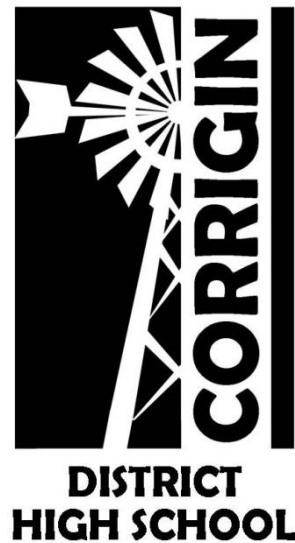


# **CORRIGIN DISTRICT HIGH SCHOOL**



## **BEHAVIOUR MANAGEMENT IN SCHOOL POLICY**

### **CODES OF PRACTICE AND PROCEDURES.**

*Reviewed by staff:*

*January 2019, May 2020, September 2020, May 2022, August 2022*

*Endorsed by School Board:*

*February 2019, May 2020, October 2020, June 2022, September 2022*

Policy is guided by Department of Education; Managing Student Behaviour and National Safe Schools Framework.

### **Department of Education: Managing Student Behaviour**

All schools need to have systems of discipline where high standards of behaviour are expected, where there is consistency across the staff in the approach taken, where there is a clear code of conduct, where staff work together to support each other, where parents are involved early to support the school's efforts to manage their children's behaviour, and where the staff use evidence to pinpoint problems and plan action.

Students whose circumstances make it difficult for them to succeed at school often exhibit unproductive behaviours. Reacting to these unwanted behaviours in a punitive or narrow behavioural control sense is not the way to go. These students first need an appropriate curriculum and understanding teachers who develop strategies to engage them in learning. They also need, like all other students, clear limits and consistent consequences so they can learn behaviours that are acceptable at school.

#### Our Aims: Drawn from the National Safe Schools Framework.

- Develop a caring, safe and positive school environment that encourages a strong sense of belonging where the rights and responsibilities of individuals are recognised and respected.
- Foster positive relationships between members of the school community.
- Develop policies, procedures and a behaviour code that protects the rights of individuals and contributes to resolving conflict in a positive manner.
- Support students in accepting accountability for their own behaviour, and to implement fair but effective consequences for misbehaviour
- Encourage students to recognise the rights of others and to be aware of their own responsibilities.
- Provide a support services infrastructure to assist students who experience behavioural (or other) problems.
- Provide a support services infrastructure to support staff in managing student behaviour.
- Develop strong links with parents / carers to keep them informed of their child's progress.

#### Our Vision/Core Virtues:

- C Courage - Overcome fear to do or say the things you know are right.
- A Acceptance – Accept and respect difference, avoid judgement and forgive faults.
- R Resilience – Try again and again without complaint or need for reward
- E Excellence – Give your best to every job, discover your talents and improve every day.

#### Staff of CDHS believe:

- Resilient teachers produce resilient students.
- In practising Restorative Justice.
- Children learn best in a comfortable, cooperative and supportive environment.
- Individual needs and differences need to be recognised and supported.
- The academic, physical, social and emotional wellbeing of each child needs to be nurtured.
- Teaching practices need to encourage students to take responsibility for their own behaviour and learning.
- Parents and teachers need to work together to support students to manage their behaviour.
- In recognising and rewarding students who display appropriate behaviour.

## Positive Behaviour Support

Corrigin District High School supports positive behaviours as a Positive Behaviour Support (PBS) school.

- Each class displays the PBS matrix of positive behaviours.
- Each fortnight a positive behaviour is explicitly taught and practised.
- PBS Behaviour posters are displayed in all areas of the school.

## Acknowledging and Encouraging Success.

Student success is encouraged by providing both intrinsic and extrinsic incentives for example:

- Encouragement and Praise by staff regularly.
- Class and/or Individual Rewards Systems.
- Teachers contact parents/carers to acknowledge student achievement and success.
- Students are awarded tokens for displaying CARE values that go towards whole faction rewards.
- CARE Certificates presented at weekly and winners acknowledged in newsletter.
- CARE Reward activities.
- Merit Certificates presented at school assemblies.

