

WESTLAKE HIGH SCHOOL

SENIOR EXPERIENCE



2017 - 2018

STUDENT HANDBOOK

Program Coordinators:
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WESTLAKE HIGH SCHOOL
SENIOR INTERNSHIP PROGRAM

A. PROGRAM PHILOSOPHY

The Westlake Senior Internship Program is designed to provide students with the opportunity to immerse themselves in the realities of our current global economy and become productive and responsible citizens. It will provide real world experiences that will enable our students to be more competitive college candidates. Students will learn about the dynamic nature of the workplace, the value of work in society, and their personal skills, aptitudes and abilities for future career decisions.

Students will continue to develop leadership skills, problem solving and critical thinking skills, collaborative and presentation skills, as well as written and oral communication and technological skills. This program offers an opportunity for students to apply their knowledge and skills through independent career exploration while they pursue a particular area of interest.

B. PROGRAM OBJECTIVES

Upon completion of the program, students will be:

- Self-directed, self-reliant and confident learners
- Creative thinkers and problem solvers
- Responsible citizens
- Effective communicators
- Collaborative workers
- Knowledgeable about careers, their own career interests and possible college majors.

C. PROGRAM OVERVIEW:

- Seniors in good standing, both academically and behaviorally, will select an internship project that will begin no earlier than the first day of the fourth marking period.
- All mandated attendance for senior classes (with exceptions) will end as of the first day of Quarter 4.
- The calculation of final averages for these senior courses will be based upon the completion of assigned work and tests up to this calendar date. Adjustments to the internship start date will be made for any student still enrolled in Regents and AP classes. Students must attend all AP classes, college credit bearing classes, and classes that end with a New York State Regents. The 30 required hours per week will be prorated for these students.
- The Program Coordinator must approve all internship opportunities.
- Students will submit to the program coordinator a Statement of Goals and Expectations detailing their internship plans. Consent from parents will be needed prior to any student leaving school grounds for an internship.
- Interns will complete a minimum of 30 hours per week inclusive of their WHS staff mentor meeting. Time will be logged by the students daily and presented, reviewed and approved with their mentors weekly. A formal Daily Journal, outlining student activities, reflections and learning, will also be kept and discussed with the WHS Mentor. Students must meet with their Mentor weekly for approximately 30 minutes. Failure to meet regularly with your mentor will result in the student being returned to regular classes.
- Interns are required to attend their internship on a regular schedule. Time off from internships is only authorized during regular school district vacations. Personal vacation time will be considered illegal absences and may result in the student being removed from their internship experience.
- The overall grade for the internship will be derived from the following areas: required attendance at Westlake Mentor weekly meetings, completed weekly time sheets, an evaluation by the site supervisor, reflective daily journal writing, meeting of deadlines, and the final presentation. The final presentation will be assessed using a well-defined rubric, which will be shared with and explained to all students at the start of the internship. Presentations will be evaluated by a panel of students, teachers, administrators, parents, and community members.

D. PROGRAM EVALUATION

Program will be evaluated using the following tools:

1. Exit interview with WHS Mentor and Student
2. Student Reflection Form
3. Site Supervisor Evaluation
4. WHS Mentor Evaluation
5. Rubric driven assessment of all student presentations

E. INDEPENDENT STUDY OPTIONS

Seniors may opt for an Independent Study program as an alternative to an internship. An Independent Study program is defined as a line of study in a specific field of student interest that is guided by a Westlake faculty supervisor. Common independent studies have been the acquisition of a foreign language not offered at Westlake, music writing and production or television/field documentaries. Other options and interests may be pursued but must be approved by the Program Coordinator prior to implementation.

All components of the senior internship apply to independent study topics. All calendar dates will be the same and all forms must be completed and submitted at the directed deadlines. Independent Study candidates must have two Westlake faculty members who will serve in the roles of the independent study supervisor and a mentor. The supervisor manages the independent study work and the mentor serves as an advisor to the independent study student.

Independent study candidates should plan on spending the majority of their time on the Westlake campus accessing all available resources for the completion of their study. Any specialized work off campus must be authorized by the Program Coordinator otherwise the expectation is that the student will be on the campus engaged in their project work. Independent Study candidates do not have to follow a set schedule and they are free to access all resources within the building; however, please note regular instruction must not be disrupted in any way. Independent Study candidates will sign into the building daily upon arrival/departure, including leaving campus for lunch.

