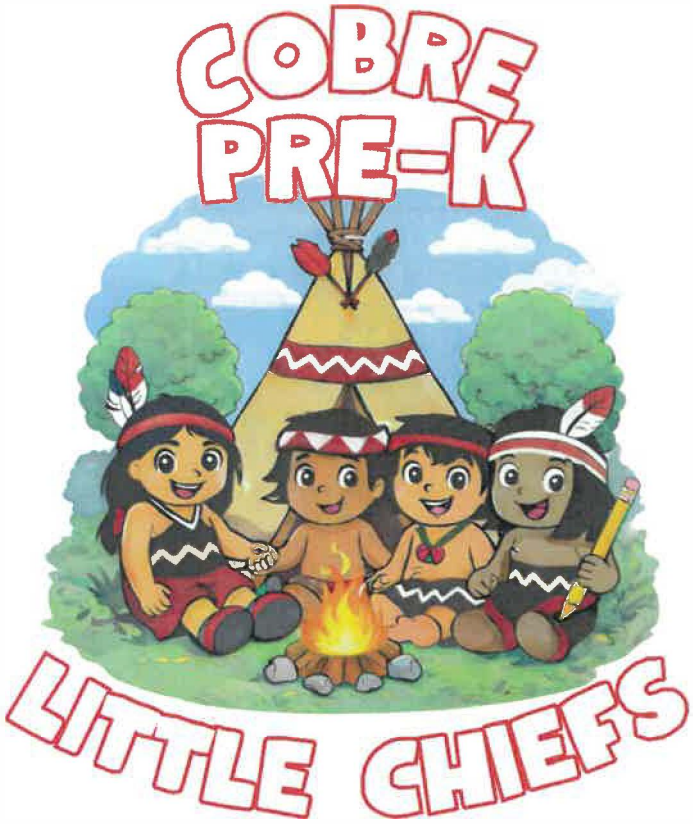
Cobre District Pre-K Program

Family Handbook

2026-2027



Approved by:
The Cobre Board of Education
on 7/20/2026

Pre-School Family Guidelines

Welcome to the Cobre Consolidated School District (CCSD) Pre-K Program! We are excited to partner with your family as your child begins this important and exciting journey. Starting school is a special milestone filled with new friendships, exciting discoveries, and meaningful learning experiences. Our dedicated Pre-K staff is committed to creating a safe, nurturing, and engaging environment where every child feels welcomed, valued, and encouraged to grow.

The CCSD Pre-K Program is a **full-day, mixed-age program** that follows the district calendar and daily schedule. Our program provides a high-quality early learning experience built around a child-centered curriculum where children learn best—through play, exploration, and hands-on experiences. Our classrooms foster curiosity, creativity, independence, and a lifelong love of learning.

We recognize that every child is unique. Our teachers intentionally plan learning experiences that build on each child's individual strengths, interests, and developmental needs, ensuring every student has the opportunity to reach their fullest potential academically, socially, emotionally, and physically.

Pre-K School Hours: **Monday–Thursday:** 7:50 a.m. – 3:30 p.m.

We look forward to partnering with you to make your child's Pre-K year a joyful, successful, and memorable experience!

Procedures for Recruitment, Enrollment and Attendance

Recruitment

Recruitment takes place throughout the school year. During the spring each elementary school holds an early registration for the upcoming school year. Flyers, radio, newspaper and the district's school reach are utilized to advertise for recruitment.

Enrollment

Enrollment is ongoing and held at each individual school site.

- **Eligibility:** Mixed Age Pre-K children must be three or four years old by 12am September 1st of the current school year. Pre-K children must be four years old by 12am September 1st of the current school year.
- **Birth Certificate**
- **Annual Well Child Check up & Dental Screening**
- **Immunization Record**
- **Proof of Residency**
- **Class Size:** Each Cobre Mixed Age Pre-K classroom has a maximum enrollment capacity of **16 students**. Once a classroom has reached its maximum capacity, any additional eligible students will be placed on a waiting list for their school attendance zone. If space is available at another Cobre Pre-K site while your child is on the waiting list, you may be offered enrollment at that location until an opening becomes available at

your home school. Acceptance of this temporary placement is optional; however, **families are responsible for providing transportation to and from the alternate school site**. If you choose to remain on the waiting list for your home school, your child will be offered the next available opening as space becomes available.

