



College: It's Not a Dream; It's the Plan

**CORPORATE WORK STUDY  
COATE PARTNER HANDBOOK  
2025-2026**

CRISTO REY BOSTON HIGH SCHOOL  
100 SAVIN HILL AVE.  
DORCHESTER, MA 02125  
<https://www.cristoreyboston.org/>



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## Contact Information

CWS CELL PHONE NUMBER: 857-212-3848

CWS EMAIL: [CWSP@crstoreyboston.org](mailto:CWSP@crstoreyboston.org)

CRB SCHOOL LAND LINE NUMBER: 617-825-2580

CRB SCHOOL FAX: 617-825-2613

### **Marcin Kunicki**

Vice-President,  
Corporate Work Study  
857-220-2471  
[Mkunicki@crstoreyboston.org](mailto:Mkunicki@crstoreyboston.org)

### **Wolther Joselus**

Senior Relationship Manager,  
CWS  
857-344-0080  
[wjoselus@crstoreyboston.org](mailto:wjoselus@crstoreyboston.org)

### **Adebisi Lipede**

External Student Engagement &  
Non-Profit Relationship  
Manager CWS  
857-212-3848  
[Alipede@crstoreyboston.org](mailto:Alipede@crstoreyboston.org)

### **Jessina Baker**

Relationship Manager, CWS  
857-810-0057  
[jbaker@crstoreyboston.org](mailto:jbaker@crstoreyboston.org)

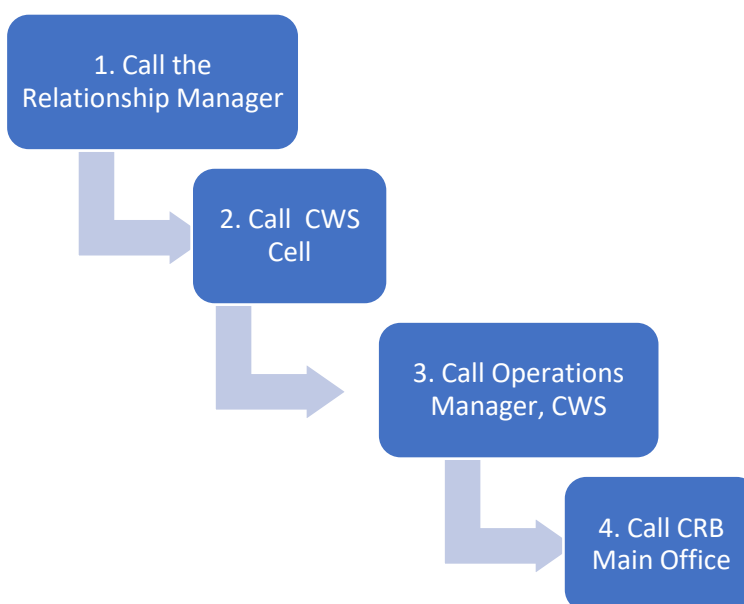
### **Jamie Hooper**

Director, Business Development  
617-282-1873  
[jhooper@crstoreyboston.org](mailto:jhooper@crstoreyboston.org)

If there is an emergency, call 911 first and then CWS. CWS will contact the parent / guardian.

Your specific Relationship Manager should always be the first point of contact. If they are temporarily unreachable and you need your concerns addressed immediately, please reach out to CWS using the following guidelines.

1. Call the Relationship Manager. If not available, we recommend the following.
2. Call CWS Cell Phone Number (8am-5pm): [857-212-3848](tel:857-212-3848)
3. Call CWS Operations Director: 857-220-2485
4. Call Cristo Rey Boston Main Office Number (7am-4pm): 617-825-2580.



## CWS Overview

Welcome! The Corporate Work Study (CWS) enables students to earn approximately 50% of their Cristo Rey Boston tuition by working for one of our Corporate Partners. Work study is an integral part of the educational experience, and we require our student associates to commit themselves to high standards of responsibility and behavior.

By participating in the program, partners create invaluable learning and work experiences for diverse, ambitious youth from households with limited resources. Student associates are to be treated like any other worker at each of our partner's business sites. CWS staff manage and support the relationship between partners and student associates. It is our intention to make participation as simple as possible, and for this reason, our policies and procedures follow as much as possible standard business practices and customs.

## Understanding the CRB Mission and Vision

### Mission Statement

Cristo Rey Boston is a Catholic high school exclusively serving families of limited economic resources. By offering a rigorous curriculum, unique work-study experience, and the support of an inclusive community, we prepare our students to succeed in college and beyond with the core values of **dignity, perseverance, growth, and generosity**.

### Vision Statement

CRB is a caring, faith-based community dedicated to educating youth to become compassionate, responsible, lifelong learners. In partnership with our partners, we close the opportunity gap for college-bound students from under-resourced communities.



*Academic Signing Day: Graduating seniors celebrate their academic and work-study accomplishments with CRB alumna Kelly Garcia, '14.*

## Program Terms

*CRB: Cristo Rey Boston High School*

*CWS: Corporate Work Study*

*Partner: Business Partner or Corporate Partner, an organization or business hiring or sponsoring CWS student associate*

*Supervisor: Person noted as the Primary Supervisor of Record or the person in charge of the daily supervision of a student worker*

*Student Associate: CRB student working for a CWS partner*

*CWS Relationship Manager: Key CWS liaison between Supervisor and Student worker*

*CWS Staff Member: Staff members supporting CWS sales, accounts, and operations*

### CWS Relationship Manager

Partners are assigned a CWS staff member, who will work as a Relationship Manager. The Relationship Manager should be the partner's first point of contact. They are responsible for ensuring partners are satisfied with the work they receive while helping students navigate their workplace and grow as professionals. Partners should communicate with their Relationship Manager via their timecard, email, and office hours.

### CWS Staff Members

CWS is supported by staff members who handle sales, accounts (relationship managers), the daily work-study operations, student development, and retraining. They are responsible for ensuring that the work study program runs smoothly. Supervisors should keep in mind that the assigned relationship manager should always be the first point of contact.

### Placements

CWS assigns all placements for student associates, and, if necessary, will modify a student's placement based on partner's job description and student survey data. Changes will only be made after consulting with the partner. Student associates are expected to behave maturely consistent with workplace expectations. If the partner is displeased in any way with a student worker's performance, the supervisor is encouraged to communicate the concern as soon as possible with their relationship manager.

## Welcome New Partners, Next Steps-

Congratulations, you are now an official work study partner! You've said 'yes!' to having a high school student work with you this academic year (thank you). Here is a quick guide in preparing you and your office to welcome a student in the fall.

### Now What?

1. Identify student(s') supervisor(s)
2. Sharing About CRB info: Mission Video, This Partner Handbook
3. Preparing Job Descriptions

### Filling out the Job Description

Students are placed in roles based on your response to the Job Description Survey. This is an opportunity for you to identify the core responsibilities and skills that may be required and voice the skills for success. If you have any questions about completing this survey, please contact the primary relationship manager or operations lead for help and examples.

### Helpful tips for a successful job / role:

- Involve other departments/ colleagues for rotational task / support.
- Identify ancillary tasks, duties throughout the office, including kitchen inventory, mail distribution, and periodic events such as a staff holiday party or annual audit, etc.

