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## **Lamoille North Supervisory Union – Lamoille Union High School**

### **Grant Summary:**

With the help of a Flexible Pathways Work-Based Learning grant Lamoille North Supervisory Union (LNSU) will create well-articulated, system-wide career development options for students to incorporate into their Personal Learning Plans. LNSU will use the Vermont Agency of Education's Work Based Learning Standards and Career Development Progression references, advice from Green Mountain Technology and Career Center (GMTCC) personnel, and expertise from an endorsed Work-Based Learning educator to develop baseline career pathways resources including content for agreement forms, an itemized continuum of WBL options with initial business feedback, and initial learning indicators with scales as evidence to use towards graduation proficiencies.

### **Work to Date:**

A group comprised of representatives from Lamoille Union High School (LUHS), GMTCC, and LNSU met with the new PLP Coordinator, teachers, guidance and administrators to determine needs and content for Flexible Pathways and Work-Based Learning. It was determined that most of the TIPS program (Training Interns and Partnering for Success) will be used in a required sophomore year course called Financial Independence, and the rest of the content will be split between the GMTCC's new 4th block course and some additional content with the PLP Coordinator and advisory groups.

The group worked to set up an LUHS Flexible Pathways website and pages with pertinent information including forms, pictures, examples, requirements, links, etc. The site will be made public once it has received feedback.

This fall, the group continues their work. One possible focus will be to work with business partners to develop a micro-credentialing prototype.

**LUHS from Big Picture South Burlington  
Learning Plan Worksheet**

**Student(s):**  
**Term/Year:**  
**Advisor:**

**Essential Question or Learning Outcome:** What do you want to know, understand or be able to do? This could be written as a goal or a question. Click [HERE](#) for a guide to EQs or Learning Outcomes.

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**Rationale:** Why do you want to understand or be able to do this? How does it connect to your interest, passion or future goals?

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**Assessment:** How will you know and show that you have met your goal?

<b>Evidence/Artifacts:</b> What will you produce to demonstrate what you have learned? (What will you show at your exhibition? Think of the audience and try to consider a way to involve them and excite them about what you have learned.)	<b>Evaluation of Quality</b> How will you show the quality of this evidence? Describe the evaluation you will use to prove, to yourself and your audience, that this is quality work. Refer to the <a href="#">"Rubric for Independent Projects"</a> to help you respond.

**Process:** How will you go about answering this question or learning about this new skill or idea?

<b>Experiential:</b> What are the specific steps you will take to answer this question? List the specific steps in order and include how long each will take.	<b>Referential:</b> What other sources will you look at to help you learn this or answer this question? (mentors, websites, books, etc.--please be specific: which books? which website? what is the name of the person who will help?)
Description of Step (Time it will take)	Name of Source (Type of Source)

**Becoming Proficient:** How will this project address one or more of the BPSB proficiency-based graduation requirements?

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**Background information:**

## ***Excerpts from Jeremy Rector, Physics Teacher at Lamoille Union High School, 5/2017***

### The Learning Plan:

- The purpose of this project is to allow students the opportunity to explore material that they are interested in to the depth that they are comfortable with.
- Students establish their own incremental learning goals, as well as final products.
- Students each demonstrate evidence towards 12 indicators (out of 18), with the idea that they experience to a degree what it is a professional or member of the community actually does.

### The Early Process:

- First, we brainstorm ideas to help generate a rough outline, and we reference the 18 indicators to choose from.
- The students build websites to house all of the information, videos, images, and or evidence towards their indicators.
- Recommended websites for this project: Adobe Spark (simple yet beautiful) or WIX (a more robust website development tool).

