

2025-2026



STATE PRESCHOOL

Program Handbook

PREPARED BY
Placer County Office of Education
Early Childhood Education

PCOE
GOLD IN EDUCATION

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PLACER COUNTY BOARD OF EDUCATION



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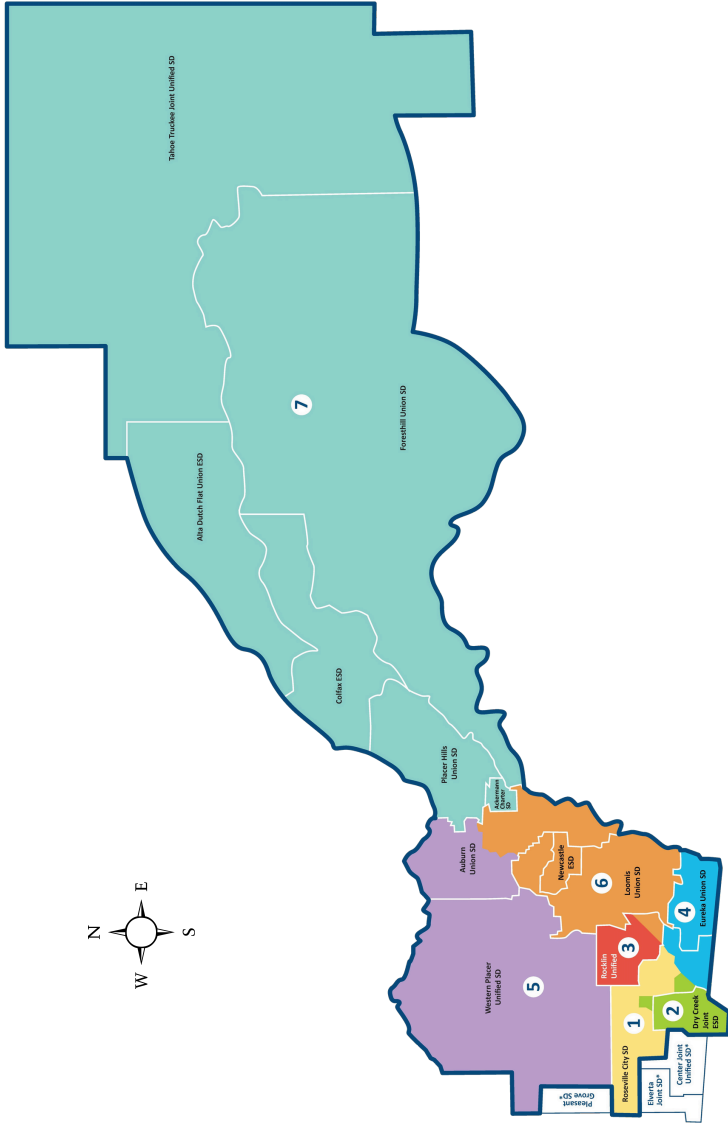
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TRUSTEE AREAS



INTRODUCTION

The Placer County Board of Education consists of seven members representing four geographic trustee areas throughout Placer County. They are an elected governing board that operates under the authority of the California Constitution, the Legislature, California Education Code, and the State Board of Education.

VISION

The vision of the Placer County Superintendent of Schools and Placer County Board of Education is to provide exemplary leadership and service to schools, parents, and the community as we work together to provide a globally competitive, comprehensive, rigorous, and relevant education to all students.

MISSION

The Placer County Superintendent of Schools works in collaboration with the Placer County Board of Education to provide leadership, accountability, resources, educational programs, and student services to the students and families of Placer County.

PCOE STATE PRESCHOOL MISSION

To serve as a model of early childhood excellence by ensuring young children are prepared for kindergarten.



