



Keystone Parents as Teachers Policies and Procedures Manual 2017-18

Policies & Procedures Manual

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1. Organizational Information

Mission Statement:

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

Fiscal Agent and Administration:

Keystone Learning Services (KLS) is the Fiscal Agent for the Parents as Teachers Program. School districts contract services from KLS. KLS provides administration and oversight of the program.

Participation Districts:

Keystone Parents as Teachers provides services to families with children prenatal through 72 months residing in the following school districts:

- USD #111 Doniphan West
- USD #113 Prairie Hills
- USD #114 Riverside
- USD #336 Holton
- USD #338 Valley Falls
- USD #339 Jefferson County North
- USD #341 Oskaloosa
- USD #342 McLouth
- USD #343 Perry-Lecompton
- USD #345 Seaman
- USD #377 Atchison County
- USD #409 Atchison City
- USD #415 Hiawatha
- USD #429 Troy
- USD #449 Easton
- USD #464 Tonganoxie
- USD #491 Eudora

Staffing Information:

Supervisors provide reflective supervision to 1 – 4 parent educators:

- Meet individually with parent educators on a monthly basis
- Observes and reviews with each parent educator annually on a home visit, home visit with screening, and a group connection

- Maintains on-going communication throughout the month
- Maintains a record of supervision (Blueprint of Parent Educator Activities and Services) with each parent educator.

Keystone PAT staff consists of:

- 1 Program Coordinator/Supervisor/Parent Educator
- 1 Assistant Coordinator/Supervisor/Parent Educator
- 2 Supervisors/Parent Educators
- 11 Parent Educators

The minimum qualifications for parent educators are:

- 4-year degree
- 2 years previous work experience with young children and/or parents

Program Description:

Keystone Parents as Teachers provides PAT services all 12 months of the year. Caseloads allow sufficient time for all responsibilities of the parent educator, including at least the following:

- Home visit delivery, including planning, travel, and record keeping
- Group Connection delivery, including planning, travel, and record keeping
- Supervision
- Staff meetings
- Recruitment
- Community engagement
- Professional development

Staffing and facility use is structured so that services can be delivered at times that are convenient for the families served, including evenings or weekends.

Frequency of visits is as follows:

- Monthly with families with 1 or less PATNC high needs indicators
- Bi-monthly with families with 2 or more PATNC high needs indicators

Keystone PAT serves families with children prenatal through 72 months. Priority for enrollment is the following:

- Families with children prenatal through 36 months
- Families with 1 or more PATNC identified high needs
- 1st time parent
- Parent educators will complete a transition plan with each family to determine whether to continue services beyond age 3 and reassess annually

Parent educators use the PAT *Foundational Curriculum* at each visit, ensuring that

families receive consistent research-based, evidence-informed information and that parents are empowered to use the information to create safe and nurturing environments for their children. During each personal visit, the parent educator partners, facilitates and reflects with the family in the 3 main areas of emphasis:

- Parent-Child Interaction
- Development-Centered Parenting
- Family Well-Being

The parent educator and parents partner to select an activity appropriate for the child's development level in the following domains:

- Gross Motor
- Fine Motor
- Language
- Cognitive
- Social-Emotional

2. Recruitment, Intake, and Enrollment

Recruitment:

Recruitment and retention efforts are integral for the success of our program. Recruiting and enrolling families in a timely and coordinated manner is a key first step to engaging families in services. In addition to promptly responding to inquiries/referrals and completing the first visit, Keystone PAT proactively helps in-eligible and wait-listed families connect to needed resources.

Parent educators develop a written recruitment plan. This plan is reviewed with the supervisor in August and January. The recruitment plan utilizes a variety of activities and approaches seeking to find families that are eligible for services and need support. The plan provides a timeline for the recruitment activities. Supervisors review the plan at monthly reflective supervision sessions to discuss the activities completed and the results:

- Specific activity and date
- # of contacts made during the activity
- # of referrals received
- # of families contacted as a result of the activity
- # of families newly enrolled as a result of the activity

Recruitment plans include the following guiding principles:

- *Organize before recruiting.*
- *Maintain high-quality services in order to be confident of providing a valuable service.*
- *Do not minimize the impact of word of mouth.* Satisfied parents are valuable partners for marketing the program in the community. It is important to make

- every contact with PAT well worth the parents' time.
- *Give participants ownership.* Involve them and their ideas in the plan to recruit families.
- *Utilize relationship-based recruitment.* For example, arrange with agencies to spend time in their waiting rooms playing with the young children and parents who are there. Take toys, books, and brochures to share with families there.

Some families will need time to develop sufficient trust, particularly if there have been prior negative experiences with agencies or programs. Thus, it can be beneficial to establish a presence and rapport with some families before actively recruiting them for PAT.

- Make sure recruitment materials give a clear picture of what families can expect from PAT services.
- Ensure that informational materials and recruitment strategies reflect the languages and cultures of the families to be served.

Parent educators are provided time to carry out recruitment activities and maintain visibility of the program in communities where they serve families. If a parent educator is low in caseload, time for recruitment is increased. One hour per week for each family below caseload should be devoted to recruitment activities.

Intake:

Procedures. Within 2 business days after a family has been referred to or contacts the program, the supervisor or parent educator contacts the parents/guardians and provides an overview of the program. If the family decides to participate and a parent educator is available to serve the family right away, the family is assigned to a parent educator.

When parent educators work as a team to serve families in a district or county, the supervisor works with the team to assign families to each parent educator. To determine assignment, the supervisor assesses the following:

- Which school district the family resides in
- Caseload sizes of staff
- Time of day the family is available for visits
- Parent educators' background and expertise with family characteristics

The supervisor selects an available parent educator that best fits the family. The parent educator assigned to the family has up to 2 business days following assignment to contact them and schedule the first visit.

The supervisor provides the family information to the assigned parent educator. The parent educator enters the required family information into Visit Tracker.

If and when all parent educators have full caseloads, the supervisor will inform the

family that services cannot be provided right away and will ask if they wish to go on the waitlist. If the family declines, the supervisor will provide comprehensive information about other resources in the community, including specific information about how to access them. If the family agrees to be placed on the waitlist, the program coordinator/supervisor enters the family into the data management system and places them on the waitlist.

Wait List Families. Wait list families are invited to all group connections. Once a parent educator has an opening, the supervisor assigns the family to their caseload and the parent educator contacts the family within two business days to schedule the first personal visit.