## Individual Behaviour Needs

Some students have different learning needs to others, so the following may be implemented in order to assist:

- Individual Behaviour Support Plan, Individual Education Plan, Risk Management Plan, Attendance Plan, Alternate timetable/programs.
- Referral of student to support agencies: School Psychologist, School Chaplain, SSEND, SSEN:BE, CAHMS.

## Rights and Responsibilities

<b>Staff have the right to:</b> <ul style="list-style-type: none"><li>• Work and teach in a safe and purposeful environment.</li><li>• Receive respect, cooperation and support from parents/carers and colleagues.</li><li>• Receive respect and cooperation from students.</li></ul>	<b>Staff have the responsibility to:</b> <ul style="list-style-type: none"><li>• Be punctual and organised for classes/lessons.</li><li>• Ensure a safe, organised, neat and tidy learning environment.</li><li>• Facilitate an engaging, differentiated curriculum to meet needs of all students.</li><li>• Demonstrate/role model appropriate, positive behaviours.</li><li>• Establish respectful relationships with all members of the school community.</li><li>• Implement a consistent whole school approach to behaviour management.</li><li>• Explicitly teach appropriate CARE Matrix positive behaviours.</li><li>• Regularly communicate to students requirements of the Behaviour Management Policy</li><li>• Make regular contact with parents/carers regarding positive and negative behaviours..</li><li>• Wear appropriate sun hat during duty and outdoor activities.</li><li>• Collaborate with parents, administration and student support services to develop Individual Positive Behaviour Support plans as required.</li></ul>
--	---

## Rights and Responsibilities

### **Parents/Carers have the right to:**

- Be heard and included in their child/rens education.
- Be informed of procedures affecting their child's education, health and well being.
- Be informed of child/rens progress.
- Receive respect and honesty from staff.

### **Parents/Carers have the responsibility to:**

- Be familiar and supportive of the Behaviour Management Policy.
- Support the school in promoting positive behaviours.
- Support the physical and emotional well-being of their child.
- Ensure their child/ren attend school everyday unless unwell.
- Ensure their child/ren wears school uniform as per Uniform Policy.
- Ensure their child/ren arrives at school in time for the first bell.
- Provide appropriate materials required for learning.
- Communicate respectfully with all members of the school community.
- Inform the school of circumstances that may influence behaviour.
- Model etiquette and respectful online interaction and intervene when this is not displayed by their child/ren.
- Inform the school of changes in their child's circumstances.

### **Administrators have the right to:**

- Receive respect, courtesy and honesty.
- Work and teach in a safe, secure and clean environment.
- Work and teach in a purposeful and non-disruptive environment.
- Cooperation and support from students, parents and staff.

### **Administrators have the responsibility to:**

- Support students and staff to perform to the best of their ability.
- Ensure Behaviour Management Policy is developed and reviewed through consultation with staff and school board.
- Ensure all staff understand the Behaviour Management Policy.
- Ensure the rights and responsibilities of all members of the school community are promoted and observed.
- Provide training and support to staff in SIS Behaviour recording.
- Demonstrate accountability for reporting.
- Support staff to plan Individual Behaviour Support Plans.
- Develop/maintain positive relationships with parents/support agencies.
- Ensure students at risk are referred to agencies as required.

### **Students have the right to:**

- Learn in a purposeful and supportive environment.
- Work and play in a safe, secure, friendly and clean environment.
- Receive respect, courtesy and honesty.

### **Students have the responsibility to:**

- Be punctual, and display a positive attitude ready to engage in learning.
- Ensure their behaviour is not disruptive to the learning of others.
- Behave in a way that ensure the safety and wellbeing of all.
- Demonstrate respect for staff and follow their instructions at all times.
- Be accepting, respectful and sensitive of others' opinions and ideas.
- Demonstrate pride in themselves and the school.
- Use appropriate and respectful language and tone.
- Be punctual, prepared and organized for all lessons.
- Have pride in, and show respect and CARE for the school environment.
- Display appropriate etiquette online.
- Take/accept responsibility for their own actions/behaviour.

