



WANGARATTA  
HIGH SCHOOL

# STUDENT WELLBEING AND ENGAGEMENT POLICY

## PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Wangaratta High School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

## SCOPE

This policy applies to all school activities, including camps and excursions.

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2. School values, philosophy and vision
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## POLICY

- 1. School profile**

Wangaratta High School is situated about 230kms from Melbourne in North East Victoria. Our school has an enrolment of around 670 student from Years 7 to 12 and 72 staff members, including integration aides, a school nurse, two counsellors and a wellbeing Leading Teacher.

At Wangaratta High School we place each child at the centre of our thinking. Our focus is to ensure that every child becomes a confident, curious, creative and independent thinker and learner who is able to achieve their personal best. We model and nurture respectful relationships to create a positive environment in which every child can thrive. Our school is a vibrant, innovative learning community based on the principles of quality learning. Our highly skilled teachers design and activate a broad range of programs to engage and challenge, excite and inspire every young person to pursue their unique pathway. Through structured and flexible learning opportunities we empower students to explore and negotiate their learning so that they can make a difference in their school, local and global communities.

## **2. School values, philosophy and vision**

The vision for Wangaratta High School is to empower all students to grow academically, socially and emotionally. An outstanding learning environment built on high expectations for success will enable all students, with support, to experience quality teaching within a positive climate for learning. Our graduates will be independent, lifelong learners who are equipped to make a positive impact on the world around them.

Wangaratta High School's mission is to provide students with the best possible foundation in life through a well-rounded education.

Wangaratta High School's values are Respect, Ready to Learn, Safe and Personal Best.

We respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us.

We model and demonstrate being ready to learn by ensuring we regularly attend, arrive on time and come prepared with all the necessary materials to make the most of the learning opportunities available.

We strive for excellence, which means trying our hardest and doing our personal best.

### **Engagement strategies**

Wangaratta High School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn. Strategies have been implemented to support an inclusive and positive school culture.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

**Universal:**

### **3.1 School Wide Positive Behaviour Support**

At Wangaratta High School we are implementing a School Wide Positive Behaviour (SWPB) as a process for supporting student, staff and parent wellbeing. Our mission is to build a positive culture of learning and teaching across our school community. Collecting and using data to inform our practice is a major element of applying expected behaviours and actions within our school community.

#### ***What is School Wide Positive Behaviour Support?***

SWPB is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behaviour. SWPB relies on the use of data analysis in all decision making and the practices used by staff both in classroom and non-classroom settings. Preferred behaviour is recognized, acknowledged and reinforced. The most common reward used should be verbal praise. In SWPB there should be 6 positive comments to 1 corrective comment.

### **3.2 Wellbeing Team**

The School's Wellbeing Team is available to students from all levels, to offer assistance with any difficulties they may be experiencing. These problems may result from home, conflicts with peers or teachers or financial problems. At all times the information of both parents and students is treated confidentially. Some problems can be dealt with by offering practical information whilst others may need referral to someone with specialist training. Students may self-refer to the Wellbeing Team or be referred by a teacher. Our School Nurse is provided to the School by the Department of Human Services for to assist in the delivery of health and wellbeing programs for students.

### **3.3 Sensory room and therapy dogs**

Located in the Wellbeing Centre is a sensory room which is specially designed to combine a range of stimuli, providing a therapeutic environment for students with autism and other special education needs. The room also provides a "sensory break" for students to gain the sensory input they need in their bodies to stay alert, on task and focussed. The role of the therapy dog is to react and respond to people in the school environment. The aim is to facilitate emotional and physical mental health and wellbeing through the presence of a therapy dog. Therapy dogs can also support students with social and emotional learning needs. Research into the effects of therapy dogs in schools shows a range of benefits.

### **3.4 Transition Co-ordinator**

The Transition Co-ordinator is the direct link between the High School and a child's Primary School. It is their role to ensure that each child's transition from Primary to Secondary School is a successful and happy experience. The Transition Co-ordinator will visit Primary Schools to discuss transition issues with Grade 6 Teachers.