Families with children prenatal-kindergarten entry that do not reside within the Keystone PAT districts are provided with the contact information for home visitation programs within their school district.

Non-responsive families. The supervisor or parent educator will reach out four times to a family that has been referred to or expressed interest in receiving PAT services. The supervisor or parent educator will make two attempts the first week and one attempt during each of the following two weeks (by call, text and/or email). If the family does not respond after 4 attempts, a letter is sent to their address (if provided), inviting them to contact the supervisor if they would like services. If the family has been referred to the program, the supervisor or parent educator will notify the referral source that the family could not be reached. A list of families that have been referred or expressed interest but could not be reached is maintained in Visit Tracker under "Recruit".

Enrollment:

The first foundational visit is expected to take place within 2 weeks of the parent educator contacting the family to schedule the visit.

Consent for Services/Enrollment. The family is considered enrolled in PAT services when the first visit in which a PAT Foundational Plan is used is complete and the parents/guardians (hereafter, parents) have signed the PAT Participation Agreement/Consent for Services. When received, the parent educator records the Participation Agreement Date in the Visit Tracker. Consent for services is reviewed with the family and re-signed annually.

3. Personal Visits

Each family is offered a *minimum* of 12 personal visits throughout the year. Those families with 2 or more PATNC high risk factors are offered a *minimum* of 24 visits throughout the year. The calendar year for the program is from July 1- June 30.

Although the program allows parent educators some flexibility, parent educators are responsible for trying to accommodate parents and family routines as much as possible when scheduling visits. When possible home visits should be scheduled when both parents can be present.

Developmental information is the focus of each visit. Parent educators share only information that is based on sound educational research, not hearsay or personal experience.

As a professional courtesy, parent educators will notify families scheduled for visits when the parent educator will be late arriving for visits. Parent Educators should arrive within 10 minutes of the scheduled time.

Visits for families who enroll later in the year may be prorated. Each family must receive a personal visit every two to four weeks based on need. A sample guide to use in scheduling visits is as follows:

Enrolled	with 0-1 high needs	with 2 or more high needs
July 1-31	12 visits	24 visits
August 1-31	11 visits	22 visits
September 1-30	10 visits	20 visits
October 1-31	9 visits	18 visits
November 1-30	8 visits	16 visits
December 1-31	7 visits	14 visits
January 1-31	6 visits	12 visits
February 1-29	5 visits	10 visits
March 1-31	4 visits	8 visits
April 1-31	3 visits	6 visits
May 1-30	2 visits	4 visits
June 1-30	1 visit	2 visits

Parent educators serving families that they feel need to be seen more frequently than the prescribed number of visits, in consultation with the PAT Coordinator, may increase visits (decreasing is not an option).

Personal visits should last approximately one hour for one child, one and one-half hours for two children. Visits lasting longer than one and one-half hours should be discussed with their supervisor.

Personal Visit Records (PVR's) are to be completed on each family/child visited by the parent educator within **2 business** days of the visit. Specific, objective, and concise reports are critical documentation to the success of the family and our program.

In order to count as a personal visit, it must meet **ALL** of the following criteria:

- The personal visit is delivered by a model-certified parent educator.
- At least one enrolled child is present (may be prenatal), along with at least one parent, guardian, or primary caregiver. Parent Educators strive to involve both parents and/or caregivers of the child in the visits.
- Personal visits are delivered to the family unit, incorporating multiple enrolled children into one visit.
- The visit is designed to include the three major areas of emphasis: parent child interaction, development-centered parenting and family well being

The personal visit is documented as part of the family file. All family and child data is the responsibility of the parent educator. Entering complete data and making sure it is accurate is integral to the program success. Bi-annually (June and December) each parent educator will verify the accuracy of all child and family data. Parent educators must update information as often as change occurs with families.

Cancellations:

If a parent educator has to cancel a visit it is the parent educator's responsibility to reschedule that visit within a two-week period. If a parent cancels a visit, the parent educator is encouraged to reschedule the visit as soon as the parent educator's schedule allows, optimally within a two week period from the cancelled visit.

Repeated No Shows and Cancellations and Loss of Contact:

Parent educators are encouraged to be persistent about seeing families.

Personal Visit Records are to be documented on the family if the scheduled visit is not completed. It should be marked parent no show, parent cancellation, or parent educator cancel with an explanation written in the comments (**within twenty-four hours of cancelled visit**).

Enter all phone calls, texts, emails, and mailings to clients in Visit Tracker.

If a family has missed 3 consecutive appointments, an interest phone call or letter will be sent requesting them to notify the parent educator if they want to continue with the program. **It is the parent educator's responsibility to see that this phone call or letter is completed.** Form letters for this use are located on the *Keystone PAT Team Drive*.

All families are important to us; however, some may need more support or encouragement to continue. Following up with these families will be the responsibility of the parent educator *in consultation with their Supervisor*.

If a family has a gap in service for 3 months due to lack of ability to schedule a visit, the Parent Educator needs to exit the family with an exit date of their last visit. If the Parent Educator makes contact with the family after exiting and resumes services, a new enrollment date for the family should be entered with the date of that visit.

4. Transition Planning and Exit

The program uses the Keystone PAT Transition Plan for planning and discussing the family's exit from services, involving all enrolled family members. This is begun as soon as it becomes known the family is leaving or in the case of aging out, at least 3 months prior to the exit date. With written permission, the parent educator may contact community resources in order to support the family following their exit from PAT.

At the following Reflective Supervision meeting, the parent educator reviews the Transition Plan for each family with a turning 3 within the next 3 months. The supervisor and parent educator discusses the family's needs to determine whether or not to continue services once the child turns 3.

Families with children under age 5 are invited to all group connections. As part of the Transition Record, parents are asked if they would like to continue to receive information on group connections. Parent educators continue to send group connection information to families until the youngest child enters kindergarten.

Exit from the program may be planned or unplanned. Reasons for a planned exit include but are not limited to the family moving or completing the program. Within 1 week of a family's exit, the date and reason for exit must be documented in Visit Tracker and all records completed and updated. Once this is complete the file should be turned to the Parent Educator's Supervisor. The Supervisor will check the child/family file with the information in Visit Tracker to ensure all data is up-to-date and accurate.

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 the Child Information Record in Visit Tracker. If exit reason "other" is entered in Visit Tracker, notes should be entered on the Visit Tracker exit record explaining what "other" means.

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.

