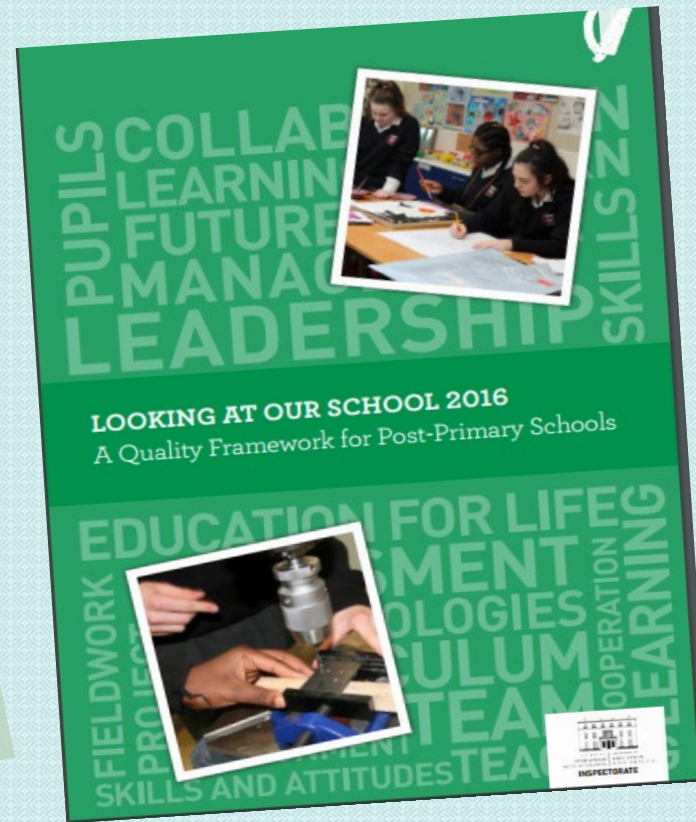
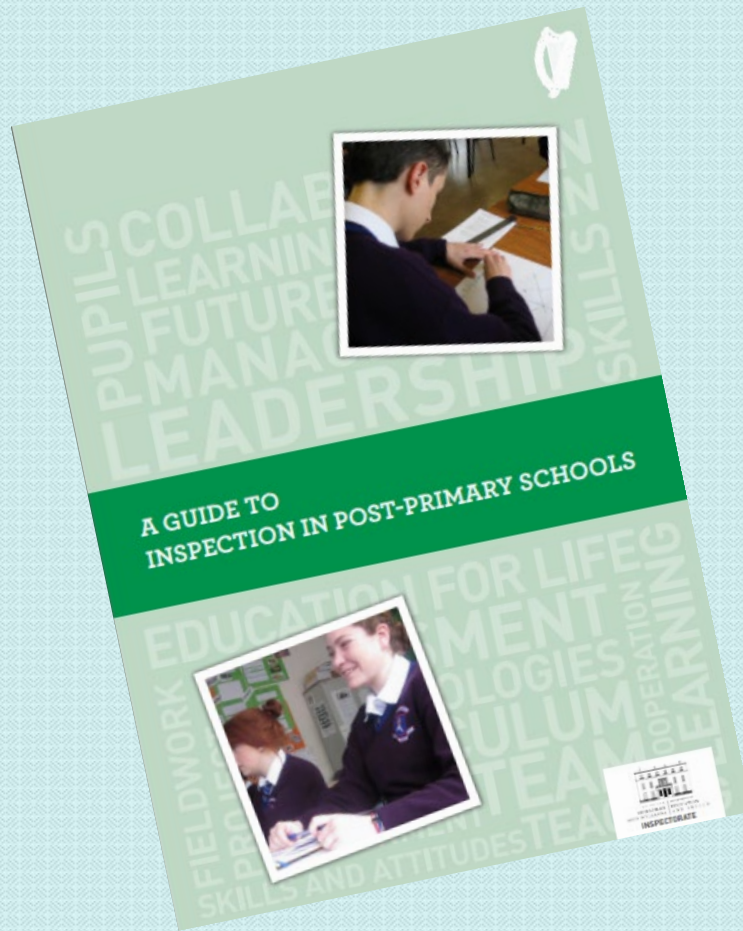


