



# **HSCL Coordinators Autumn 2021 Induction Booklet**

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## Key Messages

*The primary role of the HSCL Coordinator is to work with the salient adult(s) in the child's life, in order to improve educational outcomes for the child. The focus of the role is to improve the attendance, participation and retention of children in the Irish educational system, by providing both universal and targeted supports.*

**The following are the key messages that HSCL Coordinators should consider:**

- TESS require that all HSCL Coordinators complete:
  - HSCL annual logic model plan
  - HSCL weekly timetable
  - HSCL Parent/ Guardian One-to-One Contact form
  - HSCL Annual Return Form (*to be submitted at end of school year; mid-May for post-primary & mid-June for primary*)
  - HSCL Grant Expenditure (*to be submitted at end of school year; mid-May for post-primary & mid-June for primary*)
- Carry out your work as HSCL Coordinator, in line with HSE and Department of Education's Guidelines in relation to Covid-19.
- Provide the Principal with a copy of your schedule for the week and your HSCL annual plan.
- Keep an accurate record and receipts of all items purchased for HSCL activities as completed expenditure form must be returned to the Department of Education annually.
- Maintain and update a HSCL Target List.
- Keep an accurate account of the number of parents who attend all courses run through the HSCL scheme.
- Record any significant contact you have with your target families, in line with your school's data protection policy.
- At least one third of your time is to be allocated to home visits and these should be planned, in consultation with the Principal.
- Include your family and/ or local cluster meeting in your weekly plan. It is a requirement that you attend your cluster meetings.

## **Welcome to your new role as HSCL Coordinator!**

We, the HSCL Management Team of Tusla Education Support Service (TESS) wish you a very rewarding, successful and fulfilling tenure, as you begin this exciting new chapter in your professional career. Each newly appointed Coordinator brings a unique skill set, experience and interest to the role. While the first few weeks in your new position may be daunting, you will make the post your own and shape it accordingly. Do not be afraid to try new things!

*This induction booklet is provided as a guide to offer some practical advice, which we hope you will find helpful.*

### **1. Context**

#### **1.1 DEIS 2017**

DEIS (Delivering Equality of Opportunity in Schools) is the Department of Education's main policy initiative to tackle educational disadvantage, by using education as a means to break down barriers and stem the cycle of inter-generational disadvantage. DEIS Plan 2017 was published in February 2017 and sets out the Department of Education's policy in the area of tackling educational disadvantage and can be found at <http://www.education.ie/en/Schools-Colleges/Services/DEIS-Delivering-Equality-of-Opportunity-in-Schools-/>

It is based on 5 Key Goals:

- The implementation of a more robust and responsive assessment framework for the identification of schools and effective resource allocation
- To improve the learning experience and outcomes of pupils in DEIS schools
- To improve the capacity of school leaders and teachers to engage, plan and deploy resources to their best advantage
- To support and foster best practice in schools through inter-agency collaboration
- To support the work of schools by providing the research, information, evaluation and feedback to achieve the goals of the Plan

The Home School Community Liaison Scheme is funded through the Department of Education and TESS has mandated responsibility for the operation of the scheme.

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## 1.2 TUSLA Education Support Service

The operation of the Home School Community Liaison Scheme comes under the remit of Tusla Education Support Service (TESS). TESS Managers provide oversight, direction and support, through attendance at school/cluster meetings, regular communication, and the provision and funding of resources and Continuous Professional Development. TESS works in close partnership with the Social Inclusion Unit (Department of Education) through which HSCL Coordinators' salaries are funded. The three strands of TESS, namely, Home School Community Liaison (HSCL), School Completion Programme (SCP) and the statutory Educational Welfare Service (EWS) are committed to working in a coherent and integrated way to secure better educational outcomes for children and young people at risk of educational disadvantage, and to maximise attendance, participation and retention of all students.

As an important new member of our TESS team, take time to get to know the other TESS strand staff in your school (if you do not already). Arrange to meet and liaise with the Educational Welfare Officer (EWO) and the SCP staff. There are existing work practices and structures in place to support your work.

## 2. Getting Started

In the first few weeks, there is a lot to take in as you change from the role of a class/ subject teacher to the new and more flexible role of a HSCL Coordinator. It is important to realise that you are not expected to arrange everything on your first day or even in your first term! **Your predecessor should have also prepared a HSCL handover folder for you. Please take time to review this.**

Take your time to develop your understanding of educational welfare, educational disadvantage and your own local context and community and to get to know your key partners and to familiarise yourself with the key components of the job.

<b>Tips for Getting Started</b> <i>Please carry out your work in line with HSE and Department of Education guidelines in relation to Covid-19</i> <b>Please refer to 'HSCL Guidelines for Working during the Covid-19 Restrictions'</b>	
<b>Working as part of the integrated TESS</b>	<ul style="list-style-type: none"> <li>• Send your contact details to your manager and HSCL office (See Section 6)</li> <li>• Attend HSCL family/ local cluster (attendance obligatory)</li> <li>• Link with local HSCL and SCP</li> <li>• Contact local EWO</li> <li>• Familiarise yourself with relevant information on Department of Education website</li> <li>• Download statutory EWS referral forms from Tusla website</li> <li>• Read the 'Guidelines for Identifying HSCL Target List' (see Appendix 1)</li> <li>• Set up weekly meeting with Principal(s)</li> <li>• Discuss HSCL target list with relevant staff</li> <li>• Read a copy of the latest HSCL weekly communication for examples of best practice</li> </ul>
<b>Administration</b>	<ul style="list-style-type: none"> <li>• Get school software access (whole school contacts &amp; addresses, attendance; punctuality)</li> <li>• Have access to a secure computer/ laptop</li> <li>• Review the HSCL handover folder</li> <li>• Set up a work mobile phone, ensuring that you leave an appropriate voicemail so that parents and other stakeholders know that they are leaving a message for the right person*</li> <li>• Set up work email (if not already in place)*</li> </ul> <p><b>*Do not use your own personal email address or mobile number in your role as HSCL Coordinator</b></p>
<b>Parents &amp; Home Visits</b>	<ul style="list-style-type: none"> <li>• Read the HSCL Home Visitation Safe Work Practice Guidelines (See Appendix 2)</li> <li>• Home visits to new and target families (See Section 4)</li> <li>• Be visible around your school(s) as much as possible</li> <li>• Spend time in Parents' Room</li> <li>• Attend/ hold September parent meetings (if possible due to Covid-19 restrictions)</li> <li>• Link in with Parents Association (encourage membership of target parents going forward)</li> <li>• Choose a parent course (e.g. Zumba, Cookery, etc.) or an initiative to run (e.g. Maths for Fun etc.)</li> </ul>
<b>Local Community</b>	<ul style="list-style-type: none"> <li>• Connect with local Meitheal Coordinator and Family Support Network, Tusla PPFS</li> <li>• Visit local support services (e.g. Barnardos, Family Resource Centre, etc.)</li> <li>• Drive/ walk around your new community</li> <li>• Consult a local community directory (if available)</li> </ul>

<b>Transfer/ Attendance</b>	<ul style="list-style-type: none"> <li>• Ensure all children who left/ transferred at end of June have started in new schools (in conjunction with SCP, other HSCL &amp; EWOs)</li> <li>• Phone calls/ home visits to any children who have not returned to school</li> <li>• Link with local EWO and SCP (open cases; referrals; parent meetings etc.)</li> <li>• With your Principal, look at the HSCL role in attendance to identify ways to support parents this year</li> <li>• Review the 'Roles and Responsibilities for Attendance within School Community' document (see Appendix)</li> </ul>
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### 3. Planning and Reporting Requirements

#### 3.1 TESS Planning and Recording Requirements

As per your professional obligations regarding planning, recording, and reporting as a class/subject teacher, you are now required to apply the same diligence in relation to your role as HSCL Coordinator.

<b>HSCL Planning and Recording</b>	<b>Submissions to Department of Education and TESS</b>
<ul style="list-style-type: none"> <li>- HSCL annual logic model plan</li> <li>- HSCL weekly timetable</li> <li>- HSCL Parent/ Guardian One-to-One Contact form</li> </ul>	<ul style="list-style-type: none"> <li>- HSCL Annual Return Form <i>(mid-May for post-primary &amp; mid-June for primary)</i></li> <li>- HSCL Grant Expenditure <i>(mid-May for post-primary &amp; mid-June for primary)</i></li> <li>- Key performance Indicators <i>(December and June for primary &amp; post-primary)</i></li> </ul>

Sample templates are available in the appendix and soft copies will be issued via the HSCL office. You may begin to use the enclosed planning and recording templates to plan and record your work as a HSCL Coordinator. Do not worry if you are not familiar with using a recording template or with any of the other requirements outlined above. You will receive training during CPD, but for now, it is a useful exercise to become familiar with the tools.

### 3.2 School Principal(s)

**You are required to provide the Principal with a copy of your schedule for the week and your HSCL annual logic model plan.** Some Principals may also require that you prepare a monthly report of your work (i.e. Cuntas Míosúil).

Your Principal is responsible for the management of all school personnel and it is important that you take time to build your professional relationship with your Principal, especially if you are shared between schools and the Principal is new to you. Consistent and good communication is very important. You will likely have a great deal of informal communication with the Principal but a weekly scheduled meeting is recommended. This allows you work together in order to determine priorities in your school, in accordance with national guidance. It is also a valuable opportunity to plan your work, receive guidance, support, and to offer feedback as appropriate.

