

Summer Internship Program



Worksite Supervisor Handbook



Everett Public Schools
3900 Broadway, Everett, WA 98201
425-385-4000 • www.everettsd.org
careerconnected@everettsd.org

Letter from Superintendent

Dear Internship Supervisor:

Thank you for agreeing to serve as a mentor for the Everett Public Schools high school internship program. It is my sincere belief that your participation in this program will benefit both the interns and your organization. For many students, this experience will be the first authentic connection to the culture of the professional workplace, an important step toward being “career ready,” and create an experience students will remember for the rest of their lives.

The goal of this program is that interns gain insight from interactions with co-workers and customers through an authentic work-based experience, and they learn the true value of having a mentor. Interns are expected to become productive members of your organization, capable of accomplishing meaningful duties and fulfilling responsibilities commensurate with their level of experience and expertise.

In an enclosed article, *It Takes a Mentor*, author Thomas Friedman asserts there is a skills gap in our country. Students need a wide variety of opportunities through their K-12 experiences to obtain the skills and knowledge required for success after graduation. Your support of internships will spotlight career paths not previously considered by interns, and in return may serve to render our nation’s skills gap just a little smaller.

Thank you again for participating in our district’s internship program. Mentors have been a formative force of good in my life, and it is heartening that you willingly take on this responsibility. I am confident that you will be impressed by what high school students can do when we provide them an authentic opportunity and the support to succeed.

Sincerely,



Dr. Gary Cohn
Superintendent

Table of Contents

About Everett Public Schools Internship Program	2
About this Handbook	2
Employer Support throughout the Internship Experience	3
Employer Internship Eligibility Requirements	3
Criteria for Distinguishing Internships and Paid Employees Positions	3
Frequently Asked Questions	4
Internship Program Timeline	5
Internship Program Expectations	7
Acceptance Interview Suggested Topics	8
It Takes a Mentor	9
Nine Tips That Create a Successful Internship Relationship	11
Worksite Supervisor Checklist	13
Glossary of Terms	14
Sample of Learning Plan	15
WA State Labor and Industries Letter	17
Evidence of Coverage	18

About Everett Public Schools Internship Program

The Everett Public Schools (EPS) Internship Program is a component of the district’s overarching commitment to Career Connected Learning (CCL). To provide students a preview of opportunities for their professional future, the Summer Internship Program identifies meaningful summer worksite placements for high school students. By working alongside employees, student interns are able to gain increased enthusiasm for possible careers, as well as begin to acquire many of the skills and occupational expertise needed for their future careers.

EPS Internship Program aligns to the Washington State Office of the Superintendent of Public Instruction (OSPI) Worksite Learning Guidelines, which defines the procedures required for students to earn credit for worksite learning experiences, outlined in WAC 392-410-315, Equivalency Course of Study—Credit for Worksite Learning. (www.k12.wa.us/careerteched/WorkBasedLearning/WorksiteLearningManual).

In preparation for summer internships, during Spring Semester students participate in a variety of internship readiness activities. In the summer, students typically intern 20 to 30 hours per week at their internship site, while supported by EPS Worksite Learning Coordinator.

Through this program, students become more focused on the importance of their current education, possible career choices, and their future schooling options. The ability to provide students with this important opportunity hinges on community partners, like you and your organization, to host internships.

Program Contact Information

Email: careerconnected@everettsd.org
Phone: 425-385-4000

Thank you to Tacoma Public Schools, Everett Community College, and Raisbeck Aviation High School for providing permission to adapt content and materials.

About This Handbook

The Worksite Supervisor Handbook is designed to introduce and support you with respect to the responsibilities and procedures of supervising EPS Interns. Not only will the handbook provide logistical details, but also strategies for providing the day-to-day mentorship that is core to an Intern acquiring the skills, habits and attitudes they will need to become productive members of the workforce. Please take a moment to read the New York Times article, *It Takes a Mentor*, on page 9, which illustrates the power of mentorship and internship experiences for students.



Employer Support throughout the Internship Experience

Everett Public Schools is dedicated to assuring your experience in preparing and hosting a student intern is well supported. Everett Public Schools Worksite Learning Coordinator will answer questions about the process and facilitate the legal requirements of the internship.

