

Kenton County School District Essential Workplace Skills

Essential Workplace Programs

Board Policy 8.1341

Beginning with the 2019-2020 school year, the 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 includes but is not limited to the following characteristics:

- 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; and
- 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.

Essential Workplace Programs

Board Policy 8.1341 continued

The District shall use these characteristics when creating or choosing an existing program. By January 1, 2019 and every two (2) years thereafter, the Board shall collaborate with the local workforce investment board, in conjunction with local economic development organizations 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 characteristics listed above.

ATTAINMENT

The 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 Board's essential workplace ethics indicators.

REPORTING REQUIREMENT

By September 1, 2019, and every two (2) years thereafter, the Superintendent shall provide a report to the Commissioner of Education, in a format specified by the Commissioner, describing the District's essential work ethics programs and their implementation at each school.

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 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**
- **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/Criteria/Regional Collaboration

- **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 Boards in communities sharing with governing boards and businesses
- School staff creating an awareness of the Essential Workplace Ethics Certificate and its' importance.
- Chamber of Commerce – Martha Setters present the proposed plan in June and gained their approval
- WIB: Martha Setters presented at their July Board meeting and forming a committee to give input on the proposed plan- plan approved and seal for the certificate and business web pages is in development
- 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 Skill Opportunities Resources

Essential Skills Opportunities/Resources (Combine) (KRS 158.1413) Essential Workplace Ethics Instruction Program			
Workplace Ethics	Elementary School	Middle School	High School
(a) Adaptability	<p>Program</p> <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 NOSS 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 <p>Events</p> <ul style="list-style-type: none"> Classroom plays Project Lead the Way <p>Tools, Resources & Strategies</p> <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: Wildest Way Morning meeting for entire school/social emotional lessons from counselor - mindfulness Habits of mind • Workshop model • Thinking strategies <p>Miscellaneous</p> <ul style="list-style-type: none"> Guidance Lessons 	<p>Program</p> <ul style="list-style-type: none"> Strong Kids Curriculum Obvious 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 <p>Events</p> <ul style="list-style-type: none"> Science fair Renaissance fair Exposure to Arts (La. musical) Project Lead the Way Genius Hour <p>Tools, Resources & Strategies</p> <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 (nearby 1 to 1 with student laptops). Workshop model • Thinking strategies <p>Miscellaneous</p> <ul style="list-style-type: none"> S.S. Simulations 	<p>Program</p> <ul style="list-style-type: none"> Kagan strategies (Team work) Strong Teams 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. <p>Events</p> <ul style="list-style-type: none"> Project Lead the Way (PLTW) Freshman Expo <p>Tools, Resources & Strategies</p> <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 model • thinking strategies <p>Miscellaneous</p> <ul style="list-style-type: none"> Agricultural Studies

