



VERIFICATION OF ESSENTIAL WORKPLACE ETHICS INSTRUCTION

August 16, 2021

Statute

158.1413 Essential workplace ethics instruction program -- Required characteristics -- Required biennial collaboration -- Symbol of attainment of essential workplace ethics indicators -- Biennial reporting on program.

- (1) Beginning with the 2019-2020 school year, each school district shall implement essential workplace ethics programs that promote characteristics that are critical to success in the workplace. Each student in elementary, middle, and high school shall receive essential workplace ethics instruction that shall include but not be limited to:
 - (a) Adaptability, including an openness to learning and problem solving, an ability to embrace new ways of doing things, and a capability for critical thinking;
 - (b) Diligence, including seeing a task through to completion;
 - (c) Initiative, including taking appropriate action when needed without waiting for direct instruction;
 - (d) Knowledge, including exhibiting an understanding of work-related information, the ability to apply that understanding to a job, and effectively explain the concepts to colleagues in reading, writing, mathematics, science, and technology as required by the job;
 - (e) Reliability, including showing up on time, wearing appropriate attire, self-control, motivation, and ethical behavior;
 - (f) Remaining drug-free; and
 - (g) Working well with others, including effective communication skills, respect for different points of view and diversity of coworkers, the ability to cooperate and collaborate, enthusiasm, and the ability to provide appropriate leadership to or support for colleagues.
- (2)
 - (a) A school district shall use the essential workplace ethics characteristics listed in subsection (1) of this section when creating a program or when choosing an existing program.
 - (b) Each school district's local workforce investment board, in conjunction with local economic development organizations from its state regional sector, and other economic, workforce, or industry organizations the workforce investment board deems necessary, shall recommend to the school district best practices which may be used by schools to implement an essential workplace ethics program.
- (3) By January 1, 2019, and every two (2) years thereafter, each local school board shall collaborate with the local workforce investment board, in conjunction with local economic development organizations from its state regional sector, and other economic, workforce, or industry organizations the workforce investment board deems necessary, to establish essential workplace ethics indicators for middle and high school students that are aligned with the essential workplace ethics characteristics listed in subsection (1) of this section.
- (4) Each local school board shall design and adopt a diploma seal, certificate, card, or other identifiable symbol to award students deemed as having minimally

demonstrated attainment of the local board's essential workplace ethics indicators.

- (5) By September 1, 2019, and every two (2) years thereafter, the superintendent of each school district shall provide to the commissioner of education and the Kentucky Workforce Innovation Board a report, in a format specified by the commissioner, describing the school district's essential workplace ethics programs and how they are being implemented at each school. A summary report compiled by the commissioner that includes information from all local school district reports shall be provided to the Kentucky Board of Education, the Interim Joint Committee on Education, the Kentucky Workforce Innovation Board and each Kentucky superintendent and principal in order to foster program improvement and the sharing of best practices.

Effective: July 14, 2018

History: Created 2018 Ky. Acts ch. 158, sec. 1, effective July 14, 2018.

