**learning through internships**



**connect ∙ contribute ∙ authentic**

**Business Partner & Student Information**

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**Learning through Internship - Overview**

The Learning through Internships (LTI) program offers a myriad of career experiences for students developed jointly by the school and businesses in the context of a supported structured classroom environment.

At the beginning of this course, students continue the discovery of their strengths, interests, values, and preferences related to a work experience. Students study specific careers and career paths as related to their personal interests and future goals. Students develop soft skills that are important to employers prior to being placed in a work environment. Students practice communication, problem solving, and teamwork all related to being on the job. After the initial phase of the course is completed students meet with their mentor/partner business to discuss their specific internship experience. While every internship experience is unique, all students are expected to make a contribution to the partner business and to connect what they are learning on the job with the core content in the classroom.

**Learning through Internship – Outcomes and Goals**

The goal of Perry Local School’s Learning through Internship course is to advance college/career-bound students’ academic, intellectual, technical, and personal skills though an authentic learning experience in which they have real world connections between school and work.

By the end of the internship our hope is that students will have:

* Linked their academic learning to practice through their work based learning
* Applied knowledge, skills, experience to a work environment
* Acquired new learning through challenging and meaningful activities
* Reflected on the content and process of the learning experience
* Advocated for their learning in alignment with internship goals
* Demonstrated professionalism in the workplace
* Built and maintained positive relationships in the workplace
* Demonstrated awareness of community and organizational issues
* Identified and clarified and or confirmed professional direction as it relates to their academic studies and future career paths
* Develop a better understanding of self, create self-discipline, maturity, and confidence
* Developed a strong networking/mentoring relationship

**Skills for Living in the World**

The Learning through Internship course is designed to prepare students to live, learn, and work in the 21st Century. The four areas indicated the skills that will guide the modules, lessons, and experiences of the learning through internship course. They will be embedded in the classroom and work place experiences students have. The goals established by the mentor, student, and teacher will revolve around these guiding principles.

**Ways of thinking**

Creativity

Critical Thinking

Problem Solving

Decision Making

Risk Taking

Entrepreneurialism





**Skills for Living in the World**

Citizenship and Global Awareness

Networking

Empathy

Adaptability

Time Management

Personal and Social Responsibility

**Tools for Working**

Information Technology

Communications Technology

Information Literacy

**Ways of Working**

Communication

Collaboration

Relationship Building

Grit

**COMMON SKILLS EMPLOYERS SEEK**

**HARD SKILLS**As a student completes an internship he or she is likely to develop skills related to a particular industry. These types of skills are referred to as hard skills.

**SOFT SKILLS/Skills for Living in the World**

Employers report that they are interested in employees showing competency in what are known as “soft skills.” These are skills not necessarily taught in the classroom. These skills are developed through interactions in professional work settings, leadership experiences in student groups, volunteer positions, or other outside the classroom experiential opportunities. Developing these competencies is the initial goal of the Learning Through Internship course. These competencies align with the Learning through Internship Skills for Living in the World.

Communication skills Team work skills Organizational skills

Interpersonal skills Analytical Skills Leaderships Skills

Problem Solving Skills Grit Initiative

**Internship Characteristics/Basics**:

* Students experiencing the semester based Learning through Internship course must complete five hours per week. Travel time is included in this five hours per week.
* These hours count as a significant portion of a student’s grade. Failure to submit the appropriate documentation of the 5 hours/week will result in course failure even if the hours are done eventually by the student. Consistent weekly hours are critical. There is a specific system students will use to notify the teacher when they complete hours and this will be reviewed extensively with students until all are able to use the system and comfortable with how it works.
* When hours are missed they must be made up prior to the weekly deadline. Planning ahead is important. If your intern will miss hours building in extra hours prior to the absence avoids penalty.
* The day/times are arranged individually. The internship may be during the school day, after school, or on weekends. They may also be scheduled over the summer for half-credit, 30 hours.
* The internship is for an academic credit. The credit is general elective credit and does not count to one of the core requirements needed for graduation. Some company policies may allow paid internships, and that is acceptable.
* Internships begin with a GOAL SETTING meeting to determine what the student intern hopes to achieve during the internship. These goals might include but are not limited to personal, professional and educational goals. An intern’s progress towards goals is evaluated two to three times per semester. The mentor will receive an email from Mrs. Soeder with a link to the evaluation. Examples of goals used by previous business partners and students will be shared as needed to assist with this process.

