

WELDING Internship

26-27

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3:45 pm – 5:00 pm



Class Description:

The Welding Internship is a selective, advanced work-based learning course for students who successfully complete the Welding Program's application, interview, and hiring process. Each intern participates under an approved internship placement agreement and individual training plan that connects the student's career goals and assigned responsibilities to the Workplace Employability Skills Standards and applicable Arizona Welding Technologies standards.

The course operates as a supervised workplace within the Welding Program. Interns may complete authentic welding, fabrication, repair, maintenance, customer, community, competition, and program-support projects. Responsibilities may include planning and sequencing work; interpreting drawings, welding symbols, and Welding Procedure Specifications (WPSs); measuring, laying out, and fitting materials; preparing estimates or material lists; using authorized welding, cutting, and fabrication processes; inspecting completed work; documenting progress; and preparing projects for final approval. Interns are expected to work with greater independence than students in Welding 1 or Welding 2 and may continue authorized work while the instructor teaches or supervises other students. Independence does not mean unsupervised shop access or permission to begin an unfamiliar or unsafe task. New tools, equipment, materials, processes, or responsibilities require appropriate instruction, demonstration, and authorization.

Internship projects vary in length and complexity and may use assigned checkpoints or target dates rather than traditional assignment deadlines. Interns must use class time productively, make steady progress, maintain required records, communicate about problems or delays, accept feedback, and complete required corrections or rework until the project meets the expected standards.

Student performance is evaluated through attendance, punctuality, safety, professionalism, productivity, initiative, communication, technical performance, project quality, required documentation, and progress toward the individual training plan. Each intern must also prepare for and compete in at least one approved welding competition during the school year, subject to applicable eligibility and event requirements.

Successful completion prepares students for employment, apprenticeships, technical education, and other postsecondary opportunities. Interns are expected to take responsibility for meaningful work and represent themselves, the Welding Program, Page High School, and the community professionally.

The Sand Devil Way:

Sand Devil Way	What It Looks Like in This Class
Be Kind	Treat coworkers, classmates, customers, mentors, tools, materials, and property with respect; communicate professionally; and accept feedback responsibly.
Get Involved	Take initiative, ask informed questions, solve workplace problems, support team and program responsibilities, and demonstrate approved leadership or peer mentorship.
Work Hard	Manage time, work safely and independently within the authorized scope, follow training plans, work orders, drawings, and Welding Procedure Specifications (WPSs), meet assigned checkpoints, document progress, and complete corrections until the work meets required standards.

Classroom Culture: Our Social Contract and Behavior Process:

At Page High School, we believe that a positive, respectful learning environment is built collaboratively, not imposed. To support this, our classroom operates under two connected practices: a Social Contract and the Four Questions process.

This approach is part of a school-wide framework grounded in the belief that strong relationships are the foundation of learning and behavior. Students are far more likely to meet expectations they helped create, and to take accountability when they are guided through reflection rather than simply told what they did wrong. Parents and guardians can expect consistency in this process across classrooms at Page High School.

The Social Contract

At the start of the year, students and the teacher work together to define how we want to be treated and how we want to treat one another. This shared agreement — created *with* students rather than handed down *to* them — becomes the foundation for our classroom culture. Because students help write it, they take ownership of it, and it serves as our shared reference point throughout the year.

The 4 Questions

When a student's behavior does not align with our Social Contract, the teacher will not default to an immediate consequence. Instead, the teacher will guide the student through a brief, respectful conversation using four questions:

1. What are you doing?
2. What are you supposed to be doing?
3. Are you doing it?
4. What are you going to do about it?

This process is designed to build self-awareness and responsibility rather than compliance out of fear. It gives students the chance to reflect, take ownership of their choices, and identify their own path back to expected behavior — with the teacher's support. Consequences may still follow when necessary, but the goal is always growth and repair, not punishment alone.

Course Content:

Course content varies according to each intern's individual training plan, career goals, prior experience, assigned projects, and instructor authorization. Interns may not complete every process or responsibility to the same depth.

