

INTERNSHIP PROGRAM
SAVANNAH ARTS ACADEMY



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The Internship Program at Savannah Arts Academy is part of the Savannah Chatham County Public Schools Work-Based Learning Program (WBL). Policies and recommendations contained in this handbook represent the fundamentals for successful Work-Based Learning in Georgia.

INTERNSHIP PROGRAM GUIDE

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SAVANNAH ARTS ACADEMY INTERNSHIP PROGRAM

PURPOSE

The Internship Program is an innovative option designed to provide practical experience in a specialized area of study while enhancing student educational experiences. Students will apply the skills and knowledge that have been learned in the highly specialized arts' courses taken during high school to help them in their future education and work experience.

The Internship Program will expose college preparatory students to selected job sites to help them develop a better understanding of the working world. The local community will make available learning opportunities for students in specified areas.

This program is available to seniors for elective school credits. For part of the day, students attend regular classes and then travel to intern sites that relate to their career interest and major program of study. Students are supervised by a school coordinator who will have close contact with intern site supervisors.

Students begin the semester by taking an intern class taught by the intern coordinator. In this class, the coordinator/teacher works with the students developing job competency and work related skills for their intern experiences.

Students are not financially compensated for this program; they receive credits toward graduation. Each site supervisor is provided with a learning plan that each student is to complete during the internship period. The site supervisor and the school coordinator complete student evaluations.

The school and community must collaborate to provide educational experiences that are unobtainable at the school site. Community employers have an opportunity to influence and counsel students for future jobs and educational options.

SAVANNAH ARTS ACADEMY INTERNSHIP PROGRAM

OBJECTIVES

- 1. Provides a realistic means for expanding and improving the Savannah Arts Academy instructional program to better meet the needs of the students.**
- 2. Allows an opportunity for the students to acquire practical experience not available in a classroom setting.**
- 3. Increases awareness of career demands and identifies student strengths and weaknesses.**
- 4. Applies previously learned knowledge to practical situations in the workplace.**
- 5. Provides more realistic career and educational choices for the students by means of offering greater opportunities to explore and pursue their interests and aptitudes.**
- 6. Provides a more effective program of education through closer relations among the community, the school, and the public.**
- 7. Creates normal, healthy, and sincere attitudes toward work and career.**
- 8. Facilitates the transition between school and college.**
- 9. Prepares a portfolio of student work experiences.**
- 10. Completes designated competencies for each job assignment.**
- 11. Exposes students to real world working environments, ethics, and expectations.**
- 12. Communicates effectively and accurately in written communication.**
- 13. Interprets, analyzes, and summarizes verbal and written instructions or communications.**
- 14. Discusses human relations problems that might occur in the workplace.**
- 15. Recognizes the importance of punctuality and attendance.**
- 16. Demonstrates ability to work independently.**
- 17. Demonstrates ability to communicate ideas effectively to individuals and/or other groups.**
- 18. Demonstrates and discusses appropriate appearance and behavior for a business environment.**

SAVANNAH ARTS ACADEMY INTERNSHIP PROGRAM

BENEFITS

The Internship Program offers many advantages to students, the school, and the community.

Benefits to the student:

1. Student is motivated to learn, both in school and on the job site because of meaningful experiences.
2. Student develops self-confidence, a sense of security, and independence.
3. Student acquires skills and knowledge beyond normal classroom.
4. Student develops working traits and attitudes through associating with experienced employees and through the solution of practical problems under careful supervision.
5. Student sees the need for education beyond school in order to achieve career goals.
6. Student has better opportunities to learn how to get along with people.

Benefits to the school:

1. School is provided an opportunity to enrich its curricular offerings.
2. School has the opportunity to obtain information about current trends in the community.
3. School can develop improved public relations in the community.
4. School is provided the opportunity to utilize the facilities and resources of cooperating firms.
5. School is enabled to do a better job of meeting individual needs of students.
6. School can provide an education that is meaningful and up-to-date.

