

West Ferris Code of Conduct 2025-2026



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Our school Principal, in consultation with the staff and school council, has established a School Code of Conduct that reflects the Provincial and Board codes. These standards of behaviour apply to students whether they are on school property, on school buses, travelling to and from school, at school-authorized events or activities, or in other circumstances that could have an impact on the school climate.

West Ferris Secondary School is committed to:

- Ensuring that all members of the school community are treated with respect and dignity.
- Promoting responsible citizenship by encouraging appropriate participation in the civic life of the school community.
- Maintaining an environment where conflict and differences can be addressed in a manner characterized by respect and civility.
- Promoting the use of non-violent means to resolve conflict.
- Promoting the safety and wellbeing of people in the school.
- Preventing bullying in schools

Principal/ Vice Principal Shall:

- Consult with staff, school council, and students as appropriate.
- Establish a school Code of Conduct that reflects the provincial and board Codes of Conduct.
- Involve the school council and other members of the school community in an annual review of the contents of the school Code of Conduct.
- Share the school Code of Conduct with staff, parents and students at the beginning of each school year.
- Bring the Code of Conduct to the attention of students, parents/guardians and others who may be present in their school.

STANDARDS OF BEHAVIOUR - Respect, Civility, Responsible Citizenship and Safety

All members of the school community must:

- Respect and comply with all applicable federal, provincial, and municipal laws.
- Demonstrate honesty and integrity.
- Respect differences in people, their ideas, and their opinions.
- Treat one another with dignity and respect at all times, and especially when there is disagreement.
- Respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, gender expression, sexual orientation, age, or disability.
- Respect the rights of others.
- Show proper care and regard for school property and the property of others.
- Take appropriate measures to help those in need.
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully.

- Respect all members of the school community.
- Respect the need of others to work in an environment that is conducive to learning and working.
- Not swear at another person.

All members of the school community MUST NOT:

- Engage in bullying behaviours.
- Commit assault, including sexual assault.
- Traffic in weapons or illegal drugs.
- Give alcohol to a minor.
- Commit robbery.
- Be in possession of any weapon, including firearms.
- Use any object to threaten or intimidate another person.
- Cause injury to any person with an object.
- Be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs.
- Inflict or encourage others to inflict bodily harm on another person.
- Engage in hate propaganda and other forms of behavior motivated by hate or bias.
- Commit an act of vandalism that causes extensive damage to school property or to property located on the premise of the school, or to property providing a service to the school.

CODE OF CONDUCT FOR ALL PERSONS IN SCHOOLS

<https://www.nearnorthschools.ca/wp-content/uploads/2024/09/Code-of-Conduct-Administrative-Guideline.pdf>

Roles and Responsibilities

Near North District School Board

The Near North District School Board will provide direction to schools to ensure opportunity, academic excellence, and accountability in the education system. The Near North District School Board will:

- Develop policies that set out how their schools will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety.
- Establish a process that clearly communicates the provincial Code of Conduct and school board codes of conduct to all parents, students, principals, teachers, other school staff, and members of the school community in order to obtain their commitment and support.
- Seek input from school councils, their Parent Involvement Committees, and their Special Education Advisory Committee.
- Develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety.
- Provide opportunities for all staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

Wherever possible, boards should collaborate to provide coordinated prevention and intervention programs and services and should endeavour to share effective practices.

Principals:

Under the direction of the NNDSB, school principals take a leadership role in the daily operation of a school. They provide this leadership:

- Demonstrating care for the school community and a commitment to academic excellence in a safe, inclusive and accepting teaching and learning environment, ensuring that progressive discipline procedures are maintained
- Holding everyone under their authority accountable for his or her behaviour and actions.
- Empowering students and staff to be positive leaders in their school and community.
- Communicating regularly and meaningfully with all members of their school community & Reviewing the Code of Conduct on an annual basis with Parent Council, staff and students where appropriate
- At the beginning of each school year the Code of Conduct must be communicated to all members of the elementary and secondary school communities (e.g., paper copy, school website, parent council, school messenger, EDSBY, staff meetings, assemblies, review sections during daily announcements, teacher/student review, posted in the school etc.)