Employer Internship Eligibility Requirements

The first step in the internship process is to ensure you meet the criteria to have an intern at your company. Employers must meet the following criteria before entering into an internship agreement with Everett Public Schools:

- Be a licensed business with the State of Washington or a local municipality that follows applicable laws and codes.
- Have policies in place that conform to federal, state, and local Equal Employment Opportunity Commission (EEOC) non discrimination and harassment laws.
- Demonstrate a safe work environment that complies with applicable OSHA/WISHA regulations.
- Be willing to submit to a pre-internship site visit/evaluation.

Criteria for Distinguishing Internships and Paid Employees Positions

The Department of Labor (DOL) has established criteria for differentiating between an employee entitled to minimum wage and a learner/trainee who, while an employee, may be unpaid. The criteria for a learner/trainee are:

- The experience is for the benefit of the student.
- The student does not displace regular employees but works under the close observation of a regular employee or supervisor.
- The employer provides the training and derives no immediate advantage from the activities of the student and, on occasion, the operations may actually be impeded by the training.
- The student is not necessarily entitled to a job at the conclusion of the training period.
- The employer and the student understand that the student is not entitled to wages for the time spent in training.
- The experience, although it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school, or other educational setting.

For more information in this topic, please visit the Department of Labor (DOL) website: [Dol.gov](https://www.dol.gov)



Frequently Asked Questions

FAQ

How will my company benefit from having an Intern?

By hosting an intern you will become a community partner with Everett Public Schools, which will provide your organization with increased visibility in our community. Heightened community awareness will make it easier to garner public support for initiatives that support your organization's future growth. You will also be supporting your community's students as they enter post-graduate life. By providing first-hand experience in a field that interests them, students are better prepared to pursue careers in the area.

What are my legal responsibilities during an internship?

Our Worksite Learning Coordinator will ensure that legal requirements are followed and you have completed all required documents. The State of Washington has adopted rules to limit employee liability and promote student safety during the learning experience. This handbook contains a checklist of these requirements as well as all necessary documents. These guidelines are outlined in WAC 392-410-315 and contained within Washington Worksite Learning Manual at: www.k12.wa.us/careerteched/WorkBasedLearning/WorksiteLearningManual. Please note that a student cannot start accumulating hours toward high school credit until these documents are turned in.

How long do internships last?

Ninety hours is the minimum needed for a student to earn Everett Public School credit for an unpaid internship. The goal of the internship is to provide a solid learning experience for the student. Please contact our Worksite Learning Coordinator if assistance is needed with the instructional goals and activities.

Do I have to pay my Intern?

Our internship program is based on an unpaid model. If you would like to pay your intern, please contact our Worksite Learning Coordinator. (Please note that paid interns will need to accumulate 180 hours of service in order to qualify for high school credit per Washington State Law.) Through Everett Public Schools Internship Program, paid interns will have to follow the same educational plan as unpaid interns.

What are characteristics of a good internship experience?

Ensuring that the student is aware of the organization's culture, policies, and procedures is the key to a good internship experience. One way to achieve this is through the orientation. Plan ahead and provide the intern with projects and allow student interns to observe professionals in action. Please see the section of the handbook titled: *Nine Tips That Create a Successful Internship Relationship*

What is required from the student in an internship?

In addition to being at least 16 years of age before the experience starts, the student must have taken or be concurrently enrolled in a course that addresses the subject area of the internship. The internship must also be appropriate to the student's educational goals and connected to the student's post-graduation plan. These conditions are part of the required documentation that a student submits to the school district. Questions regarding these conditions can be addressed to the Everett Public Schools Worksite Learning Coordinator.

What are the responsibilities of the Everett Public Schools Worksite Learning Coordinator?

The internship experience is monitored by a state certified Worksite Learning Coordinator to assure compliance in all areas and to support you, the worksite supervisor. Ongoing communication between all parties is essential to the success of the experience. The Worksite Learning Coordinator will:

- Make regular visits (at least two per the internship time) to the worksite to observe and consult with students and employers.
- Conduct regular formal evaluations of students and sites during the experience to measure student growth and assure that students are learning new skills throughout the experience.
- Ensure students perform functions outlined in their learning plan.
- Meet and work with the student after each evaluation.
- Assist all parties in resolving any student training-related issue.

