

North Fingal Attendance Monitoring Project

**Attendance Support Programme
Referral Protocol**

**Procedures for identifying, prioritizing, and referring students to the
Attendance Support Programme**

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Referral Protocol

For the Referral of Students to the Attendance Support Programme

School:

The Attendance Support Programme is the name given to Measure 4(a) of the **Attendance Monitoring Project**:

To increase the capacity of local schools to support students with developing school attendance problems by providing counselling supports in participating schools to assist these students and their families.

The delivery of the Attendance Support Programme will be the responsibility of Caroline Lambden, as appointed by the National Counselling Institute of Ireland. NCII-trained student counsellors, who will be referred to as **Attendance Support Workers**, will provide the actual support sessions. The referral protocol outlines the requirements within participating schools for **identifying** and **referring** students to the Programme. It is envisaged that a Care Team will be formed in each school to manage the delivery of the protocol.

The elements of the referral protocol are listed and explained below. Where possible, additional data, support documents, and templates are provided (as appendices). The first step in implementing the protocol is to form the Care Team.

Step 1: Form the Care Team and determine its terms of reference

The Care Team's main roles will be to progress students on to the Attendance Support Programme and to monitor any changes in attendance, attitude, behaviour, and academic performance over its duration. In order to do this, the Care Team will need to allocate responsibilities to members, define criteria for student participation in the Programme, and identify how student and parental approval should best be gained, how Support Workers should be briefed, and how monitoring should take place.

A draft document designed to help the Care Team to create these terms of reference is provided in **Appendix 1**, and it is recommended that these be agreed as soon as possible after the formation of the team. Once the terms of reference have been laid down, the team should be able to operate mostly unaided for the duration of the Programme. Facilitation / support will be available from project staff if required.

Responsibility for Step 1:

Step 2: Inform staff about the Programme and how it will be run in the school

It is considered good practice that all teaching staff be made aware of the Programme and how it will operate in the school. Staff members may be asked to provide information for use in profiling participating students, and to contribute to evaluating the impacts of interventions on student attendance, performance, and attitude. A draft information page for distribution to staff has been provided in **Appendix 2**. The school will need to adapt this, entering details relevant to its own participation in the Programme (members of the Care Team, etc.).

Responsibility for Step 2:

Step 3: Shortlist students who have known / potential attendance issues

The pool of potential candidates for the Programme will consist of all 2nd Year students, as well as any students from other years who have been specifically referred to the Care Team by teaching staff. The Year Head (2nd Year) will need to go through these students and create a shortlist of those who might benefit from the Programme. Additional data will then be gathered on shortlisted students at Step 4. The criteria for shortlisting will have been laid down in the terms of reference for the Care Team (Step 1). A template for documenting the shortlisted students is provided in **Appendix 3**.

Responsibility for Step 3:

Step 4: Quick-profile the short-listed students

Having shortlisted students who might benefit from inclusion in the Programme, it is envisaged that the Care Team will need more detailed information on these students in order to make a recommendation that they be progressed to the point where they and their parents are approached to give approval for the supports to begin. A Quick Profile template is provided in **Appendix 4** to help gather this information (a sample completed version of this template is provided in **Appendix 4a**).

Responsibility for Step 4:

Step 5: Prioritize short-listed students and make recommendations for progression

With the shortlisted students' Quick Profiles available to them, Care Team members will be better positioned to prioritize them and make recommendations for progression onto the Programme. The criteria for progression will have been laid down in Step 1. A section of the Quick Profile form (Appendix 4) is available to allow the Care Team to make their recommendations, with space for notes.

Responsibility for Step 5:

Step 6: Initiate contact with parents; gain parental and student approval for supports

The Programme considers it good practice to obtain formal written approval from both parents / guardians **and** from the participating students themselves. The procedures for initiating contact with parents and students, for explaining the nature of the Programme, and for gaining consent will have been laid down at Step 1. A number of documents and templates are provided to assist with Step 6. **Appendix 6** provides a draft general letter informing parents about the Programme; **Appendix 6a** provides a draft specific letter to parents inviting them to discuss their child's participation on the Programme; **Appendix 6b** provides a draft letter of consent for parents; and **Appendix 6c** provides a draft letter of consent for students.