### 3.3 Budget for HSCL activities

A minimum of 10% of a school's DEIS budget is allocated to HSCL activities. You should discuss planning and accounting for these monies with your Principal. Schools are accountable to the Department of Education's Social Inclusion Unit for this expenditure. **Keep an accurate record and receipts of all items purchased for HSCL activities. A completed expenditure form must be returned to the Department of Education annually and records/ receipts will be required in the event of an audit.** Department of Education's guidance and a sample of the HSCL expenditure sheet is included in the appendix. HSCL Coordinators are entitled to travel and subsistence, in accordance with Department of Public Expenditure and Reform regulations. Rates are also available in the appendix.

It is essential that you have a work mobile phone and email address, normally provided by the school and you should have access to a secure computer or laptop. Do not use your own personal email address or mobile number in your role as HSCL Coordinator.

### 3.4 General Data Protection Regulation Guidance

The General Data Protection Regulation (GDPR) came into force on the 25th May 2018, replacing the existing data protection framework under the EU Data Protection Directive. All school staff have a role to play in ensuring the school can demonstrate compliance with data protection laws.



We are cognisant of the impact GDPR may have on you as a HSCL Coordinator. To support you in your role, the '*Data Protection Guidelines for HSCL Coordinators 2018-19*' outlines key considerations with regard to the one to one contact sheet and GDPR compliance.

It is the responsibility of each individual school authority to adhere to the requirements of GDPR and consider how staff, including the HSCL Coordinator, can uphold privacy, ensure ethical information governance and respect data protection rights. As HSCL Coordinator you must adhere to all school policies and protocols and follow all instructions given by the school authority. Individual school leaders can contact the relevant Diocesan Body or Managerial Body for guidance with regard to GDPR compliance. In addition, [www.dataprotectionschools.ie](http://www.dataprotectionschools.ie) offers sector specific guidance to assist schools in the area of data protection legislation and provides examples, model policies, codes of practice and useful links to other resources, including the Diocesan and Managerial Bodies. [www.gdpr4schools.ie](http://www.gdpr4schools.ie) is an interactive resource on GDPR for schools that offers an overview of GDPR for primary and post primary schools.

## **4. Working with Parents**

### **4.1 Building Relationships**

Relationships are at the very heart of all HSCL work. Your critical role involves building, developing and promoting partnerships between home, school and community. It is of particular importance to engage with personnel of the other two strands of your service, i.e. SCP and statutory EWS and school personnel. Initially, take time in your first weeks to work on getting to know other key partners; parents/guardians, Family Support Services and other professionals in order to cultivate good working relationships.

### **4.2 Communicating Effectively with Parents: Resources for HSCL Coordinators**

- ✓ Information and Resources: <https://www.tcd.ie/Education/research/Communicating-effectively-with-parents-supports-for-schools/>
- ✓ Link to Webinar: <https://www.youtube.com/watch?v=v3e-vmumcVo&feature=youtu.be>
- ✓ Full playlist with Videos & webinar: [https://www.youtube.com/playlist?list=PL55XqDjybyL8kSWgxG2rF\\_YkZWcHyz3dr](https://www.youtube.com/playlist?list=PL55XqDjybyL8kSWgxG2rF_YkZWcHyz3dr)

Person and Topic	YouTube Videos	Booklet
1	Dr Joanne Banks (School of Education, TCD) on supporting parents of students with additional learning needs	<a href="#">Watch YouTube Video</a> <a href="#">Booklet [PDF]</a>
2	Dr Francesca LaMorgia (MotherTongues) on communicating with multilingual parents	<a href="#">Watch YouTube Video</a> <a href="#">Booklet [PDF]</a>
3	Barry McAdams ( <a href="#">Learnovate</a> ) on key principles for managing the user experience online	<a href="#">Watch YouTube Video</a> <a href="#">Booklet [PDF]</a>
4	Helen Ryan (NALA) on plain English and clear communication with parents	<a href="#">Watch YouTube Video</a> <a href="#">Booklet [PDF]</a>

### 4.3 Home Visits

Visiting parents in their own homes is a core part of the HSCL scheme. You are acting as a bridge between home and school. Home visits allow you to:

- Build bonds of trust between the home and school
- Cultivate positive relationships with parents in their own home, where they are most comfortable
- Encourage parents to become involved in their children's education
- Bring information about the school and about services available in the community
- Seek out potential parent leaders, who are willing to participate in the HSCL Scheme's activities and to be a resource to other parents
- Monitor the effectiveness of interventions, which have been put in place.

Visiting the family at home allows you a unique opportunity to get the perspective of the family. Parents tend to be more comfortable in their own environment. You are required to plan your home visits in consultation with the Principal and spend at least **one third of your time on home visits**.

Where home visitation is not possible (e.g. due to homelessness etc.), you can arrange to meet a parent in, for example, a Family Resource Centre, local community centre etc. Of course, parents can also meet with you in the school and, at primary level, you will have the opportunity to meet them when they are dropping and collecting their children. However, this does not substitute for home visitation, where you will gain a sense of the environment from which parents come.

HSCL Coordinators visit homes with a purpose but not with an agenda. The purpose of a home visit is always to improve educational outcomes, by empowering the parents/guardians as the prime educators of their child. It is important to be patient and professional and to be conscious of the fact that it is a privilege to be invited into anyone's home. It is necessary to build sufficient trust prior to addressing challenging issues that may be impacting on their child's education. Personal safety is paramount so if you feel there is any risk then invite the parent into the school or meet in a community venue (e.g. Family Resource Centre) instead. Please review the *HSCL Home Visitation Safe Work Practice Guidelines* and *HSCL Guidelines for Working during the Covid-19 Restrictions*. These guidelines should be read in tandem with each individual school's Health and Safety Policy. It is important to note that there is no requirement from TESS to complete a home visit if there may be a safety risk.

#### **4.4 Supporting Transition**

Circular 0016/2019 states that HSCL Coordinators shall, '*support successful transitions from early childhood care and education to primary, primary to post primary and post primary to further and higher education*'. Supporting families through the transition process will be a key part of your role. In your first term as HSCL Coordinator, the transition process is an excellent opportunity to do home visits to families who are new to your school and should be prioritised. This is also an excellent opportunity to introduce yourself to local pre-school personnel, other primary and post-primary staff, as you will be hoping to link in with them around transition and meeting parents. Your family and/ or local cluster may also have a coordinated response to supporting transition in your area. Please find out more at your family/ local cluster meetings. Guidelines to support transitions are available on [www.tusla.ie](http://www.tusla.ie). See Section 5.6 for more information.

#### **4.5 Working with Target Families**

While the HSCL scheme is largely preventative, it is also a targeted support, which aims to improve educational outcomes for the students most at risk of poor attendance, participation and retention. The specific work you do with families should focus on the parents/guardians of those students who are experiencing, or are likely to experience, educational disadvantage. This is often the most challenging part of your work, as the parents who most need your support are often those who are the most difficult to engage. This is where the gentle and patient approach is needed, encouraging engagement, but without pressure or judgement.

#### 4.6 HSCL Target List

The primary concern of the work of HSCL Coordinators is to promote attendance, participation and retention of children/ young people. In compiling the HSCL target list, many factors may be taken into consideration. This work should not be done in isolation, but as part of consultation with school Principal(s), SCP, statutory EWS, Student Support Team and other relevant services. The list should be reviewed at regular intervals during the school year, in consultation with all relevant professionals. Mindful of HSCL Coordinator's workload, the size of HSCL target list should also be manageable and realistic

#### **Children/ families who should be on the HSCL Target List include:**

- **Any child who is in receipt of targeted SCP intervention**
- **Any child where a referral has been made to statutory EWS and/ or is an open case with statutory EWS**
- **Any child who is involved with Tusla Social Work, Tusla PPFS and/ or in care, where appropriate**

Other children and families may also be included on the HSCL target list. Full details of identifying and managing the HSCL Target List are outlined in the '*Guidelines for Identifying HSCL Target List*' (see Appendix 1).

Take time in the beginning to get to know your target parents/guardians and to build trust. Some of your families may have feelings of anxiety, ambivalence or negativity towards the school. They may have had poor educational experiences themselves. Do not make assumptions; allow parents/guardians to tell you about their experiences and their aspirations for their children. Many families have already built excellent links with the previous HSCL Coordinator and now need to get to know and trust you. Holding a coffee morning or an introductory class is a great way for families to pass the threshold and for you to start building relationships. Please note, however, this may not be possible due to Covid-19 restrictions. Be mindful that some children are not in the care of their birth parents and you may find yourself liaising with other carers such as grandparents/ older siblings/ foster parents etc.

#### 4.7 Recording the work you do with families

**It is essential to record any significant contact you have with your target families, in line with your school's data protection policy.** The document to use when recording contact is included in the

appendix. A soft copy will also be issued to you through the HSCL office. This will all be covered in your upcoming Induction CPD.

#### 4.8 Courses/ Classes for Parents

Courses and classes coordinated by the HSCL scheme are aimed at empowering parents. Courses and activities to develop the role of the parent as the prime educator are among some of the key objectives under HSCL:

- Facilitate the provision of leisure, curricular, personal development and parenting programmes for parents
- Facilitate the training of parents as community leaders and as a support to other parents

These courses and classes provide opportunities for you to build relationships and provide positive learning experiences for target parents. The provision of courses is critical if parents are to become equal partners in education and it is important to establish relationships with parents through home visits and direct contact prior to running a course. However, Covid-19 restrictions may impact on the type of courses you may run. Please refer to 'HSCL Guidelines for Working during the Covid-19 Restrictions'. Your courses are likely to be more successful and better attended if you have a pre-existing relationship with the parents you would like to take part in the courses you run. Courses can be categorised into five distinct levels. Further information will be provided at Induction CPD.