- **School Attendance**: School zones are established by the Board of Education. Students are encouraged to attend the school in whose zone they reside. Our Cobre Pre-K Program will support families to ensure their child attends regularly at least 85% of the time.

Family and Community Engagement

As families you are your child's first, long lasting, and most important teachers, advocates, and nurturers. Strong family engagement is central, not supplemental, to promoting children's healthy development and educational journey. This includes preparing children for school, social emotional and behavioral development. A strong partnership between families and school provides a seamless transition for children entering a school setting. Family engagement includes, but not limited to:

a. At least one home visit annually per child.
b. Three family/teacher conferences annually per child.
c. A minimum of four annual family engagement activities/events outside of classroom hours. Activities must relate to an Essential Indicator (EI).

The CCSD Pre-K program provides many opportunities to support this seamless transition. The district's open door policy provides families with the ability to be a true partner and advocate to be involved in many aspects of their child's education. The district welcomes and encourages families' input and presence in their child's classroom and educational experience. The district also extends opportunities for families to be involved in daily experiences and special events. Examples of these opportunities include but are not limited to:

- Parent Advocate Group
- Reading to Children
- Cooking with Children
- Parent Classroom Helper
- End of the Year Promotion Organizer
- Music for Children
- Movement Experiences for Children
- Science with Children
- Field Trip Organizer

Individual teachers will work closely and communicate with families to ensure they have all the support necessary to be successful in the engagement of their child's early education experience.

Required Parent/Family Involvement

To better bridge home and school, and to ensure all children and families are provided with the very best partnerships in their early educational experience, the following are required for all children and families participating in the Pre-K program:

- Provide all necessary paperwork for registration
- Collaborate a home visit once per year
- Complete the Ages and Stages Questionnaire during home visits
- Attend and participate in reviewing the educational goals during three (3) Family/Teacher Conferences: September, February, May
- If applicable, attend and participate in the IEP process and meetings

Family Resources

The Pre-K Program does offer resources to all families and children such as:

- Health screenings
- Social Emotional Support (If needed)
- Special Education Services (If needed)
- Parenting Classes (TBD)
- Family Resource Center (TBD)



Calendar of Family Engagement Events: Example



PROPOSED DATE	PARENT ENGAGEMENT ACTIVITY
July 25, 2026	Summer Fest / Pre-K Meet the Teacher
August 6,7,10 2026	Home Visits
August 11, 2026	Home Family Classroom Visit/Open House
September 2026	Pumpkin Patch Field Trip
September 2026	Homecoming Parade District Float
September 25, 2026	Family/Teacher Conferences BOY ECOT
October 14, 2026	Classroom Family Engagement Activity
October 28, 2026	Cobre District Trunk or Treat
October 2026	Red Ribbon Activity
November 2026	Reading/Literacy Night
November 2026	Veteran Day's Family Event
November 11, 2026	Classroom Family Engagement Activity
November 2026	Family Thanksgiving Lunch
December 09, 2026	Classroom Family Engagement Activity
December 2026	Cobre District Tree Lighting Event
December 2026	Winter Program
January 13, 2027	Classroom Family Engagement Activity
January 2027	STEM Night
February 5, 2027	Family/Teacher Conferences MOY ECOT
February 11, 2027	Valentine's Day Small Group Activities
February 24, 2027	Cobre District Pre-K 101 Day Small Group Activities

March 1-4, 2027	Pre-K Read-a-thon (Reading with Families)
March 4, 2027	Cobre Pre-K Field Trip (Play Sharity & StarMax)
March 17, 2027	St. Patrick's Day Family Engagement
March 25, 2027	Easter Family Engagement Activity
April 2027	Pre-K/Kindergarten Registration Family Event
April 2027	Kindergarten Transition
May 12, 2027	Classroom Family Engagement Activity
May 25, 2027	Pre-K Fun Day
May 26, 2027	Pre-K Promotion
May 27, 2027	Family/Teacher Conferences EOY ECOT

*Calendars are subject to change. Please check with individual school sites.

