

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 –. Students have the opportunity to select 2 classes to attend each week (Monday/Thursday and Tuesday/Friday). Options include Dance, Choir, Jewelry Making, Photography, Art, and Cooking. Please see Dr. Morris for more information.

Advisory – All students at FHS will belong to an Advisory group and be assigned an Advisor. Advisors will guide students through the development of their own Student Success Plan and help them achieve both academic and personal goals they set for themselves during their time here at FHS.

21st Century After-School Program – Franklinton High School hosts an after school program that includes academic support, arts and movement activities, community service opportunities, and other fun events. The after-school program is open to all students at FHS. Please see Mr. Richmond for more information.

Athletics – FHS offers a variety of club level sports including basketball, bowling, and boxing. Please see Mr. Richmond for more information.

Student Advisory Council (SAC) – SAC is the student government for Franklinton High. Students who would like to represent their peers and have a voice in school decisions should consider applying for Student Advisory Council. Please see Ms. Witty or Ms. Edwards for more information.

Internships – FHS has relationships with many organizations and businesses that support student internship experiences throughout the school year. Please see Ms. Rishell or your Advisor for more information.

Columbus State Community College - College Credit Plus Program – As a student at FHS you will have the opportunity to take courses at Columbus State Community College – free of charge! Please see Ms. Harper for more information.

The Birds Nest/Feathers Clothing – Franklinton High School has its very own school store – The Birds Nest – where you can buy a wide selection of snacks and drinks. The Birds Nest is located in the Cafeteria on the Lower Level. Feathers is our FHS free-clothing store, hosting a variety of Men's and Women's clothing. You can browse the gently used items for whatever you need including shirts, pants, dresses, shoes, coats, hats and gloves! Please see Mr. Richmond for more details or to donate items.

FHS Work-Study – Students may opt to use an elective period to do work-study, a school-based internship experience where your gifts and talents are put to use right here at FHS! See Ms. Rishell or Ms. Harper for more information.

Restorative Circles – Students who may be experiencing an issue with other students or staff members in the FHS community are encouraged to participate in a Restorative Circle as a way to resolve the problem in a caring, peaceful way. See your Advisor or Ms. Sarah if you are in need of a Restorative Circle.

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 Mayerson Academy 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.
- **Cultivating and promoting** a healthy and safe school climate for themselves and others in the FHS community.
- **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 the 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.

Notice to the Registrar of Motor Vehicles

Notice to the Registrar of Motor Vehicles is not optional but mandatory whenever a student is suspended, expelled, removed, or permanently excluded from a school for misconduct involving a firearm, knife, or other weapon as defined in board policy. As in the case of drug- or alcohol-related offenses, the superintendent must notify the juvenile judge of the county of such offense, in writing, within two weeks of the disciplinary action. Upon receiving the notice, the Registrar is required to suspend any existing license or permit and deny issuance of any new license or permit.

Notice to College Credit Plus program colleges

If a student is enrolled in a college credit plus program, whether during regular school hours or beyond those hours, at the time an expulsion is imposed, FHS is required to inform the college of the expulsion. The notice shall indicate the date the expulsion is scheduled to expire. FHS will deny high school credit for any and all courses taken under the college credit plus program during the term of an expulsion. The college will notify the student that he or she is ineligible to enroll in the college during the term of the expulsion, and that participation in the college credit plus program is revoked. Applicable fees, textbooks, and materials shall be paid for or reimbursed according to the processes outlined in ORC 3365.032.

RE-INTEGRATING STUDENTS FROM LONG-TERM SUSPENSIONS (10 DAYS) OR EXPULSION

A long-term suspension or expulsion from FHS will result from the most serious Level 4 behaviors or repeated Level 2 and 3 behaviors. consequences, FHS may provide the student with the opportunity to continue to earn academic credit during the term of the suspension or expulsion. How this will be accomplished will be determined on a case-by-case basis.

Missed Work: While serving Out-of-School Suspension students may be permitted to make up class work, tests, papers, and/or major projects missed for full credit.

