

# PaICE

## Handbook

Professional and  
Internship  
Community  
Experience



*Program Coordinator*

**Lisa Tedesko**

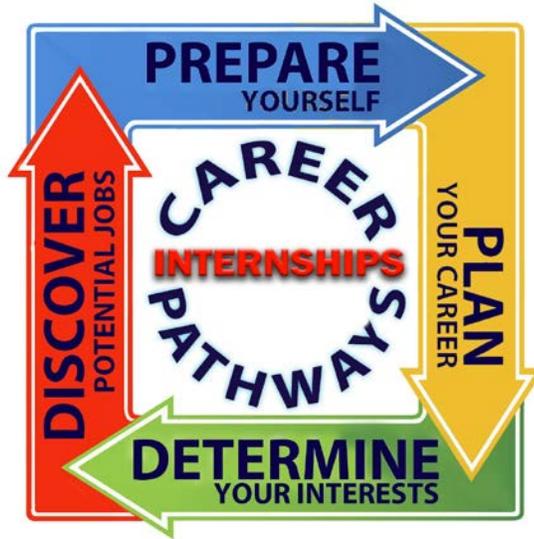
Canon City High School

719-371-3538 cell

719-276-6173 office







*This book belongs to* \_\_\_\_\_

*Internship or Workplace* \_\_\_\_\_

# Program Overview

The **Professional and Internship Community Experience** School-to-Career Program will provide an opportunity for every high school student to gain first-hand experience in his/her career choice through a wide variety of partnerships with businesses, professionals, & agencies in the Fremont County Area.

**PaICE CHOICES:** You can gain experience through *shadow, volunteer, intern, apprenticeship* and *paid cooperative work experience* in—or closely related to—your career interest area. At the same time, businesses and local organizations are provided needed assistance from our students.

As a sophomore, you may participate in the shadow or volunteer options of PaICE. Juniors and seniors may participate in any of the options listed above.

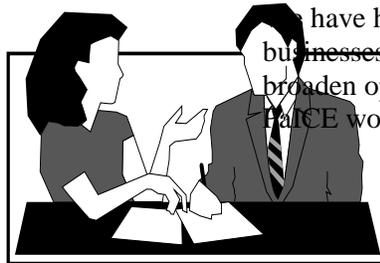
**PaICE REQUIREMENTS:** You must pass “*PaICE Seminar*” with a “B” or better, to earn credit through PaICE. This class was developed by business people and educators and offers self-assessment, career guidance, job skills and work ethics as part of its curriculum.

**PaICE CREDITS:** You can earn up to 2 credits per semester. You may earn one (1) credit for every 130 hours worked in a paid position which is an average of 14 hours per week.

Students in unpaid positions may earn one (1) credit for every 78 hours of experience, an average of 8-10 hours per week.

- You must *PASS* the *seminar* portion of PaICE to earn ANY credit for work experience.
- Maximum credit you can earn *per semester* is 2.

Students, parents, and employers who would like more information about the PaICE work-based learning program may contact the PaICE Director at Cañon City High School.



We have had successful partnerships with local businesses for years and hope to continue to broaden opportunities for students through the PaICE work-based learning options.



## Student

All parties agree to the following:

### 1) Commitment

#### a) The Student agrees to the following:

- i) To be placed as an intern or maintain employment at \_\_\_\_\_ (partner company).
- ii) To attend required class, workshops, seminars or other work readiness training before and/or during the internship/work experience.
- iii) To attend all scheduled classes in accordance with school policies or risk losing internship or forfeit school credit for internship/work.
- iv) To work according to the schedule listed on the Internship Information Sheet.
- v) To provide own transportation to and from work site unless provided by program. If Student drives, student will ensure the vehicle is insured.
- vi) To act as an ambassador for Cañon City High School or Florence High School, its students, faculty, and staff by conducting oneself in a positive, ethical and respectful manner and maintain good grooming, appropriate dress and professional behavior throughout internship/employment.
- vii) To be familiar with and follow the work site's employment policies, procedures, dress code, privacy or confidentiality agreements, and behavioral expectations.
- viii) To notify work site and school contact person of absences and/or tardiness according to work site policies and procedures and to inform school contact person of any changes in internship/work status (cutback of hours, change in work schedule, or dismissal).
- ix) To maintain communication with school contact person via email, phone or face to face contact at school as required by internship/work experience program.
- x) To meet the requirements for a passing grade as outlined in course syllabus or program policies and to turn in documentation required for school credit to designated school staff person. This may include timesheets, pay stubs, performance evaluations, internship projects, etc.
- xi) To report any injuries that occur while performing internship duties and follow worker's compensation procedures: a) Report injury to school Internship Coordinator and school nurse.