Responsibility for Step 6:

Step 7: Complete a Full Student Profile of students who are approved for the Programme

A Full Profile is more detailed than a Quick Profile; it will be the document that will be passed on to the Attendance Support Worker before they begin working with the individual student, and it may well form the basis of the work they carry out with the student. It is important, therefore, that the Full Profile is completed as accurately and completely as possible.

As with the Quick Profile, it will almost certainly be necessary to talk to other teaching staff to gather relevant information for the Full Profile. Information from the family and from the student him/herself may also be included. **Appendix 7** provides a template for completing a Full Profile.

Responsibility for Step 7:

Step 8: Progress the students onto the Attendance Support Programme

Once students have been chosen for the Programme and consents gained, it will be necessary to make the arrangements to allow the student to access the supports. This process will include meeting with and briefing the Attendance Support Worker, arranging times for weekly sessions, arranging time away from class, and passing details of the schedule and the venue on to the student and his / her parents. A template to cover these arrangements is provided in **Appendix 8**.

Responsibility for Step 8:

Step 9: Monitor participating students on an ongoing basis

As students begin seeing the Support Worker, the Care Team's will monitor, on an ongoing basis, any changes in school behaviour that may arise from individual's participation on the Programme. **Appendix 9** provides a template for tracking changes to areas of student behaviour. The template is open-ended, so the same sheet can be used to track changes in any behaviour. In general, it is expected that the Care Team will monitor changes to attendance as well as to any other factors they feel are relevant (e.g. aggression in a student for whom aggression in school has been identified as a problem). In order to carry out monitoring, it will be necessary to gather data on a regular basis. Some sources of data include:

- | | |
|----------------------------------|---|
| ■ Student's attendance record | ■ Feedback from individual teaching staff |
| ■ Student's disciplinary record | ■ Feedback from the student him/herself |
| ■ Feedback from the Year Head | ■ Feedback from parents |
| ■ Feedback from the Form Teacher | ■ Feedback from Support Workers |

The Care Team will need to define which areas of behaviour will be monitored, what data will be gathered, and how this will be done (terms of reference – Appendix 1). The experience of the school in reporting changes to the behaviour of students on the Programme will be included in the final project report.

Responsibility for Step 9:

Appendix 1 Building Terms of Reference for the Care Team

The Care Team’s main role will be to progress students on to the Attendance Support Programme and to monitor any changes in attendance, attitude, behaviour, and academic performance over the duration of the Programme. In order to do this, the Team will need to meet **at least** weekly until the first participants have been identified and transferred to the Programme, and then on an approximately monthly basis for the remainder of the Programme.

This document is designed to help the Care Team define their terms of reference, which should preferably be completed in their first and second meetings.

1. Who is on the Care Team and what are individual members’ main roles?

Name	Position

Item	Person Responsible
■ Organising Care Team meetings, reminding members of meetings, ensuring the venue is available	
■ Maintaining Care Team documentation and records, and ensuring confidentiality	
■ Keeping notes (minutes) of Care Team meetings	
■ Informing other school staff about the Attendance Monitoring Programme and the work of the Care Team	
■ Gathering preliminary attendance data on 2 nd Year students	
■ Completing Quick Profiles of shortlisted students	
■ Initiating contact with parents	
■ Following up / meeting with parents to provide details of the Programme and gain parental approval	
■ Initiating contact with students to gain student approval	
■ Liaising / following up with students, passing on details of Programme schedule, venues	
■ Liaising with teaching staff to arrange release for students taking part in the Programme	
■ Completing Full Profiles of students selected for the Programme	
■ Briefing the Support Workers	
■ Arranging for the collection of data for ongoing monitoring of individual participants	
■ Point of contact for Support Workers and NCII – dealing with issues that arise, etc.	

When and where will the Care Team meet?

With limited time available, the period from the formation of the Care Team to the progression of the first students to the Programme should ideally be no more than **three weeks**. The Care Team will probably need to meet 4-5 times within this period to carry out the following work:

- Form the Care Team and allocate responsibilities to members
- Examine list of 2nd Year students and shortlist those that might benefit from the Programme
- Examine shortlist and recommend students who will be offered places on the Programme
- Confirm the students who have been approved and who will progress to the Programme
- Liaise with and brief the Attendance Support Workers

Below is a table for scheduling these initial meetings. A fuller schedule template for planning Care Team meetings is available in **Appendix 1a**.