Attendance

Regular attendance is an important part of your child's success in Pre-K. Every school day provides valuable opportunities for children to build friendships, develop routines, and participate in hands-on learning experiences that cannot be fully replaced when they are absent. Establishing good attendance habits in Pre-K helps children develop a positive attitude toward school and prepares them for future academic success. We ask families to make every effort to have their child attend school every day unless they are ill or there is an unavoidable circumstance. In accordance with New Mexico Pre-K Standards, regular attendance is essential for your child's learning and success. If your child's attendance falls to **85% or below**, we will request a meeting with your family to discuss any challenges affecting attendance and work together to identify ways we can support your child's regular participation in school. Pre-K students will follow the attendance guidelines set forth for all elementary students.



Developmentally Appropriate Classroom Practices

The Developmentally Appropriate Practice (DAP) approach is utilized in teaching young children. This means that the approach to teaching is grounded in research on how young children develop and learn and in what is known about effective early education. This framework is designed to promote young children's optimal learning and development

Curriculum Model

The Cobre Consolidated School District (CCSD) PreK Program uses **PreK On My Way** by Scholastic as its core curriculum. PreK On My Way is a comprehensive, research-based early childhood curriculum that promotes learning through play, exploration, and meaningful interactions. The curriculum supports children's development in language and literacy, mathematics, science, social studies, social-emotional learning, physical development, and creative expression through engaging, hands-on experiences.

In addition to using **PreK On My Way**, our teachers intentionally incorporate the **New Mexico Early Learning Guidelines (NMELG)** into daily instruction. The NMELG provide a framework for supporting children's growth across all developmental domains and help ensure that learning experiences are developmentally appropriate, culturally responsive, and aligned with the skills children need to be successful in kindergarten and beyond. Teachers use the guidelines to plan engaging activities, observe children's progress, and individualize instruction to meet the unique strengths and needs of every child.

To strengthen early literacy skills, the CCSD Pre-K Program also implements **Heggerty Phonemic Awareness**, a research-based curriculum that provides daily, engaging lessons designed to build children's phonological and phonemic awareness. Through songs, movement, rhyming, listening activities, and sound play, children develop the foundational skills needed for reading success.

Together, **PreK On My Way**, the **New Mexico Early Learning Guidelines**, and **Heggerty Phonemic Awareness** provide a strong foundation for creating meaningful learning experiences that foster curiosity, confidence, independence, and a lifelong love of learning while preparing children for a successful transition to kindergarten.



Daily schedules are posted in each classroom, and have a variety of learning opportunities for your child. They include early literacy early math, and other readiness skills (songs, rhymes, oral language, alphabet knowledge, concepts of print, read aloud, vocabulary, uses number and counting as means for solving problems and determining quantity, rote count in sequence, names and identifies written numerals, recognizes, names, describes, compares, and creates familiar shapes). Daily schedules also include practice in social skills where kids are taught how to get along with others, follow directions, regulate one's emotions and behavior, solve conflicts, and individual empowerment. Children will be better prepared for kindergarten after experiencing daily opportunities to explore new concepts. Children learn about letters and numbers through games and real life experiences, such as cooking,

building, reading/sharing stories, books and songs. In this way children learn more than memorizing; they learn about language and writing through their own experiences.

The CCSD teaching staff will complete three annual assessments for each child and share all information with you at scheduled Parent/Teacher Conferences. The staff will follow the NM PED Preschool Authentic Observation, Documentation, and Curriculum Planning Process (AODCP). This data will help staff, as a team, to create goals for children and ensure that staff is meeting individual children's needs so they are better prepared for kindergarten and beyond.

The CCSD works with families to ensure all children's language needs are met. Teachers will determine the child's language needs based on observations and home visits with parents/guardians.

The district uses research based developmentally appropriate practices such as a print-rich environment to help children feel welcomed and encouraged. The stages of second language acquisition are used to plan appropriate activities and experiences for each child.

Procedures for Transportation of Children

Transportation Director, 575-537-4016



Transportation is available to ALL Pre-K students enrolled at Cloudcroft School District and who live in the district. Forms must be completed at registration. If your child rides the bus, please follow all rules to keep the bus running on schedule. Thank you!