5. Screening, Family-Centered Assessment, Goal Setting

Screening:

A completed screening (development, social-emotional, health, hearing and vision) is done by the time the child is 7 months of age or within 90 days for children enrolled at 4 months of age or older. The mother's pregnancy, labor and delivery information is recorded on the child's initial health record. The following screenings and assessments are required by the Kansas State Department of Education (KSDE) and Parents as Teachers National Center and must be completed within 90 days. (PATNC):

1. **Functional Vision Screening or using the Spot Screener Vision Machine**
2. **Otoacoustic Emissions (OAEs) Hearing Screening**
3. **Health Screening**
4. **Family Synthesis Record**
5. **ASQ3** (beginning at 1 months of age)
6. **ASQ-SE** (beginning at 1 months of age)

Additional screenings may be done at any time the parent educator deems necessary or by parent request. All screenings/assessments should be entered in the database within two business days from the home visit.

Developmental, health, vision and hearing screenings are completed during personal visits with parents input. Completion of the health record identifies any parent concerns as well as includes functional hearing and vision screening. During developmental screenings, both the Ages and Stages Questionnaire and the Ages and Stages Questionnaire: Social Emotional 2 rely on parent and parent educator observations.

Child Screening, Re-Screening and Referral Parent educators engage in both development surveillance (monitoring) through the PAT Milestones by Age and formal screening through the ASQ-3, ASQ-SE2 and PAT Child Health Record. Parent educators review the PAT milestones before each visit to help in planning the visit.

Following each visit, parent educators update the PAT Milestones in Visit Tracker with emerging and achieved milestones (as applicable) for each enrolled child. Parent educators use the Milestones to track the child's development over time and identify potential red flags. Parent educators follow up on potential red flags with their supervisor and the family in a timely manner.

Family-Centered Assessment:

Parent educators complete and document a family-centered assessment within 90 days of enrollment and then at least annually thereafter, using an assessment that addresses the PAT required areas.

Goal Setting:

Parent educators develop and document goals with each family they serve.

- Parent educators maintain a relationship-based, nonjudgmental and culturally responsive approach to conducting family-centered assessment and goal setting.
- Parent educators have the training and support necessary to complete the family-centered assessment.
- Goals are established in partnership with families using multiple sources of information, including parents' interests and needs, family-centered assessment, and screening results.
- Goals are established within 90 days of enrollment.
- Goals address at least one of the following areas: parenting, child development, and family well-being.
- Parent educators and parents create and document a plan to accomplish the family's goals using the Goal Record form from Parents as Teacher National Center. The Goal Record is reviewed with the parent(s). A copy of the Goal Record is provided to the family.
- Parent educators help families recognize and address barriers to achieving the goals they have set.
- Parent educators and families review progress toward goals at each visit and establish new goals as needed. Progress notes are recorded on the Goal Record and in Visit Tracker.
- Goals must not be older than 12 months. It must be entered as complete or abandoned and then a new progressing goal should be written.

6. Resource Connection and Networking

Parent educators connect families to community resources that help them reach their goals and address their needs. A resource connection is defined as

- Giving detailed, customized information, or a specific referral to parent(s), primary caregivers, or families about medical, dental, mental health, education, social service, recreational, and enrichment resources in the community or
- Suggesting that a specific assessment or community service could support the family in addressing and identified need or goal.

Parent educators maintain a record of recommended resources and referrals, follow-up efforts and status of recommended resources and referrals for each family in their family file and on Visit Tracker. Referral follow-ups must be timely to meet families' needs and assist families with overcoming barriers to accessing resources. Parent Educators must enter monthly progress notes on the PVR well being section until the family follows through on the referral or the family or decides they are no longer interested in completing the referral.

Keystone PAT partners and collaborates with other early learning professionals in each county of contracting school districts in the following ways:

- County Early Childhood Collaboration/Coalition Committees
- School District Early Childhood Teams
- Early Childhood Community Screenings in each district
 - Provided monthly
 - Parent educators provide the Ages and Stages Developmental Screening with children under age 3 years

In August and January, parent educators submit a bi-annual plan to connect, partner, and collaborate with key services in the community that they work including the following:

- Community libraries
- School districts
 - Staff (superintendents, elementary staff, preschool staff, nurses, counselors, etc.)
 - School board meetings
 - Parent groups (PTO, PTA, site councils, etc.)
 - Teen parent groups
- Day care centers and day care home-based child care
- Medical community
 - Physicians
 - Nurses
 - Prenatal classes
 - Dentists
 - Eye doctors
 - County Health Department and WIC Clinics
- Community Groups
- Area churches

Supervisors review the plan with the parent educator and follow-up on planned activities at reflective supervisions. The supervisor records the completed community connection activities on the parent educator's Blueprint of Parent Educator Activities and Services.

7. Group Connections

Keystone Parents as Teachers will provide opportunities for parents to engage with their children, learn about child development, and share information about parenting issues.

Group connections, must meet all of the following criteria:

- The Group Connection is planned and promoted in advance
- One or a combination of the following forms are used: family activity, ongoing group, presentation, community event, parent café.
- Group Connection is designed to include one or more of the three areas of emphasis: parent-child interaction, development centered parenting, and family well-being.

- Group Connections should be staffed by at least one model-certified parent educator or PAT supervisors
- The planning and delivery of the group connection is documented using the *Group Connection Planning Guide Record*.

Group Connections are provided in each school district contracting PAT services with Keystone:

- 1 – 2 times each month
- Variety of times, days of the week, and locations that are convenient for families

Across the program year, groups address parent-child interaction, development-centered parenting, and family well-being. Group Connections are provided in the following formats:

- Family activity:
 - o Designed primarily to focus on parent-child interaction as parents engage in active learning with their children while gaining knowledge about their child's development and ways to promote development at home.
 - o Provides opportunities for parent-child interaction to encourage learning and promote development.
 - o Provides opportunities for children to interact with other children and adults.
 - o Provides opportunities for parents to build social connections with other parents as they play with their children.
 - o Focuses on messy play, art, gross motor, or language and reading, and other topics.
 - o Provides handouts to foster generalization to the home setting.
- Presentations:
 - o Addresses specific information needed or requested by parents.
 - o Helps parents make connections with community resources.
 - o Provides opportunities for parents to build social connections with other parents of young children.
 - o Childcare may be provided.
- Community events
 - o Takes place at various locations or as organized outings to build greater community awareness.
 - o Primarily focuses on family well-being while often incorporating developmental topics.
 - o Occurs in collaboration with other community resources.
 - o Examples include:
 - Safety Fair
 - Car seat checks
 - Tour of the fire station
 - Cavity Free Express focusing on oral health care
- Ongoing groups:

- o Small groups of parents facing similar issues.
- o Group members build strong social connections and support networks over time.
- o Provides opportunities for parents to facilitate the group and determine topics of interest that encourage parent empowerment.
- o Occur over multiple sessions and may have a particular focus such as teen parenting, positive discipline, or breastfeeding support.
- o Increases parents' knowledge about their child's development and ways to promote it.
- o Builds social connections.
- o Connects families to needed resources.
- o Provides new information about topics pertaining to family well-being.