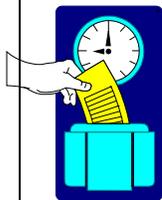
#### What Supervisors Expect:

- Fulfill the responsibilities and tasks assigned while learning about the workplace and gaining important job skills.

- Trust my experience. Listen to constructive feedback and learn from successes & challenges.
- Be willing to learn, grow, and develop new skills as well as show good attendance and work habits.
- Be a steady employee who is dependable, timely and trustworthy.
- Have increasing levels of the knowledge, initiative and motivation it takes to be considered a valued employee.
- Be interested in the operations of my business, understand what it takes to keep us successful, and comply with the same personnel rules & regulations as other employees.

Realize that I do have a business to run. I can't always afford to spend the time with you that I'd like. I can't afford to keep someone who constantly needs monitored or whose work repeatedly needs double-checked. There are times when what I do may seem unfair to you-- trust me and my decisions, they are usually made for a reason

### What Supervisors Won't Expect:



You to know how to do everything right away. I know you're learning what it means to hold a job and will not do everything perfectly all the time. I will give you a chance to understand what you do wrong so you can learn from your mistakes.

- Repetitive, boring assignments for prolonged periods of time in isolation or without understanding why the work is important.
- High-profile work that is crucial to my business right from the beginning. As time goes on you may be ready for more difficult work and more challenging tasks.

### Your First Week on the Job:

Things you should know about my business if you plan to be successful here:

- Be able to define the main purpose of the departments.
- Ask what each person does. Read the employee handbook.
- Know the hours, dress code, policies & procedures, reporting structure, and ask how the equipment works.
- Ask what to do if you're going to be late or absent from work and how much advance notice is needed.

- Ask what you are expected to do. Ask what you are expected to learn.
- Ask how much you will work independently. Ask how you will be supervised. Find out if there are any specific expectations.
- Let me know who should be called if there is an emergency.
- Let me know how you can be reached when not at work.



## Your First Month on the Job:

### Orientation to the Company

- Read materials distributed to you
- Describe the history of the company
- Describe products produced or services rendered
- Show and explain the organizational chart
- Explain company policies & procedures
- Explain employee benefits & services

### Orientation to the Department

- Explain the functions of the department
- Explain how the department fits into the company
- Explain general organization of the department
- Explain any specific rules of the department

### Orientation to the Work Group

- Introduce yourself to all co-workers
- Explain specifically what they do
- Understand to whom you are responsible

### Orientation to the Specific Job

- Overview of what you will do and how it's to be done
- Explain why the job is done
- Explain how the job fits in with the other jobs
- Explain how the job fits into the company
- Know where to get help if needed

### Find out About. . .

- Working hours
- Overtime policy & procedure
- Salary policy & pay days
- What to do in case of absence
- Rules concerning punctuality
- Vacation & holiday policies
- Medical, injury, & first aid
- Eating facilities
- Thrift & savings plans
- Social & athletic activities
- Educational policy
- Suggestion system
- Policy on personal mail, phone calls & visitors
- Appropriate dress & grooming

### Basic Skills:

- Reading:** locate, understand and interpret written information.
- Writing:** communicate thoughts, ideas and information in writing.
- Mathematics:** perform basic computations.
- Listening:** receive, attend to, interpret and respond to verbal messages and other cues.
- Speaking:** organize ideas and communicate orally.

### Thinking Skills:

- Creative Thinking:** generate new ideas.
- Decision Making:** specify goals, generate alternatives, consider risks, evaluate and choose the best option.
- Problem Solving:** recognize problems, devise and implement a plan of action.
- Seeing Things in the Mind's Eye:** organize and process symbols, pictures, graphs, objects and other information.
- Knowing How to Learn:** use efficient learning techniques to acquire and apply new knowledge and skills.
- Reasoning:** Discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

### Resources:

- Time:** select relevant activities, rank them and follow schedules.
- Money:** use or prepare budgets, make forecasts, keep records and make adjustments to meet objectives.
- Material and Facilities:** acquire, store, allocate and use materials for PaICE efficiently.
- Information:** acquire, organize and interpret information.