- Each student will be picked up at their physical address and transported to their school.
- Please make arrangements with your child's bus attendant (bus aide) if there is a change in your normal bus routine, such as your child being absent or someone picking up your child when he/she normally rides the bus.
- Please have your child ready and waiting for the bus to arrive.
- At the end of the school day the bus will transport the students back to their physical addresses.
- Each child must be met by an adult at the drop-off time. If no adult is present, the child will be returned to their school. After repeated attempts to reach a parent or guardian, proper authorities will be contacted.
- For their safety, children are to remain seated with seat harnesses on.
- Teachers escort students to and from the bus on a daily basis.
- An attendance log will be kept as each student enters and exits the bus (this process will take place during pick-up and drop-off at home and school).
- Emergency cards are kept at the school and made available to the bus contractors.
- In case of school cancellation or delay, parents will be notified through the district school reach calling system
- Please no food or drinks on the bus.

Bus Accommodations:

The buses used for the Pre-K program have been retrofitted with harnesses that are age appropriate seat belts. This ensures the students' safety while they are transported to school and to their homes. The CCSD will follow Reentry Guidelines for Social Distancing for

transporting students.

Transportation Providers:

Montoya Transportation (575-538-1459) will provide transportation for all schools. This company employ experienced and qualified bus drivers and bus assistants. The company will ensure the students' safety and well-being. Safety precautions are of high priority for the bus drivers and bus assistants. The company conduct their own bus inspections as per regulations. Every year a bus is brought to the school and students and teachers receive bus safety rules/evacuations and regulations.

Inclusive Practices for Children with Diverse Abilities

Cobre Pre-K implements inclusive teaching and learning strategies with curricula and assessment designed and delivered to engage students in learning that is meaningful, relevant and accessible to all.

Culturally and Linguistically Responsive Policy

Cobre Pre-K supports the cultural and linguistic uniqueness of each child to support learning and development. Our program supports children's home language while supporting English language development.

a. **Validation** – the intentional and purposeful legitimatization of the home culture and language of the student.
b. **Affirmation** – the intentional and purposeful effort to reverse the negative stereotypes of non-mainstream cultures and languages portrayed in historical perspective.
c. **Building** – creating connections between the home culture and language and the school's culture and language through instruction for success in school and society.
d. **Bridging** – creating opportunities for increased engagement by utilizing appropriate cultural and linguistic aspects of the children in the classroom.

Promoting Social and Emotional Development

Cobre Pre-K supports children in understanding their emotions, developing social awareness, feeling and showing empathy for others, establishing healthy relationships, and making good decisions. Classrooms implement the Pyramid Model Framework and utilize visual supports, calming strategies, and self-regulation toolkits to teach children appropriate ways to express emotions, solve problems, and interact with others.

Guidance Policy

Cobre Pre-K maintains clear and consistent expectations while focusing on teaching appropriate behaviors rather than punishing inappropriate ones. Staff work to build trusting relationships with children and create classroom environments that promote success for all learners. Our teachers use developmentally appropriate, evidence-based practices to support children's social and emotional growth. Guidance is always consistent, respectful, and appropriate for each child's age and developmental level. Staff use positive reinforcement, redirection, modeling, visual supports, classroom routines, and social-emotional learning strategies to help children develop self-regulation and self-monitoring skills. **Suspension or expulsion is not used**

as a behavior management practice in our Pre-K program. When a child demonstrates persistent or challenging behaviors, our staff partner closely with families to identify the child's strengths, needs, and appropriate supports. Interventions are individualized and may include environmental modifications, changes to instructional practices, additional social-emotional supports, coaching, and collaboration with specialists. Families are actively involved throughout the process and are valued as essential partners in developing strategies that support their child's success.

Procedures for Developmental and Health Screenings

Cobre Pre-K ensures each Pre-K participant has a current health screening completed within 90 days from the date of enrollment, including:

a. Annual Well Child Check Up (Submit proof)
b. Dental Screening (Submit Proof)
c. Vision Screening (Provided by School Nurse)
d. Hearing Screening (Provided by School Nurse)



Screenings:

Students participating in the Cobre Consolidated School District Pre-K Program will be screened by the school nurse for vision, hearing, dental, physical, and height/weight during school hours. These screenings will be completed within three months from the date of enrollment. If there is an area of concern the nurse will send home a form which will give the parent information about the area(s) of concern found through the screening.

- **Information and immunizations:**
  - Before a child is registered for school an up-to-date immunization record is needed.
  - If a parent does NOT want their child to be immunized the parent is required to complete the NM State Conscientious Objector Form indicating the reason why the child is not immunized. This form is found at the following Link: https://nmhealth.org/publication/view/form/454/ . Parents are required to have it notarized and submitted to the State Department of Health for approval. This form is required to be resubmitted on an annual basis. Information is reported to the State Department of Health.