During group connections, parent engagement happens through:

- Connection with other parents to foster friendships
- Sharing of common experiences and discover new ideas for parenting
- Observation of their child with other children and adults
- Practicing parenting skills
- Connecting outside of the group connection to form new support networks

At each group connection, parent educators provide:

- Welcoming and warm environment
- Greetings to participants when they arrive
- Introduction of families to other parents and staff
- Partnering, facilitation, and reflection with parent

Feedback on groups is gathered at every group connection or at the end of a group connection series, using a survey that accommodates a variety of literacy levels. A survey monkey is also provided on an annual basis to enrolled and exited families to elicit feedback for planning future group connections (topics, times of day, days of the week, format, etc.). This feedback is summarized and reviewed in July with the Supervision Team and with the full staff in August.

Parent educators provide experiences and information during group connections that promote positive parenting skills and increase parents' understanding of their role in their child's development. Group connections are designed so that families build social connections with each other, engage in parent-child interaction, and increase their knowledge of ways to support children's development. Group connections provide opportunities for parents to practice parenting skills a variety of settings.

During group connections, parent educators:

- Partner with parents by
 - o Providing a safe, warm, and welcoming environment
 - o Sharing observations of the child and parent-child interactions

- o Asking for feedback on the group connection
- Facilitate parent learning by
 - o Engaging parents in interactions with their child with the activities to understand how their child is developing and how they influence their child's development.
 - o Motivating and sustaining interactions by affirming what the parent is doing well.
 - o Communicating ways to encourage development, and coaching parents to try new strategies.
 - o Sharing relevant information about child development, parenting behaviors, and developmental topics.
 - o Assisting parents in establishing healthy and safe environments and parenting practices that promote the optimal development of children.
- Reflect with parents by
 - o Asking questions about the parent-child interactions
 - o Discussing the information shared
 - o Discussing ways to use the information at home

Handouts are provided to enhance the learning opportunities at the group connection and encourage transfer of information into the home setting. Parent educators follow-up with parents at the next home visit about transfer of the information to the home setting. A schedule of group connections is provided to families in August and January. At each home visit, parent educators remind parents of the upcoming group connections.

When planning group connections for the year, parent educators take into consideration:

- Feedback from individual group connections
- Needs identified through the Protective Factors Survey
- Needs identified as trends in annual screenings
- Questions asked by parents at home visits
- Goals set by parents at home visits

With this information, parent educators can determine

- Activities to foster specific parenting skills
- Community partners to provide specific presentations
- Community partners to provide events with crisis resource connection

8. Professional Development

Parent educators obtain competency-based professional development and renew certification with the national office annually. Planned professional learning opportunities/professional development enhance the knowledge base that informs parent educators' work and increases their competence in delivering services to children and families. Parent Educator core competencies include knowledge, skills,

and practices that inform and impact the relationship Parent Educators have with families. The Foundational and Model Implementation Trainings provide the basis for these, and parent educators develop them further as they gain experience, obtain additional professional development, and receive reflective supervision.

Keystone PAT provides monthly professional development to enhance the knowledge base of parent educators and increase their competence in delivering services to children and families. Topics for monthly professional development are identified by staff and planned by the supervision team for the year. Parent educators demonstrate a personal visit activity at each staff meeting.

At staff meeting, the following is shared and discussed to provide ideas and increase parent educator's abilities in providing PAT services:

- Personal visit ideas and tips
- Group connection ideas
- Recruitment activities
- Resource connections made in the community
- Screening review and tips
- Tips on organization and record keeping
- Administrative issues
- Program fidelity
- Visit Tracker program reports for review and discussion of implementation and outcomes

Additional professional development hours may be obtained through:

- Parents as Teachers trainings and professional development opportunities.
- Undergraduate or graduate courses by accredited community colleges, colleges, or universities.
- Continuing education or professional development conferences.
 - Workshops or seminars sponsored by the parent educator's organization or other organizations in the community.
 - Online training provided by credible organizations.
 - Participating in the quality endorsement and improvement process.

Professional Development Leave Requests and reimbursement:

Employees may request additional Professional Development provided by other organizations:

- i. Submit a "Professional Development Request Form" to the Program Coordinator 10 days before a scheduled event is to occur. Request should include a description and objects of the event.
- ii. Arrangements for direct billing of expenses to be incurred by staff for approved Professional Leave will be made whenever possible.

- iii. Approval will be at the discretion of the Program Coordinator.
1. Expenses must be submitted for reimbursement on the Professional Development Expense Voucher submitted electronically with photo of all receipts by the 1st of each month at noon.
 2. Original receipts must be submitted to the business office prior to the 5th of each month.
 3. Receipts should not include tax or tip.
 4. Receipts should include work expenses only and not personal purchases or alcohol.
 5. Receipts should show the purchase date, place of purchase, and itemization of the purchases.
 6. Receipts should be taped to an 8 1/2 x 11 sheet of paper with the staff member's name, month, and year written on the top right hand corner.
 7. Meals are not reimbursable for day trip conferences.
 8. Meals are only reimbursable for overnights, if the meal is not provided at the event.
 9. Daily allowable meal reimbursement should not exceed \$45
 10. DO NOT submit Professional Development MILEAGE or EXPENSES on an EXPENSE REPORT

To maintain certification with Parents as Teachers National Center, Parent Educators, are required to obtain Professional Development hours within a program year.

The number of hours required is based upon the years of practice of a Parent Educator:

- 1st year – 20 in-service hours.
- 2nd year – 15 in-service hours.
- 3rd + year – 10 in-service hours.

