

Family Orientation

August 21, 2025

Please mute all devices and place any questions you have in the chat.

Questions will be addressed at the end of the presentation.

Thank you for joining us today.

This orientation will be recorded

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Thank you for joining us today.



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WCSS Wake ThreeSchool Staff

Taylor Young
Wake Three School Manager



Melissa Radice Peguero
Wake ThreeSchool Application Systems Coordinator



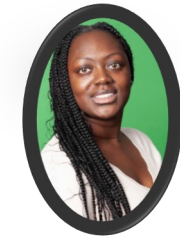
Natasha Williams
Wake Three School Specialist



Gina Soceanu
Social Emotional Learning Specialist (SEL)



Kinrecka Anderson
Wake Three School Enrollment Coordinator



Emily Diaz
Wake ThreeSchool Program Assistant



What is Wake ThreeSchool?

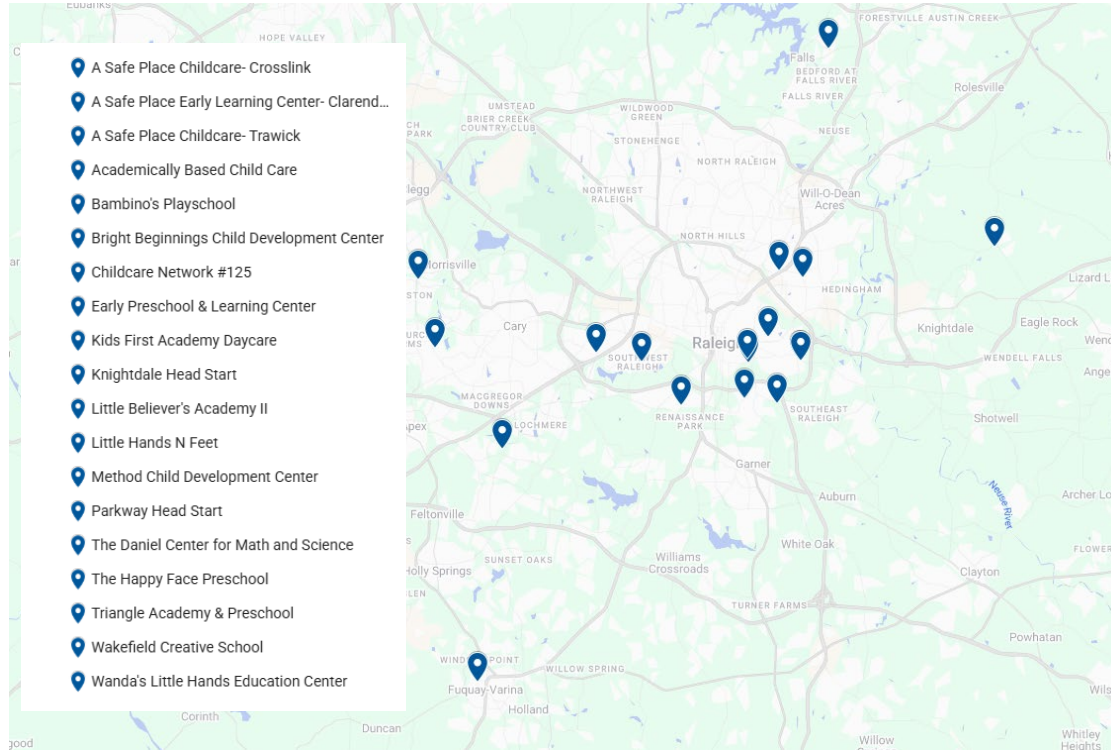
- 6.5 hour program that provides a play based learning environment
- Brigance Early Childhood Screenings are used for Developmental screening
- WTS uses the SEL project to help train their teachers to set up a rich social emotional Pyramid Model learning environment
- 73% of enrolled Wake ThreeSchool children from SY24-25 have never ever been in childcare
- Program is fully funded by the Wake County Board of Commissioners
- WTS teacher to child ratio 1:8 with a maximum classroom size of 16 children
- Creative Curriculum is used in all of our WTS classrooms



