



Beloit Parents as Teachers Staff Handbook

Policies, Procedures & Protocols

**USD #273
Beloit
(host organization)**

**USD #107
Rock Hills**

**USD #299
Sylvan Unified**

**USD #298
Lincoln**

**USD #272
Waconda**

Table of Contents

| | |
|--|----|
| Parents as Teachers Overview | 2 |
| Program Components/Curriculum | 3 |
| Affiliate Plan, Hiring Procedures | 4 |
| Definition of Roles & Staff Qualifications | 4 |
| Administrator | 4 |
| <u>Supervisor/Coordinator</u> (see also pg. 34) | 5 |
| Parent Educator (see also pg. 35) | 6 |
| <u>Professional Development/New Staff Requirements</u> | 7 |
| Code of Ethics | 8 |
| PAT Ethical Agreement | 9 |
| Staff Conduct Policies | 10 |
| Staff Leave Policies | 12 |
| Travel Expenses & Parent Educator Evaluations | 13 |
| <u>Services Provided to Families</u> | 13 |
| <u>Intake and Enrollment, Engagement & Retention</u> | 13 |
| Accommodations for Disability | 14 |
| Client Rights & <u>Confidentiality</u> | 14 |
| Guidelines for Family Services | 15 |
| Goal Setting & Family-Centered Assessment | 16 |
| Resource Connections | 16 |
| Number of Visits Required & Scheduling | 16 |
| Caseloads / Cancellations / HOLD | 17 |
| <u>Transition Planning and Exit</u> | 17 |
| <u>Parent Educator Safety for Home Visits</u> | 18 |
| Protocol for Reporting Abuse/Neglect/Illegal Activity | 20 |
| Protocol for Responding to Parent Mental Health Issues | 21 |
| Protocol for Responding to Intimate Partner Violence | 22 |
| Protocol for Responding to Parent Substance Abuse | 23 |
| Group Connections | 24 |
| Screening & Referral Process | 26 |
| Immunizations | 27 |
| PAT Logo & Branding Guidelines | 28 |
| <u>Data Collection & Documentation of Services</u> | 29 |
| Family Records Access, Feedback & Grievances | 31 |
| Continuous Quality Improvement | 32 |
| Community Resource Guide | 32 |
| PAT Advisory Committee | 32 |
| Staff Turnover | 33 |
| Educator Resignation & Exit Policy | 34 |
| Appendix A: PAT Marketing & Recruitment Strategies | 35 |
| Appendix B: Parent letter of interest | 36 |
| Appendix C: Coordinator Job Description | 37 |
| Appendix D: Parent Educator Job Description | 38 |
| Appendix E: <u>Orientation Plan for New Parent Educators</u> | 39 |
| Appendix F: Parent Educator Evaluation Form | 41 |
| Appendix G: MOUs with Community Partners | 47 |
| Appendix H: Parents as Teachers Contacts | 53 |



Parents as Teachers Overview

Vision: *All children will learn, grow and develop to realize their full potential.*

Mission: *To provide the information, support, and encouragement parents need to help their children develop optimally during the crucial early years of life.*

Parents as Teachers (PAT) is an international early childhood parent education and family support program, serving families from pregnancy through preschool/Kindergarten entry. The program is designed to enhance child development and school achievement through parent education accessible to all families. It is a universal access model. Recognizing that all families can benefit from support, PAT families come in all configurations, from all socio-economic levels, and from small town and rural communities. It is a national model, but a local program. Family participation is free and voluntary.

The Parents as Teachers National Center, Inc. develops curricula, trains and certifies parent educators to work with parents to provide them with parenting support and information on their developing child.

The Beloit Parents as Teachers program is administered by a collaboration of five area school districts (USD #273 Beloit, USD #272 Waconda, USD #107 Rock Hills, USD #298 Lincoln and USD #299 Sylvan Unified), with supervision and fiscal responsibility by the Beloit School District. The program is funded by a State grant through the Kansas Department of Education (KSDE) and matching funds from the local school districts. Parent educators are assigned in each district and carry separate caseloads of families residing within their district. This collaboration allows for PAT staff to plan together and participate within a professional learning community. The PAT Affiliate operates year round.

Program Goals:

1. Increase parent knowledge of early childhood development and improve positive parenting practices.
2. Provide early detection of developmental delays and health issues.
3. Improve parent, child, and family health and well-being
4. Prevent child abuse and neglect.
5. Increase children's school readiness and success.
6. Improve family economic well being
7. Strengthen community capacity and connectedness

Core Values:

Parents as Teachers is an evidence based early childhood home visiting model based on the following core values:

1. The early years of a child's life are critical for optimal development and provide the foundation for success in school and in life.
2. Parents and caregivers are their children's first and most influential teachers.

3. Established and emerging research is the foundation for caregiver and family support curricula, training, materials, and services.
4. All young children and their families deserve the same opportunities to succeed, regardless of any demographic, geographic, or economic considerations.
5. An understanding and appreciation of the history and traditions of diverse cultures is essential in serving families.

The Parents as Teachers model is an evidence-based early childhood home visiting program that builds strong communities, thriving families and children who are healthy, safe and ready to learn. Certified parent educators who implement the Parents as Teachers model emphasize parent-child interaction, development-centered parenting and family well-being in their work with families.

There are four interrelated and integrated components of the model: personal visits, group connections, screening and resource network.

Components of the Beloit PAT program:

1. **Personal Visits:** Personal visits (monthly or bi-weekly) are the major service delivery component. During these visits, parent educators share age-appropriate child development information with parents, help them learn to observe their own child, address their parenting concerns and engage the family in activities that provide meaningful parent-child interaction.
2. **Group Connections:** Group Connections provide opportunities to share information about parenting issues and child development. Parents learn from and support each other, observe their children with other children and practice parenting skills.
3. **Developmental Screening & Surveillance:** Periodic developmental, health, vision and hearing screening provides for early identification of developmental delays and health, vision, and hearing problems. Regular review of each child’s developmental progress identifies strengths and abilities, as well as areas of concern that require referral for follow-up services, and increases parent’s understanding of their child’s development.
4. **Resource Network:** Parent educators help families identify and connect with needed resources and overcome barriers to accessing services. Programs take an active role in establishing an ongoing collaborative relationship with other organizations that serve families.

PAT Curriculum Utilized:

- “Parents as Teachers Foundational Curriculum”
(Online Version) : Prenatal-Age 3
- “Parents as Teachers Foundational 2 Curriculum”
(Online Version) : Age 3-Kindergarten
- “Partnering With Teen Parents” Curriculum
(2012) : for Teen Parents (under age 20)
- “We’re Going To School: A Parent Involvement Approach to School Transitions”
(2012) : Parents as Teachers Curriculum

Affiliate Plan

Beloit PAT uses their PAT Affiliate Plan to guide their implementation of the PAT model and as a continued resource. The Affiliate Plan is reviewed and updated every 5 years in order to reflect changes in their community and organization. Most recent date PAT Affiliate Plan was approved: January 21, 2023.

Hiring Procedures

All PAT staff are hired through the Beloit USD #273 School District (as the program's fiscal agent) and will follow the USD #273 employee guidelines: including salary, compensation and benefits package, and advancement; as well as being accountable to all School Board Policies of the District.

All staff are hired on a 20-day probationary period, per USD #273 Board Policy. The 21st working day will be considered the actual "Hire Date".

Equal Opportunity Employment (See USD #273 Board Policy GAAA)

GAAA: "The board will make every attempt to hire its employees on the basis of their ability and needs of the district. The district will be an equal opportunity employer and will not discriminate in its employment policies as required by various titles of federal and state laws. Inquiries regarding compliance with any title may be directed to the Superintendent of Schools, at 2020 N. Independence, P.O. Box 547, Beloit, Kansas, (785) 738-3261, or to the Director of the Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C. Family Educational Rights and Privacy Act The superintendent shall develop administrative guidelines in compliance with the rules and regulations as promulgated by the Department of Health, Education and Welfare.

APPROVED: September 13, 1976 AMENDED: May 13, 1996 AMENDED: November 13, 2000 REVIEWED AND APPROVED: February 13, 2012"

Definition of PAT Roles/Responsibilities

Program Year/Contracts

The *Parents as Teachers* (PAT) calendar year begins on July 1st and ends on June 30th. Prior to the beginning of a new program year, a budget will be developed by the PAT staff with approval from the USD #273 administration. Contracts will then be issued through the USD #273 Board office based on the approved budget. Parent educators are contracted for a specific number of hours per week and paid monthly throughout the calendar year. Time sheets will be completed by each educator and submitted to the PAT Supervisor by the following Monday. A two week notice from either the employer or the employee is required to terminate the contract.

ADMINISTRATOR (Fiscal Agent)

In consultation with the administrator from the cooperating district:

- Supervises the hiring/dismissal of staff
- Approves the annual grant application and proposed budget

Approves: purchase requisitions, leave requests, time sheets, mileage sheets, expenses, transportation requests, state and national center reports, recertification forms and Professional Development Plans

SUPERVISOR (Coordinator) (*See Appendix C for Job Description)

- Attends Model Implementation Training & Foundational Curriculum Training
- Supervises Parent Educators in the program (no more than 12 educators at a time; Supervisor to Parent Educator ratio of 1:5)
-
- Provides orientation (including review of Staff Handbook & New Staff Orientation notebook) and continued mentoring/support for new parent educators
- Periodically reviews the computerized data management system for completeness and accuracy
- Periodically updates Superintendents of participating school districts

Timeline of Coordinator Responsibilities:

Monthly-

- Coordinates and leads staff meetings at a minimum of 2 hours per month
- Meets with each parent educator for a minimum of 2 hours per month for Reflective Supervision- to discuss family case load, individual family situations, ethics and skill-building, self-care, curriculum, data system, etc., and records documentation of such
- For Coordinators who also carry a caseload: Participates in 2 hours monthly of Reflective Supervision with a peer/group (if carrying a full-time caseload, more than .5 FTE), or 1 hour monthly of Reflective Supervision (if carrying a part-time caseload, less than .5 FTE)
- Monthly reviews data regarding family centered assessment and screening completion

Quarterly-

- Quarterly reviews family files completed by each parent educator
- Quarterly observes a group connection facilitated by a parent educator
- Quarterly reviews data regarding family goal documentation, family resource connections, group connection attendance and visit completion rates

Annually-

- Writes annual grant application and proposed budget
- Annually observes each parent educator (in their 2nd year and beyond) on a home visit and completes the HOVRS evaluation
- Conducts annual performance evaluations and ensures ongoing professional development requirements are met for each parent educator
- Ensures that all PAT reports are filed on time, including the Annual Performance Report and Grant Application
- Ensures documentation is complete for staff meetings, supervision, observations and professional development
- Ensures that the Parents as Teachers Essential Requirements are met by the program, to retain Parents as Teachers Affiliation Status
- Completes Quality Standards for the program, as set forth by Parents as Teachers National Center

PARENT EDUCATOR (*See Appendix D for Job Description)

Family Service:

- Maintains family case load as determined by the annual PAT grant
- Implements the curriculum provided by the Parents as Teachers National Center
- Gathers family data and maintains clear, well organized and comprehensive records
- Schedules and conducts personal visits with each family, as often as determined by High Needs indicators (monthly or bi-monthly)
- Practices confidentiality with all program participants
- Provides information regarding child development and appropriate child rearing practices
- Provides information regarding neuroscience research and the implications for child development
- Individualizes presentations of information for each family
- Observes strengths of parent(s) and child(ren) and recognizes behavior and/or development of child(ren) deviating from the expected norms
- Identifies inappropriate parental expectations and/or child rearing strategies
- Helps parents to be observers, to take responsibility for decisions regarding their child(ren)'s development, and to be actively involved in activities with their child(ren)
- Reports any child abuse or neglect concerns to coordinator and child abuse agency

Screening:

- Screens each enrolled child at least annually, following the screening protocol and funding source requirements
- Shares results of screening with families, both verbally and written summary

Resource and Referral:

- Researches materials and community resources needed to address parental needs, concerns and/or questions
- Collaborates with community agencies in providing services to improve the health and welfare of families
- Maintains and provides program resources and information

Group Connections:

- Plans and facilitates parent-child group connections

Office Duties:

- Completes and turns in time and mileage sheets to administrator
- Manages the daily operations of the program, including all correspondence, maintenance of handouts, activities and supplies, and necessary documentation/records
- Performs other tasks and assumes other responsibilities as the superintendent or individual school district may assign

Program Promotion:

- Promotes public understanding and support of the Parents as Teachers program
- Is responsible for marketing PAT in the district/service area, including presentations to the school board, civic groups, etc. as requested (Appendix A)

Professional Development Requirements:

NEW STAFF

- All *new parent educators* must complete the PAT Foundational Curriculum Training and Model Implementation Training, provided by PAT National Center.
- Complete the following *new parent educator* orientation process within the first 6 weeks of employment:
 - Meet with the coordinator and/or supervisor to complete Program Orientation
 - Review PAT Program Orientation Notebook (including: PAT Mission and Goals, Staff Handbook and Responsibilities, Affiliate Plan/Essential Requirements, Staff Benefits, Curriculum, Professional Development, Forms, Documentation required, Visit Tracker Data System, Family Files, District Forms, Community Resources, and Screening Information)
 - Attend monthly PAT meetings (minimum of 2 hours monthly)
 - Observe one home visit, one screening and attend one group connection-shadowing an experienced parent educator
- Complete all steps of the program's "Orientation Plan for New Parent Educators" *See Appendix E
- Within 6 months of training and again at 1 year, *new parent educators* are observed conducting at least one personal visit, one screening and one group connection and are provided with feedback.

