



Monday, December 11, 2023
USD #333 USD333 Board of Education Regular Meeting

AGENDA FOR UNIFIED SCHOOL DISTRICT NO. 333
CLOUD COUNTY, KANSAS
6:00 PM

Concordia Jr/Sr High School, 436 W. 10th Street, Concordia, KS 66901

A. OPENING ITEMS

1. Call To Order
2. Pledge of Allegiance
3. Members Present

B. CONSENT ITEMS

1. Adopt Agenda for Meeting
2. Approval of Minutes
3. Accept Gifts and Donations
4. Approval of Encumbrances as listed in the Superintendent's Report
5. Approval of Financial/Treasurer's Report/CapitalOne
6. Administrator/Building Reports
7. Vote on Consent Items

C. PUBLIC COMMENTS

Open Forum Guidelines

3

D. STUDENT/PATRON PARTICIPATION/RECOGNITION

E. INFORMATION/UPDATE/COMMUNICATION

1. Graduation Requirement - Financial Literacy
KSDE Grad Req

6

2. Facilities Updates & Chair Lift

AEL Bids

7

20231114_102601

9

20231114_102603

10

20231114_102815

11

20231114_102631

12

20231114_103040

13

20231114_102719

14

20231114_115625

15

F. EXECUTIVE SESSION

G. BOARD ACTION ITEMS

1. Early Graduation Request
Joshua Bray
Riley Westgate

2. Key Club Organization Request - Kiwanis

3.	PAT Handbook Handbook for LCNCK PAT program working copy for QEIP updates	16
4.	Board Policy Updates - December 2023 KASB Policy Updates December 2023	64
5.	2025-2026 District Calendar	
H.	CERTIFIED and CLASSIFIED PERSONNEL	
1.	1. New Hires/Transfers/Resignations/Terminations of <u>CERTIFIED STAFF</u> for 2023-2024 School Year (if needed)	
2.	2. New Hires/Transfers/Resignations/Terminations of <u>CLASSIFIED STAFF</u> for 2023-2024 School Year (if needed) Classified November 2023 LIST	68
3.	Administration Contracts	
I.	ADJOURN	



Concordia USD 333



Board of Education Meeting

Open Forum Guidelines

Guidelines for the Open Forum

1. Any person wishing to address the Board in public forum must sign up on the sign-up sheet. The presiding officer of the public meeting will moderate the open forum anticipating the forum will be limited to thirty minutes.
2. As a courtesy and as a part of the public record, each speaker should identify themselves with name and address. Each speaker will be allowed three (3) minutes to address the Board. The Board may engage the speaker for clarification of the issue. The three minutes time limit may go longer based on Board questions.
3. The Board will not debate past decisions made by the current governing body or any past governing body.
4. The Board seeks only constructive criticisms and suggestions.
5. The Board will only allow one speaker at a time and a proper decorum will be enforced.
6. Speakers should keep their comments short and to the point.
7. Engaging in active debate with the Board or anyone in the audience will not be allowed.
8. All remarks and suggestions must be respectful and courteous, free of name-calling and/or personal attacks.
9. Persons making comments which violate the privacy rights of district employees or students will be asked to stop speaking or cease their remarks immediately. If a patron or parent has a concern with one or more employee(s), the Board will refer that person to the appropriate employee or the Superintendent.
10. No remarks will be allowed that contain vulgarities or inappropriate language.
11. No speakers may have the floor more than one time until all who wish to speak have been given the opportunity. The presiding officer will determine the order of speakers.
12. All comments must be directed to the Board as a whole, not to any specific member or to any person who is not a Board member.

Procedures to address the Board during Open Forum:

1. Print your name on the sign-up sheet and list the topic of your presentation.
2. The sign-up sheet will be given to the Board President at the beginning of the meeting.
3. The Board President will call each person on the sign-up sheet during the public forum agenda.
4. State your name, address, and summarize your concerns/suggestions. Limit your presentation to approximately three minutes. This may go longer based on Board questions.

BCBI **Public Participation at Board Meetings** (See BCAE and KN) **BCBI**

Open Forum

The president or presiding officer may ask patrons attending if they would like to speak during the open forum. Rules for the public forum will be available from the clerk prior to the board meeting and at the meeting itself. The board president may impose a limit on the time a visitor may address the board. The board president may ask groups with the same interest to appoint a spokesperson to deliver the group's message. Except to ask clarifying questions, board members shall not interact with speakers at the open forum.

Patron-Requested Agenda Items

Any patron may request addition of a specific agenda item and shall notify the superintendent {seven} days prior to the meeting and state the reason(s) for the request. The superintendent shall determine whether the request can be solved by staff without the patron's appearance before the board. If not, the superintendent shall consult with the board president, and the patron's request may be placed on the next regular board meeting agenda.

Handling Complaints

The superintendent may refer complaints to the board only if a satisfactory adjustment cannot be made by a principal, the superintendent, or other appropriate staff members.

Approved: KASB Recommendation – 1/01; 4/07



Unified School District No. 333

Administrative Offices

217 West 7th Street

Concordia, Kansas 66901-2803

Phone: (785) 243-3518

Fax: (785) 243-8883

www.usd333.com

TRUST OWNERSHIP CULTURE

REQUEST TO ADD AN AGENDA ITEM

This form must be completed and return to the clerk of the Board or the superintendent at least **7 days** before the meeting at which you wish to speak.

Your request will be reviewed, and one of two recommendation will be made:

1. Referral of your request to the appropriate administrator.
2. Decision by the Board of Education to add as an agenda item.
 - a. Presentation shall not exceed **5 minutes**.
 - b. Subject, other than policy issues, will generally be referred to the administration.
 - c. Comments shall be limited to issues and not refer to individual staff or students.
 - d. Presentation must be in good taste befitting the occasion and the dignity of the board meeting.
 - e. Typed copy or outline of your presentation should be included with this request form. Permission to appear before the board at a regular meeting is subject to the above guidelines.

Name _____

Address _____ Telephone _____

Individual or Organization you represent _____

Organization's address _____

Signature _____ Date _____

District Official's signature _____

Date received _____ Time received _____

QUENTIN BREESE
Superintendent

KELLY STRUEBING
Director of Operations

Chad Eshbaugh
CJSHS Principal

Skylar Hittle
CJSHS AD/Asst. Principal

Curtis Noon
CMS Principal

Derek Holmes
CES Principal

Krystal Breese
Curriculum & Assessment

BOARD OF EDUCATION

BRYAN BOMBARDIER
President

TONY MILLER
Vice President

BRAD BERK

JOHN CULLEY

NANCY OWEN

JENNY PARKER

KEVIN POUNDS

#concordiaproud

TRUST OWNERSHIP CULTURE

AN EQUAL EMPLOYMENT/EDUCATIONAL OPPORTUNITY AGENCY



Tracey Holmes <tracey.holmes@usd333.com>

[PATHWAYSCPPSA] Financial Literacy: New Graduation Requirement

1 message

Amanda L. Williams <awilliams@ksde.org>
Reply-To: "Amanda L. Williams" <awilliams@ksde.org>
To: PATHWAYSCPPSA@listserv.ksde.org

Wed, Nov 1, 2023 at 8:12 AM

Financial Literacy: New Graduation Requirement

The graduation requirement and implementation of the Financial Literacy 22990 course will begin with the class of 2028, freshmen students in the 2024-2025 school year.

Graduation (ksde.org)

The Financial Literacy 22990 course should be mapped prior to the 2024-2025 school year.

Course Title: Financial Literacy

Course Code: 22990

Course Description: Financial literacy course provides students with an understanding of the concepts, principles and skills involved in making and applying sound financial decisions. This course emphasizes earning income, spending, saving, investing, managing credit and managing risk.

Qualified Teachers: Family and Consumer Sciences, Gen Business, Business Ed Comp, Business Economics, Business Finance, Economics, History and Government, Social Studies Comp (With verifiable Financial Literacy Training)

The Consumer and Personal Finance Course 22210

The Consumer and Personal Finance Course 22210 .5 credit course found in Pathways will not meet the Financial Literacy graduation requirement beginning with the class of 2028, freshmen students in the 2024-2025 school year.

Kansas Graduation Requirements Fact Sheet 2019-2020 (ksde.org)

The Consumer and Personal Finance Course 22210 for .5 credit will not be available within the Business Management and Entrepreneurship, Business Finance, and Family, Community and Consumer Services Pathways. The Consumer and Personal Finance Course 22210 will not continue to be a funded course in Pathways beyond the 2023-2024 school year due to the new Graduation Requirement. This change will be reflected in the 2024-2025 Career Cluster Handbook.



Omaha 402-553-7000
 Sioux Falls 605-368-2885
 Kansas City 816-822-2192
 Oklahoma City 405-381-9009
 Des Moines 515-243-8000

Omaha Fax 402-553-7611

www.accessselevatorinc.com

BID

PROJECT: USD 333 Concordia School	
SUBMITTED TO:	PHONE NUMBER: 785.275.3166
ATTENTION TO: Adam Trost	BID DATE: 11/6/2023
EMAIL: adam.trost@usd333.com	

BIDDING FIRM: AEL, Inc. 4522 Enterprise Place Oklahoma City, OK 73128 402-553-7611 Fax	FOB JOBSITE: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A
CONTACT: Darryl Bush 405-446-3558 Cell	INSTALLED: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A
	BOND INCLUDED: <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A
	ADDENDA: <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A

SPECIFICATIONS SECTION	DESCRIPTION	BID AMOUNT
	Tear out and replace existing GSL-1 inclined platform lift with a new Artira unit. Unit will service, from the bottom up, mount on right side, 10 steps, landing, 10 steps, landing, 5 steps, landing 2 steps. To include permit, inspection (if needed), and owner training.	\$68,259
PER PLANS & SPECS YES <input type="checkbox"/> NO <input type="checkbox"/>		Total Bid: \$68,259
SPECIFIC QUALIFICATIONS OR EXCLUSIONS:		
NOT INCLUDED IN BID: All applicable taxes.		

Darryl Bush 405.446.3558 darryl.bush@accessselevatorinc.com
 AEL, Inc. Representative

THIS BID IS NOT BINDING ON AEL, INC. UNLESS AND UNTIL AEL, INC. AND THE CUSTOMER HAVE SIGNED AEL, INC.'S STANDARD FORM OF CUSTOMER CONTRACT.



Omaha 402-553-7000
 Sioux Falls 605-368-2885
 Kansas City 816-822-2192
 Oklahoma City 405-381-9009
 Des Moines 515-243-8000

Omaha Fax 402-553-7611

www.accesselevatorinc.com

BID

PROJECT: USD 333 Concordia School	
SUBMITTED TO:	PHONE NUMBER: 785.275.3166
ATTENTION TO: Adam Trost	BID DATE: 12/05/2023
EMAIL: adam.trost@usd333.com	

BIDDING FIRM: AEL, Inc. 4522 Enterprise Place Oklahoma City, OK 73128 402-553-7611 Fax	FOB JOBSITE: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A
CONTACT: Darryl Bush 405-446-3558 Cell	INSTALLED: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A
	BOND INCLUDED: <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A
	ADDENDA: <input type="checkbox"/> YES <input type="checkbox"/> NO

SPECIFICATIONS SECTION	DESCRIPTION	BID AMOUNT
	Tear out and replace existing GSL-1 inclined platform lift with a new Artira unit. Unit will service, from the bottom up, mount on right side, 5 steps, landing 2 steps, park at the top. To include permit, inspection (if needed), and owner training.	\$56,125
PER PLANS & SPECS YES <input type="checkbox"/> NO <input type="checkbox"/>		Total Bid: \$56,125
SPECIFIC QUALIFICATIONS OR EXCLUSIONS:		
NOT INCLUDED IN BID: All applicable taxes.		

