

MENTOR GUIDE



Westbrook High School

Home of the Knights
156 McVeagh Road, Westbrook CT 06498

Equal Employment Opportunity and Equal Education Opportunity Policy

Nondiscrimination

In compliance with regulations of Title VII of the Civil Rights Act 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, the Civil Rights Act of 1987 and the American With Disabilities Act, the Westbrook Board of Education adopts the following Equal Employment Opportunity and Equal Education Opportunity Policies.

Equal Employment Opportunity

Both federal and state law prohibit discriminatory practices in hiring and employment. It is the policy of the Westbrook Board of Education to prohibit acts of discrimination in all matters dealing with employees and applicants for positions with the school district and to further the principle of equal employment opportunity in all actions affecting employees and applicants. As an equal opportunity employer, the Westbrook Board of Education does not discriminate on the basis of race, color, religious creed, age, marital status, national origin, ancestry, sex, sexual orientation, gender identity or expression, past or present history of mental disorder, mental retardation, learning disability, regarding any individual who can perform the essential functions of the job with or without reasonable accommodations physical disability (including blindness) or other disability (except in the case of a bona fide occupational qualification or need.)

Equal Education Opportunity

Pursuant to the IDEA, Americans With Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, no otherwise qualified individual with handicaps shall, solely by reason of such handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program of the Westbrook Board of Education. Every student has the right to participate fully in classroom instruction and extracurricular activities and shall not be abridged or impaired because of age, sex, race, religion, national origin, pregnancy, parenthood, marriage, or for any reason not related to his/her individual capabilities. The Civil Rights Coordinator for the Westbrook Board of Education has the responsibility to monitor the compliance of this policy. The name and location of the Civil Rights Coordinator is set forth below. Further compliance with policy is a responsibility of all district administrators in accordance with the procedures set forth in the attached regulations.

Superintendent Kristina Martineau, Civil Rights Coordinator, Westbrook Public Schools
156 McVeagh Road, Westbrook, CT 06498
kmartineau@westbrookctschools.org
860-399-6432



Introduction

Students have big dreams. Together, we can help. Westbrook High School students chase after their curiosities through rigorous interest-based learning, extracurricular activities and career connections activities beginning in Grade 9 and culminating with internships in Grades 11 and 12. During internships, students work with adults whose careers match the students' passions and career aspirations. The primary goal of the internship is to promote real world experiences, allowing students to explore and engage in the world of work while making connections to academic performance in the classroom. We are happy to work with you to plan a program that ensures health and safety COVID-19 protocols for our students and your employees.

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

Thank you for your support,

Leslie Carson, Career/College Readiness Coordinator,
lcarson@westbrookctschools.org, 860-399-6214



UNDERSTAND

*What do you need to know about
Westbrook High School?*

Educate, Challenge, Inspire:

We believe an understanding of our program will help you better support our students. The flexible structure at Westbrook High School offers students the ability to focus on their interests and use their passions to drive learning. As a mentor, you can both encourage and guide your intern to optimize their learning. Helping them incorporate on-site projects with their time at Westbrook High School can increase their productivity in both settings.



Structure

Career Connections

Throughout the school year, students are encouraged to connect academic learning through engagement in authentic workplace experiences. The school offers activities along a continuum of career connections, including industry and career awareness, career exploration, career preparation and career training. Activities include business/industry guest speakers, job shadowing and internships.

Senior Project

This multi-faceted assignment serves as a culminating academic and personalized learning experience for students. Students conduct research, participate in job shadowing with an expert, and design a project. Students may select senior projects that focus on community service, personal enhancement, or career readiness. Students present their research and project/product to an audience at the end of their senior year as a part of their graduation requirements.

Advisory

Each advisory is supported and led by an advisor, a teacher that works closely with the group of students and forms personalized relationships with each advisee. Advisory lessons include goal-setting, creating health relationships, academic supports and study skills in addition to employability skills.

School Connectedness

Contributions to a positive school climate through active participation in the school community and respecting others is a learning expectation for a students and staff. Students are encouraged to join one of the more than 30 clubs, athletic teams, and groups active in the school. The Teen Leadership students make presentations around the region about promoting social emotional learning.

Focus on STEM and Fine Arts

Students are encouraged to participate in STEM and fine arts courses. STEM offerings include UConn Physics, forensic science, STEM, anatomy and physiology, metals, transportation and design, power, internet/web design and intro to mobile apps. Students participate in two theatrical performances annually. In addition to band and chorus, students pursue coursework in guitar, UConn music theory and the history of jazz and rock and roll. Students may also pursue painting, drawing, digital photography, art expressions and sculpture.

School Calendar

There are a variety of student events that take place throughout the year, including grade-level field trips, student theatre productions, music concerts, and club activities. Please review the calendar and student course schedules with your intern as you discuss the internship schedule.

