

# Panama Central School

## **Skills & Achievement Commencement Credential**

The Skills and Achievement commencement credential is offered to all students with severe disabilities and who have taken the State assessment for students with severe disabilities. This exiting credential gives students an opportunity progress towards learning standards that involve career exploration, applied academics, soft skill development, and technical skill development.

2017-18

## Contents

Introduction.....	2
Summary of Student’s Academic Achievement & Functional Performance .....	2
Learning Standards & Academic Skills.....	4
Credential Awarding .....	6
Appendix A: IEP Skills Tracking Template .....	7
Appendix B: Community Learning Site Memorandum of Agreement.....	8
Appendix C: Student Disability Disclosure Statement .....	9
Appendix D: Application for Student Working Papers.....	10
Appendix E: Emergency Medical Treatment Authorization .....	11
Appendix F: Student Training Plan.....	12
Appendix G: Notification of Right to Education .....	13

## Introduction

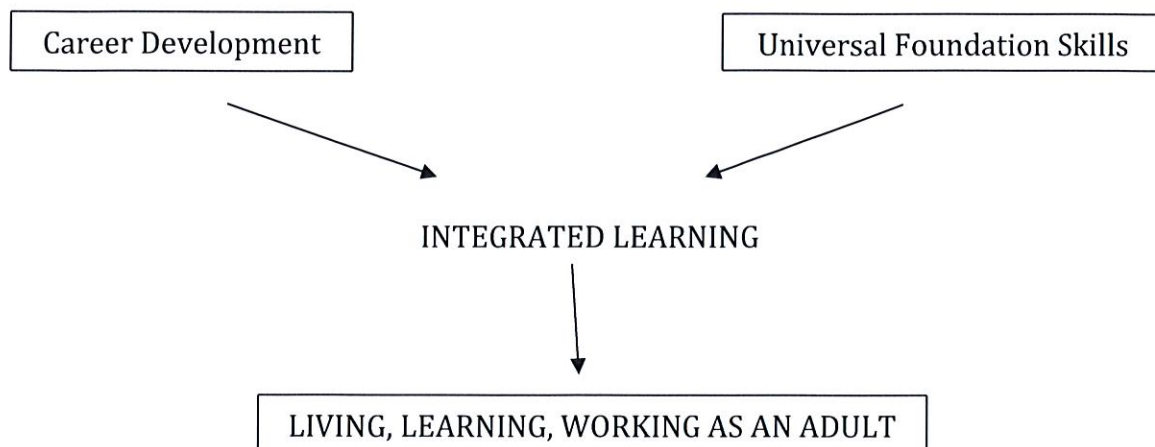
Beginning with the 2013-14 school year and thereafter, the board of education or trustees of a school district shall, and the principal of a nonpublic school may, issue a skills and achievement commencement credential to a student who has taken the State assessment for students with severe disabilities, as defined in section 100.1(t)(2)(iv) of this Part, in accordance with the following provisions: (a) Prior to awarding the skills and achievement commencement credential, the governing body of the school district or nonpublic school shall ensure that: (1) the student has been recommended by the committee on special education to take the alternate assessment in lieu of a required State assessment; (2) such student meets the definition of a student with a severe disability as defined in section 100.1(t)(2)(iv); and (3) the student has been afforded appropriate opportunities to participate in community experiences and development of employment and other instructional activities to prepare the student for post-secondary living, learning and employment . [8 NYCRR 100.6]

Once the Panama Central School Committee on Special Education determines that a student is eligible for the alternative assessment in lieu of a required state assessment and meets criteria as a student with a severe disability, the student will be afforded the opportunity work towards earning a Skills and Achievement Commencement Credential (Figure 1.1). This credential will focus on providing students with:

1. Career Development
2. Integrated Learning
3. Universal Foundation Skills

Instruction will be school and community based, as deemed appropriate. Through integrated learning students will explore career development and learn the universal foundation skills important for post-secondary living, learning, and working. Students will be taught basic reading, writing, listening, speaking, and functional math skills. They will also acquire thinking skills, personal qualities, interpersonal skills, an understanding of technology and managing information resources, and systems skills.