**Building Meaningful**

**Learning Through Internships Partnerships**

**Mentors benefit from the strong, long-term relationships with local schools, which will produce qualified job candidates in the future.**

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**Teachers benefit from having a better understanding of what business and industry expect from new hires. High Schools benefit because they can ensure students and parents that their graduate will be prepared for promising careers and post-secondary education opportunities.**

**Students benefit from learning in a high-skill environment.  They observe all aspects of the company’s operations and discover how the knowledge gained in high school programs is applied in the workplace.**

**Benefits of an Internship for Students and Business Partners**

**Students** benefit from learning in a high-skill environment. They observe all aspects of the company’s operations and discover how the knowledge gained in high school programs is applied in the workplace. This is the essence of the connection the **Learning through Internship** program requires students to make.

Additional benefits to students:

* Opportunity to “try on” a career and gain work experience
* Confirm a career interest
* Lead a student in a new direction
* First step in building a resume
* Build work ethic and soft skills
* Networking
* Provides confidence building and life skills
* Provide an education you rarely get in a classroom

**Business partners** benefit from the strong, long-term relationships with local schools, which will produce qualified job candidates in the future.

Other employer benefits:

* Obtain assistance with project needs
* Preparing students to fill the gap in workforce
* Completing projects that your normal staff keeps putting on the back burner because of their time constraints
* Giving younger employees supervisory or mentoring experience.
* Bringing energy and perspective to companies
* Generating ideas on incorporating social media
* Having a cost-effective recruiting strategy.
* Making a difference in a life of a student
* Base new hire polices on knowledge and observation of an intern’s performance in the internship
* Increase awareness of your organization by school community to attract additional qualified internship candidates as well as potential customers.

**Expectations for Students**

**Responsibilities of the Intern**: While serving as an intern you are representing not just yourself but Perry High School, your fellow students, current, and future. It is the expectation that all Perry High School students abide by the Student Code of Conduct and that students make it their goal to achieve excellence, pursue world class standards, and to be a self-directed learners in the work place. Whether a student does well or not at an internship site may have implications for the future.

Students are governed by the employer’s employment policies, practices, procedures, dress code, and standards of conduct. It is recommended that student interns obtain clarification regarding such matters from the employer when students begin their assignments. As a student intern your business partner will evaluate you once at the mid-term and once at the end of the semester. Students must keep the teacher and their business mentor up to date at all times of his or her current email address and telephone number.

**Student Attendance Expectations:**

• The internship student confers with his/her mentor to establish a convenient time schedule.

Mentors and students are asked to be flexible. As situations change, schedules may need to be adjusted. The schedule must indicate the days of the week and the hours that the student will be at their internship site.

• Students may not remain at their internship site after stated hours unless they have permission

from their mentor and parent/guardian.

• Regular attendance and punctuality are critical. Students should not miss scheduled days at their internship site, and should always arrive on time. If a scheduled day is missed due to a Perry Local Schools (PLS) excused absence, the student must inform the mentor and mutually determine an appropriate time to make up the missed hours.

For example, making up missed hours may be done by students attending their internship on any day not regularly scheduled. All make‐up hours must be scheduled with the approval of the mentor. The student must notify the mentor prior to any absence or late arrival to their internship site.

**Failure to do so will affect the student’s grade as a portion of the student’s final grade in the Learning through Internship course is based on the student’s weekly hours being submitted to the teacher prior to pre-established deadlines.**

• Students are not required to attend their scheduled internship day if it falls on a Holiday or calamity day. However, the student may attend his/her placement on that day if prior arrangements have been made with the mentor.