1. *You must be in a community experience during the time of your enrollment in PaICE and work an average of 10 to 15 hours per week (depending on Internship or Paid Work), in order to earn the maximum credit per semester. School credit will be given and pro-rated based upon the type of training experience successfully completed.*
2. *You accept responsibility for all transportation needs in regard to your placement, have a valid driver's license and at least the state minimum required insurance. Lack of transportation is an unacceptable reason for absence from work.*
3. *If you lose your placement (job) because of a situation that is beyond your control, you are expected to work with the PaICE Director to gain a new experience as soon as possible. If you lose your placement due to poor or improper performance, you could be dropped from the PaICE program and lose credits.*
4. *You may withdraw or transfer from a training station after providing appropriate notification when it would enhance your educational opportunities. Consult the director and your parents for approval. After investigating the issue, it will be a mutually agreed upon decision as to whether or not you change the placement.*
5. *If you are removed from the job, or withdraw, for any reason, you may not apply for unemployment compensation according to the Colorado Unemployment Security Act.*
6. *You will be evaluated by your supervisor twice a semester. The grade and credit is awarded by the PaICE Director. It is your responsibility to deliver the evaluation form to your supervisor and return the completed evaluation form to the PaICE Director.*
7. *You must turn in accurate and complete records of hours accumulated on a weekly time sheet in the PaICE seminar. If you are absent from your worksite, it is your responsibility to inform your supervisor immediately and to inform the PaICE director on your time sheet.*
8. *Earning a passing grade at the weekly PaICE seminar is **required** in order for you to earn any credit for working. You are allowed only **one (1) absence** from seminar per quarter. According to state law, you must have attended school if you are at work.*
9. *You are under full supervision of your supervisor and are expected to perform up to your supervisor's standards while also maintaining academic achievement.*

*You are at the very heart of the PaICE program and the purpose of PaICE is to assist you in becoming a productive member of the community while gaining valuable experience and skills vital to your future.*

*You are a representative of YOUR High School while in this school-to-career program. The manner in which you conduct yourself while serving the public, determines the praise or criticism the school may receive as well as whether or not businesses continue to provide training stations for high school students. As a condition for acceptance into PaICE, you agree to carry out your training on the job in a manner that will reflect credit upon yourself, the school, and the PaICE program.*



**Providing a  
Rewarding and  
Educational  
Experience toward  
Your future!**

## Parents

### b) The parent or guardian agrees:

- i) To be responsible for the personal conduct of the Student while in training.
- ii) To encourage Student to communicate directly with worksite supervisor and school contact person when late or absent from work.
- iii) To provide the support needed for the Student to fully engage in the internship program/work experience.
- iv) To assist student with transportation, as needed.
- v) School District will provide transportation to and from work when available and when requested by student's parents. Generally, transportation is not available.
- vi) To support student in reporting any injuries that occur while performing internship duties and following worker's compensation procedures: a) Report injury to Internship Coordinator and school nurse.



*PaICE work-based learning experiences are educational in nature and are designed to help the students explore career interests, build competencies in career interest areas and develop or enhance employability skills*

1. The parents should see that the student is equipped for his/her training experience with such items as proper clothes, transportation, proper eating, and sleeping habits, and so on. Lack of transportation is an *unacceptable* reason for absence from work.
2. The parents should realize that while working at a place of employment, the student must put priority towards his/her job. This concerns items such as scheduling days off, vacations, family outings, family responsibilities, and so on, in advance.
3. The parents should discourage absences by the student from either classes or the PaICE placement. State law states that students who are earning credit for working MUST have attended classes each day that they work or risk losing the right to participate in the school-to-career program. Praise to the student reinforces positive responses.
4. The parents should realize the importance of allowing the student to handle any situation that arises at the placement. The parents should encourage the student to discuss any problems with the PaICE Director.
5. Earning a passing grade at the weekly PaICE seminar is *required* in order for the student to earn any credit for working. Students are allowed only one (1) absence from seminar *per quarter*. This absence must be an *excused* absence or called in as a *general* unless the student wishes to be counted as truant in the attendance office.
6. Parents are encouraged to become involved in the PaICE program. We realize that you are an important resource and we want to establish a good working relationship with you.
7. The parents should feel free to call the PaICE Director between 7:00 am and 3:30 p.m. and request a conference to discuss the student's progress or any problems that might arise. If the director is out of the office, please leave a message.



