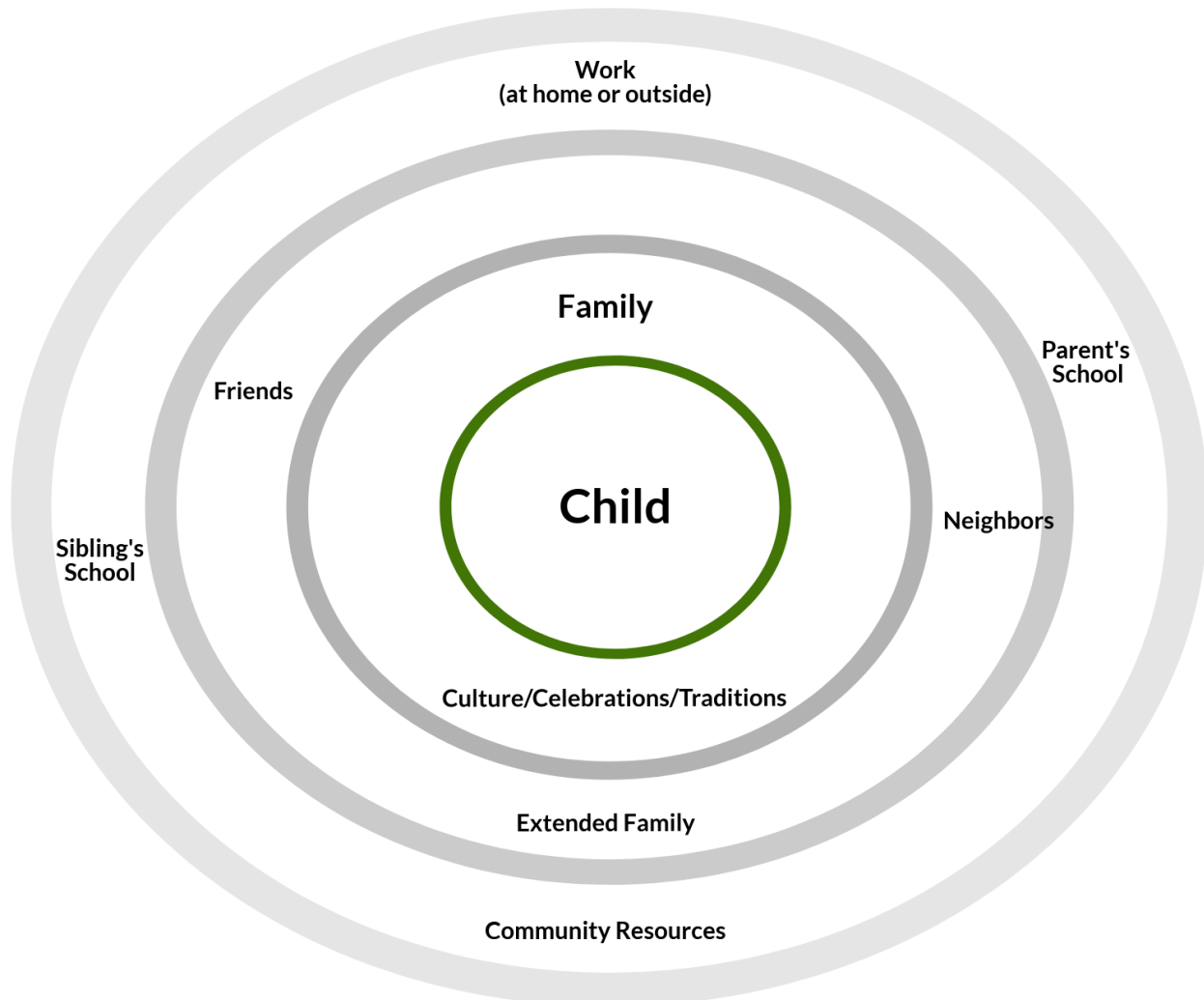


## Purpose and Procedure

The forms included in this activity must be completed with the family, face-to-face, as part of the enrollment visit. This is a way for Family Support staff and teachers to understand the family's story. The circles will help you talk about the influences and supports in the child's life. Write notes in and around the circles.

### Some Questions to Consider:

1. What does your family enjoy doing together?
2. What makes your family strong?
3. What community resource, if any, are you using now? Who do you like to contact?
4. How have you been preparing your child for school?
5. How do you celebrate your culture/family traditions?