Independent Study candidates must commit 30 hours per week toward the completion of the Independent Study by way of:

- Designing and executing an independent study program.
- Meeting with the WHS mentor for a minimum of 30 minutes each week.
- Maintain a weekly timesheet or calendar citing actual on-task independent study time. This catalog of time may be combined with a journal that should be shared/reviewed with the WHS mentor on a weekly basis.
- Develop a 20 minute Project/Product-based presentation following the guidelines for the Senior Internship presentations.
- The sealed Site Supervisor Evaluation Form and Weekly Timesheet must be provided to the WHS Mentor at the final independent Study presentation.

MONTH BY MONTH OVERVIEW OF STUDENT RESPONSIBILITIES

September through January:

- Students identify, visit, and apply to potential sites or areas of independent study
- Students approach WHS faculty and decide upon a mentor
- Students work on application materials
- *Student interns may not work for compensation*
- *Students may not intern at a family business*

Students must get the authorization from the Program Coordinators (Mr. Keith Schenker or Mr. Daniel Novak) before the internship or independent study can begin.

Priority Deadline: Final class day before winter recess: December 22, 2017

Students who meet this deadline will be given priority for their chosen sites; however, the number of interns at any one site will be limited to two interns.

Students must submit at this time:

- Parent Permission Form
- Statement of Goals and Expectations
- Signed Intern's Contract
- Medical Emergency Release Form

All internship forms must be submitted to the Program Coordinators (Mr. Schenker or Mr. Novak) for approval.

Final Deadline: January 31, 2018

This is the final deadline. Students who do not submit all required paperwork by this date will not be permitted to go out on internships or participate in independent studies.

Students must submit at this time:

- Parent Permission Form
- Statement of Goals and Expectations
- Signed Intern's Contract
- Medical Emergency Release Form

Internship opportunities and independent study programs must have prior approval from the Program Coordinators (Mr. Schenker or Mr. Novak).

End of 3rd Marking Period

- WHS Mentors and student interns meet once or twice to become acquainted
- WHS Mentors and interns discuss meeting arrangements
- **Students must return all course textbooks, athletic equipment or other school district equipment prior to the start of their internship**

April: First day of the fourth marking period: April 16, 2018 through June 6, 2018

- Student interns will hold their weekly meetings with WHS Mentors during the internship weeks. Weekly meetings will provide seniors with further information needed to begin the program.
- The journal format will be set at first meeting with WHS mentor. Refer to the guidelines provided in the handbook.
- The Program Coordinators and WHS Mentors will communicate with the Site Supervisors to confirm internship expectations.
- AP Exams overlap two weeks of the Senior Internship Program. If a Senior is taking APs, a reasonable schedule for these weeks allowing for AP review and test taking, as well as phasing in of the Senior Internship Program responsibilities will be developed. One AP class and exam is equivalent to ten of the thirty (2 hours each day) hours required. Commuting time, based on miles traveled and up to 5 hours per week, can be counted toward your internship time (see time sheet for reference).
- Students work on final presentations
- Site visitations will be scheduled on an unannounced basis. Mr. Schenker and Mr. Novak will do spot check internship site inspections.

June: June 11& 12, 2018 Senior Internship Presentation Dates

- Students make their Final Presentations
- All presentations will be given a Pass or Fail grade
- Presentation will be evaluated by a panel of students, teachers, administrators, parents, and community members.
- **Students must make sure that their presentation has been uploaded and running correctly. If you have linked photo/video to your presentation from a separate file/location you must upload those files to your mtpclsd account or flash drive if you are using one.**
- **Presentations will be scheduled in 90 MINUTE BLOCKS.** Students will be required to sit in on 2 other student presentations and also present their own. All students scheduled in a block must arrive at the block start time and remain in the room until the end of the final presentation in that block. **You will present plus observe 2 presentations totaling 90 minutes.**

*Students should plan extracurricular activities accordingly.

Guidelines for Journal Entries and Final Presentation

Very often, we have preconceived notions about an experience before we even begin; however, as often happens, things are not always what we expect them to be. This is what makes the senior internship experience so valuable: you have an opportunity to think about your expectations before you even begin, and to follow your journey to see where it actually leads you. With this in mind, as in most experiences, there is a beginning and an end, so let's begin.

Suggested first journal entries: In any written form (a narrative, a bulleted list, a letter to yourself, etc.), explain what you expect from your internship. How do you think this experience will benefit the direction you expect your life to take? Be as detailed as possible. The structure doesn't matter; the thought process does. The more detailed this entry is now, the easier the final entry will be.

