



SIMULATED WORKPLACE

Operational Manual

7th Edition





**West Virginia Board of Education
2025-2026**

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Operations Overview

Simulated Workplace gives students the opportunity to experience school in an entirely new way.

Instead of sitting in class, students work together to transform their classroom into an authentic company. Teachers shift from traditional roles to serve as facilitators and coaches, guiding students as they build both technical skills (specific to their career pathway) and professional skills such as teamwork, responsibility, leadership, and communication.

Students also connect with business and industry partners, gaining firsthand insight into careers and exploring what their own future path could look like. These partnerships bring authenticity to the classroom, making learning more meaningful and directly tied to the real world.

Through hands-on projects and problem-solving, students strengthen leadership, build confidence, and prepare for life after high school. By taking on real responsibilities, they develop the skills, experience, and professional connections needed to succeed in college, careers, and beyond.

In Simulated Workplace, students aren't just learners—**they are team members who think like employees, solve problems like innovators, and grow into tomorrow's leaders.**





Protocols

The Simulated Workplace environment is built on a set of protocols that ensure every classroom operates consistently, safely, and professionally, giving students an authentic, high-quality learning experience while preparing them for their next steps after high school.

Simulated Workplace – Industry-Aligned / Student-Led / Career-Ready:

- » Team & Committee Structures
- » Hiring & Recruitment Process
- » Time & Attendance Management
- » Workplace Culture & Safety
- » Design Thinking & Problem-Solving
- » Performance Management



Protocol I: Team and Committee Structures

Student-led advisory boards mirror real workplace teams and leadership councils.

What It Is:

In real workplaces, teams and committees are formed to improve operations, build morale, and strengthen collaboration. The same is true in Simulated Workplace classrooms. A student-led leadership team—modeled after workplace advisory councils—guides decision-making, shares feedback and represents the voice of the company.

Why It Matters:

Many businesses use Employee Advisory Councils, Core Teams, or Quality Circles to involve workers in solving problems and driving innovation. In Simulated Workplace, giving students structured leadership roles helps them build communication, teamwork, and leadership skills while preparing them for the professional world.

Company Meetings:

Company meetings are student-led and may include topics such as upcoming events, projects, or safety concerns. These meetings create space for collaboration, ensure important issues are addressed, and keep communication open between students, teachers, and administrators.

Classroom Level:

Each classroom hosts an Advisory Committee made up of two to five external members with career expertise related to the program of study. These members meet with students twice per year—either in-person or virtually. Meetings follow a structured agenda and focus on meaningful discussion, goal setting, and industry-aligned guidance. This gives students valuable insights and mentorship from professionals connected to their chosen pathway.

Examples of student-led meetings:

- » Team agenda discussions where managers meet with their teams to align instructional goals with workplace objectives.
- » Safety meetings where managers address safety topics and concerns with the entire class weekly.
- » Portfolio meetings where managers assist team members with portfolio evidence collection potentially during a bi-monthly meeting.
- » Administrative meetings where company leaders engage with administrators to discuss current issues and provide data.

School Level:

At the school level, Advisory Committees provide big-picture guidance across multiple programs of study. These committees may include members who are also part of classroom-level committees or who bring broader industry expertise. By maintaining minutes and following a formal agenda, School-Level Advisory Committees ensure transparency, alignment with industry standards, and consistent communication between programs.

Student-Led Projects & Real-World Experiences:

Advisory Committees are more than just meetings—they serve as launchpads for innovation and growth. Students lead projects, plan conferences, and collaborate with external advisors to improve outcomes and professional learning. In some classrooms, training centers are established to mirror real workplaces, offering hands-on, industry-specific experiences.

The Outcome:

By implementing Student-Led Advisory Committees at both the classroom and school levels, Simulated Workplace builds a culture of collaboration, leadership, and continuous improvement. Students not only learn from external experts but also gain authentic opportunities to lead, solve problems, and prepare for the demands of today's workforce.



Protocol II: Hiring and Recruitment Process

Application and interview systems that reflect real-world job placement and onboarding.

What It Is:

Students participate in a classroom-based hiring system where they apply and interview for roles within their Simulated Workplace. This mirrors the real-world hiring and onboarding process used by employers.