Darryl Bush 405.446.3558 darryl.bush@accessselevatorinc.com
 AEL, Inc. Representative

THIS BID IS NOT BINDING ON AEL, INC. UNLESS AND UNTIL AEL, INC. AND THE CUSTOMER HAVE SIGNED AEL, INC.'S STANDARD FORM OF CUSTOMER CONTRACT.



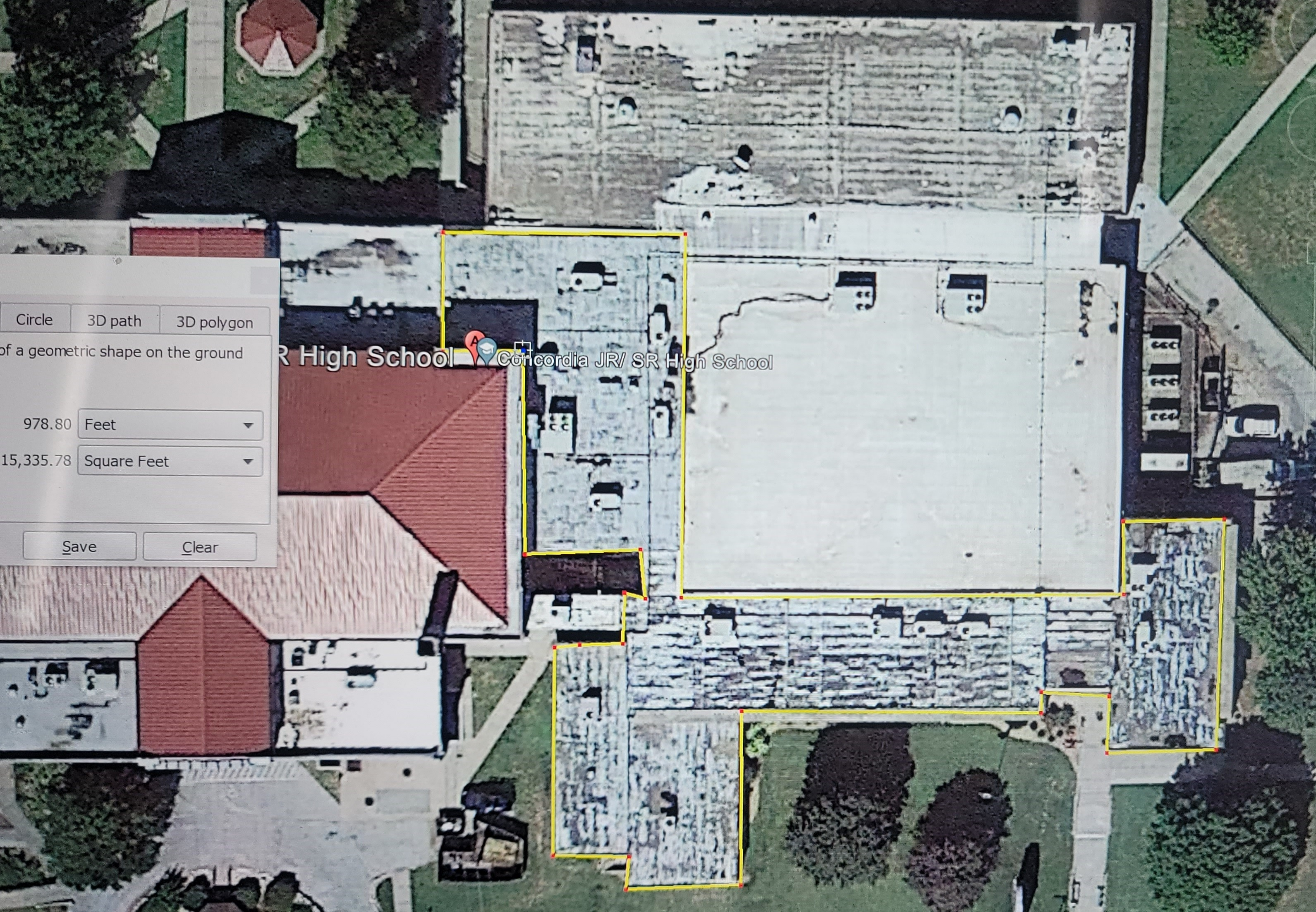












Circle 3D path 3D polygon

of a geometric shape on the ground

978.80 Feet

15,335.78 Square Feet

Save

Clear

R High School



Concordia JR/ SR High School



**The Learning Cooperative of North Central Kansas (LCNCK)
Cloud, Republic & Washington County
Parents As Teachers program**

**Staff Handbook
Policies & Procedures**

Providing services to the following school districts:

**USD #108 Washington
USD #109 Republic County
USD #224 Clifton/Clyde
USD #333 Concordia
USD #426 Pike Valley**

Table of Contents

Parents as Teachers Overview	3	Family Feedback & Grievances	29
Program Components/Curriculum	4	Community Resource Guide	29
Hiring Procedures	4	PAT Advisory Council	29
Definition of Roles	5	Educator Resignation & Exit Policy	30
Administrator	5	Continuous Quality Improvement	30
Supervisor/Coordinator	5	Appendix A: PAT Marketing Strategies	32
Parent Educator	6	Appendix B: Parent letter of interest	33
Professional/New Staff Requirements	7	Appendix C: Coordinator Job Description	34
Code of Ethics	8	Appendix D: Parent Educator Job Description	35
Sick/Discretionary Leave, Vacation, Holidays	12	Appendix E: Ethical Agreement	36
Travel Expenses	12	Appendix F: Orientation Plan for New Parent Educators	38
Affiliate Plan	13	Appendix G: Participation Agreement & Consent for Services	40
Parent Educator Evaluations	13	Appendix H: PAT Screening Flowchart	44
Services Provided to Families	13	Appendix I: District Maps	45
Intake and Enrollment	13		
Client Rights & Confidentiality	14		
Guidelines	15		
Number of Visits Required	15		
Family Engagement and retention	15		
Maintaining services to families	16		
Scheduling/Cancellation	16		
Caseloads	17		
Cancellations/Repeated no-shows	17		
Transition Planning and Exit	17		
Educator Safety for Home Visits	18		
Protocol for Reporting Abuse/Neglect/Illegal Activity	19		
Protocol for Responding to Parent Mental Health Issues	20		
Protocol for Responding to Domestic Violence	21		
Protocol for Responding to Parental Substance Abuse Issues	22		
Group Connections	23		
Screening	24		
Referral Process	25		
Resource Connection	26		
Family-Centered Assessment	26		
Goal Setting	26		
Immunizations	26		
Outcomes	26		
Data Collection & Documentation of Services	27		
Family Records Access	28		

Parents as Teachers Overview

OUR VISION

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



OUR MISSION

Parents as Teachers promotes the optimal early development, learning and health of children by supporting and engaging their families and caregivers.

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 LCNCK Parents as Teachers program is administered by a collaboration of five area school districts (USD #108 Washington, #109 Republic County, #224 Clifton/Clyde, #333 Concordia and #426 Pike Valley), with supervision by the sponsoring district, USD #333 Concordia. Parent Educators carry caseloads of families residing within the various districts.

Program Goals:

- Increase parent knowledge of early childhood development and improve positive parenting practices.
- Provide early detection of developmental delays and health issues connection to services.
- Improve parent, child and family health and well-being.
- Prevent child abuse and neglect.
- Increase children's school readiness and school success.
- Improve family economic well-being.
- ~~Connect families with community resources.~~ Strengthen community capacity and connectedness.

Core Values:

- The early years of a child's life are critical for optimal development and provide the foundation for success in school and in life.
- Parents and caregivers are their children's first and most influential teachers.
- Established and emerging research should be the foundation of parent education for caregiver and family support curricula, training, materials and services.

- All young children and their families deserve the same opportunities to succeed, regardless of any demographic, geographic or economic considerations.
- 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 connection, screening and resource network.

Components of the LCNCK 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. **Screening:** 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”:** Prenatal-Age 3
- **“Parents as Teachers Foundational 2 Curriculum”:** 3 Years through Kindergarten
- **“Young Dads, Young Moms: A Curriculum for Peer Facilitated Group Meetings**
- **“Partnering with Teen Parents” (2017)**

Hiring Procedures

All PAT staff are hired through USD #333 Concordia and will follow the USD #333 employee practices and will be accountable to all School Board Policies of the District. This Parents As Teachers program is funded by KSDE and the LCNCK school districts. Decisions regarding salaries, benefits, etc. will be based upon what is available in the PAT budget and at the discretion of the Coordinator/Supervisor and the USD #333 Superintendent.

Equal Opportunity Employer: Unified School District #333, Concordia, KS is an equal opportunity employer and will not discriminate against any person because of race, sex, religion, color, creed, national origin, or disability. Any person having inquiries concerning U.S.D. #333’s compliance with regulations implementing Title VII, Title IX, American with Disabilities Act or Section 504 is directed to contact the Superintendent, 217 West 7th Street, Concordia, KS 66901.

CHRI Policy: In order to be fully apprised of the background of a potential employee, the school district may request Criminal History Record Information (CHRI) from the Kansas Bureau of Investigation on all individuals applying for employment with U.S.D. #333, Concordia. Applications will be kept on file for 1 year.

Definition of PAT Roles/Responsibilities

Program Year

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 #333 administration. Parent educators are hired for a specific number of hours per week and paid monthly throughout the calendar year. A two week notice from either the employer or the employee is required to terminate employment.

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
- Attends the Supervisor's Institute through PATNC
- Supervises Parent Educators in the program (no more than 12 educators at a time)
- Writes annual grant application and proposed budget
- 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
- Coordinates and leads staff meetings at a minimum of 2 hours per month. **Dates and information regarding the meetings will be entered into VisitTracker.**
- Meets with each parent educator for a minimum of 2 hours per month for Reflective Supervision- to discuss family case load, individual family situations or other information. **Reflective Supervision records will be entered into VisitTracker.**
- For Coordinators who also carry a caseload: Participates in 2 hours monthly of Reflective Supervision with a peer/**neighboring Coordinator** (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 reviews family files completed by each parent educator and completes the file review form from PATNC
- Every 6 month 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 observes each parent educator on a home visit and completes the Personal Visit Observation Tool (records are placed in their personnel file)
- Insures 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 and entered into VisitTracker
- Ensures that the Parents as Teachers Essential Requirements are met by the program, to retain Parents as Teachers Affiliation Status
- Completes all 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 family stressors (monthly or bi-monthly)
- Practices confidentiality with all program participants
- Provides information regarding child development and appropriate childrearing 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 childrearing 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

Screenings:

- 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 Requirements:

NEW STAFF (*Refer to the Orientation Plan for New Parent Educators – Appendix F)

- All *new parent educators* must complete the PAT Foundational Curriculum Training and Model Implementation Training and Foundational 2 Training, provided by PAT National Center. **These trainings are required prior to delivering services to families.**
- 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. **The Coordinator will utilize the Onboarding Manual as a guide to training new parent educators.**
 - 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
 - Observe at least one home visit, one screening and attend one group connection- with an experienced parent educator
- 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. **Continued shadowing and trainings occur as needed.**

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.
 - Recertification: 20 clock hours of professional development required.
- Participates in the Quality Assessment 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, 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). The affiliate coordinator provides individual reflective supervision to each parent educator monthly according to their FTE and is recorded in VisitTracker. If a session must be cancelled, every effort is made to reschedule it for the same week. 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, and family visits and needs.

