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CONNECT WASHINGTON HANDBOOK



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DISTRICT MISSION

Our mission is to inspire achievement, character, and personal growth in all students as they pursue and succeed in college, careers, and life.





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ABOUT

Connect Washington was developed by a committee of teachers, administrators, counselors, district leadership, as well as our partners at Downtown Washington, City of Washington, and the Chamber of Commerce. The goal of this program is to engage School District of Washington students in meaningful career exploration opportunities that directly benefit our business and community partners.

COMMON LANGUAGE

An integral part of Connect Washington is ensuring we are all speaking the same language around career exploration and workforce connections. The Holland Code will provide students, staff, parents, and community members with their RIASEC designation, which will be used as a tool to help make connections between skill sets and career pathways.

ESSENTIAL SKILLS

Essential Skills (formerly called "soft" skills) are the skills we ensure students have as they connect to the workforce and life beyond the classroom. The Connect Washington team has developed a list of ten skills which will be the focus of the Connect Washington program.

PERSONALIZED PARTNERSHIPS

Connect Washington has actively sought business "links" to connect our students to meaningful, real-world learning. There are a number of levels of involvement designed to fit the diverse needs of business and industry, as well as our classrooms, right here in Washington.

WHAT'S IN IT FOR ME?

Think of Connect Washington as a valuable resource for you to enhance classroom instruction. Our Connect Washington Liaison will be able to connect you with business and industry partners who have expressed interest in getting involved in our schools.

OPPORTUNITIES 

- Classroom Speakers
- Student/Teacher Tours
- Job Shadows
- Internships
- Apprenticeships
- Teacher Externships
- Career Fair
- Investor
- Career & Technical Education Advisory Committees
- Client-Connected Projects



COMMON LANGUAGE

WHAT'S YOUR CODE?

Did you know...
When a person's work environment matches their interest themes, they are more likely to perform better at work, achieve academic success and might even earn more money than their peers!

RIASEC

- R** Public Health, Veterinarian, Dentist, Automotive
- I** Researcher, Biologist, Chemical Engineer, Dietitian, Historian, Music Director
- A** Architect, Actor, Editor, Desktop Publisher, Florist, Graphic Designer, Cosmetologist
- S** Dental Hygienist, Teacher, Fitness Trainer, Emergency Management
- E** Chef, Policymaker, Educational Leader, Travel Agent, Retail Buyer
- C** Accountant, Auditor, Dental Assistant, Data Administrator

tinyurl.com/ConnectWashingtonRIASEC

THE HOLLAND CODE

An integral part of Connect Washington is ensuring we are all speaking the same language around career exploration and workforce connections. The Holland Code will provide students, staff, parents, and community members with their RIASEC designation, which will be used as a tool to help make connections between skill sets and career pathways.

Call to Action

Our goal is that all staff members will complete the RIASEC survey to discover their RIASEC designation. Your RIASEC code will allow you to engage in meaningful conversations with students by identifying common ground. The poster shown here will be distributed to all classrooms in the District.

In addition, the Connect Washington team continues to build a robust catalog of community members' RIASEC codes and job descriptions to foster connections between students' RIASEC designations and potential careers. This catalog will be available for you to access to further help you connect students with career options after high school.