Level 1	Leisure	<i>HSCL Coordinator as Facilitator</i>
Level 2	Curricular	
Level 3	Personal Development	
Level 4	Parenting	
Level 5	Training of Parents	

Level	Examples	
<b>1 - Leisure</b>	Cookery Pilates Yoga Knitting Arts and Crafts Fitness Pottery Decoupage Zumba Photography Gardening Calligraphy	Jewellery making World Food Day Christmas Carols Singing Walking Book club Make-up/ hair Flower-arranging Painting Dad's Soccer Blitz Cake decorating Sewing/ knitting Parent trips

	Dancing Mindfulness Couch to 5km Boxfit Operation Transformation	DIY for Dads Christmas crafts 5-a-side Gardening Caint agus Comhrá
<b>2 - Curricular</b>	Settling into Primary School Maths for Fun Science for Fun Oral language for Fun Aistear for Fun Languages for Fun Paired Reading Big Book reading Wood and Metal for Fun	Programming for Fun Comhrá don Craic One Book One Community Transition programme for parents Clover Project Book club Helping with Homework Understanding Dyslexia Online and mobile phone safety
<b>3 – Personal Development</b>	First Aid Community Awareness about Drugs MABS Childcare ECDL/ Computers/IT EAL Classes CV Skills/ Interview skills Cookery and Nutrition Wellbeing Mindfulness Self-esteem course	Book Club Driver Theory Beauty Courses IT Courses 4 The Family Yoga New languages Budgeting Mother and baby massage Self-defence
<b>4 - Parenting</b>	Incredible Years Triple P Strengthening Families Circle of Security Parents Plus Bedtime routines Parent/ Toddler Groups	Baby massage courses Internet and online safety Mental Health talks Drug and alcohol awareness courses Restorative Practice Non-violent resistance training
<b>5 – Training of parents</b>	Incredible Years Parents Plus Parents co-facilitating (e.g. My Child My Vision Transfer Programme) Back to Education courses Specialised workshop e.g. Maths/ Science week Board of Management training	Safe Talk Well-being programmes POTHOLES Parent-led courses Exam preparation assistance Parents Council Adult education courses

Bear in mind that some parents may have literacy/ numeracy challenges when inviting them to participate. Even courses such as crafts and cookery may require some level of literacy and numeracy skills so allow for this when planning. The best practice sheets below provide good ideas on what type of courses you may run that HSCL Coordinators have found successful in the past. **Ensure that you keep an accurate account of the number of parents who attend all courses run through the HSCL scheme**

as this data will be needed when submitting your Key Performance Indicators (KPIs) Please note that TESS uses these figures to aggregate a national figure in relation to KPIs, and it is the quality rather than quantity which is important.



## HSCL Sharing Good Practice – Parental Involvement at Primary Level

### Literacy Programmes

- Jolly Phonics workshops/ resource bags
- English for Fun
- Reading for Fun/ Reading for Pleasure
- Cuddle Up with a Good Book/ Bedtime Reading Club
- Write to Read
- Pre-writing skills
- Story Bags
- Literacy Lift Off
- Big Book reading
- Lending Library (available in class/ parents' room)
- Toy Library
- Aistear information talk
- Family reading sessions
- Parent and child reading sessions
- Family Learning Classes (ETB)
- Read to Succeed (LMETB)
- NALA
- Helpmykidlearn.ie



### Other Programmes

- Baking for fun
- Arts and Crafts
- Creativity in the classroom
- Parent & child trips
- Curriculum information workshops
- Yoga
- Jewellery making
- Music (instruments, choir etc.)
- Mindfulness
- Parent & Toddler group
- Teddy Bear's picnic
- Homework support
- Lego
- Cyber safety
- Zumba
- Beauty/ makeup masterclasses
- STEM for Fun

### Numeracy Programmes

- Maths for Fun
- Maths games library
- Maths pack (cubes, numbers and games etc.)
- Toy library
- Number Worlds
- Ready Set Go Maths
- Maths Eyes

### Oral Language Programmes

- Happy Talk (HSE SLT)
- CAPER
- Kidstalk
- Chatter Matters
- Clover
- Little Voices
- Share a Story
- Loving Language
- PEEP



### Supporting EAL Parents

- Family Learning Programme
- Art in the Classroom
- English classes
- School information in different languages

### Parenting Support

- Triple P
- Parents Plus
- Incredible Years
- PEEP
- Importance of Play talks

### Other Initiatives

- Monthly tips sent home on how to support their children's learning at home (tips based on JI curriculum)
- Local library visits
- SLT visit to school

### Supporting Parents with SEN

- Daisychain

### Gaeilge Programmes

- Ranganna Gaeilge
- Ag Sugradh le Cheile
- A Leanbh

Thank you to all HSCL coordinators who contributed to this sharing of best practice document.

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## HSCL Sharing Good Practice – Parental Involvement at Post-Primary level

### Literacy Programmes

- One Book, One Community
- English for Beginners
- Parent Power (literacy/digital support programme and homework programme for parents)
- Parents' Book Club
- Paired Reading (with students and their parents)
- Cookery Class recipes & brochures
- Creative Writing
- Meet the Author session
- Intergenerational Quiz
- Helping your child with Irish
- Library visits
- Book Buddies
- JCSP Initiatives (Word Millionaire, Paired Reading, Peer Reading, Drop everything and Read)

### Numeracy Programmes

- Project Maths for Parents
- Maths Eyes
- Transfer maths classes for 6<sup>th</sup> class parents (linking primary and post primary curriculum)
- Maths Table Quiz
- Maths for Fun
- Family Budgeting
- Cooking with Numbers – quantities and measurements in recipes
- Maths Bingo
- Maths Trail
- Maths Modular Origami
- How to do your Maths homework YouTube clips



### Initiatives/Courses

- Zumba
- Yoga
- Sewing
- Computer Classes
- Clubs – Walking, Gardening, Book
- Health and Beauty
- Meditation
- Alert
- Operation Transformation
- Potholes
- Bee-keeping
- Couch to 5k
- Grandparents Day
- First Aid
- Positive Parenting
- Be Healthy, Be Happy
- Art classes
- Careers Night
- Crafts – seasonal
- Coffee mornings
- Walking Clubs run by parents
- Mindful Craft
- Women's Cave
- Musical
- Behaviour for Learning
- Cooking with your Child
- Day trips
- Science Buddies
- Mindfulness

### Talks & Workshop Ideas

- Safe Talk
- Mental Health morning
- Internet Safety
- Transfer Programme: My Child, My Vision
- Study Skills
- Resilience
- Stress Management
- Suicide Prevention
- Healthy Eating
- Cyberbullying
- College Preparation
- Office Pro Certificate
- CV Skills & Career Builder
- CAO Evening/Information Lunch
- Drug and Alcohol Awareness
- Friends First
- Parents Plus
- Gardening
- SUSI Grants
- CPR
- EAL
- Parents Forum

### Whole School Approaches

- Food drive
- Parents Association
- Information/Open evenings
- Attendance drive
- Parental surveys
- Award ceremonies
- Open door policy – access to Principal and Deputy Principal
- Refreshments at information/open evenings
- Programmes to improve participation and retention (in collaboration with Care team, NBSS, SCP)
- Restorative Justice practice
- Reward schemes
- Intercultural days
- Facebook page
- Newsletter

Thank you to all HSCL coordinators who contributed to this sharing of best practice document.

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## 5 Supports available to HSCL Coordinators

### 5.1 Continuous Professional Development

Training is provided to all HSCL Coordinators upon commencement in the role so that you will be adequately equipped to undertake their duties and responsibilities, effectively, confidently and efficiently. In the first instance, it is a requirement that all HSCL Coordinators attend all CPD, provided by TESS, during their tenure of the HSCL post. This includes attendance at all days of induction training, generally held in October and March of the first year of taking up the HSCL position. This training is organised and delivered by the TESS National Management Team, assisted by experienced HSCL practitioners, utilising best practice and evidence-based methodologies. HSCL Coordinators are also required to attend any integrated training, provided by Tusla, for the three strands of the Education Support Service.

Schools are reminded that training courses are occasionally offered by Tusla and other providers, on a regional basis and free of charge to professionals working with children and families. Before enrolling in such courses, HSCL Coordinators should discuss the content, relevance and likely duration with the school Principal and relevant TESS Integrated Services Manager.

Where there is a cost involved in a training course, the HSCL Coordinator should also seek the advice of the relevant TESS Integrated Services Manager to evaluate the course content, its value and relevance to the HSCL role, and whether it is an appropriate use of time and resources. The National Management Team are aware of a number of private enterprises approaching HSCL Coordinators/ local clusters offering a variety of training at considerable costs. Mindful that DEIS funding is limited, your relevant TESS Integrated Services Manager can advise as to whether the training offered is appropriate or if similar training is available through Tusla or another organization. **A formal request should be submitted by the Coordinator via the Application form for CPD for HSCL Coordinators (see Appendix 10).**

Should a HSCL Coordinator feel s/he requires additional training s/he should contact the relevant TESS Integrated Services Manager who will discuss the training needs in more detail. **All requests for additional training and for funding for additional training should be submitted in writing to the Principal for approval by the school's BOM.** The Principal may wish to contact the TESS Management Team to discuss whether the proposed training falls within the HSCL remit and represents good value for money. If a HSCL Coordinator wishes to fund CPD through the HSCL grant, an application form must be completed (see Appendix).