Essential Skill Opportunities Resources

Essential Skills Opportunities/Resources (Combine) (NRS 158.1413) Essential Workplace Ethics Instruction Program			
Workplace Ethics	Elementary School	Middle School	High School
(b) Diligence	<p><u>Program</u></p> <ul style="list-style-type: none"> Second Step SEL • Second Step Bullying Prevention Strong Kids (K-5) Curriculum • Strong Start (K-2) Curriculum Girls On the Run • G/T Programming • Leader in Me program Kagan • Fast Forward • Weekly GRIT awards (Tier 1) Reading Counts Goal Setting Common Sense Media Digital Citizenship lessons Mind Spark (social skills curriculum set) Ready to Learn • NTHS • Conscious discipline <p><u>Events</u></p> <ul style="list-style-type: none"> Project Lead the Way Live Scoring • Weekly (Read Growth Share-outs) <p><u>Tools, Resources & Strategies</u></p> <ul style="list-style-type: none"> Portrait of a Graduate - Curious Critical Thinker competency (Instructional Blueprint) Chance to make corrections on assessments. Work with content -Reward system-Independent work Time management • Timed tests • Novel studies Long discussions • Writing process revising Daily Rising Star Schoolwide AR Goal Setting Energy Bus • Perseverance lessons • MAP Goal Setting Ron Clark Initiative: Wildest Way School-wide Goal Setting - STLP Evidence Based Counseling Habits of mind • Community lessons on growth mindset Goal setting • Graduate profile <p><u>Miscellaneous</u></p> <ul style="list-style-type: none"> Classroom Guidance Lessons • Work place ethics Speech and Demo • WhyTry (Tier 1) • Brain Leaders Rising Royal • On Demand Writing Practice Guidance Lessons • Work Ethic Awards RY • Friday Assessments 	<p><u>Program</u></p> <ul style="list-style-type: none"> Strong Kids Curriculum Obvious Curriculum Xello (An engaging, online program that helps students transform their aspirations into personalized, actionable plans for academic and career success.) G/T Programming Anti-Virus Character Education Program Junior Achievement Job Shadowing ISS Navigo-curriculum Second Step <p><u>Events</u></p> <ul style="list-style-type: none"> Operation Preparation: Mentor Day, College Visits, and Career Day Science fair Project Lead the Way Genius Hour <p><u>Tools, Resources & Strategies</u></p> <ul style="list-style-type: none"> Re-Takes of Assessment Longer Term Projects Portrait of a Graduate – Curious Critical Thinker competency (Instructional Blueprint) Breakout box Science labs Book projects Positive Behavior Intervention System Expectations Remediation <p><u>Miscellaneous</u></p> <ul style="list-style-type: none"> Athletics • S.S. Simulations • Rising Royal Admin Missing Work 	<p><u>Program</u></p> <ul style="list-style-type: none"> Standards Based Grading (round 2) Positive Behavior Intervention Systems rewards/goals Online classes • Strong Teams Curriculum Xello (An engaging, online program that helps students transform their aspirations into personalized, actionable plans for academic and career success.) KIROTC (Uniform wear, care, and inspection) FACS: Egg baby project Navigo-curriculum <p><u>Events</u></p> <ul style="list-style-type: none"> Senior Exit Project Operation Preparation After school tutoring and ACT boot camp Project Lead the Way <p><u>Tools, Resources & Strategies</u></p> <ul style="list-style-type: none"> NCU POP Cards • Response Team Interventions Re-Takes of Assessment • Longer Term Projects Portrait of a Graduate – Curious Critical Thinker Competency (Instructional Blueprint) Graduation Standards - GPA Business – Complete lessons on goal setting, Project-based learning: develop timelines/due dates. Social-emotional lessons <p><u>Miscellaneous</u></p> <ul style="list-style-type: none"> Student involvement in various extracurricular Grit • Student Brokers Agricultural Studies - Supervised Agriculture Experience Engineering – redesigning to achieve desired results

NKY Essential Skills Certificate

Demonstrating Life Readiness

Name: _____

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

- ✓ Earn at least 19 points (of the possible 22 points) for the standards below.
- ✓ Turn in this completed application between April 1st and April 25th.
- ✓ Turn in a copy of your resume with this application.

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 communicate, cooperate, and collaborate 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
- 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

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

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. 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

<u>Signature</u>	<u>Circle One</u>		
1 _____	Always	Often	Seldom
2 _____	Always	Often	Seldom

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

<u>Signature</u>	<u>Circle One</u>		
1 _____	Always	Often	Seldom
2 _____	Always	Often	Seldom

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

<u>Signature</u>	<u>Circle One</u>		
1 _____	Always	Often	Seldom
2 _____	Always	Often	Seldom

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

<u>Signature</u>	<u>Circle One</u>		
1 _____	Always	Often	Seldom
2 _____	Always	Often	Seldom

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

<u>Signature</u>	<u>Circle One</u>		
1 _____	Always	Often	Seldom
2 _____	Always	Often	Seldom

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

