



Student Internship Packet

Rising to Excellence in Every Pursuit

Farmington Municipal Schools
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INTRODUCTION TO WORK-BASED LEARNING

Welcome to the Farmington Municipal Schools – Work-Based Learning Program! We will begin with our mandatory attendance in-class training Work-Based Learning Bootcamp.

The internship program depends on a partnership relationship between the student, the school, and the community. **Student interns directly affect these partnerships, and expectations are set high so that relationships are enhanced.**

WBL: INTERNSHIP PROGRAM GOALS

- Provide opportunities for students to further investigate career choices they would like to pursue (job shadows may be utilized for the initial stages of career exploration).
- Demonstrate the link between high school education and future careers.
- Enable students to develop critical skills and be workforce ready upon completion of formal education/training. Internships provide a “hands-on” or observatory experience that effectively teaches the use of these skills.
- Motivate and challenge students to excel in their studies and become responsible, reliable individuals.
- Connect students with potential employers and organizations in their selected field of study.

DURING THE INTERNSHIP

- You will be responsible at the *worksite* for:
 1. **Transporting yourself directly to and from the intern-site (Be on time every day!)**
 2. **Filling out and getting mentor/supervisor signature on Timesheet (GRADED)**
 3. **Filling out your weekly reflections (on your own.) (GRADED)**
- You will be responsible in the *classroom* for:
 1. **Filling out your Mentor Feedback for Intern Reflection every Monday (GRADED)**
 2. **Building Resume (GRADED)**
 3. **End of internship presentation (GRADED)**

COMPLETION OF THE INTERNSHIP

- Student (and Parents/Guardian) are required to attend WBL Banquet Celebration
 - Follow up with Mentor with thank you letter and ask for letter of recommendation!
-

WORK-BASED LEARNING PROGRAM BENEFITS

Professional Resume
Interview Experience
Professional Skills Certification
Letter of Recommendation (Mentor)
Industry Knowledge (Research and Hands-on)

RULES OF THE INTERNSHIP

<u>DON'T</u>	<u>DO</u>
• Come into work late	• Arrive early every day
• Call into work for <i>same day</i> absence	• Do let your mentor know ahead of time
• Not show up for work without notice	• Call into work to let them know you cannot make it (legit reason)
• Go on 1 week family vacation during your internship	• Plan with your mentor when you need time off
• Lie, steal, or be disrespectful	• Be honest and respectful
• Fight, substance abuse	• Self-control
• Dress inappropriately	• Dress appropriate for worksite
• Get behind in school work and at the worksite	• Balance school work and internship work
• Keep a problem or concern to yourself	• Communicate with your Teacher about a problem or concern
• Bring your negative emotions into the workplace	• Have a positive attitude
• Get on your phone during downtime	• Find a way to be productive
• Breach confidentiality	• Keep confidentiality
• Overstep your boundaries	• Think twice before you act
• Be afraid to make mistakes	• Try your best, positive results will come!
• Try to wing it if you don't understand	• Ask questions to gain a better understanding of tasks assigned
• Ask your mentor to do your timesheet	• Your timesheet first, ask mentor to sign or initial <i>only</i>
• Wait to do your reflections until the end of the semester	• Your weekly reflections <i>every</i> week
• Wait to start your final project until the end of semester	• Start planning and organizing your final project ASAP
• Take random photos and blast them on social media	• Ask your mentor to take a photo/video of you working hands-on

IMPORTANT

1. Conform to all school rules and policies and understand that a violation of school rules or policies may result in removal from the internship program.
2. Conform to rules, regulations, and safety standards of the work-site and maintain confidentiality.

INTERNSHIP ON THE JOB SEQUENCE

Onboard Training Observation Hands-on

NOTE: The sequenced training are suggestions/examples only - we ask business partners to be creative in offering a unique experience positioned within YOUR company culture.

