

Panama  
Central  
School

Career Development and Occupational  
Studies Commencement Credential

**CDOS**

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The CDOS commencement credential is offered to all students with disabilities. This exiting credential gives students an opportunity to earn a diploma while progressing towards learning standards that involve career exploration, applied academics, soft skill development, and technical skill development.

2017-18

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## Introduction

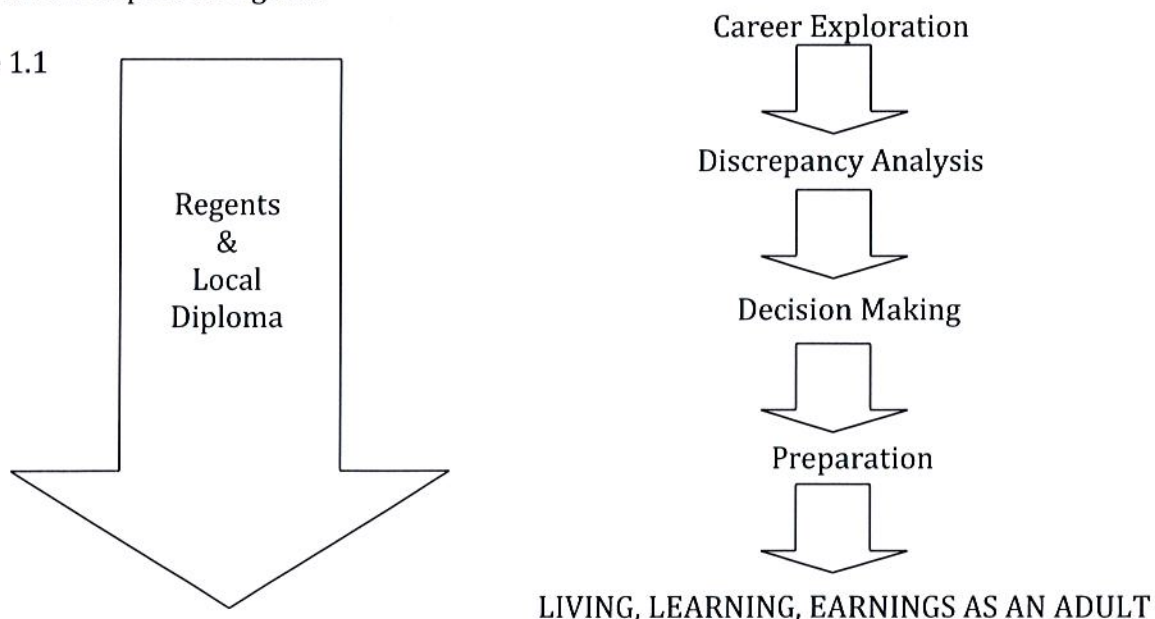
Beginning July 1, 2013 and thereafter, the board of education or trustees of a school district shall, and the principal of a nonpublic school may, issue a New York State career development and occupational studies commencement credential to a student with a disability who meets the requirements of paragraph (1) of this subdivision to document preparation for entry-level employment after high school, except for those students deemed eligible for a skills and achievement commencement credential pursuant to subdivision (a) of this section. Consistent with sections 100.2(q)(1) and 100.5 of this Part, the school district or nonpublic school shall ensure that the student has been provided with appropriate opportunities to earn a Regents or local high school diploma, including providing a student with meaningful access to participate and progress in the general curriculum to assist the student to meet the State's learning standards.[8 NYCRR 100.6]

While working towards a Regents and/or Local Diploma, Panama Central School students with a disability will work towards earning a Career Development and Occupational Studies (CDOS) Commencement Credential (Figure 1.1). This credential will focus on providing students with:

1. Technical Skill Development
2. Soft Skill Development
3. Applied Academics
4. Career Exploration

Instruction will be school and community based, as deemed appropriate. Through integrated learning students will explore career development and learn the universal foundation skills for obtaining a career. Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitude, and abilities to future career decisions. They will learn about the changing nature of the workplace, the value of work to society, and the connection of work to achievement of personal goals.

Figure 1.1

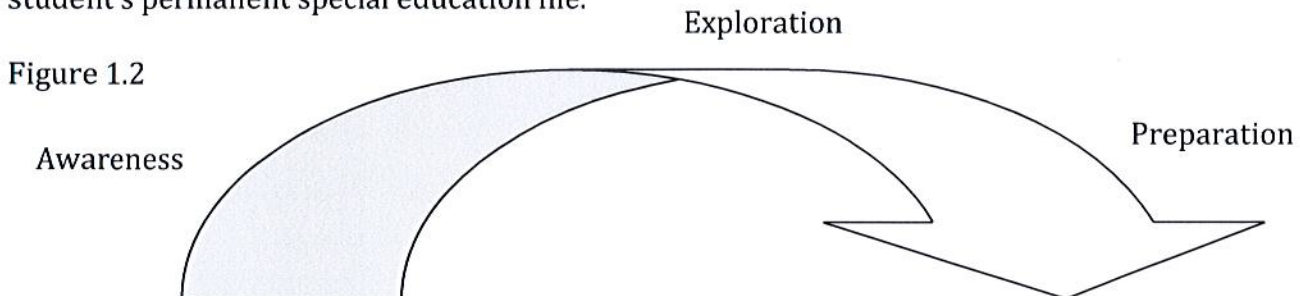




## Career Plan & Culminating Activity

The school district has evidence that the student has developed, annually reviewed and, as appropriate, revised a career plan to ensure the student is actively engaged in career exploration. Such plan shall include, but is not limited to, a statement of the student's self-identified career interests; career-related strengths and needs; career goals; and career and technical coursework and work-based learning experiences that the student plans to engage in to achieve those goals. School districts shall provide students with either a model form developed by the commissioner to document a student's career plan, or a locally-developed form that meets the requirements of this subdivision and, as appropriate, shall assist the student to develop his/her career plan. The student's career plan may not be limited to career-related activities provided by the school and may include activities to be provided by an entity other than the school; provided that nothing in this subdivision shall be deemed to require the school to provide the student with the specific activities identified in the career plan. A student's preferences and interests as identified in his/her career plan shall be reviewed annually and considered in the development of the student's individualized education program pursuant to section 200.4(d)(2)(ix) of this Title. A copy of the student's career plan in effect during the school year in which the student exits high school shall be maintained in the student's permanent record. [8 NYCRR 100.6(b)(1)(i)]

Students will complete an annual review of their personal Career Development and Occupational Studies Commencement Credential Form which can be seen in Appendix A. Within this document, students will develop a career plan that will be completed with the assistance of the Transition Coordinator for the district. This career plan will move the student from career awareness through exploration and finally preparation throughout their high school experience. The plan will culminate with a final activity that exemplifies the student's exploration and preparation towards a desired career (Figure 1.2). A written and formal presentation will be required of the student prior to graduation. An average score of 4 must be received on both the written and formal presentation in order for the student to receive the CDOS. A rubric for this activity can be viewed in Appendix B. The completed rubric for this project and the student's finalized career plan will be kept in the student's permanent special education file.



9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<ul style="list-style-type: none"><li>• Career Exploration</li><li>• Job Shadowing</li><li>• Career Planning</li></ul>	<ul style="list-style-type: none"><li>• Job Shadowing</li><li>• Service Learning</li><li>• Paid Employment</li><li>• Career Planning</li></ul>	<ul style="list-style-type: none"><li>• Job Sampling</li><li>• Service Learning</li><li>• Paid Employment</li></ul>	<ul style="list-style-type: none"><li>• Service Learning</li><li>• Internships</li><li>• Apprenticeships</li><li>• Paid Employment</li></ul>



## Coursework & Career Based Learning

The school district has evidence that the student has demonstrated commencement level knowledge and skills relating to the career development and occupational studies learning standards set forth in section 100.1(t)(1)(vii)(a), (b) and (c) of this Part, including but not limited to career development, integrated learning and the universal foundation skills; and the student has successfully completed in grades 9-12 not less than the equivalent of two units of study in career and technical education course(s) and/or work-based learning experiences. The equivalent units of study shall be earned through coursework in career and technical education and/or work-based learning experiences, provided that the equivalent units of study shall include a minimum of 54 hours of documented school supervised work-based learning experiences related to career awareness, exploration and/or preparation which may, but are not required to, be completed in conjunction with the student's career and technical education course(s). For purposes of this subdivision: (1) career and technical education course(s) means a grade 9 -12 course or courses in career and technical education, as defined in section 100.1(l) of this Part, that consists of specialized and integrated courses that are approved by the local board of education or by the Department pursuant to section 100.5(d)(6)(iv); and (2) work-based learning experiences include, but are not limited to, job shadowing, community service, volunteering, service learning, senior project(s) and/or school based enterprise(s), which shall be provided, consistent with Department guidelines, under the supervision of the district and documented in the student's transcript. [8 NYCRR 100.6(b)(1)(ii)]

### COURSEWORK:

Students are required to complete two units of study in career and technical education. For students at Panama these two courses (81 credit hours per course) will be fulfilled through programming at BOCES-Hewes Center during the student's 11th and 12th grade year. Students will choose a program as their career major (Appendix C) or will choose to enter the CDOS program (Appendix G) with guidance from the district's Transition Coordinator and Guidance Counselor. Students who do not fulfill their coursework hours through BOCES-Hewes Center will be offered coursework within their district by a certified Technology Education teacher or will be provided additional career-based learning opportunities (see below) to fulfill the 216 hour requirement for the CDOS credential. The district's Transition Coordinator will be responsible for reporting the student's fulfillment of these courses in the student's Employability Profile which can be viewed in the student's Career Development and Occupational Studies Commencement Credential Form (Appendix A).

