

## Policy Framework

## Governance Index

Guiding Principles .....	2
Governance Definition.....	2
Board Roles and Responsibilities .....	2
Trustee's Code of Ethics .....	3
Chairperson's Role and Responsibilities.....	3
Principal's Roles and Responsibilities.....	3
Principal's Performance Appraisal.....	4
Disciplinary Process Involving the Principal .....	4
Principal Professional Expenses .....	4
Reporting to the Board (as Limitations).....	4
Meeting Process .....	5
Meeting Procedures .....	5
General: .....	5
Time of Meetings:.....	5
Special meetings: .....	5
Exclusion of the Public:.....	5
Public Participation: .....	5
Motions/Amendments: .....	5
Termination of debate:.....	6
Suspension of Meeting Procedures:.....	6
Meeting Administration Timeline/Procedures: .....	6
Typical Meeting Agenda - A typical agenda will be as follows. ....	7
Typical Annual Agenda .....	8
Committee Principles .....	9
Standing Committees .....	9
Discipline Committee.....	9
Assurance Committee .....	9
Appraisal Committee .....	9
Co-opted Trustees .....	10
Board Training .....	10
New Board Member Induction .....	10
Board Review of Governance.....	11

## Governance Policy and Procedures

### Guiding Principles

1. Every organisation exists to make a difference.
2. Every organisation has “owners”.
3. The board is the voice of the owners.
4. The role of the board of an organisation is to be accountable to the “owners” for ensuring that the organisation makes a difference.
5. There are always two parts to “making a difference” – achieving desired outcomes, and avoiding unacceptable outcomes.
6. The board has authority, on behalf of the owners, to make a difference.
7. In governance thinking, authority and accountability are inseparable.
8. Accountability and authority are vested in the board as a group, not as individuals.
9. The focus of the board is on governance, not management.
10. While the board governs the organisation and determines (on behalf of the owners) what outcomes must be achieved, the actual achievement of these outcomes is delegated to management.
11. In addition to setting expectations for management, the board will also set expectations for itself, for its chair and (if appropriate) for its committees.
12. Board authority is delegated in the first instance to the CEO (i.e. the Principal) and thereafter by the CEO to others.
13. The role of CEO is created and governed by the board, not vice versa.
14. The board’s expectations of the CEO must be clear.
15. Delegation to the CEO must be unequivocal and uncompromised.
16. Monitoring of organisational performance takes place against previously expressed expectations of the board.

### Governance Definition

The board is entrusted to work on behalf of all stakeholders and is accountable for the school’s performance. It emphasises strategic leadership, sets the vision for the school and ensures that it complies with legal and policy requirements. Policies are at a governance level and outline clear delegations to the Principal. The board and principal form the leadership team with the role of each documented and understood. The Principal reports to the board as a whole with committees used sparingly and only when a need is identified in order to contribute to board work. The board is proactive rather than reactive in its operations and decision making and does not involve itself in the administrative details of the day to day running of the school. Enhancing student achievement is its focus.

### Board Roles and Responsibilities

The Board of Trustees key areas of contribution are to:

- Set and, as needed, modify the vision, mission and values.
- Protect the special character of the school
- Ensure a sensible and feasible Strategic Plan.
- Approve and monitor the Annual Plan
- Develop and review the general policy direction.
- Monitor and evaluate student learning outcomes
- Appoint, assess the performance of and nurture the Principal.
- Act as good employers.
- Provide financial stewardship.
- Oversee, conserve and enhance the resource base.
- Approve major policies and programme initiatives.
- Manage risk.
- Build a broad base of community support.
- Exercise governance in a way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand’s dual cultural heritage.
- Recognise the diverse social, economic and cultural school community.
- To scrutinise the monthly financial statements and draw the Principal’s attention to possible errors and omissions and matters requiring inclusion in the Principal’s monthly budget variance report to the Board. Any unresolved matter to be notified to the Board Chair in time to be included on the agenda for the following month’s Board meeting.
- Plan for Board succession

Version dated: May 2015

Reviewed: 2016

The expected time commitment for Board members in their trustee role, in addition to the twice termly meetings, is approximately 3 hours per meeting.