### The Overall Project:

- 1) After choosing a topic;
- 2) Identify 12 indicators to provide evidence (some written reflections, some provided with pictures, videos, or artifacts). Note: The language on the indicators can intimidate students... the language is broad on purpose, the question to ask for each is "how can I demonstrate evidence toward that statement, how can I connect my project to that statement". There is some overlap between indicators.
- 3) One part of the project is the presentation (see assessment #1). The purpose of the presentation is not to describe each of the 12 indicators you have chosen. That is for the students portfolio/website/ and grading purposes. The purpose of the presentation is to demonstrate new learning, and expose classmates/the audience to the material. Students have 25 minutes each--the approximate format is 5-10 minute demonstration/description of new learning and/or product produced, then 10 minutes engagement activity (this format works in reverse as well). Again, the presentation is not the project, but a component of the project.
- 4) The final project (website with evidence of the 12 indicators) is due later, after presentation.

**Note from M. Waterman, SoRo School, 6/2017: Our Belgian exchange student did for his project at LUHS (intended as a sample): <https://spark.adobe.com/page/7rLKy6m28NsZQ/>**



# LUHS Career Interview 'Site Visit' Notice & Approval Form

**From Student Participant:** \_\_\_\_\_

**Reference:** School Contact: \_\_\_\_\_ Phone: \_\_\_\_\_

**When Gone:** Date: \_\_\_\_\_  
Departure Time: \_\_\_\_\_ Return Time: \_\_\_\_\_

**Where:** Business Name(s) and Location(s) \_\_\_\_\_  
\_\_\_\_\_

**Purpose:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Additional Info:**

1. Parental permission required (requested if 18+).
2. Transportation provided by who: \_\_\_\_\_.
3. If needed, pack you lunch or order a bag lunch from the school café.
4. This is a school-excused absence (*dismissal-approved*); confirm with teachers for classes missed.

Pd 1 \_\_\_\_\_ : Teacher: \_\_\_\_\_  
 Pd 2 \_\_\_\_\_ : Teacher: \_\_\_\_\_  
 Pd 3 \_\_\_\_\_ : Teacher: \_\_\_\_\_  
 Pd 4 \_\_\_\_\_ : Teacher: \_\_\_\_\_

Thank You! (*Keep above for reference*)

**Please return the following to \_\_\_\_\_ by \_\_\_\_\_:**

\_\_\_\_\_ (*student*) has my approval to interview this  
business/career area \_\_\_\_\_ (*businesses*)  
on (date)\_\_\_\_\_.

   I will either pack my own lunch or order a sack lunch (plan this at least 24 hrs. ahead).

*The undersigned parent/guardian hereby provides consent, assumes full responsibility, and agrees that their child is permitted to attend a business interview (s) (school dismissal-approved event) using personal transportation as indicated above:*

\_\_\_\_\_  
Parent/guardian signature \_\_\_\_\_  
date

Best contact number/email (phone, cell/text ): \_\_\_\_\_



# LUHS Career Discovery Field Trip Notice & Approval Form

**To Student Participant(s):** \_\_\_\_\_

**From:** Chaperone: \_\_\_\_\_ Phone: \_\_\_\_\_  
Chaperone: \_\_\_\_\_ Phone: \_\_\_\_\_

**When:** Date: \_\_\_\_\_ Time: \_\_\_\_\_  
Return Time (pick up, if needed): \_\_\_\_\_

**Where:** Business Name(s) and Location(s) \_\_\_\_\_  
\_\_\_\_\_

**Purpose:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Additional Info:**

1. Parental permission required (requested if 18+).
  2. Transportation provided by \_\_\_\_\_.
  3. Pack you lunch or order a bag lunch from the school café, if needed \_\_\_\_\_.
  4. This is a school-related field trip, but please confirm homework with your classroom teachers.
- Pd 1 \_\_\_\_\_ : Teacher: \_\_\_\_\_  
Pd 2 \_\_\_\_\_ : Teacher: \_\_\_\_\_  
Pd 3 \_\_\_\_\_ : Teacher: \_\_\_\_\_  
Pd 4 \_\_\_\_\_ : Teacher: \_\_\_\_\_

Thank You! *(Keep above for reference)*

**Please return the following to \_\_\_\_\_ by \_\_\_\_\_:**

\_\_\_\_\_ (student) has my approval to attend the school field trip to \_\_\_\_\_ on (date)\_\_\_\_\_.