    All parents should know that there may be some children in the classroom or school who are not immunized for health or religious reasons.
- **Allergies/ Health History:**
  - Please notify the school nurse and the teacher of any food or other allergies and any health risks (asthma, seizures, etc.). If the child does have a food allergy, please bring in written physician confirmation of the allergy so that the cafeteria can make appropriate accommodations for the child.

- **Medications:**

- For a child's safety, please do not send any over -the-counter medications (cough drops, allergy medication) to school. If at all possible, it is encouraged to arrange medication administration at home. If this is not possible, over-the-counter medications may be administered at school with written consent signed by the parent and physician. The medication must be brought in by the parent and be labeled with the child's name and date of birth.
- Prescriptions Drugs will not be administered by school staff without a written consent (Medication Administration Form) signed by the parent and physician as required. The container of the prescription medication must be current and in the original pharmacy labeled container. The labeled container must be brought to the school by the parent or other responsible adult and delivered to office personnel for safe keeping.

- **Sick Child Policy:**
  - Regular school attendance is important, but a sick child needs to be at home getting well and to avoid exposure to other children and staff. If a child gets sick at school parents will be notified. ***Medicating the child before school may mask symptoms while the student is still contagious and may spread illness***.
  - If student is displaying symptoms of illness such as, cough, sore throat, runny nose- please bring your child to school and our school nurse will monitor symptoms and make the necessary recommendations.
  - **Children should be kept home for the following reasons:**
    - A temperature of 100.4° degrees or greater. Children should be fever free and not taking fever reducing medication to control symptoms, for 24 hours before returning to school
    - A doctor diagnosed strep infection. Please follow doctor orders.
    - Vomiting or persistent diarrhea during the night or in the morning before school.
    - A heavy, moist productive cough, chest congestion, or discolored nasal drainage.
    - Pinkeye (conjunctivitis) Follow doctor orders and have no visible redness or discharge before returning to school.

Please call the school to excuse the child if the child will not be attending school.
Please ensure that your phone numbers, address and emergency contact information is all up to date. If there is a change, please contact the school office immediately with the new information.

Developmental Screenings:

The Developmental Screener that will be utilized with all students is the Ages and Stages -3 and Ages and Stages- SE2. Pre-K requires all students will have a screening completed on them with in the first three months of attendance. All screening results will be shared with families.

Children who may have suspected developmental delays or special needs are encouraged to participate in the district's **Child Find** process. Child Find is designed to identify children who may benefit from additional evaluation and support and helps determine eligibility for special education services through the student's Individualized Education Program (IEP) team. If you have concerns about your child's development, we encourage you to contact the Cobre Consolidated School District Special Education Office at **(575) 537-4010** to schedule an appointment or learn more about the Child Find process.

Meals and Snacks

- Breakfast, and lunch are served throughout the day. Meals are prepared by the district food service staff which is cooked fresh every day and meet USDA requirements. All meals and snack are provided free for all children in the CCSD.
- Children are encouraged to eat and try the food that is prepared for them. All classrooms encourage family style dining. Children are also encouraged to sit with different friends and socialize with everyone. Students help prepare tables. Students wash their hands before meals and help pass out plates, utensils, napkins and drinks to all of their friends before meals are served. Teachers encourage independence and students assist with clean up.
- Parents who choose to send meals with their children are encouraged to send nutritious selections. Please collaborate with teachers in regards to refrigeration and heating of the meals.

Please notify the school nurse and the teacher of any food or other allergies and any health risks (asthma, seizures, etc.). If the child does have a food allergy, please bring in written physician confirmation of the allergy so that the cafeteria can make appropriate accommodations for the child.

Toilet Learning Policy

Our program recognizes that toilet learning is an important developmental milestone that occurs at different times for each child. We are committed to providing a supportive, respectful, and inclusive environment that promotes each child's success and works in partnership with families throughout the toilet learning process. Toilet learning is a collaborative process between the child, family, and educators. We believe that children learn best when they feel safe, supported, and not pressured. Our approach emphasizes positive guidance, consistency, and respect for each child's individual readiness and cultural background.