Figure 1.1



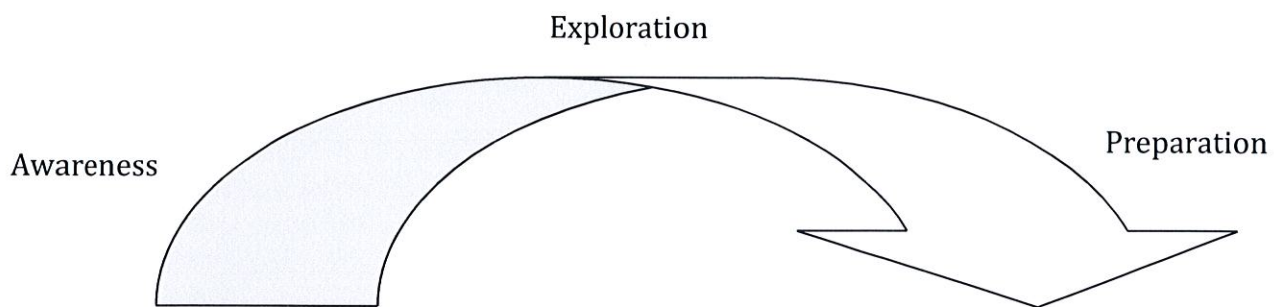


## Summary of Student's Academic Achievement & Functional Performance

The credential shall be issued together with a summary of the student's academic achievement and functional performance, as required pursuant to section 200.4(c)(4) of this Title, that includes documentation of: (3) the student's strengths and interests and, as appropriate, other student achievements and accomplishments. [8 NYCRR 100.6(d)(3)]

An annual review of a student's academic achievement and functional performance will be documented in the student's Individualized Education Plan (IEP) and discussed at the student's Annual IEP meeting. A template of this documentation can be viewed in Appendix A. This will include information regarding the employability and transition skills of the student. The plan will be completed with as much student input as deemed appropriate, but will ultimately be the Special Education Case Manager's responsibility. The goal student's IEP plan will be to move the student from career awareness through exploration and finally preparation throughout their high school experience (Figure 1.2).

Figure 1.2



## Learning Standards & Academic Skills

The credential shall be issued together with a summary of the student's academic achievement and functional performance, as required pursuant to section 200.4(c)(4) of this Title, that includes documentation of: (1) the student's level of achievement and independence for each of 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, universal foundation skills that include basic skills in reading, writing, listening, speaking, math and functional math; thinking skills; personal qualities; interpersonal skills; use of technology; managing information and resources; systems skills; (2) the student's academic skills, as measured by the State assessment for students with severe disabilities [8 NYCRR 100.6(d)(1-2)]

### LEARNING STANDARDS ACHIEVEMENT:

Students are required to demonstrate a level of achievement and independence according to the career development and occupational studies learning standards. These standards will include career development, integrated learning, universal foundation skills that include basic skills in reading, writing, listening, speaking, math and functional math; thinking skills; personal qualities; interpersonal skills; use of technology; managing information and resources; systems skills. Evidence of these skills will be maintained on the student's Individualized Education Plan and will be reviewed annually.

### ACADEMIC SKILLS:

Student's academic skills, as measured by the State Assessment for students with severe disabilities and will be monitored annually through the student's Individualized Education Plan. It will be the student's Special Education Case Manager's responsibility to maintain these records.

### FUNCTIONAL SKILLS:

Student's functional skills, as measured by standardized assessments of Activities of Daily Living skills for students with severe disabilities will be monitored annually through the student's Individualized Education Plan. It will be the student's Special Education Case Manager's responsibility to maintain these records and document the student's progress in, but not limited to, skills relating to communication, self-direction, social, community use, school living, health and safety, and self-care.

### INTEGRATED LEARNING OPPORTUNITIES:

Students will achieve universal foundation skills in addition to career development through an integrated approach. This will afford students the opportunity to not only be educated within their classroom setting but also within the community. As deemed appropriate by assessments of students behavioral, emotional, and social skills, students will have the opportunity to enter the community for career-based learning at sites which are pre-approved by the district through a Memorandum of Agreement (Appendix B). This memorandum will outline the school, student, and employer's responsibilities. In addition the employer will be given:

- a parent-approved disclosure of information about the student with a disability(Appendix C)
- a copy of the student's working papers (see application in Appendix D)
- authorization for medical treatment (Appendix E)
- a Student Training Plan (Appendix F) which outlines the individual needs for the student

Students will be accompanied to these sites by their Special Education Case Manager, who will act as the student's job coach, providing guidance and support throughout the experience. The Special Education Case Manager, will then document the information in the student's Individualized Education Plan, which will be reviewed annually. These experiences will be related to career awareness, exploration, and/or preparation for their completion of their Skills Credential.