I will (check one):  pack my own lunch;  order sack lunch (use attached form).

*The undersigned parent/guardian hereby provides consent and agrees that their child is permitted to attend the business trip (school approved 'field trip') using the transportation mode indicated above:*

\_\_\_\_\_  
Parent/guardian signature \_\_\_\_\_  
date

Best contact number/email (phone or cell): \_\_\_\_\_



# Worksite Learning, Internship Agreement

## Lamoille Union High School

### Student Application, Transportation Consent, Insurance/Liability, Emergency Consent, Learning Agreement

**Student Name:** \_\_\_\_\_ Age: \_\_\_\_\_ Birthdate: \_\_\_\_\_ Grade: \_\_ 10 11 12

Email used most: \_\_\_\_\_ Phone: \_\_\_\_\_ Text? \_\_\_\_\_

Full Mailing Address: \_\_\_\_\_ Zip: \_\_\_\_\_

**Parent/Guardian Name:** \_\_\_\_\_

Email used most: \_\_\_\_\_ Phone: \_\_\_\_\_ Text? \_\_\_\_\_

**Internship Advisor Name:** \_\_\_\_\_ Telephone: 802-851-1300; \_\_\_\_\_

Email: \_\_\_\_\_ Mail: LUHS, 736 Vermont Route 15 West, Hyde Park, VT 05655

**Workplace Mentor Name:** \_\_\_\_\_ Business Name: \_\_\_\_\_

Email used most: \_\_\_\_\_ Phone: \_\_\_\_\_ Text? \_\_\_\_\_

Attach Business Card/or/Mail Address: \_\_\_\_\_ Zip: \_\_\_\_\_

### EXPECTATIONS & AGREEMENTS:

All participants agree to participate in a short-term experiential learning as authorized by Labor Laws, for the purpose of providing education, career exploration, and training. The following criteria is for **non-paid** experiences: **1)** The internship is similar to training or career comprehension in an educational environment; **2)** The employer derives no immediate financial gain from activities by the student; **3)** The student does not displace a regular employee; **4)** The student is closely supervised; **5)** The student is not entitled to receive any wages during the agreed time; **6)** The student understands that the experience does not lead to entitlement for a job. **7)** This agreement may be terminated, copies (plus a learning plan) will be distributed to all parties. Participants also agree to the following responsibilities, in regards to this agreement:

### Additional Agreements, Student:

- ❖ **Academics & Attendance:** Maintain satisfactory grades. When applicable sign-out and sign-in. Participate on designated day(s) \_\_\_\_\_ at designated time(s) \_\_\_\_\_: Starting date: \_\_\_\_\_ to Ending date: \_\_\_\_\_  
Notify your workplace mentor **prior** to absences, including sick and holiday.
- ❖ **Policies & Procedures:** You must be self-directed to participate, and assume leadership to help secure placement(s). Abide by company and mentor expectations (i.e. confidentiality, safety, behavior, performance, etc.). Confidential information gained through the workplace must remain non disclosed outside of the worksite. You will wear appropriate clothes, including footwear to the worksite. Drugs or alcohol are not tolerated the workplace or at school. Your maturity is essential, only you can build strong references!
- ❖ **Information Release:** Appropriate information will be shared between the school and the workplace (i.e. attendance, evaluations, progress reports, etc.). **Photos, videos, and quotes** from or by you may be used in news or on the internet.
- ❖ **Self-advocate:** Safety is our aim (review the workplace safety sheet). You will comply with nondiscrimination and sexual harassment laws of the workplace. Any concerns, ideas, dangerous encounters, or mistreatment should be reported immediately to your internship advisor. You must bring any needed personal safety supplies (i.e. inhaler, epipen, etc.).
- ❖ **Completion Requirements:** Reference internship goals in your Personal Learning Plan, complete journal and timesheet entries, assessments, and a presentation, reference transferable skills. Report to your school internship advisor.
- ❖ **Essential Question:** What do you hope to learn about others and yourself—interests, skills, and aspirations through your active participation with professionals/the workplace? \_\_\_\_\_