ALL EDUCATORS

- All Parent Educators assume responsibility for professional growth to meet requirements for annual recertification according to PATNC guidelines. Parent educators will obtain competency-based professional development and renew certification with the national office annually, to include the required minimum of 20 clock hours of professional development.
 -
- Participates in the Quality Endorsement process
- Compiles and submits program evaluation data
- All parent educators are required to attend at least 2 hours of monthly **Staff Meetings**. It is the responsibility of each parent educator to notify the coordinator ahead of time if he/she cannot attend a staff meeting, so that arrangements can be made to receive the information.
 - Staff Meetings will cover needed information on Curriculum, PAT Requirements, Professional Development, ongoing Quality Improvement and Home Visiting
- Participates in 2 hours monthly of **Reflective Supervision** (for full-time, more than .5 FTE staff) with the PAT Coordinator; or 1 hour monthly Reflective Supervision (for part-time, less than .5 FTE staff). Reflective Supervision will cover staff roles, ethics and boundaries, skill development, effective use of the Curriculum, how to care for one's own well-being, avoiding burnout, group connections and family visits and needs.
- Sets and completes three individual goals annually
- Completes self-evaluation form annually
- Completes USD #273 Staff Evaluation Form annually and reviews with PAT Supervisor
- Completes professional development/training and renews Certification with Parents as Teachers national office annually (see requirements above)

Code of Ethics

Parent educators and PAT coordinators are expected to behave in a professional manner at all times and follow the guidelines and rules of USD #273 Beloit school district personnel. Parent educators should remember that they represent the *Parents as Teachers* program locally and nationally, as well as the USD #273 Beloit school district. Behaviors not consistent with the expectations of the program could result in suspension or termination following USD #273 Board policy.

Professional attire is expected for all *Parents as Teachers* appointments or functions. Parent educators are expected to be able to sit on the floor and interact with children most of the time; therefore their clothing choices should reflect this need. Casual, comfortable clothing should be chosen for home visits. Parent educators may determine the level of formality needed for each individual family. What is appropriate for one family situation may not be for another (dress pants vs. nice jeans).

Parent educators should respect family wishes and customs. For example, if your host is not wearing shoes you might ask if they would prefer you to leave your shoes by the door. Parent educators should, in general, decline refreshments, but may use their own discretion if they feel it would be insulting to the family's customs or situation to refuse. This helps the families remember that these are not social visits, but rather a chance to facilitate parent/child interactions. Parent educators should not try to 'sell' any products or services to families. Likewise, parent educators should not purchase items from families at a visit (like Home Interiors, Tupperware, etc). Parent educators should *generally* refrain from attending baby showers, baptisms, and birthday parties of children that they serve, but may use their own discretion in a particular situation given the size of the community they serve. *Whenever possible*, parent educators should try not to serve children of good friends or relatives.

The Beloit Parents as Teachers program believes that, as a staff, we hold certain ethical responsibilities to children, families, colleagues, community and society. The following page includes the PAT Ethical Agreement, required by PAT National Center to be updated annually by each PAT staff member.



PAT Ethical Agreement

As a participant in the Parents as Teachers Foundational Training, I:

- Understand the need for confidentiality, professional boundaries, and ethical practices when working with families;
- Understand the importance of maintaining well-organized and comprehensive service records that are completed in a timely fashion;
- Recognize the importance of self care in order to maintain physical and mental health to better serve families.

I agree to:

- Work and maintain boundaries with families in an ethical and professional manner;
- Maintain written and verbal confidentiality;
- Access regular reflective supervision and/or professional consultation;
- Reflect on my own practice and identify knowledge and skills that need further strengthening based on the Parents as Teachers core competencies;
- Set professional development goals, design a professional development plan and evaluate my progress annually;
- Stay current on the latest research and evidence-based practices in early childhood and family support and incorporate this information into the delivery of service;
- Use accurate observation, written communication and time management skills to maintain clear, well organized comprehensive records of service;
- Follow guidelines for reporting child abuse and neglect.

Signature of PAT Staff Member: _____

Date: _____

Staff Conduct Policies

Sexual Harrassment (See USD #273 Board Policy GAAC)

GAAC: "Sexual harassment will not be tolerated in the school district. Sexual harassment of employees or students of the district by board members, administrators, certificated and support personnel, students, vendors, and any others having business or other contact with the school district is strictly prohibited. Sexual harassment shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment. No district employee shall sexually harass, be sexually harassed, or fail to investigate or refer a complaint of sexual harassment for investigation. Complaints of sexual harassment by employees will be promptly investigated and resolved. Initiation of a complaint of sexual harassment will not adversely affect the job security or status of an employee, nor will it affect his or her compensation or work assignment. Violation of this policy shall result in disciplinary action, up to and including termination, against any employee. Employees who believe that they have been subjected to sexual harassment should discuss the problem with their immediate supervisor. If an employee's immediate supervisor is the alleged harasser, the employee should discuss the problem with the building principal, Director of Special Education, the superintendent, or Board of Education.

Employees who do not believe that the matter is appropriately resolved through this meeting may file a written complaint under the district's discrimination complaint or grievance procedures. (See KN and GAEA) Confidentiality shall be maintained throughout the complaint procedure. Employees who falsely and maliciously accuse others of sexual harassment shall be disciplined in accordance with the district disciplinary procedures.

SEXUAL HARASSMENT GUIDELINES

Following are sexual-harassment prevention guidelines developed by Lee Green, a Baker University professor who has worked with the National Federation of State High School Activities Associations to create training material on the issue. The guidelines are aimed at teachers, coaches and administrators:

- Never use sexually explicit language or tell sexually explicit or off-color jokes in the presence of students.
- Never display sexually explicit or pornographic material on school property, and never show such materials to students under any circumstances.
- Avoid engaging in excessively personal conversations, both in person and on the phone, with students.
- Avoid sending excessively personal letters, cards, e-mails or gifts to students.
- Avoid commenting on the physical appearance, including manner or dress and specific physical attributes, of students.
- Avoid to the greatest extent possible physical contact with or touching of students.
- Avoid giving students rides home alone or even in groups where eventually only one student will remain in the car alone with the adult.
- Avoid off-school property, one-on-one meetings with students, especially in the home of the student.

- Never plan or take unchaperoned overnight school or athletic trips with students. On properly chaperoned trips, exercise extreme caution and propriety regarding interaction with students.
- Never date students under any circumstances. Issues of power differential, consent and credibility make such relationships untenable within any level of an education institution.

APPROVED: August 16, 1993 AMENDED: November 13, 2000 REVIEWED AND APPROVED: February 13, 2012”

Alcohol & Drugs in the Workplace (See USD #273 Board Policy GAOB)
GAOB - DRUG FREE SCHOOLS

“The unlawful possession, use, or distribution of illicit drugs and alcohol by school employees on school premises or as a part of any school activity is prohibited. This policy is required by the 1989 amendments to the Drug Free Schools and Communities Act, P.L. 102-226, 103 St. 1928. (Cf. LDD)

APPROVED: August 13, 1990 REVIEWED: November 13, 2000 REVIEWED AND APPROVED: February 13, 2012”

GAOB-R - DRUG FREE SCHOOLS GAOB-R

“Employee Conduct

As a condition of continued employment in the district, all employees shall abide by the terms of this policy. Employees shall not unlawfully manufacture, distribute, dispense, possess or use illicit drugs, controlled substances, or alcoholic beverages on district property or at any school activity. Compliance with the terms of this policy shall be reported to the appropriate law enforcement officers. Additionally, an employee who violates the terms of this policy shall be subject to the following sanctions: 1). Short term suspension with pay; 2). Short term suspension without pay; 3). Long term suspension without pay; 4). Required participation in a drug and alcohol education, treatment, counseling, or rehabilitation program; and/or 5). Termination or dismissal from employment. Prior to applying sanctions under this policy, employees will be afforded all due process rights to which they are entitled under their contracts or the provisions of Kansas law. Nothing in this policy is intended to diminish the right of the district to take any other disciplinary action which is provided for in district policies.

If it is agreed that an employee shall enter into and complete a drug education or rehabilitation program, the cost of such program shall be the responsibility of the employee. Drug and alcohol counseling and rehabilitation programs are available for employees of the district. A list of available programs along with names and addresses of contact persons for the program is on file with the board clerk. Employees are responsible for contacting the directors of the programs to determine the cost and length of the program, and for enrolling in the programs. A copy of this policy and a list of available drug and alcohol counseling programs shall be provided to all employees.

APPROVED: August 13, 1990 REVIEWED: November 13, 2000 REVIEWED AND APPROVED: February 13, 2012”

Conflict of Interest (See USD #273 Board Policy GAG)

CONFLICT OF INTEREST GAG “District employees are prohibited from engaging in any activity which may be construed as a conflict of interest and detract from the effective performance of their duties. No employee will attempt, during the school day or on school property, to sell or endeavor to influence any student to buy any product, article, instrument, service or other such item which would directly or indirectly benefit said school employee. No school employee will enter into a contract with the district other than a contract for employment unless the contract is awarded on the basis of competitive bidding.

APPROVED: August 6, 1973 REVIEWED: November 13, 2000 REVIEWED AND APPROVED: February 13, 2012

CONFLICT OF INTEREST GAG-R Any district employee shall report alleged violations of the conflict of interest policy to the superintendent. The superintendent or designee shall make an initial investigation to determine whether said policy has been violated. Upon substantial evidence of a violation, the superintendent shall report to the board for a board determination. In the event a district employee has been found to have violated the conflict of interest policy, the board will order the employee, in writing, to cease and desist from all such activities. If the employee fails to comply, the board may suspend or terminate the employee, as facts of the investigation dictate, pursuant to the provisions of GBK-R – SUSPENSION.

APPROVED: August 6, 1973 REVIEWED: November 13, 2000 REVIEWED AND APPROVED: February 13, 2012”

***See the complete USD #273 Beloit School Board Policy, at <https://www.usd273.org/vnews/display.v/SEC/District%20Information%7CBoard%20Policies>, for all Personnel Policies.**

Sick/Vacation/Compensated Leave

At the beginning of each year, a Parent Educator is allotted 10 days of leave, proportionate to hours worked per day (6 hours, 8 hours, etc.) Those 10 days include: 5 days of sick leave (to be used for personal or family illness) and 5 days of compensated leave (which may be used at any time for any purpose). At the end of the year, any remaining balance of Sick Leave will carry over, and any remaining Compensated Leave will be converted to Sick Leave and be carried over to the next year.

