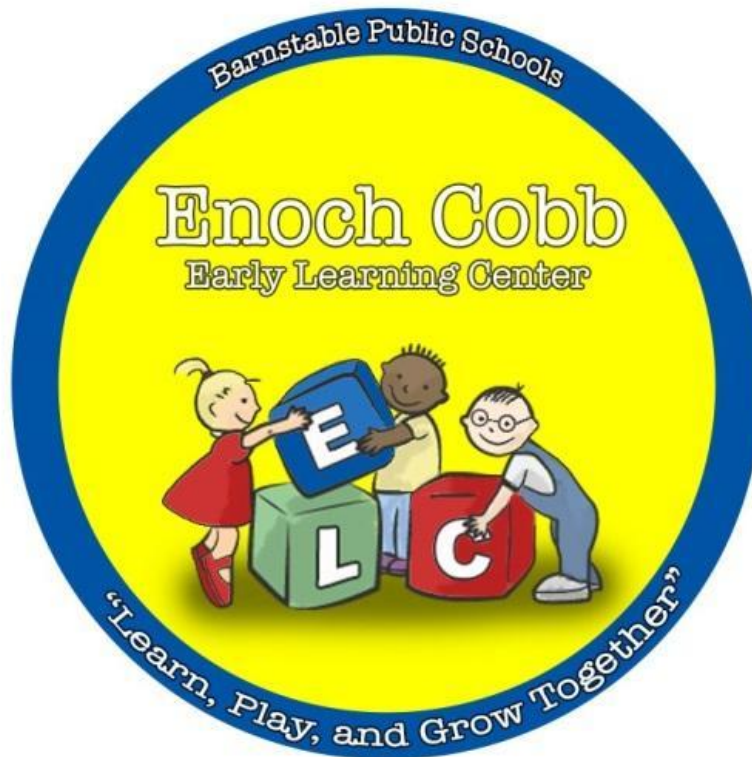


Enoch Cobb Early Learning Center

Student Handbook

2022-2023



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PURPOSE

Barnstable Public Schools Vision

To educate the whole child by creating a student centered school culture that addresses students' physical, social, emotional, and academic needs by creating a safe and healthy learning environment in which students are challenged, supported, and engaged.

ECELC Mission

At ECELC, we have two goals; to provide an exemplary early childhood learning experience and to provide specialized instruction to students in the community diagnosed with special learning needs, so that the children who pass through our doors are ready for Kindergarten when the time comes!

To maximize the achievement of all our young students, we aim to provide children with high-quality social, language, and early academic experiences, which address each child's individual needs in an emotionally and physically safe environment by following developmentally appropriate, best practices for young children of all abilities, embracing diversity, and by providing a standards-based curriculum.

Inclusive Preschool

Our student population is composed of students aged 3-5 years old who receive special education services and typically developing students referred to as "peer models". Children qualified for special education enter throughout the year as they turn 3. We have 9 preschool classrooms, which serve approximately 217 students each year when the program reaches capacity.

We believe participating in an inclusive preschool program allows children the opportunity to develop the social and emotional competence that is essential for success in school and in life! Our preschool program is an ideal environment to practice important skills, such as; perspective taking, empathizing, appreciating diversity, respecting others, communicating, listening well, self-advocacy, and problem-solving. For many students, coming to our integrated program is the first time they have interacted with children who may look or act differently from them. We teach our students that school is where children go to learn new things and that everyone is here to learn what they need. For example, some children might be really excellent at counting, but need help to listen to stories or answer questions. Other children might be great listeners, but are still learning how to talk or walk.

OPERATING PROCEDURES

School Contacts

Role	Name	Phone	Email
Administrative Assistant	Betsy McKane	508-790-6493 Ext 1514	mckane_betsy@mybps.us
Principal	Nicole Caucci	508-790-6493 Ext 1513	caucci_nicole@mybps.us
Special Education Coordinator	Ellen McLaughlin	508-790-6493 Ext 1398	mclaughlin_ellen@mybps.us
School Nurse	Patty O'Hara	508-790-6493 Ext 1515	o'hara_patricia@mybps.us
School Psychologist	Amber Camelio	508-790-6493 Ext 1528	camelio_amber@mybps.us
Portuguese Translator	Gustavo Barandas	508-790-9844 Ext 1015	barandas_gustavo@mybps.us
Spanish Translator	Adela Blanco Ro...	508-790-6445 Ext 1243	blancoroman_adela@mybps.us
Transportation (Special Education Only)	Beth Metell	508-790-6497	metell_beth@mybps.us

Preschool Schedules

Preschool classes operate 3-5 days per week for 2.5 hours per day. Students attend either AM or PM sessions depending on parent preference and availability of openings.