Internship Program Timeline

The EPS Summer Internship Program provides students the opportunity to earn high school credit while gaining meaningful experience in a career of interest. During the spring, students interested in an internship complete a series of internship readiness activities, and then following, during the summer, the Interns are expected to complete 90 hours or more of unpaid worksite experience. In turn, the students receive 0.5 Semester credit.

Preparation for Summer Internship



March

April

May

1-to-1 support from district throughout internship program

Student Tasks (March – April)

- ☐ Students apply to Summer Internship Program
- ☐ Students engage in professional development activities (Student Workbook) with Worksite Learning Coordinator



Worksite Supervisor Tasks (March – April)

- ☐ Review Worksite check list on page 13
- ☐ Review required forms with Worksite Learning Coordinator



Joint Tasks (May)

- ☐ Student and Worksite Supervisor complete acceptance interview
- ☐ Student and Worksite Supervisor develop summer schedules for confirmed internships and worksite Learning Plan with Worksite Learning Coordinator
- ☐ Worksite Learning Coordinator will schedule a worksite visit



1-to-1 Program Support

Everett Public Schools will provide **1-to-1 support** throughout the internship program. It is our goal to be your partner and resource.

Schedule for Summer Internship



June

July

August

1-to-1 support from district throughout internship program



Internship
begins

3 months to complete internship requirements



Internship
ends

Joint Tasks (June – August)

- ☐ Program Orientation (Form 1 in Required Forms packet)
- ☐ Completion of other required paperwork as listed on page 13 of the Required Forms Packet
- ☐ Regular communication with Worksite Learning Coordinator
- ☐ Regular recording of internship hours
- ☐ Midterm Review & Evaluation (Intern, Worksite Learning Coordinator and Worksite Supervisor)
- ☐ Final Review and Evaluation of Student Worksite Learning Plan
- ☐ Complete post internship evaluation and interview



Internship Program Expectations



Attendance at Worksite

Interns are expected to attend their internships 100% of the agreed upon schedule. In anticipation of an absence, students are expected to notify both their Worksite Learning Coordinator and Worksite Supervisor by phone or email prior to the start of their internship shift.

Worksite Monitoring

The Worksite Learning Coordinator will be in regular communication with the Intern and Worksite Supervisor, and should be consulted whenever questions or concerns arise. Should any issues of concerns be identified, the Worksite Supervisor should immediately contact the Worksite Learning Coordinator to together determine how best to address the situation.

Email: careerconnected@everettsd.org
Phone: 425-385-4000

Intern Personal and Site Specific Goals

In addition to learning skills at the worksite, Interns are required to address three learning objectives on a Worksite Learning Plan (Required Forms workbook). A learning objective answers the question, "What will the intern need to know, understand, and/or be able to do after the internship experience?" Learning objectives are developed jointly by the Worksite Learning Coordinator, the Intern, and the Worksite Supervisor. Interns are evaluated by the Worksite Supervisor during and at the end of the internship.

Midterm Review with Worksite Coordinator and Worksite Supervisor

The Worksite Learning Coordinator will contact the Worksite Supervisor to schedule an appropriate meeting time, during the Intern's scheduled work time to discuss the Intern's midterm evaluation.

Worksite Readiness Evaluation

The Worksite Supervisor will complete two Worksite Readiness Evaluations with the Intern. Once midway through the internship, and once again at the end of the internship.

Intern Hour Tracking

The Intern's work hours must be recorded daily on the Intern Timesheet (Form 9) in the Required Forms workbook. It is recommended the current Intern Time Sheet is in a location convenient for both parties.

Acceptance Interview with Prospective Intern

The Worksite Learning Coordinator matches prospective Interns with Worksite Supervisors. The Acceptance Interview is our opportunity to ensure both the student and the Worksite Supervisor find the internship placement to be a good fit. The Worksite Supervisors should provide a general orientation of your organization and how the internship experience will fit, and contribute to the overall organization.

Acceptance Interview Suggested Topics



- Share a brief overview of the business or organization and your role/primary duties

- Review job description with Intern.

- Discuss the Intern's goals. Use the Worksite Learning Plan in the Required Forms workbook as a guide.