Benefits to the community:

1. Community gains an understanding and appreciation of the quality of the school program.
2. Community has an opportunity to see how the school operates and to express ideas concerning improvement of the curriculum.
3. Community benefits from better communication between educators and the community.
4. Community benefits from a functional school curriculum that will meet the needs of a larger number of the students.
5. Community gains by students being informed of employment opportunities locally, which may keep them as contributing members of the community after high school and college graduation.

SAVANNAH ARTS ACADEMY INTERNSHIP PROGRAM

MISCELLANEOUS INFORMATION

WORK SCHEDULE AND ATTENDANCE

- An intern is required to follow the schedule agreed upon between the school and the site mentor/supervisor. Students must follow the break schedule determined by the site supervisor.
- Attendance is VERY important. It is in the student's best interest to be absent only in cases of extreme emergency. Tardiness and absenteeism are a reflection on dependability and can result in receiving a poor or failing grade.
- A student who does not attend school may not go to the intern site unless prior permission has been obtained from the school coordinator. The intern is responsible for calling the site mentor/supervisor and intern coordinator if he/she is going to be absent.
- Each student in the Internship Program must have his/her own transportation.

PROFESSIONAL CONDUCT

- An intern is expected to display professional conduct at the intern site. Site supervisors require high standards of conduct and integrity. Anything less than the highest order of professional conduct may damage the student's reputation, as well as that of the site mentor/supervisor and the school. The student is the school's representative to the community.

DRESS CODE AND APPEARANCE

- Interns should dress in accordance with established policy at the assigned job site. Since appearances make lasting impressions, students should be neat and well-groomed at all times.

INTERN SITE APPROVAL

- The intern coordinator approves intern sites. Students may rotate at several sites during the semester or remain at one site (minimum of four weeks). Sites will be chosen based on the student's career interest and site availability. Site approval largely rests upon community cooperation in providing training necessary for completion of required competencies.
- The intern site has no obligation to pay the student during the internship or to hire the student for summer jobs after the internship experience.

SITE VISITATION

- To ensure that program competencies are being met, the intern coordinator will visit the job sites during the intern program. Telephone contact will be made as necessary.
- These visits will afford the director an opportunity to discuss student progress with the supervisor. The coordinator will make visitation notes.

INSURANCE COVERAGE

- Health/Life insurance is provided by the student's parents/guardians. Accident insurance (to or from worksite) is provided by parents/guardians

INTERNSHIP SITE/JOB CHANGES

- A student CANNOT change or quit interning at their site without permission of the coordinator. Students should talk to the Internship Coordinator prior to making changes.

WORK PERMIT

- All students under the age of 18 and working/interning are required by law to obtain a work permit.

To obtain a work permit follow the following procedures:

- Apply online at the website of the Department of Labor: <http://www.dol.state.ga.us> . Click the "Child Labor" link then click the "Online Work Permit" link. Follow instructions; print the data sheet.
- Complete Section A of the Work Permit Data Sheet.
- Ask the employer/internship site to complete Section B.
- After both Section A and B are complete, take the Work Permit Data Sheet to the Board of Education office and give it to the appropriate person.
- Leave the Work Permit Data Sheet to be processed and return to the Board office the next day to pick the permit copies (the Internship Coordinator may assist with this)

SAMPLE -----WORK PERMIT DATA SHEET

A	Information on Minor
(Please Print)	
Name _____	Last MI First
Street _____	City, Zip Code _____
County _____	Parent/Guardian's Name _____
Date of Birth _____	Age _____ Last First MI Gender _____
Social Security No. _____	Month Day Year Race _____
Home Phone Number (____) _____	
Is minor a GA student? _____ If so, School of Attendance & Grade _____	