The undersigned student will hereby fulfill all requirements and expectations of LUHS and the worksite as referenced above:

Date: \_\_\_\_\_ Student Signature: \_\_\_\_\_

**Additional Agreements, Parent/Guardian:**

◇ **Expectations:** Discuss internship requirements, expectations and experiences with your teen; reference the student agreement. Support your child in making community contacts to help secure a workplace experience(s). The intent is to support teens in making mature and well-informed connections to prepare for career choices after high school.

◇ **Information Release:** Appropriate information will be shared between the school and the workplace (i.e. attendance, evaluations, progress reports, etc.). **Photos, videos, and quotes** from or of your child could be used in news or on the internet. We work to protect your teen’s safety, confidentiality and FERPA laws, but realize when placing students in the workplace (off the school campus) that some information may be shared to achieve the best learning experiences.

◇ **Transportation:** An internship is voluntary, and the School District is not able to directly supervise, control, or provide the student’s transportation. The student and parents/guardians agree to hold harmless the school or supervisory union and the intern site from any and all claims and losses resulting from student travel between sites. The student and parent/guardian accepts these responsibilities.

*(Check all that apply):*

- When researching career interests, my child may ride to worksites in the personal vehicle of an approved educator.
- The student may walk to the worksite for experiences, activities, or special events.
- Parent/guardian will take their child to workplace learning activities. Specifics: \_\_\_\_\_
- The student has permission to drive and he/she is covered with automotive insurance, has a street legally registered vehicle, and possess a license. *If driving, the following copies are needed:*
  - \*Insurance Card (current)
  - \*Vehicle Registration Card (current)
  - \*Student License (valid)

◇ **Consent & Assurance: Medical Insurance and Emergency Treatment**

Intern students must have medical insurance to participate in Work Based Learning Internships

*(Please check one):*

- The student’s family carries a personal accident/medical insurance:  
Insurance Company: \_\_\_\_\_ Policy #: \_\_\_\_\_

• The student is enrolled in another medical program: \_\_\_\_\_

1. In the event of illness or accident, I understand reasonable effort will be made to contact the parents/guardian or the emergency contact. In not available, I authorize the school or worksite personnel to secure emergency medical care as needed on my behalf. I accept responsibilities for any medical costs incurred for my child.

Emergency Contact: \_\_\_\_\_ Phone # \_\_\_\_\_

2. Special medical accommodations for student’s participation are: \_\_\_\_\_

3. Teachers and other school employees who work with students daily are required to undergo a criminal background check. It is important to understand that a student could come in contact with community members who have not completed a criminal background check, since they may not be subject to similar requirements.

4. I understand the school district and the participating workplace are released from any claims my child might have for injuries or damage resulting from the risk and dangers involved in this type of activity unless caused by the sole negligence of either party.

◇ **Notify** the school’s faculty/advisor when you have ideas and/or concerns.

*The undersigned parents/guardians hereby provide consent and agree that their child (student) is permitted to enroll and participate in workplace internship activities, and that we have read and agreed upon this full contract:*

