ALABAMA

SIMULATED WORKPLACE
Operational Manual

FORWARD

Dear Partners in Education,

Alabama's students are making real strides in the classroom!

By using innovative initiatives and connecting our efforts to rigorous college and career readiness standards, Alabama students are now better prepared for a lifetime of success.

Today's students have real dreams of becoming productive leaders. They want to be the next generation of top professionals. Providing students with quality academic, career, and leadership development is now more important than ever before.

The information included in this *Simulated Workplace Manual* is designed to make learning relevant for students. They will have a clearer understanding of how the workforce connects directly to the academic skills they are learning in the classroom.

This manual contains techniques and procedures that will enhance their learning experience. This document is a guide for teachers, counselors, school administrators, and others involved in ensuring Alabama's K-12 students are prepared for college and career success.

It is our pleasure to offer this *Simulated Workplace Manual* to you!

Sincerely,

Tommy Bice, Ed.D.
State Superintendent of Education

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INTRODUCTION

Today's students will be tomorrow's leaders!

They are America's future professionals and high-performing executives. Their efforts will propel our nation to new levels of success.

The *Alabama Simulated Workplace Manual* is focused on middle and high school students – preparing them for a lifetime of achievement in school and their future careers. It accomplishes this by teaching them about modern workplace requirements and industry best practices.

This manual also provides teachers and local education administrators with a valued resource that can be used to create more opportunities for students to gain real-world experience and knowledge.

It covers a multitude of skills, which will be key for students to understand – the *job interview process*, appreciating why it is so *critical to live a drug-free lifestyle* in becoming a high-wage earning professional, and much more.

This manual is a valuable tool that will help us ensure that all students in our state are both *college* and *career* ready.

With best regards for continued success.

Philip Cleveland
Alabama Career and Technical Education/
Workforce Development Director

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

MISSION
Provide students an engaging and relevant curriculum with opportunities to earn industry-recognized credentials.

GOAL
All Career and Technical Education completers are college and career ready.

OBJECTIVES
- Present curriculum in a relevant and purposeful manner
- Place business and industry processes directly into the 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 profitability
- Provide each student with an understanding and knowledge of how career technical courses utilizing project based learning, along with work ethics, work place processes and behavior are integral skills to successful employment

OVERVIEW

Beginning as a pilot project in 2013, the West Virginia Department of Education and now Alabama is excited to implement the Simulated Workplace initiative as well. The Simulated Workplace initiative not only enhances instructional delivery and changes the culture of career and technical education (CTE), but permits students the opportunity to take ownership of their individual performance as it impacts the overall success of their education.

By design, within three (3) years every CTE center will become a simulated Alabama company. Annually, local business and industry experts will inspect programs using a Balanced Scorecard along with industry-based rubrics as measurement tools. Students will collect evidence of their work within their company and submit quarterly and annual reports. The reports will show either growth or decline in the company's net worth. These reports will be used by the students and instructor to determine what adjustments their company needs to make, if any, to improve profitability.

Business/Industry Technical Support Teams

An essential component of the Simulated Workplace is the creation of technical business teams composed of industry experts representing the various technical areas involved in the Simulated Workplace. These teams will evaluate each programmatic company in reference to the workplace procedures, expectations and protocols that reflect the realities of the actual work setting. Their role will be to review and rate each company in a manner similar to how the Health Departments rate restaurants. Each inspection team will review curriculum; interview instructors and students; and observe the classroom environment, safety procedures and working processes.

Those companies receiving a high enough Business and Industry Appraisal score will be validated by Alabama's Business and Industry ISO Certification process. Additionally, students graduating from these endorsed programs will be presented an additional Alabama State Department of Education CTE/WFD credential designating they graduated from an endorsed program. Consisting of a high school diploma, industry credential (career readiness indicator), silver ACT WorkKeys level and has successfully completed the criteria for simulated workplace.

Companies that do not achieve an endorsement will be provided a plan of improvement developed by the technical inspection team. These Career Technical Education companies will be eligible for another visit by the technical inspection team after they have implemented the improvement plan and feel they have addressed all deficiencies.

STRUCTURES & PROCEDURES

The overall structure of the Simulated Workplace initiative will be governed by a set of protocols to assure consistency and quality in the local implementation of the concept. These protocols include the following requirements:

CTE programs will:

1. Utilize time clocks or some other form of formal attendance recording process;

2. Adhere to the school system Random Drug Testing Policy (if applicable);

3. Conduct an application / interview process for enrolling students;

4. Develop a company name and procedures / protocol manual;

5. Ensure all students receive quality safety training;

6. Submit Quarterly and Annual reports developed by students and instructors;

7. Establish work teams and an organizational system with students rotating across teams;

8. Ensure all instructors and students have computer access;
   *Institutional Education sites – Ensure at least all instructors have computer access

9. Participate in Business and Industry yearly onsite evaluations;

10. Utilize a portfolio system for students to document learning, credentials earned, projects completed, etc.; and

11. Celebrate end of the year accomplishments.

Joint Leadership Development Conference

Alabama Joint Leadership Development Conference is the premier leadership event for youth in the State of Alabama! The conference is the largest non-athletic gathering of youth for an educational purpose in the State of Alabama. The event brings together more than 8,000 top students preparing to make Alabama the leading state for work, family, fun, community and great living!

PROCESS FOR DEVELOPING YOUR WORKPLACE

Starting a business is no easy task; however, all successful businesses have one thing in common – *"attention to detail"*. The following guide will assist instructors and students in developing a successful Simulated Workplace environment.

1. **Hire a workforce**
   • Working with the counselor, conduct an application / interview process for enrolling students

2. **Develop a company name**
   • Establish a company name and register it with the Alabama State Department of Education CTE/WFD Division
   If you already have established a company name and registered it the previous year, skip this step

3. **Develop or review organizational structures and management systems**
   • Organizational chart including team break downs
   • Job descriptions
   • Student portfolio system
   • Student evaluation system
   • Random drug testing protocols (if applicable)
   • Quarterly / Annual reports documentation system
   • Service Learning Projects documentation system

4. **Develop or review company policies and procedures**
   • Attendance
   • Drug Free Workplace
   • Dress Code
   • Tobacco Free Workplace
   • Weapon Free Workplace
   • Cell Phone
   • Computer and Internet
   • Social Media
   • Workplace Harassment
   • Safety Policies & Procedures and Related Forms

5. **Review data collection and documentation**
   • Data will be collected and documented using the Balance Scorecard measurement tool along with local business and industry experts. These evaluation tools will determine each program's profitability and rating based on four main matrices:
      » *Financial*
      » *Business Processes*
      » *Learning & Growth*
      » *Customer*

PACING GUIDE

Time Frame	Task
January – May	Hire a workforce for the next school year – collect job applications and interview potential students
First month of school	Establish a company name, develop the business (including – organizational chart, job descriptions, teams, portfolio and documentation systems), establish a training plan, pre test students in the areas of math, reading and locating information, develop/review policies and procedures manual
Every six/nine weeks	Rotate students through various jobs/roles within the company (document these job/role changes in the student portfolios)
August – May	Complete Service Learning Projects (document these in the student portfolios and Balance Scorecard), randomly drug test students (if applicable), complete student evaluations, assess students in the areas of math, reading and locating information, participate in business and industry onsite visits
Every nine weeks	Submit quarterly reports to Alabama State Department of Education CTE/WFD Division
May	Celebrate student accomplishments

Instructor Modules

MODULE I

EXAMPLE – FIRST TWO WEEKS AGENDA

Week 1

1. Explain what Simulated Workplace is and the expectations of students.
    - Time clocks and attendance
    - Random drug testing (reference local school board policy)
    - Student portfolio
    - Safety

2. Begin communication with parents/guardians about Simulated Workplace expectations.

3. Develop a company name and register it with ALSDE CTE/WFD Division.
    A company name will continue on from year to year.

4. Begin developing/reviewing your company business structure with students.
    - Include:
        » Policy and Procedure Manual
        » Organization Structure Chart
        » Job Descriptions/Task Profile
        » Teams
        » Process and protocols for student portfolios
        » Protocols for documenting and tracking Balance Scorecard categories

5. Review CTE core curriculum

Week 2

1. Assign students to teams and job roles/tasks within the teams
    - Ensure every student understands their role/task and how it impacts the company.
        Explain how they can move into leadership roles through good performance evaluation scores.

2. Complete a Safety Training course

3. Complete pre-assessment on Key Train in preparing for ACT WorkKeys.

MODULE II

WEBSITE SUMMARY

The resources that are used in the Simulated Workplace are available and downloadable via the website. Please take a moment to orient yourself and your students with the website and the resources available.

www.alcareerinfo.org

From the **Homepage**, you can access all Simulated Workplace materials through easy navigation.