B	Employer Information
(Please Print)	
Employer's DOL/Fed ID Number _____	
Name of Employer _____	
Physical Address _____	
City _____	State _____ Zip Code _____ County _____
Phone No. _____	Type of Industry _____
* Job Duties _____	
* <input type="text"/> M/PM	Enter maximum hours per school day. Hours will be scheduled between _____:____ AM/PM
* <input type="text"/> AM/PM	Earliest Start Time Latest End Time Enter maximum hours per non-school day. Hours will be scheduled between _____:____ AM/PM
* <input type="text"/> Circle AM or PM	Earliest Start Time Latest End Time Enter maximum hours per week when school in session. NOTE:
* <input type="text"/>	Enter maximum hours per week when school not in session.
* Each box requires a number.	
_____ Printed Name & Title of Company Official	
_____ Date	

This form is NOT a substitute for the Employment Certificate for Minors Under the Age of 18 (DOL 4103).

This form is used for obtaining information for the issuance of electronic work permits. Minor completes Section A. Employer completes Section B in its entirety. Issuing Officer enters all data into online work permit system. After proper issuance of the electronic work permit by a school official, a printed copy of the completed work permit will be furnished to the minor for submittal to the employer prior to employment. The employer must retain the completed work permit for the duration of the minor's employment. If you have any questions, please contact the Department of Labor, Child Labor Section at (404) 232-3260.

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GRADING CRITERIA

- The internship grade will consist of the following:

50%	Average of performance evaluation reports (completed by site supervisors) and/or class assignments
25%	Portfolio and/or tests
25%	Coordinator's evaluation

- The student will receive 4 credit units per year. At least one evaluation will be completed for each marking period.

Coordinator's evaluation:

- To insure professionalism at the intern site and school, the following policies will be used to evaluate the student's behavior and performance. Each student begins the grading period with 100 points. Points will be deducted from the 100 based on the following reasons:

POINTS	REASON
10	Going to the intern site when absent from school without permission from the coordinator.
10	Checking out of school to go to the intern site without permission from the coordinator.
10	Failing to sign in or out of class.
50	Falsifying reports or intern-related materials.
10	Turning in intern-related paperwork late or incorrect (PER DAY).
50	Changing or quitting an intern site without prior discussion and written permission from the coordinator.
10	Being at school after release period without permission of the coordinator.
10	Failing to call intern coordinator or site when absent from school.
10	Arriving tardy to any class at SAA.

Points will be deducted for each occurrence of the offense.

I have read and understand the criteria for the internship grade.

Student _____ Date _____

Parent _____ Date _____

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PORTFOLIO REQUIREMENTS

Student: _____ Intern Site: _____

The portfolio will constitute 25% of the student's internship grade. Portfolios must be in order of the Point Scale below and must be well organized and divided into sections. The Portfolio is a professional representation of each intern experience and will not be accepted for a grade if criteria are not met. The following items are some of the items that should be included in the portfolio:

POINTS EARNED	POINTS	ITEM
	50	Average of Weekly reports
	10	Business organization chart
	10	Organization and page protectors
	10	Company history
	10	Interview with supervisor
	10	Thank you Letter\Learning Plan

BONUS POINTS EARNED

POINTS	ITEMS
5	Special seminars/meetings attended (outside of regular intern time)
5	Special Projects completed
5	Other

SAVANNAH ARTS ACADEMY INTERNSHIP PROGRAM

SAMPLE PERFORMANCE EVALUATION FORM I

Student: _____ Intern Site: _____

This performance evaluation should be completed by the person(s) directly responsible for the supervision of the intern. Please complete and return with the student, or mail to Amy Perry, 500 Washington Avenue; Savannah, GA 31405.

RATING SCALE:

- Excellent:** Performance is consistently beyond present expectations.
- Above Average:** Performance exceeds normal expectations.
- Average:** Performance is acceptable. Student satisfactorily meets objectives and requirements.
- Below average:** Performance is below acceptable standards.
- Poor:** Performance is below acceptable standards. There is noticeable need for improvement.

