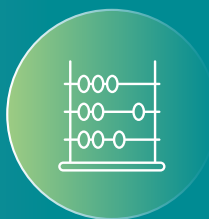


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# BOARD OF MANAGEMENT FUNCTIONS & RESPONSIBILITIES

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## *A Brief Guide for* ETB School / College Board of Management Members



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Education and Training  
Boards Ireland  
*Boird Oideachais agus  
Oiliúna Éireann*

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# WELCOME



*Thank you for agreeing to serve as a member of a board of management. A school<sup>1</sup> board of management is an essential part of school governance and the mission of the school will not be fully realised without an effective board of management. Your contribution, in this context, is very important to your school.*

## *Role of the Board*

A board of management for an ETB school has a clear remit to manage that school on behalf of the ETB (and the Trustee Partner in the case of a designated community college), in accordance with legislation; Department of Education and Skills (DES) circulars, guidelines and procedures; and any policies or strategies that the ETB may establish regarding the operation of its schools.

The primary role of a board of management is one of governance. Governance is about providing **direction** and **oversight** for a school while ensuring that the rights of all members of the school community are upheld and that the school is accountable for its work.

The functions of a board may, in the main, be categorised under three different headings:

- Policy setting and strategic planning
- Monitoring the implementation of policy, strategy and plans
- Supporting the principal and his/her staff



## *Key duties of the Board*

Two key duties underpin the work of school board members.

- The **duty to act, at all times, in the best interests of the whole school and the ETB and Trustee Partner (where applicable)** which means avoiding any perception that they are promoting personal or particular sectional interests.
- The **duty to exercise due care, skill and diligence**, which means board members:
  - attend board meetings regularly and come prepared to meetings,
  - make reasonable efforts to inform themselves about matters relevant to their work on the board,
  - avail of the training provided for board members, and
  - set aside time each year to get to know the staff and the facilities

## *Resources/Supports available to members of boards of management*

- As well as this **Brief Guide** members of school boards of management will have access to the following resources/supports.
- The ETBI Online **Handbook for Education and Training Boards and Boards of Management of ETB Schools and Colleges** – available on [www.etbi.ie](http://www.etbi.ie). The Handbook, which is a comprehensive and up-to-date resource for board members, will be regularly updated to take account of relevant legislative, DES circulars and other changes.
- The 'Know Your School' booklet providing key information about your school.
- Training offered by each ETB in conjunction with ETBI.



## *Essential matters board members should know about their school*

There are a number of matters regarding primarily the organisation and running of the school that board members should be made aware of on joining the board. These include: the number of days' tuition required in a school-year, the school calendar, the length of the school day, the school timetable, the in-school management system, the subjects and education programmes offered by the school, the roles of different members of staff e.g. Guidance Counsellor, Resource teacher, Special Needs Assistants. Board members should also be aware of specific DES requirements relating to child protection, anti-bullying, literacy and numeracy, and data protection.

Each board of management member should, on joining a school board, be provided with a **'Know Your School'** booklet providing key information about the school – mission statement, policies, enrolment and student profile, facilities, staffing allocation, budget and latest accounts, performance in State examinations, etc. An indicative list of the matters that should be included in the 'Know Your School' booklet is set out in **Appendix 3**.

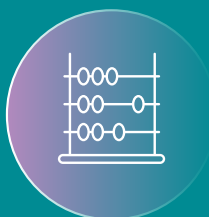
A non-exhaustive list of other matters that board members should also be conversant with are set out at **Appendix 1**.



