



Manual for the Governance of Schools by Boards

**School Boards Secretariat
113, Woolford Avenue, Georgetown**

MINISTRY OF EDUCATION

February 2013 (Revised)

CONTENTS

	Page
1.0 Interpretation	1
2.0 Introduction	2
3.0 Rationale	2
4.0 Relationships	2 - 5
5.0 Objectives	5
6.0 Legal Status of Boards	5
7.0 Rules and Regulations	6
8.0 Composition of Boards	6
9.0 Appointment of Board Members	6
10:0 Tenure	6 - 7
11:0 Authentication of Stamp	7
12:0 Roles and Responsibility of Boards	7 - 9
13:0 Roles and Responsibilities of Head teacher/Principal	9
14:0 Meetings	10 - 11
15:0 Annual General Meeting	11
16:0 Committees	11-12
17:0 Roles and Responsibilities of the MoE	12-13
18:0 Roles and Responsibilities of the S B S	13-14
19:0 Roles and Responsibilities of the Dept. of Education	14 – 15
20:0 School Management and Organisation	15
21:0 School Community	15
22:0 School Premises	16
23:0 Recruitment and Welfare of Staff	16

	Page
23:1 Appointments	
23:2 Letter of Assumption	16
23:3 Remuneration	16
23:4 Retired-Rehired Teachers	17
23:5 Under-qualified Teachers	17
23:6 Up-grade of Teachers	17
23:7 Allowance for Improved Qualification	18
23:8 Discipline of Teachers	18-19
23:9 Retirement	19
23:10 Transfer of Staff	19
23:11 Secondment of Staff	19
23:12 Acting Senior Appointments	19 - 20
23:13 Part Time Teachers	20
23:14 Leave Taking	20
23:15 Resignation	20
23:16 Procedures to Facilitate Payments	21
23:17 Certification for Employment	21
23:18 Release of Teachers to Attend UG	21
24:0 Placement and Admission of Students	21-22
25:0 Financial Management	22
Appendix “A”	23
Appendix “B”	24-25

SCHOOL BOARDS

Objective:

To effectively and efficiently administer and manage the operations of the school and perform such acts and related matters for and on behalf of the particular school as considered necessary or expedient.

KEY RESPONSIBILITIES:

- Policy formation, articulation and implementation.
- Human Resource Management and Development.
- Monitoring the delivery of Curriculum and Instruction.
- Manage Finance and Business activities.
- Development and Maintenance of physical facilities.
- School/Community Relationships.

KEY RESULTS:

- Policies are formulated, articulated and implemented.
- Human Resource Management and Development are operationalised re: staff and students.
- Improve efficiency and effectiveness in Curriculum and Instruction.
- Efficient management of Annual Subvention, Budget and Financial Reports prepared.
- Physical Facilities are maintained and upgraded.
- External relationships are developed and maintained.

1:0 Interpretation

In this manual, except where the context otherwise requires, the following interpretations apply:

- (a) **Administration:** The role of the School Board in terms of its Governance responsibility
- (b) **Board:** The Board of Governors
- (c) **Curriculum:** All those activities designed to promote the intellectual, personal, social and physical development of students.
- (d) **Governance:** Being in control of the School's system.
- (e) **Guidelines:** Definition of the framework within which the organization discharges policies and procedures.
- (f) **Head:** The Headteacher or Principal who is responsible for the administration of a school.
- (g) **School Management** Head teacher/Principal and senior staff
- (g) **Member:** A Member of the Board
- (h) **Ministry (MoE):** The Ministry of Education
- (i) **Policy:** A philosophically-based statement that is goal oriented and establishes a direction for present and future action.
- (j) **Procedures:** Statements of who does what, how and in what sequence. They are sometimes mandatory or discretionary.
- (k) **School:** Any educational institution which provides learning.
- (l) **Student:** Any person who attends school for learning

2.0 Introduction

- 2.1 This manual seeks to detail the legal and regulatory frame work within which School Boards must operate. It provide guiding principles and procedures for the efficient and effective operation of the Board and ultimately the school.

3.0 Rationale

- 3.1 The decentralization of education management is intended to facilitate the participation of all stakeholders in the delivery of education services with the goal of improving quality as well as increasing quantity (enrollment) in education. One strategy towards making this a reality is the establishment of School Boards.

4.0 Relationships

- 4.1 A good working relationship among the Ministry and Departments, Regional Authority, the Board, the School Management, the Teachers' Union and the PTA/ Community would contribute to a successful school .See Figure (1).