Category	Excellent	Above Average	Average	Below Average	Poor
Appearance: Well groomed and neat Dresses appropriately					
Attitude and Interest: Demonstrates enthusiasm Has a pleasant manner Demonstrates perseverance					
Judgment: Demonstrates common sense Makes reasonable decisions					
Ability to Learn: Grasps ideas quickly Follows directions carefully					
Dependability: Demonstrates promptness Illustrates trustworthiness					

Category	Excellent	Above Average	Average	Below Average	Poor
Initiative: Takes independent action readily					
Productivity: Performs tasks proficiently Willing to do his/her share of work					
Quality: Produces excellent results Completes all assigned tasks					
Human Relations: Works well with others Demonstrates good client relations					
Knowledge of Field: Demonstrates knowledge of career Interest and/or arts area					

Signature of Site Supervisor

Date

Please comment on the student's performance as well as the internship program.

SAMPLE PERFORMANCE EVALUATION FORM II

GENERAL EMPLOYMENT/WORK ETHICS TRAITS

Student Progress Report

Student: _____ Employer: _____
 Date: _____ Due Date: _____
 School: _____ Evaluation Period Ending: _____

Directions: Please evaluate the student-employee as fairly as possible and as compared with workers with the same experience. Circle the number for each statement that most accurately reflects the student's performance in that category.

Category	Excellent (A)	Above Average (B)	Average (C)	Below Average (D)	Unsatisfactory (F)
Produces quality work	10	9-8-7	6-5-4	3-2-1	0
Reports to work promptly when scheduled	10	9-8-7	6-5-4	3-2-1	0
Uses time wisely	10	9-8-7	6-5-4	3-2-1	0
Demonstrates honesty and integrity	10	9-8-7	6-5-4	3-2-1	0
Demonstrates responsible behavior	10	9-8-7	6-5-4	3-2-1	0
Cooperates with others	10	9-8-7	6-5-4	3-2-1	0
Responds to feedback constructively	10	9-8-7	6-5-4	3-2-1	0
Uses/maintains materials and equipment appropriately	10	9-8-7	6-5-4	3-2-1	0
Follows company policies	10	9-8-7	6-5-4	3-2-1	0
Maintains appropriate personal appearance	10	9-8-7	6-5-4	3-2-1	0

General Comments _____

Training Supervisor/Mentor Signature _____

Work-Based Learning Coordinator Signature _____

Discussion with student held on _____

Student's Signature _____

Savannah-Chatham County Public School System does not discriminate on the basis of race, color, sex, religion, national origin, age, or disability in employment practice, educational program, or any other program, activity or service.

SAVANNAH ARTS ACADEMY INTERNSHIP PROGRAM

WEEKLY REPORT/LOG

Week of: _____

Name: _____

Intern site: _____

Summary of activities:

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Signature of Intern

Signature of Site Supervisor

Reports are due on Monday and must be typed.

Daily summary must be a minimum of four sentences or lines.

Sample Educational Training Plan
 Pre-populated Items:

Job Title: Bank Customer Service Teller
Program Area: Business & Office Technology

Student Name _____ School _____
 Type of Work-based Learning Placement _____
 Employing Company Name _____
 Employing Company Address _____
 Employing Company Supervisor/Mentor _____
 Supervisor/Mentor Contact Numbers: _____
 Occupational Goal _____
 Completed Coursework Related to Placement _____

Enter the date that the student reaches the following level of competency:
 1 = Very little or no skill needs close supervision to perform this task
 2 = Moderately competent, some knowledge but requires some supervision to perform this task.
 3 = Proficient, can perform this task with little or no supervision.

Student competency on all tasks should start at level 1 or 2 and be documented as 3 by the end of the experience.