PREPARE

What needs to happen before an internship starts?



Checklist for Sponsoring Organization

✓ Set Goals

- A careful discussion with management can create a consensus on internship program goals that can be understood by all involved. The internship should be designed to meet those expectations.
- A meaningful internship program is a commitment of an organization looking to meet its needs and a student working to gain real-world experience. As such, all internships should include: a structured orientation and training necessary for the student to complete the assigned project or tasks, including requirements and expectations for compliance with the company's COVID-19 safety and health protocols.
- Contact the Westbrook High School Career/College Readiness Coordinator to assist you in developing an internship program that meets your needs and the needs of Westbrook HS students.

✓ Evaluate Projects Placed on the Back Burner (These sometimes make great projects for interns.)

- Do you need time to complete an important project? Do you lack fresh ideas and creativity? Could you benefit from more marketing? Would you like more diversity in your organization? Do your employees need more management experience (Assign them to be a mentor of a student intern.)?
- Consider projects that are beneficial to your organization and provide a challenging work-based learning experience for interns.

✓ Identify the Main Goal of Your Organization's Internship Program

- Review current activities at your business or organization to consider what ongoing work you would like to expand or projects and tasks you would like to initiate or complete. Each student intern has a unique set of skills and experiences to bring to the projects, so you might want to consider multiple project ideas from different aspects of the industry: planning, management, finance, technical and production, technology, labor/Human Resources, community issues and health and safety.
- Determine what skills student interns need to learn in order to accomplish the tasks or project you have in mind. If a student intern would need specific technical training, set aside time during the internship for that purpose.

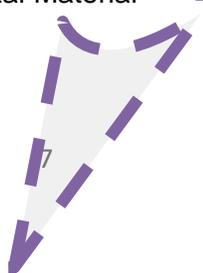
✓ Identify Who Will Supervise/Mentor the Intern

- A mentor should be selected based on their desire to teach/train and based on availability of the resources needed to do so.

✓ Provide Adequate Workspace for the Intern

✓ Be sure to sign the Unpaid Experiential Learning Program School and Employer Agreement

- This agreement is a part of the requirement of the CT Departments of Labor and Education which allows you and the school to offer unpaid internships for students (See the Supplemental Material section of this guide.)



Internship Setup:

Hosting an intern can be a great solution for your organization as it supports the needs of the organization while providing real world experience to the student. One of the most important steps is the internship setup. This is a time when you and your intern meet to determine the overall goals and vision for the internship. This meeting should take place at the beginning of the internship. During this setup meeting, the mentor and intern complete the internship agreement and work together to create a learning plan (see below).

The Internship Agreement & Learning Plan:

We want our student interns to work for you and learn from you. During the internship set up, the mentor and intern should discuss possible projects and tasks the student will complete during the internship, documenting the proposed projects and tasks in the student's learning plan. The majority of the intern's tasks should not be of a common or menial nature. Instead students should be given a project to complete that meets the needs of the organization while providing a learning opportunity for the intern.

Well-structured internship projects engage students and keep them interested throughout the duration of their internship. The bottom line is to strike a balance between those activities that will provide a meaningful learning experience and those that will increase productivity and build the talent pipeline for the organization.

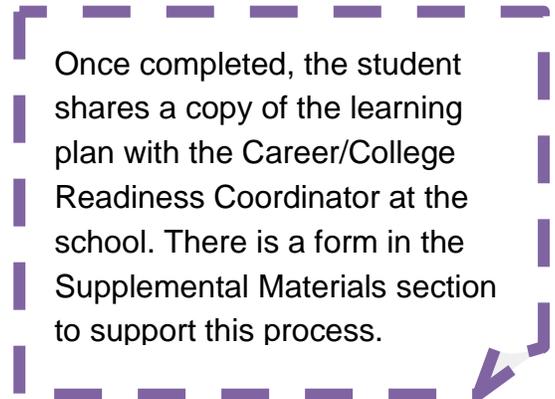
Consider These Possible Tasks and Projects:

- Research the viability of a new program, campaign, or initiative; compile and present statistics.
- Complete a backburner project that has been bogging down permanent staff.
- Create a proposal on a potential social media strategy, evaluate various social media platforms, or come up with suggestions for how your current social media strategy might be improved.
- Critique your company's website from a user perspective; brainstorm ideas for boosting usability.
- Propose solutions for a mid-level problem that no one has had time to address.
- Research and identify the most influential blogs in your industry. Follow them and provide weekly reports.
- Scan industry media for news items; provide regularly scheduled updates.
- Accompany employees to the client, sales, or other outside meetings; have them take an observer role, but ask for their input and ideas (and answer any questions) after you've left the meeting.
- Evaluate some area of IT functionality (for tech-savvy interns); ask if they see a way to improve efficiency, streamline programs, or cut costs.
- Take responsibility for some regular task. If it's as simple as taking and placing the weekly supply order, it will demonstrate follow-through and ownership.
- Create support materials, such as charts, graphs, or other visuals.