### CAREER-BASED LEARNING OPPORTUNITIES:

In addition to career and technical education, students are required to complete 54 hours of career-based learning at sites which are pre-approved by the district through a Memorandum of Agreement (Appendix D). This memorandum will outline the school, student, and employer's responsibilities. In addition the employer will be given:

- a Work Place Experience Training Agreement which is within the student's Career Development and Occupational Studies Commencement Credential Form (Appendix A). This will outline the individual needs and responsibilities for the student during their placement, the parent's responsibilities, employer's responsibilities, and school-based supervisor's (job coach) responsibilities.

- a parent-approved disclosure of information about the student with a disability (Appendix D)
- a copy of the student's working papers (see application in Appendix D)
- Authorization for medical treatment (Appendix D)

Students will be supervised by a Certified Special Education Teacher, Guidance Counselor, or School Psychologist. These individuals will act as the student's job coach, providing guidance and support throughout the experience. The individual who accompanies the student will be responsible for documenting the hours in the student's Career Development and Occupational Studies Commencement Credential Form (Appendix A). These experiences will be related to career awareness, exploration, and/or preparation for their completion of their culminating activity. Career-based learning hours may be accumulated by students at Panama in the following ways:

- Job Shadowing
- Community Based Work Programs
- Service Learning
- Culminating Activity Preparation
- CTE coursework required work-based hours (see below)

CTE coursework required work-based hours:

These experiences will occur at pre-approved sites that are considered to be cooperating establishments with BOCES-Hewes Center. Students will be accompanied to these sites by a BOCES staff member which is either a Certified Special Education Teacher, Certified Career and Technology Teacher, Guidance Counselor, or Job Coach. These individuals will act as the student's job coach, providing guidance and support throughout the experience. The individual who accompanies the student will be responsible for documenting the hours in the student's Career Development and Occupational Studies Commencement Credential Form (Appendix A).



## Employability Profile

Within one year prior to a student's exit from high school, at least one work skills employability profile for the student has been completed by designated school staff or other individuals knowledgeable about the student's employability skills and experiences that identifies the student's attainment of each of the commencement level career development and occupational studies learning standards set forth in section 100.1(t)(1)(vii)(a), (b) and (c) of this Part including, but not limited to career development; integrated learning; and universal foundation skills and, as appropriate, documents the student's attainment of technical knowledge and work-related skills, work experiences, performance on industry-based assessments and other work-related and academic achievements. School districts may use a model form developed by the commissioner to document a student's work skills employability profile, or a locally-developed form that meets the requirements of this subdivision. A copy of the student's work skills employability profile(s) shall be maintained in the student's permanent record. [8NYCRR 100.6 (b)(1)(iii)]

An employability profile will be finalized by the district's Transition Coordinator prior to the student's graduation. This can be viewed within the student's Career Development and Occupational Studies Commencement Credential Form (Appendix A). While the culminating activities leading up the student's graduation will be completed throughout their high school career, the Transition Coordinator will be responsible for completing the final evaluation of the student's experiences. The student's finalized Employability Profile, which is within the student's Career Development and Occupational Studies Commencement Credential Form (Appendix A) will be kept in the student's permanent special education file.

## Credential Awarding

(3) The credential shall be issued at the same time the student receives his/her Regents or local high school diploma or, for a student whose disability prevents the student from earning a Regents or local diploma, any time after such student has attended school for at least 12 years, excluding kindergarten, or has received a substantially equivalent education elsewhere, or at the end of the school year in which a student attains the age of 21.

(4) The certificate awarded shall be similar in form to the diploma issued by the school district or nonpublic school, except that it shall not use the term "diploma" but shall indicate that the student has earned a New York State career development and occupational studies commencement credential that has been endorsed by the New York State Board of Regents as a certificate of readiness for entry-level employment. Award of the credential shall be documented in the student's transcript.

(5) For students with disabilities who exit from high school prior to July 1, 2015, the district or nonpublic school may award the career development and occupational studies commencement credential to a student who has not met all of the requirements in subparagraph (ii) of paragraph (1) of this subdivision, provided that the school principal, in consultation with relevant faculty, has determined that the student has otherwise demonstrated knowledge and skills relating to the commencement level career development occupational studies learning standards.

[8NYCRR 100.6(b)(3-5)]

Panama Central School's High School Principal will be responsible for creating/obtaining a student's Career Development and Occupational Studies (CDOS) Commencement Credential Certificate. The district's Committee on Special Education (CSE) Chairperson will be responsible for issuing a letter of notification to all students under the age of 21, explaining their right to an education through the end of the school year in which the student attains the age of 21. A copy of this letter can be viewed in Appendix E. This letter will accompany an Exit Summary, which will be completed by the student's Case Manager.



## Transfer Students

For students with disabilities who transfer from another school district within the State or another state, the principal shall, after consultation with relevant faculty, evaluate the work-based learning experiences and coursework on the student's transcript or other records to determine if the student meets the requirements in subparagraph (ii) of paragraph (1) of this subdivision. [8NYCRR 100.6(b)(6)]

For students transferring into Panama Central School, the Committee on Special Education (CSE) will review the student's work-based learning experiences and coursework during their Individualized Education Program meeting (Initial, Amendment, Annual Review or Re-Evaluation). Upon review, the Committee will make a recommendation to Panama's High School Principal as to what activities would align with the district's requirement for work-based learning and coursework. This recommendation will be completed through the CSE New Student Recommendation Form (Appendix F) which will be signed and kept in the student's permanent special education file. Upon approval, the district's Transition Coordinator will update the student's Employability Profile, which is within the Career Development and Occupational Studies Commencement Credential Form (Appendix A) with the accepted work-based learning activities and coursework.

## Students Receiving Credential

A school district that awards this credential to more than twenty percent of the students with disabilities in the cohort, where such credential is not a supplement to a regular high school diploma, shall be required to use a portion of its Part B Individuals with Disabilities Education Act grant funds for targeted activities as deemed necessary by the Department to ensure that students with disabilities have appropriate access to participate and progress in the general education curriculum necessary to earn a regular high school diploma. [(e)] (c) If the student receiving a credential pursuant to subdivision (a) or (b) of this section is less than 21 years of age, such credential shall be accompanied by a written statement of assurance that the student named as its recipient shall continue to be eligible to attend the public schools of the school district in which the student resides without the payment of tuition until the student has earned a [regular] Regents or local high school diploma or until the end of the school year in which such student turns age 21, whichever shall occur first. 3. Subparagraph (iii) of paragraph (5) of subdivision (a) of section 200.5 of the Regulations of the Commissioner of Education is amended, effective July 3, 2013, as follows: (iii) Prior to the student's graduation with an individualized education program (IEP) diploma or, beginning with the 2013-14 school year, prior to a student's exit with a skills and achievement commencement credential or a career development and occupational studies commencement credential as set forth in section 100.6 of this Title, such prior written notice must indicate that the student continues to be eligible for a free appropriate public education until the end of the school year in which the student turns age 21 or until the receipt of a [regular] Regents or local high school diploma. [8NYCRR 100.6(b)(7)]

The district's Special Education Director and High School Principal will be responsible for monitoring the number of students who are awarded the Career Development and Occupational Studies (CDOS) Commencement Credential. The Committee on Special Education (CSE) Chairperson will be responsible for issuing a letter of notification to all students under the age of 21, explaining their right to an education through the end of the school year in which the student attains the age of 21 (Appendix E).



