





information on how any member of the school community could report unacceptable behaviour. It must also outline the potential consequences for non-compliance with the Code of Conduct. This annual communication must also remind parents and students of the restrictions and requirements related to student use of personal mobile devices and the consequences for non-compliance. This communication must also consider and include parents whose first language is a language other than French or English.

Schools must post signage at each entrance and within other common areas that reflect the behavioural expectations of the Code of Conduct, as provided by the Ministry of Education. The Code of Conduct Administrative Guideline must be available to the public website.



Education Parent Guide for more information regarding Individual Education Plans, available on the NNDSB website.



Parents are expected to support their child in adhering to the Code of Conduct, including the policy described above related to personal mobile devices. Parents who choose to send their child to school with a personal mobile device must understand the expected use, as well as the consequences should the student fail to meet the expectations outlined in this Code of Conduct.

Students who demonstrate unwillingness to adhere to this Code of Conduct despite educational supports, collaborative problem solving, progressive discipline, and formal consequences, can be asked to keep their mobile device at home or to surrender it to the office each morning. In such cases, the device would not be returned until the end of the school day. Principals are not responsible for lost, damaged or stolen devices that are kept at the office.

7.4 Report Cards:

Beginning in the 2024-25 school year, report cards are to communicate information to students and their parents about classroom distractions, where applicable, including those related to the use of personal mobile devices. This will be communicated using the section of the report card reserved for comments on learning skills and work habits in the Elementary Provincial Report Cards and in the comment box reserved for course comments in the Secondary Provincial Report Card.

skills and work habits as outlined in [Growing Success \(2010\)](#) and assessment, evaluation and reporting practices and procedures are fair, transparent, and equitable for all students.

8.0 RESTRICTING ACCESS TO SOCIAL MEDIA ON SCHOOL NETWORKS

Under PPM 128 *The Provincial Code of Conduct and School Board Codes of Conduct*, NNDSB is required to restrict access to all social media platforms on school networks and school devices.

Social media in the context of PPM 128 is defined as interactive technologies including websites, platforms and applications that facilitate and enable users to create, share, and interact with content, and to connect and communicate with other users publicly.

9.0 CONSULTATION

In developing and reviewing these policies, input will be sought from various stakeholders including students; teachers; principals; other staff of the board; volunteers; parents and guardians; and community members as well as committees such as the Parent Involvement Committee; Special Education Advisory Committee; First Nation Advisory Council; and community partners such as social services administration boards and mental health agencies. This consultation is done through our administrative guideline consultation process, as outlined



Reviews of the school board code of conduct policies and procedures should occur at least every three years or more often if necessary. Reviews must assess the content of both the policies and procedures, ensuring they meet the requirements and expectations laid out in this document.

All communications with parents must be accessible and be made available in English and French and other languages based on the needs of each school community.