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# GENERAL RESPONSIBILITIES OF BOARDS OF MANAGEMENT

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# *General Responsibilities of Boards of Management*

The Education Act (1998) requires schools to provide all students with an education appropriate to their abilities and needs and, in doing so, to have regard to the efficient use of available resources to ensure that:

- the school promotes the moral, spiritual, social, and personal development of students and provides health education for them, in consultation with their parents, having regard to the characteristic spirit of the school;
- those with special educational needs are identified and provided for;
- the school complies with the education policies, regulations and curriculum prescribed by the Minister;
- students have access to appropriate guidance to assist them in their educational and career choices;
- the school maintains systems whereby its performance can be assessed – the effectiveness of teaching and the attainment of academic standards;
- the school establishes and maintains an admissions and participation policy that provides for maximum accessibility to the school;
- the school promotes equality of opportunity for both male and female students and staff of the school;
- the school promotes the development of the Irish language and traditions, Irish literature, the arts and other cultural matters;
- parents of a student, or in the case of a student who has reached the age of 18 years, the student, have access in the prescribed manner to records kept by that school relating to the progress of that student in his or her education;





- the school, in the case of a school located in the Gaeltacht area, contributes to the maintenance of Irish as the primary community language;
- the needs of personnel involved in management functions and staff development needs generally in the school are identified and provided for;
- the school promotes, insofar as is reasonably practicable, educational opportunities for persons living in the area in keeping with national policies on lifelong learning;
- The school establishes and maintains contact with other schools and colleges and at other appropriate levels throughout the community served by the school/college.

The board of management should work collaboratively with the school principal, who is secretary to the board, and the staff to facilitate the school/college in the exercise of these functions. Also, in all its work, the board should have regard for the public interest in the affairs of the school, and be accountable to students, their parents, the ETB and, where applicable, the Trustee Partner.



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# SPECIFIC RESPONSIBILITIES OF BOARDS OF MANAGEMENT

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# *Specific Responsibilities of Boards of Management*

## **1. SCHOOL PLAN & DEIS ACTION PLAN**

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The board of management has statutory responsibility for making arrangements for the preparation and adoption of a school plan or, where one is already in place, for regularly reviewing and, where appropriate, amending the plan. This involves a continuous cycle of planning, implementing, evaluating, reviewing and planning. The board also has responsibility for the circulation of copies of the school plan to the patron, parents, teachers and other staff of the school.

While the principal and staff will undertake much of the detailed work involved in preparing a school plan, the board is ultimately responsible for seeing that this work is undertaken and, in the case of a whole-school evaluation (WSE), the board will be held accountable for delivering on this responsibility.

The School Plan should be informed by the mission of the ETB and the Trustee Partner (where applicable) the ETB's Statement of Strategy and any policies or guidelines that may be in place regarding the characteristic spirit of its schools.

The school planning process includes the development and regular updating of school policies. Some policies are required by law, some are required to comply with DES circulars, and others are necessary to provide coherence and direction to the work of the school. A recommended list of policies that should be included in the School Plan is set out at Appendix 2.

All policies need to be regularly reviewed and, if necessary, revised. Thus a board should develop and maintain a Policy Review Calendar. It might also be helpful to new board members in particular, if a short section of each board meeting was devoted to briefly familiarising members with one or two different school policies.



Some 200 post-primary schools are Designated as DEIS (Delivering Equality of Opportunity in Schools) Schools on the basis of the level of disadvantage of the communities they serve. DEIS schools are also required to have three-year Action Plans for educational inclusion.

## **2. SCHOOL PLANNING & SELF-EVALUATION**

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School Self-Evaluation (SSE) is the preferred tool for gathering and analysing the data essential to developing the School Plan and the DEIS Action Plan.

SSE is simply the whole school community (especially the staff), taking the initiative, under the direction of the board of management, to look at how the school is performing under a number of headings; making judgments about what is working well and what needs to be improved; developing an annual school improvement plan (SIP) to achieve the necessary improvement; and reporting annually to the school community on this work. The parents and students must also be consulted in the course of the SSE process.

DES Circular 40/2012 states that over a four-year period from 2012, all post-primary schools should engage in school self-evaluation and produce three-year improvement plans for numeracy, literacy and one aspect of teaching and learning across all subjects and programmes.