### Recommended models

In some cases, where there is just one Student= one primary supervisor may be appropriate. It may be helpful to identify one key champion or lead communicator in the office.

Individual supervisors will still receive primary communications, such as timecards, sick days, etc. But this lead person can help with onboarding, mid-year, and end-of year coordination.

Rotation model, Champion/ QB: If the student is being shared across multiple departments throughout their workday or monthly/ quarterly, it may also be helpful to identify this one champion to help coordinate the other supervisors.

## Expectations – Following DOL Requirements

Cristo Rey Boston, part of the national Cristo Rey Network of schools receives special permission from the US Department of Labor to operate the unique Corporate Work Study, allowing students to work during the business day in place of being at school. This special permission carries several vital requirements for the CWS office and the partner. The full letter and requirements are posted publicly on the CRN site.

**CRB CWS Employer of Record** Cristo Rey Corporate Work Study Inc. is the legal employer of record. The student's work permit, I-9, insurance, etc. all process through the CWS office. The program carries workers compensation coverage for them. CWS also holds liability coverage for CWS employees and the student associates. A copy is available at the request of a partner.

### Daily Timecards

The student associate's daily timecard serves as legal record that they were present at work and under supervision that day. It also provides for a valuable feedback mechanism to be discussed in later portions of this handbook.

### Required On-site Visits

CWS staff members are required by law to complete an on-site visit at least twice a year. These visits are meant to familiarize the CWS staff with specific jobs and strengthen the relationship between CWS and the partner. A CWS staff member will contact the supervisor directly to arrange this visit. These visits are required by the U.S. Department of Labor to ensure that all youth employers comply with child labor laws.

### Lunch Break Requirement

According to Massachusetts state law M.G.L. Chapter 149, student associate should be given a 30-minute meal break when working 6 hours. During this meal break, the worker should not have to complete any duties. CWS also recommends two fifteen-minute movement breaks during each workday. However, CWS **does not recommend** that students merge all breaks to create a 1-hour lunch break. <https://www.mass.gov/doc/massachusetts-wage-hour-laws-poster/download>

### Work Permits for Minors

All youth workers younger than the age of 18 but older than the age of 14 must have a work permit issued by the school district where they live or go to school. As the employer of CRB student associates, CWS obtains these permits and will supply partners with a copy of them when requested.

### Restricted Hours

The Commonwealth of Massachusetts restricts start time, end time, and work hours for age groups 14-15 and 16-17. Review the Summary of Massachusetts laws, <https://www.mass.gov/service-details/massachusetts-laws-regulating-minors-work-hours>.

### Prohibited Tasks / Jobs

For a list of prohibited work tasks for minors, please review the Summary of Massachusetts laws, <https://www.mass.gov/service-details/massachusetts-laws-regulating-minors-work-hours>.

### Performance Evaluations

Required by the U.S. Department of Labor, work-study programs must complete evaluations for student associates at mid-year and end of year. It serves as a vital tool for student safety. Surveys are distributed nationally from Salesforce. Relationship Managers will contact Supervisors directly to ensure completion.

## Schedule

### Work Study at CRB

Work study is a fundamental part of the CRB learning experience as students take a full academic workload. The school schedule is organized **so students do not miss school for work, or work for school**. For instance, 9<sup>th</sup> graders work on Mondays and then take academic classes Tuesday through Friday.

### CWS Work Year

The work year begins Monday, September 8 , 2025, and continues through Thursday, June 4, 2026, except for seniors. The last workday for seniors is Tuesday, May 19, 2026.

WORKDAY	MONDAY WORKERS	TUESDAY WORKERS	WEDNESDAY WORKERS	THURSDAY WORKERS
Grade level	9 <sup>th</sup> graders (Freshmen)	12 <sup>th</sup> graders (Seniors)	11 <sup>th</sup> graders (Juniors)	10 <sup>th</sup> graders (Sophomores)

### Work Hours

Student associates are expected to work a *typical* business day every week during the school year. CWS recommends the work hours follow a regular '9am to 4pm' workday. Should the partner wish to amend their student's hours, please confirm with the Relationship Manager.

### Exceptions to the Regular Schedule

Please review the CWS Calendar in detail. Notice exceptions to the work schedule because of school holidays and academic testing.

- ❖ Junior/Senior AP Exams: *Tentatively* May 5, 6 and May 12, 13, 2026 **\*Students may be asked to miss work to accommodate exam schedules. \***
- ❖ **Last workday for seniors: May 19, 2026. The last regular work week for other CRB students is the week of June 1<sup>st</sup>-5<sup>th</sup>**

### Make-up Workdays

If the student misses a workday, they must complete a make-up day scheduled on a date convenient to the supervisor. See the CWS calendar for suggested make-up days throughout the school year. **Excused Absences** are up to the discretion of the Supervisor, Relationship Manager, and Operations team.

### Partner Holidays

If the partner has a business holiday or special meeting day, and the student's services are not required that workday, please contact the CWS relationship manager with as much lead time as possible. CWS will arrange for the student to work at Cristo Rey Boston that day. This day will not be considered a missed workday, and the student will not be required to make up the day, unless otherwise requested.

### CRB Holidays

Cristo Rey Boston and CWS follow the holiday schedule of Boston Public Schools. However, student associates can make up workdays during school breaks (e.g., Winter Break). Please see the CWS Calendar.



## Expectations of the Supervisor – Holding Student Associates Accountable

Holding students accountable is the best way to prepare them for a professional life and success in college. Giving them numerous “breaks” and constantly letting them “slide” on standards are disruptive to the student growing emotionally and professionally. All workplace and all CWS rules and regulations should be followed. CWS asks the supervisor to focus on the following expectations. Many of these expectations are described in more detail in later sections of this handbook.

### Expectations for Supervisors

- ❖ Adhere to the regulations of the U.S. Department of Labor (DOL) ensuring a safe and appropriate work environment for young student associates.
- ❖ Adhere to additional safety measures, beyond DOL (e.g., COVID policies, attendance issues, supervision, meetings that are observable to others).
- ❖ In advance of the student’s first workday, alert CWS about onboarding requirements (e.g., non-disclosure agreements, vaccinations, and security clearances).
- ❖ Provide a first-day orientation to include a tour of the office and an overview of safety guidelines, supervisor expectations, and workplace policies.
- ❖ Monitor the student’s professional appearance throughout the school year. See Uniform dress code requirements.
- ❖ Confirm the student’s attendance/timeliness habits in the timecard.
- ❖ Each workday, provide and supervise work tasks aligned with the CWS job description.
- ❖ Promptly evaluate work performance whether the student meets or does not meet expectations. Timecard ratings are the basis for the student’s CRB quarterly CWS Academic grade.
- ❖ Remind student associates to complete their portion of the timecard before they leave work. Timecards are important communication tools.
- ❖ Schedule times to speak with the student worker about their development points and strengths. Discuss performance evaluations.
- ❖ Immediately inform CWS Relationship Manager about any work performance issues. The supervisor should not hesitate to pick up the phone or write a comment on the timecard. Many issues can be quickly resolved by resetting expectations or having a brief conversation with the student worker.
- ❖ Use the timecards and evaluations to also acknowledge progress and strong work performance. This helps CWS identify nominees for awards, such as Student Worker of the Week, Month, and Quarter.
- ❖ Recognize the different ways CWS holds students accountable before we suggest that the student be removed from the placement.