Online Learning Program: With some students, FHS may recommend either a short-term or longer-term enrollment in its Online Learning Program. FHS program is used with a variety of student situations, most of which are non-behavior related. In the event that it is recommended for students with dysregulated behavior challenges, the Online Learning Program enables students to continue academic studies via FHS controlled school attendance combined with computer access and teacher facilitation.

Upon returning to school, each student will be accepted back into our learning environment in a manner consistent with the foundational beliefs of FHS SG policy and its mission, core values and philosophy.

RESPONSES TO DYSREGULATED BEHAVIORS OF DISABLED STUDENTS

Including Compliance with The Americans For Disabilities Act, Section 504 of the Rehabilitation Act Of 1973 and The Reauthorized Individuals with Disability Education Act Of 1977.

Franklinton High School complies with The Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973 and the Reauthorized Individuals with Disability Education Act of 1977 prohibits discrimination against persons and students with a disability. At Franklinton High School, this means that a student with a disability has the right to a well-rounded education, and equal access to resources, transportation and post pre and post school activities. At Franklinton High School, disabled students are entitled to receive the same services, benefits and educational standards as other students. FHS is required to make these services readily available to disabled students. Disabled students are given the same opportunities as other students to achieve the same results, gain the same benefit and/or participate in all the activities of which they are otherwise capable.

For disciplinary actions lasting 10 school days or less:

A student with a disability who has an IEP in effect can be disciplined like any other student who violates the School code of conduct

During the time the student is in the disciplinary setting, the School is not required to provide any educational services (including special education) to the student, unless the School provides educational services to non-disabled students in the same circumstances

Parents may request that the School continue educational services for the student during completion of schoolwork. While the School is not required to grant such requests, the School may allow it

For Disciplinary actions resulting in removal of more than 10 school days in the same year (whether or not the days are consecutive):

The School must provide special education services that allow the student to:

- Continue to participate in the general education curriculum, although in another setting; and
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If the action does not result in exclusion from School for more than 10 consecutive school days and does not constitute a change of placement (i.e., when there is evidence that there is a pattern of exclusions that do not exceed 10 school days), school personnel, in consultation, must determine what services the student should be provided.

nt is excluded from his/her current placement for more than 10 consecutive school days in a school year or upon the 11th school day that a child is excluded from his current placement when there is evidence of a

If the disciplinary action results in an exclusion from School that is a change of needed while the student is assigned to the interim alternative education setting.

Within 10 days from the beginning of a disciplinary action that results in an exclusion that exceeds 10 school days, the School, the parents, and relevant members of the had a d

The Discipline Process for A Student with Disabilities, and for a Student with a 504 Plan.

Disabled Students, and students with a Section 504 Plan are subject to the same disciplinary action as a non- or her qualifying disability. A Manifestation Team will conduct a manifestation determination meeting whenever a disabled student is subject to out-of-school suspension for 10 consecutive qualifying disability, the discipline process must end, and the Team should review the IEP or the 504 Plan to determine if changes are appropriate. If the violation is determined not to be a manifestation of the identified disability, the student is subject to the same disciplinary action that any non-disabled student would receive for the same violation.

A Manifestation Team consists of persons who have knowledge of the student, and the meaning of the information that will be reviewed, will make the manifestation determination. When possible, the members of the Team should be the same members, or in similar positions, as the personnel who developed the IEP or 504 Plan. School officials responsible for school disciplinary procedures, such as the Principal or designee, cannot make the determination. However, such administrators may present pertinent student information to the Manifestation Team.

Parent Right to Appeal

Parents have the right to challenge any decisions made regarding the interim alternative

for a due process hearing. Schools can also request a hearing if school personnel feel that returning a student to the original educational setting is highly likely to result in injury to the student or to others.

In either case, the hear

During the appeal process the student remains in the interim alternative educational setting, unless the parent and the state agree otherwise or the time period for the infraction (e.g., 45 school days for special circumstances or duration applied to non-disabled students) has expired.

Approval: April 28, 2020, January 24, 2023, August 6, 2024

Code changed from JFC to JFD. Title changed from Progressive Discipline to Progressive Self-Governance 8-6-24.