### **3.5 *Mentor Teachers***

Every student at Wangaratta High School is placed with a Mentor Group and teacher who, at Year 7, usually has a number of lessons with the group each week. Mentor Teachers undertake the pastoral care associated with this role meets daily with his/her mentor group and is usually your child's first point of contact if they are experiencing any problems. They will be able to talk with the student and ascertain if the problem or query needs to be addressed further.

### **3.7 *Learning at Wangaratta High School***

Wangaratta High School is committed to achieving the highest level of learning for each student at our School. To achieve this, the school conducted extensive research into the key factors that impact a student's learning with a clear vision to implement a consistent style of learning across our school in areas of curriculum and learning. We support teachers and students to incorporate the models of 'best practice pedagogy' into normal everyday classroom teaching and learning practice. We adopt a best practice instruction model that aligns with our school values.

Wangaratta High School delivers a broad curriculum including VET programs, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations.

Teachers at Wangaratta High School use the LEARN instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons. Teachers adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching.

### **3.8 *Macqlit Program***

Students are selected for this program if they have difficulty with decoding and accessing print to read, and if they are significantly behind in reading as demonstrated on reading assessments. Once selected for the program, students participate in a placement test to see what stage of the program is appropriate for them to start on. Macqlit is delivered to small groups of students and is based on mastery of reading skills.

### **3.9 *LGBTQI***

The LGBTQI group meets one lunchtime each week and are supported in a safe environment in the Wellbeing Centre with support from the wellbeing team.

### **3.10 *Student Voice and Agency- student leadership***

Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council which comprises Year 11 and 12 prefects, and student leaders from Years 7 to 10 . Students are also encouraged to speak

with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.

### **3.11 Respectful Relationships Program**

This program promotes and models respect and equality, and teaches students how to build healthy relationships, resilience and confidence. A whole school approach to embed a culture of respect and equality within the school community.

### **3.12 Attendance**

Student attendance is monitored and attendance improvement strategies are implemented at a whole-school, cohort and individual level. Where necessary, referral to department or outside support services are engaged.

#### **Targeted:**

- Each year group has two Year Level Coordinators and a Leading Teacher responsible for their sub-school, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- All students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future. Assists student to plan their Year 10 work experience, supported by their Career Action Plan.
- Connect all Koorie students with a Koorie Engagement Support Officer, and provide opportunities for cultural learning and pathways to further education.
- All students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- Wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year.
- Staff will apply a trauma-informed approach, using the Berry Street Model, to working with students who have experienced trauma.

#### **Individual**

- Student Support Groups see:
- <http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Education Plan and Behaviour Support Plan
- Program for Students with Disabilities
- Referral to Wellbeing Team.

- Referral to Student Wellbeing Team and Student Support Services
- Referral to outside support services: ChildFirst, Headspace, NECAMHS, NESAY, North East Health, CASA, DHHS, SSR, Upper Murray Family Care.
- Referral to DEET support services: Navigator, Lookout
  - Build constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances.
  - Meeting with student and their parent/carer to talk about how best to help the student engage with school.

***Where necessary the school will support the student's family to engage by:***

- Being responsive and sensitive to changes in the student's circumstances and health and wellbeing.
- Collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student.
- Monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- Running regular Student Support Group meetings for all students: with a disability, in Out of Home Care and with other complex needs that require ongoing support and monitoring.

#### **4 Identifying students in need of support**

*Wangaratta High School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Wangaratta High School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:*

- Personal, health and learning information gathered upon enrolment and while the student is enrolled.
- Attendance records
- Academic performance
- Observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- SWPBS Behaviour Referral data.
- Engagement with families.
- Self-referrals or referrals from peers and teachers.
- Students who are Out of Home Care, or have been referred to DHHS.

#### **5 Student rights and responsibilities**

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and

dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

At Wangaratta High School we aim to live by the School values of Ready to Learn, Personal best, Respectful and Safe. We acknowledge that all students, staff and parents/carers have the shared responsibility for contributing to the success of student learning. The expectations listed below contribute to all members feeling included, accepted and having a sense of belonging.