	3	2	1
Duty 1 - MONEY PROCESSING			
Task 1. Sort and stack coins.			
Task 2 Sort and stack currency.			
Task 3 Count loose, rolled, and boxed coins.			
Task 4 Count stacks of currency.			
Task 5 Process excess currency.			
Duty 2 - PLANNING AND ORGANIZING			
Task 1. Open teller terminal.			
Task 2 Close teller terminal.			
Task 3 Stock forms, supplies, and equipment for daily transaction.			
Task 4 Arrange coins in coin tray for day's transaction.			
Task 5 Prepare strapped currency for day's transaction.			
Duty 3 - INSPECTING AND EVALUATING			
Task 1. Inspect customer identification.			
Task 2. Determine if check is negotiable.			
Task 3. Examine counter checks for acceptability.			
Task 4. Examine deposit slips for acceptability.			
Task 5. Examine currency for counterfeit bills.			
Duty 4 - SUPERVISING AND IMPLEMENTING			
Task 1. Greet customers.			
Task 2. Insure the safekeeping of money at teller's window.			
Duty 5 - COMMUNICATING ON THE JOB			
Task 1. Communicate orally with others.			
Task 2. Use telephone etiquette.			
Task 3. Interpret the use of body language.			
Task 4. Prepare written communication.			
Task 5. Follow written directions.			
Task 6. Ask questions about task.			

List any potential health/safety conditions related to this specific work assignment (Indicate NONE if no such conditions have been identified):

Special requirements expected of the student. _____

Student's Signature Date Supervisor's Signature Date

Coordinator Signature's Date Parent's/Guardian's Signature Date

NOTES: _____

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Savannah-Chatham County Public School System
Work-Based Learning Educational Training Agreement
2009-2010

Student Name _____

Parent/Guardian Name _____

Company Name _____

Company Address _____

Mentor's Name _____

Work Phone Number _____

Work-Based Coordinator's Name _____

The Student Agrees:

1. To be at least 16 years of age and to have a Social Security number.
2. To secure a work-permit if under 18 years of age and to file a copy with the school office, state Department of Labor, and the employer. Work permits can be obtained from the school office and must be documented with a birth certificate.
3. To assist the Work-Based Learning Coordinator in finding an appropriate internship position related to the career focus area of the program and the career objective of the student.
4. To provide transportation to and from internship.
5. To attend school and internship regularly and not go to internship without first going to school, or go to school without going to internship, unless previously discussed with the Work-Based Learning Coordinator. Failure to adhere to this part of the agreement may result in the student receiving appropriate academic and/or disciplinary action. If a student will be absent from school or internship, the Work-Based Learning Coordinator should be notified as soon as possible.
6. To discuss all aspects of the internship with the Work-Based Learning Coordinator and the site supervisor/mentor—not with other students, coworkers, etc.
7. To represent the school and internship site by demonstrating honesty, punctuality, courtesy, and a willingness to learn. If the student is dismissed from internship due to negligence or misconduct, proved by school investigation, the student will be dropped from the Work-Based Learning Program and not receive academic credit.
8. To intern a minimum of **12.5** hours a week.
9. To make internship changes only with the approval of the Work-Based Learning Coordinator. The Work-Based Learning Coordinator reserves the right to change the student's internship situation if necessary.
10. To be evaluated by the Work-Based Learning Coordinator and the work-based training supervisor a minimum of once per grading period.

11. To submit to the Work-Based Learning Coordinator a daily record indicating activities engaged in at the intern site and total hours and salary earned during the week.
12. To allow the release of student records regarding academic performance, attendance, and discipline for the purpose of internship and program follow-up.

The Parents/Guardian of the Student Agrees:

1. To encourage the student to carry out effectively his/her duties and responsibilities at both the school and place of internship.
2. To assume responsibility for the conduct and safety of the student from the time he/she leaves school until he/she reports to internship; likewise, from the time he/she leaves his/her internship until he/she arrives home.
3. To make inquires concerning the student's training, wages, or working conditions through the Work-Based Learning Coordinator rather than directly to the internship supervisor.
4. To understand that the student must attend school and internship regularly and not go to internship without going to school, nor go to school without going to internship, unless previously approved by the Work-Based Learning Coordinator.
5. To offer assistance to the Work-Based Learning Coordinator, serve as a resource person, and/or aid in other ways that could benefit the school and the student.
6. To allow the release of student records regarding academic performance, attendance, and discipline for the purpose of internship and program follow-up.