Date: \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_

## **TRAINING AGREEMENTS:**

### ***Additional Agreements, School Internship Advisor:***

- ◇ **Worksite Placement:** Approve worksite selected by the student to encourage accomplishment of Personal Learning Plan goals and to foster a legal and safe learning experience.
- ◇ **Legal and Safety:** Comply with all regulations, guide safety considerations, reduce risk management, and complete appropriate forms and paperwork. Verify the supervisory union insurance and other legal considerations.
- ◇ **Student Learning Plan:** Guide student through identification and reporting of *Transferable Skills* for Graduation Proficiencies in reference to their Personal Learning Plan (PLP) relative to the workplace experience.
- ◇ **Academic Connections:** Coordinate learning activities with academic educators, as applicable, to provide students with pre-employment training and related occupational and relevant academic instruction.
- ◇ **Workplace Connections:** Maintain dialog between the workplace mentor and the student.
- ◇ **Monitor student progress:** Review student journal entries, time, oral presentation, assessments, and final report.
- ◇ **Reporting:** Record and verify appropriate student credits and proficiencies.
- ◇ **Public Awareness:** Complete activities to recognize businesses and community partners.

*The undersigned internship advisor of LUHS will hereby fulfill specified requirements and expectations as outlined above:*

Date: \_\_\_\_\_ Internship Advisor Signature: \_\_\_\_\_

### ***Additional Agreements, Workplace/Community Mentor:***

- ◇ **Learning Environment/Communication:** Provide a well-supervised, positive, and safe work experience. Explain tasks clearly, ask questions to clarify, and assist student as applicable. Discuss student defined learning goals.
- ◇ **Skills & Learning:** Help the student gain skills through sufficient learning activities and a *new employee* orientation. As deemed appropriate, provide employer policies and expectations, workers' rights and responsibilities, issues of harassment or discrimination, worksite safety procedures, and accident prevention.
- ◇ **Regulations:** Comply with legal considerations for unpaid vs. paid interns, discrimination, and labor laws.
- ◇ **Schedule:** Provide adequate notification to the student regarding changes to times and dates.
- ◇ **Mentor:** Verify student time, complete an assessment, and provide guidance to the student in developing a presentation about their experience or project. Work with the school internship advisor to summarize the student experience; to provide suggestions, and to discuss any problems, concerns, and/or ideas.
- ◇ **Realize:** The business/community partner has the right to deny student participation or continuation in the program.

*The undersigned business/community mentor will hereby fulfill specified requirements and expectations as outlined above:*

Date: \_\_\_\_\_ Business/Community Mentor Signature: \_\_\_\_\_

***NOTE: Additional Worksite(s) Contact Information may be added at the end of this sheet: 7---7---7---7***

Date: \_\_\_\_\_ Business/Community Mentor Signature: \_\_\_\_\_



Date: \_\_\_\_\_ Business/Community Mentor Signature: \_\_\_\_\_

**INSURANCE COVERAGE & EXPECTATIONS**

Lamoille North Supervisory Union has commercial general liability coverage through the Vermont School Boards Insurance Trust (VSBIT) that provides that following (Note: All *paid* work based learning falls under the employer’s worker’s compensation program.):

1. VSBIT’s Multi-Line Program General Liability policy provides medical payment coverage, up to \$25,000, for students while participating in a supervised apprenticeship, work-study program, field work experience, or internship program in fulfillment of requirements of his or her educational program.
2. In addition, the Multi-Line Program extends liability coverage to students by amending the “who is a member” definition to include the following:  
*“Any student while participating in a supervised apprenticeship, work-study program, field work experience, or internship program in fulfillment of requirements of his or her educational program, but only while acting within the scope of their duties or obligations in such supervised apprenticeship, work-study program, field work experience, or internship program.”*
3. VSBIT also carries Catastrophic Accidental Medical Coverage, provided by Mutual of Omaha, with a \$5,000,000 limit and a \$25,000 deductible. The policy will respond for accidental injuries to a student participating in a school sponsored activity on or off school premises. The policy will pay for covered medical expenses above the \$25,000 deductible and any other collectible insurance or similar benefit program available to the student.