Appendix A: Career Development and Occupational Studies Commencement Credential Form  
**PANAMA CENTRAL SCHOOL**

**CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES  
 COMMENCEMENT CREDENTIAL**

**\*to be completed and returned to the building principal prior to graduation\***

<b>Student Name:</b>	
<b>Date of Birth:</b>	
<b>Address:</b>	
<b>Phone #:</b>	
<b>School Name:</b>	

**Review of CDOS Requirements**

<b>Grade Level</b>	<b>Date of Review:</b>	<b>Case Manager:</b>
<b>9<sup>th</sup></b>		
<b>10<sup>th</sup></b>		
<b>11<sup>th</sup></b>		
<b>12<sup>th</sup></b>		

**Contents**

- ☐ Career Planning
- ☐ Work Based Learning
- ☐ Career and Technical Education (CTE) Coursework
- ☐ Coursework & Work-Based Learning Hours
- ☐ Transition Assessments
- ☐ Culminating Activity
- ☐ Agency Linkage Documentation
- ☐ Exit Summary

**Reviewed by CSE Chairperson:** \_\_\_\_\_

**Reviewed by Building Principal:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Career Planning

*To be completed by the student with the assistance of the Case Manager listed above.*

<b>Self – Knowledge – Who Am I?</b>			
<b>Grade Level:</b>	<b>What activities do you enjoy out of school?</b>	<b>What classes or subjects do you enjoy the most?</b>	<b>Do you like to work with people, ideas, and/or things?</b>
<b>9<sup>th</sup> Grade</b>			
<b>10<sup>th</sup> Grade</b>			
<b>11<sup>th</sup> Grade</b>			
<b>12<sup>th</sup> Grade</b>			

<b>Strengths – Personal skills and talents that will be helpful in a career choice.</b>		
<b>Grade Level:</b>	<b>What are your personal skills and talents? What are you good at?</b>	<b>What are some careers where these skills will be useful?</b>
<b>9<sup>th</sup> Grade</b>		
<b>10<sup>th</sup> Grade</b>		



<b>11<sup>th</sup> Grade</b>		
<b>12<sup>th</sup> Grade</b>		

<b>Needs - What do I need to get better at?</b>		
<b>Grade Level:</b>	<b>What are things that you think you need to get better at?</b>	<b>What can I do to strengthen or make my skills better?</b>
<b>9<sup>th</sup> Grade</b>		
<b>10<sup>th</sup> Grade</b>		
<b>11<sup>th</sup> Grade</b>		
<b>12<sup>th</sup> Grade</b>		

### **Work Based Learning**

*If not completed through BOCES see obtain additional documentation materials from building principal*

<b>Type of Work-Based Learning Experience(s):</b>	<b>Worksite Name/Location(s):</b>	<b>Description of Experience(s):</b>



<b>Worksite 1:</b>	
Address:	
Type of Work:	
Worksite Contact Person (phone & address):	
Home School-Based Contact (phone & address):	
CTE Program Contact (phone & address):	
<b>School Year</b>	<b># of Hours</b>
9 <sup>th</sup> Grade	
10 <sup>th</sup> Grade	
11 <sup>th</sup> Grade	
12 <sup>th</sup> Grade	
<b>Industry –Based Assessment (if any)</b>	
<b>School Year</b>	<b>Score &amp; Comments</b>
9 <sup>th</sup> Grade	
10 <sup>th</sup> Grade	
11 <sup>th</sup> Grade	
12 <sup>th</sup> Grade	

***All parties must agree to the following responsibilities:***

**Student Responsibilities:**

- Responsible for conduct while at worksite.
- Comply with the rules set up by the school, employer, and coordinator.
- Notify the employer and coordinator if it is necessary to be absent from school.
- Participate in regular attendance in school and work. No School – No Work.
- Do not change or quit jobs without notifying school staff.

**Parent or Guardian's Responsibilities:**

- Responsible for the student's conduct while at work and shall comply with rules and regulations of the employer, home school, and educational center.
- The parent or guardian is responsible for the student's transportation to and from the work site.

**Employer/Training Station's Responsibilities:**

- Inform the student intern of company rules, regulations, policies/procedures, dress, and duties.
- Provide a varied work experience for a period agreed upon by the training station and the center.
- Provide close supervision of student activity by an experienced and qualified person.
- Provide student with the same considerations given to employees in regards to safety, health, social security, general working conditions, and other coordinator in the development of a training plan.
- Notify the coordinator if any problems arise, changes are necessary, or if termination seems likely.
- Provide input on the student's evaluation.

**Teacher-Coordinator's Responsibilities:**

- Prepare a training plan with the assistance of the training sponsor.
- Provide related classroom instruction.
- Contact the employer and discuss the student's progress and any concerns at least once per year.



*The aforementioned parties agree to the responsibilities set forth by this document:*

<b><u>Student Name:</u></b>	<b><u>Date:</u></b>
<b><u>Student Signature:</u></b>	
<b><u>Parent/Guardian Name:</u></b>	<b><u>Date:</u></b>
<b><u>Parent/Guardian Signature:</u></b>	
<b><u>Employer/Training Station Contact Name:</u></b>	<b><u>Date:</u></b>
<b><u>Employer/Training Station Contact Signature:</u></b>	
<b><u>Teacher-Coordinator Name:</u></b>	<b><u>Date:</u></b>
<b><u>Teacher-Coordinator Signature:</u></b>	

TRAINING OUTLINE – BEFORE LEARNING EXPERIENCE

*The student will display the traits and qualities required of a productive team member and student-intern by performing the following tasks:*

1.
2.
3.
4.
5.



## TRAINING EVALUATION – END OF LEARNING EXPERIENCE

*To be completed with worksite supervisor through an interview with the student's case manager.*

<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Meets Expectations (3)</b>	<b>Exceeds Expectations (4)</b>
Not yet demonstrating the skills required for the position and needs to have a formal plan for improving skills. Needs additional training.	Inconsistently demonstrates the skills needed for the position. Further development is needed.	Demonstrates the skills required for the position with rare exceptions, and shows initiative in improving skills.	Consistently demonstrates skills required for the position. Often exceeds expectations and has emerged as a leader that improves overall team.

Performance Skills:	Performance Expectations:	Score (1-4):	Comments:
<b>ATTENDANCE</b>	Understands work expectations for attendance and adheres to them. Notifies supervisor in advance in case of absence.		
<b>PUNCTUALITY</b>	Understands work expectations for punctuality. Arrives on time for work, takes and returns from breaks on time and calls supervisor prior to being late.		
<b>WORKPLACE APPEARANCE</b>	Dresses appropriately for the position and duties. Practices personal hygiene appropriate for position and duties.		
<b>TAKES INITIATIVE</b>	Participates fully in task or project from initiation to completion. Initiates interactions with supervisor for the next task upon completion of previous one.		
<b>QUALITY OF WORK</b>	Gives best effort, evaluates own work and utilizes feedback to improve work performance. Strives to meet quality standards and provides optimal customer service.		
<b>KNOWLEDGE OF WORKPLACE</b>	Demonstrates understanding of workplace policy and ethics.		
<b>RESPONSE TO SUPERVISION</b>	Accepts direction, feedback and constructive criticism with positive attitude and uses information to improve work performance. Demonstrates flexibility when nature of work changes.		
<b>COMMUNICATION SKILLS</b>	Gives full attention to what other people are saying, asks questions as appropriate and understands what was		

	heard. Communicates concerns clearly and asks for assistance when needed.		
<b>SOLVES PROBLEMS and MAKES DECISIONS</b>	Identifies the nature of the problem, evaluates various ways of solving the problem and selects the best alternative.		
<b>COOPERATES WITH OTHERS</b>	Interacts and communicates with others in a friendly and courteous way. Shows respect for others' ideas, opinions and racial and cultural diversity. Effectively works as a member of a team.		
<b>RESOLVES CONFLICT</b>	Identifies the source of conflict, suggests options to resolve it and helps parties reach a mutually satisfactory agreement.		
<b>OBSERVES CRITICALLY</b>	Carefully attends to visual sources of information. Evaluates the information for accuracy, bias and usefulness. Develops a clear understanding of the information.		
<b>TAKES RESPONSIBILITY FOR LEARNING</b>	Identifies one's strengths and weaknesses. Sets goals for learning. Identifies and pursues opportunities for learning. Monitors one's progress toward achieving these goals.		
<b>READS WITH UNDERSTANDING</b>	Reads print materials in a variety of formats (signs, books, instruction sheets, forms, charts, etc.) to locate, understand, apply and manage information they contain.		
<b>SOLVES PROBLEMS USING MATH</b>	Works with mathematical information (numbers, symbols, etc.), procedures, and tools and applies skills to answer a question, solve a problem, verify the reasonableness of results, make a		



	prediction or carry out a task that has mathematical dimensions.		
<b>HEALTH AND SAFETY</b>	Complies with health and safety rules for specific workplace.		
<b>TECHNOLOGY</b>	Uses job-related tools, technologies and materials appropriately.		