Essential Skills Opportunities & Resources

| Essential Skills Opportunities/Resources (Combine) (KRS 1581.413) Essential Workplace Ethics Instruction Program | | | |
|---|--|---|---|
| Workplace Ethics | Elementary School | Middle School | High School |
| (a) Adaptability | Program <ul style="list-style-type: none"> Second Step SEL -Second Step Bullying Prevention Strong Kids (3-5) Curriculum • Strong Start (K-2) Curriculum Girls On the Run Leader in Me program Kagan Stem NGSS WhyTry - Social Emotional Learning Choose Love -Zones of Regulation Mind Spark • Calm Classroom Ready to Learn curriculum (Student Success Skills) NEHS (National Elementary Honor Society) Conscious discipline | Program <ul style="list-style-type: none"> Strong Kids Curriculum Olweus Curriculum Xello (An engaging, online program that helps students transform their aspirations into personalized, actionable plans for academic and career success.) G/T Programming Choose Love WhyTry Program Calm Classroom Second Step Zones of Regulation | Program <ul style="list-style-type: none"> Kagan strategies (Team work) Strong Teens Curriculum Freshman 101 Class Xello (An engaging, online program that helps students transform their aspirations into personalized, actionable plans for academic and career success.) FACS: We do lessons on problem solving and the process to solve large problems. |
| | Events <ul style="list-style-type: none"> Classroom plays Project Lead the Way | Events <ul style="list-style-type: none"> Science fair Renaissance fair Exposure to Arts (i.e. musical) Project Lead the Way Genius Hour | Events <ul style="list-style-type: none"> Project Lead the Way (PLTW) Freshman Expo |
| | Tools, Resources & Strategies <ul style="list-style-type: none"> Portrait of a Graduate Creative Problem Solver competency (Instructional Blueprint) Schedule changes • Working with teams/groups Higher order questioning when there are multiple ways to solve a problem. Tier 2 – Interventions Energy Bus (social skills curriculum set) STLP - Positive Reinforcement - Social Stories - Superflex - Social Skills & Self- Regulation Small Group - - Check-In/Check-Out Ron Clark Initiative: Wildcat Way Morning meeting for entire school/social emotional lessons from counselor - mindfulness Habits of mind • Workshop model • Thinking strategies | Tools, Resources & Strategies <ul style="list-style-type: none"> More Rigorous Instruction Alignment with Standards/Curriculum Docs. Portrait of a Graduate -Creative Problem Solver competency (Instructional Blueprint) Breakout box Standards Based Technology Science labs Grade Level Expectations • Grade Level Leadership Meetings Project based learning Incorporation of technology in the classroom (nearly 1 to 1 with student laptops). Workshop model • Thinking strategies | Tools, Resources & Strategies <ul style="list-style-type: none"> Standards Based Grading Use of technology Positive Behavior Intervention Systems Peer Conferencing More Rigorous Instruction Alignment with Standards/Curriculum Docs. Portrait of a Graduate - Creative Problem Solver competency (Instructional Blueprint) Business: Complete lessons on having an open mind, critical thinking, and problem solving, economics decision making scenarios, product development & entrepreneurship. Engineering – Designing with constraints (materials, budget, etc.) Workshop mode - thinking strategies |
| | Miscellaneous <ul style="list-style-type: none"> Guidance Lessons | Miscellaneous <ul style="list-style-type: none"> S.S. Simulations | Miscellaneous <ul style="list-style-type: none"> Agricultural Studies |

Essential Workplace Skills Certificate

Northern Kentucky Essential Workplace Ethics Certificate

Rationale

Two of the fundamental goals of Kentucky's common schools are to prepare children to be productive members of their community and prepare them for the next phase of their life upon graduation. To this end the common schools provide a continuum of standards-based instruction to build knowledge and skills in the core academic areas of: language arts, reading, mathematics, science, social studies, arts and humanities, practical living, and technology competency. Incorporated into the delivery of that instruction are several key tenets of workplace readiness; cooperation, collaboration, leadership, critical thinking, and teamwork to name a few.

Many aspects of workplace readiness are a also part of the daily routines and procedures of students enrolled in a Kentucky common school. Compulsory attendance, appropriate behavior, decision-making, social skills, and a growth mindset are several examples.

The common schools' daily instruction is supplemented by additional social-emotional, health and wellbeing, academic (support and enrichment), and career exploration and preparation programs in the schools from kindergarten through grade twelve that also reinforce workplace readiness skills. Additionally, student participation in school sponsored clubs and extracurricular activities supports the goal of college and career readiness and productive citizenry.

The Northern Kentucky Essential Workplace Skills Certificate will validate and formalize students' attainment of the characteristics necessary to be a successful graduate of the common schools, a productive member of their community, and a student prepared for post-secondary training or the workforce.

Description

The Northern Kentucky Essential Workplace Ethics Certificate will be awarded to students deemed as having demonstrated attainment of the following Essential Workplace Ethics characteristics, as described in KRS 158.1413.