## Consequences – Holding Student Associates Accountable

As students continually encounter new situations, people, and places, it is our expectations that student associates know how to successfully interact with their supervisors, with other workers, with the CRB community, and with the larger community. Please review the table below to understand how CWS provides reminders, redirections, and improvement plans, all of which help improve student accountability.

ATTENDANCE	PERFORMANCE	INCIDENT	PROTOCOL
<b>Observations / Indicators</b>			
<b>Lateness / Absences</b>	<b>Low Timecard Score (Below 3)</b>	<b>Email / Phone Call/ Comment on Timecard</b>	<b>Late Check-in (arrival) /Late Check-out (departure)</b>
<b>1<sup>st</sup> time: Conversation w/ Relationship Manager</b>	<b>1<sup>st</sup> time: Review notes with Student and have a conversation, w/ Supervisor</b>	<b>1<sup>st</sup> time: Conversation w/ Relationship Manager</b>	<b>1<sup>st</sup> time: Conversation w/ Relationship Manager</b>
<b>Verbal Warning</b>			
<b>2<sup>nd</sup> time: Email from Relationship Manager, including CWS Directors and Parent/Guardian</b>	<b>2<sup>nd</sup> time: Email from Relationship Manager, including CWS Directors, and Parent/Guardian</b>	<b>2<sup>nd</sup> time: Phone Call to Parent/Guardian from CWS Directors, written debrief</b>	<b>2<sup>nd</sup> time: Meeting with CWS Directors, Relationship Manager, and Student, written debrief</b>
<b>Written Warning</b>			
<b>3<sup>rd</sup> time: Meeting w/ CWS Directors and Parent/Guardian * Student risks being removed from placement*</b>	<b>3<sup>rd</sup> time: Meeting w/ CWS Directors and Parent/Guardian * Student risks being removed from placement*</b>	<b>3<sup>rd</sup> time: Meeting w/ CWS Directors, Parent/Guardian, and CRB President * Student risks being removed from placement*</b>	<b>3<sup>rd</sup> time: Student must check in/out at CRB before reporting to work, Parent/Guardian informed</b>
<b>*ACTION PLAN*</b>	<b>*ACTION PLAN*</b>	<b>*ACTION PLAN*</b>	<b>*ACTION PLAN*</b>
<b>Signed Improvement Plan &amp; Parent/Guardian-CRB Meeting</b>			<b>Improvement Plan</b>

## Expectations – Onboarding

### Onboarding

In advance of the first student workday, we ask that the supervisor inform the CWS relationship manager about onboarding requirements. As new requirements arise, tell CWS as soon as possible. Find the list of recommended onboarding procedure:

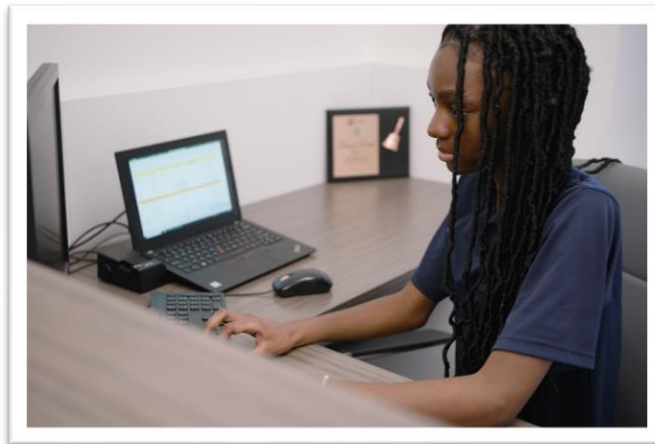
- ❖ Alert CWS relationship manager if the partner requires the student worker to complete background checks and security clearances.
- ❖ Alert the CWS relationship manager if the student worker must sign agreements, such as non-disclosure agreements.
- ❖ Provide a list of items needed to access secure areas of the office (e.g., entrance keycard, computer logins).
- ❖ If required, provide a list of required vaccinations.

### Expectations – Health /Vaccination Requirements

CWS Staff will help make sure student associates fulfill and are up to date on all health and safety requirements per their employer.

### First-Day Orientation for Student Worker

We ask the supervisor to provide a first-day orientation, which includes a tour of the office and an overview of safety guidelines, supervisor expectations, and workplace policies. For ideas about what to include in an orientation, the supervisor should review the resource in the Addendum: First-Day Orientation Plan.



## Expectations – Monitoring Dress Code

CWS student associates are CRB employees and must follow the dress code provided by CWS. Student associates are expected to follow the exact same dress code for work as they do for school unless the workplace enforces a stricter policy or provides an alternative uniform (e.g., scrubs or branded polo)

### CRISTO REY BOSTON DRESS CODE

#### TOP



- CRB LOGO POLO: CHOICE OF SHORT SLEEVE/LONG SLEEVE.
- CHOICE OF NAVY OR GREY.
- ONLY CRB SWEATERS, CARDIGANS AND FLEECE CAN BE WORN IN SCHOOL OR CWS PLACEMENT
- STUDENTS MAY WEAR THEIR CWS ISSUED GEAR.

#### DRESS DOWN DAY

- SPIRIT WEAR CAN BE PURCHASED AT METRO UNIFORM STORE
- NO RIPPED JEANS
- NO SHIRTS WITH INAPPROPRIATE IMAGES/LANGUAGE

#### OUTERWEAR



- ONLY A CRB LOGO FLEECE OR QUARTER ZIP MAY BE WORN OVER YOUR COLLARED SHIRT
- JACKETS MUST BE STORED IN YOUR LOCKER
- NO HOODIES

#### BOTTOM



- DRESS PANTS/SKIRTS/SHORTS IN KHAKI COLOR, OR NAVY BLUE
- SKIRTS/SHORTS MUST BE KNEE LENGTH
- NO JEANS, CARGOS, SWEATPANTS

#### SHOES

- SHOES/SNEAKERS IN THE FOLLOWING SOLID COLORS

- BLACK
- GRAY
- BLUE
- WHITE
- BROWN

- NO OPEN TOE SHOES
- NO OTHER COLORED SHOES/SNEAKERS
- NO CROCS, NO SLIDES, NO UGG STYLE BOOTS



\*\*\*We understand that many employers have adopted casual workplace dress code standards. We ask that supervisors help hold students accountable to the school's dress code standard to maintain consistency. Thank you.

## Expectations & Procedures – Monitoring Attendance

### Workday Attendance

Each student worker is expected to attend every assigned workday. See the CWS calendar for workdays assigned to each grade level. CWS has strict rules and penalties for students missing work for any reason other than a serious illness or a family emergency. Student associates are expected to communicate with the school relationship managers as soon as possible to alert them of tardiness/absence. CWS Relationship Managers will alert Supervisors as soon as possible of the student's tardiness/ absence. Student associates are expected to make up any missed workdays as soon as possible. If the supervisor cancels a normally scheduled workday, the student is not required to make up that missed day.

### Early Dismissal without Approval

For safety reasons, the supervisor should not release student associates early, even to family members, and even when working remotely, without prior approval from the specific CWS relationship manager or CWS Staff. Students should work during the agreed work hours.

