

# Everett Public Schools

## Career Connected Learning

### Summer Internships

Internship Host Handbook

Preliminary

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Thank you to Tacoma Public Schools for providing permission to adapt content and materials.

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# Program Introduction

## About Everett Public School's (EPS) Career Connected Learning (CCL) Internship Program

The Everett Public Schools (EPS) Summer 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 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 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 found at: (<http://www.k12.wa.us/careerteched/WorkBasedLearning/WorksiteLearningManual.pdf> ).

In preparation for summer internships, during the Spring Semester students participate in CCL professional learning activities. In turn, students typically earn 20 to 30 hours per week at the internship site, while supported by EPS Internship Coaches.

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.

## About This Handbook

The Internship Host 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*, which illustrates the power of mentorship and internship experiences for students.

Reprinted from permission of The New York Times

# It Takes a Mentor

**Thomas L. Friedman** – 9 September 2014

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.

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.”

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.

Source: [http://www.nytimes.com/2014/09/10/opinion/thomas-friedman-it-takes-a-mentor.html?\\_r=0](http://www.nytimes.com/2014/09/10/opinion/thomas-friedman-it-takes-a-mentor.html?_r=0)

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# Raisbeck Aviation High School

## Mentor's Guide

### *Suggestions for Students*

Mentor should review with mentee(s):

#### **Do**

- ✓ Take time to identify your academic and career goals.
- ✓ Be considerate of your mentor's time. Most are very busy professionals who are taking time from their jobs to spend time with you. Their time is very valuable.
- ✓ Return phone calls and e-mails promptly (i.e., within 24 hours)
- ✓ Be on time for appointments.
- ✓ Listen attentively of what your mentor has to say.
- ✓ Use correct grammar. Your mentor may not to "hip" to current slang.
- ✓ Be complete in your comments and explanations.
- ✓ Seriously consider all advice you receive.
- ✓ Show initiative. It takes the efforts of both the student and mentor to make the relationship work.
- ✓ Show evidence that you have utilized your mentor's help in making decisions or setting goals.
- ✓ Show appreciation for every form of assistance your mentor gives you. Say thanks, write a thank-you note, etc.
- ✓ Make it easy for your mentor to give you corrective feedback. Ask for it early.
- ✓ Assume the relationship will be strictly professional. They are not there to become your "best friend." However, a personal friendship may grow over time.
- ✓ Make positive or neutral comments about your mentor to others. If you disagree with your mentor's advice, share your perceptions with him/her. Just because your mentor may not be "cool" in your opinion does not mean that they cannot give valuable advice.
- ✓ Be prepared that the relationship may end with the school year. Mentor and students will evaluate the relationship at the end of each year. However, your relationship may

continue throughout high school and beyond.

- ✓ Keep the doors open to return to your mentor for advice or later help.
- ✓ Keep in touch once you part company. Send a note or call from time to time to provide progress reports and say thanks. They have invested time in you.
- ✓ Come prepared with questions, suggest projects, and identify things you would like to learn - make it easy on your mentor.

#### **Don't**

- × Depend on your mentor to identify your goals for you.
- × Assume that your mentor has unlimited time for you.
- × Tune out when the topic seems irrelevant to your immediate needs.
- × Ramble on, ignoring clues that you're talking too much.
- × Say "Yes, but....."
- × Argue.
- × Convey boredom or disinterest with your body language, e.g., slouching in your chair, not maintaining eye contact, etc.
- × Forget to share the outcome of the help your mentor gave.
- × Take your mentor for granted or assume s/he has nothing better to do.
- × Ask for personal favors (i.e., Take me for a ride in your airplane.) Privileges are earned and are provided when and if your mentor feels they are appropriate.
- × Immediately defend or explain yourself or make excuses. Or worse, criticize your mentor.
- × Talk negatively about your mentor behind his/her back. Negative comments have a way of getting back to the person you are criticizing.
- × Hang on to your mentor indefinitely.
- × Leave on bad terms.
- × Move on without checking back with past mentors.