## Credential Awarding

The credential may be issued at 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. The credential shall be similar in form to the diploma issued by the school district or nonpublic school, except that there shall appear on such credential a clear annotation to indicate that the credential is based on achievement of alternate academic achievement standards. [8NYCRR 100.6(b-c)]

Panama Central School's High School Principal will be responsible for issuing a student's Skills and Achievement Commencement Credential Certificate.

If the student receiving a credential 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 high school diploma or until the end of the school year in which such student turns age 21, whichever shall occur first. [8NYCRR 100.6(e)]

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 G. This letter will accompany an Exit Summary, which will be completed by the student's Case Manager.

## **Appendix A: IEP Skills Tracking Template**



# INDIVIDUALIZED EDUCATION PLAN SKILLS TRACKING TEMPLATE & PLANNING DOCUMENT

Student:

Home School:

**Career Development: What do you know about work? What are your personal skills? What are some options for you for work and what would you need to be able to complete that job?**

Academic Year	Response

**Integrated Learning: Where have you used the skills that you've learned in class?**

Academic Year	Response

**Universal Foundation Skills: Explain what you've learned while in school.**

Academic Year	Response

**Thinking Skills: How do you know when there is a problem? How do you contact emergency services? What are some different problems that you have encountered and learned to handle?**

Academic Year	Response

## INDIVIDUALIZED EDUCATION PLAN SKILLS TRACKING TEMPLATE & PLANNING DOCUMENT


**Personal Qualities: What are your strengths and needs when it comes to behavior? What do you do in your spare time? What are your strengths in maintaining your personal care?**

Academic Year	Response

**Technology: What are some basic tools that you're able to use (ex. microwave, utensils, television, assistive technology, etc.)**

Academic Year	Response

**Managing Information: Where can you look to collect information that may be needed to manage everyday life?**

Academic Year	Response

**Managing Resources: What are some tasks that you are good at completing with as little help as possible?**

Academic Year	Response

# INDIVIDUALIZED EDUCATION PLAN SKILLS TRACKING TEMPLATE & PLANNING DOCUMENT


## Systems: What are things that you have learned about safety, daily routines, rules, and new situations?

Academic Year	Response

## Other Universal Foundation Skills: What are some other things you have learned that we haven't already talked about?

Academic Year	Response

## Post-secondary Goals: What do you or your team feel would help you to meet goals after graduation?

Education/Training Goal:		Employment Goal:		Independent Living Goal (if appropriate):	
Academic Year:	Goal:	Academic Year:	Goal:	Academic Year:	Goal:
Academic Year:	Goal:	Academic Year:	Goal:	Academic Year:	Goal:
Academic Year:	Goal:	Academic Year:	Goal:	Academic Year:	Goal:
Academic Year:	Goal:	Academic Year:	Goal:	Academic Year:	Goal:
Academic Year:	Goal:	Academic Year:	Goal:	Academic Year:	Goal:



# INDIVIDUALIZED EDUCATION PLAN SKILLS TRACKING TEMPLATE & PLANNING DOCUMENT

<b>Accommodations</b>	Academic Year:	Recommendation:
	Academic Year:	Recommendation:
	Academic Year:	Recommendation:
	Academic Year:	Recommendation:
	Academic Year:	Recommendation:
	Comments:	
<b>Assistive Technology/ Adaptive Equipment</b>	Academic Year:	Recommendation:
	Academic Year:	Recommendation:
	Academic Year:	Recommendation:
	Academic Year:	Recommendation:
	Academic Year:	Recommendation:
	Comments:	
<b>Environmental Supports</b>	Academic Year:	Recommendation:
	Academic Year:	Recommendation:
	Academic Year:	Recommendation:
	Academic Year:	Recommendation:
	Academic Year:	Recommendation:
	Comments:	