Why It Matters:

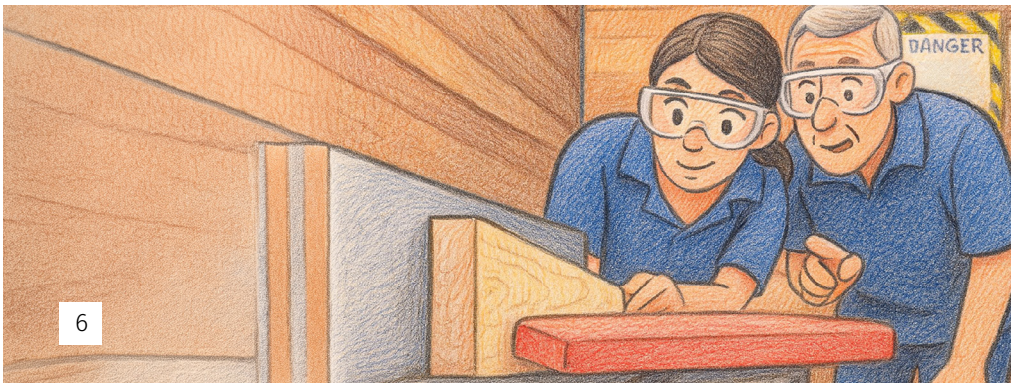
The hiring process helps students practice career readiness skills such as resume writing, interviewing, communication, and professionalism. By experiencing this early, students gain confidence in navigating job applications, interviews, and workplace expectations.

Application Process:

During the school's scheduling period, students are invited to apply to their chosen Career Technical Education (CTE) program. The goal is not to exclude students, but to:

- » Encourage informed decision-making about future goals.
- » Ensure students have genuine interest in the program.
- » Give students practice in authentic application procedures.

Teachers oversee the process to keep it fair, accessible, and inclusive for all students.



Interview Coordination:

Teachers, counselors, and administrators work together to coordinate interview times and locations. This collaborative effort ensures efficiency and provides a well-rounded evaluation of candidates.

Key Considerations:

- » **Inclusive Approach** – The application and interview system is designed to engage students and help them explore their interests, not serve as a barrier to entry.
- » **Transfer Students** – Students entering after the start of the school year complete the same application and interview process, ensuring consistency and eligibility for participation (including required safety training).
- » **Resource Accessibility** – Sample applications, interview questions, and rubrics are available at www.simulatedworkplace.com. These tools can be adapted for different programs while maintaining consistency across sites.

Implementation Across Sites:

While the purpose of the process remains the same, implementation may look different from one site to another. In some cases, teachers manage applications and interviews directly in their classrooms. This ensures that all students experience the process and gain practical exposure to real-world hiring practices, regardless of program size or resources.