Féinmhachnamh na mBord trí shúile LAOS

Cur Chuige Praiticiúil
Jacqui Dillon





Ag Féachaint ar Ár Scoileanna (LAOS), 2016

Creat Oibre Cáilíochta le haghaidh Iar-Bhunscoileanna

Uirlis chun tacú leis an machnamh, féin-athbhreithniú agus meastóireacht

Creat oibre cáilíochta do scoileanna a fhorbairt



Céard atá in *Ag Féachaint ar ár Scoileanna, 2016?*

Creat oibre cáilíochta do scoileanna

- Struchtúr bunúsach coincheapúil
- Sraith caighdeán soiléir, insainithe in dhá réimse:
 - teagasc agus foghlaim
 - ***ceannaireacht agus bainistíocht***

Teagasc & Foghlaim

Ceannaireacht &
Bainistíocht

Creat oibre cáilíochta do scoileanna a fhorbairt



Cén fáth?

Sraith amháin caighdeán le haghaidh réimse feidhmeanna

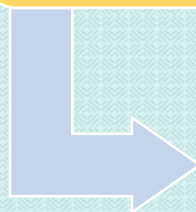
- Chun comhsheasmhacht a thabhairt isteach – tuiscint chomhroinnte ar céard is cleachtais éifeachtacha teagaisc, foghlama, ceannaireachta agus bainistíochta ann
- Teanga choiteann
- Chun dúbláil a sheachaint – do mhúinteoirí, ceannairí scoile, lucht bainistíochta, pátrúin, cigirí, soláthraithe Oideachais Tosaigh do Mhúinteoirí agus Forbairt Ghairmiúil Leanúnach
- Chun bheith mar bhonn eolais don SSE agus don mheastóireacht sheachtrach
- Le húsáid go roghnaitheach ag lucht gairme – **ní** seicliosta dolúbtha é seo

LAOS



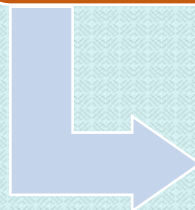
Réimse

Teagasc agus foghlaim; ceannaireacht agus bainistíocht



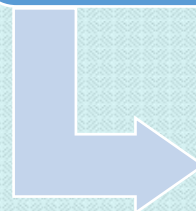
Fearann

4 cinn teagaisc agus foghlama; 4 cinn ceannaireachta agus bainistíochta



Caighdeán

4x4 Teagasc agus foghlaim; 4x4 ceannaireacht agus bainistíocht

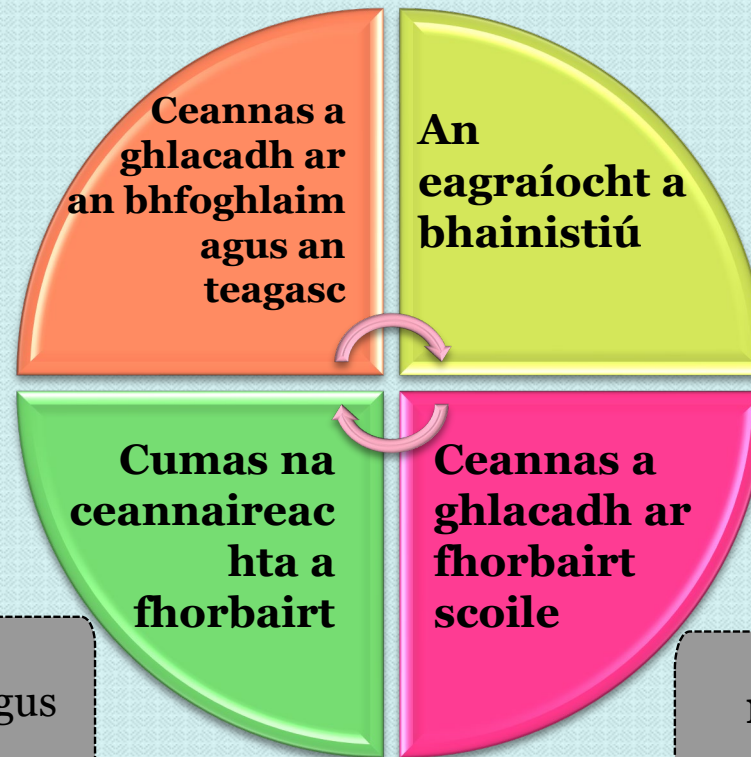


Ráiteas Cleachtas

Cleachtas éifeachtach agus cleachtas ardéifeachtach

Céard atá i gceist le ceannaireacht agus bainistíocht ar scoil?