# Raisbeck Aviation High School

## Mentor's Guide

### *Suggestions for Mentors*

#### Do

- ✓ Help your student take the initiative in your relationship. Be open to their ideas, discuss topics, use probing questions to help them think about and rationalize their responses.
- ✓ Respect your student's time as much as your own.
- ✓ Be explicit about your own needs and limits (e.g., time constraints, style of interacting, etc.)
- ✓ Recognize the "culture" of young adults may be different from yours. However, set the expectation and help your student understand that your relationship will be kept on a professional basis.
- ✓ Always ask if you can make a suggestion or offer constructive criticism.
- ✓ Be firm, fair and diplomatic in making recommendation or providing advice.
- ✓ Tell your student that you don't expect him/her to follow all of your suggestions.
- ✓ Expect and hold your student accountable for moving toward his/her academic and career goals.
- ✓ Provide encouragement and praise to your student in the progress they are making toward their goals.
- ✓ Make only positive or neutral comments about your student to others. If you disagree with your student's behavior, attitude or values, share your perceptions with him/her. If necessary, discuss your concerns with the RAHS Mentor Coordinator or Principal. If the situation doesn't change, take steps to end the relationship.
- ✓ Be prepared to end the relationship (at least the formal mentor-student aspect) at the end of the school year – or later, if agreed upon by both parties.
- ✓ Keep the doors open for your student to contact you in the future.

#### Don't

- × Encourage or entertain discussions about a student's personal or family life.\*
- × Insist on waiting for the student to articulate their goals, suggest every activity and do all the leading.
- × Assume that your schedule always has top priority.
- × Fail to inform them if you cannot make a scheduled meeting.
- × Make your student have to guess or learn by trial and error.
- × Automatically give advice or criticism.
- × Expect a clone of yourself.
- × Take your student for granted and assume he/she doesn't need reinforcement.
- × ~~Avoid discussions that appear to be touchy~~ subjects or conflict areas for your student or force your solutions. (e.g., how they get along with a particular teacher, why they aren't working harder in school, etc.). Stay focused on setting goals or benchmarks for improvement.
- × Move too quickly into friendship, if at all.
- × Talk negatively about your student to others.
- × Hang onto your student indefinitely.
- × End the relationship on negative terms.

*NOTE: If the student volunteers information that involves their personal safety or health, emotional issues, use of controlled substances, etc., report those issues immediately to RAHS administration.*

### *Final Suggestions for Students and Mentors*

Being involved in a mentoring relationship is a *privilege* for both the student and mentor, so you should always go out of your way to be gracious, thoughtful, and respectful to each other. When you are unclear about what to do or how to act, seek advice from the Raisbeck Aviation High School Mentor Coordinator or Principal. The gesture of asking conveys respect for what the two of you are working to accomplish.

# Nine Tips That Create a Successful Internship Relationship

## **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 sea 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 once a week.**

This is a simple task that can make managing your interns much more efficient. By meeting for a casual 30 minute to one hour conversation every week, 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 question 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 intern compensation in the form of software training, introductions to co-workers, and education about the field.**

Some employers may not be able to pay huge sums of money to their student interns, while others can. However, many of the best forms of compensation are free. 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 internship. They also come with new ways of thinking and will add an exciting dynamic to your office for however long you are there.

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

Written by Nathan Parcells at WayUp. Reprinted from Permission. WayUp is a leading destination for college students to find internships and jobs with millions of active students and tens of thousands of employers. Check it out at [www.wayup.com](http://www.wayup.com).



## Program Timeline

Everett Public Schools (EPS) internship program provides juniors the opportunity to earn high school credit and gain meaningful experience in a career of interest. After completing intro to Internship workshop during spring semester, interns are expected to complete approximately 90 hours of unpaid or 180 hours of paid worksite experience for a 0.5 Spring Semester Credit.

Students participate in preparatory to Internship Work	
March – April	Students apply to participate in EPS Internship Program.
March – April	Students engage in professional development activities – resume and cover letter writing, interviewing, job readiness and professional communication.
May	EPS matches student candidates with intern hosts. Matches are based on student career interests, job descriptions, student and site host schedule availability and transportation considerations.
May	Internship Hosts interview candidates for acceptability.
Students participate in community based internships (0.5 – 2.0 Credits)	
June	Internship experience begins.
June 2	Last day for student internship schedule changes. Communicate any concerns regarding intern or schedule to EPS – CCL Facilitator.
June-July-August	Site Supervisors Complete Mid-Internship Evaluations
Late July – Early August	Final intern evaluations, summer internship experience is completed.
Advanced Internship (0.5 – 2.0 Credits) After successful completion of the Summer Internship, Site Supervisors may invite interns to participate in a follow-on Advanced Internship.	
Late August – Early September	Final placement of Advanced Interns. Internship experiences begin.
Early November	Site Supervisors Complete Mid-Experience Evaluations.
Beginning of December	Final Intern Evaluations for Advanced Interns are completed.
Mid-December – January	Advanced Internships are completed.