Possible Tasks and Projects (continued):

- Plan and coordinate an event or meeting.
- Produce a video or slide presentation.
- Compile employee manuals or develop process directions for tasks with high employee turnover.
- Source goods or search for lower-cost sources for high-volume materials.
- Clean up a database.
- Collect, record, analyze or verify data and information from various sources.
- Set up client files; data entry of client information and case notes.
- Use software to compile and generate reports, statistics, timelines, tables, graphs, correspondence, or presentations.
- Communicate with clients.
- Draft newsletters and correspondence.
- Maintain social media sites.
- Organize/create spreadsheets.
- Write handbooks or manuals.
- Design posters, graphs or charts.
- Observe professionals in the industry.

A list of career-specific tasks and projects ideas is available in the Supplemental Materials section of this guide.



The learning plan also asks you and the intern to **select three to five workplace or career-specific skills that will be the focus for the internship**. These skills can be career connections or employability skills, technical skills or applied academic skills.

Employability Skills

Attendance and punctuality
Motivation and initiative
Communication
Critical thinking and problem-solving
Workplace Policy, Culture and Safety
Work responsibly and collaboratively
Think critically to solve problems with well-reasoned judgment

Career/Engagement Skills

Collecting and organizing information
Customer Service
Leadership
Project Management
Public Speaking/Presentations
Teaching/Instructing
Time Management

Technical/Career-Specific Skills

Applied Arts and Design
Blueprint reading
Child development
Cooking/Culinary arts
Equipment operation
Landscaping
Maintenance/Repair
Medical office skills
Engineering concepts
Environmental literacy
(Or other skills applicable to work experience)

Applied Academic Skills

Applied mathematics
Reading a wide variety of text
Research and analysis
Writing effectively for a variety of purposes
Present ideas accurately with engaging media

Mutual Agreement:



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

- **The start and stop dates for the internship.**

Internships vary from six weeks, to one semester or a full year, depending upon the student's school academic course load. Students must document 30 internship hours in order to receive one-half course credit and 60 hours for one full credit.

- **The hours of attendance.** Most students attend their internship between 2 and 6 hours per week, or more if mutually agreed upon. The hours of the internship must be compliant with hours required by the State of Connecticut laws for workers under the age of 18 years. The start and stop times are flexible

depending on mentor needs, student transportation, and other factors. While the hours may not need to align with school hours, students must attend all scheduled classes.

Mentor Responsibilities:

1. Paperwork: Complete the Learning Plan with your intern.
2. Support: Oversee the student's daily and relevant project work. Connect with employees and other professionals to enhance experience. Provide adequate work space for your intern.
3. Weekly Meeting: Schedule regular meetings with your intern to set goals for completion of tasks and projects, to monitor progress and to provide feedback.
4. Communication: Maintain an open line of communication with the career/college readiness coordinator at the school to report progress and conflicts, should conflicts arise.

Student Responsibilities:

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

Frequently Asked Questions:

Do I need to get additional insurance coverage?

Prior to the internship, parents are asked to sign an indemnification removing an obligation for you to get additional workers compensation insurance coverage (Please note that if you choose to pay your intern, the usual Worker's Compensation Insurance regulations apply.).

Can I pay my intern?

Students are 'paid' for their internship with academic credit. You are, however, welcome to pay your intern (See note above regarding Workers Compensation Insurance.). Should you decide to pay your intern, in order for students to receive course credit they are still required to complete all internship prerequisites, including a completed learning agreement and plan and have an assigned mentor who will work with the student to learn more about the company or industry.

How much time do I need to commit?

Typically, internships are one to two days per week. During those days, students are expected to be at their internship sites approximately two to six hours. The start and end time can accommodate your work schedule and the student's academic schedule.

Am I the only one who can work with the student?

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

What if things are not working out between my intern and me?

It is crucial that we at Westbrook High School maintain a terrific relationship with our mentors! If for any reason you feel that the intern is not meeting your expectations, please contact the school's career/college readiness coordinator.

Can I require a Westbrook student to be vaccinated or to follow testing requirements?

Yes, a student intern can be required to show a vaccination record prior to beginning an internship. They can also be required to submit to weekly COVID-19 testing protocols required by your company. Please make sure that you discuss this with the school's Career/College Readiness Coordinator prior to meeting with the student so the Coordinator can discuss this requirement with the student and their parents.

IMPLEMENT

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



On-boarding New Interns:

On-boarding conveys an organization's brand and values, explains your professional culture, aligns institutional expectations and performance and provides the tools for interns to be successfully assimilated into their positions with a quicker ramp-up to productivity and learning. Taking one or two days at the very start of the internship period to properly onboard interns creates a smooth transition, minimizing organization disruption and ultimately influencing the effectiveness of the internship experience for everyone.

