

ALABAMA

SIMULATED WORKPLACE

OPERATION MANUAL – 2nd Edition

<https://www.alsde.edu/sec/wfd>

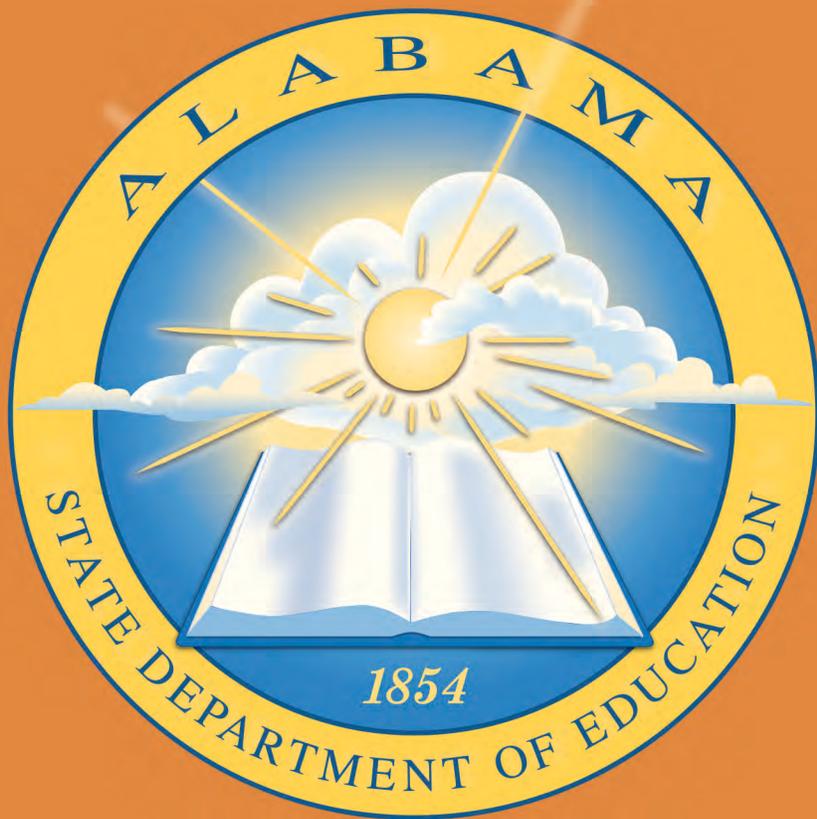


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OVERVIEW: WHY SIMULATED WORKPLACE?



The demand for a skilled workforce among Alabama industries continues to grow and our responsibility of providing students with quality academic, career, and leadership development is more important than ever! Through the Simulated Workplace initiative, our students will be engaged in a workplace environment providing rigorous training and support, while developing the necessary skill set to be a work ready employee.

The Simulated Workplace Manual provides teachers and local education administrators with a valued resource that can be used to formulate coursework that emphasizes real world skills. The manual covers a multitude of skills, which will be key for students to become a successful workplace employee.

Simulated Workplace shifts classrooms into a company setting that introduces students to business processes using 12 distinct workplace components. These components are proven to be essential in the success of local and international companies. Additionally, this initiative works closely with business and industry experts to identify effective CTE programs that meet the needs of tomorrow's workforce.

When a classroom operates with student led instruction, students and instructors share the focus. Rather than students just listening to the instructor exclusively, the students and instructor work together to create a culture, which emphasizes each student's interests, capabilities, and learning styles. Integrating these authentic business practices statewide gives every student access to the necessary skill sets, certifications and academics needed to be college and career ready.

VISION

Transform the culture of Career Technical Education by creating high quality business and industry learning environments.

MISSION

Provide students an engaging and relevant curriculum with opportunities to earn state and national industry recognized certifications.

OBJECTIVES

- Present curriculum in a relevant and purposeful manner.
- Place business and industry processes directly into CTE programs.
- Incorporate foundational academic and career ready skill sets.
- Provide students an understanding of all aspects of an industry or business and how their individual success leads to company success.
- Provide each student with an understanding and knowledge of how workplace processes and behaviors are integral skills to successful employment.

LET'S START PLANNING YOUR SIMULATED WORKPLACE (SWP)

Here are a few questions for you to ponder...

- 1** WHAT ARE YOUR GOALS?
- 2** WHAT WILL SUCCESS LOOK LIKE FOR YOUR SWP?
- 3** HOW WILL YOU DESIGN YOUR INDUSTRY?
- 4** HOW WILL YOU GET BUY IN FROM KEY STAKEHOLDERS?
- 5** WHAT IS YOUR IMPLEMENTATION TIMELINE?

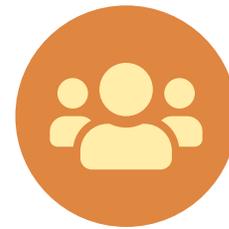
LET'S START DEVELOPING YOUR SIMULATED WORKPLACE

All successful businesses have one thing in common – attention to detail. Let's take a look at the essential components needed to *develop your successful SWP*.

TO GET STARTED YOU WILL NEED TO:



Name your company and create your handbook



Identify your formal attendance system



Initiate a 5S environment for your company



Make safety a priority

COMPONENT I: WHAT'S IN A NAME?

COMPANY NAME:

It is amazing how crucial a name can be and getting it right is essential in establishing your company's brand. When choosing a company name, it is important to keep in mind that it is the first thing customers see and it sums up everything about your SWP!

BRANDING:

In very simple words, a product/service is what you sell, a brand is the perceived image of your product, and branding is the strategy to create that image. Use the following strategies to create your branded image:

- Display your company name/logo throughout your workplace
- Create company stationary (i.e., letterhead, envelopes, business cards, etc.)
- Purchase shirts/uniforms with company name
- Create employee badges
- Promote your SWP through social media, various news outlets, parental involvement, and business and industry partnerships.

COMPANY HANDBOOK:

Each Simulated Workplace company will develop and review annually a company policy and procedures manual/handbook. An online template has been created to assist companies with the development of a detailed manual. Please keep in mind that each company policy manual will not look the same and may be re-organized to best meet specific company expectations. Additional policies and procedures may be added to the company's manual as necessary. (Reminder: No company policy will supersede a LEA or state policy.)

A SAMPLE COMPANY HANDBOOK CAN BE FOUND IN THE APPENDIX.



COMPONENT II: TIME MATTERS!

Attendance is an important part of being a career ready employee. Through Simulated Workplace, attendance is tracked using a time clock or a formal recording system (i.e, apps downloaded on tablet/computer, swipe ID badge, employee sign-in sheets) determined by the instructor. All attendance procedures should be followed in accordance with the company handbook and LEA attendance policies.



COMPONENT III: 5S – WHAT’S THE POINT?

5S can be invaluable for efficiency and reducing waste. High performing workplaces are always characterized by organization and cleanliness. The whole point is to reduce or keep out waste, and the method that helps your SWP is called 5S.

Developing a 5S environment takes time and persistence. Every SWP in your school will and should look different depending on each individual company. Therefore, it is up to the instructor to ensure his/her classroom best models their professional workplace. The overall culture should allow both instructors and students to have shared obligations for creating and sustaining the 5S work environment. Sharing 5S responsibilities ensures that students are managing and learning in an environment where:



EXPECTATIONS ARE CLEAR

WORK AREAS ARE SAFE AND CLEAN

TEAM WORK, CREATIVITY AND LEADERSHIP ARE ENCOURAGED

TRAINING AND SKILL DEVELOPMENT SUPPORT HIS/HER CAREER PROGRESSION

5S

An Efficient Workplace Equals A Safe Workplace



SORT

Only keep needed items in the work area.
When in doubt, sort it out.



STRAIGHTEN

A place for everything and everything
in its place.



SHINE

Ensure everything is cleaned and
functioning properly.



STANDARDIZE

Develop a routine for sorting, straightening
and shining.



SUSTAIN

Create a culture that follows these
steps every day.

COMPONENT IV: WORK SAFE, BE SAFE!

Why is Workplace Safety Important?

Workplace Safety is about preventing injury and illness to all team members. Therefore, it's about protecting the SWP's most valuable asset: employees. Safety does not come instantly, it should be implemented consistently!

All students enrolled in a Simulated Workplace site are required to receive safety training specific to their field of study, determined by the instructor. Instructors must ensure all students score 100% on the chosen safety test prior to allowing them access to laboratory and job site areas.

To make the workplace safer, your company has to acknowledge which potential health and safety hazards are present. A safety team should be formed to analyze individual workstations and program areas. After initial analysis, safety rules and regulations should be published and communicated within the company to provide a consistent, easily understood system of procedures to follow. For these rules to be effective and enforceable, they must be well defined, realistic, and fair.



COMPONENT IV: WORK SAFE, BE SAFE!

It is essential to document all instruction, inspections, accident investigations, and other tasks performed by your Safety Team. Such documentation can be used to monitor the effectiveness of the program and to analyze problem areas and trends, which may indicate a need for revisions. The role of the instructor is to monitor the activities of the student-led Safety Team to ensure that all measures are being carried out according to the accepted policy.

OSHA has developed an extensive compilation of workplace safety standards and regulations, which can be a vital resource in developing a safety program. Please refer to the official OSHA website <https://www.osha.gov> for more information.

ADDITIONAL SAFETY RESOURCES CAN BE FOUND IN THE APPENDIX. →



LET'S START CUSTOMIZING YOUR SWP

Now that you have accomplished developing the core essential components of your SWP, it is time to customize your work environment to meet the needs of your industry. Moving forward, the instructor must review their implementation timeline and determine the next components to put into action.

We recommend using the following steps in determining your course of action:



**Analyze remaining components-
Components V-XII**



**Choose 3 or more components
for Phase Two**



**Apply the components
to your SWP**



**Repeat steps for
Phase Three**

USE THE THREE PHASE GUIDE PROVIDED IN THE APPENDIX AS A TOOL FOR CUSTOMIZING YOUR SIMULATED WORKPLACE. THE ULTIMATE GOAL FOR OUR SWP IS TO COMPLETE THE THREE PHASE SYSTEM WITHIN THREE YEARS.



COMPONENT V: FIRST IMPRESSIONS LAST

The first step in the hiring process is, of course, the job application and interview process. In your SWP, this component can be used in many ways. The following examples can be used during implementation:

A PLACEMENT TOOL

Students will need to apply to their chosen CTE program during the school's designated scheduling time. It is important to note the application and interview process is **NOT** intended to keep a student out of his/her chosen CTE program. The intent is to ensure appropriate student placement.

EMBEDDED WORKPLACE STANDARD

Instructors may use this component as a learning strategy to help students gain experience in completing a job application and improve his/her interviewing skills. This standard is recommended to be repeated throughout the course and/or program.

JOB ASSIGNMENT WITHIN YOUR SWP

Every company will have an organizational chart that serves as a framework for available positions within your SWP. The job application and interview process can be used by student department managers to determine suitable placement of employees within the company. In addition, employees may use this component for advancement within the organization.

A SAMPLE JOB APPLICATION, ORGANIZATIONAL CHART AND INTERVIEW TEMPLATES HAVE BEEN PROVIDED IN THE APPENDIX.



COMPONENT VI: RAISE THE BAR

Celebrating accomplishments gives life to your SWP, making it meaningful for student employees to contribute to the success of the company. We believe the true impact of celebration is learning. It is important to recognize all goals that have been met within your company. Some areas of recognition might include:



PROJECTS COMPLETED



DEADLINES MET



EMPLOYEE ATTENDANCE



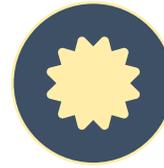
ZERO ACCIDENTS



STUDENT EVALUATIONS



STUDENT COMPETITIONS



CERTIFICATIONS EARNED



CELEBRATE WHAT YOU'VE ACCOMPLISHED, BUT RAISE THE BAR A LITTLE HIGHER EACH TIME YOU SUCCEED.

Mia Hamm



COMPONENT VII: SHARE THE VISION

Company meetings will guarantee employees are focused on the same weekly, monthly, and yearly goals. The meetings will be student led to address upcoming events, projects, safety concerns, and any other topic deemed necessary by the company leaders and/or instructors. SWP meetings can be held daily or weekly, depending upon the workplace environment and company schedule.



COMPONENT VIII: DRUG FREE IS KEY

Employers are aware of the negative impacts of workplace substance abuse including higher absenteeism, increased risk of injury, and lower productivity/performance. The SWP will establish a drug free policy and students may be required to take part in random drug testing (if approved by the local LEA.) Random drug testing is not a “gotcha” concept, but rather a way to ensure the safety of all students enrolled in the Simulated Workplace.



COMPONENT IX: PARTNERS IN PROGRESS



On-site business reviews are opportunities for Simulated Workplace companies to showcase their products/services to outside Business and Industry experts from within the local community. The goal of the on-site review is to assist SWP companies, by offering professional advice to address equipment, safety, current business trends, certifications, etc. On-site reviews give students the opportunity for authentic learning experiences within their companies, as well as helping local employers become more familiar with student achievements and skill sets.

A PARTNERS IN PROGRESS ON-SITE REVIEW CHECKLIST HAS BEEN PROVIDED IN THE APPENDIX.



COMPONENT X: SHOWCASE YOURSELF

Portfolios are a purposeful collection of student work that provides evidence of the knowledge, skills, and work habits obtained throughout the students' educational career. Examples can include student work, performance evaluations, CTSO participation, earned credentials, service learning projects, etc.