## **3. FINANCIAL MATTERS**

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The ETB is the corporate entity and has ultimate responsibility for financial matters. However, each year, the ETB allocates a budget to the school and the board of management is responsible for how this budget allocation is spent and accounted for. The board is also required to report annually and certify income and expenditure, in a specified format, to the ETB.

As part of the ETB's budgeting process, a board is required each year to submit to the CE, usually before 31 May, an estimate of the income and expenditure required for the following year.



## 4. PREMISES AND EQUIPMENT

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The ETB is responsible for the erection of the school buildings, for the development of the school premises, and for expenditure on the initial equipping of the school.

The board is responsible for the maintenance and upkeep of the school premises and grounds out of the annual financial allocation provided by the ETB. In consultation with the principal, it is responsible for carrying out minor repairs and for the choice and replacement of books, stationery, furniture and other materials for the school. In practice the board delegates this function to the principal.

## 5. REPORTING RESPONSIBILITIES

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The board is required to provide an annual report to the ETB, and such other reports and information, as may be required by the ETB.

A board is also required to establish procedures for informing parents about the operation and performance of the school; these may include the publication and circulation to parents, teachers, other staff and student council, as appropriate, of a report on the operation and performance of the school in any school year, with particular reference to the achievement of objectives as set out in the school plan.

## 6. CODE OF BEHAVIOUR

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A board has statutory responsibility for preparing (following consultation with principal, teachers, parents and students) a Code of Behaviour for the students registered at the school. This code shall specify:

- standards of behaviour that should be observed by each student;
- measures that may be taken when a student fails/refuses to observe those standards;
- procedures to be followed before a student may be suspended or expelled;
- grounds for removing a suspension imposed on a student; and
- procedures regarding notification of a child's absence from school.

The focus of a school's code of behaviour should be on recognising and rewarding positive student behaviour. And **a code of behaviour must be in accordance with the NEWB (TUSLA) 2008 Guidelines on Developing School Code of Behaviour.**



## 7. ADMISSION, SUSPENSION AND EXPULSION OF STUDENTS

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A board of management has specific legal responsibility for publishing the policy of the school governing admission to the school, participation in the school's programmes and the expulsion and suspension of students from the school. The functions of a board in relation to the expulsion, suspension or refusal to enrol a student are set out clearly in the Education and Welfare Act (2000) and in sections 10, 11 and 12 of the NEWB's (TUSLA) 2008 Guidelines<sup>2</sup>. Board members must be familiar with these guidelines.

In coming to a decision about suspension, expulsion or refusal to enrol a student, a board of management must have regard for the rules of natural justice. While the principal, on behalf of the board, deals with the practicalities of student admission, it is the board that formally enrolls students in a school and the board that formally refuses enrolment, suspends (see qualification immediately below regarding suspension of students) or expels students. Thus, appeals against refusals to enrol, suspend or expel students are appeals against decisions of the board.

According to NEWB's (TUSLA) 2008 Guidelines the ETB holds the authority to suspend a student but this authority may be devolved under Section 44 of the Education and Training Boards Act, 2013, to the board of management of a school, in which case the ETB must ensure that the scope of the authority given is in line with the provisions of the NEWB Guidelines, or Model Agreement and any relevant legal requirements. Also, the NEWB Guidelines point out that where a board of management proposes to delegate this authority to the principal (and it is usual for boards of management to delegate to school principals the authority to suspend students for a limited number of days) the board should put a formal delegation arrangement in place.

Where a board of management refuses to enrol a student, suspends a student for more than a total of 20 days or expels a student, the parents/guardians of the student or the student, where s/he is over 18, may appeal the decision, in the first instance, to the ETB and thereafter to the Secretary General of the DES.

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2 The NEWB Guidelines predated the Education and Training Boards Act, 2013, so they referred to VECs and the Vocational Education Amendment Act, 2001, rather than ETBs and the Education and training Boards Act, 2013.



## 8. SCHOOL INSPECTIONS

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The DES Inspectorate conducts different kinds of inspections in schools and centres (subject, thematic, programme, incidental and follow-up inspections, and whole school evaluations in schools; and evaluations of centres) and reports of these are usually published on the DES website.