## **5.2 TESS Management Team**

TESS Integrated Service Managers support and advise HSCL Coordinators and schools on all aspects of the HSCL scheme. You may meet your Manager at cluster meetings or s/he may call to your school. You will have an opportunity to meet your relevant Manager at Continuous Professional Development (CPD). You have been given contact details, so please feel free to contact your manager, who will assist you in every way possible. Your Principal is also welcome to call on the TESS Management Team for information and advice regarding the scheme.

## **5.3 HSCL National office:**

Our HSCL Administrator in the national office will deal with or redirect your queries. Please forward up to date contact details for you and for your school Principal, in order to receive all relevant information from head office.

## **5.4 HSCL Family/ Local Cluster Meetings**

You are required to attend family and local clusters as these are key to your work and an integral part of your support structure. The clusters support you as HSCL Coordinators both at a personal and professional level, for the sharing and dissemination of good practice and for the development of locally based responses and plans to address educational disadvantage. Clusters are deemed by the Department of Education as a way for 'HSCL Coordinators [to] work on an inter-school, local and cluster level and will act as mutually supportive and co-operative teams using their complementary skills to the best advantage' (Department of Education, 1991).

Cluster meetings are an excellent source of support, advice, inspiration and motivation. Your family cluster, where appropriate, will meet roughly every week/fortnight. You will engage around the same families and may plan joint interventions. Remember that you have a great deal to offer your cluster and you bring your own perspectives, talents and strengths.

The Local Cluster is a larger group made up of Coordinators from a wider area which meets 5-7 times a year. It is a requirement of TESS that local cluster meetings are held throughout the academic year. Cluster meetings help Coordinators to share resources, to organise common courses and classes for parents, and to prepare transfer programmes. The meetings provide a structure to allow you to be informed of local initiatives to work with voluntary and statutory bodies. The meetings also support an

integrated provision of services to parents and pupils in your particular area. Local cluster meetings provide professional support to each other which is vital, as the role of HSCL Coordinator can be a challenging job at times. Cluster meetings follow the format whereby it is chaired by a HSCL Coordinator, an agenda is set and accurate minutes taken. **The family and/ or local cluster meeting must be included in your weekly plan and your attendance is necessary.**

### 5.5 School Staff

It is important not to become isolated from your colleagues or staff. Make sure you plan your work, so you are in the staffroom on occasions and at break times so as to maintain positive links with your colleagues. Be open about your role, while respecting the confidentiality of children and parents/guardians. There can sometimes be misconceptions about your role as HSCL within the staffroom. To ensure this does not become a concern, include HSCL update as an agenda item at staff meetings.

You may also need to forge new working relationships with colleagues, for example chaplain, resource teachers, Guidance Counsellor etc. If you are shared between schools, make an effort to get to know your new colleagues. All schools have different pastoral care structures, such as student care teams, class tutors, mentoring programmes etc. and you will play a valuable role in these. You will also play a key role in the DEIS planning teams. Bear in mind that parental engagement reaches across all DEIS themes.

### 5.6 Where can I find out more information?

1. Circular 0016/2019: Home School Community Liaison Scheme: Assignment of Home School Community Liaison Coordinators within DEIS schools

[www.education.ie](http://www.education.ie)

2. Information booklet for DEIS Schools participating in HSCL

[www.education.ie](http://www.education.ie)

3. From Vision to Best Practice

[http://www.education.ie/en/Schools-Colleges/Services/DEIS-Delivering-Equality-of-Opportunity-in-Schools-/Department of Education\\_hscl.pdf](http://www.education.ie/en/Schools-Colleges/Services/DEIS-Delivering-Equality-of-Opportunity-in-Schools-/Department%20of%20Education_hscl.pdf)

4. Guidelines for HSCL Guidelines Supporting the Transition from Preschool to Primary School

[https://www.tusla.ie/uploads/content/HSCL\\_Guidelines\\_\(preschool-primary\)\\_FINAL.pdf](https://www.tusla.ie/uploads/content/HSCL_Guidelines_(preschool-primary)_FINAL.pdf)

5. Parent and Carers' Guide to School Applications\_  
[http://www.Tusla.ie/uploads/content/parents\\_and\\_carers\\_guide\\_to\\_school\\_applications\\_final.pdf](http://www.Tusla.ie/uploads/content/parents_and_carers_guide_to_school_applications_final.pdf)
6. TESS Referral forms  
<http://www.Tusla.ie/services/educational-welfare-services/information-for-schools-inc-absence-reporting/download-reporting-documentation>
7. Statement of Strategy for School Attendance\_  
[http://www.Tusla.ie/uploads/content/FINAL\\_SAS\\_strategy\\_eng\\_2jun.pdf](http://www.Tusla.ie/uploads/content/FINAL_SAS_strategy_eng_2jun.pdf)
8. Guidance for Home School Community Liaison Coordinators & School Completion Programmes Engaging with Children & Families Experiencing Homelessness\_  
[http://www.Tusla.ie/uploads/content/EWS\\_Homelessness\\_Guide.pdf](http://www.Tusla.ie/uploads/content/EWS_Homelessness_Guide.pdf)
9. Attendance Leaflet for Families Experiencing Homelessness\_  
[http://www.Tusla.ie/uploads/content/EWS\\_Homeless\\_Leaflet\\_\(2\).pdf](http://www.Tusla.ie/uploads/content/EWS_Homeless_Leaflet_(2).pdf)
10. [www.Tusla.ie/tess](http://www.Tusla.ie/tess)
11. Tusla Parental Participation Toolkit  
[https://www.tusla.ie/uploads/content/Parental\\_Participation\\_Toolkit\\_Dec\\_2015.pdf](https://www.tusla.ie/uploads/content/Parental_Participation_Toolkit_Dec_2015.pdf)
12. Learning from DEIS seminar  
<http://www.education.ie/en/Schools-Colleges/Services/DEIS-Delivering-Equality-of-5.6-Opportunity-in-Schools-/DEIS-Supporting-Information/Learning-from-DEIS-Seminar.html>

## 6 TESS Management Team Contact Details

Manager	Region	Counties	Email Address	Mobile Phone Number
<b>Maria Tobin</b> TESS National Integrated Manager	<b>National</b>		<a href="mailto:maria.tobin@tusla.ie">maria.tobin@tusla.ie</a>	086 4119336
<b>David Dineen</b> TESS Integrated Services Manager	<b>Midwest &amp; Midlands</b>	Clare Laois Limerick Longford Offaly Roscommon Tipperary Westmeath	<a href="mailto:david.dineen@tusla.ie">david.dineen@tusla.ie</a>	087 6899521
<b>Deirdre McGinn</b> TESS Integrated Services Manager	<b>Dublin North East</b>	North Dublin Cavan Louth Meath Monaghan	<a href="mailto:deirdre.mcgin@tusla.ie">deirdre.mcgin@tusla.ie</a>	087 6074216
<b>Anne-Marie McGovern</b> TESS Integrated Services Manager	<b>Dublin Mid-Leinster</b>	Central & South Dublin Kildare Wicklow	<a href="mailto:annemarie.mcgovern@tusla.ie">annemarie.mcgovern@tusla.ie</a>	087 9581991
<b>Con Moynihan</b> TESS Integrated Services Manager	<b>South</b>	Carlow Cork Kerry Kilkenny Waterford Wexford	<a href="mailto:con.moynihan@tusla.ie">con.moynihan@tusla.ie</a>	087 9085629
<b>Niall Rabbitt</b> TESS Integrated Services Manager	<b>West/North-West Dublin South West</b>	Clondalkin Tallaght Donegal Galway Leitrim Mayo Roscommon (North) Sligo	<a href="mailto:niall.rabbitt@tusla.ie">niall.rabbitt@tusla.ie</a>	087 1445308

### HSCL Office Administration

Yvonne Fitzgibbon: 01 4528002/087 9607103

E-mail: [yfitzgibbon@dwec.ie](mailto:yfitzgibbon@dwec.ie)

# APPENDICES

<b>Appendix 1:</b>	<b>Guidelines for HSCL Target List</b>
<b>Appendix 2:</b>	<b>HSCL Home Visitation Safe Work Practice Guidelines</b>
<b>Appendix 3:</b>	<b>Template of HSCL Parent/Guardian One-to-One Contact Record</b>
<b>Appendix 4:</b>	<b>Template of HSCL Weekly Planning Template</b>
<b>Appendix 5:</b>	<b>Sample HSCL Annual Logic Model</b>
<b>Appendix 6:</b>	<b>Sample HSCL Expenditure Form</b>
<b>Appendix 7:</b>	<b>Roles and Responsibilities for Attendance within the School Community</b>
<b>Appendix 8:</b>	<b>Department of Education Guidelines for use of HSCL Grant 2017</b>
<b>Appendix 9:</b>	<b>TESS Guidelines for Use of the HSCL Grant</b>
<b>Appendix 10:</b>	<b>Motor TRAVEL RATES Circular 05/2017 Department of Public Expenditure and Reform</b>
<b>Appendix 11:</b>	<b>CPD Form</b>
<b>Appendix 12:</b>	<b>TESS HSCL Sample Information Pamphlet</b>



## Appendix 1: Guidelines for HSCL Target List

### Context

The Education Act (1998:32 [9]) refers to educational disadvantage as, *'the impediments to education arising from social or economic disadvantage which prevent students from deriving appropriate benefit from education in schools'*.