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WTS Sites School Year 2025 – 2026



Click [here](#) to view a map of all Wake ThreeSchool sites



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Childcare Resources in Wake County



Early Years

- CCSA helps families find childcare and assistance with the cost for those who qualify.
- Phone number: 1-888-6000-1685
- Website: <https://www.earlyyearsnc.org/>
- Scholarships are available for families who qualify based on income and availability of service. (full day or wrap care)



Wake County Human Services

- Wake County Human Services assists families with applying for childcare vouchers and finding quality child care.
- Phone Number: 919-212-7000 or 919-212-9285
- Website: <https://www.wake.gov/departments-government/health-human-services>
- Vouchers are available for families who qualify based on income and availability of service.
- Families can apply for these services to be used for Before and After Care (Wrap-Around)
- This program currently has a waitlist if you would like to be added to the waitlist please refer to this the link. <https://forms.office.com/g/HULq3MbnwF>
- If a family has a current voucher, accepts a Wake ThreeSchool slot, they must call their case worker and inform them



- Telamon Head Start provides low- or no-cost childcare to low-income families. This organization also supports families with home stability, housing development, Center and Home-Based Programs, and Workforce Development.
- Phone number: 919-657-0578
- Website: <https://www.telamon.org/where-we-work/north-carolina/early-childhood-family-support/>



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WTS Attendance Policy

All children are expected to attend a 6.5-hour school day during WTS operating hours

Please be mindful of your child's site drop off and pick up times.

- Please provide documentation for any excused absences (ex: doctor's note, etc.)
- If your child misses 3 or more consecutive days, the teacher or site administrator will contact your family to discuss the absences and determine your child's status in the program.
- If a child misses 5 consecutive days and/or the teacher or site administrator has been unsuccessful in multiple attempts to contact the family, the teacher or site administrator will send a final contact email indicating that they will need to inform the administrator from the site or teacher within 24 hours with a decision about whether your child will continue in the program or not.
 - If a response is not received within 24 hours, your child's space is at risk of being lost.
- **If your child has a consistent pattern of unexcused absences, unfortunately, he or she will be disenrolled from the Wake ThreeSchool program.**
 - If we notice that your child has 5 or more unexcused absences, their attendance will go under extensive review, and they will be in jeopardy of being disenrolled from the program.

ATTENDANCE MATTERS



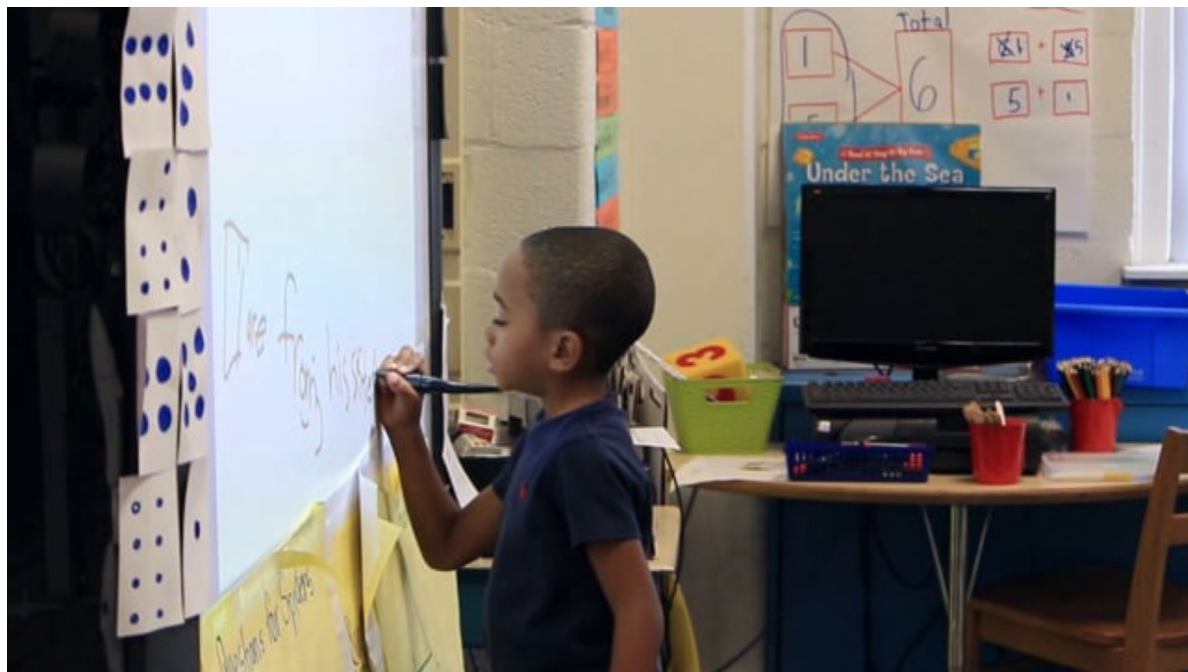
[Bringing Attendance Home: Parent Video](#)