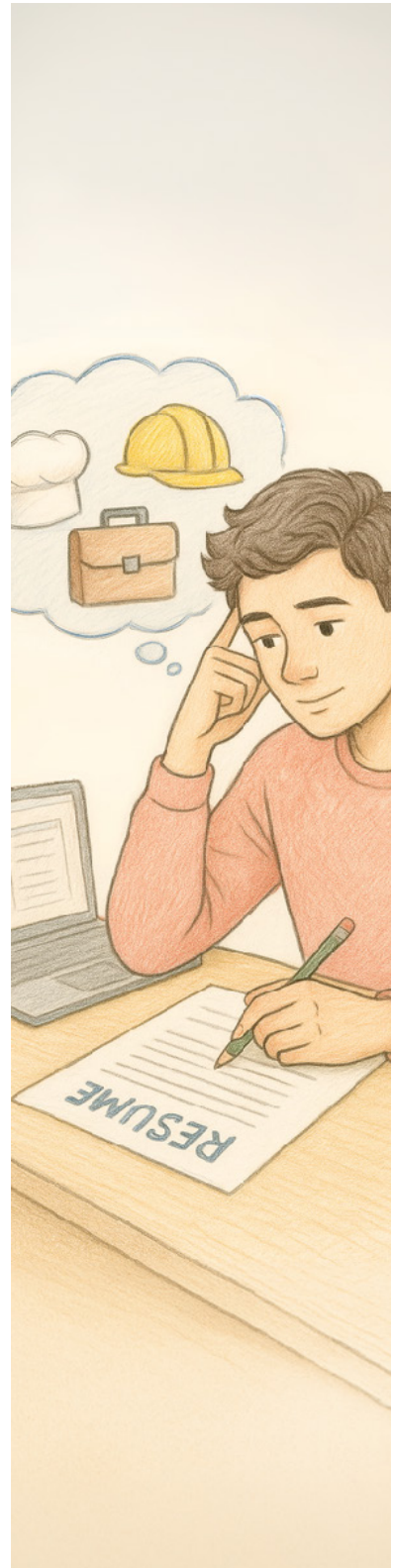


Guidelines:

- » Students complete the application and interview process honestly and professionally.
- » Students prepare a resume or portfolio that accurately reflects their skills and accomplishments.
- » Students participate actively in interviews, demonstrating professionalism and communication skills.
- » Students respect all classmates' opportunities and experiences throughout the hiring process.
- » Students complete any required safety training or onboarding tasks to remain eligible for Simulated Workplace roles.

The Outcome:

By emphasizing inclusivity, collaboration, and adaptability, the Simulated Workplace hiring, and recruitment process empowers students to make informed choices, build professional skills, and prepare for future career pathways.





Protocol III: Time and Attendance Management

Tracks punctuality, dependability, and professionalism—key employment behaviors.

What It Is:

A professional system where students track and report daily attendance and punctuality using industry-standard practices such as timekeeping, call-out procedures, and shift accountability.

Why It Matters:

In the workplace, showing up—on time and every time—is essential. Time and Attendance Management helps students build habits of responsibility, reliability, and communication that directly reflect employer expectations. Attendance is more than a record—it demonstrates the dedication and professionalism required in any career.



How It Works:

Attendance may be recorded through a variety of systems depending on site needs and industry standards. Options include:

- » Technology-Based Systems – finger scanners, retinal scanners, or electronic badge systems.
- » Traditional Methods – punch cards, sign-in sheets, or paper logs.
- » Official Databases – such as the West Virginia Education Information System (WVEIS) or vendor-specific tools.

The teacher, as the workplace facilitator, helps determine the most appropriate system for the program. The choice depends on industry alignment, practicality, and the level of authenticity desired for the simulated environment.

Guidelines:

All procedures must follow county attendance policies and West Virginia Board of Education (WVBE) Policy 4410. This ensures consistency, accountability, and professional standards across all Simulated Workplace sites.

The Outcome:

By practicing professional attendance systems, students learn to treat time management as a critical workplace responsibility—building habits that prepare them for success in both education and future careers.





Protocol IV: Workplace Culture and Safety

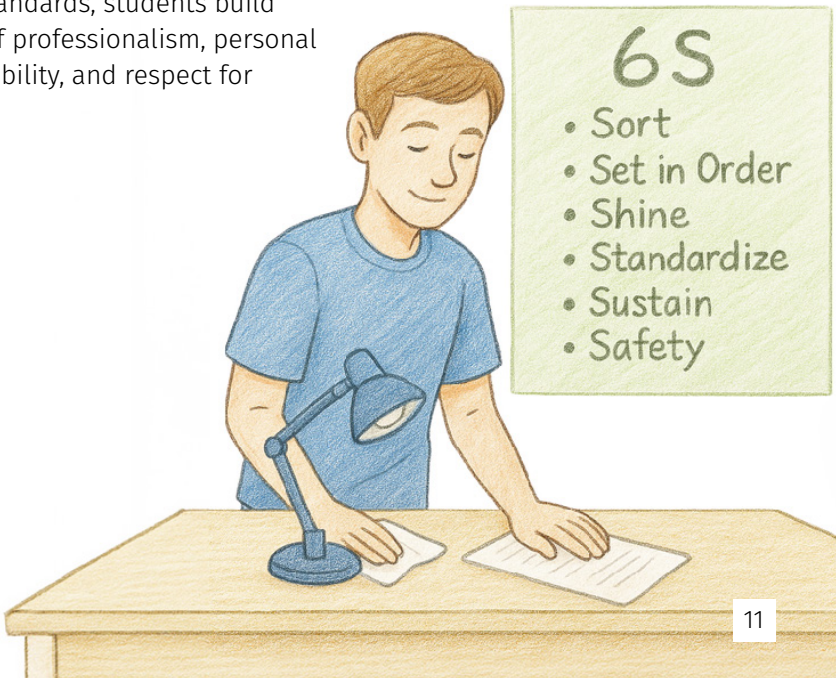
Emphasizes 6S practices, respectful behavior, and a drug-free, hazard-aware environment.

