



GOVERNOR MIFFLIN HIGH SCHOOL

*Internship Program
Handbook*



FUTURE READY

In an effort to inspire and to empower every student, every day, the Governor Mifflin School District has developed a high school internship program to enhance the achievement of the district's mission.



GOVERNOR MIFFLIN HIGH SCHOOL INTERNSHIP PROGRAM GOALS

To prepare students for a career by developing employability skills.

To prepare students for post-secondary education.

To create an opportunity for students to learn about and to explore careers of interest before committing to a post-secondary major.

To create an opportunity for students to have a hands-on experience in a career or technical program within the community.

ROLES AND RESPONSIBILITIES

Principal

The principal, with the help of school counselors, is responsible for establishing and implementing the program. The principal should:

- Communicate the goals and expectations of the internship program to the school and to the community.
- Provide resources to support the program.
- Oversee the communication of information to parents and the arrangement for parent involvement.
- Conduct program reviews as required.
- Address questions, and if necessary, mediate problems and issues among participants in the experience.

Program Coordinator

The Program Coordinator is a school counselor or faculty member who serves as the central information resource for all questions concerning the Governor Mifflin High School Internship Program (GMHSIP). The coordinator is responsible for:

- Informing the program participants of their roles and responsibilities.
- Helping to coordinate internship placements for students.
- Informing prospective student interns about the process and requirements of securing and participating in GMHSIP.
- Assisting with the internship elements such as setting goals, contacting community sponsors, obtaining training agreements, etc.
- Overseeing the communication of information to the parents and the arrangements for parental involvement.
- Conducting program reviews as required.
- Addressing questions, and if necessary, mediating problems and issues among the participants in the experience.
- Assisting with the selection of an internship site.
- Setting requirements needed by students for placement.
- Advising the student in defining the objectives, tasks, and evaluation criteria. The contract should integrate the student's goals with those of the internship program.
- Helping the student in defining the academic requirements for the internship. Academic requirements can include, but are not limited to, a journal, log sheet, paper, and project.

- Maintaining appropriate contact with the student throughout the internship to give direction, support, and training received as related to the contract agreement.
- Meeting with the community sponsor worksite supervisor prior to signing the internship agreement to establish contact, communication, and student requirements.
- Consulting with the community sponsor worksite supervisor to determine educational objectives, student competencies, appropriate experiences, and the expectations for the student during the project.
- Facilitating communication between worksite and student.
- Participating in other forms of recommended contact through the internship such as site visits, email or phone calls with the intern and site supervisor, progress reports and feedback sent between the intern and coordinator, and meetings that occur off-site between the intern and the coordinator.
- Reviewing the mid-term evaluation from the worksite that evaluates the student's performance thus far.
- Reviewing the final report (or as otherwise described in the internship agreement) from the student at the end of the internship that satisfies the academic standards of the school.
- Reviewing the internship final evaluation from the worksite that evaluates the student's performance.
- Reviewing the post-internship assessment from the student that evaluates the experience.
- Providing academic direction and evaluate the learning derived from the internship and the academic reports.
- Assigning the student a grade for the internship (in consultation with the community sponsor worksite supervisor).

Community Sponsor Worksite Supervisor

A staff person employed by the community sponsor worksite supervisor supervises student interns. Typically, the worksite supervisor has experience and expertise in the area in which the student is interning. Community sponsor worksite supervisors should:

- Interview student interns.
- Determine qualifications for the position.
- Provide the student with realistic, challenging assignments that facilitate learning (students should not be conducting work of a clerical nature unless the internship experience is in an office setting).
- Be certified in a related career/technical field.
- Help the student learn about the business "culture" and adjust to the workplace.