On-boarding Checklist:

- Describe mission of the organization, its product/service and who benefits from the product/service
- Organization structure, responsibility of the intern's department, supervisors, how decisions are made
- Introduction to team/staff
- Facility tour
- Office/desk/workstation
- Restrooms
- Parking
- Safety, security & emergency procedures, including COVID-19 protocols
- Dress code
- Professional conduct expectations
- Confidentiality
- Cell phone use
- E-mail & internet use
- Notification protocol for absences
- Review of intern schedule & hours
- Create Internship Learning Plan

Working on the Learning Plan:

1. As a mentor, your role is to assist the student during the Internship Setup meeting in developing ideas for the internship project and/or tasks and then providing resources, coaching and ongoing assessment to help the student intern successfully complete the project and/or tasks. Please make sure to communicate any challenges or concerns to the school's Career/College Readiness Coordinator.
2. Keep in mind students are at different levels in their learning. While some students may be ready to immerse themselves in a project, others might need time to focus on basic tasks. Some may never be prepared for a full project and will simply benefit from offering support with day-to-day assignments.
3. You will use all of the skills that apply to any effective supervisor relationship—motivating, modeling, communicating, delegating, training, coaching and evaluating. The intern will look to you as a mentor who will assist in making the transition from high school to postsecondary education and work environments.

After the Internship:

Conduct an exit interview and assess the intern

At the mutually agreed upon ending date, plan to assess your student intern. This is a critical part of the learning experience when conducted professionally and sensitively. We encourage you to meet with your intern to review the assessment. An Evaluation form is provided in the Supplemental Materials section of this guide.

Write a letter of reference

Your intern will ask you to write a letter of reference at the end of the internship. These letters will become an important piece of their senior portfolio for use in college admissions and for future employment.

Provide Feedback about the Internship Program

At the end of the internship, Westbrook High School will ask you to provide feedback on the quality of its internship program. This is important for continuous improvement of the program and the community's talent pipeline. A form is provided in the Supplemental Materials section of this guide.

Supplemental Materials

1. Unpaid Experiential Learning Program School and Employer Agreement
2. Internship Agreement and Learning Plan
3. Ideas for Career-Specific Tasks and Projects for Student Interns
4. Performance Review
5. Mentor Evaluation of Internship Program
6. Top Concerns of Interns



Unpaid Experiential Learning Program LEA/School and Employer Agreement

This agreement to mutually participate in the Unpaid Experiential Learning Program (UELP) between

and

Name of LEA/School

Name of Employer

All parties mutually agree and provide assurances:

- When applicable, an employer in occupations with an apprenticeship shall register with the CT DOL Office of Apprenticeship Training as an apprenticeship sponsor. The UELP student participant shall subsequently be registered as pre-apprentices;
- That the UELP meets the test for unpaid interns set by the Fair Labor Standards Act, ([FLSA Fact Sheet#71](#));
- The UELP provides a waiver from the CT DOL minimum wage for minors, (ages 16 and 17), requirements. All other laws and regulations for the employment of minors remain in effect; working hours, length of day, prohibited occupations, etc.; see the CT DOL web site for further information ([CT DOL Employment of Minors](#));
- Students accepted for the UELP will receive work safety instruction using the “Talking/Safety, Teaching Young Workers about Job Safety and Health” or the equivalent;
- Students are a minimum of 16 years old to participate in the UELP;
- Students within the UELP will work a maximum of 120 hours per year;
- Students will have a learning plan that is shared with the employer;
- There will be a worksite mentor that is responsible to supervise and provide the opportunity for the student to fulfill their learning plan;
- There is no guarantee that the student will receive a full-time paid position at the end of the program;
- The student cannot displace regular employees at the work site; and
- The student is receiving instruction mentorship, guidance, supervision and experience, not wages.

Superintendent’s Printed Name

Superintendent’s Signature

Date

Employer Designee’s Printed Name

Employer Designee’s Signature

Date

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of **race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut State and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction**



Internship Program

Westbrook High School
156 McVeagh Road
Westbrook, CT 06498
860-399-6214

Leslie Carson
Career/College Readiness Coordinator
lcarson@westbrookctschools.org

Internship Agreement and Learning Plan

Student Intern Contact Information

Student Intern Name: _____

Phone/Cell: _____ Email: _____

Street Address: _____ City: _____ Zip: _____

Internship Site Contact Information

Organization/Business Name _____

Street Address: _____ City: _____ Zip: _____

Mentor Name: _____ Mentor Title: _____

Email: _____ Department/Office: _____

Office Phone: _____ Cell: _____ Fax: _____

This MEMORANDUM OF AGREEMENT is for the purpose of outlining the arrangement between the School and the Internship Site on the conditions of the opportunity available to the student intern while at the Internship Site. The goal is to foster a mutual understanding, shared responsibility and a commitment to working together to facilitate hands-on experiences in a career field of interest identify by the student. It, therefore, should not be interpreted by either agency as a legal document or any form of binding contract and may be terminated or amended at any time upon mutual agreement. Westbrook Public Schools prohibits discrimination in matters affecting access to programs on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, sexual orientation, genetic information, gender identify or disability.

