



Franklinton
High School

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A Public 9-12 Community High Schoo

Franklinton High School



2026-2027

Parent/Student

Handbook

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What it Means to be a Part of Our FHS COMMUNITY

FHS students will demonstrate academic performance, build positive relationships and enjoy meaningful lives now and after high school graduation

- The right to be treated with respect, caring, and fairness applies to everyone in our COMMUNITY – students, teachers, parents, staff, visitors and guests
- Our COMMUNITY is a physically, emotionally, and academically safe place for everyone
- Our COMMUNITY ensures everyone a productive personal environment
 - Free from harassment, intimidation and bullying
- Our COMMUNITY guarantees a productive classroom environment
 - Each person will take an active role in teaching and learning
 - Each person will be responsible for his or her own behavior
 - Dress, language, and technology will not distract from learning
- Our COMMUNITY will ensure an orderly and safe community environment
 - Respectful, lawful and safe use of all FHS property
 - Smoke-Free school
 - Alcohol and Drug Free
 - Gang Influences Free
 - Violence Free
 - Weapons Free
- Our COMMUNITY members help each other find the right kinds of assistance to address behaviors that interfere with staying on track to reach our goals

***These principles apply at our school
and all places connected with our school***



2026-2027 School Year Calendar

August 2026						
M	Tu	W	Th	F	Sa	Su
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
						31

September 2026						
M	Tu	W	Th	F	Sa	Su
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2026						
M	Tu	W	Th	F	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2026						
M	Tu	W	Th	F	Sa	Su
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
						30

December 2026						
M	Tu	W	Th	F	Sa	Su
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2027						
M	Tu	W	Th	F	Sa	Su
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2027						
M	Tu	W	Th	F	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2027						
M	Tu	W	Th	F	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2027						
M	Tu	W	Th	F	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2027						
M	Tu	W	Th	F	Sa	Su
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August						
19-20	Student Orientation					
24	First Day of School					
	Semester 1/Quarter 1 Begins					

September						
7	No School - Labor Day					
11	EOC Celebration Breakfast (Spring '26 Scores)					
18	Quarter 1 Interims					

October						
13	Arts & Movement Showcase					
14	End of Quarter 1					
15	No School - Staff Professional Development					
16-19	No School - Fall Break					
20	Quarter 2 Begins					
24	Homecoming					

November						
20	Quarter 2 Interims					
23-27	No School - Thanksgiving Break					

December						
7-11	End of Course Testing					
14-16	Final Exams					
16	Semester 1 Academic Awards					
17	End of Quarter 2/Semester 1					
	Arts & Movement Showcase					
18-5	No School - Holiday Break					

January						
4-5	No School - Staff Professional Development					
6	Semester 2/Quarter 3 Begins					
18	No School - MLK Jr. Day					
22	EOC Celebration Breakfast (Fall '26 Scores)					

February						
5	Quarter 3 Interims					
15-19	No School - Winter Break					
23	ACT Test					

March						
12	End of Quarter 3					
	Arts & Movement Showcase					
15	No School - Staff Professional Development					
16	Quarter 4 Begins					
26-2	No School - Spring Break					

April						
19-23	EOC Prep Week					
23	Quarter 4 Interims					
26-30	End of Course Testing					

May						
5	Semester 2 Academic Awards Ceremony					
7	Arts & Movement Showcase					
8	Prom					
10-14	Final Exam Week					
21	Graduation & Last Day of School					
	End of Semester 2/Quarter 4					



Franklinton
High School

BELL SCHEDULE

8:00 - 8:45

Breakfast

8:45 - 8:55

Morning Meeting

9:00 - 10:30

1st Block

10:35 - 12:05

2nd Block*

12:05 - 12:35

LUNCH

12:40 - 2:10

3rd Block

2:15 - 3:45

4th Block

2nd Block*

M/Th, T/F → Arts & Movement

W → Advisory



Franklinton High School

APPLY FOR SCHOOL TRANSPORTATION!

SCHOOL YEAR 2026-2027

Franklinton High School is committed to providing safe, reliable, and on-time transportation for our students.



FOR ALL FAMILIES

One application is required per student.



EASY & QUICK

Apply online in just a few minutes.