Suggested daily journal entries: You need to keep a *daily* log not only of your activities, but also on the thoughts and reflections you have while you work each day. The following guidelines will help you focus:

- What tasks were you asked to perform?
- In what ways did these tasks allow you to contribute to the work environment as a whole?
- Did you sense any shift in the way you think about the work environment?
- Write a final reflection on the day – was it a good one? Why? A not so good one? Why?
- What did you learn today?
 - About your work in particular?
 - About yourself?
 - About the workplace in general?
 - Do you enjoy what you are doing?
 - How would you describe the relationship between you and your supervisor?

Final Presentation Pointers:

Presentations should be approximately 20 minutes in length, and may be in any format. You are encouraged to include pictures, videos, demonstrations, artifacts, etc. to make the presentation interesting.

For partner presentations students should plan for a 30 minute presentation. Three students presenting on one topic should plan for a 60 minute presentation. **All joint or triple presentations must be approved by an Administrator.** Presentations will be scheduled in 90 minute blocks and you must be present for the entire 90 minutes.

Information and reflections from your journal should help you formulate your final presentation. The following questions may serve as a framework for your final presentation. This presentation will be given to a committee of individuals comprised of teachers, administrators, parents and peers. There will be time for the committee to ask follow-up questions as well. Final presentations should address the following in a substantive way:

- Describe the internship: Where? What were your responsibilities?
- What did you learn about this particular job?
- What skills did you learn?
- What did you learn about the workplace:
- What did you learn about working with a “boss?”

Your final presentation **MUST** address the following:

“Perception versus Reality”

How did the realities of this internship differ from your perceptions and expectations at the onset?

- How has this internship shaped the decisions you will be making in the near future?
- What was the most surprising aspect of your internship?
- What are you most appreciative of as a result of the internship?
- What advice would you give to future students who are planning a senior internship?
- What is the most valuable lesson you will take from this experience?

ADDITIONAL INTERNSHIP GUIDELINES

- **FINAL DATE to submit Complete Internship or Independent Study Paperwork is January 31, 2018**
- **Text Books, Athletic Equipment and Library Books** must be returned prior to the students leaving for their internship. Items must be returned or paid for before the student can be released to their internship.
- Education Internship sites must be out of district
- Mandatory 30 minute weekly meetings with Westlake Mentor
- Maximum of 2 Interns per Internship site
- No family internships or payment for internship
- Poor grades, behavior or representation at internship site will result in a recall back to regular school schedule.
- **Joint Presentation Requirements** – 2 students will present in a 30 minute time slot and 3 students will present in a 60 minute time slot. **All joint presentations must have Administrative approval.**
- It is the student's responsibility to ensure that the presentation is uploaded and running properly prior to the date and time of their scheduled presentation.
- Each student is encouraged to invite a parent/guardian and another student to view their presentation; however, if this is not possible the student will still present during their scheduled presentation time.
- **Presentations will be scheduled in 90 MINUTE BLOCKS.** Students will be required to sit in on 2 other student presentations and also present their own. All students scheduled in a block must arrive at the block start time and remain in the room until the end of the final presentation in that block. **You will present plus observe 2 presentations totaling 90 minutes.**

APPENDIX A

- INTERNSHIP
- INDEPENDENT STUDY

**WESTLAKE HIGH SCHOOL
SENIOR EXPERIENCE PROGRAM**

PERMISSION FORM

Student's Name: _____

Site Supervisor: _____

Site Supervisor email: _____

Internship Company _____

Site Address: _____

_____ Zip Code: _____

Site Supervisor Business Telephone Number: _____

Site Supervisor: _____
Print Name *Signature*

The above named student will be participating in The Senior Internship Program for the purpose of enhancing his/her educational experience.