### Work Absences & Make-up Days

- ❖ If the student worker is absent and the supervisor does not hear from a CWS staff member, please contact CWS immediately.
- ❖ The student worker is expected to make up missed workdays.
- ❖ Student associates can only make-up a workday on the highlighted make-up days. See suggested make-up days for each grade level indicated on the CWS Calendar.
- ❖ The student worker is informed that make-up days will be scheduled at the convenience of their supervisor.
- ❖ All make-up day scheduling is now handled electronically. A student will receive the make-up day request form the day they miss work, and as soon as they select a make-up day, that form will be emailed to the primary supervisor for approval.

### Tardiness / Lateness

If the student worker is excessively or consistently late to work or does not promptly return from lunch / breaks, the supervisor is asked to notify CWS immediately so the lateness can be addressed.

## Expectations & Procedures – Learning about CWS Logistics

### Transportation, CWS Van

If the student worker commutes to work riding the CWS van, the relationship manager will inform the supervisor about drop-off and pick-up times. CWS recommends that student associates are given 5-10 minutes to get to and from their van stops in the morning and afternoon.

### Lunches

A student worker may pick up a lunch packaged by CRB before work. We recommend a 30-minute lunch break. If the supervisor wants to offer a different amount of time for lunch, tell the relationship manager.

## Off-site Lunches on a Workday

Students leaving the worksite for lunch is permitted at the supervisor's discretion and should be coordinated with the relationship manager. If the student wishes to eat off-campus, they must do so within 30 minutes and with written permission from a parent or guardian before leaving campus. Please note the supervisor can request a different length of time for lunch.

## Partner Events

For special events and celebrations, if the partner wishes the student to participate, a parent/guardian must sign a permission slip authorizing that event at a particular location. Please note any partner event must be scheduled on the student's workday. Students are not permitted to miss classes to attend work-related events.

## Expectations & Procedures – Working Remotely

If the student worker is remote, please follow these guidelines, and read the expectations for students safely working remotely. (Expectations – Safety, Working Remotely)

### Equipment

A student worker may use their CRB school-issued laptop to work remotely. Inform your CRB Relationship Manager if you need any specific programs installed on their computer. Additionally, a partner is welcome to provide equipment to their student worker, please coordinate with us so we can orchestrate pick up/drop off.

### Expectations- Schedule

The supervisor should let the student worker know specifically the time to log on in the mornings and the time to log off. Also, the supervisor should review remote meeting practices and expectations specific to the organization. Any student working remotely should still follow the 8-hour work schedule and the 30-minute lunch break.

Supervisor should include Relationship Manager on all emails with student's assignments/ expectations/ schedule for their remote or hybrid day so that the CWS Staff can keep on site supervision and ensure success.

Supervisors are asked to take into consideration the school's bell / lunch schedule to allow students to eat at the appropriate time for their grade level, i.e. 9/10<sup>th</sup> grade 11:07a; 11/12<sup>th</sup> grade 11:31a

### Supervision

If the student is working remotely, the supervisor must always know when the student begins and ends their workday, and at least one midday check-in is also required. CWS recommends all check-ins should be conducted through virtual meeting software, such as Microsoft Teams, Webex, or Zoom.

### Approved Devices & Recorded Sessions

All student-supervisor interactions are only allowed via Teams, Webex, or Zoom on approved devices (e.g., school-issued laptop, partner-issued laptop) – not on cell phones or any other personal electronic devices. All student-supervisor interactions must be either recorded and/or have a second adult as a participant in the meeting.

## Expectations & Procedures – Responding to Unexpected Events

Although rare, the supervisor and student worker may encounter urgent or unusual situations. Please read the guidelines below.

### Illness at Work

If the student worker becomes ill at work, the supervisor is asked to call a CWS staff member. The supervisor should not release a student worker on their own recognizance.

If the student urgently needs medical attention (e.g., deep cut, burn, unconscious), contact the appropriate medical professionals (e.g., 911) and then contact the relationship manager or the CWS office. CWS will speak with the parent or guardian.

### Medication at Work

Corporate Partners are not to administer medication to the student worker for any reason. This includes all medications, including over-the-counter medications (e.g., Tylenol, Ibuprofen).

Any student worker requiring rescue medication, such as asthma inhalers or EpiPens, should be allowed immediate access for use. As an exception for students with known conditions, CWS will contact the supervisor and gain a written agreement with the CRB Nurse and the parent / guardian concerning rescue medication and life-saving procedures. Please note CWS needs written permission from a parent / guardian to reveal a student's medical information.

### Accidents at Work

Should the student worker be injured at work, the supervisor is to seek medical assistance and contact CWS staff members immediately, and we will contact the student worker's parent/guardian.

### School Activities & Sports

The CWS Office and CRB support students who participate in athletics, believing it fosters transferable life and professional skills. Athletics is always in addition to school and work. To participate, students must maintain their good academic and CWS performance. CWS Relationship Manager will coordinate with school athletics and inform Supervisors of any upcoming schedule adjustments or consideration including practice and game schedules. The student worker should not request time off to miss work for any activity or sporting event unless otherwise decided by a supervisor and CWS staff member. Supervisors can use their discretion to adjust the student's work schedule to accommodate with sports schedule.

### Emergency Information & Weather Events

In the event of extreme weather conditions or emergencies that close CRB for a given workday, students will not be expected to attend work. Partners will be notified via email by a CWS staff member. Students do not have to make up these days.

## Expectations – Working Safely, In-person

### Supervision

Be aware of the location and activities of all student associates during work hours (within reason). If the student is on-site, the supervisor and the rest of their team must always know when the student arrives and leaves the building, including lunch or other allowable breaks.

### Meetings, Observable by Others

One-on-one meetings with student associates must always be fully visible to the public or in an area with the door wide open, and therefore, easily observable by others. Have at least **2 adults** present if student associates are in interior rooms without windows or door sidelights. (They should never be left alone or left with only 1 adult.)



*Meet in open-floor workspaces or at least observable to others.*

### Restricted Transport

CWS student associates should never be transported in a personal or company vehicle without prior written approval from their parent / guardian. After the parent or guardian has approved a specific transport for a specific event, there must be always at least two adults present in the vehicle

## Expectations – Monitoring Appropriate Use of Technology

CWS students are expected to not misuse technology while completing work tasks or managing downtime during work hours. We encourage our student associates to always ask their supervisor for permission before using any technology, even during downtime (e.g., using the internet to complete school homework). Student associates should not use cell phones, headphones, or other technical devices not required to complete work tasks.

CWS takes misuse of technology seriously. The supervisor should alert the account manager about violations or desired modifications to the technology use policy. Below, see examples of inappropriate and appropriate uses of technology.

### Appropriate Technology Use for Students at Work:

- ❖ Should not use their personal cell phone during work hours. With exception, student associates may need to use the phone for 5 minutes to check-in with CWS upon arrival, 5 minutes to check-out when leaving, and 15 minutes to complete the daily timecard or to speak to family in case of emergency.