	Date / Time	Venue / Room
1.		
2.		
3.		
4.		
5.		

2. What are the criteria for shortlisting students?

From an examination of all 2nd Year students (as well as students from other years who may have been referred) the Year Head will create a shortlist of potential candidates for the Programme on whom more detailed information will be gathered. The primary criterion for considering a student for the Programme is that he / she has a school attendance issue – i.e. that the student has a known history of significant absence. A second criterion for consideration is viability – the degree to which there is a reasonable chance that the student will engage with the Programme. It will be up to the Care Team to define the criteria they feel are relevant to the creation of the shortlist in their own school. The table below is designed to assist them in this.

Characteristic	Makes shortlist inclusion more / less likely?			
Student has a known attendance issue	More likely	<input type="checkbox"/>	Less likely	<input type="checkbox"/>
Student has potential to benefit from supports	More likely	<input type="checkbox"/>	Less likely	<input type="checkbox"/>
Student missed less than 20 days in 2005/6	More likely	<input type="checkbox"/>	Less likely	<input type="checkbox"/>
Student missed more than 20 days in 2005/6	More likely	<input type="checkbox"/>	Less likely	<input type="checkbox"/>
Student was referred to NEWB in 2005/6	More likely	<input type="checkbox"/>	Less likely	<input type="checkbox"/>
Student has high level of unexplained absence	More likely	<input type="checkbox"/>	Less likely	<input type="checkbox"/>
Pattern of poor attendance in current year	More likely	<input type="checkbox"/>	Less likely	<input type="checkbox"/>
Student was specifically referred by a teacher	More likely	<input type="checkbox"/>	Less likely	<input type="checkbox"/>

Characteristic	Makes shortlist inclusion more / less likely?
Expected absence this year will be >20 days	More likely <input type="checkbox"/> Less likely <input type="checkbox"/>
Expected absence this year will be >15 days	More likely <input type="checkbox"/> Less likely <input type="checkbox"/>
Expected absence this year will be >10 days	More likely <input type="checkbox"/> Less likely <input type="checkbox"/>
Expected absence this year will be <10 days	More likely <input type="checkbox"/> Less likely <input type="checkbox"/>
Other (specify)	More likely <input type="checkbox"/> Less likely <input type="checkbox"/>
Other (specify)	More likely <input type="checkbox"/> Less likely <input type="checkbox"/>

3. What are the criteria for prioritizing shortlisted students?

With Quick Profiles available for the shortlisted students, the Care Team will have access to additional information with which to prioritize potential candidates. Prioritized students and their parents / guardians will be approached and approval sought to progress the student to the Programme. It will be up to the Care Team to agree the prioritization factors in their school. The table below is designed to assist them in this.

Characteristic	Raises / lowers priority?
The Care Team believes the student will engage with and can benefit from the Programme	Raises priority <input type="checkbox"/> Lowers priority <input type="checkbox"/>
Community factors indicated	Raises priority <input type="checkbox"/> Lowers priority <input type="checkbox"/>
School factors indicated	Raises priority <input type="checkbox"/> Lowers priority <input type="checkbox"/>
Emotional factors indicated	Raises priority <input type="checkbox"/> Lowers priority <input type="checkbox"/>
Health factors indicated	Raises priority <input type="checkbox"/> Lowers priority <input type="checkbox"/>
Home factors indicated	Raises priority <input type="checkbox"/> Lowers priority <input type="checkbox"/>
Educational Assessment completed	Raises priority <input type="checkbox"/> Lowers priority <input type="checkbox"/>
Educational Assessment recommended	Raises priority <input type="checkbox"/> Lowers priority <input type="checkbox"/>
Reading age deficit indicated	Raises priority <input type="checkbox"/> Lowers priority <input type="checkbox"/>
Literacy / numeracy issues indicated	Raises priority <input type="checkbox"/> Lowers priority <input type="checkbox"/>
Not a 2 nd Year student (referred)	Raises priority <input type="checkbox"/> Lowers priority <input type="checkbox"/>
Family history of early school leaving	Raises priority <input type="checkbox"/> Lowers priority <input type="checkbox"/>
Aggression / behavioural problems	Raises priority <input type="checkbox"/> Lowers priority <input type="checkbox"/>
History of good parental contact with school	Raises priority <input type="checkbox"/> Lowers priority <input type="checkbox"/>
History of poor parental contact with school	Raises priority <input type="checkbox"/> Lowers priority <input type="checkbox"/>
Other (specify)	More likely <input type="checkbox"/> Less likely <input type="checkbox"/>
Other (specify)	More likely <input type="checkbox"/> Less likely <input type="checkbox"/>