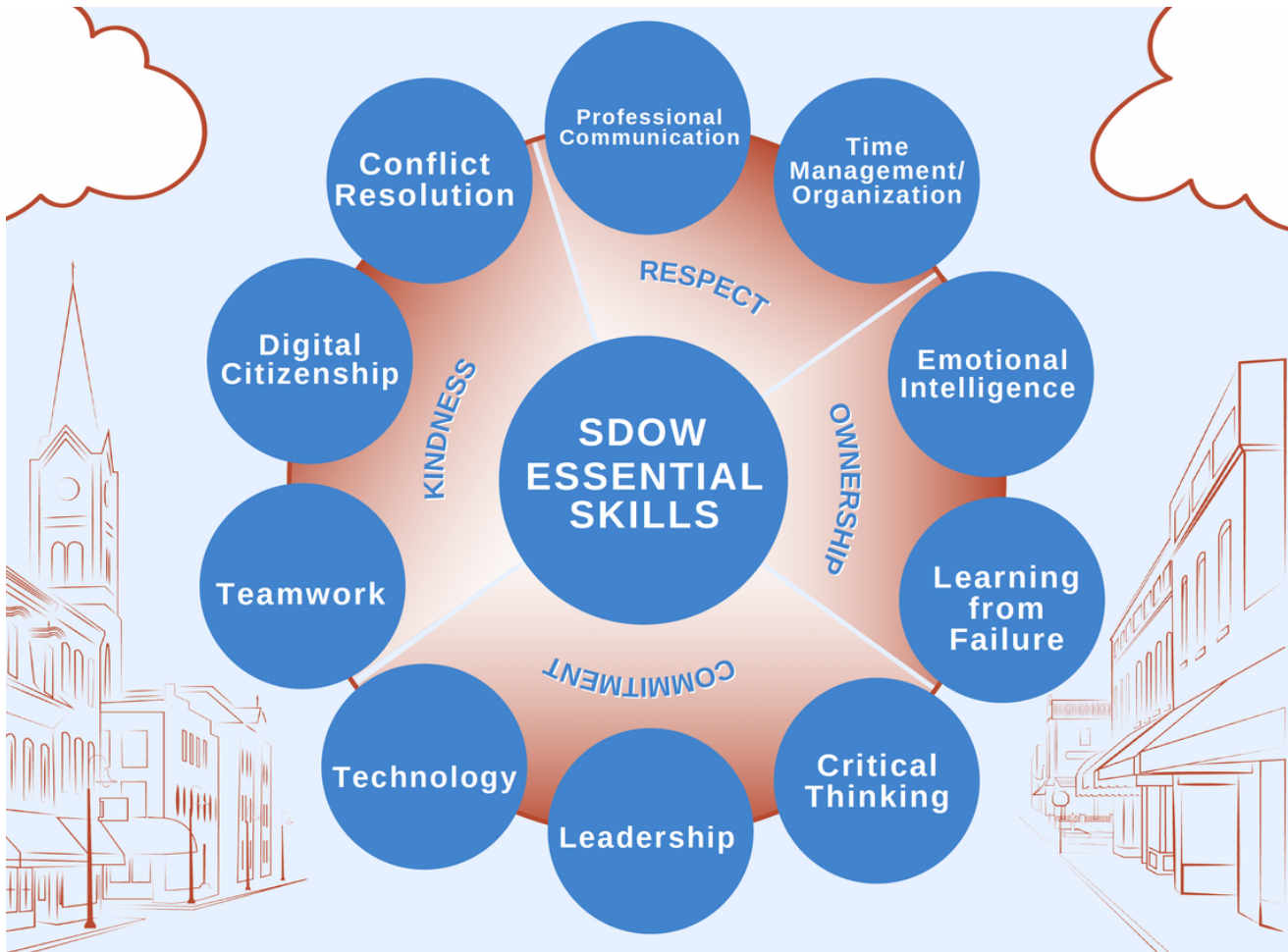
You can access the RIASEC inventory by scanning the QR code, or by visiting: tinyurl.com/ConnectWashingtonRIASEC. We encourage you to take the assessment today.



scan me!

RIASEC

ESSENTIAL SKILLS



Essential Skills, commonly referred to as "soft skills", are the skills we want students to have as they connect to the workforce. The Connect Washington team identified ten essential skills and aligned them with R.O.C.K. characteristics. These essential skills are spiraled throughout the SDOW curriculum. You can read more about each skill, as well as "look fors" on the next pages.