- Inform the student about business regulations regarding confidentiality and public access to information.
- Serve as mentor, sharing pros and cons of a career in the field and giving suggestions for entering the profession. The worksite supervisor should have sufficient experience in the field to draw from and share that experience with the student intern.
- Meet with the intern on a regular basis to guide performance, answer questions, and provide background information and resources related to the intern's work. A worksite supervisor may also help by recommending ways to enhance the intern's learning.
- Submit both an internship mid-term evaluation and final evaluation of the internship experience to the school, describing achievements and providing suggestions for improvement.
- Participate in assigning the student a grade for the internship.

Students

Student interns are responsible for:

- Searching for and selecting the internship worksite in cooperation with the coordinator.
- Consulting with the coordinator to formulate academic goals that can be discussed with the community sponsor worksite supervisor during the interview.
- Developing, with the assistance of the coordinator and the community sponsor worksite supervisor, a training agreement outlining expectations, responsibilities, and a work schedule (including timelines and expected completion dates) and having it endorsed by all parties.
- Working the required number of hours.
- Learning about and acting in a manner consistent with the business "culture" and its commitment to a high level of service to the public.
- Learning about and adhering to business regulations regarding confidentiality and public access to information.
- Maintaining high standards of professionalism while at the internship site.
- Seeking out supervision and assistance at the worksite as needed.
- Completing the academically related tasks that are agreed upon by the coordinator and intern (journal, log sheet, paper, project, etc.).
- Submitting a post-internship evaluation form to the coordinator at the conclusion of the course.
- Attending regularly scheduled meetings with the coordinator.
- Developing, reviewing, and completing a personal learning plan.
- Understanding the responsibilities of placement and site outcomes that will help determine grade.

Parents

Parental support is a key factor in a student's success. Parents can help their child by:

- Supporting him/her in developing, implementing and reviewing their child's academic or future plans.
- Participating in meetings or conferences about their child's academic or future plans.
- Helping him/her identify their strengths, learning style, interests, talents, skills, and needs.
- Being supportive of their goals, pointing out their strengths and accomplishments, encouraging them to explore the range of alternatives for their future, and encouraging them to ask for help when they need it.
- Be willing to sign an agreement form relating to requirements of the Governor Mifflin High School Internship Program.

GOVERNOR MIFFLIN HIGH SCHOOL INTERNSHIP PROGRAM

ENROLLMENT CRITERIA AND PROCESS

Enrollment Criteria:

- Student has no more than ten excused absences during the year prior to the internship.
- Student has had no unexcused absences during the year prior to the internship.
- Student has had no history of being removed from any class for disciplinary reasons or suspended from school for any reason during the year prior to the internship.
- Student must submit completed application in to the internship coordinator.
- Exceptions to the above criteria may be allowed at the discretion of the internship coordinator and/or high school administrator.

Process:

- Student submits internship program application to the internship coordinator.
- Acceptance to an internship position must meet the following criteria:
 - Student must not be related to the employer.
 - Student must have no previous work experience in that position with that employer.
 - Exceptions to the above statements may be approved at the discretion of the internship coordinator.
- Student completes the GMHS Internship Program Approval and Agreement Form. Signatures from a parent and high school counselor are required prior to obtaining the coordinator's signature and completing the application process.
- The community sponsor worksite supervisor completes the GMHS Internship Program Approval and Agreement Form.
- The community sponsor worksite supervisor completes the student evaluation form and turns in record of hours worked at a minimum of every month.
- Student writes a mid-term paper after half of the needed hours of work have been completed. Paper must adhere to formatting criteria given by the coordinator and content should include:
 - What the student has learned so far from the internship experience.
 - On-the-job training content and process.
 - How this experience has influenced his/her future career decisions.
- The student will meet periodically with the coordinator to discuss progress and mid-term paper.
- Students writes final paper after all the necessary hours of work have been completed. Content should include the following items:

- What the student learned from the entire internship experience.
 - A reflection on the training the student received throughout the internship.
 - Student's decision to continue pursuing the field of work or not and how the internship experience helped the student make that decision.
- Community sponsor worksite supervisor completes evaluation and hours worked forms. These forms are submitted to the coordinator according to timelines.
- Student prepares a presentation on the internship experience and presents it to the coordinator. Parents are encouraged to attend.
- The internship coordinator turns in grade and credits earned.