4. What approach will be used to gain approval from parents / students?

The Care Team should define how parents will be informed of the Programme, how they will be contacted when their child has been recommended for inclusion, and how parental and student approval should be gained. Some options include:

- Inform **all** parents about the Programme by letter
- Inform parents of students recommended for the programme by letter (letter of offer)
- Inform parents of students recommended for the programme by phone
- Inform parents of students recommended for the programme by face to face contact
- Inform recommended students by letter
- Inform recommended students directly (teacher / guidance counsellor)
- Arrange telephone discussion to advise parents about the Programme
- Arrange face to face meeting to advise parents about the Programme
- Provide letter of approval for parent signature
- Allow time for consideration (specify time)
- Provide letter of approval for student signature

Use the table below to define the approach for your school.

Step	Action
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

5. What will be the format for briefing sessions with Support Workers?

As well as making the student profiles available, a representative from the Care Team will also be required to brief the Attendance Support Worker assigned to each student (two Support Workers will be attached to the Programme). This can be done in a face to face meeting, by telephone, or even by email. Detail below how briefing will take place.

6. What arrangements will need to be made to allow students to access the supports?

Assuming students have been chosen for the Programme, parental and student approval gained, and Support Workers fully briefed, arrangements will need to be made to allow the participants to access the supports. Some of the items that might be included here are:

- Arranging schedules for individual students to visit the Support Worker
- Communicating the schedules to the student
- Communicating the schedules to the Support Worker
- Communicating the schedules to the relevant teaching staff
- Arranging for the student to leave the school
- Arranging for a person to accompany the student (first time / every time?)
- Getting clarification that the student has attended the session

Use the table below to define the approach your school will use to facilitate student access.

Step	Action
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

7. What feedback will be requested from Support Workers?

While the details of sessions between students and Support Workers will be completely confidential, the Care Team may want to agree certain items of feedback with the Workers, as well as procedures for delivering the feedback, maintaining confidentiality, etc. Detail below what feedback will be requested and the procedures for accessing it.

8. How will Care Team documentation be stored to ensure confidentiality

All of the data collected in relation to the Care Team's work should be considered to be confidential. As such, it will be necessary to arrange for documents to be kept in a secure location when not in use by the Care Team or by individual Care Team members. Some areas that might be considered are:

- Secure storage of documentation when not in use
- Security of documentation when it is being completed by individual team members
- Procedures for accessing documentation for Care Team meetings
- Long term secure storage of documentation (e.g. beyond the life of the Programme)

Detail below the security arrangements that will be put in place to ensure confidentiality of documentation at all times.

Appendix 1a

Schedule for Care Team Meetings

	Date / Time	Venue / Room	Main work to be done
1.			
2.			
3.			
4.			
5.			
6.			

Attendance Support Programme

	Date / Time	Venue / Room	Main work to be done
7.			
8.			
9.			
10.			
11.			
12.			
13.			

Appendix 2

[draft information to inform school staff about the Attendance Support Programme; to be finalised and distributed by the individual schools]

To: all school staff
From: the Principal

As you may be aware [School Name] has for the past year been involved with the North Fingal Attendance Monitoring Project, a community-based programme whose objective has been to support measures to monitor school attendance and to address attendance issues.

The final element of the project will be the Attendance Support Programme, a pilot programme that will provide direct one-to-one attendance supports for a small number of students with attendance issues. The Attendance Support Programme will be carried out in partnership with the National Counselling Institute of Ireland (NCII), currently the only counselling body whose training qualifications are included on the National Educational Framework. Between October 2006 and April 2007, participating students will be referred for weekly sessions with Attendance Support Workers, all of whom will be trainee counsellors in their third year of training.

