Corporate Work Study Program

Supervisor Handbook 2026-2027



FAITH | COMMUNITY | OPPORTUNITY | LEADERSHIP

The Purpose of This Handbook

The Supervisor Handbook is intended to be used as a reference guide for our CWSP partners and supervisors. We hope that you will refer to the handbook when questions and challenges arise. As always, our team of professionals is also here to support you throughout the year. Please feel free to reach out to them whenever you need assistance.



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Welcome

Dear Partners,

It is one of the foremost blessings of my professional life to welcome you to the Corporate Work Study Program (CWSP) at Arrupe Jesuit High School. I am humbled to serve this mission and grateful that you have chosen to serve it alongside us. Whether you are joining us for the first time or returning for another year, thank you for saying yes to our students.

Every day, more than 100 Arrupe Jesuit students report to professional-level jobs at law firms, tech companies, hospitals, and businesses across the Denver metro area. Last year, our students earned over $3 million that directly funds their college preparatory education. That is the power of the union of work and education and it only works because of partners like you.

Here is what we have seen, year after year:

Students build the skills, confidence, and experience to pursue their aspirations — and carry foundational work experiences with them throughout their careers.

Employing partners develop Denver's workforce pipeline while receiving immediate, real value to their teams.

Alumni return as transformational leaders in their families, their workplaces, and our communities.

As a supervisor, you are at the heart of this work. The mentorship, patience, and high expectations you offer shape our students in ways that last a lifetime. Please know that you are not alone in this work. This handbook, our Supervisor training, and the ongoing support of the CWSP team are here to make this year a meaningful one for your company and your students alike.

The Corporate Work Study Program is innovative. The Corporate Work Study Program works. And it works because of partners like you.

Looking forward to a great year together,



Chris Freeburg
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How to Use This Document

The Supervisor Handbook is a reference guide for our business partners. This document is not meant to be read from start to finish. We recommend that you follow this procedure when using the guide:

1. **Scan** - First scan the Table of Contents and the different sections of this document to become familiar with the content that is available to support you on your journey with this program
2. **Read** - Read through the policies and procedures before your students begin work to help ensure compliance and effective implementation of the Corporate Work Study Program (CWSP). If you have any questions regarding these policies and procedures, please let us know.
3. **Reference** - Next, we suggest that you refer to the handbook when questions and challenges arise. We know that this guide won't be able to answer all of your questions or provide every solution but some of our most common inquiries have been addressed in this book.

As always, our team of professionals is also here to support you throughout the year. Please feel free to reach out to them whenever you need assistance.



Arrupe Jesuit High School



Our School

The promise of Arrupe Jesuit High School is the promise of opportunity. The opportunity offered allows students to work for their own college preparatory, Catholic education. The opportunity offered helps our young people to be the first in their families to attend college. The opportunity offered empowers students to build a future that might otherwise be impossible. Arrupe Jesuit High School provides these opportunities for its students daily.

Mission

Arrupe Jesuit High School is a Catholic, college preparatory school offering students with limited economic resources a premier educational experience through rigorous academics, formation in faith and discernment, and a unique work study program – fostering community, opportunity leadership, and personal growth.

Vision

To strengthen the competence, confidence and aspirations of our students by igniting their spiritual growth, championing their God-given potential, and empowering them to achieve their dreams.

Core Values

- Faith
- Community
- Opportunity
- Leadership

Corporate Work Study Program

Program Overview

Arrupe Jesuit High School works with over 100 corporate partners in the Denver metro area. The Corporate Work Study Program (CWSP) is an integral part of an Arrupe Jesuit education. Students fill entry-level office positions in banking, law, medicine, finance, and many other exciting career fields. The CWSP experience not only provides a tremendous opportunity for Arrupe Jesuit students to get a college-prep education, it also gives partner organizations a very economical hiring alternative for entry-level office positions.

The Corporate Work Study Program provides our students the opportunity to gain professional work experience throughout their four years at Arrupe Jesuit. Hundreds of companies, corporations, and organizations from across the Metro Denver area hire Arrupe Jesuit students to help with a diverse range of job responsibilities. Through this program, students not only gain insight into their future career paths but earn nearly half of yearly tuition costs through CWSP partnerships



"Arrupe Jesuit and the Corporate Work Study Program enabled me to think limitlessly - as though I didn't have anything holding me back. Because of this school I have been able to accomplish so much at such a young age.

I want to tell all of the staff, the benefactors, and the CWSP Partners that because of your support of this school, that you are helping to change the lives of Arrupe students and their families, and through that, helping society to become better. Arrupe really does change peoples' lives."

- Dulce Villanueva, AJHS Class of 2014, Fairfiled University Class of 2018

Our Community

Student Population

Our community of students in the Denver Metro area consists of a diverse and inspiring array of individuals. Listed below are just a few of the unique characteristics of our community:

- Arrupe Jesuit serves 426 students from 381 households across 49 zip codes and 94 different feeder schools
- 93% of our student body is Hispanic, 2% African-American, 2% Multiracial, 2% Caucasian, 0.5% Asian, and 0.5% Native American
- 78% of Arrupe students qualify for federal free and reduced lunch for the 2022-2023 school year.
- As education costs continue to increase, Arrupe Jesuit maintains affordable tuition and is the only school able to fund 100% of families' assessed financial needs.
- The average income for a family of four is $44,480



Arrupe Jesuit High School provides an affordable, high-quality education to students who come from families with limited economic resources.