From the **Instructors page**, you can access:
- Protocols
- Establishing a Company
- Timelines
- First Two Weeks
- Teams
- Org Chart
- Balanced Scorecard
- Additional Earning Potential
- Projects
- Annual / Quarterly Report
- Important Dates
- Thinkfinity Group

Instructors page Definitions:

1. <u>Protocols</u> – The expectations and structures for setting up the Simulated Workplace environment.
2. <u>Establishing a Company</u> – The steps to take in establishing a Simulated Workplace company.
3. <u>Timelines</u> – A pacing guide for meeting the deadlines and expectations.
4. <u>First Two Weeks</u> – An example agenda for the first two weeks of school.
5. <u>Teams</u> – An example of how and why to setup teams.
6. <u>Org Chart</u> – An example organizational chart to use when establishing your teams.
7. <u>Balance Scorecard</u> – An explanation of how the Balance Scorecard is used within your company.
8. <u>Additional Earning Potential</u> – An explanation of how your company can earn profits.
9. <u>Annual/Quarterly Report</u> – An online data collection system to enter your company's data.
10. <u>Projects</u> – This is where your Level I, II and III Computer Literacy and Online Communication Modules are located.
11. <u>Important Dates</u> – An online calendar to keep up-to-date on deadlines, evaluations, and trainings.

From the ***Resources page***, you can access all of the downloadable forms and templates.

From the ***Business Partners*** page, you can keep updated on business and industry trainings, as well as ways to involve business and industry.

Application for Employment

...a reasonable accommodations for persons with disabilities in the hiring process...
...ation form, please let us know, and we will provide assistance.

	Date of Application

| ...an You Are Applying | (First Name | |
| City | |

| Are you 18 years of age or over? | | If Yes, Date of Birth |
| | ☐ Yes ☐ No | |

Educati...

...ca Schools

MODULE III

STUDENT APPLICATION AND INTERVIEW PROCEDURES

The first step in the hiring process is, of course, the job application. First year students will need to apply to their chosen CTE program during the school's designated scheduling time.

*Students should be notified in advanced of the expectations as determined by the rubrics.

As an instructor, you will accept numerous applications from potential students. To narrow potential candidates down, you will work with the school counselor, as well as grade each application using the Application Rubric, in addition to conducting interviews. The interview will also be graded using the Interview Rubric. Those students with the top scores and your recommendation will become new members of your company.

**Remember, the application process is NOT intended to keep students out of their chosen CTE program. The intent is to get students who have an interest in the program and/or to require students to make informed decisions about their future goals.

***Those students who transfer in after the school year has begun will need to go through the application and interview process prior to being enrolled into a training program. After they have successfully completed this process, students will need to be introduced to the Simulated Workplace structure and procedures, as well as completing the first two weeks of training.

****Applications, interview questions, and rubrics can be downloaded from the Simulated Workplace website. All templates can be modified to meet various program needs.

MODULE III

STUDENT APPLICATION FORM

Name_____ Student Number_____ School Number_____

Address_____ Email_____

City_____ State_____ Zip_____ Phone #_____

Best number to reach parent/guardian_____ Alternate #_____

── PROGRAMS OFFERED ──
(Modify List to Match Your School)

☐ Automotive Technology   ☐ Computer Technology   ☐ Government and Public Administration
☐ Business Information Technology   ☐ Electrical Technolog   ☐ Masonry
☐ Carpentry   ☐ Foods Management (ProStart)   ☐ Pharmacy Technician
☐ Careers in Ed/Child Development   ☐ Forestry   ☐ Pre-Engineering (PLTW)
☐ Computer Aided Drafting   ☐ Health Occupations   ☐ Transportation Technology
☐ Welding Technology   ☐ Agribusiness Systems   ☐ Law and Public Safety

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

What is your reason for wanting to enroll in this program? *(Note: You will only be selected for 1 program)*

Choice 1:_____   Choice 2:_____

Choice 3:_____

What are your plans after high school (Career Goal)?_____

_____

References:

Name:_____ Phone:_____
(Someone not related to you)

Name:_____ Phone:_____
(Someone not related to you)

Student Signature:_____ Date:_____

This company does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

── Do Not Write Below This Line ──
(For School Use Only)

Student GPA_____   Days Absent in current year_____ Number of Failed Classes_____

JOB APPLICATION RUBRIC

Student Name_____   Date_____

Job Application Assessment Rubric
This is to be scored by the classroom instructor
Use this rubric to score the student's resume/job application.

Sections	Element of Review	Points Available	Points Awarded
Opening/Intro/ General Information	Includes name, address, telephone, mailing address, student number, parent contact, etc.	25	
Program Selection	Selected (3) program choices	10	
High School Plans	Clearly states goals/plans after graduation	15	
References	Includes a minimum of two references	20	
Information Quality	Information provided demonstrates ability to obtain employment; professional terms are used, information is clearly stated, information is complete	10	
Grammar and Punctuation	No spelling errors No grammatical errors No punctuation errors	10	
Following Directions	Student has completed all blanks in ink/type Student signs the application according to directions. All application directions are followed	10	
Total	Half-point scoring is appropriate for this section (i.e. 7.5, 6.5. 3.5, etc.)	Possible 100	

RESUME RUBRIC

Student Name_____ Date_____

Resume Assessment Rubric
This is to be scored by the classroom instructor
Use this rubric to score the student's resume/job application.

Sections	Element of Review	Points Available	Points Awarded
Opening/Intro/ General Information	Includes name, address, telephone number, mailing address, and other listed basic demographic information	10	
Education/Training	Education/Training is listed chronologically and all institution/degree information is listed	10	
Employment	Work experience includes job titles, locations, list of duties or accomplishments, etc. If student has no work experience, blanks are indicated with N/A.	10	
Skills/Qualifications	Questions relating to: skills, training, qualifications, licenses, certifications, projects, etc., are listed and easily read	10	
References	Includes a minimum of three references	5	
Information Quality	Information provided demonstrates ability to obtain employment; use of professional terms, information is clearly stated, and information is complete.	10	
Grammar and Punctuation	No spelling errors No grammatical errors No punctuation errors	15	
Effort	Resume shows thoughtful and careful evidence of substantial effort; took the exercise seriously	5	
Format of Resume	One-two pages, balanced, good use of white space, good font choice, has a pleasing look, nice design	10	
Resume Information	All important/necessary resume parts are included.	5	
Resume Effect	Resume items highlight the strengths of the applicant.	10	
Total	Half-point scoring is appropriate for this section (i.e. 7.5, 6.5. 3.5, etc.)	Possible 100	

JOB INTERVIEW QUESTIONS

Education

- How will an education for your career pathway 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 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 student activity coordinator as a reference, what would they say about you?
- How well do you work in stressful or 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?

General Questions

- Why are you interested in working for this company?
- Why are you interested in this career?
- What type of benefits are you looking to gain by working for our company?
- Where do you see yourself in five years? Ten years?

MODULE III

JOB INTERVIEW RUBRIC
Each Interview Evaluator will need a score sheet

Student Name_____ Date_____

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	

Criteria	1-2	3-4	5-6	7-8	Score
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 maximum possible) half-point scoring is appropriate for this section (i.e. 7.5, 6.5. 3.5, etc.)					**Total**

Your Card Account St

MODULE IV

PARENT COMMUNICATION

Building relationships with parents/guardians is one the most important aspects in ensuring students are successful in the Simulated Workplace learning environment. Opening the lines of communication at the beginning of each school year allows parents/guardians to become actively involved in their child's education, as well as helping them better understand what Career and Technical Education is and why it is important to their child's future.

The Parent Letter template may be used as is or tweaked to assist you in introducing parents/guardians to the Simulated Workplace and your expectations of their child.

PARENT LETTER TEMPLATE

May copy to local school letterhead and use as needed.

Date

Dear Parent/Guardian:

(Student's Name) has enrolled in **(Name of Program)** career pathway 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 Alabama 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, comply with random drug testing (if applicable), attend classes regularly, and conduct themselves in a professional manner, as well as comply with all program developed 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
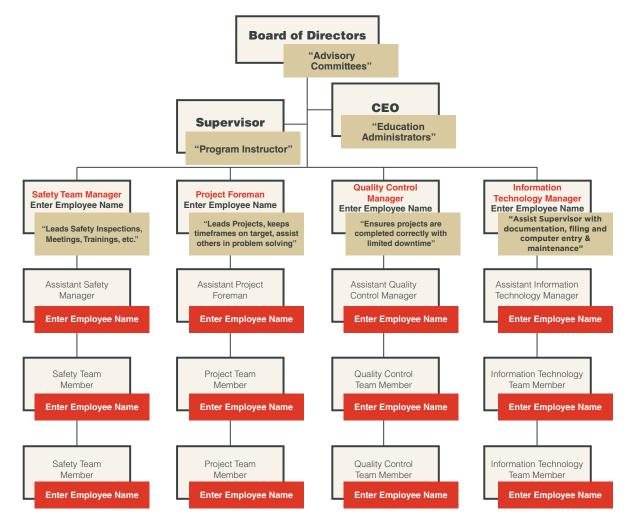**School Name**
Phone Number or Email Address

Parent/Guardian Name (Printed):_____

Parent/Guardian Signature:_____

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

MODULE V

ORGANIZATIONAL STRUCTURES & MANAGEMENT SYSTEMS

Organizational Charts provide significant importance when used as a framework for managing transformation and communicating current organizational structures. When organizational charts are implemented, they can assist supervisors and employees in making focused decisions about specific areas and resources within the company, in addition to providing a framework for managing change and communicating information throughout company.