**Ceithre fhearann,
agus ceithre
chaighdeán ag gach
ceann díobh**



Timpeallacht eagraithe, slán agus sláintiúil a bhunú agus í a choinneáil de bhun cumarsáid éifeachtach

An fhoireann a chumasú chun ról ceannaireachta a ghlacadh chucu féin agus a chur i gcrích

Ceannas a ghlacadh ar rannpháirtíocht na scoile de bhun próiseas leanúnach féinmheastóireacht



*Comhartha sláintiúil ar eagraíocht atá ann má tá sí in ann
anailís agus athbhreithniú macánta a dhéanamh ar a
héifeachtacht ó thaobh aidhmeanna agus cuspóirí a bhaint
amach*

Kavanagh et al

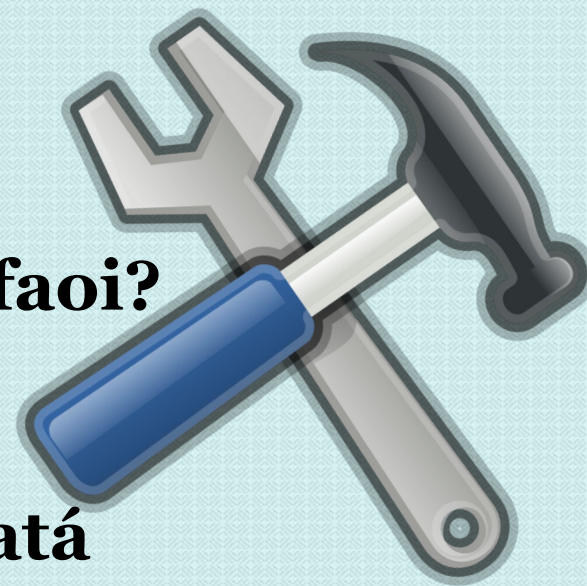
*Roghnaigh mórán bord bainistíochta
Féinmheastóireacht Scoile a chur mar
mhír sheasta ar an gclár oibre ag gach cruinniú boird*

Tuarascáil an Phríomhchigire

- páirt a ghlacadh i bhfiosrú machnamhach ar obair an Bhoird

Ba chóir do phróiseas féinmheastóireachta Boird aghaidh a thabhairt ar na príomhcheisteanna seo a leanas i ndáil le gné nó gnéithe dá obair:

- **Cé chomh maith is atá ag éirí linn?**
- **Cén chaoi a bhfuil a fhios againn?**
- **Cén chaoi a bhfaighimid tuilleadh amach faoi?**
- **Céard iad na láidreachtaí atá againn?**
- **Céard iad na réimsí le haghaidh feabhais atá againn?**
- **Cén chaoi a bhféadaimid feabhas a dhéanamh?**



Tasc le haghaidh plé ...



Smaoinigh ar an méid seo

- do scoil féin agus na cuspóirí chun ról an Bhoird a fheabhsú

Déan machnamh ar an méid seo:

- Cé na codanna den chreat oibre a thagraíonn go díreach don Bhord?
- Cén chaoi a dtabharfá faoi thús a chur le Creat Oibre Cáilíochta a thabhairt isteach?

The statements of practice – leadership and management

DOMAIN 1: LEADING LEARNING AND TEACHING

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p>Foster a commitment to inclusion, equality of opportunity and the holistic development of each student</p>	<p>The board of management and principal ensure the provision of a broad curriculum and a variety of learning opportunities.</p> <p>Those with leadership and management roles promote an inclusive school community.</p> <p>Those with leadership and management roles are committed to ensuring that all relevant school policies are inclusive, and are implemented accordingly.</p> <p>Those with leadership and management roles adhere to principles of inclusion and social justice to promote equality of opportunity for students. They strive to ensure that all members of staff support this ethos.</p>	<p>The board of management and principal foster students' holistic development by providing a very broad range of curricular, co-curricular and extracurricular learning opportunities.</p> <p>Those with leadership and management roles promote an inclusive school community which demonstrably values diversity and challenges discrimination.</p> <p>Those with leadership and management roles ensure that all relevant school policies are inclusive and are implemented accordingly.</p> <p>Those with leadership and management roles establish clear principles of inclusion and social justice to deliver equality of opportunity for students throughout all aspects of school life. They do so in collaboration with all staff.</p>