Annually, the supervisor and parent educator assess and document performance and core competencies across at least the following areas: family support and parenting education, child and family development, human diversity within family systems, health, safety, and nutrition, relationships between families and communities. Each one of these core competencies was developed to support the needs of children, parents and families, in the communities and in the Parents as Teachers programs. The parent educator sets professional goals based on their core-competency review and attends training in the appropriate area if needed.

9. Reflective Supervision

The supervisor's responsibilities include directing, coordinating, supporting, and evaluating the on-the-job performance of parent educators in accordance with Keystone PAT Policies and Procedures.

- Supervisors meet with any parent educator working 20+ hours a week on a monthly basis for a minimum of 2 hours to provide reflective supervision. Supervisors meet with any parent educator working less than 20 hours a week on a monthly basis for a minimum of 1 hour to provide reflective supervision.

Monthly reflection supervision includes review and discussion of:

- Caseload numbers
- Gaps in visits and strategies ensure personal visits are provided monthly or bi-monthly
- Individual PAT families (struggles, challenges, and celebrations)
- Compliance with
 - o Personal visits
 - o Child screenings
 - o Setting family goals
 - o Family assessments
 - o Referrals and connections
 - o Group connections
- Questions and guidance regarding the Foundational curricula (activities, resources, materials, etc.)
- Visit tracker record keeping
- Ethical concerns and role or boundaries as a parent educator
- Building skills as a parent educator
- Parent educator well-being and burn-out prevention
- Review of the parent educator's family files on a quarterly basis using the File Review Tool

In addition, the supervisor observes and reviews with each parent educator annually on a home visit, home visit with screening, and a group connection using:

- PAT Personal Visit Observation Tool
- PAT Group Connection Observation Tool

The supervisor maintains ongoing communication throughout the month to:

- Help with general questions
- Follow-up on feedback provided during monthly reflective supervision

The supervisor maintains a record of supervision by recording information on the Blueprint of Parent Educator Activities and Services.

Each year, parent educators complete the PATNC Core Competencies Self-

Assessment tool. This tool assesses and documents performance and core competencies in the following areas:

- Family support and parenting education
- Child and family development
- Human diversity within family systems
- Health, safety, and nutrition
- Relationships between families and communities

The parent educator reviews their completed self-assessment with their supervisor to identify areas of strength and opportunities for growth in their knowledge and skills. The supervisor assists the parent educator in developing a professional development plan.

The professional development may be obtained through:

- Monthly staff professional development
- On-line webinars from credible sources
- Undergraduate and/or graduate courses by accredited community colleges, colleges, or universities
- Professional development conferences
- Workshops or seminars sponsored by other organizations in the community

Along with assessing competencies, the parent educator and supervisor assess the parent educator's performance over the year and set professional development goals, documenting both the performance evaluation and professional development goals.

On a quarterly basis, each supervisor meets with the Program Coordinator to review: Here's the list:

- PE Blueprint
- PE File Review
- PE PV Observation
- PE GC Observation (if you've completed one this year)
- PE Core Competencies and Professional Goal

The purpose of the meeting is:

- Provide individual reflection on supervising the PE's
- Provide an overall look at the strengths and challenges of the staff
- Generate ideas of additional strategies to support our staff
- Provide an opportunity for reflection as a supervisor
- Identify the Supervisor's strengths and challenges with supervision

10. Staffing and Personnel

Keystone Parents as Teachers strives to maintain a skilled and capable workforce. Employment and personnel practices facilitate an equitable and supportive work environment.

Appendix:

Keystone Personnel Policy & Procedures Handbook

http://keystonelearning.org/downloads/HR%20Forms/Handbooks/KLS_Policies_Procedures_2017_18.pdf

Keystone PAT Staff must also read and understand the above manual as overall policies for all Keystone Learning Services Staff.

Keystone PAT Staff should refer to this manual for policies and procedures specific to Keystone Parents as Teachers work activities.

Job Descriptions:

See the following attachments for Job Descriptions:

- Program Coordinator Job Description
- Assistant Coordinator Job Description
- Supervisor Job Description
- Parent Educator Job Description

Personal Appearance and Dress:

Appropriate professional dress demonstrates a high regard for PAT services and will present an image consistent with job responsibilities and community values and expectations. Appropriate professional dress reflects a shared vision of the Keystone Learning Services as motivated professionals working toward a common mission. In addition, it strengthens the community's perception towards the PAT program, Keystone Learning Services, and the school districts we serve.

The Keystone Learning Services Board of Directors encourages appropriate dress that adheres to commonly accepted business casual standards. Clothing should convey a professional image by being coordinated, modest, and appropriate.

Clothing not appropriate includes, but is not limited to, the following:

- Torn, faded, or frayed jeans
- Spandex
- Jogging/athletic suits
- Shorts above the mid thigh or sweatpants
- Low cut or revealing tops
- Clothing with non-PAT messages or logos during work activities. Examples including, but are not limited to:
 - Beer company logos
 - Religious or political messages
 - Advertisements

Keystone PAT Staff are encouraged to wear clothing with the Parents as Teachers logo during all work activities.

Keystone PAT name badges are also provided to all staff. PAT staff are encouraged to wear name badges to enrollment visits and while in school district buildings or other work events when with a variety of people or groups. Examples include but are not limited to:

- Group Connections
- Community Interagency Coordinator Council meetings
- Recruitment activities
- Community screenings

Staff should be mindful of their appearance and strive for a professional appearance while representing Keystone Parents as Teachers. It is understood that parent educators will dress appropriately for home visits and group connections where they will need to sit on the floor.

Professional Conduct:

The use of cellphones during a Home Visit or Group Connection is inappropriate. Cell phones should be placed in the “silent” mode during visits and calls should not be made or returned until the visit has been completed.

Documentation of Work Activities:

Keystone Staff must record all work activities on their weekly PAWS Work Schedule in the following manner:

- General work activity. Examples include:
 - PV Smith
 - Drive to PV Smith
 - Prep Group Connection
 - Post recruitment flyers
 - Staff meeting
- Program component area:
 - PV (Personal Visit)
 - M (Mileage Time)
 - CM (Supervision)
 - TR (Training)
 - GC (Group Connection)
 - RR (Recruitment & Retention)
 - RN (Resource Network)
 - PM (Program Management)
 - HOL (Holiday)

- VAC (Vacation)
- PERS (Personal Day)
- SICK (Sick Day)
- Number of hours worked
 - Recorded to the closest quarter of the hour in time

Staff are encouraged to record work activity on a daily basis. All work activity must be recorded each week on Friday by 5:00 pm.