## General School Behaviour Expectations for Students

- Dress in uniform as per the Uniform Policy. Hats not to be worn inside classrooms.
- Arrive at school no earlier than 8:30am and before 8:50am.
- Bikes, skateboards and scooters to be parked in bike racks during school time.
- Students arriving early to school must sit on bench outside classroom until 8.30am.
- Deposit mobile devices/ear buds at office on arrival for the school day.
- Devices can be used once off the school site after school.
- Enter the classroom at 8.30am to get “ready for learning” and prepare for the day.
- Have a full water bottle in class.
- Students not permitted to get drinks during class or changeovers.
- Enter and leave class rooms in an orderly fashion.
- Eat and play in designated areas.
- Chewing gum, other sweets and sugary drinks are not permitted at school.
- Students to remain seated until they are dismissed after the 12.50 bell sounds.
- Deposit litter in bins.
- Kicking and batting games only to be played on the oval.
- Walk around school buildings and verandas sensibly.
- Use equipment for its intended purpose, and report any signs of damage.
- Line up quietly and sensibly after breaks in U/C area by the second bell.
- Line up outside the classroom and wait sensibly for teacher instruction.
- Students are not permitted in classrooms at any time without teacher supervision.
- Students are not permitted to bring toys/equipment from home.
- Student with a specific purpose to be in the office must enter and behave in a quiet, orderly manner.

### **\* *The teacher retains duty of care in the following instances.***

- \* Students must seek permission from a teacher to leave class during lesson time and use a Class Pass card.
- \* Students on Individual Behaviour Supprt Plans to leave Break Card on desk and have 5 min break as in plan.
- \* If absolutely necessary students are permitted to go to the toilet during class and use a Toilet Pass card.

## Codes of Practice and Procedures

### Physical Restraint of a Student

As a **last resort**, students can be physically restrained in response to potentially harmful behaviour that places at risk the physical safety of the student, other students, school staff, any other person or that threatens damage to property. Following a situation in which a student has been physically restrained, an online critical incident needs to be lodged and the parents must be informed. *See Department of Education’s policy on Physical Restraint, School Education Regulations 2000 and the Department of Education’s Behaviour Management in Schools policy for further information*

### Detaining After School

Student can be detained after school as a consequence of a breach of school discipline provided:

- The situation has been discussed and approval for detention has been given by principal.
- Parent/carer has been contacted to inform them of the reasons for, and the duration of detention.
- This arrangement has been agreed to by the parent/carer.
- An arrangement is in place to get the student home after the detention.

### School Buses

- The bus contractor and the Public Transport Authority are responsible for setting, maintaining and ensuring compliance with the rules of behaviour on school buses.

## Duty Procedure

- Duty staff to wear hat and hi-visibility jacket with whistle, CARE tokens and emergency response cards ring.
- Duty staff must be punctual to their assigned duty area and do "Active Duty" moving around area.
- Duty staff are responsible for the safety and acceptable behaviour of students in the areas they supervise.
- Duty staff are to consistently and frequently issue CARE tickets for positive behaviour.
- For minor breaches of the school rules some of the following strategies may be used:
  - Call the student aside and discuss more acceptable behaviour.
  - Sit the child out of the play area for a 5 Minute time out.
  - Have the student walk with the you for 5 minutes and mentor/coach student regarding appropriate behaviour.
  - Students not wearing hats are directed to play in the undercover U/C area or veranda.

## Assembly Code

Assemblies are to recognise students, celebrate accomplishments, inform the school community and to give our Student Leaders opportunity for public speaking.