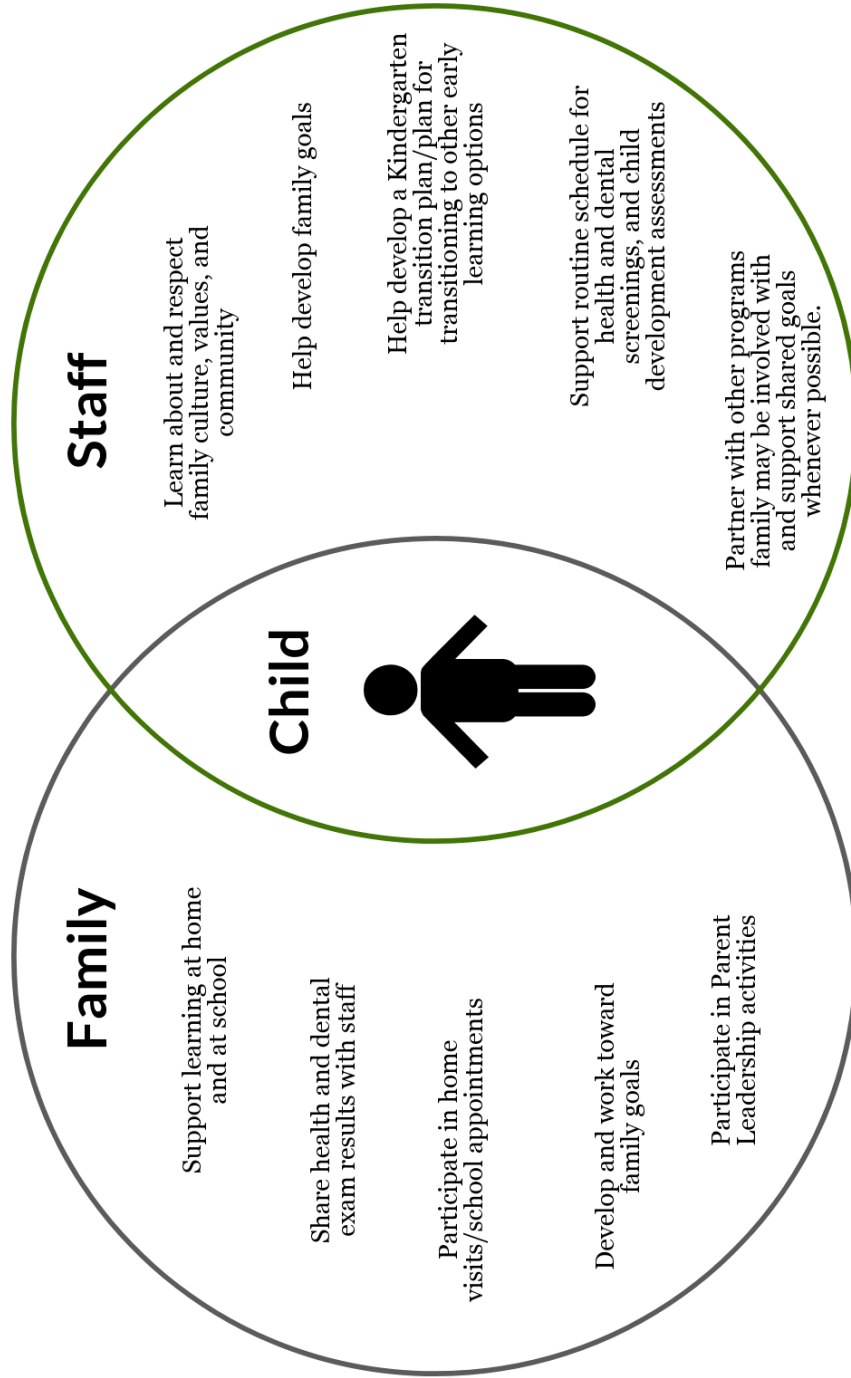


Have a copy of this page for the family that does not include your notes 

## Family Connections: Our Agreements

### Purpose and Procedure

Families and staff use this tool to talk about joint agreements in support of the child, including that **staff are mandated reporters**. It is designed to help achieve outcomes that lead to positive and enduring change for children and families. See the [Parent, Family, and Community Engagement Framework \(PFCE\)](#) for more information. Parents may feel free to add other agreements, e.g. times staff may contact family, cultural values, learning styles, etc.



Have a copy of this page for the family that does not include your notes

## Family Connections: Safe Arrival and Departure Agreement

I agree to do the following while my child, \_\_\_\_\_, is enrolled in this Early Learning Program (initial):

\_\_\_ Make sure that my child has regular attendance and let staff know as soon as possible if, on any day, my child will be late or cannot attend. This includes extended vacation days, child will be out sick for multiple days, etc.

\_\_\_ Update any changes in family information (phone number, address, emergency contacts, etc.) as soon as possible.