The HSCL Scheme operates as part of DEIS, which is focused on communities at risk of disadvantage and social exclusion and where intergenerational disadvantage exists (DEIS 2017). The overarching objective of HSCL is to improve the education outcomes for targeted children through supporting the salient adult(s) in the child's life. The main thrust of HSCL should be preventative, rather than curative and one of the key principles underpinning the scheme is the identification of needs to inform the basis of activities in the scheme (From Vision to Best Practice)

### Identifying the Needs of Families

The primary concern of the work of HSCL Coordinators is to promote attendance, participation and retention of children/ young people. In compiling the HSCL target list, many factors may be taken into consideration. This work should not be done in isolation, but as part of consultation with school Principal(s), SCP, statutory EWS, Student Support Teams, Care Teams and other relevant services.

Families may only be included on the HSCL target list if one or more factors listed below is present **AND** these factors are impacting on their child's attendance, participation and retention. It is important at all times to use professional judgement. The list should be reviewed at regular intervals during the school year, in consultation with all relevant professionals. Mindful of HSCL Coordinator's workload, the size of HSCL target list should also be manageable and realistic. Contact between families on the target list should be recorded in the HSCL record of contact.

There may also be occasions where a brief intervention by the HSCL Coordinator is required to support a family who may not ordinarily be on the HSCL Target List, for example in a critical incident. In such cases, HSCL intervention will be informed by relevant school policies (e.g. Critical Incident Policy) and in consultation with the school Principal(s), SCP, statutory EWS and other relevant services.

#### Families who should be on HSCL Target list

- Any child who is in receipt of SCP intervention
- Any child where a referral has been made to statutory EWS and/ or is an open case with statutory EWS
- Any child who is involved with Tusla Social Work, Tusla PPFS and/ or in care, where appropriate

#### Additional Risk Factors to Consider

- Families experiencing economic stress
- Families who are socially isolated
- Families experiencing/ at risk of homelessness
- Families from an ethnic minority
- Families experiencing domestic violence
- Families where English is an additional language
- Single-parent families



- Families with a history of early school leaving
- Children who have repeated a year in school
- Families with multiple outside agencies involved
- Families with substance misuse
- Children with attendance/ punctuality issues
- Families with a mental health concern
- Children who may be a young carer
- Families having difficulty with transition
- Child welfare concerns
- Children with SEN
- Families dealing with exceptional circumstances (e.g. traumatic event)
- Families experiencing a specific difficulty (e.g. bereavement)
- Children with challenging behaviour at home and/ or in school
- Families where the school is unable to make contact/ unengaged with the school

## Appendix 2: HSCL Home Visitation Safe Work Practice Guidelines

### 1. Context

Home visitation is an integral part of the work of the HSCL Coordinator and is key to building a trusting relationship between the home and the school. Home visitation also enables the HSCL Coordinator to advise parents around accessing additional support through voluntary and statutory community based services. Home visits are generally very positive interactions as HSCL Coordinators only visit homes in a supportive capacity and during school hours. As a teacher from their children's school, the HSCL Coordinator is usually acknowledged by parents as having a shared goal of wanting the best educational outcomes for the child. That being said, it is of course important to be mindful of Safe Work Practice while engaging in home visitation and to be familiar with the following guidelines.

Under Section 6 of the Safety Health and Welfare Act (2005), every employer shall ensure, so far as is reasonably practicable the safety, health and welfare at work of his or her employees. As per Circular 0016/2019, *'the base school or regional ETB is considered the Employer of the HSCL Coordinator'* (p.5). Under Section 15, employees also have a responsibility to take care of their own safety, health and welfare and to co-operate with the employer in discharging its statutory duties. TESS has the mandated responsibility for the development, management and direction of the HSCL scheme and mentors, guides and advises schools and HSCL clusters in their work. These guidelines have been developed by TESS Management to support schools in this regard, with particular reference to home visitation. These guidelines should be read in tandem with each individual school's Health and Safety Policy and Procedures. It is important to note that there is no requirement from TESS that HSCL Coordinators complete home visits where there may be a safety risk.

### 2. PLAN Overview

Below is a general overview of key personal safety considerations. More detailed guidelines are listed on subsequent pages.

***While home visitation is a key component of the HSCL scheme, the personal safety of HSCL Coordinators is of paramount importance and should always be considered when carrying out duties.***

***Please carry out home visits, in line with HSE, Department of Education and TESS Guidelines in relation to Covid-19.***

#### Prepare Yourself

- Where possible, when starting in the HSCL role, liaise with the previous HSCL Coordinator, SCP Staff and relevant EWO
- Meet personnel from voluntary and statutory services in the community
- Know exactly where you are going and how to get there
- Attend CPD provided by TESS, particularly Induction CPD

#### Look Confident

- Be alert.
- Walk tall, keep your head up and know where you are going
- Be aware of your surroundings

**Avoid Risk**

- Leave details of your movements and when you expect to be back
- If you change your plans, contact your school
- If anything seems dubious, contact your school first
- Avoid taking particularly dangerous shortcuts when on foot
- Assess the potential risk of a situation
- Leave the situation if confronted with aggression or violence
- If at any time you are not satisfied that the home is safe to visit, promptly reassess the situation and withdraw from the visit if necessary.
- In the event of any perceived risk, invite the parent/s to the school instead or ask a colleague to accompany you (e.g. EWO or SCP colleague).
- Only visit homes during school hours (optimum time 10.00 a.m. - 1.00 p.m.).

**Never Assume**

- You are immune to difficulties that may arise
- Your concerns are unfounded
- People are always what they seem

***Always report any incident to your Principal, however trivial it may seem. Not doing so could put others at risk.***

**3. Establishing School Procedures**

Regular contact between the Principal and the HSCL Coordinator should be encouraged and a good working relationship fostered. This plays a key part in ensuring the safety of the HSCL Coordinator. HSCL Coordinators, in agreement with their Principal, should identify a nominated person(s) within the school who is always aware of where and when the HSCL Coordinator is in a parent's home and when they leave. The HSCL Coordinator should be able to contact the nominated person(s) via, for example, a regularly checked answer phone, mobile phone or an office base that is staffed at all times. The HSCL Coordinator should also leave details with the nominated person(s) of:

- HSCL mobile number
- Names and addresses of homes being visited, in order
- Expected time of return to school
- Car registration, make and model

HSCL Coordinators should not do home visits on the way to school in the morning or on their way home from school in the evening.

***HSCL Coordinators have every right to leave a home visit if they are uncomfortable or do not think it is safe to remain. HSCL Coordinators should contact their Principal immediately if this happens.***

**4. Using Your Car as a HSCL Coordinator**

It is the responsibility of employers (i.e. Principal/ ETB) to manage any staff who drive for work and to develop a 'Driving for Work' Policy. Further information and guidance is available from the Road Safety Authority at [www.drivingforwork.ie](http://www.drivingforwork.ie) Please also refer to the RSA's *Managing Driving for Work: My Responsibilities. Information Sheet* (2016).

***Before using your car on official school business, it is the responsibility of each HSCL Coordinator to complete an Indemnity Declaration Form and return it to their relevant Board of Management (Circular 17/2016) or ETB (Circular 37/2017). Each HSCL Coordinator should also refer to their school's Management Body/ ETB's 'Driving for Work' Policy.***

#### 4.1 Transporting Passengers in your Car

HSCL Coordinators should adhere to their BOM/ Management Body's policy in relation to transporting passengers. If you are sanctioned to transport passengers then you should practice due diligence with regard your school's good practice guidelines. This should ensure your safety and that of your passenger/s. If transporting children, children should be secured in the correct type of restraint ([www.rsa.ie](http://www.rsa.ie)).

### 5. Preparing for a Home Visit

Prior to visiting a home, HSCL Coordinators, in agreement with their Principal, should consider the following:

- What is the purpose of the visit?
- What is the family's relationship with the school?
- What is the family's relationship with the HSCL Coordinator?
- Are you aware of any risks which may make it unsafe to visit the home at present?
- Are the family known to other agencies?

HSCL Coordinators should obtain as much background information as possible on the family before visiting. It may be appropriate to link with other services/ agencies who hold local knowledge, e.g. Community Gardaí, SCP Coordinator, family/ local cluster etc. HSCL Coordinators should prioritise any concerns arising from the information before the visit takes place, and should always report any concern to the Principal.

If a HSCL Coordinator is making a home visit in relation to a particularly sensitive issue, e.g. welfare concerns, they should, in agreement with the Principal, determine if a meeting in the school may be more appropriate. **It is not the role of the HSCL Coordinator to deliver 'bad news' to a parent/ guardian, i.e. inform parent of suspension, request payment of book bills etc.**

If a home visit is to be carried out at very short notice, the HSCL Coordinator and the Principal, should meet and consider the following questions before a decision is made as to whether the home visit should proceed.

- Do you know the family?
- Is there a known history of aggression from the family?
- Are members of this family known to the Gardaí?
- Can you speak to another professional who may have carried out a visit?
- Is the task you are about to undertake likely to trigger anger or violence?
- Do you need another colleague to accompany you on the home visit?

### 6. Travelling to and from Home Visits

***If at any time the HSCL Coordinator is not satisfied that the home is safe to visit, they should not visit or, if there already, promptly reassess the situation and withdraw from the visit if necessary.***

When driving to and from home visits, HSCL Coordinators should ensure that their car is in good working order. The following points should also be considered:

- Does your car have enough fuel?
- Is your mobile phone charged and in credit?
- Do you know how to/ have means to contact the school, if necessary? (See Appendix).
- Do you have an exit plan?