- Sets and completes three individual goals annually
- Completes self-evaluation form annually
- 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 #333 Concordia school district personnel. Parent educators should remember that they represent the *Parents as Teachers* program locally and nationally, as well as the USD #333 Concordia school district. Behaviors not consistent with the expectations of the program could result in suspension or termination following USD #333 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 LCNCK Parents as Teachers program believes that, as a staff, we hold certain ethical responsibilities to children, families, colleagues, community and society. Our Code of Ethical Conduct and Responsibilities has been adapted from the National Association for the Education of Young Children's code of ethics (NAEYC).

A. Section I: Ethical responsibilities to children

Childhood is a unique and valuable stage in the life cycle. Our paramount responsibility is to provide safe, healthy, nurturing, and responsive settings for children. We are committed to support children's development, respect individual differences, help children learn to live and work cooperatively, and promote health, self-awareness, competence, self-worth, and resiliency.

1. Above all, we shall not harm children. We shall not participate in practices that are disrespectful, degrading, dangerous, exploitative, intimidating, emotionally damaging, or physically harmful to children. This principle has precedence over all others in this Code.
2. We shall not participate in practices that discriminate against children by denying benefits, giving special advantages, or excluding them from programs or activities on the basis of their race, ethnicity, religion, sex, national origin, language, ability, or the status, behavior, or beliefs of their parents. (This principle does not apply to programs that have a lawful mandate to provide services to a particular population of children.)
3. We shall involve all of those with relevant knowledge (including staff and parents) in decisions concerning a child.
4. For every child we shall implement adaptations in teaching strategies, learning environment, and curricula, consult with the family, and seek recommendations from appropriate specialists to maximize the potential of the child to benefit from the program. If, after these efforts have been made to work with a child and family, the child does not appear to be benefiting from a program, or the child is seriously jeopardizing the ability of other children to benefit from the program, we shall communicate with the family and appropriate specialists to determine the child's current needs; identify the setting and services most suited to meeting these needs; and assist the family in placing the child in an appropriate setting.
5. We shall be familiar with the symptoms of child abuse, including physical, sexual, verbal, and emotional abuse, and neglect. We shall know and follow state laws and community procedures that protect children against abuse and neglect.
6. When we have reasonable cause to suspect child abuse or neglect, we shall report it to the appropriate community agency and follow up to ensure that appropriate action has been taken. When appropriate, parents or guardians will be informed that the referral has been made.
7. When another person tells us of a suspicion that a child is being abused or neglected, we shall assist that person in taking appropriate action to protect the child.
8. When a child protective agency fails to provide adequate protection for abused or neglected children, we acknowledge a collective ethical responsibility to work toward improvement of these services.
9. When we become aware of a practice or situation that endangers the health or safety of children, but has not been previously known to do so, we have an ethical responsibility to inform those who can remedy the situation and who can protect children from similar danger.

B. Section II: Ethical responsibilities to families

Families are of primary importance in children's development. (The term family may include others, besides parents, who are responsibly involved with the child.) Because the family and the parent educator have a common interest in the child's welfare, we acknowledge a primary responsibility to bring about collaboration between the home and school in ways that enhance the child's development.

1. We shall not deny family members access to their child's program setting.
2. We shall inform families of program philosophy, policies, and personnel qualifications, and explain why we teach as we do, which should be in accordance with our ethical responsibilities to children (see Section I).
3. We shall inform families of and when appropriate, involve them in policy decisions.

4. We shall involve families in significant decisions affecting their child.
5. We shall inform the family of accidents involving their child, of risks such as exposures to contagious disease that may result in infection, and of occurrences that might result in emotional stress.
6. To improve the quality of early childhood care and education, we shall cooperate with qualified child development researchers. Families shall be fully informed of any proposed research projects involving their children and shall have the opportunity to give or withhold consent without penalty. We shall not permit or participate in research that could in any way hinder the education, development, or well-being of children.
7. We shall not engage in or support exploitation of families. We shall not use our relationship with a family for private advantage or personal gain, or enter into relationships with family members that might impair our effectiveness in working with children.
8. We shall develop written policies for the protection of confidentiality and the disclosure of children's records. These policy documents shall be made available to all program personnel and families. Disclosure of children's records beyond family members, program personnel, and consultants having an obligation of confidentiality shall require familial consent (except in cases of abuse or neglect).
9. We shall maintain confidentiality and shall respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life. However, when we have reason to believe that a child's welfare is at risk, it is permissible to share confidential information with agencies and individuals who may be able to intervene in the child's interest.
10. In cases where family members are in conflict, we shall work openly, sharing our observations of the child, to help all parties involved make informed decisions. We shall refrain from becoming an advocate for one party.
11. We shall be familiar with and appropriately use community resources and professional services that support families. After a referral has been made, we shall follow up to ensure that services have been appropriately provided.
12. If a parent educator needs to cancel a visit with a family due to a scheduling conflict, when possible, the parent educator will contact the family within 24 hours prior to the canceled visit.

C. Section III. Ethical responsibilities to colleagues

In a caring, cooperative work place, human dignity is respected, professional satisfaction is promoted, and positive relationships are modeled. Based upon our core values, our primary responsibility in this arena is to establish and maintain settings and relationships that support productive work and meet professional needs. The same ideals that apply to children are inherent in our responsibilities to adults.

1. When we have concern about the professional behavior of a co-worker, we shall first let that person know of our concern, in a way that shows respect for personal dignity and for the diversity to be found among staff members, and then attempt to resolve the matter collegially.
2. We shall exercise care in expressing views regarding the personal attributes or professional conduct of co-workers. Statements should be based on firsthand knowledge and relevant to the interests of children and programs.
3. When we do not agree with program policies, we shall first attempt to effect change through constructive action within the organization.
4. We shall speak or act on behalf of an organization only when authorized. We shall take care to acknowledge when we are speaking for the organization and when we are expressing a personal judgment.
5. We shall not violate laws or regulations designed to protect children and shall take appropriate action consistent with this Code when aware of such violations.

6. In decisions concerning children and programs, we shall appropriately utilize the education, training, experience, and expertise of staff members.
7. We shall provide staff members with safe and supportive working conditions that permit them to carry out their responsibilities, timely and nonthreatening evaluation procedures, written grievance procedures, constructive feedback, and opportunities for continuing professional development and advancement.
8. We shall develop and maintain comprehensive written personnel policies that define program standards and, when applicable, that specify the extent to which employees are accountable for their conduct outside the work place. These policies shall be given to new staff members and shall be available for review by all staff members.
9. Employees who do not meet program standards shall be informed of areas of concern and, when possible, assisted in improving their performance.
10. Employees who are dismissed shall be informed of the reasons for their termination. When a dismissal is for cause, justification must be based on evidence of inadequate or inappropriate behavior that is accurately documented, current, and available for the employee to review.
11. In making evaluations and recommendations, judgments shall be based on fact and relevant to the interests of children and programs.
12. Hiring and promotion shall be based solely on a person's record of accomplishment and ability to carry out the responsibilities of the position.
13. In hiring, promotion, and provision of training, we shall not participate in any form of discrimination based on race, ethnicity, religion, gender, national origin, culture, disability, age, or sexual preference. We shall be familiar with and observe laws and regulations that pertain to employment discrimination.

D. Section IV: Ethical responsibilities to community and society

Early childhood programs operate within a context of an immediate community made up of families and other institutions concerned with children's welfare. Our responsibilities to the community are to provide programs that meet its needs, to cooperate with agencies and professions that share responsibility for children, and to develop needed programs that are not currently available. Because the larger society has a measure of responsibility for the welfare and protection of children, and because of our specialized expertise in child development, we acknowledge an obligation to serve as a voice for children everywhere.

1. We shall communicate openly and truthfully about the nature and extent of services that we provide.
2. We shall not accept or continue to work in positions for which we are personally unsuited or professionally unqualified. We shall not offer services that we do not have the competence, qualifications, or resources to provide.
3. We shall be objective and accurate in reporting the knowledge upon which we base our program practices.
4. We shall cooperate with other professionals who work with children and their families.
5. We shall not hire or recommend for employment any person whose competence, qualifications, or character makes him or her unsuited for the position.
6. We shall report the unethical or incompetent behavior of a colleague to a supervisor when informal resolution is not effective.
7. We shall be familiar with laws and regulations that serve to protect the children in our programs.
8. We shall not participate in practices which are in violation of laws and regulations that protect the children in our programs.

9. When we have evidence that an early childhood program is violating laws or regulations protecting children, we shall report it to persons responsible for the program. If compliance is not accomplished within a reasonable time, we will report the violation to appropriate authorities who can be expected to remedy the situation.
10. When we have evidence that an agency or a professional charged with providing services to children, families, or teachers is failing to meet its obligations, we acknowledge a collective ethical responsibility to report the problem to appropriate authorities.
11. When assisting and connecting families with community resources, we should empower families to make contacts with the resources themselves before relying on parent educators to make the contacts for them.

*Also see Appendix E: Ethical Agreement, for all PAT Staff.

Sick/Discretionary Leave

At the beginning of each year, a Parent Educator is allotted 12 days of leave, proportionate to hours worked per day (6 hours, 8 hours, etc.) Those 12 days include: 10 days of sick leave (to be used for personal or family illness) and 2 days of discretionary 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.

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 USD #333 Superintendent to determine arrangements.

Vacation Days

Full-time PAT staff shall be granted a paid vacation each year. After one month of continuous service, full time staff shall receive one day per month of vacation with pay which may not be used until after the 6 month waiting period. Accumulated vacation days shall not exceed a total of 15 days during any given month. No payment for accrued vacation time will be paid upon resignation. Staff leaving the program will be encouraged to use their days prior to leaving employment.

Holidays

The following are paid holidays: Labor Day, Thanksgiving Day, Christmas Day, New Year's Day, Easter: Good Friday afternoon, Memorial Day, July Fourth

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 PAT Mileage Form and submitted to the Coordinator at the end of each month. Parent Educators desiring additional reimbursement for travel to meetings, etc. should check with the Program Coordinator prior to attendance of the meeting. Expenses incurred (meals/tolls/etc.) while attending an approved activity can be reimbursed with proper documentation. All receipts should be turned in promptly to the PAT Coordinator for reimbursement.

Affiliate Plan

Our PAT Affiliate Plan is used to guide the 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 our community and organization. The Affiliate plan is reviewed with all new staff members.

Parent Educator Evaluations

Parent educators will complete a self-evaluation form annually. 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. In addition, each parent educator will set professional goals by August 1 each year and review them with the coordinator by January 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 in VisitTracker 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

Any family residing within the USD #108 Washington, USD #109 Republic County, USD #224 Clifton/Clyde, USD #333 Concordia and USD #426 Pike Valley Unified districts with children prenatal to PreK entry is eligible for the LCNCK Parents as Teachers program. Referrals to the program may come directly from the family or any other source. Refer to Appendix I for school district maps.