The Internship Supervisor Agrees:

1. To provide a variety of experiences for the student that contribute to the attainment of his/her career objective.
2. To allow the student to intern a minimum of 12.5 hours per week.
3. To adhere to policies and practices which prohibit discrimination on the basis of race, color, national origin, sex, and handicap in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, and pay.
4. To provide work-related instructional materials and occupational guidance to the student.
5. To evaluate the student, in consultation with the Work-Based Learning Coordinator, a minimum of once per grading period.
6. To adhere to all federal and state regulations including child labor laws and minimum wage regulations. Students employed through a Work-Based Learning program are not eligible for unemployment compensation.
7. To adhere to income tax and Social Security withholding regulations. (if paid)
8. To provide time for consultation with the Work-Based Learning Coordinator concerning the student and to discuss with the Work-Based Learning Coordinator any difficulties that may arise.
9. To inform the Work-Based Learning Coordinator before any disciplinary action is taken in regard to the employment of the student.

The Work-Based Learning Coordinator Agrees:

1. To assist in the academic and occupational instruction of the student.
2. To conduct supervisory visits to the student's place of internship.
3. To render assistance with educational and training problems of the student.
4. To assist the work-based learning supervisor in an evaluation of the student's performance a minimum of once per grading period.
5. To maintain records pertinent to the student, the employer, and the school.

I have read the above agreement and will carry out the responsibilities delegated to the best of my ability.

_____	_____	_____	_____
Students Signature	Date	Parent's/Guardian's Signature	Date
_____	_____	_____	_____
Supervisor's Signature	Date	WBL Coordinator's Signature	Date

******This form is used by all SCCPSS Work Based Learning students. The Savannah Arts Academy Internship program is a little different but does follow these same guidelines.***

Savannah-Chatham County Public School System does not discriminate on the basis of race, color, sex, religion, national origin, age, or disability in employment practice, educational program, or any other program, activity or service.



**Savannah-Chatham County Public School System
Safety Training Agreement
2009-2010**

_____, a student in the work-based learning program at Savannah Arts Academy and an intern at _____, has completed the necessary safety training for the current position of employment. The employer certifies that the proper procedures related to the job requirements have been shown to the student and that in the case of an emergency; the student has been given instructions on what to do to resolve the situation. The student understands that failure to comply with these safety procedures may result in personal injury or in injury to others. The student agrees to follow all the safety rules and regulations of the current employer.

Student Signature

Date

Employer Signature

Date

WBL Coordinator Signature

Date

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SAVANNAH-CHATHAM COUNTY SCHOOLS

ACCIDENT LIABILITY RELEASE AND WAIVER FORM

Please read carefully before signing

For and in consideration of SAVANNAH ARTS ACADEMY and the Board of Public Education for the City of Savannah and the County of Chatham allowing the student hereinafter named to participate in the activity(ies) set out below, I, the undersigned, agree as follows:

I hereby grant permission for _____,
Full Name of Student
born _____, to participate in INTERNSHIP ACTIVITIES during the
Student's Date of Birth

fiscal year beginning July 1, 2009 and ending June 30, 2010. I hereby appoint The Board of Education as my Agent for purposes of obtaining medical treatment in the event of injury. I agree to be responsible for all medical expenses incurred in connection therewith. In the event The Board of Education incurs expenses for medical treatment, then and in that even I agree to reimburse said Board of Education in full.

My family health and medical insurance is with:

_____	Policy No.: _____
Company	
Parent signature: _____	Date: _____
Address: _____	Zip: _____
Telephone numbers: Home: _____	Cell: _____
Business: _____	Emergency: _____

**Savannah-Chatham County Public School System
Savannah Arts Academy**

**Work-Based Learning Program
Early Release Understanding and Insurance Verification Form**

Directions: For a student to be enrolled in the program, the parent/guardian must provide the required information below and sign and date the form at the bottom of the page.

