

Learning Through Internships



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Ltl Manual

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Parent Information

What is the Learning through Internships Course?

The Learning through Internships (LTI) program offers a myriad of career experiences for students interested in having a hands on learning experience in a field of interest.

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

Both the summer internship experience and the semester based experiences move through the phases as listed below.

PHASE I: Preparation for the Internship Experience, students will identify possible mentors/businesses that they would like to do an internship with. Students will work together with family and school officials to set up this internship. This should be done by the first week of the semester in which the internship is to start. Students must turn in the **Lti Manual Acceptance Form** with a parent signature

PHASE II: Internship Experience Begins, an internship is a long-term (year-long or semester long) learning experience for preparation for a professional career. It is recommended that a student complete 5 hours of work per week (possibly less depending on travel time) to earn credit for the course. This phase begins with goal setting between the teacher, mentor, and student through the **Lti Goal Setting Worksheet**. Students will go over this worksheet with both their Lti teacher and Mentor at the beginning of their internship. Once both teacher and Mentor sign the **Lti Agreement** and **Lti Goal Setting Worksheets**, the internship will begin. Students will track their hours worked using a weekly timesheet, which is to be returned to the Lti teacher on a weekly basis.

PHASE III: Reflection/Evaluation begins when the student, mentor, and teacher experience the complete contribution the student has made during the internship and develop a clear understanding of the connection to the Lti course content. The contribution made to the business, as well as the connections established by the student, should align with the goals initially agreed upon by the student, teacher, and mentor business. Official evaluation occurs when students, mentor, and teacher assess the goals that were initially established for mastery. This will occur through a **Mentor Evaluation Worksheet** that the Lti Mentor will complete, as well as a **Self-Reflection Paper** the student will complete at the end of the internship.

Grading Scale: A student's final grade will be determined using the following formula:

Attendance: 50%
Mentor Evaluation: 25%
Student Reflection: 25%

Credits Earned: A student will earn .5 Credits for every 60 hours worked, not to exceed a total of 3 credits.

Why should my son/daughter participate in an internship?

Students benefit from learning in a high-skill environment. They observe all aspects of a company's operations and discover how the knowledge gained in high school curriculum 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

What will my son/daughter do in his/her internships?

Each internship experience is as unique as the individual student participating. Some students will have active hands-on experiences and others will spend time observing and gaining insights about a specific career field through informational interviews and research.

There are many factors to take into account when understanding what your son/daughter will actually DO for the company or business. Sometimes students are not permitted to participate in an element of the day due to age, confidentiality, or other industry restrictions. It's important to ask questions about the experiences your son or daughter is having at their site, just like you would about their school day. If you ever have any concerns, please contact the LTI teacher.

Other important details to know about your son/daughter's internship

- Students are expected to complete at least five hours per week for their internship. Travel time is included in this five hours per week.
- It is the student's responsibility to let their mentor know if they will not be able to work their assigned hours for any reason; this includes student illness, inclement weather, and vacation/holidays. Contacting the high school in regards to any of the above does not absolve the student from communicating with their Mentor.
- This 5 hours per week counts as a significant portion of a student's grade. Failure to submit the appropriate documentation of the 5 hours/week can 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.
- The internship is for academic credit. The credit is general elective credit and does not count towards one of the core requirements needed for graduation. Some company policies may allow paid internships, and that is acceptable.

The internship programs of Ashland City 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

Student Information

Attendance

- 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 an Ashland City Schools 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 can 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 time sheet being signed and submitted to the teacher prior to pre-established deadlines. Students must turn in a weekly time sheet (electronically) for both the summer and semester based programs.

- Students are not required to attend their scheduled internship day if it falls on a Holiday or calamity day. However, the student should communicate any missed hours as early as possible and 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.

***Ashland High School excused absences:** Student illness, death in the family, observance of religious holiday, school sponsored event with prior approval by mentor.

Grades

Successful completion of all requirements on or before deadlines is imperative.