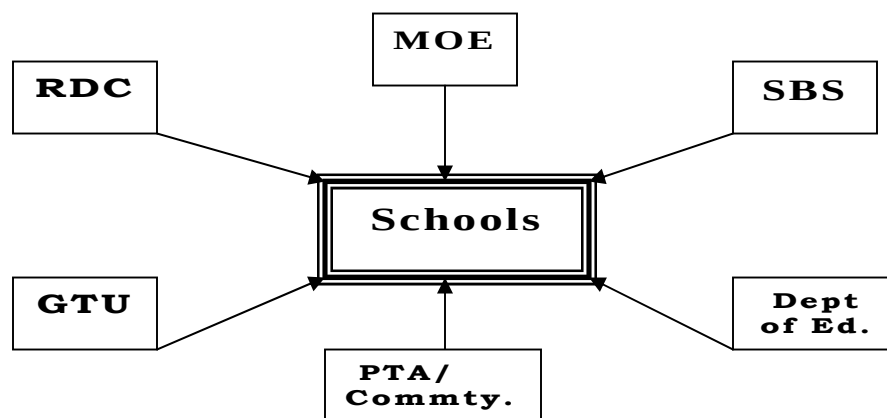


Fig (1)

The school is the focus of attention and receives support through cooperation and collaboration of the relevant stake holders thus guaranteeing for the children quality education and achievement motivation

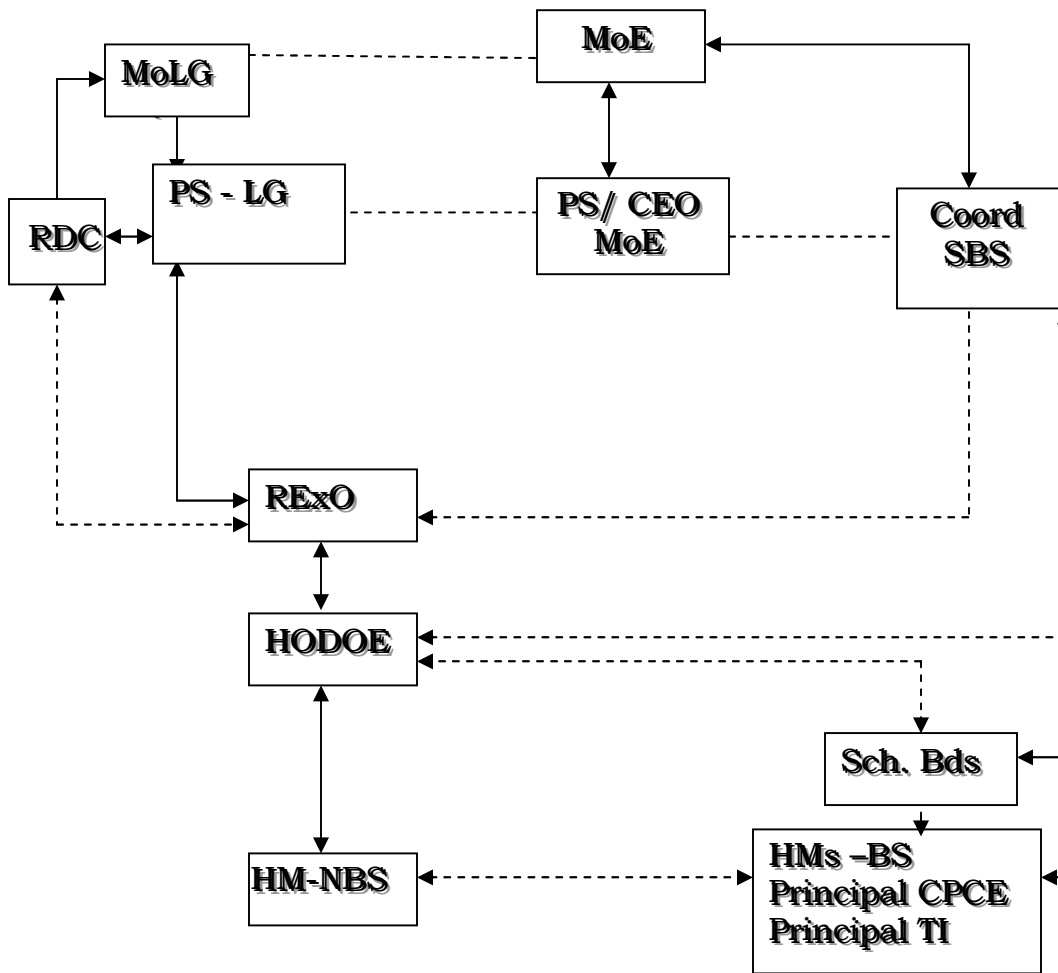


Fig. (2) Line and Staff Relationships between the School Board, Regional Democratic Council, Ministries of Education and Local Government.

KEY

Min. of Ed.	-	Minister of Education
MoLG	-	Minister of Local Government
PS-LG	-	Permanent Secretary, Local Government
PS – MoE	-	Permanent Secretary, Ministry of Education
CEO	-	Chief Education Officer
Coord, SBS	-	Coordinator, School Boards Secretariat
RExO	-	Regional Executive Officer
HODOE	-	Head of Department of Education
Sch. Bds	-	School Boards
HM-NBS	-	Headmaster/mistress Non-Board Schools
HM-BS	-	Headmaster/mistress Board Schools
CPCE	-	Cyril Potter College of Education
P/TI	-	Principal, Technical Institution
RDC	-	Regional Democratic Council

Fig 2 Represents the organizational and operational relationships of School Boards within a decentralized system of education.