### Additional Information:

Based on your knowledge of this student, how would you rate his/her overall work performance?		
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**Other work-related (job-specific/technical skills); Strengths and/or Academic Achievements:**

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<b><u>Student Name:</u></b>	<b><u>Date:</u></b>
<b><u>Student Signature:</u></b>	
<b><u>Employer/Training Station Contact Name:</u></b>	<b><u>Date:</u></b>

<b><u>Employer/Training Station Contact Signature:</u></b>	
<b><u>Teacher-Coordinator Name:</u></b>	<b><u>Date:</u></b>
<b><u>Teacher-Coordinator Signature:</u></b>	

<b>Worksite 2 (if applicable):</b>	
Address:	
Type of Work:	
Worksite Contact Person (phone & address):	
Home School-Based Contact (phone & address):	
CTE Program Contact (phone & address):	
<b>School Year</b>	<b># of Hours</b>
9 <sup>th</sup> Grade	
10 <sup>th</sup> Grade	
11 <sup>th</sup> Grade	
12 <sup>th</sup> Grade	
<b>Industry –Based Assessment (if any)</b>	
<b>School Year</b>	<b>Score &amp; Comments</b>
9 <sup>th</sup> Grade	
10 <sup>th</sup> Grade	
11 <sup>th</sup> Grade	
12 <sup>th</sup> Grade	



***All parties must agree to the following responsibilities:***

**Student Responsibilities:**

- Responsible for conduct while at worksite.
- Comply with the rules set up by the school, employer, and coordinator.
- Notify the employer and coordinator if it is necessary to be absent from school.
- Participate in regular attendance in school and work. No School – No Work.
- Do not change or quit jobs without notifying school staff.

**Parent or Guardian's Responsibilities:**

- Responsible for the student's conduct while at work and shall comply with rules and regulations of the employer, home school, and educational center.
- The parent or guardian is responsible for the student's transportation to and from the work site.

**Employer/Training Station's Responsibilities:**

- Inform the student intern of company rules, regulations, policies/procedures, dress, and duties.
- Provide a varied work experience for a period agreed upon by the training station and the center.
- Provide close supervision of student activity by an experienced and qualified person.
- Provide student with the same considerations given to employees in regards to safety, health, social security, general working conditions, and other coordinator in the development of a training plan.
- Notify the coordinator if any problems arise, changes are necessary, or if termination seems likely.
- Provide input on the student's evaluation.

**Teacher-Coordinator's Responsibilities:**

- Prepare a training plan with the assistance of the training sponsor.
- Provide related classroom instruction.
- Contact the employer and discuss the student's progress and any concerns at least once per year.

*The aforementioned parties agree to the responsibilities set forth by this document:*

<b><u>Student Name:</u></b>	<b><u>Date:</u></b>
<b><u>Student Signature:</u></b>	
<b><u>Parent/Guardian Name:</u></b>	<b><u>Date:</u></b>
<b><u>Parent/Guardian Signature:</u></b>	
<b><u>Employer/Training Station Contact Name:</u></b>	<b><u>Date:</u></b>
<b><u>Employer/Training Station Contact Signature:</u></b>	
<b><u>Teacher-Coordinator Name:</u></b>	<b><u>Date:</u></b>
<b><u>Teacher-Coordinator Signature:</u></b>	

TRAINING OUTLINE – BEFORE LEARNING EXPERIENCE

*The student will display the traits and qualities required of a productive team member and student-intern by performing the following tasks:*

1.
2.
3.
4.
5.



## TRAINING EVALUATION – END OF LEARNING EXPERIENCE

*To be completed with worksite supervisor through an interview with the student's case manager.*

<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Meets Expectations (3)</b>	<b>Exceeds Expectations (4)</b>
Not yet demonstrating the skills required for the position and needs to have a formal plan for improving skills. Needs additional training.	Inconsistently demonstrates the skills needed for the position. Further development is needed.	Demonstrates the skills required for the position with rare exceptions, and shows initiative in improving skills.	Consistently demonstrates skills required for the position. Often exceeds expectations and has emerged as a leader that improves overall team.
<b>Performance Skills:</b>	<b>Performance Expectations:</b>	<b>Score (1-4):</b>	<b>Comments:</b>
<b>ATTENDANCE</b>	Understands work expectations for attendance and adheres to them. Notifies supervisor in advance in case of absence.		
<b>PUNCTUALITY</b>	Understands work expectations for punctuality. Arrives on time for work, takes and returns from breaks on time and calls supervisor prior to being late.		
<b>WORKPLACE APPEARANCE</b>	Dresses appropriately for the position and duties. Practices personal hygiene appropriate for position and duties.		
<b>TAKES INITIATIVE</b>	Participates fully in task or project from initiation to completion. Initiates interactions with supervisor for the next task upon completion of previous one.		
<b>QUALITY OF WORK</b>	Gives best effort, evaluates own work and utilizes feedback to improve work performance. Strives to meet quality standards and provides optimal customer service.		
<b>KNOWLEDGE OF WORKPLACE</b>	Demonstrates understanding of workplace policy and ethics.		
<b>RESPONSE TO SUPERVISION</b>	Accepts direction, feedback and constructive criticism with positive attitude and uses information to improve work performance. Demonstrates flexibility when nature of work changes.		
<b>COMMUNICATION SKILLS</b>	Gives full attention to what other people are saying, asks questions as appropriate and understands what was		

	heard. Communicates concerns clearly and asks for assistance when needed.		
<b>SOLVES PROBLEMS and MAKES DECISIONS</b>	Identifies the nature of the problem, evaluates various ways of solving the problem and selects the best alternative.		
<b>COOPERATES WITH OTHERS</b>	Interacts and communicates with others in a friendly and courteous way. Shows respect for others' ideas, opinions and racial and cultural diversity. Effectively works as a member of a team.		
<b>RESOLVES CONFLICT</b>	Identifies the source of conflict, suggests options to resolve it and helps parties reach a mutually satisfactory agreement.		
<b>OBSERVES CRITICALLY</b>	Carefully attends to visual sources of information. Evaluates the information for accuracy, bias and usefulness. Develops a clear understanding of the information.		
<b>TAKES RESPONSIBILITY FOR LEARNING</b>	Identifies one's strengths and weaknesses. Sets goals for learning. Identifies and pursues opportunities for learning. Monitors one's progress toward achieving these goals.		
<b>READS WITH UNDERSTANDING</b>	Reads print materials in a variety of formats (signs, books, instruction sheets, forms, charts, etc.) to locate, understand, apply and manage information they contain.		
<b>SOLVES PROBLEMS USING MATH</b>	Works with mathematical information (numbers, symbols, etc.), procedures, and tools and applies skills to answer a question, solve a problem, verify the reasonableness of results, make a		

	prediction or carry out a task that has mathematical dimensions.		
<b>HEALTH AND SAFETY</b>	Complies with health and safety rules for specific workplace.		
<b>TECHNOLOGY</b>	Uses job-related tools, technologies and materials appropriately.		