- Do you have an excuse ready if an unknown adult answers the door and you are uncomfortable going in?

When parking your car, ensure valuables are not visible. Take in your surroundings and please also consider the following:

- Can you park safely, in the direction you will be leaving?
- Do you know how to leave the area?
- How easy would it be for you to leave if you wanted to?
- Are there any dangerous animals loose in the area?
- Does your mobile phone have reception?
- Are your keys and mobile phone easily accessible to you (e.g. in a pocket etc.)?
- Are you still happy to continue with the home visit?

## 7. Arriving at a Home

On arrival at a home, HSCL Coordinators should check who they are talking to and only enter the house if the person they are there to visit is available. HSCL Coordinators should be mindful that they are entering a person's home and should acknowledge this on arrival and allow them to lead the way. As HSCL Coordinators are teachers from the children's school, and only visit in a supportive capacity during school hours, home visits are generally very positive interactions. However, it is always advisable to practice common sense and be aware that issues can arise. Please see recommendations below:

- Be aware of closing mechanisms on doors, particularly in apartment complexes
- Study your surroundings and try to sit nearest to the door
- Take only what you need into the home.
- Have an exit plan in place (e.g. a supposed text message calling you back to the school immediately)
- Arrange to call/ contact your school after each meeting, as the lack of contact will alert someone to a potential problem. If you do not make contact on time, the nominated person(s) from your school should contact you.

## 8. Remaining Alert

The majority of home visits are very positive experiences, allowing for relationships to be built between families and schools. However, in a small number of instances, parents/ guardians may become aggressive, angry or abusive. HSCL Coordinators should remain alert at all times and watch for changes in moods, movements and expressions. ***If the person appears to be under the influence of drugs/ alcohol or acting aggressively, HSCL Coordinators should leave immediately.*** Always aim to remove yourself from the situation if confronted with aggression or violence. If a HSCL Coordinator is concerned that it may not be safe to complete a home visit, they may arrange to meet the parent/ guardian at an alternative location, e.g. School, Parents' Room, Family Resource Centre.

In a small number of cases, an event (e.g. criminal activity etc.) may occur within the school community which may impact on the HSCL Coordinator's ability to complete home visits. If this occurs, the HSCL Coordinator should consult with their Principal immediately. HSCL Coordinators and Principals should also seek the advice of other agencies working in the area (e.g. Gardaí, community groups etc.). The TESS Manager in the area is also available for support and guidance. If a decision is made to temporarily suspend home visits by the Principal, ETB or Board of Management, it is important that this decision is reviewed regularly, with a view to recommencing home visitation once it has been deemed safe to do so. The HSCL Coordinator should also inform their relevant TESS

Manager of such decisions.

### **Appendix 9.1 – SOS on Samsung & Apple Mobile Phones**

***In agreement with the Principal, the HSCL Coordinator should be able to contact the nominated person(s) via, for example a regularly checked answer phone, mobile phone or an office base that is staffed at all times. The HSCL Coordinator should inform the nominated person(s) that they are being used as an emergency contact.***

#### **Samsung Phones**

1. In phone settings click into 'Advanced features' and 'Send SOS messages'.
2. Click 'ON' and populate with phone numbers you can rely on to reply to an emergency.
3. Instructions on using this feature can be found here.

#### **Apple Phones**

1. Go to 'Settings'
2. Go to 'Emergency SOS'
3. Click on 'Auto Call'. Rapidly clicking the sleep/ wake button 5 times will call emergency services
4. You can also set up emergency contacts here that will be notified of your location and that you have contacted emergency services.

***This safety feature is only to be used in emergencies, where a HSCL Coordinator feels they need to retreat from a situation or feels threatened.***

Appendix 3: HSCL Parent/Guardian One-to-One Contact Record

School:

Name of Coordinator:

No. of records: -

Line	Date	Understand	Understand	Understand	Understand	Plan	Do	Review	Review		Comments/ Notes	Yr. Mth	Misc
		Parent/Guardian's Name	Child's Name	Address	Nature of Contact	Purpose of Parental Contact	Task	Outcome of Parental Contact	Outcome for Child	Follow Up / Review			
1												-	
2												-	
3												-	
4												-	
5												-	
6												-	
7												-	
8												-	
9												-	
10												-	
11												-	
12												-	
13												-	
14												-	
15												-	
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20												-	
21												-	
22												-	
23												-	
24												-	
25												-	
26												-	
27												-	
28												-	

**Appendix 4: Sample HSCL Weekly Planning Template**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>08.30-10.00</b>					
<b>10.00-11.00</b>					
<b>11.00-12.30</b>					
<b>12.30-14.00</b>					
<b>14.00-16.00</b>					



### Appendix 5: Sample HSCL Annual Logic Model Plan

Situation/ Need					
DEIS Themes (in order of priority)					
Inputs	Outputs		Short Term Outcomes ( 1year)	Medium Term Outcomes (3 years)	Long Term Outcomes (5 years)
	Activities	Measurables			
Policies & Procedures HSCL Coordinator Funding Materials Principal support HSCL experience & knowledge Time, energy & enthusiasm Transport Community & statutory support Training & CPD Care Teams Principal/ HSCL meeting	Coffee mornings	5 coffee morning with 75 parents	Parents will be able to: <ul style="list-style-type: none"> <li>demonstrate increased active engagement with the school, other parents and the community</li> <li>list supports available to them in the school</li> <li>demonstrate increased ability to support their child's attendance</li> <li>demonstrate increased ability to support their child's literacy development</li> <li>demonstrate increased engagement in family literacy within the home</li> <li>demonstrate Increased ability to support their child's educational, social and emotional development</li> <li>outline the benefits of third-level education</li> <li>demonstrate increased ability to support their children's behavioural development</li> </ul> Teachers will be able to state the role and purpose of HSCL Coordinator with TESS.	<i>Refer to your school's DEIS Action Plan for Improvement</i>  Parents will be able to <ul style="list-style-type: none"> <li>recognise the value and potential of education for their child</li> <li>provide reading support to their child at home</li> <li>identify themselves as the primary educator of their child</li> <li>demonstrate increased connection with the school</li> </ul> Children and young people will be able to demonstrate: <ul style="list-style-type: none"> <li>improved literacy and numeracy</li> <li>improved attendance</li> <li>improved participation</li> </ul>	Children and young people will be able to: <ul style="list-style-type: none"> <li>Experience positive engagement between home, school and community, resulting in improved attendance, retention and participation</li> <li>Be involved and have their families involved in their education</li> <li>Achieve their full potential in all areas of learning and development</li> </ul>
	Staff presentation	1 September staff presentation with 20 staff			
	Games for Fun	4 week programme with 8 6 <sup>th</sup> Class parents			
	Parent trip to 3 <sup>rd</sup> Level college	1 trip with 10 parents (25% target)			
	Parents Plus	1 8-week programme with 12 parents (4 target)			
	Home visits	5 home visits with 40 target families			
	Parent-Teacher meetings	1 PT Meeting with 90 parents			
	Meitheal	Meitheal process with 4 families			
	Garda vetting	GV process with 10 families			
	One Book One Community	1 family project with 60 families			
	Attendance Drive Month	3 parents workshops with 60 parents			
	Internet safety talks	2 parent talks with 40 parents			
	Parent courses	4 8-week courses with 8 parents (3 target)			
	One Book One Community	1 family project with 60 families			
	Transition programme	1 induction pack with 60 families 1 4-week programme with 8 parents (3 target)			

## Appendix 6: Sample Expenditure Form





It is a requirement that at least 10% of the annual DEIS Grant must be allocated for use on HSCCL activities and made available to the HSCCL Coordinator. If 10% is not sufficient, the school should use its discretion, as to the appropriate amount of funding from the DEIS Grant, that should be provided to operate the HSCCL service. The DEIS Grant (including the HSCCL Grant) should be utilised to obtain the outcomes as identified in the school's DEIS Action Plan. The HSCCL Coordinator plays a critical role in supporting the development, implementation, evaluation and review of the school's DEIS Action Plan. In particular, the HSCCL Coordinator plays a significant role in the promotion of parental involvement in children's learning and in developing parents' confidence and capabilities in their roles as primary educators.