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**ADDITIONAL WORKPLACE MENTORS...**

<b>2. Community Mentor Name</b>	<b>Business/Site</b>	<b>Phone Number(s)</b>	<b>Date(s)</b>
<b>Complete Address &amp; Zip:</b>	<b>E-mail (if used):</b>	<b>Comments (if any):</b>	

<b>3. Community Mentor Name</b>	<b>Business/Site</b>	<b>Phone Number(s)</b>	<b>Date(s)</b>
<b>Complete Address &amp; Zip:</b>	<b>E-mail (if used):</b>	<b>Comments (if any):</b>	

## Mtg: LUHS Flexible Pathways -- WBL Progress

Wed. June 21, 2017 12:30-2:30

**Participants:** Deb Zmich, Bob Fredette, Brittany Brogna, Christine Dudley, Chris DaMato, Mary Waterman; follow up with Lori Lisai, Brian Schaffer, Wendy Savory, Sherry Lussier

### Agenda:

1. Introductions (12:30-12:40)
2. [Flexible Pathways](#) for LUHS: WBL options for PLP application (12:40-12:45)
3. Grant related goals, and AOE budget challenges (12:45-12:55)
  - Deliverables:**
    - Baseline career pathways resources, including content for agreement forms, an itemized continuum of WBL options with initial business feedback, and initial learning indicators with scales as evidences to use towards graduation proficiencies.
    - Share all artifacts and frameworks with AOE; share ongoing efforts with the field through existing PD activities and opportunities identified by the AOE; meet with AOE staff upon request.
4. VT WBL Standards ([overview](#)) (12:55-1:05)
5. VT WBL Progression of Options ([overview](#)) (1:05-1:25)
  - a. The Progression
  - b. Feedback: What is currently offered?
    - i. Career Exploration example: [PBGR with J. Rector](#) (Big Picture projects)
      1. [here is one example](#)
      2. Another example: Ian C. Saturday visits to Vinnie Faraci (ski maker in town) learning to craft downhill skis
    - ii. Other
  - c. Feedback on intended/desired options?
    - i. Job Shadow
    - ii. Volunteer Service Learning
    - iii. WBL/Internships
    - iv. Micro Credentials (L. Lisai)
      1. [Why the push?](#) (based on Digital Promise educator credentials)
      2. [Idaho SkillStack](#) (check out the video at the bottom for educators)
    - v. Next Steps for LNSU and businesses...
      1. Get appropriate forms in order for well-articulated approach.
      2. Compare to state forms to align
      3. Make sure insurance is in order.
      4. Since AoE funding is unknown, get the forms in order first, then determine business approach with the new staff in place.  
Consider the micro-credential approach as a business topic.
6. Break
7. VT TIPS ([overview](#)) (1:40-1:55)

- a. Determined that a lot of this will fit in the newly required “Financial Independence” course with Bob. His goal is to have the kids involved with presenting a ‘career fair’ with invitations from the business community to come in for help within the clusters.
  - b. Per the Tech Center’s new 4th block tech class (ideally for grades 9-10, but 11 & 12 will also be able to access): TIPS content could fit well within these sections, perhaps the parts not being addressed in Bob’s class.
  - c. Brittany will be trained in TIPS and perhaps with help of Advisory Classes, this could be a delivery mode.
  - d. Find out about getting this training done if there is no state funding for this?
8. Forms/References (LUHS to use)  
& Assignments to complete by June 30 (1:55-2:30)
- a. **Program of studies** (WBL options)
    - i. TIPS (Curriculum)
    - ii. Academic (Teacher Driven)
    - iii. PLP (Student Driven)
  - b. **Agreement Forms** (handouts)
    - i. Separate or Single form?: WBL, Volunteer Service, Job Shadow
    - ii. Determine what is needed?
  - c. **Insurance, Safety References** (handouts)
    - i. Some add to agreements
    - ii.
    - iii. Some for reference only
  - d. **Assessment/Reporting** (handouts) project?
    - i. Timesheet?
    - ii. habits of work? (employability skills from Tech Center? Habits of Work considerations in the middle school)
    - iii. transferable skills?
    - iv. other?
  - e. **Employer Feedback**
    - i. Inquire about...
9. Complete paperwork for contracted time.