- (I) The Headteacher of a non-Board school reports directly to the Head of Department of Education, while a headteacher of a Board school reports to the respective Board of Governors.
- (II) The School Board in turn reports to the Ministry of Education via the Coordinator, School Boards Secretariat.
- (III) This reporting relationship adopts a two-way flow of communication which facilitates information sharing in relation to policies, procedures, rules, regulations, and practices which must be operationalised in the school system. Central to the aforementioned, the issue of curriculum and instruction is also communicated.
- (IV) The Head of Department of Education reports to the Regional Executive Officer.
In the case of the Georgetown Education district, the Head of Department of Education reports to the Deputy Chief Education Officer (Administration) in the interim. The School Board shall maintain a working relationship with the Head of Department of Education for the development of the school.
- (V) The Coordinator School Boards Secretariat and the Regional Executive Officer share functional relationships which are intended to engineer, strengthen, and validate the implementation of administrative and professional matters.
- (VI) The RDC reports to the Minister of Local Government and at the same time exercises functional relationship with the Regional Executive Officer.
- (VII) The Regional Executive Officer reports to the Permanent Secretary, Ministry of Local Government on issues related to Board and Non-Board schools, for his/her attention and or intervention.
- (VIII) At the Ministry of Education, the Coordinator (School Boards Secretariat) shall have a functional and operational relationship with the Chief Education Officer and Permanent Secretary; this mode of communication provides scope for guidance and direction for professional and administrative decisions/interventions.
- (IX) Both Permanent Secretaries of the Ministries of Education and Local Government and the Chief Education Officer report to their respective Ministers.
- (X) Ministers of Education and Local Government share functional relationships which are intended to facilitate ministerial interventions as deemed necessary, and which shall create a

positive impact on input, throughput and ultimately the output of education delivery in Board and non-Board schools.

5.0 *Objectives*

(a) General

To contribute to the efficient and effective delivery of Quality Education.

(b) Specific

- To promote a more supportive home-school-community environment.
- To make the school community more accountable for the delivery of education.
- To encourage the community to be more responsive to the education of its young citizens.
- To monitor and evaluate all aspects of school operations.
- To make optimal use of all available resources.

6.0 *Legal Status of Boards*

6.1 Under the President's College Act of 1990, the Minister of Education uses the powers vested in that office by section (22) of the Act and applies the relevant section of the said Act to educational institutions for gazetting of schools and for the appointment of the chairman and members of Board of Governors.

6.2 Boards have been given wide powers and concomitant responsibilities in keeping with the provisions of the PC Act of 1990.

7.0 Rules and Regulations

- 7.1 All Boards are subject to laws and regulations as set out by the President's College Act of 1990 and Circulars which are issued by the Ministry.

8.0 Composition of Boards

- 8.1 The composition of a Board is set out in Section 3(5) of President's College Act, 1990. It comprises a Chairman and not less than (12) nor more than (22) members including, Head and Deputy Head of the school who shall be ex-officio members of the Board. Members of a School Board shall include persons who are past and current educators, PTA Representative, GTU Representative, RDC Representative, Teacher Representative, (Student Representative where possible), Accountant, Lawyer, Business person and other important Stakeholders.

9.0 Appointment of Board Members

- (I) Identification of persons to serve on School Boards is the responsibility of the Regional Democratic Council in consultation with the Department of Education, school management and Parent-Teacher Association.
- (II) All members of the Boards other than ex-officio members shall be appointed by the Minister.
- (III) The names of Members as first constituted and every change in membership thereof shall be published in the Official Gazette.
- (IV) Members may resign from the Board by giving the Minister, in writing, not less than one month's notification of the decision to so do.
- (V) In the event that a vacancy occurs within the Board, the Minister shall take steps to appoint a person to fill the vacancy.

10.0 Tenure

- (I) Each Member shall hold office for a period of two years from the date of appointment, and is eligible for reappointment. Three (3) months prior to the expiration of the life of the Board, the Chairman must give written notice to the Minister to that effect.
- (II) Any Member who, without cause/excuse, is absent for three consecutive meetings of the Board ceases to be a Member.

- (III) The Board may grant leave of absence to any of its members. However, in the case of the Chairman, the Secretary of the Board shall advise the Minister of the Chairman's absence.

11.0 Authentication of Stamp and Documents

- (I) Each Board must have its own Stamp and must be authenticated by the Chairman/Secretary.
- (II) All documents, other than those required by law to be under stamp shall be signified under the hand of the Chairman or any member of the Board authorized to act on his/her behalf.

12.0 Roles and Responsibilities of Boards

- 12.1 Section 3(3) of the PC Act of 1990, speaks to the wide ranging powers of the School Board. However, the school is the major Unit for the delivery of education and must be managed on a continuous basis by the school managers. As such, the responsibility for the day-to-day management of the school resides with the Head/Principal and the senior staff without the interference of the Board.

Systems of accountability for performance, results and sound management practices must be established by the Board and reviewed at intervals and appropriate measures and sanctions taken as become necessary.

- 12.2 The Board, however, in its capacity as the governing body of the School /institution shall pursue activities so as to facilitate growth and development at the level of the school/institution. The Board shall in accordance with guidelines set out by the MoE engage in the following:-

- Make rules and regulations for the use of the resources of the school/institution
- Advertise and make recommendations for recruitment and selection of staff
- Make recommendation for training and disciplining of staff
- Monitor and evaluate the performance of students at various grade assessment and examinations, and take the necessary measures to achieve improve results
- Budget, manage, and account for all monies received by the Board

- Work in cooperation and collaboration with the MoE / RDC in the development and maintenance of the physical facilities of the school /institution, inclusive of dormitories.
- Lend support to the management of the school in building and sustaining good school-Community relationships.