- ❖ Should not use unauthorized devices (e.g., personal laptop, iPad) to complete partner work. Students should use technology provided by the partner or use CRB-issued laptops.
- ❖ Should not view videos, video games, or streaming media for personal use (e.g., not playing Roblox, not watching Netflix, YouTube) even during downtime. During downtime, students should take CWS lessons, complete homework, or read a book.
- ❖ You should not text on the phone, video chat, or call others unless required for work. Do not engage in personal audio or video calls.
- ❖ Should not use social media and texting apps (e.g., TikTok, Twitter, Facebook, Instagram, YouTube, etc.) unless related to work tasks.
- ❖ Should not violate copyright laws. Student associates should uphold the terms signed in non-disclosure agreements.
- ❖ Should not use platforms, game controllers, or shareware not related to work tasks.
- ❖ Should not download any work files onto the hard drive of the school laptop or publicly shared computers; preserve company confidentiality.
- ❖ You should not photograph or photocopy partner materials.
- ❖ You should not use unauthorized accessories (e.g., headphones, earbuds, and controllers) during work hours unless taking an online course assigned by your partner or CWS.

### **Cell Phones At Work**

Students are expected to have personal electronic devices such as cell phones, watches, and ipads away during school hours. While in the school building, during school hours, phones are to be locked in yondr pouches.

We ask that students and partners continue this practice of limiting technology use in the workplace. Students should not use their phones, have phones out on their desks or work stations, unless granted permission from their supervisor. If needed and appropriate, partners can request student to leave their phone in an agreed upon location such as desk drawer or filing cabinet. Work Study office, relationship managers are available to help enforce these protocols.

## Expectations – Providing Feedback to the Student Worker

### Importance of Supervisor Feedback

CWS student associates should be cultivating 21st-century professional skills while forging future capabilities. CWS - in collaboration with our partners, staff, faculty, outside consultants, and the national office of Cristo Rey Network - has identified essential domains described in the table below. During the summer before students first attend Cristo Rey Boston until graduation, CWS student associates should be able to demonstrate Awareness, Performance, and Skills. For a more detailed explanation of the key performance metrics and goals for student growth, please reference Addendum.

Domains	Demonstration
<b>Awareness</b>	To act with kindness and curiosity toward yourself and the world around you
<b>Performance</b>	To push yourself to realize your potential and the potential of your surroundings
<b>Skills</b>	To meet the technical demands of the moment while forging your future capabilities

### Sharing Feedback with the Student

CWS recommends that supervisors schedule times in the school year to meet with the student to convey the student's development points and strengths. This improves the student's capability to adapt to feedback. Establishing regular communication with students is a best practice.

Even when a student's performance meets expectations, they should know their strengths and areas where they can develop additional skills - at CRB we call them GLOWS (strengths) and GROWS (development points). Just like most jobs, the supervisor should take time to discuss with the student the results of the performance evaluations. CWS firmly believes it is easier to convey information when there are scheduled check-ins rather than when issues arise. Also, it is easier to convey feedback that consists of both development points and strengths.

## Expectations – Overview of Performance Evaluations

### Required Feedback – Timecards & Performance Evaluations

**CWS requires that the supervisor completes evaluations for each student worker at key intervals:**

**(1) daily, (2) middle of the school year, and (3) end of the school year.**

These forms of feedback are used to calculate the student worker's CWS school grade and to define new procedures to improve CWS operations at CRB.

### Student Associate Performance Review (SAPR)

Throughout the academic year, the Cristo Rey Network will issue two surveys: a **Mid-Year Evaluation** and an **End-of-Year Evaluation**. CWS staff will contact supervisors to collect the data and generate surveys via Salesforce. It is a Department of Labor requirement to receive this data in a timely manner. Using the 5-point scale, the supervisor should evaluate how each student worker meets the following expectations.

## Expectations –Timecards, Prompt Feedback

### Electronic Time Cards

Each student worker should always know their progress in terms of Awareness, Performance, and Skills. CWS perpetually tracks student progress by analyzing the rating and comments captured from the electronic forms, known as timecards. Since timecard ratings are the basis for the student's quarterly grade, CWS requires that the supervisor complete every timecard with a rating and asks that they add comments. Supervisors should review the resources in the Addendum: Timecard Scorecard and Scenarios.

### Time Card Delivery and Completion

On workdays at 12:30pm, timecards are emailed to the student worker. Once the student completes their timecard or after 24 hours (whichever comes first), the timecard is sent to the supervisor for completion. Supervisors may complete the timecard whether the student has submitted their portion or not. Supervisors should approve the student hours, give the student a rating for the day, and provide comments on work performance. By default, timecard feedback is shared with the student; however, the supervisor may choose not to share the feedback, if preferred. The supervisor can also request a follow-up with the relationship manager.

Student's daily timecard can be forwarded and completed by the appropriate person who had the most interaction and oversight of the student that workday. If there is a change to the primary supervisor of record, please inform the CWS Relationship Manager as soon as possible.

### Timecard Rating Scale

5 = Exceptional Performance – Student Exceeds CWS Performance Expectations

4 = Above Expectations – Student Occasionally Exceeds CWS Performance Expectations

3 = Meets Expectations – Student Meets CWS Performance Expectations

2= Needs Some Improvement – Student Occasionally Meets CWS Performance Expectations (\*Corrective action recommended with Relationship Manager, CWS Staff, Student/ Family)

1= Unsatisfactory – Student Does NOT Meet CWS Performance Expectations \*(Immediate attention/ action required- see corrective actions in addendum

**As Cristo Rey is a rigorous college-preparatory school and the Corporate Work Study program is an essential and unique component of the education, we expect that students are regularly exceeding expectations >3.**

**Relationship Managers will consult with supervisors to ensure these high standards are met and consistent.**

Time Card Email



Time Card Feedback for Jonathan  
Student on 7/15/2021

Dear Jenny Supervisor,

Please provide performance feedback for Jonathan Student for 7/15/2021. If you like, you can adjust hours, request a follow-up or add a comment after providing a rating.

Hours Worked: 7 hrs 30 min  
Lunch: 0 hrs 45 min

Exceptional

Above Expectations

Met Expectations

Needs Improvement

Unsatisfactory

## Expectation- Filling Out Timecards as the Supervisor

Outlined below are the steps to complete the supervisor feedback form.

1. **Open the Supervisor Feedback Email.** Open the work email application and find the email requesting the supervisor provides feedback. It is important that CWS has the correct email address for the supervisor.
2. **Confirm the work hours** (arrival, departure, lunch) that the student worker inputted on their portion of the timecard. The supervisor can adjust times if necessary. On a workday, a student may work up to 8 hours.
3. **Confirm the workday activities** as noted by the student.
4. **Assign a work performance rating**, a number from 1 to 5, to represent the quality of the student's performance throughout the day. The supervisor should not hesitate to give the student the precise score they deserve.
5. **Write comments using the timecard.** These comments are read by the relationship manager to provide context and to identify students' strengths and development points. See resources in the Addendum: Workday Behaviors and Time Scorecard & Scenarios.
6. **Share the feedback with the student:** The timecard allows the supervisor to automatically share feedback with the student. If the supervisor does not want to share a piece of feedback, they should choose that option for that timecard.
7. **Request follow-up:** The supervisor can also request a follow-up with the relationship manager, especially if the supervisor assigned a rating lower than 3 for a workday. It is important to discuss what happened and how to correct the situation as soon as possible.