Each nine week's grade is based on the student's performance at their placement site and their compliance in regards to turning in completed weekly time sheets. Students will be graded on the

accuracy and quality with which they complete their required worksheets. Their final grade will be determined by their attendance (as shown on their weekly time sheets,) Mentor evaluation, and self-reflection assignment.

The Mentor will complete an evaluation of the student 2 times over the course of a semester experience and 4 times over the course of a year-long experience. This evaluation will be sent to the mentor electronically and aligns with the objectives associated with the goal setting worksheet completed during the beginning of the course. This evaluation is based on criteria such as student attendance, punctuality, communication, interest level, motivation, reliability, thoroughness, and progress made towards the development of projects.

If a student is not fulfilling his/her responsibilities or is not attending regularly, please notify Kim Rogers (419-289-7968 ext. 3216 or kirogers@goarrows.org) at once so that the situation can be rectified.

When a student fails to submit a weekly time sheet the teacher will follow up with both the student and the mentor. It is at this time that both parties will have the opportunity to voice concerns. Requiring frequent time sheets and communication between school and mentor is a means of proactively protecting the partnership between all parties.

Weekly Time Sheets

- Students must maintain a weekly time sheet throughout the Learning through Internship course. Students are responsible for recording their weekly hours at their placement site. The time sheet 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 timesheet is signed by the mentor and then turned in to Mrs. Rogers each week of the internship. Failure to submit a signed timesheet prior to the deadline can 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, if the time sheets are not consistently signed and submitted prior to the deadline.

Student Signature Required _____

Parent Signature Required _____

Date_____

Additional Information

- Students should give their mentor the names and telephone numbers of their parent(s)/guardian(s) in case of emergency. Parent/guardian home, work and cellular phone numbers should be provided.
- Students are to ensure that the mentor or designated person at the placement site knows where they are during their attendance each day at the internship.
- Students should ask their mentor whether there are any clothing requirements and/or limitations. At many placement sites, it is important to wear appropriate and/or specific clothing.
- Students are responsible for all information in the internship manual, as well as any information found in any other document sent or given to them regarding the experience. Students are also responsible for any information given to them by their mentor, and for following internship site regulations.

Mentor Information

Because interns are students, managing them takes special attention. This internship may be among their first professional experience.

Orientation: Take time the first day to orient the intern to your workplace, 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.

Expectations: Discuss your expectations of the student's performance and expectations of the internship experience. Write down these expectations using the **Ltl Goal Setting Worksheet** 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 Ashland City 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.

Concerns: Contact the Internship Coordinator, Mrs. Kim Rogers, if you have any concerns about the intern's ability to successfully complete the internship.

Contact information:

- Internship Instructor: Mrs. Kim Rogers at kirogers@goarrows.org Phone 419-289-7968 ext. 3216.

When and How do Mentors evaluate their Interns?

Interns are to be evaluated 2 times during a semester, or 4 times during a full school year.

The Ltl teacher will provide a **Mentor Evaluation Form** via e-mail, or other agreed upon method, to each interns' mentor at the end of each nine weeks.

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 progress and success they are having in their internship.

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

Performance Objective #1 - Problem Solving

Develop an increased level of self-efficacy and competency in a specific career field through thinking creatively, critically, and solving problems.
--

Organize information as related to the new workplace environment through the interns focused observations.
--

Creatively think and design the steps needed to solve problems at work.

Solves authentic problems - identifies a sufficient number of plausible solutions to the problem, answer to the question, or approaches to meet the challenge.
--

Analyses with precision and accuracy, the relative effectiveness of proposed solutions or approaches. Can eliminate ineffective solutions or approaches.
--

Performance Objective #2 - Collaboration and Relationship Building

Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance as they work to establish appropriate work relationships with others. Recognize potential contacts to enhance professional networks.

Cultivate relationships with contacts through timely communication and a professional demeanor.

Performance Objective #3 - Integrated Learning

Apply academic knowledge and skills and why they are relevant for the workplace. Research, interpret, analyze, and evaluate information and experiences related to academic knowledge.
--

Manage time when applying academic knowledge. Develop the personal attributes of a professional employee.

