

Office of Human Rights Summary

North High School

[OHR Strategy](#)

<u>OHR Strategy</u>	Questions needing evidence to support?	Link(s) to Evidence. <i>Supporting evidence can be from previous years</i>	Notes/Additional Information
Active Supervision During All Passing Periods	<ul style="list-style-type: none"> ● What are the expectations of staff during passing times? ● What are the locations and staff counts for hot spots during passing times? ● How and when did staff learn about supervision expectations? ● How and when do/did building administrator(s) monitor implementation of expectations and/or follow up with staff? 	Supervision Schedule	<ul style="list-style-type: none"> ● Behavior Staff are expected to supervise during passing times. They have a schedule that identifies who is supervising the different hot spots (1,2,3 atrium area, bathrooms, cafeteria) ● Teachers are asked to supervise the academic wings and/or areas by their rooms during passing time. ● Behavior staff are trained at the beginning of the year and meet weekly to discuss on-going areas of concerns and supervision needed. Administrators follow up with this team on a daily basis. ● Teachers are asked at the beginning of the year and intermittently reminded throughout the year.
Developing positive student to student and staff to student relationships (Examples: Responsive Classroom, Developmental Design, Link Crew, Web Link, AVID)	<ul style="list-style-type: none"> ● In what professional learning opportunities have staff participated addressing student to student relationships? ● In what activities or experiences do students participate in to build, restore, and maintain 	Restorative Circle Agreement Conference Script Get to Know Me Strategy Staff Development CLR Staff Development AVID	<ul style="list-style-type: none"> ● Restorative Practices and Language Staff Development ● Students participate in restorative practices, such as student to student mediations, restorative chats and conferences and restorative chats and conferences with student to teachers ● Culturally and Linguistically Responsive Teaching and Learning ● Homeroom time designated each day

	<p>student to student relationships?</p> <ul style="list-style-type: none"> ● In what professional learning opportunities have staff participated in addressing staff to student relationships? ● In what activities or experiences do students participate to build, restore, and maintain staff to student relationships? 		<p>for teacher to build rapport with students, check grades, provide support to students.</p>
<p>Student identity projects.</p>	<ul style="list-style-type: none"> ● In what professional learning opportunities have staff participated addressing student identity? ● In what activities or experiences do students participate to explore their identity? ● In what ways do adults elicit student voice in decision making? ● In what ways do adults ensure students see their multiple identities throughout the year. 	<p>GSA Flyer Coffee House Acts Festival of Cultures</p>	<ul style="list-style-type: none"> ● Culturally and Linguistically Responsive Teaching and Learning - Rings of Culture ● MCIS 9th grade curriculum used by guidance office and delivered via Schoology for all freshmen before registration. ● LGBTQ group available ● Student leadership group meeting with school and district admin ● Language arts department works yearly on increasing literature and nonfiction from a variety of authors of multiple ethnicities, genders, and other cultural rings (ie., LGBTQI). In social studies students are provided multiple perspectives on both historical issues and current events. ● Coffee house acts evening ● Festival of Cultures
<p>Bullying Prevention Program</p>	<ul style="list-style-type: none"> ● What evidence-based bullying prevention program is implemented 	<p>Schoology training Self Report Form</p>	<ul style="list-style-type: none"> ● Self Reporting Process implemented by guidance counselors and school social worker.

	<p>at your site? (Example: Olweus)</p> <ul style="list-style-type: none"> • Who are the staff responsible for implementation of bullying prevention activities at your site? • What are the results of the student survey regarding bullying at your site? 	<p>Bullying/Harassment Policy</p>	<ul style="list-style-type: none"> • Restorative mediation with active participation of victim and bully • District wide anti bullying training
<p>Consistent office referral forms across the district</p>	<ul style="list-style-type: none"> • What is the office referral process at your site? • Which behaviors are entered into Campus? • What position(s) (ex: teacher, admin, BIS) enters office referrals into Campus? 	<p>Student Office of Support Process</p> <p>SOS Request for Support</p>	<ul style="list-style-type: none"> • Social Emotional Learning Discipline Referral Process where students are referred for support and direct social skill lessons, proactive strategies, interventions, and restorative practices, and consequences. These are clearly defined by minor and major behaviors and addressed in a behavior matrix aligned with the district policies. • Behaviors that reach a level of out of class consequences resulting in missed class time are documented in campus. Trained Behavior Specialist and Administration enter referrals in Campus.
<p>Develop and implement consistent district-wide pre-suspension protocols for out of school suspension</p>	<ul style="list-style-type: none"> • What are your pre-suspension protocols for out of school suspension? <ul style="list-style-type: none"> ○ Note: there is not yet a district-wide protocol. Please share your site-specific protocols. 	<p>Incident report</p> <p>Steps of Processing</p> <p>Behavior Grid with Policies</p> <p>SEL Behavior Model</p>	<ul style="list-style-type: none"> • Students have an individual conference with a Behavior Specialist and/or Administrator and share their version of the incident. • Students are asked to write an incident report as well to report their information. • Administration and Behavior Specialist Team collaborate together to investigate the situation to the fullest by gathering all information from other

			<p>staff, students, reviewing cameras, and any other relevant information to the situation.</p> <ul style="list-style-type: none"> • Administration reviews all relevant information, considers and coordinates with special education supports if appropriate, and consults the behavior matrix aligned with the district policy to determine the suspension assigned. When possible, alternative to suspension programming is used in lieu of out of school suspension. • Guardians are contacted, campus referral is written and a suspension letter is sent to guardians and special education supervisor. • Teachers are informed to gather missing assignments for the time.
<p>Develop and implement consistent district-wide post-suspension review process for out of school suspension</p>	<ul style="list-style-type: none"> • What are your post-suspension protocols for out of school suspension? <ul style="list-style-type: none"> ○ Note: there is not yet a district-wide protocol. Please share your site-specific protocols 	<p>Re-Entry Form</p> <p>Mediation Form</p>	<ul style="list-style-type: none"> • Guardians are contacted and/or met with either at time of suspension or re-entry of student. • Students meet with a Behavior Specialist and/or Administrator and complete a restorative re-entry form and direct social skill lesson. • A mediation is required for all students that return from a suspension that caused harm to be completed with the school Social Worker or Dean of Students.