PROCESS REVIEW

Student Name _____

_____ Student submits completed internship application by the set deadline.

_____ Student meets with the internship coordinator to discuss employment opportunities.

_____ Student submits the Approval and Agreement Form completed and signed by parent, student, community sponsor, and internship coordinator.

_____ Student meets with internship coordinator and reviews internship prep material and expectations.

_____ Community sponsor worksite supervisor submits student evaluation and record of hours monthly.

_____ Student submits mid-term paper after _____ hours worked.

_____ Student meets with the internship coordinator to discuss progress and mid-term paper.

_____ Work site community sponsor submits evaluation and hours worked form to internship coordinator.

_____ Student writes final paper at the completion of the internship.

_____ Student gives final oral presentation.

_____ Internship coordinator enters grade in PowerSchool (see rubric)

Governor Mifflin High School Internship Program Approval and Agreement Form

Step One: Parent Approval

This form is the first step in securing approval for your daughter or son to participate in the Governor Mifflin High School Internship Program. Participating students must agree to the provisions, procedures, and requirements of the program, and secure approval from a business or agency partner, parents(s), school counselor, and principal. Students will participate as a volunteer in an internship program, not as a paid employee. Students must keep a record of her/his hours and complete all paperwork in compliance with the program. They must complete a paper mid-way through their experience, as well as complete a paper and presentation at the end of the internship.

Students who participate do so by their own choice, accept full responsibility for their transportation, safety, and any cost for participation upon leaving school property. Students may be subject to a modified schedule allowing her/him to arrive late or leave school early. Students enrolled in the Governor Mifflin Internship Program are subject to all rules and conditions as listed in the Governor Mifflin High School Code of Conduct as stated in the Student Handbook. Please feel free to contact a high school administrator with any questions.

I have reviewed the information packet and I approve of my daughter's or son's participation in the Governor Mifflin Internship Program for all or part of the 2018-2019 school year.

Student Name _____ Grade _____ Date _____

Parent/Guardian Signature _____

Parent/Guardian Phone #(s) _____

Step Two: Student Agreement

I acknowledge that I have reviewed the information packet, discussed the program in detail with my parents and I agree to all provisions, procedures, and requirements. I agree to be completely honest to the best of my knowledge when submitting all documentation. I understand that the Governor Mifflin High School Code of Conduct as stated in the Student Handbook applies to my participation in the internship program. Failure to abide by the signed agreement may result in my being removed from the program, loss of credit, and subject to the building discipline code.

Student Signature _____ Phone _____

Step Three: Business or Agency Partnership Signature of Approval (Paperwork Included)

Community Sponsor Worksite Supervisor Signature _____ Phone _____

Community Sponsor (Business or Agency Name) _____

Step Four and Five: School Counselor and Administrator Approval

School Counselor Approval _____ Date _____

School Administrator Approval _____ Date _____

GMHS INTERNSHIP AGREEMENT FORM (Student – Parent – Community Sponsor)

The purpose of this program is to assist _____, a student enrolled at Governor Mifflin High School, the opportunity to explore careers of interest, to develop employability skills, and to gain a hands-on experience in a business or agency within the community.

The Governor Mifflin School District _____ located at _____ mutually agree to the following responsibilities:

The Student Shall:

1. Be at least 16 years of age, except a student with exceptional needs.
2. Have parent or guardian approval.
3. Be a full-time student.
4. Obey rules and regulations of the program.