OUR PROGRAM

Overview

Placer County Office of Education (PCOE) offers pre-kindergarten classes for four-year-old, three-year-old, and TK eligible children. The California State Preschool Program (CSPP) is for families who meet income eligibility requirements. Classes are operated for 3 hours per day or 6.5 hours per day, 175 days per year, following the academic calendar of the school where the class is located. Enrollment priorities follow State and Federal regulations. The sites are located at: Little Blue Schoolhouse, First Street School, Carlin C. Coppin Elementary, and Creekside Oaks Elementary in Lincoln, Kaseberg Elementary and Cirby Elementary in Roseville, Sierra College State Preschool in Rocklin, Rock Creek Elementary in Auburn, Colfax Elementary in Colfax, and Kings Beach Elementary in Kings Beach. An extended program (6.5 hours) is offered in collaboration with Head Start at First Street, Kaseberg, Rock Creek, and Kings Beach. Families must meet Head Start and CSPP eligibility requirements for the program; Head Start income guidelines are lower than CSPP income guidelines.

The centers provide quality early learning programs for young children and serve as learning laboratory training sites for Sierra College students pursuing education and training to work with young children and families.

College students, under the direction of the PCOE teaching staff and Sierra College Faculty, are closely supervised by the Site Supervisor. In addition, the centers are models of quality early childhood environments for students and the community.

Components of our model program include:

1. Highly qualified teaching staff.
 2. A research-based curriculum based on developmentally and culturally appropriate practices, which are supported by the child development profession.
 3. On-going observations and assessments of each child to meet their individual needs and interests.
 4. Formal and informal opportunities for parent participation through parent meetings, parent education, and social events.
 5. Annual comprehensive program reviews to evaluate and improve both instructional and service programs.
 6. Active participation with community agencies and organizations related to child and family issues and services.
- Parents are the child's first and most important teacher.

Days/Hours of Operation

The programs operate Monday through Friday. Please contact the site for hours of operation.

Daily Schedule

Our program includes time for individual, small, and large group experiences, gathering time, music and movement, language, science, art, math, dramatic play, block play, writing centers, and outside play. All activities are designed to help children be prepared for kindergarten.

Daily Schedule (may vary slightly from site to site)

8:00 a.m. to 9:10 a.m.	Greeting, Free Choice Centers
9:10 a.m. to 9:40 a.m.	(Art, Science, Math), Opening
9:40 a.m. to 10:40 a.m.	Gathering Time (Stories, Music,
10:40 a.m. to 11:00 a.m.	Movement)
	Wash Hands, Snack, and
	Nutrition
Full Day (Option)	Outside Gross Motor Activities,
11:00 - 3:00 pm	Art, and Science
	Closing Gathering
	(Language/Literacy)



Open Door Policy

Preschool parents are welcome any time and we encourage you to participate in daily activities whenever possible. If you plan on visiting for more than 10 minutes, Community Care Licensing requires a TB test, DTaP, MMR, and flu shot or waiver for volunteers who will be interacting with children. All volunteers are subject to a criminal record review and shall:

- (1) Obtain a California clearance or a criminal record exemptions as required by law or Department regulations or
- (2) Request a transfer of a criminal record clearance as specified in Section 101170(f) or
- (3) Request and be approved for a transfer of a criminal record exemption, as specified in Section 101170.1(r).

Group Sizes

Adult to child ratios are planned for in advance and followed for each age group based on the Title 5 regulations.

Preschool (36 Months to Kinder)

1 adult for every 8 preschoolers

No Religious Instruction or Worship

PCOE Preschool Programs do not include religious instruction or worship. Teachers will explain what the meanings of holidays are if the children ask directly for that information. Children will be referred back to their families for more information about religious aspects of holidays.

Non-Discrimination/Equal Access Clause

County Office programs, activities, and practices shall be free from unlawful discriminations based on race, color, ancestry, nationality, national origin, immigration status, ethnicity, ethnic group identification, age, religion, marital status, pregnancy or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual perceived characteristics.