Parent educators set their own schedule and can take Sick Leave when it is necessary, rescheduling their home visits as soon as possible. If extended sick leave, family leave or personal leave is required, see the PAT Coordinator and the Superintendent to determine arrangements.

After 1 year of employment (from the hire date), Full-Time Parent Educators will be granted 10 days of Vacation Leave upon their anniversary date, which will be prorated for the remainder of that year. Any remaining balance of Vacation Leave at the end of the year will be lost and will not carry over into the next year.

Travel Expenses

Parent Educators are reimbursed to cover transportation expenses incurred with Home Visits, using their private vehicle. Mileage rate will be determined annually by the State. The mileage reimbursement is monthly. Mileage should be logged on the 'Beloit Parents as Teachers Mileage Form' and submitted to the District secretary at the end of each month. Parent Educators desiring additional reimbursement for travel to meetings, etc. should check with the Program Coordinator and complete a 'Request to Attend Conference' form, prior to attendance of the meeting. Expenses incurred (meals/tolls/etc.) while attending an approved activity can be reimbursed with proper documentation (a completed 'Expense Voucher' and copies of all receipts). All receipts should be turned in promptly to the district secretary for reimbursement.

Parent Educator Evaluations

Parent educators will complete a self-evaluation form annually. (*See Appendix E) The Coordinator will also complete the evaluation form regarding the Parent Educator's work and review with the Parent Educator. A copy of this evaluation will be kept in the Parent Educator's Personnel file with USD #273.

In addition, each parent educator will set professional goals by September 1 each year and review them with the coordinator by October 1.

Parent educators will be observed once a year in the delivery of a Home Visit and a Group Connection, by the PAT Coordinator or Administrator, and the coordinating observation forms will be completed by the observer. A follow-up discussion should occur as soon after the visit as possible to review the observation forms.

Services Provided to Families

Intake & Enrollment- Engagement & Retention

Any family with children ages prenatal through preschool, residing within the USD 107, 272, 273, 298 or 299 Districts is eligible to apply for the Beloit Parents as Teachers program. They must then contact the program to determine eligibility, based on state funding guidelines for the year. Referrals to the program may come directly from the family or any other source. During the intake process, the program uses family information to determine their address and that they reside within the eligible school districts and have children of eligible age to participate. Families are eligible for services as long as they have a child of age from prenatal through enrollment in preschool.

- Attempts will be made with available information (phone, email, text, etc.) to contact each family expressing interest and eligible for the PAT program within 48 hours of receiving their referral.
 - Families interested in services will receive their first Foundational Visit within 3 weeks of their first contact with the program, with their enrollment date being the date of their first Foundational Visit. Personal Visits will be established once or twice a month with the family, depending on family need.
 - If full caseloads require, as determined by the Program Coordinator, new referral families will be placed on a waiting list and contacted at first opportunity to join the program.

- o Attempts will be made by phone, text or email (as contact information is available) for 3 weeks to reach non-responsive referrals, and then monthly for the next 3 months. A program brochure will be mailed out to the family. If contact is not able to be made, the family's information will be filed and referenced in future times of recruitment.
- Waiting list families are eligible to attend Group Connections. PAT will connect the Waiting List family to any resources needed at the time of inquiry. The Waiting List will be reviewed at least monthly and families moved into active services as openings allow.
- Referred families who do not meet PAT eligibility requirements will be offered a Community Resource Guide and connection to any additionally requested services, as well as the option to attend group connections that are open to the community.

Accommodations for disabilities

The Beloit PAT program complies with the Americans with Disabilities Act (ADA) and its associated regulations. In addition, the Beloit PAT program strives to facilitate the participation of all eligible families and makes every effort for additional accommodations as necessary

Client Rights & Confidentiality

Confidentiality and trust is crucial to the *Parents as Teachers* program success. Families must feel that information they share and struggles that they may have are safe to share with their parent educator. All family information collected and/or observed by the parent educator is considered confidential and should not be shared with anyone outside of the program and within the program only if necessary (discuss child neglect concern or action with PAT coordinator or need help working with specific situation, etc.). If a *release of information (Consent)* form has been signed by the parent, verbal and written information regarding the child and/or family may be shared with only the specifically named organizations/ agencies. Case consultation within the PAT program will take place as needed for service delivery between the Coordinator and Parent Educator in a setting with sufficient privacy to keep family information private.

Demographic information collected by the parent educator will be shared with the State Department of Education for grant purposes, but names and identifying information of the family will not be shared outside of the local program without specific written permission. That being stated, parents should understand that the parent educator is a mandated reporter and is required by law to report any suspicion of child abuse or neglect to the proper authorities.

- Parent Educators will obtain a signed Participation Agreement/Consent for Services form from the parent at the first Foundational Visit, which addresses the following in writing:
 - o Services provided to the family
 - o Family participation in the visit
 - o Confidentiality
 - o Documentation and Records Access

- o Sickness policy
 - o Scheduling/Cancellation policy
 - o Inclement Weather
 - o Mandated Reporting
 - o Photo Release
 - o Family Reasons for Participation (through discussion at first visit)
- Family Files and the information contained within will be kept confidential and maintained in a locked cabinet, unless the educator is legally required to disclose information or has a signed consent/release of information from the parent to share information.
 - Accommodation for disabilities will be made to every extent possible. Visits will take place in the family home, where the family's needs are generally met. Group Connections will be held in facilities that can accommodate disabilities.
 - If people other than the parents/guardians or caregivers are in the home during the visit, the parent educator will do their best to maximize the privacy of the visit.

Guidelines for Family Services

- Personal visits will be completed with each family once or twice a month, depending upon family needs and assessment results.
- PAT visits will be held in person in the family home, unless health or safety concerns warrant a change in location *See also protocols listed below.
 - o Virtual visits can be completed via Interactive Video Conferencing (such as Zoom) or telephone visits, in the event a family has communicable illness or safety would be jeopardized getting to the home with inclement weather.
 - o Virtual visits must incorporate all elements of a personal home visit and be planned in advance. Staff will notify the supervisor if Virtual Visits are done.
- A check-in call or text will be completed with the family the day before their scheduled visit.
- There is respect for the family unit.
- The parent educator continually strives to build good rapport with each family.
- Affirmation is given for the family's strengths; parent educator is accepting and non-judgmental of all family members.
- Developmental information is the focus of each visit. Parent educators share information that is based on sound educational research, not hearsay or personal experience.
- The parent educator will review the PAT Milestones before each visit to help inform and plan the visit. Following each visit, parent educators update the PAT Milestones in Visit Tracker with 'emerging' and 'achieved' milestones for each enrolled child. Parent educators use the Milestones to track development over time and to identify potential red flags, following up with the PAT Coordinator on any concerns.
- The parent educator is prepared to answer the "what happens next" developmental questions.
- The parent educator is able to tailor information to the family interests; additional information may be brought to the next visit or mailed to the family; the parent educator understands that there may be questions that she cannot answer at the time of the visit.

- The family is a guide for the visit. The parent educator provides alternatives and information to aid the family in making informed decisions.
- Adult screenings will be completed for postpartum depression and interpersonal violence as concerns arise. *See protocols listed below.
- The visits are conducted on time but with flexibility. Most visits should last about 60 minutes, for a family with one child. Families with 2 or more children should have visits lasting approximately 75-90 minutes. Visit time may vary because of the number of children and family needs.
- The last closing minutes of the visit are used to summarize, answer questions and plan for the next visit, including parent follow-up activities and goal setting.
- Occasionally it may be necessary for an observer to accompany a Parent Educator on a Home Visit (during annual evaluation by Coordinator; when training a new Parent Educator, etc.) If someone else is going to accompany you on the visit, the educator should call and ask the family's permission prior to the visit.

Goal Setting

The Parent Educator will support families in identifying and setting a goal(s) within their first 90 days of service. Planning and progress toward that goal will be documented in the family file at least quarterly and new goals set as the need arises or previous goals are met. The family will have a current goal for each year they are in the PAT program.

Family-Centered Assessment

A Family-Centered Assessment (utilizing the Family-Centered Assessment Synthesis Record) will be completed with the family within the first 120 days of service and entered into the online data system. Parent Educators will utilize this information to help determine family strengths and stressors, as well as to individualize services and resources for the family.

Resource Connections

Parent educators have a list of community resources and parent support programs to share with families. The Parent Educator will connect each family to at least one community resource each program year, based upon the family's needs and interests. The Parent Educator will follow up on and document each resource connection made, to see if the family received the service and if any other needs are outstanding.

Number of Visits Required

Families will receive 12 visits annually, if one or fewer high needs characteristics are present. Families with two or more high needs characteristics will receive 24 visits annually. Special circumstances will be considered to meet family needs.

Although the program allows for some flexibility, parent educators are responsible for trying to accommodate parents and family routines as much as possible when scheduling visits, including options for evening or weekend visits, when the family's schedule requires.

Scheduling

The number of families assigned to each parent educator will be determined by:

- The number of hours worked per week.
- Travel time required to visits.
- The number of high-needs families served.
- The number of other responsibilities such as group connections, public presentations, etc.

Caseloads

Full-time first-year parent educators complete no more than 48 visits per month during their first year, and full-time parent educators in their second year and beyond complete no more than 60 visits per month.

The number of visits completed monthly is adjusted proportionately when a parent educator is part-time. In addition, a number of factors need to be considered when establishing the maximum number of visits completed monthly, including: staff responsibilities, travel time for visit, and data collection responsibilities. (PAT Essential Requirements, 2021 PAT National Center)

24 hour notice of cancellation

Parent educators will give families at least 24 hour notice of cancellation when at all possible. Parents will give educators at least 24 hour notice of cancellation when at all possible.

Cancellations/Repeated No-Show Visits:

If the parent educator has to cancel a visit, she/he should attempt to schedule that visit to take place within the next two weeks.

If a parent cancels a visit, the parent educator is encouraged to reschedule the visit as soon as her/his schedule allows, making efforts to reschedule within the same month.

Ongoing engagement strategies will be used, as some families may need more support or encouragement to continue the program. Parent educators are encouraged to be persistent about seeing their families and to re-engage families after gaps in services, making regular attempts through different means (texts, phone calls, emails, etc.) to reconnect with families and continue services. If a family has missed 3 consecutive visits, an interest letter (*Appendix B*) will be sent requesting the parent to call if interested in continuing in the program. It is the parent educator's responsibility to see that this letter is sent and *a copy placed in the family file*. . Following up with these families will be left to the discretion of the parent educator *in consultation with the PAT Coordinator*. The parent educator will be responsible to contact the family to make arrangements for the return of any checked-out resources.

Hold

A "Hold" period is a status that PAT families can initiate due to a pre-planned absence from program services. The hold period must be:

- Family-initiated and planned in advance
 - For a time period of no more than 6 months
- Approved by the Program Coordinator

Transition Planning & Exit

- The Beloit Parents as Teachers program is designed to serve children prenatally through preschool. Transition planning begins upon family enrollment and is considered throughout the family's participation in services. Transition planning will be coordinated by the Parent Educator, with the parents and any other service providers working with the family (including: Early Childhood Intervention, Daycare

or Preschool Staff, Medical Services, etc.) to ensure each child continues to receive any needed services upon exit from PAT.

- Preschool/Kindergarten Readiness information will be shared with the family, prior to the child's entry into school. Referrals for any developmental concerns or needed services will be made during the family's services with PAT and will be followed-up on prior to transition or exit from the program. The child's yearly screenings and documentation will be current upon the child's exit from the program.
- Educators will complete an exit record within 30 days of the family's exit from the program.
- In the event of an unplanned exit, Parent Educators will make an attempt to have one last exit visit with the family, when possible. Staff will ensure program documentation and requirements are as complete as possible and will then complete the family's exit record within 30 days of the exit date.
- In the event of staff turnover, existing PAT families will be reassigned to a new Parent Educator to continue services within the program.
- In the unlikely event that funding is lost and services can no longer be provided, the parent educators will connect families to other services and resources in the community and provide at least one transition/ closing visit.