12.3 The aforementioned can be described as the key responsibilities of the Board and may be operationalized through a system of Committees as provided for in the Act.

12.4 For each Board to be successful in its operations, each member is required to:-

- I. recognize and respect differences of perspective and style in the Board and among the staff, students, parents and the community
- II. act with dignity and understand the implications of demeanor and behaviour.
- III. participate in professional development and commit the time and energy necessary to be an informed and effective Board member.
- IV. be aware of the Vision and Mission of the Ministry of Education and be knowledgeable of education Legislation and the education Strategic Plan.
- V. understand and appreciate the roles and functions of the Board as well as the School Management,
- VI. understand that authority rests with the Board as a whole and not with individual Board members, and
- VII. keep confidential, matters discussed by the Board.

12.5 Board members shall also assume collective responsibility for building unity and creating a positive organizational culture. To operate effectively, the Board shall have unity of purpose and shall :-

- I. monitor and evaluate learning outcomes at all levels of the school/institution,
- II. communicate a common vision of education as

adumbrated by the Ministry of Education.

- III. govern with Board-adopted policies and procedures,
- IV. take collective responsibility for the Board's performance, and
- V. periodically evaluate its own effectiveness.

13.0 Roles and Responsibilities of Head Teacher/Principal

- 13.1 The duties and responsibilities of the Head teacher/Principal are clearly articulated in several policy documents of the Ministry of Education (see Desk Manual for School Administrators). However, the Head/Principal and the Board shall work in a close and balanced partnership to have a well-managed school/institution.
- 13.2 The day-to-day management of the school/institutions is the responsibility of the Head/Principal and the senior management staff.
- 13.3 The Head/Principal of the school/institution shall be responsible for the following:-
- managing the school plant on a daily basis,
 - implementing curriculum and instruction,
 - pursuing staff and student welfare matters
 - preparing Work Plan and Budget for submission to the Board,
 - making requests and reports on the physical, facilities of the school/institution,
 - establishing and sustaining community linkages in support of the school/institution; and
 - advising the Board on matters of management and administration of the school/institution.
- 13.4 The above can be regarded as the broad areas of responsibility of the Head/Principal who with the assistance and cooperation of the Deputy and other senior members of staff shall pursue within established rules and regulations.

14.0 Meetings

- (I) Each Board needs to agree on frequency, venue and time of meeting as the Board considers necessary and expedient for the transaction of its business.
- (II) In the absence of the Chairman, those, at any meeting of the board shall elect one of their members to chair the meeting. Members of staff from the school are not, however, eligible to serve in that capacity.
- (III) Binding decisions cannot be taken at a meeting unless there is a quorum. A quorum shall be fifty-one per cent (51%) of the membership of the full Board. Any fractional quantity should be treated as a whole number.
- (IV) Decisions of the Board are taken by majority vote from among the members present at a board meeting. Should the votes be divided equally for and against, the Chairman, who would have already voted, will exercise a second or casting vote one way or the other.
- (V) Minutes or records of the proceedings of meetings of the Board must be written and signed at the next meeting by the Chairman to confirm that they are an accurate account of what transpired.
- (VI) Copies of the agenda for every meeting, the approved minutes, and any other document not considered to be confidential but which was subject for discussion at a meeting, must be made available at the school by the Head to anyone so authorized by the Chairman.
- (VII) No member should be involved in a decision where his/her own personal interest may conflict with those of the school or where, as a result of a decision on the matter, the member is likely to gain any profit or suffer any loss. In such circumstances, the member is required to withdraw at the time of the discussion and voting.
- (VIII) The chairman may, at anytime, call a meeting of the Board for these reasons:
 - A directive to that effect addressed to him/her in writing and signed by the Minister, or
 - A request for same addressed to him/her in writing and signed by four (4) members of the Board.
- (VIII) The Chief Education Officer or representative may attend and participate in any meeting of the Board but is not entitled to vote.
- (X) The Minister may be represented at any meeting of the Board by any

person authorized by him and the person may take part in the proceedings at the meeting, but may not vote on any matter.

- (XI) The HODOE or representative shall attend meetings of the Board and shall take part in the proceedings but shall not vote on any matter.

15.0 Annual General Meeting

- (I) At least once a year the Board of every school shall conduct a meeting for all stakeholders so that the Annual Report, Work Plan and any other matter connected with the Board and the school can be discussed. This meeting is an important event in every school's calendar and Boards shall plan carefully for same.
 - (a) All parents/guardians of registered students at the school shall be invited to the meeting. The Board may invite other persons whom it feels would make a positive contribution towards the welfare of the School. In the case of post secondary institutions, the students shall be invited.
 - (b) The meeting must provide an opportunity for stakeholders to discuss with the Board and the school management that which took place in the school during the past year. In general, this would mean discussion of the Board's Annual Report. Stakeholders may also include other matters concerning the way the Ministry, the Board and the School management have carried out their duties and responsibilities.
 - (c) A minimum of fifty-one (51%) of the number of persons present is needed to pass motions on any topic/ motion/ report.
- (II) Motions shall be considered by the Board and acted upon or forwarded to the Ministry or the Head depending on who has the responsibility. Reactions to motions shall be included in the following year's report.

16.0 Committees

- (I) The Board may appoint committees as it deems fit to advise/assist in the exercise of any of its functions.
- (II) The Board may delegate authority to a committee, sub- committee or an individual member including the Head or Deputy Head as it sees fit.

- (III) A committee appointed by the Board, shall consist of that number of persons as the Board sees fit, and shall consist of such persons whose expertise and experience in the area will benefit the working of that committee.
- (IV) The Board in delegating authority to the committee, sub-committee, Head or Deputy Head will clearly define in writing such authority which may be to consider and/or approve and/or make recommendations. In any event, even where the committee is authorised to approve and act, all such action must be later taken to the Board for ratification.
- (V) Where a committee is given delegated powers, the Board determines the membership of the committee and its terms of reference. Persons, who are co-opted by committees, may sit on the committees but may not vote. The Head or his/her representative shall have the right to attend all committee meetings. The Board remains responsible for any decision taken under delegated powers. Such decisions must be reported to the Board at its next meeting.
- (VI) The Board, with notification, may abolish any committee or withdraw the committee's delegated powers at any time.
- (VII) Rules which govern the conduct of Board meetings shall apply to the conduct of Committee meetings.
- (VIII) In circumstances where an urgent decision has to be made, a round-robin decision by the Board members can be done.

17.0 Roles and Responsibilities of the Ministry of Education

- (I) School Boards shall receive directive from the Minister either directly or through the School Boards Secretariat .
- (II) In keeping with its duties, the Board shall receive from the Ministry, information on policy decisions relevant to the Education Sector. Communication shall include statements on curriculum policy and financial matters. The Board and Head shall have a general duty to provide each other with such information as may be needed from time to time.
- (III) On appointment, each Member shall receive from the Ministry, background information which sets out the regulations governing the Board and which underlines its responsibilities to the Ministry and the Head.

- (IV) Providing School Grant to assist with the operational costs of the School.
- (V) Advising the Boards on Policies.
- (VI) Providing Advisory Services to the Boards.
- (VII) Researching the effectiveness of School Boards, thus, building an information base to which one can easily refer.
- (VIII) Provide the Curriculum to be followed by the school
- (IX) Assisting the Board in providing appropriate training for its Members
- (X) Approving the establishment and closure of schools.
- (XI) In addition to legislation, the Ministry shall from time to time send out Circulars which shall become part of the regulations for schools.

18.0 *Roles and Responsibilities of the School Boards Secretariat*

- 18 .1 The Ministry of Education will be in communication with School Boards through the School Boards Secretariat which will ensure that the Boards grow from strength to strength. Accordingly, the secretariat shall :-
- (I) establish guidelines for the Boards and assist in start-up activities.
 - (II) monitor the operations of the Boards to ensure that their practices are consistent with the Laws and Regulations in force and amended from time to time regarding the management and operations of the School.
 - (III) arrange and conduct meetings with chairmen/head teachers/representatives of School Boards.
 - (VI) serve as the link between the Ministry and the School Boards in respect of ministerial policies which require Board compliance, and Board issues that require Ministerial interventions.
 - (VII) assist in the identification of persons to serve on Boards.

- (VIII) sponsor training programmes/seminars/workshops /symposia and conferences for members of Boards where necessary.
- (IX) provide advisory services to Boards.
- (X) process all matters from the Boards for attention by the Minister/Chief Education Officer or the School Boards Secretariat.

19.0 Roles and Responsibilities of the Department of Education

19.1 The decentralization of education places in the hands of the HODOEs responsibility for the efficient and effective delivery of quality education. Schools governed by Boards also come under the purview of the HODOE who shall pursue the following at each such school:-

- (I) Undertake team and supervisory visits in keeping with the requirements of the School Supervisory Instrument and Report Booklet.
- (II) Approve of requests for temporary closure of schools
- (III) Provide grants to the school.
- (IV) Invites heads and or staff to participate in approved activities with the concurrence of the Board.
- (V) Organise training and other sessions for members of School Boards
- (VI) Establish and maintain a close working relationship with the School Boards.
- (VII) Ensures that a Representative of the Department attends Board meetings,
- (VIII) Report on the progress of the School and Board to the Regional Democratic Council and copy to the Deputy Chief Education Officer concerned and the School Board Secretariat
- (IX) Ensures that the School Board and School Management adhere to the requirements of national education policies and other directives issued by the Ministry of Education

- (X) Organize professional development sessions for the benefit of staff with the approval of the Board.
- (XI) Ensures that schools submit all documents/records prescribed by the Ministry of Education (Work Programme, Budget, Annual Statistical Questionnaire etc.)
- (XI) Conducts scheduled inspection of schools
- (XII) The Department of Education shall give notice of its intention to conduct an audit of the school. The Head and the Board shall cooperate fully. The Department may also make un-announced visits to the School.
- (XIII) The Department of Education shall immediately after its audit exercise, host a Feedback session and subsequently submit a written report of its findings to the Board.
- (XIV) Based on the Report, the relevant Head of Department of Education and the Board shall cause the Head and staff to take remedial action where necessary.

20.0 SCHOOL MANAGEMENT AND ORGANIZATION

- (I) A school shall be appropriately organized by Departments and adequately staffed. The organizational structure shall be reflected in an Organizational Chart.
 - (a) The Vision, Mission and Goals of the school must be consistent with those of the Ministry.
 - (b) The Board's Organisational Chart is shown in Appendix "A".
 - (c) The school shall provide its Prospectus/Manual/Handbook.

21.0 School Community

- (I) Interaction with the community is vital for the effective functioning of School Boards; as such, the Headteacher and School Board must seek to establish for the benefit of the school such Alliances where the vision and goals are consistent with those of the school.
Alliances shall include:-
 - Parent-Teacher Association (PTA)
 - Old Students Association (OSA)
 - Alumni
 - Parent Action Committee (PAC)

- Friends of the School, among others.

22.0 School Premises

- (I) The Board and the Head shall exercise discretion in addressing the needs of the community served by the school with respect to requests for use of the school's premises.
- (II) The extent of community use of the school buildings and resources will vary widely. The Board, in consultation with the Head, shall ensure that use of the school's facilities by the community, does not jeopardize the day-to-day use of the facilities by the students.
- (III) The Board shall determine the use of the premises outside of regular School hours
- (IV) The Ministry shall give guidelines to the Boards on the use of school premises. These guidelines shall not be such that they remove the Board's responsibility but they shall embody matters such as:-
 - reservations for youth activities or adult education,
 - security matters and care taking,
 - conditions and cost for rentals, and
 - other related costs.

23.0 Recruitment and Welfare of Staff

23.1 Appointments

- (I) Letters of appointment for Heads and Deputies shall be issued by the Permanent Secretary (PS) on behalf of the Minister and those for other staff shall be issued by the Board. No letter of appointment shall be issued unless the appointee assumes duty.

23.2 Letter of Assumption

- (I) It is the responsibility of the headteacher to ensure that a Letter of Assumption is prepared for each new recruit, person promoted or on transfer and dispatch as detailed hereunder:-
 - (a) for a recruit, copies of the Letter of Assumption shall be sent to the Board, Head of Department of Education, Regional Executive Officer and Human Resource Manager (MoE).
 - (b) for a person promoted, the above shall apply in

addition to a copy being sent to the Teaching Service Commission (TSC) if the staff was originally appointed by the TSC.

23.3 Remuneration

- (I) Newly appointed teachers to the system and teachers who are promoted to senior positions shall receive salaries that are currently paid to teachers of the same status in other public schools and shall receive all benefits and increases enjoyed by other teachers in the system.

23.4 Retired-Rehired Teachers

- (I) The re-employment of retired teachers is subject to the provisions in the Conditions of Service for Re-employed Teachers as set out in CEO's Circular No. 13/1994 dated 1994-11-01 and the Ministry's Policy document of 2007. This category of teachers shall be described as Temporary Assistant Masters/Mistresses (TAM) Retired-Rehired.

23.5 Under-qualified Teachers

- (I) as far as is practicable employment at the secondary school level of the following categories of teachers should not be encouraged:-
 - (a) Temporary Unqualified Master/Mistress (TUM)
 - (b) Acting Teacher (AT)
 - (c) Teacher Aide (TA)

23.6 Up-grade of Teachers' Status

- (I) A teacher must formally apply through his/her headteacher to the Board for up-grade of status upon successful completion of a recognized degree, diploma or certificate programme if he/she is a non-graduate, untrained graduate Temporary Qualified Master/Mistress II or III, Temporary Unqualified Master/Mistress or an Acting Teacher.
- (II) The Board processes the application and then formally recommends to the Minister through the School Boards Secretariat for his approval to up-grade the teacher's status.
- (III) The Minister having granted approval in writing, the Board then issues the official letter/instrument of up-grade of status.

23.7 Allowances for Improved Qualification

- (I) A trained teacher must formally apply through the Head teacher to the Board for him/her to be paid the requisite monthly Allowance for improved qualification upon the successful completion of an additional degree programme or professional qualification.

The under mentioned is specific to this point and time.

- Certificate in Education	=	\$ 4,000
- Diploma in Education	=	\$ 6,000
- Master Degree	=	\$ 10,000
- Doctoral Degree	=	\$ 30,000

- (II) The Board processes the application and then makes a formal recommendation through the Head of Department of Education and School Boards Secretariat to the Minister for approval. The Minister having granted approval in writing, the Board then issues the official letter/instrument authorizing the payment of the relevant Allowance.

23.8 Discipline of Teachers

- (I) Sanctions shall be applied to a teacher for any breach of conduct or for dereliction of duty as a teacher in the public school system.
- (II) The Head must cause the breach committed by the teacher to be documented and submitted to the Board with an appropriate recommendation.
- (II) The Board must ensure that there is a case against the teacher and that the teacher is duly notified in writing of the charge and is granted the opportunity to attend a hearing and to defend him or herself. See document re: Charges, Offences and Penalties. Laws of Guyana Chapter 39:01 Section 47. A representative of the Teachers Union must be present at the hearing of charge (s) against any teacher.
- (IV) All disciplinary penalties imposed on a teacher by the Board must be approved by the Chief Education Officer.
- (V) A teacher has the right of appeal against any sanction imposed by the Board if the teacher considers the sanction to be extreme or unjust. The Board shall within one month accommodate the appeal made by the teacher.

- (VI) Other than transfers and dismissals, a school no longer requiring the services of a member of staff, the Board, on the advice of the headteacher can make the appropriate recommendation/request to the Minister/Chief Education Officer through the Coordinator, School Boards Secretariat.

23.9 Retirement

- (I) The statutory retirement age is 55 years, however a permanent member of staff may seek approval for voluntary retirement at age 50 years or beyond. Staff on the Open Vote establishment shall retire at age 60 years.

23.10 Transfer of Staff

- (1) Request for transfer between Board Schools is facilitated on the approval of the respective Boards. The school from which the teacher is being transferred issues the official letter of transfer. Use of the relevant Application Form is necessary.
- (11) Request for transfer from a Board School to a Non-Board School is facilitated on the approval of the Board School, the receiving School and Teaching Service Commission. Use of the appropriate Application Form is necessary.

23.11 Secondment of Staff

- (I) Secondment of staff from Board School to Board School is permissible. However, secondment of staff between Board and non-Board Schools is subject to the approval of the Ministry of Education.

23.12 Acting Senior Appointments

- (I) Boards shall exercise care and attention when recommending persons to act in senior positions. Acting senior appointments come about when there is a vacancy or if the holder of the post is on leave for whatever reason (s).
- DHM to act as H/M shall receive the full difference in salary on a monthly basis for the approved period of acting, if adequately qualified for the post, if not (2) increments will be paid on the scale of the position in which the teacher will be acting.
 - SM/HOD acting as H/M shall receive two (2) increments as H/M in addition to the full difference in salary between SM and DHM for the approved period of acting if the school is a Grade A or B and the teacher is adequately qualified for the post of deputy head.

- SAM/AM acting as SM/HOD will receive monthly the full difference in salary between the positions for the period of acting and if the AM has less than five (5) years service he/she will receive monthly two (2) increments, the same shall apply in the case of an Untrained graduate master/mistress acting as HOD with less than five years service.

23.13 Part Time Teachers

- (I) Part time teachers are employed based on Circular for the appointment of Part-Time teachers. However, these persons do not enjoy the same conditions of service as in the case of permanent and acting teachers.

23.14 Leave Taking

- (I) Leave is governed by regulations laid down by the Ministry of Education.
- (II) The Head teacher shall make the appropriate recommendation to the Board for its consideration.
- (III) Leave in excess of three (3) months must be approved by the Minister/Chief Education Officer on the recommendation of the Board.
- (VI) The Board shall issue the necessary Leave Approval letter.
- (V) Leave to be spent overseas must be applied for six weeks in advance and must be approved by the Minister/Chief Education Officer.

23.15 Resignation

- (I) Notice of resignation from any staff shall be in writing and must be submitted to the Board through the Head/Principal in keeping within the stipulated time period, i.e one (1) month's notice for non-administrative staff and three (3) month's notice for administrative staff. When a staff has satisfied the requirements, the Board shall issue a letter of acceptance of resignation.
- (II) The Head or Deputy shall advise or recommend to the Board on the steps to be taken regarding acceptance of staff resignations.
- (III) Failure to give adequate notice of resignation shall result in the Board seeking approval from the Ministry for the dismissal of the staff.

23.16 Procedures to facilitate Payments

- (I) For all appointments, Up-grade of status, Improved Qualification, Retirement, Senior Acting Appointment, Transfer, Whitley Council Leave, etc. where letters have been issued, copies of the respective letters must be sent to the relevant authorities, and the copy designated for the Accountant General must be sent to the Coordinator, School Boards Secretariat for the Permanent Secretary – MoE to endorse and then dispatch to the Accountant General. Failure to comply will result in non-payment to those concerned.

23.17 Certification for Employment

- (I) Heads and Boards are advised only to accept certificates / diplomas and degrees that are Accredited.

23.18 Release of Teachers to Attend Classes at UG

- (i) Release of teachers to attend classes at the University of Guyana is centrally controlled as such, all requests for Release must be sent to Central Ministry for approval.
- (ii) For further details, refer to the policy document on the Release of Teachers to attend classes at UG-May 2007

24.0 Placement and Admission of Students

- (i) In the first instance students are placed and admitted in secondary schools based on Criteria and Procedures established by the Ministry of Education. Placement is based on the standardized scores obtained at the National Assessment (Grades 2, 4 and 6) and depending on the category of school in relation to the following:
 - choice of school
 - availability of places
 - the cut-off score
 - place of residence
- (ii) The Procedures for placement in secondary schools are done in the following order:
 - Placement in list (A) schools
 - Placement in list (B) schools

- Placement in Community High Schools and Secondary Department of Primary Schools.
- (iii) Placement in 6th Form Schools is done first and according to the scores obtained, candidates are placed in the school chosen according to available places. If no 6th Form school is chosen, a candidate may be placed in any 6th Form school according to marks and availability of space.
- (iv) The Board, the Headteacher nor the Head of Department of Education has any authority to waive the admission criteria and procedures laid down by the Ministry.

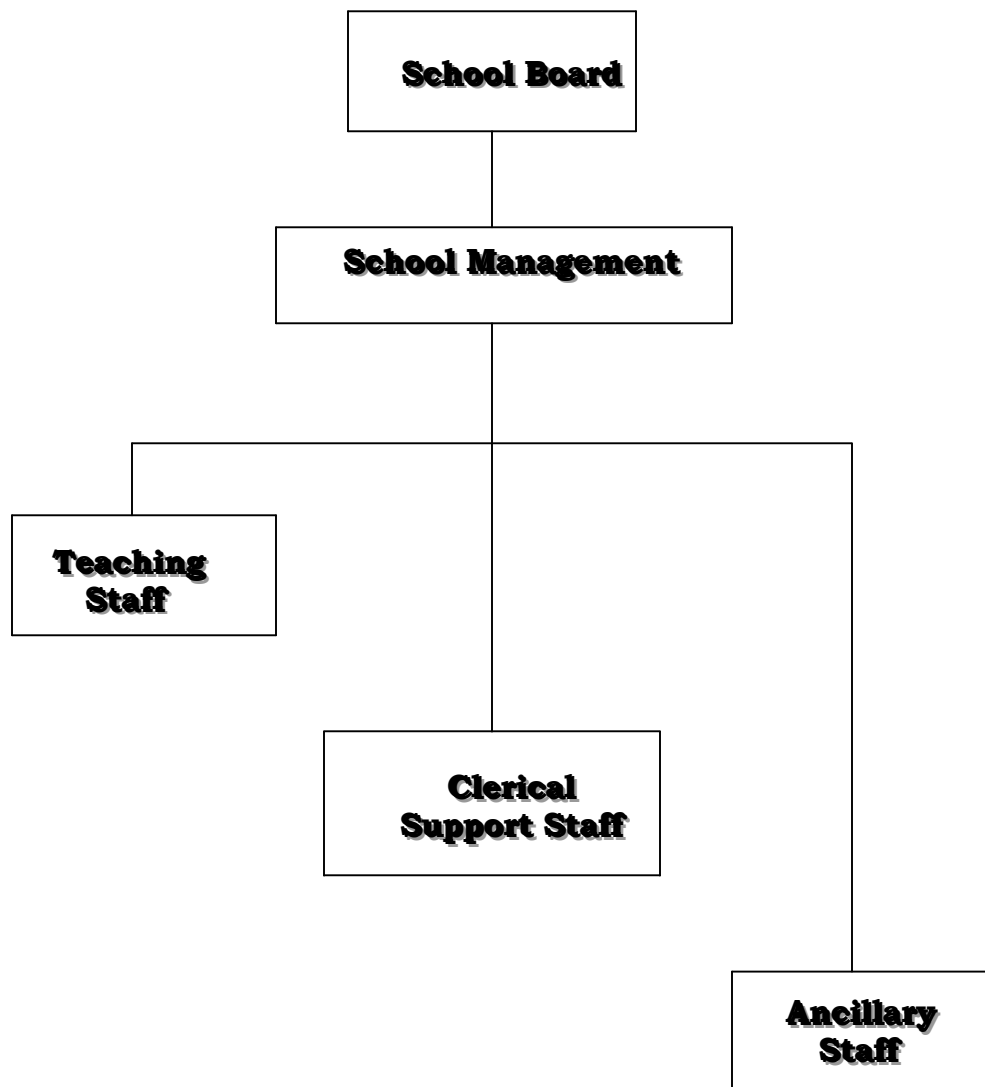
For further information see Ministry of Education Booklet on Criteria for the Placement of Students in Nursery, Primary and Secondary School (February, 2008).

25.0 Financial Management

- (I) Boards shall observe the relevant provisions of the PC Act of 1990, in addition to government's financial rules, regulations and practices as amended from time to time.

APPENDIX –“A”

Organisational Chart of Schools Governed by Boards



APPENDIX –“A”

Job Title: Headteacher

Functional Relationships: The School Board, all members of central Ministry and department of education, other Head-teachers, members of the schools administrative staff; members of staff, members of the public; members of Government and Non-Governmental Agencies and institutions.

Broad Areas of Responsibility:

The management, organization and supervision of the entire plant; accounting to supervisors on every aspect of school life; establishing and maintaining sound schools' community relations as well as inter-agency relationships; conduct evaluation/remediation.

Range of Activities:

1. Liaise wit schools and community, parents, agencies and institutions - as well as between school, Regional Education administration and Central Ministry.
2. Implement, monitor, evaluate instructional and co-curriculum programmes and extra curricular activities.
3. Ensure that a timely schedule of activities or work programme is prepared for school.
4. Hold regular Staff Development sessions for all teachers and upgrading sessions for inexperienced teachers.
5. Organise sessions for Clinical Supervision.
6. Organise and maintain a viable PTA/PAC.
7. Evaluate (a) pupils performance (b) teachers instructional programme (c) teachers performance.

8. Prepare monthly reports for the DEO on the functioning of the school.
9. Ensure that the Standard Operational Procedures, code of Conduct and School Rules are always observed.
10. Superintend the activities of Standing Committees and AdHoc Organization of school events, co-curricula activities, PTA/PAC.
11. Mobilize and provide guidance for National Events.
12. Expedite matters pertaining to the welfare of teachers.
13. Account for financial and material resources of the school.
14. Prepare Teachers' Appraisal Forms.