## **Program Expectations**

### **Acceptance Interview with Site Supervisor**

Prospective interns will be scheduled an acceptance interview with their supervisor prior to being assigned an internship. This is an opportunity to ensure both the student and you, the internship host, feel the internship placement will be a good fit. Interns share their interests, the internship host gives a brief overview of the organization, both discuss schedules and work together to set at least two site specific goals.

### **Attendance at Site**

Interns are expected to attend their host site 100% of the committed time agreed upon at the acceptance interview. We expect all students to notify their EPS CCL Coach and Site Supervisor of an absence by phone or email before their internship shift begins. In the event of an unexpected absence of the supervisor, please notify the EPS CCL Coach, Mr. Sevald, and the intern immediately.

### **Work Site Monitoring**

The EPS CCL Internship Coach will regularly monitor the site and should be consulted whenever questions or concerns arise. Should any area of concern be identified, the internship host should contact the EPS CCL Coach immediately to decide together how best to address the situation.

### **Intern Personal/Site Specific Goals**

In addition to learning general worksite skills at their site, interns are also working on three personal growth goals and two site-specific goals. Interns set the personal goals independently. We ask that internship hosts support interns in identifying two site-specific goals to work toward over the course of the summer. Interns are required to regularly reflect on their goal progress and collect evidence of same for their professional portfolio.

### **Mid-Summer Review with EPS CCL Coach & Supervisor**

The intern's EPC CCL coach will contact the supervisor to set-up an appropriate meeting time during the intern's regular schedule to discuss the intern's evaluation.

### **Worksite Learning Evaluation**

All Supervisors will complete two "Worksite Readiness Evaluations" with their Interns. Once, midway through the internship and again at the end of the internship experience.

### **Intern Hour Tracking**

The intern's work hours must be recorded daily on the Intern Timesheet. We recommend keeping the current copy of the Intern Time Sheet in a location that is convenient for both you and your intern.

## Acceptance Interview with Prospective Intern Checklist

In order to help your intern transition effectively into your organization, we ask that you provide a general orientation to your department and how the intern's position fits into the overall organization. This should occur during the acceptance interview.

### Check list - Orientation topics you may want to cover include:

- ☐ Share a brief overview of the business or organization and your role/primary duties.
- ☐ Review a job description with the intern.
- ☐ Review Intern's personal goals, develop two site specific goals.
- ☐ Procedures for reporting to work and for receiving work assignments each day.
- ☐ Rules and regulations of the department, especially those that pertain to the intern.
- ☐ Schedules of breaks and break areas. Procedures for taking a break.
- ☐ Dress code (we expect interns to dress professionally while at their site).
- ☐ Worksite telephone number to call if he/she will be late or absent from work. Confirm contact information for the Intern and EPS CCL Coach to maintain ongoing communication with the EPS CCL Coach.
- ☐ Date and time of first day to include worksite tour and introduction to co-workers.

## INTERNSHIP CONTRACT

Student Name: \_\_\_\_\_

School: \_\_\_\_\_

EPS CCL Internship Coach: \_\_\_\_\_

### By signing this agreement, Interns agree to the following:

- I will commit to this internship for the entire summer.
- I will not schedule any conflicts during my designated internship time.
- I understand that my school's rules and policies pertain to me at all times while at my site.
- I understand that this is a credited experience and my grade will be entered on my transcript.
  - I understand that I will maintain workplace appropriate attire and excellent physical appearance every day of my internship.
- I understand that only interns are to contact site supervisors and not friends or family members.
- I understand that as an intern I represent both myself and Everett Public Schools, and that my performance and attitude will determine whether my assigned site will continue to host interns.
- If I have any questions or concerns about my internship, I will contact Mr. Sevald at 425-385-4081 immediately.
- If I need to be absent for any reason, I will contact Mr. Sevald and my supervisor immediately.

