

# Panama Central School

## Comprehensive School Guidance, Mental Health Education, & Foster Care Plan



This plan meets the expectations of the NYSED Commissioner's Regulation Part 100.2(j). It states Panama's plan for providing students in grades K-12 support in attendance, behavior, and academic success. It provides a plan for students' annual progress and planning to take place. Career development is included as a direct instructional piece along with any other counseling services needed to make students academically, socially, and emotionally successful. Additionally, this plan addresses the Every Students Succeed Act (ESSA) – Educational Stability Provisions of Students in Foster Care, which requires schools to work together with agencies to provide students in foster care an education with as little disruption as possible.

**Updated  
February 2021**

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## Introduction

Panama Central School is located 14 miles west of Jamestown, NY in Panama. Panama serves approximately 475 students in grades UPK-12. The student population is made up of 95% white students who are grouped into two sections per grade level. Panama is considered to be in a small rural community that demonstrates pride and support of the school as a crucial element of the community.

*Panama Central School: Where we learn and grow together through shared effort and support*

## PCS Counseling and Guidance Office

**Vision:** Public education is designed to prepare students to become contributing members of our society. A School Counselor helps students preserve their individuality as they work towards this goal. A counselor attempts to help each student identify his/her unique strengths, interests, and abilities. He aids students in development of the skills necessary to achieve educational and personal success. He encourages students to recognize their potential and to set realistic educational and occupational goals.

**Mission:** At the middle school level, the counselor works with students to develop career goals and tentative four-year plans that will enable each student to fulfill his/her goals. Throughout senior high school, the counselor meets with students annually to review and update educational and career goals.

**Goals:** The ultimate goal of the school counselor is to prepare our students to experience personal and occupational success and satisfaction.

### Department Members & Administrative Supervisors

Mr. Bert Lictus, Superintendent

Mrs. Emily Harvey, Director of Instruction

Mrs. Danielle Cook, 7-12 Principal

Mrs. Lauren Harper, UPK – 6 Principal

Mr. Dane Simmons, 7-12 Guidance Counselor

Ms. Laura Myers, School Psychologist

Miss Nichole Brunecz, Social Worker

## K-6 Counseling

In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parent involvement.

[8NYCRR 100.2(j)(1)(i)]

Response to Intervention (RtI) at Panama CSD is the practice of providing high-quality instruction/ intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student (NASDSE, 2006). At Panama CSD, we strive to provide differentiated classroom instruction coupled with tailored interventions to prevent achievement gaps.

The combined RtI/AIS (Academic Intervention Services) Plan at Panama Elementary School starts with high quality instruction within the general education setting, provided by a New York certified classroom teacher. School-wide screenings and other formative assessments provide valuable information to instructional staff to aid in the delivery of interventions. Support services are provided in a tiered, least restrictive approach, where the level of support increases as students do not respond to intervention. Students not demonstrating adequate response to interventions on Tiers 1 or 2 will be identified for further supplemental intervention in Tier 3. Decisions are made by a multidisciplinary team, the Data Analysis Team; at every step of this process decisions are informed by progress monitoring data and input from the grade-level data team.

The Data Analysis Team is the decision-making committee that determines movement among tiers within the RtI/AIS process at Panama CSD and the type of intervention, based on the student's need. This includes, but is not limited to attendance, academic, behavioral, or adjustment problems. This team may consist of the following people: The classroom teacher, student, parent(s)/guardian(s), building principal, learning support representative, school psychologist, social worker, and AIS representative. This team meets and receives training on the RtI/AIS District Plan, research-based interventions and the collection of progress monitoring data at least once per school year. Professional development will be provided to instructional and supervisory staff of Panama CSD throughout the school year.

## 7-12 Educational Planning

Annual review of each student's educational progress and career plans, with such reviewed to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors.

[8 NYCRR 100.2(j)(1)(ii)(a)]

In grades 7-12, every student will have an individual meeting annually with a certified school guidance counselor to discuss educational progress towards graduation. The guidance counselor will also review grades periodically and meet with students on an individual basis to ensure that all students are academically successful. If necessary, the guidance counselor will make contact with parents and families to work together to intervene with the student's educational barriers or needs.

If students plan to continue their education at the post-secondary level, Panama Central School will offer specific college planning activities that include but are not limited to a College Transition Course for Seniors, PSATs, and school-day SATs. The PCS College Transition Syllabus can be viewed in Appendix A. The PSAT/NMSQT is offered to all juniors and accelerated math students as sophomores to provide a clear, early picture of students' readiness for college. The PSAT scores also help students and their teachers pinpoint areas for improvement. Panama CSD now participates in SAT School Day. SAT School Day lets schools, districts, and states offer the SAT to juniors and seniors in school, on a weekday, expanding access to a globally recognized college admission test that's accepted at all U.S. colleges.