DOMAIN 2: MANAGING THE ORGANISATION

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p>Establish an orderly, secure and healthy learning environment, and maintain it through effective communication</p>	<p>The board of management and the principal are aware of their statutory obligations, and work to ensure that all legislative and policy requirements are met.</p>	<p>The board of management and the principal are fully aware of their statutory obligations, and ensure timely compliance with all legislative and policy requirements.</p>
	<p>The board of management and the principal fulfil their responsibility to create and maintain a climate of security and well-being in the school. They are committed to providing a safe and healthy environment for all students and staff.</p>	<p>The board of management and the principal fulfil their responsibility to create and maintain a climate of security and well-being in the school. They develop and implement clear policies to ensure the safety and well-being of all students and staff.</p>
	<p>The board of management and the principal understand the school's responsibilities for child protection and health and safety matters and communicate these effectively. They liaise appropriately with the relevant statutory bodies.</p>	<p>The board of management and the principal fully understand the school's responsibilities for child protection and health and safety matters and communicate these very effectively to the whole school community. They work constructively with the relevant statutory bodies.</p>
	<p>The principal and deputy principal manage and oversee the smooth day-to-day running of the school. To this end, they develop and implement effective systems for communicating information.</p>	<p>The principal and deputy principal manage and oversee the smooth day-to-day running of the school. To this end, they develop and implement systems of communication that enable all members of the school community to play their part.</p>

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p>Manage challenging and complex situations in a manner that demonstrates equality, fairness and justice</p>	<p>The board of management and the principal ensure that school policies are based on principles of justice and fairness.</p>	<p>The board of management and the principal ensure that the values of the school enshrine equality, fairness and justice for all students and staff, and are clearly enunciated in policies.</p>
	<p>The principal and deputy principal display mutual trust and respect. They foster a positive school climate and encourage respectful interactions at all levels within the school community.</p>	<p>The principal and deputy principal model and develop a strong culture of mutual trust, respect and shared accountability. They foster a very positive school climate and encourage respectful interactions at all levels within the school community.</p>
	<p>When required, the board of management and the principal are prepared to challenge actions, behaviours and practices that do not accord with the school's ethical standards.</p>	<p>The board of management and the principal challenge actions, behaviours and practices that do not accord with the school's ethical standards.</p>
	<p>The board of management and the principal recognise challenging situations when they arise, and sometimes anticipate them. They look for solutions and generally resolve matters satisfactorily.</p>	<p>The board of management and the principal are alert to potentially challenging situations. They work pre-emptively and effectively to manage them, and adopt a solution-focused approach.</p>
	<p>They establish procedures for dealing with conflict and, for the most part, are able to follow them through successfully.</p>	<p>They establish and communicate very clearly the procedures for dealing with conflict and follow them as necessary. They successfully implement and monitor agreed solutions.</p>

DOMAIN 3: LEADING SCHOOL DEVELOPMENT

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Communicate the guiding vision for the school and lead its realisation	<p>The patron, board of management and principal are proactive in establishing and maintaining a guiding vision for the school.</p> <p>The school's guiding vision sets out goals and expectations for the school as a learning community. The principal takes responsibility for communicating this guiding vision, supported by the patron/ trustees and board of management.</p> <p>The principal communicates the guiding vision to teachers in a way that encourages them to see their responsibilities as fulfilling it.</p> <p>The principal takes positive steps to support and motivate staff, and to set high expectations for learners.</p>	<p>The patron, board of management and principal are proactive in establishing and maintaining a guiding vision for the school.</p> <p>The school's guiding vision sets out goals and expectations for the school as a learning community. The principal takes responsibility for communicating this guiding vision, and does so very effectively, working with the patron/ trustees and board of management.</p> <p>The principal clearly communicates the guiding vision to teachers, parents and students in a way that empowers the whole school community to translate the vision into action.</p> <p>The principal inspires and motivates students, staff and the whole school community. He/she sets high expectations for every learner.</p>