- All staff are expected to attend assemblies.
- Teachers supervise their class to walk students quickly and quietly to their designated area.
- Students to wear full correct uniform with hats off.
- Students to sit upright and quietly at all times.
- Welcome to Country - Sit upright and quiet.
- National Anthem - Rise and stand quietly, with your hands by your side and sing proudly.
- Students and staff sit quietly throughout the assembly
- Applaud politely when appropriate. Whistling, loud cheering, cat calling and jeering are inappropriate behaviours.
- Respect the sense of the occasion e.g. ANZAC Day ceremony.
- Award/Recognition winners:
  - Keep applause to the end of presentations.
  - Award winner to proceed quickly to the podium.).
  - Award winner to
    - elbow touch with right arm (COVID)
    - shake hands with the right hand (Non COVID)
    - receive with the left, making eye contact with presenter.
    - Remain on stage for group applause.
- At conclusion of Assembly teachers to take charge of and direct their students back to class.

## Behaviour Management Records Procedure

- All staff record behaviour on SIS Behaviour Management System.
- Teachers record Behaviour - points and + points for Good Standing on Compass.

## Informing Parent/Carer

- Teachers to keep regular contact with parents/carers through Compass to inform of both positive and negative behaviours.
- Teachers/admin can issue SIS Behaviour Incident Notifications for both positive and negative behaviours.
- Compass Letter of Concern will be automatically generated at -3 points (Primary) or -5 points (Secondary) and loss of Good Standing for -5 points (Primary) and -10 points (Secondary).
- Teacher to contact parents/carers to advise their child/ren is/are to receive Honour Certificate at Assembly.

## Categorisation of Behaviour Levels

- Inappropriate/unacceptable behaviours are categorised into Minor, Medium and Serious Behaviours.
- A Time Out procedure is applied consistently across the school to manage behaviours

### Minor Level Behaviours

- **N6 Violation of Code of Conduct or school/classroom rules** e.g. Slow to participate in lesson.

### Medium Level Behaviors

- **N0** E-breaches Inappropriate use of internet.
- **N4** Abuse, threats, harassment or intimidation of students
- **N5** Damage to or theft of property.
- **N6** Violation of Code of Conduct or school/classroom rules e.g. arguing/answering back to teacher, bullying.

### Consequence

- Consistent Time out procedure. May result in office time out, in school suspension, loss of good standing.
- Police may be notified

### Serious Level Behaviours

- **N1** Physical Aggression toward staff
- **N2** Abuse, Threats, harassment or intimidation of staff
- **N3** Physical Aggression toward students
- **N7** Possession, use or supply of substances with restricted sale
- **N8** Possession, use or supply of illegal substance(s) or objects

### Consequence

- Automatic Suspension of up to 10 Days and automatic Loss of Good Standing .
- Police may be notified.
- Re-entry meeting to develop plan/contract to support student behaviour modification to regain Good Standing.

### Individual Positive Behavior Support

When a student displays on-going inappropriate behaviour/s, classroom teachers should, in consultation with the student's parents/caregivers and administration, develop an Individual Behaviour Management Support Plan (BMSP).

- The CDHS Behaviour Management Support Plan Template and instructions can be found as an Appendix

### Star Support System

Each class has 3 stars to send to office as appropriate:

- GREEN STAR –The class is doing something really well (request admin to visit and praise students)
- ORANGE STAR – Teacher needs support. (Admin take class while teacher works out issue with student.)  
Teacher needs a student removed due to refusing to do classroom Time Out.
- RED STAR – Emergency assistance required. (Admin to immediately go to class)

NOTE: If a student is handed over to administration the teacher gives up responsibility and must accept discipline/restorative decisions made by administration.