Educator Safety for Home Visits

- Parent Educators will have an up-to-date monthly schedule available at the PAT office (or via the on-line data system), along with a contact list of families, and will have their work cell phone turned on during business/home visiting hours.
- If the Parent Educator's home district cancels school, due to inclement weather, parent educators will not make visits to any families residing in the district.
- If tornado or other severe thunder storm warnings are issued while educators are on a visit, educators should stay at the family's home until the warning has expired or go with the family to shelter. If an educator is driving while warnings are issued, the educator should go to the nearest public building or shelter available. If no shelter is available, seek shelter in a ditch. Educator should let the PAT Coordinator know where they seek shelter during a storm, to send help if needed.
- If parent educator goes into a home and feels the home or situation is not safe for any reason (dangerous animals, communicable diseases, drugs, weapons, mental health crisis, domestic problems, etc.), parent educator should professionally and appropriately leave the situation as quickly as possible and contact PAT Coordinator and/or law enforcement if needed. For follow-up visits, arrangements will be made to see the family in a neutral place or with more than one parent educator. If no arrangement can be made, the family will not be able to have visits until the situation is deemed safe for the educator.
- On-going training on Parent Educator Safety will be provided by the PAT Affiliate.

Neighborhood Preview:

If unfamiliar with a particular area, preview the neighborhood prior to the visit. After locating the address:

1. If comfortable in the neighborhood the visit may be scheduled at a mutually agreeable time.
2. If uncomfortable with going to a particular area, schedule the visit to be held at an alternative site.
3. It may be appropriate to visit the neighborhood during daylight hours only.

Visit Preparation:

1. Dress professionally and use reasonable judgment according to the home environment.
2. Before leaving for the visit, put valuables in the trunk of your vehicle. Carry materials for the visit in a tote bag and always leave one hand free to carry your car key.
3. Consider carrying a cell phone concealed in your bag.

During the Visit:

1. Be alert to the people in the neighborhood, the building and the home. Do not enter a building whose entrance is blocked by people or objects. Do not enter a building or home where people are engaged in illegal activities.
2. Locate entrances, exits and phones.
3. Discontinue the visit if uncomfortable or fearful.
4. If uncomfortable when leaving, ask parent or caregiver to watch until you drive off.
5. Have car key in hand when walking to the car.

Respect Families and Their Communities:

1. Use good manners and maintain professionalism.
2. Keep PAT family information and personal business confidential.
3. Do not leave identifying client information in your car.
4. Contact families to confirm the visit ahead of time.

Communicable Diseases/Sanitation Precautions:

Effective 10/1/2018

1. Parent educators wash their hands or use hand sanitizer before and after each visit, to help prevent the spread of germs into the family's and their own homes.
2. If the parent educator observes evidence of a pest control problem in the home, a mat should be used for the visit activities, and then place the mat in the trunk of their car after the visit; Washing/disinfecting the mat upon return to the office.
3. All materials that a parent educator takes to and from visits should be regularly disinfected.
4. If the parent educator becomes aware that a family has bedbugs in their home, arrangements will be made to hold the PAT visits at another location, until the family shows proof of professional treatment for bedbugs in the home, so as not to spread them to any other families or PAT staff. The educator will make efforts to connect the family with community resources that can help them accomplish this. Details will be documented in the family file of concerns in the home and treatment completed.
5. All PAT staff will follow their local school district's policies and protocol for communicable disease and health policies.

Beloit Parents as Teachers Protocols

Parents as Teachers recognizes that the primary role of the parent educator, in relation to child abuse and neglect, parental mental health issues, Intimate Partner Violence and parental substance abuse issues, is to help families experiencing these issues connect with and receive appropriate assessment and services. Documentation of these concerns will be made in the family file.

The following four protocols will be followed in circumstances where families are experiencing these issues:

Protocol for Reporting Abuse/Neglect/Illegal Activity

Child Abuse (See USD #273 School Board Policy JGEB *Child Abuse*)

The Kansas Child Protection Act (KSA 38-716-724) **requires** that any U.S.D. #273 employee who *suspects* that a child's physical or mental health or welfare is being adversely affected by abuse or neglect immediately report this fact to the Department of Children and Families (DCF), by calling the **Kansas Protection Report Center at 1-800-922-5330**. If the child is in imminent danger (Defined as: An immediate threat of harm.) or this is an emergency, contact the local law enforcement agency. Persons making a report are assured immunity for any liability, civil or criminal, provided the report is made in good faith. It is not the responsibility of the parent educator to prove that the child has been abused or neglected. Confidentiality does not apply in the case of a PAT staff member having to report concerns of child abuse or neglect and information needed will be shared with the party PAT is reporting to.

If the concern does not threaten imminent danger to the child, program staff can choose to staff the concern with the PAT Coordinator prior to making the report. Otherwise, contact the program coordinator after the report has been made. The program Coordinator will document information regarding the report and when it was made, for program follow-up purposes only. It is recommended that the Superintendent be contacted as well.

PAT staff will work with the PAT Coordinator on a plan for follow-up with the family. Once contact has been reestablished with the family, information on community services available to the family will be provided and resource connections made. PAT staff will document in the Personal Visit Record any resource connections offered to the family and will follow up with the family at home visits to offer support.

PAT Staff will have annual training/review by PAT program staff or other agencies (DCF, law enforcement, school district personnel, etc.) regarding identifying and reporting child abuse and neglect, including annual review of the protocol and mandated reporting guidelines.

Illegal Activity

If upon a home visit, illegal activity is suspected, it is strongly suggested that you make an excuse and leave the home as quickly as possible. (For example: suddenly feeling ill, forgot visit materials, etc.) Upon leaving, contact local law enforcement to report the illegal activity as soon as possible and notify the program coordinator. No further visits should be made to the location until approved by local law enforcement and your program coordinator.

Protocol for Responding to Parent Mental Health Issues

PAT staff often serve families where mental illness is a factor. This will be considered in determining the family's needs for services. PAT Educators serve the role to connect families in need with services, NEVER to diagnose or treat a mental health condition.

When PAT staff become aware that a parent in the program has a mental health condition, they will inquire as to what, if any, services the individual/family is receiving and will document that information in the Family Well-Being section of the Personal Visit Record. If the parent is not receiving services or inquires about different services, PAT staff will provide them with contact information for local mental health treatment options, including the Beloit PAT Community Resource Guide, which lists local providers. Parent educators will then follow up with the family during visits about services received and any ongoing needs or support the program can provide.

If the parent appears to be experiencing a mental health crisis, remain calm and consider the following:

- Determine if there is imminent danger to you, the child(ren) or any adult in the home, including the person with the mental illness.
 - If there is imminent danger, leave the home and call 911 or other emergency services (including the Pawnee Mental Health Crisis Hotline at 1-800-609-2002). Follow their directions for next steps.
 - Call the PAT Coordinator to advise him or her of the situation.
 - Upon return to the office, debrief with the PAT Coordinator, who will document details of the situation for program use.
 - Contact the family as safety permits (in consultation with the PAT Coordinator) to ensure that everyone is safe. Assure the parents that you will continue to work with and support them (if possible) within program guidelines.
 - Follow up on the services the family is receiving, make resource connections for any further services needed and determine if the family's needs are being met. Document Resource Connections and discussion of needs/services within the Personal Visit Record in the family file.
- If you believe someone is in danger of a mental health crisis during a telephone call:
 - Get as much information about his/her location as possible.
 - Tell the person you are calling 911 or other emergency services, unless you fear doing so may worsen the situation or cause the caller to hang up. Try to keep the caller on the line by using another telephone or asking someone else to make the call to 911 or other emergency services.
 - If possible, consult with PAT Coordinator during the call or immediately after the call.
 - Stay in contact with the family as safety permits.
- If in doubt about any unusual situation, consult with the PAT Coordinator immediately. If a child is in danger, report to DCF or law enforcement immediately (according to Child Abuse/Neglect Reporting Protocol above), and then consult with PAT Coordinator.

*In a mental health crisis, NEVER transport families or individuals.

PAT Staff will have annual training regarding mental health, as it applies to the families we serve, as well as annual review of this protocol.

Effective November 2015; updated September 11, 2023

Protocol for Responding to Intimate Partner Violence (IPV)

Definition of Intimate Partner Violence for home visiting: “Families in which the adults’ and/or children’s relationship is violent, abusive and/or characterized by power and control tactics, with one person being victimized by the other.”

- Determine if there is immediate danger to you or any child(ren) or adults in the home.
- Be familiar with the characteristics of Intimate Partner Violence, including: Emotional abuse, intimidation, using coercion and threats, isolation, using children, economic abuse, using male privilege, minimizing, denying and blaming, physical and sexual abuse.
- Be familiar with Kansas law regarding reporting of child abuse if children were present in a home where there is Intimate Partner Violence.
“Kansas definition of Emotional Abuse includes, “Terrorizing a child, by creating a climate of fear or engaging in violent or threatening behavior toward the child or toward others in the child’s presence that demonstrates a flagrant disregard for the child.”
- Intimate Partner Violence work should NOT be done in the home. If concerns are present, contact the person at risk at a safe time and place, preferably by private phone, to offer resources. An attempt to provide services (or referral information) in the home, poses potential danger for the PAT staff and the victim or children.

What to Do:

- If there is imminent danger, leave the home and call 911. Contact the PAT Coordinator and staff next steps to continue services with the family, as safety allows.
- If there is no imminent danger, but Intimate Partner Violence is an issue:
 - Address it as an advocacy issue affecting the parent and children.
 - Administer the Relationship Assessment Tool (RAT) privately during a home visit to the caregiver expressing concerns. Score the RAT at the PAT office, with a score of 20 or higher indicating a positive score for IPV. Documentation will be stored in the family file.
 - If the parent wants to discuss the Intimate Partner Violence issues, discuss the results of the RAT screening at the next visit, advocate counseling for the victim and provide Resource Connections with contact information for local counselors. This information should be discussed with discretion for safety and never when the abuser is present.
 - Encourage the victim to contact local Intimate Partner Violence resources and support at DVACK (Domestic Violence Association of Central Kansas).
DVACK 24 Hour Hotline: 1-800-874-1499
Salina office: 785-827-5862
Concordia office: 785-243-4349
 - Consult with the PAT Coordinator
 - Continue to provide support to the family, whether the victim stays, leaves or returns after leaving.
 - Any threats made should be well documented in the family file and reported, as well as reported to the PAT Coordinator immediately.
 - PAT Staff will have annual training regarding Intimate Partner Violence, as it applies to the families we serve, as well as annual review of this protocol.

Effective November 2015; updated September 11, 2023

Protocol for Responding to Parental Substance Abuse Issues

Parental Substance Abuse can have a significant impact on the health and safety of children in a family and, at times, can affect the safety of home visitors. Substance abuse impacts families in many different ways. Following are the most likely situations a PAT educator might experience with home visiting if parent substance abuse is a factor.