1. Onboard Training –

- a. Orientation & Training per company policy & standards

2. Observation –

- a. Observe different departments within company
- b. Choose mentor(s) within company for student to shadow
 - i. Student(s) may express areas of interest for pairing
 - ii. Mentor can change, be flexible
- c. Shadowing should last anywhere from 2-3 intern-site visits (1 week)

3. Hands-on –

- a. *Example I:* Dependent on student(s) maturity level –
 - i. Give student(s) small (supervised) tasks
 - ii. Examples: Answer phones, file business documents (if applicable & in line with confidentiality agreement)
 - iii. Input data on company's database
 - iv. Respond to professional emails, follow up emails, etc.
- b. *Example II:* Dependent on student(s) maturity level –
 - i. Assign projects to student(s)
 - ii. Examples: Research business problems – create/pitch solutions
 - iii. Have student(s) review and revise social media campaign
 - iv. Plan or Support an event or major meeting
- c. *Example III:* Assign a role for intern –
 - i. Low - Middle (Maturity) Level: Entry level position
 - ii. High Level: Project Manager

DO:

- Offer students an opportunity to learn from within your company at levels where they progress with hands-on and real-world productivity and experience.
- Encourage and push students to get better every day.

DON'T:

- Give students 'grunt' work. i.e., go-fer, broom pusher, coffee runner.
- Allow student(s) observation or collaboration with confidential materials or client's personal history (i.e., HIPAA).

Benefits = Business Development, Talent Pipeline, Economic Impact

FAIR LABOR STANDARD ACT: HAZARDOUS OCCUPATIONS

Hazardous occupations for minors age 16 and 17
Students under 18 may not engage in the following occupations

OCCUPATIONS INVOLVED OR IN CONNECTION WITH:

- **Explosives**
- **Motor-vehicle drivers**
- **Mining**
- **Logging including sawmill**
- **Power-driven woodworking machinery**
- **Radioactive substances**
- **Hoisting apparatus'**
- **Elevators**
- **Cranes**
- **Derricks**
- **Hoists, and high lift trucks**
- **Metal forming/punching/shearing machines**
- **Slaughtering/meat packing**
- **Power driven bakery machines**
- **Paper product machines**
- **Manufacture of brick**
- **Tile and kindred products**
- **Circular saws**
- **Band saws and guillotine shears**
- **Wreacking, demolition, and ship breaking**
- **Roofing occupations and excavation operations.**

BLANKET ACCIDENT INSURANCE: WBL student interns are covered under FMS "blanket accident insurance", which includes - sickness, illness, accidents sustained while on the jobsite AND medical coverage while traveling directly to and from the jobsite during paid or unpaid experiences. FMS insurance policy can be made available upon request.



EMPLOYABILITY SKILLS

SOCIAL MEDIA PITSTOP

Step 1:

Interns, open up one of their social media feeds on your phone. Don't browse yet, just open. Facebook, Twitter, Insta work best for this activity. If you don't have that, Snap and TikTok might work, so open them up.

Step 2:

Study the graphic below for a minute: Positive Sharing vs. Negative Sharing

Step 3:

Review your last, **10 at minimum**, posts and circle the word in each column that aligns with that post.

Note: If you don't post that much, you can scroll your feed. Look at the first 10 posts, likewise, circle the words in each respective column that associates with the picture/video/words in each post.

Step 4:

Add your scores up. *A negative plus a negative equal more negative.* Finalize your score.

POSITIVE SHARING		NEGATIVE SHARING			
Column A +3 pts	Column B +3 pts	Column C -1 pt	Column D -2 pts	Column E -3 pts	Column F -4 pts
☐ Work Experience ☐ Work-related Skills ☐ Interpersonal Skills	☐ Groups, Teams, Sports, & Clubs ☐ Volunteering ☐ College & Career Goals	☐ Politics ☐ Religion ☐ News Item Opinions	☐ Alcohol ☐ Guns ☐ Violence	☐ Profanity ☐ Spelling or Grammar Errors ☐ Negative Job or School Talk	☐ Drugs ☐ Sex ☐ "Flaming" by Name

What are you going to do to build your online brand?