Starting Date: _____ **Completion Date:** _____

SIGNATURES: _____ **DATE:** _____

Student Signature: _____

Student Cell Phone Number: _____

Student School Email Address: _____

Student's Personal Email Address: _____

WHS Mentor: _____
Print Name *Signature*

PARENT/GUARDIAN SIGNATURE: _____

PARENT/GUARDIAN NAME (please print): _____

EMERGENCY NUMBER: _____

PARENT/GUARDIAN EMAIL ADDRESS: _____

Intern's Contract

Name: _____

I understand that I am responsible to fulfill the following requirements during my senior experience:

I will devote 30 hours each week to my experience, which includes the following responsibilities:

- Working at my internship site
- Meeting with my WHS mentor at least 30 minutes each week
- Maintain a weekly timesheet, signed by my site supervisor weekly for review and approval. The completed time sheet must be brought to your presentation.
- Communicate with my WHS mentor on a regular basis (this includes responding in a timely fashion to any communication initiated by my mentor)
- Keep a daily journal, which follows the guidelines in the handbook
- Share my journal with my mentor at weekly meetings
- Develop a 20 minute presentation that follows the guidelines in the handbook
- Write a thank-you note to my site supervisor

I also understand that if I do not meet these requirements, I will be required to return to school, resume attendance at all classes, and make up all class work and exams.

Mandatory attendance is required for all AP, Regents and College Credit Courses:

List each course and period(s) attended.

Intern's Signature _____ **Date:** _____

APPENDIX C

**SENIOR INTERNSHIP PROGRAM
STATEMENT OF GOALS AND EXPECTATIONS**

Student's Name: _____

Type of Internship or Independent Study: _____

Internship/Independent Study Location: _____

Please write a description of your internship choice or independent study and include your goals and expectations:

APPENDIX D

WESTLAKE HIGH SCHOOL
SENIOR EXPERIENCE PROGRAM

Medical Emergency Release

I give permission for the Site Supervisor _____ or his/her staff (name) designee to take my son/daughter to a hospital emergency room for treatment if necessary during his/her internship.

Parent/Guardian Signature: _____

Parent/Guardian Name (Please print): _____

Phone number where you can be reached in case of an emergency: _____

Medical Information

Daily Medication? NO YES EXPLAIN

Uses an inhaler? NO YES

Known allergies? NO YES EXPLAIN

Transportation Plan

Student's Name: _____

Internship Site: _____

Site Address: _____

I give permission for my son/daughter to abide by the following transportation for the duration of the internship: _____

Parent or Guardian Name (Please Print)

Parent or Guardian Signature

Date

APPENDIX E
Westlake High School
Senior Experience **Weekly Timesheet**

Name of Intern/Student: _____

Internship/Independent Study Site: _____

Name of WHS Mentor: _____

Name of Site/Independent Study Supervisor: _____

On-Site Internship Hours

Week of	Monday Hours	Tuesday Hours	Wednesday Hours	Thursday Hours	Friday Hours	Total	Site Supervisor Signature

Week of	*Hours for AP or College Class for Credit	On-Site Internship Hours (from above)	Commute Time (<i>Commute time not to exceed 5 hours per week</i>)	Mentor Meeting, Journaling & Presentation Prep (Cannot exceed 5 hours)	Total (Must meet or exceed 30 hours)	Mentor Signature

*Each AP or College Credit Class is worth 10 hours for each full week (e.g. 2 classes = Write in “20 hours”) If an AP test is during the week, it is worth the following:

Monday = 2hrs, Tuesday = 4hrs, Wednesday = 6hrs. Thursday = 8 hrs, Friday = 10hrs

At the time of presentation, interns must submit their signed Time Sheet and signed Site Supervisor Evaluation Form in a sealed envelope which has been signed across the closed seal by the site supervisor.

APPENDIX F

Site Supervisor/Independent Study Evaluation

Evaluations are used to assess the intern's progress and your satisfaction with his/her work. The evaluation will be used to help determine an assessed level for this intern. He/she will also turn in a daily log of activities and reflections, and present a final project based on the experience. Thank you for taking time to help us with this task.

Intern's Name _____

Site or Independent Study Supervisor's Name _____

Please indicate your evaluation of each of the following qualities:

Ability to adapt to a variety of tasks	Excellent	Good	Average	Poor
Decision-making, judgments, setting priorities	Excellent	Good	Average	Poor
Perseverance to complete tasks	Excellent	Good	Average	Poor
Reliability and complete dependability	Excellent	Good	Average	Poor
Enthusiasm for the experience	Excellent	Good	Average	Poor
Attention to accuracy and detail	Excellent	Good	Average	Poor
Willingness to ask for and use guidance	Excellent	Good	Average	Poor

Additional Comments:

Supervisor's Signature: _____ Date: _____

At the time of presentation, interns must submit their signed Timesheet and signed Site Supervisor Evaluation Form in a sealed envelope which has been signed across the closed seal by the Site Supervisor.