1. **Work-Based Learning:** Placement agreements, individual training plans, work journals, progress checks, required documentation, and instructor or approved mentor feedback.
2. **Safety and Professionalism:** Personal protective equipment (PPE), hazard recognition and reporting, attendance, punctuality, communication, ethical conduct, initiative, self-direction, teamwork, and productive use of time.
3. **Project Planning and Management:** Customer or program requests, work orders, drawings, measurements, layout, fit-up, welding symbols, Welding Procedure Specifications (WPSs), material selection, material lists, estimates, inventory, and work sequencing.
4. **Welding, Cutting, and Fabrication:** Authorized use of Shielded Metal Arc Welding (SMAW), GMAW (MIG), Flux Cored Arc Welding (FCAW), GTAW (TIG), Oxy-Fuel Cutting (OFC), Plasma Arc Cutting (PAC), gouging, CNC plasma equipment, grinders, saws, ironworkers, and related fabrication tools for approved welding, repair, maintenance, customer, community, competition, and Welding Program projects.
5. **Quality and Resource Management:** Inspection, defect identification, troubleshooting, correction, rework, final approval, tool and equipment care, authorized maintenance, responsible material use, and waste reduction.
6. **Career and Leadership Development:** Welding CTSO participation, required competition preparation and participation, approved peer mentorship, workplace problem-solving, career readiness, and postsecondary planning.

Learning Outcomes:

Because internship projects and individual training plans vary, interns may demonstrate these outcomes through different processes and responsibilities. They are not expected to complete every technical process to the same depth.

By the end of the Welding Internship, students will be able to:

1. Follow Welding Program, school, district, and work-based learning safety requirements; use required personal protective equipment (PPE); stop unsafe work; and promptly report hazards, injuries, incidents, near misses, or equipment problems.
2. Demonstrate professional attendance, punctuality, preparation, communication, dependability, ethical conduct, initiative, productive use of time, and respect for confidential information.
3. Follow the internship placement agreement and individual training plan while accurately completing work journals, progress checks, project records, and other required documentation.
4. Plan, sequence, and complete authentic workplace projects using customer or program requests, work orders, drawings, measurements, layout, fit-up, welding symbols, Welding Procedure Specifications (WPSs), material lists, estimates, and assigned checkpoints.
5. Work independently and productively within the authorized scope; solve routine workplace problems; accept direction and constructive feedback; and recognize when additional instruction or assistance is needed.
6. Select and safely use authorized Shielded Metal Arc Welding (SMAW), GMAW (MIG), Flux Cored Arc Welding (FCAW), GTAW (TIG), cutting, and fabrication processes. Interns may use unfamiliar tools, equipment, materials, or processes only after receiving the required instruction, demonstration, and authorization.
7. Inspect work for dimensions, fit-up, weld quality, finish, function, and project requirements; identify and troubleshoot problems; complete required corrections or rework; obtain final approval; and use tools, equipment, materials, customer property, and work areas responsibly.
8. Communicate and collaborate professionally with students, instructors, customers, mentors, community partners, and event personnel; demonstrate appropriate leadership and approved peer mentorship; prepare for and compete in at least one approved welding competition; and demonstrate readiness for employment, apprenticeships, technical education, or other postsecondary opportunities.

Student learning will be measured through training-plan progress, work journals, progress checks, project documentation, instructor or mentor observations, professionalism, technical performance, project quality, competition participation, and final evaluations.

Instructional Materials:

No textbook is required. The instructor will provide or approve the printed and digital materials needed for assigned internship work. These may include the internship placement agreement, individual training plan, work journals, progress checks, project drawings, work orders, Welding Procedure Specifications (WPSs), equipment instructions, safety materials, technical references, competition materials, evaluations, and career-readiness resources.

Students will use school-issued Chromebooks, school-approved platforms, and approved instructional media for technical research, project planning, work documentation, progress checks, competition preparation, and career development.

Required Supplies, Shop Clothing, and PPE:

Interns must have:

- Pen or pencil
- School-issued three-ring binder
- Notebook paper, as needed
- Full-length denim jeans
- Closed-toe, closed-heel work boots
- Welding gloves
- Safety glasses rated Z87+

The Welding Program normally provides welding gloves, Z87+ safety glasses, and task-specific personal protective equipment (PPE) required for approved internship activities. Personal gloves, safety glasses, or other PPE must be approved by the welding instructor. Students needing help obtaining required shop clothing or PPE should contact the welding instructor or the CTE office.

