



- iii. Improving learning outcomes for all students; develop the skills needed for all students to be positive leaders and self-directed life-long learners.
- iv. The fair treatment of others, regardless of their race, ancestry, place of origin, ethnicity, colour, citizenship, religion/creed, gender expression, gender identity, sexual orientation, family status, marital status, or age, sex, ability and/or any other immutable characteristic or ground protected by the Human Rights Code is an expectation from all school members. Superior-Greenstone District School Board promotes inclusion for students experiencing barriers due to socio-economic status.

The Human Rights Code of Ontario has primacy over provincial legislation and school board policies and procedures such that the Education Act regulations, Ministry of Education PPM, and board policies are subject to, and shall be interpreted and applied in accordance with the Human Rights Code of Ontario.

## Overall Expectations

### 1.0

#### 1.1 Purpose

- Ensures that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
- Promotes responsible citizenship by encouraging appropriate participation in the civice

- Seek assistance from a member of the school staff, if necessary, to resolve conflict

- model the standards of respect, civility, and responsible citizenship. This includes modeling appropriate use of personal mobile devices. Educators are not to use personal mobile devices during instructional time, unless explicitly for work-related purposes.

Students

**It is expected that students:**

- come to school prepared, on time, and ready to learn
- show respect for themselves, and for others, and for those in positions of authority
- contribute to creating learning environments that are safe, equitable, inclusive, and fair
- refrain from using any technology that may distract or disrupt the learning process

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that promotes an equitable, safe environment for all.

The Prevention component is guided by the following principles:

- Prevention is the most humane and efficient way to deal with violence, conflict, and acts of aggression,
- The board is committed to promoting appropriate methods of resolving conflict that are safe, culturally responsive (where applicable), and respect the rights of others (e.g. restorative practices, peer mentoring).

### 3.2 Bullying Prevention and Intervention

Bullying adversely affects healthy relationships and the school climate. Bullying adversely affects the school's ability to educate students and it adversely impacts the student's ability to learn.

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be

known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

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Guidelines. To support students who have been suspended or suspended pending an expulsion hearing, Superior Greenstone DSB requires Principals to create a Student Action Plan for these students that can include an academic and/or non-academic component depending on the length of the suspension.