Documentation of Mileage for Reimbursement:

Keystone Staff should record all mileage for reimbursement on their monthly Expense Report in PAWS in the following manner:

- Date
- Travel location (Lawrence/Oskaloosa/Ozawkie/Lawrence)
- Activity (PV Smith/Meet at Business Office)
- Activity recorded on the Expense Report must match mileage and activity time recorded on the Work Schedule
- Accurate number of miles

A PAT Staff members' homes are considered their home base. Therefore, mileage starts from the staff member's home to the work activity and return to the home.

Staff are encouraged to record mileage on a weekly basis. All mileage must be recorded by the last day of each month by 5:00 pm.

Expenses for Reimbursement:

Expenditures for work activities may be purchased by staff without prior approval for needed items under \$25.00. Any expenditure over \$25.00 (other than expenditures for Group Connections) must be pre-approved by the Program Coordinator. Examples of expenditures include but are not limited to:

- Consumable items for personal visits
- Replacement parts for personal visits
- Office supplies not available at the PAT Office
- Group Connection supplies

Detailed receipts for all expenses for reimbursement must be submitted along with the Expense Report. Staff will not be reimbursed for Kansas State Sales Tax. A copy of Keystone's Tax Exempt Certificate is provided to staff members to assist with purchase.

Group Connection Budget:

Each parent educator is provided with a Group Connection budget for each district that

they serve families. This budget is based on the number of families served. Parent educators sharing a district are expected to plan together on how to spend the Group Connection funds. The funds do not need prior approval from the Program Coordinator. Purchases using Group Connection funds may be made by Parent Educators or ordered through the Program Coordinator or Assistant Program Coordinator.

Process of PAT Work Schedule and Expense Report:

Keystone PAT Staff must have all information accurately entered into the data system: PAWS at the following on-line site:

<http://www.precisiondatam.com>

The Assistant Program Coordinator will check the reports in PAWS for accuracy and completeness on the 1st day of each month. The Assistant Coordinator will email each staff member once the reports have been checked. Staff must email the reports and copies of receipts to the Program Coordinator before the 5th of each month. Reports should be named as follows:

- PAT Work Schedule Jan Lname
- Exp Report Jan Lname

Abbreviations for each month are the 1st 3 letters of the month. For example:

- Jan
- Feb
- Mar
- Apr

Parent Educator should total their monthly hours and enter the total hours under the weekly hours on the PDF copy of the PAT Work Schedule. Leave dates and total days should be entered on the PDF copy under the signature.

Parent Educators must sign and date their PDF copy of the PAT Work Schedule and Exp Report.

All information reported on the PAT Work Schedule and Exp Report must be accurate information. Falsification of information reported is considered misuse of state funds and will result in immediate termination of employment.

Home Office:

Keystone PAT Staff work from their homes and travel to a variety of work activities. Examples include but are not limited to:

- Personal Visits
- Group Connections

- Meetings with early childhood community groups
- Meetings with district personnel
- Recruitment and visibility events
- Staff meetings and trainings

Staff must provide an updated copy of their vehicle insurance to the Keystone Learning Services business office.

Staff are provided with equipment and supplies needed to carry out work activities. Examples including but are not limited to:

- Laptop
- Printer(s)
- iPad
- Printer paper
- Personal Visit supplies
- Group Connection supplies
- Recruitment supplies

Staff are provided time for home office organization. This includes:

- Filing
- Review of files for accuracy and completion
- Organization of materials and supplies
- Purging of materials and supplies
- Cleaning of materials and supplies

Staff are expected to annually assess their needs for materials and supplies. Staff should communicate with the Program Coordinator or Assistant Coordinator any material or supply needs for the year. Annually, staff should assess what materials and supplies in their home office that are not needed. For items not needed, staff should either:

- Return items to the Keystone PAT Office

OR

- Purge broken and outdated materials and supplies

All Keystone PAT equipment and supplies must be returned to the Keystone PAT office prior to departure from employment with the exception of:

- Partially used consumables
- Broken supplies
- Outdated materials

Staff Turnover:

In the case of a parent educator's planned departure, every effort will be made to have the new parent educator and departing parent educator meet together with the family at

a personal visit or group connection. If this is not possible, the supervisor will contact the family to explain how they will continue to receive services. If a family cannot be re-assigned right away, the family will be provided with a weekly phone call and at least 1 visit from the supervisor until a new parent educator is assigned.

A hold period is a status that a family can be assigned if there is an extended gap in services due to a parent educator vacancy. If status is not changed, Visit frequency percentage will suffer. Once a new parent educator is assigned, families are contacted to resume services. If for some reason the family does not resume services as planned, they are exited from the program.

Orientation and Training for New Staff:

Upon hire, Keystone Parents As Teachers will provide the following information to new staff:

- Payroll Processing
- Introductions to office staff
- Keystone Employee Handbook
- PAT Personnel Policies & Procedures Handbook
- Mac Book & iPad
- PAWS

All newly hired Parent Educators must complete PAT Foundational and Model Implementation (FMI) Training before delivering services to families. Newly hired Parent Educators must also complete PAT Foundational 2 Training within 6 months of hire.

Following Foundational Training training, the new Parent Educator receives the following training and support with:

- Visit Tracker data system, data collection, and family/child files
- Screening tools:
 - Functional vision screening and Spot Vision
 - Hearing screening and OAE
 - ASQ-3 and ASQ-SE2
- Family Synthesis Record
- Goal Setting Record
- Home Visit Safety
- Child Abuse & Neglect
- Client Confidentiality
- Observations with at least 5 visits and 3 different parent educators
- Communication with families and community

The supervisor provides more frequent supervision during the new parent educator's first 6 months of employment, using the Foundational Reflective Supervision Plans from the PAT Reflective Supervision Toolkit.

Shadowing and Observations:

Within the first 6 months, the newly hired parent educator shadows a more experienced parent on personal visits. In total, 4 visits are shadowed with 1 of these visits including screening. The new parent educator also attends the group connections during this time to observe and assist as appropriate. Shadowing can occur prior to Foundational Training.

New parent educators are observed by the supervisor or lead Parent Educator delivering a personal visit, screening and group connection within 6 months of Foundational Training and again at 1 year, using the PAT Personal Visit and PAT Group Connection Observation Tools. Verbal feedback may be given directly following the visit if possible. In addition, written and verbal feedback is provided at the following supervision session.