### Placement Information

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Internship Site: \_\_\_\_\_

Hours at Site: \_\_\_\_\_

Days of the week at site: \_\_\_\_\_

Anticipated credits intern will earn: \_\_\_\_\_

### Transportation Information

Internship Address: \_\_\_\_\_

Intern plans to use the following form(s) of transportation to get to and from their site:

Primary: \_\_\_\_\_

Back-up: \_\_\_\_\_

Travel time needed to get to site on time: \_\_\_\_\_

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

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

Internship Coach Signature \_\_\_\_\_ Date \_\_\_\_\_

### Important Note:

Students may withdraw from an internship within the first 15 days of it without penalty. After this time, students who drop a course will receive an NC on their transcript. Issues with Internship placements should be addressed with EPS CCL Coaches immediately.

# INTERNSHIP GOALS

INTERN NAME:

SITE PLACEMENT:

## GOAL #1: REPRESENTING MY PROFESSIONAL SELF

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INTERN STRATEGIES:

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

SELF-ASSESSMENT #1	SELF-ASSESSMENT #2

## GOAL #2: MAINTAINING GROWTH MINDSET

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INTERN STRATEGIES:

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

SELF-ASSESSMENT #1	SELF-ASSESSMENT #2

## GOAL #3: SITUATIONAL AWARENESS

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INTERN STRATEGIES:

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

SELF-ASSESSMENT #1	SELF-ASSESSMENT #2

# INTERNSHIP GOALS

## GOAL #4: SITE SPECIFIC GOAL (SET BY INTERN AND SUPERVISOR)

INTERN STRATEGIES:

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

## GOAL #5: SITE SPECIFIC GOAL (SET BY INTERN AND SUPERVISOR)

INTERN STRATEGIES:

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

SELF-ASSESSMENT #1	SELF-ASSESSMENT #2

NO EVIDENCE	BEGINNING	APPROACHING	MEETING	EXCEEDING
Verbally shares very little about experience overall. Makes little to no attempt to verbally describe progress toward reaching goal and presents no physical evidence to demonstrate said progress. Makes little to no attempt to describe their experience in any great detail, to sincerely reflect on their personal growth, or to connect back to their goals at all. Does not discuss how experience connects to post-high goal(s). Makes little to no attempt to dress or act appropriately or professionally, and all needed materials- Graduation Portfolio included-are missing.	Can verbally describe progress toward reaching goal, but lacks physical evidence that demonstrates the progress. Verbal description does not connect to goal at all, is not very detailed, and does not demonstrate sincere reflection on personal growth. Does not discuss how experience connects to post-high goal(s). Does not dress or act very appropriately or professionally, and most needed materials are missing. Graduation Portfolio is not present at Performance Review.	Can both verbally describe and provide a piece of physical evidence that demonstrates progress toward goal. Verbal description connects to goal, but is not very detailed and does not demonstrate sincere reflection on personal growth. Does not discuss how experience connects to post-high goal(s). Dresses appropriately and professionally, but does not act it, and some needed materials are missing. Graduation Portfolio is present, but does not appear to be professionally organized.	Can both verbally describe and provide a piece of physical evidence that demonstrates progress toward goal. Verbal description is detailed and clearly connects to goal. Dresses and acts appropriately and professionally, and has all needed materials. Graduation Portfolio is present, organized, and professional. Does not, however, discuss how experience connects to post-high goal(s), nor demonstrates sincere reflection on personal growth.	Can both verbally describe and provide a piece of physical evidence that demonstrates progress toward goal. Verbal description is detailed, engaging, connects to goal, and demonstrates sincere reflection on personal growth. Student is able to give an example of how this experience connects to their post-high goal(s). Dresses and acts appropriately and professionally, and has all needed materials. Graduation Portfolio is present and is professionally organized with completed goal sheet and evidence.