ESSENTIAL SKILLS: PRE-K

ROCK	Essential Skill	Description	Pre K Look For
Respect	Professional Communication	<i>Articulate thoughts and ideas professionally and effectively; listen for meaning</i>	<ul style="list-style-type: none"> - Greet peers by name - Communicate wants and needs/likes and dislikes - Listen to adults and peers - Use kind language - please and thank you
	Time Management	<i>Accomplish balance by prioritizing tasks, being prepared, timely, accountable, and self-disciplined</i>	<ul style="list-style-type: none"> - Follow a class schedule with visual support - Put resources in correct location - Transitions from one activity to another in appropriate time span
Ownership	Emotional Intelligence	<i>Understand emotions to develop interpersonal and intrapersonal skills; engage in proactive mental and physical health strategies</i>	<ul style="list-style-type: none"> - Acknowledge my emotions - Participate in class goals - Know my friends emotions - Show kindness to friends - Identify and use age-appropriate mental and physical health strategies
	Learn from Failure	<i>View mistakes as an opportunity to learn; be open to ideas and views; tolerate ambiguity; take risks; be flexible</i>	<ul style="list-style-type: none"> - Accept mistakes - Identify the problem
Commitment	Critical Thinking	<i>Use various types of reasoning (inductive, deductive, etc.); analyze how parts of a whole interact with each other</i>	<ul style="list-style-type: none"> - Ask questions - Identify a problem
	Leadership	<i>Develop, implement, and communicate new ideas to others; inspire others to be their best</i>	<ul style="list-style-type: none"> - Determine how decisions influence other - Complete class jobs - Interact with others - Participate in group activities
	Technology	<i>Utilize multiple media platforms; learn relevant, real-world skills which adapt to changing technology</i>	<ul style="list-style-type: none"> - Respectfully use devices
Kindness	Teamwork	<i>Work effectively and respectfully with diverse teams; assume shared responsibility; learn and work collaboratively towards a common goal</i>	<ul style="list-style-type: none"> - Take turns during play and class discussions - Accept feedback from adults - Share objects with peers
	Digital Citizenship	<i>Apply skills and knowledge to safely, effectively, and responsibly consume digital technology; develop a positive digital footprint</i>	<ul style="list-style-type: none"> - Use technology with permission and adult guidance
	Conflict Resolution	<i>Identify and ask questions that clarify various points of view and lead to better solutions</i>	<ul style="list-style-type: none"> - Identify feelings - Listen to and respect the feelings of others - Seek an adult to resolve conflict

The Essential Skills Scope and Sequence was designed to provide specific "look fors" to give concrete examples of what each essential skill could look like in the classroom setting during a specific grade range. The scope and sequence spans from Pre-K to 12th grade and demonstrates how essential skills build over the course of the student's instructional career and aligns with the District's R.O.C.K values. While the scope and sequence does not highlight every "look for" a student can demonstrate, it provides age-appropriate guidance.

ESSENTIAL SKILLS: K-2

ROCK	Essential Skill	Description	K-2 Look Fors
Respect	Professional Communication	<i>Articulate thoughts and ideas professionally and effectively; listen for meaning</i>	<ul style="list-style-type: none"> - Greet adults and peers - Respond to verbal question appropriately - Introduce informal presentations - Provide feedback using kind language - Develop non-fiction writing skills
	Time Management	<i>Accomplish balance by prioritizing tasks, being prepared, timely, accountable, and self-disciplined</i>	<ul style="list-style-type: none"> - Follow a class schedule with adult guidance - Transition from one activity to another with appropriate resources - Complete assignments on time with assistance
Ownership	Emotional Intelligence	<i>Understand emotions to develop interpersonal and intrapersonal skills; engage in proactive mental and physical health strategies</i>	<ul style="list-style-type: none"> - Identify feelings and use strategy when prompted - Identify realistic and specific goals - Identify feelings of others - Recognize qualities of a good friend and find common interests - Identify and use age-appropriate mental and physical health strategies
	Learn from Failure	<i>View mistakes as an opportunity to learn; be open to ideas and views; tolerate ambiguity; take risks; be flexible</i>	<ul style="list-style-type: none"> - Accept mistakes and keep trying - Understand that problems can be solved
Commitment	Critical Thinking	<i>Use various types of reasoning (inductive, deductive, etc.); analyze how parts of a whole interact with each other</i>	<ul style="list-style-type: none"> - Ask questions and gather information - Brainstorm, analyze and apply thinking to form conclusions - Communicate thoughts to guide actions
	Leadership	<i>Develop, implement, and communicate new ideas to others; inspire others to be their best</i>	<ul style="list-style-type: none"> - Acknowledge that your decisions impact other - Identify that others need help - Initiate discussions about a topic - Recognize that all members are part of the group
	Technology	<i>Utilize multiple media platforms; learn relevant, real-world skills which adapt to changing technology</i>	<ul style="list-style-type: none"> - Respectfully use devices - Use technology as instructed
Kindness	Teamwork	<i>Work effectively and respectfully with diverse teams; assume shared responsibility; learn and work collaboratively towards a common goal</i>	<ul style="list-style-type: none"> - Share responsibilities in a group setting - Revise work based on feedback from adults - Work towards a common goal
	Digital Citizenship	<i>Apply skills and knowledge to safely, effectively, and responsibly consume digital technology; develop a positive digital footprint</i>	<ul style="list-style-type: none"> - Seek adult permission for all digital use - Use provided resources to learn about a topic - Recognize and report cyberbullying to an adult
	Conflict Resolution	<i>Identify and ask questions that clarify various points of view and lead to better solutions</i>	<ul style="list-style-type: none"> - Identify and communicate how you are feeling in a situation - Identify differences in points of view - Calmly explain your feelings or problems to others - Identify and use a strategy to resolve conflict with peers with adult support