Student Opportunity

We see the opportunity within all of our students, especially given that:

- only 1 in 3 students who start Denver Public Schools in 9th grade will graduate on time and go on to enroll in college
- 64% of African American and Latino students graduated from high school compared to 78% of Caucasian students

Arrupe Jesuit helps to reverse these patterns by providing an affordable college preparatory education to hundreds of students who would not have this opportunity otherwise. Our community of students is being prepared for college success and beyond in the following ways:

- 98% of the Class of 2023 are the first in their family to attend college and 73.5% were the first to graduate high school.
- 100% of Arrupe Jesuit's seventeen graduating classes were accepted into at least one college or university of their choice.
- Members of the Class of 2023 are attending 18 different colleges and universities.
- 1,267 alumni have earned over $124.7 million in scholarship dollars to date.
- Our alumni maintain a 64% college persistence rate as of May 2021 (defined as either currently enrolled in college courses or have earned a degree or certificate).



"The Corporate Work Study Program provides students with an opportunity to experience a version of the future that they did not know existed, offering a powerful reminder to young people that their future holds untold promise."

- Michael O'Hagan, President, Arrupe Jesuit High School

Inspiring Excellence



A Supervisor's Commitment

Supervisors begin as a bridge for the students into their working world, helping them get to know colleagues, understand the company and their responsibilities. The core responsibilities of a CWSP supervisor are:

1. Commitment to the role of professional mentor - provide student with support, a growing professional network, feedback, and coaching; have a vested interest in the student's success
2. Workday supervision of student worker and assignment of meaningful work; identifying a secondary supervisor when primary is out of the office
3. Review and approval of daily student e-timecards and completion of two Performance Evaluations each academic year
4. At least two site visits a year (or check in calls for remote placements) where your CWSP Relationship Manager comes to your site to visit with student and supervisors
5. Manage student's workflow, ensure student has been provided with training on assigned projects and provide feedback
6. Regular communication with the CWSP team as needs or concerns arise
7. Provide a positive, safe working environment for the student

These seven commitments describe the basic responsibilities of all supervisors in the CWSP program. If a supervisor is unable to adhere to any of these requirements, please let a CWSP team member know.

10 Signs of a Great Supervisor

- *Smiles and welcomes students when they first see them at work*
- *Provides an orientation to the student that makes them feel welcomed at the company, informed of their role, and engaged in the mission of the organization*
- *Clearly defines what success looks like for the student*
- *Explains why a student's role or task is important to the company*
- *Encourages students to always ask questions*
- *Asks students about their school and their career aspirations*
- *Includes students in conversations or activities that will allow them to feel a part of the company*
- *Identifies when students' work is too difficult or too easy and provides modifications to make sure they are adequately stretched in their role*
- *Provide constructive feedback that is digestible, explains their expectations, and helps students to understand the impact of their work*
- *Provides students with acknowledgments that describe the desirable effort, actions, or impact that they had with a task*

Student & Supervisor Success

Having a truly meaningful work experience will require supervisors and students to engage in the four Cs of support. These four Cs were mentioned in the Supervisor's Commitment and the 10 Signs of Great Supervisor. This section provides a more detail description on what success in the four Cs look like for the supervisor and students.

SUPERVISOR	STUDENT
COMPREHENSION	
• Prepare an orientation and any necessary trainings and documents for the student's role • Provide a tour of the workplace and introduce students to other employees • Provide opportunities and encourage students to ask questions about their role	• Attend all onboarding orientations and trainings provided by the company • Actively listen to instructions and take notes when needed • Ask questions about their role and the company to understand their position
COMMUNICATION	
• Ask students questions to get them to think about their work and career • Check-in with students when they arrive and toward the end of the day • Provide constructive feedback, acknowledgments, and ask meaningful questions	• Actively engage in conversations with your supervisor and co-workers about your role • Share information with your supervisor about any challenges you may experience • Use feedback to improve your performance at the company
CONNECTION	
• Find opportunities to intentionally build a relationship with each student • Inquire about a student's school and career aspirations • Make students feel welcome and find opportunities for them to interact with other employees	• Be open to sharing information about your school and career aspirations • Inquire about other employees' career paths and career decisions • Get to know your supervisor and other employees at the company
CHALLENGE	
• Identify work that will challenge a student with the number of tasks or type of tasks • Ask students questions that will challenge their thinking about their role, the company, or their career • Understand the root cause of an issue if a student is experiencing a challenge	• Be proactive in finding and completing challenging work that will help the company • Let supervisors know when you can take on more work or more challenging work • Discuss any tasks that are unclear or too challenging with your supervisor

Best Practices from a Fellow Supervisor

This list was created by an experienced CWSP supervisor and describes their perspective on the best practices of CWSP supervisors.