Example Organizational Chart:

Board of Directors
"Advisory Committees"

CEO
"Education Administrators"

Supervisor
"Program Instructor"

Safety Team Manager
Enter Employee Name
"Leads Safety Inspections, Meetings, Trainings, etc."

Assistant Safety Manager
Enter Employee Name

Safety Team Member
Enter Employee Name

Safety Team Member
Enter Employee Name

Project Foreman
Enter Employee Name
"Leads Projects, keeps timeframes on target, assist others in problem solving"

Assistant Project Foreman
Enter Employee Name

Project Team Member
Enter Employee Name

Project Team Member
Enter Employee Name

Quality Control Manager
Enter Employee Name
"Ensures projects are completed correctly with limited downtime"

Assistant Quality Control Manager
Enter Employee Name

Quality Control Team Member
Enter Employee Name

Quality Control Team Member
Enter Employee Name

Information Technology Manager
Enter Employee Name
"Assist Supervisor with documentation, filing and computer entry & maintenance"

Assistant Information Technology Manager
Enter Employee Name

Information Technology Team Member
Enter Employee Name

Information Technology Team Member
Enter Employee Name

MODULE VI

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.

MODULE VI

Company Policies and Procedures Template:

Policy & Procedures Manual

MODULE VI

Table of Contents

Organizational Chart Structure

Template

Board of Directors

"Advisory Committees"

CEO

"Education Administrators"

Supervisor

"Program Instructor"

Safety Team Manager
Enter Employee Name

"Leads Safety Inspections, Meetings, Trainings, etc."

Assistant Safety Manager

Enter Employee Name

Safety Team Member

Enter Employee Name

Safety Team Member

Enter Employee Name

Project Foreman
Enter Employee Name

"Leads Projects, keeps timeframes on target, assist others in problem solving"

Assistant Project Foreman

Enter Employee Name

Project Team Member

Enter Employee Name

Project Team Member

Enter Employee Name

Quality Control Manager
Enter Employee Name

"Ensures projects are completed correctly with limited downtime"

Assistant Quality Control Manager

Enter Employee Name

Quality Control Team Member

Enter Employee Name

Quality Control Team Member

Enter Employee Name

Information Technology Manager
Enter Employee Name

"Assist Supervisor with documentation, filing and computer entry & maintenance"

Assistant Information Technology Manager

Enter Employee Name

Information Technology Team Member

Enter Employee Name

Information Technology Team Member

Enter Employee Name

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 the career pathway 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 career pathway 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.
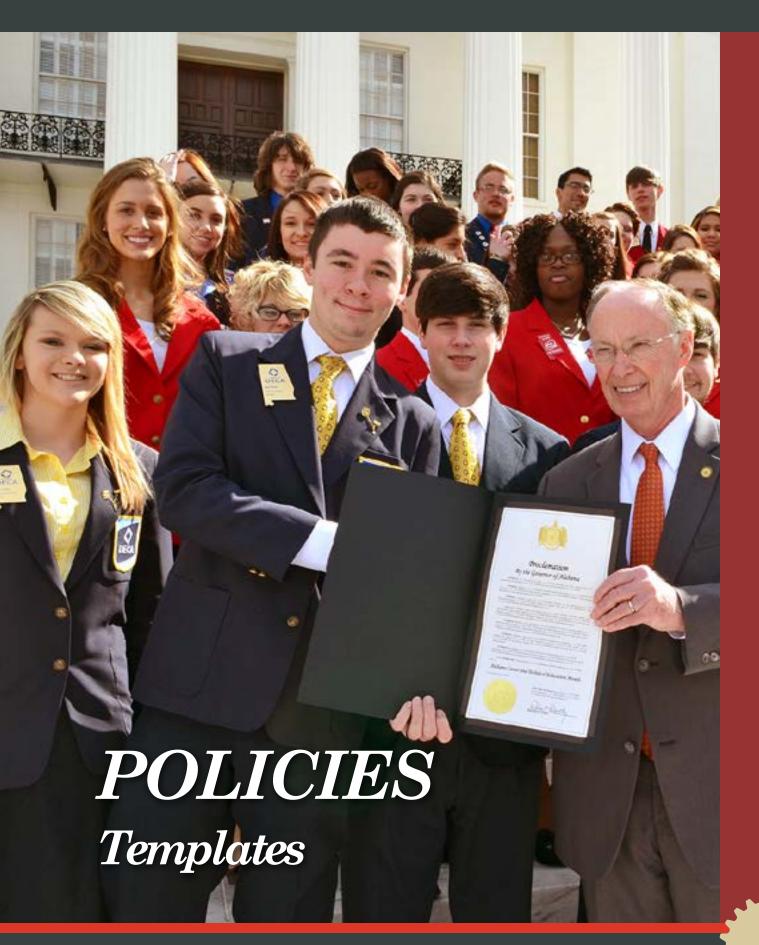
Functions

- 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 work ready clothing simulating company expectations.
- 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 local school board policy.

Drug Free Workplace Policy (reference local board 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: (components = reference local drug-free policy)

(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 local school board 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 local school board 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-issued 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 local school board 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 local school board 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 Websites, 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 West Virginia 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 Website 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 local school board 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 email 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 a employees 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 local school board policy.

Attendance Policy
Template

All recommendations and timeframes must be in accordance with the local school board 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 local school board policy.

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 safetyperson and what they think there 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.

Supervisors
Supervisors are fundamentally responsible for ensuring safety in their program.
Responsibilities
- Are active members of workplace safety committee
- Assist in developing workplace safety procedures
- Enforce and promote workplace safety procedures
- Conduct investigations of any accidents/incidents occurring within their program
- Immediately report any unsafe acts, conditions or accidents

GENERAL INDUSTRY SAFETY CHECKLIST

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?				

INSPECTION ITEM	YES	NO	N/A	COMMENTS/ CORRECTIONS
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 Report
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

Near Miss Report
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

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 local school system or local school includes a statement in a general supplement, etc. (e.g., Shelby 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 (refer to local school policy) that prohibit disruptive or inappropriate behaviors and may apply these uniformly to all students (regardless of the situation, this is a simulated workplace).

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

The **(Name of Recipient/LEA)** does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name and Title (i.e. 504 Coordinator or Title IX Coordinator)
Address
Telephone Number
E-mail Address

Name and Title (i.e. 504 Coordinator or Title IX Coordinator)
Address
Telephone Number
E-mail Address

(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.

MODULE VI

MODULE VII

BALANCE SCORECARD

A Balanced Scorecard is a strategic performance and management framework used to align business activities to the vision and strategy of the organization.

As a Simulated Workplace site, your students will be introduced to various business processes using twelve distinct measurement areas which have been proven to be essential to the success of many companies both locally and internationally. Through the Alabama Simulated Workplace, the state will use the Balance Scorecard measurement tool along with local business and industry experts to identify effective CTE programs. These programs effectively meet the needs of tomorrow's workforce by integrating authentic business practices into classrooms. This ensures every student and instructor has equal access to necessary skills sets, certifications and academics to exceed not only local, but also global business and industry expectations.

BALANCE SCORECARD MODEL

FINANCIAL
1. Program Retention/ Completers
2. Percent of State CTE Standards Met
3. Industry Recognized and/or Industry Stackable Credentials/CRI's

STRATEGY
Creating a workplace setting, focusing on knowledge, disposition and the impact on organization and personal success

CUSTOMER
1. Business/Industry Perception
2. Service Learning Projects
3. Communication Skills

BUSINESS PROCESSES
1. Attendance
2. Drug Free (if applicable)
3. Professionalism

LEARNING & GROWTH
1. Academic Growth
2. Student Portfolio
3. Safety Training

BALANCE SCORECARD BREAKDOWN

Financial: 30%	Business Processes: 30%	Learning & Growth: 25%	Customer: 15%
1.Program Retention/ Completers	1. Attendance (Time Clock or a formal attendance recording process)	1. Academic Growth (Key Train – ACT WorkKeys.)	1. Business/Industry Perception (Industry-Based Program Appraisal Rubric)
2. Percent of State CTE Standards Met (Data Profile Information)	2. Drug Free (Random Testing if applicable)	2. Student Portfolio (Electronic or Paper based)	2. Service Learning Projects (Projects assisting and/ or benefiting the community)
3. Industry Recognized Credentials/CRI's and/or Industry Stackable Credentials/ CRI's	3. Professionalism	3. Safety Training (Training applicable to individual training programs)	3. Communication Skills (Job Application, Interview, & Performance Evaluations)

BALANCE SCORECARD DEFINITIONS

FINANCIAL

Program Participants/Completers: Participants – students who complete 1 course in a program of study. Concentrators – students who complete 2 courses in a program of study. Completers – students who complete at least 3 courses in a selected CTE program of study.