Partnership with Families

Families and teachers will communicate regularly about each child's progress and routines related to toilet learning. At enrollment or when toilet learning begins, families will be asked to share information about the child's cues, routines, words used for toileting, and any strategies that work well at home. Educators will use consistent language and routines between home

and school to support continuity for the child. The program will respect family preferences and cultural practices related to toilet learning whenever possible.

Classroom Practices

Teachers will observe children for signs of readiness, such as showing interest in the toilet, staying dry for longer periods, or expressing the need to use the bathroom. Toilet learning will be introduced in a calm, encouraging, and non-punitive manner. Accidents are expected and handled with sensitivity and understanding. Children will never be shamed, disciplined, or excluded from activities due to toileting accidents. Staff will assist children as needed, providing verbal encouragement and modeling appropriate hygiene practices (e.g., handwashing). The classroom will be equipped with child-sized toilets or adaptive equipment to promote independence and comfort.

Health, Safety, and Hygiene

Staff will follow health and safety guidelines for cleaning and sanitizing toileting areas and changing stations. Teachers will wear gloves and follow proper hygiene procedures when assisting with toileting or changing clothes.

Non-Discrimination and Enrollment

Our program complies with all federal, state, and local regulations prohibiting discrimination on the basis of toileting status. Children will not be denied enrollment, excluded from participation, or otherwise discriminated against because they are not toilet independent. We recognize that toileting is a developmental process and part of each child's individual growth. The program will make reasonable accommodations to support all children in the toilet learning process.

Family Communication and Support

* Regular updates about a child's progress will be shared through communication logs, conferences, or informal check-ins. Families may request guidance or resources from staff on strategies for toilet learning at home.

* **Collaboration between families and staff ensures consistency and promotes the child's confidence and success.**

Pre-K to Kindergarten Transition Plan

Our Pre-K to Kindergarten transition is designed to help students feel confident, excited, and ready for their next step in learning. We provide meaningful opportunities for children and families to become familiar with the kindergarten environment in a supportive and engaging way.

- As part of this transition, Pre-K students will visit kindergarten classrooms where they will meet the kindergarten teachers and explore their new learning spaces. During this visit, students will participate in a large group activity and then break into smaller groups to engage in hands-on learning alongside current kindergarten students. This experience allows Pre-K students to get a feel for daily routines, expectations, and what it means to be a kindergarten learner.

- Following the classroom visit, students will take a guided tour of the school. They will become familiar with important areas including art, music, the library, choir, social-emotional learning spaces, and the gym. This helps students feel comfortable navigating their new school environment.
- To further support a smooth transition, students will also have the opportunity to eat in the cafeteria with their elementary peers, giving them a chance to experience another important part of the school day.
- Families are an important part of this transition. Parents and guardians are invited to attend, learn more about the kindergarten program, and ask questions. Kindergarten registration will also take place during this event to ensure a seamless enrollment process.

Our goal is to create a positive and welcoming experience that builds excitement and confidence as students move from Pre-K to Kindergarten.

Thank you for choosing the Cobre Consolidated School District Pre-K Program! We are honored to be a part of your child's early learning journey and look forward to working together throughout the school year. We believe that open communication and a strong partnership between home and school are essential to every child's success. Please know that we are always here to answer questions, share celebrations, and support your family. Together, we will make this a fun, meaningful, and successful year filled with learning, growth, and wonderful memories.

Cobre Pre-K Team 2026-2027

Name	Position	Phone	Email
Cheryl Montes	Early Childhood Coordinator	575-537-4040	cromero@cobreschools.org
Angel Soliz	Hurley Pre-K Teacher	575-537-4060	ansoliz@cobreschools.org
Monica Lucero	Hurley Pre-K E.A.	575-537-4060	mlucero@cobreschools.org
Hannah Griffiths	Bayard Pre-K Teacher	575-537-4040	hgriffiths@cobreschools.org
Marianna Montes	Bayard Pre-K E.A	575-537-4040	mmontes@cobreschools.org
Natividad Urbina-Perez	Central Pre-K Teacher	575-537-4050	nurbinaperez@cobreschools.org
LaRayna Rodriguez	Central Pre-K E.A.	575-537-4050	lrodriguez@cobreschools.org
Amy Briceno	San Lorenzo Pre-K Teacher	575-537-4070	abriceno@cobreschools.org
Sophia Lopez	San Lorenzo Pre-K E.A.	575-537-4070	slopez@cobreschools.org