# Internship Timesheet Summer 2017

Intern: \_\_\_\_\_ Site \_\_\_\_\_

	Primary Activity and Hours for the week	Cumulative hours
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
	Total Hours →	

Internship Host Signature \_\_\_\_\_ Date \_\_\_\_\_

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



**Worksite Learning  
Worksite Qualification, Program Orientation & Legal Compliance Assessment**

<b>Worksite Information</b>
-----------------------------

Business Name: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Hours of Operation: \_\_\_\_\_

Web Site: \_\_\_\_\_

Lead Contact: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

<b>Assurance of Legal Compliance</b>
--------------------------------------

Health and Safety, Employment of Minors, Fair Labor Practices, and Anti-Discrimination

I confirm that this worksite is in compliance with all provisions of local, state, and federal law which are applicable to this business including the following: occupational safety and health (WISHA and OSHA); employment of minors, fair labor practices, and payment of wages; and anti-discrimination, anti-harassment, and anti-retaliation on the basis of any protected characteristic, including race, creed, color, national origin, religion, sex, sexual orientation, marital status, age, honorably discharged veteran or military status, any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability, or any other characteristic protected by law. I understand and agree that harassment of any employee/student with regard to any of the protected characteristics listed above, and/or discrimination against any employee/student with regard to recruitment, hiring, placement, assignment of tasks, hours of employment, levels of responsibility, or pay, are strictly prohibited. I further understand and agree that any student performing work at this worksite shall receive a student orientation, which shall include training on safety procedures, accident prevention, and this employer's anti-discrimination, anti-harassment, and anti-retaliation rules and reporting procedures.

Worksite Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_



### Worksite Qualification

(To be completed at least once per year)

I confirm that, on the date stated below, I visited the Worksite identified above for purposes of screening the worksite as a qualified worksite appropriate to the worksite learning programs of the Everett School District. During a meeting with the Worksite Supervisor named above, I have screened the worksite as satisfying the following elements:

- \_\_\_\_\_ Capacity to provide a relevant occupational learning experience
- \_\_\_\_\_ Appropriate safety training, procedures, and practices
- \_\_\_\_\_ Compliance with state and federal regulations relating to health and safety and employment of minors
- \_\_\_\_\_ Appropriate general liability insurance coverage (minimum \$1 million)
- \_\_\_\_\_ Appropriate employment policies, including anti-discrimination, anti-harassment, and disability accommodation

Teacher/Worksite Learning Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Program Orientation

I confirm that, on the date stated below, I met with the Worksite Supervisor named above and provided him/her relevant information about the worksite learning programs of the Everett School District, including a review of program objectives and the rights and responsibilities of the school district, worksite, students, and parents/guardians.

Teacher/Worksite Learning Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Worksite Learning Agreement

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_ Birthdate: \_\_\_\_/\_\_\_\_/\_\_\_\_

Current Age: \_\_\_\_\_ Career Pathway: \_\_\_\_\_ Career Goal: \_\_\_\_\_

Program Type: ☐ Cooperative Worksite Learning ☐ Instructional Worksite Learning ☐ CTE Coordinating Course: \_\_\_\_\_

Qualifying Course Title: \_\_\_\_\_ ☐ Previously completed ☐ Enrolled concurrently with Program

Teacher/Worksite Learning Coordinator: \_\_\_\_\_

Worksite/Employer Name: \_\_\_\_\_ Worksite Supervisor: \_\_\_\_\_

Worksite/Employer Address: \_\_\_\_\_

Student Position \_\_\_\_\_ Proposed Total Hours per Week \_\_\_\_\_ (20 hr. max during school weeks)

Proposed Weekly Schedule: Mon. \_\_\_\_\_ AM/PM to \_\_\_\_\_ AM/PM (4 hr. max during school weeks, 7AM to 10PM)

Tues. \_\_\_\_\_ AM/PM to \_\_\_\_\_ AM/PM (4 hr. max during school weeks, 7AM to 10PM)

Weds. \_\_\_\_\_ AM/PM to \_\_\_\_\_ AM/PM (4 hr. max during school weeks, 7AM to 10PM)

Thurs. \_\_\_\_\_ AM/PM to \_\_\_\_\_ AM/PM (4 hr. max during school weeks, 7AM to 10PM)

Fri. \_\_\_\_\_ AM/PM to \_\_\_\_\_ AM/PM (8 hr. max during school weeks, 7AM to 12AM)

Sat. \_\_\_\_\_ AM/PM to \_\_\_\_\_ AM/PM (8 hr. max during school weeks, 7AM to 12AM)

Sun. \_\_\_\_\_ AM/PM to \_\_\_\_\_ AM/PM (8 hr. max during school weeks, 7AM to 12AM)

Proposed Total Hours per Academic Semester/Quarter: \_\_\_\_\_

This position will be: ☐ Paid ☐ Unpaid

### I. Student Responsibilities: (Failure to comply with any of the following may result in termination from the program.)