Additional clothing or PPE may be required for specialized projects, competitions, field trips, or off-site activities. Interns are expected to arrive prepared for assigned work; failure to have the required clothing or PPE may prevent participation in the affected activity and may be reflected in the student's professionalism evaluation. Shop clothing may become dirty, burned, or damaged during internship activities.

Optional Personal or Upgraded Equipment:

The Welding Program provides the tools, equipment, materials, and personal protective equipment (PPE) required for normal internship activities. Interns are not required to purchase personal or upgraded equipment.

Interns may bring instructor-approved items such as:

- Steel-toe or safety-toe work boots
- Upgraded welding gloves
- Auto-darkening welding helmet
- Welding jacket or sleeves
- Personal Z87+ safety glasses
- Personal hearing protection
- NIOSH-approved N95 or P100 particulate respirator
- Construction calculator
- Welding cap
- Other equipment approved for a specific project, competition, field trip, or off-site activity

Personal equipment must be clearly labeled with the student's name, safe and serviceable, appropriate for the assigned work, and inspected and approved by the welding instructor before use. Bringing personal equipment does not authorize an intern to use a tool, machine, welding process, cutting process, or unfamiliar procedure without the required instruction and authorization.

Arizona CTE Standards Alignment:

The Welding Internship is aligned with the Arizona Welding Technologies 48.0508.00 Technical Standards and the Arizona CTE Professional Skills Standards, referred to as Workplace Employability Skills Standards in the district internship packet. Each intern's individual training plan will identify the standards most closely connected to the student's assigned projects, responsibilities, and career goals.

The following technical standards may be applied:

- Standard 1.0 — Maintain the Safety and Health of Welders
- Standard 2.0 — Lay Out and Fit Up a Project from a Blueprint
- Standard 3.0 — Set Up and Use Shielded Metal Arc Welding (SMAW) Equipment
- Standard 4.0 — Set Up and Use Gas Metal Arc Welding (GMAW (MIG)) Equipment
- Standard 5.0 — Set Up and Use Flux Cored Arc Welding (FCAW) Equipment
- Standard 6.0 — Set Up and Use Gas Tungsten Arc Welding (GTAW (TIG)) Equipment
- Standard 7.0 — Set Up and Use Thermal Cutting Equipment
- Standard 8.0 — Perform Weldment Testing
- Standard 9.0 — Use Auxiliary Equipment and Tools

Arizona CTE Professional Skills—including Complex Communication, Collaboration, Thinking and Innovation, Professionalism, Initiative and Self-Direction, Intergenerational and Cross-Cultural Competence, Organizational Culture, Legal and Ethical Practices, and Financial Practices—are integrated through authentic projects, documentation, teamwork, leadership, and workplace responsibilities.

Complete standards: <https://www.azed.gov/cte/weld>

Absence Policy:

Absence Intervention Chart	
Absence Count = UNV + TRU + VER (Does not include EXC, ACT, ONC)	
1 - 3 Absences (in a class)	• SchoolMessenger will notify parent/guardian by phone/email for period and/or all-day absence. • Teacher will engage in a one-on-one check-in conversation with student about absences. • Student will obtain missing work from the content teacher per teacher's missing work/make-up policy and expectation.
4 - 5 Absences (in a class)	• 4-day Attendance Notification Letter (includes attendance print-out of record to date) will be sent home to parents/guardians, delivered to student. • Student will receive the opportunity to recover missed learning through after school intervention time in the accordance of the course plan for success.
6-7 Absences (in a class)	• 6-day Final Attendance Notification Letter (includes print-out of record to date) will be sent home to parents/guardians and delivered to student.
8 absences (in a class)	• 8-day attendance notification letter requiring an administrative conference will be sent to parents/guardians. • The student may be placed on an attendance contract and/or referred to a district attendance hearing to address the root cause of absenteeism. Documentation for absences need to be submitted by parent/guardian. • Student will be assigned to after-school tutoring to recover missed learning through after school intervention time in the accordance of the course plan for

	success.
9+ absences	If a student continues to be chronically absent after all interventions have been implemented/exhausted, a follow-up conference with the Parent/Guardian, student and Assistant Principal/Designee will be held.
10 consecutive absences	Student will be automatically withdrawn pursuant to ARS 15-901. Re-enrollment will require an administrative conference and attendance contract.

