

Teacher/Coordinator Internship Handbook

**Seattle Public Schools
Department of School-to-Work**

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Seattle Public Schools Definition of an Internship

An internship is a student worksite experience that emphasizes connecting activities, coordination and integration between worksite and classroom learning, uses written agreements to outline mutual expectations, and runs for at least 20 and no more than 202.5 hours per semester. Summer internships are six (6) to eight (8) weeks in duration. It may or may not result in academic credit and may be paid or non-paid. A .5 Occupational Education/elective credit is granted for 90 hours of non-paid or for 202.5 hours of a paid internship. Internships should meet District and state academic standards. During an internship, a student completes structured activities or projects that:

- Connect work to learning at school
- Give a broad understanding of a business or occupational area
- Relate to the real work of the company

Internships are normally reserved for high school juniors and seniors, at least 16 years of age, who have the requisite academic background, specific skills and maturity to be successful in the workplace. State vocational education regulations do not allow credit to be granted for interns who are under 16 years old and Minor Work Regulations severely limit the work activities of students under the age of 16.

The desired outcomes of a work-based learning internship within the Seattle Schools are:

1. Develop transferable employability skills and understand the culture of the workplace,
2. Achieve mastery of two predetermined learning objectives related to career goals,
3. Increase understanding of a business or industry and increase self-knowledge related to career interests; and,
4. Participate in culminating event, portfolio development or connect the internship to senior project.

Internship objectives are outlined in a learning agreement.

Internship Timeline

Interview dates: _____

Supervisor Orientation date: _____ (optional)

Internship start date: _____

Site visit #1: _____

Mid –internship evaluation: _____ (optional)

Site visit #2: _____ **(optional)**

Final evaluation due: _____

Internship end date: _____

Employer Recognition Event: _____ **(optional)**

Defining Roles

What does the student do?

- Collaborates with the employer and a school coordinator to define the internship activities and/or project(s)
- Works with the employer and the school coordinator to define the objectives and outcomes of the internship in a learning agreement
- Works hard to meet the objectives and outcomes of the internship
- Observes all worksite rules and regulations
- Makes transportation arrangements to and from the workplace
- Integrates internship learning into their senior project or other culminating activity

What does the worksite supervisor do?

- Confirms the internship schedule with the internship contact person at the school
- Helps outline a learning agreement with challenging activities or project(s) related to the real work of the company and connected with academic learning
- Provides an orientation and full safety training/safety gear to each intern
- Instructs, supervises, and guides the intern
- Listens to the intern's questions and concerns
- Communicates workplace issues and concerns to instructor/internship coordinator
- Helps the intern feel like a part of the workplace
- Evaluates the intern's progress and performance
- Develops a mentoring relationship with the intern

What does the internship coordinator/teacher do?

- Screens and refers appropriate students to the worksite
- Provides internship forms for students, parents, and employers
- Helps the intern to define, understand, and meet internship objectives
- Helps the intern integrate worksite experiences with learning at school
- Advises the intern on appropriate worksite behavior and dress
- Provides support to the company contact person and/or internship mentor
- Helps students make transportation arrangements to and from the workplace
- Helps the intern integrate internship learning with senior project or other culminating activity

Answers to Frequently Asked Questions

Work Hours

Students working on internships must be enrolled in Seattle Public Schools. The intern's work schedule will be determined by the employer and the intern. A copy of the intern's schedule should be provided to you by the worksite supervisor. In a paid internship, interns will be paid only for the hours they actually work.

Please note that child labor laws limit the hours that minors can work.

While school is in session, students who are 16 and 17:

- Cannot work before 7:00 a.m. or after 10:00 p.m. Monday - Thursday and Sunday
- Cannot work before 7:00 am or after midnight Friday and Saturday
- Cannot work more than 4 hours a day on a school day preceding a school day
- Cannot work more than 8 hours a day all other days
- Cannot work more than 6 days per week
- Cannot work more than 20 hours per week (up to 28 hours with special variance)

During holiday, school breaks and summer, students who are 16 and 17:

- Cannot work before 5:00 am or after midnight
- Cannot work more than 8 hours a day
- Cannot work more than 6 days per week
- Cannot work more than 48 hours per week

Attendance

Instruct your paid interns on the attendance policies of the company/organization they will be working for.

Students are expected to be at work on time, every day they are scheduled to work. Encourage students to make their personal appointments, when possible, during the hours they are not scheduled to work.

Instruct interns to call their supervisor if they are going to be late or absent. If they are continually late and/or absent, they may be terminated.

Lunch and Breaks

If interns work four (4) consecutive hours, they must take a lunch period of at least 30 minutes. This is in accordance with the Washington State Minor Work Regulations.

Minor Work Regulations also require that students be allowed at least a 10-minute (paid) break for every four hours in a row that they work. They cannot give up their lunch or break periods to arrive late or leave work early.