Teachers and Other School Staff:

Under the leadership of their principals/vice principals, teachers and other school staff members maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and school staff uphold these high standards when they:

- Help students work to their full potential and develop their sense of self-worth.
- Empower students to be positive leaders in their classroom, school, and community.
- Communicate regularly and meaningfully with parents.
- Maintain consistent standards of behaviour for all students.
- Demonstrate respect for all students, staff, parents, volunteers, and other members of the school community.
- Prepare students for the full responsibilities of citizenship by expecting them to adhere to the standards of behavior of respect, civility and responsible citizenship.

Students:

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- Comes to school prepared, on time, and ready to learn.
- Shows respect for self and others.
- Refrains from bringing anything to school that may compromise the safety of others.
- Follows the established rules and takes responsibility for his or her own actions.
- The principal/vice principal communicates the Code of Conduct to the students with the expectation of the students following the Code of Conduct.

Parents/Guardians/Caregivers:

Parents play an important role in the education of their children and can support the efforts of school staff in maintaining a safe, inclusive, accepting and respectful learning environment for all students. Parents fulfill their role when they:

- Show an active interest in their child's schoolwork and progress.
- Communicate regularly with the school.
- Help their child be neat, appropriately dressed, and prepared for school.
- Ensure that their child attends school regularly and on time.
- Promptly report to the school their child's absence or late arrival.
- Show that they are familiar with the provincial Code of Conduct, the board's code of conduct, and school rules.
- Encourage and assist their child(ren) in following the rules of behaviour.
- Assist school staff in dealing with disciplinary issues involving their child.

Community Partners and the Police:

Through outreach, partnerships already in place may be enhanced and new partnerships with community agencies and members of the community (e.g., Indigenous Elders) may also be created. Community agencies are resources that boards can use to deliver prevention and intervention programs. Protocols are effective ways of establishing linkages between boards and community agencies and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements. The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model that was revised in 2011 by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

CODE OF CONDUCT ON SCHOOL BUSES

A student shall:

- Follow the driver's directions.
- Be courteous and respectful at all times.
- Ride only the bus assigned.
- Be picked up and left off at the same designated location on a daily basis.
- Keep books, lunchboxes and bulky items on their lap.
- Leave windows closed, unless the driver has given permission to open them.
- Keep arms and head inside the bus at all times.
- Not litter, nor throw anything inside the bus or out of the window.
- Not eat or drink on the bus.
- Remain seated while the bus is in motion.
- Be held responsible for damage done to the bus due to improper behaviour.
- A student shall be aware that serious or repeated misconduct will be recorded and that such conduct may result in the loss of provision of transportation.

APPROPRIATE DRESS EXPECTATIONS

3.0 Standards for Student Dress:

- Must be worn in such a way that clothing does not expose or make visible genitals, nipples or buttocks.
- Must be worn in such a way that undergarments (bras, underwear, nipple coverings, etc.) are not substituted as outer clothing.
- Must not include clothing or accessories that display, denote, suggest, or reference: images, logos or language that portray ethnic prejudice, racism, sexism, vulgarity, gang-related markings, obscenities, profanity, hate speech, alcohol, drugs or related paraphernalia, other illegal conduct or activities, and/or pornography.
- Must not compromise health and safety standards.

4.0 Additional Considerations:

- Courses that include attire as part of the curriculum (for example, public speaking and job readiness) may include assignment-specific dress. Schools need to be aware there may be diverse culturally specific attire that would also meet the requirements of such a course.
- Schools must maintain a safe learning environment in classes where protective or supportive clothing is required. For example, activity-specific shoe requirements are permitted (e.g. athletic shoes for Physical Education).