The goal is to help students assemble portfolios that illustrate their talents, represent their writing capabilities, and tell their stories of school achievements.

A SAMPLE PORTFOLIO RUBRIC HAS BEEN PROVIDED IN THE APPENDIX.



COMPONENT XI: ENGAGING ALL STUDENTS

Projected based learning intrigues a student's inquiring mind and allows them to collaborate with others to solve real world problems and discover unique ideas. Lessons are intentionally planned and instructors become facilitators by providing guidance and resources. Students will drive discussions while applying project management techniques, team building skills, and problem solving processes. In turn, the student employees will contribute to the company's overall success.



COMPONENT XII: BETTER TOGETHER

Workplace Teams provide a framework for managing transformation and communicating information throughout the company. When implemented, teams assist employees in making focused decisions about specific areas and resources within the SWP. Teams in the workplace make success possible by combining individual talents to achieve a common goal. The type of teams that are assigned to your SWP are based on the company's mission. Examples of common workplace teams include but are not limited to:



SAFETY TEAM



QUALITY CONTROL TEAM



5S TEAM

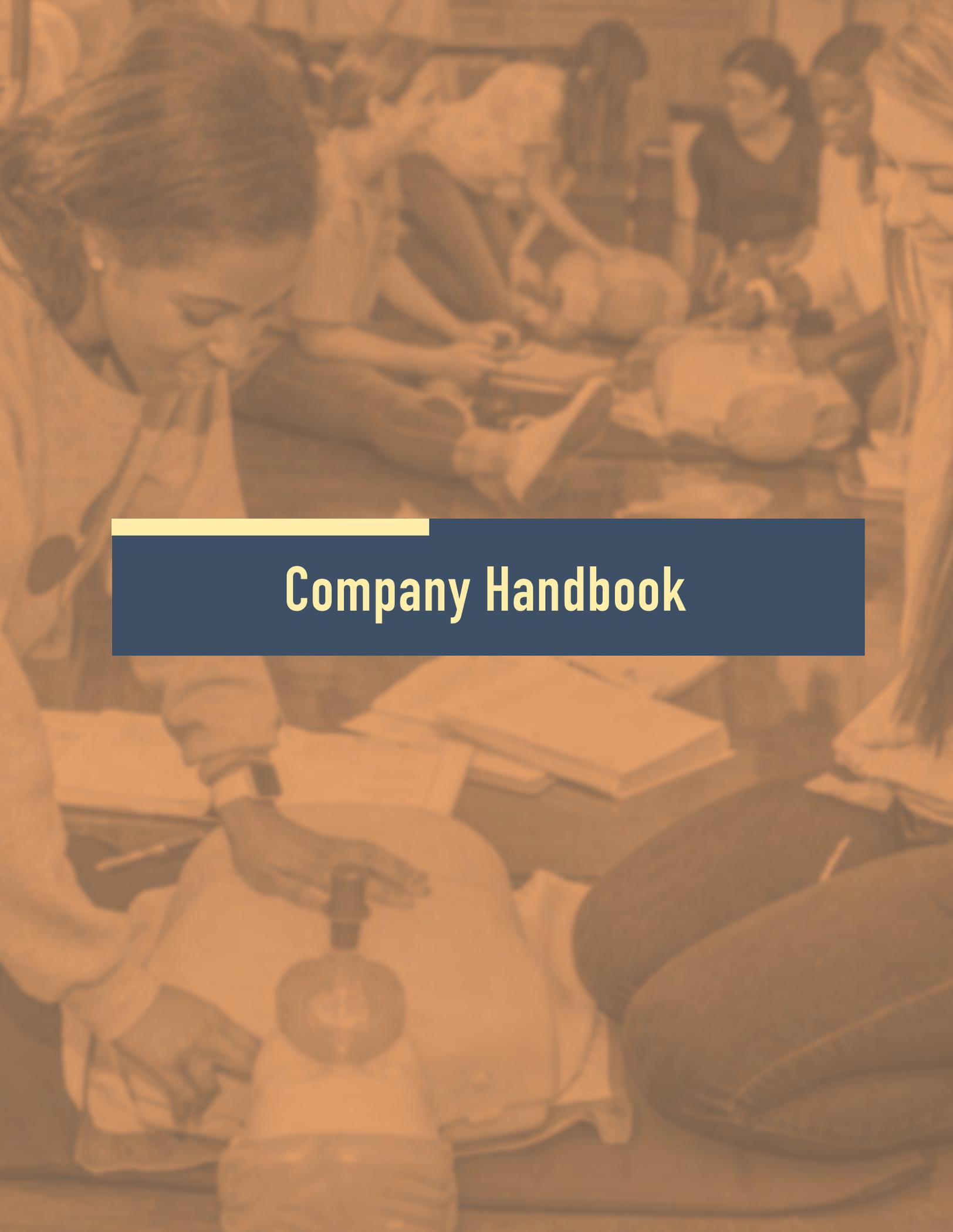


PUBLIC RELATIONS TEAM

*A SAMPLE ORGANIZATIONAL CHART AND JOB DESCRIPTIONS
CAN BE FOUND IN THE APPENDIX.*



APPENDIX

A group of people in a meeting room, with a woman in the foreground looking at a document. The image is overlaid with a semi-transparent orange filter. A dark blue horizontal bar is positioned across the middle of the image, containing the text 'Company Handbook' in white. A thin yellow horizontal bar is located above the dark blue bar on the left side.

Company Handbook

COMPANY POLICIES AND PROCEDURES

All successful companies function effectively because of their established policies and procedures. Just as in any company, growth and profitability are unachievable unless all employees from the Board of Directors, to the Supervisors, to the Employees are monitoring and adhering to the established policies and procedures. Those individuals/employees who are unable to abide by these policies and procedures will impact the overall success of the company.

The following pages will provide you with a template to be used when developing or revising your company's Policy and Procedures Manual with your students. The template details expectations and work processes that are to be included within a Simulated Workplace setting.

Please keep in mind that each policy may be re-worded to meet specific training program needs. Additional policies and procedures may also be added to the company's manual.

**If a company has developed the Policy and Procedures manual in a prior year, time should be given during the first two weeks to go over the manual and discuss the potential changes.*

COMPANY POLICIES AND PROCEDURES TEMPLATE

(Company Name)

Policy and Procedures Manual

Table of Contents

- Organizational Structure and Management Systems
 - Organizational Chart/Team Organization
 - Job Descriptions
 - Filing System Processes
- Policies
 - Dress Code
 - Tobacco Free Workplace
 - Drug Free Workplace
 - Weapon-Free Workplace
 - Cell Phone
 - Computer and Internet
 - Social Media
 - Policy Against Workplace Harassment
 - Attendance
- Employee Evaluation
- Public Non-Discrimination Notice

Job Descriptions
Explanation

- Each position shall have a written job description. In general, the description will include the: purpose of the position, areas of responsibilities, immediate supervisor(s) or foremen, qualifications required, and working conditions affecting the job (e.g., standing long period of time, heavy lifting, etc.). The supervisor shall have discretion to modify the job description to meet the needs of program.

Example Job Descriptions:

- The following examples are to be used as a guide for creating job descriptions. All wording can be changed to meet specific program requirements and responsibilities. Each student entering a Simulated Workplace site is required to receive a job description, in addition to the job description being placed into their student file.
- The following examples are for Foremen/Managers and can be changed to Assistant Foremen/Mangers or Team Members of a specific function.

Job Descriptions Templates

Project Foreman

Overview

The foreman works under the supervisor in a supervisory capacity. Responsibilities include delegating work assignments, overseeing job performance and inspecting course conditions.

Functions

- Oversees the completion of work assignments by crew members and assists with field decisions regarding job procedures, work standards and equipment use.
- Enforces safe working conditions with all job assignments and is responsible for instructing staff on proper equipment use and work methods.
- Supervises all projects and employees assigned to the project.
- Manages the building maintenance program and improvement projects.
- Reports all disciplinary problems to the supervisor.
- Opens the classroom/shop and runs operations in accordance with all policies and procedures.

Employment Standards

- Proven leadership capabilities.
- Planning, organization and prioritization
- Analytical problem solving
- Management control
- Interpersonal sensitivity
- Understand and follow protocol for the proper lines of communication
- Clear understanding of company mission and values.
- Ability to work independently and as part of a team.

Job description and responsibilities may be modified only by the supervisor

Quality Control Manager

Overview

This position is responsible for all aspects of planning, developing, and evaluating all the Simulated Workplace related services. This manager will have the responsibility of developing and implementing policies and procedures to ensure clients are provided with quality products and/or services.

Functions

- Oversees the completion of work assignments by crew members and assists with field decisions regarding job procedures, work standards and machinery use.
- Plans, develops and evaluates the effectiveness of Quality Management and Improvement Programs for all Simulated Workplace activities. Collaborates with other administrative staff to ensure ongoing effectiveness of quality services.
- Identifies the more complex systems and organizational difficulties hindering the accomplishment of service objectives and determining procedures to be followed in implementing appropriate programs/systems. Implements new programs/systems or updates to assure the delivery of quality services.
- Facilitate the development of a Continuous Quality Improvement plan to include but not be limited to; methodology, philosophy, general approach with a defined period of time, specific indicators, and with referenced policies and procedures.
- Assist other administrative staff in developing and updating all Simulated Workplace policies and procedures.
- Reports all quality issues to the supervisor.

Employment Standards

- Planning, organization and prioritization
- Analytical problem solving
- Leadership skills
- Management control
- Interpersonal sensitivity
- Understand and follow protocol for the proper lines of communication
- Clear understanding of company mission and values.
- Ability to work independently and as part of a team.

Job description and responsibilities may be modified only by the supervisor

Safety Team Manager

Overview

To provide leadership in the implementation of the Simulated Workplace's efforts; to plan, implement and manage the onsite safety program and ensure compliance with the company's philosophy.

Functions

- Researches new regulations and developments in the field of safety and recommend changes in the company's safety program.
- Assists in the documentation and implementation of required or desired changes in the safety program.
- Assist in writing job specific safety plans; schedules safety visits and safety audits.
- Ensures full compliance of safety plan.
- Controls hazardous working conditions and unsafe employee practices through safety inspections, plans, and trainings.
- Reviews documentation to ensure all required onsite safety records and reports are complete, accurate and submitted per established procedures.
- Reinforces safety awareness in a manner that promotes cooperation and improved morale.
- Assist supervisor in creating a working atmosphere that promotes openness and a high level of enthusiasm and morale in the field.
- Assist supervisor in tracking of safety incidents and reporting.
- Accompanies all outside safety inspectors on walk through inspections.
- Conducts work area inspections and assists in personal injury investigations.
- Provides weekly/bi-monthly safety training to all employees.
- Reports all safety findings and incidents to the supervisor.

Employment Standards

- Planning, organization and prioritization
- Analytical problem solving
- Leadership skills
- Management control
- Interpersonal sensitivity
- Certified in First Aid/CPR preferred
- Understand and follow protocol for the proper lines of communication
- Clear understanding of company mission and values.
- Ability to work independently and as part of a team.

Job description and responsibilities may be modified only by the supervisor

Information Technology Manager

Overview

The Information Technology Manager manages and provides hardware and software maintenance, training and consultation, in addition to recommending future planning and development of resources. The Information Technology Manager also, ensures all documented reports / forms are filed correctly and kept up-to-date.

Functions

- Manage information technology and computer systems.
- Ensure technology is accessible and equipped with current hardware and software.
 - Main Activities:
 - Be familiar with all hardware and software used within the company.
 - Provide orientation to new users of existing technology.
 - Train all employees about potential uses of existing technology.
 - Train all employees about new and potential technology use.
 - Provide individual training and support on request.
 - Maintain current and accurate inventory of technology hardware, software and resources.
- Assist supervisor in maintaining an accurate filing system for student files.
- Assist supervisor in marketing the company to potential employees, customers and business/industry partners.
- Assist supervisor in development community partners and resources.
- Reports all technology issues to the supervisor.

Employment Standards

- Planning, organization and prioritization
- Analytical problem solving
- Leadership skills
- Management control
- Interpersonal sensitivity
- Proven organizational skills
- Experience with Microsoft Office Suite (Word, Excel, PowerPoint, etc.)
- Strong writing skills
- Understand and follow protocol for the proper lines of communication
- Clear understanding of company mission and values.
- Ability to work independently and as part of a team.

Job description and responsibilities may be modified only by the supervisor

POLICIES
Templates

Dress Code Policy *Explanation*

Alabama Simulated Workplace's objective in establishing a dress code is to permit employees to work comfortably, but safely within the learning environment. Employees must project professionalism at all times, as one never knows if potential or current customers, visitors or students may visit the company unexpectedly.

Due to the variance in business and industry models in which all companies revolve around, each simulated workplace is required to develop a dress code conducive to their company. The following template will assist and guide instructors and students in developing their company dress code.

All casual clothing is not suitable for the workplace. These guidelines will help the supervisor and employees determine appropriate dress for their company.

