**learning through internships**



**connect ∙ contribute ∙ authentic**

**Student Syllabus**

**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 that they have started in other courses at PHS or through their own personal self-discovery. 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 what they have learned 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 you as a student intern will have:

* Linked your academic learning to practice through your internship
* 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 your 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

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| --- | --- |
| **Power Objective #1** | **Connect an internship to professional and personal future direction through exploration, experience, and reflection. (INTERN.1)** |
| ***Supporting Indicators*** | ***INTERN.1.a***  *Complete career related assessments in order to identify and articulate professional and personal values, strengths, and interests.* |
| ***INTERN.1.b***  *Use personalized profile to clarify goals related to career options utilizing a range of Career Information Resources (Ohio Means Jobs, O\*Net, Career One Stop).* |
| **Power Objective #2** | **INFORMATION and DISCOVERY: Identifies and defines the problem or challenge related to future planning, creates questions that guide future planning, and collects information to use in narrowing/expanding options. (INTERN.2)** |
|  | ***INTERN.2.a*** *Clearly defines the problem, investigation or challenge; continuously seeks clarity and understanding. (Vertical Articulation of Critical Thinking from EdLeader21)* |
|  | ***INTERN.2.b*** *Clearly develops questions related to future planning, continuously seeks to move thinking forward, exploring multiple possibilities. (Vertical Articulation of Critical Thinking from EdLeader21)* |
|  | ***INTERN2.c*** *Presents logical options, regarding how meet the challenge, answer the question, etc. that illustrate substantial understanding. (Vertical Articulation of Critical Thinking from EdLeader21)* |
|  | ***INTERN2.d*** *Research, interpret, analyze, and evaluate information and experiences related to academic knowledge and technical skills when completing a career plan.* |
| **Power Objective #3** | **Self- Regulation and Reflection: Reflects critically on learning experiences processes, and solutions.** |
|  | *INTERN3a. Often analyzes and questions one’s own thinking, reasoning, and critical thinking dispositions with accuracy. (Does the students opening explore alternative points of view? Show open-mindedness and flexibility? Continuously seek clarity and understanding? Use precision and thoroughness? Dedicate enough time and effort to thinking? Assess whether the quality of his/her thinking is improving over time? Reflect about the amount of support that he/she needs during the critical thinking? )* |
| **STANDARD** | **Problem Solving** |
| **POWER OBJECTIVE #4** | **Develop an increased level of self-efficacy and solving real-world problems through thinking creatively and critically. (INTERN.4)** |
| ***SUPPORTING INDICATORS*** | ***INTERN.4.a***  *Demonstrate the ability to organize information as related to the new environment/workplace through their focused observations.* |
| ***INTERN.4.b***  *Creatively think and design the steps needed to solve problems related to personal growth and the new situations in their workplace. (Derived from the New York Career Development and Occupational Studies, Learning Standards for Career Development and Occupational Studies at Three Levels.)* |
|  | ***INTERN.4.c*** *Solve problems in a timely manner that call for applying academic knowledge and skills.* |
| **STANDARD** | **Professional Communication** |
| **POWER OBJECTIVE #5** | **Learn and implement effective professional attitudes and behaviors. (INTERN.5)** |
| ***SUPPORTING INDICATORS*** | ***INTERN.5.a***  *Engage in professional workplace expectations, including, but not limited to: organizational culture, time-management, appropriate dress, and professional relationship boundaries.* |
| ***INTERN.5.b***  *Display professional communication through written, verbal, and non-verbal means in professional settings.* |
|  | ***INTERN.5.c*** *Arrive on time as scheduled to each appointment with mentor/business partner.* |
|  | ***INTERN.5.d*** *Successfully completes x2vol each week submitting hours to mentor prior verifying attendance.* |
| **STANDARD** | **Workplace Collaboration and Relationship Building** |
| **POWER OBJECTIVE #6** | **Establish appropriate work place relationships with others through professional collaborative efforts while at the internships. (INTERN.6)** |
| ***SUPPORTING INDICATORS*** | ***INTERN.6.a*** *Recognize potential contacts who positively enhance one’s professional network.* |
| ***INTERN.6.b*** *Cultivate relationships with contacts through timely communications, a professional demeanor, and meaningful reciprocity.* |
| **Standard** | **Strategic Job Search – integrated learning** |
| **Power Objective #7** | **Apply strategic job search techniques in the context of a Mock Interview (Derived from Exploring Learning in Mock Interviews, University Career Services, Northwestern University.) (INTERN.7)** |
| ***Supporting Indicators*** | Intern.7. Use the STAR Method to describe relevant experiences in a way that reflects knowledge of the job/internship position description and employer. |
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**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