APPENDIX G

***WESTLAKE HIGH SCHOOL
SENIOR INTERNSHIP PROGRAM***

INTERNSHIP / INDEPENDENT STUDY REFLECTION FORM

Student's Name: _____

WHS Mentor: _____

Site Address: _____

Supervisor Name: _____

Dates of Participation: From: _____ To: _____

Please include as much information as you can to answer each question.

1. Did the experience at the site provide you with a variety of experiences?
Provide some examples.

2. Did you feel free to ask questions when you did not understand something? Did the site supervisor explain your responsibilities? Provide at least one example to support your answer.

3. What do you feel was the most valuable part of your internship or independent study?

4. Would you recommend your internship site or an independent study for another student?
Why or why not?

SENIOR EXPERIENCE PRESENTATION RUBRIC

	Evidence	Connections	Significance	Communication
Mastery	<ul style="list-style-type: none"> •Demonstrates impressive understanding of the skills and content related to the internship. •All “focus questions” are strongly supported by arguments crafted with specific and accurate information •Demonstrates thorough understanding of college/career major(s) connected to the internship. •Research is clearly evident and used to support understanding. 	<ul style="list-style-type: none"> •Explicitly and appropriately connects the experiences of the internship to the concepts embedded in the focus questions. •And specifically applies experiences from the internship to future decisions, goal setting. •Thoughtful self-reflection is highly evident. 	<ul style="list-style-type: none"> •Clearly explains the relevance of the internship to student’s development as a learner. •And clearly explains the relevance of this internship to future goals and decisions. 	<ul style="list-style-type: none"> •Presentation is clear, creative, and organized •Effectively incorporates visuals and/or multimedia to enhance presentation •Commanding voice, body language, and eye contact •Does not read from paper and/or slides, presentation is clearly audible. •Can effectively and thoughtfully answer questions posed by committee/audience
Proficient	<ul style="list-style-type: none"> •Can describe most of the skills and content related to the internship. •Some “focus questions” are addressed with good use of accurate information. •Demonstrates some knowledge of the college/career major(s) connected to the internship. •Some research is evident but not fully explained or used 	<ul style="list-style-type: none"> • Good connections are made between the internship experience and the concepts embedded in the focus questions with minimal application to future decisions, goals. • Some self-reflection and application. 	<ul style="list-style-type: none"> •Explanation of the relevance of the internship lacks depth and clear connection to student’s personal development. 	<ul style="list-style-type: none"> •Presentation demonstrates some organization and preparation. •Uses some visuals and/or multimedia OR does not make effective use of visuals. •Student makes some eye contact and connection with committee/ audience, reads from note cards or screen and at times inaudible • Can answer some questions posed by the committee or can answer questions only with leading or prompting
Satisfactory	<ul style="list-style-type: none"> •Can describe some of the skills and content related to the internship. •Some “focus questions” are addressed with adequate use of accurate information. •Demonstrates some knowledge of the college/career major(s) connected to the internship. •Some research is evident but not fully explained or used. 	<ul style="list-style-type: none"> •Some connections are made between the internship experience and the concepts embedded in the focus questions with minimal application to future decisions, goals. •Minimal self-reflection and application. 	<ul style="list-style-type: none"> •Explanation of the relevance of the internship experience is vague and lacks connection to student’s personal development. 	<ul style="list-style-type: none"> •Presentation demonstrates some organization and preparation. •Uses few or inappropriate visuals and/or multimedia OR does not make effective use of visuals. •Student makes little eye contact and struggles to connect with committee/ audience, reads from note cards or screen and at times inaudible •Struggles to answer questions posed by the committee or can answer questions only with leading or prompting.
Needs Revision	<ul style="list-style-type: none"> •Unable to describe the skills and content related to the internship. •Focus questions are not addressed or answered. •No research or understanding of the college/career major(s) connected to the internship is evident. 	<ul style="list-style-type: none"> •No connections are made between the internship experience and the concepts from the focus questions. •No application to future decisions or goals discussed. • No self-reflection evident 	<ul style="list-style-type: none"> •No explanation of the relevance of this internship to the student’s growth as a learner is explained or presented. 	<ul style="list-style-type: none"> •Presentation is disorganized and/or demonstrates lack of preparation. •Does not use visuals or multimedia Student makes no attempt to connect with committee/audience. •Reads directly from notes, not audible •Cannot answer questions posed by the committee.