- **Adaptability**, including an openness to learning and problem solving, an ability to embrace new ways of doing things, and a capability for critical thinking
- **Diligence**, including seeing a task through to completion
- **Initiative**, including taking appropriate action when needed without waiting for direct instruction
- **Knowledge**, including exhibiting an understanding of work-related information, the ability to apply that understanding to a job, and effectively explain the concepts to colleagues in reading, writing, mathematics, science, and technology as required by the job
- **Reliability**, including showing up on time, wearing appropriate attire, self-control, motivation, and ethical behavior
- **Remaining drug-free**

Northern Kentucky Essential Workplace Ethics Certificate

- **Working well with others**, including effective communication skills, respect for different points of view and diversity of coworkers, the ability to cooperate and collaborate, enthusiasm, and the ability to provide appropriate leadership to or support for colleagues

Participation

All students enrolled in the common schools within the Northern Kentucky Cooperative for Educational Services (NKCES) region will be eligible to earn the Northern Kentucky Essential Workplace Ethics Certificate. The Northern Kentucky Essential Workplace Ethics Certificate shall be awarded to qualifying seniors. Each school district within the Northern Kentucky Cooperative for Educational Services (NKCES) region will develop the specific criteria related to the Essential Workplace Ethics characteristics, rubric and/or scoring to be used for qualification purposes, but each shall meet the minimum criteria described in the next section.

Minimum Criteria

Districts will utilize the scoring rubric developed by regional committee.

Regional Collaboration

Local School District collaboration with the local workforce investment board, in conjunction with local economic development organizations, business, workforce or industry organizations is a critical component this work. NKCES is already represented in many ways through these organizations and purposeful communication on this work is occurring through:

- Local School Boards in communities sharing with governing boards and businesses
- School staff creating an awareness of the Essential Workplace Ethics Certificate and its' importance.
- WIB: Convening meetings with the Executive Director, Presenting at their July Board meeting and forming a committee to give input on the proposed plan
- GROW: Pillar II
- Sharing the importance of Essential Workplace Ethics Certificate with Community Stakeholders with organizations and business owners
- Creating an awareness of Essential Workplace Ethics Certificate and developing a list of organizations/businesses that will recognize the certificate.

Essential Workplace Skills Certificate

NKY Essential Skills Certificate Demonstrating Life Readiness

Student's Name: _____

Student's Email: _____

In order to receive the NKY Essential Skills Certificate, students must:

- ☐ Earn at least 18 points (of the possible 22 points) for the standards below.
- ☐ Turn in a copy of your resume with this application.

To be completed by a school administrator:

☐ All items completed, received, and verified

_____, Total Number of Points Earned

Signature: _____

1) Demonstrate reliability through self-control and ethical behavior

1 point No more than one discipline referral during the current school year

2 points No discipline referrals during the current school year

2) Demonstrate reliability, motivation, and professionalism through daily attendance

1 point Student has maintained an attendance rate of 94% for the current school year

2 points Student has maintained an attendance rate of 97% for the current school year

3 points Student has maintained an attendance rate of 100% for the current school year

3) Demonstrate ability to work well with others by communicating, cooperating, and collaborating with others through networking

1 point Student has completed a minimum of 6 hours of community service or held membership on a minimum of one extra-curricular activity during this school year (documentation required)

2 points Student has completed a minimum of 12 hours of community service or held membership on a minimum of two extra-curricular activities during this school year (documentation required)

4) Demonstrate knowledge through the mastery of concepts in various content areas

1 point Student has an overall grade point average equivalent to a C

2 points Student has an overall grade point average equivalent to a B

3 points Student has an overall grade point average equivalent to an A

5) Demonstrate knowledge through the mastery of concepts in various academic or career areas

1 point Student has met the standard for Academic OR Career Readiness

2 points Student has met the standard for Academic AND Career Readiness

Students need to earn a minimum of 8 points on this page in order to pursue eligibility

For the Standards 6-10, signatures from two current classroom teachers and/or co-op/work experience supervisors are required, indicating whether or not a student *Always*, *Often*, or *Seldom* meets this standard. Students, provide the names of the two current teachers/supervisors you would like to complete this page. The school office will have them complete this form for you.