- **A Valued Employee** - Onboard your student intern and introduce them to the company as you would any new hire. Include your students in staff meetings and professional development opportunities etc. to immerse them into your organization and introduce them to your profession.
- **Write a Job Description** - We recommend that you write a job description for your student interns that outlines what their role in the organization is and what is expected of them. A job description holds students accountable for their position.
- **Daily Tasks Vs One Off Project** - It is important to establish daily tasks that are always in need of completion to fill time when students are not busy. When large one-off projects are complete you can always refer students to the daily task list.
- **Clear Directives & Instructions** - Provide clear instructions, timelines, and clarify expectations to make sure your student intern is staying on track. In the beginning, it is essential to provide oversight to ensure they are performing on task.
- **Get to Know Your Students** - Build a supportive, relationship with your students that will cultivate open communication. Ask about their goals, aspirations, and concerns. Do you know what they like to do outside of school?
- **Time Management** - Plan responsibilities and tasks by using a calendar. Students thrive knowing when something needs to be done and what should take priority. Creating a detailed schedule avoids the confusion to find things for your student to do each day
- **You Are Not Their Therapist** - We appreciate your relationship with our students but please know it is not your responsibility to be their therapist. Communicate any concerns, or questions that are outside of the workplace relationship with CWSP.
- **Provide Feedback Often** - Honestly and constructively, provide feedback often. Students want to know when they are doing well and where they can improve. Don't be afraid to tell them. It is important to not just point out when things go wrong but celebrate their successes.

"I worried I might be asking too much of my employees who would take on a supervisor role. But I can tell you now, the people at Hercules who manage the students have really taken them under their wings and it's given them a bounce in their step that I didn't see prior to that. The students are unlike just another employee. They just bring this life and this sort of enthusiasm to the office, and those who have managed them have really prospered with it."

- Andy Newland, President, Hercules Industries

Four Cs of Supervisor Support

Having a truly meaningful work experience will require supervisors and students to engage in the four Cs of support. These four Cs were mentioned in the Supervisor's Commitment and the 10 Signs of Great Supervisor. This section provides more detail on what success in the four Cs look like for the supervisor and students.

COMPREHENSION	COMMUNICATION	CONNECTION	CHALLENGE
			
Getting students to understand their role, the company and what success looks like	Engaging in meaningful and productive conversations with students	Building relationships with students that will mentor and support their development	Finding the optimal level of challenge for each student that will help them experience growth

COMPREHENSION - Onboarding Plan & Checklist



For students to be successful in their role, they must first understand your company, their position, and what successful implementation of their job looks like. Intentionally onboarding students will help them to adapt faster to the job and create a more productive and fulfilling work experience. It also helps to mitigate some of the potential challenges that students may experience down the road. We recommend supervisors use the following steps to help inform their onboarding of students:

Preparing Students

- ❒ Documentation: Will student workers need to complete anything ahead of the start date - background checks, HIPAA training, proof of age, health screenings, NDAs, etc.?
- ❒ HR: Does HR already know about the student workers? It's always a good idea to get HR on board early in the process!
- ❒ Communication: How does the office share the news about the student work team starting? Is there internal communication that can be distributed across the company or office? Does the corporate partner want the language to be included in the email?
- ❒ Training: Is there training that they must complete as an intern/employee of the company before they start? Are there SOPs or Work Instructions they need to read and understand?

Advancing Knowledge & Skills

- ❒ Orientation: Will student workers participate virtually in any kind of new employee or intern onboarding? Will this be handled by one supervisor, HR, or someone else?
- ❒ Job description: What will student workers spend their time on? Has the student's role been shared with relevant staff members?
- ❒ Confidentiality: Is there anything that the student workers need to know/understand about the confidentiality of information? Are there procedures they need to read?
- ❒ Computer hardware/software: Does the CWSP Partner want to give student workers company hardware or will the student's school Chromebook suffice? Will they need usernames and passwords for any additional programs?
- ❒ Sharing policies: Are there any vital company policies around harassment, discrimination, reporting guidelines, confidentiality, etc. that the student worker needs to understand?

Sharing Communication Channels

- ❒ Supervisors: Who will be the primary work team supervisor and who will be the backup supervisor(s)? Is the supervisor or backup supervisor well placed to approve timecards and complete performance evaluations?
- ❒ Questions: Who does the student worker go to with a question?
- ❒ What is the best means of communication for the student worker to ask questions? In-person, email, phone?
- ❒ Email: Will the student worker use company email or their school email?
- ❒ Names: How should student workers address adults via email - First name? Ms.? Mr.?

Providing Logistical Information

- ❒ Schedule: To start, will students follow a similar schedule each day? Will they work with one department or different departments?
- ❒ Routines: Are there department routines that the student workers can be integrated into (organizing e-files, weekly projects or reports, staff meetings, etc.)?
- ❒ Department knowledge: What does the department do and what is the significance of this department? This may be the first time these student workers have experienced a certain industry/department and they have limited knowledge initially of what the department does or why the department exists.
- ❒ Breaks: When does the student worker go on breaks and lunch and for how long? Do they need to notify a supervisor or someone else when they go? Legally, students need at least a 30min lunch and two 10min breaks.

In addition, supervisors should continue to provide opportunities for students to ask questions, engage in conversations, and improve their understanding of their role throughout their experience.

COMMUNICATION - Making it Meaningful



Effective communication with students is reciprocal and holds a shared responsibility. Supervisors can provide effective communication with students by asking meaningful questions, providing powerful acknowledgments. and giving constructive feedback.

Meaningful Questions

Meaningful questions get students to engage in deeper thinking and conversations and consist of open-ended questions, encourage critical thinking and promote a growth mindset. Here are some examples:

- What would you like to learn from this work experience?
- How would you define success for you this week?
- What is challenging you this month? What makes these things challenging?