ESSENTIAL SKILLS: 3-5

ROCK	Essential Skill	Description	3-5 Look Fors
Respect	Professional Communication	<i>Articulate thoughts and ideas professionally and effectively; listen for meaning</i>	<ul style="list-style-type: none"> - Greet personally (distinguish difference between greeting an adult vs peer) - Ask and answer verbal questions - Deliver informal presentations - Understand when to use formal and informal language - Demonstrate non-fiction writing skills
	Time Management	<i>Accomplish balance by prioritizing tasks, being prepared, timely, accountable, and self-disciplined</i>	<ul style="list-style-type: none"> - Follow a class schedule independently - Use provided resources independently - Complete assignments in a designated time frame
Ownership	Emotional Intelligence	<i>Understand emotions to develop interpersonal and intrapersonal skills; engage in proactive mental and physical health strategies</i>	<ul style="list-style-type: none"> - Model strategies to manage your own behaviors when faced with strong emotions - Break down goals into action steps - Acknowledge feelings of others - Acknowledge and respect a friend's similarities and differences - Identify and use age-appropriate mental and physical health strategies
	Learn from Failure	<i>View mistakes as an opportunity to learn; be open to ideas and views; tolerate ambiguity; take risks; be flexible</i>	<ul style="list-style-type: none"> - Identify mistakes as an opportunity for growth - Recognize a problem solving process
Commitment	Critical Thinking	<i>Use various types of reasoning (inductive, deductive, etc.); analyze how parts of a whole interact with each other</i>	<ul style="list-style-type: none"> - Use information to think through solutions - Brainstorm, analyze, and apply thinking to form conclusions - Find evidence to support thoughts and guide actions
	Leadership	<i>Develop, implement, and communicate new ideas to others; inspire others to be their best</i>	<ul style="list-style-type: none"> - Own your decisions and their impact on others - Seek to help others within your school environment - Guide discussions about a topic - Identify the strengths and weaknesses of the group
	Technology	<i>Utilize multiple media platforms; learn relevant, real-world skills which adapt to changing technology</i>	<ul style="list-style-type: none"> - Respectfully use devices - Explore various technology tools with guidance - Use technology to enhance learning
Kindness	Teamwork	<i>Work effectively and respectfully with diverse teams; assume shared responsibility; learn and work collaboratively towards a common goal</i>	<ul style="list-style-type: none"> - Respect everyone's role in a group setting - Revise work based on feedback from adults and peers - Identify strengths and weaknesses to accomplish a common goal
	Digital Citizenship	<i>Apply skills and knowledge to safely, effectively, and responsibly consume digital technology; develop a positive digital footprint</i>	<ul style="list-style-type: none"> - Follow adult guidance for appropriate applications - Choose reliable resources - Recognize and report cyberbullying to an adult - Recognize a digital footprint exists
	Conflict Resolution	<i>Identify and ask questions that clarify various points of view and lead to better solutions</i>	<ul style="list-style-type: none"> - Use strategies to regulate emotions with adult support - Understand other people have different views - Calmly listen to other's feelings or problems - Use a strategy to resolve conflict with peers with adult support