To document these observations, the supervisor enters each observation in Visit Tracker and also maintains the completed observation tools in the individual's supervision file.

Supervisor or program coordinator will review the following information with all new parent educators:

- Monthly supervision meetings
- Blueprint
- Caseload for districts new PE are serving
- Child files & records
- Community agencies & resources available

Staff Meetings:

The coordinator leads and facilitates staff meetings once monthly for 2 - 4 hours each with all parent educators. Over the course of a program year, staff meetings address:

- administrative issues
- sharing of data system reports for review and discussion of implementation and outcomes
- case discussion, highlighting celebrations and challenges from the parent educators
- sharing of ideas among parent educators
- skill/team building
- Training

Staff meetings are documented in Visit Tracker. Staff meetings notes and attendance are documented and kept on the Keystone PAT Google Team Drive.

11. Use of Technology

Acceptable Use of Computers, Networks, Internet, Electronic Mail and other Online Services:

Keystone Learning Services supports the use of District technology for work related purposes and in support of the District's educational objectives. Employees are responsible for displaying appropriate behavior and maintaining a professional and productive learning and working environment when using district technology. Use of computer technology must comply with Keystone Learning Services and school rules for appropriate use, and local, state and federal statute, including copyright law.

To prevent damage to Keystone PAT electronic devices while in use, staff should:

- Refrain from consuming food and/or beverages
- Always transport in a protected carrying case
- Closely monitor the device when in use of another person
- Never leave the device unattended unless in a locked and safe location. For example,
 - In a locked house, office, or vehicle
 - Avoid exposure to extreme heat or cold

Staff may use the Keystone PAT electronic devices for limited personal use. However, staff should refrain from inappropriate and/or illegal use of these devices and does not interfere with professional responsibilities or educational processes. Users are responsible for protecting their passwords. Employees will not use another individual's account without written permission. District networks are not private. Authorized personnel may review directories, files and communications to prevent misuse and to perform system maintenance. Employees are not permitted to access or possess computer resources containing defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive or illegal material. Misuse of district technology may result in disciplinary action up to and including suspension of computer rights, suspension of employment, termination and/or criminal prosecution.

Staff Work Hours:

Staff must be available to meet with families at a variety of times of day:

- Morning
- Afternoon
- Evening
- Occasional weekend

Staff are encouraged to limit evening personal visits to work no more than 3 nights per week and/or 2 nights per week and 1 weekend day. If a parent educator's caseload changes to increase beyond this recommendation, the parent educator should discuss their caseload with their supervisor. A night waiting list may then be generated.

Families should be provided options of days of the week for visits including evening

visits. It is expected that staff have at least 2 evenings available for parents to choose from.

Parent educators are expected to be available at least 2 evenings per week for work activities. Examples include:

- Personal visits
- Group connections
- Recruitment event
- Presentation or visibility event

As a parent educator's caseload changes throughout the year and parents' availability changes throughout the year, a parent educator's hours will vary throughout the year. Staff should strive to balance their hours by the end of each month to work within the number of hours they have been contracted for. Staff should not exceed the number of hours on their contract for the year. Parent educators must have flexibility to meet with parents based on the parent's availability.

12. Parent Educator Safety

An overarching principle about parent educator safety is for the parent educator to listen to their instincts about their sense of safety and to involve their supervisor to help address any concerns. This may include but is not limited to being accompanied on a visit and if necessary, relocating visits to a public location.

Sharing of schedules and communication while in the field:

Parent educators are expected to maintain an up-to-date calendar in Visit Tracker, which is visible to the supervisors and program coordinator. If the parent educator has a late night visit or a visit in an area with safety concerns, the parent educator contacts the supervisor before the visit and confirms the time and location of the visit, and then contacts her again when leaving the visit. In case of an emergency, the parent educator contacts the proper authorities and then calls the affiliate supervisor directly after.

Outdoor safety and travel:

Parent educators are expected to have a vehicle in good working condition with sufficient fuel at all times. Parent educators should get clear directions for where they are going and map out the safest, most direct route ahead of time. To facilitate this, all parent educators are expected to download an app on their work phone that updates them about neighborhood safety issues.

Purses, iPads and laptops should be put in the trunk of the car before leaving the building or locked up in the desk at the office. The parent educator parks as close to the home as possible and keeps the car locked. It is important that parent educators are

organized ahead of time so that when they arrive they are not spending time getting things together. Parent educators should be vigilant about their surroundings, paying attention to possible risks in their environment. If necessary, parent educators ask the parent to escort them in and out of the home. A parent educator should not enter a home if there is yelling, screaming, breaking glass

Policy: Maintaining staff safety is of paramount importance to the Keystone PAT program. To this end, supervisors and parent educators must be well informed about and utilize strategies designed to promote staff safety. Parent educators need to be aware of all exits from the home and the fastest route to their car.

Safety during personal visits:

Parent educators should not wear or bring valuables on a visit, should wear comfortable clothing and shoes that allow them to move easily, and carry identification on their person. Visits should take place in common areas of the home, such as the living room or kitchen. The parent educator should sit facing a door, and if possible, in a hard-backed chair for easy exit. Parent educators refrain from touching or petting animals. If a parent educator feels unsafe around a family pet, he/she will ask if the pet can stay in another room. If the parent is unwilling to do so and the parent educator feels endangered by the animal, he/she will leave the visit.

If a parent, guardian or caregiver in the home is agitated or aggressive, the parent educator may attempt to de-escalate the situation if he/she feels comfortable doing so and is not in immediate danger. If the parent educator is not able to de-escalate or does not feel safe in attempting to do so, he/she leaves immediately as calmly as possible, and contacts the police and then the affiliate supervisor to determine if a hotline call should be made. As soon as possible following this incident, the parent educator contacts the family to check on their safety. If a parent educator observes what appears to be illegal activity in the home such as the sale or manufacturing of drugs or a significant safety concern such as a gun that the parent declines to lock up, he/she leaves the home as quickly and calmly as possible. The parent educator then immediately contacts the supervisor and determines the authorities that need to be contacted (such as the police and/or child abuse/neglect hotline). As a reminder, if for some reason the supervisor cannot be reached, parent educators should ensure that they fulfill their mandated reporter responsibilities whenever it applies to a situation.

Communicable disease/sanitation precautions:

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, he/she 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.

