Introduction

Gibson Ek students chase after their curiosities through rigorous interest-based learning and real-world internships. All students complete Learning Through Interest experiences (LTI’s), working with adults whose careers match the students’ passions and career aspirations. The primary goal of internships is to promote real world experience which allow the student to explore and engage in career pathways of interest.

By participating in our internship program, I believe you have an opportunity to make a genuine, life-long impact on the student you will be mentoring. Through this program, you will play a pivotal role in their work-readiness and the decisions they make regarding their career path. Please take some time to review this guide and send any questions my way. Launching into the internship experience feeling prepared will make this a more positive experience for everyone!

Thank you for your support,

Tim Hemker
Learning Through Interest Coordinator
hemkert@issaquah.wednet.edu
Understand

What do you need to know about Gibson Ek High School?
Reimagining Education:
Prior to beginning as a mentor, we believe an understanding of our program will help you better support our students! The structure at Gibson Ek High School offers students the ability to focus on their interests and use their passions to drive learning. As a mentor, you can both encourage and guide the student you are working with to optimize their learning. Helping them incorporate on-site projects with their time at Gibson Ek High School can increase their productivity in both settings.

Structure

**Exploration**
Each advisory is supported and led by an advisor, a teacher that works closely with the group of students and forms personalized relationships with each advisee. The advisor is your main point of contact during the internship and can share the Learning Plan.

**Design Labs**
These classes form the core of teaching students. Students learn the Design Thinking process in order to create their own rigorous and authentic projects. Encourage your student to approach bigger work projects with this mentality. Ask them to teach you the steps!

**School Calendar**
There are a variety of events that take place throughout the year, including exhibitions and non-school days. Make sure to take some time to review the calendar in the supplemental materials section to know when your student might be absent.

**Exhibition**
Three times a year, students present their projects during exhibitions. Advisors, parents, peers, and mentors are invited to attend. Student commitment to a personal vision, authentic new learning, and application & influence will be reviewed.

**Learning Through Interests**
While internships are the main focus of Tuesdays and Thursdays, students can also use these days for shadowing and informational interviews to further their career exploration. Encourage your student to learn from various people at your company!
Prepare

What needs to happen before an internship starts?
**Internship Setup:**

One of the most important steps is the internship setup. This is a time when you, the student, and their advisor can meet to determine the overall goals and vision for the internship. This meeting should take place prior to the commencement of the internship, although sometimes the student may shadow once or twice while the advisor schedules the time. There is a form in the supplemental material section to support with this process. The advisor will complete the document and share a copy with the student, mentor, and Learning Through Interest Coordinator.

**Mutual Agreement:**

The mentor and student should discuss and mutually agree on the following:

- **The start and stop dates for the internship.** Internships vary from a few weeks, to a few months, to more than a year. The student or mentor at any point may determine, after a discussion, that it is no longer beneficial.
- **The hours of attendance.** Most students attend their internship between 5 and 7 hours every Tuesday and Thursday with the exception of school holidays. The start and stop times are flexible depending on mentor needs, student transportation and other factors. They do not need to align with school hours.
- **The intern’s scope of responsibility.** Mentors are welcome to assign routine, menial tasks but should ideally balance these with job-site learning and a work-based project.

**Mentor Responsibilities:**

1. Paperwork: Complete a one-time background check and fill in the Learning Agreement.
2. Attendance: Confirm attendance through ImBlaze emails. See supplemental materials for details on how this works.
3. Support: Oversee the student’s daily and relevant project work. Connect with employees and other professionals to enhance experience.
5. Exhibition: Please attend if possible!

**Student Responsibilities:**

1. Attendance: The student should inform you if they will not be present. During the internship, they will log attendance online through ImBlaze.
2. On-site work: Students should be working on assignments that were agreed upon in the setup.
3. Transportation: Students are responsible for transporting themselves to your job site.
4. Expectations: Students should be held to similar standards (some patience needed!) as other employees to learn social norms of the workplace.
Frequently Asked Questions:

Do I need to get additional insurance coverage?
Prior to a shadow day or internship, parents are asked to sign an indemnification removing an obligation for you to get additional workers compensation insurance coverage.

Can I pay my intern?
Students are ‘paid’ for their internship with academic credit. Because of this we feel that paying interns is essentially ‘double-dipping’ and lessening the academic experience. You are welcome to pay your intern for work they do before or after the set internship hours, including summer.