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Attendance Exceptions

Attendance Exceptions

- Exceptions for an individual child's attendance can be requested for certain conditions such as:
- Illness, hospitalization, military leave, a family emergency, crisis requiring family travel, or
- For natural disasters such as hurricanes, tornadoes, flooding, or
- Other conditions that require the Wake ThreeSchool site to close due to damages (i.e., fire, water, damage, loss of heating/air, etc.).



Attend Today, Achieve Tomorrow

Extended family vacation

- Each WTS child is eligible for excused absences for up to five (5) consecutive school days for an extended vacation. Each child is eligible for one (1) extended family vacation per WTS school year.
- Written notice should be provided to the WTS site at least one week in advance, noting the beginning and end dates of the child's vacation-related absences.
- Any vacation-related absences that persist longer than five days will jeopardize the child's continued enrollment in the Wake ThreeSchool classroom.



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Attendance Sick Policy



Please contact your child's site administrator if you have any questions or if you have a barrier or challenge that affects your child's daily attendance.

If your child is sick, please keep them at home if they show any of the following symptoms below that would prevent them from participating in learning activities:

- Fever of 100.4 or higher
- Diarrhea
- Nausea and Vomiting
- Severe headache
- Red, watery eyes with yellow discharge
- Undiagnosed rash

****If symptoms persist for 3 or more days a doctor's note must be provided.***

WTS Child Health Assessments



December 2023

- Child health assessments are due within 30 days of the child starting the program
- If the child health assessment is **not** completed within 30 days the child will **not** be able to attend the program and their slot will potentially be forfeit.
- The health assessment must include:
 - Physical Examination
 - Updated Immunizations
 - Hearing Screening
 - Vision Screening
 - Dental Screening

NORTH CAROLINA HEALTH ASSESSMENT TRANSMITTAL FORM	
This form and the information on this form will be maintained on file in the school attended by the student named herein and is confidential and is not a public record. (Approved by North Carolina Department of Public Instruction and Department of Health and Human Services)	
PARENT TO COMPLETE THIS SECTION	
Student Name: _____ ☐ M ☐ F	
Birthdate (mm/dd/yyyy): _____ (Left) (First) (Middle) School Name: _____	
Hispanic or Latino Origin ☐ Yes ☐ No	
Races: ☐ Native Indian/Alaska Native ☐ Asian ☐ White ☐ Black/African American ☐ Native Hawaiian/Pacific Islander	
Home Address: _____ City: _____ State: _____ County: _____	
Parent Information: Name of Parent, Guardian, or person standing in loco parentis: _____ Telephone(s): _____ Home: _____ Work: _____ Cell Phone: _____	
Health Concerns to be shared with authorized persons (school administrators, teachers, and other school personnel who require such information to perform their assigned duties): _____	
HEALTH CARE PROVIDER TO COMPLETE THIS SECTION	
Medications prescribed for student: _____	
Student's allergies, type, and response required: _____	
Special diet instructions: _____	
Health-related recommendations to enhance to student's school performance: _____	
Vision screening information: Passed vision screening: ☐ Yes ☐ No ☐ Attempted/Not evaluated Concerns related to student's vision: _____	