Teacher/Supervisor 1: _____

Teacher/Supervisor 2: _____

Two *Always* in one standard earns 2 points. A combination of *Always* and *Often* earns 1 point. Any standard that has at least one *Seldom* earns 0 points.

6) Demonstrate organization, adaptability, and diligence through strong personal management, time management, and flexibility

Signature

Circle One

1 _____

Always

Often

Seldom

2 _____

Always

Often

Seldom

7) Demonstrate diligence, reliability, initiative, and perseverance through classroom work ethic, assignment completion, and problem solving.

Signature

Circle One

1 _____

Always

Often

Seldom

2 _____

Always

Often

Seldom

8) Demonstrate respect, enthusiasm, and a positive attitude through behavior, manners, and effective communication skills.

Signature

Circle One

1 _____

Always

Often

Seldom

2 _____

Always

Often

Seldom

9) Demonstrate professionalism through high quality work standards, honesty, and integrity.

Signature

Circle One

1 _____

Always

Often

Seldom

2 _____

Always

Often

Seldom

10) Demonstrate effective teamwork skills through their work with other students, teachers, and administrators.

Signature

Circle One

1 _____

Always

Often

Seldom

2 _____

Always

Often

Seldom

Essential Workplace Skills Certificate

NORTHERN KENTUCKY ESSENTIAL SKILLS CERTIFICATE

Jane Doe

HAS SUCCESSFULLY DEMONSTRATED ESSENTIAL SKILLS READINESS IN THE AREAS OF:

- Adaptability
- Diligence
- Initiative
- Knowledge
- Reliability
- Working well with others

District Administrator

Date



16 Northern
Kentucky
School Districts



Collaboration with local Workforce Investment Board



22 Spiral Drive | Florence, KY | 41042 | Phone: 859.283.1885 | Online: nkcareercenter.org

Tara Johnson-Noem, Director
Dana Dobbs, Board Chair

March 3, 2021

Ms. Amy Razor, Executive Director
Northern Kentucky Cooperative for Educational Services
5516 Alexandria Pike
Cold Spring, KY 41076

Dear Ms. Razor,

I am writing to provide documentation that, as required by KRS 158.1413, the Northern Kentucky Workforce Investment Board (NKWIB) endorses the NKY Essential Workplace Ethics program developed by the Northern Kentucky Cooperative for Educational Services (the Co-Op) with the participation of its member school districts. The NKWIB has found that the program aligns with the in-demand certification data analysis it was required to do by KRS 185.6455 (1)(c).

Thank you for this collaborative effort.

Sincerely,

Tara Johnson-Noem, Director
Northern Kentucky Workforce Investment Board

Rich in Tradition Focused on the Future

Report to the Commissioner of Education of Program Implementation

Essential Workplace Ethics Reporting Required by Sept. 1

Legislation passed during the 2018 session ([KRS 158.1413](#)) requires districts to create an essential workplace ethics program for all K-12 students beginning in the 2019-2020 school year. As part of this requirement, districts must determine how, when and where this education and training will take place. This legislation requires each local school board to collaborate with the local workforce investment board, in conjunction with the local economic development organization and other economic, workforce or industry organizations the workforce investment board deems necessary.

The law requires districts to report to the education commissioner and the Kentucky Workforce Innovation Board how the essential workplace ethics program is being implemented at each school. The first report is due by Sept. 1, 2019, and every two years thereafter.

Districts should report this information by **Sept. 1** using [this survey](#). It has been broken up into two different parts – one designed to report on the design of the instructional program for elementary and middle school, the second for high schools. The survey was designed to be user-friendly and not require a huge investment of time.