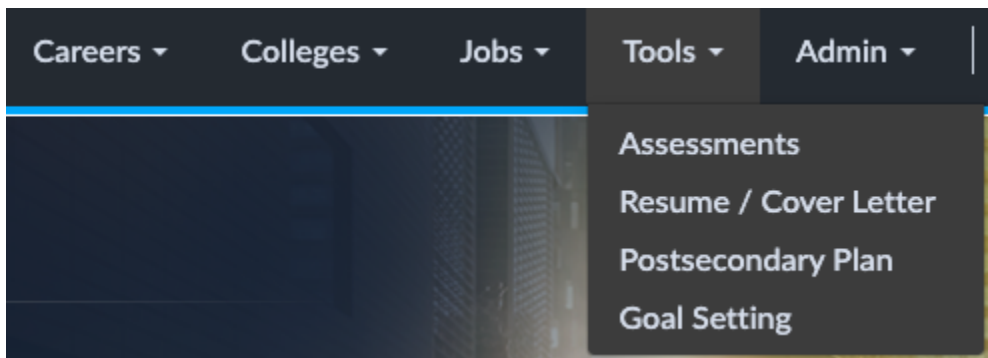
RESUME

CONNECT TO YOUR CLEVER APP: <https://clever.com/in/fmsdist5>

SEARCH FOR THE VIRTUAL JOB SHADOW ICON:



UNDER THE TOOLS TAB, SELECT RESUME / COVER LETTER



ELEVATOR PITCH: HOW TO INTRODUCE YOURSELF

What is an Elevator Pitch?

Imagine stepping into an elevator and as the doors close, the person standing next to you says, “Hi, I’m a recruiter at your dream company. Tell me about yourself.” Are you prepared for an opportunity like this one? Could you concisely introduce yourself, your background, and your career aspirations in the time of a quick elevator ride—30 seconds or less?

Components of an Elevator Pitch

(1) *Who Are You?* Introduce yourself by saying hello and sharing your name. After the interviewer states their name, your follow up by saying: "Nice to meet you (*and say their name*), thank you for the opportunity to interview."

(2) *What Makes You Unique?* Place yourself in context by explaining what school you attend, your academic program, or where you currently work. Make sure you mention qualities you possess that are unique and meaningful to the employer. This is also a place to talk about relevant accomplishments. **(Resume Hard/Soft Skills)**

(3) *What Are Your Goals for the Internship?* This lets employers know that you are looking for the internship part-time position. Do not be demanding, but be straight forward that you are looking for a job.

SAMPLE ELEVATOR PITCHES

(1) “Hello, I'm Bethany Johnson. (Interviewers’: Hi Bethany, I'm Jack, and I'm Sally.) Nice to meet you Jack and Sally, thank you for the opportunity to interview.”

Question: Can you tell me a little about yourself?

(2) I will be receiving my High School Diploma from Farmington High School this May, 2021. My family and friends tell me I am compassionate and honest. I possess great communication and teamwork skills. I have work experience in a customer service position where I learned how to take my communication skills to the next level. I also have sales experience as the fundraising chair of my student organization. (3) I look forward to the opportunity to intern with your company to learn and grow as a young professional.

(1)“Hi, my name is Curtis Smith. (Interviewer’: Hi Curtis, I'm Mike, and I'm Nancy.) Nice to meet you Mike and Nancy, thank you for the opportunity to interview.”

Question: Can you tell me a little about yourself?

(2) I am currently a senior at Piedra Vista and I have taken and earned a dual credit course with the San Juan College criminal justice program. I spent last semester as an intern with the Farmington Police Department's youth program, “Summer Adventure Camp.” (3) I have discovered a passion for working with youth and I am looking for an internship position where I can utilize my criminal justice background to promote positive social change.

(1)“Hi, my name is Nathan Stevens. (Interviewer: Hi Nathan, I'm Tonya Harding, and I'm Donald Trump.) Nice to meet you Tonya and Donald, thank you for the opportunity to interview.”

Question: Can you tell me a little about yourself?

(2) I am a motivated San Juan College High School student who has a passion for science and innovation. Some traits my family, friends and teachers describe me as are dedicated, hard working, a natural leader, creative and optimistic. (3) I believe I can leverage these skills and am eager to learn more skills during an internship with your company.

CREATE YOUR ELEVATOR PITCH:

Hello my name is (1) _____, Nice to meet you [Interview Person Name].
Thank you for the opportunity to interview.

I am currently attending, OR I am a motivated, OR I will be receiving my...

_____(2) I possess, OR My family and friends tell me I am, OR
I have experience in (this is where you talk about your soft/hard skills and what makes you
unique to the organization you are applying for)

(2 *continued*) I believe these skills make me unique and will bring value to your
organization. (3) My goal is to (or I look forward to)

INTERVIEW SKILLS

Can you tell me a little about yourself? (Elevator Pitch)

What do you know about the company?