What It Is:

A strong safety culture protects every member of the team—physically, mentally, and emotionally. In Simulated Workplace, students maintain a professional environment by practicing 6S (Sort, Set in Order, Shine, Standardize, Sustain, Safety), keeping workspaces clean, treating others with respect, staying drug-free, and being aware of potential hazards. These expectations mirror what nearly every industry requires.

Why It Matters:

In the workplace, systems such as Occupational Health & Safety (OHS), Risk Management, and Drug-Free Workplace Policies reduce accidents, improve teamwork, and keep operations running smoothly. By modeling these standards, students build habits of professionalism, personal responsibility, and respect for others.



How It Works:

- » **6S Practices** – Students organize and maintain their classrooms and labs to reflect clean, efficient, and safe workplaces.
- » **Respectful Behavior** – Every student is expected to interact professionally, demonstrate teamwork, and contribute to a positive culture.
- » **Hazard Awareness** – Students identify, report, and address unsafe conditions, just as employees would in industry.
- » **Drug-Free Work Zone** – Students may participate in random drug testing, coordinated by their county and an outside agency, in accordance with WVBE Policy 2510.
 - Students who test positive will be retested to confirm accuracy.
 - A confirmed positive result will be addressed with support services and guidance per local county policy.
 - This is not intended as punishment but as a way to prioritize safety and provide help when needed.

Guidelines:

Safety remains a top priority in Simulated Workplace. All students are required to undergo safety training tailored to their career field, chosen by the teacher, and qualified by the site. Before accessing laboratory or job site areas, students must demonstrate mastery by scoring 100% on the safety assessment as outlined in WVBE Policy 2520.13.

It is also strongly recommended that all students in state-approved CTE programs participate in random drug testing. Students seeking a county/school-issued Drug-Free Certification or the Governor's Workforce Credential (GWC) must participate in and pass two school-administered drug tests during their senior year, 30 days apart.

The Outcome:

By consistently practicing 6S principles, demonstrating respectful behavior, remaining drug-free, staying hazard-aware, and completing required safety training, Simulated Workplace classrooms model authentic workplace culture. Students develop habits that protect themselves and others while earning the professional credibility employers expect.



Protocol V: Design Thinking and Problem Solving

Encourages innovative, student-led inquiry through the lens of real-world challenges.



What It Is:

Design Thinking is a structured approach to solving real-world problems by understanding users, thinking creatively, and testing solutions—just like innovation teams do in business, technology, healthcare, and other industries.

Why It Matters:

Top industries use Design Thinking to develop products, solve complex challenges, and meet customer or client needs. In Simulated Workplace, it encourages students to develop curiosity, teamwork, critical thinking, and resilience, while practicing the same problem-solving skills professionals use every day.

How It Works:

- » **Real-World Challenges** – Teachers and students identify authentic problems from industry, community, or classroom scenarios to ensure hands-on, relevant skill development.
- » **Student-Led Innovation** – Students take the lead in brainstorming, prototyping, testing ideas, and refining solutions.
- » **Teacher Facilitation** – Teachers guide the process, provide expert insights, and implement dynamic assessments to measure progress and give timely feedback.
- » **Collaboration & Productivity** – Students work in teams, applying project management techniques and contributing to the overall success of the task or project.

Guidelines:

- » Students actively participate in team discussions and brainstorming sessions.
- » Students respect classmates' ideas and contributions.
- » Students take ownership of assigned tasks and follow the Design Thinking process.
- » Students apply feedback from teachers to improve solutions.