Percent of State CTE Standards Met: Essential knowledge and skills that students are expected to master upon completion of a program's curriculum. Standards determine what students need to know and be able to do to prepare for career entry or progression into a postsecondary program.

Industry Recognized/CRI's and/or Industry Stackable Credentials: (Mastery of skill sets are validated by Industry credentials)
- Industry Recognized Credentials/CRI's: An industry-recognized credential is one that either is developed and offered by, or endorsed by a nationally-recognized industry association or organization representing a sizeable portion of the industry sector, or a credential that is sought or accepted by companies within the industry sector for purposes of hiring or recruitment which may include credentials from vendors of certain products.
    - » If a student receives his or her NCCER or Microsoft certification, it is recorded in this section.
    - » If a student receives his or her Drug Free credential (if applicable), it is recorded in this section.
- Industry Stackable Credentials: A credential is considered stackable when it is part of a sequence of credentials that can be accumulated over time to build up an individual's qualifications and help them to move along a career pathway. (e.g. – OSHA 10, CPR, Hunter Safety, etc.)

BUSINESS PROCESSES

Attendance: Student attendance will be tracked using a time clock or other form of formal attendance recording process. Attendance rate is calculated per quarter per student.

Drug Testing: An examination of biologic material (such as urine, hair, saliva, or sweat) to detect the presence of specific drugs and determine prior drug use. Random drug testing will be performed to detect illicit drug use as well as the use of drugs and substances not permitted in specific occupations. Random drug testing is reported per quarter per student. Students not selected for the random testing are awarded a rating of pass. Schools are required to randomly sample forty percent of students enrolled in Simulated Workplace classrooms each school year.

Professionalism: The competence or skill expected of a professional. Professionalism is measured based on your local board policy "Expected Behavior in Safe and Supportive Schools". Student discipline/behavior will be documented based on local board policy.

LEARNING & GROWTH

Academic Growth: The change in achievement for an individual student between two or more points in time. Academic Growth in Simulated Workplace will be measured using the following protocols – (Data point (1): Instructors will conduct a pretest in the areas of Reading for Information, Locating Information, and Applied Mathematics using Key Train and record results on the first quarter report. Data point (2): Instructors will record each student's ACT WorkKeys. score on the fourth quarter report).

Student Portfolio: A systematic collection of student work and related material that depicts a student's CTE activities, projects, and achievements within their program of study. The collection should include evidence of student work, performance evaluations, CTSO participation, pictures of work, 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 achievement. Portfolios can be electronic or paper based formats. Uploading this information into a student KUDER Portfolio allows students to have access to the information indefinitely.

Safety Training: It is the instructor's responsibility to educate students on all workplace safety standards and the hazards that their students may face while on the job. Instructors must have an overall safety program including relative site specific safety information where applicable. The safety training program should cover topics such as, but not limited to:
- accident prevention and safety promotion
- safety compliance
- accident and emergency response
- personal protective equipment
- safety practices
- equipment and machinery
- chemical and hazardous materials safety
- workplace hazards

CUSTOMER

Business/Industry Perception: Business and Industry professionals will visit and evaluate each training program. The evaluator will measure programs using a rubric system covering:

1. Facilities –
   - Maintenance
   - Safety
   - Adequacy of Space
   - Classroom Layout
   - Tools, Equipment, Supplies and Technology
2. Knowledge, Skills and Professionalism –
   - Professional Knowledge
   - Professional Skills
   - Attitudes and Behaviors
3. Teaching and Instructional Materials –
   - Teaching Lessons
   - Teaching Materials
   - Instructor Modeling
4. Overall Rating

Service Learning Projects: A method of teaching that combines classroom instruction with meaningful community service. These projects offer students immediate opportunities, in which classroom learning is enriched and applied through service to others. (e.g. Health Science students conduct a blood drive; Automotive students perform an oil change on a community member's vehicle; Electrical students assist community in wiring lights for the local parade; Carpentry students repair broken doors around the school; JROTC students conduct an Adopt A Highway event; etc.)

Communication Skills: The action of conveying information through the exchange of job applications, interviews and performance evaluations. These three scores will be documented on quarterly reports.

MODULE VIII

QUARTERLY AND ANNUAL REPORTING PROCEDURES

A quarterly/annual report will give a company important information about its success or needed improvement areas within one report.

When reporting, please remember that if you are teaching various classes, all students assigned to your training program makeup the entire company.

(e.g. you are teaching Business Computers, Graphic Design, and Marketing. All students enrolled in your classes would make up the entire company. Each class would be considered a different shift within your one company or you could be teaching AM and PM students, they would be considered the AM shift and the PM Shift)

Report Type	Reporting Period	Due Date**
Quarterly	August 1 – October 15	October 20
Quarterly	October 16 – December 15	December 20
Quarterly	January 1 – February 28	March 5
Quarterly	March 1 – April 30	May 5
Annual	August 1 – May 14	May 15 – June 1

**If a reporting due date falls on a weekend or holiday, the report would then be due the next official school day.

FINANCIAL

Quarter # (1st, 2nd, 3rd, or 4th):	

1st Quarter – First Day of School – Oct. 20
2nd Quarter – Oct. 21 – Dec. 19
3rd Quarter – Dec. 20 – Mar. 4
4th Quarter – Mar. 5 – May 5

	Last Name	First Name	Retention Status (-1 = Drop) (0 = Still Enrolled)	# of Credentials Achieved	List of Credentials	Educate WV Assessment Score (if required)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						

EXAMPLE QUARTERLY REPORTS

BUSINESS PROCESSES

Quarter # (1st, 2nd, 3rd, or 4th):	
Number of Instructional days in the Quarter:	
Number of Drug Tests in the Quarter (if applicable):	

1st Quarter – First Day of School – Oct. 20
2nd Quarter – Oct. 21 – Dec. 19
3rd Quarter – Dec. 20 – Mar. 4
4th Quarter – Mar. 5 – May 5

	Last Name	First Name	*Number of Days Absent	**Number of Drug Tests Passed	Number of Level I Discipline	Number of Level II Discipline	Number of Level III Discipline	Number of Level IV Discipline
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								

*5 Tardies equal one day absent
**If a student is not drug tested, that is considered a pass

MODULE VIII

LEARNING & GROWTH

Quarter # (1st, 2nd, 3rd, or 4th):	
Number of Instructional days in the Quarter:	
Number of Drug Tests in the Quarter (if applicable):	

1st Quarter – First Day of School – Oct. 20
2nd Quarter – Oct. 21 – Dec. 19
3rd Quarter – Dec. 20 – Mar. 4
4th Quarter – Mar. 5 – May 5

	Last Name	First Name	Math Score	Reading Score	Locating Info. Score	Student Portfolio Score (4th Q)	# of CTSO* Awards	List the CTSO, Award, & Conference (e.g. HOSA 1st place/ State Conference)	Saftey Training Completion (1=Yes, 0=No)
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
22									
23									
24									
25									

CTSO awards listed must be from a State or National Competition

CUSTOMER SERVICE

Quarter # (1st, 2nd, 3rd, or 4th):	

1st Quarter – First Day of School – Oct. 20
2nd Quarter – Oct. 21 – Dec. 19
3rd Quarter – Dec. 20 – Mar. 4
4th Quarter – Mar. 5 – May 5

	Last Name	First Name	# of Service Learning Hours Completed	Job Application Rubric Score (1st Q)	Interview Rubric Score (1st Q)	Student Evaluation Score (2nd Q & 4th Q)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						

MODULE VIII

MODULE IX

RANDOM DRUG TESTING (reference local board policy)

Students enrolled in a Simulated Workplace will be required to take part in random drug testing (if applicable within school system). Testing will be conducted by an outside agency. Throughout the school year, students at each Simulated Workplace site will be required to be randomly tested to ensure validly.

Students who test positive will be provided a second test to make certain the test was legitimate. Upon a definite positive result, students will be provided assistance to deal with a potential drug abuse issue.