**c) Cañon City or Florence HS agrees as follows:**

- i) To develop a training plan outlining the specific skills student will learn on-the-job in collaboration with the Worksite Supervisor/Employer. (See Appendix A for sample Training Plan.)
- ii) To provide case management support and act as a liaison between the student, parent/guardian, school and work site supervisor.
- iii) To ensure that work site conditions meet the requirements of the law and will not endanger the health, safety, or welfare of the student. Staff reserves the right to withdraw student from internship/work site when serious concerns arise related to student safety and/or well-being.
- iv) To visit work site to evaluate student progress and assist supervisor, as needed, to help the student meet work site expectations and perform at their full potential.
- v) To provide consultative support to Worksite Supervisor to ensure a successful and meaningful internship experience for the Student and Supervisor.
- vi) To issue school credit based on hours worked as documented on timesheet, pay stub, or other district-approved documentation per course syllabus or program policy.

1. The director will work closely with the student and the supervisor to insure a good training experience and will meet with any student who might be having problems that would affect the student's success in the PaICE program. The director is expected to give suggestions to the students in regard to personal appearance and conduct.
2. The director is expected to visit each training station and hold conferences with the training sponsor as often as necessary. The director is to hold a private conference with the students to inform them about their job progress. There will be a minimum of one contact per grading period.
3. The director is to maintain a sound on-the-job training coordination program and work with employers to insure progress for each student. This includes development, networking, recruitment and follow-up of all students in work experiences as well as screening, assessment, placement, evaluation and documentation of students and training stations.
4. The director is to set up and/or provide professional development seminars or related class involvement for students in areas that will complement the student's on-the-job training, now and in the future.
5. The director is available during the working day for conferences between any of the following: students, supervisors, parents, counselors or school administrators. The director will assist in arranging the PaICE student's schedule when necessary.
6. The director will serve as a resource and/or instructor for the PaICE pre-requisite class, Career Development & Training (CDT).
7. The director will assist junior high teachers, students, counselors and parents in understanding the PaICE program and its requirements and advantages. The director will serve on community committees and/or give community presentations to develop networks and increase community partnerships.

## PaICE Worksite Supervisors

*The experience a student gains through a cooperative training program should provide them with a learning situation, both in school and in the community that will enhance their classroom learning. It is best for both the student and employer if the community experience has some relationship to what the student expects to pursue after graduation.*

**d) The Worksite agrees to the following:**

- i) To permit \_\_\_\_\_ (student name) from \_\_\_\_\_ (school) to enter the workplace as an intern/employee under the supervision of \_\_\_\_\_ (worksite supervisor's name) for the purpose of gaining knowledge and experience in the area of \_\_\_\_\_ (career area/industry).
- ii) Supervisor agrees to obtain parent permission before administering a polygraph, drug test, physical or other screening prior to internship placement or employment.
- iii) The work site agrees to conform to all federal, state, and local laws and regulations, including Child Labor Laws and non-discrimination on the basis of sex, race, creed, color, disability, or marital status.
- iv) Worksite Supervisor(s) and any staff who will have consistent, unsupervised contact with interns will complete a criminal background check through CCHS or FHS Safety and Security before internship begins. Supervisor is required to maintain supervision of student. (Note: This does not apply to students who are on the company's payroll.)
- v) Employer/supervisor will instruct student in office procedures, appropriate dress, office culture/etiquette, and safety policies and procedures. Cañon City High School or Florence High School reserves the right to prohibit internship/employee activities considered high risk or hazardous in accordance with CCHS's or FHS's worker's compensation policy.
- vi) Ensure the Student is given the opportunity to gain well rounded experience in a safe environment and progress in his/her position as proficiency allows.
- vii) To contact school staff if concerns arise regarding Student's work performance.
- viii) To maintain confidential information and not reveal it to clients, colleagues, or others without procuring the necessary releases or authorizations.
- ix) To verify intern/employee timesheet/work hours and complete the required weekly, midterm and/or final Performance Evaluations each term, providing feedback on Student's work quality and ability to meet workplace expectations.



x) To restrict internship hours to 7 AM- 10 PM. Variances need to be approved by PaICE/Internship staff.