The Outcome:

By applying Design Thinking and Problem-Solving, students develop essential 21st-century skills, including creativity, analytical thinking, collaboration, and adaptability. They gain experience tackling authentic challenges, preparing them for success in college, careers, and life beyond the classroom.





Protocol VI: Performance Management

Uses feedback, evaluations, and accountability systems to promote consistent growth.

What It Is:

In professional settings, accountability means taking ownership of your behavior, performance, and growth. In Simulated Workplace, students follow the same expectations—tracking their work ethic, responsibilities, and behavior just like employees in a real job.

Why It Matters:

Accountability is one of the top traits employers seek. Students who learn to manage themselves, give and receive feedback, and meet expectations develop the habits needed for long-term career success. Within Simulated Workplace, accountability includes data review, reporting, and technical assessments to support student growth and program effectiveness.

How It Works:

Data Reporting

1. **WVEIS Data Collection** – Private student data is securely collected via WVEIS and maintained at the local level to ensure confidentiality and accuracy.
2. **CTE Performance Assessment** – In alignment with U.S. Department of Education standards, West Virginia uses a comprehensive CTE assessment including:
 - a. **Portfolio** – Students curate collections of personal documents to showcase learning experiences, goals, and achievements. Portfolios are student-driven, teacher-facilitated, and evaluated by external entities.
 - b. **Technical Performance** – Culminating projects and internships that demonstrate learning across a program of study. These are student-led, teacher-guided, and externally evaluated.

These measures promote integrity, transparency, and continuous improvement in student performance and program quality.

Business & Industry (B&I) Review Process:

Onsite B&I Reviews provide checkpoints to uphold quality standards and guide program improvement. Reviews are supportive, not punitive, and are conducted as follows:

- » CTE Director/Administrator: 1 review per company per year
- » CTE Teacher: 2 reviews per company per year
- » CTE Student Leaders: 2 reviews per company per year
- » Advisory/Craft Committee: 1 review per company per year

B&I Reviews help identify areas for improvement, direct technical assistance, and ensure that programs remain responsive and aligned with industry expectations.

Guidelines:

- » Students keep their portfolio up to date, documenting achievements and progress.
- » Students track their technical performance and complete all assessments with integrity.
- » Students actively participate in B&I Reviews and company evaluations.
- » Students give and receive constructive feedback to support team and personal growth.
- » Students take ownership of their behavior, attendance, and work ethic to maintain a professional environment.



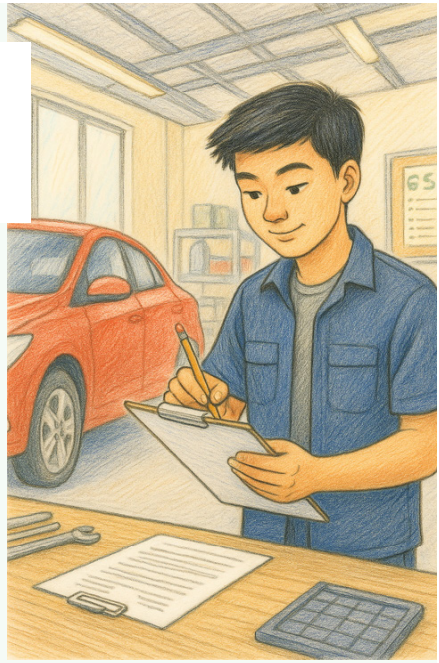
The Outcome:

Through Performance Management, students learn to take responsibility, track progress, and continuously improve. Simulated Workplace fosters a culture of accountability, transparency, and professional growth, preparing students for success in college, careers, and beyond.