<p>HSCL Coordinator:</p> <p>By entering your name you hereby confirm that all of the information provided on this form is true, complete and accurate.</p> <p>I also confirm that this form and the contents therein have been agreed by the Principal / Chief Executive of the Regional ETB.</p>	
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School Name	
School Roll Number	
Enrolment at 30/09/2018	

Total DEIS Grant	
HSCL Allocation (15% of total DEIS Grant)	
Carryover of HSCL Grant from 2017/18 School Year (if applicable)	
Minimum HSCL Budget for 2018/19	€

[illegible]

### Appendix 7: Roles and Responsibilities for Attendance within the School Community

Position	Key Responsibilities	Recommended Tasks	Strength	Ok for now	Could be better	Urgent Gap	Don't Know
Board of management	Ensure all relevant policies are ratified and reviewed regularly	<ul style="list-style-type: none"> <li>• Submit Statement of Strategy of Attendance</li> <li>• Implement and review DEIS Action Plan for Improvement – Attendance</li> <li>• Request and review attendance statistics via Principal's Report</li> <li>• Report all suspensions/ expulsions/ reduced timetables</li> <li>• Provide funding for attendance initiatives</li> <li>• Oversight of the school roll</li> <li>• Comply with all circulars and directives from Department of Education and TESS EWS in relation to attendance</li> </ul>					
Principal	Oversight of DEIS plans and whole school approach to attendance Submission of EWO referrals and AAR to Tusla EWS	<ul style="list-style-type: none"> <li>• Maintain the school roll</li> <li>• Lead and promote whole school attendance</li> <li>• Provide rewards for attendance</li> <li>• Implement attendance policy &amp; statement of strategy of attendance</li> <li>• Member of care team/ support team/ attendance meeting with HSCL/ SCP</li> <li>• Link with appropriate people (SCP/ HSCL/EWO/SEN/ Care team)</li> <li>• Ensure accurate rolls are kept/Have system in place to track attendance</li> <li>• Monitor whole school attendance (or delegated to post of responsibility)</li> <li>• Implement/ oversee Ladder of intervention approach (<i>sample below</i>)</li> <li>• Link in with initiatives that promote attendance (e.g. DCU awards)</li> <li>• Provide a positive learning environment</li> <li>• Raise staff awareness about attendance</li> <li>• Put attendance as standing item on staff meeting agenda</li> </ul>					
Class teacher/ subject	Keep accurate attendance/ punctuality	<ul style="list-style-type: none"> <li>• Promote the whole school attendance approach</li> <li>• Maintain/ take accurate attendance records</li> <li>• Promote the importance of attendance</li> </ul>					

teacher	records Report attendance concerns to relevant school personnel	<ul style="list-style-type: none"> <li>• Welcome children on return to school following absence</li> <li>• Provide a positive learning environment</li> <li>• Get involved in attendance competitions</li> <li>• Identify emerging patterns of attendance issues within own class group</li> <li>• Have early (1<sup>st</sup>) contact/ discussion with children and parents re: attendance concerns</li> <li>• Encourage children/ parents to come to school daily</li> <li>• Refer concerns to HSCL/ year head/ principal (<i>sample HSCL request form below</i>)</li> <li>• Check and Connect</li> <li>• Discuss attendance at Parent Teacher meeting</li> <li>• Work in partnership with parents</li> </ul>					
Year head/ A post (2 <sup>nd</sup> Level)	Oversight of attendance of specified class group	<ul style="list-style-type: none"> <li>• Track attendance and identify emerging trends/ patterns of absence</li> <li>• Send letters to parents re: attendance using Plain English (<a href="http://www.nala.ie">www.nala.ie</a>)</li> <li>• Phone calls to parents</li> <li>• Discuss attendance at Parent Teacher meeting</li> <li>• Refer to care team/ attendance meetings/ HSCL/ SCP</li> </ul>					
HSCL	Work with the salient adult in a child's life to promote their attendance, participation and retention	<ul style="list-style-type: none"> <li>• Build relationships with parents</li> <li>• Member of care team/ support team/ attendance meeting</li> <li>• Promote whole school attendance</li> <li>• Communicate with staff/ SCP/ EWO</li> <li>• Run, support &amp; fund attendance drives/ rewards/ incentives (with parental involvement)</li> <li>• Provide courses for parents to develop parental capacity</li> <li>• Organise welcome meetings/ events for incoming parents, with a focus on attendance</li> <li>• Manage/ review HSCL target list (in consultation with staff, HSCL, SCP, EWO)</li> <li>• Phone calls/ home visits* to parents on HSCL target list</li> <li>• Identify appropriate support and referral to outside agencies for families (e.g. Meitheal, Barnardos etc.)</li> <li>• Complete preventative work pre-EWO referral</li> <li>• Participate in Meitheal process</li> <li>• Support policy development (e.g. DEIS, Statement of Strategy of Attendance)</li> <li>• Identify/ prioritise small group in Senior Cycle, in consultation with care team and principal (2<sup>nd</sup> Level only)</li> </ul>					

SCP	Work with children and young people most at risk of early school leaving	<ul style="list-style-type: none"> <li>• Member of care team/ support team/ attendance meeting (project worker/ SCP staff normally in the school who has 'local knowledge')</li> <li>• Monitor attendance of target list children only</li> <li>• Provide targeted supports and direct 1:1 and group interventions for children on target list by SCP project staff (examples below)</li> <li>• Provide short-term whole class programmes to support attendance</li> <li>• Provide life skills coaching (e.g. Friends for Life)</li> <li>• Provide therapeutic interventions (up to €5000)</li> <li>• Run school holiday programmes (Mid-term; Easter; summer)</li> <li>• Run breakfast club</li> <li>• Run after-schools clubs/ trips</li> <li>• Work with out-of-school provisions</li> <li>• Complete preventative work pre-EWO referral</li> <li>• Participate in Meitheal process</li> <li>• Home visits (when dealing directly with child)*</li> <li>• Support policy development (e.g. DEIS, Statement of Strategy of Attendance)</li> </ul>					
EWO	Carry out legal functions under Education (Welfare) Act	<ul style="list-style-type: none"> <li>• Give talks to incoming Junior Infant and 1<sup>st</sup> Year parents (depending on capacity)</li> <li>• Give staff talks (depending on capacity)</li> <li>• Receive referrals</li> <li>• Carry out initial assessment</li> <li>• Draft case plan</li> <li>• Implement 24-week practice model</li> <li>• Link with other agencies (SCP/ HSCL/ principal etc.)</li> <li>• Work open cases</li> </ul>					

## Appendix 8:



### Guidelines on the use of the Home School Community Liaison (HSCL) Grant

The HSCL portion of the annual DEIS Grant is allocated to provide targeted supports, through the development of collaboration and partnership between the parents and teachers of children, who are at risk of educational disadvantage and early school leaving.

It is a requirement that a minimum of **10%** of the annual DEIS Grant to each school must be made available to the HSCL Coordinator for use on HSCL activities. If 10% of the DEIS Grant is not sufficient, the school should use its discretion, as to the appropriate amount of funding from the DEIS Grant, that should be provided to operate the HSCL service.

**Courses and activities to develop the role of the parent as the prime educator are among some of the key objectives under HSCL.** These can range from leisure activities, personal development and parenting skills, further education, as well as support with their children's learning. Schools must be conscious of securing value for money, in relation to significant purchases of equipment such as laptops and/or printers. The HSCL spend must be monitored and utilised appropriately and proportionately, to obtain the outcomes as identified in the school's DEIS Action Plan, which should be reviewed on a regular basis.

The HSCL Grant may also be used:

- To establish and maintain a parent's room, excluding capital expenditure
- To support the adaptation of the curriculum and teaching methodologies to meet targeted children's needs
- To purchase appropriate/approved resources for HSCL activities, in line with the school's DEIS Action Plan
- To pay appropriate travel expenses to the HSCL Coordinator incurred in the discharge of duties (home visitation, attendance at cluster meetings, Continuous Professional Development (CPD)). National CPD for Coordinators is centrally funded by the Educational Welfare Services. Schools contribute to CPD by covering travel expenses from the school's DEIS grant (*See DPER Circular "05/2017: Motor Travel Rates" for appropriate rates*). Claims in respect of subsistence are not allowed.

The advice of the relevant Senior Manager, Tusla Education Support Service (TESS) should be obtained, if further guidance is required on HSCL expenditure.

In accordance with Section 18 of the Education Act 1998, schools are required to keep records of all activities undertaken and materials and resources purchased with grants. Income and expenditure accounts should be retained in the school and be made available if, and when, required by officers of the Department of Education and Skills and/or the Office of the Comptroller and Auditor General.

Schools must ensure compliance with Circular: 13/2014, Management of and Accountability for Grants from Exchequer Funds. Please refer to:

<https://govacc.per.gov.ie/wp-content/uploads/DPER-Circular-13-14-Guidance-Note-and-Reporting-Requirements-1.pdf>

Schools should be aware that accounts are subject to audit. With this in mind, schools should make every effort to ensure best value for money and adopt best financial practices in order to be compliant with the Act and relevant circulars. The services of the Financial Shared Services Unit ([www.fssu.ie](http://www.fssu.ie)) are available in this regard should you need their advice on such matters.

In accordance with Section 51 of the Education and Training Boards Act 2013 the Department requests that ETBs' accounts of income and expenditure should be retained and made available from time to time to officers of the Department of Education and Skills.

Social Inclusion Unit  
Department of Education  
July 2021

## Appendix 9: TESS Guidelines for Use of the HSCL Grant

### 1. Context

As per Circular 0016/2019:

- ***'The allocated 10% of the DEIS Grant may only be spent on activities/resources which are directly linked to parental involvement, outlined in the school's Action Plan for Improvement and HSCL annual plan'.***
- ***'It is a requirement that a minimum of 10% of the annual DEIS Grant to each school be made available to the HSCL Coordinator for use on HSCL activities'.***

### 2. General Tips

- ✓ Your school's Principal must agree to all HSCL expenditure.
- ✓ Find out what your school's procedure/ protocol is for accessing the HSCL grant. It is recommended that this is in writing.
- ✓ Your Principal can advise you to the amount of your school's HSCL grant.
- ✓ If you have any queries or are unsure about a particular purchase/ expense, please contact your relevant TESS Manager.

### 3. Ensuring Value for Money

- ✓ It is recommended to get three quotations for all purchases.
- ✓ Schools must be conscious of securing value for money, in relation to significant purchases of equipment (e.g. laptops, printers).
- ✓ In the first instance, it is recommended that HSCL Coordinators deliver programmes, courses, workshops etc. to parents. Free courses should also be sourced through your relevant ETB, where possible.
- ✓ In the event of a presenter giving their time free of charge, suitable gifts would include flowers, chocolates etc.
- ✓ When the HSCL grant is being used to cover the cost of a tutor for a parent course, ensure you are getting value for money. Seek the advice of your Principal/ ETB, local cluster and TESS Manager.