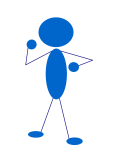
Critical Thinking

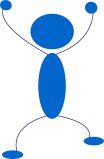
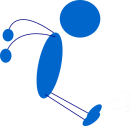
Problem Solving

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

**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.**

**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.**

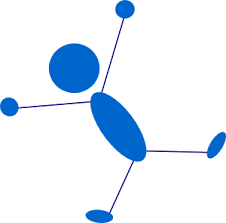
**Mentors benefit from the strong, long-term relationships with local schools, which will produce qualified job candidates in the future.**

**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.**

**Benefits of an Internship for an Intern**

**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 that 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

**Expectations for Interns**

**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 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 three times throughout 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.

Intern Attendance Expectations:

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

Mentors and interns are asked to be flexible. As situations change, schedules may need to be adjusted. All adjustments need to be clearly communicated to the mentor and to the teacher. The schedule must indicate the days of the week and the hours that the intern is expected to be at the site. All interns need 5 hours per week at their site but hours will be adjusted depending on travel times.

• Interns 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. Interns 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 intern must inform the mentor in a timely fashion. Even though there is an excused absence the hours MUST be made up or the intern will lose credit for that week.**

* The intern understands that there will be penalty to the grade even if the intern is sick and cannot attend. The intern should make every effort to make up those missed hours.
* Use common sense in the case of a calamity day. You can make up missed hours by attending your internship on any day not regularly scheduled. All make‐up hours must be scheduled with the approval of the mentor. The intern must notify the mentor prior to any absence or late arrival to their internship site.

**Failure to obtain the needed weekly hours will affect the intern’s grade as a portion of the intern’s final grade in the Learning through Internship course. This course is based on the intern’s weekly X2VOL being approved and submitted to the teacher prior to pre-established deadlines. Interns must turn in X2VOL weekly for both the summer and semester based programs.**

**Rubric for Weekly Hours at Internship**

X2vol is factored into your grade as a weekly assessment score.  Each week you are to submit 5 hours including your travel times before Friday.  Hours are submitted ONE time per week.  Once your hours are approved by your mentor you will receive credit.

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

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| --- | --- | --- | --- | --- |
| Supporting Indicator  X2vol 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. |

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

* Hours can be “banked.” For example if you are approved by your mentor to do 2 extra hours week 3 of the grading period and then we have a snow day week four and you miss 2 hours you can apply the 2 hours from 3 to week 4. This is handled on a case by case basis. Mrs. Soeder keeps a weekly log of individual student hours and is aware of you “banked” hours based on your x2vol submissions. Hours could not be banked from the first grading period an applied to the third grading period. This is smart to use if you know of an upcoming absence.

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

Paid internships can be arranged if the mentor offers payment. 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. Internships are for general elective credit not for core content credit on your transcript.

An internship is NEVER a reason to skip a class at PHS, Lakeland, or any other regularly schedule course that you are enrolled in. The internship is designed to supplement these experiences never to replace.

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

**X2Vol to record intern’s hours**

• Interns must maintain x2vol web-based recording system throughout the Learning through Internship course whether this is for the summer or the semester based experience. Interns are responsible for recording their weekly 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 x2vol is completed prior to the predetermined deadline. When using x2vol communicate with your mentor about the need to verify hours each week. Failure to do submit x2vol 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 on site if x2vol is not consistently signed and submitted prior to the deadline. **There are no late hours via x2vol accepted by the teacher.**

**Rubric for Weekly Hours at Internship**

X2vol is factored into your grade as a weekly assessment score.  Each week you are to submit 5 hours including your travel times before Friday.  Hours are submitted ONE time per week.  Once your hours are approved by your mentor you will receive credit.

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

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| Supporting Indicator  X2vol 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. |

Internship Requirements

Successful complete of the Pre-Internship Preparation period prior to starting your internship

**Required Forms** prior to starting the Internship (Learning Through Internship Partner Agreement, Waiver, Parent Agreement Form)

Understanding of and prepared to utilize the **x2vol web based program** for recording internship hours.

**In-Class and out of class assignments** as outlined in syllabus and as assigned throughout the course (goal setting, self-exploration, Road Trip Nation, Informational Interviews, Interview Stream, Mock Interviews, Resume writing, Soft Skills exercises, Journal Assignments, Projects, and final presentation) All subject to change.