### Additional Information:

Based on your knowledge of this student, how would you rate his/her overall work performance?		
---	--	--

**Other work-related (job-specific/technical skills); Strengths and/or Academic Achievements:**

--

<b><u>Student Name:</u></b>	<b><u>Date:</u></b>
<b><u>Student Signature:</u></b>	
<b><u>Employer/Training Station Contact Name:</u></b>	<b><u>Date:</u></b>



<b><u>Employer/Training Station Contact Signature:</u></b>	
<b><u>Teacher-Coordinator Name:</u></b>	<b><u>Date:</u></b>
<b><u>Teacher-Coordinator Signature:</u></b>	

### **Career and Technical Education (CTE) Coursework**

<b>Career and Technical Education (CTE) Coursework</b>	<b>School Year</b>	<b>Comments</b>	<b># of Hours</b>

## Coursework & Work-Based Learning Hours

Total # of CTE Coursework Hours:	
Total # of Work-Based Learning Experience Hours:	
<b>Final Total # of hours (216 required hours which include at least 54 of work-based learning)</b>	



## Transition Assessments

*\*documentation of assessments must be attached to this document\**

School Year	Transition Assessment # 1	Transition Assessment # 2
6 <sup>th</sup> -8 <sup>th</sup> Grade	Level 1	
9 <sup>th</sup> Grade		
10 <sup>th</sup> Grade		
11 <sup>th</sup> Grade		
12 <sup>th</sup> Grade		

## **Culminating Activity**

*\*rubrics must be attached to this document\**

<b>Date of Presentation:</b>	
<b>Guest List:</b>	
<b>Career Exploration OR Self Exploration?</b>	
<b>Total Points (out of 600):</b>	

## Agency Linkage Documentation

*If Applicable*

Agency	Date:	Comments:
ACCESS-VR		
OPWDD		
Other:		

## **Exit Summary**

*\*attach the student's Exit Summary to this document\**



## Appendix B: Culminating Activity Rubric

### **Culminating Activity**

As part of the Credential requirements, students are required to complete a culminating activity during their senior year of high school. Students will participate in a class that will build the necessary skills required to obtain the Credential. The process for completing the culminating activity will encompass a full school year with meeting New York State Standards and Performance Indicators. There will be two culminating activity options for students to choose from which will include written and oral representation.

#### **Option 1: Career Exploration**

⇒ Students will be knowledgeable about the world of work, explore career options, and relate personal skills, amplitudes, and abilities to future career decisions. Students who choose a career cluster will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

#### **Option 2: Self Exploration**

⇒ Students will explore their school and life experiences and make connections to form a self reflection piece. Each student will be required to interview a teacher, a parent, a co-worker (if applicable), and a peer of choice collecting data to help them formalize a written and oral self determination piece. Students will use personal reflection to develop and implement career goals.

## **Rubric**

### **Option 1: Career Exploration - 600 Points**

#### **♦ Performance Indicators - 250 Points**

##### **Performance Indicator 1 - 50 Points**

**Students will:** Research careers within career clusters:

1. Use a variety of sources for career research and employment information
2. Develop strategies to explore career options
3. Develop an awareness of high school and postsecondary options
4. Investigate specific job descriptions

##### **Performance Indicator 2 - 50 Points**

**Students will:** Identify personal skills and abilities related to career clusters:

1. Learn techniques to assess personal strengths and weaknesses
2. Investigate careers that complement personal and academic strengths
3. Learn personal skills relative to career options
4. Develop learning/thinking skills necessary for career planning
5. Identify characteristics of quality work
6. Document academic and personal accomplishments (e.g., awards and recognition)

##### **Performance Indicator 3 - 50 Points**

**Students will:** Understand the characteristics for successful employment and identify the relationship between lifestyle choices and future career paths:

1. Recognize the relationship of home, school, and community experiences to a career selection
2. Understand the value of work and its relationship to personal success
3. Demonstrate appropriate social skills for the workplace
4. Develop strategies for self-improvement
5. Learn decision-making techniques
6. Understand the relationship between personal appearance and public perception
7. Make connections between academic abilities and success in the workplace
8. Identify the career choices associated with geographic locations
9. Explain how resources impact lifestyle choices
10. Identify and describe various lifestyle characteristics
11. Identify factors that can affect lifestyle choices

##### **Performance Indicator 4 - 50 Points**

**Students will:** Value what they are required to learn:

1. Identify educational requirements for various careers
2. Understand the value and need for lifelong learning
3. Understand the relationship between educational achievement and career success
4. Understand the importance of successful employment to the economy and the individual

##### **Performance Indicator 5 - 50 Points**

**Students will:**

1. Recognize the connection between current choices and future goals.
2. Understand the relationship of lifestyles and career choices.
3. Discuss strategies for overcoming career obstacles.
4. Examine positive and negative factors that affect career choices.
5. Reevaluate personal goals.
6. Create an action plan to achieve personal goals.

♦ Organization and Planning of Presentation- 50 Points






**Students will:**

1. Set date of presentation and develop culminating activity timeline,
2. Develop guest list and invitations.
3. Develop layout of presentation.
4. Actively participating and communicating with Special Education Case Manager.
5. Develop check list for requirements needed for the presentation.
6. Review and revise presentation.

♦ Presentation - 300 Points

# How Do We Rate?

## Multimedia Exhibit Rubric

	 <b>MASTER PRESENTERS</b>	 <b>JUNIOR PRESENTERS</b>	 <b>NOVICE PRESENTERS</b>	 <b>PRESENTERS IN TRAINING</b>
<b>CONTENT</b>	<ul style="list-style-type: none"> <li>• Present clear, relevant, accurate, interesting, and entertaining information in an engaging manner to audience</li> <li>• Connects topic in a descriptive, believable way</li> </ul>	<ul style="list-style-type: none"> <li>• Presents specific, interesting, thoughtful information to audience</li> <li>• Connects topic in a believable way</li> </ul>	<ul style="list-style-type: none"> <li>• General information presented to audience</li> <li>• Connects topic in a nonspecific way that is unbelievable to audience</li> </ul>	<ul style="list-style-type: none"> <li>• Information presented to the audience is limited or inaccurate</li> <li>• Does not connect topic in any way that is believable to audience</li> </ul>
<b>PERFORMANCE SKILLS</b>	<ul style="list-style-type: none"> <li>• Clearly articulates purpose and information</li> <li>• Expressive and good tone of voice</li> <li>• Proper eye contact and posture in front of an audience</li> </ul>	<ul style="list-style-type: none"> <li>• Articulates purpose and relevant information</li> <li>• Some expression and good tone of voice</li> <li>• Some eye contact and proper posture in front of an audience</li> </ul>	<ul style="list-style-type: none"> <li>• Unclear purpose with general information</li> <li>• Speaks in a monotone voice with no expression</li> <li>• Needs to be reminded to stand properly and make eye contact with the audience</li> </ul>	<ul style="list-style-type: none"> <li>• Confused purpose with limited information</li> <li>• No feeling or expression</li> <li>• Proper eye contact and posture needs to be modeled</li> </ul>
<b>USE OF VISUAL MATERIALS</b>	<ul style="list-style-type: none"> <li>• Creative use of props and visuals which strengthen the message being presented</li> <li>• Neat, organized, relevant, and attention-getting</li> </ul>	<ul style="list-style-type: none"> <li>• Specific use of props and visuals which relate to the message being presented</li> <li>• Neat and attractive</li> </ul>	<ul style="list-style-type: none"> <li>• Limited use of props and visuals which generally relate to the message being presented</li> <li>• Simple and unattractive</li> </ul>	<ul style="list-style-type: none"> <li>• Props and visuals are unrelated to the message being presented</li> <li>• Illegible, not relevant, and unattractive</li> </ul>
<b>AUDIENCE ENGAGEMENT</b>	<ul style="list-style-type: none"> <li>• Hooks audience immediately and keeps their attention</li> <li>• Provides information in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>• Gains audience's attention</li> <li>• Provides information in a specific way</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to hook audience</li> <li>• Provides information in one way</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to hook audience</li> <li>• Provides uninteresting information</li> </ul>



## **Option 1: Self Exploration - 600 Points**

### **♦ Performance Indicators - 210 Points**

#### **Performance Indicator 1 - Basic Skills (70 Points)**

**Students will:** Demonstrate competency in **listening and speaking** through strategies to:

1. Obtain and recall essential information from oral/visual communications
2. Determine significance of new information
3. Make generalizations and draw conclusions
4. Express ideas for group consideration
5. Incorporate ideas from other members
6. Present information clearly and logically to a variety of audiences
7. Voice evaluations of oral presentations or written text by referring to specific criteria

#### **Performance Indicator 2 - Personal Qualities (70 Points)**

**Students will:**

1. Recognize the value of effort and perseverance to reach goals.
2. Understand the importance of optimism to complete a task.
3. Differentiate between negative attitudes and personality traits.
4. Understand the importance of attendance and punctuality.
5. Model ethical behavior.
6. Establish a positive work ethic.
7. Develop conflict resolution skills.
8. Evaluate personal appearance relative to social situations.
9. Understand and demonstrate integrity in a variety of situations.
10. Accept responsibility to accomplish a task.
11. Tolerate differences of opinion.

#### **Performance Indicator 3 - Managing Information (70 Points)**

**Students will:**

1. Acquire, organize, analyze, and communicate information, using computers and/or other appropriate resources.
2. Convert information into a variety of formats.
3. Determine best format for communicating information that is appropriate for all multi-media use.
4. Aggregate, organize, and evaluate data into usable information and for effective presentations.
5. Make decisions regarding accuracy, relevance, and appropriateness of information.