While all inspections are relevant to the work of a board of management, a board is specifically involved in the whole school/centre evaluation (WSE) process and the inspectors will meet with the board in the course of the evaluation. Thus, board members need to:

- understand the role of the board in managing the school – the board of management has 'responsibility for the general direction of the organisation and curriculum of the school';
- understand the WSE process and, in particular, the WSE reporting process;
- understand the School Plan, its importance in terms of WSE – and the vision the board of management has for the future of the school;
- be generally aware of the school's strengths and of the areas of school life in need of improvement;
- ensure that the school responds appropriately to recommendations in inspection reports; and
- understand how the school operates.

## 9. ANNUAL ADOPTION OF EDUCATIONAL SCHEME FOR SCHOOL

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The principal is required each year to prepare an educational scheme for the following academic year and to specify any additional teachers required. This educational scheme is submitted to the board for its consideration and transmitted by it to the ETB. In this sense, the board is responsible for adopting the educational scheme for the school within approved resources each year. This refers to the educational programmes and subjects offered by the school.



## 10. EMPLOYMENT OF STAFF

---

A school board of management does not have responsibility for the employment or performance of staff (teaching or non-teaching) in a school.

It is the duty of the ETB Chief Executive (CE), on behalf of the ETB, to employ and manage<sup>3</sup> staff for ETB schools. However, a board will annually, in accordance with ETB policies and procedures, request the ETB to make provision for the employment in the school of a principal and as many teachers and other staff as a board from time to time thinks necessary for the effective operation of the school. The final allocation of teaching posts to a school is subject to the prior approval of the CE.

Though the board of management has no role in the appointment to posts of responsibility, it does have responsibility for approving the schedule of posts of responsibility in a school. A draft schedule of posts of responsibility, to cater to the curriculum and organisational needs of the school, should be prepared by the principal, following appropriate consultation with the teaching staff, and this should be presented to the board of management for its approval – see Paragraph 7.1 in CL 15/97, Paragraph 6.1 in CL 43/00 and Paragraph 2 of Appendix One to CL 20/98.

## 11. SCHOOL ATTENDANCE STRATEGIES

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A board of management is required, after consultation with the principal, the teachers the parents and the relevant educational welfare officer, to prepare and submit to the NEWB (TUSLA) a statement of the strategies and measures it proposes to adopt for the purposes of fostering an appreciation of learning among students attending the school and encouraging regular attendance at school. This statement shall be included in the school/DEIS plan.

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3 Note that it is the function of the principal of a school, under the direction of the ETB chief executive, to manage the staff in his/her school, in line with Sections 22 and 23 of the Education Act, 1998, as amended.





## 12. CHILD PROTECTION AND ANTI-BULLYING

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The board of management has very specific responsibilities regarding both of these matters.

### **Child Protection**

- The board is required to formally adopt and implement the DES Child Protection Procedures for Primary and Post-Primary Schools as an integral element of the school's overall Child Protection Policy.
- The principal, at each board meeting must report on child protection issues in accordance with the provisions of the DES procedures.
- The Board must formally review the school's child protection policy annually and its implementation by the school.
- Anti-Bullying
- The board is required to formally adopt and implement the DES Anti-Bullying Procedures for Primary and Post-Primary Schools, as an integral element of the school's overall anti-bullying policy.
- At least once in every school term the principal must report to the board setting out the overall number of bullying cases reported since the previous report to the Board and confirmation that all reported cases have been or are being dealt with in accordance with the DES procedures.
- The board of management must undertake an annual review of the school's anti-bullying policy and its implementation by the school.



# BOARD OF MANAGEMENT MEETINGS



# *Board of Management Meetings*

## **1. BOARD MEETINGS**

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At board meetings, board members draw on their own unique experience, expertise and wisdom to contribute to the work of the board, express their views honestly and respectfully, and listen courteously to the views of other board members – always with a view to the board arriving at decisions that are in the best interests of the school.