Safety

Seattle Public Schools upholds the Child Labor Laws regarding what minor workers may and may not do on the job. As part of the internship program, the intern may have the opportunity to use power tools and other equipment that minor students are not regularly allowed to use on the job. The law requires that students receive safety training at school as well as at the internship worksite. The law also requires that the students' use of the machinery is intermittent and fully supervised. See page 23 for the federal statute. At internship sites where this federal statute is utilized, the student's parent/guardian must complete the "Assumption of Risk" form.

- ◆ Any intern who is 18 years old or older **may** perform any job that an adult may perform.
- ◆ Interns who are 16 years old or older **may** operate motor driven machinery/tools after receiving safety training both at the school and at the worksite. The worksite training must include safety training on the use of the specific equipment.

All interns who are **under 18 years old, cannot under any circumstances:**

- ◆ drive a vehicle, forklift or use hoisting machines
- ◆ use hazardous chemicals – by law, youth who are under 18 cannot be exposed to hazardous chemicals. Youth who are 18 or older have a right to know if they are using hazardous chemicals and should be trained in safety procedures.
- ◆ Work more than 10 feet off the ground

Most accidents on the job involving teens are the result of carelessness, horseplay, or not wearing safety equipment. You can help your students be safe by thoroughly explaining the rules; when appropriate, demonstrating how to use tools and equipment properly; and stressing to worksite supervisors the importance of monitoring interns while they are using power driven machinery.

If a worksite supervisor has provided safety training to the intern, and he/she still doesn't feel comfortable with the intern's level of proficiency or maturity regarding the use of tools or power driven machinery, he/she may need to reassign the intern or provide additional training/supervision. If the worksite supervisor believes the intern is unable, or unwilling, to work safely or puts others at risk, he/she should contact you as the Internship Coordinator/Teacher so that together you can work out a safe solution.

Injuries on the Job

Any injuries which occur on the job, should be reported immediately to the worksite supervisor and you, the Internship Coordinator/Instructor. Students who are in paid internships are also covered by the employer's Labor and Industries policies and procedures.

Seattle Public Schools Medical Emergency Procedure*

Whenever an intern suffers a serious injury or becomes seriously ill while at the worksite, and the worksite supervisor or his/her designee determines that the injured intern needs examination by Emergency Medical Technicians or a doctor, the following procedure should be followed:

1. Assess the situation through examination of the intern (check for medical tags).
2. In the case of an apparent serious injury or illness, call 911.
3. Render emergency care. If you do not know first aid, find someone who does. If possible, do not leave the intern unattended.
4. In the event of a serious injury or illness, do not attempt to move the victim unless an emergency situation exists that has serious potential for greater harm, e.g. fire, explosion, etc.
5. Notify parent/guardian (or call emergency contact telephone number) immediately.
6. Emergency medical personnel shall make a transport decision after examining the intern. For non-life threatening situations that do not require immediate transport, the parents should be contacted first, if possible.
7. The worksite supervisor should make sure accident reports are filled out (both District and worksite). As the Internship Instructor/Coordinator, you need to follow up with the intern and his or her parent/guardian.

**Adapted for worksite situations*

Medications

The Seattle Public Schools maintains a policy of not dispensing any medications to students, including, but not limited to aspirin, cold remedies, vitamins, etc.

Students Rights and Responsibilities

Drug Free Work Place

Students must follow the Drug Free policy of the Seattle Public Schools, as outlined in the Emergency Procedures Handbook, and any company policies that are in place for all employees. Seattle Public Schools' policy states, "Possession, use, sale, distribution or being under the influence of alcohol, drugs, or controlled substances is prohibited".

Hiring and Firing

Both you and the intern should be knowledgeable of the company's hiring and firing policies. An intern may be immediately terminated if he/she:

- Steals property while on the internship/job
- Harms or tries to harm anyone associated with the internship or the Seattle Public Schools
- Does not attend work or performs poorly on the job
- Commits a crime while on the job
- Falsifies time sheets

If the worksite supervisor has any concerns, he/she should immediately contact you.

Discipline Policies

Please note that these are suggested guidelines for worksite supervisors to utilize. Policies should accommodate youth and other special needs, yet be stringent. Company policy and other factors may require that situations are resolved on a case-by-case basis. If disciplinary action is required, please remember to involve the intern as much as possible in that resolution. This is also part of the learning process and can lead to more beneficial resolution of difficult situations.

Possible disciplinary actions that may be enforced include:

Verbal Warning

A verbal warning is the first step toward serious disciplinary action. It is a notice that a particular behavior, such as coming to work late, is unacceptable and improvement is expected.

Written Warning

If a verbal warning has been issued and ignored, or if a problem is more serious, an intern will be issued a written warning. This is a notice that identifies the problem area(s) and describes the specific expected behavior(s) and a timeline for

these behavior improvements. It serves as a warning that additional problems of this kind may result in more severe disciplinary action including dismissal from the internship site. It is recommended that employers keep a copy of the written warning and notify you, the Internship Coordinator/Instructor, if such action is taken.