- 1) Determine if there is imminent danger to you, the child(ren) and/or other adults in the home.
 - If there is imminent danger, leave the home immediately and call 911.
 - Contact PAT Coordinator to advise of the situation and discuss next steps.
 - If the person providing care for the child(ren) is incapacitated (unable to respond or function safely) due to substance use:
 - call 911 or the Kansas Department of Children and Families (DCF) at 1-800-922-5330 to report.
 - Call the PAT Coordinator for assistance.
 - If there is no imminent danger, stay until emergency help arrives.
 - At a later time, contact the family to assist them in dealing with the situation and provide Resource Connections for services needed, including counseling, support services and/or drug rehabilitation services. Document the concerns and any follow up or resource connections in the family file. Continue to provide support to the family.
 - If a parent appears to be intoxicated (under the influence of alcohol or drugs) during a home visit:
 - Determine if there is imminent danger (if yes- proceed as above)
 - If no perceived imminent danger is present, excuse yourself from the visit and reschedule for another date and time. Document the concerns and any follow up or resource connections in the family file. Continue to provide support to the family.
- 2) If parental substance abuse issues are known, and there is no imminent danger or intoxication of the parent:
 - advocate counseling for the abuser and family and provide Resource Connections with contact information for local counselors and service providers.
 - Continue providing services to the family in the home (as long as conditions are safe) and support any efforts toward sobriety
 - If no efforts are made toward sobriety, ensure the children's safety upon each visit.
 - Document the concerns and any follow up or resource connections in the family file. Continue to provide support to the family.
- 3) If Drug Paraphernalia is present:
 - If there is imminent danger, leave the home and proceed as stated above.
 - If there is no perceived danger, take note of concerns seen and staff with PAT Coordinator upon returning to the office. PAT Coordinator will document concerns.
 - Discuss at a later time what you have observed with the family and provide any Resource Connections available (counseling, drug treatment services, etc.).
 - Document the concerns and any follow up or resource connections in the family file. Continue to provide support to the family.

PAT Staff will have annual training regarding Substance Abuse, as it applies to the families we serve, as well as annual review of this protocol.

Effective November 2015; updated September 11, 2023

Group Connections

A minimum of twelve group connections, lasting a minimum of 1 hour each, will be offered by the Affiliate during each program year. A Parent Educator or the Coordinator must be present for the group to be counted as a group connection. Group Connections will cover at least one Area of Emphasis: Family Well-Being, Parent-Child Interaction or Development-Centered Parenting, and all three Areas of Emphasis will be addressed in groups throughout the program year.

Parent Educators will assume the following responsibilities for group meetings:

- Reserve the space for the group meeting.
- Contact speaker (when applicable).
- Set up and clean up the area used.
- Fill out necessary forms and paperwork.
- Gather necessary materials.
- Make any needed copies of handouts or materials.
- Arrange for door prizes (if needed).
- Provide evaluation forms for parents to complete.

The facilitating parent educator will:

- Arrive at the Group Connection site at least fifteen minutes before a scheduled group.
- Ensure that all parents sign the designated attendance sheet.
- Remind parents (if necessary) that the objective of a playgroup is to interact in play with their child(ren). The parent educator is there to facilitate, not to teach children.
- Remind parents that they should supervise their child(ren) at all times and are responsible for the discipline and safety of their child(ren).
- Interact with parents and children, but refrain from personal conversations or “idle gossip” about families enrolled in the program.

Attendance will be recorded on sign-in sheet for parent educator to record in family files and on Visit Tracker. Group meeting records will be stored in designated file drawer or notebook.

If, because of unforeseen circumstances, the parent educator is unable to be at the playgroup, it is her responsibility to cancel and/or reschedule with families and inform the coordinator of any schedule change.

Clean-up Policy

The following procedures are to be followed after each playgroup or use of the facility:

- Parent educators will encourage parents to place mouthed toys in the designated basket so they can be sanitized. Parents will also be encouraged to help pick up and put away other toys.
- After playgroup, the parent educator will make sure all play items are intact and return them to their proper place.
- Leave all areas used clean and orderly. Sanitize toys as needed.

Outside Speakers & Presenters

Select speakers wisely -- make sure they are not only informed, but also prepared, fun and creative. Check with other programs about speakers they have used. Often the community has a wealth of possibilities. Consider area professionals: doctors, other medical professionals, mental health professionals, counselors, bankers or financial experts, etc.

For Successful Relationships with Guest Speakers:

- Contact speakers well in advance.
- Determine costs if any. Contact the PAT Coordinator before securing speaker if they require a fee. For those speakers who volunteer their time, check to see if funds are available for a 'speaker's gift' such as a children's book for their waiting room, etc.
- Provide definite guidelines to the speaker concerning the subject/topic you want covered, the amount of time allotted, the mood you're hoping to create and parents' interest in the topic. Be honest when asked how many people will be in attendance. (Assure them that attendance varies but you will do everything you can to help insure an appreciative audience.)
- Promote the program/speaker. Make sure families are aware of the event.
- Reconfirm details with the speaker a few days in advance of the presentation.
- Follow-up with a thank-you note after the meeting.

Childcare

It is extremely helpful for parents if child care is provided for those Group Meetings where a program/speaker is on the agenda. Whether 'volunteer' or paid child care personnel is on hand, it is important that parents feel comfortable with the people in charge of their children and that those people are experienced and aware of their duties during the event. When arranging for child care, make sure that providers know: when to arrive, what their responsibilities are, what to do in case of problems, how long they are to stay, what they can use or do to entertain the children, etc. Child care providers should not be unsupervised teenagers. If teens are helping with childcare they should have an adult over the age of 18 in charge.

Procedure for Childcare

Children should be signed in by the parent attending the meeting. The sign-in sheet should include parent's name, child's name, child's age, special requests for child (pacifier, bottle, etc.), and any allergies should be noted. A note that the program is serving snacks should be made and parents should check if they DO NOT want their child to have snacks.

Parent Educators can make the job of the child care provider easier by providing special activities that are inviting for the children and engage their interest as they enter the play area. This may help make a smoother transition from parent to caregiver.

Screening Procedures

All developmental and health screenings will be done in accordance with the following Screening Procedures and the Parents as Teachers National Center Guidelines.

1. Each enrolled child will receive a full screening at least once each year.
2. Screenings will be conducted by the child's parent educator in conjunction with the parent/caregiver. Complete developmental screenings will occur within 90 days of enrollment for all children, and annually thereafter. A completed child health screening will be completed within 90 days of enrollment, and at least annually thereafter.
3. Screenings will be conducted at a conveniently scheduled time for the family, as close to a child's birthday as possible, after receiving their complete initial screening.
4. A complete screening will include the following components:
 - Completed PAT Child Health Record
 - Hearing Screening (using the OAE machine or doctor's documentation)
 - Vision Screening (SPOT Vision screening or doctor's documentation)
 - ASQ-3 Developmental Screening
 - ASQ-SE 2(Social-Emotional) Screening
5. Upon completion of screening components, parents will be provided a written summary of performance. This form will be used to explain screening results to parents, as well as to develop any necessary follow-up plan of action for further assessment. The ASQ:3 & ASQ:SE2 can be repeated every 6 months, if screening results warrant.
6. Screening results will be documented by the parent educator. The ASQ-3 and ASQ-SE2 Information Summary shall remain in the child's file, as well as documentation of the OAE and Vision Screenings.
7. Rescreening: Parent educators follow the guidelines provided in the PAT screening flowchart and the ASQ screening tools to determine when to provide additional activities or resources to address possible areas of concern, when to rescreen and when to refer.
8. If an OAE screening results in a "Refer" reading, the child will be rescreened a second time, upon their next visit. If a 2nd "Refer" reading results, the child will be recommended for further assessment outside the program.
9. If screening results indicate developmental concerns, Educators are **required** to refer the child's information to Early Intervention or another agency for further assessment.
 - It is best practice for Educators to have a release of information form, signed by the parent, authorizing release of their child's information. However, if the parent is unwilling to sign a release, the Educator will explain that they are mandated to refer the child for further assessment, and the parent can then decide whether they want to participate in follow-up services from the provider referred to or not.

- Confidentiality will be maintained between agencies working with the child, and any signed 2-way releases will be maintained in the child's file.
10. At any time a concern arises or by the age of 3, parents will be given information regarding community resources for free vision, hearing, and developmental screenings.

Referral Process

1. When an educator has concern about a child's development, they must first address it with the parent. If the parent has no concerns, the educator will encourage the parent to take their child to the monthly Child Find screening for further assessment.
2. If screening results indicate no concerns but there are risk factors evident or the parent or educator have concerns, the educator will recommend activities to work on in the area of concern (either in the home or community) or recommend another community agency who can provide services/help to the family. The educator will then rescreen the area of concern according to the screening tool's guidelines.
3. When a child's score/result on a screening measure (such as the ASQ-3, ASQ-SE2 or OAE) indicates that follow up to a community agency for further assessment is warranted, PAT staff must refer the child to another agency (be it a doctor's office, Early Childhood Special Education, or other resources) for further assessment.
4. It is recommended (but not required) that Educators have a signed 2-way release form before referring the child to another agency, when suspecting developmental delays or health concerns.
5. The PAT Educator will contact Early Intervention or other agencies when a signed release is present.
6. Follow-up with family and agency/service after referral is made to ensure that the receiving agency has contacted the family. Parent Educators will follow up with the family on how the connection is going and if there are any barriers or follow-up needed in gaining access to resources.

(Referral is defined as: The outcome when a child's score on a screening measure (such as the ASQ), or when parent concerns indicate, that follow up to a community agency for further assessment is warranted. –per ASQ-3 User's Guide, 3rd Edition)

Immunizations

Parent Educator is required to ask the parents if the child is up to date on their immunizations. If a copy of the record is available, it will be kept in the child's file. Parent Educator will document in the file if the immunization record is accessed or if the family opts out of immunizations, as well as noting on the Health Record the last time the child received immunizations and if they are up to date.



Logo & Branding Guidelines

Parents as Teachers is an international brand. This brand is one of our most important assets. We use our brand to distinguish Parents as Teachers from other organizations.

The Parents as Teachers brand has been carefully designed to help reinforce our mission and the quality and professionalism of Parents as Teachers. When used consistently, our brand helps the public easily identify our products and services and connect them to Parents as Teachers. Making this connection is essential to helping Parents as Teachers raise funds, promote our products and programs, and in turn, fulfill our mission and goals.

The affiliate logo is provided to the primary affiliate contact when a program complies with the Essential Requirements measured through the compliance assessment in the Affiliate Performance Report.

Logo guidelines

One of the reasons companies use branding guidelines is to provide consistency. When everyone is sending the same message, it helps reinforce the overall image of Parents as Teachers. The following guidelines apply to use of the Parents as Teachers affiliate logo:

1. No part of the logo should ever be altered, stretched or redrawn.
2. The logo should never be rotated, tilted or used on a diagonal.
3. The logo should be placed completely within a document's borders and not bleed off the edges.
4. The logo graphic has been specially designed to read appropriately in a variety of formats and sizes. It should never be replaced with "set" type.
5. No other graphic elements or type should be combined with the Parents as Teachers logo.
6. If the logo needs to be used in conjunction with that of another agency, it should be placed next to, but not combined with, the other logo. Both logos should be of equal size and weight.
7. The logo should not overlap any type, illustration or photography.
8. The Parents as Teachers logo should never be crowded by another image or graphic and should never become part of a larger graphic, pattern or design element.
9. The Parents as Teachers logo may only be used on commercial products if approved and licensed by the Parents as Teachers national office. The Parents as Teachers logo is the cornerstone of our brand. It is a registered trademark of Parents as Teachers and its use is dictated by a set of guidelines to ensure proper use by those who have been given permission to use it. Use of these logos by anyone other than those designated by the national Parents as Teachers office is a violation of copyright.

Data Collection and Documentation of Services

Data Collection:

9/11/23

Each Parent Educator is responsible for completing data collection and entry requirements for all funding sources (including Kansas State Department of Education, PAT National Center, Grants, School District, etc.) of the Beloit Parents as Teachers program. This includes getting signed Consent/Release of Information forms from parents as needed. The PAT Coordinator will complete the Annual Performance Report and submit it to PAT National Center prior to the yearly deadline.

Software Systems:

Parent educators are required to maintain accurate child and family files using the on-line data system contracted by the local program (Visit Tracker) or required by PAT National Center. Personal Visit Records (PVRs) should be completed within 2 working days of the visit. PVR's should be printed after each home visit and put into the child's file. Any changes to the family data (new address, email, addition of child, job, etc.) should be recorded in the software system as well as in the permanent file.

Documentation:

Each Parent Educator will maintain a family file for each family/child enrolled in the program. All family information and documentation will be kept confidential. Family files will be kept in a locked cabinet in the Parent Educator's office.

A Quarterly File Review will be completed by the PAT Coordinator on one family file from each Parent Educator, using the File Review Tool from PAT National Center.