**2-3 times Mentors will complete an Intern Evaluation**

**5 hours of** completed work time at the internship work site per week during the internship phase of the course. The teacher will inform you as to when your internship will begin and end this semester.

Professional Workplace Expectations

You should be ready to conduct yourself in a professional manner. This includes but is not limited to:

* Maintaining confidentiality regarding information accessed on any patient, clients, members, customers, employees, and products or services associated with the internship site
* Reporting to the internship on time
* Using appropriate written and oral expression in all interactions with school personnel, managers, business partners, mentors, supervisors, employees, the public, and clients
* Participating in any orientation or testing required by the internship site
* Observing all established safety and sanitation codes
* Engaging in a positive ethical legal behavior
* Accepting responsibility and accountability for decisions and actions taken while at the internship site.
* Ensuring that all interactions with guests, patients, clients, members, customers, the public and fellow employees are conducted with dignity and respect toward every person.

**Appropriate Attire:** You are encouraged to dress in a professional and appropriate manner commensurate with the business or organization with which you are matched. There is no need to invest in a new wardrobe. Whether you work behind the scenes or with the general public you represent Perry High School. You are expected to discuss specific requirements of what you should wear with your supervisor early in your internship to avoid awkward situations.

**Social Media**: It will be natural to want to share your internship experiences with others. You are encouraged to carefully consider what you share publically. Your statements on social media should not compromise the internship site, it’s mission, or this course. You are a private citizen, you are now linked to a respected business and you are seen as a representative of the internship site by the outside world. You are welcomed to ask your teacher or business mentor for advice before sharing information about your internship on social media.

**Personal Communication**: Your main responsibility is to work on assigned projects that will benefit the business partner agency and increase your knowledge and skills. You should limit your use of technology for personal purposes. This includes using your chrome book and cell phone for talking, texting, emailing, gaming, browsing, etc.

Tips for Getting Started in your Internship

In the beginning of this experience you will mostly be observing and following the lead of your mentor. This is a time for you to become familiar with the environment, your co-workers, and the workplace activities. Work situations vary considerably; however, the following WHO, WHAT, HOW, WHERE, and WHEN questions suggest the types of information that will help you get oriented quickly. In general it is wise to ASK when you are not clear on a procedure or who does what while at your internship.

You will complete assignments related to the company culture and you will conduct an analysis of the who, what, how, where, and when. You will be asked to consider*, What are the unwritten rules or codes of behavior? What do you do if your expectations are not being met?*

Top Strategies for Making the Most of your Internship

1. Be an overachieving intern. Think about “good student skills,” when it comes to your internship you want to apply these skills to your time in the workplace. You are expected to show up when expected, use your time wisely, limit your socializing, use your lunch/break appropriately, and to avoid gossip. If you’re an overachieving intern you are likely to be an over-achiever employee!
2. Go above and beyond. It is expected that you will provide the standard services but whenever possible to go above and beyond expectations you should do so. You will likely have a more favorable review and maybe even be considered for employment if you make it a habit to go above and beyond.
3. Show your energy and enthusiasm. Nothing brings a workplace “down” than someone who is negative and apathetic on a regular basis. The opposite is true when working with someone who is eager and excited to get the job done.
4. Network, network, network! You should strive to meet as many people as possible while at your internship. You are encouraged to meet individuals from other departments who serve in various roles. You will have specific assignments designed to learn more about the diverse roles within a given field. It is the hope that by the end of this experience you won’t even know you are networking when you are networking, make it natural.
5. Informational Interviews. One assignment designed to learn more about those whom you work with is the informational interview. This is not meant to be a time for you to ask for a job; rather, this is when you have a chance to learn about the many and varied career paths individuals take when getting started in a given field.
6. Gather Final Presentation Images. Your final presentation will be a slide show that represents the highlights of your experience. You will need photos to enhance your presentation. Be sure to ask for permission before you take any items for this presentation or before you take any pictures. At the end of this experience you should ask your mentor for a letter of recommendation. This can be especially powerful for your future job search. There are specific rules to follow when asking your mentor for such a letter and we will review those in class.

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

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| --- | --- | --- | --- | --- |
| **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](mailto: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](mailto: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.**

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Parent/Guardian Signature Student Signature

(Required for Students under 18)

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

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Date Date

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

Parent/Guardian Signature

(Required for Students under 18)

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