Ltl Manual Parent/Guardian Acceptance Form

Please carefully review the Ltl Manual with your son or daughter, sign, and return to Mrs. Rogers verifying that you have read and understand the Ltl program in full, including your student's responsibilities to earn credit for their Ltl internship.

Parent Name (print) _____

Date _____

Parent Signature _____

In addition to this form, students must return the following forms to Mrs. Rogers to be able to do an Ltl Internship:

- Waiver of Claims, Release of Liability and Covenant Not To Sue Signed (To be signed by Parent/Guardian)
- Learning Through Internships Business Partner Agreement Signed (can be completed first week of internship with the student's mentor)
- Learning Through Internships Goal Setting Worksheet (can be completed first week of internship with the student's mentor)

ASHLAND 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 Ashland High School Learning Through Internships 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 Ashland City 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 Ashland High School personnel have made arrangements with many of the agencies/individuals participating in the Learning Through Internship Course to accept Ashland High School Students for their individual internships, Ashland 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, and assigned mentors are not employees of the Ashland Schools and have not been interviewed or had their backgrounds reviewed by the Ashland 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 Ashland 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 an agency, meeting with an individual or during transportation to and from the meeting.

5. I/We understand that both the Ashland Local School District and the agencies, individuals that are participating in the Learning Through Internship Course accept Ashland 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 Ashland 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 courses, I/we do hereby release, waive, forever discharge and covenant not to sue the Ashland City 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 Capstone Project 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
(Required for Students under 18)

Student Signature

Parent/Guardian Name (Print)

Student Name (Print)

Date

Date

Learning through Internships and Business Partnership: AGREEMENT

Thank you for providing the students of Ashland 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 (select one): a ____ 16-18 week time period, a ____ 33-35 week time period
- The Intern will work a minimum of ____ hours per week (including travel time.)
- 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 2-4 times (depending on the length of the internship) 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.
- Ashland 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)

ASHLAND HIGH SCHOOL CONTACT INFORMATION:

Mrs. Kim Rogers, Ltl Instructor, kirogers@goarrows.org

419-289-7968 ext. 3216 (during the school day)

Learning through Internships and Business Partnership: GOAL SHEET

The LTI student intern should complete this sheet in coordination with his/her assigned Mentor. The purpose of the goal sheet is to make sure both the intern and his/her mentor has an experience in which both parties understand student expectations and make the internship as valuable as possible.

LTI Course Content Objectives: Below are the general objectives of the LTI program.

Performance Objective #1 - Problem Solving
Develop an increased level of self-efficacy and competency in a specific career field through thinking creatively, critically, and solving problems.
Organize information as related to the new workplace environment through the interns focused observations.
Creatively think and design the steps needed to solve problems at work.
Solves authentic problems - identifies a sufficient number of plausible solutions to the problem, answer to the question, or approaches to meet the challenge.
Analyses with precision and accuracy, the relative effectiveness of proposed solutions or approaches. Can eliminate ineffective solutions or approaches.
Performance Objective #2 - Collaboration and Relationship Building
Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance as they work to establish appropriate work relationships with others. Recognize potential contacts to enhance professional networks.
Cultivate relationships with contacts through timely communication and a professional demeanor.
Performance Objective #3 - Integrated Learning
Apply academic knowledge and skills and why they are relevant for the workplace. Research, interpret, analyze, and evaluate information and experiences related to academic knowledge.
Manage time when applying academic knowledge. Develop the personal attributes of a professional employee.

With the above objectives in mind, identify at least two experiences planned for the student intern and the goal expected of the intern in completing each experience. An experience can be very specific (i.e. organize/file records) or very general (observing student is permitted more than 2 experiences).

Experience #1:

Goal of Experience #1:

Experience #2:

Goal of Experience #2:

Learning through Internships Weekly Time Sheet

Student's Name Printed

Mentor's Name Printed

Internship Site

Instructions: You may duplicate this form. Each student is required to maintain a record of his/her daily attendance and activities. A Time Sheet is to be delivered or emailed by the student to Mrs. Rogers (kirogers@goarrows.org) no later than Friday's at 3:00pm.