WEST FERRIS SECONDARY SCHOOL PROGRESSIVE DISCIPLINE PLAN

Further information on Suspensions and Expulsion and other information pertaining to Student Conduct Management can be found at the Administration Guideline link under Board on the NNDSB web page:

<https://www.nearnorthschools.ca/wp-content/uploads/2025/03/Student-Conduct-Management-AG-March-18-2025.pdf>

Progressive Discipline:

The term "progressive discipline" refers to a "whole school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours." Specifically, this means that "When inappropriate behaviour occurs disciplinary measures should be applied within a framework that shifts the focus from that which is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports and consequences that are developmentally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make good choices."

Policy Statement:

- The goal of the policy is to support a safe, inclusive, and accepting learning and teaching environment in which every student can reach his or her full potential.
- All inappropriate student behaviour, including bullying, must be addressed.

- Responses to behaviours that are contrary to the board's code of conduct must be developmentally appropriate.
- Progressive discipline is an approach that makes use of a continuum of prevention programs, interventions, supports, and consequences, building upon strategies that build skills for healthy relationships and promote positive behaviours.
- The range of interventions, supports, and consequences used by the board and all schools must be clear and developmentally appropriate, and must include learning opportunities for students to reinforce positive behaviours and help students make good choices.
- Information in the student's IEP must be considered in the determination of interventions, supports, and consequences for students with special education needs.
- The board, and school administrators, must consider all mitigating and other factors, as required by the Education Act and as set out in Ontario Regulation 472/07.

Prevention and early intervention are important for assisting students to achieve their potential and for maintaining a positive school environment. A positive school environment is affected through programs and activities that focus on building healthy relationships, character development, and civic responsibility, which encourage positive participation of the school community in the life of the school. Students' parent(s)/guardian(s) should be actively engaged in the progressive discipline approach.

Prevention strategies include providing appropriate special education programs for special needs students, as well as supporting all students, student councils and/or school councils that wish to participate in student led alliances or other alliances and/or activities promoting healthy relationships.

Other Preventative Strategies Include:

- Use of curriculum to develop understanding of the issues
- Human Rights strategy pursuant to PPM 119
- Anti-bullying and violence prevention programs
- Mentorship programs
- Student success strategies
- Character education
- Citizenship development
- Student leadership
- Promoting healthy student relationships
- Promoting healthy lifestyles.

Consistent with Policy Program Memorandum 149, the Board will also ensure that parents of students are aware of the supports available for the linguistic, ethno-cultural and disability-related needs of students and their immediate families. Students and parents are encouraged to contact the principal of the school who will assist with connections to available resources.

Support for Students:

Where a student has reported harassment, bullying or violence as a result of one or more immutable characteristics, including on any grounds protected by the Human Rights Code, or inappropriate sexual behaviour, that student shall be supported by the school with the provision of contact information about professional supports, such as community agencies, public health facilitates, and telecommunications

forums, such as a help-phone-line or website, that the student may access directly for information, assistance and/or support in an effort to promote and/or develop healthy relationships.

Positive Practices:

To promote and support appropriate and positive student behaviours that contribute to creating and sustaining safe, comforting and accepting learning and teaching environments that encourage and support students to reach their full potential, the Board supports the use of positive practices for: (1) prevention, and (2) positive behaviour management.

Positive Behaviour Management Practices Include:

- Collaborative and Proactive Solutions approach (CPS)
- Differentiated instruction and accommodations based on student need
- Class placement (when possible)
- Positive encouragement and reinforcement
- Individual, peer and group counseling
- Conflict resolution / Dispute resolution
- Mentorship programs
- Promotion of healthy student relationships
- Sensitivity programs
- Behaviour Management Plan (BMP)
- Alternative or modified programming based on student data.
- School, Board and community support programs
- Student success strategies.

PROGRESSIVE DISCIPLINE CONSEQUENCES

The Board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate student behaviour. In such circumstances, the Board supports the use of progressive discipline consequences up to and including expulsion from all schools of the Board.

In circumstances where a student will receive a consequence for his/her behaviour, it is the expectation of the Board that the principle of progressive discipline, consistent with the Human Rights Code, Ministry of Education direction and PPM 145, will be applied in the least restrictive manner to be effective, and so as not to add to the historical disadvantage of racialized students and/or students with disabilities.