### 4. Continuous Professional Development (CPD)

National CPD for Coordinators is centrally funded by TUSLA Education Support Service (TESS) and the Department of Education. Schools contribute to CPD by covering travel expenses from the school's DEIS grant (*See Department of Finance Circular 05/2017 and Department of Education Circular 0036/2017 for appropriate rates*).

Induction and Integrated CPD is funded by TESS for all HSCL Coordinators. There is a wide variety of free CPD available to HSCL Coordinators, through both TESS and TUSLA. Examples of training available include SCP Intake Framework and Meitheal training. Your relevant TESS Manager can also be contacted if you would like input from e.g. domestic violence services at a local cluster meeting. All speakers/ training that are sourced for the local cluster should be in response to an identified local need.



*HSCL Coordinators, with Principal/ ETB approval, may undertake additional CPD during their term. **HSCL Coordinators must submit the Application Form for Continuous Professional Development of HSCL Coordinators to your relevant TESS Integrated Services Manager for approval, prior to taking part in the CPD.***

***Prior approval for CPD that has a cost of in excess of €80 must be sought from your BOM/ ETB and relevant TESS Manager.***

***Examples of Appropriate Expenditure  
(Please note that this is not an exhaustive list)***

- Travel expenses for home visitation, cluster meetings (as per Circular 05/2017)
- Establishment and maintenance of Parents' Room (e.g. soft furnishings, cups, cutlery)
- Refreshments for parents, when attending HSCL-led/ organised events, courses
- HSCL office equipment (e.g. laptop, mobile phone etc.)
- Face coverings for use by HSCL Coordinator only
- Hand sanitiser & disinfectant wipes for use in HSCL Office, Parents Room and on home visits only
- Tablet device (for use by the HSCL Coordinator to demonstrate remote learning tools/ apps etc. to parents)
- Resources for HSCL activities (e.g. craft material, board games for Maths for Fun, wheelbarrows and shovels for Gardening/Horticulture classes etc.)
- Tutor costs for parent courses
- Parent presenter gifts (excluding alcohol)
- Parent talks/ workshops
- Parenting programmes
- Speaker/ Facilitator for cluster meeting
- Training for HSCLs as a cluster group
- Cost of texts to parents for HSCL-specific reasons only
- Information leaflets/ packs for parents
- Family prizes for attendance (e.g. family cinema ticket, family Zoo pass etc.)
- Induction packs for families
- Travel for parents to HSCL-led events (e.g. Bus to 3<sup>rd</sup> Level institutes, HEAR/ DARE programmes, POTHOLEs)
- Parents' library books
- Books for paired reading activities with parents and children
- Contribution ONLY to whole school attendance initiatives
- Introductory level of Motivational Interviewing Training

***Examples of Inappropriate Expenditure***  
***(Please note that this is not an exhaustive list)***

- Capital expenditure (e.g. building work)
- Alcohol
- Teacher gifts/ vouchers
- Homework club funding
- Individual family support (e.g. book bills, school tours etc.)
- Uniforms for students
- Purchase of individual tablets/ devices for families (*HSCL may facilitate loan or delivery of IT supports*)
- Seasonal (e.g. Christmas) or Event (e.g. Communion) support for families
- Breakfast/ lunch clubs
- SCP (e.g. homework clubs; contributions to SCP etc.)
- Counselling/ Therapies
- Psychological assessments
- Student-only activities
- Student awards/ trophies
- Sports Medals for students
- Staff development costs
- Claiming subsistence
- Whole school text bill
- School website Department of Educationign
- Student-only workshops/ sessions
- Buses for student only events
- Transport for students (e.g. taxis, Leapcards etc.)
- After-school study
- Classes for students (e.g. art, drama etc.)
- Fuel receipts
- Whole school attendance initiatives
- Advanced Motivational Interviewing training (*This is not seen as necessary to the role of HSCL* )

## Appendix 10: MOTOR TRAVEL RATES Circular 05/2017 Department of Public Expenditure and Reform (Appendix 1)

(These rates apply for school visits, home visits, meetings etc.)

### Appendix 1

#### Motor Travel Rates 2017

Effective from 1<sup>st</sup> April 2017

#### Motor Travel Rates per kilometre

Distance Bands		Engine Capacity up to 1200cc	Engine Capacity 1201cc to 1500cc	Engine Capacity 1501cc and over
Band 1	0 – 1,500 km	37.95 cent	39.86 cent	44.79 cent
Band 2	1,501 – 5,500 km	70.00 cent	73.21 cent	83.53 cent
Band 3	5,501 – 25,000 km	27.55 cent	29.03 cent	32.21 cent
Band 4	25,001 km and over	21.36 cent	22.23 cent	25.85 cent

#### Reduced Motor Travel Rates per kilometre

Engine Capacity up to 1200cc	Engine Capacity 1201cc to 1500cc	Engine Capacity 1501cc and over
16.59 cent	17.63 cent	18.97 cent

#### Travel Rates for CPD

*In line with Agreed Report No 333/00 the cost of bus or train fares or 16.92 cent per kilometre or 27.22 cent per mile motor rate, where less expensive public transport is not available. Motor travel rates will not be paid in respect of claimants who have to travel less than 10 miles/14 kilometres (single journey) to the course. Private cars should only be used when there is no suitable public transport available or where public transport is available at equal or greater expense.*

## Appendix 11: CPD Form



An Ghníomhaireacht um  
Leanaí agus an Teaghlach  
Child and Family Agency

### Application Form

### Continuous Professional Development for Home School Community Liaison (HSCL) Coordinators

#### PART I – For completion by HSCL Coordinator

Name:	
Current Qualifications	
Previous subjects and levels taught	
HSCL assignment	from to
Course Title:	
Title of Course Provider:	
Brief details of the training course:	
Award, if any, available on completion of training course:	
Training course duration:	
Training course dates:	
Training course fee:	
Please state why you consider that this particular training course is required in your role as HSCL Coordinator?	
Please explain the relevance of this training course to the HSCL Scheme:	
Details, including dates, of any previous additional professional training undertaken in the past 5 years:	
Where other sources of	

funding were sought for  
this training course,  
please provide details:

HSCL Coordinator Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Contact Number: \_\_\_\_\_

*Having obtained approval from the relevant TESS Integrated Services Manager, the completed application should be forwarded to the Principal/School Board of Management in advance of training course commencement date and a copy kept by the Principal and the Home School Community Liaison Coordinator.*

## **PART II - APPROVAL FOR ATTENDANCE AT TRAINING COURSE:**

School Principal Signature: \_\_\_\_\_

Approval Date: \_\_\_\_\_

## Appendix 12: TESS HSCL Sample Information Pamphlet

### Useful Services in Your Local Area:



### Useful Telephone Numbers:



**tess**

Seirbhís Tacaíochta  
Oideachais Tusla  
Tusla Education Support Service

The Brunel Building, Heuston South Quarter,  
Saint John's Road West, Dublin 8, D08 X01F  
Phone: 01 771 8500 | Email: info@tusla-tess.ie

For more information visit  
[www.tusla.ie/tess](http://www.tusla.ie/tess)



A tess resource developed by the Tusla  
Education Support Service Management Team.  
November 2019

**tess**

Seirbhís Tacaíochta  
Oideachais Tusla  
Tusla Education Support Service

Promotes & Supports  
**School Attendance**  
**School Participation**  
**School Retention**

"Every School Day Counts."

### Every School Day Counts

The Home School Community Liaison Scheme is designed to work with and support the adults in a child's life to help improve educational outcomes. The scheme identifies needs and puts appropriate responses in place. This includes an integrated response from the other two strands of **tess** (School Completion Programme and Education Welfare Officers), as well as linking families to local voluntary, community and statutory agencies.

Home Visits are the primary point of contact for Parents with this scheme, but connections are made with families in the school and community also.

**Networks to Support Education:** These can range from Local Education Committees, CYPSC, Child and Family Support Networks, PPFS Meitheal etc.

HSCL Coordinator

### School Supports

**Home Visits:** These visits by the Home School Community Liaison co-ordinator, are to assist parents with any concerns regarding their child's education. Co-ordinators spend at least one third of their time on Home Visits.

**Classes and Courses for Parents:** These can range from hobbies and interests to classes and courses on parenting and child development. Some Parents are trained to work as facilitators to deliver programmes to other parents for example the 'My Child My Vision' transfer programme.

**Parent's Room:** This is a room at our School where Parents can meet and participate in classes and courses that supports your child's education. The Parents room contains a Library for Parents of books and pamphlets that will support you in your role.

**Meitheal Process:** Is available for families, who through no fault of their own find themselves in need of targeted support.

Parents (and students who have reached 18) have a right to appeal the following decisions made by a school Board of Management. Permanent exclusion from a school. Suspension to the cumulative of 20 days in any school year. Refusal to enrol.

### Support available from the other two strands of **tess**

**School Completion Programme:** The local SCP Coordinator helps to organise a number of interventions for those students who are at risk of early school leaving and students of school going age who are not currently attending school.

**Education Welfare Officers:** These work closely with the HSCL and SCP Coordinators to support Attendance, Participation and Retention. The main priority of their work is to advise and assist Parents and Schools, so that concerns and problems around attendance can be addressed as soon as possible.

**Classes and Courses available to Parents through the Home School Community Liaison Scheme.**

If you wish to get more information or to sign up for any of these courses, please contact your HSCL co-ordinator.