*Part of the timecard feedback form*

**Performance**

	Unsatisfactory	Needs Some Improvement	Met Expectations	Above Expectations	Exceptional
Rating *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Additional Comments**

**Share comments with student? \***
☐ Yes
 ☒ No

**Request a follow up from Cristo Rey? \***
☐ Yes
 ☒ No

## Student Professional Development

### CWS Foundations Program (Pre-matriculation)

As a requirement to attend CRB, all incoming students (9th graders and transfers from other high schools) participate in summer training where they obtain the necessary skills to be placed in a professional work environment. This summer training introduces students to the expectations and policies of CWS and allows them to practice new workplace skills. For most of our students, the CWS placement is their first job outside of the home.



### CWS Professional Development (Continuing)

Each grade level receives monthly professional development and support throughout the school year. The CWS team has reserved 55 minutes during the Knight Block period for Professional Development. If you'd like to participate, please contact your CWS account manager.

### CWS Performance Coaching & Retraining Program

Beyond Foundations, if the supervisor or the relationship manager feels the student worker needs additional training to improve work performance, CWS organizes a suite of learning and coaching sessions to occur at a time and date convenient for the supervisor. This training can be held at CRB with CWS staff members. If the student worker is ultimately removed from the placement, CWS enrolls them in a Retraining Program to be conducted at CRB.

### Additional/ Ongoing PD opportunities

Students are encouraged to engage in training courses throughout their CRB CWS experience to foster intellectual curiosity. Supervisors may incorporate them into the student's daily tasks or improvement plans. Partners are also welcome to offer access to company learning platforms.

## Tips for keeping your student occupied/engaged throughout their day/ placement:

- Daily Checklist of tasks/ duties that must be done every shift—sorting mail, filing, messages, stocking kitchen or office supply closet, office preparation (conference rooms, printers.)
- Informational interviews/ Lunch & Learns/ Meet & Greets with all members of the company, across departments, across offices, roles, etc.
  - Can be structured as a shadow at first and progress to independent, ongoing.
- Regular, more-frequent check ins to check progress, report out/ ask questions, and remove barriers.
  - When you assign a new task/ project and given the instruction, do not wait two hours to check in again to see if it is finished. Instead, come back in ten or fifteen minutes to see if they have any questions or hit any barriers such as password access, did not understand the assignment, etc.
- Ongoing portfolio, capstone or self-study project. (See Addendum for recommendations.)
- Include the student in a standing team meeting.
  - Train the student to become the owner of this event—scheduling, taking minutes, coordinating action items, following up.
- Ongoing Professional Development- Student can enroll in and take professional development courses in MS Office, phone etiquette, professionalism, workplace safety, etc. from company's available resources or the CRB CWS curriculum.
- End of day routine- 15 min before the end of the day, have a standing appointment to have the student do their timecard, report feedback.

## Capstone/Portfolio

We recommend an Ongoing, year-long project to provide you and the student with a summary of the experience, a portfolio or capstone. This can take the shape of a presentation, a report, or simply a casual conversation.

Examples for sample projects:

- Prior to placement, student completes a pre-placement research project:
  - What is the industry for this organization or company (e.g., accounting, legal, primary health care, technology, etc.)?
  - What does this company do? History? Recent News?
  - What interests me? What questions do I have?
- Revisit these questions at the end to examine how their knowledge has changed.
- Any special highlights from their experiences
- People they have met, their brief bio, and any tangible skill they've been taught.
- Recommendations for future work study student associates (a transfer document)

## Consequences – Removing from Placement

### Students of Concern

**Student employment is a critical aspect of the Cristo Rey mission**, and students must be employable - and remain employable for their entire time as a student at CRB (Cristo Rey Boston). After extensively working with the student, creating improvement plans, reskilling, and contacting family, at times a student worker may need to be removed from a placement. It is our intention to proactively identify any improvements needed and implement a graduating response intervention to avoid removing students from placements. The CWS relationship manager would consult with the supervisor and CWS leadership to determine if the student should be removed from the placement and enrolled in CWS's Retraining Program. To help make these difficult decisions, CWS staff members stay alert to student progress by interpreting feedback from timecards, evaluations, site visit reports, and conversations with the supervisor and the student. As a team, CWS staff members meet to discuss the following.

- ❖ Any student worker with recurring violations (e.g., 2 absences in one quarter, leaving for appointments)
- ❖ Any student worker with a severe violation (e.g., skipping work, misuse of property)
- ❖ Any student worker with a low rating on the timecard or a performance evaluation
- ❖ Any student currently identified as a Student of Concern for academics at CRB
- ❖ Any student who has been previously removed from a CWS placement

### Consequences

**CWS is the employer of record;** therefore, has the right to remove their student associates from any workplace, but in most cases will only do so after consulting with the supervisor and other high-level staff. CWS instructs all CRB families to contact CWS if they have questions about the CWS placement.

- ❖ A student worker who is removed from the placement may receive a failing grade for that quarter.
- ❖ A student worker who is removed from the placement for the first time may be offered a chance to stay at CRB if they pass our CWS Retraining Program and improvements in workplace skills are readily observable.
- ❖ A student worker removed from the placement for a second time may be asked to leave CRB and transfer to a new school as soon as possible. The final decision on this will be made by our CRB President on a case-by-case basis.



# ADDENDUM



## CWS Calendar 2025-2026

## Cristo Rey Boston Corporate Work Study 2025 - 2026

F=Freshmen  
MondayS=Seniors  
TuesdayJ=Juniors  
WednesdaySO=Sophomores  
ThursdayMU=Make-up  
As needed onlyNW=No Work  
School Holiday

AUGUST 2025						
M	T	W	R	F	S/S	
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
Foundations Incoming Students						
25	26	27	28	29	30	31
First Week of School						

SEPTEMBER 2025						
M	T	W	R	F	S/S	
1 NW	2	3	4	5	6	7
Optional: Meet Supervisor						
8 F	9 S	10 J	11 SO	12 NW	13	14
15 F	16 S	17 J	18 SO	19 NW	20	21
22 F	23 S	24 J	25 SO	26 MU	27	28
29 F	30 S					

OCTOBER 2025						
M	T	W	R	F	S/S	
		1 J	2 SO	3 NW	4	5
6 F	7 S	8 J	9 SO	10 NW	11	12
13 NW	14 S	15 J	16 SO	17 NW	18	19
20 F	21 S	22 J	23 SO	24 NW	25	26
27 F	28 S	29 J	30 SO	31 NW		

NOVEMBER 2025						
M	T	W	R	F	S/S	
				NW	1	2
3 F	4 S	5 J	6 SO	7 NW	8	9
10 MU	11 NW	12 J	13 SO	14 NW	15	16
17 F	18 S	19 J	20 SO	21 NW	22	23
24 F	25 S	26 NW	27 NW	28 NW	29	30

DECEMBER 2025						
M	T	W	R	F	S/S	
1 F	2 S	3 J	4 SO	5 NW	6	7
8 F	9 S	10 J	11 SO	12 NW	13	14
15 F	16 S	17 J	18 SO	19 MU	20	21
22 MU	23 NW	24 NW	25 NW	26 NW	27	28
29 NW	30 NW	31 NW				