Date	Time In	Description of Activity	Time Out	Hours	Mentor's Initials

Student Signature: _____

Mentor Signature: _____

Learning through Internships Weekly Time Sheet

Student's Name Printed

Mentor's Name Printed

Internship Site

Instructions: You may duplicate this form. Each student is required to maintain a record of his/her daily attendance and activities. A Time Sheet is to be delivered or emailed by the student to Mrs. Rogers (kirogers@goarrows.org) no later than Friday's at 3:00pm.

Date	Time In	Description of Activity	Time Out	Hours	Mentor's Initials

Student Signature: _____

Mentor Signature: _____

Mentor Evaluation of Student Intern

To be completed by Business / Community Partner

**Business Partner Internship
Mid and End of Term
Evaluation**

Student _____ Date _____

Supervisor Signature: _____ Title _____

Organization Name: _____

Please provide your candid evaluation of the intern student. These points are reflected in the grade that your student receives during each nine weeks grading period and end of their internship assignment.

On a scale of 1 to 5, with 1 being Unacceptable and 5 being Exceptional, please evaluate the intern on the following characteristics:

	Unacceptable	Needs Improvement	Average	Above Average	Exceptional
Dependability	1	2	3	4	5
Attendance	1	2	3	4	5
Completion of projects	1	2	3	4	5
Quality of work	1	2	3	4	5
Ability to Communicate	1	2	3	4	5
Ability to work on teams	1	2	3	4	5
Problem Solving Skills	1	2	3	4	5
Professional attire	1	2	3	4	5
Initiative	1	2	3	4	5
Skills related to this placement	1	2	3	4	5

What do you perceive to be this student's greatest strengths?

In what area(s) does this student need to improve?

Please email (kirogers@goarrows.org) or fax (419-289-8218) this form to the attention of the Internship Supervisor, Mrs. Kim Rogers at Ashland City Schools.

ASHLAND HIGH SCHOOL

Learning Through Internships

Student Reflection Paper

- Minimum of one page in length
- Typed with proper font, line spacing, and margins.
- **Prompt: In what way did your Ltl experience impact your readiness for your future career and/or college plans?**
 - Possible topics to include:
 - Interesting activities you did during your internship
 - How this experience has helped or hindered you in narrowing in on a career or college major
 - Whether or not you were successful in working with the adults and/or students during your internship
 - Any problems you encountered during your internship and how you learned from them
 - Things you learned that you did not know before

Grading Rubric (50 Points)

10 Points - On-Time Completion with Proper Format

20 Points - Summation of internship experience. Can include:

- Experiences/activities student participated in
- Challenges student had during the internship
- Professional interactions student had with adults and/or students during the internship

20 Points - Impact the internship experience had on student's college and/or career plans

Official Ltl Grading Policy

Nine Weeks Grades:

Attendance (50 Points)

- Attendance grade will be determined by dividing the number of timesheets a student has turned in into the number of timesheets that are required.
 - o For example, if a student began their internship during the 2nd week of the nine weeks, they should have 8 timesheets turned in by the end of the nine weeks. If they only have 6 turned in they will receive 75% for their attendance grade (6/8); this would be 37.5 Points.

Mentor Evaluation Form (50 Points)

- The evaluation form has 10 criteria, each criteria is scored on a scale of 1-5, meaning the most a student can earn is 50 points, the least a student can earn is 10.

Nine Weeks Percentage: Total Points/100

- Letter grade will then be determined using the AHS grading scale.

Final Grade:

Attendance (100 Points)

- Attendance grade will be determined by dividing the number of timesheets a student has turned in into the number of timesheets that are required.

Mentor Evaluation Forms (50 Points)

- This will be the average of all Mentor Evaluation forms turned in.

Student Self-Reflection Paper (50 Points)

- Paper will be graded using provided rubric

Final Grade Percentage: Total Points/200

- Letter grade will then be determined using the AHS grading scale.