School start/end times:

AM half-day session - 9:00 am - 11:30 pm. Doors open for students at 8:55 am.

PM half-day session - 1:00 pm - 3:30 pm. Doors open for students at 12:50 pm.

A lot can happen in two and a half hours! In this time, children will participate in a Circle Time (a large group meeting in which they engage in music, movement, stories and hands-on lessons), Recess (outdoor play), Snack Time, and Center Time (small group activities which provide opportunity to practice skills, engage socially with peers and create).

Drop-Off & Pick-Up

Families are strongly encouraged to use the curb-side drop off and pick up procedure described below at regular arrival and dismissal times in order to avoid lines and congestion at the front door. If a child arrives late or needs to be dismissed early, caregivers may park, walk up to the main entrance and ring the buzzer.

Families are provided with a car tag to place in the passenger side window showing the child's name and classroom teacher. Students and caregivers must remain in vehicles until a staff member approaches. Adults may then get out to assist children out of car seats and hand them off to the staff member. The staff member will then walk your child directly to his/her classroom.

The photo below shows the desired flow of traffic at drop-off and pick-up times.



Items to Send to School

Please be sure to send your child to school with:

- ❖ A backpack large enough to fit a 9.5 x 11.5 inch folder
- ❖ A change of clothes to keep in school (including socks and underwear) just in case we get too messy!
- ❖ Weather appropriate outerwear in the cold months. Please be sure to label all items.
- ❖ One small comfort item (must fit in the backpack) is okay to ease transitions; although, this item may need to be kept in the backpack or cubby during lessons/activities.
- ❖ A healthy snack. Healthy foods are encouraged. Please send only one small snack. Time to eat is limited. Filtered water will be provided at school.

Parent-Teacher Communication

Parents/guardians are welcome to call our main phone number at 508-790-6493 and leave a message on the teacher's voicemail. If it is during a class session, your child's teacher will return your call when she is not with students. Every attempt will be made to return your call within 24 hours.

All staff emails are [last name_first name@mybps.us](mailto:last_name_first_name@mybps.us)

Please send a written note in your child's backpack if there is something important we need to know right away! Staff will check backpacks/folders each day for notes from home.

Teachers will be sending home or emailing weekly newsletters to inform parents of themes, concepts/skills they are working on and special events. Please be sure to read your newsletters!

Optional parent-teacher conferences will be held in December by appointment.

Progress reports will go home for all students in January and June.

Teachers use the Remind App as another way of communicating with you. Your child's teacher will give you instructions on how to join her class, so that you get important messages and updates on class happenings.

Visitor Protocol

Parental request for classroom visitations is welcomed as long as the educational process is not disrupted. To this end, visit requests must be made at least 48-hours in advance. The building principal will approve the details of the request.

For security purposes, all visitors are required to report to the main office upon entering and leaving the building. Prior to being granted access to any area of the school other than the office, visitors must obtain a visitor's badge. Please bring photo identification upon arrival.

COVID-19 Protocols

There is no general mask requirement for students or staff except when in health offices and after a positive test. Those who want to wear a mask are welcome to do so, and should feel comfortable doing so.

There will be no formal testing programs. If you are in need of an at-home test kit, please reach out to the school nurse.

Families will not be notified of positive cases within the schools.

There is no quarantine requirement for anyone who is exposed to COVID-19, regardless of where the exposure occurs, as long as the individual is asymptomatic.