- Each family expressing interest in the PAT program may complete an online Google enrollment form or visit with a PE or the Coordinator to get started with the enrollment process. The Coordinator will contact those who fill out the form and assign a PE who will schedule their first home visit within 5 days of the call. Families who fail to respond prior to any visits will be contacted 3 times before being moved to a waitlist for 3 months. If no further contact is made then they will be removed from the waitlist.
- Families will receive their first visit within 3 weeks of their first contact with the program. If full caseloads require, new families will be placed on a waiting list and contacted at first opportunity to join the program.
- The affiliate is designed to provide services to families prenatally to PreK entry, offering up to 3+ years of services (decisions to continue services beyond 3 years are dependent upon the needs of the family, each child's developmental needs, PE's recommendations, while also considering wait lists within the school districts). While families can enroll when their child(ren) are at any age within this range, our program strives to enroll families prenatally or soon after birth. The affiliate operates year round.
- Waiting list families are eligible to receive developmental & hearing screenings completed and are invited 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.
- Upon the first visit, a participation agreement will be reviewed and signed by the participating family and Parent Educator and then annually.

Personal Visits

The LCNCK PAT program is committed to providing high-quality services to families that include the 4 components of the PAT model: personal visits, group connections, screening and resource network, accompanied by family-centered assessment and goal setting.

Client Rights & Confidentiality (*See Appendix G - Participation Form)

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 specifically named organizations/agencies. 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 Participate Agreement form from the parent at the first visit, and annually thereafter, which addresses the following in writing:
 - Services provided to the family
 - Family participation in the visit
 - Confidentiality
 - Records Access
 - Sickness policy
 - Scheduling/Cancellation policy
 - Inclement Weather
 - Mandated Reporting
 - Photo Release
 - Permission for screenings
- Family Files and the information contained within will be kept confidential, 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.

Guidelines

- 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 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.
- 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 each resource connections made, to see if the family received the service and if any other needs are outstanding.
- The family is a guide for the visit. The parent educator provides alternatives and information to aid the family in making informed decisions.
- 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 number of children and family need.
- 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.
- The Parent Educator will support families in identifying and setting a goal within their first 90 days of service. Planning and progress toward that goal will be documented in the family file. The family will have a current goal for each year they are in the PAT program.
- 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.

Number of Visits Required

Families will receive 12 visits annually, if one or fewer stressors are present. Families with two or more stressors will receive 24 visits annually. Special circumstances will be considered.

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.

Family Engagement and retention

Families benefit most from PAT services when they are actively engaged with the program. It is recognized that high stress environments can make active and consistent engagement in services more challenging. Our program is dedicated to actively facilitating families' ongoing participation and input into services. In addition, we strive to re-engage families that have lost contact and welcomes families back into the program.

To prevent missed visits, the next visit date is established with the family at the prior visit and a text or phone call reminder is made 24 hours before the visit. This text or phone call indicates that the parent educator is looking forward to the visit on (date) and (time). If a visit is missed, the parent educator contacts the family to schedule a follow-up visit. This contact should be made within 24 hours, starting first with the family's preferred method of communication, and then using other contact information as necessary. If 2 consecutive visits are missed and the parent educator is unable to get in touch with the family, the parent educator will contact the alternative contacts the parent provided during intake or enrollment. It should be noted that the parent is asked to provide alternative contacts, but is not required to do so. Missed visits should be documented in VisitTracker by the parent educator within 3 business days including explanation of who cancelled the visit and/or the reason the visit was missed. A weekly contact will be made for 30 days (both by text and phone call) to a family that has missed consecutive visits. All contact attempts are documented as a phone call or text in VisitTracker. If there is no response upon the final attempted contact, the family will be sent a letter letting them know that multiple attempts to contact them have been made and to contact the Coordinator if they are interested in resuming services. A copy of this letter is placed in the family's paper file.

Ongoing engagement strategies: At the closing of each visit, parent educators evaluate and look ahead with the parents while also planning for subsequent visits. When available, our program offers books or other incentives for participation. At the program level, the coordinator and parent educators review and discuss parent feedback from group connections (twice annually) and the Parent Satisfaction Survey (annually) to consider how services could be strengthened or adjusted to further meet family's needs and interests.

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

Maintaining 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 coordinator 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 VisitTracker 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 family will be provided with a weekly phone call and at least one visit monthly from the coordinator until there is an opening. A family is not placed on hold when there is staff turnover or absence (e.g. maternity leave, medical leave). A hold period is only used when the family requests a pause in services due to their specific circumstances, such as migrant work.

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.
- Parent educators who carry additional program responsibilities complete fewer visits per month. (PAT Essential Requirements, 2014 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 effort to reschedule within the same month.
- Parent educators are encouraged to be persistent about seeing their families. 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*. Some families may need more support or encouragement to continue the program. Following up with these families will be left to the discretion of the parent educator *in consultation with the PAT Coordinator*.

Transition Planning & Exit

- The LCNCK Parents as Teachers program is designed to serve children prenatally until PreK entry.
- 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.
- 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.
- Exit from the program may be planned or unplanned. Reasons for a planned exit include but are not limited to the family moving outside of our service area or the family completing 3 years of service. Within 3 days of a family's exit, the parent educator enters the exit date and reason for exit and completes the Exit Report in VisitTracker. Incomplete information must be addressed in the records and the service file closed. A particular child may exit the program because of his/her age while the family remains involved due to a younger child or children. In this situation, the child's exit date and reason must be entered into VisitTracker. If a family misses 3 consecutive visits, and does not respond within 30 days to repeated attempts by the parent educator to contact them, the family will be exited. The exit date is the last contact date in VisitTracker. 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.
- 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 educator is on visit, educator should stay at the family's home until the warning has expired or go with the family to shelter. If educator is driving while warnings are issued, educator should go to nearest public building or shelter available. If no shelter is available, seek shelter in a ditch. Educator should let 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, 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 and sponsoring district. All Educators will complete LMS trainings.
- Parent educators wash their hands or use hand sanitizer before and after each visit to help prevent bringing germs into the family's and their own homes. If the parent educator observes evidence of a pest control problem in the home, they should use a mat for the visit activities and then place the mat in the trunk of the car after the visit. Materials that the parent educator takes to and from visits should be regularly disinfected.

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.

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.

Protocol for Reporting Abuse/Neglect/Illegal Activity

Child Abuse

The Kansas Child Protection Act (KSA 38-716-724) **requires** that any U.S.D. #333 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 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.

Please contact the program coordinator after the report has been made. It is recommended that the superintendent be contacted as well. It is not the responsibility of the parent educator to prove that the child has been abused or neglected.

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. PAT staff will document in the Personal Visit Record any resource connections offered to the family.

PAT Staff will have ongoing 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. (Suddenly feeling ill, forgot visit materials, etc.) Upon leaving, contact the 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, including the LCNCK PAT Resource Network Connection booklet, which lists local providers.

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 them (if possible) within program guidelines.
 - Follow up on the services the family is receiving and make resource connections for any further services needed. Document Resource Connections 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.

Protocol for Responding to Domestic Violence

Definition of Domestic 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 domestic 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 domestic 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.”
- Domestic 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 domestic violence is an issue:
 - Address it as an advocacy issue affecting the parent and children.
 - If the parent wants to discuss the domestic violence issues, advocate counseling for the victim and provide Resource Connections with contact information for local counselors.
 - Encourage the victim to contact local Domestic 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, whether the victim stays, leaves or returns after leaving.
 - Any threats made should be well documented and reported, as well as reported to the PAT Coordinator immediately.

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.
- 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.

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.

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.).

Group Connections

A minimum of twelve group connections will be offered 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. **Group Connection records and attendance will be reported and maintained in the VisitTracker system.**

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 playgroup.
- 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 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 educator 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

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

Screening Procedures

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. Complete screenings will occur within 90 days of enrollment, and annually thereafter. Screening results are entered into VisitTracker upon completion of the PVR, within 48 hours of the visit.
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 Health Record
 - Hearing Screening (using the OAE machine)
 - Vision Screening
 - 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.
6. Screening results will be documented by the parent educator. The ASQ-3 and ASQ-SE Information Summary shall remain in the child's file, as well as documentation of the OAE and Vision Screenings.
7. 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.
 - a. Confidentiality will be maintained between agencies working with the child, and any signed 2-way releases will be maintained in the child's file.
8. 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 (Refer to Appendix H: Screening Flowchart)

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-SE 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.

(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)

Resource Connections

Families are provided with resource connections from as early as the first visit, based on their interests and needs. It is expected that each family is provided with at least one resource connection within the first 90 days. At a minimum, at least one resource connection is provided to the family annually. However, it is important to note that in practice, this typically occurs at least monthly. Resource connections are documented in VisitTracker in the Personal Visit Record and Resource Connections Record. The Resource Connections Record is updated whenever the status of the resource connection changes (e.g. contact attempted, services initiated, etc.). A progress note is entered at least monthly for active resource connections.

Family-Centered Assessment

A family-centered assessment will be completed with each family within 90 days of their enrollment and then annually, thereafter. This assessment will be utilized to help the family set goals. Our program will utilize the full use of PAT records and the FCA Family Synthesis Record in VisitTracker.

Goal Setting

Parent Educators support families in identifying and setting a goal within the first 90 days of service. Goals are family driven, positive, attainable and measurable. Goals are reviewed at each personal visit. Planning and progress toward that goal is documented in the family's file in Visit Tracker. Families have a current goal for each year of service. As a goal is achieved or abandoned, a new goal is set and documented.

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.

Outcomes

The LCNCK PAT program has chosen to focus on the key outcomes of well-child visits and parent-child interactions.

Our program uses the PAT Child Health Record and enters this information into VisitTracker. This data is then available to measure the percent of children who received their last recommended well-child visit.

Our program utilizes the Infant/Toddler HOME to measure parent-child interactions. HOME stands for Home Observation for Measurement of the Environment. Data is collected in child's home by the Parent Educator at a scheduled home visit. The home setting provides a great opportunity to gather details about everyday life, and is a comfortable setting for a parent to interact with her child and talk about daily activities. Scoring for many of the items is based on observations made during the visit. The HOME assessment measures how often certain things happen and if certain things are present. During the early years of a child's life, home and family are very important. An assessment of the environment in which child and family are embedded can help guide the work of the home visitor. The HOME is completed within the first 90 days and then yearly thereafter. The HOME measures six subscales: 1) Parental Responsivity, 2) Acceptance of Child, 3) Organization of the Environment, 4) Learning Materials, 5) Parental Involvement, and 6) Variety in Experience. For all low scores, the PE will discuss the family situation with the coordinator, make referrals as indicated, or provide targeted support in future visits. Evaluation and reporting of information is only done at the summary level. No personally identifiable information is included in evaluation reports or reports submitted to the funder.

Data Collection and Documentation of Services

Data Collection:

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 LCNCK 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 PAT National Center. Our program uses VisitTracker. Personal Visit Records (PVR) should be completed within 2 working days of the visit. 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 paper family file for each family/child enrolled in the program as well as an electronic file in VisitTracker. All family information and documentation will be kept confidential. Family files will be kept in a locked space in the Parent Educator's office. Electronic records are kept indefinitely; they are housed in a web based system. Any paper forms or documents are kept for 5 years and then destroyed through a shredding device with the exception of the Exit form which is kept indefinitely. A Quarterly File Review will be completed by the PAT Coordinator on one file from each Parent Educator, using the File Review Tool from PAT National Center.