- Discuss procedures for reporting to work and for receiving work assignment.

- Discuss rules and regulations of the organization, especially those that pertain to the intern.

- Discuss schedules for break, break areas, and procedures for taking a break.

- Review your organization's dress code (Interns are expected to dress professionally while at their worksite).

- Worksite telephone number to call if he/she will be late or absent from work. To maintain ongoing communication, confirm contact information for Intern and Worksite Coordinator.

- Schedule time for worksite tour and introduction to co-workers.

It Takes a Mentor

Thomas L. Friedman
September 9, 2014
The New York Times



The New York Times
NYTIMES.COM

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[Nytimes. It Takes a Mentor](#)

With millions of students returning to school — both K-12 and college — this is a good time to review the intriguing results of some research that Gallup did over the past year, exploring the linkages between education and long-term success in the workplace. That is: What are the things that happen at a college or technical school that, more than anything else, produce “engaged” employees on a fulfilling career track? According to Brandon Busteed, the executive director of Gallup’s education division, two things stand out. Successful students had one or more teachers who were mentors and took a real interest in their aspirations, and they had an internship related to what they were learning in school.

“We think it’s a big deal” where we go to college, Busteed explained to me. “But we found no difference in terms of type of institution you went to — public, private, selective or not — in long-term outcomes. How you got your college education mattered most.”

Graduates who told Gallup that they had a professor or professors “who cared about them as a person — or had a mentor who encouraged their goals and dreams and/or had an internship where they applied what they were learning — were twice as likely to be engaged with their work and thriving in their overall well-being,” Busteed said.

Alas, though, only 22 percent of college grads surveyed said they had such a mentor and 29 percent had an internship where they applied what they were learning. So less than a third were exposed to the things that mattered most.

*“We think it’s a big deal” where we go to college, Busteed explained to me.
“But we found no difference in terms of type of institution you went to.”*

Gallup’s data were compiled from polls of parents of 5th through 12th graders, business leaders and interviews with teachers, superintendents, college presidents, principals, college graduates, Americans ages 18 to 34, and students in grades 5 through 12. All told, “we

collected the voices of close to one million Americans in the past year alone,” said Busteed, who added that he found the results “alarming” — not only because too few students are getting exposed to the most important drivers of workplace engagement, but because there is also a huge disconnect in perceptions of the problem.

Busteed said that 96 percent of the college provosts Gallup surveyed believed their schools were successfully preparing young people for the workplace. “When you ask recent college grads in the work force whether they felt prepared, only 14 percent say ‘yes,’ ” he added. And then when you ask business leaders whether they’re getting enough college grads with the skills they need, “only 11 percent strongly agree.” Concluded Busteed: “This is not just a skills gap. It is an understanding gap.”

Successful students had one or more teachers who were mentors and took a real interest in their aspirations.

This comes at a time when our country faces creative destruction on steroids thanks to the dynamism of technology and growing evidence that climbing the ladder of job success requires constant learning and relearning. Therefore, the need for schools to have a good grasp of what employers are looking for and for employers to be communicating with schools about those skills is greater than ever.

Some help may be on the way from Washington. Last year, President Obama quietly asked Vice President Joe Biden to oversee an overhaul of the government’s education-to-work programs after hearing from one too many employers across the country that, as one White House official put it, “they were having trouble hiring workers for some of their fastest-growing jobs,” such as operating sophisticated machine tools or software testing and debugging.

As they dove into the problem, said Byron Auguste, a White House deputy national economic adviser, they found that the success stories shared a lot of the same attributes that Gallup found to be differentiating. In successful programs, said Auguste, “students got as much applied, hands-on experience as possible, whether

in a classroom or on a job site. Schools, colleges and training centers had close partnerships with regional employers, industry groups and skilled trade unions to stay up to date on job-relevant skills. And students or working learners got a lot of coaching and guidance to understand how to trace a direct path between their training today and careers tomorrow.”

The key now is to scale those insights. The Labor Department has awarded \$1.5 billion in the last three years to more than 700 community colleges to develop employer-validated training programs for new careers like natural gas field work and cybersecurity. Later this month, another \$500 million is set to be awarded as part of a kind of race-to-the-top for whoever can build the best community college-industry group partnership anywhere in the country where new industries are finding gaps in the kind of workers they need.