6. Identify and correct errors prior to communicating.

♦ **Organization and Planning of Presentation– 90 Points**


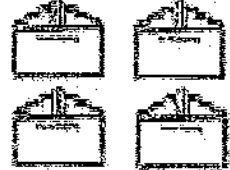
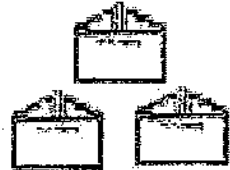


**Students will:**

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2. Develop guest list and invitations.
3. Develop layout of presentation.
4. Actively participating and communicating with Special Education Case Manager.
5. Develop check list for requirements needed for the presentation.
6. Review and revise presentation.

▪ Presentation - 300 Points

# How Do We Rate?

## Multimedia Exhibit Rubric

	 <b>MASTER PRESENTERS</b>	 <b>JUNIOR PRESENTERS</b>	 <b>NOVICE PRESENTERS</b>	 <b>PRESENTERS IN TRAINING</b>
<b>CONTENT</b>	<ul style="list-style-type: none"> <li>• Present clear, relevant, accurate, interesting, and entertaining information in an engaging manner to audience</li> <li>• Connects topic in a descriptive, believable way</li> </ul>	<ul style="list-style-type: none"> <li>• Presents specific, interesting, thoughtful information to audience</li> <li>• Connects topic in a believable way</li> </ul>	<ul style="list-style-type: none"> <li>• General information presented to audience</li> <li>• Connects topic in a nonspecific way that is unbelievable to audience</li> </ul>	<ul style="list-style-type: none"> <li>• Information presented to the audience is limited or inaccurate</li> <li>• Does not connect topic in any way that is believable to audience</li> </ul>
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## Appendix C: Coursework Programs

### CAREER AND TECHNICAL EDUCATION PROGRAMS

When a student enters the 11<sup>th</sup> grade, he/she will be given the opportunity to attend a career and technical program. Students would spend half a day at Panama and half a day at the Career and Technical Center. Participation in this program would limit the courses taken at Panama to the required subjects, English, Social Studies, Math, Science, and Physical Education.

#### COURSES OF INSTRUCTION AT THE CAREER AND TECHNOLOGY CENTER

Diesel/Heavy Equipment Repair	Small Animal Science	Information Tech./Computer Systems
Auto Body Repair	Culinary Arts	Auto Technology
Health Careers Technology	Construction	Graphics
	Technology	
Criminal Justice/Public Private	Cosmetology	Conservation/Natural Resource
Security		Management



## **Appendix D: Work-Based Learning Opportunities NOT offered through BOCES Supporting Documents**

**PANAMA CENTRAL SCHOOL  
CONSENT TO DISCLOSE EDUCATIONAL AND HEALTH RECORDS  
FOR THE PURPOSE OF INFORMING THE WORK-BASED LEARNING  
SITE OF THE STUDENT'S NEEDS AS THEY RELATE TO THE  
STUDENT'S DISABILITY**

\_\_\_\_\_, student, or his or her  
Student Name Student Date of Birth

parent(s) or guardian, consent to the disclosure of records and information maintained by

\_\_\_\_\_ and \_\_\_\_\_  
School Local School District  
to staff of the work-based learning site/internship site for the purpose of informing the site of the student's  
specific needs as it relates to their disability.

Records and information to be disclosed include student and parent contact information, home school or social services district, as well as student psychological evaluations, developmental or social history, medical summaries and health status forms, adaptive assessment reports, Individual Education Program (IEP), current progress notes, and any other documents listed on an attachment to this form, if deemed appropriate by the student's case manager.

\_\_\_\_\_  
Signature of Student/Parent/Guardian

\_\_\_\_\_  
Relationship to Student

\_\_\_\_\_  
Printed Name of Student/Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
Street Address

\_\_\_\_\_  
City, State, Zip Code

**Erie2 Chautauqua-Cattaraugus BOCES  
Workplace Experience Training Agreement**

Business: \_\_\_\_\_ Business Contact: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_ New York, Zip: \_\_\_\_\_

Type of Work: \_\_\_\_\_ Work Experience: Non-Paid Internship ☐ Capstone ☐

Student's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Internship Title: \_\_\_\_\_

Student's Address: \_\_\_\_\_ New York, Zip: \_\_\_\_\_

Student's Phone: \_\_\_\_\_ Class: \_\_\_\_\_ Home School: \_\_\_\_\_ Schedule: \_\_\_\_\_

CTE Instructor: \_\_\_\_\_ Phone: \_\_\_\_\_ Start/End: \_\_\_\_ / \_\_\_\_ to \_\_\_\_ / \_\_\_\_

Center: Carrier/Lakeshore Center ☐ LoGuidice Center ☐ Hewes Center ☐ Ormsby Center ☐

*In order to successfully operate this program, it is advisable that all parties concerned agree to the following responsibilities:*

**Student's Responsibilities:**

- Responsible for conduct while at worksite.
- Comply with the rules set up by the school, employer, and coordinator.
- Notify the employer and coordinator if it is necessary to be absent from school.
- Participate in regular attendance in school and at work. **No School-No Work.**
- Do not change or quit jobs without notifying the coordinator.

**Parent or Guardian's Responsibilities:**

- Responsible for the student's conduct while at work and shall comply with the rules and regulations of the employer, home school, and educational center.
- The parent or guardian is responsible for the student's transportation to and from the work site.

**Employer/Training Station's Responsibilities:**

- Inform the student intern of company rules, regulations, policies/procedures, dress, and duties.
- Provide a varied work experience for a period agreed upon by the training station and the center.
- Provide close supervision of student activity by an experienced and qualified person.
- Provide student with the same considerations given to employees in regards to safety, health, social security, general working conditions and other regulations of the firm and all federal, state, and local laws.
- Assist the coordinator in the development of a training plan.
- Notify the coordinator if any problems arise, changes are necessary, or if termination seems likely.
- Provide input on the student's evaluation.

**Teacher-Coordinator's Responsibilities:**

- Prepare a training plan with the assistance of the training sponsor.
- Provide related classroom instruction.
- Contact the employer and discuss the student's progress and any concerns at least once during each grading period.
- Advise the employer of any child-labor provisions under the Fair Labor Standards Act that apply.

**Obtain Required Signatures In Order:**

1. Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Phone: \_\_\_\_\_

2. Employer: \_\_\_\_\_ Date: \_\_\_\_\_ Phone: \_\_\_\_\_

3. Parent or Guardian: \_\_\_\_\_ Date: \_\_\_\_\_ Phone: \_\_\_\_\_

4. CTE Instructor/Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_ Phone: \_\_\_\_\_

5. Home School Principal: \_\_\_\_\_ Date: \_\_\_\_\_ Phone: \_\_\_\_\_

6. CTE Principal: \_\_\_\_\_ Date: \_\_\_\_\_ Phone: \_\_\_\_\_

(CTE Principal signs **LAST** - AFTER ALL SIGNATURES ABOVE HAVE BEEN ACQUIRED)



**NOTE: Please complete – TRAINING OUTLINE, before obtaining 2<sup>nd</sup> signature.**

**Erie 2-Chautauqua-Cattaraugus BOCES – WAIVER REQUIREMENTS**

► In compliance with state and federal standards, the following waiver for Hazardous Occupation is made part of the Training Agreement.

- ◆ That the work of the student-intern in an occupation deemed hazardous under State and Federal Laws shall be incidental to the training of the student, that such work in hazardous occupations shall be intermittent and for short periods of time and will be under the direct and close supervision of a qualified and experienced person.
- ◆ Safety training of a general nature will be given to the student-intern and safety education of a specific nature is to be given by the industrial supervisor, both prior to and during participation in hazardous areas.

**TRAINING OUTLINE**

**TRAINING AREA:** \_\_\_\_\_

The intern will display during his/her internship, the following traits and qualities required as a productive team member and student-intern.

- Responsibility, positive self-esteem, good self-management skills, integrity, honesty, initiative, ability to work with others, good work attendance, punctuality, positive reaction to authority, and acceptable quality of work.