Health and Safety Guidelines

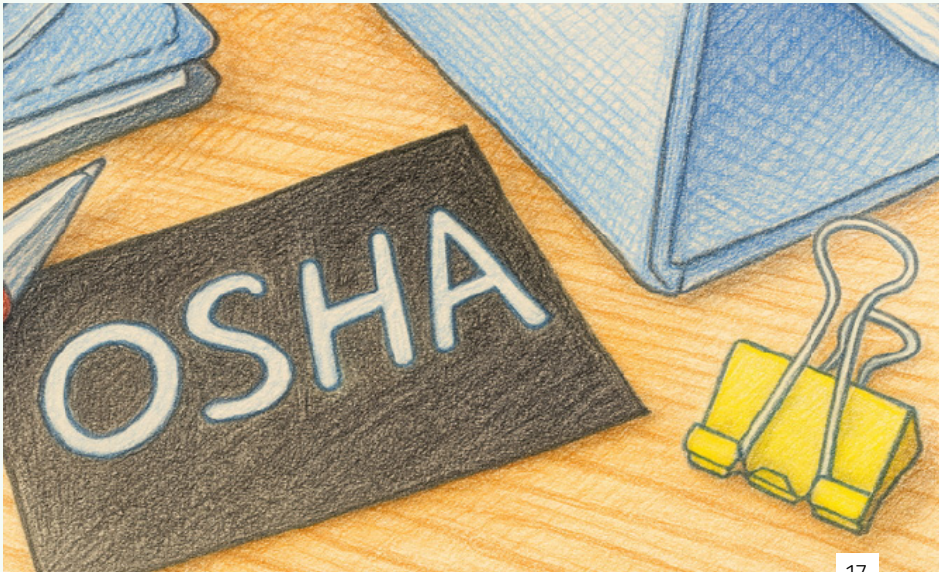
What It Is:

Simulated Workplace prioritizes the safety and well-being of students. Safety training is required for all CTE students, tailored to their career field, to prepare them for safe, professional behavior in the workplace. Students must demonstrate mastery by achieving 100% on a teacher-developed safety test before working in any CTE classroom (WVBE Policy 2520.13).



Why It Matters:

Safety is essential for creating a productive learning environment and building habits that carry into future careers. Students who understand hazards, follow protocols, and practice safety routines become responsible, professional, and confident members of the workforce.



How It Works:

Workplace Inspections:

- » Conduct formal safety inspections each semester, led by teachers and the student safety team.
- » Students participate to integrate a culture of safety awareness.

Creating a Culture of Safety:

1. **Safety Training & Test** – 100% mastery on written safety tests.
2. **Personal Protective Equipment (PPE)** – Required in all relevant areas.
3. **Hazard Communication** – Written standards implemented per program.
4. **Emergency Preparedness** – Know locations of fire extinguishers, first aid kits, eyewash stations, and exits.
5. **Safety Meetings** – Weekly review and correction of safety issues.
6. **Housekeeping** – Maintain clean floors, secure clothing, and remove hazards.
7. **Machine Safety** – Maintain guards and follow proper procedures for all tools and equipment.

Safety Overview:

- » Safety rules are clearly communicated and consistently enforced.
- » Teachers identify safety needs for new courses, equipment use, or tasks.
- » Safety training resources, including Occupational Safety and Health Administration (OSHA) 10 Construction/General Industry, help students develop essential knowledge.

Safety Meetings:

Conduct weekly safety meetings to cover:

- » PPE
- » Hazards or concerns
- » Accidents and near misses
- » Training needs



Daily Inspections & 6S Practices:

- » **Sort** – Remove unneeded items, store tools and materials, track inventory.
- » **Straighten** – Clearly define aisles, storage, work areas, and label everything.
- » **Shine** – Clean and maintain tools, machines, floors, and workstations daily.
- » **Standardize** – Document 6S procedures, maintain lighting/ventilation, review and improve practices.
- » **Sustain** – Keep cleaning reports up-to-date, train students, review audits for improvement.
- » **Safety** – Ensure safe environments, perform inspections, train students, and maintain evacuation plans.

Guidelines:

- » Students complete all safety training and demonstrate mastery on tests.
- » Students wear required PPE and follow all safety protocols.
- » Students actively participate in safety meetings and workplace inspections.
- » Students maintain clean, hazard-free workspaces using 6S principles.
- » Students report hazards, accidents, or near misses promptly to teachers.
- » Students support a culture of safety by modeling safe behavior for peers.

The Outcome:

By implementing rigorous safety training, daily inspections, and 6S practices, Simulated Workplace classrooms develop safety-conscious, professional students who are prepared to excel in both CTE programs and future careers. Students gain practical safety habits, accountability, and leadership skills, ensuring a safe and productive learning environment.

Notes

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