The following could be used for intervention/remediation due to excessive absences:

- After-school tutoring
 - Offered Monday, Tuesday, and Wednesday 3:50 - 5:15 pm
- Summer school
 - Offered the month of June each summer
- Additional academic courses in lieu of elective courses

In the Welding Internship, an absence may interrupt assigned workplace projects, customer or program responsibilities, competition preparation, required documentation, training-plan progress, or process-specific instruction. Interns are responsible for reviewing missed directions and project updates, completing required records, and arranging an approved plan for recovering missed work. Before resuming an affected project or using related tools, equipment, materials, or processes, the intern must complete any missed safety or technical instruction and receive authorization from the welding instructor. Missed shop work may be completed only during an approved supervised time and is subject to available staffing, equipment, materials, project schedules, and deadlines. Attendance and dependability are included in the student's professionalism evaluation.

Tardy Policy:

A student who is not in their assigned location when the bell rings at the end of class change is considered tardy. Students who are tardy should report directly to class; the teacher should administer the following consequences:

Tardies are disruptive to the learning environment. They break the momentum of learning in the classroom. Likewise, they often make the teacher stop and change the completed attendance. If you are tardy to class, it will be treated as a minor incident and following steps will be taken by both the teacher and the student:

Tardy Intervention Chart	
1 - 2 Tardies (in a class)	- Teacher records the tardy (include the tardy #), - Teacher communicates expectation to the student (re-teach) and utilizes classroom management procedures to reinforce expectation. - Teacher may call home. - Student assigned to lunch detention.
3-4 Tardies (in a class)	- Referral (tardy ODR) completed by teacher. - Student participates in a truancy round-up. - Student assigned to lunch detention.

5+ Tardies (in a class)	- Referral (tardy ODR) completed by the teacher. - Students assigned to lunch detention and/or After-School Detention (ASD) to make-up missing academics.
Excessive Tardies (15+ minutes)	Student receives lunch detention. Any unexcused tardy over 30 minutes may be determined a truancy.
Habitual tardiness	- Students who are deemed habitually tardy despite interventions will then receive multiple days of lunch detention and/or after school detention. - Parent conference with administration.
<i>The tardy count starts at zero at the beginning of each semester.</i>	

In the Welding Internship, punctuality is a workplace expectation and part of the student's professionalism evaluation. Tardiness may cause an intern to miss a safety briefing, project assignment, equipment setup, work-order update, checkpoint review, demonstration, or team responsibility. Before beginning or resuming affected work, the intern must review what was missed and receive any required instruction or authorization from the welding instructor. Repeated tardiness may delay project progress, interfere with workplace responsibilities, and will be addressed through the schoolwide tardy process.

CTE Field Trip Eligibility:

Participation in CTE-sponsored field trips and travel is a privilege. To be eligible, students must have a grade of **70% or higher in every class**.

Grades will be checked in PowerSchool at **12:00 p.m. on the school day before the scheduled trip or departure**. A student with a grade below 70% in any class at that time will not be eligible to attend unless an exception is approved by school administration.

Students must also submit all required permission forms and travel documents by the stated deadlines and meet applicable Page High School and Page Unified School District behavior and travel expectations.

Welding CTSO events and competitions may have additional eligibility requirements established by the current Welding CTSO Constitution.

Because participation in an approved welding competition is a Welding Internship requirement, an intern who cannot attend because of eligibility restrictions, illness, event cancellation, or another documented circumstance must meet with the welding instructor. The instructor and CTE administration will determine how the requirement will be addressed, which may include participation in a later approved event or completion of an approved alternative experience.

Acknowledgment of Risk and Safety Responsibilities:

The Welding Internship may include advanced welding, thermal cutting, grinding, fabrication, repair, maintenance, compressed-gas, electrical, material-handling, and related project activities. Depending on the intern's individual training plan and assigned responsibilities, work may involve Shielded Metal Arc Welding (SMAW), GMAW (MIG), Flux Cored Arc Welding (FCAW), GTAW (TIG), Oxy-Fuel Cutting (OFC), Plasma Arc Cutting (PAC), CNC plasma equipment, saws, grinders, ironworkers, and other approved tools and equipment. These activities involve recognized hazards that cannot be completely eliminated. Safety instruction, personal protective equipment (PPE), ventilation, equipment safeguards, supervision, and established procedures are used to reduce these risks.