- On school days, during school hours, no minor under the age of 16 is permitted employment except as granted by a school release permit.
- On school days, after school hours, no minor under the age of 16 is permitted to work in excess of 6 hours unless the next day is not a school day.
- Except for babysitters, no minor under the age of 16 is permitted employment between the hours of 9:30 p.m. and 5:00 a.m. unless the next day is not a school day.
- Minors may not work more than 40 hours per week or 8 hours in any 24-hour period unless there is a business emergency.

1. *The supervisor is considered a partner in the program of training. Please assist the school by providing planned occupational experiences and on-the-job instruction.*
2. *In a paid experience, the wage will be set according to state or federal minimum wage laws and may be increased at the discretion of the supervisor.*
3. *The student should have opportunities to gain various experiences leading to their occupational goals. Your student will ask for your assistance in establishing a training plan of job tasks and goals in order to show progress. The student must be enrolled in a class related to their PaICE experience.*
4. *The director will visit the work site to discuss the student's performance with the supervisor, verify work hours, and help in any way possible.*
5. *The student will be evaluated by the supervisor each grading period and will confer with the PaICE Director regarding the student's training and progress. It is the student's responsibility to deliver the evaluation form to the supervisor and return the completed evaluation form to the PaICE Director. Please notify the PaICE Director if student difficulties arise at the workplace, including attendance problems.*
6. *Last minute emergencies will happen, but supervisors should try to give the student as much notice as possible about changes in the schedule. Many students plan their personal business around their work schedules and are not always available for last minute changes.*
7. *We encourage the involvement of the supervisor in the training of their student. Suggestions from the supervisor for improving the experience is vital and very appreciated. Please work closely with the student to provide challenging work assignments, compliment the student for a job well done and provide constructive criticism for errors and lack of judgement.*

**We appreciate the time and cooperation of the business community!**

# Legal Expectations

## Wages and Worker's Compensation

- a. Internships may be unpaid or paid either by CCHS, FHS, a third party agency or the worksite. Unpaid internships must meet specific criteria when placing students with disabilities (see Appendix B: Unpaid Work Experience Contract). Paid interns are paid an hourly wage. Unpaid interns may be eligible for a financial award based on performance.
- b. When a Student is paid by an outside employer or agency, the Participant is covered by the employer's worker's compensation insurance. The Student is otherwise covered by worker's compensation policy when engaged in internship related activities. Students covered by worker's compensation policy must report an injury to his/her supervisor and school contact person as soon as possible, but no later than 4 business days or may not be eligible for worker's compensation coverage.

## 3. Termination

- a. Grounds for termination during the internship may include but are not limited to:
  - i. Academic concerns (drop in grades, attendance, not completing class assignments, etc.)
  - ii. Poor work performance
  - iii. Unprofessional or inappropriate behavior
  - iv. Failure to meet program expectations
- b. In the event that the Student is terminated from the internship program for reasons of unprofessional or inappropriate behavior while enrolled at \_\_\_\_\_ (school name), the Student may face additional disciplinary action as deemed reasonable by the School's CTE Director, the Regional Internship Coordinator and/or other school administrator.
- c. Termination may result in a failing grade and/or reduction in number of credits issued.

## 4. Resignation

- a. Due to the nature of an internship arrangement, a Student may not withdraw from an internship without prior authorization from staff except in severe and justifiable circumstances.
- b. If the Student resigns from the internship program before all program requirements are complete, the number of credits issued will be determined by the policy stated in the course syllabus or program handbook.

## 5. Confidentiality

- a. The Student acknowledges that in the course of the internship experience s/he may have access to and be involved in the processing of verbal, written, filmed, and/or recorded information relating to clients, employees or company business.
- b. The Student understands he or she is required to maintain confidentiality of this direct or indirect information at all times, both during and after the internship experience. The Student understands that he or she may not share, discuss, or reveal any of this information with anyone.
- c. Failing to maintain confidentiality may result in disciplinary action, including termination from the internship or legal action.
- d. The Student agrees to abide by the confidentiality policy as stated above.