The Community Sponsor Worksite Supervisor Shall:

1. Have a clear understanding of the program objectives and a willingness to participate.
2. Provide adequately-supervised on-the-job training experiences that: (a) are regularly scheduled, (b) are in an occupation for which the program is approved (c) will not endanger the health, safety, welfare, or morals of the student, (d) have adequate equipment, materials, and other resources that provide an appropriate learning opportunity, and (e) are in compliance with Federal and State labor laws.
3. Assist in developing a training agreement and training plans.
4. Consult with the internship coordinator regarding the student's progress.
5. Maintain training records (including a copy of the training plan) at the work site.

6. Defend, indemnify, protect, and hold harmless the school district, its officers, agents, and other employees against any and all losses, injuries, claims, actions, judgments, and liens that arise from or are connected with the acts or omissions of the work site employer, its officers, agents, and employees.

7. Have the right to terminate students at the work site.

The School District Shall:

1. Make supervision visits to work sites every four weeks (No less than every second visit shall include an observation of the student engaged in on-the-job training experiences).

2. Select and approve students who qualify for enrollment in the program.

3. Assist students with career planning and identifying employment and educational objectives.

4. Prepare individualized training plans.

5. Monitor student's progress by completing the individualized training plan, providing ongoing and final student evaluation, and granting graduation credit for acquisition of occupational competencies.

6. Develop and keep on file records including evidence of work permits issued, training agreements, training plans, on-the-job supervision observation, and on-the-job training site locations with student's training hours.

7. Defend, indemnify, protect, and hold harmless the school district, its officers, agents, and other employees against any and all losses, injuries, claims, actions, judgments, and liens that arise from or are connected with the acts or omissions of the training station employer, its officers, agents, and employees.

8. Inform students of program rules and responsibilities.

9. Neither the Governor Mifflin School District nor the community sponsor worksite shall discriminate against any student or employee on the basis of race, color, national origin, sex, marital status, parental status, or handicap in employment practices or on-the-job training experiences.

Student Signature_____ Phone _____ Date_____

Parent/Guardian Signature_____ Phone _____ Date_____

Internship Coordinator's Signature_____ Date _____

GOVERNOR MIFFLIN HIGH SCHOOL INTERNSHIP PROGRAM

Student _____ Date _____

Supervisor _____ Phone _____

Internship Monthly Grade Sheet (To Be Completed By The Supervisor)

Grading Scale A = EXCEEDS EXPECTATIONS B = MEETS EXPECTATIONS C = NEEDS IMPROVEMENT U = UNACCEPTABLE	A	B	C	U
Criteria				
1. Attendance – Comes to work when scheduled, arrives and leaves on time, notifies business or agency in advance of un-planned absences.				
2. Character – Displays loyalty, honesty, trustworthiness, dependability, reliability, initiative, self-discipline, and self-responsibility. Does not engage in gossip. Follows company policy.				
3. Appearance – Displays appropriate dress, grooming, hygiene, and etiquette.				
4. Attitude – Demonstrates a positive attitude; appears self-confident; has realistic expectations of self. Displays the “Golden Rule” approach to everyone.				
5. Productivity – Follows all safety practices; conserves materials; keeps work areas efficient (desk, locker, etc.) follows directions and procedures, and is a team player.				
6. Organizational Skills – Demonstrates skills in prioritizing and management of time and stress; demonstrates flexibility in handling change.				
7. Communication – Displays appropriate nonverbal (eye contact, body language) and oral (listening, telephone etiquette, and grammar) skills.				
8. Cooperation – Emotionally calm, patient and supportive; appropriately handles criticism, conflicts, and complaints; demonstrates problem-solving capability; maintains appropriate relationships with supervisors and/or peers; works well in small and large groups alike.				
9. Respect – Deals appropriately with cultural/racial/gender/age diversity; does not engage in mistreatment or harassment of any kind. Is especially courteous and cooperative with all adults at all times.				
10. Teamwork – Respects the rights of others; respects confidentiality; is a team player; is cooperative; is assertive, displays customer service attitude, seeks opportunities to learn and demonstrates mannerly behavior.				