[If your child tests positive for COVID-19:](#)

1. Contact the school nurse
2. Those who test positive MUST remain at home for at least 5 days
 - To count days for isolation, Day 0 is the first day of symptoms OR the day the day positive test was taken, whichever is earlier.
3. They may return on day 6 without a follow up test if
 - they are asymptomatic or symptoms are resolving,
 - they have been fever free without the use of fever-reducing medicine for 24 hours, and
 - they wear a mask on days 6-10
4. To return on days 6-10 without a mask, a test is required

Student Absences

Please notify School Nurse, Patty O'Hara, by calling 508-790-6493, Ext. 1515 and keep your child home if your child exhibits any of the following symptoms:

- ❖ Fever over 100 degrees
- ❖ Persistent Cough
- ❖ Shortness of breath or difficulty breathing
- ❖ Persistent Fatigue
- ❖ Muscle/body aches or chills
- ❖ Headache
- ❖ New loss of taste or smell
- ❖ Sore throat
- ❖ Persistent Congestion or runny nose
- ❖ Nausea or vomiting
- ❖ Diarrhea
- ❖ Unusual skin rash
- ❖ Red eyes or discharge from eyes

TEACHING & LEARNING

Curriculum

Believe it or not, there are common core standards for preschool students! Teachers use a curriculum map to ensure that children are exposed to all of the things we want them to know and be able to do prior to entering Kindergarten. In addition to using the Massachusetts Standards for Preschool to inform our instruction, ECELC uses research-based curriculum resources to guide instruction. Instructional resources include:

- ❖ Second Step to teach social and emotional skills
- ❖ Avenues to teach literacy skills
- ❖ Scholastic's My Big World to teach science and social studies concepts

This year, four teachers will be piloting new curriculum programs for future school-wide

implementation.

Instruction

Research shows that children learn best through play. We use an instructional approach we refer to as “playful learning”. We want to make sure that kids can be kids and that learning is fun! Our educators thoughtfully incorporate concepts and skills they’d like students to practice into hands-on, fun activities.

For students with special education needs, an Individualized Education Program or IEP is developed by the child’s IEP team. Once the IEP is finalized and accepted by the child’s parents or caregivers, our special educators and service providers begin using a variety of specialized instructional strategies to work toward the child’s individual learning goals.

Often parents ask about discipline. To ensure children are developing the social and emotional skills they need to regulate their own emotions, we use an approach called Positive Behavior Intervention and Support (PBIS). Much can be found online about this approach. In a nutshell, it is a proactive way to set students up for success using lots of visual supports, direct teaching of expectations, modeling and practice. This eliminates the majority of challenging behavior, however, when needed teachers may redirect, correct, set appropriate limits or utilize Applied Behavior Analysis strategies (ABA).

Assessment

Our goal is to make sure all students are learning and growing. To make that happen, we use multiple progress monitoring tools which allow us to differentiate instruction for a wide range of abilities. Our primary assessment system was developed by a company called Teaching Strategies. This tool lists all the concepts and skills young children should know and be able to do and then breaks each one down into a developmental progression. Our teachers consistently observe students while they work and play at school, then enter their observational data into the assessment system. The system then provides reports so the teachers know exactly what step of the skill a child needs to work on next. Using this data, teachers pre-plan multiple ways that students can participate in each classroom activity, so that every child is being challenged to develop new skills.

THE SPECIAL EDUCATION PROCESS

Screening

Parents/caregivers in the Barnstable community who have concerns about their child's development are encouraged to contact us for a screening. During the screening session, Enoch Cobb educators will informally assess the child's development to determine if a formal special education evaluation is warranted.

Referral

Parents/caregivers may refer a child for a special education evaluation at any time. Parents will be mailed an evaluation consent form requesting approval to conduct a developmental assessment in identified areas of concern. Developmental assessments may evaluate a child's strengths and weaknesses in the areas of communication, foundational academic skills, cognitive skills, adaptive skills, social-emotional skills, or motor skills (fine motor or gross motor).

Evaluation

Once consent for evaluation is received, the evaluation process may begin. Our special education service providers will contact the parent/caregiver to set up an appointment to conduct an evaluation at Enoch Cobb Early Learning Center. Evaluations may include observation of the child during play, formal assessment measures, review of reports from community service providers and parent interviews. Evaluations will be completed no later than 30 school days from the date consent for evaluation is received.

Eligibility Determination

When evaluations are completed, a meeting will be scheduled to review the results of the evaluations and determine if the child qualifies for special education services. Children must demonstrate a significant delay in skills as compared to their same-aged peers in order to qualify for special education services. If a child qualifies, the team will then work together to develop an Individualized Education Plan (IEP) which will detail specific educational goals and the specialized services (instructional practices, therapy) necessary for the child to access the curriculum.

Annual Review

Once a child begins special education services, his/her team (including parents/caregivers) will meet each year to review the child's progress and prioritize goals for the following year. Families will also receive written progress reports twice per school year (January and June) detailing the child's progress toward his/her IEP goals. A parent/caregiver may request an additional team meeting at any time.