**The Intern will demonstrate the following tasks during his/her internship:**

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_  
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- \_\_\_\_\_  
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- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**(THIS MUST BE FILLED OUT PRIOR TO OBTAINING THE #2 EMPLOYER'S SIGNATURE)**



# **PERMISSION FOR STUDENTS TO DRIVE TO INTERNSHIP WORKSITE**

**Erie2 – Chautauqua – Cattaraugus BOCES**

**This driving permit is valid only during the duration of the student's internship experience.**

---

License Plate #

Year

Make

Type

Color

Internship Worksite Location:

Home School:

---

Work Hours:

Work Phone #:

---

This permission is valid only from:

/

/

to

/

/

---

## **Obtain Required Signatures In Order:**

### **Parent or Guardian's Permission:**

I hereby certify that I am the parent/guardian of \_\_\_\_\_ and hereby grant permission for him/her to drive or ride in the vehicle listed above to and from his/her internship worksite.

**7. Signature of Parent or Guardian:**

**Date:**

---

**Home School Permission:** Permission is hereby granted for the above student to drive the vehicle described to and from the internship worksite for the period of time indicated above. It is understood that during this period, this student will not be on the regular school bus. He/she also understands that he/she is not to drive others at any time. No exception to this will be made.

**8. Signature of Home School Principal:**

**Date**

---

### **Career & Technology Educational Center Permission:**

**9. Signature of CTE Instructor:**

**Date:**

---

**10. Signature of CTE Principal:**

**Date:**

---

☐

Student is not driving or riding with another student to the internship site.

# Panama Central School

41 North St.  
Panama, NY 14767  
716-782-2455

## Memorandum of Agreement

**This establishes an agreement between school district/BOCES and Business:**

Business Name: \_\_\_\_\_ Contact Name/Mentor: \_\_\_\_\_

Address (Street, City, State and Zip Code): \_\_\_\_\_

Phone Number: \_\_\_\_\_ Fax Number: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_ Website: \_\_\_\_\_

**In relation to the work based learning experience for:**

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Address (Street, City, State and Zip Code): \_\_\_\_\_

Phone Number: \_\_\_\_\_

Home School District: \_\_\_\_\_

CTE Program: \_\_\_\_\_ Session: ☐ AM ☐ PM

Emergency Contact: \_\_\_\_\_ Emergency Phone Number: \_\_\_\_\_

- The work based learning program/experience will comply fully with ALL applicable New York State and Federal labor laws, including workers compensation laws and those specific to prohibited occupations, as well as with New York State Education Department laws and regulations.
- The employer/mentor and a certified Coordinator of Work Based Learning Programs for Career Development and at times a BOCES employee will supervise the work based learning experience.
- The student will be evaluated during the program and must maintain satisfactory standards of performance to continue in the experience.

Type of WBL Experience: ☐ CO-OP Paid ☐ CO-OP Unpaid ☐ CEIP ☐ GEWEP ☐ WECEP ☐ Other

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_ Days of Week: ☐ M ☐ Tu ☐ Wed ☐ Th ☐ F ☐ Sa ☐ Su

Hours of Work: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_

Mentor/Employer Signature: \_\_\_\_\_ CTE Instructor Signature: \_\_\_\_\_

WBL Coordinator Signature: \_\_\_\_\_ CTE Principal Signature: \_\_\_\_\_

CTE Special Education Consultant Teacher Signature (if applicable): \_\_\_\_\_

The School District/BOCES does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The compliance officer is Name/Title and is available at the School District Name, Address, E-Mail and Phone Number.

## Responsibilities:

### Employer:

- Appropriate general safety instruction for each job station will be provided.
- An on-the-job mentor will be identified and assigned to the student for the duration of the experience.
- This program will comply with all Federal and State Labor Department and New York State Education Department laws/regulations. **In the event the student may be working in a New York State Department of Labor (NYSDOL) deemed hazardous location and/or a prohibitive occupation all parties will comply with current USDOL, NYSDOL and NYSED regulations.**
- The employer acknowledges that the New York State Workers Compensation Board Employers' Handbook <http://www.wcb.ny.gov/content/main/Employers/EmployerHandbook.pdf> (May, 2010 edition), at page 42, states the following about workers compensation coverage for student interns:  
Student interns are individuals that are providing services to gain work experience. An unpaid student intern providing services to a for-profit business, a nonprofit or a government entity is generally considered to be an employee of that organization and should be covered under that organization's workers' compensation insurance policy. Workers' Compensation Law Judges have ruled that the training received by student interns constitutes compensation (even though the student interns may not be receiving actual "cash payments" for their efforts).  
Exception: Please note that student interns (paid or unpaid) providing non-manual services to a religious, charitable or educational institution (covered under Section 501(c)(3) of the IRS tax code) are exempt from mandatory coverage (but can also be covered voluntarily). [Manual labor includes but is not limited to such tasks as filing; carrying materials such as pamphlets, binders, or books; cleaning such as dusting or vacuuming; playing musical instruments; moving furniture; shoveling snow; mowing lawns; and construction of any sort.]  
Naturally, a paid student intern providing services to a for-profit business, a nonprofit (other than a nonprofit that is covered under Section 501(c)(3) of the IRS tax code) or a government entity should be covered under that organization's worker's compensation insurance policy.
- Students will be accepted into this program and otherwise treated without regard to age, color, religion, creed, disability, marital status, national origin, race, gender or sexual orientation.
- The work based learning program/experience will comply fully with **ALL** of the following criteria points, which are outlined in the United States Department of Labor's Employment Relationships Under the Fair Labor Standards Act—

Whether trainees or students are employees of an employer under the Fair Labor Standards Act will depend upon all of the circumstances surrounding their activities on the premises of the employer. If **ALL** of the following criteria apply, the trainees or students are **NOT** considered employees within the meaning of the Act:

- (a) the training, even though it includes actual operation in the facilities of the employer, is similar to that which would be given in a vocational school;
- (b) the training is for the benefit of the trainees or students;
- (c) the trainees or students **DO NOT DISPLACE** regular employees, but work under their close observation;
- (d) the employer that provides the training **DERIVES NO IMMEDIATE ADVANTAGE** from the activities of the trainees, and on occasion, his operations may actually be impeded; the trainees or students are not necessarily entitled to a job at the conclusion of the training period; and
- (e) the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in the extended classroom (in the case of an unpaid WBL experience).

### School and student:

- The work based learning program will be supervised by a Certified Coordinator of Work Based Learning for Career Development.
- The student must abide by all regulations set forth by participating business. Failure to do so can cause immediate removal from the site or the participating business (i.e., dress code, behavior).
- The student is representing the School District/BOCES in the community, therefore we expect him/her to act and behave appropriately according to the expectations of the company.
- The student will be expected to attend the work site daily, as per schedule. The student must inform the employer/mentor and the school's Main Office classroom teacher by telephone of all unexpected absences from the worksite during his/her off-campus experience.
- The student must keep a Daily Journal, according to criteria developed by the coordinator and the instructor, for the WBL experience. The student will be evaluated during the program, and must maintain satisfactory standards of performance to continue in the experience.

THE UNIVERSITY OF THE STATE OF NEW YORK  
THE STATE EDUCATION DEPARTMENT  
ALBANY, NY 12234

APPLICATION FOR EMPLOYMENT CERTIFICATE

See reverse side of this form for information concerning employment of minors.

All signatures must be handwritten in ink, and applicant must appear in person before the certifying official.

**PART I - Parental Consent - (To be completed by applicant and parent or guardian)**

Parent or guardian must appear at the school or issuing center to sign the application for the first certificate for full-time employment, unless the minor is a graduate of a four-year high school and presents evidence thereof. For all other certificates, the parent or guardian must sign the application, but need not appear in person to do so.

Date.....

I, ..... Age .....

[Applicant]

Home Address ....., apply for a certificate as checked below

[Full Home Address including Zip Code]

- ☐ Nonfactory Employment Certificate - Valid for lawful employment of a minor 14 or 15 years of age enrolled in day school when attendance is not required.
- ☐ Student General Employment Certificate - Valid for lawful employment of a minor 16 or 17 years of age enrolled in day school when attendance is not required.
- ☐ Full-Time Employment Certificate - Valid for lawful employment of a minor 16 or 17 years of age who is not attending day school.

I hereby consent to the required examination and employment certification as indicated above.

.....  
[Signature of Parent or Guardian]

**PART II - Evidence of Age - (To be completed by issuing official only)**

..... - Check evidence of age accepted - Document # (if any) .....

[Date of Birth]

Birth Certificate      State Issued Photo      I.D Driver's License      Schooling Record      Other.....  
[Specify]

**PART III - Certificate of Physical Fitness**

Applicant shall present documentation of physical exam from a school or private physician, physician's assistant or nurse practitioner licensed to practice within New York State. Said examination must have been given within 12 months prior to issuance of the employment certificate. Date of physical exam on file with school ..... If physical exam is over 12 months, provide student with certificate of physical fitness to be completed by school medical director or private health care provider.