### Time Out System as a Consequence for Unwanted Behaviours

- Consequences needs to be **immediate** (as soon as behaviour occurs) and **consistent** (same way every time). Failure to adhere to one or both of these principles is a primary reason why many behaviour management strategies don't work.
- All classes:
  - will have an appealing visual display of expected and unacceptable behaviors appropriate to year level.
  - to have a desk for Time Out. Ideally, this facing a blank wall, removed from the main student group.
  - to have an electronic 5 minute timer in the Time Out area to enable the student to self-monitor time.
  - will have a process and visual recognition appropriate to year level. e.g. traffic lights: K/PP.
- All teachers have a palm card and will use consistent language:
  - Redirect behaviour “\_\_\_\_\_, please use appropriate language in the classroom”
  - Redirect behaviour + Choice “\_\_\_\_\_, please make a choice, use appropriate language or take Time Out”
  - Time Out “\_\_\_\_\_, you haven't done as I've asked, so go to Time Out please”
- After issuing each warning, turn away to allow 'take-up time' for student to take responsibility for their behaviour.
- Administer Time Out in a **non-emotive** way,
- Should the student fail to sit quietly or try to engage with others, visually or verbally, re-set the timer.
- Time Out starts and finishes when student is sitting quietly.
- Once Time Out is completed appropriately the student returns to class activity.
- Take the first opportunity to reward good behaviour once student has completed Time Out.
- Teacher to complete Compass Good Standing Behaviour Management Template with -1point for each time out.

### Secondary

- One x 5-minute Time Out in one 50-minute period.
- 2<sup>nd</sup> Time out in the same period to be served as 15 minutes Time Out in the office.
- Second office Time Out in a day the student will have inschool suspension for remainder of the day with work supplied by teacher/s.

### Primary

- Two x 5-minute time outs in one block e.g. recess-lunch.
- 3<sup>rd</sup> Time out in the same block to be served as 15 minutes Time Out in the office.
- Second office Time Out in a day the student will have inschool suspension for remainder of the day with work supplied by teacher.

### Good Standing and Positive Behaviour Support

- For each office time out students in Years 3-10 will lose 1 point. Primary parents will be contacted -3 points, and Secondary parents at -5 points, inviting them to meet with Deputy to support behaviour improvement. At -5 points, Primary students lose their Good Standing and at -10 points, Secondary students lose their Good Standing.
- As a Positive Behaviour Support school students can be awarded CARE tokens and Merit certificates for displaying CARE values and positive behaviours. Students receive a point and parents are notified with a letter of merit for each token/certificate awarded.

### Appendices

- Behaviour Management Flow Chart



- CARE Matrix (To be displayed in every area)
- Out of Class card (To be laminated and place on lanyard)
- Stars (to be laminated and attached to classroom wall with Velcro)
- Time Out Palm Card – to be laminated and referred to during Time Out process. – CONSISTENCY is KEY 😊
- Example Behaviour Management Support Plan (BMSP)



# CARE Matrix

	Courage	Acceptance	Resilience	Excellence
<b>Relationships</b>	<p>Speak up for what you believe. Be honest. Demonstrate Virtues of CARE. Ask for help. Keep open lines of communication with all. Have a go, put yourself out there. Encourage others to be their best.</p>	<p>Accept where others are at. Speak to each other respectfully. Accept each other's differences. Accept that you will not always win. Show respect for position e.g elders. Value individual skills/talents. Accept when you do the wrong thing that there are consequences</p>	<p>Ignore annoying behaviours. Walk away where possible. Persevere when things get difficult. Use appropriate words to solve problems with others. Think before you react. Recognise and articulate feelings. Show pride in the achievements of others.</p>	<p>Use appropriate language. Display manners. Participate in assemblies. Respect each other's differences. Build and maintain relationships. Earn Respect. Show respect to others. Give and accept positive</p>
<b>Classrooms</b>	<p>Ask questions. Encourage appropriate behaviour. Demonstrate appropriate behaviour. Take risks even if you are unsure. Give everything a go. Learn through mistakes</p>	<p>Accept we all make mistakes. To do well you need to work on it. Acknowledge you will not always get it right. Accept people learn in different ways. Show empathy to others. Work collaboratively to support others learning.</p>	<p>Ignore disruptions of others. Help others. Give things a go. Never give up. Persevere through challenges. Seek assistance when required.</p>	<p>Take pride in doing your best. Set goals. Work hard to achieve Goals. Keep bookwork to a high standard. Strive to do your best. Make every moment a learning opportunity.</p>
<b>Transitions</b>	<p>Walk sensibly and stay in lines. Sit correctly in two class lines in U/C. Show leadership, be a good example. Be punctual. Be prepared.</p>	<p>Accept we all make mistakes. To do well you need to work on it. Acknowledge you will not always get it right. Accept people learn in different ways. Show empathy to others. Work collaboratively to support others learning.</p>	<p>Ignore annoying behaviours. Look after yourself. Mind your business. Show patience with others.</p>	<p>Show leadership. Lead by example. Have correct equipment.</p>
<b>School Community</b>	<p>Follow school rules. Speak and act positively about what you do at school. Use manners and behave positively. Set a good example in our community.</p>	<p>Demonstrate positive representation of our school. Understand your actions affect the perception of our school. Welcome visiting groups/organisations in the school.</p>	<p>Ignore annoying behaviours. Look after yourself. Mind your business. Show patience with others.</p>	<p>Keep bags tidy. Put rubbish in the bin. Wear uniform with pride. Be willing to offer help around the school and wider community. Take pride in classwork and classrooms.</p>