Why do you want this job?

Why should we hire you?

What are your greatest professional strengths?

What do you consider to be your weaknesses?

What is your greatest professional achievement?

Tell me about a challenge or conflict you've faced at work (school or home), and how you dealt with it.

Situation -

Task -

Action -

Result -

Where do you see yourself in five years?

What's your dream job?

What other companies are you interviewing with?

What are you looking for in a new position?

What type of work environment do you prefer?

What's your management style?

What's a time you exercised leadership?

Situation -

Task -

Action -

Result -

What's a time you disagreed with a decision that was made at work?

Situation -

Task -

Action -

Result -

How would your boss and coworkers (teachers) describe you?

How do you deal with pressure or stressful situations?

What would your first 30, 60, or 90 days look like in this role?

What do you like to do outside of work?

If you were an animal, which one would you want to be?

How many tennis balls can you fit into a limousine? 1,000? 10,000? 100,000? Seriously?

What do you think we could do better or differently?

Do you have any questions for us?

1. Is there a formal training program for interns?
2. What can I expect in my first day or week on the job?
3. What kind of projects will I work on as an intern?
4. What are the biggest challenges of this position?
5. What are some key qualities you see in the most successful interns?
6. What resources should students take advantage of and focus on in the duration of their internship?
7. What are the interns doing in the picture on the company blog of social media presence?
8. How many interns receive full time job offers? Is there an opportunity for growth?
9. How did you begin your career at _____?
10. How would you describe the company culture?
11. What are the next steps?

MOCK INTERVIEW RUBRIC

STUDENT:		INTERVIEWER:		DATE:			
SCORE: 5 = Excellent 4 = Very Good 3 = Good/Average 2 = Poor 1 = Very Poor							
FIRST IMPRESSION	5	4	3	2	1	Comments	
Showed up on time & <u>Organized</u>							
Dressed appropriately (One step above position)							
Smiled, maintained eye contact, positive energy, posture							
Gave the impression they spent adequate time preparing							
Did not bring in personal items (cell phone, keys, etc)							
Section Points						/25	
VERBAL BEHAVIORS & QUALITY OF RESPONSE							
Presented an effective 30 second intro							
Displayed enthusiasm							
Utilized SAR format for Behavioral Questions							
Understood position & Emphasized qualifications							
Effectively described skills, strengths, weaknesses							
Demonstrated knowledge about the industry							
Referenced specific items on resume or LinkedIn							
Responded to questions promptly, but not hurriedly							
Asked appropriate question of the interviewer							
Avoided use of filler/empty words, slang, etc.							
Section Points						/50	
PREPAREDNESS							
Delivered elevator pitch about self and aspirations							
Came prepared with at least one copy of their resume							
Overall impression of student							
Composed from beginning to end							
Rate their hire-ability/potential							
Section Points						/25	
TOTAL POINTS EARNED							
/100							

HOW YOU DID	TOTAL SCORE RANGE
YOU'RE HIRED!!!	90-100
● Resume was printed and presented in a professional manner ● Showed up on time in appropriate attire ● Demonstrates confidence through voice, body language, and eye contact. ● Provides detailed and specific answers to questions ● Sells skills and references previous experience	● Clearly explains how skills and qualities match the job description ● Asks thoughtful questions and demonstrates preparedness ● Maintains a professional attitude and demeanor ● Demonstrates above-average Maturity (professional, articulate, manners)
WE'RE CONSIDERING YOU...	80-89
● Resume was printed and presented in a professional manner ● Showed up on time and in attire that was mostly appropriate ● Decent poise, body language and eye contact ● Somewhat confident ● Provides specific answers to questions ● Sells some skills	● Displays some skills and qualities that match the job description ● Asks some thoughtful questions and shows some signs of having done research on the company and position ● Clear manner of speaking; used some filler words (um, uh, like, etc. ● Noticeable maturity (professional, articulate, manners).
WE MIGHT HIRE YOU, BUT...	60-79
● Resume was not presented or needed work ● Showed up late and/ or dressed semi-professionally ● Not enough poise, body language indicated lack of interest, some eye contact made ● Confidence is not convincing ● Specific answers to some questions, others too general ● Comes off as too inexperienced; vague in selling skills	● Appears to have some communication problems ● Skills do not match job description; lacks preparedness in research ● Attempts to be professional when responding; Manner of speaking is comprehensible, but sometimes a bit unclear; frequent use of filler words (um, uh, like, etc.) ● Some maturity is evident unprofessional, articulate, manners).
DON'T CALL US, WE'LL CALL YOU...	20-59
● Resume was not presented ● Showed up late and/ or dressed unprofessionally ● No poise, poor body language and little to no eye contact ● Lack of confidence ● Answers to questions are not sufficient, relevant or convincing ● Inexperience is obvious	● Does not display skills and abilities that are relevant to the position ● Does not appear to have done any company research and is generally unprepared ● Comes off as undependable and unprofessional ● Interviewee needs more practice and maturity