\_\_\_ Let staff know as soon as possible, if at any time, I no longer wish to participate in the program.

➤ **If my child rides the bus to/from the center:**

\_\_\_ Have my child wear his/her name tag each day.

\_\_\_ Meet the bus when it arrives at the designated bus stop and always be ready to present my ID.

\_\_\_ Let staff know if someone other than myself will meet my child at the bus stop and make sure that person is listed as an emergency contact and has ID.

\_\_\_ Let staff know if, for any reason, I need a new bus stop for my child.

➤ **If I walk or drive my child to/from the center:**

\_\_\_ Follow my center’s procedures for pick up and drop off.

\_\_\_ Pick up my child promptly after class unless emergency arrangements have been made with the Teacher and Family Support/Family Advocate.

**\*NOTES:**

*If your child is dropped off without following the center’s procedure, staff will discuss this policy with you. If you are late without providing notice to the staff, or if you/your alternate fails to pick up your child, the staff will attempt to call your emergency contacts. **If staff are unable to contact or locate someone listed on the emergency contacts list to pick up your child, staff will need to contact local law enforcement to transfer the child into protective custody.***

*If your child is to be picked up at the center, he/she will only be released to persons listed on the [Emergency Treatment and Consent Form](#). No child will be released to a person under the age of 18 regardless of whether or not the local school district/agency allows for release to a younger person. A copy of court ordered legal documents that prohibit or limit non-custodial parents from having their children released to them will be kept on file.*

*PSESD Early Learning Programs contract with various school district and agencies. Each of these centers may have additional requirements or expectations. The above procedures do not replace the requirements and procedures that each center requires. You are responsible to know and follow any additional procedures or agreements set forth by your center.*

**I have read the above Early Learning Safe Arrival and Departure Agreement and understand that these procedures will be strictly enforced.**

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Make a copy of the signed page for the family 

## Family Connections: Goals, Needs, and Interests

### Purpose and Procedure

This tool will help gather more information about the family. It is intended to be a part of a conversation, rather than the family completing the form. Blank spaces are provided for other topics the family may identify.

1. The **Goals** identified by the family may help inform SMART goals on the *Family Strengths and Goals Planning Form*. **ECEAP:** Utilize *Mobility Mentoring* as a resource.
2. The **Needs** identified by the family require follow up from staff until the need has been met or is no longer necessary. **HS/EHS:** Document your follow up and resources provided on the *Family Contact Log*. **ECEAP:** Document your follow up and resources provided in ELMS.
3. The **Interests** identified by the family may help plan parent training topics and family events. Tally and track the top 4 topics on the *Parent Training Topics Tracking Form*.

Focus Area HS-EHS Only: numbers are for tracking on the <i>Family Contact Log</i> ; * = PIR item	Check all that apply			Notes
	GOAL	NEED	INTEREST	
<b>1. Family Stability – Housing</b>				
Housing resources/assistance*				
Rent assistance				
Utility/repair assistance				
<b>2. Family Stability – Family &amp; Dependents</b>				
Food resources*				
Clothing resources*				
Transportation resources*				
Child care resources				
Crisis/emergency assistance*				
<b>3. Well-Being – Health &amp; Mental Health</b>				
Finding/using medical/dental services				
Medical concerns				
Oral health concerns				
Nutrition concerns				
Mental health services*				
Substance abuse (tobacco/drug/alcohol) abuse prevention/treatment*				

Focus Area HS-EHS Only: numbers are for tracking on the <i>Family Contact Log</i> ; * = PIR item	Check all that apply			Notes
	GOAL	NEED	INTEREST	
<b>4. Well-Being – Personal &amp; Professional Networks</b>				
Marriage/relationship education*				
Resources for legal support (immigration concerns, incarceration, domestic violence, child support, etc.) *				
Fun family activities				
Child school readiness (including development, language, literacy, math, social-emotional skills, etc.)				
Family school readiness (including schedules/routines, family engagement/volunteer opportunities, etc.)				
Child abuse/neglect services*				
<b>5. Financial – Debt</b>				
Debt counseling				
Asset-building services*				
<b>6. Financial – Savings</b>				
Opening savings and checking accounts*				
Asset-building services*				
<b>7. Education &amp; Training</b>				
Parenting education*				
Adult education (GED, college entry/re-entry, vocational training) *				
ESL classes*				
Peer Programs				
Health education*				
Literacy education*				

Focus Area HS-EHS Only: numbers are for tracking on the <i>Family Contact Log</i> ; * = PIR item	Check all that apply			Notes
	GOAL	NEED	INTEREST	
<b>8. Employment &amp; Career Management</b>				
Job training*				
<b>9. Other</b>				