Dismissal from the Internship

If there is reasonable evidence to establish that an intern has committed a serious rule violation, not met the behavior improvement outlined in a written warning, or is making it difficult for others to work, a supervisor may decide to immediately dismiss the intern. The worksite supervisor should notify you, the Internship Coordinator/Instructor and the intern's parent or guardian of this action as soon as possible. If the internship is during the school day and the employer can not reach you, the employer should notify the school counselor.

Work-based Learning Site Agreement

This document (shown on page 10) is an agreement between the Seattle School District and a company or organization willing to become an internship site. It may be signed by an authorized representative who may or may not be the actual intern supervisor. In the event that the supervisor is not the authorized representative, it is imperative that the intern supervisor is familiar with the agreement in addition to the authorized representative.

This agreement contains a standard 'hold harmless' clause and can be terminated by either party at will.

Work-based Learning Site Agreement

- Non-paid Internship**
- Paid Internship**

Seattle Schools Responsibilities:

1. To refer appropriate students to employers.
2. To assist students and the employers in the development of learning objectives related to academic work and workplace competencies.
3. To provide orientation, advising and support services for students and to consult with worksite supervisor to promote progress toward agreed upon learning objectives.

Worksite Responsibilities:

1. To provide each student with a meaningful work-based learning experience.
2. To provide appropriate adult supervision to each student to enable him/her to complete assigned tasks.
3. To share information about student progress (e.g., evaluation).
4. To assign the student only those duties which are consistent with state and federal child labor and safety laws and student skill level.
5. To inform regular employees of their important role in assisting in the training of the student.
6. To ensure that the student in no way replaces a regular employee
7. To ensure that no student is assigned work that in any way furthers or benefits sectarian, political or religious activities, including work which releases or frees any other person to perform such activities.
8. To grant Seattle Public Schools representative access to students at their worksites for purposes of program monitoring.

The employer assures compliance with state and federal guidelines and regulations regarding nondiscrimination against any employee/student on the basis of race, color, national origin, gender, or disability in recruitment, hiring, placement, assignment of tasks, hours of employment, levels of responsibility, and pay. Harassment of any employee/student with regard to race, color, national origin, gender, or disability is strictly prohibited.

Each party agrees to defend, indemnify and hold harmless the other from any and all actions, costs, claims, losses, expenses and/or damages including attorney fees that result or arise from the negligence of that party. For liability for damages arising out of bodily injury or property damage caused by or resulting from the concurrent negligence of each party, the indemnity obligations under this agreement are valid and enforceable only to the extent of each party's negligence, including any responsibility for injuries to worksite employees or other workers on the worksite. The worksite is responsible for site safety, and training and safety programs required by law. The School District, by this agreement, does not assume responsibility for site safety nor safety programs.

I agree that the organization which I represent will comply with the Work-based Learning Site Agreement and Worksite Responsibilities as they apply to this program and that failure to do so may result in termination of my organization as a worksite and the immediate removal of the student from the worksite. It is the exclusive responsibility of the worksite to control and supervise the student's performance at the worksite. It is further understood that this agreement shall be in effect unless otherwise notified and may be terminated by one of the undersigned parties.

Please print or type:

Name of Employer: _____	Department: _____
Name of Worksite Supervisor: _____	Title: _____
Address: _____	Phone: _____
City Zip Code	
E-mail: _____	FAX: _____
Worksite Supervisor Signature: _____	Date: _____
Internship Instructor/Coordinator Name: _____	Phone: _____
Internship Instructor/Coordinator Signature _____	Date: _____



Work-based Learning Internship Learning Agreement Instructions

What: This form is required for all work-based learning internships, both paid and non-paid.

Why: It is important to have a written learning plan for each student placed at a worksite. In addition, federal law requires that student internships include “a schedule of organized and progressive work processes to be performed on the job”.

Who: Items 1-5, and 15 are to be completed by the Work-based Learning Instructor/Coordinator, items 6, 7 and 13 by the worksite supervisor and item 14 by the student. Items 8-12 need to be developed with input from all three parties – the student, worksite supervisor and the Work-based Learning Instructor.

When: The Internship Learning Agreement should be completed no later than one (1) week after the student begins his/her internship.

The numbered items that follow correspond with the circled numbers on the Internship Learning Agreement sample form.

1. **First name, last name and school telephone number of Work-based Learning Instructor/Coordinator, teacher or school representative.**
2. **Name and address of (intern’s) high school**
3. **First and last name of intern**
4. **Today’s date**
5. **Name, department and physical address of intern’s worksite/place of employment.**
6. **Phone number at intern’s worksite – most likely the phone number of intern’s worksite supervisor.**
7. **First and last name and Email (if available) of intern’s worksite supervisor.**
8. **General description of intern’s job including major internship tasks or responsibilities.**
9. **The agreed upon date intern’s internship will begin.**

- 10. General training schedule for interns at the worksite including days of the week and hours per day.**
- 11. Agreed upon date intern is expected to complete internship. This date may be the last day of the semester or some other mutually agreed upon date.**
- 12. Two specific responsibilities and/or skills to be learned by the intern during the course of the internship. These Learning Objectives should be developed through the input of the intern, the worksite supervisor and the Work-based Learning Instructor/Coordinator and tied to the intern's course work.**
- 13. Dated signature of the intern's worksite supervisor agreeing to the learning agreement outlined above.**
- 14. Dated signature of the intern agreeing to the learning agreement outlined above.**
- 15. Dated signature of the Work-based Learning Coordinator/Instructor agreeing to the learning agreement outlined above.**