The objective of the Attendance Support Programme is to find out if these kinds of supports can help improve individual attendance and aid retention in the school system. It has been decided that the pilot will focus primarily on second year students, given that we already have a one-year attendance record for them and that they are not preparing for state exams. Students from other years may be referred to the Care Team where a teacher feels participation in the programme might have significant benefits for them. This is a pilot programme, and it is envisaged that between 6 and 10 students will be placed on it. Support sessions themselves will take place in [location: Balbriggan Family Centre / the Rush Community Centre].

To facilitate the programme, a Care Team is being put together from among the school staff. The Care Team's role will be to identify the second year students who might benefit from the programme, create a brief profile of each identified student, gain parental and student consent for inclusion in the programme, and refer individual students to the Attendance Support Workers. Teaching staff are encouraged, where they are aware of a student who might benefit from the programme, to discuss the situation with a member of the care team with a view to having the student included in the assessment / referral process. The care team members for our school are:

Name	Position

Needless to say, the sessions between students and Support Workers will be completely confidential. The impacts of the programme will be measured by Rickter Scale™ assessments, carried out by trained assessors, at the beginning, middle, and end of the programme, alongside quantitative and qualitative data on changes in individual attendance, academic performance, etc. The results of the programme will be published in 2007 as part of the overall Attendance Monitoring Project report.

Appendix 3
Shortlisting Template
 [for documenting students initially shortlisted for possible participation in the Programme]

Student Name	Year	Attendance issues (req.)	Community / Social factors	School factors	Emotional factors	Health factors	Home factors	Year Head / Teacher Comments
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Appendix 4

Quick Profile Template

Student

Gender	Year / Class	Form Teacher
Male..... <input type="checkbox"/>		
Female <input type="checkbox"/>		

Attendance (2005/6)		Community factors <input type="checkbox"/>	School factors <input type="checkbox"/>
Term 1	Term 2		
Term 3	Term 4		

Emotional factors <input type="checkbox"/>	Health factors <input type="checkbox"/>	Home factors <input type="checkbox"/>

Recommended <input type="checkbox"/>	Priority Low 1 2 3 4 5 High <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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Student

Gender	Year / Class	Form Teacher
Male..... <input type="checkbox"/>		
Female <input type="checkbox"/>		

Attendance (2005/6)		Community factors <input type="checkbox"/>	School factors <input type="checkbox"/>
Term 1	Term 2		
Term 3	Term 4		

Emotional factors <input type="checkbox"/>	Health factors <input type="checkbox"/>	Home factors <input type="checkbox"/>

Recommended <input type="checkbox"/>	Priority Low 1 2 3 4 5 High <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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Attendance Support Programme
Appendix 4a
 Quick Profile Template [sample]

Student			
John Doe			
Gender	Year / Class	Form Teacher	
Male..... <input checked="" type="checkbox"/> Female <input type="checkbox"/>	2 / Class 2b	Mr. Smith	
Attendance (2005/6)		Community factors <input checked="" type="checkbox"/>	School factors <input checked="" type="checkbox"/>
Term 1	Term 2	Involved with the JLO	Poor literacy / numeracy
28/32	25/33		
Term 3	Term 4		
21/35			
Emotional factors <input checked="" type="checkbox"/>	Health factors <input checked="" type="checkbox"/>	Home factors <input checked="" type="checkbox"/>	
Can be aggressive towards teachers and other students	Asthma	2 nd child of 5. Father unemployed, mother works as a childminder. Family history of early school leaving	
Recommended <input checked="" type="checkbox"/>	Priority Low 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> High		

Student			
Jane Doe			
Gender	Year / Class	Form Teacher	
Male..... <input type="checkbox"/> Female <input checked="" type="checkbox"/>	2 / Class 2c	Miss Jones	
Attendance (2005/6)		Community factors <input checked="" type="checkbox"/>	School factors <input type="checkbox"/>
Term 1	Term 2	Attends homework club, but irregularly. Attends the local youth service	
29/32	26/33		
Term 3	Term 4		
22/35			
Emotional factors <input checked="" type="checkbox"/>	Health factors <input checked="" type="checkbox"/>	Home factors <input checked="" type="checkbox"/>	
Possible victim of bullying. Withdrawn	Hearing impairment	Father deceased, mother with new partner. Mother unemployed. Eldest child of 4	
Recommended <input checked="" type="checkbox"/>	Priority Low 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> High		

Appendix 6

[draft letter to inform parents / guardians about the Attendance Support Programme; to be finalised and distributed by the individual schools]

Dear [Parent / Guardian]

As you may be aware, the Education (Welfare) Act, 2000 provides legislation for educational welfare and compulsory school attendance. The Act also empowers schools to develop strategies to work with students and parents / guardians to help keep children in school.