How much time do I need to commit?
Typically internships are two days per week - Tuesdays and Thursdays (though some students may have single day internships.) During those days, students are expected to be at their internship about 5-7 hours. But the start and end time can accommodate your work schedule.

Am I the only one who can work with the student?
While a student is at their internship, you would be the primary person responsible. However, the student should become integrated into your team and be only a minimal investment of your time on a day to day basis (similar to managing other employees.)

What if things are not working out between my intern and me?
It is crucial that we at Gibson Ek maintain a terrific relationship with our mentors! If for any reason, you feel that the intern is not meeting your expectations, please contact the Learning Through Interest Coordinator and student advisor.

Qualities of a Great Mentor

- Communicate regularly with the student and advisor.
- Collaborate with the student and advisor on project ideas and process.
- Have high expectations of the student.
- Offer feedback and evaluate the student on how they can grow.
- Hold a weekly meeting with the student to discuss goals and overall internship.
- Share resources and knowledge with the student.
Implement

How can you be the best mentor possible for your student?
Communication:

Advisor: Each month, you can expect some form of check-in. Advisors will email or schedule a visit to offer you an opportunity to review and assess any goals that were established at the beginning of the internship. At minimum, we encourage our advisors to schedule an on-site visit every 6 weeks.

Learning Through Interest Coordinator: Tim is responsible for all paperwork and logistics of the internship program. While the advisor is generally the main point of contact, any major issues or concerns with an intern or the process can be directed towards Tim Hemker (hemkert@gibsonek).

Project Work:

1. An LTI Project is an authentic project that the student intern works on as part of their Learning Through Interest experience. The goal is for the student to develop knowledge, skills, and abilities at the site, and then apply these toward the creation of a deliverable, product, or event that will benefit the site and/or the larger community in a meaningful way. Ideally, these projects will incorporate elements from the five main competencies students are assessed on at Gibson Ek. (see below)

2. As a mentor, your role is to assist the student and advisor in developing ideas for an LTI Project, and then providing resources, coaching, and ongoing assessment to help the student successfully complete the project. Please make sure to communicate any challenges or concerns with the project.

There is a project development guide in the supplemental materials section for your use.

3. Keep in mind students are at different levels in their learning. While some students may be ready to immerse themselves in a project, others might need time to focus on basic tasks. Some may never be prepared for a full project and will simply benefit from offering support with day-to-day assignments.

Quantitative Reasoning
Can you analyze and manipulate data to see if you were right about something?

Social Reasoning
Can you see and understand people and problems? Can you see how the actions of others impact outcomes?

Empirical Reasoning
Can you find the answer to complex questions?

Communication
If you have something important, can you get people to understand it deeply?

Personal Qualities
How do you be the person you want to be?

Ending the Internship:

1. Mutually agreed upon: Date might be set at the beginning of the internship

2. Upon Review: Project may be completed or a review date had been set in which all parties feel the internship work and goals have been met.

3. Poor fit: Student or mentor believe the fit is not positive for one or both sides. This should include the advisor prior to a final decision. If a student requests to end the internship, the mentor should notify the advisor as a first step.
Supplemental Materials
Internship Setup Form

This form should be filled out in the initial meeting with the student, advisor, and internship mentor.

Student ___________________________ Advisor ___________________________ Date ___________________________

Mentor (as listed on driver’s license) ___________________________ Driver’s License Verified by Advisor? ___________________________ Site ___________________________

1. Review Expectations and Logistics

Arrival Time: ___________________________ Lunch Break: ___________________________ Departure Time: ___________________________

How will the student travel to the internship site? ___________________________

What are the dress code expectations? ___________________________

What other expectations do you have of the student? ___________________________

When will your weekly check-in be? ___________________________

Anticipated completion date or review to determine extension? ___________________________

2. Discuss Student Strengths and Areas for Growth

What strengths does the student bring? ___________________________

___________________________________________________________

Are there any specific skills or personal qualities the student is hoping to improve at this internship? ___________________________

___________________________________________________________

___________________________________________________________

Is there anything new specific to this career the student wants to try? ___________________________

___________________________________________________________
3. Discuss Student Goals

What are some primary goals of the internship?

What are some initial tasks for the student while a project is determined?