ESSENTIAL SKILLS: 6-8

ROCK	Essential Skill	Description	6-8 Look Fors
Respect	Professional Communication	<i>Articulate thoughts and ideas professionally and effectively; listen for meaning</i>	<ul style="list-style-type: none"> - Greet appropriately in the school environment - Practice interviewing skills - Introduce formal presentations to peers - Communicate appropriately with adults - Develop technical writing (i.e. appropriate email, google classroom)
	Time Management	<i>Accomplish balance by prioritizing tasks, being prepared, timely, accountable, and self-disciplined</i>	<ul style="list-style-type: none"> - Be on time in classroom (with work and attendance) - Organize multiple resources and schedules with adult guidance - Independently manage time both in and out of school
Ownership	Emotional Intelligence	<i>Understand emotions to develop interpersonal and intrapersonal skills; engage in proactive mental and physical health strategies</i>	<ul style="list-style-type: none"> - Demonstrate strategies to manage behaviors when faced with strong emotion - Develop action steps and identify obstacles to achieve goals - Acknowledge and respond appropriately to the feelings of others - Establish healthy boundaries in relationships - Identify and use age-appropriate mental and physical health strategies
	Learn from Failure	<i>View mistakes as an opportunity to learn; be open to ideas and views; tolerate ambiguity; take risks; be flexible</i>	<ul style="list-style-type: none"> - Analyze mistakes to seek improvement - Engage in the problem solving process
Commitment	Critical Thinking	<i>Use various types of reasoning (inductive, deductive, etc.); analyze how parts of a whole interact with each other</i>	<ul style="list-style-type: none"> - Investigate alternate thought processes when gathering information - Brainstorm, analyze and apply thinking to form conclusions - Communicate thoughts based on evidence to guide actions
	Leadership	<i>Develop, implement, and communicate new ideas to others; inspire others to be their best</i>	<ul style="list-style-type: none"> - Evaluate how decisions impact others - Recognize opportunities to help others - Facilitate discussions to achieve a collective outcome - Share responsibility based on the strengths and weaknesses of the group
	Technology	<i>Utilize multiple media platforms; learn relevant, real-world skills which adapt to changing technology</i>	<ul style="list-style-type: none"> - Respectfully use devices - Explore various technology tools - Use multiple technology tools to extend learning
Kindness	Teamwork	<i>Work effectively and respectfully with diverse teams; assume shared responsibility; learn and work collaboratively towards a common goal</i>	<ul style="list-style-type: none"> - Work cooperatively in a group setting - Listen and respond appropriately to peer and adult feedback - Leverage strengths to accomplish a common goal
	Digital Citizenship	<i>Apply skills and knowledge to safely, effectively, and responsibly consume digital technology; develop a positive digital footprint</i>	<ul style="list-style-type: none"> - Know social media boundaries - Investigate appropriate resources - Recognize and report cyberbullying to an adult - Understand digital footprint consequences and appropriate use
	Conflict Resolution	<i>Identify and ask questions that clarify various points of view and lead to better solutions</i>	<ul style="list-style-type: none"> - Apply strategies to manage emotions - Seek to understand others perspective - Talking through conflict - Use a variety of strategies to resolve conflict with peers with or without adult support