Constructive Feedback

Constructive feedback helps students achieve a positive outcome from input on their performance. Here are three tips for giving constructive feedback:

- Digestible – Focus on 1-2 specific areas to improve (knowledge, skills, attitudes, or behaviors)
- Expectations – Clearly identify concrete steps toward the desirable change
- Impact – Shares the impact of the change

For Example:

> "I wanted to talk about improving your excel documents. Many of the formulas are incorrect. We will need to you double-check all of your formulas. That will drastically improve our companies' ability to reach more people.

Powerful Acknowledgements

Powerful acknowledgments go beyond "good work". Saying good work doesn't tell students what they need to repeat. Was it what they did, how they did it, or the impact they made? Tell students exactly what they did well whether that was associated with the student's efforts, actions, or impact. Here are three examples:

- I appreciate that you are consistently on time, it shows that you care about your work
- Your filing is very accurate, it will help us to locate documents and reduce the amount of time we need to process a case
- Your clarifying questions will not only make you a better worker but they show how you can identify additional information to do your job properly

CONNECTION - Building Development Relationships



Students are more likely to grow up successful when they experience developmental relationships with people in their lives. Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Search Institute has identified the following five elements – expressed in 20 specific actions. Supervisors should use these elements and actions to help them to build relationships with students.

Elements	Actions	Definitions
Express Care Show me that I matter to you.	**Be dependable**	Be someone I can trust.
	Listen	Really pay attention when we are together.
	Believe in me	Make me feel known and valued.
	Be warm	Show me you enjoy being with me.
	Encourage	Praise me for my efforts and achievements.
Challenge Growth Push me to keep getting better.	**Expect my best**	Expect me to live up to my potential.
	Stretch	Push me to go further.
	Hold me accountable	Insist I take responsibility for my actions.
	Reflect on failures	Help me learn from mistakes and setbacks.
Provide Support Help me complete tasks and achieve goals.	**Navigate**	Guide me through hard situations and systems.
	Empower	Build my confidence to take charge of my life.
	Advocate	Stand up for me when I need it.
	Set boundaries	Put limits in place that keep me on track.
Share Power Treat me with respect and give me a say.	**Respect me**	Take me seriously and treat me fairly.
	Include me	Involve me in decisions that affect me.
	Collaborate	Work with me to solve problems and reach goals.
	Let me lead	Create opportunities for me to take action and lead.
Expand Possibilities Connect me with people and places that broaden my world.	**Inspire**	Inspire me to see possibilities for my future.
	Broaden horizons	Expose me to new ideas, experiences, and places.
	Connect	Introduce me to people who can help me grow.

Note: Relationships are, by definition, bidirectional, with each person giving and receiving. So each person in a strong relationship both engages in and experiences each of these actions. However, for clarity, this framework is expressed from the perspective of one student.

CHALLENGE - Applying the Zones of Comfort



Keeping students challenged can be a challenge. Use the Zones of Comfort information below to help keep students stretched with the type of work they are doing and the amount of work they are assigned. Keeping students in the stretch zone will help provide the ideal environment for learning and productivity.

Zones of Comfort

The supervisor training described the following three zones:

- COMFORT ZONE - This is the area where we feel most comfortable. It represents relaxation, and zero stress. Here we feel completely at ease.
- STRETCH ZONE - This is the area where we feel stretched. It represents excitement and enthusiasm: a medium level of stress. Here we feel a challenge to the mind and/or body. This is the ideal zone for growth and development.
- PANIC ZONE - In this area, we feel panicked. It represents uncertainty and anxiety: a high level of stress and sometimes fear.

Signs of Zones

It will be important for Supervisors to identify which zone students are working in. The following chart outlines the different signs that a student is in one of the zones.

COMFORT	STRETCH	PANIC
Appears bored	Has some questions	Stress and anxiety
Works very slowly	Requires focus and concentration	Confused
Easily distracted	Working at a brisk pace	Frantic and unable to complete tasks
Engaged in non-work-related items	May make a very small amount of errors	May make many mistakes

Use the following strategies to move students from the Comfort Zone to the Stretch Zone or from the Panic Zone to the Stretch Zone.

MOVING FROM COMFORT TO STRETCH	STRETCH
Increase the amount of work	Provide more time for tasks
Increase the complexity of the tasks	Allow students to work with others
Allow the student to make more decisions on their work	Provide additional demonstrations and trainings
Provide more independence with tasks	Provide simpler tasks
Ask students to analyze their work	Assign fewer tasks to the student

Downtime

Student workers may not be stretched and occupied with a project during every moment of the day - no pressure! However, we know student workers are best when they are busy. To avoid a situation where a student worker gets too comfortable, here are some ideas for downtime:

- Typing Club: There are free, online typing program available to students. They can work on improving their speed and accuracy independently.
- Microsoft Office and/or Google Apps online tutorials - students can always reach out to the CWSP team for links to these if they have trouble finding tutorials for your software version.
- Company Presentation - Have them research and present on their company - history, founding, mission, vision, size, products, competitors, leadership, organization, etc.
- Student Presentation – Have them prepare a lunch and learn presentation for a small group of staff at the company. This presentation can be about the CWSP or it can be about the unique skills and knowledge that the young person may possess
- Staff Interviews - Have them set-up and conduct interviews with other staff members and leaders at their company; have them present on their findings delving into education and career pathways, roles and responsibilities of their interview subjects, etc.
- Organization - Organize shared workspaces or supply rooms; regular restocking of high need items (paper in copiers, tissues on desks, snacks in the kitchen, etc.)
- Job Shadowing - Have them shadow in high need or high traffic areas where they can potentially learn skills, they would have less access to in their current role - reception/front office, the IT or Helpdesk team, the mail room, facilities, etc.
- Communications - Have them write a story or create a video for your internal communication tool introducing themselves and CRSJ or, reporting on their experience so far at the company.
- Career Planning - Resume updates! LinkedIn profile creation and maintenance!