• During an extended illness or absence, the student and mentor may make alternative arrangements. Students must notify program advisors of any changes in their schedule and/or outline of proposed internship activities.

• For the student, experience, knowledge, and course credit(s) are benefits of the experience.

Paid internships can be arranged. Time spent at the internship site may not be counted as volunteer or community service hours, unless special arrangements are made to acquire those hours after the internship requirement is fulfilled.

**\*Perry Local Schools excused absences:** Student illness, death in the family, observance of religious holiday, school sponsored event with prior approval by mentor.

**X2vol – Time Monitoring System**

• Students are responsible for recording their weekly hours at their placement site. X2vol is to be an accurate reflection of the days and hours spent at the internship site. It is the student’s responsibility to ensure that the x2vol is approved by the mentor each and every week prior to the predetermined deadline. Failure to do submit hours prior to the deadline will result in 0 hours for the week. This is factored into a student’s grade. It is possible to fail the Learning through Internship course even though the work is done at school and one site if x2vol are not consistently signed and submitted prior to the deadline. There are no late hours accepted by the teacher.

 **Rubric for Weekly Hours at Internship**

X2vol is factored into the intern’s grade as a weekly assessment score.  Each week interns are to submit hours before Friday.  Hours are submitted ONE time per week and need to be approved by the mentor before credit is given.

|  |  |
| --- | --- |
| **POWER OBJECTIVE #5** | **Learn and implement effective professional attitudes and behaviors. (INTERN.5)** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Supporting IndicatorX2vol Rubric | Advanced | Proficient | In Progress | Not Met |
| ***INTERN.5.d*** *Successfully completes x2vol each week submitting hours to mentor prior verifying attendance.* | Five hours submitted before the deadline.  | Five hours submitted after the deadline | Less than five hours submitted by the deadline. | Less than five hours submitted after the deadline.  |

**Expectations for Business Partners**

Business partners should strive to make this a positive learning experience for the intern. The internship program should be tailored to meet the needs of the company or business that supports the experience, yet remain flexible enough to accommodate the specific interests and skills of the student intern. Having a project-based goal with the student is optimal. It is for this reason that all students are required to make a contribution to the partner business or agency.

Setting goals within the business organization will ensure the internship starts off on the right foot. When setting goals for a high school student internship consider the following :

1. Why should the organization consider mentoring an intern?
2. What does the organization hope to accomplish with this program?
3. Is the organization able to provide the accommodations needed to run a successful internship experience?

**What will the intern do?**

* Be as specific as possible with regard to projects to be completed.
* Use the target goals/objectives that are provided by the teacher to better define the work the student will do.
* See the internship experience in light of the Perry Pathways (BELL, ENCORE, H2, and STEM) and use this as a guide when creating goals for the experience.

**Who will mentor the intern?**

* A professional staff member should be chosen to serve as the point person the intern. This person will be the contact with the intern’s high school, provide leadership for the intern, and evaluate intern throughout the experience. The person will need to complete an evaluation at the mid-point and end of the experience.
* It’s important the mentor and the student meet prior to making a commitment to the experience. Both parties need to feel comfortable with one another.

**What qualifications do you want the intern to have?**

* Think about the skills you will need this intern to bring to the internship – technical/computer skills, communication skills etc.
* It’s helpful to brainstorm potential projects or bring a position description to the initial meeting so that both parties can a very clear vision for the expectations of the experience.

**The internship programs of Perry Local Schools are subject to the Child Labor Laws of the U.S. Department of Labor. Parents, students, and business partners interested in reviewing these stipulations may visit:** <http://www.dol.gov/whd/regs/compliance/childlabor101_text.htm#11>

**Expectations of Business Partner (continued)**

**Orientation:** Take time the first day to orient the intern to the office, introducing the intern to the staff members and providing an overview of the organization. It is helpful to identify particular staff members the interns should go to for help with office procedures if their mentor is not available. Because interns are students, managing them takes special attention. This internship may be among their first professional experience.