Each family file (or on-line database) should contain the following records and information, completed by the parent educator assigned to the family:

Family File Contents:

1. **Enrollment Record**-(includes data for the PAT Family Intake Record, Family Information Record, Child Information Record, & Parent/Guardian Information Records) completed upon first visit, data entered into Visit Tracker within 90 days of enrollment, and forms filed in family file. To be reviewed and updated annually.
2. **Participation Agreement/Consent for Services**- signed on the first visit by the guardians and updated annually; date will be entered in Visit Tracker and signed form filed in the family file. To be updated annually at start of program year.
3. **Permission to Exchange/Release of Information Forms**- form will be completed with the family prior to making any contact with another service provider, or if any identifying information needs to be exchanged; used as needed and signed by the guardian; filed in the family file
4. **Developmental Milestones** - reviewed prior to each visit and updated after each visit in Visit Tracker
5. **Annual Individual Service Record**- Contact & Service history summary form kept in family file and recorded in Visit Tracker
6. **Family Centered Assessment** -completed within the first 120 days and annually thereafter. Completed through the PAT Family Synthesis Record in Visit Tracker.
7. **Outcomes Measures Documentation** -current program tool is completed annually for each child, documented in Visit Tracker and filed in the family file.

- 1) Beloit PAT focuses on two key outcomes: parent-child interaction in the home environment and well-child visits. Parent-child interaction: Beloit PAT uses the HOME Inventory to track positive parenting outcomes in the following domains: Responsivity, Acceptance, Organization, Learning Materials, Involvement, Variety, Language Stimulation, Physical Environment, Academic Stimulation, and Modeling. The Infant Toddler (IT) version is used for children 6 months to 3 years of age. The Early Childhood (EC) version is used for children 3 to 5 years old.
 - 2) Beloit PAT tracks children who received their last recommended well-child visit and enters this data into the online data system, to encourage improved health outcomes for children and families.
8. **Goals Record-** goals will be documented when set in Visit Tracker for each family within 90 days of enrollment (and at least annually thereafter), with progress being documented at least quarterly until completed. New goals will be documented as they are established.
 9. **Resource Connections Record-** Resource Connections will be given to each family and documented when set in Visit Tracker, at least annually. Progress, completion and barriers to completion will be documented, with progress noted at least quarterly. New Resource Connections will be documented as they are made.
 10. **Child Health Record-** PAT form is completed within the first 90 days of service, and annually thereafter, for each enrolled child, information entered into Visit Tracker and filed in the family file.
 11. **Developmental & Health Screening Protocols/Screening Summary Forms-** Screening completed within 90 days of enrollment and annually thereafter; results will be entered into Visit Tracker and original screening forms and results will be filed in the family file.
 12. **Prenatal/Postpartum Record:** Once a parent educator learns of a pregnancy, and the family wants to enroll the child prenatally, this record is begun. Prenatal section to be completed by the child's due date, and postpartum section to be completed within 3 months of the child's birth. Data will be entered into Visit Tracker.
 13. **Personal Visit Planning Guide-** to be completed prior to each family visit in Visit Tracker
 14. **Personal Visit Records** - completed after each visit, within 3 working days of the visit; to include each aspect of the visit, including family goals, progress on goals and resource connections will be completed after each personal visit in Visit Tracker
 15. **Milestones-** will be kept for each enrolled child, reviewed prior to each family visit, observed at visits, and changes/updates marked as "emerging" or "achieved" after each visit (documented in Visit Tracker)
 16. **Transition Plan-** will be started in Visit Tracker upon enrollment for each family, updated as the educator becomes aware of changes toward transition and completed upon the family's exit from the program (in Visit Tracker).
 17. **Family Service Record and Exit Summary** - will be completed in Visit Tracker within 30 days of the family's exit by the parent educator and printed to place in the completed family file.

Group Connection planning and attendance records will be kept by the program in a locked file in the office, but are not required in each family file. Planning Guides will be completed in Visit Tracker prior to each group connection, and the group record completed within 3 working days of the group.

Family Records Access

All family records are confidential. Families enrolled in the PAT program can access their family file at any time by notifying the PAT Coordinator of their request. The family file will be maintained in a locked cabinet in the educator's office and generally transported to each visit with the family. No information from the family file will be shared with anyone outside of PAT or the family without a written consent/release of information signed by the parent, unless legally required to disclose information (such as cases of abuse/neglect). Information from the family file can be used within the PAT Affiliate for case consultation or requirements of the program.

Family records will be kept intact and in a locked cabinet in the PAT office for 5 years from the date of the child's exit from PAT and will be shredded after that time. Exit forms for each child are kept by the individual PAT program indefinitely.

Family Feedback/Grievances

Feedback

The PAT Coordinator will ensure that all families receive a yearly opportunity to provide feedback to the program. The Parent Satisfaction Survey from PAT National Center will be offered to all families each Spring, allowing an opportunity for feedback regarding the program and services families are receiving through PAT. A goal of 25% family participation or more is set by PAT National Center. The surveys will be offered and completed prior to the yearly deadline. Families may contact the PAT Coordinator at any time throughout the year with feedback, concerns or questions.

Complaints & Grievances

(in accordance with USD #273 School Board Policy JCE-R)

JCE-R: "Any student may file a complaint against any school employee or any school rule and regulations. Said complaint must be in writing and if filed against any employee, it must be filed within twenty days following the act or event about which the complaint arose. Said complaint must be specific and in reasonable detail as to who, what, where and when the complaint is about. Any complaint not filed within said twenty day period shall deem to have been waived. Complaints or grievances concerning a board rule or regulation may be filed at any time and shall be filed with the clerk of the board."

Continuous Quality Improvement

The Beloit Parents as Teachers program engages in both ongoing Quality Assurance and Continuous Quality Improvement (CQI). Quality assurance is carried out using the Quality Assurance Blueprint and includes, but is not limited to:

- Monitoring the timeliness, amount and frequency of family services received
- Observing Parent Educators deliver personal visits and group connections
- Reviewing family files (as outlined above)
- Monitoring the implementation of supervision, staff meetings, core-competency assessments and performance reviews
- Reviewing data, family feedback and policies/procedures

The Program Coordinator will update the Quality Blueprint at least monthly. The Program Coordinator will follow-up on information and data from quality assurance activities, both at the individual level with parent educators and at the program level. At the program level, follow-up may include staff skill-building, clarification of processes and refinement of policies/procedures.

The program uses data and information from program operations, service delivery, quality assurance and evaluation to identify areas for CQI. The Program Coordinator and Parent Educators make up the team tasked with implementing CQI, with input from advisory committee members and families receiving PAT services.

Community Resource Guide

A Community Resource Guide is located in the Parents as Teachers office and is maintained by the Parents as Teachers Coordinator, to be updated annually. It is available for use by all parent educators. It contains information about area resources available to parents. Copies may be given to all Parents as Teachers families and will generally be shared with new families on their first or second PAT visit. Parent educators should give any updated information or changes to the PAT Coordinator to add to the annual update. Digital copies of each update will be shared with the PAT Advisory Council and other community partners as requested.

Parents as Teachers Advisory Committee

Beloit PAT has an affiliate specific advisory committee that meets 5 times per year. The function of an advisory committee is to assist with planning and implementation of the program, to build support for the program in the school and community and to provide a means of networking with other early childhood, education, prevention and health services professionals. The committee provides support and guidance for the program, but does not have governing responsibilities. The affiliate supervisor schedules the meetings and works with the advisory committee chair to set the agendas. Standing agenda items include the sharing of data on program services and impact, as well as continuous quality improvement (CQI) projects.

Our USD #273 PAT program elects to utilize the Mitchell County Partnership for Children (MCPC) Steering Committee, as their participating PAT Advisory Committee. This was so voted on and accepted at the October 2, 2014, MCPC Steering Committee Meeting.

The Steering Committee Members Include individuals from: Parents as Teachers (Coordinators and all Educators), Mitchell County Partnership for Children staff, Participating Districts' Superintendents/Principals, the Special Education Director, Parents from the District (including those who have been or are currently in PAT), Health Departments (Directors and Staff), Mental Health Professionals, Business people from the communities served, the Heart Choices Director, County Extension staff, Mitchell County Hospital Staff, City of Beloit employees, Early Childhood (Part B & C) staff, Department of Children & Families (DCF) staff, and others from the service area.

Services to families when there is Staff Turnover

In the case of a parent educator's planned departure, every effort will be made to have the new parent educator and departing parent educator meet together with the family at a personal visit or group connection. If this is not possible, the supervisor will contact the family to explain how they will continue to receive services. If a parent educator leaves without transition time or must take an extended leave, the supervisor will use the online database to reassign the parent educator's families among the other parent educators that have availability on their caseload.

If a family cannot be re-assigned right away, the supervisor will maintain contact until there is an opening and reassign their case to another parent educator as soon as possible. A hold period is used when the family requests a pause in services due to their specific circumstances, such as extended illness, migrant work, extended leave from the area, etc.

Parents as Teachers

Parent Educator Resignation & Exit Policy

Resignation Letter:

Parent Educators need to address a letter of resignation to: Board Members, USD 273, 2020 N. Independence Avenue, Beloit, KS 67420. A copy of this letter also needs to be sent to the PAT Coordinator. The letter needs to mention the last day you will be working; if you are finishing out the program year, the date should be June 30th.

Scheduling an Exit Conference:

Parent Educators should contact the PAT coordinator to schedule the exit conference. This needs to be scheduled after all work-related activities under the fulfillment of the contract have taken place. The following items need to be satisfactory completed prior to or during that conference:

- *Notification of Families Served* -- As a courtesy to the families you have served, the Parent Educator is asked to notify all families of her/his departure (phone calls or notes could be used) and that their new parent educator will be contacting to schedule their next visit.
- *Children's Files* -- All children's files need to be checked to verify that the home visit dates on the Individual Service Record and Personal Visit Records match. Check to make sure group meetings have been marked and that forms are up-to-date and complete.
- *District List of Families Served by the Parent Educator* -- The Parent Educator needs to make any necessary updates to the district list of families she/he serves. Please make sure all addresses are correct, names are spelled correctly, and phone numbers are current.
- *Waiting List* -- Please review the Wait List and make any needed corrections with which you might be familiar.
- *File Cabinet* -- All files on children in the program should be properly labeled and in systematic order. PAT materials should be filed in a usable fashion.
- *Home Visit Material* -- Recently used home visit materials should be appropriately cleaned and properly stored. A memo concerning any possible needed repairs should be left with the PAT Coordinator.
- *Personal Materials* -- Personal information such as business cards, certification and IDP information, expense vouchers, personal resources and items should be removed from the desk and office.
- *Keys* -- All keys (to building door and file cabinets) and building access cards should also be turned in to the PAT Coordinator.
- *Hours and Mileage Forms* -- The Parent Educator needs to make sure all payment forms are updated and complete.
- *Contact Information* -- Please notify the district office and the PAT Coordinator of your mailing address and phone number in case future contact is needed.



Appendix A

PAT Marketing, Recruiting, and Program Promotion Strategies

Community Awareness: While it is true we serve families of young children, there are many others who need to be aware that Parents as Teachers plays a vital role in our community. As the community becomes familiar with the name Parents as Teachers, it also lends credibility to parents of young children enrolled in our program and encourages future parents to consider program enrollment. During times of budget cuts, a positive image - developed over a broad expanse of time - is definitely an asset for our program.