**Class  
Pass**

**Toilet Pass**



**Toilet Pass**



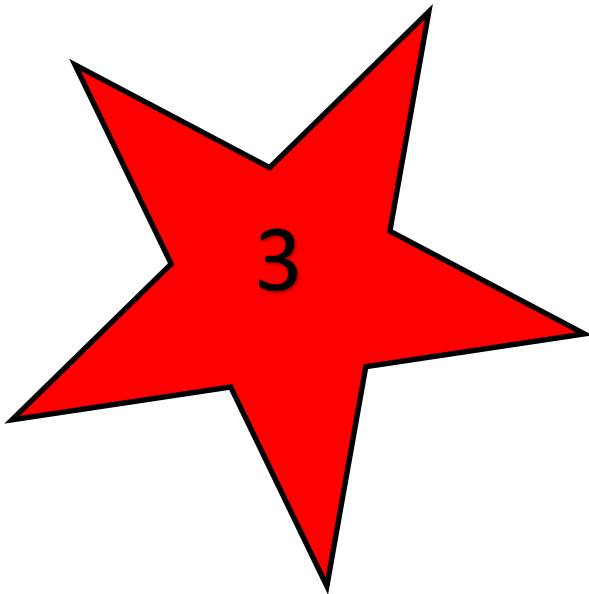
**Class  
Pass**

**Toilet Pass**



**Toilet Pass**





Teachers must use the following language for all students doing the wrong thing.

**Consistency is the Key:**

1. Redirect behaviour (“Please follow directions.”)
2. Redirect behaviour + Choice (“Please make a choice: Follow instructions or take Time Out”)
3. Chill out time (“You haven’t done as I’ve asked, so go to Time Out please.”)

If students refuse to go to time out or are unable to complete the time quietly an

**Orange card must be sent to the office straight away**

# (Example) Corrigin District High School



## Positive Behaviour Support Plan

STUDENT: \_\_\_\_\_

YEAR \_\_\_\_\_

CASE MGR: \_\_\_\_\_

DATE \_\_\_\_\_

This plan has been explicitly designed to support the achievement of the positive behaviour goals below and engage in his/her educational program.