## CREDIT DECLARATION

<input type="checkbox"/> Fall 20____	Qtr1	Qtr2	<input type="checkbox"/> Spring 20____	Qtr 1	Qtr 2
--------------------------------------	------	------	--	-------	-------

**Student Information:**

\_\_\_\_\_  
(Student Name)

\_\_\_\_\_  
(School Name)

Students may earn up to 2 credits per semester and no more than 8 credits during high school through paid employment, internships or volunteer work. Students must obtain permission from their school counselor or principal prior to earning credit for hours worked.

Specific requirements outlined in the course syllabus must be met in order for a student to earn PaICE credits. These may include academic assignments associated with PaICE, submission of pay stubs or timecards and observation of the student at work by district staff. The number of PaICE credits earned is dependent on the number of hours worked.

**Please check which Work Study program the student is completing in the table below:**

**Cañon City High School & Florence High School**

<input type="checkbox"/> General Ed – Work <u>not</u> associated with Internships		<input type="checkbox"/> General Ed – Work <i>associated</i> with Internship Pathway		<input type="checkbox"/> Students with IEPs		IEP students by Special arrangement
Work Hours	Qtr/Sem Credit Hours	Work Hours	Qtr/Sem Credit Hours	Work Hours	Term Credit Hours	
<b>1 Block per Day</b>		<b>2 Blocks Per Day</b>				
15/week	1.0/Sem	2/day	1.0/Qtr			
67.5	.5 / Qtr	2/day	2.0/Sem			
135	1.0 / Sem					

The student and school agree to follow the district’s credit guidelines as noted in the table above. Partial credits will be awarded based on the guidelines in the High School Procedures Manual.

**This student is expected to complete \_\_\_\_\_ (please fill in blank) work hours this term.\***

\*This total must match the number of hours stated on the Work Study Agreement.

*\*Credit can be denied based no negative reviews/evaluations determined by the Internship Coordinator, School Counselor or Principal.*

## CHARITABLE DONATION FOUNDATION AND PROCESS

**Overview:** A foundation will manage donations made by participating businesses, non-participating businesses, and private citizens for the sole purpose of awarding cash scholarships to students who meet the requirements and complete an internship in good standing.

**Donations:** Donations made by any business or individual will remain private and the amounts are at the discretion of the donator. The below table can be used to determine an amount based on the hours worked by an intern at a specific rate of pay. The expected time an intern will work is a minimum of 12.5 hours per week. It is assumed that all donations are annual (spread over four quarters). If otherwise, the charitable donor must stipulate for how long each donation extends and when it is to be applied (e.g., this donation is for the third quarter only).

<b>Hourly Pay</b>	<b>Quarter Total (45 days)</b>	<b>Semester Total (90 days)</b>	<b>Annual Total (180 days)</b>
\$9.30	\$1,046	\$2,092	\$4,185
\$8.00	\$900	\$1,800	\$3,600
\$6.00	\$675	\$1,350	\$2,700
\$4.00	\$450	\$900	\$1,800
\$2.00	\$225	\$450	\$900

**NOTE:** These figures are simply in place to show a potential contributor what he or she could donate based on having an intern work for 12.5 hours per week at various levels, beginning with minimum.

**NOTE:** Unpaid internships are truly unpaid. The employer pays no hourly rate. A student earns high school credit for completion. These donations are an incentive to work hard during an internship and provide a student the ability to choose an internship over a regular paying job and still receive some compensation.

**Payment Process:** Cash scholarships will be processed and paid at the end of each quarter, no matter the length of an internship, provided a student met the minimum requirements to earn a credit. The amount each intern earns will be determined by the number of verified hours worked at an internship over that quarter. Those hours will be broken down into a percentage of the entire quarterly intern hour pool, and that percentage of the funds will be paid to the intern. ***Foundation funds will be used for no other purpose than paying scholarship incentives to interns.***

## Code Of Ethics

*The Code of Ethics is an agreement between you and the school as to the rules and regulations that have been established in order for you to earn credit through PaICE. Should you violate any one of the rules listed below, you could lose credit or be dropped from the program. All violations will be reviewed, and it will then be determined by the school whether the violations were reason for dismissal from the program. Please carefully read each item, and if you do not understand something, be sure and ask the Director before you sign below.*

