

BOARD OF TRUSTEE CHECKLIST

The following checklist provides Boards of Trustees with a summary of key points from the *AIS Handbook for a Proprietor of a State-Integrated School*. The checklist is useful for taking stock and providing an exercise in compliance, it may also be used for trustee professional development.

1. Tagged Positions

- 1.1 Have vacancies for Tagged positions which have occurred since the last review been appropriately advertised as tagged positions?
- 1.2 Is the Proprietor given the opportunity to ensure that all applicants for tagged positions are acceptable in terms of the Special Character of the school?
- 1.3 Does the Board's Staff Appointments Committee (or its equivalent) have at least one Proprietor's appointee amongst its members?
- 1.4 What arrangements are in place to cover the possibility a Proprietor appointee is not available?
- 1.5 Do all appointment processes, job descriptions and performance management systems ensure the employee demonstrates their ongoing ability to meet the requirements of the tagged position?

2. Maximum Rolls

- 2.1 Has the school roll been within the maximum number set in the school's Integration Agreement (or Supplementary Agreement) each year during the three years since the last review?
- 2.2 If there was any discrepancy at any point was the Proprietor consulted?

3. Preference Students

- 3.1 Does the Principal and/or Board keep an up-to-date database of which students are in the preference category, with the necessary evidence to verify their preference status?
- 3.2 Does the Principal and/or Board keep an up-to-date waiting list of preference enrolments, particularly if the school has an enrolment scheme?
- 3.3 Does the number of non-preference students comply with the number/percentage set in the school's Integration Agreement (or Supplementary Agreements)? Has there been a discrepancy at any time since the last review and was the Proprietor consulted about that discrepancy?

- 3.4 Does the Principal and/or Board keep an up-to-date database of which students are in the non-preference category?
- 3.5 Does the Principal and/or Board keep an up-to-date waiting list of non-preference enrolments particularly if the school has an enrolment scheme?
- 3.6 If the school has an enrolment scheme is it compliant with the school's Integration Agreement in respect of the following – determination of preference, non-preference allocation, maximum roll?
- 3.7 Does the school have processes to secure commitment by parents to the Special Character of the school and agreement that their children will be taught in a Special Character environment?
- 3.8 Do enrolled parents have a clear understanding of what their commitment to supporting the Special Character of the school means in practice?

4. **Curriculum**

- 4.1 Are there effective monitoring measures in place to ensure the school's curriculum follow any guidelines published by the Proprietor?
- 4.2 If applicable, is the school's curriculum and its implementation, "responsive to the sensitivities of students and parents of different religious or philosophical affiliations"?

5. **General Board Policy and Practice**

- 5.1 Does Special Character permeate the agenda at Board meetings?
- 5.3 Does the Proprietor and Board have a plan for developing and enhancing the Special Character of the school with the Strategic and Annual Plan?
- 5.4 If the Integration Agreement contains the schedule which describes the special educational ethos of the school, has the Board put in place effective measures to ensure the preservation, growth and enhancement of that ethos?

6. **Consulting, Collaborating with and Reporting to the Proprietor**

- 6.1 Do the Board and Principal ensure that "the Proprietor together with his servants, agents and licensees ... have at all reasonable times access to the school to ensure that the Special Character and property of the school is being maintained"?
- 6.2 Does the Board have a 10-Year Roll and Property Maintenance Plan fulfilling its obligation to maintain the Proprietor's asset to a standard comparable to a state school within the requirements of the Board's obligations outlined in the Ministry of Education Property Management Guidelines?