** Clothing considered suitable for hanging out, hunting, yard work, exercise sessions, or social events is not always appropriate for work environments.*

- Clothing that reveals too much cleavage, your back, your chest, your feet, your stomach or your underwear is not appropriate for a place of business, even within the Simulated Workplace classroom.
* If you can trip over your jeans because the legs are too long it is a safety issue.
- Even in a business casual work environment, clothing should be pressed and never wrinkled.
- Torn, dirty, or frayed clothing is unacceptable.
- Any clothing that has words, terms, or pictures that may be offensive to other employees, customers or visitors is unacceptable.
- Clothing depicting the school or company logo is encouraged.
- Sports team, university, and fashion brand names on clothing are generally acceptable.
- Certain days may require specific dress. Interviews, presentations, field trips, or when visitors are coming to the classroom, employees may be required to wear a company shirt with clean jeans or khakis.
- No dress code can cover all contingencies; therefore, employees must exert a certain amount of judgment in their choice of clothing. If employees experience uncertainty about acceptable or professional business casual attire, they are advised to ask the supervisor for approval.

Dress Code Policy Template

Shoes and Footwear

- Shoes and Footwear: (Enter type(s) of acceptable footwear) are acceptable for Simulated Workplace environments.
- Flip-flops, slippers, and any shoe with an open toe are *not acceptable* at Simulated Workplace environments due to safety violations.
- (Enter the type(s) of acceptable shoes/boots) shoes/boots are required in the manufacturing operation area.
- Inappropriate attire for work includes:
 - a. (Enter inappropriate example)
 - b. (Enter inappropriate example)
 - c. tank tops; midriff tops; shirts with potentially offensive words, terms, logos, pictures, cartoons, or slogans; halter-tops; tops with bare shoulders; sweatshirts, and t-shirts unless worn under another blouse, shirt, jacket, or dress.

Jewelry, Makeup, Perfume, and Cologne

- Jewelry, makeup, perfume, and cologne should be in good taste. Remember, that some co-workers, customers or visitors may be allergic to the chemicals in perfumes and make-up, so wear these substances with restraint.
- Body piercing should be limited and in some instances removed or covered, in order to compile with safety regulations.
- Tattoos should be limited and in some instances covered, especially if they may be offensive to co-workers, costumers or visitors.

Hats and Head Covering

- Hats are *not appropriate* in an office environment.
- Head Covers that are required for (Enter required head cover(s)) safety regulations are required while working in the manufacturing area.
- Head covers that are required for religious purposes or to honor cultural tradition are permitted.
- If clothing fails to meet these standards, as determined by the employees and supervisor, the offending employee will be reprimanded in accordance to the disciplinary policies and procedures of the company. If the problem persists, progressive disciplinary action will be applied for each dress code violation.

Tobacco Free Workplace Policy
Template

(Company Name's) Tobacco Free Policy is dedicated to providing a healthy, comfortable, and productive work environment for our employees.

Numerous studies have found that secondhand smoke is a major contributor to indoor air pollution. Breathing secondhand smoke (also known as tobacco smoke pollution) is a main cause of disease in healthy nonsmokers, including heart disease, stroke, respiratory disease, and lung cancer. The National Cancer Institute determined in 1999 that secondhand smoke is responsible for the early deaths of up to 65,000 Americans annually. The Americans with Disabilities Act, which requires that disabled persons have access to public places and workplaces, deems impaired respiratory function to be a disability.

The U.S. Surgeon General has determined that the simple separation of smokers and nonsmokers within the same air space may reduce, but does not eliminate, the exposure of nonsmokers to secondhand smoke. The Environmental Protection Agency has determined that secondhand smoke cannot be reduced to safe levels in businesses by high rates of ventilation. Air cleaners, which are only capable of filtering the particulate matter and odors in smoke, do not eliminate the known toxins in secondhand smoke. A significant amount of secondhand smoke exposure occurs in the workplace.

Employees who work in smoke-filled businesses suffer a 25-50% higher risk of heart attack and higher rates of death from cardiovascular disease and cancer, as well as increased acute respiratory disease and measurable decrease in lung function.

Smoke-filled workplaces result in higher worker absenteeism due to respiratory disease, lower productivity, higher cleaning and maintenance costs, increased health insurance rates, and increased liability claims for diseases related to exposure to secondhand smoke.

In light of these findings, (Company Name) shall be entirely tobacco free effective (Date). Smoking shall not be permitted in any enclosed company/school facility. This includes common work areas, auditoriums, classrooms, conference and meeting rooms, private offices, elevators, hallways, medical facilities, cafeterias, employee lounges, stairs, restrooms, vehicles, and all other enclosed facilities. This policy applies to all employees, clients, contractors, and visitors.

Copies of this policy shall be distributed to all employees.

Signature of Supervisor/Instructor

Signature of Employee/Student

WWW.NO-SMOKE.ORG *This policy in no way supersedes the county/school policy.*

Drug Free Workplace Policy Template

(Company name) is committed to providing a safe work environment and to promoting and protecting the health, safety, and wellbeing of our employees. This commitment is jeopardized when any (Company name) employee engages in use, possession, sale, conveyance, distribution or manufacture of illegal drugs, intoxicants, controlled substances or abuses prescription drugs or alcohol. Substance abuse is a significant public health problem, which has a detrimental effect on the business community in terms of productivity, absenteeism, accidents, medical costs, theft, and workers' compensation costs. Therefore, (Company name) has established the following policy:

- It is a violation of company policy for any employee to use, possess, sell, convey, distribute, or manufacture illegal drugs, intoxicants, or controlled substances, or to attempt to do the same.
- It is a violation of company policy to use or be under the influence of alcohol anytime during hours of business operation while on or using company property.
- It is a violation of company policy for anyone to use prescription drugs illegally. It is the responsibility of the employee to report the use of prescribed drugs, that **MAY** (per warning labels provided by the pharmacy) affects the employee's judgment, performance, or behavior.
- Violations of this policy are subject to disciplinary action up to and including termination of employment and expulsion from school per your county school board policies.

(Company name) values its employees and recognizes the need for a balanced approach to achieving a drug free workplace. Our comprehensive program includes the following components:

(Company name) drug free workplace policy is intended to comply with all state laws governing drug and alcohol testing and is designed to safeguard employee privacy rights to the fullest extent of the law.

I have read and understand the above policy.

Employee Signature

Date

This policy in no way supersedes the county/school policy.

Weapon-Free Workplace Policy
Template

The purpose of this policy is to ensure that (Company Name) maintains a workplace safe and free of violence for all employees, the company prohibits the possession or use of perilous weapons on company property. A license to carry the weapon on company property does not supersede company policy. Any employee in violation of this policy will be subject to prompt disciplinary action, up to and including termination or expulsion from the Simulated Workplace program. School and county policies for disciplinary measures regarding weapons on a school campus will be upheld. All company employees are subject to this provision, including contract and temporary employees, visitors and customers on company property.

“Company property” is defined as all company-owned or leased buildings and surrounding areas such as sidewalks, walkways, driveways and parking lots under the company’s ownership or control. This policy applies to all company-owned or leased vehicles and all vehicles that come onto company property.

“Dangerous weapons” include, but are not limited to, firearms, explosives, knives and other weapons that might be considered dangerous or that could cause harm. Employees are responsible for making sure that any item possessed by the employee is not prohibited by this policy.

(Company Name) reserves the right at any time and at its discretion to search all company-owned or leased vehicles and all vehicles, packages, containers, briefcases, purses, lockers, desks, enclosures and persons entering its property, for the purpose of determining whether any weapon has been brought onto its property or premises in violation of this policy. Employees who fail or refuse to promptly permit a search under this policy will be subject to discipline up to and including a termination.

This policy is administered and enforced by the Simulated Workplace supervisor and school administration.

Employee Signature

Date

This policy in no way supersedes the county/school policy.

Cell Phone Policy Template

The cellular phone policy applies to any device that makes or receives phone calls, leaves messages, sends text messages, surfs the Internet, or downloads and allows for the reading of and responding to email whether the device is company-supplied or personally owned.

Cell Phones or Similar Devices at Work

(Company Name) is aware that employees utilize their personal or company-supplied cellular phones for business purposes. At the same time, cell phones are a distraction in the workplace. To ensure the effectiveness of instruction/hands-on activities, in addition to safety of all employees; all employees are asked to leave cell phones at their desk or out of the working/learning environment. Nevertheless, on the unusual occasion of an emergency or anticipated emergency that requires immediate attention, please inform your supervisor and ask for guidance.

Employees who violate this policy will be subject to disciplinary actions, up to and including EMPLOYMENT TERMINATION.

This policy does not supersede the local school or county board of education policy.

Employee Signature

Date

This policy in no way supersedes the county/school policy.

Computer and Internet Policy Template

Voice mail, email, and Internet usage assigned to an employee's computer or telephone extensions are solely for the purpose of conducting Company business. Some job responsibilities at **(Name of Company)** require access to the Internet and the use of software, in addition to the Microsoft Office suite of products. Only people appropriately authorized, for Company purposes, may use the Internet or access additional software.

Internet Usage

Internet use, on **(Name of Company)** time, is authorized to conduct Company business only. Internet use brings the possibility of breaches to the security of confidential Company information. Internet use also creates the possibility of contamination to **(Name of Company's)** networking system via viruses or spyware. Spyware allows unauthorized people, outside the Company, potential access to Company passwords and other confidential information.

Removing such programs from the **(Name of Company)** network requires IT staff to invest time and attention that is better devoted to progress. For this reason, and to assure the use of work time appropriately for work, we ask employees to limit Internet use.

Additionally, under no circumstances may Company computers or other electronic equipment be used to obtain, view, or reach any pornographic, or otherwise immoral, unethical, or non-business-related Internet sites. Doing so can lead to disciplinary action up to and including **TERMINATION OF EMPLOYMENT**.

Email Usage at Company

Email is to be used for **(Name of Company)** business only. Company confidential information must not be shared outside of the Company, without authorization, at any time. Employees are not to conduct personal business using the Company computer or email.

Please keep this in mind, when considering, forwarding non-business emails to associates, family or friends. Non-business related emails waste company time and attention.

Viewing pornography, or sending pornographic jokes or stories via email, is considered **SEXUAL HARASSMENT** and will be addressed according to the company's sexual harassment policy.

Emails That Discriminate

Any emails that discriminate against employees by virtue of any protected classification including race, gender, nationality, religion, and so forth, will be addressed according to the company's harassment policy.

These emails are prohibited at **(Company Name)**. Sending or forwarding non-business emails will result in disciplinary action that may lead to **EMPLOYMENT TERMINATION**.

Company Owns Employee Email

Keep in mind that the Company owns any communication sent via email or that is stored on company equipment. Management and other authorized staff have the right to access any material in your email or on your computer at any time. Do not consider your electronic communication, storage or access to be private if it is created or stored within the company networking system.

Employee Signature

Date

This policy in no way supersedes the county/school policy.

Social Media Policy Template

(Name of Company) recognizes the importance of the Internet in shaping public thinking about your company and our current and potential products, employees, partners, and customers. **(Name of Company)** also recognizes the importance of our employees joining in and helping shape industry conversation and direction through blogging and interaction in **SOCIAL MEDIA**. Therefore, **(Name of Company)** is committed to supporting your right to interact knowledgeably and socially in the blogosphere and on the Internet through blogging and interaction in social media.

Consequently, these guidelines in this blogging and social media policy will help you make appropriate decisions about your work-related blogging and the contents of your blogs, personal Web sites, postings on wikis and other interactive sites, postings on video or picture sharing sites, or in the comments that you make online on blogs, elsewhere on the public Internet, and in responding to comments from posters either publicly or via email. The Alabama Department of Education Internet Use Policy and Email Policies remain in effect within Simulated Workplace environment.

These guidelines will help employees open up a respectful, knowledgeable interaction with people on the Internet. They also protect the privacy, confidentiality, and interests of **(Name of Company)**, as well as current and potential products, employees, partners, customers, and competitors.

Guidelines for Interaction about (Company Name) on the Internet

- If employees are developing a Web site or writing a blog that will mention **(Company Name)** and/or current and potential products, employees, partners, customers, and competitors, identify that you are an employee of **(Company Name)** and that the views expressed on the blog or Web site are yours alone and do not represent the views of the company.
- Unless given permission by your supervisor; employees are not authorized to speak on behalf of **(Company Name)**, or to represent that you do so.
- If you are developing a site or writing a blog that will mention **(Company Name)** and/or current and potential products, employees, partners, customers, and competitors, as a courtesy to the company, please let your manager know that you are writing them. Your supervisor may choose to visit from time to time to understand your point of view.

Confidential Information Component of the Blogging/Social Media Policy

- Employees may not share information that is confidential and proprietary about the company. This includes information about trademarks, upcoming product releases, sales, finances, number of products sold, number of employees, company strategy, and any other information that has not been publicly released by the company.

These are given as examples only and do not cover the range of what the company considers confidential and proprietary. If you have any question about whether information has been

released publicly or doubts of any kind, speak with your manager and the Public Relations department before releasing information that could potentially harm (Company Name) or our current and potential products, employees, partners, and customers. Employees may also want to be aware of the points made in the non-disclosure agreement signed when they joined (Company Name).

- Company logos and trademarks may not be used without explicit permission in writing from the company. This is to prevent the appearance that employees speak for or represent the company officially.