The Student and/or Parent/Guardian Agrees to:

1. Understand that the student will not receive wages for time on the internship site if the student is participating in the State of Connecticut Unpaid Experiential Learning Program (UELPP) which provides protections for student learners ages 16 and 17. The UELPP provides a waiver from the CT DOL minimum wage requirements for minors (ages 16 and 17). All other laws and regulations for the employment of minors remain in effect; working hours, length of day, prohibited occupations, etc.
2. Should an employer offer a paid internship, understand that all state regulations regarding employment of minors, wage requirements, Worker's Compensation requirements, working hours, length of day, prohibited occupations, etc. remain in effect. Also, all requirements for school internships also remain in effect, including all requirements outlined on the Internship Agreement and Learning Plan, including transportation requirement, documenting internship hours, etc..
3. Participate in all pre-internship requirements prior to the beginning of the internship, whether the internship is paid or unpaid. This includes participating in Safety in the Workplace training, creating a resume, participating in an employability skills workshop and participating in an internship application approval process.
4. Provide own transportation to and from the internship site.
5. Sign out at the Westbrook High School Main Office when leaving from school to visit the internship site (when applicable).
6. Complete and submit to the Career/College Readiness Coordinator a weekly time log of internship hours.
7. Assume all responsibility, accountability, and liability for any and all acts arising out of the student's participation in the internship program, including but not limited to the operation of a motor vehicle to and from the internship site.
8. Understand that the student intern will not be protected by the Workmen's Compensation laws of the State of Connecticut for any injury or illness incurred as a result of his/her onsite training. This applies only for unpaid student internships. Should the internship site offer paid internships, then all Workmen's Compensation laws apply. The

School does not provide liability insurance coverage for students whether paid or unpaid. Abide by the assigned internship site weekly schedule (days/hours) except by mutual agreement of all parties.

9. Realize that students in the Internship Program follow the school calendar, and as such, attendance at the internship site is not required on non-school days. The student and internship site may agree to schedule internship hours on non-school days. Because student interns will always follow the school's daily bell schedule, their hours of availability during school days occur only after they have attended all scheduled classes.
10. Understand that reporting to the internship site on days absent from school or during a suspension is not allowed. This will require the students to modify internship hours accordingly and notify the mentor of such.
11. Arrive on time daily for both school and internship and if late or absent for reasons beyond student's control, call the appropriate person.
12. Attend any necessary training sessions, all seminars and complete all assignments in a timely manner.
13. Complete an internship site project or tasks, digital portfolio requirements and evaluation.
14. Understand that any breach of confidentiality may result in immediate dismissal from the internship site and program.
15. Grant consent to be photographed for educational and promotional purposes: video, brochures, articles.
16. Understand that being terminated from the internship site due to an illegal act, absenteeism, lack of cooperation, etc., may result in being dismissed from the internship program with no accumulated course credit.
17. Understand that violating any school regulation(s) stated within this internship agreement and within Westbrook Public School District policy and procedures may result in dismissal from the internship program with no accumulated course credit.
18. Understand that parents/guardians should communicate directly with the school career/college readiness coordinator, not the internship site mentor.
19. Understand that the student may not accumulate more than 120 internship hours.
20. Understand that there is no guarantee that the student will receive a paid position at the end of the program.
21. Abide by all implied and stated terms in this agreement.

The Internship Site Agrees to:

1. Assign an individual employee as the student's mentor.
2. Understand the Unpaid Experiential Learning Program internship is to benefit the student in career exploration, and the student intern is not entitled to wages for the time spent in training. The student intern should not displace regular employees, and the student may accumulate only 120 internship hours in the program.
3. Abide by all state regulations regarding employment of minors in hazardous work occupations and regulations specific to Connecticut Department of Labor and the Connecticut Department of Education Unpaid Experiential Learning Program waivers, understanding that a student internship does not equate to work-based learning programs, pre-apprenticeship or apprenticeship programs and is not identified as an approved program exempted from employment of minors in hazardous work occupations. The Internship Site must abide by regulations regarding the number of hours students may work, including the student's availability on school and non-school days.
4. Abide by all applicable state regulations regarding employment of minors should the internship be a paid internship, including Workmen's Compensation Program requirements and State of Connecticut regulations for wages for minor employees.
5. Provide student with meaningful experiences which will, within the confines of organization needs and time-tables, enhance and complement the student's academic program.
6. Provide the student with an orientation to the work setting, including confidentiality and emergency and safety procedures, upon initiation of each new internship experience, as appropriate.
7. Provide safe and healthful working conditions for the student and hold the School harmless for any injury, illness or damages resulting directly or indirectly from the student's internship activities.
8. Provide students to the extent possible, an overview of all applicable aspects of the industry, including organization and management structure, technical/production processes, and major industry/labor/health/environmental/community issues impacting the business.
9. Understand that the student intern will follow the school schedule and inclement weather days. The student intern and the internship site may mutually agree upon a schedule that includes interning on non-school days but may not intern on inclement weather days.
10. Evaluate the student's work performance during the internship experience.
11. Communicate questions and concerns directly to the school career/college readiness coordinator.
12. Notify the School if aware that there is a sex offender employed in the internship site.

Westbrook Public Schools Agrees to:

1. Provide a career/college readiness coordinator to coordinate with businesses, organizations, schools, and the community. The coordinator will support and guide the student intern as needed and coordinate efforts of program participants including students, parents, teachers and internship site mentors.
2. Ensure that all requirements of the State of Connecticut Unpaid Experiential Learning Program are met before and during a student's internship.
3. Ensure every student intern participates in Youth in the Workplace Safety Training.

4. Monitor the safety and security of the internship site, coordinating with the business mentor.
5. Provide student intern with school credit for participation.
6. Ensure the UELP program abides by the state's and district's policies for equal opportunity/affirmative action for all qualified persons. See page 2 of this guide for the district's policy and below for the state's policy.

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender, gender identity or expression, disability (including, but not limited to intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut State and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction.

7. Maintain documentation; internship site placements, mentors, student hours, student evaluations, and correspondence with students, parents and internship site mentors for a minimum period of five years.
8. Abide by all implied and stated terms included in this agreement.

Internship Position Information

Internship Beginning Date: _____ Internship Ending Date: _____

Schedule of Internship Hours:	
Monday Arrival Time:	Monday Department Time:
Tuesday Arrival Time:	Tuesday Departure Time:
Wednesday Arrival Time:	Wednesday Departure Time:
Thursday Arrival Time:	Thursday Departure Time:
Friday Arrival Time:	Friday Arrival Time:

The Learning Plan

The goal is to find a workplace project of real consequence that is of interest to the student and that benefits both the student and the mentor. (See page 6 and page 18 of the Mentor Guide.)

Describe the project the student will be working on during the internship. What tasks will the student complete? What will be the intermediate and end product(s) be? Who is it for? When is it due? How will it be presented and to whom?

List all power equipment the student will be required to operate at the internship site.

Select three to five skills that will be the focus for this internship experience. Skills may be career connections or employability skills, technical skills, applied academic skills, career engagement or STEM related skills, or identify other skills relevant to the specific project or workplace (See page 7 of the Mentor Guide for a list of possible skills.). Provide a brief description of how you and your intern will define each selected skill.

SKILL	SKILL DEFINITION

Verification

Student Intern Printed Name: _____

Student Intern Signature: _____ Date: _____

Parent/Guardian Printed Name: _____

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Phone Number: _____

Mentor Printed Name: _____

Mentor Signature: _____ Date: _____

Mentor Phone Number: _____

Coordinator Printed Name: _____

Coordinator Signature: _____ Date: _____

NOTE: Duplicate copies of this completed form should be provided to the student, mentor and school career/college readiness coordinator.

Ideas for Career-Specific Tasks and Projects for Student Interns:

Accounting/ Business/ Finance

- Create documents/spreadsheets
- Attend client and staff meetings
- Review financial information
- Provide customer service
- Participate in training sessions
- Analyze data to identify areas of opportunity and efficiency
- Generate financial forecast and cost recovery reports
- Engage in activities related to accounts payable/receivable
- Participate in audits and generate tax reports

Arts/ Design

- Create artwork and designs
- Schedule/attend client meetings; communicate with clients about their designs
- Proofread communications
- Work on a specific project or multiple projects
- Design email templates, logos, graphics for emails and blogs, HTML build-out, Web banners, and website updates
- Research outlets for design opportunities

Education

- Create and implement lesson plans
- Organize a book drive for Literacy Volunteers
- Assist students with projects
- Attend and participate in teacher/staff meetings
- Monitor student progress
- Prepare public communications
- Decorate/organize classroom

Fashion

- Draft original designs and create patterns
- Check product inventory
- Support trade shows, retail events, and fashion shows
- Perform quality control
- Conduct market research and brand outreach
- Engage in fabric lays, sewing, and production
- Assist with clothing rental pulls, and restocking