**Expectations**: Discuss your expectations of the student’s performance and expectations of the internship experience. Write down these expectations and review them on a regular basis. Students are expected to follow your company’s policies and procedures during the internship. Students are also expected to continue to follow all Perry Local School District policies and procedures. In addition to general expectations the mentor, intern, and teacher are expected to develop a set of objectives relating to the experience. The mentor can refer to these throughout the student’s experience as the student will use them as a guide for their course work when they are at the high school for class.

**Direction**: An intern will need very clear instructions about the tasks to complete. Assigning the right amount and type of experiences is a challenging part of the mentoring an intern. Be sure to provide challenging projects. Interns that are underutilized often feel unneeded. Please reach out to the teacher should you have any questions or concerns. Teachable moments can be valuable moments when they are embedded in a work-based learning environment.

**Feedback**: Interns need feedback on their performance. Make sure you point out both positive elements as well as elements to be improved upon. The rubric that is used to evaluate goals will be an excellent tool for feedback. This will be emailed to you 3 times a semester for feedback.

**Concerns**: Contact the Internship Coordinator, Rita Soeder, or Director of College and Career Readiness if you have any concerns about the intern’s ability to successfully complete the internship.

**Contact information**:

* Internship Coordinator: Rita Soeder at soederr@perry-lake.org Phone (440) 259-9230 or (440) 205-0019.
* Director of College and Career Readiness: Amy S. Harker at harkera@perry-lake.org, phone: 259-9200 ext. 9201.

**Evaluation**: Students will be graded based upon your evaluations of their performance as well as the project and/or presentation at the conclusion of their experience. Grades also factor in the students time sheets and their assignments done for the course being taught at the high school that accompanies this Learning through Internship experience. We ask that you evaluate your student intern two to three times during their assignment.

**When and How do Mentors evaluate their Interns?**

Interns are to be evaluated 2- 3 times during the semester. The teacher will send the mentor a link to the evaluation used to monitor an intern’s progress specifically related to his or her goals.  Mentors will be given a window of time to complete the evaluation and submit to the teacher.  The interns score on this evaluation will be used to assess the specific course objectives that connects to the intern’s goal.

These are the Power Objectives from the course objectives that correlate to the Goals that Interns must write and then monitor throughout the semester. Mentors are expected to provide some insights and expertise as students generate their goals for the internship experience.

**Intern Evaluation**: **To be completed by the Business Partner**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Supporting Indicators Mentor Eval Rubric** | **Advanced** | **Proficient** | **In Progress** | **Not Met** |
| ***INTERN.4.a*** *Demonstrate the ability to organize information as related to the new environment/workplace through their focused observations.* | The intern takes in information related to the workplace quickly. Intern asks questions that demonstrate he/she is paying attention and applying new learning. | The intern seems to pay attention. Asks questions that indicate he is listening. | The intern’s attention is on and off.  At times he asks relevant questions.   | The intern does not seem to be paying attention during observation times.  The intern does not ask relevant questions.  |
| ***INTERN 7. A****. Apply academic knowledge and skills to work-related situations****INTERN.7. B*** *Increase a specific workplace competency.*  | Consistently sets and achieves clear specific measurable goals related to developing workplace competencies that prior to the internship the intern did not have.  The intern has many examples of the learned competencies and/or evidence of projects/ specific growth since the last evaluation.  | Has demonstrated the ability to set and achieve a goal related to workplace competencies.   The intern has one example of a learned competency and/or evidence of specific growth since the last evaluation.  | Talks about developing workplace competencies but rarely takes steps to achieving goals.  Seems to be only using competencies the intern previously had prior to the start of the internship experience.  | No new skills developed related to workplace competencies.  |
| ***INTERN.6.b*** *Cultivate relationships with contacts through timely communications, a professional demeanor, and meaningful reciprocity* | Solid relationships with co-workers.  Meets new people regularly and able to remember their names.  Will likely leave the internship with more than one potential professional contact.  | Emerging relationships with co-workers.  Seems open to meeting new people but sticks to most familiar adults. Will likely leave the internship with one potential professional ;contact person | Few connections made with co-workers.  Seems reluctant and unsure how to communicate in a professional way.  | Few connections made with co-workers. Seems uninterested to communicate professionally.  |
| ***INTERN.5.a****Engage in professional workplace expectations, including, but not limited to: organizational culture, time-management, appropriate dress, and professional relationship boundaries.*  | Shows a deep and genuine concern for the opinions and ideas of the people involved in the conversation.  - Empathy. Never any issues with attendance, professional appearance, timeliness, or boundaries.  | Often uses effective interpersonal skills during conversations that would be typical of a teenager (asks clarification questions, restate main ideas before moving to a new topic) Rare to have issues with timeliness and professional dress.  Seems to have an understanding of professional boundaries.  |  At times meets workplace expectations (dress, attendance, interpersonal communication, body language)  but more often leaves the mentor disappointment or underwhelmed. | Late to arrive, fails to communicate regarding schedule, does not meet deadlines, unaware of how to communicate with adults.  |
| ***INTERN.5.c*** *Arrive on time as scheduled to each appointment with mentor/business partner.*  | Arrives on time, ready to work, seems to blend into the workplace.  | Arrives on time most of the scheduled days | Seems to be late most of the time.  | Often fails to arrive when expected.  Mentor has to frequently meet with the intern regarding the schedule.  |