ESSENTIAL SKILLS: 9-12

ROCK	Essential Skill	Description	9-12 Look Fors
Respect	Professional Communication	<i>Articulate thoughts and ideas professionally and effectively; listen for meaning</i>	<ul style="list-style-type: none"> - Greet appropriately both personally and professionally across multiple environments - Demonstrate interview skills - Deliver formal presentations to an authentic audience - Communicate in a clear and concise manner appropriate to your audience - Demonstrate technical writing (i.e. cover letter, resume)
	Time Management	<i>Accomplish balance by prioritizing tasks, being prepared, timely, accountable, and self-disciplined</i>	<ul style="list-style-type: none"> - Be timely (arrival, work completion) - Manage multiple resources and schedules - Manage multiple deadlines independently
Ownership	Emotional Intelligence	<i>Understand emotions to develop interpersonal and intrapersonal skills; engage in proactive mental and physical health strategies</i>	<ul style="list-style-type: none"> - Reacting/responding respectfully - I am not a mistake when I make a mistake - Understand others emotions - Maintain healthy relationships - Identify and use age-appropriate mental and physical health strategies
	Learn from Failure	<i>View mistakes as an opportunity to learn; be open to ideas and views; tolerate ambiguity; take risks; be flexible</i>	<ul style="list-style-type: none"> - Utilize mistakes to make future decisions - Consistently engages in the problem solving process
Commitment	Critical Thinking	<i>Use various types of reasoning (inductive, deductive, etc.); analyze how parts of a whole interact with each other</i>	<ul style="list-style-type: none"> - Critique and apply various thought processes to develop solutions - Brainstorm, analyze and apply thinking to form conclusions - Use a problem solving process to evaluate next steps - Justify a position based on evidence to guide actions
	Leadership	<i>Develop, implement, and communicate new ideas to others; inspire others to be their best</i>	<ul style="list-style-type: none"> - Initiate decisions to empower others - Help others within the community and globally - Lead discussions to achieve a collective outcome - Balance responsibilities based on the strengths and weaknesses of the group
	Technology	<i>Utilize multiple media platforms; learn relevant, real-world skills which adapt to changing technology</i>	<ul style="list-style-type: none"> - Respectfully use devices - Adapt technology skills to various platforms - Amplify learning using various technology
Kindness	Teamwork	<i>Work effectively and respectfully with diverse teams; assume shared responsibility; learn and work collaboratively towards a common goal</i>	<ul style="list-style-type: none"> - Actively participate in group settings with diverse/varied skill sets - Provide constructive feedback in various environments - Collaboratively accomplish a common goal that serves a broader audience
	Digital Citizenship	<i>Apply skills and knowledge to safely, effectively, and responsibly consume digital technology; develop a positive digital footprint</i>	<ul style="list-style-type: none"> - Understand social media boundaries - Analyze publishers and the purpose of the messages - Recognize and report cyberbullying to an adult - Use various social media tools to network professionally (digital footprint)
	Conflict Resolution	<i>Identify and ask questions that clarify various points of view and lead to better solutions</i>	<ul style="list-style-type: none"> - Self-manage emotions - Value and appreciate other perspectives - Discuss disagreements respectfully - Independently resolve a problem - Independently use a variety of strategies to resolve conflict

PERSONALIZED PARTNERSHIPS

Our personalized partnerships enable us to connect our students to our business community. The Washington community is rich with business and industry ready companies who are willing to provide our students with real-world experiences.

Sal Maniaci, with The City of Washington; Jennifer Giesike, with the Washington Chamber of Commerce; and Tyler King, with Downtown Washington, Inc. identified 12 companies that served as our pilot companies.



Through presentations and feedback with our pilot companies, we compiled a list of ways our industries can help our students learn:

- Classroom Speakers
- Student/Teacher Tours
- Job Shadows
- Internships
- Apprenticeships
- Career & Technical Education Advisory Committees
- Client-Connected Projects
- Teacher Externships
- Career Fair

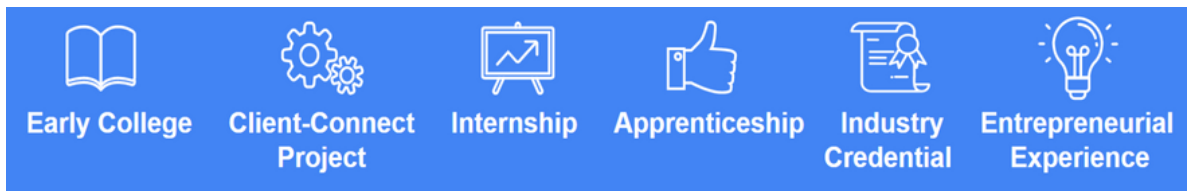
Call to Action

If you are interested in becoming a Connect Washington Partner, please reach out to the District's Business Connection Coordinator, Jeanne Miller Wood. Jeanne will assist you in connecting with our teachers and students.