Employers used to take generalists and train them into specialists for their industry. But fewer employers want to do that today or can afford to in a globally competitive economy, especially when they fear they’ll train someone who will then leave for a competitor. So everyone wants employees out of college or technical schools who are as ready to plug and play as possible. That’s why government has a role in fostering more and more employer-educator partnerships — this is the new, new thing — which businesses, small and large, can benefit from, as well as all would-be employees.

Nine Tips That Create a Successful Internship Relationship



Used with Permission:
<https://www.looksharp.com/guides/ten-tips-to-effectively-manage-interns>

1

Assign the intern a single manager, who enjoys working with students. This is huge! Students can accomplish big goals when given the right amount of guidance. But, they are new to the work-world and your industry, and so if thrown out to see and told to start paddling they won't know what your expectations are or where to start. Ultimately, you want to find someone on your staff, who enjoys sharing his or her expertise with young people, and is going to be committed to helping the interns.

2

Make sure the intern has a dedicated project. How many projects have you had sitting on the back burner without the proper bandwidth to do the job right? Assigning an intern, an overarching internship project helps them learn more quickly, keeps them focused, and means that they can provide a culminating final project that adds a lot of value to your company. One expert tip we advise is to assign, a smaller, more manageable project at the onset of the internship to help you gauge the intern's strengths and weaknesses.

3

Meet for "coffee" at least once every two weeks. This is a simple task that can make managing your interns much more efficient. By meeting for a casual 15 minute to on-hour conversation regularly, you can assign objectives, answer questions and help your interns move forward in their projects with confidence.

4

Set quantifiable weekly goals for the intern. This is a management best practice and extra important for interns. Interns need to have clear project goals and you need regular benchmarks to see how they are performing in order to help them improve.

5

Break assignments into small tasks, and review drafts early. Don't assign an intern project due in a month. Interns are new to the professional world, so by having them complete drafts lets you point them in new directions, before going down a wrong road.

6

Share the big picture of how the company is doing and how they are contributing. Interns are curious about the industry they are working in and want to know how the company is doing. By sharing some insight on the bigger picture and how their projects fit in they can bridge this knowledge gap and will be more motivated to deliver great results.

7

Encourage your interns to ask questions. Interns may not know proper questions asking etiquette. If you are the intern's manager, let them know that they can ask you questions as this can save a lot of time in the long run.

8

Offer educational-compensation in the form of software training, introductions to co-workers, and education about the field. Teach your interns the tools of your trade, whether that is Microsoft Excel, Salesforce, HootSuite, or nuanced email tactics. These are invaluable skills that you have accumulated and that can't be learned in school. This knowledge is worth its weight in gold to ambitious students. Another simple value add you can offer is to recommend books, bloggers, or other information sources that students can read up on to become more versed in the field, and become a stronger applicant in the future.

9

Have Fun! Having great interns at your office can and should be a lot of fun. These students come into the office for the first time, with big ideas, and big goals and they will grow a tremendous amount of the course of your internships. They also come away with new ways of thinking and will add an exciting dynamic to your office for however long you are there.

Worksite Supervisor Checklist



Pre-Internship:



- ☐ Meet and discuss the Summer Internship Program with the Worksite Learning Coordinator.
- ☐ In partnership with the Worksite Learning Coordinator, outline a 90 hour internship program of study.
- ☐ Following confirmation of a student match with your organization, schedule a worksite visit with the Worksite Learning Coordinator.

Internship Begins



- ☐ Complete a worksite orientation with student Intern (Form 1), Worksite Learning Agreement (Form 3), and Orientation (Form 4)
- ☐ Verify work hours and sign the Internship Time Sheet on a weekly basis (Form 8).
- ☐ Complete a midterm and final Worksite Learning Plan Review and Evaluation (Form 7)

Post Internship



- ☐ Complete a post evaluation survey and submit to the Worksite Learning Coordinator
- ☐ Complete a post internship interview with the Worksite Learning Coordinator

Required Paperwork



Required Paperwork to be completed with assistance of Worksite Learning Coordinator

- ☐ Please reference the “Form Overview and Requirements” page in the Required Forms packet. Contact: careerconnected@everettsd.org, if you have any questions.