WORKSHEET RESOURCES

KWL

Directions:

Complete the following chart. Make a list of things you already know and things you want to know about employability skills. After the presentation, make a list of any new or additional concepts you may have learned.

K	W	L
What I KNOW	What I WANT to Know	What I LEARNED

Work Habits: Good vs. Bad

Directions:

Using the table below, exhibit and describe good, productive work habits versus unproductive, bad work habits.

Good Work Habits	Bad Work Habits

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Team Roles

Directions:

Your class has been tasked with solving the school's need for better advertising of school activities such as sports, clubs and dances.

1. You will work in groups of five to eight, and your instructor will assign each student in your group a team role as discussed in the presentation.
2. As a team, identify responsibilities of each role.
3. Interact with your team according to your assigned role. As a team, develop a flowchart or other type of graphic organizer to illustrate processes taken and tasks assigned to each team member.
4. Execute the plan by designing, organizing, creating, reflecting, maintaining and updating processes and team member responsibilities as needed.

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Professional Qualities

Directions:

1. Your instructor will divide the class into groups of three or four.
2. Based on the professional qualities described in the presentation, create a skit in which you act out one of the following examples of bad professional behavior.
 - Margret is told by her employer to write a memo and she complains loudly about having to do the work to her coworkers
 - Sam yells at his employee for making a mistake during a presentation
 - Susan shows up 17 minutes late to an important work meeting
 - George gossips about his coworker behind his back
 - Kelly steals supplies from other coworkers desks for her own use
3. Once you have written and practiced your skits, perform it in front of the class.
4. After you have performed the skit, lead a class discussion on how to exhibit positive professional behavior in the situation.

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Communication Dos and Don'ts

Directions:

1. Using the Internet, library or any other available resources, research effective communication techniques in customer service and for communicating with coworkers and managers.
2. Make sure to locate information on the following communication methods:
 - Verbal (conversations, letters, etc.)
 - Nonverbal (facial expressions, body movements, eye contact, etc.)
 - Digital (e-mails, instant messengers, etc.)
3. Create a dos and don'ts checklist on a poster detailing your findings. Posters should contain:
 - A heading
 - At least 10 different dos and don'ts
 - A creative design
4. Attach a citation sheet listing all sources used.
5. Share your checklist with the class.

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Problem Solving

Directions:

Read the following common workplace scenarios and brainstorm a list possible solutions while using critical thinking skills to resolve the conflicts. Participate in a class discussion to share your findings with the class.

1. Becky is feeling extremely overwhelmed and stressed with her current work load.
2. Julie and Stephanie are having difficulty getting along in the workplace and often disagree on ideas for projects.
3. James often feels underappreciated at work and feels as though his quality of work on projects is unrecognized.
4. Chris is extremely frustrated because his co-workers have taken credit for all of the hard work he has put towards a project.
5. Sarah is discouraged because she received a bad performance review from her boss.

Ethics at Work

Directions:

Students will begin class by creating an example of one of the offenses listed below and discuss with the class. After each student has presented their scenario, have the class offer alternatives to the action and what they think would be the consequences of the action.

- Taking home a pen or pencil provided by the company
- Making copies of personal paperwork
- Taking copy paper for your personal printer
- Making a personal phone call at work
- Driving the company car on a non business trip
- Taking money out of petty cash
- Looking at other employees paychecks
- Taking home a roll of paper towels
- Playing games on the internet on company time
- Using the fax machine for personal business
- Using the postage machine for personal mail
- Asking other employees how much money they make
- Making offensive comments about other employees
- Using inappropriate language at the office
- Talking down to potential customers
- Giving your friends a discount which is only available to employees

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MENTOR FEEDBACK REFLECTION

INSTRUCTIONS:

Interns, rate yourself from 1-10 on how you think you scored in each respective row during your internship last week. Next, you will receive your Mentor's Feedback with your actual scores. Reflect on how you believe you can improve. Share out if appropriate.