### **Trustee's Code of Ethics**

The board is committed to ethical conduct in all areas of its responsibilities and authority. Trustees shall:

- Ensure the needs of all students and their achievement is paramount.
- Be loyal to the organisation and its mission.
- Respect the integrity of the principal and staff.
- Observe the confidentiality of non-public information acquired in their roles as trustees and not disclose to any other persons such information that might be harmful to the school.
- Be diligent and attend board meetings prepared for full and appropriate participation in decision making.
- Ensure that individual trustees do not act independently of the board's decisions.
- Not be driven by individual agendas.
- Respect the contribution of fellow trustees and work towards achieving collective outcomes.
- Speak with one voice through its adopted policies and ensure that any disagreements with the board's stance are resolved within the board.
- Avoid any conflicts of interest with respect to their fiduciary responsibility.
- Recognise the lack of authority in any individual trustee or subgroup of the board in any interaction with the principal or staff without clear direction from the board.
- Recognise that only the chairperson can speak for the board.
- Undertake such research and training necessary to understand the school's operating environment and contribute to strategic decision making.
- Continually self-monitor their individual performance as trustees against policies and against any other current board evaluation tools.
- Behave honestly and ethically

### **Chairperson's Role and Responsibilities**

The chairperson is the leader of the board and carries overall responsibility for the integrity of the board's processes. The role involves the following responsibilities:

- To provide leadership for the board.
- To ensure the work of the board is completed.
- To effectively organise and chair board meetings.
- To ensure that the board works as a team.
- To be the spokesperson for the board.
- To establish and maintain an open and effective working relationship with the Principal
- To ensure that the Principals Performance Agreement and Appraisal are completed on an annual basis.
- To promote good communication between the board and the wider community.
- Protected Disclosure Officer [see STA Link 2001/01]

### **Principal's Roles and Responsibilities**

The key areas of contribution are to:

- Meet the requirements of their current job description
- Meet the requirements of the Principal's Professional Standards
- Act as the education leader of the school
- Maintain the internal culture including the special character
- Manage the school effectively on a day-to-day basis within the law and in line with board policies.
- Implement the (annual) operational plans and give priority to the school's annual targets.
- Use resources efficiently.
- Put good employer policies into effect.
- Oversee teacher appraisals and staff professional development.
- Hire, deploy and terminate permanent part-time teaching, relieving and auxiliary staff positions
- Preserve assets (financial and property)
- Communicate with the community on operational matters
- Keep the board informed of information important to their role.
- Report to the board on the compliance with their policies.
- Report to the board on the compliance with relevant legislation and regulations.

Version dated: May 2015

Reviewed: 2016

- Organise operations within the boundaries of prudence and ethics established in board policies on Operations
- Act as Protected Disclosures Officer [see STA Link 2001/01]
- Appoint, on behalf of the board, the Privacy Officer and EEO Officer.
- Limit public statements about the official position of the board on controversial social, political, and/or educational issues to what the board has formally adopted as positions of record.

Only decisions made by the board acting as a board are binding on the Principal. Decisions or instructions of individual board members, portfolio holders or committees are not binding on the Principal except in rare circumstances when the board has specifically authorised it.

The relationship is one of trust and support. Both parties work to ensure 'no-surprises'.

The Principal is not restricted from using the expert knowledge of individual board members acting as volunteers, whilst retaining accountability.

### **Principal's Performance Appraisal**

The Principal's performance is monitored against the strategic plan, professional standards and board policies on Operations.

The board also monitors those parts of the Principal's objectives that have been identified and agreed upon by both parties in advance.

At least once every 12 months, at a time agreed between the board chairperson (or (designated person or committee) and the Principal they will meet to carry out formal appraisal based on agreed criteria. The format and process for this meeting will be negotiated and agreed upon by the board chairperson/delegate and the principal.

The Board will receive a summary report, formally once a year at a board meeting that has "excluded the public".

### **Disciplinary Process Involving the Principal**

If the board considers that circumstances warrant initiating a disciplinary process involving the principal, they shall first seek advice and follow due process.

### **Principal Professional Expenses**

A budget for professional expenses and for professional development will be established annually. These expenses may include continuing education, books and periodicals, and attendance at professional conferences.