Interns must complete and follow the separate Welding Program Student Safety Agreement before participating in shop activities. Interns may work independently only within the scope for which they have received instruction and authorization. Completion of Welding 1 or Welding 2, initial shop clearance, prior experience, or ownership of personal equipment does not automatically authorize an intern to use every tool, machine, material, process, procedure, or equipment setting.

Interns must follow safety directions, work orders, drawings, and Welding Procedure Specifications (WPSs); wear required PPE; verify equipment setup; and promptly report hazards, injuries, incidents, near misses, equipment problems, or unsafe conditions. Interns must stop work and ask the welding

instructor for assistance whenever a task or condition is unfamiliar, unclear, or unsafe. Failure to meet safety requirements may restrict participation and will be addressed according to the Safety Agreement and applicable school and district procedures.

Welding Locker Agreement:

Each student will be assigned a welding locker and a Welding Program combination lock. Students must use only their assigned locker and the program-issued or instructor-approved lock, keep the locker secured, and immediately report a damaged locker, missing or damaged lock, or compromised combination. A lost, missing, or damaged program-issued lock will result in a \$5 replacement fee. Personal or unauthorized locks may not be placed on welding lockers and may be removed by authorized school personnel. Welding lockers remain school property and may be opened, inspected, or searched according to Page Unified School District policy and the current Page High School Student Handbook. Students are responsible for the contents of their assigned lockers and must report any item that does not belong to them.

Students must completely clean and empty their lockers, return Welding Program property and the program-issued lock, and remove all personal belongings by the announced deadline or when leaving the course. Items left behind will be handled according to current school or district procedures.

Welding Program Property:

Welding Program tools, equipment, personal protective equipment (PPE), materials, consumables, scrap, practice pieces, and projects remain school or district property unless the welding instructor authorizes their removal. Students must use program property only for approved work, follow all tool-tag, checkout, inventory, storage, and return procedures, use materials responsibly, and promptly report missing or damaged property.

Students may not take, hide, lend, trade, alter, damage, or remove Welding Program property without permission. Suspected theft, vandalism, unauthorized possession, or intentional damage will be addressed according to the current Page High School Student Handbook and Page Unified School District procedures.

No Cell Bell-to-Bell:

Negative Effects of Cellphone Use During Instructional Time

- Adolescents who use smartphones throughout the school day may spend about one-third of instructional time on their devices.
- Higher smartphone use during school is associated with reduced cognitive control.
- Students who have access to their cellphones during instructional time demonstrate lower attention and poorer recall of instructional material than students whose phones are removed.
- Simply having a cellphone available can reduce attention and memory.
- Learning can be impaired when attention is divided between instructional materials and distracting cellphone use.

Students will face the following consequences for violating cellphone expectations:

1st Offense: Staff will review the schoolwide expectation of no phones during instructional time, and the student will be directed to place the phone in the box.

2nd Offense: The phone will be confiscated and held by administration until the end of the day.

3rd Offense: The phone will be confiscated and held until the end of the day, the student will be assigned Lunch Detention, and the parent or guardian will be notified.

4th Offense: The phone will be confiscated, the student will be assigned After-School Detention (ASD), and a parent or guardian must pick up the phone.

5th Offense: The student will be required to turn the phone into the office upon arriving on campus each morning. The duration will be determined by administration.

A student found using a cellphone in the hallway during instructional time will have the device confiscated and held until the end of the day.

Additional shop-specific expectations for personal electronic devices will be addressed in the separate Welding Program Student Safety Agreement.

Welding Internship Environmental Plan Acknowledgment

2026–2027 School Year

Instructor: Samuel Rangel

Return and Process-Clearance Requirements:

Please complete, sign, and return this page by the posted deadline.

Interns may continue completing approved classroom, planning, documentation, and other non-shop work while required forms or safety requirements are outstanding. However, an intern may not participate in welding lab/shop activities until:

- This acknowledgment has been signed and returned.
- The separate Welding Program Student Safety Agreement has been completed and returned with all required signatures.
- The required internship placement agreement and initial individual training plan have been completed.
- Required initial safety instruction and assignments have been completed.
- The intern has earned 100% accuracy on each required safety quiz or test.
- The welding instructor has granted initial shop clearance.