Glossary of Terms



1. Worksite Learning Coordinator:

A certified school district employee responsible for coordinating the internship experience. For Career and Technical Education programs the coordinator must possess a worksite learning certificate. (WAC 181-77-068)

2. Worksite Supervisor:

A qualified adult from the worksite responsible for overseeing the internship/worksite learning experience and acting as liaison between the worksite and school district.

3. Worksite Learning Agreement:

A contract that specifies the terms and conditions under which the internship experience shall occur. It is agreed to and signed by the school district, Worksite Supervisor, Intern, and the Intern's parent/guardian.

4. Program Orientation:

A meeting conducted by a Worksite Learning Coordinator giving information to a Worksite Supervisor about the internship/work based learning program. The orientation clarifies program objectives, establishes support systems, and delineates the responsibilities and rights of the various parties—school/district, worksite, students, and parents/guardians. The Worksite Learning Coordinator qualifies the worksite and the Worksite Supervisor to host an Intern.

5. Worksite Learning Plan:

A worksite learning plan is a written outline of the learning objectives and the process for evaluating the attainment of the learning objectives. The plan should be signed by the Worksite Learning Coordinator, the Worksite Supervisor, and the student.

6. Qualifying Course:

Any high school class previously completed (successfully) or concurrently taken that directly connects the knowledge and skills learned in the class to opportunities provided by the internship.



Worksite Learning Plan: Internship Overview, Objectives and Evaluation

General Information

Student Name:

Student ID:

Employer:

Employer Phone:

Supervisor(s):

Current Grade: ☐ 10 ☐ 11 ☐ 12

Designated Career Pathway:

Average no. of hours per week:

Internship Goal:

The student will be assessed on the following learning objectives for the period beginning _____ and ending _____. Each objective should be measurable and describe an accomplishment, such as a skill, knowledge or a behavior that the student has shown growth in.

Internship Objectives

Please provide a general summary of the internship along with duties/tasks, occupational skills, workplace environment, and a brief timeline overview.

Objective #1:

Date expected to complete objectives:

Evaluation: ☐ Consistently Meets Objective ☐ Usually Meets Objective ☐ Seldom Meets Objective

Comments:

Objective #2:

Date expected to complete objectives:

Evaluation: ☐ Consistently Meets Objective ☐ Usually Meets Objective ☐ Seldom Meets Objective

Comments:

Objective #3:

Date expected to complete objectives:

Evaluation: ☐ Consistently Meets Objective ☐ Usually Meets Objective ☐ Seldom Meets Objective

Comments:

General Evaluation

SCALE: 3 = Exceeds expectations 2 = Meets Expectations 1 = Needs more work

ATTITUDE TOWARD WORK:		RELATIONS WITH OTHERS:		DEPENDABILITY:	
	Uses time effectively		Cooperates with supervisors		Is on time to work
	Dresses appropriately for the job		Works well within a team		Remains until required hours are completed
	Exhibits cleanliness, good hygiene		Accepts suggestions		Alerts supervisor if absent
	Demonstrates continual improvement		Willing to change		Plans ahead to rearrange schedule

JOB GROWTH/SKILL IMPROVEMENT		QUALITY OF WORK/PRODUCTIVITY	
	Performs well under pressure		Works independently
	Shows continual improvement		Uses care with equipment and materials
	Works independently		Performs quality work
	Understands and follows directions		Level of productivity, adds value to workplace
	Learns well, understands responsibility		Shows leadership in carrying out tasks and assignments

Agreement

Worksite Learning Supervisor:

Date:

Student Signature:

Date:

Worksite Learning Coordinator Signature

Date:



STATE OF WASHINGTON
DEPARTMENT OF LABOR AND INDUSTRIES

Employment Standards Program

PO Box 44510 • Olympia, Washington 98504-4510 Phone: (360) 902-5316 Fax : (360) 902-5300

January 2016

Welcome!

Washington State Labor and Industries would like to thank you for your interest in hosting valuable Work Site Learning Opportunities for students. You join a network of corporations, businesses, nonprofit organizations, and government agencies that have benefited from hosting Work Site Learning opportunities. We value quality experiences and recognize their importance in preparing students for future careers.