If downtime is happening more regularly than you, as the supervisor, would like, please do not hesitate to reach out to your CWSP staff member to schedule time to review your student's responsibilities and perhaps build out a more robust job description



"I was only fourteen when I was placed at Denver Tech Dentistry as my first CWSP job, and it was here where I began planting the seeds for my passion for dentistry. This program allowed me, as a high school student, to become exposed to a wide variety of careers all while acquiring desirable job experience. My experience with Denver Tech Dentistry allowed me to further develop my capabilities in leadership, adaptability, and networking. To this day I continue to intern at that practice when I go home during my college breaks."

- Luz Castrejon, AJHS Class of 2018, Student at Loyola Chicago

Daily Schedule

TIME	ACTIVITY
Before 7:30AM	Students arrive at school on their scheduled workday
7:30-7:40AM	Students prep for workday: morning announcements, attendance, uniform checks are conducted
7:40-7:50AM	Bus commute groups load. CWSP Staff check all buses for final attendance and seat-belts
7:50-8AM	Commute groups depart CWSP
8:30-9:30AM	Students are dropped off at work. Drop off and pick up times vary according to their work site's regular office hours and transportation routes as determined by the school.
6.5-8HRS	Students remain at work with two 15min breaks in the morning and afternoon and a 30min lunch break
4-5:15PM	Students are picked up from work by the bus. CWSP staff ask drivers to refrain from calling students/supervisors for pick-up before 3:50 pm unless Partner has requested an earlier pickup.
4:30-6PM	Students arrive back at school for e-timecard completion and check-out

Annual Schedule

AUGUST				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

- 8/31 - First Day of CWSP
- 9/7 - Labor Day No CWSP

NOVEMBER				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

- 11/23 - 11/27 - Thanksgiving Holiday No CWSP

DECEMBER				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

- 12/18 - 1/5 - Christmas Holiday No CWSP

JANUARY				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

- 12/18 - 1/5 - Christmas Holiday No CWSP
- 1/6 - School & CWSP Resumes
- 1/18 - MLK Holiday No CWSP

FEBRUARY				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

- 2/15 - Presidents Day Holiday No CWSP

MARCH				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

- 3/6 - Magis Night
- 3/26 - Good Friday No CWSP
- 3/29 - 4/2 - Spring Break No CWSP

APRIL				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MAY				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

- 5/24 & 5/27 - Schedule Rotation
- 5/28 - Graduation No CWSP
- 5/31 - Memorial Day No CWSP

JUNE				
M	T	W	T	F
	1	2	3	4
6	8	9	10	11
13	15	16	17	18
20	22	23	24	25
27	29	30		

- 6/3 - No CWSP
- 6/9 - Last day of CWSP

FRIDAY ROTATION KEY:

- MONDAY WORKER - JUNIORS
- TUESDAY WORKER - SOPHOMORES
- WEDNESDAY WORKER - FRESHMEN
- THURSDAY WORKER - SENIORS

Program Policies & Procedures
Health & Safety

Illness or Injury at Work

If a student becomes ill or is injured at work, please contact the CWSP office immediately. Unless the injury is so serious that emergency medical/ambulatory care is required, the CWSP staff will coordinate with supervisors and parents to arrange transportation for the student from work and determine what medical care will be required. Unless notified by Arrupe staff, please do not release a student on his/her recognizance.

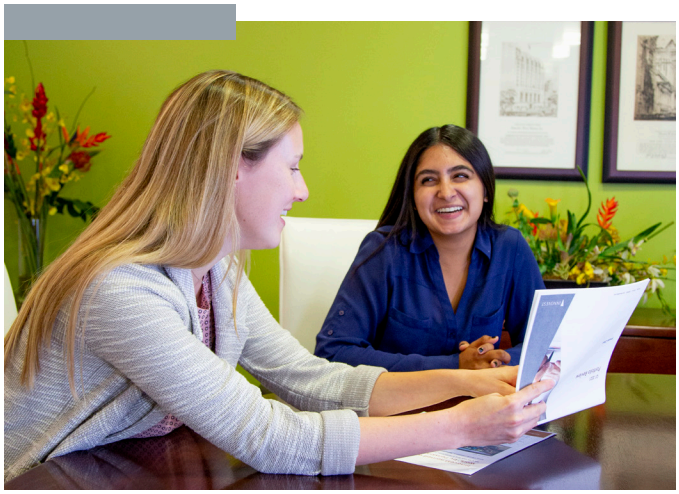
Transportation

The CWSP provides transportation to and from work. The student is responsible for being on time for the morning and afternoon bus. Partners are asked to be sensitive to the need for students to leave work in the afternoon so that they can make the afternoon bus.