Initial shop clearance authorizes only work for which the intern has received instruction and approval.

Completion of Welding 1 or Welding 2 does not automatically authorize an intern to use every tool, machine, material, welding process, cutting process, fabrication procedure, or equipment setting that may be used during the Welding Internship.

Before beginning a new or unfamiliar project, tool, machine, material, process, or equipment setting, the intern must complete the required instruction and demonstration; review applicable work orders, drawings, welding symbols, and Welding Procedure Specifications (WPSs); demonstrate proper setup; and receive authorization from the welding instructor. Interns may work independently only within their authorized scope and may not access or use the shop without the required supervision.

School and District Policy

This Environmental Plan was finalized before publication of the 2026–2027 Page High School Student Handbook and reflects the most current guidance available at that time. It remains subject to applicable law, Page Unified School District policy, the current Page High School Student Handbook, the PHS Academic Planning Guide, approved student accommodations or health plans, the internship placement agreement, the individual training plan, and the separate Welding Program Student Safety Agreement. If any part of this Environmental Plan conflicts with a controlling requirement, the controlling requirement will take precedence. Course procedures may be updated when necessary, with reasonable notice provided to students and families.

Signing this acknowledgment confirms receipt and review of the Environmental Plan. It does not waive legal rights or replace any controlling legal, school, or district requirement.

Student Acknowledgment:

By signing below, I confirm that I have received and reviewed the Welding Internship Environmental Plan. I understand that the Welding Internship is a selective, advanced work-based learning course in which students may complete authentic welding, fabrication, repair, maintenance, customer, community, competition, and Welding Program projects under an approved internship placement agreement and individual training plan.

I understand the course expectations, required supplies and personal protective equipment (PPE), attendance and punctuality requirements, competition and travel eligibility requirements, cellphone expectations, locker requirements, and responsibilities for Welding Program and customer property. I understand that I may be expected to work with greater independence than students in Welding 1 or Welding 2, but only within the scope of work for which I have received instruction and authorization. I may not begin an unfamiliar or unsafe task or use a tool, machine, material, process, or equipment setting without the required instruction and approval.

I agree to follow safety directions, work orders, drawings, welding symbols, and Welding Procedure Specifications (WPSs); verify equipment setup; use required PPE; report hazards, injuries, incidents, near misses, equipment problems, and project concerns; stop work when a condition is unsafe or unclear; and ask the welding instructor for assistance when needed.

I understand that my attendance, punctuality, safety, professionalism, productivity, initiative, communication, technical performance, project quality, documentation, training-plan progress, and required competition participation will be included in my course evaluation.

Student name, printed: _____

Class period: _____

Student signature: _____

Date: _____

Parent or Guardian Acknowledgment:

By signing below, I confirm that I have received and reviewed the Welding Internship Environmental Plan. I understand that the Welding Internship is a selective, advanced work-based learning course in which students complete authentic welding, fabrication, repair, maintenance, customer, community, competition, and Welding Program projects under an approved placement agreement and individual training plan.

I understand that interns may work with greater independence than students in Welding 1 or Welding 2 but may perform only the tasks and use only the tools, equipment, materials, processes, and settings for which they have received instruction and authorization. Initial shop clearance and prior welding experience do not automatically authorize every activity that may be assigned during the internship.

I understand that the course includes recognized hazards associated with welding, cutting, grinding, fabrication, compressed gases, electricity, fumes, sparks, hot or sharp materials, material handling, and related shop activities. Additional safety requirements are provided in the separate Welding Program Student Safety Agreement.

I understand that participation in at least one approved welding competition is a course requirement, subject to applicable eligibility and event requirements. I may contact the welding instructor with questions about safety, the student's individual training plan, course progress, project responsibilities, competition requirements, or other program expectations.

Parent or guardian name, printed: _____

Relationship to student: _____

Daytime phone number: _____

Email address: _____

Preferred communication method:

☐ Text message ☐ Email ☐ Phone call

Parent or guardian signature: _____

Date: _____