

## FRANKLIN SQUARE SCHOOL DISTRICT

### K – 6<sup>th</sup> grade Guidance Program

The Franklin Square School District has developed a guidance program that addresses both the cognitive and behavioral issues that affect our students. The goal is to support students from kindergarten through 6<sup>th</sup> grade who experience challenges that impact their learning. In addition to the entire school staff, the program is supported by a behavioral specialist/behavioral analysis for families and consulting psychiatrist. The following objectives are core to our guidance program:

- To provide specific support(s) for students and families in need (such as attendance issues, academic performance, behavior or any adjustments due to life events)
- To foster respect, promoting awareness and ensuring a safe environment concerning issues of individual differences
- To guide students in making the right decisions regarding their academic efforts and personal behavior
- To teach students how to remain safe from strangers and substances that can be dangerous to their well-being
- To provide ongoing professional development opportunities for faculty with a strong emphasis on character and citizenship for all, in order to create the most effective and collaborative learning environments

#### **Activities to accomplish the above objectives:**

1. Upon registration into district, every family will receive the Student Code of Conduct. In addition, specific information is supplied at the beginning of the school year from the school/teacher regarding the rules and expectation for success
2. Students participate in developmentally appropriate content area lessons that address safety issues, substance abuse issues, and physical abuse issues. Programs that may address these objectives that are examples but not all inclusive are: Safety Town, Stranger Danger, Buddy Programs, Stop Bullying, and Monthly Character Education.
3. All teachers utilize research-based program(s) with progress monitoring to establish appropriate interventions.
4. Students who are identified as demonstrating inadequate attendance, academic, and/or behavioral issues or adjustment difficulties are referred to the Instructional Support Team (IST):

Step 1: Staff identifying the student(s) will present to the IST for review. This group of educators examines all student data and creates a plan to address the needs of the student(s). Parents are expected to be an integral partner in this process.

Step 2: The plan is monitored regularly for progress by school administration. Parental interaction is expected through participation in meetings, workshops, conferences and/or communication book notes as a major component of the plan. If matters persist, this process will move to Step 3.

Step 3: School administration will involve behavioral specialist to facilitate home visits to bridge the home/school connection. Recommendations at this stage are collaborative and could include community resources and/or additional referrals.

**Provisions for the annual assessment of program results:** A transitional synopsis will be articulated with specific information to communicate the established plan for the student and family. This exchange will provide details of the necessities needed throughout the year for continued academic and social/emotional growth.