1. PaICE is a part of the school curriculum. I will not accept a training position unless I intend to keep it for the remainder of my PaICE enrollment.
2. I will report at the scheduled time and will remain until I am scheduled to finish. If I am unavoidably detained or unable to report to work, I will notify my employer immediately and the PaICE director on my weekly time sheet. I understand that I must attend school if I attend work.
3. I realize that to be dishonest or to fail on my job reflects on me, on my school and on the PaICE program. I will be honest with money, merchandise, time and effort. I also realize that any substance abuse will result in my being dropped from PaICE and losing PaICE credits.
4. I will not receive visitors at my placement and will not make or receive unnecessary personal telephone calls. My recreation will be scheduled in advance so that it will not interfere with my placement.
5. I will strive to do the best job I am capable of doing and I will not do "just enough to get by." I will conduct myself in a polite way and be as neat in appearance as possible. I will perform only tasks that are related to my work while I am on the job.
6. I will consult with the PaICE director before resigning if I believe that my studies, family, physical health or moral well-being are jeopardized because of my placement. If I quit or change my placement without consulting the PaICE director, or if I am fired, I know that I can be automatically dropped from PaICE. This can result in the loss of PaICE credits. I know that I cannot apply for *Unemployment* if I am fired or withdraw from the position.
7. I will attend the required PaICE seminars, complete all assignments, and attend the annual *Employer-Employee Banquet*. I will also conference with the Director following each employer evaluation/visitation.
8. I understand PaICE grades and credit will be awarded only at the end of a completed grading period. If I drop from the PaICE course before the end of a grading period, I will receive zero credit for the grading period.





# Supervisor Expectations

## I WANT . . .

*A look at the differing needs of students and employers.*

### *I Want a Worker*

- Who likes the job.
- Who knows the job.
- Who keeps physically fit.
- Who wants to do a day's work for a day's pay.
- Who is always on the job unless excused.
- Who is cheerful—not sullen.
- Who works safely—with due consideration for self and fellow workers.
- Who gets a kick out of a job well done.
- Who tries to avoid waste and cut costs.
- Who looks for a better way to do the job.
- Who tells the truth; who is sincere.
- Who gripes little, and looks forward.
- Who asks questions when help is needed.
- Who is willing to face personal problems squarely.
- Who tries to look at my viewpoint now and then.
- Who feels that the job is a *privilege*—not just a right.



### *I Want an Employer*

- Who had something to do with hiring me and who wants me to work.
- Who helps me when I am new, to get acquainted with my job.
- Who explains to me just what my job is—just what I am expected to do.
- Who tells me frequently how I'm getting along—what I do well and don't do well—who shows me how to do better.
- Who not only thinks of me for what I am but also for what I may become.
- Who takes a personal interest in me and my problems.
- Who listens to my ideas for making the job easier and better.
- Who has something to do with my pay and does it when the time comes.
- Who stands up for me when I am right.
- Who is honest and straightforward with me.
- Who tells me about changes before they are made.
- Who has a personal faith and confidence in me.

*Adapted from T. Elliott*

*I would work my heart out for an employer like that. You would too!*

**PERMISSION AND RELEASE FORM  
FOR PRINT AND ELECTRONIC MEDIA**

---

**Print and Electronic Media**

Because of the community's interest in public education, print and electronic media sometimes request to visit schools for stories about programs and current events. Permission for close-up photographs and interviews of students under the age of 18 years old can be granted to the media only with parent approval.

Please indicate by checking the appropriate box whether you will allow your child to be interviewed and photographed by the print and/or electronic media:

- Yes, I give my permission for the media to interview and/or photograph my child
- No, I do not want my child interviewed or photographed by the media

**District Media**

In the interest of promoting the successful programs of Fremont RE-1 and RE-2 Schools and improving the outside communications, the district uses photographs and video footage of students in our schools.

This agreement constitutes permission to use photographs and video footage of the student named below in presentations about our schools, programs and people that may be distributed by Fremont RE-1 and RE-2 Schools. All photographs and video footage shall remain the sole property of Fremont RE-1 and RE-2 Schools. I understand that no compensation will be made to me for this use. Fremont RE-1 and RE-2 Schools assumes no liability of any nature in connection with such filming and/or interviewing.

- Yes, I give my permission for Fremont RE-1 and RE-2 Schools to use photographs/video footage of my child for information and possible distribution about its schools or programs.
- No, I do not want photographs/video footage of my child used by Fremont RE-1 and RE-2 Schools for information and possible distribution about its schools or programs.