Government

- Attend meetings & Prepare meeting minutes
- Maintain blogs/social media
- Create or modify documents and memos
- Work with lobbyists
- Assist with research projects
- Research legislative and regulatory issues

Human Resources

- File & process applications from prospective candidates, and purge outdated applications
- Schedule interviews; generate letters/emails confirming receipt of applications from job candidates
- Plan, arrange space for and execute classes and meetings
- Check candidate licensures and verify professional references
- Prepare materials for workshops or new hire orientations

Community Service

- Develop and implement a music program for patients in long-term rehab or living facility
- Work with a community organization to manage a community event
- Plant and maintain a community garden at a local church or organization

Information Technology

- Update and install hardware and software
- Take Help Desk calls and provide customer service to callers
- Create and maintain spreadsheets, databases, and reports
- Perform equipment maintenance
- Maintain social media or company website

Laboratory/Science

- Perform lab tests and create reports
- Clean and maintain laboratory space
- Develop and report on test plans
- Set up test equipment; assist in testing
- Conduct and participate in research projects
- Maintain files, create spreadsheets
- Attend patient consultations or procedures

Manufacturing

- Learn an entry-level technical skill to assist on project completion
- Support customer service representatives with follow up customer correspondence
- Schedule, attend and take minutes for client meetings
- Support accounts payable and accounts receivable
- Plan and participate in community service/public relations activities
- Write a technical manual for customers or employees.
- Assist in preparation of customer quotations
- Create electronic files from paper copies

Marketing/Advertising/Public Relations

- Create, edit, and implement marketing plans
- Create newsletters and client communications
- Maintain blog, social media, and websites
- Prepare press releases
- Research potential new clients
- Schedule and attend client meetings
- Support trade show and third-party partner initiatives
- Create video storyboards and scripts
- Support client accounts
- Engage in fundraising and donor activities
- Coordinate volunteer activities
- Support staff in program development and implementation; transcribe case notes

Paralegal/ Law

- Review and approve proposed contracts; act as a liaison with external lawyers and technical personnel Analyze and identify legal issues in cases
- Research methods of acquiring further evidence including affidavit or interrogatories, further hearings, etc./ conduct legal research
- Communicate with clients; attend staff/client meetings
- Organize files/notes
- Draft/ prepare legal documents

Videography/Production

- Develop and produce storyboards and videos
- Produce clips and B-roll for press, presenters, website, etc.
- Watermark video of full pieces, copy/create repertoire DVDs
- Update/maintain video database
- Assist with post-production activities
- Schedule/attend video/photography shoots



Internship Program

Westbrook High School
 156 McVeagh Road
 Westbrook, CT 06498
 860-399-6214

Intern Name: _____

Mentor Name: _____

Internship Site: _____

Date: _____

PERFORMANCE REVIEW

Rationale

Evaluations and assessments provide the student intern with constructive feedback on his/her internship experience. This performance review asks you to assess student intern's general employability skills and then to assess the student on development and growth of skills defined on the Internship Agreement & Learning Plan. Please return this completed form to Leslie Carson, Career/College Readiness Coordinator, Westbrook High School, 156 McVeagh Road, Westbrook CT 06498 or by email to lcarson@westbrookctschools.org.

Employability Skills

The employability skills below are essential in every work environment throughout one's career. Please consider the intern's skill level for each using the key below.

KEY

1 = Performance Improvement Needed: Needs to have a strategy to improve this skill

2 = Developing: Developing this skill, learning to address challenges related to this skill; aware of next steps needed to develop this skill

3 = Competent: Demonstrates this skill; aware of the importance of this skill

4 = Proficient: Consistently demonstrates this skill; shows initiative to learn about enhance or apply this skill

5 = Advanced: Exceeds expectations; works with high level of independence, acts as a role model, or shows initiative to apply and extend this skill

SKILL	PERFORMANCE EXPECTATION	REVIEW Use 1-5 Scale (see key above)	COMMENTS
Attendance and punctuality	<ul style="list-style-type: none"> Arrives on time and prepared for work Provides sufficient notice if unable to report for work 		
Motivation and Initiative	<ul style="list-style-type: none"> Participates fully in tasks or projects from start to finish Initiates interaction with supervisor for next task or project upon successful completion of previous one 		
Communication	<ul style="list-style-type: none"> Communicates effectively, orally and in writing, using the language and vocabulary appropriate to a variety of audiences within the workplace, including coworkers, supervisors and customers Demonstrates active listening skills; focuses attentively, makes eye contact or other affirming gestures, confirms understanding and follows directions 		
Teamwork and Collaboration	<ul style="list-style-type: none"> Works productively with coworkers, individually and in teams; support organization's mission and goals Accepts direction and constructive feedback with positive attitude 		

Critical Thinking and Problem Solving	<ul style="list-style-type: none"> • Notices and identifies challenges and problems that arise in the workplace • Brings concerns to attention of supervisors when appropriate • Develops solutions to challenges and problems by analyzing available information and looking at options, guided by expectations for the position and goals of the organization 		
Workplace Policy, Culture and Safety	<ul style="list-style-type: none"> • Exhibits understanding of workplace culture and policy • Dresses appropriately for position and duties • Practices personal hygiene appropriate for position and duties • Follows professional standards for use of computers, phones and social media • Respects confidentiality • Complies with health and safety rules for the workplace 		

Workplace and Career-Specific Skills Identified in Learning Plan

Please refer to the three to five skills identified in the intern's Learning Plan. Identify the skills and then rate the intern using the above key.