When students or families provide their own transportation, they are required to call the CWSP office to inform us of their arrival and/or departure at work. A small percentage of students who work in areas that cannot be served by Arrupe transportation may proceed directly to and from work via public transportation or be transported by a family member. These students are required to coordinate their arrival and departure times with their supervisors. The students must check in via email, text, or phone call with the CWSP staff upon their arrival in the morning and before departing from work in the afternoon.

Workers' Compensation & Liability

Because students are employees of the CWSP, the program carries Workers' Compensation coverage for them. As stated in the Partner Agreement, the CWSP also holds liability coverage for itself and the students. A copy of the outline of coverage for liability insurance is available at the partner's request.





Confidentiality

It is the policy of CWSP to protect the privacy of the students. If partner organizations require the collection of any confidential information from the student, they must first inform the CWSP staff member of the type of information that is being collected and how it is being used.

Students may have access to confidential records and files at the partner organization's office. It is the responsibility of the partner agency to inform the student of the proper procedure for record-keeping and the partner organization's policies for the confidentiality of client, employee, or organizational information. We also encourage students to complete a confidentiality agreement within your organization if you use that form.

Sexual Harassment & Anti-Discriminatory

The CWSP requests and expects that all supervisors treat its students with mutual respect. For the safety of its students, the program is sensitive to matters involving sexual harassment, discrimination, or other inequitable treatment of students based on gender, race, culture, or religious beliefs and reserves the right to remove students if necessary.

The CWSP and partner organizations must intend to maintain a work environment free of unlawful harassment and discrimination. Unlawful harassment includes verbal, physical, or visual conduct that substantially impairs a student's ability to perform the job or creates an intimidating, hostile, or offensive work environment. Such conduct may include, but is not limited to, derogatory or vulgar comments regarding a person's race, color, national origin, ancestry, creed, religion, sex, age, disability, marital status, gender expression, veteran or military status, citizenship or sexual orientation, or distribution of any electronic or written graphic material containing such comment.

If a student reports any incident, the CWSP will contact the supervisor to evaluate and discuss the situation. Whenever appropriate, the CWSP will cooperate with the partner's Human Resources office to resolve the situation according to the organization's guidelines.

Work Schedule

Work Hours

The work year for the students begins in August and will continue through the first week of June. Partners can expect student workers each weekday, except for published school holidays. A list of school holidays is found in the CWSP calendar.

Depending on their bus schedule and job location, students will be dropped off at their stop between 8:00 a.m. and 9:00 a.m. and picked up between 4:00 p.m. and 5:00 p.m. Students will be notified of their bus schedule when they receive their job assignments. Each partner will be notified of the student's bus drop-off and pick-up schedule and anticipated arrival time at work at the beginning of the work year. Students are expected to be punctual. They are responsible for getting to their work site from the bus in a reasonable amount of time and notifying supervisors when they leave in the afternoon. However, we ask supervisors to monitor the students to ensure an individual does not get in the habit of arriving late or leaving early. Please contact our office if any issues arise.

Timecards

As a way to ensure that all students are accountable for the time worked, we request that supervisors complete a simple timecard that each student will bring with her/him on each workday. The students are responsible for checking in with their supervisors the moment they arrive each morning. They will ask the supervisors to annotate the arrival time on their cards. The students are instructed to do the same before leaving for lunch when returning from lunch, and before leaving at the end of the day. The students will be asked to write a brief reflection that is tied to that day's performance target. Supervisors will be asked to rate the student on the 1-5 scale, sign, and have space to provide feedback on the student. The students are responsible for returning the supervisor-signed timecard to the CWSP office. A sample timecard is found in the Handbook. CWSP staff monitor timecards daily to provide timely feedback on student performance.

You can access a video tutorial on how to fill out our electronic timecards here.



Extra-Curricular Activities

School activities and sporting events should not interrupt a student's work schedule. If any school activity or sporting event conflicts with a student's work schedule, the student's first responsibility is to their job. A student may not miss any work to participate in extracurricular activities. Students are never approved to miss work for any school activities unless a request is made directly by the CWSP staff.

Lunch Breaks

Students are allowed to take lunchtime and breaks according to the supervisor's preference and schedule; supervisors should dictate the times, not the student. Supervisors are encouraged to describe schedule expectations to the student clearly. A 30-minute lunch break is recommended. If a student abuses the schedule to the dissatisfaction of the supervisor, the supervisor should notify the Corporate Work Study Program as soon as possible.

Attendance

Each student is expected to attend work each day they are assigned. The CWSP has strict rules and penalties for students missing work for any reason. Students are expected to make up any missed days in a semester, before the end of that same semester.

If a student is ill and will miss work, the student is required to:

- Call the CWSP office and notify a CWSP staff member. The staff member will contact the supervisor via telephone or email to confirm the absence by 8:15 AM
- Schedule a date with their supervisor to make up the absence and coordinate the makeup day with the CWSP staff.
- Students are instructed that make-up days be scheduled at the convenience of their supervisor. The students are responsible for bringing an absence make-up form to their supervisors, filling it out with the supervisor, and returning it to the CWSP office.