WEST FERRIS SECONDARY SCHOOL SUSPENSION AND EXPULSION PROCEDURE

Discipline Policy:

Further information on Suspensions and Expulsion and other information pertaining to Student Conduct Management can be found at the Administration Guideline link under Board on the NNDSB web page: <http://www.nearnorthschools.ca/board/Admin%20Guidelines/student-conduct-management.pdf>.

ACCESS TO SCHOOL PREMISES

West Ferris Secondary School follows and implements the Access to School Premises procedures as outlined in the Near North District School Board's Administrative Guideline - Safe Schools: Access to School Premises.

1. Persons who are on school premises without being authorized by the provincial regulation, "Access to School Premises," have committed an offence and can be charged under the Education Act (s. 305).
2. Persons who are permitted on school premises include:
 - students enrolled in the school,
 - parents/guardians of students enrolled in the school,
 - persons employed or retained by the Board,
 - persons engaged in lawful purposes (e.g., deliveries, voting and other purposes authorized by the Board)
 - persons invited by the principal to the premises for a purpose or an event who are on the premises for that purpose or event.
3. Authority to be on school premises does not entitle a person to have access to all areas of the school premises. The principal shall inform groups or individuals using the school about the specific school restrictions and/or permissions.
4. Boards have the authority to lock the school premises when the premises are not being used for a purpose authorized by the Board.
5. Despite being an authorized person to be on school premises, if, in the judgment of the principal, that authorized person's presence is considered to be detrimental to the safety or well-being of another person on the premises, the authorized person may be asked to leave the premises. This does not apply to a student enrolled in the school or to a student attending a program for suspended or expelled students that are located on the school premises.
6. Schools will require school visitors to report their presence on the premises in a specified manner. A person is not permitted to remain on school premises if that person fails to report as required. This does not apply to a student enrolled in the school or to a student attending a program for suspended or expelled students that are located on the school premises.
7. The school principal will develop a plan for communicating the above information regarding access to schools and school premises in each school year. This plan will include the posting of appropriate signs that conform with standards to be developed board-wide to meet health and safety as well as access to school premises expectations. The plan may also include the use of newsletters for communicating with the school community and the distribution of this guideline and/or edited copies of it with the addition of information specific to that school.
8. The school principal may provide notice prior to contacting the police to enhance the possibility that the unauthorized person may leave the premises without the necessity of charges being laid.
9. Persons have a constitutional right to access polling stations at the school during an election.

ACCESS BY SUSPENDED AND EXPELLED STUDENTS

Suspended and expelled students are denied access to school board premises as a condition of their suspension or expulsion. The principal may deem that such students are not a threat to the safety or wellbeing of a person on the school premises and allow access to a public facility on the school premises

for a lawful purpose (e.g., using a public library). Students attending a program for suspended or expelled students that are located on the school premises do have the right of access to school premises.

Trespass Offences

Everyone who is not acting under a right or authority conferred by law and who:

- without express permission of the occupier, the proof of which lies on the defendant
- enters onto the premises when entry is prohibited under this Act
- engages in an activity on the premises when the activity is prohibited under this Act
- does not leave the premises immediately after the person is directed to do so by the occupier of the premises or a person authorized by the occupier, is guilty of an offence and on conviction is liable to a fine of not more than \$2,000.00.

Prohibited Areas-Entry

Entry on a premise may be prohibited by notice to that effect and entry is prohibited without any notice on a premise that is enclosed in a manner that indicates that occupier's intention to keep persons off the premises.

Method of Giving Notice

A notice under this Act may be given:

- orally or in writing (Appendix 1 – Notice of Trespass)
- by means of signs posted so that a sign is clearly visible in daylight under normal conditions from the approach to each ordinary point of access to the premises to which it applies

Courts prefer to have the notice given in writing. Notices should be served annually, especially for new students that become habitual trespassers.