# INDIVIDUALIZED EDUCATION PLAN SKILLS TRACKING TEMPLATE & PLANNING DOCUMENT

<b>Further Skill Development</b>	Academic Year:	Recommendation:
	Academic Year:	Recommendation:
	Academic Year:	Recommendation:
	Academic Year:	Recommendation:
	Academic Year:	Recommendation:
	Comments:	
<b>Adult Agencies Referrals/Contacts</b>	Academic Year:	Recommendation:
	Academic Year:	Recommendation:
	Academic Year:	Recommendation:
	Academic Year:	Recommendation:
	Academic Year:	Recommendation:
	Comments:	
<b>Other</b>	Academic Year:	Recommendation:
	Academic Year:	Recommendation:
	Academic Year:	Recommendation:
	Academic Year:	Recommendation:
	Academic Year:	Recommendation:
	Comments:	

## **Appendix B: Community Learning Site Memorandum of Agreement**



# PANAMA Central School

41 North St.  
Panama, NY 14767  
716-782-4445

## 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.

## **Appendix C: Student Disability Disclosure Statement**



**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

## **Appendix D: Application for Student Working Papers**

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 ..... at .....

[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: Emergency Medical Treatment Authorization**

## Panama Central School Field Trip Request Form

Prepare and submit to the principal for approval at least six (6) weeks prior to the scheduling of an overnight field trip and two (2) weeks prior to the scheduling of a trip during school hours.

Today's Date \_\_\_\_\_ Submitted by \_\_\_\_\_

Grade/Class/Organization \_\_\_\_\_

Destination \_\_\_\_\_

Overnight/other than regular school day ☐ Yes ☐ No

Departure Date \_\_\_\_\_ Load Time \_\_\_\_\_

Return Date \_\_\_\_\_ Return Time \_\_\_\_\_ Number of Students \_\_\_\_\_

Number of Participating Staff \_\_\_\_\_ Names of Staff: \_\_\_\_\_

Other Chaperones ☐ Yes ☐ No Number \_\_\_\_\_

Is District transportation needed? ☐ Yes ☐ No Bus/Other \_\_\_\_\_

Number of Buses \_\_\_\_\_ Does Bus Need to Stay ☐ Yes ☐ No

Approximate round trip miles \_\_\_\_\_ Estimated Cost Per Student \_\_\_\_\_

Special Instructions \_\_\_\_\_

Meal Plans \_\_\_\_\_

### PLEASE COMPLETE BACK OF FORM

☐ Approved \_\_\_\_\_

☐ Not Approved \_\_\_\_\_ Principal \_\_\_\_\_ Date \_\_\_\_\_

COMMENTS: \_\_\_\_\_

Overnight/other than regular school day trip

☐ Approved \_\_\_\_\_

☐ Not Approved \_\_\_\_\_ Superintendent \_\_\_\_\_ Date \_\_\_\_\_

COMMENTS: \_\_\_\_\_

### RESPONSIBILITIES OF TEACHER/ADVISOR

- |                                     |  |
|-------------------------------------|--|
| ✓ Send home parent permission slips | ✓ Request substitute if needed                               |
| ✓ Notify Staff                      | ✓ Transportation (complete request if using school vehicles) |
| ✓ Notify Cafeteria                  | ✓ Student list to appropriate office                         |

## Panama Central School Field Trip Instructional Plan

Check appropriate box: ☐ Curriculum Related ☐ Other

If Other - purpose of trip \_\_\_\_\_

What New York State Standards are addressed?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How will the students be prepared for the trip as an instructional activity?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What instructional activities will occur on the trip?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Upon return, what activities will occur to enrich the experience and to determine if the objectives were achieved?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What specific plans have been made for the continued instruction of those students who will not participate in the field trip project?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **Appendix F: Student Training Plan**



**Panama Central School  
Student 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:

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

---

## **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:**

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

## Appendix G: Notification of Right to Education

Panama CSD  
41 North St.  
Panama, NY 14767

Prior Written Notice  
Proposed Receipt of a Nondiploma Credential

DATE

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 Frances Frey at (716) 782-4445.

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

Sincerely,

Frances Frey  
K-12 CSE Chairperson  
CSE-08B