<b>High Standards and Expectations</b>		
<b>Student</b> <ul style="list-style-type: none"> <li>I will come to class on time prepared to learn on a daily basis and remain throughout the scheduled school hours.</li> <li>I will take responsibility for my learning</li> <li>I will be an active learner.</li> <li>I will look ahead to build and balance educational requirements</li> </ul>	<b>Parent/Carer</b> <ul style="list-style-type: none"> <li>I will ensure my child attends school on time every day prepared to learn and has appropriate sleep, nutrition, and clothing.</li> <li>I will monitor homework, academic progress, and attendance</li> <li>I will support my child in setting and achieving short and long term goals</li> </ul>	<b>Wangaratta High School</b> <ul style="list-style-type: none"> <li>We will provide a welcoming environment.</li> <li>We will set high standards for student performance.</li> <li>We will provide a strong academic curriculum and quality learning and instruction</li> </ul>
<b>Learning</b>		
<b>Student</b> <ul style="list-style-type: none"> <li>I will maximize opportunities to understand material, using strategies that best support my learning style.</li> <li>I will contribute my ideas and skills to my classroom, school, and community.</li> <li>I will apply and practice what I learn.</li> <li>I will take responsibility to complete and return learning outcomes on time.</li> <li>I will use the resources that are available to help my learning</li> </ul>	<b>Parent/Carer</b> <ul style="list-style-type: none"> <li>I will help my child capitalise on their learning style and abilities.</li> <li>I will help my child learn life skills: Self-sufficiency, goal setting, planning resilience, and decision-making.</li> <li>I will support a timely completion of homework and learning tasks.</li> <li>I will ensure that school work is a priority.</li> <li>I will work with student support services if required</li> </ul>	<b>Wangaratta High School</b> <ul style="list-style-type: none"> <li>We will provide instruction based on AusVELS and student learning styles.</li> <li>We will make learning relevant</li> <li>We will communicate real life applications of the curriculum.</li> <li>We will support students to be responsible for work completion and quality.</li> <li>We will implement appropriate interventions and remediation to help students succeed (Including applying for further support where appropriate)</li> </ul>
<b>Positive School Environment</b>		
<b>Student</b> <ul style="list-style-type: none"> <li>I will respect the personal rights and property of others and myself.</li> <li>I will behave responsibly and dress appropriately.</li> <li>I will inform an adult about bullying, harassment, and unsafe behaviour.</li> <li>I will know how to keep myself safe and drug-free.</li> </ul>	<b>Parent/Carer</b> <ul style="list-style-type: none"> <li>I will talk with my child about respecting people and property.</li> <li>I will set positive behaviour and uniform expectations, and support school policies.</li> <li>I will talk with my child about bullying, harassment, peer pressure, safety, and drug-free behaviour.</li> <li>I will support the School Student Behaviour Protocols.</li> </ul>	<b>Wangaratta High School</b> <ul style="list-style-type: none"> <li>We will treat students and parents with respect.</li> <li>We will clearly communicate school behaviour expectations to students and parents.</li> <li>We will take steps to prevent bullying and harassment.</li> <li>We will promote safe and drug-free schools.</li> <li>We will use restorative practices as the basis for our discipline policy.</li> <li>We will adhere to the DET guidelines regarding discrimination and creating safe and inclusive environments</li> </ul>
<b>Communication</b>		
<b>Student</b> <ul style="list-style-type: none"> <li>I will pay attention to information and seek assistance when needed</li> <li>I will cooperate with everyone by conducting myself in a mature manner conveying respect to all persons.</li> <li>I will be a good messenger between home and school.</li> </ul>	<b>Parent/Carer</b> <ul style="list-style-type: none"> <li>I will use information sources (Compass, newsletter, e-mail, and websites) to keep up with school issues and activities.</li> <li>I will communicate with teachers as needed.</li> <li>I will participate in classroom and school activities, parent-teacher conferences, and other parent involvement activities.</li> </ul>	<b>Wangaratta High School</b> <ul style="list-style-type: none"> <li>☒ We will maintain regular communication with parents/ carers.</li> <li>☒ We will encourage parent/ carer and student involvement in class and school activities.</li> <li>☒ We will schedule and conduct learning discussions with parents/carers in the form of Student Led Conferences.</li> </ul>
<b>Commitment</b>		