Some Examples of Offences:

Trespass to Property

1. A person that enters onto a school property who is not a student at that school and ignores the sign posted at the entrance has committed the offence of "entry when entry is prohibited." This would also apply to a student who is under suspension, exclusion or expulsion from his/her own school during the suspension period.
2. If a person is engaging in an activity where a sign is posted prohibiting that activity or a permit has not been granted for that activity, the person is committing an offence under this Act as well. Even where a sign is not posted, once a person is told the activity is prohibited and they continue, they are committing an offence.
3. In the last section of offences, once the person has been told to leave the property and they refuse, they are again committing an offence under the Act.

4.0 265 (1) (m) - Exclusion

In Part X of the Education Act, clause 265(1)(m) permits a principal to "refuse to admit" to the school or to a class someone whose presence in the school would be "detrimental to the physical or mental

wellbeing of the students.” This provision is frequently referred to as the “exclusion provision.” Exclusion is not to be used as a form of discipline. If a principal does decide that it is necessary to exclude a student from the school, following consultation with the Superintendent of Safe Schools, he or she is expected to notify the student’s parents of the exclusion as soon as possible in the circumstances, and to inform them of their right to appeal under clause 265(1)(m).

Exclusion is used as a temporary measure towards achieving safety and security for all. A student’s academic needs will continue to be accommodated by alternative means during an exclusion. Re-entry conditions may also be applied.

WEST FERRIS SECONDARY SCHOOL - BULLYING PREVENTION PLAN

<https://www.nearnorthschools.ca/wp-content/uploads/2017/10/Near-North-Bullying-Prevention-and-Intervention-Plan.pdf>

West Ferris Secondary School is committed to the establishment of safe, inclusive and accepting school environments in order to maximize the learning potential of all students. There is conclusive research that shows that for students to reach their full potential, they must feel safe, included, and engaged in school. An inclusive school climate based on caring and respectful relationships among students, teachers, school staff, parents, community partners and administrators is a fundamentally enabling condition for learning.

An effective and inclusive school does more than achieve academic markers; it fosters social emotional learning and develops healthy relationships among staff, among students, and between staff and students to promote a positive school climate.

Committed leadership and ongoing collaboration at all levels (individual, classroom, school, parent, board, community) among everyone involved are key factors to the success of a whole school approach.

West Ferris Secondary School recognizes that bullying could:

- Adversely affects a student’s ability to learn.
- Adversely affects the school climate, including healthy relationships.
- Will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g. online) where engaging in bullying will have a negative impact on the school climate.

Providing students with an opportunity to learn and develop in a safe and respectful society is a shared responsibility in which the board and our schools play an important role. Schools with bullying prevention and intervention strategies foster a positive learning and teaching environment that supports academic achievement for all students and that helps students reach their full potential.

All members of the school community must model bullying prevention and intervention strategies.

“A positive school climate makes negative behaviours such as bullying and harassment unacceptable” - Pepler and Craig, 2004

Definition of Bullying:

Bullying means aggressive and typically repeated behaviour by a pupil. Bullying behaviour includes the use of any physical, verbal, electronic, written or other means. For the purposes of the definition of bullying, bullying by electronic means (commonly known as cyber-bullying), including, creating a web page or blog in which the creator assumes the identity of another person or impersonating another person as the author of content or messages posted on the internet; communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Bullying Prevention and Awareness Strategies

(Curricular Connections / Activities / Whole School Approach)

West Ferris Secondary School's comprehensive prevention and awareness strategies, which promote appropriate student behaviour, include:

- Using the data and information from last year's school climate survey to inform us and to direct changes in our practice to ensure that we are providing a warm and welcoming environment for all
- Promote, model, and maintain a positive school environment that focuses on student achievement and well-being
- Promote an awareness and understanding of the factors that contribute to a safe, inclusive, caring, and accepting school climate
- Promote an awareness and understanding of diversity, inclusion, acceptance and understanding through collaborative activities with our self-contained programs.
- Celebrate and recognize "Bullying Awareness and Prevention Week" annually
- Create awareness of bullying prevention by staff and students wearing pink on selected dates.
- Use our partnership with the North Bay Police Department: Community Liaisons to provide support and intervention to victims of bullying and the bullies themselves
- "No Bullying" message around the school.
- Working with the Nipissing Parry Sound Health Unit on student led Mental Health initiatives.
- Support LGBTQ by providing a visible space to display materials in the school as well as at a prominent space within the library for books and magazines that promote an inclusive and accepting school climate if a request is made.
- Continue to have activities that promote a positive school climate (spirit days, assemblies, etc.)
- Encourage more peer-to-peer presentations and workshops
- Plan whole school guest speakers around character education topics
- Continue to support SAC initiatives that promote healthy school relationships.
- Consider other programs and presentations that our school community would benefit from, as they arise.
- Include character education and healthy relationship components within specific curriculum strands
- Whole school focus on mental health and well-being and our common ground being character education

Programs and Prevention:

Individual Level:

- Foster respectful relationships and understanding with all
- Hold meetings with students and parents when inappropriate behaviour occurs
- Support positive change and positive behaviour

- Develop individual intervention plans for students involved in serious incidents
- Promote the use of Collaborative Problem Solving
- Utilize progressive discipline strategies with students
- Involve support staff where appropriate i.e. Mental Health Nurse, Child Development Counselor, Attendance Counselor, Addictions Counselor, Indigenous Youth and Family Outreach Worker and other external agencies

Classroom Level:

- Communicate positive behaviour expectations and consistently enforce school-wide rules on behaviour
- Utilize peer support groups to support students who require social, emotional and academic support
- Hold regular class meetings/discussions and communicate regularly with parents
- Give opportunities for social-emotional learning to build and practice healthy relationship skills through classroom activities and programs
- Embed the principles of respect, equity and inclusive education through curriculum resources and classroom practice

School Level:

- Continue our work with our Safe and Accepting School Committee
- Provide training for staff regarding safe and accepting schools
- Establish and communicate school rules regarding behaviour
- Active staff involvement in learning about the data and information that last year's school climate survey has provided us to determine our next steps as a school team

Community Level:

- Continue to work with our community partners to support the school's programs
- Communicate the schools' Code of Conduct and expectations on appropriate behaviour to the school community and our community partners.

Bullying Prevention and Reporting Strategies:

- All staff will take seriously all allegations of bullying behaviour and immediately attempt to stop any observed action, name the action, reassure the victim, work with the aggressor and report the incident to administration
- All administrators will investigate any reports of bullying, as well as anonymous reports of bullying.
- Students or parents can anonymously report incidents of bullying by calling the school at 705-475-2333.

Interventions, Supports and Follow-up

Reported incidents of bullying will be investigated and addressed through the teacher and/or principal/vice-principal. In addressing incidents of bullying mitigating factors such as age, circumstances, history, IEP will be considered. Additionally, progressive discipline will be used when appropriate and could include the following:

- Contact with the pupil's parent(s)/guardian(s)
- Verbal reminders.
- Review of expectations.

- Written work assignment with a learning component relevant to the behaviour (i.e. apology, impact statement)
- Peer mediation.
- Restorative justice.
- Referrals for consultation.
- Assigned reflection time

In some circumstances suspensions and expulsions may result depending on the severity of the behaviour. Students who engage in bullying, who have been bullied or may have witnessed or been affected by bullying will receive support which may include but is not limited to the following:

- One on one and/or group meetings
- Learning opportunities
- Restorative justice
- Community liaison officer may be brought in to address a situation of bullying
- Child development counselor, guidance counselor, and social worker will be used to support the victim and the bully
- Contracts or behaviour plans
- Referrals to NNDSB supports and services
- Referrals to community partners

Training Resources and Outreach Strategies for Members of the School Staff, Parents, and Community:

- Staff Meeting PD sessions
- Messages and resources included in the weekly staff communication
- School improvement goals developed by, and shared with, staff members
- Parent council, website, Twitter, Facebook, and School Connects, in school messages