### **Reporting to the Board (as Limitations)**

The principal reports to the board as a whole and on matters of strategic decision making and risk management. Therefore, the principal may not fail to:

- report on of the outcomes of programmes and services
- report the school's financial position
- inform the board of all matters that may have legal consequences for the school.
- inform the board of significant trends, implications of board decisions, issues arising from policy matters or changes in the basic assumptions upon which the boards strategic goals are based.
- submit the monitoring data required in a timely, accurate and understandable fashion.
- report and explain financial variance of 10% against budget.
- present information in a suitable form – not too complex or lengthy.
- inform the board when, for any reason, there is non-compliance of a board policy.
- make all compliance reports as required by the board's policies and procedures.
- recommend changes in board policies when the need for them becomes known.
- maintain relevant Charter sections as an ongoing record of the school's significant achievements

### Meeting Process

The board is committed to effective and efficient meetings. Meetings will:

- be based on a prepared annual meeting plan adopted by the board by the final meeting of the preceding year.
- Follow an agenda strategically focussed and prepared by the chairperson. Sufficient copies of the agenda of the open (public) session will be available from the school office and available at the meeting place for the public.
- be held with the expectation that trustees have prepared for them and will participate in all discussions at all times within the principles of acceptable behaviour
- have the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the Meetings Act. Decisions by the board are fully recorded but remain confidential. The board needs to:
  - Make the reasons for excluding the public clear
  - Reserve the right to include any non-board member it chooses

### Meeting Procedures

(an asterisk [\*] indicates a legislative requirement)

#### General:

- Meetings will generally be held twice per term as per the annual meeting plan.
- The annual meeting plan will require the annual report to be presented at either the April or May board meeting. \*
- The school newsletter will inform the school community that the annual report is available for inspection immediately following the board meeting at which it is accepted.
- The quorum shall be more than half the members of the board currently holding office.\*
- The Chairperson shall be elected at the first meeting each year except in the general election year where it will be at the first meeting of the newly elected board.\*
- The Chairperson may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.\*
- Any trustees with pecuniary interest or any other conflict of interest in any issue shall not take part in any debate or vote on such issues and may be asked to leave the meeting for the duration of the debate.\*

#### Time of Meetings:

- Regular meetings will commence at 6.00pm and conclude by 8.30pm.
- A resolution for an extension of time not exceeding half an hour may be moved.
- Any business remaining on the agenda at the conclusion of the meeting will be transferred to the following meeting.

#### Special meetings:

- A special meeting may be called by delivery of notice to the Chairperson signed by at least one third of trustees.
- The chairperson may call a special meeting in extraordinary or unusual circumstances.

#### Exclusion of the Public:

- The meeting may, by resolution, exclude the public and news media from the whole or part of the proceedings in accord with the Local Government Official Information and Meetings Act (1987).\*

#### Public Participation:

- Public will not normally be allowed free discussion during the meeting.
- Public participation is at the discretion of the Chairperson.
- Public attending the meeting will be given a notice about their rights to participation in the meeting.

#### Motions/Amendments:

- All motions and amendments moved in debate must be seconded unless moved by the Chairperson.\*
- Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting.\*

Version dated: May 2015

Reviewed: 2016

- No further amendments may be accepted until the first one is disposed of.\*
- The mover of a motion has right of reply.\*
- A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment.\*

Termination of debate:

- All decisions will be taken by open voting by all trustees present.

Suspension of Meeting Procedures:

- Meeting Process and Procedures may be suspended by resolution of the meeting.

Meeting Administration Timeline/Procedures:

(Notation: BM denotes 'board meeting' and +/- the days before or after it e.g. BM+10 means ten days following the meeting.)

- Agenda:
  - BM-10 The final day for board members to notify the board chair of agenda items for the next meeting.
  - BM-7 The board chair drafts an agenda for the next board meeting for discussion with the principal. Strategic and monitoring agenda items include: items notified at the previous meeting, items from the twelve month agenda, items notified by the principal and other board members, items from inwards correspondence and standing items such as the principal's monitoring report. The agenda will include draft motions for discussion and an expected timeframe working towards conclusion at 9.30pm.
  - BM-5 The agenda is finalised with the principal and emailed to the school office along with supporting board papers. The agenda and principal's report become public documents. A copy is made available to staff, a second is publicly accessible from the office and a third is sent to the chairperson of the PTA. The supporting Board papers (including draft outwards correspondence) remain confidential.
  - BM-4/3 Individual Board members receive their board meeting papers and a copy of the monthly financial statements. The school holds an additional copy for the Board file.