PROGRAM PHILOSOPHY, GOALS, AND OBJECTIVES

We believe that learning for young children is an active process in which children learn best with hands-on experiences. We teach with the "whole child" in mind. This means that while we work on early literacy, math, and science activities, we also engage in activities including big muscle and small muscle movement, art, music, dramatic play, construction/blocks, water and sand play, and other activities. We work on all areas of a child's development.

We believe that our preschool program is enhanced by the involvement of parents. We view parents as the most significant adults in a child's life and their most important teachers. We recognize that grandparents, guardians, foster parents, or other family members may have responsibility/custody of a child. We use the term "parent" to represent any person who has guardianship of the children.

We believe that a child's optimal development depends greatly on how well school and home work together.

We believe in positive methods of discipline. The teachers create positive relationships with children and families, create supportive environments and proactively teach social/emotional skills to children. Teachers establish clear and appropriate expectations for behavior.



Inclusion Policy

PCOE's Preschool Programs value and welcome all children. Children are accepted into the CSPP as long as we are able to provide a program and atmosphere that meets the needs of the child and the other children enrolled. PCOE's CSPP will make reasonable accommodations for children with disabilities and special needs as described by the Americans with Disabilities Act (ADA), their Individualized Family Service Plan (IFSP), or Individualized Education Program (IEP).

Program Goals and Objectives

There are program focus areas required by the California Department of Education (CDE) for which we have specific program goals:

Desired Results Developmental Profile (DRDP)

The DRDP goal of the PCOE State Preschool Program is to ensure that each child is making progress in the domains of self and social development, language and literacy, English language development, cognitive development, mathematical development, physical development, and health.

- We use the DRDP tool to assess the development of children within sixty (60) days of enrollment and at least every six (6) months thereafter.
- Parent input is an important part of the assessment; parent observations/knowledge of their child is used to develop an individualized plan for each child.
- The DRDP is used to plan and conduct individualized activities for the children that are age and developmentally appropriate.
- DRDP information is shared with parents during parent/staff conferences.
- DRDP information will be provided to parents of children transitioning to public school, with parent permission this information can be transferred directly.
- A DRDP will be completed with accommodations and adaptations for any child with a disability and/or has an IEP.

WE STRIVE TO ACHIEVE THE FOLLOWING GOALS AND OBJECTIVES FOR EACH CHILD:

1. To encourage a positive self-concept and develop skills for building positive relationships with others.

2. To enhance perceptual, conceptual, and intellectual growth and development with manipulative games, puzzles, songs, and social interactions.
3. To instill a love of literature and proficiency in language by providing a supportive, relaxed, and rich atmosphere that encourages reaching and communication skills.
4. To encourage and provide for the development of motor skills and physical well being through a wide range of challenging equipment and planned motor activities.
5. To nurture creativity and imagination through art, dramatic play, puppetry, and music and movement.
6. To build an understanding and appreciation of one's own and other cultures by sharing literature, customs, and songs from various cultures and ethnic groups.
7. To help each child develop self-control and problem solving skills through discussion and role modeling.
8. To strengthen parent/child and family/school relationships through better understanding of child development principles and sharing of information.

The assessments are conducted by the teaching staff during the class time as children go about their regular activities. The DRDP is not a test. If you have any questions about the assessment process, please ask your child's teacher for more information.

Ages & Stages Questionnaire (ASQ)

Your child's first five years of life are so important, we want to help you provide the best start for them. As part of this service, we provide the Ages & Stages Questionnaires (ASQs) which screens and monitors your child's development across communication, gross motor, fine motor, problem-solving, personal-social, and social-emotional areas. Social-emotional development within the first few years of life prepares your child to be confident, trusting, curious, and able to develop positive relationships with others. Your child's positive social-emotional development forms a foundation for learning throughout life. We look forward to your participation in our program and partnering with you for our screening program.

Nutrition

The nutrition goal of the PCOE State Preschool Program is to provide nutritious, developmentally, and culturally appropriate meals/snacks for children during the time they are in CSPP that meet the Child and Adult Care Food Program requirements. Meals/snacks are prepared by the school district or PCOE staff.