Each family file should contain the following records and information:

Primary Records:

- ❑ Enrollment Record (fulfills: Family Intake Record, Family Information Record, Child Information Record and Parent/Guardian Information Record)
- ❑ Participation Agreement/Consent for Services
- ❑ Child Health Record (for each child enrolled), updated yearly and entered into VisitTracker
- ❑ Milestones (in VisitTracker)
- ❑ Transition Planning Form (in VisitTracker)
- ❑ Goals Record (in VisitTracker)
- ❑ Copies of completed File Reviews by PAT Coordinator
- ❑ Exit Record (print from VisitTracker) upon exit from the program

Other Forms

- ❑ Visit Tracker Planning Guide (for each visit) in VisitTracker
- ❑ Visit Tracker Personal Visit Record (PVR) (for each visit) in VisitTracker
- ❑ Copies of all completed ASQ:3, ASQ:SE-2 screening summaries
 - Both ASQ:3 & SE-2 Screening Summaries given to families w/activity sheet*
- ❑ Family Service Record
- ❑ HOME Inventory (Outcomes Measure)
- ❑ Family Synthesis Record (in VisitTracker)
- ❑ Resource Connection Record (in VisitTracker)

Group Connection attendance records will be kept by the affiliate, but not required in each family file

Family Records Access

All family records are confidential. Families enrolled in the PAT program can access their family file at any time. The family file will be maintained in a cabinet in the educator's locked 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 for 5 years from the date of the child's exit from PAT and will be destroyed after that time. Exit forms for each child are kept by the individual PAT program indefinitely.

Family Feedback/Grievances

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, 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.

Community Resource Guide

A Community Resource Guide (also known as the Resource Network Directory) 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 second PAT visit. Parent educators should give any updated information or changes to the PAT Coordinator to add to the annual update.

Parents as Teachers Advisory Council

Function: The function of an advisory council 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.

Our LCNCK PAT program elects to utilize the local ICC as their participating PAT Advisory Council.

The ICC Members Include individuals from: Parents as Teachers (Coordinators and Educators), the Special Education Director, Parents from the District (including those who have been or are currently in early childhood programs), Health Departments (Directors and Staff), Mental Health Professionals, Business people from the communities, the Heart Choices Director, County Extension staff, Early Childhood (Part B & C) staff, Department of Children & Families (DCF) staff, and others from the service area.

The PAT Coordinator will provide a program report to the ICC/Advisory Council at each meeting that includes, at minimum:

- a. Number of families enrolled, number of families on the waiting list, and number of available openings
- b. Staffing changes and/or vacancies
- c. Progress towards priority goals
- d. Results of community collaboration events/materials and upcoming opportunities to collaborate
- e. Upcoming opportunities for professional learning

Parents as Teachers Parent Educator Resignation & Exit Policy

Resignation Letter:

Parent Educators need to address a letter of resignation to the LCNCK Director. 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 they might need to contact you in the future.

Continuous Quality Improvement

PAT engages in both ongoing quality assurance and continuous quality improvement (CQI). Quality assurance is carried out using the *QA Blueprint* and includes but is not limited to:

- Monitoring the timeliness, amount, and frequency of services that families are receiving
- Monitoring attrition rates

- Observing parent educators deliver personal visits and group connections
- Reviewing family files
- Monitoring the implementation of supervision, staff meetings, core competency assessments and performance reviews
- Reviewing data, family feedback, and policies/procedures

The QA *Blueprint* will be updated by the supervisor as applicable but at least monthly. The supervisor follows 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 but is not limited to staff skill building, clarification of processes, and refinement of policies/procedures.

PAT uses data and information from program operations, service delivery, quality assurance, and evaluation to identify areas for CQI.



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
 - Posted in community businesses
 - Available at schools
 - Distributed by Healthy Start Home Visitor and County Hospitals

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

- III. Media
 - Articles and photos of group meeting activities on Social Media
 - Advertising of group meetings and enrollment opportunity on Social Media
 - School District Websites

- IV. 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

- V. Supporting Programs
 - School Districts
 - County Resource Councils
 - Annual Stakeholder (superintendents) updates



Appendix B: Parent Letter of Interest

LCNCK Parents As Teachers
219 W. 7th Street, Concordia, KS 66901
parentsasteachers@usd333.com

Date

Name of Family
Address 1
City, St. Zip

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.

Our program is designed to assist you in becoming your child's first and most important teacher. I'd love to continue to share developmental information and support you in the most demanding and rewarding experience you will ever have – the role of Parent.

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,

Parent Educator, LCNCK Parents as Teachers

Appendix C: Parents As Teachers Coordinator/Supervisor Job Description



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

Mission: Parents as Teachers promotes the optimal early development, learning and health of children by supporting and engaging their parents and caregivers.

Supervisor Qualifications:

The Parents as Teachers supervisor provides leadership, oversight and vision for the work of the affiliate. The supervisor's responsibilities include directing, coordinating, supporting, and evaluating the on-the-job performance of parent educators in accordance with the affiliate's policies and procedures.

For the supervisor, a college degree or beyond in early childhood education, elementary education, behavioral or social sciences or a related field is recommended. A combination of education, work experience and effective interpersonal and communication skills is critical for the supervisor as well. In addition, the supervisor should have at least 5 years' experience working with families and young children, as well as knowledge of reflective supervision and program management. He or she must also successfully complete the Model Implementation Training. It is strongly encouraged that the supervisor attends the Foundational Training as well.

Professional Responsibilities as Coordinator

1. Write grant(s) in order to receive funding for the program.
2. Track data in order to complete required state and national reports.
3. Keep families and stakeholders abreast of important information.
4. Provide an environment that is strengths-based and supportive.
5. Model the interpersonal skills necessary for the development of trusting relationships with staff.
6. Manage the daily operations of the Parents As Teachers program, ensuring compliance with PAT standards and funding source guidelines.
7. Provide Reflective Supervision on a regular basis to each Parent Educator.
8. Conduct annual performance evaluations of each Parent Educator.
9. Review Parent Educator's files for accuracy, completeness, and overall quality on a quarterly basis.
10. Hold regularly scheduled staff meetings and provide guidance to staff.
11. Attend regional/state trainings to maintain and improve PAT program.
12. Compile data to be included in the State database program.
13. Compile data in order to complete the Annual Report for National Parents As Teachers.
14. Report to stakeholders changes taking place in Parents As Teachers program.
15. Publish fliers, pamphlets, etc. for the community to display in order to recruit new families.
16. Present information about Parents As Teachers to community stakeholders.
17. Participate in community organizations in order to promote early childhood programs.
18. Correspond with new parents about what PAT has to offer.
19. Coordinate screenings in the community.

Appendix D: PAT Educator Job Description



Parents as Teachers Parent Educator Job Description

This is a multi-faceted and demanding position.

- Bachelor or four-year degree in early childhood or a related field is preferred. However, it is also acceptable for parent educators to have a two-year degree in early childhood or a related field. Supervised experience working with young children and/or parents is also recommended.
- Be highly organized and accountable.
- Be an independent, self-motivated worker.
- Be able to learn and understand and incorporate the three roles of a parent educator: partnering, facilitating, and reflecting into daily practice with families.
- Be able to establish rapport with families and empower them by building on their strengths.
- Be competent with computer skills; including web browsing, e-mail, Internet, and word-processing.

Duties and Responsibilities of a Parent Educator

- Become knowledgeable about the Parents as Teachers model including the Essential Requirements necessary for model fidelity.
- Conduct personal visits (50-60 minutes) using the Parents as Teachers curriculum on a weekly, bi-weekly or monthly basis with each family (dependent on family stressors).
- Plan the visit, gather materials, travel, conduct the visit, and clearly document the visit **within 48 hours**.
- Provide parent group connections focusing on a minimum of one of the following areas of emphasis: parent-child interaction, development-centered parenting, or family well-being.
- Complete developmental, health, vision and hearing screenings on each child every year
- Develop and maintain a community resource network in order to be able to link families with them as needed.
- Maintain and submit in a timely way all required family and program documentation.
- Organize and inventory supplies/materials, etc.
- Meet at a minimum of twice monthly with supervisor for reflective supervision sessions.
- Meet 2 hours monthly with all PAT staff for staff meetings.
- Help parents and children transition to other services as needed, to preschool, or to kindergarten.
- Complete annually required 20 competency -based professional development hours in order to remain a certified Parents as Teachers parent educator

Appendix E: PAT Ethical Agreement



As a model-certified parent educator or subscriber to the Parents as Teachers Foundational curricula, I:

- > Understand the importance of providing services to families in an ethical and professional manner.
- > Recognize that professional development and an attitude of lifelong learning are critical to ensure the highest quality of services to families.
- > Understand the importance of confidentiality and maintaining timely, well-organized, and comprehensive service records.
- > Respect the guidelines put forth by the Parents as Teachers National Center for the use of their curricula and other materials.

I agree to:

Ethics and professional behavior

- > Provide services to families in an ethical and professional manner.
- > Maintain appropriate boundaries with families and discuss any boundary concerns with my supervisor.
- > Access regular reflective supervision and/or professional consultation.
- > Follow guidelines as established by law and my organization for reporting child abuse and neglect.

Professional development

- > Reflect on my own practice, identify knowledge and skills that need further strengthening, and seek support to do so. (Note: The Parents as Teachers *Core Competencies Self-Assessment* is an excellent tool to accomplish this.)

- > Stay current on the latest research and evidence-based practices in early childhood/family support, seek training or support around these practices, and apply them to my work with families.
- > Set professional development goals, design a professional development plan, and evaluate progress annually.
- > Engage in self-care to address my physical and mental health and seek support from a reflective supervisor or other professional consultation in carrying out the above activities.

Confidentiality, documentation, and use of curricula

- > Maintain written, verbal, and electronic confidentiality of families served, including, but not limited to, any personally identifiable information and services provided to families.
- > Record services provided and family information in a timely fashion, documenting observations and services delivered to maintain a clear, well-organized, comprehensive record of services to families and children.
- > Use my ebiz portal username/login and password for my own use only. I will not provide others with access to PAT curricula or materials in any way, including, but not limited to, sharing my login and password with others.
- > Comply with the terms of the PAT copyrighted materials. This means that I will not provide PAT curricula materials, PAT records, and any other PAT copyrighted materials to anyone outside my PAT organization and our enrolled families. Failure to comply with the terms of the PAT copyrighted materials can result in loss of access. (Please note that only the Parents as Teachers National Center can provide PAT copyrighted materials to data system vendors.)

- > Acknowledge the use of any copyrighted PAT materials in all presentations, publications, and promotional materials I use.

Limitation of liability

In no event shall Parents as Teachers National Center be liable for any (A) personal injury or property damage, or (B) incidental, indirect, special, or consequential damages whatsoever, including, without limitation, damages for loss of profits, loss of data, business interruption, costs of procurement of substitute products or services, or any other damages or losses arising out of or in any way connected with this agreement or the Parents as Teachers materials, whether for breach of contract, in tort, or otherwise, even if Parents as Teachers is advised of the possibility of such damages and whether or not such damages are a reasonably foreseeable consequence of a breach of this agreement or a tort that falls within the scope of this agreement. Some jurisdictions do not allow the limitation of liability for personal injury, or of incidental or consequential damages, so this limitation may not apply to you.