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p>Build and maintain relationships with parents, with other schools, and with the wider community</p>	<p>The principal and other leaders in the school value and support partnership with parents as a means of supporting students' learning and wellbeing. They build and maintain good relationships with parents.</p> <p>The board of management and the principal facilitate and support the parents' association to fulfil its partnership and advisory role.</p>	<p>The principal and other leaders in the school value and support partnership with parents as a means of supporting students' learning and wellbeing. They build and maintain very constructive relationships with parents.</p> <p>The board of management and the principal facilitate and support the parents' association to fulfil its partnership and advisory role, and to operate as an inclusive forum, supporting the involvement of all parents.</p>

		Aontaím go láidir	Réimse le haghaidh Feabhais
1	An bhfreastalaím ar gach cruinniú?		
2	Léim na Miontuairiscí agus gach doiciméad eile roimh ré i gcónaí		
3	Cuirtear tús leis na cruinnithe in am agus leantar an clár oibre atá leagtha amach		
4	Glacaim páirt i ngach cruinniú ar bhealach suntasach		
5	Oibrímid go héifeachtach mar Bhord		
6	Tá mé soiléir faoi mo ról ar an mBord		
7	Cuireann an Rúnaí a chuid/a cuid dualgas i gcrích ar bhealach éifeachtach		
8	Cuireann an Cathaoirleach a chuid/a cuid dualgas i gcrích ar bhealach éifeachtach		
9	Comhlíonann gach ainmní a ról trí rannpháirtíocht éifeachtach		
10	Tuigim próiseas SSE na scoile agus tá páirt glactha agam ann		

**An Bord Bainistíoch
Sraith Uirlisí Féin-Athbhreithnithe**

11	Tá mé ar an eolas faoi agus tuigim ráiteas misin na scoile		
12	Tá an Bord ar an eolas faoi na pleananna gearrthéarmacha agus fadtéarmacha don scoil		
13	Bhain mé leas as oiliúint don Bhord Bainistíochta		
14	Déanann an Bord athbhreithniú ar na torthaí scrúduithe Stáit bliantúla		
15	Ceadaítear agus spreagtar plé oscailte		
16	Cuirim le plé agus le próiseas cinnteoireachta an Bhoird		
17	Tá mé ar an eolas faoi phlean na scoile agus faoina cuspóirí/spriocanna		
18	Bhuail an Bord le Comhairle na nDaltaí		
19	Bhuail an Bord leis an bhfoireann		
20	Bhuail an Bord le Cumann na dTuismitheoirí		
21	Déantar athbhreithniú rialta ar riachtanais na ndaltaí		
22	Tá sé ríthábhachtach do ghnó an Bhoird go dtugtar tacaíocht agus go bhforbraítear an		



23	Faigheann an fhoireann Tuarascáil Chomhaontaithe tar éis gach cruinniú Boird		
24	Faigheann na Tuismitheoirí Tuarascáil Chomhaontaithe tar éis gach cruinniú		
25	Tá mé feasach ar agus cuirim eolas ar an reachtaíocht reatha oideachais & ar chiorcláin na Roinne Oideachais agus Scileanna		
26	Tá mé ar an eolas faoi spriocanna na scoile i ndáil leis an gClár Litearthachta & Uimhearthachta		
27	Tá mé eolach ar an tSraith Shóisearach nua agus ar a cuid impleachtaí don teagasc & foghlaim		
28	Léigh mé agus chuir mé eolas ar an 'Treoir Achomair' do chomhaltaí Boird BOO		
29	Tá cóip agam den leabhrán 'Eolas a chur ar mo Scoil' agus tá mé eolach air		
30	Is comhalta éifeachtach Boird mé a oibríonn i dtreo an scoil/coláiste/ionad a fheabhsú		
31	D'fhreastail mé ar oiliúint Cosanta Leanaí do Bhoird		
32	Tá mé eolach ar na polasaithe atá ina riachtanas reachtúil do scoileanna		

Na trí phríomhréimse forbartha don bhliain romhainn:

• _____

• _____

• _____

Self Reflection: Board Member

Have a look at your responses which impact board efficacy.