The PAT programs in our Consortium use a variety of the following strategies for recruitment and promotion:

- I. Program Flyers
 - Mailed to potential families
 - Posted in community businesses
 - Available at schools
 - Distributed by Healthy Start Home Visitor and County Hospital

- II. Mailings
 - Letters mailed to potential district families as per informal list kept by school district
 - Monthly School District Newsletter

- III. Presentations
 - School District Board of Education Meetings
 - Community Clubs and Organization Meetings
 - Childbirth Education Classes
 - School District preschool roundup
 - Human Growth and Development Class

- IV. Media
 - Public Service Announcements on local radio stations
 - Articles and photos of group meeting activities in local papers
 - Advertising of group meetings and enrollment opportunity on local TV Cable Channels and city websites
 - School District Website

- V. Participation in Community Events
 - County Health Fairs, Libraries, Extension Programs, Healthy Families Coalition, WIC Day at County Health Dept., Week of the Young Child, County Fair, Various Community Events, County Resource Councils

- VI. Supporting Programs
 - Kansas Children's Cabinet
 - School Districts
 - County Resource Councils
 - Annual Stakeholder (superintendents) updates



Appendix B

Parent Letter of Interest

Name, parent educator
USD # Parents As Teachers
Address

Date

Name of Family
Address 1
Address 2

Dear _____ :

This letter is to inquire whether you are still interested in participating in the Parents as Teachers program. The last three scheduled appointments for a visit have been cancelled or unattended. According to our Parents as Teachers guidelines, I am contacting you to find out if you would like to continue receiving services.

If you would like to schedule another visit and resume services on a regular basis, please call me at _____. If I don't hear from you within two weeks, I will assume you are no longer interested in the program. If you decide to exit the program at this time, you always have the option to re-enroll at a later date.

Thank you for allowing me to be a part of your child's growth and development. I hope to be able to continue serving your family.

Sincerely,

Name
Parent Educator
Beloit Parents as Teachers



Appendix C

PAT Coordinator/Supervisor Job Description

TITLE: PARENTS AS TEACHERS – SUPERVISOR

QUALIFICATIONS:

1. Complete a Bachelors degree with an emphasis in Early Childhood or a related field
2. Complete PAT Foundational and Model Implementation Training
3. Possess effective communication skills and is comfortable relating to strangers
4. Possess leadership and supervisory skills
4. Demonstrate aptitude or competence for assigned responsibilities

REPORTS TO: USD 273 Superintendent

JOB GOAL: To provide the information, support and encouragement parents need to help their children develop optimally during the crucial early years of life. To provide leadership and support for Parent Educators

PERFORMANCE RESPONSIBILITIES:

1. Provide leadership, oversight and vision for the work of the program.
2. Direct, coordinate, support and evaluate the performance of parent educators.
3. Participate in monthly reflection with each Parents as Teachers educator and engage them in setting personal goals for self-development.
4. Meet all essential requirements set by the National Parents as Teachers Center.
5. Complete all required paperwork required at the local, state (KSDE) and the national levels (National Center).
6. Demonstrate an appropriate level of knowledge about what promotes optimal parent-child interaction and infant, toddler, and child development.
7. Serve the number of families determined by program guidelines including successful completion of face-to-face visits.
8. Complete all required documentation regarding home visits, attendance records for group meeting, screening summaries, and all essential records required by the program and KSDE, in a timely and comprehensive manner.
9. Actively recruit families to participate in the program.
10. Any other responsibilities as assigned by the Superintendent.



Appendix D

PAT Educator Job Description

TITLE: PARENTS AS TEACHERS – PARENT EDUCATOR

QUALIFICATIONS:

1. Complete 60 college credit hours with an emphasis in Early Childhood or a related field
2. Complete PAT Foundational and Model Implementation Training
3. Possess effective communication skills and is comfortable relating to strangers
4. Demonstrate aptitude or competence for assigned responsibilities

REPORTS TO: PAT Supervisor

JOB GOAL: To provide the information, support and encouragement parents need to help their children develop optimally during the crucial early years of life.

PERFORMANCE RESPONSIBILITIES:

1. Serve the number of families determined by program guidelines including successful completion of face-to-face visits and group meetings.
2. Complete all required documentation regarding home visits, attendance records for group meeting and other Parents as Teachers events, screening summaries, and all essential records required by the program, in a timely and comprehensive manner.
3. Administer developmental screenings. Support families in seeking appropriate resources based on the results of screenings when needed.
4. Actively recruit families to participate in the program.
5. Participate in regular, relationship-based supervision with the Parents as Teachers supervisor and engage in setting personal goals for self-development.
6. Demonstrate an appropriate level of knowledge about what promotes optimal parent-child interaction and infant, toddler, and child development.
7. Any other responsibilities as assigned by the Supervisor.



Appendix E Orientation Plan for New Parent Educators

Initial orientation and continued training provide a strong foundation for the work of parent educators. The Beloit PAT program develops the skills and knowledge base of new parent educators through comprehensive orientation, training, and coaching throughout the first year. *See attached tool for tracking orientation and training of new Parent Educators. Training for New Parent Educators will also be documented in the annual Quality Blueprint.

| Orientation Plan for New Parent Educators | | | |
|---|--|----------------------------|----------------|
| Beloit Parents as Teachers | | | |
| Parent Educator: _____ | | Start Date: _____ | |
| | | 20 Day Probation up: _____ | |
| | | Official Hire Date: _____ | |
| Training | | | Date Completed |
| First Week | | | |
| New Employee Orientation with District Office | | | |
| Receive technology (computer, phone, etc.), log-in info. and set up office space | | | |
| Orientation of PAT program, philosophy, model components--PAT Coordinator | | | |
| PAT Program Handbook, Policies & Procedures--PAT Coordinator | | | |
| Beloit PAT Affiliate Plan--PAT Coordinator | | | |
| PAT Essential Requirements--PAT Coordinator | | | |
| PAT Quality Standards--PAT Coordinator | | | |
| Review "PAT Orientation Notebook for New Staff"--PAT Coordinator | | | |
| Review District forms required- PAT Coordinator | | | |
| 0-8 Weeks | | | |
| National PAT Foundational & Model Implementation Training--PATNC | | | |
| National PAT Foundational 2 Training--PATNC | | | |
| ASQ:3 Screening training--PAT Coordinator/KPATA | | | |
| ASQ:SE Screening training--PAT Coordinator/KPATA | | | |
| OAE & Vision Screening Training--PAT Coordinator/KPATA | | | |
| PAT Funding Sources & Requirements Overview--PAT Coordinator | | | |
| HOME Inventory--PAT Coordinator | | | |
| Visit Tracker--PAT Coordinator/Online training | | | |
| Professional Development Requirements--PAT Coordinator/District PDP person | | | |
| Observe two Group Connections with different experienced educators | | | |
| Observe two Personal Visits with different experienced educators (one observation will take place prior to PAT Model/FMI Training) | | | |
| Observe two Screenings with different experienced educators | | | |
| Read Parent Educator Resources in Child Development section of the Foundational Curriculum | | | |
| Read Parent Educator Resources in Development-Centered Parenting section of the Foundational Curriculum | | | |
| Review Community Resources Guide and visit as necessary to understand Resource Connections | | | |
| Review Lending Library Resources and Process--PAT Coordinator | | | |
| Attend MCPC Steering Committee | | | |
| Attend ICC Meeting | | | |
| PAT Coordinator observes one Personal Visit by new Parent Educator | | | |
| PAT Coordinator observes one Screening by new Parent Educator | | | |
| PAT Coordinator observes one Group Connection by new Parent Educator | | | |

| | | | | | |
|--|--|--|--|--|--|
| 6-12 Months | | | | | |
| Complete 2 File Reviews with PAT Coordinator | | | | | |
| PAT Coordinator Observes One Personal Visit by new Parent Educator | | | | | |
| PAT Coordinator Observes One Screening by new Parent Educator | | | | | |
| PAT Coordinator Observes One Group Connection by new Parent Educator | | | | | |
| PAT Coordinator completes HOVRS and provides feedback for Professional Development and Quality Assurance | | | | | |
| 20 Professional Development hours completed for Educator Renewal with PATNC | | | | | |
| 21 Complete annual Parent Educator Evaluation | | | | | |
| | | | | | |
| | | | | | |
| I hereby acknowledge that I have completed all requirements during my orientation period. | | | | | |
| Signature of Staff: _____ Date: _____ | | | | | |
| Signature of PAT Coordinator: _____ Date: _____ | | | | | |
| updated August 2023 | | | | | |



Appendix F
PAT Educator Evaluation Form (USD #273)

NAME _____

DATE _____

EMPLOYER'S PERIODIC RATING
CLASSIFIED PERSONNEL EVALUATION

PARAEDUCATOR

PARENT EDUCATOR

TEACHER AIDE

MEDIA CENTER AIDE

TECHNOLOGY AIDE

USD NO. 273
BELOIT, KANSAS

REVISED BY BOARD OF EDUCATION:
REVISED BY BOARD OF EDUCATION:
REVISED BY EMPLOYEE COUNCIL:

SEPTEMBER 12, 2011
NOVEMBER 13, 2000
JANUARY 9, 1996

All personnel need and deserve meaningful feedback on their job performance. As such, Beloit USD #273 has undertaken to develop job descriptions for all classified staff and an evaluation instrument to assess job performance in an objective manner. This document is intended for use as the evaluation form for paraeducators, school aides, special education paraprofessionals, and parent educators.

The certified staff person to whom the classified staff member is assigned is the appraiser. The appraiser is responsible for the appraisal in reference to meeting the requirements of target dates for the evaluation, assuring that each appraisee has the opportunity to do a self-evaluation, and for delivery of the completed document to the building principal or special education director. All special education paraprofessional evaluations are to go to the special education director. In every case, the appraisee and appraiser should each maintain a copy of the completed evaluation for future reference.

Classified employees shall be evaluated a minimum of once per semester for the first two years of their employment. Thereafter, evaluations shall be conducted a minimum of once every year. Classified staff starting after school has begun, will be evaluated within forty-five (45) school days of their starting date and once each semester there after for a two (2) year period.

The building administrator and/or supervisor may conduct evaluations more frequently if appropriate. The employee may also request more frequent evaluations. More frequent evaluations may be appropriate for positions in which work loads and assignments change on a seasonal basis or when an employee is reassigned to a different position.

All classified evaluation reports are due in the superintendent's office prior to April 1 of each year.

Prior to the evaluation date, the appraiser will provide the appraisee with a copy of the evaluation forms. The appraisee and appraiser are to do their evaluation separately and combine the results on the date of the evaluation; the appraisee's ratings may be placed on the document used by the appraiser to arrive at one complete form and the appraisee's written comments may be attached to the form. The appraisee and appraiser need not agree on the ratings. Only those areas in which either indicate a performance rating of five (5) on the final document are there to be job targets written. The appraisee and appraiser should agree on the job targets, dates for completion of targets, and what evidence is expected to document completion of job targets.

It is to be anticipated that the evaluation of job performance will enhance communication between the classified staff members and the certified staff to whom they are assigned. Other assets of the evaluation process are to provide feedback on jobs well done and to improve performance in areas of weakness, if any are established. Overall, the evaluation process should serve to promote further quality in the district's educational system.

USD-273 / EMPLOYER'S PERIODIC RATING

EVALUATION CHECKLIST

Definitions of Evaluative Scale:

1. Consistently demonstrates outstanding performance or skill in this performance area.
2. Exceeds Board of Education requirements, usually seen as a strength.
3. Meets the Board of Education requirements in this performance area.
4. Meets the Board of Education requirements with exceptions.
5. Must improve in this performance area in order to meet Board of Education requirements.

| | Self | Appraiser's |
|---|--|--|
| | Evaluation | Evaluation |
| I. GENERAL WORK RELATED SKILLS | 1 2 3 4 5 | 1 2 3 4 5 |
| A. Working with students ----- | <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"/> |
| B. Working with parents ----- | <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"/> |
| C. Working with administration ----- | <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"/> |
| D. Taking direction ----- | <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"/> |
| E. Rapport with students, patrons, parents, and associates ----- | <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"/> |
| F. Communication skills ----- | <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"/> |
| G. Ability to work independently ----- | <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"/> |
| H. Accepts constructive criticism ----- | <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"/> |

| | Self Evaluation | Appraiser's Evaluation |
|---|--|--|
| | 1 2 3 4 5 | 1 2 3 4 5 |
| II. PERSONAL QUALITIES | | |
| A. Dependability ----- | <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"/> |
| B. Cooperation ----- | <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"/> |
| C. Punctuality ----- | <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"/> |
| D. Loyalty and pride ----- | <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"/> |
| E. Poise and self-control ----- | <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"/> |
| F. Enthusiasm ----- | <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"/> |
| G. Strives to be positive with all students | <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"/> |
| H. Physical and mental health ----- | <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"/> |
| I. Appearance ----- | <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"/> |
| J. Confidentiality ----- | <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"/> |
| K. Flexibility ----- | <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"/> |
| III. PERFORMANCE OF JOB DESCRIPTION | | |
| A. Strives for self-improvement ----- | <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"/> |
| B. Supports parents in meeting the developmental needs of children----- | <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"/> |
| C. Follows through with goals of parents-- | <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"/> |
| D. Completes assigned tasks ----- | <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"/> |

Page 3

Written Summary:

Appraisee's Comments:

Appraiser's Comments:

Appraisee: _____ Date: _____

Appraiser: _____ Date: _____

Signature means that the entire evaluation has been reviewed by the appraisee and appraiser.