## 7-12 Career Planning

Instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors

[8 NYCRR 100.2(j)(1)(ii)(b)]

Students will complete transition assessments and review the results with a certified guidance counselor and/or special education teacher (where applicable) in order to drive conversations centered around career planning. Transition assessments utilized by Panama Central School include, but are not limited to a Level 1 Assessment, Maia Learning, ASVAB, Self Interest

Survey, My Learning, Career Zones, Learning Multiple Intelligence, and A Look at Where I am Now & Independent Living Skills.

## 7-12 Counseling

Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans to help students how exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by the teachers or counselors or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provide by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors and the services of personnel certified or licensed as school counselors.

[8 NYCRR 100.2(j)(1)(ii)(c-d)]

Students in grades 7-12 who are identified as exhibiting attendance, academic, behavioral or adjustment problems will be referred to a certified school guidance counselor. The school counselor will provide individualized counseling or group counseling for the purpose of improving access to the curriculum and improving academic performance.

### **Child Study Team**

The Child Study Team is the decision-making committee that reviews and develops interventions through a tiered and least restrictive process that identifies students in grades 7-12 who are considered at-risk. The intervention is based on the student's need. This includes, but is not limited to attendance, academic, behavioral, or adjustment problems. This team may consist of the following people: classroom teacher(s), building principal, school counselor, school social worker, student(s), parent/guardian(s). This team meets quarterly and will plan interventions school-wide and for individual students focusing on the success of middle and high school students.

### *Referral Process*

Students in grades 7-12 who are at risk for social, emotional, academic, or attendance needs may be referred by any staff member to the Principal, School Counselor, or Social Worker. Aftering being referred to these individuals, the CST will focus on students who have demonstrated a chronic need for support and who may be in need of supplemental interventions above and beyond what related service providers have offered. Emails will be sent to all teachers who have

students that the CST will be reviewing prior to the meeting in order to get current input/feedback.

### *Intervention Documentation*

Interventions will be tracked by the Child Study Team using a shared google drive. Each student will have their own folder with information and input from the students' teachers and any other staff member who may have frequent interactions with the student. Interventions will be documented and monitored within this shared drive.

### *Parent Involvement*

Parents of children who are reviewed by the Child Study Team will be included as the team deems appropriate. Parents are also able to refer their child to the CST team through the same process of first bringing up their concerns with the Principal, School Counselor, or Social Worker.

### *Progress Monitoring*

Students who receive an intervention plan by the Child Study Team will be monitored quarterly for progress towards improving their behavior as it relates to school performance.

## **Foster Care**

**Lauren Harper, UPK-6 Principal**  
**Foster Care Point of Contact**  
**(716)782-4413**  
[lh Harper@pancent.org](mailto:lh Harper@pancent.org)

**Local Department of Social Services**  
**Chautauqua County Adult, Children, and Family Services**  
**Kelly Johnson, Jamestown Area Contact**  
**(716) 661-8212**

The ESEA requires an SEA to collaborate with the State agency responsible for administering State plans under parts B and E of Title IV of the Social Security Act to ensure the educational stability of children in foster care. More specifically, each SEA must ensure that: A child in foster care will enroll or remain in the child's school of origin, unless a determination is made that it is not in the child's best interest to attend that school

[NYS-ESEA-Section111(g)(1)E]

The Foster Care Point of Contact will facilitate collaboration with relevant school personnel, child's caseworker, child's parent (if available and able to provide input), and the child in

determining whether a child should remain in their district of origin or should transfer to the district of foster care residence. When agreement cannot be reached, the Local Department of Social Services will make the final determination about the best-interest of the child as it relates to educational stability.

The ESEA requires an SEA to collaborate with the State agency responsible for administering State plans under parts B and E of Title IV of the Social Security Act to ensure the educational stability of children in foster care. More specifically, each SEA must ensure that: If a determination is made that it is not in the child's best interest to remain in the school of origin, the child will be immediately enrolled in a new school, even if the child is unable to produce records normally required for enrollment

[NYS-ESEA-Section111(g)(1)E]

If it is determined that a child should transfer to a new school, the necessary steps and notifications will be made to ensure continuous school enrollment. Panama Central School will collaborate with the Local Department of Social Services (LDSS) to gain any information necessary to provide a smooth transition into the child's new school.

The ESEA requires an SEA to collaborate with the State agency responsible for administering State plans under parts B and E of Title IV of the Social Security Act to ensure the educational stability of children in foster care. More specifically, each SEA must ensure that: A new (enrolling) school immediately contacts the school of origin to obtain relevant academic and other records. In addition, the SEA must designate an employee to serve as a point of contact (POC) for child welfare agencies and to oversee implementation of the educational stability provisions. This POC cannot be the same person as the State Coordinator for the Education of Homeless Children and Youths under section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act).