Respect and Privacy Rights Components of the Blogging/Social Media Policy

- Speak respectfully about the (Company Name) and current and potential employees, customers, partners, and competitors. Do not engage in name calling or behavior that will reflect negatively on (Company Name) reputation. Note that the use of copyrighted materials, unfounded or derogatory statements, or misrepresentation is not viewed favorably by (Company Name) and can result in disciplinary action up to and including EMPLOYMENT TERMINATION.
- (Company Name) encourages employees to write knowledgeably, accurately, and using appropriate professionalism. Despite disclaimers, your Web interaction can result in members of the public forming opinions about (Company Name) and its employees, partners, and products.
- Honor the privacy rights of current employees by seeking their permission before writing about or displaying internal company happenings that might be considered to be a breach of their privacy and confidentiality.

Competition Component of the Blogging Policy

- Employees may not sell any product or service that would compete with any of (Company Name) products or services without permission in writing from the president. This includes, but is not limited to training, books, products, and freelance writing. If in doubt, talk with your manager and the president.

Your Legal Liability Component of the Blogging Policy

- Recognize that you are legally liable for anything you write or present online. Employees can be disciplined by the company for commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a HOSTILE WORK ENVIRONMENT. Employees can also be sued by company employees, competitors, and any individual or company that views your commentary, content, or images as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment.

Media Contact Component of the Blogging Policy

- Media contacts about (Company Name) and current and potential products, employees, partners, customers, and competitors should be referred to your supervisor or the administrator of your school.

Employee Signature

Date

This policy in no way supersedes the county/school policy.

Policy Against Workplace Harassment Template

(Company Name) is committed to providing a work environment for all employees that is free from sexual harassment and other types of discriminatory harassment. Employees are expected to conduct themselves in a professional manner and to show respect for their co-workers.

(Company Name's) commitment begins with the recognition and acknowledgment that sexual harassment and other types of discriminatory harassment are, of course, unlawful. To reinforce this commitment, (Company Name) has developed a policy against harassment and a reporting procedure for employees who have been subjected to or witnessed harassment. This policy applies to all work-related settings and activities, whether inside or outside the workplace, and includes field trips and school-related social events.

(Company Name's) property (e.g., telephones, copy machines, facsimile machines, computers, and computer applications such as e-mail and Internet access) may not be used to engage in conduct that violates this policy. (Company Name's) policy against harassment covers employees and other individuals who have a relationship with (Company Name) which enables (Company Name) to exercise some control over the individual's conduct in places and activities that relate to (Company Name's) work (e.g., directors, officers, contractors, vendors, volunteers, etc.).

Prohibition of Sexual Harassment: (Company Name's) policy against sexual harassment prohibits sexual advances or requests for sexual favors or other physical or verbal conduct of a sexual nature, when: (1) submission to such conduct is made an express or implicit condition of employment; (2) submission to or rejection of such conduct is used as a basis for employment decisions affecting the individual who submits to or rejects such conduct; or (3) such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile, humiliating, or offensive working environment.

While it is not possible to list all of the circumstances which would constitute sexual harassment, the following are some examples: (1) unwelcome sexual advances -- whether they involve physical touching or not; (2) requests for sexual favors in exchange for actual or promised job benefits such as favorable reviews, salary increases, promotions, increased benefits, or continued employment; or (3) coerced sexual acts.

Depending on the circumstances, the following conduct may also constitute sexual harassment: (1) use of sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; (2) sexually oriented comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess; (3) displaying sexually suggestive objects, pictures, cartoons; (4) unwelcome leering, whistling, deliberate brushing against the body in a suggestive manner; (5) sexual gestures or sexually suggestive comments; (6) inquiries into one's sexual experiences; or (7) discussion of one's sexual activities.

While such behavior, depending on the circumstances, may not be severe or pervasive enough to create a sexually hostile work environment, it can nonetheless make co-workers uncomfortable. Accordingly, such behavior is inappropriate and may result in disciplinary action regardless of whether it is unlawful.

It is also unlawful and expressly against **(Company Name)** policy to retaliate against an employee for filing a complaint of sexual harassment or for cooperating with an investigation of a complaint of sexual harassment.

Prohibition of Other Types of Discriminatory Harassment: It is also against **(Company Name's)** policy to engage in verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his or her race, color, gender, religion, sexual orientation, age, national origin, disability, or other protected category (or that of the individual's relatives, friends, or associates) that: (1) has the purpose or effect of creating an intimidating, hostile, humiliating, or offensive working environment; (2) has the purpose or effect of unreasonably interfering with an individual's work performance; or (3) otherwise adversely affects an individual's employment opportunities.

Depending on the circumstances, the following conduct may constitute discriminatory harassment: (1) epithets, slurs, negative stereotyping, jokes, or threatening, intimidating, or hostile acts that relate to race, color, gender, religion, sexual orientation, age, national origin, or disability; and (2) written or graphic material that denigrates or shows hostility toward an individual or group because of race, color, gender, religion, sexual orientation, age, national origin, or disability and that is circulated in the workplace, or placed anywhere in **(Company Name's)** premises such as on an employee's desk or workspace or on **(Company Name's)** equipment or bulletin boards. Other conduct may also constitute discriminatory harassment if it falls within the definition of discriminatory harassment set forth above.

It is also against **(Company Name's)** policy to retaliate against an employee for filing a complaint of discriminatory harassment or for cooperating in an investigation of a complaint of discriminatory harassment.

Reporting of Harassment: If you believe that you have experienced or witnessed sexual harassment or other discriminatory harassment by any employee, report the incident immediately to your supervisor or principal. Possible harassment by others with whom **(Company Name)** has a business relationship, including customers and vendors, should also be reported as soon as possible so that appropriate action can be taken.

(Company Name) will promptly and thoroughly investigate all reports of harassment as discreetly and confidentially as practicable. The investigation would generally include a private interview with the person making a report of harassment. It would also generally be necessary to discuss allegations of harassment with the accused individual and others who may have information relevant to the investigation. **(Company Name's)** goal is to conduct a thorough investigation, to determine whether harassment occurred, and to determine what action to take if it is determined that improper behavior occurred.

If **(Company Name)** determines that a violation of this policy has occurred, it will take appropriate disciplinary action against the offending party, which can include counseling, warnings, suspensions, and termination. Employees who report violations of this policy and employees who cooperate with investigations into alleged violations of this policy will not be subject to retaliation.

Compliance with this policy is a condition of each employee's employment. Employees are encouraged to raise any questions or concerns about this policy or about possible discriminatory harassment with the supervisor or principal.

This policy in no way supersedes the county/school policy.

Attendance Policy Template

- All recommendations and timeframes must be in accordance with your **(Insert Name)** Board of Education Policy.
- All recommendations and timeframes must also be in accordance with local district attendance policies.
- Defined Absences:
 - “Excused”
 - Planned absence for a doctor appointment with an accompanying doctor note upon return.
 - Parent notes (accepted according to each individual district policy (e.g., up to five parent notes will be accepted per school year))
 - “Unexcused”
 - Unplanned absences for any reason not accompanied by either a parent or doctor note.
- Planned absences will be requested, in writing and before the planned absence, with the instructor.
 - Planned absences must be accompanied with either a parent not or doctor note upon return.
- **ALL** unplanned absences (sick days) will require the employee to call and/or email the instructor by **(Insert Time)** and give notification and reason for an unplanned absence. Even if a doctor or parent note will be presented upon return.
- Each unexcused absence will result in a penalty, which will decrease the company's overall net worth. (refer to employee handbook)
 - Once a student is referred to the county attendance director according to policy, the company will be assessed another penalty and the offending student will no longer be considered a “fulltime” employee, and therefore not receive access to the benefits of the periodic bonuses the company may earn. The offending student, will however, be placed on ‘contract’ to complete various projects, and have no further incidents of unexcused absences, the student’s “fulltime” company employment status can be reinstated per the instructor’s recommendation. Written requests for reinstatement must be submitted to the instructor for this consideration. (*Instructor will place on documentation in the student files*)

This policy in no way supersedes the county/school policy.

Public Non-Discrimination Notice
Explanation

Simulated Workplace programs must provide information to applicants, participants, beneficiaries, and other interested parties regarding the rights of individuals. Methods of providing this information include publication in handbooks, manuals, pamphlets, application materials, posters, etc.

Simulated Workplace site's Public Non-discrimination Notice should be found on a variety of publications including brochures, applications, catalogs, handbooks, job announcements, posters, recruiting materials, websites, school newspapers, etc.

It also is required that a nondiscrimination notice be placed in local newspapers prior to the start of school. It counts if the county includes a statement in a general supplement, etc. (e.g., Kanawha Co. often has a back-to-school newspaper supplement that covers the upcoming school year). However, the CTE program is responsible for the following equity requirement: "Prior to the beginning of each school year, recipients must advise students, parents, employees and general public that all career and technical educational opportunities will be offered regardless of race, color, national origin, sex or disability." This must be issued annually in not only local newspapers but also institution newspapers and other publications. The annual notice must include a brief description of program offerings and admission criteria. Also a plan must be in place for disseminating the notice in any language other than English and to persons with visual impairments.

Programs should establish reasonable codes of conduct that prohibit disruptive or inappropriate behaviors and may apply these uniformly to all students (even when the effect is to disqualify a person with a disability).

Public Non-Discrimination Notice *Template*

(School & Program Name) does not discriminate on the basis of race, color, national origin, sex or disability. For further information, contact:

Name and Title
Office Address
Phone Number
Days/Hours Available

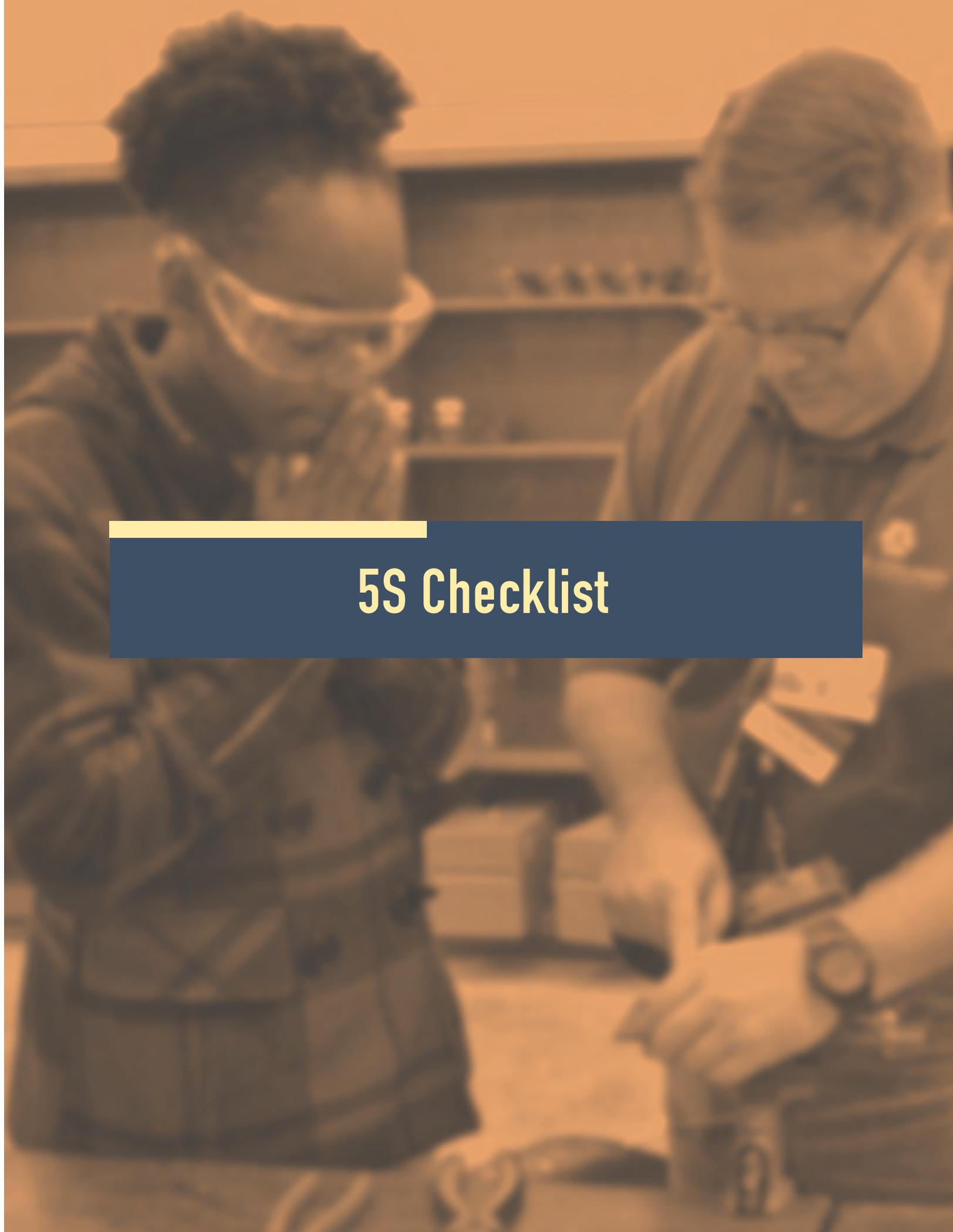
(School & Program Name) does not discriminate in admission to its programs, services, or activities, in access to them, in treatment of individuals with disabilities, or in any aspect of their operations. The program also does not discriminate in its enrollment or classroom practices.

In adhering to this policy, this program abides by the Federal Civil Rights Act, 42 U.S.C. 2000e; by the requirements of Title IX of the Education Amendments of 1972; by Sections 503 and 504 of the Rehabilitation Act of 1973; by the Americans with Disabilities Act of 1990; and by other applicable statutes and regulations relating to equality and opportunity.