In no event shall Parents as Teachers' total liability to you for any damages arising out of or in any way connected with this *Ethical Agreement*, whether for breach of contract, in tort, or otherwise, exceed the Individual Access Fee you paid to us for the immediate year in which such damages first occurred or first began to occur.

Name: _____ Date: _____



Appendix F: Orientation Plan for New Parent Educators

LCNCK Parents as Teachers

Parent Educator: _____ Start Date: _____

Official Hire Date: _____

Training	Completed
First Week	
New Employee Orientation with District Office	
Receive technology (computer, phone, etc.) and set up office space	
Orientation of PAT program and philosophy--PAT Coordinator	
PAT Program Handbook, Policies & Procedures--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	
0-6 Weeks	
National PAT Foundational & Model Implementation 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/Penelope--PAT Coordinator/Online training	
Foundations for School Success Overview--PAT Coordinator	
Strengthening Families/Protective Factors Overview--PAT Coordinator	
Professional Development Requirements--PAT Coordinator	
Observe two Group Connections with different experienced educators	1
	2
Observe two Personal Visits with different experienced educators	1
	2
Observe two Screenings with different experienced educators	1
	2

Read Parent Educator Resources in Child Development section - Foundational Curr.	
Read Parent Educator Resources in Development-Centered Parenting section of F.C.	
Review Resource Network Directory and visit resources as necessary	
Review Lending Library Resources and Process--PAT Coordinator	
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	1
	2
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 Personal Observation Tool and provides feedback	
20 Professional Development hours completed for Educator Renewal with PATNC	

I hereby acknowledge that I have completed all requirements during my orientation period.

Signature of Staff: _____ Date: _____

Signature of PAT Coordinator: _____ Date: _____

Oct-18

Appendix G: Participation Agreement



LCNCK/Cloud, Republic & Washington Parents As Teachers

Serving: USD's 108, 109, 224, 333 & 426

Participation Agreement & Consent for Services

I. What is Parents As Teachers?

LCNCK Parents as Teachers is an early childhood home visiting program designed to help you learn more about parenting, support your child's development, and help with the challenges of family life. Our program is designed to provide services until PreK entry. Your participation is voluntary and there is no cost. Our program utilizes the Parents as Teachers curriculum to provide services to families.

Our services for your family include:

- **Personal visits** – by a certified parent educator to support you in your parenting role and provide child development information.
- **Group connections** – opportunities to get to know other families.
- **Child screening** – developmental screening and health review that can identify potential developmental delays.
- **Resource network** – connection to resources in the community based on the interests and needs of your family.

II. What can you expect?

First, we will get to know you better by learning about your family. We call this family-centered assessment. We will also set and work on goals throughout our time together.

- You will receive at least 1-2 visits each month. Visits typically take place in the home. When necessary, the program may complete virtual visits.
- You will be able to participate in monthly group connections with other families.
- Within the first 90 days and then annually, your child(ren) will receive developmental screening and a review of health, hearing, and vision.
- We will help you connect to resources in the community.

III. What will we ask of you?

- Be present for and participate actively in all scheduled visits. If you need to cancel or reschedule, please contact your parent educator at least 24 hours (or as soon as possible) in advance. If you miss more than three visits in a row without cancelling and rescheduling, we may have to stop services.

- Attend group connections.
- Share your observations of your child each visit and during screenings.
- Provide feedback to the program by completing annual program surveys.
- Read to your child.

IV. Record keeping:

During your participation in PAT, routine information will be collected and stored in our online database as well as in a paper family file at the PAT office. This includes family background information, health related information, screening results, referrals, recommendations you and your child receive, and information about the services we provide to your family.

Parents or legal guardians have access to their family file. If you would like to see your family file, please make this request in writing to the program supervisor, Donna Trost. You will need to allow at least 72 hours for access and sign a statement that you were provided with your records.

V. Confidentiality:

By providing your consent, your individual information may be shared with the Kansas State Department of Education, to meet requirements of this program and for continued program funding. The data includes information on the PAT services provided to your family, information you provided to the parent educator about your family, and information on forms you fill out as a participant in our program. For reporting purposes, your data will be summarized, de-identified (this means your name and any information that personally identifies you will not be connected to the data), and reported to the Parents As Teachers National Center (PATNC).

To help make sure families are getting quality services, our implementation support consultant and quality improvement staff at PATNC review family files. These file reviews are done to understand how our program is doing as a whole – they do not focus on individual families' situations. The consultant and PATNC quality improvement staff keep information from the file reviews confidential and do not use names and other identifying information in any reports.

We will not release confidential information outside of the program without your written permission with the following exceptions:

- Our program may share information without your consent in order to protect you or others from serious harm (for example, if a family member plans to harm him or herself, if a family member plans to harm another person, or if there are concerns about abuse or neglect of a child or elderly person).
- Our program may release information if we receive a court order requesting us to do so.

VI. The limits of our services:

Parent educators are not psychologists or medical professionals. We do not diagnose developmental, psychological, or medical conditions. However, we can help you connect to qualified professionals and resources that can assist in these situations.

VII. Other important information:

Sickness policy: If your child is ill, has had a fever, vomiting or diarrhea within the last 24 hours or has colored nasal discharge please call to reschedule the visit.

Rescheduling Visits/Cancellations: If you need to reschedule a visit, please let me know as soon as possible. I understand if you or your child are sick or if you have an emergency, just call us as soon as you can! Note: Due to increased families wishing to receive home visits, families who *repeatedly* miss or cancel visits may be asked to give their spot to a family on the waiting list.

Inclement weather: If there is a weather *warning*, your parent educator will call to reschedule the visit. If USD #333 Concordia Schools are cancelled, all home visits will be cancelled for that day and your Parent Educator will call to reschedule. If your sponsoring school district cancels school, your home visit will need to be rescheduled.

Mandated Reporting: As an employee of LCNCK/USD #333 school district, Parent Educators are mandated reporters and must report suspected abuse or neglect.

Statement of Agreement: Families and Parent Educators often develop close relationships however; Parent Educators are prohibited from attending personal family gatherings and occasions. Families and staff may not exchange money or gifts. Parent Educators cannot give legal or medical advice nor can they provide child care for a family enrolled in the PAT program. PAT staff cannot purchase anything from a family enrolled in our PAT program such as Girl Scout cookies, cookware, etc.

Our family understands that PAT is a voluntary program and agrees to make all efforts to keep our scheduled appointments and maintain communication with the program. We understand that our family may be exited from the program if we:

- Miss 2 consecutive appointments without notifying the Parent Educator
- Cancel 3 consecutive appointments
- Go longer than 8 weeks without a completed home visit

Our family understands the importance of regular home visits and agrees to this attendance policy. We also agree to comply with the statement of agreement.

Questions? You can ask your parent educator or contact the program supervisor.

I have read and understand the information above. I agree to participate in the LCNCK/Cloud, Republic & Washington Parents As Teachers services. By signing this consent form, I agree to allow the information described in section IV to be collected and kept by the program. I understand that at any time, I can let my parent educator or the supervisor know verbally or in writing that I no longer want to participate. Per my signature I give permission for my child(ren) to receive screenings for health and development.

Please review and sign annually:

_____	_____	_____	_____
Printed name of enrolled participant	Date	Printed name of parent educator	Date

_____	_____	_____	_____
Signature of enrolled participant	Date	Signature of parent educator	Date

I want to opt out of screenings for my child(ren) (please initial, if so)
At times, pictures of enrolled participants may be shared for program promotion or in the media: (please initial one)

I do wish to share my child's name and/or picture with the media.
 I do not wish to share my child's name and/or picture with the media.

_____	_____	_____	_____
Printed name of enrolled participant	Date	Printed name of parent educator	Date

_____	_____	_____	_____
Signature of enrolled participant	Date	Signature of parent educator	Date

_____	_____	_____	_____
Printed name of enrolled participant	Date	Printed name of parent educator	Date

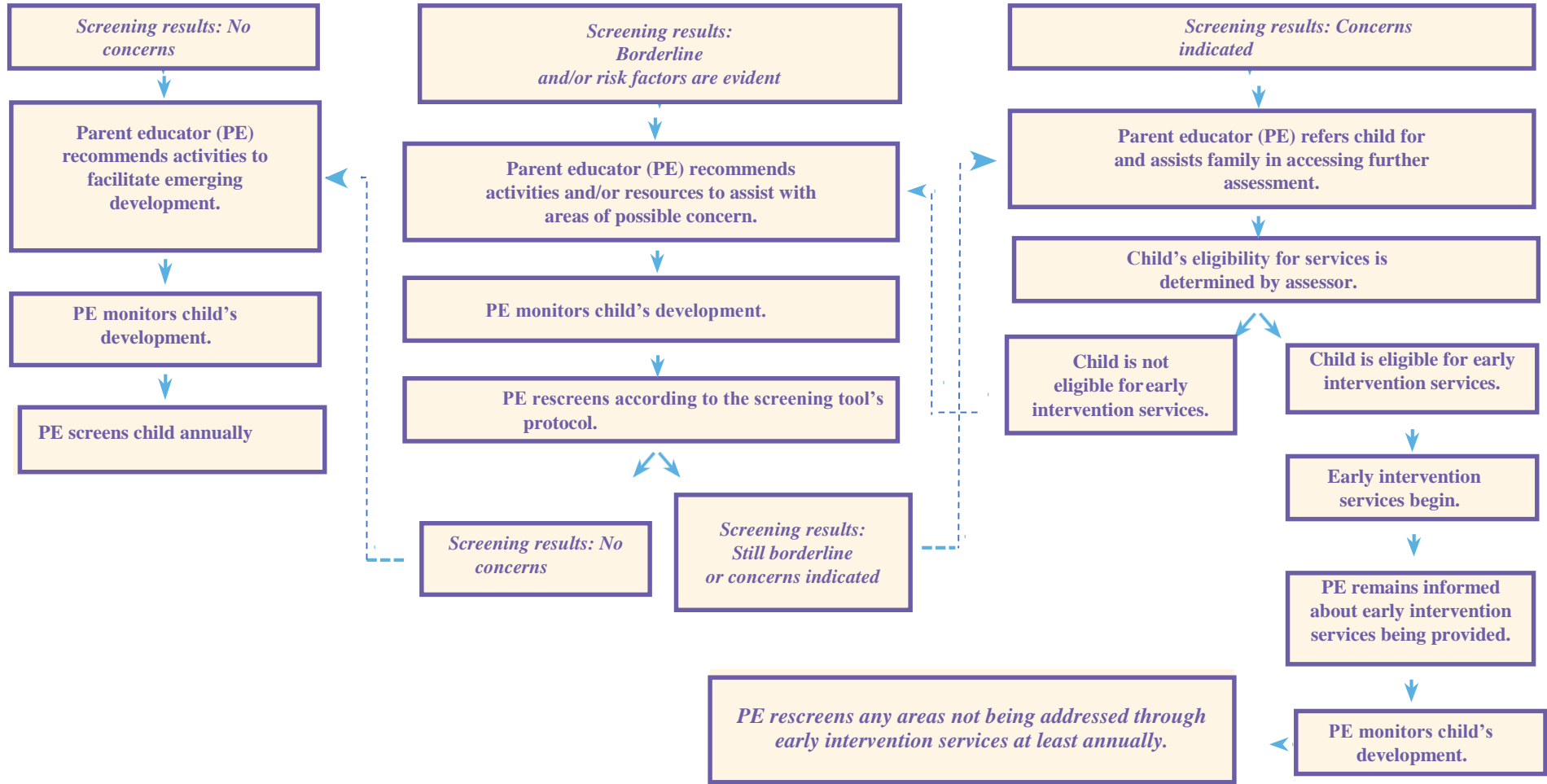
_____	_____	_____	_____
Signature of enrolled participant	Date	Signature of parent educator	Date