**Learning through Internship Program Evaluation**

1. Do you consider this intern experience a success for the student, if so in what ways?
2. In what ways did this intern experience benefit your organization?
3. What challenges did your organization experience during the internship?
4. Did you receive sufficient information regarding the Internship Program?
5. Were you able to communicate concerns and successes with the Supervisor as needed?
6. What recommendations do you have to improve this program?
7. Can you suggest the name and address of another employer who may be interested in learning more about the Learning through Internship Class?

\_\_\_\_Yes \_\_\_\_\_NO Perry Schools has permission to publish comments or quotes from this evaluation.

 for Perry Schools marketing materials.

 \_\_\_\_Yes \_\_\_\_\_NO Perry Schools has permission to publish pictures of myself or my company for

 Perry Schools marketing materials.

NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 NAME OF ORGANIZATION\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 SIGNATURE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

STUDENT INTERN(S) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Please fax to 440-259-3607 or email this form to the Director of Student Services and College & Career Readiness, Amy Harker, at harkera@perry-lake.org.

**Learning through Internship and Business Partnership AGREEMENT**

Thank you for providing the students of Perry High School with an opportunity to enhance their education through the internship program.

Name of intern: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Intern phone number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Number to text:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Intern Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Preferred way of communicate\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of company providing internship: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor phone number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Number to text:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Preferred way of communicate\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Company fax number (if applicable): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

• The internship will begin \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (date) and end \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(date).

• The intern will work a 10-12 week time period with a minimum of \_\_\_\_ hours per week based on distance traveled.

• The intern will be assigned a staff member to act as a mentor.

• The intern will be assigned experiences that will assist the company and also allow the student various learning experiences. **These planned experiences can become the intern’s goals for the internship.**

• The company agrees to complete an evaluation of the student three times throughout the course of the internship.

• Professional dress and appropriate conduct is expected of the intern at all times.

• The intern understands that failure to comply with company expectations will result in termination.

• Any problems during the internship shall be referred to the student’s Internship Supervisor.

• Perry High School personnel will visit the work site and be available for assistance.