**Work-based Learning
Internship Learning Agreement**

Internship Instructor/Coordinator _____ Phone _____

School _____
Address City Zip Code

Student name: _____ Today's date _____

Business/agency _____ Department _____
 Address _____ Phone _____

Worksite supervisor _____ Email _____

Internship Description:

Start date _____

Proposed schedule _____

Date expected to be completed _____

The worksite supervisor, student, and the Internship Instructor/Coordinator agree to the following learning objectives for the time period listed above. Each objective should be measurable and describe an accomplishment, such as a skill, knowledge or behavior for the student intern to strive towards.

LEARNING OBJECTIVE #1

LEARNING OBJECTIVE #2

 Worksite Supervisor Signature Date Intern Signature Date

 Internship Instructor Signature Date

Work-based Learning Internship Evaluation Instructions

What: This form is required for all work-based learning internships, both paid and non-paid.

Why: Evaluations are a regular part of the working world. Interns need feedback on their worksite behavior and accomplishments as well as noting areas for improvement. As teachers and coordinators, you need a tool to evaluate the effectiveness of your student preparation and screening. The evaluation will also be used to assign a grade for students who are seeking internship credit.

Who: Items 1-8 are to be completed by the worksite supervisor and item 9 by the intern.

When: This form should be completed no later than the last day of the student internship as the worksite supervisor needs time to review the evaluation with the intern. Ideally, this evaluation will also be done at the midpoint of the internship in order to give the intern an opportunity to address areas of concern.

The numbered items that follow correspond with the circled numbers on the Internship Evaluation sample form.

- 1. Copy Learning Objective # 1, as stated in the Internship Learning Agreement (on the reverse side of the evaluation form).**
- 2. Optional narrative comment on the progress of the intern towards Learning Objective #1.**
- 3. Use the rating scale provided to evaluate the intern's progress toward Learning Objective #1.**
- 4. Copy Learning Objective #2, as stated in the Internship Learning Agreement (on the reverse side of the evaluation form).**
- 5. Optional narrative comment on the progress of the intern towards Learning Objective #2.**
- 6. Use the rating scale provided to evaluate the intern's progress toward Learning Objective #2.**
- 7. Evaluation of intern's SCANS skills (basic skills, thinking skills and personal skills) using the rating scale provided. If the intern did not have the opportunity to demonstrate a given skill, check NA– not applicable.**

The comment area can be used to provide specific feedback related to the SCANS skill in question.

- 8. Dated signature of the worksite supervisor.**
- 9. Dated signature of the intern after he or she has participated in a review of the evaluation with the worksite supervisor.**

Q & A

Internships and Minor Work Regulations

What Minor Work Regulations/Child labor laws do I need to consider when placing students in a work-based learning internship?

There are both federal and state laws to consider. Students may be exempt from most child labor laws if their internship is unpaid and meets certain criteria. See WAC 180-50-300, page 25. If the internship is paid, or doesn't meet the exemption criteria there are several laws to consider. There are limits as to the hours and times of day students can work based on their age. See "Work Hours", page 4. There are limits to the type of work students can engage in based on age and also school program. See "Prohibited and Hazardous Employment – All Minors", page 24, and "Student Learner Exemptions from Prohibited Duties," page 23. Other laws require that employers be certified by the state to work with minors by obtaining a Minor Work Permit. See "Minor Work Permits" page 19.

Does it matter whether the student is paid or unpaid?

If a student is paid an hourly wage or salary most likely an employer/employee relationship exists. The employer assumes responsibility for liability insurance (L&I) and is subject to time and hour restrictions, wage laws and various other laws, and must obtain a Minor Work Permit endorsement (see references above).

What is a minor work permit?

Washington State law requires that all employers who hire minors (under 18) obtain a Minor Work Permit before the minor starts working (paid internship). This Minor Work Permit is actually an endorsement added to a company's Master Business License. Once a Minor Work Permit is obtained, the employer will receive a form called the "Parent/School Authorization". The employer must complete the employer section of the form and give it to the student to get student, parent and school authorization (school authorization is required for work during the school year, but recommended for summer if it is a school sponsored internship). The minor intern(s) must return the signed "Parent/School Authorization" prior to starting work. The employer must keep the signed "Parent/School Authorization" on file for 3 years at the place of business. They also must post the Minor Work Permit in a visible location. See "Minor Work Permits" (page 19) for more information on how to obtain a Minor Work Permit.

What jobs are prohibited for student internships?

There is a long list of prohibited employment for minors – especially if they are 14 or 15 – this is a major reason why we do not recommend internships for students this young. Additionally, students can not receive work/internship credit if they are under the age of 16. The list is somewhat shorter for 16 and 17 year olds. See "Prohibited and Hazardous Employment – All Minors", page 24.