SAFETY FIRST

Trained drivers and trusted transportation for peace of mind.

Thank you for being part of the FHS community!



SCAN & APPLY TODAY!



Scan the QR code with your phone camera to start your application.

Understanding Mastery Grading in High School

FHS uses Mastery grading which is a system that measures what students know and can do rather than simply averaging points from assignments, quizzes, and tests. The goal is to ensure that every student demonstrates a strong understanding of the required learning standards before moving on.

In a mastery grading classroom, students are assessed on specific skills and learning targets. Instead of earning points for completing work, students receive feedback on their level of understanding. If they have not yet demonstrated mastery, they may have opportunities to relearn the material, receive additional support, and reassess their learning.

Grades are based primarily on a student's most consistent or most recent level of performance, reflecting what they know at the end of the learning process rather than mistakes made while they were still learning. Practice assignments and homework are important because they help students prepare for assessments, but they may not have the same impact on the final grade as demonstrations of mastery.

Mastery grading encourages students to take ownership of their learning, view mistakes as opportunities for growth, and focus on developing lasting knowledge and skills. It ensures that grades accurately reflect a student's understanding of course standards and readiness for future learning and provides parents with clearer information about their child's strengths and areas where additional support may be needed.

The Importance of In-Class Attendance in a Mastery Grading System

Regular class attendance is essential in a mastery grading system because learning happens through active participation, collaboration, guided practice, and timely feedback. During class, students engage in discussions, problem-solving activities, labs, group work, and teacher conferences that deepen their understanding of new concepts. They also receive immediate feedback, ask questions, and practice skills before completing assessments. Being present in class provides students with the instruction and support needed to reach that mastery.

Missing class can make it more difficult to build the knowledge and confidence needed to demonstrate mastery.

Although students who are absent are responsible for making up missed learning opportunities and assessments, independent work often cannot fully replace the value of participating in classroom instruction. Consistent attendance helps students stay on pace with the course, benefit from teacher and peer support, and develop the skills necessary for long-term academic success.

EARNING HIGH SCHOOL CREDITS

Courses provided at FHS, with face-to-face instruction from highly qualified teachers, is the primary way students learn and earn graduation and course credits. Teacher developed course activity can include use of web-based applications supporting communication, assignments, feedback, and grading. Most students earn the majority of their course credits from teacher directed instruction. Students can continue earning high school credits until they turn 22 years old. Most students complete the 20 credits needed to meet high school graduation requirements, associated assessments, and evidence of state competency in 4 to 5 years.

In addition to this traditional way of earning high school credits, the following ways are also available and provide flexibility to FHS students.

Programmed Digital Courses

High school credit is awarded to students who are, from time to time, assigned and successfully complete course work provided through FHS's digital online course platform. A student may complete one or more courses using this platform. Digital courses may be used to supplement or supplant in person coursework. Digital coursework is available 24 hours a day, 365 days a year. Participation, progress, and achievement toward completion of the course objectives is monitored by FHS staff. The courses include unit, mid-term, and final exams. 80% is a minimum acceptable passing score. Students can earn full or partial transcribed credits from these courses. See Policy IKEC, or IGBO.

Testing-Out

1. Students can demonstrate subject area competency, and receive full or partial course credit, by passing unit, or mid-term, or final exams of courses available on the FHS digital course platform. 80% is a minimum acceptable passing score.
2. On Ohio State End of Course exams, scores of proficient or better demonstrate competency and students will receive full course credit.
3. Under a Credit Flex Plan students may propose earning credits by other forms of examination. Testing-out credits are included on student transcripts in the same manner as are all other credits.

College Credit Plus

College credit Plus courses are college level courses that are paid for by the high school. These courses meet both high school graduation and subject area credit, and are college level courses that will appear on a college transcript. These courses are also included on the high school transcript at the ratio prescribed by ODEW, for courses successfully completed at an accredited postsecondary institution. For example, a 3-credit college course is entered on a high school transcript as 1 credit. The name of the institution is included on the FHS transcript allowing those who review the high school transcript to see that the student completed a college level course. Grades of C or above are weighted by one letter grade. See Policy IGCH.

Summer School

Summer school credits are accepted toward graduation requirements, regardless of what school provide the instruction.