<p><b>Student</b></p> <ul style="list-style-type: none"> <li>I know that my success in school rests with my commitment to achieve my personal best.</li> </ul>	<p><b>Parent/Carer</b></p> <ul style="list-style-type: none"> <li>I acknowledge the commitment my child has made. I support his/her efforts.</li> </ul>	<p><b>Wangaratta High School</b></p> <ul style="list-style-type: none"> <li>We commit to, enabling individuals to achieve their personal best, building positive relationships and supporting our students to become active contributors in their community.</li> </ul>
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***Inclusion:***

At Wangaratta High School we adhere to the legislation that underpins all schools in Australia and ensures that every child’s right to an education that is fair, inclusive and safe. Students, staff and parents/carers of our school community all have the right to belong, the right to be accepted and the right to be included.

These rights are guided by our school values and by the legislation described below:

***Charter of Human Rights and Responsibilities Act 2006***

The Charter is a Victorian law that sets out the basic rights, freedoms and responsibilities of all people in Victoria. It is about the relationship between government and the people it serves.

***Equal Opportunity Act 2010***

This Act replaces the Equal Opportunity Act 1995 and strengthens discrimination laws in Victoria by changing some key definitions, creating new responsibilities for the Commission, and strengthening the Commission’s role in helping government, business and the community identify and eliminate discrimination. The objectives of the Equal Opportunity Act 2010 are to encourage the identification and elimination of discrimination, sexual harassment and victimisation and their causes, and to promote and facilitate the progressive realisation of equality.

***Education and Training Reform Act 2006***

The main purpose of this Act aims to provide for a high standard of education and training for all Victorians. In particular this Act makes provision for or with respect to—

- the years of compulsory schooling and the options available;
- the establishment and regulation of Government schools

The Act outlines the expectations of schools and families with regard to school attendance.

***Disability Discrimination Act 1992***

The Disability Standards for Education clarifies the obligations of education and training providers and seek to ensure that students with disability can access and participate in education on the same basis as other students. The Standards were formulated under the Disability Discrimination Act 1992 and came into effect in August 2005. <http://education.gov.au/disability---standards---education>

**Accordingly these rights, bullying in all forms is not tolerated at our School**

**The National Safe Schools Framework definition of bullying is:**

“Bullying is a pattern of repeated physical, verbal, psychological or social aggression that is directed towards a specific student by someone with more power and is intended to cause harm, distress and/or create fear. Bullying may be carried out overtly (e.g. face-to-face) or covertly (e.g. through repeated social exclusion or via technology). It is a sub-category of aggression and is different to, but also related to, harassment and violence. It is not the same as conflict or social dislike even though, in some cases, the outcome of both can be bullying.

### **The different types of bullying**

- Face-to-face bullying (sometimes referred to as direct bullying) involves physical actions such as punching or kicking or overt verbal actions such as name-calling and insulting.
- Covert bullying (sometimes referred to as indirect bullying) is a subtle type of non-physical bullying which isn't easily seen by others and is conducted out of sight, and often unacknowledged by adults
- Cyberbullying occurs through the use of information or communication technologies such as Instant Messaging, text messages, email and social networking sites. It has many similarities with offline bullying but it differs in that the student(s) who is/are bullying can be anonymous, it can reach a wide audience and the sent or uploaded material can be difficult to remove. Most students who cyber bully also bully off-line. It is now recognised that many forms of covert bullying appear to have significant potential for serious harm.”

## 6 Student Behavioural Expectations



**Wangaratta High School**  
**Behavioural Expectations**



Gotcha!