There are exemptions that allow students to have internships in areas that are usually off limits (largely those involving use of power driven machinery and scientific laboratories). The law requires that additional care be taken in these areas. See “Student Learner Exemptions from Prohibited Duties”, page 23.

What information do I need to keep track of in order to comply with the law?

The internship forms included in this packet contain all the information you need to comply with the law. In some cases the employer is required to also have information on record. Make sure the worksite keeps a copy of all the employer forms.

Parents cannot sign away the rights of their minor child; therefore, students can bring suit up to 3 years after their 18th birthday, or up to age 24 for students with an Individualized Education Plan (IEP). In order to have records available in case of litigation, student internship files must be archived for six (6) years after students graduate.

What can I tell a business that is concerned about their liability?

Liability is a major concern for most businesses and should be a concern of any work-based learning program. The safety of our students being paramount, we still want to create workplace-learning opportunities. For unpaid internships, employers can purchase additional medical coverage for about 5 cents per hour. See “Optional Coverage for Student Volunteers,” page 21. For paid internships, the law demands that coverage is the responsibility of the employer, as an employer/employee relationship exists. No matter who is liable, care must be taken to place students in appropriate work settings. Students must be physically, mentally and emotionally able to be successful in the workplace. Placing students in the workplace who are not ready will create frustration for the student and workplace supervisor as well as placing everyone at risk. Employers will be reassured if informed of your student screening and preparation procedures.

Seattle Public Schools also has additional insurance coverage for work-based learning activities. The coverage is for medical expenses only, is secondary coverage, and is for an amount up to \$25,000 per incident.

Who can I call if I have a question?

The Department of School-to-Work has staff on hand that specialize in these issues. A work-based learning specialist or supervisor should be able to provide more information or research you inquiry with L&I.

Minor Work Permits

Washington State law requires that all employers who hire minors (under 18) obtain a Minor Work Permit before the minor starts working (interning). This Minor Work Permit is actually an endorsement added to a company's Master Business License. Once an employer obtains a Minor Work Permit, they will receive a form called the "Parent/School Authorization". The employer needs to fill out the employer section (top) of the form and then give it to the student to get parent and school authorization. Minor intern(s) must return the signed "Parent/School Authorization" form prior to starting work. The employer must keep the signed "Parent/School Authorization" on file for 3 years at their place of business. They also must post the Minor Work Permit in a visible location.

How can an employer get a Minor Work Permit?

Employers can contact **The Department of Labor and Industries** for an application:

Seattle	(206) 281-5505
Bellevue	(425) 990-1400
Tukwila	(206) 248-8240

They can mail or fax an application. There is an application fee of \$15. Once an employer receives a Minor Work Permit, they must employ a minor within 60 days. If not, they must re-apply.

Are there any special instructions for completing the application?

L&I provides the employer detailed instructions that are pretty straightforward. The section where the employer details the minor's work responsibilities is probably the most involved. Given that this is a school internship, the employer may want to list the learning activities of the interns and note that they are part of a vocational internship program.

How long will it take L&I to process an application?

If an application is mailed into the Department of Licensing, processing will take approximately 4 weeks. For same-day service* on a Minor Work Permit endorsement, employers can take their application to the nearest L&I service location (see phone numbers above) or to the Department of Licensing in Olympia. *Same day means 3 to 6 hours.

How long is the Minor Work Permit in effect?

For one year following the date of issue.

How long is the Parent/School Authorization in effect?

All Parent/School Authorization for minor work forms expire on September 30th. (If this is a summer internship and an employer chooses to continue a minor intern's employment into the school year, they will need to get a new Parent/School Authorization form filled out.)

Who should you contact if you have questions?

Internship Coordinator or Work-based Learning Program Supervisor
Seattle Schools, Department of School-to-Work
Phone: (206) 720-3428
Fax: (206) 720-3429

Optional Coverage for Student Volunteers

What is optional coverage?

The Washington State Department of Labor and Industries (L&I) makes medical liability coverage available to businesses that are engaged in **non-paid** work-based learning activities such as internships. In order to qualify, the student(s) must not replace a regular employee and must have a training plan on record with the business.

What is required?

Each business or company who chooses to buy Optional Coverage for Student Volunteers must keep the following information on record:

- Record of all hours of work performed by student volunteers
- Written registration of each student who has been recognized by the school and accepted by the employer to perform or observe the work of the employer. (Work-based Learning Internship Learning Agreement)
- Companies must report the student hours quarterly with their regular quarterly L&I payroll

How much will they pay?

The rate each company or business will pay for this optional coverage varies depending on the length of their account with L&I and their number of claims, etc.

- The rate for companies that have new accounts (less than a year) is \$.0487 per hour for 2001
- Companies that have existing L&I accounts have an “Experience Factor” that is factored in depending on their claims, etc. Businesses should call their L&I Policy Manager to ask for their rate. They should refer to the “Classification for Student Volunteers” when they talk to their Policy Manager.
- Companies that have no account with L&I will need to fill out a Master Application in addition to the Application for Optional Coverage. They can call (206) 281-5475 for more information as to their rate.