## **2. ELECTION AND ROLE OF CHAIRPERSON**

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The members of a board, save where the ETB has exercised its right to appoint a person to be chairperson of a board, shall, at their first meeting, elect a chairperson for the balance of that school year. Thereafter, an election for chairperson shall take place at the first meeting of each school year or after a vacancy has arisen.

Since the effectiveness of school governance depends significantly on the chairperson, careful consideration should be given to the appointment of a chairperson.

Effective school governance also depends on the quality of interpersonal relations between board members and between the board and the principal. The chairperson and the principal have important respective roles to play in creating time and opportunities for good working relationships to evolve.

An effective chairperson should, inter alia:

- Chair board meetings effectively and, in doing so, manage disagreement constructively. This involves having a good understanding of the business of the school. A well-chaired board is able to cope with constructive disagreement about matters of importance to the school. An effective chair can make it safe for all members to express their views and help new members to find their voice and make their input.
- Establish and maintain a good professional relationship with the school principal. It is imperative that the relationship between the principal and chairperson be one of mutual trust, respect and honesty.



### 3 PREPARATION FOR MEETINGS

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The effectiveness of board meetings depends significantly on the preparation that is done for the meetings. All board members should receive a 'meeting pack' seven days prior to the meeting. This should contain the following.

- **Notice of meeting.**
- **Agenda.** The agenda should be well structured and prepared in consultation with the principal, who is secretary to the board.
- **Draft minutes of the previous meeting** documenting: what was decided, brief explanations of the reasons for such decisions (avoid recounting 'who said what') and the names of those who are to follow up (action) those decisions. The secretary to the board (principal) is responsible for the minutes and, ideally, draft minutes should be circulated to members within seven days of a meeting.

In relation to board decisions (known as resolutions) it is vital to get the wording right – so that any reader, irrespective of his/her knowledge of the issue, will understand what was decided. Also, it is recommended that board meeting resolutions (decisions) should be clearly highlighted to facilitate their confirmation by the ETB.

- **Other written reports** (principal's report, finance report, committee or task group reports, etc.) and papers on items on the agenda so that board members can arrive to the meeting with an understanding of the matters on the agenda. As a general rule, papers should be circulated seven days before a meeting; otherwise, members may not have the time to consider them fully.

#### NOTE:

All correspondence addressed to the principal as secretary of the Board must be brought to the attention of the board of management.

While some items, such as Child Protection, Finance, etc., must be on the agenda for all meetings, a school tends to have an annual 'cycle' in that different matters need to be on the agenda for board meetings at different times of the year. For example, a review of State examination results and school enrolments in September, review of the implementation of the Child Protection Procedures and the Anti-Bullying Procedures in May, and the educational programme for the following school year in the spring.



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# OTHER MATTERS RELEVANT TO MEMBERS OF BOARDS OF MANAGEMENT

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# *Other Matters Relevant to Members of Boards of Management*

## **1. BOARD OF MANAGEMENT MEMBERS' INDEMNITY**

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The ETB indemnifies a board member in respect of actions, claims or demands taken or made against them arising out of the proper discharge of their duties in respect of students or otherwise.

No action may be taken against a member of a board in respect of anything done by him/her in good faith in carrying out his/her duties in accordance with the provisions set out in the ETBI On-Line Handbook for Education and Training Boards and Boards of Management of ETB Schools and Colleges.

## **2. PARENTS' ASSOCIATION**

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Parents' associations promote the interests of the students in the school in co-operation with the board, the principal, the staff and students of the school.

The board shall promote contact between the school, the parents of students in the school, and the community, and is required to give all reasonable assistance to parents who wish to establish a parents' association, and to a parents' association when it is established.