JANUARY 2026						
M	T	W	R	F	S/S	
			1 NW	2 NW	3	4
5 F	6 S	7 J	8 SO	9 NW	10	11
12 F	13 S	14 J	15 SO	16 NW	17	18
19 NW	20 S	21 J	22 SO	23 NW	24	25
26 F	27 S	28 J	29 SO	30 NW	31	

FEBRUARY 2026						
M	T	W	R	F	S/S	
						1
2 F	3 S	4 J	5 SO	6 NW	7	8
9 F	10 S	11 J	12 SO	13 NW	14	15
16 NW	17 MU	18 MU	19 MU	20 MU	21	22
23 F	24 S	25 J	26 SO	27 NW	28	

MARCH 2026						
M	T	W	R	F	S/S	
						1
2 F	3 S	4 J	5 SO	6 NW	7	8
9 F	10 S	11 J	12 SO	13 MU	14	15
16 F	17 S	18 J	19 SO	20 NW	21	22
23 / 30 F	24 / 31 S	25 J	26 SO	27 NW	28	29

APRIL 2026						
M	T	W	R	F	S/S	
		1 J	2 SO	3 NW	4	5
6 F	7 S	8 J	9 SO	10 NW	11	12
13 F	14 S	15 J	16 SO	17 NW	18	19
20 NW	21 MU	22 MU	23 MU	24 MU	25	26
27 F	28 S	29 J	30 SO			

MAY 2026						
M	T	W	R	F	S/S	
				1	2	3
4 F	5 S*AP	6 J*AP	7 SO	8 NW	9	10
11 F	12 S*AP	13 J*AP	14 SO	15 NW	16	17
18 F	19 S	20 J/SMU	21 SO/SMU	22 NW	23	24
25 NW	26 SMU	27 J	28 SO	29 NW	30	31

JUNE 2026						
M	T	W	R	F	S/S	
1 F	2 NW	3 J	4 SO	5 NW	6	7
8	9	10	11	12	13	14
**Final Exams / Possible Make-up Days						
15 MU	16 MU	17 MU	18 MU	19 NW	20	21
22 NW	23 NW	24 NW	25 NW	26 NW	27	28
29 NW	30 NW					

Changes to Regular Schedule (updated 7/21/25)						
Sep. 02 - 04 Optional Onboarding Workday						
Sep. 08 Start of First Work Week						
*May 05, 06, 12, 13: Regular workday for student not taking the AP exam						
May 19 Last official workday for Seniors						
**Jun. 08 - 12: Final exams days, possible make-up if not taking a final						

## Addendum – Evaluating Workday Behaviors

### Scoring Workday Timecards, Ratings 5-4-3

CWS suggests that the supervisor consider the following scorecard when evaluating student work performance. Although work tasks vary significantly from classroom assignments, student associates sometimes find it helpful to correlate their performance with an academic grade.

EVALUATING DAILY PERFORMANCE, 5-4-3 Ratings, Example			
Rating	5	4	3
Approximate Grade	100% A+	90% A-	80% B-
Arriving & Departing	On time, rarely late	On time, rarely late	On time, most of the time
Checking-in & Checking-out	Without reminders	Without reminders	With reminders
Performing Tasks	Without reminders	Without reminders	With reminders
Correcting	Without reminders	With reminders	With reminders
Persisting & Initiating	Without reminders	With reminders	With reminders
Communicating Professionally	Courteous, Honest, and Social, Accurate timecard	Courteous, Honest Accurate timecard	Courteous, Honest Accurate timecard
Using Time Wisely	Not using cellphone, appropriately using downtime	Not using cellphone, appropriately using downtime	Stopped using cellphone or other media promptly after one reminder

### Scoring Workday Timecards, Rating Less than 3

CWS suggests that the supervisor consider the following scorecard when evaluating low student work performance.

EVALUATING DAILY PERFORMANCE, LESS THAN A 3 Rating, Example	
Rating	2.99 or less Less than 80%, C, D, F
Approximate Grade	Frequently arriving late, at least 3 times in a quarter Departing early without prior approval
Arriving & Departing	
Checking-in & Checking-out	Not finishing work tasks & reluctantly correcting work Requiring multiple reminders / redirections
Performing Tasks	Frequently using cellphone, misusing technology Not using worktime or downtime appropriately
Correcting	
Persisting & Initiating	Being dishonest Filling out the timecard inaccurately - integrity issue times
Communicating Professionally	Communicating negatively: nonverbal, verbal, or written communications
Using Time Wisely	

## Awareness

### Etiquette & Ethics

1. Appropriately and professionally attired
2. Respects people, property, and the confidentiality of information
3. Respects and follows workplace safety rules and regulations
4. Reliable and attentive with co-workers

### Communication

5. Able to receive communications, take notes, and complete multi-step projects or relay complex information
6. Active and engaged participant in workplace conversations, using appropriate word-choice, topics, tone, and body language
7. Demonstrates ability to communicate effectively in writing

### Maturing Reason

8. Able to independently resolve workplace problems, asking questions when appropriate
9. Able to complete new tasks by applying previous instruction and feedback
10. Proactively anticipates and meets the needs of the workplace

## Performance

### Precision & Efficiency

11. Consistently completes tasks in an organized and efficient manner that produces accurate work

### Productivity & Persistence

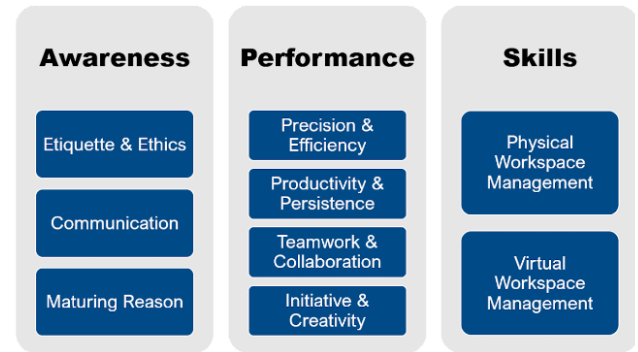
12. Adapts to complete assignments even when there are changes in tasks, schedules, or colleagues

### Teamwork & Collaboration

13. Seeks opportunities to collaborate and contribute, including professionally expressing and receiving opinions, while performing as part of a team

### Initiative & Creativity

14. Is gaining a reputation for responsibility by completing assigned or anticipated tasks and appropriately seeking additional and higher-level work
15. Demonstrates appropriate professional growth for the time the student worker has been at your workplace



## Skills

### Physical Workspace Management

16. Maintains workspace in an organized manner. If applicable, sorts and files documents to meet workplace needs

17. Able to competently use office equipment and/or phone systems. Adapts to introduction of new equipment or functionality

### Virtual Workspace Management

18. General: Uses computer hardware and software appropriately and efficiently, including typing with speed and accuracy, and using email and other communication platforms professionally

19. Presentation: Demonstrates proficiency and professionalism in Microsoft PowerPoint or similar applications

20. Word Processing: Demonstrates proficiency in Microsoft Word or similar applications

21. Spreadsheets: Demonstrates proficiency in Microsoft Excel or similar applications

## Sample Critical Timecard Feedback / CWS Grading

We ask supervisors to provide honest and specific feedback to the student's performance on that work day. **Growth** is one of the core values for the school and program, and we recognize that the work study placement and experience is one of growth and development for the student.