1 = Below Expectations | 10 = Exceeded Expectations

	<u>Intern Response Score</u>	<u>Mentor Response Score</u>
Work Habits & Attitudes		
Interpersonal Effectiveness		
Technical Skills		
Quality of Work Accomplished		
Dependability		
Communication Competencies		
Mathematical & Problem-Solving Competencies		
Appearance & Grooming		

1. Are your scores close to your mentor score? Why or why not? Surprises?
2. What can you do to improve your lower scores?
3. Two things you did well & One thing you can improve.

STUDENT WEEKLY REFLECTIONS

STUDENT QUESTIONS FOR MENTORS - ON THE JOB

Internships can be extremely valuable, so make sure you use your time there wisely.

General Career Exploration

1. How did you decide on this career?
2. How does this career fit your interests, values, and skills?
3. What skills are most important for success?
4. What kind of person does well in this industry/company?
5. What are your main duties?
6. What skills do you use most in your position?
7. What is the normal background for someone in your role?
8. What is a typical day for you in your position?
9. What class did you take that was the most helpful for your career?

Stories

10. How did you land your current role?
11. Think back to five years ago. Did you envision this is where you would be?
12. Can you tell me about a time when you had a difficult boss? How did you handle it?
13. How did you learn to embrace failure?
14. What's the most important leadership lesson you've learned and how is it valuable?
15. Was there a job position that you applied for and got, but you weren't 100% qualified?
16. How did you build the skill of always speaking so engagingly in front of others?

Specific to Organization

17. How would you characterize the work culture/environment in this setting?
18. Can you share with me the structure of the department or division and how it fits into the total organization?
19. What do you like most/least about working for this company?

Specific to Industry

20. How did your time at 'OCU' (inside or outside the classroom) prepare you?
21. What are some of the challenges?
22. What experiences should I engage in to be better prepared?
23. How is this field/industry changing?
24. What are some typical entry level jobs?
25. How do you work your way up in this industry?
26. What are some job search strategies you recommend?

Self-Awareness

27. What are three skills I need to improve?
28. What things should I pay more attention to?
29. Where do you see my strengths and what should I focus on to improve?
30. How am I viewed (i.e., what is my personal brand) in our organization?
31. How can I communicate more clearly?
32. What can I do to make You more successful today?

[illegible]

Date:

[illegible]

Date:

[illegible]

Date:

[illegible]

Date:

[illegible]

Date:

[illegible]



PARENT/GUARDIAN Documents

Student Internship Packet

Rising to Excellence in Every Pursuit

Farmington Municipal Schools
3401 E. 30th Street, Farmington, NM 87402
Phone: (505) 324-9840 Ext. 3125
Liz Galvan | egalvan@fms.k12.nm.us

STUDENT TRAINING AGREEMENT

Student Name: _____ High School: _____

Student Phone: _____ Email: _____

Start Date: _____ End Date: _____ Hr./Week: _____

Intern-Site: _____

Intern-Site Supervisor Name: _____ Address: _____

Intern-Site Phone: _____ Email: _____

The **Participant** agrees to accept, and the **Parent/Guardian** agrees to support the following:

1. Continue to regularly attend school and the training location. Follow all rules of the program including all expectations and obligations set forth in the Employer/Student Internship Packet, the Confidentiality Agreement, and any other agreements with FMS related to WBL.
2. Notify the school/program and employer prior to any absences.
3. Demonstrate honesty, punctuality, cooperation, proper grooming, and a willingness to learn.
4. Consult workforce community liaison/internship teacher and employer about any problems that arise in the course of the internship.
5. Conform to the rules and regulations of the training site, and maintain confidentiality.
6. Complete required assignments and furnish necessary information, reports, and timesheets.
7. Attend Work-Based Learning (WBL) program seminars when scheduled
8. Maintain a "C" average grade in all classes
9. Transportation to and from the internship is the responsibility of the parent/guardian. Under no circumstances will the participant ever transport other students in their vehicle while in route to or from the work experience.
10. Understand that neither FMS nor the Employer guarantees any particular outcome for the student as a result of the internship in terms of licensure or certification.
11. Understand that the student may be removed from the internship at the discretion of the Employer.
12. Student understands that FMS is not responsible for any compensation to be paid to student. Any agreement for compensation is between the student and the employer.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