Developmental Screening

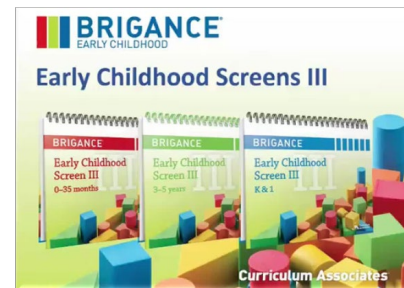
BRIGANCE® Screen III Supplemental Assessments—Three-Year-Old Child Data Sheet



A. Child's Name _____ Date of Screening _____ Year _____ Month _____ Day _____ School/Program _____
 Parent(s)/Guardian _____ Birth Date _____ Teacher _____
 Address _____ Age _____ Examiner _____

B. Supplemental Assessments			C. Accuracy
Page	Domain	Directions: Assessments may be administered in any order. For each assessment, start with the first item and proceed in order. Give credit for a skill by circling the item number. ① For a skill not demonstrated (an incorrect response), slash through the item number. 1 .	Number Correct/ Number of Items
62	Language Development	15 Responds to Picture 1. Names objects 2. Uses phrases 3. Uses complete sentences 4. Tells what is happening 5. Anticipates events	___ / 5
63	Language Development	25 Articulates Initial Sounds Articulates: <i>h m p w t d</i> <i>k f s th wh z</i>	___ / 12
65	Language Development	35 Names Colors Names: 1. blue 2. green 3. yellow 4. red 5. orange 6. pink 7. black 8. purple 9. white 10. brown	___ / 10
67	Physical Development	45 Gross Motor Skills 1. Walks forward heel-to-toe five steps 2. Hops five hops on preferred foot 3. Hops five hops on other foot 4. Stands on one foot for ten seconds 5. Stands on other foot for ten seconds	___ / 5
69	Physical Development	55 Visual Motor Skills Draws: 1. X 2. ☐ 3. ☐	___ / 3
D. Other Skills: (List other skills that may have been mastered or observed.)			E. Summary and Recommendations:

- The developmental screening is used to help teachers establish a baseline for assisting the children with achieving classroom goals for their developmental age. This assessment helps teachers understand what goals and developmental needs are needed for that child.
- The developmental screening is completed within the first 90 days of your child's first day of attendance in the Wake ThreeSchool program.
- Family/Parent Brigance screening questionnaires are also available to be completed during this time.



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Examples of Learning While Playing

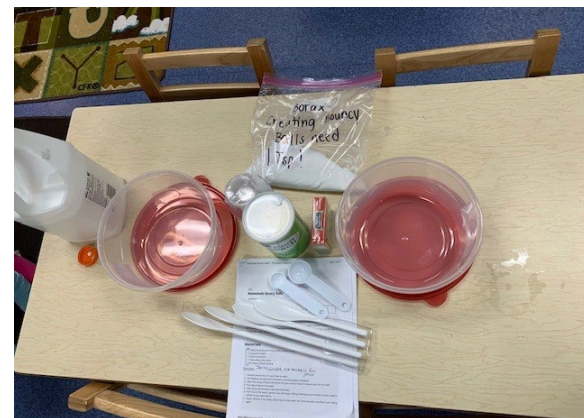


Yes, Learning Can Be FUN



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Early Learning and Program Goals

NAEYC defines developmentally appropriate practice as methods that promote each child's optimal development and learning through a strengths based, play based approach to joyful, engaged learning.