Educational Options/ Flex Credit

Franklinton High School includes opportunities in its educational program for students to learn and to earn high school graduation credit both within the classroom, and beyond the traditional classroom, school day, and/or school year. Educational options are the procedures used by students to self-design their own purposeful learning experiences. High school credit earned for these experiences is flexible in that it is specified in the student's plan, and is based entirely on demonstration of learning. See Policy IKEC for how to develop a plan for this learning.

Industry Credentials, Work-Study, Internships, Apprenticeships

These opportunities for learning generally take place beyond the traditional school classroom, may take place beyond the typical school-day and/or school year. Nevertheless, they provide real world experiences that are designed to leverage student career development. Approved experiences include learning certificates and/or successful performance reviews by the career professional who oversees the experience. These completed experiences offer students high school course credits toward meeting graduation requirements.

Physical Education Exemption

A student who during high school has participated in interscholastic athletics, marching band, or cheerleading for at least two full seasons is able to use those experiences to waive the physical education graduation content requirement. However, this does not alter the need to achieve 20 overall high school credits to meet graduation requirements.

GRADUATION COURSEWORK REQUIREMENTS

Revised 7/2026

YEAR	Required EOC		Required EOC	
	Freshman (9th)	Sophomore (10th)	Junior (11th)	Senior (12th)
CREDITS	0 - 6.0	6.1 - 12.0	12.1 - 18.0	18.1 - 20+
4 units ELA	ELA I (a) and (b)	ELA 2	American Literature (ELA 3)	ELA 4
4 units Math	Math That Matters (a) and (b)	Algebra I	Geometry	Algebra 2
3 units Science	Physical Science	Biology	Anatomy and Physiology OR Physics	Chemistry OR Forensics
3 units Social Studies	Health/EMBOLD Industry Credential	Modern World History	US History Government	Financial Literacy
Electives	Animation, Arts Intensive, Pre-calculus, Statistics, Philosophy, Media Publishing, Dance, Cooking, Theater, Martial Arts, Strings, Muay Thai, Photography, Painting, Beauty, Drumline			

- End of Course Algebra I and ELA 2 Competency Scores of 684
- Other End of Course exams: Biology, US History, American Government, Geometry
- Fine Art, Health, Physical Education, Financial Literacy, Algebra 2 required for all
- 2 Seals, 1 State, 1 Local
- 20 total credits including Elective credits
- Connexus online courses may be used for Credit Recovery or Acceleration
- College Credit Plus (CCP) courses provide credit for both high school and college

FRANKLINTON HIGH SCHOOL EVERY FIREBIRD GRADUATES WITH A PLAN!

Three Pathways to Graduation

TRADITIONAL ACADEMIC PATHWAY	MILITARY READINESS PATHWAY	INDUSTRY CREDENTIAL PATHWAY
<ul style="list-style-type: none">• Earn 20 required credits• Take all required EOC exams• Score Proficient on Algebra I and English II EOCs	<ul style="list-style-type: none">• Earn 20 required credits• Take all required EOC exams• Attempt Algebra I and English II EOCs at least twice• Enlist in a branch of the U.S. Military	<ul style="list-style-type: none">• Earn 20 required credits• Take all required EOC exams• Attempt Algebra I and English II EOCs at least twice• Earn a 12-Point Industry-Recognized Credential

Every student must earn 20 required credits and take all required End-of-Course (EOC) exams.

All FHS students must create a post-high school transition plan.



Franklinton
High School

THE FHS ADVISORY PROGRAM

Purpose: Preparing for Life

The Franklinton High School Advisory program promotes meaningful relationships between staff and students while providing academic and emotional support to students. Research shows that relationships are key to success in school. FHS prioritizes the relationships we build between students, staff, and the community. This is why the Advisory Program is such an essential piece of what we do at FHS.

Through weekly meetings with their Advisory, students will learn skills in Social Emotional Learning (SEL) using the VIA Character Strengths curriculum and will learn to develop positive relational, listening, and speaking skills with peers and teachers through the practice of regular Circle Discussion protocols. Additionally, students will receive Academic advising and support from mentor teachers, and engage in College and Career Readiness activities. Each student, along with their advisor, will also develop an individualized Student Success Plan (SSP) to map out their educational path at FHS and set academic and personal goals in preparation for their life after high school.