- 6.3 Does the Board reasonably co-operate with the Proprietor in matters relating to the number of Proprietor's appointees, their selection (where appropriate) and their role as the Proprietor appointees on the Board?
- 6.5 Are there efficient measures in place to ensure that the Board consults with and reports to the Proprietor as and when appropriate, on all matters pertaining to the Special Character of the school particularly:
- The Special Character dimension of the Performance Management System including Job Descriptions, Professional Standards Performance Agreements and annual Performance Appraisals of all tagged positions in the school?
 - Relevant parts of all school curricula and programmes
 - Relationships between staff members and their colleagues, their students and the school community
 - The school Charter, Strategic Plan
- 6.6 Do Proprietor appointees:
- Consult with the Proprietor or their agent on a regular basis.
 - Keep the Proprietor or their agent up to date on all matters concerning the Special Character.
 - Report to the Proprietor or their agent at least annually and in detail on the state of the Special Character and all matters related to it.
- 6.7 Do Board members gain and maintain an understanding of the school's Special Character?
- 7. Health Curriculum**
- 7.1 Is the Health Curriculum delivered in accordance with the Special Character of the school?
- 8. Stewardship**
- 9.1 Has the Board budgeted to meet the resourcing needs of Special Character components of the school's Strategic Plan?
- 9.2 Do the Board and Proprietors work closely together to ensure complimentary stewardship to support the Special Character of the school?
- 10. Finance and Property**
1. Do you have access the School's Integration Agreement and Supplementary Agreements including Site Plans?

2. Is your Site Plan showing integrated land and buildings up to date and compliant with the School Property Guidelines?

3. Do you understand the relationship between the Site Plan as submitted to the Ministry of Education and the Ministry's calculation of the Property Maintenance Grant to the Board of Trustees annually?

4. Do you know the maximum level of Attendance Dues that can be charged by your School and how that level was calculated?

5. Do you know how to submit a case to the Minister of Education to raise the current maximum level of your School's Attendance Dues?

6. Do you know what Attendance Dues can and cannot be spent on?

7. Do you have a clear understanding of accounting procedures for the collection and expenditure of Attendance Dues?

8. Are you familiar with the annual reporting process with the Ministry of Education of the expenditure of Attendance Dues on a cash basis?

9. If all your School's Attendance Dues are not spent what happens?

10. Do you have a good working knowledge of the rationale for Policy 1 Funding, the Policy 1 Guidelines as promulgated by the Ministry of Education and could you show how Policy 1 income to your school has been expended in line with Policy 1 Guidelines if you were audited? (A selection of schools are audited by the MoE annually)

11. Has your School ever received Policy 2 Funding and if so how was it used? Do you understand the rationale for Policy 2 Funding?

12. APIS has recently advised Member Schools that there has been an historic settlement of Quantity Funding recognising government policy changes that incurred extra costs on Proprietors. Have you considered how much your school will receive, when and to what purpose might be put?

13. Did you know there are two types of Furniture and Equipment Grant? The first is a grant applied for by the Proprietor and paid by the MoE to the Board to provide furniture and equipment in new classroom space provided for roll growth. The second is a per pupil rate paid directly to the Board by MoE annually to keep current stocks of furniture and equipment up to a reasonable standard. Does your School's Board and Proprietor have the appropriate procedures in place around these matters?

14. If your School had International Fee Paying Students, what arrangements exist between the Proprietor and Board regarding what proportion of the international student fee (if any) comes to the Proprietor?

15. What processes does the Proprietor have in place for dealing with Attendance Due defaulters? The payment of Attendance Dues is a condition of enrolment. Has your School ever terminated the enrolment of a student or students as a result of non-payment of Attendance Dues? If the School were to consider this does it have appropriate procedures in place?

16. Is there clarity of understanding between Board and Proprietor and amongst parents about the Voluntary Donation regime your School may have?

17. Are parents in your School clear about what is voluntary and what is mandatory in terms of payments to the School (Board and Proprietor)?

18. 10 Year Property Planning – Do the Board and Proprietor have procedures to give guidance on who pays for what?

19. Board and Proprietor – who pays rates, insurance and building warrant of fitness – Why?

20. If the Proprietor wanted to make a financial contribution to the Board of Trustees to be used for Special Character purposes what is permissible and not permissible in respect of this?

21. If integrated school space is hired by outside parties outside of school hours who is entitled to the income generated thereby and why?

Can the Board of Trustees fund the purchase of land or buildings?

22. Is your School's Proprietor compliant with what is permissible in terms of mandatory charges to parents at the point of enrolment?