Early Release

I understand that my child, _____, is enrolled in the Work-Based Learning Program with Savannah-Chatham County Public School System (_____ School) and that my child will be dismissed from school at the end of his/her regularly scheduled on-campus classes each day.

I assume full responsibility for my child after dismissal from school, including days when my child is not required to be on the job. I also understand that my child must be covered by automobile accident and health insurance in order to drive to and from work and to be a part of the Work-Based Learning Program. (Please complete information section below).

Automobile Accident and Health Insurance

I understand that my child must be covered by automobile accident and health insurance to participate in the Work-Based Learning Program. I have checked the appropriate statement regarding insurance coverage for this school year. I agree to notify the Work-Based Learning Coordinator if this coverage changes during the school year.

Automobile Accident Insurance

My child is covered by automobile accident insurance through the following provider:

Provider _____ **Policy Number** _____
Address _____ City, State, Zip _____
Name of Insured _____ Phone Number _____

Health Insurance

- My child is covered by health insurance purchased through the school
or
 My child is covered by health insurance through the following provider:

Provider _____ **Policy Number** _____
Address _____ City, State, Zip _____
Name of Insured _____ Phone Number _____

Parent's or Guardian's Signature

Date

Savannah-Chatham County Public School System does not discriminate on the basis of race, color, sex, religion, national origin, age, or disability in employment practice, educational program, or any other program, activity or service.

Student and Parent Acknowledgement of Responsibilities

This Student Handbook has been created to help each WBL student gain the greatest possible benefit from his/her school and work experience. The SCCPSS needs the help and cooperation of each student and his/her parents/guardians. It is important that every student understands the contents of the WBL Student Handbook and be encouraged by parents/guardians to follow the rules and guidelines set forth in the WBL Student Handbook. Students and Parents/Guardians should read the WBL Student Handbook and sign this form and return to the WBL Coordinator. Your signatures acknowledge receipt of a copy of the WBL Student Handbook and indicate that you understand the responsibilities outlined in this Handbook.

Student's Name (Please Print) _____

Student's Signature _____ Date _____

Grade _____

School _____

Parent's/Guardian's Signature _____ Date _____

TIPS FOR SUPERVISING WBL/INTERNSHIP STUDENTS

Demonstrate task performance by doing the task while the Work-Based Learning student observes. While performing the task the mentor (supervisor) points out important features and checks the student's understanding by asking questions and encouraging the student to ask questions. (Reciprocal questioning is also part of other functions).

Explain how to perform a task correctly. Explanation may accompany demonstration or be provided separately. It sets out performance criteria, points out what problems are likely to occur, and identifies possible problem-solving strategies.

Explain why a task is performed a certain way. A mentor (supervisor) must explain why the task is performed according to certain specifications, provide information about the business management or scientific principles underlying the procedures, and explain how the task relates to other tasks.

Monitor and critique the WBL student's attempts to do the task. While monitoring the Work-Based Learning student's performance, the mentor (supervisor) gives clear and immediate feedback. Although monitoring and feedback are continual, the interval between instances increases as the student gains competence and the mentor (supervisor) encourages the student to monitor his or her own performance and to seek help when difficulties arise.

Model problem solving by thinking aloud and demonstrating problem-solving strategies. Modeling includes explaining what questions the Work-Based Learning student can ask himself or herself when problems arise, identifying the kinds and sources of information the student might need to find a solution, and pointing out important information or cues that the supervisor is relying on to guide problem solving.

Keep a watchful eye. Watch for signs of boredom or indifference. Try to create opportunities and experiences that foster discovery of new ideas and development of new skills.

Ask open-ended questions. Check periodically to see how well and how much the student is learning. Ask open-ended questions such as, "What has been most challenging to you these past few weeks?"

Provide support without rescuing. Too often mentors say, "Let me show you how to do that," when they should be asking, "What do you think you should do next?" It takes patience and courage to stand back and let a student risk failure. However, the most significant growth happens through the discomfort of grappling with a new situation.