Random drug testing is not a "gotcha" concept, but rather a way to ensure the safety of all students enrolled in the Simulated Workplace as well as a means to assist students in getting proper help and guidance if an issue exists.

MODULE IX

MODULE X

SAFETY TRAINING

All students enrolled in a Simulated Workplace site must receive some form of safety training specific to their training program. The safety training or course may be chosen by the instructor. Those students who complete and receive their OSHA card receive company incentives which then increase the profitability of the overall company.

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)

Safety Culture Checklist

Safety Culture describes how safety is managed in your workplace, and reflects "the attitudes, philosophies, points of view and values that employees share in relation to safety".

Can your training program answer YES to the following?

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. Meeting notes/agendas can be provided upon request.		

***Refer to **MODULE VI** for safety templates and forms*

MODULE XI

STUDENT EVALUATIONS

The work of each student is reviewed on an ongoing basis with the instructor providing a systematic means of evaluating student's performance.

The bi-annual performance review is a formal opportunity for the instructor and student to exchange ideas that will strengthen their working relationship, review the past semester, and anticipate the training program's needs in the coming semester. The purpose of the review is to encourage the exchange of ideas in order to create positive change within the established company.

Students and instructors should have an open and honest discussion concerning the student's performance. It is important that the instructor clearly communicate the needs of the established company and what is expected of the student in contributing to the success of the company for the coming semester/year.

Both the instructor and student should attempt to arrive at an understanding regarding the objectives for the coming semester/year. This having been done, both parties should sign the performance review form, which will be kept as part of the student's portfolio and used as a guide during the course of the year to monitor student progress relative to the agreed upon objectives.

Example Performance Review and Planning: *(see next page)*

Performance Review and Planning Form

Student Name:	Program:
Instructor:	Date:

Performance Competencies

Performance Area	Needs Improvement	Below Average	Satisfactory	Above Average	Distinguished
Communications	1	2	3	4	5
Expresses ideas and thoughts verbally	1	2	3	4	5
Expresses ideas and thoughts in written form	1	2	3	4	5
Exhibits good listening and comprehension	1	2	3	4	5
Uses appropriate communication methods	1	2	3	4	5
Cooperation	1	2	3	4	5
Establishes and maintains effective relations	1	2	3	4	5
Displays positive outlook and pleasant manner	1	2	3	4	5
Offers assistance and support to co-workers	1	2	3	4	5
Works cooperatively in group situations	1	2	3	4	5
Works actively to resolve conflicts	1	2	3	4	5
Dependability	1	2	3	4	5
Responds to requests for service and assistance	1	2	3	4	5
Follows instructions, responds to management direction	1	2	3	4	5
Takes responsibility for own actions	1	2	3	4	5
Commits to doing best job possible	1	2	3	4	5
Meets attendance and punctuality guidelines	1	2	3	4	5
Initiative	1	2	3	4	5
Volunteers readily	1	2	3	4	5
Seeks increased responsibilities	1	2	3	4	5
Asks for help when needed	1	2	3	4	5
Job Knowledge	1	2	3	4	5
Competent in required job skills and knowledge	1	2	3	4	5
Exhibits ability to learn and apply new skills	1	2	3	4	5
Requires minimal supervision	1	2	3	4	5
Uses resources effectively	1	2	3	4	5
Planning and Organization	1	2	3	4	5
Prioritizes and plans work activities	1	2	3	4	5
Uses time efficiently	1	2	3	4	5
Sets goals and objectives	1	2	3	4	5
Works in an organized manner	1	2	3	4	5
Problem Solving	1	2	3	4	5
Gathers and analyzes information skillfully	1	2	3	4	5
Develops alternative solutions	1	2	3	4	5
Works well in group problem-solving situations	1	2	3	4	5
Quality	1	2	3	4	5
Demonstrates accuracy and thoroughness	1	2	3	4	5
Displays commitment to excellence	1	2	3	4	5
Looks for ways to improve and promote quality	1	2	3	4	5
Applies feedback to improve performance	1	2	3	4	5

Performance Area	Needs Improvement	Below Average	Satisfactory	Above Average	Distinguished
Quantity	1	2	3	4	5
Meets productivity standards	1	2	3	4	5
Completes work in timely manner	1	2	3	4	5
Works quickly and accurately	1	2	3	4	5
Achieves established goals	1	2	3	4	5
Use of Technology	1	2	3	4	5
Demonstrates required skills	1	2	3	4	5
Adapts to new technologies	1	2	3	4	5
Troubleshoots problems	1	2	3	4	5
Uses technology to increase productivity	1	2	3	4	5
Totals					
Overall Score	_____ out of 250				

Areas for Growth and Development

Area for Growth and Development	Specifics/Details

Goals

Goal	How will it be Measured	Time Frame
		Check in Date:
		Check in Date:
		Check in Date:

Instructor's Signature:_____

Instructor's Comments:_____

_____

Student Acknowledgement:

I have reviewed this document and discussed the contents with my instructor. I acknowledge that I have been advised of my performance status, which does not necessarily imply that I agree with the evaluation.

Student's Signature:_____

Student's Comments:_____

_____

MODULE XII

STUDENT PORTFOLIO

Portfolios are collections of student work representing their performance, skill sets and credentials. A students' portfolio should be an electronic file using the KUDER online career system (www.alcareerinfo.org) containing a systematic collection of their work and related material that depicts a student's CTE activities, projects, and achievements within their training program. The collection should also include evidence of student work, performance evaluations, CTSO participation, pictures of work, 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 achievement.

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	

Item Number	Items Evaluated	Brief Description	Points Possible	Points Awarded
14	Other Content: Awards, Projects, Exemplars, etc.	Student can pick from any of the following to showcase: • Video documentation of skills • Photo documentation and/or involvement • Personal photo • Work samples • Outside activities/organizations • Hobbies/Sports/Activities • Volunteerism • Skills checklist • Etc. 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.)

Always refer to Local Board Policy for Disciplinary/Behavioral Guidelines.
Information referenced below provided by West Virginia Simulated Workplace Operational Manual.

Behaviors	Definitions - Level 1	Interventions and Consequences
LEVEL 1: Minimally Disruptive Behaviors – disrupt the educational process and the orderly operations of the school but do not pose direct danger to self or others.		
Cheating	A student will not plagiarize or copy the work of others or break rules to gain advantage in a competitive situation. Interventions for this inappropriate behavior may include academic sanctions in addition to other discipline.	• Administrator/student conference or reprimand • Administrator and teacher-parent/guardian conference • Academic sanctions may be used to deny credit for work resulting from cheating; however, previously earned grades/credits may not be reduced. • Counseling referrals and conference to support staff or agencies • Daily/weekly progress reports • Behavioral contracts • Change in the student's class schedule • School service assignment • Confiscation of inappropriate item • Revocation of privileges • Restitution/restoration • Detention (lunch, before and/or after school) • Denial of participation in class and/or school activities • Immediate exclusion by teacher from the classroom with a recommended duration of one period/subject of the school day for the first exclusion, (West Virginia Code §18A-5-1) • Voluntary weekend detention (Superintendent's Interpretation of May 12, 2006) • In-school suspension • *West Virginia Code §18A-5-1 (d) prohibits the use of suspension solely for not attending class. • While out-of-school suspension is not recommended for Level 1 Inappropriate Behavior, if used at the discretion of the school administrator, it should be limited to a maximum of three (3) days. • Law enforcement notification if warranted. Absent a real and immediate threat to school or public safety, incidents involving public order offenses shall be considered school discipline issues to be handled by school officials rather than criminal law issues warranting formal law enforcement intervention.
Deceit	A student will not deliberately conceal or misrepresent the truth, deceive another or cause another to be deceived by false or misleading information.	
Disruptive/Disrespectful Conduct	A student will not exhibit behavior that violates classroom/school rules, results in distraction and obstruction of the educational process or that is discourteous, impolite, bad mannered and/or rude. Behavior is considered disruptive and/or disrespectful if a teacher is prevented from starting an activity or lesson, or has to stop instruction to address the disruption.	
Failure to Serve Detention	A student will not fail to serve an assigned detention of which students and/or parents/guardian have been notified.	
Falsifying Identity	A student will not use another person's identification or give false identification to any school official with intent to deceive school personnel or falsely obtain money or property.	
Inappropriate Appearance	A student will not dress or groom in a manner that disrupts the educational process or is detrimental to the health, safety or welfare of others. A student will not dress in a manner that is distractive or indecent, to the extent that it interferes with the teaching and learning process, including wearing any apparel that displays or promotes behavior and/or items prohibited by this policy.	
Inappropriate Display of Affection	Students will not engage in inappropriate displays of intimate affection, such as kissing or embracing.	
Inappropriate Language	A student will not orally, in writing, electronically, or with photographs or drawings, use profanity in general context (not directed toward any individual or group).	
Possession of Inappropriate Personal Property	A student will not possess personal property that is prohibited by school rules or that is disruptive to teaching and learning.	
Skipping Class*	In accordance with WVBE Policy 4110 - Attendance, a student will not fail to report to the school's assigned class or activity without prior permission, knowledge or excuse by the school or by the parent/guardian.	
Tardiness*	A student will not fail to be in his/her place of instruction at the assigned time without a valid excuse.	
Vehicle Parking Violation	A student will not engage in improper parking of a motor vehicle on school property.	