Questions, complaints, or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated ADA and Section 504 compliance coordinator:

Name and Title
Office Address
Phone Number
Days/Hours Available

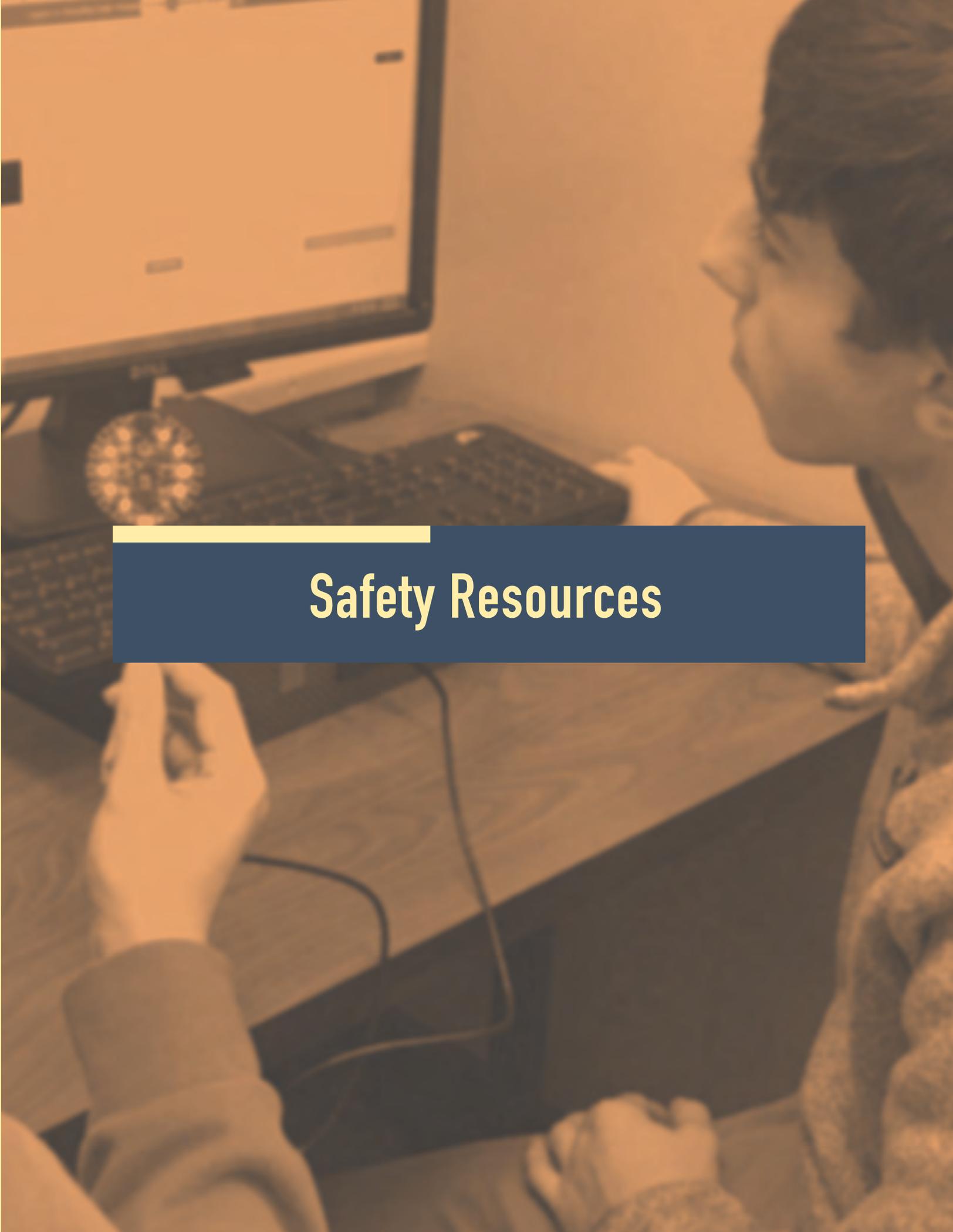
(School & Program Name) is an equal opportunity educator and employer. Accommodations are available upon request to those with documented disabilities. To request disability accommodations, please contact **(insert name, address, phone number of appointed person)** to discuss their individual needs for accommodations.

A photograph of two workers in a factory or industrial setting. The worker on the left is wearing a dark jacket and safety glasses, looking down at a document. The worker on the right is wearing a light-colored polo shirt and safety glasses, pointing at the same document. The background shows industrial equipment and shelves. A dark blue horizontal bar with a yellow accent on the left side is overlaid on the image, containing the text '5S Checklist' in white.

5S Checklist

5S Checklist

| Inspection Topics | | | Yes | No | Observations, comments, improvement suggestions |
|-------------------|---|--|-----|----|---|
| SORT | 1 | Are all unserviceable items removed from the immediate work environment? | | | |
| | 2 | Are all inadequate raw materials, semi-finished products and/or waste properly disposed of and away from the immediate work environment? | | | |
| | 3 | Are all unused tools, spare parts and/or materials properly stored away from the immediate work environment? | | | |
| | 4 | Are all frequently used objects sorted, arranged, stored and labeled? | | | |
| | 5 | Does the current inventory or in-process inventory reflect only required materials and/or parts? | | | |
| STRAIGHTEN | 1 | Are all access aisles, storage areas, working places and equipment clearly marked and defined? | | | |
| | 2 | Are all electronic files organized in an efficient, easy to find data/file system? | | | |
| | 3 | Are all tools, devices and instruments properly organized in regular or special designated areas? | | | |
| | 4 | Are all fire extinguishers, walkways and exits clear of obstacles? | | | |
| | 5 | Are all shelves labeled for item location, quantities and weight (if applicable)? | | | |
| SHINE | 1 | Are all tools/equipment clean and properly stored/shut down on a daily basis? | | | |
| | 2 | Are all machines, work stations, floors, walls and surfaces clean, free from clutter and properly maintained? | | | |
| | 3 | Is all lighting within the classroom/lab environment clean and in working order? | | | |
| | 4 | Are designated work areas properly marked within the classroom/lab areas? | | | |
| | 5 | Is cleaning completed daily and recorded on a cleaning check sheet? | | | |
| STANDARDIZE | 1 | Do all workplace areas have adequate lighting and/or ventilation? | | | |
| | 2 | Do all employees actively participate in continuous improvement efforts? | | | |
| | 3 | Are 5S standard procedures written, clear, and actively used? | | | |
| | 4 | Are all 5A standards reviewed to create clear improvement plans for work areas? | | | |
| | 5 | Is there a documented process in place to ensure unnecessary items do not "creep" back into the work area? | | | |
| SUSTAIN | 1 | Is a daily cleaning check sheet in place and up-to-date? | | | |
| | 2 | Are all daily cleaning/maintenance reports completed and on file? | | | |
| | 3 | Have Sort-Straighten-Shine-Standardize been fully implemented and functioning well? Are past audits posted and used for improvement? | | | |
| | 4 | Have all employees been adequately trained in 5S standard procedures? | | | |
| | 5 | Are all 5S procedures up-to-date and regularly reviewed? | | | |

A person is shown in profile, looking at a computer monitor. The scene is dimly lit, with a warm, orange-toned light. The person's hands are visible near the keyboard. A dark blue horizontal bar with the text "Safety Resources" is overlaid on the image.

Safety Resources

Safety Policies and Procedures

Explanation

Why is Workplace Safety Important?

Workplace safety is about preventing injury and illness to employees in the workplace. Therefore, it's about protecting the company's most valuable asset: its *employees*. By protecting the employees' well-being, the company shall reduce the amount of money paid out in health insurance benefits, workers' compensation benefits and the cost of wages for temporary help.

Addressing Safety and Health Hazards in the Workplace

To make the workplace safer, the company has to acknowledge which potential health and safety hazards are present. Or determine *where* and *what* and *how* a worker is likely to become injured or ill. It starts with analyzing individual workstations and program areas for hazards — the potential for harm — be it a frayed electrical cord, repetitive motion, toxic chemicals, mold, lead paint or lifting heavy objects.

Job Hazard Analysis

OSHA describes a job hazard analysis as a technique that focuses on job tasks to identify hazards before they occur. The Simulated Workplace describes this analysis as ways to strengthen the entire Simulated Workplace experience. From either view, the analysis examines the relationship between the employee the task, the tools and the work environment.

Depending on the nature of the program's projects, supervisors may have to assist safety team members with the management of specific hazards associated with their tasks:

- chemical (toxic, flammable, corrosive, explosive)
- electrical (shock/short circuit, fire, static, loss of power)
- ergonomics (strain, human error)
- excavation (collapse)
- explosion (chemical reaction, over pressurization)
- fall (condition results in slip/trip from heights or on walking surfaces — poor housekeeping, uneven surfaces, exposed ledges)
- fire/heat (burns to skin and other organs)
- mechanical (vibration, chaffing, material fatigue, failure, body part exposed to damage)
- noise (hearing damage, inability to communicate, stress)
- radiation (X-rays, microwave ovens, microwave towers for radio or TV stations or wireless technology)
- struck by (falling objects and projectiles injure body)
- struck against (injury to body part when action causes contact with a surface, as when screwdriver slips)
- temperature extreme (heat stress, exhaustion, hypothermia)
- visibility (lack of lighting or obstructed vision that results in error or injury)
- weather phenomena (snow, rain, wind, ice that increases or creates a hazard)

(Company Name) Safety Program

Any policy, procedure or training used by the company to further the safety of employees while working within the Simulated Workplace environment is considered part of a workplace safety program. Workplace safety programs to reduce work-related injury and illness are concerned with:

- promoting and rewarding safe practices at work
- reducing injuries and illnesses at work
- eliminating fatalities at work

(Company Name) Injury and Illness Prevention

According to OSHA, work-related injury and illness prevention falls into three categories in order of priority: engineering controls, administrative controls, and personal protective equipment controls. The Simulated Workplace has adapted this list to make it more applicable to career CTE programs:

- administrative controls
- written procedures and safe work practices
- exposure time limitations (temperature and ergonomic hazards)
- monitor use of hazardous materials
- alarms, signs and warnings
- buddy system
- training

(Company Name) safety initiatives can be as simple as closing and locking the front door; replacing burned out lights inside and out; closing drawers before walking away from the desk or file cabinet; knowing and using proper lifting techniques; providing adjustable workstations to accommodate differences in people's stature and weight to eliminate repetitive motion, back, neck and shoulder injury; and using the proper tool for the job in an appropriate fashion. These and other basics should be universally adopted safety procedures in any workplace.

Safety Culture Checklist

| Characteristics of a Safety Culture | YES | NO |
|---|-----|----|
| Safety and safety terms are part of the language of your company. | | |
| Workplace safety practices are part of everyone's job description. | | |
| Safe and unsafe behaviors are specified and enforced. | | |
| Employees are rewarded for promoting safety. | | |
| Safety concerns are evident in the interaction among employees and in their interaction with clients, co-workers, and visitors. | | |
| New employees are briefed on safety procedures and are briefed on the consequences for ignoring safety practice or engaging in unsafe behavior. | | |
| The consequences for ignoring safety practices are consistently enforced. | | |
| Employees observe and follow correct hazardous protocols. | | |
| Employees always wear and follow guidelines pertaining to protective gear and equipment. | | |
| There is an active safety committee and meetings are well attended and documented. | | |

Classroom Safety Team Application Template

Program: _____

(There will be 1 student selected for every 5 students in the program, plus 1 lead safety-person, which will oversee all safety personnel and their requirements)

Safety Personnel Eligibility Requirements:

- Persons must pass their basic safety training and (**Enter program specific training if applicable**) safety training with a score of 100% (No more than 2 times). Scoring below 85% on the first try makes students automatically ineligible to hold a safety position.
- An application is to be submitted to instructor at a set date. (Applications are required to be kept in student files)
- An essay consisting of at least 50 words must be presented to instructor stating why they should be recommended for a safety-person position. *(The essay will be evaluated by instructor and upper classmen safety personnel)* Essay must contain why students think safety programs should be implemented into their program, the reasoning of safety in such programs, how they could benefit the program as a safety-person and what they think their responsibilities should be as that person.
- A personal interview with the current safety committee
- If selected to service on the safety committee, students must be willing to receive additional training and certification in First Aid, CPR, and/or OSHA.

Safety Personnel Responsibilities

- Lead safety person reports directly to instructor on all matters.
- Monitor the work environment anytime students are performing hands-on activities.
- Reporting and documenting any near misses, safety violations, or unsafe working conditions present within the classroom and work environment. (A strike three system is implemented to any safety violations or acts. Disciplinary action will be taken towards student or students and removal of such student(s) from the program if endangerment is present to them or other students.
- Safety meeting every two weeks presented to the programs' students by at least 2 safety personnel, consisting of no less than 15 minute sessions. (Meeting will pertain to shop/classroom safety, industrial safety or an accident that happened in industry. Also, the presentation will cover preventive safety measures. A presentation copy, handouts, etc., are distributed to each student upon each meeting.
- At least a 10 question quiz is administered to students no less than 3 days from the day of the meeting, given by the lead safety person of that class. All quizzes will be graded and placed in student files. (A six/nine week average grade on safety quizzes will be tallied for an overall safety grade.)
- Act on any and all emergency situations, to the ability of their training, which may occur in the classroom or work environment.
- Any safety person can and will be dismissed from their duties upon neglect of fulfilling their commitments and/or violates safety regulations causing danger or unsafe practices to themselves or other co-workers, and an explanation for such disqualification will be documented with their student file.