_____	_____	_____	_____
Printed name of enrolled participant	Date	Printed name of parent educator	Date

_____	_____	_____	_____
Signature of enrolled participant	Date	Signature of parent educator	Date

Jan 2023

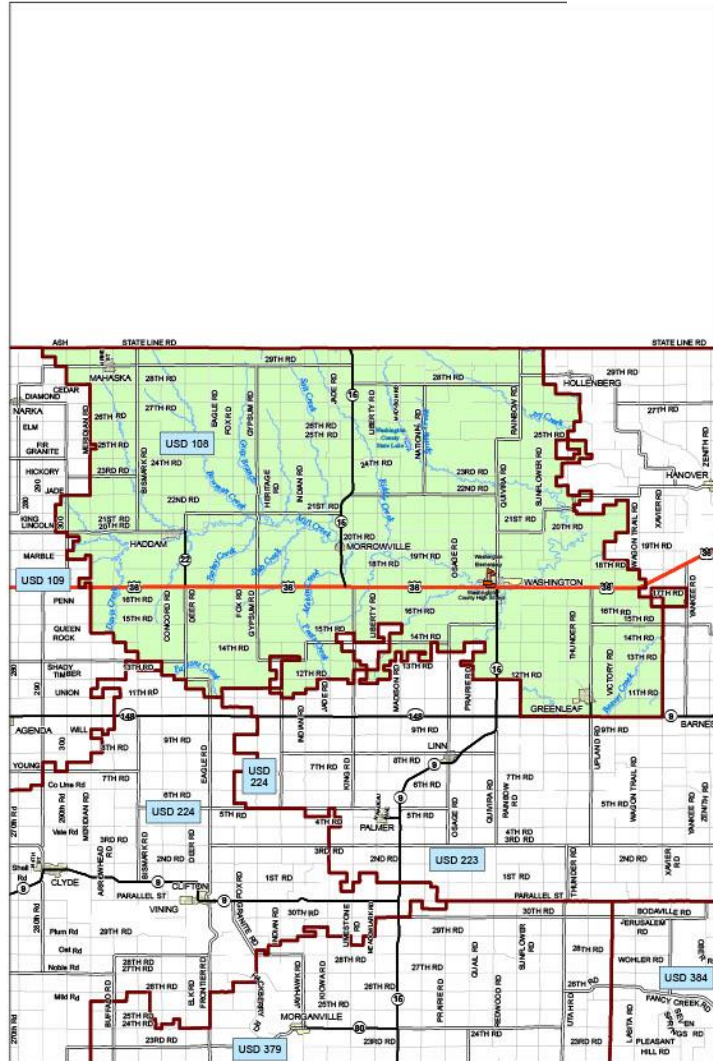
Appendix H. PAT Screening Flowchart



USD 108 District Map

Appendix I: District Maps

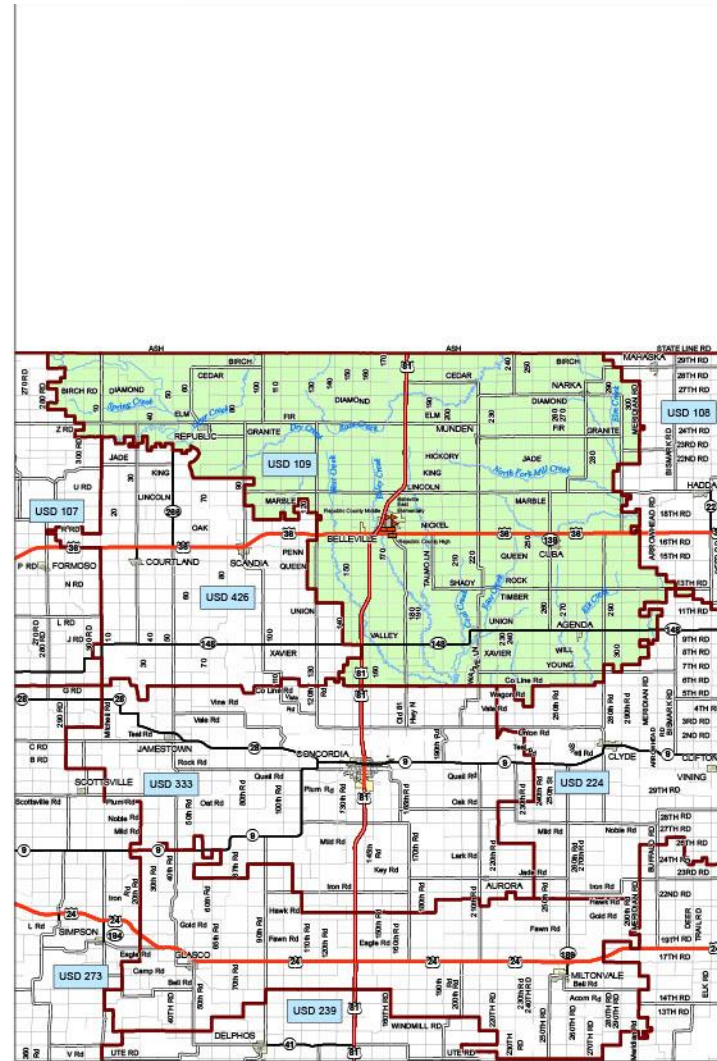
USD 109 District Map



PREPARED BY THE
KANSAS DEPARTMENT OF TRANSPORTATION
BUREAU OF TRANSPORTATION PLANNING
MAP CREATED TUESDAY, JUNE 02, 2015

NOT liable to establish, guarantee, or representation for accuracy of this information and assumes no liability for errors or omissions.

- Primary/Secondary School
- Post Secondary School
- District Boundaries



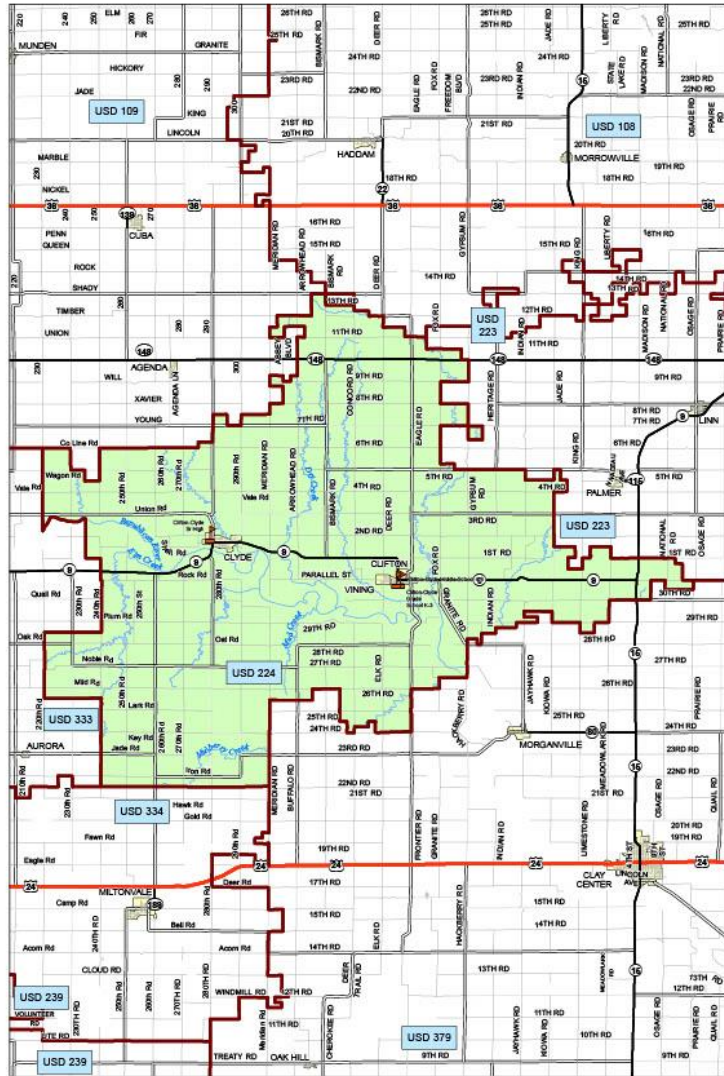
PREPARED BY THE
KANSAS DEPARTMENT OF TRANSPORTATION
BUREAU OF TRANSPORTATION PLANNING
MAP CREATED TUESDAY, JUNE 02, 2015

NOT liable to establish, guarantee, or representation for accuracy of this information and assumes no liability for errors or omissions.

- Primary/Secondary School
- Post Secondary School
- District Boundaries



USD 224 District Map



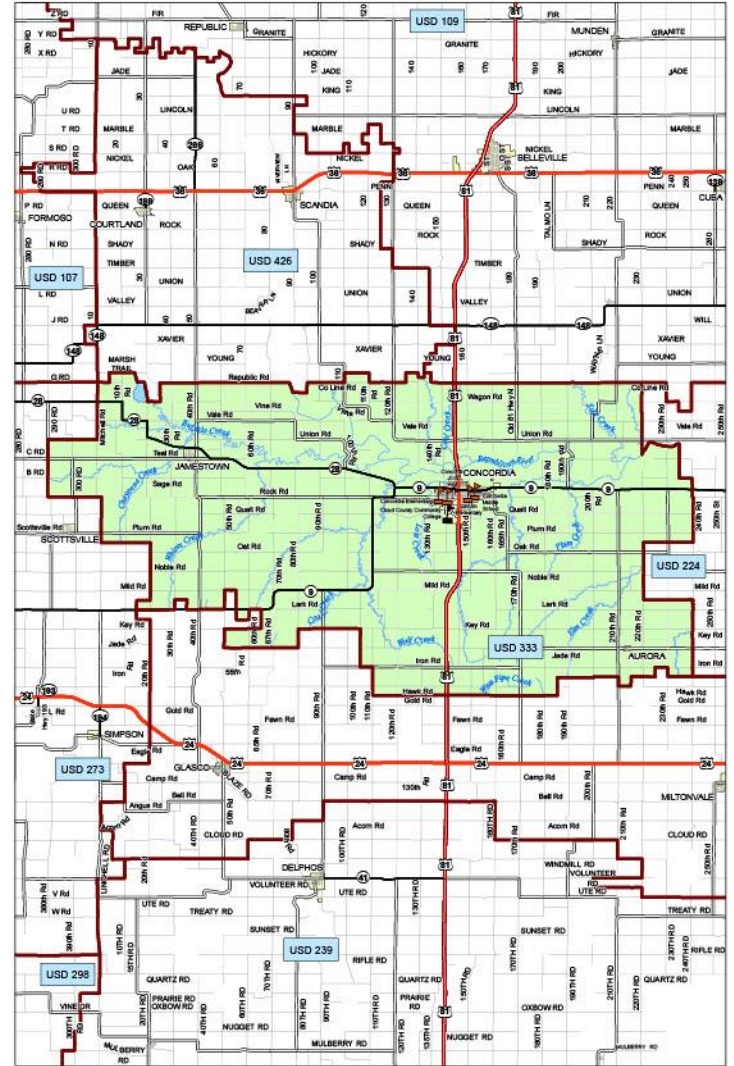
PREPARED BY THE
KANSAS DEPARTMENT OF TRANSPORTATION
BUREAU OF TRANSPORTATION PLANNING
 MAP CREATED TUESDAY, JUNE 02, 2015

NOT TO SCALE. BOUNDARIES, LOCATIONS, OR REPRESENTATIONS OF THIS INFORMATION
 ARE SUBJECT TO CHANGE WITHOUT NOTICE.