Behaviors	Definitions - Level 2	Interventions and Consequences
LEVEL 2: Disruptive and Potentially Harmful Behaviors – disrupt the educational process and/or pose potential harm or danger to self and/or others. The behavior is committed wilfully but not in a manner that is intended maliciously to cause harm or danger to self and/or others.		
Gang Related Activity	A student will not, by use of violence, force, coercion, threat of violence or gang activity, cause disruption or obstruction to the educational process. Gangs are defined as organized groups of students and/or adults who engage in activities that threaten the safety of the general populace, compromise the general community order, and/or interfere with the school district's educational mission. Gang activity includes: • Wearing or displaying any clothing, jewelry, colors, or insignia that intentionally identifies the student as a member of a gang, or otherwise symbolizes support of a gang. • Using any word, phrase, written symbol or gesture that intentionally identifies a student as a member of gang, or otherwise symbolizes support of a gang. • Gathering of two or more persons for purposes of engaging in activities or discussions promoting gangs. • Recruiting student(s) for gangs.	• Administrator/student conference or reprimand • Administrator and teacher- parent/guardian conference • Referral to support staff or agencies for counseling or other therapeutic services • Daily/weekly progress reports • Behavioral contracts • Change in the student's class schedule • School service assignment • Confiscation of inappropriate item • Revocation of privileges • Restitution/restoration • Before and/or after-school detention • Denial of participation in class and/or school activities
Habitual Violation of School Rules or Policies	A student will not persistently, as defined by the county, refuse to obey the reasonable and proper orders or directions of school employees, school rules or policies.	• Immediate exclusion by teacher from the classroom with a recommended duration of one period/subject of the school day for the first exclusion, (West Virginia Code §18A-5-1)
Insubordination	A student will not ignore or refuse to comply with directions or instructions given by school authorities. Refusing to open a book, complete an assignment, work with another student, work in a group, take a test or do any other class- or school-related activity not listed herein, refusing to leave a hallway when requested by a school staff member, or running away from school staff when told to stop, all constitute insubordination/unruly conduct.	• Voluntary weekend detention (Superintendent's Interpretation of May 12, 2006) • In-school suspension • Out-of-school suspension with a recommended maximum of five (5) days (See guidelines in Chapter 6, Section 2)
Leaving School Without Permission	A student will not leave the school building, campus of school activity for which the student is enrolled without permission from authorized school personnel.	• West Virginia Code §18A-5-1 (d) prohibits the use of suspension solely for not attending class.
Physical Fight Without Injury	A student will not engage in a physical altercation using blows in an attempt to harm or overpower another person or persons.	• The principal and/or superintendent may recommend placement in an Alternative Education program as described in Section 5 of this chapter.
Possession of Imitation Weapon	A student will not possess any object fashioned to imitate or look like a weapon.	• Expulsion • Law enforcement notification if warranted. Absent a real and immediate threat to school or public safety, incidents involving public order offenses shall be considered school discipline issues to be handled by school officials rather than criminal law issues warranting formal law enforcement intervention.
Possession of Knife not meeting Dangerous Weapon Definition (West Virginia Code §61-7-2)	A student will not possess a knife or knife-like implement under 3. inches in length. West Virginia Code §61-7-2 clarifies that a pocket knife with a blade 3. inches or less in length, a hunting or fishing knife carried for sports or other recreational uses, or a knife designed for use as a tool or household implement shall not be included within the term "knife" as defined as a deadly weapon unless such knife is knowingly used or intended to be used to produce serious bodily injury or death.	
Profane Language/ Obscene Gesture/ Indecent Act Toward…	A student will not direct profane language, obscene gestures or indecent acts towards a school employee or a fellow student. This inappropriate behavior includes but is not limited to, verbal, written, electronic and/or illustrative communications intended to offend and/or humiliate.	
Technology Misuse	A student will not violate the terms of WVBE Policy 2460, Safety and Acceptable Use of the Internet by Students and Educators.	

Behaviors	Definitions - Level 3	Interventions and Consequences
LEVEL 3: Imminently Dangerous, Illegal and/or Aggressive Behaviors – are willfully committed and are known to be illegal and/or harmful to people and/or property. *The principal shall address these inappropriate behaviors in accordance with W. Va. Code §18A-5-1a, subsections (b) through (h)*		
Battery Against a Student	A student will not unlawfully and intentionally injure another student.	Level 3 behaviors are criminal offenses and therefore warrant formal law enforcement intervention which may result in issuance of a criminal citation, ticket, or summons, filing a delinquency petition, referral to a probation officer or actual arrest.

In collaboration with law enforcement, the school shall also implement invention strategies and meaningful consequences that promote and support appropriate behavioral changes. These strategies include but are not limited to:
- Administrator/student conference or reprimand
- Administrator and teacher-parent/guardian conference
- Referral to support staff or agencies for counseling or other therapeutic services
- Notification of appropriate Health and Human Resources
- Daily/weekly progress reports
- Behavioral contracts
- Change in the student's class schedule
- School service assignment
- Confiscation of inappropriate item(s)
- Revocation of privileges
- Restitution/restoration
- Before and/or after-school detention
- Denial of participation in class and/or school activities
- Immediate exclusion by teacher from the classroom with a recommended duration of one period/subject of the school day for the first exclusion, (West Virginia Code §18A-5-1)
- Voluntary weekend detention (Superintendent's Interpretation of May 12, 2006)
- In-school suspension
- Out-of-school suspension for up to ten (10) days (See guidelines in Chapter 6, Section 2)
- The principal and/or superintendent may recommend placement in an Alternative Education program as described in Section 5 of this chapter.
- Expulsion |
Defacing School Property/Vandalism	A student will not willfully cause defacement of or damage to property of the school or others. Actions such as writing in school textbooks or library books, writing on desks or walls, carving into woodwork, desks, or tables, and spray painting surfaces are acts of defacement. Examples of damage to school property include, but are not limited to, ruining bulletin boards, intentionally clogging the plumbing system, breaking light bulbs or fixtures, and damaging school equipment to the point where repair is necessary.	
False Fire Alarm	A student will not knowingly and willingly set off a fire alarm without cause.	
Fraud/Forgery	A student will not deceive another or cause another to be deceived by false or misleading information or sign the name of another person in order to obtain anything of value or defraud authorities.	
Gambling	A student will not engage in any game of chance or contest wherein money or other items of monetary value are awarded to the winner, except for those games and contests authorized as official school functions.	
Hazing	A student will not haze or conspire to engage in the hazing of another person. "Hazing" means to cause any action or situation which recklessly or intentionally endangers the mental or physical health or safety of another person or persons to destroy or remove public or private property for the purpose of initiation or admission into or affiliation with, or as a condition for continued membership in, any activity or organization, including both co-curricular and extra-curricular activities.	
Improper or Negligent Operation of a Motor Vehicle	A student will not intentionally or recklessly operate a motor vehicle, on the grounds of any educational facility, parking lot, or at any school-sponsored activity, so as to endanger the safety, health or welfare of others.	
Larceny	A student will not, without permission, take another person's property or have another person's property in his or her possession. Property valued at $1,000 or more will increase this behavior to a Level 4 because it is considered a felony in accordance with West Virginia Code §61-3-13.	
Sexual Misconduct	A student will not publicly and indecently expose themselves, display or transmit any drawing or photograph of a sexual nature, or commit an indecent act of a sexual nature on school property, on a school bus or at a school sponsored event.	
Threat of Injury/Assault Against… An Employee A Student	A student will not threaten (verbal or written) or attempt to injure another student, teacher, administrator or other school personnel. [This includes assault on a school employee defined in West Virginia Code §61-2-15].	
Trespassing	A student will not enter upon the premises of the county school system property, other than to the location to which the student is assigned, without authorization from proper school authorities.	