### **Resource References:**

- WBL related: [Links to Additional Resources](#)
- LUHS PLP Information Links: 1) [LUHS PLP Overview](#) -and- 2) [LUHS PLP Development](#)
- **Contact:** Mary Waterman, Community Learning Educator and Grants Facilitator and LUHS parent. Cell 802-461-6495 and [m3waterman@gmail.com](mailto:m3waterman@gmail.com). Professional resources: WBL: <http://tinyurl.com/CBL-CareerSoRo> & grants: <http://tinyurl.com/Grant-Awards-SoRo>

**6/21/17 Additional Meeting Notes (some written in above within the agenda):** Portfolio tech possibilities: Lift, Google Sites, Blogger (make sure to keep IT in the loop). We are also looking at [Protean](#) (may be an excellent option). Students currently use (on an individual and widely varied basis) Wix, Weebly, and Google Sites. We have had multiple conversations with the LiFT people, but nothing has come to pass yet.

[GMTCC's Employability Rubric](#)--sent this for a reference of Coop requirements prior to internship placements.

[Apprenticeships](#)... Link for more info; Deb interested in how to better help students understand this option.

Task List:

Christine Dudley and Bob Fredette: TIPS Research (once we have digital access), to facilitate our specific programs. 4th Block Tech Foundations (GMTCC) and Financial Independence (LUHS - All Sophomores). Get training session with alignment planning for the school year.

Mary Waterman to work with Lori Laisi to investigate a web-based reference base for LUHS Flexible Pathways resources and to enlist her help with this and to investigate more per Micro-credentials.

Mary Waterman meeting with Brian Schaffer to review plans and modify as needed. Information that Lori and Mary develop to be shared for feedback prior to publishing the web page.

Discuss Micro Credentials per L. Lisai

1. [Why the push?](#) (based on Digital Promise educator credentials)
2. [Idaho SkillStack](#) (check out the video at the bottom for educators)

Can this be part of the 2nd phase--inquire with Lori and Brian... Much interest in this.



(School) **Career Interview 'Site Visit'**  
**Notice & Approval Form**

**From Student Participant:** \_\_\_\_\_

**Reference:** School Contact: \_\_\_\_\_ Phone: \_\_\_\_\_

**When Away:** Date: \_\_\_\_\_  
Departure Time: \_\_\_\_\_ Return Time: \_\_\_\_\_

**Where:** Business Name(s) and Location(s) \_\_\_\_\_  
\_\_\_\_\_

**Purpose:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Additional Info:**

1. Parental permission required (requested if 18+).
2. Transportation provided by who: \_\_\_\_\_.
3. If needed, pack your lunch or order a bag lunch from the school café.
4. This is a school-excused absence (*dismissal-approved*); confirm with teachers for classes missed.

Pd 1 \_\_\_\_\_ : Teacher: \_\_\_\_\_  
Pd 2 \_\_\_\_\_ : Teacher: \_\_\_\_\_  
Pd 3 \_\_\_\_\_ : Teacher: \_\_\_\_\_  
Pd 4 \_\_\_\_\_ : Teacher: \_\_\_\_\_

Thank You! (*Keep above for reference*)

Please **return the following** to \_\_\_\_\_ by \_\_\_\_\_:

\_\_\_\_\_ (*student*) has my approval to interview this  
business/career area \_\_\_\_\_ (*businesses*)  
on (date) \_\_\_\_\_.

\_\_\_ I will either pack my own lunch or order a sack lunch (plan this at least 24 hrs. ahead).

*The undersigned parent/guardian hereby provides consent, assumes full responsibility, and agrees that their child is permitted to attend a business interview (s) (school dismissal-approved event) using personal transportation as indicated above:*

\_\_\_\_\_  
Parent/guardian signature \_\_\_\_\_ date

Best contact number/email (phone, cell/text): \_\_\_\_\_