How can you be involved “Family Engagement”?

- Importance of the Family Partnership
 - discuss with your child's teacher/director how you'd like to be involved
 - what is important for the classroom to know about your family
- Examples of Family Classroom Partnership
 - classroom visits - share your talent, read a story, share your family history
 - prepare a favorite family snack (some sites may not permit outside food other than pre-packaged store items)
 - daily communication, Family apps, family/teacher conferences
- Review WTS Behavior Support Plan



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Wake ThreeSchool Policy Addendum: Family Support on Challenging Behavior



Wake ThreeSchool Policy Addendum: Family Support on Challenging Behavior

The goal of this document is to support and maintain a high-quality classroom environment where all children can thrive. At this stage of development, children are learning many important skills, like how to manage their feelings and actions, and may sometimes display behaviors that require more support beyond what the classroom alone can provide.

To ensure every child gets the support they need, Wake ThreeSchool (WTS) has created a collaborative plan that involves the child, the family, and the childcare site working together. When families stay involved, we can access the right resources and provide strong, personalized support. This benefits the child who needs support while also creating a more positive classroom environment for all students.

Following the steps in this document will help the WTS classroom support every child and help all students and staff learn and work well together. This plan highlights how important families are in building a positive and supportive learning environment. The steps of this process are outlined below.

In rare situations where a child's behavior presents an immediate and serious risk to the safety of the child, peers, or staff, the WTS team will assess whether escalation to Step 12 is necessary. Before making a decision, the Site Director, classroom teacher(s), and the child's family will be invited to participate in a collaborative review of the situation. While the final decision will be made by WTS staff in consultation with the site director, the following factors will help guide and inform the decision-making process:

- Frequency and pattern of incidents
- Level of physical aggression or harm to self or others
- Potential for significant disruption to the learning environment
- Effectiveness (or lack) of prior interventions and supports
- Adequate documentation of behaviors and interventions to date

All decisions regarding escalation must be based on trauma-informed, sensitive practices, supported by a clear rationale.

- 1 Site Administrators must review the importance of family support as an integral part of the Wake ThreeSchool experience during family orientation.
- 2 Teachers begin documenting behaviors using the ABC Behavior Chart and the Early Childhood Behavioral Engagement and Developmental Needs Report to guide support strategies. As soon as teachers begin observing behaviors, the expectation is that all relevant behavioral incidents are consistently documented moving forward. This documentation should serve as a living record that reflects ongoing efforts and should be made available upon request.
- 3 The Wake ThreeSchool site must contact the SEL Specialist to discuss the observed behaviors.
- 4 Families are provided feedback via in-person communication, daily notes, communication app, etc.
- 5 The site requests a classroom observation with the SEL Specialist.
- 6 The teachers and site administrator(s) will meet with the SEL Specialist to identify a plan of action to address the observed needs and behaviors of the child.



- 7 The site requests an on-site meeting with the family of the child to review the behavior plan.
- 8 The site agrees to consider and implement any agreed-upon teaching strategies that the SEL Specialist will provide to support the child.
- 9 The behavior plan will be shared with the family, and strategies will be implemented to support the child across both school and home settings, as appropriate.
- 10 If progress towards desired behaviors are not observed, a follow-up meeting and subsequent observations will be scheduled, if necessary, to determine additional strategies.
- 11 An adjusted plan will be implemented, with progress being monitored by the WTS teachers on a weekly basis. If it is determined that outside interventions are needed, a family support meeting will be requested.
- 12 If the family chooses not to pursue outside interventions and does not select one of the available support options listed below - or if a selected option is implemented and does not result in meaningful progress toward addressing the behaviors or achieving desired outcomes within the timeframe identified on the behavior support plan - a determination may be made that the Wake ThreeSchool classroom is not the most appropriate setting to meet the child's current needs. The following support options are offered to help facilitate the child's continued participation in the program:
 - reduced hours
 - remote learning
 - family provides in-classroom supportIf one of these options is selected, a transition plan will be developed to support the child's return to full in-person learning.