Avoid messages of perfection. The greatest gift a mentor can give students is to be authentic. When you make a mistake, you can show how you learn from that mistake and are more competent as a result. Make sure that the student understands that you are still a learner yourself.

Have the goals of the program firmly in mind when you engage with your mentee (student). Think about what activities would help foster the desired results.

Remember that you are not taking the place of the parent. Even though there will be times when you are in a parenting role, it is important to inquire how the mentee's parent(s) feels about things. Keep personal discussions to a minimum.

Express a sincere interest in the program as a whole. This helps the mentee understand that he or she is part of a bigger effort and that there are other partnerships in existence. This addresses the adolescent's need to belong and be part of a peer group.

Assist the student in setting realistic, obtainable goals for the year. Ask the mentee what he or she would like to accomplish and be ready to introduce him or her to others who can help.

Understand that the process of the professional relationship is just as important as guiding the student through a job task.

Remember to be an active mentor. That is, when you are with the mentee, try to actively engage with him or her. Remember that adolescents are not comfortable with silence.

Never underestimate the power of continuity in a young person's life. If you are unable to meet with your mentee as frequently as you would like, just be sure that you keep to the schedule that works for both of you.

If your mentee has taken an avoidance approach to the work situation, try to get as much information as you can that might explain this behavior, and KEEP TRYING! Many mentees will seem recalcitrant or unmanageable on the outside but, in fact, are willing to engage.

As the relationship progresses, try to refrain from "selling" your mentee on doing something and concentrate more on encouraging the mentee to want to do it on his or her own. This process, which is known as "guided discovery," is a more skilled and subtle process than "selling," but almost always achievable.

Become a great listener. The best and fastest way to establish a positive relationship with your mentee is to encourage the mentee to talk, to draw him or her out, to ask questions in a way that does not require a "yes" or "no" response. A good listener does this well; a teller encourages silence or one-word answers. Never dominate a conversation or activity unless there is a good reason, for example, getting over the newness for the first few meetings.

Additional Suggestions for Mentors Regarding WBL Students:

- Match voluntary mentors and Work-Based Learning students. Better working relationships form when voluntary mentors are matched with WBL students rather than assigning mentors that are told they must be a mentor.
- Match by gender where possible.
- Notify WBL Coordinator immediately if problems arise.

MENTOR'S RESPONSIBILITIES

1. Grading/Assessing Student's Work

An Individualized Education Training Plan will be incorporated into the Supervisor/Mentor's Evaluation of the student and will be used to assess skills and knowledge of the internship training as well as to assess work ethics/general traits identified as being important to success in this career area.

In addition, the training sites are visited by the WBL coordinator, the students are observed at internship, and the mentors that have been assigned the responsibility of training the student are consulted. The mentor's evaluation (based on job skill and work ethics) will count up to 50% of the student's final grade for the course and is completed by the mentor each grading period.

(See sample Training Plan, Performance Evaluation Report Samples I, II. These should be submitted to the WBL Coordinator.)

2. Weekly Report Sheets

Weekly Production Sheets are submitted by the student to the mentor for completion. A percentage of the student's grade for the course comes from turning in completed weekly report sheets.

(See sample Weekly Report Sheet. Students should submit to WBL Coordinator.)

3. Employer Evaluation of Program and Student

Mentors will receive notices about evaluating students and program throughout the year. Mentors should complete evaluation forms and return to WBL Coordinator.

MENTOR ACKNOWLEDGEMENT OF RESPONSIBILITIES FORM

This Mentor Handbook has been created to help each WBL mentor gain the greatest possible benefit from the WBL experience. It is important that every mentor understands the contents of the WBL Mentor Handbook and be encouraged to follow the rules and guidelines set forth in the WBL Mentor Handbook. Please sign this Mentor Handbook form and return to the WBL Coordinator. Your signature acknowledges receipt of a copy of the WBL Mentor Handbook and indicates that you understand the responsibilities outlined in this Mentor Handbook.

Mentor Name (Please Print) _____

Mentor Signature _____ Date _____

Company _____

Phone number _____

Email _____