The **INTERN-SITE SUPERVISOR** agrees to the following:

1. Provide a thorough orientation to the job and training site
2. Provide a meaningful, well-supervised work experience
3. Provide evaluation of performance, time for consultation with, and on-site monitoring visits
5. Complete participant evaluation forms *Note: Every Friday*
6. Consult the workforce liaison/teacher regarding problems related to the work experience
 - a. The school district must be contacted before considering suspension/transfer/termination
7. Conform to state and federal labor laws, and provide worker's compensation coverage for paid interns.
8. Follow all rules of the program including all expectations and obligations set forth in the Employer Internship Packet and any other agreements with FMS related to WBL.

Intern-Site Supervisor's Signature: _____ Date: _____

MENTOR RESPONSIBILITIES / LINES OF COMMUNICATION

Mentor Responsibilities

- Conduct hiring interview with the student
- Sign training and confidentiality agreements'
- Review progress with the student periodically
- Verify and sign student time card and skills grid daily
- Work with students to coordinate work and school schedules
- Evaluate student performance via Google Survey every Friday
- Provide an environment free from all types of harassment
- Support the missions of FMS and Your Organization/Company: to enhance the health, safety and quality of life for all residents of San Juan County

Lines of Communication

Mentor:

1. **Liz Galvan, Workforce Community Liaison**
2. _____, Internship Teacher

Student:

1. _____, Internship Teacher
2. **Liz Galvan, Workforce Community Liaison**

- Parent/Guardian Emergency Contact Name and Phone: Note – Do NOT contact unless emergency.

Parent/Guardian (PRINT)

Daytime Phone

Student Intern (PRINT)

Phone Number

STUDENT CONFIDENTIALITY AGREEMENT

As a student intern placed in an internship, I understand that I may have access to confidential information/data, which may include, but is not limited to, information/data relating to:

- Customers (such as records, conversations, financial information, etc.).
- Employees (such as wages, employment records, disciplinary actions, etc.).
- General or private information (such as financial and statistical records, internal reports, memos, communications, access codes, proprietary technology, etc.).

Accordingly, and as a condition of my participation as a student intern, I promise that:

- 1.) I will use confidential information/data only as needed by me to perform my legitimate duties as a student intern. This means, among other things, that:
 - A.) I will not access confidential information which I have no legitimate need to know.
 - B.) I will not in any way divulge, copy, release, sell, loan, revise, alter, or destroy any confidential information/data except as properly authorized.
 - C.) I will not misuse confidential information/data or deal carelessly with confidential information/data.
- 2.) I understand that my obligations under this agreement will continue after termination of my status as a student intern.
- 3.) I will be responsible for my misuse or wrongful disclosure of confidential information/data, and for my failure to safeguard my access code or other information. I understand that my failure to comply with this agreement will result in the termination of my internship arrangement, and may also result in legal liability and other consequences.

AT ALL TIMES DURING MY INTERNSHIP, I WILL ACT IN THE BEST INTERESTS OF THE BUSINESS WITH WHICH I AM PARTICIPATING AND IN COMPLIANCE WITH ALL LAWS.

Student Intern Signature: _____ Date: _____

Parent Signature: _____ Date: _____

RIDE-ALONG AGREEMENT

Student Name: _____
Please Print

Parent/Guardian of Student Intern:

The internship experience may require transportation as part of the internship.

- I understand that my child must wear a seat belt at all times.
- I understand that the driver is a licensed and insured adult.
- I understand that travel with the employer is an integral part of this internship experience and will help to provide a complete experience.

Please indicate by checking one of the following choices below:



I give permission for my child to “Ride-Along” as specified above.



I do not give permission for my child to “Ride-Along” with their employer during the internship experience.

Parent/Legal Guardian

Date

Parent/Legal Guardian (Print)

Date

Student Signature *if* 18 or older

Date