- Primary/Secondary School
- Post Secondary School
- District Boundaries



USD 333 District Map



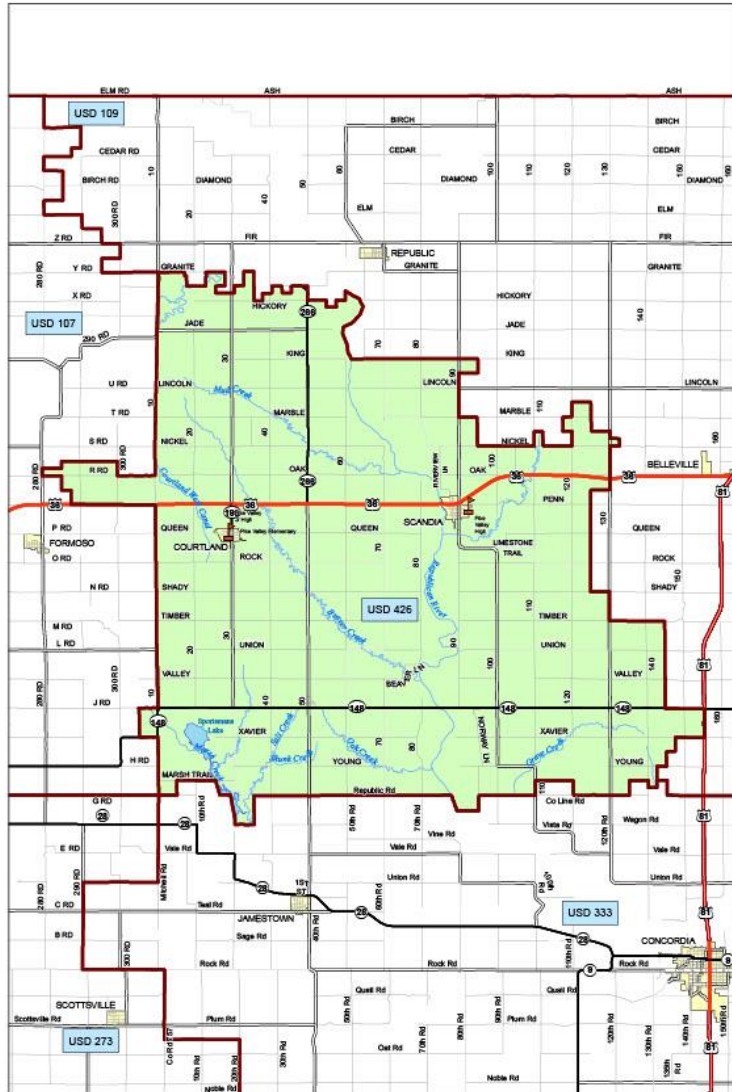
PREPARED BY THE
KANSAS DEPARTMENT OF TRANSPORTATION
BUREAU OF TRANSPORTATION PLANNING
 MAP CREATED TUESDAY, JUNE 02, 2015

NOT TO SCALE. BOUNDARIES, LOCATIONS, OR REPRESENTATIONS OF THIS INFORMATION
 ARE SUBJECT TO CHANGE WITHOUT NOTICE.

- Primary/Secondary School
- Post Secondary School
- District Boundaries






USD 426 District Map



PREPARED BY THE
KANSAS DEPARTMENT OF TRANSPORTATION
BUREAU OF TRANSPORTATION PLANNING
 MAP CREATED TUESDAY, JUNE 02, 2015

KDOT makes no warranty, guarantee, or representation as to the accuracy of this information and assumes no liability for errors or omissions.

-  Primary/Secondary School
-  Post Secondary School
-  District Boundaries



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, 217 W 7th St, Concordia, KS 66901-2803, (785) 243-3518 or to:

Equal Employment Opportunity Commission	OR	Kansas Human Rights Commission
400 State Ave., 9th Floor		900 SW Jackson, Suite 568-S
Kansas City, KS 66101		Topeka, KS 66612-1258
(913) 551-5655		(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

DECEMBER 2023 UPDATED KASB POLICIES AND FORMS

The KASB December 2023 policy updates are now available. The following policy recommendations have been made by the KASB Legal/Policy Services staff. The table below explains the changes in recommended policies. Please review and compare these updates with what you have adopted to ensure you have the most up to date KASB recommended policies.

If you have any questions concerning these policy updates, please direct them to Leslie Garner, KASB’s Policy Specialist/Legal Coordinator, at lgarner@kasb.org or at 1-800-432-2471.

REMINDER: KASB made a policy update in October 2023 regarding policy JBCC on enrollment of nonresident students. As this update was in addition to our regular two updates per year cycle, we wanted to make sure no one missed it.

	RATIONALE FOR RECOMMENDED REVISION, ADDITION, OR DELETION	RECOMMENDED ACTION
EBBD Evacuations and Emergencies (revised)	The language in our policy on evacuations and emergencies was modified to give district staff more autonomy to determine when it is safe to dismiss school or release students in emergent situations. With these changes, the person charged with making these decisions on behalf of the administration would be able to determine whether the safety of staff and students was better served by allowing students to leave school or if keeping students under school supervision was safest based on the nature of the situation.	Review and adopt if considered helpful.
EE Food Service Management (revised)	<p>Changes in federal law required districts to adopt more detailed policy language on unpaid meal charges before July 1, 2017. KASB recommended changes to this policy in December of 2016. Recently, we have received more information from the United States Department of Agriculture, the Kansas State Department of Education, and our districts’ shared experiences regarding ways to address federal requirements while preserving the dignity of students and families that get behind on student meal payments.</p> <p>While some of this language is required by law, there is some room for the district to customize it. For example, a district is able to set different meal charge limits for students in each school level, if desired. There is also the ability for a district to allow students to continue to charge reimbursable meals instead of switching to an alternative meal option. There may be some benefit to districts in</p>	Review, select desired option, enter charging limits by grade span, and adopt if preferred to old policy.

utilizing reimbursable meals while still seeking debt collection options, and there are concerns for students who may feel stigmatized or singled out by not receiving the same meal other students receive. For this purpose, the board can determine locally what charge limit it wishes to set for students in each grade span, whether reimbursable meals will be continuously provided, or if an alternative meal option is preferred. If an alternative meal option is preferred, care should be taken to ensure students still get the nutrition they need to be successful in school without shaming a student for a negative account balance.

Please note that these policy options are not an exhaustive list of the ways a district may handle this situation by policy, and there is much to consider in making any change to your status quo. The Kansas State Department of Education’s child nutrition staff recommends seeking input of stakeholders in your school communities prior to making revisions to your policies in this area, and these sample options can be a jumping off point for those discussions.

When making changes to this policy, remember that federal law still insists districts attempt to recoup unpaid meal debts. So, policy DP on collection procedures goes hand-in-hand with those requirements. While the changes in recommended policy provided with this update did not change the collection procedures to require change to DP, please reflect on how changes to your unpaid meal balance approach might require additional adjustments to DP or your debt collection policy and make those changes simultaneously.

Please consult our online course entitled “Unpaid Meal Charges” on KASB+ or the Kansas State Department of Education’s website for more information on school nutrition programs.

GARIA Pregnant and Parenting Employees (new)

This policy was created to encourage compliance with the Pregnant Workers Fairness Act and the PUMP Act. These federal laws collectively entitle qualifying applicants and employees with known limitations related to pregnancy, childbirth, or related medical conditions to be provided reasonable accommodations, unless the

Review and adopt to have policy in place regarding compliance with federal law.

	<p>accommodations demonstrably impose an undue hardship on the operations of the school system. Among these accommodations is expanding the law regarding reasonable breaks and accessibility to functional locations to express breast milk while at work. In recent history, only employees working in positions deemed non-exempt under the Fair Labor Standards Act were given specified pumping protections under the law, and these protections and accommodations will now expand to all positions in school employment.</p>	
GARID Uniformed Service Leave (revised)(title change)	<p>The provisions of this policy were revised to better comply with the Uniformed Services Employment and Reemployment Rights Act of 1994, as amended. Specifically, changes were made to specify leave and protections of the Act are available to both a larger group of uniformed service branches and to expand the types of services for which the rights apply.</p>	<p>Review and adopt to ensure policy reflects requirements of federal law.</p>
JBH Release of a Student During the School Day (revised)	<p>This policy was modified to cite to and refer back to themes in policy EBBB on evacuations and emergencies. There may be emergent situations when building principals would not automatically release students from the school setting, even with a written or verbal request from a student’s lawful parent or person acting as a parent. Specifically, if releasing a student would endanger students, staff, or others, such a request could be denied.</p>	<p>Review and adopt if considered helpful.</p>
JDDAA Student Misuse of Medication (new)	<p>In recent months, we noticed a gap in the student disciplinary framework related to students bringing and distributing prescription or over-the-counter medication. This change was not made in JDDA, as JDDA very closely follows the language of the federal law on drug free schools, and we did not wish to jeopardize legal compliance to cover a loophole in authority to discipline a student for misuse of medication.</p> <p>Generally, this policy would allow discipline of any student found to be self-administering their own medication at a dosage or rate exceeding product label instructions; distributing over-the-counter or prescription medications to other students; or using or possessing another person’s over-the-counter or prescription medication.</p>	<p>Review and adopt if considered helpful.</p>

	Notwithstanding the misuses of medication outlined in this policy, Kansas law and board policy would still allow a bystander to administer an opioid antagonist, such as Narcan, to a person the bystander believes to be experiencing an opioid overdose.	
JGFGBA Student Self-Administration of Medication (revised)	This policy was mostly updated to clearly cite to new policy JDDAA regarding misuse of medication by students.	Review and adopt if considered helpful.
TOTALS =	Existing Policy Revisions – 5 New Policy - 2 Existing Table of Contents - E Existing Table of Contents – G Existing Table of Contents – J	

NAME**POSITION**

Updated 12/6/2023

LCNCK New Hires

Taegen Larsen	Substitute Para/Teacher
Dawna West	MIS Clerk (Repl. D. Garnas) (Pending Paperwork)
Nathan Brown	Substitute Para
Kayla Whiteley	Substitute Teacher/Para

LCNCK Resignations**LCNCK Terminations****LCNCK Deceased****LCNCK Transfers**

Amanda Zielinski	X-fer from Sub Para to F/T Para at CES (Repl. C. Laverde)
------------------	---

USD #333 New Hires

Taegen Larsen	Substitute Para/Teacher
Brock Hartshorn	JH Boys Asst. Basketball Coach
Keaton Snavely	HD JH Girls Wrestling Coach
Shannon Abram	Asst. JH Girls Wrestling Coach
Nathan Brown	Substitute Para
Shana Stokes	Administrative Assistant (Repl. T. Holmes)(Pending BIB)
Kayla Whiteley	Substitute Teacher/Para

USD #333 Transfers

Donna Knight	X-fer from P/T Food Svc. To F/t Food Svc.
--------------	---

USD #333 Resignations**USD #333 Terminations****USD #333 Deceased**