### 3. CONCLUDING REMARKS

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- International best practice tells us that seven standards underpin the whole notion of public service: selflessness, integrity, accountability, objectivity, openness, honesty and leadership. In observing these standards members of boards of management will ensure that the best interests of the school community are always upheld.
- A board of management should have access to unbiased, relevant and up-to-date information about the operation of the school, not just a list of good news. Every school has its successes and its challenges, and the board needs to be aware of both on an ongoing basis, if it is going to govern the school effectively.
- A board should reflect annually on its own performance. This might involve the board taking a meeting or a portion of a meeting to reflect objectively on the value that its work has added to the school over the course of the previous school year. To enhance the objectivity of such reflections, a board might invite someone with an appropriate skillset to lead such a reflection and the results of the reflection should inform the board's plan for the following year.



# APPENDIX 1

## MATTERS RELEVANT TO ALL SCHOOL BOARDS OF MANAGEMENT

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The ETBI Online **Handbook for Education and Training Boards and Boards of Management of ETB Schools and Colleges** (available on [www.etbi.ie](http://www.etbi.ie)) includes a copy of this document with hyperlinks, where applicable, to all documents – so they may be accessed directly via the Internet.

- How the school communicates with parents
- The school's subject departments, year heads, class tutor system, pastoral care team, extracurricular programme and achievements, academic achievements, etc.
- Role of Guidance Counsellor, Chaplain, Home School Liaison Staff, School Completion Staff, Learning Support Teachers, Resource Teachers, Special Needs Assistants
- Plans for reforming Junior Cycle Education – see Framework for Junior Cycle at [www.juniorycycle.ie](http://www.juniorycycle.ie)
- The requirement on schools to implement The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011- 2020
- DES Action Plan on Bullying – see [www.education.ie](http://www.education.ie)
- DES Anti-Bullying Procedures for Primary & Post-Primary Schools 2013 – see [www.education.ie](http://www.education.ie)
- NEWB (TUSLA) 2008 Guidelines on Developing School Code of Behaviour
- Requirement for all schools to engage, under the direction of the board, in self-evaluation - see [www.schoolself-evaluation.ie](http://www.schoolself-evaluation.ie)
- DES Child Protection Procedures for Primary and Post-Primary Schools and the responsibilities of a board of management – see [www.education.ie](http://www.education.ie)
- Data Protection Guidelines for Schools – [www.dataprotectionschools.ie](http://www.dataprotectionschools.ie)
- National Council for Curriculum and Assessment – [www.ncca.ie](http://www.ncca.ie)
- National Council for Special Education (NCSE) - [www.ncse.ie](http://www.ncse.ie)
- SOLAS: Further Education and Training Strategy 20 14-2019 – [www.education.ie](http://www.education.ie)
- The role of Quality and Qualifications Ireland (QQI) - [www.qqi.ie](http://www.qqi.ie)
- A Strategic Review of Further Education and Training and the Unemployed - [www.nesc.ie](http://www.nesc.ie)
- The Code of Practice for the Governance of Education and Training Boards – see relevant DES Circular Letter (currently C/L 0018/2015) and the attached Code of Practice for the Governance of Education and Training Boards.





# APPENDIX 2

## POLICIES TO BE INCLUDED IN SCHOOL PLAN

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The ETBI Online Handbook for Education and Training Boards and Boards of Management of ETB Schools and Colleges (available on [www.etbi.ie](http://www.etbi.ie)) includes a copy of this document with hyperlinks, where applicable, to all documents – so they may be accessed directly via the Internet.