At FHS, students take ownership of their education! They do this by:

- **Actively engaging and participating** in all academic and Advisory Group activities.
- **Developing and pursuing** their own academic and personal goals.
- Committing to **taking ownership** of their education and their life choices during high school and beyond.
- **Increasing** their social/emotional and academic skills and developing a growth mindset.

At FHS, adults provide a safe, nurturing space for students to engage in all aspects of their learning and personal development. We do this by:

- Getting to know our students as learners and as people and **building positive relationships** with them.
- **Encouraging and guiding** advisees to achieve their academic potential and explore the world around them.
- Helping students **monitor** their academic progress and goals and **supporting** their academic and social/emotional needs.
- **Facilitating** relationship building through Circle Discussion protocols during weekly Advisory meetings.
- **Challenging** students to reach higher, work harder, and dream bigger to achieve their best life.

RESTORATIVE PRACTICES AT FHS

In addition to learning required content, students also need to learn to be classroom ready, learn to manage dysregulated behaviors, and intentionally develop social competencies that employers, and Ohio, have indicated are necessary to become productive adults. Students are not able to be fully engaged in their learning until they feel safe, and are able to regulate their behavior. (Policy JFB)

It is the job of adults to teach young people how to safely and effectively get their needs met while being a part of a safe and supportive community. To do this task at FHS, we use Restorative Practices as our structured response to dysregulated behavior. Restorative Practices is also a learning process for our students, our staff, and our families. All staff at FHS are trained in Restorative Practices. FHS will not use or condone corporal punishment, physical restraint, or seclusion techniques (policy JGA). These practices are essential to sustaining our school climate (policy JFA) and build on developing essential relationships, responsibility, and self-regulation.

The Franklinton High School School Board expects administration, faculty, and staff, in collaboration with students and parents, to use restorative communication practices, counseling, and referral to teach, to promote and to support appropriate self-governed positive student behavior.

RESTORATIVE CIRCLES

Adapted from the International Institute for Restorative Practices Handbook (Costello, Wachtel, Wachtel, 2022)

Circle meetings are also conducted at FHS to create community, build bonds between students, staff, and parents, to develop norms, explore academic content, and as a means of checking in, or to build connections and community bonds. Circles are used during class, during Advisory, in the social work setting, in parent meetings, and in staff meetings. Anyone in the FHS community can request a circle meeting.

Restorative circles are foundational to the philosophy of who we are at FHS. As a symbol of community, circles are one of the most distinctive and flexible forms of restorative practices. In a circle, everyone is equal. The members of the circle are able to speak and hear each other in a safe, respectful manner. Thoughts, ideas, questions, and concerns can all be expressed within the circle. The circle also serves as a means to express when harm has been done and it allows members of the circle to take accountability for the impact of their actions on individuals and the community and make amends for any harm done.

Restorative circles are used as the primary means for resolving conflict within our community, however disciplinary consequences may be administered if necessary. FHS will always use a restorative circle called a “re-integration circle” whenever a student is returning from a disciplinary action such as an emergency removal or suspension to welcome the student back to the community, to acknowledge that the relationship and community have been restored, to proactively explore alternative responses to use in the future, and to reassure all parties that the issue is resolved.

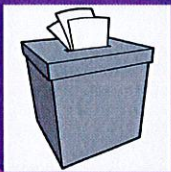
HOW TO

REQUEST A CIRCLE



1. Grab a circle paper

Once you get the circle paper fill it out.



2. Put the completed paper in the circle box

Slide the paper in the circle box. Social work team will check the box at the end of the day.



3. Wait until you receive an invite

Social work team will give out an invitation to all participants of the circle (including the students) with a day and time of the circle.



4. Do the circle

If you have any requests for certain people to be in the circle administration, social work team, or anyone else make sure you include them. Then conduct the circle.



5. Document the circle

Go to the "social work hub" google drive and document the circle in the "circle documentation form".