Positive Behaviour Goals
<i>E.g. _____ remains in the classroom for the entirety of his classes</i>
<i>E.g. _____ follows the classroom teachers instructions</i>
<i>E.g. _____ puts his/her hand up to speak in the classroom</i>
<i>E.g. _____ uses appropriate and respectful language at all times</i>

Overview of Strategies
<i>E.g Use of Time Out strategy in class to address behavioural issues</i>
<i>E.g Use of Leave Pass Card to encourage self-regulation of emotions</i>
<i>E.g Differentiated curriculum to enhance engagement with learning</i>
<i>E.g Use of Good Standing Reinstatement template to map progress</i>
<i>E.g Removal of attention when _____ is displaying problem behaviours</i>

### GENERAL PRINCIPLES

Normal low-key classroom management strategies should be used for most minor behaviour issues. Some things to think about when using these strategies include:

- Always use a calm voice and demeanour.
- Keep language minimal when giving instructions or redirecting behaviour.
- Check that your instruction is understood, e.g. ask him/her to repeat.
- Allow take up time for instructions, avoid hovering.
- Look for opportunities to acknowledge \_\_\_\_\_ when exhibiting any of the positive behaviour goals.

### KEY CONCEPTS

- Give \_\_\_\_\_ positive attention when he/she is doing the RIGHT thing. Withdraw attention and give it to compliant students (proximity praise) when he/she is doing the WRONG thing.
- Remember that any attention, positive or negative, can serve to reinforce the behaviour being addressed.

## LEAVE PASS CARD FOR SELF-REGULATION

- \_\_\_\_\_ will have a Leave Pass Card which will allow him/her to remove himself from the classroom when he/she is feeling unsettled or showing early signs of escalation.
- To activate this card \_\_\_\_\_ needs to place the card on his/her desk before exiting the room. No conversation is required at this point.
- \_\_\_\_\_ will have the options of: Sitting on the bench outside the classroom, walking laps of the uncover area, sitting on an office red chair for as long as it takes for him/her to feel calm and ready to return to class.
- Upon \_\_\_\_\_'s return to class, welcome him/her back "Nice to see you back \_\_\_\_\_" and support him/her to join activity.
- Take the first opportunity to acknowledge him/her doing the right thing.

## TIME OUT

- Use Time Out as a consequence for unwanted behaviours, as per the attached guidelines.
- When redirecting behaviour, use a calm tone and close proximity to reduce escalations.
- Do not engage in power struggle, be consistent as per the script palm card.
- Once Time Out is completed appropriately the student returns to class activity.
- Teacher to complete Compass Good Standing Behaviour Management Template with -1point for each time out.

### Secondary

- Two x 5-minute time outs in one 55-minute period, 3<sup>rd</sup> Time out to be served as 15 Minutes Office time out. Third Office time out in a day – student serves the remainder of the day as in school suspension with work in the office.

### Primary

- Two x 5-minute time outs in one block period e.g. recess-lunch, 3<sup>rd</sup> Time out to be served as 15 Minutes Office time out. Third Office time out in a day – student serves the remainder of the day as in school suspension with work in the office.

## NON-COMPLIANCE WITH TIME OUT

- Inform \_\_\_\_\_ that he/she will not be included in class activities until he/she takes Time Out as requested. Then turn your attention to the other students.
- Should \_\_\_\_\_ refuse to take Time Out AND continues to engage in inappropriate or disruptive behaviour, a support person is to be called (red card system) to take him/her to the office to complete an extended 15min period of Time Out.
- Should \_\_\_\_\_ refuse to leave the classroom with the support person the parent/carer is to be contacted for assistance.
- Case manager is to arrange a restorative meeting between \_\_\_\_\_ and teacher at the first available opportunity.

## GOOD STANDING REINSTATEMENT

- Teacher to complete Compass Good Standing Reinstatement template for each period and breaks.
- 1 point recorded in template for display of goals listed at the top of this plan.

## SIGNATURES

S:\AdminShared\Administration Staff\100 Administration\109 Policy\CURRENT SCHOOL POLICIES 2022\Behaviour Management Policy Reviewed August 2022.docx

<i>ROLE</i>	<i>NAME</i>	<i>SIGNATURE</i>	<i>DATE</i>
Principal			
Case Manager			
Teacher			
Student			
Parent			

REVIEW DATE \_\_\_\_\_

Plan is to be reviewed by the case manager in consultation with teaching staff and those listed above.