Take a look at your lowest three scores:

What could you do to improve this score?

Number _____

Number _____

Number _____

Board of Management Self Review Action Planning

Priority:

Target: What do we want to achieve?



Tasks (What needs to be done?)	When? (Timeframe)	Who?	What Resources?	Desired Outcomes? (Success Criteria)

Agreed Monitoring Procedures:

Agreed Evaluation Procedures

Board of Management Self Review Action Planning



Steps	Our Plan
What's our priority?	
What have we to do to achieve this? (List tasks and activities)	1. 2. 3.
Who will do what?	
When will each task be done? What timeframe have we?	
What resources do we need?	
How will we know if our plan has worked?	



Board of Management

Self Evaluation Action Plan 2018 - 2019

Priority: Board Self Evaluation Academic Year 2018 - 2019

	Task	When	Who	Resources	Success Criteria
1.	BoM Checklist	Prior to next board meeting	<ul style="list-style-type: none"> Board Members individually (in advance) Facilitated by Chair/Secretary/Other 	Checklist	<ul style="list-style-type: none"> Completed and priority(ies) established 2/3 priorities agreed and made SMART
2.	LAOS: Review Leadership Management Domain (TPS) identify priorities	Designated board meeting (Oct' 2018)	<ul style="list-style-type: none"> Board Members 	<ul style="list-style-type: none"> LAOS: copies of Domain 1-4 (pages 29) Facilitated TPS Flipchart 	<ul style="list-style-type: none"> Consensus agreed going forward for year ahead Two targeted priorities achieved (SMART)
3.	Priority One e.g. Child Protection	Board Meeting (specific date)	<ul style="list-style-type: none"> Board Members CP Facilitator 	<ul style="list-style-type: none"> Children First Guidelines C. 81/17 	Board members are familiar with: <ul style="list-style-type: none"> Key roles; Board/DLP CPOR TUSLA role
4.	Priority Two e.g. SSE Checklist - priority(ies) as identified Example # 1 school plan: short/medium/long term	Board Meeting (specific date)	<ul style="list-style-type: none"> Board Members individually (in advance) Facilitated by Chair/Secretary/Other 	<ul style="list-style-type: none"> SSE Checklist ETBI Brief Guide 	<ul style="list-style-type: none"> SSE Checklist updated and reviewed (May 2019)

SSE – An Próiseas 6 Chéime

1. Sainaithin an Tosaíocht
2. Fianaise – an chúis
3. Plean Gníomhaíochta – an méid atá i gceist
4. Leag sprioc/spriocanna amach
5. Déan taifead ar an rud uile (SIP)
6. Déan athbhreithniú/meastóireacht ar an dul chun cinn (SSE)



Appendix to School Self-Evaluation Report: legislative and regulatory checklist (Post-Primary)

This is not an exhaustive checklist. It is intended to assist the board of management in carrying out its leadership and management responsibilities and functions, as set out in the Education Act (1998), and within the context of its own school. The completed checklist will contain sensitive information and should be treated as confidential.



Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Time in school - Length of school year (minimum of 167 days for all year groups) - Length of school week (minimum of 28 hours for all year groups)	Circular M29/95	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Standardisation of school year	Circular 0009/2017	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Procedures for submission of data returns to the Department	Circular 0038/2014 DTR returns procedures information, updated annually on education.ie Pod and PPOD	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Repeating a year – conditions to be met	M2/95	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Annual returns to Tusla on attendance, suspension and exclusion	Section 21 Education (Welfare) Act 2000	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of national agreement regarding additional time requirement	Circular 0043/2014 Circular 0045/2016, points 21-25	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Development of school plan	Section 21 Education Act 1998	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Engagement with school self-evaluation process	Circular 0040/2016	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Whole-school guidance plan	Section 21 Education Act 1998, Section 21 Education Act 1998, Circulars 10,11,12/2017	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Guidance provision in post-primary schools	Section 9(c), Education Act 1998, Circular PPT12/05, Circulars 10,11,12/2017	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Exemption from the study of Irish	Circular M10/94	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of national literacy and numeracy strategy	Circular 26/2012, Circular 42/2016, Interim Review and New Targets (2017, DES)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Arrangements for the implementation of the Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19	Circular 0015/2017	<input type="checkbox"/> Yes <input type="checkbox"/> No	
In-school management structures	Part V Education Act 1998, Circular 0004/98, Circular M29/02, Circular 0022/2009, Circular 0004/2014	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Approved allocation of teaching posts for 2017/18	Circulars 0010, 0011, 0012/2017	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Leadership and management posts	Circular 0003/2018	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Parents as partners in	Circular M27/91	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
education			
Grant Scheme for ICT Infrastructure – 2016/17 School Year	Circular 0001/2017	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of Child Protection Procedures 2017	Circular 0081/2017 Please record the following information in relation to child protection as reported to the board Child Protection Oversight Report presented at each board meeting <input type="checkbox"/> Yes <input type="checkbox"/> No Number of reports submitted by the DLP to Tusla and reported to the board Number of cases where the DLP sought advice from Tusla and as a result of this advice, no report was made Number of cases where a mandated person other than the DLP made a report to Tusla and notified the DLP	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of vetting requirements	National Vetting Bureau (Children and Vulnerable Persons) Act 2012 Circular 0026/2015 Circular 0016/2017: Statutory Requirements for Retrospective Vetting Child Protection Procedures 2017	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of complaints procedure as appropriate	Section 28 Education Act 1998 Please record the following information in relation to complaints made by parents during this school year Number of formal parental complaints received Number of formal complaints processed Number of formal complaints not fully processed by the end of this school year	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Refusal to enrol	Section 29 Education Act 1998 Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year Number of section 29 cases taken against the school Number of cases processed at informal stage Number of cases heard Number of appeals upheld Number of appeals dismissed	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Suspension of students	Section 29 Education Act 1998 Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year Number of section 29 cases taken against the school Number of cases processed at informal stage Number of cases heard Number of appeals upheld Number of appeals dismissed	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Expulsion of students	Section 29 Education Act 1998	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
	Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year		
	Number of section 29 cases taken against the school		
	Number of cases processed at informal stage		
	Number of cases heard		
	Number of appeals upheld		
	Number of appeals dismissed		

Appendix to School Self-Evaluation report: policy checklist (Post-Primary)

Policy	Relevant legislation, circulars, guidelines	Has the policy been approved by the Board of Management?	If no, indicate aspects to be developed
Enrolment policy	Section 15(2)(d) of Education Act Equal Status Acts 2000-2011 Circular M51/93	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Attendance and participation strategy ¹	Circular M51/93 Section 22, Education (Welfare) Act 2000	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Code of behaviour, including anti-bullying policy ² Dignity in the Workplace Charter	Circular M33/91 NEWB guidelines <i>Developing a Code of Behaviour: Guidelines for Schools</i> Section 23, Education (Welfare) Act 2000 Equal Status Acts 2000-2011 <i>Anti-bullying Procedures for Primary and Post-primary schools</i> 2013, and Circular 45/13 Section 8(2)(b), Safety, Health and Welfare at Work Act 2005	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Child Protection Procedures and Child Safeguarding Statement	Circular 0081/2017	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Annual attendance report to Tusa and Parents' Association	Section 21, Education (Welfare) Act 2000	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Health and Safety Statement	Health and Safety Act 2005 Section 20	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Critical Incident Management policy	Responding to Critical Incidents: Guidelines and Resource Materials, NEPS 2016	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Data protection	Data Protection Act 1988 Data Protection (Amendment) Act 2003 (DATA Legislation)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Special educational needs / Inclusion policy ³	Education Act (1998) Equal Status Acts (2000 to 2011), Education (Welfare) Act (2000), Education for Persons with Special Educational Needs Act (EPSEN) ⁴ (2004) Disability Act (2005)) Circular 0014/2017	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Relationships and sexuality education (RSE) policy	Circulars 37/2010, 23/2010, 0027/08	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Substance use policy	Department of Education and Skills Directive; guidelines issued to schools in 2002	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Internet acceptable use policy	National Council for Technology in Education (NCTE) Guidelines, 2012 (www.webwise.ie)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
For DEIS schools only: DEIS Action Plan	DEIS Plan 2017 Department of Education and Skills Guidelines on the appropriate use of the DEIS Grant (updated annually)	<input type="checkbox"/> Yes <input type="checkbox"/> No	