The order of the Agenda may be varied by resolution at the meeting.

- Minutes from Public Meetings:
  - BM+4 The board secretary emails draft minutes of the meeting and action points to the board chair who makes any corrections required.
  - BM+10 The board chairperson emails corrected minutes to the board secretary and other board members with the request for further amendments if needed. The minutes are formally confirmed at the next board meeting at which point the minutes become a public document with copies available to staff, PTA chairperson and publicly through the office.
- Minutes from Public Excluded Committee Meetings:
  - BM+3 The board secretary emails draft minutes of the meeting to the chair of the discipline committee or whoever presided at the subject meeting. That person undertakes whatever consultation with other committee members he or she thinks necessary to ensure correct minutes, bearing in mind the sensitivity of the subject matter.
  - BM+7 The committee chair emails confirmation/corrections of the minutes to the board secretary. The secretary brings the minutes to the next full board meeting, for members present at the subject meeting to formally confirm whilst the full board is in committee.
- Inwards Correspondence:
  - Weekly The board's mailing address is the school. The school secretary date stamps board mail and posts it to the board chair every Thursday. The board chair records each item on a schedule of inwards correspondence, noting the category the item will be filed under and whether it will be included as an agenda item at the next board meeting.  
The schedule of inwards correspondence is received at the following board meeting. The cut-off date for inwards correspondence to appear on the meeting agenda is B-7, although in exceptional circumstances items may be added up to the meeting day.

Version dated: May 2015

Reviewed: 2016

Sporadically The chair returns recorded mail to the school and files it in the Board filing cabinet as per the filing index. This file is available for board members and the public.

- Outwards Correspondence:
  - BM-7 The board chair drafts replies to correspondence as required.
  - BM-4 The draft replies are discussed with the principal and circulated to individual board members, but separately from the board meeting papers.
  - BM The board meeting finalises outwards correspondence. In a situation that requires a reply outside the time frame, the chairperson emails a copy to each board member and electronic approval is given by a quorum of the board.
  - BM+10 The chair signs and posts the board's outwards mail. A copy appears in the board papers for the next meeting.

**Typical Meeting Agenda** - A typical agenda will be as follows.

Welcome

Apologies

Declarations of interest 5 mins

Strategic Focus

Exploration of Special Issue or Project (eg.budget, delegations)

Strategic decisions 45 – 60 mins

Board discussion, expert presentation, data analysis.

Monitoring Focus

Ongoing summary of progress to date – Principal to report

Finance and Assurance Committee reports

Exploration of key result area (eg. Goals)

Matters Arising (Action Points previous meeting) 30 – 40 mins

Agenda Items for Next Meeting 5 – 15 mins

Administration

Confirmation of minutes

Correspondence 5 – 15 mins

Meeting Closure

Comments on meeting procedures and outcomes

Evaluation and development

Preparation for next meeting 5 mins

Version dated: May 2015

Reviewed: 2016

**Typical Annual Agenda**

Note: SG = Strategic Goal

<u>Date</u>	<u>Initiator</u>	<u>Topic</u>
Feb	Principal/Chair  Principal/LDs	Annual operational plan – SG4 Budget – SG6 Elect chairperson and committees – SG4 Student Achievement targets (Analysis) – SG1
Mar	Principal Assurance Committee Appraisal Committee	Student Achievement targets (Current) - SG1 Personnel – SG4 Principal's performance agreement – SG4
Apr	Principal Principal/Chair Appraisal Committee	Curriculum review (2) – SG2 Review Annual Accounts – SG6 Board appraisal – SG4
May	Principal/Chair  Assurance Committee	Annual Report – SG4 Update Governance Manual – SG4 Student fees (Int), Charges and Donation Governance – SG4
Jun	Principal	Curriculum review (1) – SG2
Jul	Principal/Chair Principal/LDs Assurance Committee Appraisal Committee Int Students Director	Mid year budget review – SG6 Student Achievement targets progress – SG1 Finance and Asset Protection – SG4 Progress on Annual Plan International Students Report
Aug	Principal  Appraisal Committee	Curriculum review (3) – SG2 Head Students' Report Principal Performance Appraisal – SG4
Sep	Principal Principal/Chair Assurance Committee	Curriculum review (4) – SG2 Updated Property Plan – SG6 Health & Safety – SG4
Oct	Principal/Chair	Review priorities for next year – SG4 First draft budget for next year – SG6
Nov	Appraisal Committee Principal/Chair	Progress report on Annual Plan – SG4 Amendments to the strategic plan – SG4
Dec	Appraisal Committee  Principal/Chair  Principal/LDs  Int Students Director	Principal appraisal – SG4 Final Report on Annual Plan – SG4 Draft annual plan for next year – SG4 Draft budget for next year – SG6 Draft Analysis of Student Achievement Targets Student Achievement targets (next year) – SG1 International Students Report