The CWSP staff will notify a partner if one of its students is not on the morning bus to go to work on a particular day. If a student is not present at work by the expected time and a supervisor does not hear from either the student or the CWSP, please notify the CWSP staff immediately of the absence. The CWSP requests that partners allow students to make up absences from work during early release days, no-school days, or scheduled holidays. If a student is excessively or routinely tardy at work (arrival, returning from lunches, etc.), the supervisor is asked to notify the CWSP office. If the student is leaving earlier than the scheduled pick-up time, please also notify the CWSP office, and the issue will be addressed with the student and his/her parents.

Leave & Closures

Vacation

Many partners request students fill CWSP positions during the six-week summer break and/or published school holidays. There are two hiring options for partners who wish to employ students over school breaks: 1) the students can become direct employees of the partner; the partner sets the pay rate and the student is placed on the organization's payroll; or 2) students can be hired through the CWSP program office for a per diem of $145. In this scenario, the students remain employees of Arrupe over the break and the CWSP program office continues to handle all payroll matters with the student. Please contact the CWSP office with questions about these hiring options for our students. Specific vacation work program details will be provided before applicable vacation periods. Please note that students must have a passing grade (C- or above) in all classes for the current grading period to participate in the holiday/break work program.

Closures

The CWSP staff will strive to ensure that students arrive on time on their scheduled workdays. However, we may experience delays due to severe weather or extreme traffic conditions. If this is the case, partners will be notified in the morning. We would only cancel work if the city of Denver shuts down due to a blizzard or any other extreme circumstances (electrical outage, civil disturbance, etc.). Supervisors may request a make-up day for work cancellations.

If the partner's office plans to close or close early for any reason (quarantine, holiday weekends, staff meetings, etc) and needs to have the student picked up, the supervisor is asked to contact the CWSP office 24 hours in advance by emailing cwsp@arrupemail.org. As much advance notice as possible is appreciated to coordinate transportation.

Holidays

Arrupe Jesuit High School schedules fewer holidays than most schools. The CWSP asks partners to allow students to take off these school holidays. A list of the school holidays appears on the CWSP Calendar. If a partner needs students to work on a scheduled school holiday, please notify the CWSP staff as soon as possible and they will arrange for the student(s) to be there.

If a partner has a business holiday or special meeting day when a student's services are not required, the supervisor should contact the CWSP staff with as much lead time as possible. CWSP prefers to have its students work on all scheduled days and in most cases will find tasks for students to perform at school or surrounding non-profit organizations.

Code of Conduct

Reporting Incidences of Misconduct

Students are expected to conduct themselves in a mature manner consistent with the expectations of the workplace. If a partner is displeased in any way with a student's performance, the first step is to provide feedback and reinforce expectations directly with the student as you would with any other worker. If you need more support or if the behavior does not improve, you are encouraged to reach out to a CWSP staff member to support you. If there is no improvement, students will be removed from their position, and every effort will be made to replace the student. If the CWSP cannot replace a student, the partner's fee can be credited at the partner's request.

The CWSP has a vested interest in both the continued satisfaction of its partners and the continued success of its students in their work experience. The CWSP staff will act as a mediator in difficult situations between the supervisor and the student. If parents call a supervisor with questions or concerns, please refer them to a CWSP staff member. Any student behavioral problems occurring at work will be dealt with immediately and on an individual basis. The CWSP expects students to conduct themselves in a mature, professional manner.

A member of the CWSP staff will be assigned as your primary contact for any issue that may arise during the year. We ask that you never hesitate to contact us with questions or concerns, regardless of how minor the issue may seem to be! Experience has shown us that the sooner we become involved to address student concerns that you may have, the more positive the outcome is likely to be for everyone involved.

Code of Conduct

Dress Code

Students are expected to follow the same dress code for work as they do for school. The student is required to arrive at work and leave his/her worksite in the Arrupe dress code. The only exception is a situation where the job requires special clothing (e.g. scrubs in a medical setting). If a job requires special clothing due to the nature of the work, the supervisor is asked to notify the CWSP staff requesting a change in the dress code on the job site before the student's workday.

Though your company may have less formal dress than our students, we ask that students adhere to the Arrupe dress code unless they specifically need to be in other attire. This allows our students to stand out and lets other people know they are high school students. Supervisors are asked to notify the CWSP staff if a student arrives for work in clothes, jewelry, or with a physical appearance that the supervisor deems unprofessional or inappropriate for the workplace.

Technology Use

Student use of personal electronic devices (cell phones, laptops, iPads) must follow the corporate partner's internal policies. Students may only use the devices with the express permission of their supervisor.

Social Media

As a school, Arrupe Jesuit established guidelines for staff to promote professional and responsible use of social media among adults and students. We encourage our CWSP partners to review and use similar approaches to social media engagement with Arrupe Jesuit students. Remember our students, however mature or professional they appear, are still minors. As caring adults, we must model thoughtfulness, good judgment, and appropriate boundaries in all relationships, including social media. To promote respectful discussion on social media, we request that your language be uplifting, courteous, and productive. Remember, a social media audience can extend well beyond your immediate "friends" or "followers." If your organization would like to post about an Arrupe student or our program on a company webpage, staff newsletter, or other social media outlets, please contact your CWSP representative to ensure compliance with guidelines (i.e., that students have "media release forms" signed by a parent/guardian). NEVER post names or photos of students to personal social media accounts at any time.

While connecting with students on LinkedIn or another professional social media platform is acceptable, it is NOT acceptable to follow or friend students on other social media sites or to allow them to follow you.