[NYS-ESEA-Section111(g)(1)E]

**Lauren Harper, UPK-6 Principal**  
**Foster Care Point of Contact**  
**(716)782-4413**  
**lharper@pancent.org**

The Foster Care Point of Contact will reference the NYS Education Department and Office of Children and Family Services Students in Foster Care Tool Kit for LEA and LSSA (<http://www.p12.nysed.gov/sss/documents/FCtoolkit.pdf>) when a foster care student moves into the school district. They will then work with the Panama Central School Guidance Office to obtain all relevant records in order to provide a continuous education to the foster care student.



This individual will collaborate with the LDSS, notify all necessary school personnel of the student's needs and placement within the school, work with the transportation department to develop a transportation plan.

At the local level, section 1112(c)(5) of the ESEA requires an LEA that receives Title I funds to collaborate with the State or local child welfare agency to: Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care.

[NYS-ESEA-Section 111(g)(1)E]

Once the school placement of the foster care student is determined, Panama Central School will develop a local transportation agreement addressing the student's transportation needs. This agreement will be reviewed as necessary to ensure the continuity of appropriate educational services for children who are placed in foster care. Panama Central School will cooperate effectively to meet the educational needs of the child.

## **Student Standards**

Panama Central School meets the NYS requirements for Mental Health Education Literacy, the ASCA Mindsets & Behaviors for Student Success: K-12 College & Career-Readiness Standards, and the Career Development and Occupational Studies requirements through a variety of instructional opportunities. These opportunities include K-4 health lessons that supplement physical education, 7<sup>th</sup> grade and High School Health class, supplemental lessons from a certified school guidance counselor, and supplemental lessons from the Chautauqua Alcohol and Substance Abuse Council.

### **New York State Framework for Mental Health Education Instruction**

#### **Grades K-4 (Early Elementary & Late Elementary)**

To meet the requirements for Mental Health Education Instruction, a certified Health Teacher follows the [Michigan Model for Health](#) and [Second Step](#). This curriculum follows the scope & sequence and meets the NYS Learning Standards in Health, which include self-management, relationships, and resource management.

## **Intermediate**

### **7<sup>th</sup> Grade:**

*In 7<sup>th</sup> Grade Health Class the following Standards are covered:*

*Resources – Health Triangle from Glencoe Teen Health Course 3, PowerPoint Slides created by certified health teacher, and project-based learning*

#### Self-Management

- 1A. (a-e) Self-care to promote mental health and overall well-being
- 1B. (a-e) Resiliency
- 1C. (a-b) Feelings

#### Relationships

- 2A. (a-b) Communication Skills
- 2C. (a) Gratitude, Forgiveness

#### Resource Management

- 3A. (a) What to ask for help for self and others

*The Chautauqua Alcohol and Substance Abuse Council provides supplemental instruction to 7<sup>th</sup> grades students that teaches the following standards:*

#### Relationships

- 2A. (c-e) Communication Skills
- 2B. (a-c) Empathy, Compassion, Acceptance

*A certified School Guidance Counselor provides supplemental lessons to 7<sup>th</sup> grade students covering the following standards:*

- 1A. (c) Self-care to promote mental health and overall well-being
- 2A. (b & d) Communication Skills
- 2B. (a) Empathy, Compassion, Acceptance

## **8<sup>th</sup> Grade:**

*A certified School Guidance Counselor provides supplemental lessons to 7<sup>th</sup> grade students covering the following standards:*

- 1A. (a-e) Self-care to promote mental health and overall well-being
- 1B. (a-e) Resiliency
- 1C. (a-b) Feelings
- 2A. (a-b) Communication Skills

## **Commencement**

*In High School Health Class the following Standards are Taught:*

*Resources – SPIES Model, Power Point Slides created by certified health teacher, and project-based learning*

### Self-Management

- 1A. (a-e) Self-care to promote mental health and overall well-being.
- 1B. (a-e) Resiliency
- 1C. (a-b) Feelings

### Relationships

- 2A. (a-b) Communication Skills
- 2C. (a) Gratitude, Forgiveness

### Resource Management

- 3A (a) What to ask for help for self and others

## **Career Development and Occupational Studies (CDOS)**

All students have an opportunity at Panama Central School to receive a CDOS credential. A separate CDOS Plan has been developed and can be found in the District Office or on the website.

## **School Counselor Professional Standards**

At Panama Central School, certified School Guidance Counselors are given an Annual Performance Review utilizing the Danielson Rubric. This rubric was geared towards the American School Counselor Association National Model. The rubric ensures that counselors align their practice in order to ensure that “today’s students become productive, well-adjusted adjust of tomorrow.”

## **Program Assessment & Accountability**

The Panama Central School Guidance Plan and Curriculum is assessed and held accountable through multiple measures. As previously mentioned, guidance counselors are directly assessed next to the American School Counselor Association National Model annually, as carried out by a certified building leader. A School Health Index Survey was completed in 2018 to determine the district’s strengths and needs as they relate to health and wellness. A committee made up of parents, teachers, nursing staff, community members, and administrators meet four times per year to assess and analyze the district’s overall wellness efforts. Projects and plans are then developed to intervene with the identified need.