For the school year 2006/7, [School Name] will be working with the North Fingal Attendance Monitoring Project to provide a pilot programme of specific supports for students with a history or a developing pattern of poor attendance. This pilot project, which will be known as the **Attendance Support Programme**, will be carried out in collaboration with Co-operation Fingal, the local Community Partnership, and with the National Counselling Institute of Ireland. The programme will allow for a small number of students to have weekly sessions with trained support workers to explore the issues that underlie their poor attendance.

If you would like to find out more about the Attendance Support Programme, or if you feel the programme may be of benefit to your child, please contact [Contact Name] on [Contact Number].

Regards

[School Representative]
[Position]

Appendix 6a

[draft letter inviting parents / guardians to discuss their child's possible participation in the Attendance Support Programme; to be finalised and distributed by the individual schools]

Dear [Parent / Guardian]

The Education (Welfare) Act, 2000 provides legislation for educational welfare and compulsory school attendance. The Act also empowers schools to develop strategies to work with students and parents / guardians to help keep children in school.

For the school year 2006/7, [School Name] will be working with the North Fingal Attendance Monitoring Project to provide a pilot programme of specific supports for students with a history or a developing pattern of poor attendance. This pilot project, called the **Attendance Support Programme**, will be carried out in collaboration with Co-operation Fingal, the local Community Partnership, and with the National Counselling Institute of Ireland.

Following consultation with school staff, some concern has been raised about the attendance of your child [Child First Name]. We would like to take this opportunity to meet with you to discuss the possibility of [Child First Name] taking a place on the Attendance Support Programme. Participation would involve [Child First Name] having regular sessions with an Attendance Support Worker in the hope of improving [his / her] attendance. Note that participation in the programme is entirely voluntary and will only proceed if both you and [Child First Name] agree to become involved. Anything discussed in the sessions will, of course, be treated completely confidentially.

A representative of the school will contact you over the coming days to arrange a meeting if you decide you might be interested in availing of this extra support. Alternatively, you can contact [Contact Name] on [Contact Number] to arrange a meeting or to get further information.

Regards

[School Representative]

Appendix 6b

[draft letter of consent for parents / guardians of children taking part in the Attendance Support Programme; to be finalised by the individual schools]

Letter of Consent

For Parents / Guardians of a Child Taking Part in the Attendance Support Programme

I [Parent Name] give consent for my child, [Child Name], to be included in the Attendance Support Programme, to be run over the 2006/7 academic year through [School Name].

I understand that participation in the programme will involve [Child Name] having regular meetings with an Attendance Support Worker who has been trained to work with people and help them to sort out problems and difficulties. Sessions will take place during school hours, but in a safe environment off school premises. All interaction between [Child Name] and the Support Worker will be subject to the Code of Ethics and Practice of the National Counselling Institute of Ireland (attached), which includes provision for confidentiality of any matters discussed.

I further understand that participation in this programme is voluntary, and will not proceed until both I and [Child Name] have given our written consent. This consent can be withdrawn at any time, by either me or [Child Name], following consultation with the school. A member of school staff, [Staff Member Name], will be available as a point of contact throughout the programme if I feel I want to discuss any issues that arise.

I understand that, where the Support Worker considers it relevant, and where [Child Name] gives [his / her] consent, I may be invited to attend one or more of the support sessions. In such a case, I understand that my choice to attend / not attend is completely voluntary.

Signed (*parent / guardian*)

Date

Parent / Guardian

Signed (*on behalf of the school*)

Date

[School Representative]
[Position]

Appendix 6c

[draft letter of consent for students taking part in the Attendance Support Programme; to be finalised by the individual schools]

Letter of Consent For Students Taking Part in the Attendance Support Programme

I [Student Name] agree to be take part in the Attendance Support Programme, to be run over the 2006/7 academic year through [School Name].