FHS SELF-GOVERNANCE RUBRIC

“There is no try. There is only do, or do not do.” - Yoda

NAME _____ Date of evaluation _____ Advisor _____

Self-Governance Skill	Working towards expectation	Meets expectation
<ul style="list-style-type: none"> I know my schedule, email, passwords, and teacher's names 	<p>I know some of my teachers, classes, and email. I forget my password often.</p>	<p>I know all my teachers's names and my classes. I remember my password.</p>
<ul style="list-style-type: none"> I go to my classes on time 	<p>I am sometimes late to class.</p>	<p>I am never late to class.</p>
<ul style="list-style-type: none"> I am prepared for class with both work and materials 	<p>I forget my work, binders, books, or other papers I need for class. I often lose my work or binder. I often need to ask for paper and/or pencils. I forget or lose my planner.</p>	<p>I always have my materials for class. I always have my work neatly in my binder or notebook. I am prepared with school supplies. I always have my planner with me.</p>
<ul style="list-style-type: none"> I am emotionally and physically regulated to attend class and participate productively 	<p>I always have to miss class or not participate in class work or activities when I am not feeling my best emotionally or physically.</p>	<p>I am able to attend class and participate even when I am not feeling my best emotionally or physically.</p>
<ul style="list-style-type: none"> I complete my academic work on time and thoroughly to the best of my ability 	<p>I do not complete/submit my academic work on time. I do not put effort into doing quality work or working to improve my work to a higher standard. I do not always respond to teacher feedback in a positive way.</p>	<p>I always complete/submit my academic work on time. I put effort into producing quality work. I take responsibility for improving my work to a higher standard. I respond to teacher feedback in a positive way.</p>

Self-Governance Skill	Working towards expectation	Meets expectation
<ul style="list-style-type: none"> I manage my phone appropriately at all times 	<p>I have my phone out during class. I do not respond immediately to requests to put my phone away. I am unable to stop looking at my phone without an adult directing me.</p>	<p>I follow the FHS phone policy and can keep my phone put away without an adult telling me to do so.</p>
<ul style="list-style-type: none"> I advocate appropriately by talking to the adult in the room about my needs 	<p>I do not always communicate what I need in a respectful way. I sometimes walk out of class without speaking to the adult in the room. I do not always use established procedures to meet my needs.</p>	<p>I am able to appropriately and respectfully communicate my needs to the adult in the room. I communicate in a timely fashion at appropriate times during class. I use established procedures to meet my needs.</p>
<ul style="list-style-type: none"> I do the right thing even when nobody's watching 	<p>I am not always honest, respectful, or kind if I believe no one is watching me.</p>	<p>I am always honest, respectful, and kind even if no one is watching me.</p>
<ul style="list-style-type: none"> I manage my personal needs appropriately including rest, bathroom, food and water, and illness 	<p>I do not always plan my time at school to take care of my physical needs. I often wait for others to take care of my physical needs for me. I miss class or am late to class because I did not take care of my physical needs at an appropriate time.</p>	<p>I plan my time at school to attend to my physical needs in such a way that it does not impact my learning.</p>
<ul style="list-style-type: none"> I am socially appropriate in all settings 	<p>I do not always exhibit socially appropriate behavior or I am unable to do so in all settings.</p>	<p>I am able to exhibit appropriate behavior in all settings.</p>

FHS Community Service

Students complete 40 hours of community service during their 4 years time at FHS. The purpose of community service is to provide all FHS students the opportunity to have a positive impact on our local community while learning that service to others leads to personal growth and provides opportunities for learning outside the traditional classroom including the opportunity to lead, organize, and facilitate meaningful projects.

What qualifies as community service?

1. Community service hours may be completed during or after school at any non-profit organization or through FHS.
2. A student may volunteer for a single organization or at a variety of organizations.
3. Students are encouraged to complete their hours in areas related to their personal interests.

How to document community service hours:

1. Students will complete a Verification Form documenting where and when they performed community service.
2. Verification Forms can be obtained by scanning the Community Service QR code posted around the school where students will be directed to a Google Form that will be maintained by Mr. Lawson.
3. Community Service that is performed at FHS should have a staff signature on the Verification Form. Hours that are completed outside of school need a signature from a supervising adult verifying the activity and number of hours. These can be submitted to Mr. Lawson.
4. The deadline for seniors to submit any completed community service hours is May 15th of each school year.