**Be Respectful**

- ⇒ Use manners-*be polite*
- ⇒ Listen to teachers and peers-*follow instructions*
- ⇒ Accept differences-*be kind and inclusive*
- ⇒ Have pride in yourself and your school
- ⇒ Care for everyone's belongings

**Be Ready to Learn**

- ⇒ Be on time
- ⇒ Bring required equipment
- ⇒ Be an active and engaged participant
- ⇒ Mobiles in tubs
- ⇒ Make the most of learning opportunities

**Do Your Personal Best**

- ⇒ Be persistent- *keep trying*
- ⇒ Be resilient – *bounce back*
- ⇒ Challenge yourself – *have a go*
- ⇒ Encourage others

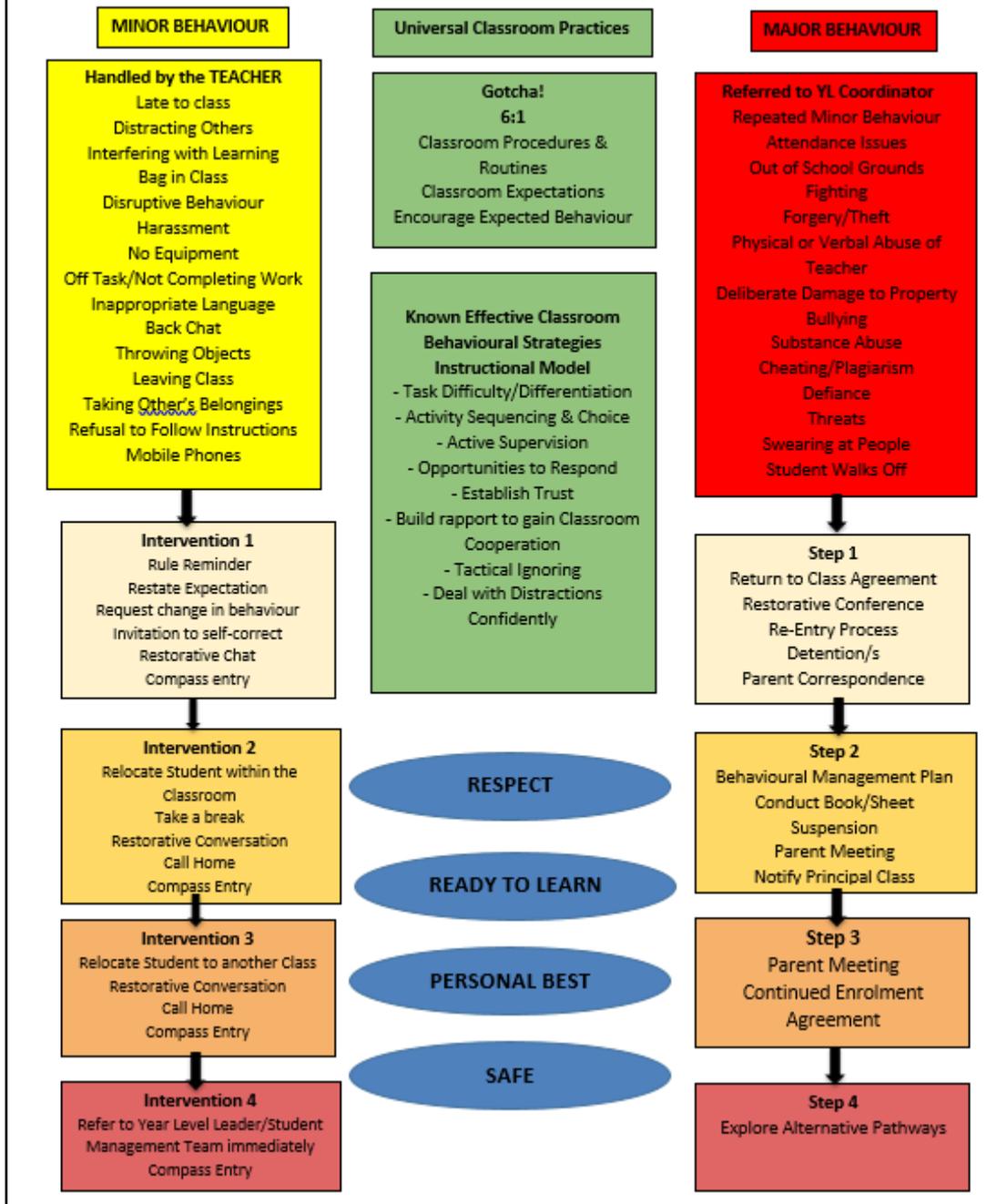
**Be Safe**

- ⇒ Treat others and the environment with care
- ⇒ Follow safety instructions
- ⇒ Use equipment appropriately and with care
- ⇒ Think about your actions-*be alert and stay calm*
- ⇒ Bags in lockers

The Behaviour Expectation Matrix translates our CORE values (Respect, Ready to Learn, Personal Best and Safe) into expected behaviours. Expected behaviours are explicitly taught in the classrooms and reminders throughout the day. The matrix is displayed in each classroom around the school. It is referred to and discussed regularly with the students at WHS.