SKILL	SKILL DEFINITION	REVIEW Use 1-5 Scale (see key above)	COMMENTS
	•		
	•		
	•		
	•		
	•		

Additional Comments

Verification

Intern Signature: _____ Date: _____

Mentor Signature: _____ Date: _____

Note to Student Intern: *By signing this form, you confirm that you have discussed this review in detail with your mentor, but does not necessarily indicate that you agree with this evaluation. Please return this completed form to the school's career/college readiness coordinator.*



Internship Program

Westbrook High School
156 McVeagh Road
Westbrook, CT 06498
860-399-6214

Mentor Name: _____

Internship Site: _____

Date: _____

MENTOR EVALUATION OF INTERNSHIP PROGRAM

Rationale

Thank you for participating in the Westbrook High School Internship program and serving as a mentor to our student intern. Could you please take a few minutes to provide us with feedback on the program. Your responses are valuable as we expand and improve our ability to prepare students for career and college readiness and to help you develop a talent pipeline for Westbrook area business, industry and community organization. Please return this completed form to Leslie Carson, Career/College Readiness Coordinator, Westbrook High School, 156 McVeagh Road, Westbrook CT 06498 or by email to lcarson@westbrookctschools.org.

1. What was the best aspect of your involvement with the Westbrook High School Internship Program?
2. What suggestions would you make to improve the program?
3. What other information or training could we provide to help you fulfill our role as Internship Mentor?
4. Based on what you have learned from your student intern's experiences, how can Westbrook High School better prepare students for the world of work?
5. Would you like to continue to serve as an Internship Mentor with Westbrook High School?
6. Rate your overall satisfaction with the Westbrook Internship Program on a scale of 1 to 5, with 5 being the highest level of satisfaction. Circle your selected rating.

Lowest level of Satisfaction

Highest Level of Satisfaction

1

2

3

4

5

7. Additional Comments:

8. Please provide your name and contact information if you would allow the school to contact you for additional information:

Top Concerns of Interns

1. Give us real work!

It can't be said too many times that interns want to work and learn. An internship can help you get a job done that you couldn't otherwise, right? If you've brought on an intern as a recruitment tool, then how will you be able to assess their abilities? It just makes sense to utilize your interns well.

2. Do what you say, and say what you do!

Be honest with your interns about what they can expect during their internship. If the job will require stuffing some envelopes, then make that clear. But if you tell the intern they will be researching a project, and they spend 90% of their time doing "grunt work," then bad feelings will develop. Honesty doesn't cost you anything, and it will make the interns feel that much more respected.

3. We like feedback!

Remember that interns are students, and they may not have the business skills and experiences that you take for granted. If your intern makes an oversight, just pull him or her aside and explain how the situation should be handled in the future.

4. We want to be included too!

Is there a staff meeting that they can attend? Can they quietly tag along to that next project meeting? Headed to lunch with a couple of people in the office? Please include them in the daily life of your workplace. After all, if you provide a little more perspective on the intern's work, the product will be much better.

5. Please explain.

You assign work; make sure you give a detailed explanation. While the work may seem trivial and obvious to you, it may not be obvious to someone who's never done it before. Patience and a few extra minutes at the beginning will pay off later when your intern can produce good work independently.

6. I want a mentor!

Make sure that interns have a mentor or supervisor to provide guidance. Make it someone who truly likes to teach, and the experience will be even better.

7. A minute of your time please.

The best mentor in the world is useless if he or she can't or won't spend the necessary time mentoring. As newcomers, interns may not speak up if they're feeling ignored, so the burden of making sure they're okay is on the mentor. If the busiest person in the office wants to be the designated mentor, he or she should schedule regular times to meet with the intern.

8. Be prepared!

That wonderful day has arrived and the intern goes to start their internship only to learn that no one knew they were coming, and there is no place for them to work.

9. Um...I need a chair.

It is amazing how many employers hire an intern and don't think about the fact that they will need a desk, chair, phone and a computer in order to do the task assigned. It is no fun, and not efficient to move an intern from desk to desk as people are out one day to the next. If you want to get a job done, you need to supply the intern with the tools to do the job.