Student Engagement at FHS

Morning Meeting – FHS will gather each morning in the Big Room to start our day with community connection and communication. Announcements, short presentations, and celebrations of our students and staff occur during morning meeting, but most importantly, it is our way of gathering our school community together each day to start things off in a positive way!

Arts and Movement Classes – A&M classes are scheduled during 2nd block. Students have the opportunity to select 2 classes to attend each week (Monday- Thursday and Tuesday-Friday). Many options are offered including Dance, Art, Martial Arts, Photography, and Cooking. Please see Mr. Lawson for more information.

Advisory – All students at FHS will belong to an Advisory group and be assigned an Advisory teacher who will guide you through the development of your own Student Success Plan and help you achieve both academic and personal goals you set for yourself during your time here at FHS. You will learn about your Character Strengths through our Social Emotional Learning curriculum, have the opportunity to share during Morning Meeting, and will develop your plans for life after graduation.

Restorative Circles – Students who may be experiencing an issue with other students or staff members in the FHS community may participate in a Restorative Circle as a way to resolve the problem in a caring, peaceful way. See your Advisor or the Social Work team to schedule a Restorative Circle.

21st Century After-School Program – Franklinton High School hosts an after school program that includes college and career readiness activities, academic support, meals, and field trips as well as other fun special events. Open to all students at FHS. Please see Coach Nikita Rivera for more information.

Athletics – FHS offers a variety of sports including basketball, volleyball, and soccer. The Firebirds compete against other schools around central Ohio and take part in tournaments. Please see Coach Nikita Rivera for more information.

Internships – FHS offers a variety of in-school internship opportunities and has relationships with many organizations and businesses that support student internship experiences outside of school. Please see Mr. Lawson and Ms. Harper at the front desk to apply for an FHS Internship. Talk to your Advisor about Internship opportunities outside of school.

Columbus State Community College courses – As a student at FHS you will have the opportunity to take courses at Columbus State Community College – free of charge! Please see Mr. Craig for more information about this opportunity or speak with your Advisor.

Feathers – Franklinton High School has a free clothing and hygiene store called Feathers. You can browse the donated items for whatever you need including shirts, pants, coats, hats and gloves, hygiene products and even shoes! We also provide basic hygiene products to students in need. Please see the Social Work team, Ms. Gabby and Ms. Ashley, for more details or to donate items.

Franklinton High School Health Care Services Form 2025-2026

Franklinton High School is committed to the health and well-being of your child. In partnership with our families, FHS offers a variety of Health Care Services to our students. Each of these is outlined below.

Please provide your initials next to each item to indicate your consent for receiving these services for your child. Return this form with your initials and signature to the front office at Franklinton High School. This consent is for the 2025-2026 school year only.

PARENT NAME (print) _____

CHILD(REN) NAME (print) _____

Health Services required by the State of Ohio (parental consent not required):

1. **Hearing and Vision screenings** for all 9th and 11th grade students as well as students who are new to Franklinton High School.
2. **Immunization monitoring and records** from your family physician.
3. **Health class** (.5 credit) required for graduation. This includes a unit on sexual health and education as well as CPR/AED training. Parents will be notified of the specific content of the course prior to its presentation.

Health Services requiring parental consent (please initial by those services you would like your child to receive while at FHS):

1. **Nationwide Children's Hospital Mobile Unit** - a separate form will be provided to you. NCH will always notify parents before treating your child. This service is provided at no cost to families.

Yes _____ No _____ Parent/Guardian initials _____

2. **Social Work services** including small group sessions, individual counseling, and referral to community and school resources. Parents may reach out to our Social Work team for family supports as needed.

Yes _____ No _____ Parent/Guardian initials _____

MEMO

TO: Parents and Guardians of Franklinton High School Students

FROM: Jennifer Griffith (LadyJ), Principal at FHS

RE: Marijuana and vape use in the FHS Community

Dear Families,

Since the legalization of marijuana in the state of Ohio, it has become normal for some adults to use marijuana frequently and this sends a confusing message to young people who may come to believe that they can also use marijuana throughout the day, including at school. Franklinton High School takes no position on legal adult behavior with respect to marijuana and vape products outside of our school. However, I would like to clarify the law and our responsibilities as a school with respect to the use of marijuana and its impact on our students and our school.