Three-Year Reevaluation

Once a child begins receiving special education services, his/her team will reevaluate his/her need for special education services every three years following the same process described above.

CLASSROOM PLACEMENT

Many factors must be considered when creating class rosters including male-to-female ratio, English proficiency status, individual student needs/learning styles, and the ratio of students with disabilities to peer models. For this reason, we often need to change a child's classroom and session (AM/PM) from year to year. The development of class rosters begins in March for the following school year. Parents requiring a specific session, should notify the principal no later than May 1st for the following school year. Letters notifying families of their child's classroom assignment are mailed no later than July 1st.

Enoch Cobb Early Learning Center offers a continuum of services, ranging from intensive learning classrooms (only students diagnosed with educational disabilities) to fully inclusive classrooms (mix of students with and without disabilities) for students with moderate special education needs. By law, children must be placed in the least restrictive environment necessary to access the curriculum

Students receiving special education services are given schedules that match the child's individual needs as determined by the child's special education team and documented on the IEP. Any increase in services must be determined by the team and is based on the child's progress. If a child is making effective progress toward his/her IEP goals, additional service time will not be considered.

Typically developing students (peer models) are provided schedules based on parent preference for sessions (AM or PM) and availability.

KINDERGARTEN TRANSITION

Age of Eligibility

The Massachusetts Board of Elementary and Secondary Education requires each child to attend school beginning in September of the calendar year in which he/she attains the age of six (6), but allows each school committee to establish its own minimum permissible age for school attendance, provided that such age is not older than the state mandatory minimum age. The

Barnstable policy is to admit a child into kindergarten if he/she is five (5) years of age on or before September 1 of the school year in which he/she enrolls.

School Assignment

Students are assigned to elementary schools based on street address. A child may attend a different elementary school if the parent/guardian applies for and is accepted for school choice. Requests for intra-district school choice should be sent to the Superintendent. Availability of intra-district school choice is dependent upon kindergarten enrollment at each of the schools and the availability of slots. Additionally, ECELC students may choose to apply for the Barnstable Community Innovation School (BCIS) by completing a transfer application.

Retention

Retention of preschool students is not supported by Barnstable Public Schools. Because the ECELC preschool program only offers half-day classes, children receive more time on learning, additional social experiences (music, gym, art, cafeteria) and have the same comprehensive, high-quality instructional services when they transition to Kindergarten. If families do not choose to transition a child to Kindergarten, they may choose to enroll him/her in a private preschool and could then access any necessary special education services through the child's elementary school on an appointment basis.

Registration

Children who attend Enoch Cobb Early Learning Center do not need to complete the registration process because they are already registered as a student in Barnstable Public Schools. All other children new to the district will need to register for school.

Kindergarten Screenings

Kindergarten screenings will take place just prior to the first day of the school year at your child's elementary school. The schools will share information during the summer regarding the screening times being offered. During the screening, children will participate in brief, informal assessments. The information gained will help the school make classroom placement decisions. Students with Individualized Education Programs (IEP) may participate in a modified screening. Additionally, Enoch Cobb Early Learning Center will hold Kindergarten Transition meetings with each elementary school to review the needs of any ECELC students moving on to that school who receive special education services.

Changes to Expect

Changes from preschool to Kindergarten in Barnstable include: a full day of school, slightly larger class sizes, specials or enrichment classes, lunch in the cafeteria and recess with larger groups of children. All Kindergarten classes have Kindergarten Assistants for a minimum of half-day who help support the students.

Elementary School Special Education Services

Children who receive special education services have an Individualized Education Program (IEP) which details exactly what services he/she will receive. This plan will follow your child from preschool to Kindergarten. Each elementary school is required to provide the services detailed on the IEP. Each elementary school has the same special education staff as ECELC which includes: Special Education Teachers, Physical Therapist, Occupation Therapist, Speech and Language Pathologists, School Psychologists, School Adjustment Counselors and Special Education Assistants. Your child will receive the same comprehensive, high quality special education services no matter which elementary school he/she attends.

Transition Activities

Each elementary school offers different transition activities which may include: popsicles with the principal, practice bus rides, orientations or other opportunities to tour the building and learn about school procedures. Please contact your child's elementary school to find out what offerings are available.