### **Committee Principles**

The board will use committees sparingly and only when the need is identified (eg. Staff appointments, internal audit, disciplinary) and not to involve itself in the administrative details of the school. Board committees:

- may use non trustees as sources of advice but only trustees can be part of the decision making process.
- may not speak or act for the board except when formally given such authority for specific and time-limited purposes. Such authority will be carefully stated in order not to conflict with authority delegated to the Principal.
- help the board (not the administration) do its work.
- assist the board chiefly by preparing policy alternatives and implications for board deliberation. Board committees are not to be created by the board to advise staff.
- Are to have terms of reference drawn up as required. It is suggested that these contain information about the following:
  - Purpose
  - Committee members
  - Specific authorisation, if present, to speak and act for the school
  - Duties and responsibilities
  - Reporting procedures/schedule
  - Budget

### **Standing Committees**

#### Discipline Committee

Terms of reference:

Convened as required to deal with major discipline issues such as the suspension of students.

Authorised to communicate their findings/decisions to the parents of involved students.

To follow the strict legal procedures and Ministry of Education Guidelines when dealing with suspensions and Board members on this committee must be familiar with their responsibilities in the process.

The committee will:

- Act in fairness without bias or prejudice and with confidentiality
- Act only on written and agreed information, not verbal hearsay
- Use processes of natural justice in discipline hearing procedures
- Make recommendations on discipline matters to the Board as necessary.

The Discipline Committee is convened by a parent trustee, accompanied by two other trustees chosen by rotation and/or availability. The Principal has a particular function in the process and therefore is excluded from the actual Discipline Committee. Other staff members may be called in to a meeting to clarify issues raised in the Principal's reports. The Disciplinary Committee should refer to Procedure 2.16 Suspensions and Exclusions for further guidelines.

#### Assurance Committee

Terms of reference:

To investigate and report to the board as per the annual agenda on the adequacy of the board's operational policies and the school's procedures to ensure operational policies are complied with.

To recommend improvements to the board's operational policies and forward to the principal any suggested alterations to the procedures.

To investigate any alleged breaches of policy.

(Note: The division between governance and management means this committee has no role in developing school procedures).

The Assurance Committee members are a parent trustee and the staff trustee.

#### Appraisal Committee

Terms of reference:

To report to the board on the achievement of the board's strategic goals.

To ensure the principal's performance is appraised in relation to the board's strategic goals, following the methodology in the NZSTA Managing Principal Appraisal Guidelines.

To ensure the performance of the chairperson and the Board is appraised annually.

To evaluate Board meetings.

The Appraisal Committee members are two parent trustees.

To maintain a non-compliance register detailing reported cases of non-compliance with board policies.

### Co-opted Trustees

Co-opted trustees (as per the Education Act) may be used to fill a Board vacancy, address a skills shortage or introduce new trustees in the year prior to a Board election. Potential trustees will be recruited and interviewed by the Board Chair and will attend one Board meeting prior to being offered co-option by the Board meeting in publicly excluded.

### Board Training

Board training is recorded in the BOT Training Wiki maintained on the School's Ultranet site, under the Board Section. Each Board member is responsible for recording their own Board training. Where possible, this should be done before the next Board meeting following the training. Board members are also responsible for recording other relevant training and skills, from time-to-time.

Board Members edit the Board Training Wiki to add their own training and skills. Details on how to edit the Wiki are provided on the BOT Training page.

