

PROTOCOL I: STUDENT LED COMPANIES

When a classroom operates with student led instruction, students and instructors share the focus. Rather than students just listening to the instructor exclusively, students and instructors work together equally. This creates a “student led culture”.

“Student-led culture” refers to an educational philosophy or instructional technique that recognizes individual differences in learners. A “student-led culture” emphasizes each student’s interests, capabilities, and learning styles, placing the instructor as a facilitator of learning for individuals rather than for the class as a whole.

Student led projects and tasks are one of the main focuses of Simulated Workplace (i.e. when an outside person walks in to the workplace, a delegated representative as required by certain job descriptions should immediately welcome them and provide necessary safety equipment).

Students should also be provided with a meeting area to conduct student led meetings and/or conferences pertaining to his/her projects and tasks.

Some workplaces will model, mirror, epitomize, emulate or embody training centers with the actual workplace off site (i.e. nursing could set up the classroom as a training center and the workplace would be the clinical site).

PROTOCOL II: APPLICATION / INTERVIEW STRUCTURE

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

Instructors accept applications from potential students. In order to narrow potential candidates down, instructors, counselors and administrators need to work collaboratively to arrange interview times and locations.

Notes:

- *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 must go through the application and interview process prior to being enrolled into a field of study. After they have successfully completed this process, students are then eligible to participate in the Simulated Workplace environment and complete safety training.*
- *Sample applications, interview questions and rubrics can be downloaded from the Simulated Workplace website. All templates can be modified to meet various program needs.*

PROTOCOL III: FORMAL ATTENDANCE SYSTEM

Attendance is an important part of being a career ready employee. Through Simulated Workplace, attendance is tracked using a time clock or a formal recording system such as WVEIS or vendor specific database. The instructor (expert in the field), will decide if a time clock is appropriate to best model, mirror, epitomize, emulate or embody an authentic workplace. All attendance procedures should be followed in accordance with county attendance policies, as well as WVBOE Policy 4110.

PROTOCOL IV: DRUG FREE WORK ZONES

Students enrolled in Simulated Workplace will be required to take part in drug testing. Each county will establish a drug testing policy and develop an agreement with an outside drug testing agency to test and/or validate student results.

Students who test positive will be provided a second test to make certain the original test was valid. Upon a definite positive result, students will be provided assistance to deal with a potential drug abuse issue in accordance with local county policy.

Creating drug free work zones should not become a “gotcha” perception. Rather, it is intended to ensure the safety of all students enrolled within Simulated Workplace, in addition to assisting students in receiving proper support and guidance if a drug issue arises.

PROTOCOL V: 5S ENVIRONMENT

Developing a 5S Environment takes time and persistence. Every classroom in a school will and should look different depending on each individual business sector’s definition of a 5S workplace environment. Therefore, it is up to the instructor to ensure his/her classroom best models, mirrors, epitomizes, emulates or embodies that of their profession. The overall culture in the classroom should allow both instructors and students to have shared obligations for creating and sustaining the 5S (sort, straighten, shine, standardize, and sustain). Instructors must insist on students developing a productive workplace setting, which allows the safety manager to inspect and enforce the 5S standards. This ensures students are managing and learning in an environment wherein:

- expectations are clear
- work areas are safe and clean (i.e. 5S)
- training and skill set development support his/her career progression
- team work, creativity and leadership are encouraged

PROTOCOL VI: SAFE WORK AREAS

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

Why is Workplace Safety Important?

Workplace safety is about preventing injury and illness to *students*. Therefore, it’s about protecting the Simulated Workplace’s most valuable asset: students. By promoting student health and well-being, schools and counties reduce the amount of money paid out in accident insurance and workers’ compensation benefits.

PROTOCOL VII: WORKPLACE TEAMS

Organizational charts provide a framework for managing transformation and communicating current organizational structures. When implemented, they assist instructors and students 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.

Notes:

- *The number of positions and position titles are determined by the instructor.*
- *Best Practice: Rotate students through the leadership positions so all students can experience leadership roles.*

PROTOCOL VIII:

PROJECT-BASED LEARNING / STUDENT ENGAGEMENT

Project based learning/student engagement becomes an instructional method, which intrigues a student's inquiring mind, while inviting him/her to collaborate with others to solve real world problems and discover unique ideas. Instructors become facilitators by providing guidance and resources to students. Therefore, students drive the discussions while applying project management techniques, team building skills, and problem solving processes, which in turn contribute to the company's overall productivity and success.

PROTOCOL IX:

COMPANY NAME & HANDBOOK

Company Name

Each Simulated Workplace company will establish a company name. The company name may change from year to year based on current employees' feedback and discussions. The company name shall be displayed on the door/window of the company or within the company's workplace.

Company Handbook

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

Note:

- *If a company has developed the Company Handbook in a prior year, time should be given during the first weeks of school for new students to review and discuss needed changes to accommodate the current class composition and structure.*

PROTOCOL X:

COMPANY MEETINGS

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

Student Led Meeting Examples

1. Company manager meets with his/her team members to discuss the daily or weekly agenda (instructor's lesson plan).
2. Safety director meets with his/her entire class once a week to discuss a safety topic or issue of concern that may have happened.
3. Information manager meets with the entire class bi-monthly to discuss portfolio topics or to assist students with portfolio evidence collection.
4. Company leaders meet with the building administrator to discuss pertinent issues or provide data.

PROTOCOL XI: ONSITE BUSINESS REVIEW

Onsite business reviews are opportunities for Simulated Workplace companies to showcase their products/services to outside Business and Industry experts from within the local community. The goal of the onsite reviews is to assist Simulated Workplace companies, by offering professional advice to address equipment, safety, current business trends, certifications, etc. Onsite reviews give students the opportunity for value-added learning experiences within their companies, as well as helping local employers become more familiar with student achievements and skill sets. Onsite business reviews provides a win-win experience for both the student and the employer. Simulated Workplace companies shall be evaluated by outside business and industry inspectors and given a rating similar to how a Health Department rates a restaurant.

- Simulated Workplace companies who rate at (85% or >) will be recognized as a West Virginia Industry Endorsed program.
- Simulated Workplace companies who rate at (84% or <) will be offered technical assistance and are eligible for another visit after all deficiencies have been corrected.

PROTOCOL XII: ACCOUNTABILITY (data review, reporting, & technical assessments)

Data Reporting

Simulated Workplace Accountability consists of various data collection systems and processes.

- **WVEIS DATA COLLECTION:** Private student data will be collected via WVEIS and input at the local level.
- **STUDENT REPORTS:** Student semi-annual and annual reports will be submitted to the WVDE twice a year. These reports are student generated and are to be used by the Simulated Workplace companies to assist in developing company meeting topics, as well as company goals. These reports will be collected January 15th and June 15th. *If a reporting due date falls on a weekend or holiday, the report is then due the next official work day. ** When reporting, please remember that if you are teaching various classes, all students assigned to your CTE program makeup the entire company. Each class would be considered a different division within one company.