### ESSENTIAL POLICIES

- Admissions and Participation Policy – [S 15 Education Act , S 19 Education Welfare Act, Equal Status Act, S 2 Education for Persons with Special Educational Needs Act 2004](#)
- [Attendance Policy – Education Welfare Act S 20, 21 & 22](#)
- Code of Behaviour including Disciplinary Procedures - [Education Welfare Act 2000 S23](#)
- Suspension Policy – [Education Act 1998 S 15](#)
- Expulsion Policy - [Education Act 1998 S 15](#)
- Child Protection Policy – see [DES Child Protection Procedures for Schools](#)
- Crisis Response and Bereavement Policy
- Anti-Bullying Policy as an integral part of Code of Behaviour – see Cyberbullying in Schools – Guidance & Resources and ETBI Anti-Bullying Policy template on [www.etbi.ie](http://www.etbi.ie)
- [Data Protection Policy](#)
- [Data Access Procedures Policy](#)
- [CCTV Policy](#)
- Special Needs Policy – S 2, 3, 14 & 15 Education for Persons with Special Educational Needs Act 2004
- Health and Safety Statement - [S 20 Safety, Health and Welfare at Work Act 2005](#)
- Information and Communications Technology Policy
- Policy on use of Social Media in facilitating teaching and learning
- Acceptable Use Policy for Internet
- Code of Practice for dealing with complaints made by parent/s guardian/s of students (S 28 Education Act 1998) –see nationally agreed Code of Practice [www.etbi.ie](http://www.etbi.ie)
- Whole School Guidance Plan



- **Homework Policy**
- **Work experience / placement policy**
- **One-to-one teaching and counselling policy/protocol**
- **Pastoral care policy**
- **Policy on vetting all school personnel – including volunteers**
- **Dignity in the workplace policy** – see national policies published on [www.etbi.ie](http://www.etbi.ie) on the prevention of bullying and harassment/sexual harassment

### **OTHER POLICIES – LIST NOT EXHAUSTIVE**

- Smoke free work policy
- SPHE & RSE Policy
- Home school liaison policy
- Subject choice policy
- Student assessment, record-keeping and reporting policy
- Textbook policy
- Inclement weather / School closures policy

## *APPENDIX 3*

### **MATTERS TO BE INCLUDED IN THE KNOW YOUR SCHOOL BOOKLET**

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Information in Know Your School Booklet for new members of a Board of Management

1. Name of school
2. Roll No
3. Board of management members and details of nominating bodies – ETB, trustee partner, staff, parents, etc.
4. Information on ETB
5. Information on Trustee Partner – where applicable.
6. Name of principal
7. Name of deputy principal
8. Details of school management structure and decision-making process
9. Mission Statement
10. Brief history of school – 100 words approximately
11. Copy of School Plan with details of next review
12. Details of catchment area, feeder schools, neighbouring second-level schools – include map
13. Admission Criteria



14. Procedures governing transfers from other post-primary schools
15. Full details of all School/College Personnel – both teaching and non-teaching: - names, subjects taught and posts of responsibility in the case of teachers, etc.
16. List of all school policies - specifying the date each policy was adopted by the board of management and the date for the next review of each policy
17. Details of student population – by gender, year, educational programme, and summary of school's annual enrolment over previous 10 years
18. Student academic achievements - % of Leaving Certificate students transferring to 3rd level, most recent performance in Junior Certificate and Leaving Certificate examinations, etc.
19. Details of curriculum: subjects offered at Junior Cycle and subjects the school would like to offer at Junior Cycle, subjects offered at Senior Cycle and subjects the school would like to offer at Senior Cycle, etc.
20. Full copy of following school policies:
  - Admissions Policy, including procedures for students seeking to transfer from other second-level schools
  - Child Protection Policy
  - Anti-bullying Policy
  - School Code of Behaviour and Disciplinary Policy
21. School Calendar
22. School's extra-curricular activities and achievements
23. School's pastoral care structures/supports
24. Details of special needs provision
25. Details of school buildings, sports and other facilities – permanent or prefabricated, age and condition.
26. Details of schools financial position – budget allocation for school year, main items of expenditure, bank balances, and financial challenges, etc.
27. Details of most recent subject inspections, whole school or programme evaluations
28. Details of the school's Student Council
29. Details of school's Parents' Council
30. Four strengths of school
31. Four opportunities for school
32. Four challenges facing the school
33. Four threats to the future of the school
34. Details of evening (night) class programme
35. School Improvement Programme (SIP) based on School Self-evaluation (SSE) and/or DEIS Action Plan – as appropriate
36. Details of organisations operating within the school





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