Benefits

- Additional safety training beneficial to the industrial marketplace.
- Additional certifications upon completion of the program.
- Resume building opportunity.

Safety Job Descriptions

Executive Director/Administrator/Risk Manager

The executive director is ultimately responsible for having an effective workplace safety program in place.

Simulated Workplace Safety Coordinator

Although safety is everyone's responsibility, it is important that Simulated Workplace safety oversight be assigned specifically to one person. The role of workplace safety coordinator can be incorporated into someone's job description? It does not have to be a separate position. The organization should empower the workplace safety coordinator to act as needed to safeguard employees, and provide the training and resources needed to manage these risks effectively.

Responsibilities

- Leads all safety committee functions.
- Facilitates all safety committee meetings.
- Directly reports to executive director/administrator/risk manager.
- Serves as the primary contact for any Simulated Workplace safety inspections.

Workplace Safety Committee

The workplace safety committee carries out the policies, creates procedures, analyzes data and makes recommendations for change under the leadership of the workplace safety coordinator.

Responsibilities

- **Monthly meeting** — it is advisable that the committee meet monthly. The agenda for these meetings should include: reviewing all accidents, accident investigation reports, inspection reports, training and other safety issues.
- **Accident/Incident analysis** — At least quarterly, the committee conducts an accident/incident analysis to note trends and take corrective action.
- **Monthly safety inspections** — the committee oversees monthly safety inspections.
- **Annual training schedule** — the committee develops and carries out annual training schedule to address safety requirements or areas of accident frequency.
- **Annual report** — the committee submits an annual report to the executive director/administrator/risk manager to include: accident analysis, safety accomplishments, and outstanding safety issues.
- **Annual safety objectives** — the committee establishes annual workplace safety objectives for the coming year based on the current annual report.
- **Accountability** — the safety committee is responsible to have an effective safety program in place.

GENERAL INDUSTRY SAFETY CHECKLIST

Template

Site: _____ Date: _____ Inspected by: _____

| INSPECTION ITEM | YES | NO | N/A | COMMENTS/CORRECTIONS |
|---|-----|----|-----|----------------------|
| GENERAL | | | | |
| Job safety and health poster, and communications and emergency numbers posted | | | | |
| Records of recent inspections and safety meetings available | | | | |
| Adequate provisions for first aid and/or medical attention | | | | |
| HOUSEKEEPING AND FACILITIES | | | | |
| Are stairways, aisles and access ways kept clear? | | | | |
| Are trash containers provided and emptied on a regular basis? | | | | |
| Are materials stored properly? | | | | |
| Are spills cleaned up immediately? | | | | |
| Are walkways to the facility clear of ice and snow and illuminated? | | | | |
| Are the gutters/downspouts adequate to draw water/ice away from walkways? | | | | |
| Are open-sided edges longer than 4 feet protected by guardrails or covers? | | | | |
| PERSONAL PROTECTIVE EQUIPMENT | | | | |
| Eye protection is being used and adequate | | | | |
| Head protection is utilized as needed | | | | |
| Respirators are used when needed and stored correctly at other times | | | | |
| Gloves are being used when needed | | | | |
| Proper clothing is being worn, including foot protection | | | | |
| Hearing protection is available and used | | | | |
| CHEMICAL HAZARD COMMUNICATON | | | | |
| Does the facility have a hazard communication program? | | | | |
| Does the facility have a complete list of MSDS sheets available? | | | | |
| Are chemicals properly labeled and do they have appropriate warning labels? | | | | |
| Have employees received hazard communication training? | | | | |
| HAND AND POWER TOOLS | | | | |

| | | | | |
|--|--|--|--|--|
| Are proper tools being used for the job? | | | | |
| Are tools being maintained in a safe condition? | | | | |
| Are mechanical guards in place? | | | | |
| Is proper training provided for users of the tool(s)? | | | | |
| ELECTRICAL | | | | |
| Are electrical panels/circuits labeled and free of storage in front of panels? | | | | |
| Are electrical extension cords in good repair, grounded and not used as permanent wiring? | | | | |
| Are energized electrical parts protected from contact with other hazards? | | | | |
| Are outdoor receptacles GFCI protected and receptacles within 6 feet of water GFCI protected? | | | | |
| MATERIAL HANDLING | | | | |
| Have all chains and/or slings been inspected for defects, and labeled or taken out of service if inadequate? | | | | |
| Have all forklifts been inspected before use? | | | | |
| FIRE PROTECTION | | | | |
| Are flammable/combustible liquids stored in approved storage cabinets? | | | | |
| Have the facility sprinkler/ fire alarm systems been inspected within the past 12 months? | | | | |
| Do sprinklers have 18 inches of vertical clearance from stored materials? | | | | |
| Are building evacuation maps posted? | | | | |
| Are fire extinguishers and emergency lighting fixtures properly placed? | | | | |
| Are doors/ passages unobstructed? | | | | |

Other comments or recommendations:

Accident Reporting Policy and Procedure

There must be a process put in place to report accidents, incidents or near misses for immediate action and to help track causes. The company must identify what needs to be reported, to whom it is to be reported, and how to report it, then put this process into a written procedure.

For example:

Any accident, incident, or "near miss," no matter how slight the injury or damage, must be reported to the safety team supervisor immediately for appropriate action.

The supervisor is responsible for taking appropriate follow-up action, including getting medical attention for the injured, completing an investigation report and recommending or implementing appropriate corrective actions.

The primary purpose of the accident investigation is to identify the cause(s) of the accident, incident or "near miss" and take action to prevent a similar occurrence in the future. In some instances, an employee's failure to follow recognized safety procedures requires disciplinary action to protect co-workers.

Remember:

One person's actions can jeopardize the safety of others in the workplace.

Disciplinary Program

A disciplinary program should be developed with the assistance of the supervisor and employees. A disciplinary program can be effective for addressing "repeat offenders" who often account for a high percentage of accidents, incidents and near misses.

The nature of the disciplinary action should be in line with such factors as severity, prior history, adequacy of prior training, and length of service within the company.

For example, general guidelines will call for:

- First offense — counseling/retraining/written warning
- Second offense — suspension
- Third offense — dismissal

Safety Violations Reporting Template

Program _____

Date _____

Name of the employee _____

Name of the safety team supervisor _____

Nature of safety violation _____

Consequences for this violation _____

Was the employee put on probation? _____

Why or why not? _____

Remedial activities or training recommended _____

What type of training? _____

One copy to:

- Employee File
- Safety Team Records
- Instructor
- Building Administrator

*Reporting Near Miss
Template*

A Near Miss is an event that does not result in an injury or damage. It is important to record and investigate near-misses to identify weaknesses in the company process that could possibly lead to an injury or damage.

Program _____

Date _____

Name of the employee _____

Name of the safety team supervisor _____

Nature of incident _____

Why the incident is was considered a "near miss"? _____

Was the employee counseled or reprimanded? _____

Why or why not? _____

Remedial activities or training recommended _____

What type of training? _____

One copy to:

- Employee File
- Safety Team Records
- Instructor
- Building Administrator

Accident Investigation Template

Name of Injured Employee _____

Date of Accident _____

Job Title _____

Time of Accident _____

Program _____

Location of Accident _____

Name of Witness(s) _____

Description of Accident _____

Task Being Performed _____

Equipment, Tools, Personal Protective Equipment, Procedures Being Used: _____

Description of Injury/Illness (include accident type, injury type and body part injured): _____

Describe All Contributing Factors _____

Description of Work Area _____

Injured Employee's Account of Accident _____

Witness's Account of Accident: (Name, title, address, phone number): _____

What Were the Basic Causes of the Accident (usually multiple causes)?

Corrective measures to be implemented to prevent similar reoccurrence: _____

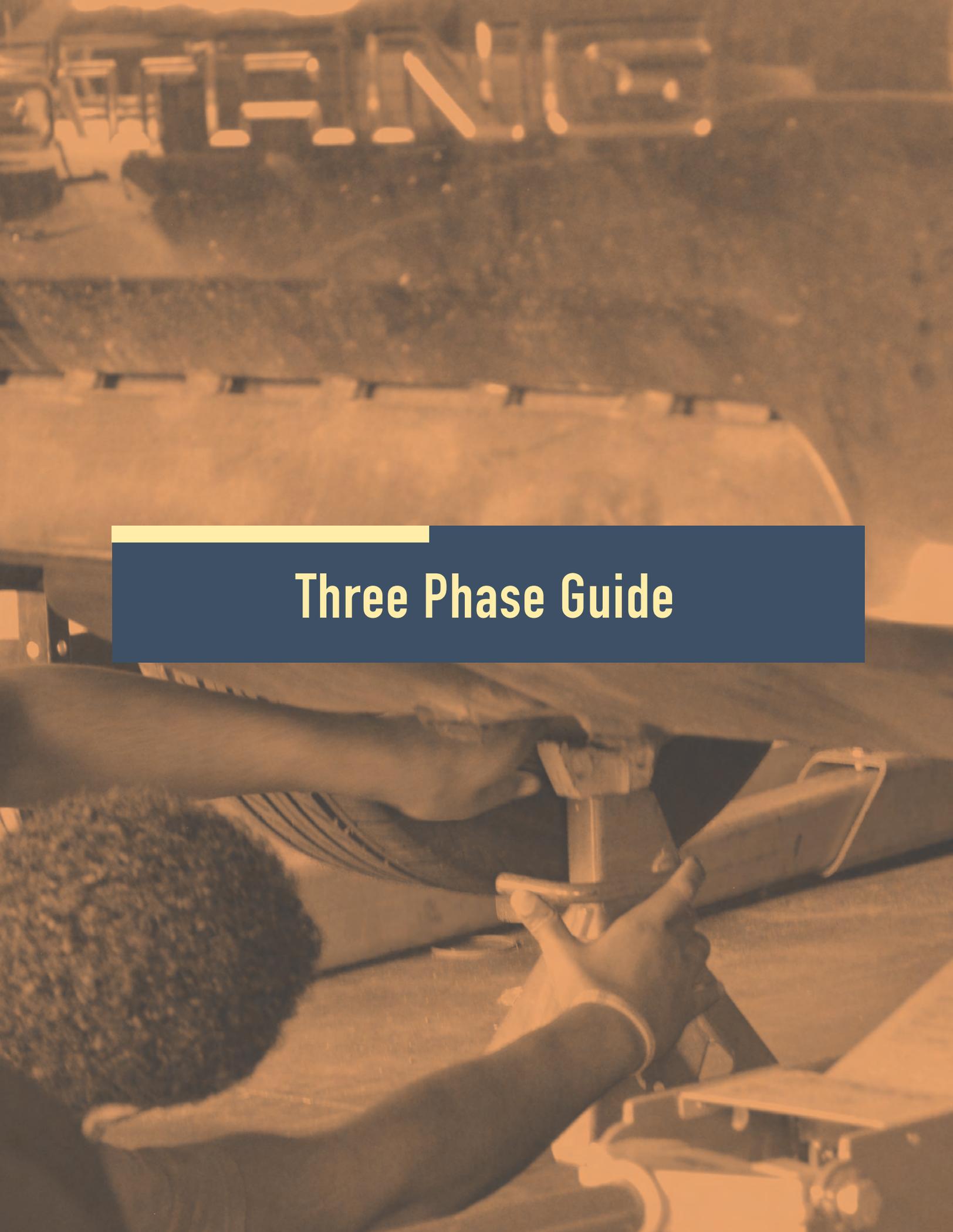
Was Employee Treated for Injury? If so what type of treatment? _____

Investigator's Name _____

Date of Investigation _____

One copy to:

- Employee File
- Safety Team Records
- Instructor
- Building Administrator



Three Phase Guide

Three Phase Guide- Implementation Guideline

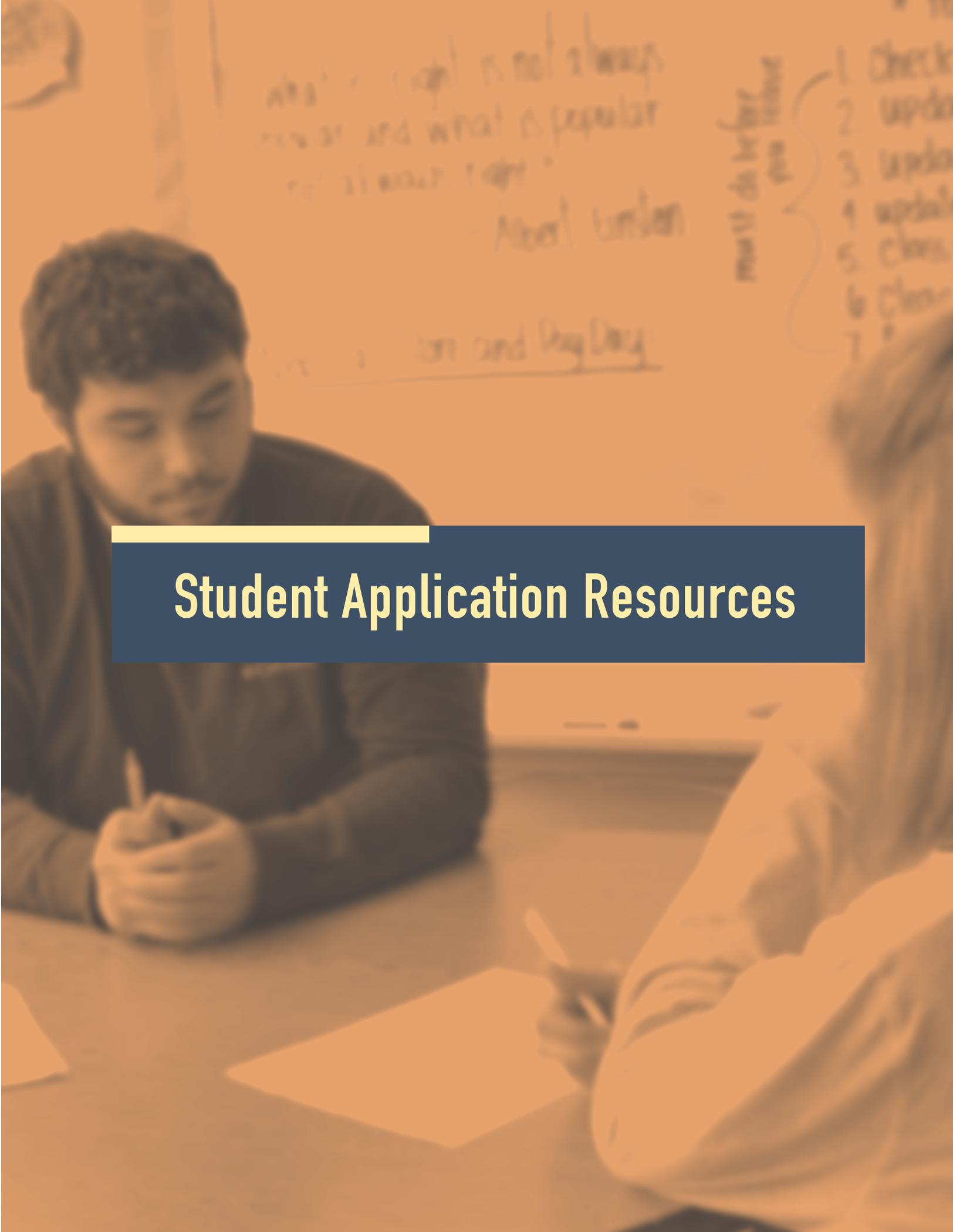
Phase One:

| Component | Fully Implemented | Partially Implemented | Not Implemented/Plan for Implementation |
|---------------------|-------------------|-----------------------|---|
| What's in a Name? | | | |
| Time Matters! | | | |
| What's the Point? | | | |
| Work Safe, Be Safe! | | | |

Phase Two & Three: Choose from the following components to meet the needs of your Simulated Workplace.

| Component | Fully Implemented | Partially Implemented | Not Implemented/Plan for Implementation |
|------------------------|-------------------|-----------------------|---|
| First Impressions Last | | | |
| Raise the Bar | | | |
| Share the Vision | | | |
| Drug Free is Key | | | |
| Partners in Progress | | | |
| Showcase Yourself | | | |
| Engaging All Students | | | |
| Better Together | | | |

Your SWP might not apply all 12 components. However, it is recommended to choose at least 10 components to fully implement your Simulated Workplace.

A student with dark hair and a beard is sitting at a table, looking down at a piece of paper. In the background, a whiteboard has handwritten notes. The notes include "What is right is not always new and what is popular is not always right" and "About Union". To the right, there is a list of steps: "1. Check updo", "2. updo", "3. updo", "4. updo", "5. class", "6. class", "7. class". The text "most do before" is written vertically next to the list. The entire image has a warm, orange-tinted overlay.

Student Application Resources

SWP STUDENT APPLICATION FORM

Name _____ High School _____
Address _____ City _____ State _____ Zip _____
Email _____ Phone _____
Best number to reach parent/guardian _____ Alternate Number _____

Programs Offered

| | | |
|---|-----------------------------|--|
| Agriculture, Food & Natural Resources | Architecture & Construction | Arts, A/V Technology & Communications |
| Business Management & Administration | Education & Training | Finance |
| Government & Public Administration | Health Science | Hospitality & Tourism |
| Human Services | Information Technology | Law, Public Safety, Corrections & Security |
| Manufacturing | Marketing | Science, Technology, Engineering & Math |
| Transportation, Distribution, & Logistics | | |

INDICATE WHICH PROGRAMS YOU WISH TO ENROLL (Please pick your top 3 choices)

Choice 1 _____
Choice 2 _____
Choice 3 _____

What are your plans after high school? (Continue on the back if necessary)

References: (Someone NOT related to you)

Name _____ Phone _____
Name _____ Phone _____

Student Signature: _____ **Date:** _____

*Non-Discrimination: The **(NAME OF SCHOOL)** does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:*

Name and/or Title: Jane or John Doe
Address: 123 Any Street Name, Any City, State 12345
Telephone Number: (123) 456-7890

----- **Do Not Write Below This Line** -----
(For Official School Use Only)

Student GPA _____ Days Absent in Current Year _____ Number of Failed Classes _____
Tardies in Current Year _____ Number of Days ISS _____ Number of Days OSS _____

JOB INTERVIEW QUESTIONS

Education

- How will an education for your career technical program prepare you for your future?
- What type of student would you describe yourself as?
- What are your favorite courses? Why?

Work Experience

- Why did you choose this program of study? Who influenced you the most in your decision?
- Of past jobs or student activity positions held, which did you like most (or least)? Why?
- If we were to contact your most recent supervisor or teacher as a reference, what would they say about you?
- How well do you work in stressful or high pressure situations?
- How would you describe your teamwork ability?

Personal Effectiveness

- How would you describe yourself?
- What adjectives would others use to describe you?
- What are your three greatest strengths?
- What is your greatest weakness?
- What would you consider to be your great achievement, thus far in your life?
- Do you currently have a portfolio of work or projects you have done?
- What do you bring to our organization that other candidates do not?
- Tell about a time you planned and accomplished a challenging goal.

General Questions

- Why are you interested in working for this simulated workplace?
- Why are you interested in this career field?
- What are your hobbies?
- Do you prefer to work alone or on a team?
- Where do you see yourself in five years? Ten years?

JOB INTERVIEW RUBRIC

| Criteria | 1-2 | 3-4 | 5-6 | 7-8 | Score |
|---|---|---|---|---|--------------|
| Appearance (* This should relate to the core concentration area and may be industry specific) | Overall appearance is untidy. Choice in clothing is inappropriate for any job interview (torn, unclean, wrinkled) Poor grooming | Appearance is somewhat untidy. Choice in clothing is inappropriate (shirt un-tucked, tee-shirt, too much jewelry, etc.) Grooming attempt is evident | Overall neat appearance. Choice in clothing is acceptable for the type of interview. Well groomed (i.e. shirt tucked in, jewelry blends with clothing, minimal wrinkles) | Overall appearance is very neat. Choice in clothing is appropriate for any job interview. Very well groomed (hair, make-up, clothes pressed, etc.). Overall appearance is businesslike | |
| Greeting | Unacceptable behavior and language. Unfriendly and not courteous | Used typical behavior and language – did modify behavior to fit the interview. Attempts to be courteous to all in interview setting | Acceptable behavior, well mannered, professionalism somewhat lacking. Courteous to all involved in interview | Professional behavior and language (handshake, “hello,” “thank you”, etc.). Friendly and courteous to all involved in interview | |
| Communication | Speaking is unclear – very difficult to understand message of what is being said (i.e. mumbling). Volume is inappropriate for interview (i.e. spoke too loudly, too softly) | Speaking is unclear – lapses in sentence structure and grammar. Volume is uneven (varied) | Speaking is clear with minimal mistakes in sentence structure and grammar. Volume is appropriate | Speaks clearly and distinctly with no lapse in sentence structure and grammar usage; speaks concisely with correct pronunciation. Volume conveys business tone | |
| Body Language | Fidgeted – (i.e., constant movement of hands and feet); none or very poor use of physical gestures, facial expressions and body movements detracted from the interview process | Fidgeted –(i.e., movement of hands and feet frequently); minimal use of physical gestures, facial expressions and body movements in a manner which enhanced the interview process | Minimal fidgeting (i.e., occasionally shifting); average use of physical gestures, facial expressions and body movements in a manner which enhanced the interview process | No fidgeting; consistently used physical gestures, facial expressions and body movements in a manner which enhanced the interview process | |
| Posture and Eye Contact | Does not look at persons involved in the interview process; keeps head down; minimal eye contact; does not have good posture; slouching | Sits up straight; average posture; establishes eye contact with interviewers during the interview 70 -80% of the time | Sits up straight, good posture; establishes eye contact with interviewers during the interview 80 -90% of the time | Sits up straight, excellent posture; looks relaxed and confident; establishes eye contact with interviewers during the interview 90-100% of the time | |
| Politeness | Several times, the student interrupted or hurried the person doing the interviewing; forgot to thank person(s) | Student interrupted or hurried the interviewer 3-5 times during the course of the interview, thanked the person after the interview | Student interrupted or hurried the interviewer 1-2 times during the course of the interview, thanked the person after the interview | Student never interrupted or hurried the interviewer and thanked them after the interview | |
| General Attitude | Lack of interest and enthusiasm about the interview; passive and indifferent | Somewhat interested in the interview; shows little enthusiasm | Shows basic interest in the interview; shows some enthusiasm | Appropriately interested and enthusiastic about the interview process | |
| Responses to Questions | Answers with “yes” or “no” and fails to elaborate or explain; talks negatively about past employers | Gives well-constructed responses, but sounds rehearsed or unsure | Gives well-constructed responses, does not sound rehearsed, student somewhat hesitant or unsure | Gives well-constructed, confident responses that are genuine | |
| Candidate Integrity | Responses are inconsistent or contradictory. No concrete or specific examples used. Candidate provided no verifiable information for claims, and/or claims may be exaggerated or even appear manufactured | Responses are somewhat inconsistent or contradictory. Concrete and specific examples occasionally used. Candidate provides some verifiable information for claims | Responses are generally consistent. Concrete and specific examples often used. Candidate provides verifiable information for most claims | Responses are all consistent. Concrete and specific examples are used. Candidate provides verifiable information for all claims | |
| Overall Demonstration of Interview Skills | Demonstration of poor interview skills with little confidence displayed | Demonstrated limited proficiency; limited demonstration of competent interview skills in a generally confident manner | Demonstrated average proficiency; average demonstration of competent interview skills in a generally confident manner | Highly proficient; appropriately utilized interview skills in an enthusiastic, motivating and engaging manner | |
| Total out of 80 points possible (10 topics x 8 max possible) Half-point scoring is appropriate for this section (i.e. 7.5, 6.5, 3.5, etc.) | | | | | Total |

*Parent Letter Template**(You can use your school letter head or SWP Logo)***Date**

Dear Parent/Guardian:

(Student's Name) has enrolled in **(Name of Program)** program and will be gaining work experience through the Simulated Workplace initiative. During their classroom experience, your child will be treated like an employee of a company, thus learning about the importance of employee work ethics, safety, professionalism, teamwork, and customer service. Most teenagers are or soon will be involved in the working world. Unfortunately, not all graduates are prepared for this daunting task. Therefore, our goal and vision is to give your child a true working experience by holding them accountable for their choices and actions just as they would be held accountable in the workplace.

The Simulated Workplace initiative has been designed in partnership with various businesses and industries. To ensure your child is receiving the most current workplace instruction, we have developed our program's standards, safety measures, protocols and certifications to align with those of related business and industry expectations. Throughout the year, your child will be required to clock in and out, attend classes regularly, conduct themselves in a professional manner, as well as comply with all program policies and procedures.

Within the Simulated Workplace environment, your child will experience various roles and duties of the program. In addition to these roles, your child will be exposed to a variety of hands-on projects and activities, as well as reading, writing and math components. As your child successfully completes each individual component of the Simulated Workplace, they will be building a work ready knowledge and obtaining industry recognized certifications.

I look forward to working with you to support your child's academic and career goals. If you have any concerns or questions, please feel free to contact me.