ILLEGAL BELOW AGE 21

According to the Drug Enforcement and Policy Center at the Ohio State University Moritz College of Law, the Ohio statute as of October 23, 2024 states:

- In Ohio, the use or possession of marijuana is **ILLEGAL** for anyone under the age of 21.
- All citizens of Ohio are prohibited from smoking, vaping, or using any other combustible marijuana product while in a vehicle, motor vehicle, streetcar, trolley, bike, watercraft, or aircraft.

SCHOOL RESPONSE

Last year, we have had multiple instances of students arriving at school in vehicles where the driver or other passengers were illegally using marijuana. As a consequence of being in an enclosed space with marijuana smoke, these students came into our school reeking of marijuana and the smell permeated the entire front office and classroom areas. Due to the negative impact of this behavior on our school's community, I am sharing this memo to clearly state what actions FHS will take whenever a student arrives at school smelling of marijuana due to the actions of the driver or passenger in the vehicle that transported the student to school:

- 1) The student must change their clothing - we can provide a clean t-shirt or sweatshirt.
- 2) The student must wash their hands and face and, if possible, tie up their hair.
- 3) The student must store their clothing in a plastic bag and place it outside the building in the fire escape stairwell for retrieval by the student at the end of the school day.

Students who do not wish to comply with this process OR who are under the influence of marijuana themselves will be removed from the building and parents will be notified to pick them up. The student will be asked to wait outside the building. Please refer to Policy JFD: Progressive Self-Governance for other possible Level 4 consequences of illegal behavior on school grounds. (All school policies are on the school webpage.)

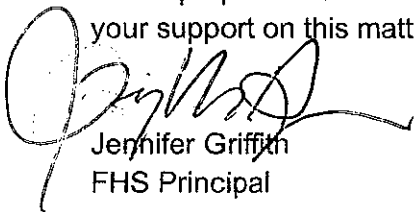
HOW PARENTS CAN HELP

1. Have a conversation with your child about the harmful effects of using marijuana before the age of 25.
2. Do not let your child carry marijuana in any form to school. This may require you to search their bags and pockets prior to coming to school, particularly if you know your child to be a regular user of marijuana or vape products.
3. Support your child by forbidding the illegal use of marijuana and vapes. Marijuana use before the age of 25 is extremely harmful to brain development.
4. If you are a regular user of marijuana, do not use it around your child until they have been delivered to school so that they do not enter our building smelling of weed.

MANDATED REPORTING

IMPORTANT: All staff members at Franklinton High School are mandated reporters. If a student repeatedly comes to school smelling of marijuana - either through their own illegal use or from the illegal use of marijuana by others in a vehicle - FHS staff members are legally required to report this situation to Child Protective Services.

At Franklinton High School, we are committed to the education, well-being, and safety of all of our students and staff. Illegal behavior and the harmful impacts of young people using marijuana and vape products cannot be a part of our community environment. We expect and appreciate your support on this matter.



Jennifer Griffith
FHS Principal

Franklinton High School

Cell Phone Policy

SECTION 1.

Franklinton High School wants the best academic environment for students. **The research on cell phone use during class time shows a clear and substantial negative impact on student learning.** However, cell phones are a part of daily life. As such, we hope to teach students how to manage all aspects of their lives productively and independently including the appropriate use of cell phones in all settings. It is our goal to provide the best possible learning environment for all FHS students. This policy is developed with those goals in mind. (Policy JFK)

SECTION 2.

- FHS is a “phone-free” zone during instruction time, including during Arts and Movement classes.
- Cell phones will be collected at the beginning of each class period by the teacher or instructor in charge. Students are responsible for putting their phones on “silent” mode and placing them in the storage container (box).
- Students are free to access their phones between class periods, before and after school, and during lunch.
- As a safety measure and to ensure a productive academic environment, students should not use other students’ cell phones. Phones can spread viruses and bacteria. If someone else uses your phone, you can be held liable for what that person does and says while using your device. What is on your phone is your responsibility regardless of who put it there.

PLEASE INITIAL BELOW INDICATING THAT YOU HAVE READ AND UNDERSTAND SECTIONS 1 AND 2 OF THE FHS CELLPHONE POLICY:

Student initial _____ Parent/guardian initial _____

SECTION 3.