1. Keep regular attendance at school and on the job, notifying your worksite supervisor of any anticipated absences or tardiness. If the trainee is absent from school, he/she must be absent from work unless other arrangements have been made with the Teacher/Worksite Learning Coordinator.
2. Abide by all state and federal laws, all worksite/employer rules and policies, and all school rules and policies.
3. Demonstrate honesty, punctuality, cooperation, confidentiality, and respect for others.

4. Submit verified documentation of hours at the learning/training site to the Teacher/Worksite Learning Coordinator and complete the necessary forms for school credit purposes as required.
5. Immediately inform the Worksite Supervisor and/or the Teacher/ Worksite Learning Coordinator of any problems, concerns, and accidents/injuries arising out of or relating to your participation in the program.
6. Abide by the dress code of the learning/training site.

**II. Parent/Guardian Responsibilities:**

1. Review and comprehend all school rules and policies related to the program in which the Student is participating.
2. Review and comprehend all worksite rules and policies provided to the Student following orientation.
3. Timely inform (within 2 business days, if practicable) the Teacher/ Worksite Learning Coordinator of any concerns relating to the Student's participation in the program.
4. Complete all required forms.
5. Provide support for the student's active participation, punctuality, and personal growth in the program.
6. Assume responsibility and liability for student transportation while traveling to and from the worksite.

**III. Worksite/Employer Responsibilities:**

1. Comply with all federal, state, and local laws relating to employment, employment of minors, and occupational safety and health.
2. Comply with all state Worksite Learning standards set forth in WAC 392-410-315, as amended, and all school district rules and policies relating to employment and worksite training of students.
3. Comply with all federal, state, and local laws prohibiting discrimination on the basis of the student's race, creed, color, national origin, religion, sex, sexual orientation, marital status, age, honorably discharged veteran or military status, any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability, or any other characteristic protected by law.
4. Provide a safe working environment and immediately report any student accidents or injuries to the Teacher/ Worksite Learning Coordinator, as well as to the Washington State Department of Labor & Industries for students reported on the Employer's Risk Classification.
5. Provide the student an orientation on all employer rules and policies (e.g., safety policies and procedures, anti-discrimination, anti-harassment).
6. Provide the student job-specific training and job-appropriate supervision and mentorship.
7. Consult with the Teacher/ Worksite Learning Coordinator concerning the student's worksite learning plan.
8. Verify attendance and/or time records and provide feedback regarding performance and skill attainment.
9. Maintain liability insurance.
10. Supervise students while on business premises and monitor employees who have direct contact with students.
11. Ensure the student's participation at the worksite in no way violates any collective bargaining agreement between the business and regularly scheduled employees.

**IV. Everett School District's Teacher/Worksite Learning Coordinator Responsibilities:**

1. Align the worksite learning experience to the education plan of the student.
2. Establish worksite learning agreements and learning plans.
3. Orient and coordinate with the worksite supervisor to evaluate student performance as per the student learning plan.
4. Document the student's progress and retain documentation in the student's file.
5. Secure all required paperwork before the student may participate in the program and before credit and/or grades are issued.
6. Document and report all student accidents and injuries as may be required by law.
7. Make regular site visits to monitor student performance.

*Each party shall defend, indemnify, release and hold harmless the other parties and their officers, officials, employees, agents, and volunteers from any and all claims, injuries, damages, losses, or suits, including attorney fees and costs (collectively, "Claims"), arising out of any injury or damage caused by another party's negligence or failure to comply with any provision of state, federal, or local law; provided, the Everett School District shall have no duty to defend or indemnify any party for Claims to the extent caused by the negligent acts or omissions of any other party or non-party.*

*The Worksite/Employer assures compliance with all provisions of state law regarding employment of minors, in accordance with chapters 296-125 and 296-131 WAC, and with all provisions of state, federal, and local law relating to occupational safety and health, payment of wages, or non-discrimination/anti-harassment against any employee/student on the basis of race, creed, color, national origin, religion, sex, sexual orientation, marital status, age, honorably discharged veteran or military status, any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability, or any other characteristic protected by law. Harassment of any employee/student with regard to any of the protected characteristics listed above, and/or discrimination against any employee/student with regard to recruitment, hiring, placement, assignment of tasks, hours of employment, levels of responsibility, or pay, are strictly prohibited.*