Other Questions?

Contact Internship Coordinator
Department of School-to-Work
Seattle Public Schools
(206) 720-3428

Complaint and Hearing Procedure

If you have a complaint about the Department of School-to-Work or the Internship Program/staff, contact the Work-based Learning Supervisor at (206) 720-3428. You can also contact the Title IX officer listed below if you feel you have been discriminated against.

Seattle School District Statement of Equity and Grievance Procedure

The Seattle School District provides Equal Educational and Employment Opportunity without regard to race, creed, color, national origin, age, sex, handicap/disability or sexual orientation. The District complies with all applicable State and Federal Laws and regulations to include but not limited to Title IX of the Civil Rights Act, Section 504 of Rehabilitation Act, RCW 49.60 “The Law Against Discrimination” and RCW 28A.640 “Sex Equity,” and covers, but not limited to, all District programs, courses, activities, (including) extra-curricular activities, services, access to facilities, etc.

The Title IX Officer and 504 Coordinator with overall responsibility for monitoring and ensuring compliance is:

**Rick Takeuchi
Director, Office of Equity and Compliance
815 Fourth Avenue North
Seattle, WA 98109
Telephone: (206) 252-0371**

Individuals who believe they have been discriminated against in any of the District’s educational programs, activities, services, etc., can file an internal discrimination complaint with the District’s Office of Equity and Compliance.

Student Learner Exemptions from Prohibited Duties

Federal Statute: 29 CFR 570.50*

c) Student-learners. Some sections of this subpart contain an exemption for the employment of student-learners. Such exemption shall apply when:

1. The student-learner is enrolled in a course of study and training in a cooperative vocational training program under a recognized State or local educational authority or in a course of study in a substantially similar program conducted by a private school; and
2. Such student-learner is employed under a written agreement which provides:
 - (i) That the work of the student-learner in the occupations declared particularly hazardous shall be incidental to the training;
 - (ii) That such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person;
 - (iii) That safety instructions shall be given by the school and correlated by the employer with on-the-job training; and
 - (iv) That a schedule of organized and progressive work processes to be performed on the job shall have been prepared.

Each such written agreement shall contain the name of the student-learner, and shall be signed by the employer and the school coordinator or principal. Copies of each agreement shall be kept on file by both the school and the employer. This exemption for the employment of student-learners may be revoked in any individual situation where it is found that reasonable precautions have not been observed for the safety of minors employed there under. A high school graduate may be employed in an occupation in which training has been completed as provided in this paragraph as a student-learner, even though the youth is not yet 18 years of age.

*CFR - Code of Federal Regulations Pertaining to U.S. Department of Labor

Title 29 - Labor

Chapter V - Wage and Hour Division, Department of Labor

Part 570 - Child Labor Regulations, Orders and Statements of Interpretation

Subpart E - Occupations Particularly Hazardous for the Employment of Minors Between 16 and 18 Years of Age or Detrimental to Their Health or Well-being.

Prohibited and Hazardous Employment – All Minors

Washington State Statute

The following employment and occupations as outlined in subsections (1) through (30) of this sections are prohibited for all minors, provided that exemption will be allowed from subsections (5), (8), (9), (11), (13), (15), (16), and (23) of this section when the minor is participating in a bona fide cooperative vocational education program, diversified career experience program, or work experience program certified and monitored by the Office of the Superintendent of Public Instruction or the minor employee's school district; further exemptions from the same numbered prohibitions will be allowed for any minor involved in an apprenticeship program registered with the Washington Sate Apprenticeship and Training Council. The state will not grant variances for employment or occupations prohibited by the United States Department of Labor.

Exemptions (subsections)

(5) Occupations involving operation or repair, oiling, cleaning, adjusting, or setting up of any power-driven woodworking machines.

(8) Occupations involving operation or repair, oiling, cleaning, adjusting, or setting up of any power-driven metal-forming, punching, and shearing machines.

(9) Occupations involving slaughtering, meat packing, processing, or rendering.

(11) Occupations involving operation or repair, oiling, cleaning, adjusting, or setting up of any power-driven paper-products machines.

(13) Occupations involving operation or repair, oiling, cleaning, adjusting, or setting up of any power-driven circular saws, band saws, and guillotine shears.

(15) All roofing operations

(16) Occupations involving excavations

(23) Occupations involving fire fighting and fire suppression duties.

WAC 180-50-300
(Washington Administrative Code)

Equivalency course of study – Credit for learning experiences conducted away from school or by persons not employed by the school district.

(1) Credit, including high school graduation credit, may be granted for school planned or approved learning experiences primarily conducted away from the facilities owned, operated, or supervised by the district or conducted primarily by individuals not employed by the district.

(2) School planned or approved learning experiences such as, but not limited to, travel study, work study, private lessons, and educational programs sponsored by governmental agencies may be accepted for credit upon compliance with written policies established by the district.