What are some daily tasks for the student to start their day while the mentor settles in?

Are there any specific parts of the student’s Learning Plan that the mentor should be aware of?

4. Miscellaneous

If this is an Issaquah School District site, are there any concerns about former teachers or peer students who might be at the site?

If student has been at previous internship, discuss what went well and what was challenging for them?

5. If you haven’t already...

- Exchange contact information with the student. If you feel comfortable, swap phone numbers and get the student’s parent information as well. *(This will also be on the Learning Agreement)*
Project Development Tool

After the student has had enough time to become acquainted with the site, it might be time to develop an independent project. When the student has shown they can manage responsibilities and work independently, this form can be used to guide the development process. Ideally, the advisor should be involved in this process.

_________________    __________________    __________________
Student              Advisor                Date

_________________
Mentor

_________________
Site

1. Brainstorm Opportunities

The goal is to find a project of real consequence that is of interest to the student and that benefits both the student and mentor.

a. What areas are particularly interesting to the student?

b. What real project would be useful to the mentor and LTI site?

c. Is there a part of an ongoing project that the student could take on?

d. What type of work would most benefit the student?

2. Describe the Product(s)

Project should have tangible evidence of work and completion. Ideally, the product can have a positive impact on the internship site.

a. What is its value to the organization? What need or problem does it address?
b. What will the intermediate and/or end product(s) be?


c. Who is it for?


d. When is it due?


e. How will it be presented and to whom?


3. Connecting to Learning Plan

Student projects should reflect their overall goals for the year.

a. What skills does the student need and what skills might they acquire?


b. What can be added to enhance the depth of the work?


c. Will any of the project be completed at school?


Dear Mentor,

As part of our internship program we use a platform called ImBlaze. ImBlaze allows our students to search, request, and track their internship interests and activity.

For accountability and record keeping purposes, all students will be required to check-in and out on their internship days. When a student checks out you will receive an email asking you to confirm the dates and times the student was with you. When you click on the “Review here” link you will be taken to a page that shows you the day and time the student checked in and out.

Dear Taco Terry,

Please review and confirm or deny Anna Pirog's time sheets for Friday, March 02, 2018.

Check-In: 8:37 AM
Intern Goals for the Day
Learn to chop

Check-Out: 8:38 AM
Intern Accomplishments for the Day
I learned all sorts of chopping techniques.

Any comments for your student's advisor?
Step 1 - Review time and student comments
CONFIRM

Step 2 - Confirm or Deny student times
CONFIRM

Step 3 - Add comments for the student’s advisor/teacher

Step 4 - Decide if you want your comments shared with the student

Step 5 - Submit

If you have any questions or concerns, please email your student's advisor at david@imblaze.org

It’s imperative that we capture accurate attendance data to ensure fidelity and accountability with our internship program. Thank you for supporting our students and helping them gain real-world experience!

Best,

Tim Hemker
Learning Through Interest Coordinator
Gibson Ek High School
Abstract of Driving Record
Release of Interest

Employer, prospective employer, or volunteer organization name: ____________________________

Agent business name if acting on behalf of the company for employment purposes: ____________________________

This is an authorization of:
1. Employee – for release of my driving record for employment purposes, at my employer’s discretion for the full term of my employment; or
2. Prospective employee – for release of my driving record for employment purposes, not to exceed 30 days from date signed; or
3. Volunteer – for release of my driving record for a position applied for that requires me driving at the direction of the volunteer organization.

I, ____________________________, am an employee, prospective employee, or volunteer of the company named above and I request a copy of my official driving record in the state of Washington to my employer, prospective employer, volunteer organization, or their agent.

No employer, prospective employer, or their agent may use information contained in a driving record related to the sealed juvenile record of an employee or prospective employee for any purpose unless required by federal law. The employee or prospective employee must furnish a copy of the court order sealing the juvenile record to the employer, prospective employer, or their agent.