## Behavioural Flowchart for Observed Behaviour

### Wangaratta High School



When a student acts in breach of the behaviour standards of our school community, Wangaratta High School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. The staged response will follow SWPBS Minor and Major Behaviours as indicated in the flow chart above. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Consequences may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

**Disciplinary measures that may be applied include:**

- *Universal classroom procedures, and known effective classroom behavioural strategies.*
- *Warning a student that their behaviour is inappropriate.*
- *Teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour.*
- *Withdrawal of privileges.*
- *Referral to the Year Level Coordinator.*
- *Restorative practices.*
- *Detentions.*
- *Lesson Report Sheet.*
- *Behaviour Reviews*
- *Suspension*
- *Expulsion*

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

Corporal punishment is prohibited in our school and will not be used in any circumstance.

## **7 Engaging with families**

Wangaratta High School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- Ensuring that all parents have access to our school policies and procedures, available on our school website.
- Maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- Providing parent volunteer opportunities so that families can contribute to school activities.
- Involving families with homework and other curriculum-related activities.
- Involving families in school decision making.
- Coordinating resources and services from the community for families.
- Including families in Student Support Groups, and developing individual plans for students.

## **8 Evaluation**

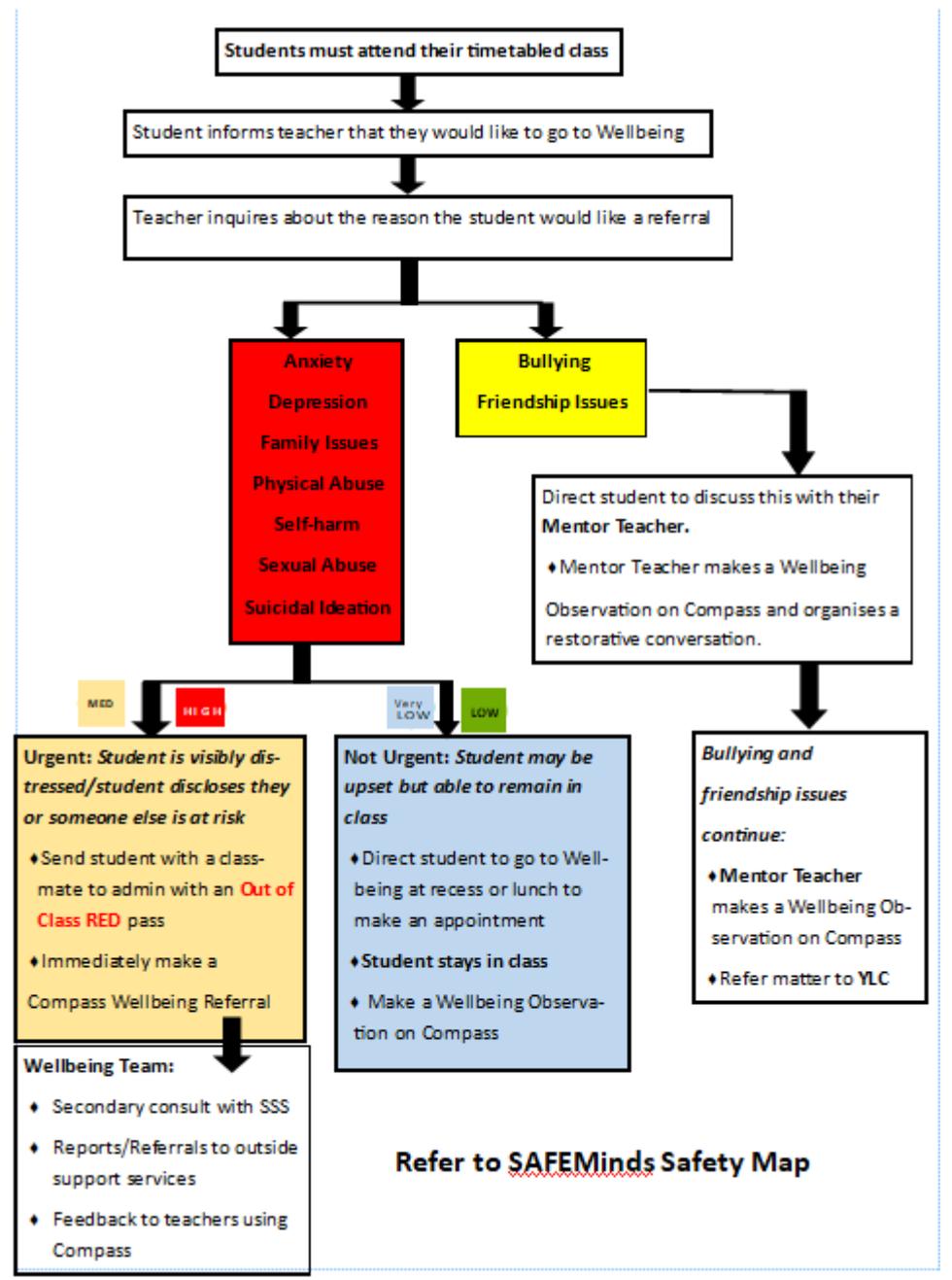
Wangaratta High School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- Student survey data.
- Wellbeing referral data.
- School Wide Positive Behaviour referral data.