13. Client Rights and Confidentiality

Policy: Respect for families' rights and confidentiality are central to the relationship with the family. Keystone PAT program obtains families' consent for services, maintains confidentiality in accordance with legal requirements, and keeps family records secure.

Confidentiality refers to the protection of personally identifiable information at all stages, including the collection, use, and maintenance of education records.

Confidentiality applies to both written records **and** or all information.

Violations of confidentiality could result in disciplinary actions being taken against the employee, including termination.

If you must talk to someone else, talk to your supervisor or someone who has shared access to the individual or information to be shared.

Parent Educators may share confidential child or parent information only with their Supervisor, Program Coordinator, and Keystone administration.

Confidential information, whether perceived to be positive or negative, must never be shared by a Parent Educator other than those identified above.

When taking equipment or files out of a building or home office, staff must use all forms to securing items, such as storing items in a locked vehicle, or in a trunk (if applicable). In addition, passwords and other measures of security must be established on electronic devices. Employee must notify Keystone Administration if any breach of confidentiality or losses of devices or files happens with secure Keystone information.

Consent for services:

It is critical that families understand the services being offered, expectations for their participation, and how information about the family and the services provided to them will be documented and used. Therefore, the PAT Participation Agreement/Consent for Services must be reviewed, discussed, and signed by the parents/guardians and parent educator by the end of the first visit. This means that the parent educator talks through each item on the family agreement with the parents, invites the parents to share any questions or concerns, and tells the parents that they can change their mind at any time.

Consent should be obtained from each enrolled parent. However, as long as consent is

obtained from at least one parent, services can be provided. If a new caregiver begins to regularly participate in visits, the parent educator can obtain informed consent via the same process. This step should be taken for any new caregiver whose information will be entered on a Parent/ Guardian Information Record or anyone who participates in a family-centered assessment.

The “Consent Received” box in each enrolled parent’s Individual Profile in Visit Tracker must be checked once the consent is signed. In addition, the Consent document is uploaded as an attachment to the family’s service file.

Consent is re-obtained from the family annually (indicated by additional signatures on the lines provided) and is again signed by the parent educator. Each year the updated consent should be uploaded in Penelope.

Security and maintenance of family records:

Family records are maintained online via Visit Tracker Data Entry System. Visit Tracker is a highly secure, HIPAA compliant data management system. Signed consents and permissions to release information are entered into Visit Tracker and maintained in a locked file as well. Other paper records are kept in the Family/Child File in hard copies kept in a locked cabinet and/or secured fashion. When accessing Visit Tracker, Parent Educators should use a secured server and internet connection.

The following documents should be kept in the Family/Child File in a locked cabinet and/or secured fashion:

- Intake record
 - Found on PAT website, under “PAT Records.”
 - Data should be satisfied by enrollment record
- Family Information record
 - Found on PAT website, under “PAT Records.”
- Child Information record
 - Found on PAT website, under “PAT Records.”
- Participation agreement
 - Signed annually
 - Use updated form provided from the office.
- Family Centered Assessment or Synthesis record
 - Complete within 90 days of enrollment, then annually.
 - Synthesis Record found on PAT website, under “PAT Records.”
- Goals addressing parenting behaviors, child development or family well being
 - Complete within 90 days of enrollment.
 - Update regularly to indicate progress.
 - New goals created as earlier ones are achieved.
 - Goals are created and saved in Visit Tracker.
- ASQ and ASQ SE

- Completed in 90 days, then annually.
- Health record
 - Completed within 90 days (prior to 7 months if enrolled prior to 4 months), then annually
 - Found on PAT website, under “PAT Records.”
- Permission to Exchange Information
 - Obtained before contact.
- Mandatory child protection responsibilities fulfilled with any child abuse or neglect concerns.
 - Any written documentation should be saved and placed in the child file.
- Transition and Service Summary
 - Transition plan record is present if family is nearing planned exit.

Policy: Respect for families’ rights and confidentiality are central to the relationship with the family. The Keystone PAT program obtains families’ consent for services, maintains confidentiality in accordance with legal requirements, and keeps family records secure.

As outlined in the Consent, parents or legal guardians have access to their family file. To access, they must make the request in writing to the program supervisor (contact information is provided in the Consent). The parent is informed to allow up to three business days for access and sign a statement that they were provided with their records. Paper printouts of the records within Visit Tracker are provided.

Exchange of information:

Initiating exchange of information

Before communication and exchange of information occurs with a community provider or organization, written permission to exchange information is obtained from the parent, using the PAT Permission to Exchange Information form. Each permission to exchange information is for a specific agency or organization. The permission outlines the specific information that will be shared and with whom. The permission also states the time period for which it is valid and is signed by the parent.

Receiving a request for exchange of information

Before a program responds to a request to release information, it must receive a written, signed, current permission to exchange information and inform the parent that this request has been received. A copy of the signed request to release information is uploaded in Penelope. A parent is notified that a request for exchange of information has been received before the parent educator responds to it.

Case consultation within the organization:

Case consultation occurs during individual, reflective supervision, staff meetings and consultation with the mental health consultant. Case consultation takes place in a setting with sufficient privacy so that it is not overheard. Only initials or first names are used during case consultation and the minimum amount of information necessary to facilitate the consultation is shared.

Personal visit privacy measures:

If people other than the parents/guardians or caregivers are in the home during the visit, the parent educator does his/her best to maximize the privacy of the visit.

Legal requirements to disclose information:

During the consent process, the following is discussed and provided in writing to the parents/ guardians

- With whom individual information provided by the family and information about services provided to the family may be shared
- Conditions under which the affiliate would release identifiable information outside of the program without written permission, namely in order to protect the parent 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) or if a court order requiring the release of information must be complied with

A subpoena of records received by the program will first be reviewed by the law firm used by Family Inc. The affiliate will act in accordance with the legal recommendations.

Accommodations for disabilities:

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

Participant grievances:

A participant can file a grievance using the Keystone PAT program by contacting the Program Coordinator or their Parent Educator's supervisor. In addition, Keystone PAT program elicits feedback on the program and the staff in the following ways:

- Annual Parent Satisfaction Survey
 - Completed on-line or on hard copy with a self addressed stamp provided to the parent
- Exit Interviews
 - Completed after a parent exits the program
 - Conducted by the Parent Educator's supervisor

- Random Quality Assurance Checks
 - Conducted quarterly with a random sample of a parent educator's caseload
 - Conducted by the Parent Educator's supervisor