<table>
<thead>
<tr>
<th>Employee/Prospective employee/Volunteer full name (First, Middle, Last)</th>
<th>Date of birth (mm/dd/yyyy)</th>
<th>WA driver license number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee/Prospective employee/Volunteer signature</td>
<td>Date signed</td>
<td></td>
</tr>
</tbody>
</table>

The company listed below agrees to, and shall indemnify and hold harmless the state of Washington, Department of Licensing (DOL), the DOL Director, and all DOL employees from any and all suits at law or equity, and from any and all claims, demands or loss of any nature, including but not limited to all costs and attorney’s fees, arising from any incorrect or improper disclosure of individual names or addresses under this “Release of Interest;” any defects in any of Company’s procedures followed or omitted or arising from the failure of Company or its officers, employees, customers, contractors or agents to fulfill any of its obligations under this contract; or arising in any manner from any negligent act or omission by the company or its officers, employees, customers, contractors, or agents.

I hereby certify:
1. The company named below is an employer, prospective employer, or volunteer organization of the above-named individual.
2. The information contained in the abstracts of driver records obtained from DOL shall be used in accordance with the requirements and in no way violate the provisions of RCW 46.52.130. No information contained therein will be divulged, sold, assigned, or otherwise transferred to any third person or party. The abstracts of driver records shall be used exclusively for:

I affirm that I am a representative authorized to bind the company named below.

<table>
<thead>
<tr>
<th>Company name</th>
<th>Authorized representative name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issaquah School District</td>
<td>Jake Kuper</td>
<td>Exec Dir Fin &amp; Operations</td>
</tr>
</tbody>
</table>

Address
565 NW Holly Street, Issaquah, WA 98027

8/25/17
Date and place signed

Authorized representative signature

Jake Kuper

NOTE: The employer or prospective employer must maintain this record for a period of not less than two (2) years from the date of the request. Failure to obtain all signatures or misuse of records obtained from the State of Washington may result in prosecution under RCW 46.52.130.

We are committed to providing equal access to our services. If you need accommodation, please call (360) 902-3709 or TTY (360) 664-0116.
VEHICLE INSPECTION

Please respond to each item with a yes or no answer.

YES/NO

_____ There is a working seat belt for the driver and each passenger, and I enforce the wearing of seat belts by all. I agree to use booster seats/car seats when required by Washington State law.

_____ My vehicle's brakes, including the emergency brake, are in good working order.

_____ My vehicle's tires have legal tread depth (at least 3/32").

_____ My vehicle's brake lights, turn indicators, and headlights are in good working order.

_____ My vehicle's windows are clear and provide an unobstructed view for the driver.

_____ My vehicle has functioning rear view mirrors (center and left side).

_____ My vehicle has no other physical defects that would interfere with the safety of the driver and passengers.

_____ My vehicle has a rated capacity of ten passengers or less.

_____ If my vehicle has dual airbags, I will not seat children under 12 or small persons in the front passenger seat.

_____ I will not use a cell phone when transporting students while the vehicle is in motion.

The above information is true and accurate to the best of my knowledge. I hereby give my permission for a copy of my personal Motor Vehicle Report to be ordered and used in consideration of my transporting students during field trips.

Signature of Volunteer Driver

.......................................................... Date

***

ADMINISTRATIVE REVIEW

_____ The volunteer driver has an acceptable driving abstract, (three-year comprehensive record from the Washington State Department of Licensing) if one was required.

_____ The District has obtained the information to order a Washington State Patrol background information check.

_____ All students have parental permission to ride with a volunteer driver.

_____ All "NO" responses have been addressed satisfactorily.

I have reviewed the above information and this driver and vehicle are approved for this trip.

Signature of Administrator/Designee

.......................................................... Date

Adopted: Issaquah School District 411

Revised: 9.27.11; 10.16.13; 7.10.15; 8.17.15
# 2018-2019 Gibson Ek High School Calendar

## Important Dates
- **Sept 5th**: First Day of School
- **Sept 11th**: First Day of Internships
- **Oct 8th**: No School for Students
- **Nov 12th**: Veteran's Day - No School
- **Nov 22nd and 23rd**: Thanksgiving Holiday
- **Dec 20th to Jan 1st**: First Winter Break
- **Jan 21st**: MLK Day - No School
- **Jan 28th**: No School for Students
- **Feb 18th to 22nd**: Second Winter Break
- **Apr 8th to 12th**: Spring Break
- **May 27th**: Memorial Day
- **Jun 19th**: Last Day of School

## Exhibition Schedule
- **Nov 27th to Dec 6th**: Learning Cycle 1
- **Mar 22nd**: Design Fair - All Students
- **Jun 6th to 14th**: Learning Cycle 3