ESTABLISHED JOB TARGETS

Appraisee: _____
Appraiser: _____

Review Dates: _____

| Performance Area / Strategies / (means by which specific / objective will be achieved) | Target Date | Evidence of Completion |
|--|----------------|---------------------------|
| | | |



Appendix G : Memorandums of Understanding with Community Partners

Memorandum of Understanding

Between

Beloit Parents as Teachers

(USD's: #272, #273, #107, #298 & #299)

and

Lincoln County Health Department

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Beloit Parents as Teachers and the Lincoln County Health Department to partner in providing services to families with young children, in hopes to provide parents the resources they need to support their children's development and well-being and improve their parenting practices and general health.

Background

Beloit Parents as Teachers and the Lincoln County Health Department, have a history of working together in providing services to families prenatally and with young children. Beloit Parents as Teachers often provides in-home services to families that are also receiving services at the Lincoln County Health Department office. The Lincoln County Health Department helps meet the immunization, WIC (Women, Infants & Children), and medical needs for many of the families and children that Parents as Teachers serves. Parents as Teachers often works to connect their families with services and resources that the Lincoln County Health Department has to offer. Both agencies often serve the same families and have had a strong partnership in working with families and communicating to help best serve their needs.

Lincoln County Health Department is a member of the Mitchell County Partnership for Children (MCPC) Board, which also serves as the Advisory Board for Beloit Parents as Teachers.

Purpose

This MOU will support the partnership between the two agencies and encourage increased communication and sharing of resources for families.

The above goals will be accomplished by undertaking the following activities:

- Parents as Teachers will inform families about the Lincoln County Health Department and the services they provide, giving families contact information for the Lincoln County Health Department or referrals as needed.

- The Lincoln County Health Department will inform families of Parents as Teachers services, providing them Parents as Teachers brochures or making referrals for service to Parents as Teachers.
- Both agencies will ensure appropriate consent is received by the family prior to sharing family-specific information.

Reporting

The Beloit Parents as Teachers Coordinator, PAT Parent Educator and the Lincoln County Health Department Director will maintain communication on how the partnership is going, providing feedback and any questions or concerns, to continue a positive and beneficial partnership for both programs.

Funding

This MOU contains no commitments or contracts regarding funding, only mutual services to families.

Duration

This MOU is at-will and may be modified by mutual consent of authorized officials from Beloit Parents as Teachers and the Lincoln County Health Department. This MOU shall become effective upon signature by the authorized officials from Beloit Parents as Teachers and the Lincoln County Health Department and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from Beloit Parents as Teachers and Lincoln County Health Department, this MOU shall end, effective upon written agreement to terminate MOU.

Contact Information

Beloit Parents as Teachers
 Amanda McGuire-Coordinator
 P.O. Box 306
 Beloit, KS 67420
 785-738-3055 ext. 205
 Fax: 785-738-2945
 Email: amcguire@usd273.org

Lincoln County Health Department
 Elizabeth Sheldon
 114 W. Court
 Lincoln, KS 67455
 785-524-4406
 Email: lchd@lincolncpublichealth.org

Date: 8/23/23 
 (Partner signature)
 Amanda McGuire, Beloit Parents as Teachers Coordinator

Date: 8/23/2023 
 Elizabeth Sheldon, Lincoln County Health Department Director

Memorandum of Understanding

Between

Beloit Parents as Teachers

(USD's: #272, #273, #107, #298 & #299)

and

Mitchell County Health Department

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Beloit Parents as Teachers and the Mitchell County Health Department to partner in providing services to families with young children, in hopes to provide parents the resources they need to support their children's development and well-being and improve their parenting practices and general health.

Background

Beloit Parents as Teachers and the Mitchell County Health Department, have a history of working together in providing services to families prenatally and with young children. Beloit Parents as Teachers often provides in-home services to families that are also receiving services at the Mitchell County Health Department office. The Mitchell County Health Department helps meet the immunization, WIC (Women, Infants & Children), and medical needs for many of the families and children that Parents as Teachers serves. Parents as Teachers often works to connect their families with services and resources that the Mitchell County Health Department has to offer. Both agencies often serve the same families and have had a strong partnership in working with families and communicating to help best serve their needs.

Mitchell County Health Department is a member of the Mitchell County Partnership for Children (MCPC) Board, which also serves as the Advisory Board for Beloit Parents as Teachers.

Purpose

This MOU will support the partnership between the two agencies and encourage increased communication and sharing of resources for families.

The above goals will be accomplished by undertaking the following activities:

- Parents as Teachers will inform families about the Mitchell County Health Department and the services they provide, giving families contact information for the Mitchell County Health Department or referrals as needed.

- The Mitchell County Health Department will inform families of Parents as Teachers services, providing them Parents as Teachers brochures or making referrals for service to Parents as Teachers.
- Both agencies will ensure appropriate consent is received by the family prior to sharing family-specific information.

Reporting

The Beloit Parents as Teachers Coordinator, PAT Parent Educator and the Mitchell County Health Department Director will maintain communication on how the partnership is going, providing feedback and any questions or concerns, to continue a positive and beneficial partnership for both programs.

Funding

This MOU contains no commitments or contracts regarding funding, only mutual services to families.

Duration

This MOU is at-will and may be modified by mutual consent of authorized officials from Beloit Parents as Teachers and the Mitchell County Health Department. This MOU shall become effective upon signature by the authorized officials from Beloit Parents as Teachers and the Mitchell County Health Department and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from Beloit Parents as Teachers and Mitchell County Health Department, this MOU shall end, effective upon written agreement to terminate MOU.

Contact Information

Beloit Parents as Teachers
 Amanda McGuire-Coordinator
 P.O. Box 583
 Beloit, KS 67420
 785-738-3055 ext. 205
 Fax: 785-738-2945
 Email: amcguire@usd273.org

Mitchell County Health Department
 Cortney Murrow
 310 W. 8th Street
 Beloit, KS 67420
 Email: mchddirector@yahoo.com

Date: August 21, 2023
 (Partner signature) 
 Amanda McGuire, Beloit Parents as Teachers Coordinator

Date: August 21, 2023
 (Partner signature) 
 Cortney Murrow, Mitchell County Health Department Director

Memorandum of Understanding

Between

Beloit Parents as Teachers

and

Heart Choices

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Beloit Parents as Teachers and Heart Choices to partner in providing services to families with young children, in hopes to provide parents the resources they need to support their children's development and well-being and improve their parenting practices.

Background

Beloit Parents as Teachers and Heart Choices (previously Heartbeat Pregnancy Center), have a history of working together in providing services to families prenatally and with young children. Beloit Parents as Teachers often provides in-home services to families that are also receiving services at the Heart Choices office. Heart Choices has graciously provided supplies to a number of Parents as Teachers families in need, such as clothing, diapers, strollers, and other baby gear. Parents as Teachers often works to connect their families with the parenting services and resources Heart Choices has to offer. Both agencies often serve the same families and have had a strong partnership in working with families and communicating to help best serve their needs.

Heart Choices is also a member of the Mitchell County Partnership for Children Board, which also serves as the Advisory Board for Parents as Teachers.

Purpose

This MOU will support the partnership between the two agencies and encourage increased communication and sharing of resources for families.

The above goals will be accomplished by undertaking the following activities:

- Parents as Teachers will inform families about Heart Choices and the services they provide, giving families contact information for Heart Choices or referrals as needed.
- Heart Choices will inform families of Parents as Teachers services, providing them Parents as Teachers brochures or making referrals for service to Parents as Teachers.
- Both agencies will ensure appropriate consent is received by the family prior to sharing family-specific information.

Reporting

The Parents as Teachers Coordinator and the Heart Choices Director will maintain communication on how the partnership is going, providing feedback and any questions or concerns, to continue a positive and beneficial partnership for both programs.

Funding

This MOU contains no commitments or contracts regarding funding, only mutual services to families.


Duration


This MOU is at-will and may be modified by mutual consent of authorized officials from Beloit Parents as Teachers and Heart Choices. This MOU shall become effective upon signature by the authorized officials from the Beloit Parents as Teachers and Heart Choices and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from Beloit Parents as Teachers and Heart Choices, this MOU shall end effective upon written agreement to terminate MOU.

Contact Information

Beloit Parents as Teachers
Amanda McGuire-Coordinator
P.O. Box 306
Beloit, KS 67420
785-738-3055 x-205
Fax: 785-738-2945
Email: amcguire@usd273.org

Heart Choices
Alice Thompson-Director
6th & Independence
P.O. Box 96
Beloit, KS 67420
785-738-3433
www.heartchoicesbeloit.com

 Date: 9/5/2023
(Partner signature)
Amanda McGuire, Beloit Parents as Teachers Coordinator

 Date: 9-5-23
(Partner signature)
Alice Thompson, Heart Choices Director



Appendix H: Parents as Teachers Contacts

Amanda McGuire, PAT Coordinator
1711 N Hersey
P.O. Box 306
Beloit, KS 67420

Phone: 785-738-3055 ext. 205
Cell: 785-569-1513
FAX: 785-738-2945
FaceBook:
Beloit Parents as Teachers
Email: amcguire@usd273.org
Website: www.usd273.org
(PAT Tab)

Amanda Anderson
USD 107 Parents as Teachers
205 N Commercial
Mankato, KS 66956

Cell: 785-534-9977
FAX: 785-378-3467
Email: aanderson@usd107.com

Ashley Eck
USD 273 Parents as Teachers
P.O. Box 306
Beloit, KS 67420

Phone: 785-738-3055 ext. 213
Cell: 785-534-3485
FAX: 785-738-2945
Email: aeck@usd273.org

(open position)
USD 298/299 Parents as Teachers
PO Box 289
Lincoln, KS 67455

Phone: 785-524-4763
Cell: 785-569-1508
FAX: 785-524-3080
Email:

Amanda McGuire
USD 272 Parents as Teachers
P.O. Box 306
Beloit, KS 67420

Phone: 785-738-3055 x. 205
Cell: 785-569-1513
FAX: 785-781-4318
Email: amcguire@usd273.org

Previous update November 1, 2010
Updated and Approved April 2, 2015
Updated and Approved November 10, 2016
Updated and Approved November 13, 2018
Updated and Approved September 11, 2023

The district is an equal opportunity employer and shall not discriminate in its employment practices and policies with respect to hiring, compensation, terms, conditions, or privileges of employment because of an individual's race, color, religion, sex, age, disability or national origin.

Inquiries regarding compliance may be directed to:

Superintendent, 2020 N. Independence, Beloit, KS 67420, 785-738-3261 or to:

Equal Employment Opportunity Commission OR Kansas Human Rights Commission

400 State Ave., 9th Floor
Kansas City, KS 66101
(913) 551-5655

900 SW Jackson, Suite 568-S
Topeka, KS 66612-1258
(785) 296-3206

OR

United States Department of Education
Office for Civil Rights
8930 Ward Parkway, Suite 2037
Kansas City, Missouri 64114-3302
(816) 268-0550