If the physical exam or Certificate of Physical Fitness is limited with regards to allowed work/activity, the issuing official shall issue a Limited Employment Certificate (valid for a period not to exceed 6 months unless the limitation noted by the physician is permanent, then the certificate will remain valid until the minor changes jobs. Enter the limitation on the employment certificate. THE PHYSICIAN'S CERTIFICATION SHOULD BE RETURNED TO THE APPLICANT.

**PART IV - Pledge of Employment - (To be completed by prospective employer)**

Part IV must be completed only for: (a) a minor with a medical limitation; and (b) for a minor 16 years of age or legally able to withdraw from school, according to Section 3205 of the Education Law, and must show proof of having a job.

The undersigned will employ ..... residing at .....

[Applicant]

as ..... al .....

[Description of Applicant's Work]

[Job Location]

for ..... days per week ..... hours per day, beginning ..... a.m. .... p.m.

..... ending ..... a.m. .... p.m.

[Name of Firm]

Nonfactory

[Address of Firm]

..... Starting date .....

[Telephone Number]

[Signature of Employer]

**PART V - Schooling Record - (To be completed by school official)**

Part V must be completed only for a minor 16 years of age who is leaving school and resides in a district (New York City and Buffalo) which require a minor 16 years of age to attend school, according to Section 3205 of the Education Law.

I certify that the records of .....  
[Name of School] [Address]

Show that ..... whose date of birth is .....

[Name of Applicant]

Is in grade.....  
[Signature of Principal or Designee]

**PART VI - Employment Certification - (To be completed by issuing official only)**

Certificate Number ..... Date Issued .....

[School or Issuing Center]

[Address]

[Signature of Issuing Officer]

THIS APPLICATION DOES NOT AUTHORIZE EMPLOYMENT



## Appendix E: Notification of Right to Education

Panama CSD  
41 North Street  
Panama, NY 14767

Prior Written Notice  
Proposed Receipt of a Nondiploma Credential

06/24/2015

Dear **Parent Name**:

RE:  
DOB: ID#:

The purpose of this notice is to inform you, in writing, of the school district's recommendation(s) regarding the identification, evaluation, educational placement and/or provision of special education services to your child.

SUBJECT OF THIS NOTICE:

Receipt of nondiploma credential.

DESCRIPTION OF ACTION PROPOSED OR REFUSED:

I am pleased to inform you that your child will be recommended to the Board of Education to receive a NYS CDOS Commencement Credential.

EXPLANATION OF WHY THE ACTION IS PROPOSED OR REFUSED:

The district is proposing that **Student Name** will be able to meet the requirement to earn a NYS CDOS Commencement Credential.

DESCRIPTION OF EACH EVALUATION PROCEDURE, ASSESSMENT, RECORD, OR REPORT USED IN THE DECISION TO PROPOSE OR REFUSE THE ACTION:

Student's transcript, and progress toward meeting IEP goals.

DESCRIPTION OF ANY OTHER OPTIONS CONSIDERED AND THE REASONS WHY THOSE OPTIONS WERE REJECTED:

There were no other options considered at this time.

DESCRIPTION OF OTHER FACTORS THAT ARE RELEVANT TO THE PROPOSED OR REFUSED ACTION:

Your child continues to be eligible for a free appropriate public education until the end of the school year in which the student turns age 21 or until the receipt of a regular (local or Regents) high school diploma, whichever is earlier.

YOU HAVE PROTECTION UNDER THE PROCEDURAL SAFEGUARDS OF THE REGULATIONS OF THE COMMISSIONER OF EDUCATION.

Previously you have received a Procedural Safeguards Notice that explains your rights regarding the special education process. Please refer to Panama Central School

Mrs. Frances Frey  
41 North St.  
Panama, NY 14767

or via the school's website at [www.pancent.org](http://www.pancent.org) if an additional copy is needed.



SOURCES YOU MAY CONTACT TO OBTAIN ASSISTANCE IN UNDERSTANDING THE SPECIAL EDUCATION PROCESS:

Panama Central School  
Mrs. Frances Frey  
41 North St.  
Panama, NY 14767

ADDITIONAL INFORMATION RELATED TO THE SUBJECT OF THE NOTICE:

Your child continues to be eligible for a free appropriate public education until the end of the school year in which the student turns age 21 or until the receipt of a regular (local or Regents) high school diploma, whichever is earlier.

If in the future **Student Name** wishes to return to school and has not turned 21 years of age, please call this office to schedule an appointment with the Committee on Special Education. The Committee will meet to recommend an appropriate educational program.

You have the right to address the Committee, either in person or in writing, on the appropriateness of the Committee's recommendations. If you have any questions or would like to request a meeting to further discuss information contained in this notice, please contact Danielle Cook at (716) 782-2455.

I would like to offer my sincere congratulations to **Student Name** on this achievement and extend best regards for the future.

Sincerely,

Danielle Cook  
K-12 CSE Chairperson and School Psychologist

CSE-08B

## Appendix F: CSE New Student Recommendation Form

### CSE New Student Recommendation Form

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_



Work-Based Learning and Coursework Reviewed from Previous District:

Work-Based Learning and Coursework Accepted from Previous District:

CSE Chairperson Approval: \_\_\_\_\_

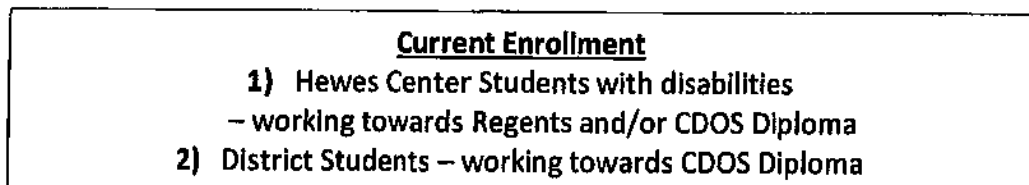
Date: \_\_\_\_\_

Building Principal Approval: \_\_\_\_\_

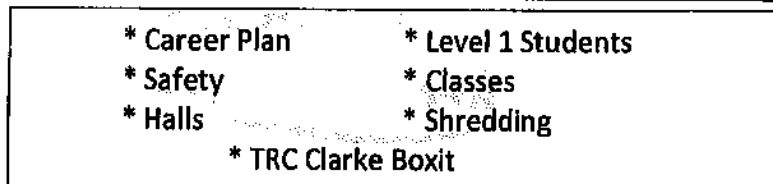
Date: \_\_\_\_\_

## **Appendix G: Hewes Educational Center CDOS Program**

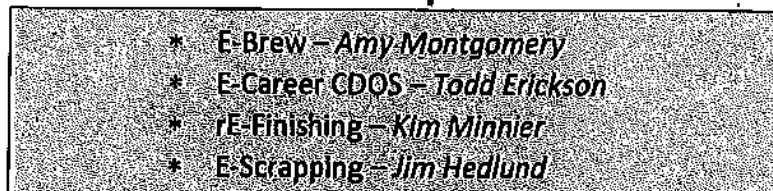
## **CDOS Program**



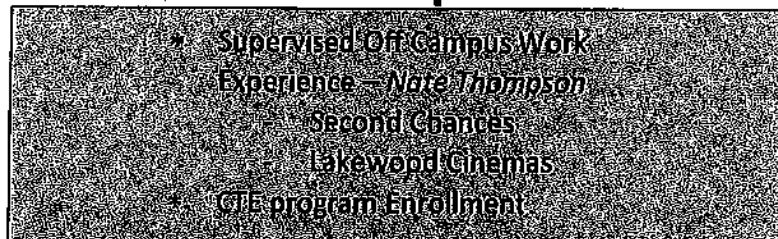
### **Tier I**



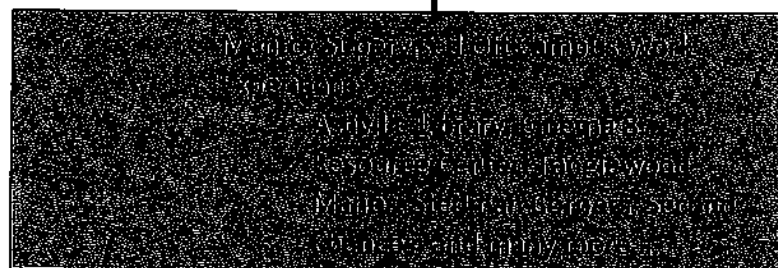
### **Tier II**



### **Tier III**



### **Tier IV**



### **Program Completion**