(3) Written policies which permit the granting of credit for such out-of-school learning activities shall be adopted by the district board of directors and shall be available to students, parents, and the public upon request. Such policies shall include at least the following provisions:

(4) A proposal for approval of credit for such learning experiences shall be submitted to the personnel designated in the written policy for review, revision, and approval or disapproval prior to the experience and shall include at least the following information:

(a) Name of program or planned learning experience;

(b) Length of time for which approval is desired;

(c) Objectives of the program or planned learning experience;

(d) Which one or more of the state learning goals and related essential academic learning requirements are part of the program or planned learning experience;

(e) Description of how credits shall be determined in accord with WAC [180-51-050](#)(1);

(f) Content outline of the program and/or major learning activities and instructional materials to be used;

(g) Description of how student performance will be assessed;

(h) Qualifications of instructional personnel;

(i) Plans for evaluation of program; and

(j) How and by whom the student will be supervised.

(5) The reasons for approval or disapproval shall be communicated to the students and parents or guardians.

[Statutory Authority: RCW [28A.04.120](#). 00-19-106, § 180-50-300, filed 9/20/00, effective 10/21/00. Statutory Authority: RCW [28A.04.120](#) (6) and (8). 84-21-004 (Order 12-84), § 180-50-300, filed 10/4/84.]

SCANS

Listed below are SCANS Skills. SCANS stands for Secretary's Commission on Achieving Necessary Skills. The Department of Labor conducted a survey to find out what skills employers wanted their employees to have and to understand before they were hired. These skills can help you in everything you do.

<p style="text-align: center;">Using resources</p> <ul style="list-style-type: none"> ◆ Time, money, human resources, materials, and space 	<p style="text-align: center;">Reading / writing</p> <ul style="list-style-type: none"> ◆ Understanding what you read, writing legibility so people understand, using good grammar
<p style="text-align: center;">Working well with others</p> <ul style="list-style-type: none"> ◆ Participating as a team member, helping others, getting along with a diverse population 	<p style="text-align: center;">Basic math</p> <ul style="list-style-type: none"> ◆ Understanding addition, subtraction, multiplication, division, fractions, and percentages; knowing when to use math
<p style="text-align: center;">Finding and using information</p> <ul style="list-style-type: none"> ◆ Knowing where to look, organizing information, interpreting, and analyzing 	<p style="text-align: center;">Communication skills</p> <ul style="list-style-type: none"> ◆ Listening carefully, speaking clearly, being assertive, asking for help, being polite
<p style="text-align: center;">Understanding systems</p> <ul style="list-style-type: none"> ◆ How things fit together: small - such as filing, the telephone system; large - such as the bus system, company organization 	<p style="text-align: center;">Thinking skills</p> <ul style="list-style-type: none"> ◆ Identifying problems, solving problems, making decisions, being creative
<p style="text-align: center;">Using different technologies</p> <ul style="list-style-type: none"> ◆ Knowing what tools are needed to get a job done, such as a pen, a computer, a map 	<p style="text-align: center;">Personal Responsibility</p> <ul style="list-style-type: none"> ◆ Arriving to work on time, following through, being prepared, honesty, good self-esteem

How would you use these skills to:

Play soccer?

Look up a phone number?

Take a bus?

Help a friend?

Write a note?

Ask for directions?

Determine how much you should get paid?

SCANS Skills Practice Guide

Following are a few ways that you use SCANS skills.

Skill	Question	Example
Using resources	What do you need to get the job done?	Materials? Space? Time? Help? Money? People?
Working well with others	What skills do you need to get along with your co-workers?	Being polite? Helping co-workers? Helping customers? Not gossiping?
Finding and using information	Who or what can answer your questions? Where can you find the answers you need?	A co-worker? A computer? Your supervisor? A dictionary? A telephone book? A manual?
Understanding systems	How do things fit together at work? What kinds of systems are used at your worksite?	<u>Small</u> - filing system? payroll system? <u>Large</u> - Metro bus system? The school district? How does your department fit into the whole company?
Using different technologies	What tools do you need to get your job done?	A pen? A computer? A rake? A clock? A washing machine?
Reading / writing	How do you use these skills at work?	Writing messages? Reading memos? Reading instructions? Completing reports? Entering information into computers?
Basic math	When do you use math at work	Completing your time sheets? Measuring? Using a calculator?
Communication skills	What skills do you need to get along well with others and to do a good job?	Listening carefully? Speaking clearly? Asking questions? Being polite?
Thinking skills	What are examples of different kinds of thinking on the job?	Making decisions? Solving problems? Being creative?
Personal responsibility	What kinds of behaviors show that you are a responsible person?	Arriving to work on time? Finishing things you start? Being prepared? Being organized? Checking your work?

Workplace Mentors

Defining a Workplace Mentor*

When students are exposed to an adult environment, adult standards, and adult mentors, they change the way they behave and the way they look at their world. A mentor can play many different roles: teacher, supervisor, coach, counselor, and role model. A workplace mentor helps students make the connection between their present performance-both at school and at the workplace, and their future.

Examples:

Teacher – instruct students in various areas not limited to job tasks.