The student's CWS grade is an average of their timecard scores, formal assessments, attendance and communication for that quarter (approximately 8 work days), approved by the relationship manager. In most cases, one negative score of "2- Needing Improvement" should not significantly affect a student's total grade, especially if the intervention and effort has been one of improvement since then.

Here are some examples:

### Dress code

Day 1: Student is out of uniform- wearing a hooded sweatshirt, Given a "2" rating and comment:

*Student was out of uniform wearing a hooded sweatshirt instead of CRB uniform or business casual. This is not appropriate dress code for our office.*

Response: CWS Relationship Manager acknowledges feedback, gets complete details, and meets with the student and confirms with student the immediate improvement needed and includes parent in the communication.

Day 2: Student has corrected the dresscode concern and has a good day at work, earning a "3- meeting expectations"

Outcome: If occurring at the end of the quarter, the student's grade is likely to be a "B /B- 80-83" notwithstanding any other incidents.

### Lateness

2- Student was 22 minutes late today and did not communicate their delay to supervisor nor CWS office.

### Cellphone

2- Student repeatedly has cell phone out on their desk, or in their hand, listening to music, youtube, and swiping on social media.

### Incomplete/ Inaccurate Work

2- Student did not finish the assigned work task for today. Many rows of data were inaccurate. When asked, student did not ask for any help or feedback.

## Addendum – First Day of Work Orientation (Sample Schedule & Checklist)

*Objective: Provide a structured, welcoming, and informative first-day experience for student workers.*

*Time:*

*Activity:*

8:30–8:45 AM	<b>Welcome &amp; Introductions</b> – Greet student, office tour, meet key staff
8:45– 9:15 AM	<b>Organization Overview</b> – Mission, vision, history, team structure, services
9:15 – 9:45 AM	<b>Student Role Introduction</b> – Review job description, expectations, how role fits into company goals
9:45 – 10:15 AM	<b>Policies &amp; Protocols</b> – Dress code, tech use, safety, attendance, communication
10:15 – 10:30 AM	<b>Break</b>
10:30 – 11:15 AM	<b>Hands-On Training</b> – Overview of tools, equipment, common tasks
11:15 – 12:00 PM	<b>Shadowing or Guided Work</b> – Student observes or supports a task
12:00 – 12:30 PM	<b>Lunch</b>
12:30 – 1:15 PM	<b>Independent Task</b> – Try a basic assignment with support available
1:15 – 1:45 PM	<b>Professional Development</b> – Review manuals/resources, soft skills conversation
1: 45 – 2:15 PM	<b>Feedback &amp; Support</b> – Discuss training plan, supervision, how to ask for help
2:15 – 3:00 PM	<b>Q&amp;A &amp; Wrap-Up</b> – Student shares interests/goals; preview next workday

### Key Reminders for Supervisors:

- Provide written expectations when possible (e.g., policies, contact info).
- Discuss emergency procedures, supervisor contact protocols, and cell phone policy (CWS recommends no personal phone use during work hours).
- Help student settle into their workspace and feel part of the team.
- End the day with a warm debrief and clear plan for their return.

## Addendum – Student of the Week (SOTW), Each Week

The Corporate Work Study Office highlights a student from every grade level each week who has received positive feedback on their timecard. These students are chosen based on a high rating (4-5) for the week, along with an impressive and positive comment about their performance from their supervisor. The CWS encourages supervisors to emphasize student successes on the timecard. Examples of these successes include the student developing a new technical skill, practicing good time management, and creating connections and mentorships within the organization. When the students are selected by the CWS Team, their status as Student of the Week is featured on social media and framed in the CWS Office. This template includes the student, their placement's organization, and their inspiring feedback. This newly implemented award highlights students' learning and growth at work and motivates their peers to strive to be the next Student of the Week.

### Example of SOTW:







**CONGRATULATIONS**

CORPORATE WORK STUDY  
STUDENT OF THE WEEK

**JOHANA DURAN**  
Grade 10

**“Johana was a big help today and is good at pivoting. Many tasks are short term and she handles switching gears well. This is safety week in the construction management business, and we had 2 medics from MediScreen come in today to take blood pressures and teach stop the bleed with tourniquets and packing. The 2 nurses taught Johana how to take a blood pressure and chatted about the medical field and their jobs. It was a great mentor session for Johana.”**

Mary Ann Farrell  
Gilbane Building Company



## Types of Placements: What Students Do

### FINANCE AND ACCOUNTING

- Manage tasks to complete Accounts Payable process
- Conduct collections communications
- Enter data in vendor management system
- Process cash receipts, expense reports, credit applications

### MARKETING

- Prepare customer mailings and brochures, update sponsors on marketing data
- Build client social media calendar and curate content for social media channels
- Support client websites
- Analyze and summarize customer feedback

### CUSTOMER SERVICE

- Answer phones and cover reception
- Scan and laminate important documents for retention
- Manage customer account information and payments
- Deliver newspapers and mail to employees

### INFORMATION TECHNOLOGY

- Image laptops for new employees and consultants
- Update computers by installing and/or removing software applications
- Configure, correct, and test remote laptops
- Routinely monitor, test computer hardware

### HUMAN RESOURCES

- Assist HR staff with new hire orientation, payroll, and open enrollment process
- Scan and organize recruitment documents
- Research potential job candidates and source resumes
- Translate HR documents into Spanish

### LEGAL

- Manage contract execution tracking
- Review case documents and complete steps to update case file status
- Conduct online research
- Maintain master customer contract database and related stipulations





## Addendum – Additional Supervisor Resources

[About Us/ Mission](#)

[Cristo Rey Boston](#) - Partner Resources

[Cristo Rey Network Partners/ Supervisors Portal](#)

## Addendum – Address & Travel Directions

### CRB Address

100 Savin Hill Ave.  
Dorchester, MA 02125

### Website

[www.cristoreyboston.org](http://www.cristoreyboston.org)

### CWS Cell Phone

857-212-3848

### CWS Email Address

[CWSP@cristoreyboston.org](mailto:CWSP@cristoreyboston.org)

### CRB School Main Office

617-825-2580

### Fax Number

617-825-2613

### Directions

#### By MBTA, Savin Hill on the Red Line:

Take the Red Line to the Savin Hill stop. Go left down Savin Hill Avenue and cross the street to the school. It is about a one-minute walk from the MBTA stop.

#### From Boston and Farther North:

Take I-93 South to Exit 15. Keep right at the exit to Columbia Road. Stay on Columbia Road for 0.2 miles. At the first light, take a left onto Dorchester Avenue. Stay on Dorchester Avenue for 0.5 miles. Take a left onto Savin Hill Avenue. Take Savin Hill Avenue for 0.2 miles to Tuttle Street. Take a left on Tuttle Street and park at the back of the building.

#### From South:

Take I-93 North to Exit 15. Turn right at Columbia Rd. At the traffic circle, take the 3rd exit to turn around and stay on Columbia Rd. Take a left onto Dorchester Avenue. Stay on Dorchester Avenue for 0.5 miles. Take a left onto Savin Hill Avenue. Take Savin Hill Avenue for 0.2 miles to Tuttle Street. Take a left on Tuttle Street and park at the back of the building.