Annually, a copy of the Board Training Wiki will be circulated with the Board Papers for discussion at a Board meeting. This will provide an opportunity for the Board to plan training opportunities to maintain and improve its collective skill set.

### New Board Member Induction

The purpose of the induction is to provide new Board members with the relevant information required to undertake their role. This will be achieved through a combination of self-directed reading and meeting with key people in the school and on the Board.

1. As soon as possible following attendance at the first Board meeting (or prior to first Board meeting if possible):

Action	Responsibility	Purpose	
<b>Meetings:</b>			
Meet with the Chair	Chair to organise invite	Chair to provide an overview of the role and the function of the Board Refer to: <b>BOT Governance Policies and procedures</b> <b>BOT Operational Policies and Board Annual Agenda</b> Intro to NZSTA and MOE newsletters	
Meet with the Principal	Principal to organise invite	Principal to provide overview of the special character of the school, and school policies and procedures as well as Strategic Goals in Charter Refer to <b>Charter</b>	
Meet with the Associate Principal	AP to organise invite	Associate Principal to outline her role in the school	
Meet with the Deputy Principal/Learning Director	DP to organise invite	Deputy Principal to outline his role in the school	
Meet Board Secretary	Board Secretary to organise	Provide contact details and bio and photo Sign any necessary documents Information on Professional Development training wiki	
<b>Reading:</b>			
Visit South website (as priority)		To read essential Board documents	
• Board of Trustees: Board Members	Board Member	Read: <b>Board bios</b>	
• Board of Trustees: Meetings	Board Member	Read: <b>Annual Agenda and Meeting Dates</b>	
• Board of Trustees: Planning and Reporting	Board Member	Read <b>Charter and Annual Report</b>	

## 2.01

## BOT Governance and Procedures

Version dated: May 2015

Reviewed: 2016

<ul style="list-style-type: none"> <li><b>Board of Trustees: Policies and Procedures: Governance, Management and Administration</b></li> </ul>	Board Member	Read: <b>BOT Governance Policies and Procedures</b> <b>BOT Operational Policies</b>	
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### 2. Within 3 months of commencement as a Board member:

Action	Responsibility	Purpose	
<b>Reading:</b>			
<b>Visit South website</b>			
<ul style="list-style-type: none"> <li><b>Board of Trustees: Policies and Procedures: Governance Management and Administration</b></li> </ul>	Board Member	Read the policies under: <b>Curriculum Delivery</b> <b>Health and Safety and Welfare</b> <b>Personnel</b> <b>Asset and Finance Management</b>	
<b>External reading</b>			
<ul style="list-style-type: none"> <li><b>Policy: Ka Hikitia, Success for All</b></li> <li><b>Policy: Pasifika Education Plan</b></li> </ul>	Board Member	Understanding of relevant external policies	

### 3. After 4 months but before 6 months:

Action	Responsibility	Purpose	
<b>Meetings:</b>			
<b>Meet with the Chair</b>	New Board member to organise	Chair to ensure new Board member has all the necessary information, any questions and ensure they settled into the role. Discuss any further training required.	

### Board Review of Governance

The Board will annually conduct a self-review which will be led by the Appraisal Committee and will entail the following:

#### Trustees

Each trustee will evaluate their own contribution to the Board and their individual effectiveness by completing a questionnaire (the basis of which will be these Governance Policies and Procedures) and providing that to the Chairperson. The Chairperson and the Trustee may also meet to discuss the review, and the Chairperson may provide feedback to the Trustee.

#### Chairperson

The Chairperson will evaluate his/her effectiveness and performance (the basis of which will be these Governance Policies and Procedures). Trustees and the Principal may also be asked for feedback on the Chairperson's performance, by way of a questionnaire. The Chairperson, Trustees and Principal may also meet to discuss the review.

#### The Board

The Board will conduct a review of the effectiveness of the Board, utilising the Ministry of Education Self Review Tool with the inclusion of three further questions being:

1. Are we engaging effectively with our stakeholders as a Board?
2. Do we have appropriate governance policies and procedures in place?
3. How are we progressing towards achieving our Strategic Plan/Charter?

Information will be gathered by way of a questionnaire and may also include meetings with the Principal and Chairperson. A report will be prepared with recommendations. The report may also include information on the Trustee and Chairperson reviews, and any recommendations.