By signing below, you acknowledge that you have thoroughly reviewed this document in its entirety with my child's Wake ThreeSchool Site Director. You understand and accept your responsibilities as the Wake ThreeSchool Parent/Guardian as outlined in this document. Your signature below confirms that you have received a copy of this document for your records.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____



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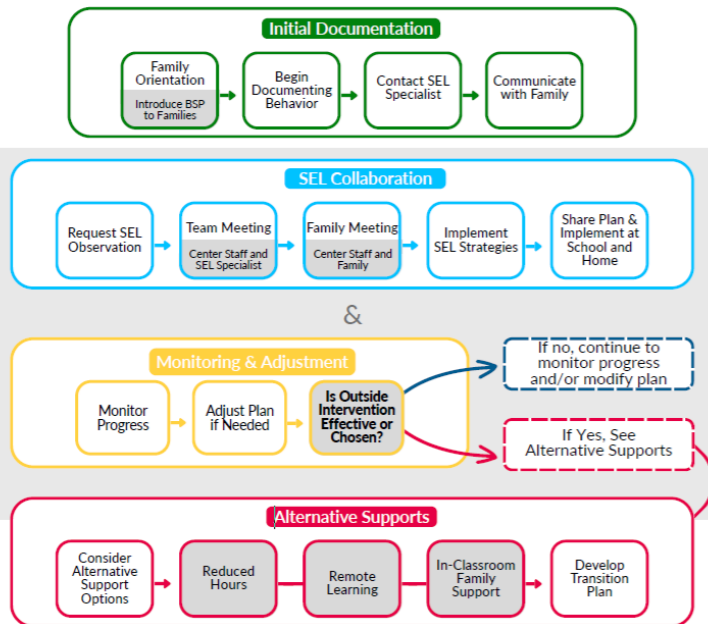


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Behavior Support Plan



This document provides a visual representation for the WTS Behavior Support Plan (BSP) and is intended to support the process for children who are experiencing behavioral/developmental needs or concerns.



In rare cases where a child's behavior poses an immediate safety risk, the WTS team will consider escalating to Step 12. This decision will involve a collaborative review with the Site Director, classroom teacher(s), and the child's family, with WTS staff making the final determination. For full details and context, please refer back to the complete document.

All decisions regarding escalation must be based on trauma-informed, sensitive practices, supported by a clear rationale.

SEL (Social Emotional Learning)

- Importance of early SEL - see video
- Family support and involvement around SEL work
 - partnership is like a 4-legged stool, once the leg is removed, the stool falls
 - teacher/center, family, and specialists work together to support each child's mental wellness by developing the necessary early skills



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Wake ThreeSchool Family Testimonials from SY24-25

"My child's independence has returned since attending Three School, especially with the added support for behavior from outside resources. In their previous environment, the children often fed off each other's energy, which led to some unusual habits and behaviors. The structured and supportive atmosphere at Three School has made a noticeable difference."

"We all love the staff but especially the teachers. They were so loving, patient, compassionate, caring, and experienced. I really appreciate that they took the time to figure him out. He loved most of the activities. He loved the playground and playing with all the fun toys they had at the gym. They have exceeded my expectations. My son has learned so much from them."

"When my daughter started school she wouldn't go stay with family members only wanted to be with mom and siblings and after starting school she wanted to interact with more family members, also after starting school her vocabulary expanded. I would teach her the ABC's and try to get her to repeat them she wouldn't but after starting school would come home saying her ABC's, numbers and colors."

"My child was assigned to a school that offers before- and after-school care. We were able to afford the cost and go to work with no worries."

"Her language improved and she became more confidence"



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Hear from Wake ThreeSchool Parents



Nicole Lockamy, The Happy Face Preschool



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Any Questions