- Attendance data.
- School reports.
- Parent Survey
- case management
- CASES21
- SOCS

### Wellbeing Referral Process-Teachers



## FURTHER INFORMATION AND RESOURCES

DET student engagement	<a href="http://www.education.vic.gov.au/school/principals/participation/Pages/engagepol.aspx">http://www.education.vic.gov.au/school/principals/participation/Pages/engagepol.aspx</a>
Whole school engagement strategies and support	<a href="http://www.education.vic.gov.au/school/principals/participation/Pages/wholeschoolengage.aspx">http://www.education.vic.gov.au/school/principals/participation/Pages/wholeschoolengage.aspx</a>
School Accountability and Improvement Framework	<a href="http://www.education.vic.gov.au/school/principals/management/Pages/schoolperformance.aspx">http://www.education.vic.gov.au/school/principals/management/Pages/schoolperformance.aspx</a>
Safe Schools Hub	<a href="http://www.safeschoolshub.edu.au/home">http://www.safeschoolshub.edu.au/home</a>
Disability Standards for Education	<a href="http://www.education.vic.gov.au/school/teachers/health/Pages/legislation.aspx">http://www.education.vic.gov.au/school/teachers/health/Pages/legislation.aspx</a>
Charter of Human Rights	<a href="http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/">http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/</a>
VIT Teacher	<a href="http://www.vit.vic.edu.au/professional-responsibilities/conduct-and-ethics">http://www.vit.vic.edu.au/professional-responsibilities/conduct-and-ethics</a>
Teacher Professional Standards	<a href="http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list">http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list</a>
Ministerial Order 625- Suspensions & Expulsion	<a href="http://www.education.vic.gov.au/Documents/school/principals/participation/minorder625.PDF">http://www.education.vic.gov.au/Documents/school/principals/participation/minorder625.PDF</a>
Ministerial Order 199- Teaching Service (Employment Conditions, Salaries, Allowances, Selection and Conduct) Order 2009	<a href="http://www.education.vic.gov.au/hrweb/employcond/Pages/tso.aspx">http://www.education.vic.gov.au/hrweb/employcond/Pages/tso.aspx</a>

## RELATED POLICIES

- *Bullying and Harassment (Prevention & Management) policy*
- *School Attendance Policy*
- *Acceptable Use Agreement for eLearning devices*
- *DET / DHHS Out of Home Care Partnering Agreement*

## REVIEW CYCLE

This policy was last updated on July 2019 and is scheduled for review in July 2022