Behaviors	Definitions - Level 3	Interventions and Consequences
Harassment/ Bullying/ Intimidation	A student will not bully/intimidate/harass another student. According to West Virginia Code §18-2C-2, "harassment, intimidation or bullying" means any intentional gesture, or any intentional electronic, written, verbal or physical act, communication, transmission or threat that: • A reasonable person under the circumstances should know will have the effect of harming a student, damaging a student's property, placing a student in reasonable fear of harm to his or her person, and/or placing a student in reasonable fear of damage to his or her property; • Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or emotionally abusive educational environment for a student; or • Disrupts or interferes with the orderly operation of the school. An electronic act, communication, transmission or threat includes but is not limited to one which is administered via telephone, wireless phone, computer, pager or any electronic or wireless device whatsoever, and includes but is not limited to transmission of any image or voice, email or text message using any such device. Acts of harassment, intimidation, or bullying that are reasonably perceived as being motivated by any actual or perceived differentiating characteristic, or by association with a person who has or is perceived to have one or more of these characteristics, shall be reported using the following list: race; color; religion; ancestry; national origin; gender; socioeconomic status; academic status; gender identity or expression; physical appearance; sexual orientation; mental/physical/developmental/sensory disability; or other characteristic. When harassment, intimidation or bullying are of a racial, sexual and/or religious/ethnic nature, the above definition applies to all cases regardless of whether they involve students, staff or the public. Detailed definitions related to inappropriate behavior of this nature are as follows:	Upon receipt of a complaint of racial, sexual and/or religious/ethnic harassment or violence that has been substantiated through investigation, the appropriate school official shall take action appropriate to the status of the offender (student, staff or public guest). Such action for students may include all options listed above. Actions for staff may include but not be limited to, warning, suspension, termination, revocation of licensure, notification of law enforcement and/or human services. Actions for public guests may include but not be limited to removal from school property and school sponsored functions, notification of law enforcement and/or human services.

Behaviors	Definitions - Level 3	Interventions and Consequences
	Sexual harassment consists of sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when: • submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or • submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education; or • creating an intimidating, hostile or offensive employment or educational environment. Amorous relationships between county board employees and students are prohibited. • Sexual harassment may include but is not limited to: • verbal harassment of a sexual nature or abuse; • pressure for sexual activity; • inappropriate or unwelcome patting, pinching or physical contact; • sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats and/or promises concerning an individual's employment or educational status; • behavior, verbal or written words or symbols directed at an individual because of gender; or • the use of authority to emphasize the sexuality of a student in a manner that prevents or impairs that student's full enjoyment of educational benefits, climate/culture or opportunities. Racial harassment consists of physical, verbal or written conduct relating to an individual's race when the conduct: • has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment; • has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or • otherwise adversely affects an individual's employment or academic opportunities.	

MODULE XIII

Behaviors	Definitions - Level 3	Interventions and Consequences
	Religious/ethnic harassment consists of physical, verbal or written conduct which is related to an individual's religion or ethnic background when the conduct: • has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment; • has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or • otherwise adversely affects an individual's employment or academic opportunities. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts include the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas. Sexual violence may include, but is not limited to: • touching, patting, grabbing or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex; • coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts; • coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or • threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another. • threatening or forcing exposure of intimate apparel or body parts by removal of clothing. Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race. Religious/ethnic violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, religion or ethnicity.	

Behaviors	Definitions - Level 3	Interventions and Consequences
Imitation Drugs: Possession, Use, Distribution or Sale	A student will not possess, use, distribute or sell any substance that is expressly represented or implied to be a controlled substance or simulate the effect and/or the appearance (color, shape, size and markings) of a controlled substance.	The selection of appropriate interventions and consequences for substance abuse must be considered very carefully depending upon the severity of the behavior and potential safety concern for others in the school. The first action must be to conference with the parent/guardian and appropriate law enforcement representatives in an effort to direct the student to appropriate addiction services. Referral to tobacco cessation services/treatment and substance abuse treatment services shall be a priority intervention strategy for these behaviors.
Inhalant Abuse	A student will not deliberately inhale or sniff common products found in homes, schools and communities with the purpose of "getting high". The action may be referred to as huffing, sniffing, dusting and/or bagging.	
Possession/Use of Substance Containing Tobacco and/or Nicotine	A student will not unlawfully possess, use or be under the influence of any substance containing tobacco and/or nicotine or any paraphernalia intended for the manufacture, sale and/or use of tobacco/nicotine products in any building/area under the control of a county school system, including all activities or events sponsored by the county school district. Special considerations according to West Virginia Code §16-9A-4. • No person (student, staff member or public guest) shall at any time use or distribute any tobacco or nicotine containing product on school property or during school sponsored events. • Individuals supervising students off school grounds are prohibited from distributing or using tobacco or nicotine containing products in the presence of students. • An exception shall be made to allow possession/use of approved nicotine replacement product for tobacco cessation. WVBE Policy 2422.8 - Medication Administration must be followed in order for students to use such products on school property or at school sponsored events.	

Behaviors	Definitions - Level 4
	LEVEL 4: Safe Schools Act Behaviors - are consistent with those addressed in West Virginia Code §18A-5-1a(a) and (b). The following Level 4 behavior definitions are aligned with West Virginia Code §§61-6-17, 61-6-24, and 18A-5-1, and in the Gun-Free Schools Act of 1994. These laws require that the principal, superintendent and county board address Level 4 behaviors in a specific manner as outlined in West Virginia Code §18A-5-1a and paraphrased in Chapter 3, Sections 4 and 5 of this manual.
Battery Against a School Employee	A student will not commit a battery by unlawfully and intentionally making physical contact of an insulting or provoking nature with the person of a school employee as outlined in West Virginia Code §61-2-15(b).
Felony	A student will not commit an act or engage in conduct that would constitute a felony under the laws of this state if committed by an adult as outlined in West Virginia Code §18A-5-1a(b)(l). Such acts that would constitute a felony include, but are not limited to, arson (West Virginia Code §61-3-1), malicious wounding and unlawful wounding (West Virginia Code §61-2-9), bomb threat (West Virginia Code §61-6-17), sexual assault (West Virginia Code §61-8B-3), terrorist act or false information about a terrorist act, hoax terrorist act (West Virginia Code §61-6-24) and grand larceny (West Virginia Code §61-3-13).
Illegal Substance Related Behaviors	A student will not unlawfully possess, use, be under the influence of, distribute or sell any substance containing alcohol, over-the-counter drugs, prescription drugs, marijuana, narcotics, any other substance included in the Uniform Controlled Substances Act as described in West Virginia Code §60A-1-101, et seq. or any paraphernalia intended for the manufacture, sale and/or use of illegal substances in any building/area under the control of a county school system, including all activities or events sponsored by the county school district. This includes violations of WVBE Policy 2422.8 - Medication Administration and instances of prescription drug abuse.
Possession and/or Use of Dangerous Weapon	According to West Virginia Code §18A-5-1a(a), a student will not possess a firearm or deadly weapon as defined in West Virginia Code §61-7-2, on any school bus, on school property or at any school-sponsored function as defined in West Virginia Code §61-7-11a. As defined in West Virginia Code §61-7-2, a "dangerous weapon" means any device intended to cause injury or bodily harm, any device used in a threatening manner that could cause injury or bodily harm, or any device that is primarily used for self-protection. Dangerous weapons include, but are not limited to, blackjack, gravity knife, knife, knife-like implement, switchblade knife, nunchaku, metallic or false knuckles, pistol, or revolver. A dangerous weapon may also include the use of a legitimate tool, instrument, or equipment as a weapon including, but not limited to, pens, pencils, compasses, or combs, with the intent to harm another.

*Taken directly from West Virginia Manual, please adhere to your local school board policy for clarification and guidelines.

MODULE XIV

SERVICE LEARNING PROJECTS

Service learning is a teaching strategy which combines classroom knowledge and skills with meaningful community service. Service learning projects should be assigned by instructors and utilize the learned skills to provide a service to their customer, school or community. These are projects that go above and beyond the training program's curriculum.

Service learning is...
A way of teaching and learning that engages all learners in hands-on academic projects within the community to meet learning objectives and strengthen communities.

Service is participating in a blood drive or completing a brake job for a customer.

Learning is sitting in a classroom, learning how to take blood or learning the theory of how brakes function.

Service learning is career and technical students meeting academic standards by:

1. Arranging and working the blood drive and then analyzing the impact that the blood drive had on the needs of the community and then reflecting on these results to improve the next blood drive.
2. Completing a brake job and then analyzing how the brake job impacts the overall performance of the customers car, as well as determining how the job could have been completed more easily and efficiently by analyzing the time, labor, parts used and then documenting these results and presenting the information to their instructor and peers.

Service learning is not...
Stand-alone projects...because service learning requires preparation, action and reflection that often results in asking tougher and bigger questions, and service learning only affects academic achievement when it is:
• intentionally integrated with a specific training program;
• aligned with standards; and
• uses reflection activities that require higher-order thinking skills.

Service learning projects will be documented quarterly on the Balance Scorecard online data collection system. Students should also document these projects in their portfolio.

