuromusculoskeletal injuries.

Identify treatment modalities and related safety procedures.

Assist the patient/client with activities of daily living (ADL) and necessary assistive devices (AD).

Demonstrate understanding of how to protect a patient s/client s privacy while treating him/her.

NUTRITION HYDRATION AND PHARMACOLOGY

Explain daily nutritional requirements caloric intake needs and calculate basal metabolic rate (BMR).

Evaluate food labels.

Evaluate basic and sport nutrition needs including hydration.

Identify signs and symptoms of dehydration.

Identify safe methods for weight loss and weight gain.

Differentiate between over the counter (OTC) and prescription medications.

Identify supplements and ergogenic aids.

EXERCISE SCIENCE AND PRESCRIPTION

Simulate pre-exercise screening in determining physical activity participation.

Utilize health/fitness intake questionnaire.

Conduct baseline testing for body composition cardiorespiratory muscular strength muscular endurance and flexibility.

Implement the components of exercise prescription and modification.

Select and demonstrate exercises to improve body composition cardiorespiratory fitness muscular strength muscular endurance and flexibility.

Select and demonstrate exercises to improve agility power speed balance and proprioception.

Create short-term and long-term goals utilizing the SMART (specific measurable attainable realistic and time bound) principle.

Execute spotting techniques for resistance training exercise.

HUMAN DEVELOPMENT AND MENTAL HEALTH

Identify the stages of human growth and development.

Communicate according to the patient s/client s stage of development and background.

Identify and discuss types of mental health disorders.

Identify and discuss types of disordered eating.

Identify physical and psychological indicators of stress.

Identify the stages of grief.

MEDICAL TERMINOLOGY

Use medical terminology and abbreviations/acronyms.

ANATOMY PHYSIOLOGY AND PATHOPHYSIOLOGY

Identify anatomical position body planes directions and cavities.

Identify organs functions and disease processes of the integumentary system.

Identify organs functions and disease processes of the skeletal system.

Identify organs functions and disease processes of the muscular system.

Identify organs functions and disease processes of the nervous system.

Identify organs functions and disease processes of the cardiovascular system.

Identify organs functions and disease processes of the endocrine system.

Identify organs functions and disease processes of the lymphatic system.

Identify organs functions and disease processes of the respiratory system.

Identify organs functions and disease processes of the urinary/excretory system.

Identify organs functions and disease processes of the digestive/excretory system.

Identify organs functions and disease processes of the reproductive system.

Identify organs functions and disease processes of the immune system.

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.



**HEALTH – SPORTS MEDICINE & REHABILITATION
PHYSICAL FITNESS FORM**

Physical Fitness is an integral part of the Sports Medicine and Rehabilitation program. Throughout the year, the students will be involved in learning, demonstrating, and leading various exercises and rehabilitation techniques. These exercises will include but are not limited to cardio and aerobic activities, weight lifting, stretching, and various therapy techniques. Students will participate in these activities in order to gain a full understanding of the injury and rehabilitation process. Students will be given the opportunity to use various pieces of fitness and rehabilitative equipment (located in the gym area of the classroom) so that they will be familiar with techniques, injuries, treatments, and equipment when they enter the Sports Medicine Field.

The student's safety is the primary concern of the Reading Muhlenberg Career and Technology Center. If the student is ill or has a temporary physical injury, he/she will be excused from the activity. The student will still be required to participate in the activities by watching and learning, for he/she will have to perform these activities in the future.

Attached is a parental consent form for physical activity. On this form, please fill out any and all pertinent health information about your child. Please return to the student's instructor as soon as possible. Failure to return this signed form will negatively impact the student's grade.

If you have any questions or concerns, feel free to telephone me at the Reading Muhlenberg Career and Technology Center: 610-921-7300. Thank you for your attention to this matter.

Student Name: _____ Date: _____

I/We give permission for (student name) _____ to participate in the physical fitness aspect of the Sports Medicine and Rehabilitation Program at Reading Muhlenberg Career and Technology Center.

Listed below are any health or physical concerns that may affect his/her physical fitness.

Asthma: Y or N

Medical Conditions: _____

Medications: _____

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

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 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.

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.

Health Occupation Students of America (HOSA)



www.hosa.org

HOSA, a co-curricular club, is a health career organization of which all Health Science Technology and Public Safety & Security students may become a member. Our students become members of the state and national organizations that "promote careers in healthcare", while allowing them to practice leadership and interpersonal skills through competition. Our local chapters, HOSA Pioneer, HOSA Heritage, HOSA Pride, HOSA Freedom, and HOSA Heros are very involved in service to the school and community. Two officer teams, one a.m. and one p.m., head the local chapters under the direction and guidance of their respective advisor.

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.

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