*The parties' signatures below indicate their acceptance of the terms as stated above.*

**Student****Parent/Guardian**

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Student Signature

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Parent/Guardian (print)

Signature

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Student home address and zip code

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Parent/Guardian address and zip code

---

Student home telephone number

---

Parent/Guardian home telephone

Parent /Guardian work telephone

**Worksite/Employer****Everett School District**

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Worksite Supervisor (print name)

Signature

---

Teacher/Worksite Learning Coordinator (print)

Signature

Name of high school

---

Name of Employer

---

Teacher/Worksite Learning Coordinator address and zip code

---

Teacher/Worksite Learning Coordinator telephone number

---

Employer address and zip code

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Telephone number

Email

## "New Employee" Orientation

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

Worksite \_\_\_\_\_ Supervisor \_\_\_\_\_

**Directions:** Please select the new employee orientation items that are covered upon hiring new employees. Be sure that the student obtains information about the following factors in regards to your company's practices.

### Company Orientation

\_\_\_\_\_ Give student copies of printed materials, including: \_\_\_\_\_

\_\_\_\_\_ Explain the company's history and mission.

\_\_\_\_\_ Describe the company's product line(s) or services.

Discuss company policies and procedures regarding:

- \_\_\_\_\_ a. Hours of operation/work
- \_\_\_\_\_ b. Overtime policies
- \_\_\_\_\_ c. Pay periods and employee time reporting requirements
- \_\_\_\_\_ d. Vacation policy
- \_\_\_\_\_ e. Holiday policy
- \_\_\_\_\_ f. Appropriate dress and grooming
- \_\_\_\_\_ g. Worksite Safety rules, procedures, and practices
- \_\_\_\_\_ h. Emergency procedures
  - Evacuation procedures
  - How to report work place injuries
- \_\_\_\_\_ i. Procedures for absence and tardiness
- \_\_\_\_\_ j. Parking
- \_\_\_\_\_ k. Procedures for arrival
- \_\_\_\_\_ l. Procedures for departure
- \_\_\_\_\_ m. Policies about telephone usage
- \_\_\_\_\_ n. Anti-discrimination, anti-harassment, and anti-retaliation policies and reporting procedures
- \_\_\_\_\_ o. Accident Prevention Program
- \_\_\_\_\_ p. Other: \_\_\_\_\_

Describe employee benefits, such as:

- \_\_\_\_\_ a. Discounts

- \_\_\_\_\_ b. Educational assistance
- \_\_\_\_\_ c. Other: \_\_\_\_\_

### Department Orientation

\_\_\_\_\_ Describe the relationship of the department to the company.  
Discuss specific departmental rules including:

- \_\_\_\_\_ a. Breaks (including specific information relating to break time for minors)
- \_\_\_\_\_ b. Work schedules (including specific information relating to work schedules for minors)
- \_\_\_\_\_ c. Days off
- \_\_\_\_\_ d. Presence of food at workstation
- \_\_\_\_\_ e. Other: \_\_\_\_\_

- \_\_\_\_\_ Introduce co-workers.
- \_\_\_\_\_ Explain job responsibilities of co-workers.
- \_\_\_\_\_ Identify and introduce worksite supervisor.

### Job Orientation

- \_\_\_\_\_ Show student her/his workstation.
- \_\_\_\_\_ Describe student's responsibilities.
- \_\_\_\_\_ Explain the importance of the student's responsibilities to the organization.

Worksite Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

Teacher/Worksite Learning Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*The Worksite/Employer assures compliance with all provisions of state law regarding employment of minors, in accordance with chapters 296-125 and 296-131 WAC, and with all provisions of state, federal, and local law relating to occupational safety and health, payment of wages, or non-discrimination/anti-harassment against any employee/student on the basis of race, creed, color, national origin, religion, sex, sexual orientation, marital status, age, honorably discharged veteran or military status, any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability, or any other characteristic protected by law. Harassment of any employee/student with regard to any of the protected characteristics listed above, and/or discrimination against any employee/student with regard to recruitment, hiring, placement, assignment of tasks, hours of employment, levels of responsibility, or pay, are strictly prohibited.*