I understand that, as part of the programme, I will have regular meetings with an Attendance Support Worker who has been trained to help people sort out problems and difficulties. Sessions will take place during school hours, but in a safe environment off school premises. All interaction between me and the Support Worker will be subject to the Code of Ethics and Practice of the National Counselling Institute of Ireland (attached), which includes provision for confidentiality of any matters discussed.

I further understand that participation in this programme is voluntary, and will not proceed until both I and my [Parents / Guardians] have given our written consent. This consent can be withdrawn at any time, either by me or by my [Parents / Guardians], following consultation with the school. A member of school staff, [Staff Member Name], will be available as a point of contact throughout the programme if I feel I want to discuss any issues that arise.

I understand that, where the Support Worker considers it relevant, and where I give my consent, my [Parents / Guardians] may be invited to attend one or more of the support sessions, though in such a case their choice to attend / not attend is completely voluntary.

Signed (*student*)

Date

Student

Signed (*on behalf of the school*)

Date

***[School Representative]
[Position]***

Appendix 7

Full Student Profile Form

This form will record data compiled on students who have full approval to take part in the Attendance Support programme. A copy of this form should be given by the Care Team to the Support Worker assigned to work with the student.

Personal / Family Details

Name:

Code:

(for confidentiality purposes)

Gender:

Male

Female

Date of Birth:

Age:

Number in Family:

Position in Family:

Father's Employment:

Mother's Employment:

Family Details:

(include any relevant history of school contact with family)

School Factors

Attendance Rate:
2005/6

<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>
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Attendance Rate:
2006/7

<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>
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Reading Age:

Psychological Assessment done?

Yes

No

Clinical Assessment done?

Yes

No

School Issues:

Other Factors

Community Factors:

Emotional Factors:

Health Factors:

Additional Information:

Other Factors

School:

Year / Class:

Form Teacher:

Year Head:

Point of Contact:

Point of Contact Phone:

Received By:
(Support Worker)

Date:

Appendix 9

Tracking Changes in Participating Student Behaviour

Student Name:	
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Behaviour being assessed	
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- Examples
- Attendance
 - General behaviour
 - Attitude
 - Academic performance
 - Aggression
 - Homework

Person responsible for gathering data:	
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Data gathering plan for this student:

Date	Rating					Details / Source of Information
	Poor		Good			
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	

Comments:

Appendix 9

Tracking Changes in Participating Student Behaviour [SAMPLE – COMPLETED]

Student Name:	<i>John Doe</i>
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Behaviour being assessed	<i>Attitude to school / teaching staff</i>
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Examples	<input type="checkbox"/> Attendance <input type="checkbox"/> General behaviour <input type="checkbox"/> Attitude	<input type="checkbox"/> Academic performance <input type="checkbox"/> Aggression <input type="checkbox"/> Homework
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Person responsible for gathering data:	<i>Mr. Smith (form teacher)</i>
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Data gathering plan for this student:

<i>Check with maths & English teachers – monthly (most problems in these classes)</i>
<i>Check with parents every 2 months (phone)</i>
<i>Note my own interactions with the student</i>
<i>Check in occasionally with the Guidance Counsellor</i>
<i>Check feedback from Attendance Support Worker</i>

Date	Rating					Details / Source of Information
	Poor				Good	
10/10/06	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mother says John talks about hating school and wanting to leave
24/10/2006	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mr. Jones says John is extremely disruptive in class and aggressive when reprimanded
1/11/2006	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Spoke to John informally in corridor and he seemed more at ease than usual
8/11/2006	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mother says she is seeing some improvement – less direct aggression to attending school
15/11/2006	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Miss Murphy indicates she has seen considerable improvement in John's attitude
16/11/2006	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sent to the principal's office for fighting, but was less confrontational than in the past
22/11/2006	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Had a "positive" meeting with guidance counsellor
29/11/2006	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Spoke to John after class – noticeable improvement in his attitude
6/12/2006	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mother says she & John had long chat – seems less negative about school

Comments:

Noticeable improvement in attitude, both in school and at home; generally better relationship with teachers, especially in maths and English, where there had previously been problems