DIPLOMA PLUS

In an effort to recognize our students who go above and beyond to exceed general graduation requirements, the District developed the Diploma Plus Program. The goal of the Diploma Plus program is that all high school students graduate with a market value asset attached to their diploma.



The Diploma Plus flyer details the ways in which students can obtain a Diploma Plus or Diploma Plus Distinction. Graduation requirements have not changed. Many of our students have already obtained a market value asset without even knowing it!

Diploma Plus is another way we can highlight our students' achievements and recognize their hard work.





Graduate Washington High School with an emphasized diploma!

WHAT IS DIPLOMA PLUS?

As students at Washington High School are afforded more opportunities to earn credits and experience outside of the traditional school year, a change to our diploma was needed to reflect those students who worked hard to go above and beyond the standard graduation requirements. Diploma Plus is the answer! There are several ways that students can earn a Diploma Plus or Diploma Plus with Distinction.

WHS DIPLOMA

Traditional Diploma. No changes have been made to the traditional WHS Graduation Requirements.

FOR MORE INFORMATION, CONTACT:

WHS Guidance Office
636-231-2170

Director of Choice Programs
Dr. Joe Dierks
Joseph.Dierks@sdownmo.org

DIPLOMA PLUS

Beginning with the Class of 2024

A traditional WHS diploma with an added Market Value Asset.

- *Early College Asset: For students who want to leave WHS with college credit: Successful completion of ECC Early College Academy OR 3+ AP or Dual Credit classes with a "C" or better.*
- *Client-Connected Project: Students work with clients to produce a project. 24 Hours (4 hours with Client)*
- *Internship: Students work directly with an employer. 60 Hours (40 hours on site)*
- *Apprenticeship: Opportunities coordinated through FRCC and oversight determined by Dept. of Labor (paid).*
- *Industry Recognized Credential: Students leave WHS with an approved certification or credential from an FRCC program.*
- *Entrepreneurial Experience: For students who wish to leave high school with an experience of running their own business.*

DIPLOMA PLUS DISTINCTION

Beginning with the class of 2027

- *Meet the criteria for Diploma Plus*
- *28 Credit requirement (vs traditional 24)*
- *4 Language Arts, 4 Math, 3-4 Science or Social Studies, 1 Practical Art, 1 Physical Education, 1 Fine Arts, .5 Health, .5 Personal Finance, 2 World Languages, and 7 Electives*
- *20 hours of community service*
- *Participation in one club, activity, or sport per year*
- *95% attendance*
- *Enrolled full-time for four years*
- *Enroll in four Advanced Placement (AP) classes and take the associated National Exam OR enroll and graduate from Early College OR complete a Four Rivers Career Center Program*



THANK YOU

TO OUR TEACHERS:

Thank you for your support of the Connect Washington program, and most importantly, our students' success. And remember, this is the work you are already doing. Our plan for this program is to highlight that work and be more intentional with how it is communicated.

TO OUR COMMITTEE:

Dr. Jennifer Kephart, Superintendent; Maranda Anderson, Asst. Superintendent; Jennifer Giesike, Washington Chamber of Commerce; Tyler King, Downtown Washington, Inc.; Sal Maniaci, City of Washington.

Annie Wieland
Rachael Wilcox
Kelle McCallum
Lindsay Kober
Jennifer Pecka
Ann Struttman

Mary Kleekamp
Joseph Dierks
Lisa Schmidt
Stacey Siefken
Jeanne Miller Wood
Katelyn Huber

Melissa Ziegler
Tim Zumsteg
Bradley Kuntzman
Shelly Struckhoff
Stacey Maciejewski
Theresa McGowan

TO OUR PILOT COMPANIES:

