

School of the Holy Spirit

Policy for Administration of the Book Grant in the Senior School

1. Purpose

This procedure outlines how the School of the Holy Spirit administers the annual Schoolbooks/Book Grant for all students in Junior Cycle, Senior Cycle and LCA programmes within the Senior School.

It ensures compliance with the Department of Education Schoolbooks Grant Guidelines 2025/26 and recognises the specific flexibility afforded to special schools in meeting diverse learning and wellbeing needs.

2. Policy and Legislative Basis

Guidance informing this procedure includes:

Primary & Special Schools Guidance 2025/26

- Special schools may require a broader range of classroom resources, and after core book needs are met, may use surplus funding for curriculum-related learning experiences (pp. 11-13).
- Special schools are best placed to identify what is required for their individual settings (p. 12).

Post-Primary Guidance 2025/26

- The grant covers schoolbooks and core classroom resources for Junior Cycle, TY, Senior Cycle and LCA (pp. 10-14).
- Special classes/settings may require alternative, audio or adapted materials, and additional practical or experiential resources (p. 14).
- Surplus funding may be used for additional classroom resources supporting curriculum delivery (p. 16).

These provisions align with the School of the Holy Spirit's emphasis on functional, experiential, wellbeing-focused and community-based learning.

3. Roles and Responsibilities

3.1 AP2 Post Holder - Book Grant Coordinator

The AP2 Coordinator is responsible for:

- Receiving annual grant allocation confirmation from the BOM Secretary.
- Ensuring *accurate validation* of PPOD enrolment data (Primary/Special p. 14; Post-Primary pp. 17-18).
- Leading the initial Senior School Planning Meeting at the beginning of the school year, where:
 - Priorities identified in the June end-of-year review are reconfirmed, and
 - Any new needs arising for the year ahead are identified.
- Managing the annual workflow of book ordering, procurement and distribution.
- Coordinating all communication with book suppliers (Jones) and tracking orders.
- Managing tracking, storage, distribution and financial recording of all resources.
- Updating Breda and management with planned and actual expenditure.
- Supporting teachers to record additional learning experiences in class notes.
- Leading termly and final annual reviews.

3.2 Senior School Teachers

Teachers:

- Participate in the initial yearly planning meeting and identify resource needs.
- Submit book/resource orders by the November deadline.
- Communicate online order requests to the Coordinator and submit receipts.
- Implement funded learning experiences where assigned and record impact on learning.
- Contribute to termly and end-of-year review discussions.

3.3 Delegation of Additional Learning Experiences

The following applies to all workshops, guest speakers, wellbeing programmes, curriculum modules, community integration trips and experiential learning funded by the Book Grant:

- The AP2 Book Grant Coordinator holds the primary responsibility for:
 - Sourcing
 - Pricing and costing
 - Communicating with providers
 - Booking and scheduling
 - Logging and financial tracking
 - Ensuring procurement compliance
- However, the Coordinator may delegate these tasks to a teacher where the proposed experience has a direct curricular, wellbeing or class-based link to their group or programme.

Where delegation occurs, teachers must:

- Follow school procurement guidelines
- Forward all communication, invoices and receipts to the Coordinator
- Keep brief notes on student learning
- Coordinate with the AP2 post holder for scheduling and reporting

The AP2 Coordinator retains overall oversight and accountability for all funded experiences.

3.4 School Management

Management:

- Reviews and approves final proposed expenditure.
- Ensures alignment with procurement requirements (Primary/Special pp. 25-28; Post-Primary pp. 31-34).
- Oversees audit readiness and financial compliance.

4. Annual Process

4.1 Verification of Enrolment Data

Following the BOM Secretary's notification of funding, the Coordinator verifies:

- PPOD numbers for Junior Cycle, Senior Cycle and LCA students

This is required as grant allocations are based on validated September enrolments, and special schools cannot be adjusted after payment (Primary/Special p. 14; Post-Primary p. 17).

4.2 Initial Senior School Planning Meeting (Start of Year)

At the beginning of each school year, the Coordinator hosts a Senior School meeting to plan for the year ahead.

This meeting includes:

- Reconfirming priorities identified during the June end-of-year review.
- Identifying new needs arising for the current academic year.
- Reviewing curriculum and Wellbeing Plan long-term goals.
- Identifying:
 - Book requirements
 - Core resources
 - Programmes and workshops
 - Guest speakers
 - Life-skills consumables
 - Community integration activities

This ensures a coordinated approach and enables forward planning, as required in the guidelines (Primary/Special p. 22; Post-Primary p. 27).

4.3 Allocation and Planning of Funding

The team collectively drafts a termly expenditure plan, outlining:

- Book and core resource costs
- Workshop and programme costs
- Life-skills (e.g., ingredients) and practical resource needs

- Community integration activity funding
- Annual laptop allocation (six laptops on a rolling basis)

Planned expenditure is then submitted to management for review and approval.

5. Use of Funding

5.1 Priority 1 – Core Book Needs

- Schoolbooks, workbooks and copybooks (Primary/Special pp. 9-10)
- Core classroom resources such as calculators, journals, lab copies, dictionaries (Post-Primary p. 13)

5.2 Priority 2 – Additional Learning Experiences & Classroom Resources

Once core items are secured, the school may fund:

- Workshops/programmes
- Guest speakers
- Social/emotional development modules
- Wellbeing sessions
- Cookery/life-skills ingredients
- Practical materials
- Sensory/functional learning resources
- Community integration activities

As permitted under special school discretionary use (Primary/Special p. 12-13).

5.3 Priority 3 – Digital Learning Supports

- Annual purchase of six laptops (rolling provision), supporting:
 - Blended learning
 - Assistive technology needs
 - Reasonable exam accommodations

Supported under digital resource flexibility in Post-Primary guidance (p. 15).

6. Procurement Procedures

6.1 Book Orders via Jones

- Teachers email book lists by November.
- Coordinator compiles, orders, tracks and distributes.
- All deliveries are logged.

6.2 Online/Miscellaneous Orders

- Teachers email requests to Coordinator.
- Coordinator tracks purchases and receipts.
- Receipts forwarded to Breda for processing.

7. Record Keeping

The Coordinator maintains:

- A master spreadsheet of all orders and costs.
- Copies of all receipts and invoices.
- Tracking lists for reusable resources and technology.

- Annual summaries of:
 - Allocation
 - Planned expenditure
 - Actual expenditure
 - Surpluses carried forward

Teachers maintain brief reflective notes on learning linked to funded experiences.

8. Monitoring and Review

- Termly review of the Wellbeing Plan and funded activity impact.
- End-of-year review in June identifying:
 - Areas of success
 - Areas requiring support
 - Recommendations for the next year

These form the basis for the start-of-year planning meeting (Section 4.2).

9. Reporting

The Coordinator submits annual:

- Expenditure summaries
- Resource usage reports
- Review findings

to the Principal, Deputy Principal and Board of Management.