Washington State Public Schools has many, highly motivated students and potential interns ready to make an impact with your organization. Students comprise a community of young talent looking to start or explore careers. These students are enrolled in preparatory courses that align with your specific business focus. As such, they bring a high level of maturity and motivation to their Work Site Learning Experiences.

We welcome you into the fast-growing group of employers who are enjoying the rich benefits of high school internship and Work Site Learning programs.

<http://www.lni.wa.gov/WorkplaceRights/files/policies/esc11.pdf>

Under certain conditions, individuals may - without any expressed or implied compensation agreement - work for their own advantage on the premises of another and are not necessarily employees. Whether trainees are employees depends upon all of the circumstances surrounding their activities on the employer's premises. If all six of the following criteria are met, the trainees are not considered employees:

1. The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in an educational environment or vocational school.
2. The training is for the benefit of the trainee.

3. The trainees do not displace regular employees, but work under their close supervision.
4. The business that provides the training derives no immediate advantage from the activities of the trainees, and may in fact be impeded.
5. The trainees are not necessarily entitled to a job at the conclusion of the training period.
6. The trainees understand they are not entitled to wages for the time spent in the training.

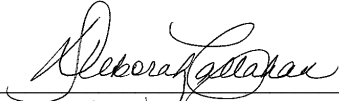
Additionally should you choose to participate in an unpaid internship program, you may opt to provide workers compensation coverage for student volunteers enrolled in a public school, who work as a volunteer under a program authorized by the public school. The coverage rate for 2016 is .0724 costs per hour. More information is available from the school program coordinator and the Washington State Department of Labor & Industries Worker Compensation Services at:

<http://www.lni.wa.gov/FormPub/Detail.asp?DocID=1560>

Thank you for your support in developing the next generation of workers in Washington State. We wish you success in your participation.

Sincerely,

Josie Bryan
Child Labor Specialist
Washington State Department of Labor & Industries Employment Standards

This Evidence of Coverage is issued as a matter of information only and confers no rights upon the evidence holder. This evidence does not amend, extend or alter the coverage afforded by the coverage agreement below.	
Covered Member:	Coverage Afforded By:
Everett Public Schools PO Box 2098 Everett WA, 98213	Washington Schools Risk Management Pool PO Box 88700 Tukwila, WA 98138-2700
This is to certify that the liability coverage listed below has been issued to the district member named above for the period indicated notwithstanding any requirement, term or condition of any contract or other document with respect to which this evidence may be issued or may pertain. The evidence afforded by the coverage agreement described herein is subject to all the terms, exclusions and conditions of such coverage agreement.	
Coverage Agreement #:	COV 2017-2018
Coverage Period:	September 1, 2017 through August 31, 2018
Effective Date of Evidence of Coverage:	September 1, 2017
Expiration Date of Evidence of Coverage:	August 31, 2018
Limits of Liability Each Occurrence Bodily Injury and Property Damage Combined:	\$1,000,000-----
Other Applicable Coverage:	
Description of Operations/Locations/Vehicle:	
Activities under the direct supervision of District personnel as respects coverage period September 1, 2017 through August 31, 2018.	
Cancellation: Should the above described coverage agreement be cancelled before the expiration date thereof, the issuing company will endeavor to mail 30 days written notice to the evidence of coverage holder named below.	
Evidence of Coverage Holder:	Issue Date: July 25, 2017
To Whom It May Concern	 Authorized Signature



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The district shall provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without regard to race, color, national origin, creed, religion, sex, sexual orientation, gender expression, gender identity, veteran or military status, the presence of any physical, sensory or mental disability or the use of a trained dog guide or service animal by a student with a disability.

Designated to handle inquiries about nondiscrimination policies are:

Affirmative Action Office – Randi Seaberg, rseaberg@everettsd.org, 425-385-4104
Title IX Officer – Mary O'Brien, mo'brien@everettsd.org, 425-385-4106
504 Coordinator – Becky Ballbach, rballbach@everettsd.org, 425-385-4063
ADA Coordinator – Becky Clifford, rclifford@everettsd.org, 425-385-5250