Business Partner Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_

**(This form needs to be completed and a copy kept on file with the Internship Supervisor)**

PERRY HIGH SCHOOL CONTACT INFORMATION:

Rita Soeder, Internship Supervisor, soederr@perry-lake.org

440- 259-9320 (during the school day) 440-205-0019 (summer or after school hours)

**PERRY HIGH SCHOOL**

**Learning Through Internships**

***Waiver of Claims, Release of Liability and Covenant Not to Sue***

I/We hereby request that [Name of Student] (hereinafter “the Student”) participate in the Perry High School Learning Through Internship Course. In exchange for the opportunity to participate in the Internship. I/We acknowledge that I/We have been informed about the nature of the Internship and the manner in which it will be conducted. Having such knowledge, I/We sign this Waiver of Claims and Release of Liability and Covenant not to Sue:

**1. This is a legally binding Waiver of Claims, Release of Liability and Covenant not to Sue made by and on behalf of the Student.**

2. I/We understand that the Perry Local School District will not be providing, nor will be responsible in any way for the Student’s transportation for the Internship. Instead each Student will be responsible for the Student’s transportation to and from the interviews and visits to appropriate agencies. In this regard, I also understand and appreciate the significant dangers associated with the Student’s responsibility for providing his/her own transportation in relation to an Internship, and understand and agree that I/we have assumed all risks involved with transportation related to any facet of the Learning Through Internship Course.

4. I/We understand that while Perry High School personnel have made arrangements with many of the agencies/individuals participating in the Learning Through Internship Course to accept Perry High School Students for their individual internships, Perry Schools personnel will not be present for the Student’s participation in any of the activities the Student undertakes or participates in with the business, agency/assigned mentor. I/We also understand that the business, agency, assigned mentors are not employees of the Perry Schools and have not been interviewed or had their backgrounds reviewed by the Perry Schools. I/We understand that I/we may meet the agency’s personnel and discuss the agency’s programs and plans for the Student by contacting the service agency directly. I/We, fully understand and agree that the District will not be responsible for or supervise the Student during any time he/she is away from the Perry High School, and specifically cannot be responsible for or supervise the Student with respect to his/her participation in the Learning through Internship Course while at a agency, meeting with an individual or during transportation to and from the meeting.

5. I/We understand that both the Perry Local School District and the agencies, individuals that are participating in the Learning Through Internship Course accept Perry High School Students with the express understanding that each participating Student will be covered by and will have signed this Waiver of Claims and Release of Liability and Covenant not to Sue, and in the absence of this Waiver of Claims and Release of Liability and Covenant not to Sue, neither the Perry Local School District nor the business agency would accept the Student for participation in the Learning Through Internship Course.

6. In consideration of the Student being permitted to take part in the Learning through Internship course, I/we do hereby release, waive, forever discharge and covenant not to sue the Perry Local School District Board of Education, its employees, administrators, board members, agents and insurers, [collectively “the District”], and the agencies, businesses and its employees, clergy, agents and insurers, [collectively “the Agency”] from and against any and all liability from harm, injury, damage, claims, demands, actions, causes of action, costs, and expenses of any nature which the Student may have or which may hereafter accrue to the Student, arising out of or related to any loss, damage or injury that may be sustained by the Student or by any property belonging to the Student in relation to his/her participation in the Learning through Internship course or transportation to or from the Internship. I/We understand and agree that this Waiver of Claims and Release of Liability and Covenant not to Sue covers liability, claims and actions caused entirely or in part by any acts or failures to act of the District or the Agency including but not limited to negligence, mistake, or failure to supervise while the Student is participating in the internship or traveling to or from the internship site.

7. I/We explicitly agree that the Student wishes to participate in the Learning through Internship Course in accordance with the conditions imposed by this Waiver of Claims and Release of Liability and Covenant not to Sue and the undersigned understand and agree signing of this Waiver of Claims and Release of Liability and Covenant not to Sue is a condition of the Student’s participation in the Learning through Internship Course.

8. We, the undersigned, have carefully read this Waiver of Claims and Release of Liability and Covenant not to Sue and understand its contents and sign it of our own free will.

**THIS DOCUMENT IS A RELEASE OF LEGAL RIGHTS. CAREFULLY READ THE DOCUMENT AND BE CERTAIN YOU UNDERSTAND THIS RELEASE BEFORE SIGNING.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature Student Signature

(Required for Students under 18)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Name (Print) Student Name (Print)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature

(Required for Students under 18)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Name (Print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date