

SAFE AND SUPPORTIVE SCHOOL ENVIRONMENT

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. Regulated behavior in the school environment is influenced by how the adults react to events in the environment, and how consistently adults model well-regulated behavior. The manner in which adults set up consistent classroom processes, interact with all students in the classroom and throughout the building, how content is presented, and how students are expected to be engaged in the learning process all influence what students are learning. Regulated adult behaviors are essential to FHS students becoming self-regulated students.

To that end:

1. FHS will practice Restorative Practices. This is a structured response to dysregulated behavior, that is also a learning process for our students, and often also for their families. These practices are essential to sustaining our school climate (policy JFA), support our Progressive Discipline policy (policy JFC), and build on developing essential relationships, responsibility, and self-regulation.
2. FHS will not use or condone corporal punishment, physical restraint, or seclusion techniques (policy JGA).

Approved: November 30, 2021