Performance Review

Bi-Annual Performance Reviews

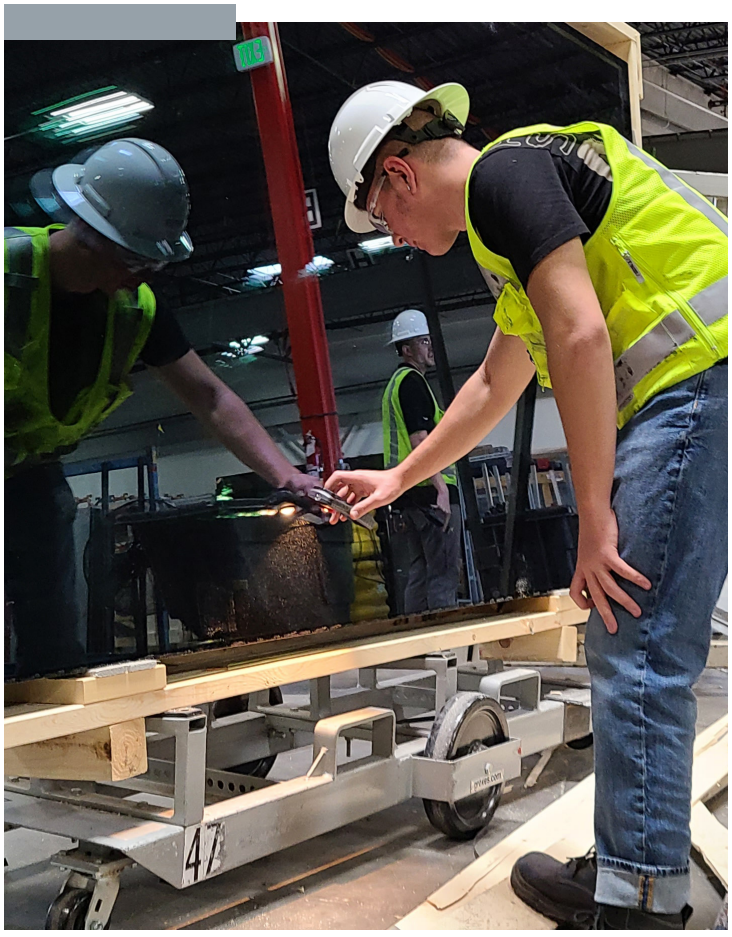
Both positive and constructive feedback should be given to students regularly.

In addition, we ask supervisors to conduct two (2) mandatory performance reviews, one at the end of each semester to capture the culmination of feedback that has been provided to the student. Supervisors will be given instructions on completing the two online evaluations for each student. Students' evaluations are sent home in report cards so students and their parents can review them. Supervisors are encouraged to meet with their student workers to discuss the evaluation as well. CWSP staff will also meet with students to discuss problems and concerns and to support student improvement.

The first performance review in December assists students in gauging their performance, identifying areas in which they are strong and areas in need of development, and allowing them to improve their performance before their second review further. The second performance review in April/May serves as the student's final review for the year. Supervisors are requested to make honest and forthright evaluations of the student's performance. More frequent (informal) reviews are encouraged and are at the discretion of the individual supervisor.

Work Experience Surveys

Students will be asked to complete surveys related to their work experience twice during the year. Supervisors will receive copies of the survey results to provide feedback to the Supervisor and Company from the student's perspective.



Support & Resources

In addition to the Supervisor training and this handbook, there are several other documents and forms of support for Supervisors. This support includes:

- Supervisor Workbook – This workbook contains reflections and summarizes information from the Supervisor training
- Additional Trainings – CWSP will be facilitating periodic trainings to support Supervisors in the program throughout the year.
- Check-In Support – CWSP will be reaching out to Supervisors every month to check on the student's progress and to support any questions or concerns from Supervisors
- Contact CWSP – CWSP staff are always available to support Supervisors with any questions or challenges they may experience throughout the program. Please see the contact information below to connect with a staff member.

Please also use students (when appropriate) as a resource in helping to support their development and to empower them to be responsible for their success in the program.

Additional Resources

The following resources have been determined as essential items to support Supervisors within the program. For a more comprehensive list of resources, please visit this link to the Corporate Work Study Program's resource page.



GROWTH MINDSET FOR MENTORS (60 MIN)

This mini-video series helps supervisors to build a growth-mindset in students that will allow them to overcome challenges and see failures as an opportunity for learning.



MODELING STRONG RELATIONSHIPS AMONG STAFF (5 MIN)

This video describes the importance and application of modeling developmental relationships in the workplace that will ultimately model healthy workplace relationships for students.



ADOPTING A MENTORING MINDSET (50 MIN)

This online training video provides strategies for people in the workplace to take on a mentoring mindset to support young people.

Contact Information

Student supervisors can contact a CWSP staff member at any time using the direct CWSP phone line: 303-710-7040. To connect with a specific staff member, please dial (303) 455-7449 and use the extensions found below.



Chris Freeburg
Executive Director

(303) 455-7449 x237
ccookinham@arrupemail.org



Vianney Rodriguez Bernhardt
Director of Operations

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vrodriguez@arrupemail.org



Erin Breen
Director of Corporate Partnerships

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Cecilia Nuñez
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