Sincerely,

Instructor's Name**Program Name****School Name****Phone Number****Email Address**

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____

Date Returned: _____ *(File a copy in student file)*



Partners In Progress On-site Checklist

ONSITE REVIEW EVALUATION

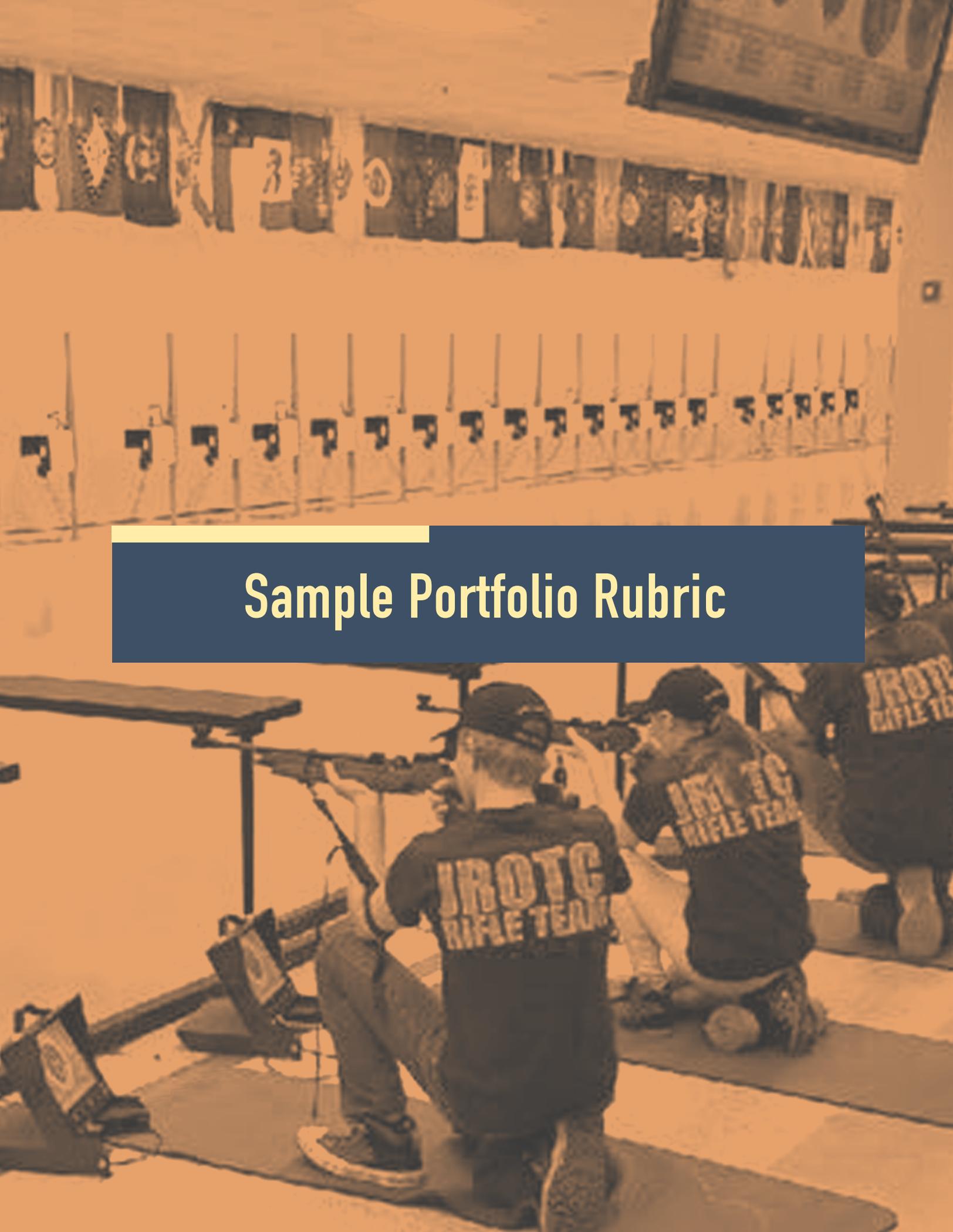
Inspector Name _____ Company _____ Instructor _____ Position _____ Date _____

School _____ Program _____

| | Yes | Partial | No | Comments |
|--|-----|---------|----|----------|
| Simulated Workplace Overview | | | | |
| Company organizational chart is posted | | | | |
| Company handbook is available | | | | |
| Company name is displayed and visible | | | | |
| All students wearing company identification, i.e. uniform, badge, lanyard (<i>where required</i>) | | | | |
| A time clock or documented attendance system is used | | | | |
| Classroom/lab area represents an applicable workplace environment | | | | |
| Workplace Environment and Culture | | | | |
| Company employees appear to have good working relationships | Yes | Partial | No | Comments |
| Positive Environment | | | | |
| Visitors are welcomed and treated with respect | | | | |
| Students are easy to speak to, self-motivated and respectful | | | | |
| Students are creating and ensuring a safe work environment exists | | | | |
| Authentic workplace artifacts are present (i.e. OSHA Safety Poster, Eye Wash Station Sign, etc.) | | | | |
| Tools, Equipment, Supplies, and Resources | | | | |
| The classroom layout meets occupational needs | Yes | Partial | No | Comments |
| Equipment and tools are up-to-date to meet occupational standards | | | | |
| Equipment is properly maintained and clean | | | | |
| Adequate supplies/equipment are available for students | | | | |
| An inventory system is in place for tools, supplies, and equipment | | | | |
| Company 5S | | | | |
| Are all unused tools, spare parts and/or materials properly stored away from the immediate work environment | Yes | Partial | No | Comments |
| Are all access aisles, storage areas, working places, and equipment clearly marked and defined | | | | |
| Are all machines, work stations, floors, walls, and surfaces clean, free from clutter, and properly maintained | | | | |
| Is there a process in place to ensure unnecessary items do not "creep" back into the work area | | | | |
| Have all employees been adequately trained in 5S and are all 5S procedures up-to-date | | | | |
| Student Interview | | | | |
| Requires minimal supervision | Yes | Partial | No | Comments |
| Students can discuss community service activities and/or initiatives | | | | |
| Students can identify technology/software used within the program | | | | |
| Students can discuss student organization involvement (SkillsUSA, FBLA, HOSA, etc.) | | | | |
| Students can discuss credentials earned through the training program | | | | |
| Students can discuss skills mastered through the training program | | | | |

ONSITE REVIEW EVALUATION

| Review Conclusion | 3 | 2 | 1 | Ratings Guide |
|---|---------------------------------------|----------|----------|--|
| How would you rate the program overall | | | | Please use this system for the review conclusion: 3- Meets all industry standards 2- Meets most industry standards 1- Does not meet industry standards |
| How would you rate the safety of the program | | | | |
| How would you rate the equipment, tools, supplies, and resources | | | | |
| How would you rate the workplace environment and culture | | | | |
| How would you rate the knowledge of the students | | | | |
| How would you rate the company's 5S process | | | | |
| Overall Rating | | | | |
| **Select one of the five ratings below and assign a corresponding score based on your overall evaluation** | | | | |
| Exemplary (Score a 9 or 10) | | | | |
| The program has all of the qualities to prepare students to become highly skilled members of the workforce. | | | | |
| Good (Score a 6, 7, or 8) | | | | |
| The program has most of the qualities to prepare students to become highly skilled members of the workforce. | | | | |
| Fair (Score a 3, 4, or 5) | | | | |
| The program has some of the qualities to prepare students to become highly skilled members of the workforce. However, it is also lacking in some areas that need attention. | | | | |
| Poor (Score a 1 or 2) | | | | |
| The program has few of the qualities to prepare students to become highly skilled members of the workforce. It needs serious attention. | | | | |
| Unacceptable (Score a 0) | | | | |
| The program has almost no qualities to prepare highly skilled members of the workforce. It is not reasonably salvageable and should consider closing. | | | | |
| What are the programs strengths? | How could the program improve? | | | |
| | | | | |



Sample Portfolio Rubric

STUDENT PORTFOLIO RUBRIC

| Item Number | Items Evaluated | Brief Description | Points Possible | Points Awarded |
|--------------|--|---|-----------------|----------------|
| 1 | Detailed Table of Portfolio Contents | Student should have a table of contents for easy navigation of their portfolio. | 5 | |
| 2 | Letter of Introduction | Introduction of the student including personal philosophy and educational summary-consistent with current skills and qualifications. | 10 | |
| 3 | Resume | Standard 1-2 page resume on professional paper; neat and spelling, grammar, format error free. | 10 | |
| 4 | Job Application (Sample) | Sample of completed job application; relevant to core coursework; neat, complete, spelling, grammar, format error free. | 5 | |
| 5 | Project (Individual or Group) | Evidence of project completion; includes hours, dates, location, purpose, and learning outcomes. | 5 | |
| 6 | Writing Sample (technical writing focus) | Evidence of technical writing; sample of career/industry related technical writing; neat and spelling, grammar, format error free. | 5 | |
| 7 | Clinical/Workplace Training Summary | Evidence of "clinical setting" training; includes hours, dates, location, purpose, and learning outcomes. | 10 | |
| 8 | Oral Presentation | Evidence of presentation, speech, interview, etc., with learning outcomes. | 5 | |
| 9 | Service Learning/ Work-Based Learning Summary | Includes hours, dates, locations, purpose, and learning outcomes. | 5 | |
| 10 | Credentials | Includes certification(s), qualification(s) and/or professional verification documentation. | 10 | |
| 11 | Technology Proficiency | Evidence of technology use and/or applications relevant to their program. | 5 | |
| 12 | Leadership Opportunities | Student organization involvement, classroom leadership, clinical leadership, etc. | 10 | |
| 13 | Letters of Reference | Includes at minimum one from a peer and one from an adult. | 5 | |
| 14 | Other content: Awards, Projects, Exemplars, etc. | Student can pick from any of the following to showcase: <ul style="list-style-type: none"> • Video documentation of skills • Photo documentation and/or involvement • Personal photo • Work samples • Outside activities/organizations • Hobbies/Sports/Activities • Volunteerism • Skills checklist • Ect. approved by instructor | 10 | |
| TOTAL | | | 100 | |

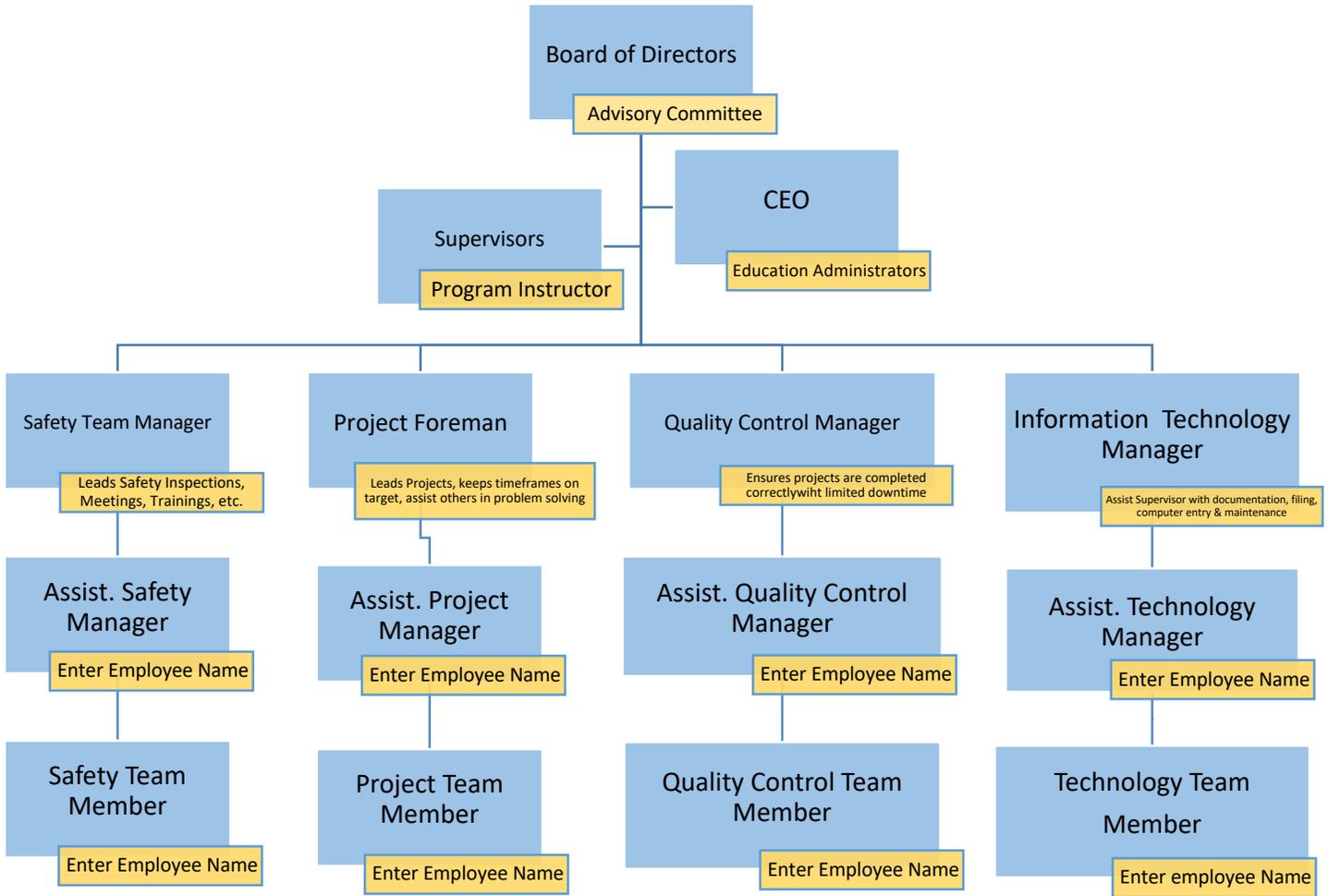
| |
|--------------------------------|
| Student Name and Signature: |
| Instructor Name and Signature: |
| Date of Evaluation: |

***Half-point scoring is appropriate for this section (i.e. 7.5, 6.5, 3.5, etc)*



Sample Organizational Chart

ORGANIZATIONAL CHART





Learning That Works for Alabama

CTE



SIMULATED WORKPLACE

The Alabama State Board of Education and the Alabama State Department of Education do not discriminate on the basis of race, color, disability, sex, religion, national origin, or age in their programs, activities, or employment and provides equal access to the Boy Scouts and other designated youth groups. The following person is responsible for handling inquiries regarding the non-discrimination policies: Title IX Coordinator,

Alabama State Department of Education,

P.O. Box 302101, Montgomery, AL 36130-2101, telephone (334) 694-4717.