MODULE XV

INDUSTRY-BASED PROGRAM APPRAISAL OVERVIEW – TEMPLATE

CTE Simulated Workplace programs will be evaluated by outside business and industry inspectors and be rated similar to a Health Department rating.

- Those CTE Simulated Workplace programs who meet business and industry standards will receive an Alabama Industry Endorsement (good for 5 years)
- Those CTE Simulated Workplace programs who rate low will be placed on a plan of improvement and will be eligible for another visit after corrections have been implemented

FACILITIES	
Maintenance: (If not required, credit should be awarded)	YES = 1 / NO = 0
All lights are working / none burned out	
Lighting in work spaces and classroom is sufficient in meeting occupational standards	
All equipment is properly maintained and clean	
All equipment meets occupational standards	
Proper safety guards on equipment (e.g., yellow lines around equipment, proper safety guards on wheelchairs, etc.)	
All supplies are properly stored and are organized and easily accessible	
Adequate shelving/space is available to organize supplies	
Proper occupational signage throughout the classroom and lab areas (e.g., hazards, chemicals, safety, etc.)	
A sink is accessible for washing up (where required)	
All lab areas and classroom are clean, organized and free of clutter	
TOTAL MAINTENANCE SCORE:	0
Safety: (If not required, credit should be awarded)	YES = 1 / NO = 0
All students are wearing personal protective equipment when engaged in projects or instruction requiring it	
Exits identified with proper signage	
Exit doors and equipment are unobstructed	
Evacuation plan in place	
Fire extinguishers in place, clearly marked for type of fire and recently serviced	
Have an up-to-date MSDS Notebook for all chemicals (where required)	
Cabinet/box for First Aid supplies properly marked and filled with up-to-date supplies	
Eye wash facilities are provided and operational (were appropriate) and properly labeled	
A Safety Team has been established	
Safety Team documents and briefings are maintained and filed	
TOTAL SAFETY SCORE:	0

Layout & Adequacy of Space: (If not required, credit should be awarded)	YES = 1 / NO = 0
The classroom and/or the lab areas allow students to work comfortably and safely	
Facilities housing the program are of sufficient size to operate the full scope of the program	
Equipment properly marked (where required)	
The classroom and lab area have sufficient working space to allow for project design, layout, assembly, team work, etc.	
The classroom does not appear to be overcrowded. The student to instructor ratio is suitable in meeting occupational standards.	
The current classroom layout permits students to meet current and projected occupational needs	
Students have access to computers, work spaces, equipment and storage areas as they would in the work environment	
The classroom/lab area appear to be organized	
A time clock or documented attendance system is in place and used	
The classroom/lab area appear to mimic a workplace environment	
TOTAL LAYOUT & ADEQUACY OF SPACE SCORE:	0
Tools, Equipment, Supplies and Technology: (If not required, credit should be awarded)	YES = 1 / NO = 0
The current equipment is sufficient to provide quality training and would meet occupational standards	
Computer software is adequate to meet occupational standards	
All equipment and tools are up to date to meet occupational standards	
There is enough working stations, equipment, technology, or tools to ensure all students are engaged in learning	
A school technology specialist is available to offer support	
Adequate supplies are available for student use to complete lessons/projects	
Students can properly demonstrate how to use occupational related equipment, tools, or technology	
Students can discuss current occupational required software, equipment, or tools	
Instructor can discuss current occupational required software, equipment , and tools	
A supply/inventory system is in place to ensure materials needed for lessons and projects are always available	
TOTAL TOOLS, EQUIPMENT, SUPPLIES AND TECHNOLOGY SCORE:	0
FACILITIES TOTAL SCORE:	0

MODULE XV

KNOWLEDGE, SKILLS & PROFESSIONALISM	
Professional Knowledge & Skills:	YES = 1 / NO = 0
Students can easily explain their training program's professional technology requirements, expectations, or credentials	
There is clear evidence of career related projects, assignments, tests, etc.	
A student filing system – showing activities, credentials, assignments, projects, etc. is in place and students can demonstrate it	
A Student/Employee handbook has been developed and contains policies and procedures for the Simulated Workplace	
Quarterly/Annual reports available for review	
Documentation of Service Learning projects is provided	
Student portfolios are able to demonstrate what professionals are looking for in employees	
Students' speaking and writing skills are on target with the needs of the occupation (oral interviews for speaking skills, review writing samples from portfolios)	
Student projects and assignments appear to be preparing students to meet the occupational standards	
Students are able to clearly explain how what they are learning has better prepared them for their chosen occupation	
TOTAL PROFESSIONAL KNOWLEDGE & SKILLS SCORE:	0
Attitudes and Behaviors:	YES = 1 / NO = 0
Students appear to be self-motivated	
Students are respectful and easy to speak to	
Students are engaged and clear about the expectations of the program	
A team organization is in place and student appear to be team players	
Students act responsibly and respectfully to one another	
Students are appropriately dressed for the activities they are performing	
Appropriate body positioning and mechanics are used when performing tasks	
Students appear to be concerned for the well-being of others	
Students are creating and ensuring a safe work environment exist at all times	
Students are able to demonstrate attention to detail through project/lesson examples	
TOTAL ATTITUDES AND BEHAVIORS SCORE:	0
KNOWLEDGE,SKILLS AND PROFESSIONALISM SCORE:	0

TEACHING & INSTRUCTIONAL MATERIALS	
Training Lessons:	YES = 1 / NO = 0
Students are familiar with OSHA or Standard Precautions or CDC	
Students know the location and correct use of equipment (e.g., eyewash station, fire extinguisher, First Aid kit, etc.)	
Students can demonstrate their accomplishments through a portfolio	
Students can describe what and why they are learning their curriculum	
Students can define examples of how technology was integrated in lessons	
Students are able to give examples of team projects and positions they have held on various teams	
Students can give examples of community projects they have participated	
Students are able to identify equipment/technology/software they have used within the curriculum	
Students are able to discuss credentials/skills they have received through the training program	
Students are able to discuss the skills they have acquired and how these skills will assist in furthering their education or career	
TOTAL TRAINING LESSONS SCORE:	0
Teaching Materials:	YES = 1 / NO = 0
The textbooks/lessons match the skills necessary to meet occupational standards	
The computers/software are current with occupational standards	
The learning equipment is current with occupational standards	
The awarded credentials/skill sets meet current occupational standards	
Lessons/projects appear to require formal outcomes that include but not limited to: analysis, reflection, a technical writing, oral presentation, etc.	
Lessons appear to include various teaching techniques so that all students have an opportunity to be successful (e.g., hands-on, visual, auditory, etc.)	
All students have completed a safety training and required tests	
Assessments are offered in various formats (e.g., multiple choice, essay, computer-based, demonstration, team-based, etc.)	
Students have the necessary resources to conduct research related to their training program and occupational requirements	
Instructor has documented lessons and a list of students' mastery of standards available for inspection	
TOTAL TEACHING MATERIALS SCORE:	0

Instructor Modeling:	YES = 1 / NO = 0
The instructor is actively engaged with students (e.g., moving between projects/teams/students, welcoming as students enter, assisting students, etc.)	
The instructor has a positive attitude towards students and is willing to answer questions	
The instructor is dressed professionally and safely; meeting occupational standards	
Students and instructor appear to have a good working relationship	
The instructor is open to shared ideas and student feedback	
The instructor can discuss how he/she is active in keeping abreast of current occupational standards	
The instructor is able to demonstrate how student progress is documented	
The instructor is able to demonstrate the organizational system within the training program	
The instructor delivers lessons in an understandable manner for all learners	
The instructor appears to have the classroom/lab mimic occupational standards by facilitating projects and/or lessons much like a foreman, manager or supervisor	
TOTAL INSTRUCTOR MODELING SCORE:	0
TEACHING AND INSTRUCTIONAL MATERIALS SCORE:	0

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)	
This program has all of the qualities to prepare students to become highly skilled members of the workforce.	
Good (Score a 6, 7 or 8)	
This program has most of the qualities to prepare students to become highly skilled members of the workforce.	
Fair (Score a 3, 4, or 5)	
This 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)	
This 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)	
This program has almost no qualities to prepare highly skilled members of the workforce. It is not reasonably salvageable and should consider closing.	
OVERALL RATING SCORE:	**0**

MODULE XV

DATE OF EVALUATION COMPLETED:	
EVALUATOR'S FIRST NAME:	
EVALUATOR'S LAST NAME:	
SCHOOL	
TRAINING PROGRAM (e.g., Welding, Therapeutic Services, Pro Start, etc.)	
AREAS OF THE PROGRAM YOU LIKED:	
SUGGESTED IMPROVEMENT AREAS FOR THE PROGRAM:	
TRAINING PROGRAM RATING:	**0**

SIMULATED WORKPLACE