Families can support their students academically by NOT calling or texting their students during class time.

Should you need to speak with your child during instruction time, please contact the school secretary at **614-427-1012** and we will be more than happy to bring your child to the phone or relay any messages you have for them. We appreciate the support and assistance from our families in this matter.

PLEASE INITIAL BELOW INDICATING THAT YOU HAVE READ AND UNDERSTAND SECTION 3 OF THE FHS CELLPHONE POLICY:

Student initial _____ Parent/guardian initial _____

SECTION 4.

Students who are seen with their cell phone during instructional time will be given one reminder to store it away. Consequences for non-compliance with the FHS Cell Phone Policy may include any of the following:

1. A Restorative Circle with the student, teacher, and Administrator to discuss the non-compliance with the Cell Phone Policy.
2. Phone use suspension during school hours through confiscation of the phone for a class period or day.
3. A conference with the parent/guardian of the student.
4. Placement of the phone in a locked storage cabinet in the Principal's office during school hours. (Parents may choose to keep the cell phone at home if they prefer).
5. Placement on an FHS school Behavior Plan to monitor compliance with the Cell Phone Policy.
6. Suspension
7. Expulsion

PLEASE INITIAL BELOW INDICATING THAT YOU HAVE READ AND UNDERSTAND SECTION 4 OF THE FHS CELLPHONE POLICY:

Student initial _____ Parent/guardian initial _____

SECTION 5.

Facetime/tiktok/livestreaming of any kind is strictly forbidden. Filming underage students without parental permission is a legal liability. Students engaging in this activity during instructional hours will be subject to an immediate suspension.

PLEASE INITIAL BELOW INDICATING THAT YOU HAVE READ AND UNDERSTAND SECTION 5 OF THE FHS CELLPHONE POLICY:

Student initial _____ Parent/guardian initial _____

Acknowledgement of the Franklinton High School Cell Phone Policy

By signing below, I acknowledge that I have been made aware of FHS's Cell Phone Policy.

Parent or Guardian

FHS Student

Parent/Guardian Printed Name

Student Printed Name

Parent/Guardian Signature

Student Signature

Date: _____

Date: _____

Franklinton High School Technology Acceptable Use Policy

This policy applies to all technology resources in use by FHS students. It includes but is not limited to computers, FHS's Wireless Internet Network, access, phones, video equipment, copy machines, e-mail addresses and information storage devices. The use of these resources is a privilege and must be treated as such by everyone in our community. FHS provides students with access to its technology resources for academic purposes only. FHS reserves the right to access and monitor all aspects of its technology systems, networks and devices, and students should not expect any information stored on FHS equipment or systems to be private.

Failure to follow the rules listed below is a violation of the FHS's Technology Acceptable Use Policy.

1. Students are to use on-campus internet access for academic purposes. Examples of internet sites that may not be visited outside of academic use at FHS include but are not limited to the following:
 - Recreational use of sites such as Twitter, Facebook, YouTube, Spotify, etc.
 - Gaming or gambling sites
 - Pornographic or otherwise sexually explicit sites
 - Sites promoting "how to" documents encouraging violence or illegal acts or plagiarism
 - Sites that promote racism or hate speech
2. Students may not use technological tools with malicious intent, for example to bully or harass others.
3. All students must respect the privacy of others. Any attempt to access private files, phone, or email messages is considered theft.
4. Students may not in any way vandalize equipment or software that belongs to FHS or any other organization to which FHS has access. Examples of unacceptable behavior include but are not limited to the following:
 - damaging, hacking, or destroying networks, computer hardware or software
 - physical abuse to equipment
 - the creation or intentional use of malicious programs
5. Students should never share their FHS email password with anyone else. Stolen or lost passwords can create significant problems for the student and for the school.
6. Students may not transmit, retrieve or store communications of an obscene, discriminatory, offensive, or harassing nature or containing derogatory, disrespectful, or inflammatory language.
7. Students may not use FHS technological systems for any purpose that is illegal and/or violates school rules.
8. Students may not knowingly post information that could cause damage or the danger of disruption to FHS or any other organization or persons