

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, the childcare site, and our community partner, Advance Community Health (ACH), working together. Through this partnership, WTS and ACH coordinate to identify children's needs, connect families to appropriate resources and services, and develop individualized support strategies that can be implemented across home and school settings. When families stay actively 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 [Child Individual Behavior Plan](#) 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 notify both the SEL Specialist(s) and the designated ACH clinician of the observed behaviors so a coordinated support plan can be developed.
- 4 Families are provided feedback via in-person communication, daily notes, communication app, etc.
- 5 The site requests a classroom observation with the ACH clinician.

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The WTS site, WTS SEL Team, and Advance Community Health (ACH) will collaborate to review the child's observed needs and determine appropriate next steps. Supports may include consultation, observations, meetings, and coordinated planning, as needed. ACH will lead individualized child intervention planning and family support services, while the WTS SEL Team will support classroom implementation, teacher practices, and Pyramid Model strategies.

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The site requests an on-site meeting with the family of the child to review the behavior plan.

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The site agrees to consider and implement any agreed-upon strategies and recommendations developed by the WTS SEL team and ACH to address the child's identified needs and behaviors.

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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.

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If progress towards desired behaviors are not observed, a follow-up meeting and subsequent observations will be scheduled, if necessary, to determine additional strategies.

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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.

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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 support

If 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: _____