Supervisor – Give direction. Think in terms of how students fit into the needs of the organization.

Coach – Provide motivation and information to help students meet performance expectations. Give ongoing feedback and encouragement.

Counselor – Help students work through problems or attitudes that affect job performance.

Role Model – Lead by example. Help students develop effective professional skills and habits.

Qualities of a Good Work-based Learning Mentor**

A good mentor:

- Is respectful of others
- Keeps a positive outlook on life
- Enjoys working with young people
- Likes or loves his/her work
- Listens and communicates well
- Stays flexible while keeping healthy boundaries
- Has capacity for sharing and empathy
- Promotes the growth and development of the student
- Can make people and resources of the organization available to the student.
- Sees the student as capable of making decisions and learning new things.

* Adapted from the Hospitality Business Alliance, Mentor's Guide

**Adapted from the New Urban High School, A Practitioner's Guide

The Most Important Responsibilities of a Mentor

- Take the time to structure the student's experience at the site
- Get to know the student well
- Spend time with the student and give encouragement
- Reveal oneself as a person, not just a worker
- Tolerate frustrating behavior from the student and guide him/her toward maturity
- Understand the goals of the program and work toward them
- Communicate with teachers and coordinators from the partnering school
- Assist the student in obtaining additional resources and professional contacts
- Model professional behavior and work habits

Teachers/Coordinators

Developing work-based learning mentors also demands developing worksites. Below are three ways to assess the learning potential of a workplace:

1. Review job descriptions and interview mentors;
2. Observe or shadow your students at work, see it through their eyes; and,
3. Participate in mini-internships and engage in the work your students will be doing.

The following questions can help Internship Coordinators/Teachers develop a successful work-based learning mentoring program:

Goals and Outcomes

Why do you want a work-based learning mentoring program?

What goals have you identified?

What will it look like in daily practice?

Does your overall plan meet student's needs?

Mentor Selection and Matching

What kinds of experience, position or ability are you looking for?

What is the best way to insure a successful pairing?

Will mentors have contact with students outside the workplace or have regular unsupervised access to the student at the worksite? If so, criminal background checks are necessary. (See page 32 for the Request for Criminal History Information and Applicant Disclosure forms. Once these forms have been completed, turn in to staff person in your building who has responsibility for processing this request. If no one in your building has the ability to access this information, the procedure for gaining access to ACCESSING WATCH [Washington Access to Criminal History] is included on pages 34-36.

Key Program Elements

Can you identify enough mentors to maintain a one-to-one ratio?

If mentors are assigned to more than one student, what support will you provide to ensure success?

How often will students and mentors meet?

Will mentors be their workplace supervisors as well? If so, how will this work?

The Mentoring Process

Will you prescribe certain activities for the mentors, or will you let them develop their own or both?

What roles do you want your mentors to serve; teacher, supervisor, coach, counselor, role model?

Coordination and Training

Whom can mentors call with concerns?

How can you be sure your mentors have the skills necessary to make the mentoring work?

How will you know if students are ready to accept mentoring from an adult?

How will you support mentors in times of frustration or difficulty?

Evaluation

How will you monitor the program?

How will you tell whether your mentoring relationships are successful?

How will mentors and students give feedback and evaluate the program?

Tips for Workplace Mentors*

Keep a watchful eye

Watch for signs of boredom or indifference. Try to create opportunities and experiences that foster discovery of new ideas and development of new skills.

Ask open-ended questions

Check periodically to see how well and how much the student is learning. Ask open-ended questions such as, "What has been most challenging to you these past few weeks?"

Provide support without rescuing

Too often mentors say "Let me show you how to do that," when they should be asking, "What do you think you should do next?" It takes patience and courage to stand back and let a student risk failure. However, the most significant growth happens through the discomfort of grappling with a new situation.

Avoid messages of perfection

The greatest gift a mentor can give students is to be authentic. When you make a mistake, you can show how you learn from that mistake and are more

competent as a result. Make sure the student sees and hears that you are not always an expert and that you are still a learner yourself.

Including Intellectual Rigor in the Workplace Mentoring Experience

Connections – It is essential students see how their work relates to their lives, the work of others and broader purposes (community, economy, environment). In addition, always ask the student how what they are doing in the workplace connects to what they are learning in school.

Perspective - It is important for students to be able to identify the perspective from which someone approaches a situation. Ask students to explain their point of view and consider how things look from another point of view.

Evidence – In school students need to develop the habit of giving evidence for any point they are trying to make. They should be encouraged to do the same at the workplace. In your conversations with students, ask them to elaborate on their thoughts and support their ideas. Don't be satisfied with one word responses.

Speculation – It is important for students to know that there is more than one way to accomplish a task and that their feedback is important. Where it is appropriate, ask students to consider ways of managing a place or ways to more efficiently spend time.

Significance – Students need to understand why the project they are working on is significant. It makes a great impact on students if their efforts have contributed to the success of the organization or project. Help students reflect on the importance of their work for their own development.

***Adapted from the New Urban High School, A Practitioner's Guide**