- We serve meals family style and offer a variety of healthy food choices.
- We offer nutrition education and age- appropriate cooking activities for children.
- We have classroom gardens where we plant, grow, and eat the vegetables.

If your child has a food allergy, please provide a medical statement from your child's doctor and accommodations will be made. PCOE's CSPP does not serve peanut products; please do not bring any nuts into the classroom. Please do not send food, candy, or gum to school with your child.

Sweets & Treats Policy

All State Preschool Programs will not allow birthday, special occasion, or any other foods to be brought in from outside of the classroom due to the following reasons:

1. We have no control over the sanitation conditions under which the food is prepared.
2. There are children in class who may have a known or unknown food allergy.
3. Some parents may not be able to carry the expense.

Potluck Activities

With the exception of an end of year celebration, all potluck activities are to be scheduled outside of class time.

Parent Involvement

The parent involvement goal of the State Preschool Program is to implement the plan for Parent Involvement and Education.

- Parents receive an orientation that includes State Preschool Handbook and site specific information about the State Preschool Program.
- The Desired Results Parent Survey is distributed to parents, collected, and analyzed annually. The parent survey results are used to plan and conduct activities to help parents support their child's learning and development, to meet the family's needs, and are used as part of our annual self-evaluation process.
- We ensure that effective, two-way communication takes place between staff and parents on a regular basis throughout the year, through parent meetings, Learning Genie, parent conferences, telephone calls, and daily interactions with parents. Staff regularly shares information with parents about their child's progress.

The program goals and structure are shared with families and parents are fully informed of their rights. We have an open door policy; parents are welcome at any time and we encourage you to participate in the daily activities whenever possible. However, the California Department of Social Services Community Care Licensing requires a TB test, DTaP, MMR, and flu shot or waiver for parent volunteers. All volunteers are subject to a criminal record review and shall: (1) Obtain a California clearance or a criminal record exemption as required by law or Department regulations or (2) Request a transfer of a criminal record clearance as specified in Section 101170(f) or (3) Request and be approved for a transfer of a criminal record exemption, as specified in Section 101170.1(r).

- There are ongoing opportunities for parent education and involvement in the program and in their child's education including two individual parent conferences each year.

- Parents participate in developing, implementing, and evaluating Early Childhood Education Programs and Services through site parent advisory committees and our "Virtual Parent Advisory Committee" which advises PCOE on the children's program through email, Learning Genie, and telephone communications.

Volunteering - Why Get Involved?

Parents may participate in a variety of ways: volunteering in the classroom or assisting with special projects; attending Parent Advisory or Parent Education meetings or helping get supplies donated. If you have a special talent or interest that you could share with the children and staff, please let us know. Parents are always welcome to visit in the classroom at any time without notice. In addition, your involvement/participation is important because:

- It allows the opportunity for parents to work together with staff to make the program a harmonious, educational blend of home and school.
- It provides parents with an opportunity to learn more about child development.
- It is a time to learn and share information that can benefit the whole family.
- Children are proud to have their parent helping in the classroom.

By volunteering in the classroom you have an opportunity to observe your child in a group setting and gain new ideas to extend preschool experiences at home. You can work directly with children in the classroom or help prepare materials, set activities, assist in the kitchen, or help with special projects. The teachers will help direct you in your area of choice.



Outside the classroom you can volunteer hours in the following ways:

- Read to your child
- Attend parent meetings
- Share your special talents with children and other parents

Volunteer hours are greatly needed and appreciated. All volunteers' hours are documented. Although volunteering is not a requirement, it is an integral part of our program. It is a fun way to get involved with your child, other parents, and the preschool's staff.

Education Program

The child development and education goal of the State Preschool Program is to ensure that children are: socially and emotionally competent, are effective learners, develop physical and motor competence, and are safe and healthy.

- The program approach is developmentally, linguistically, and culturally appropriate, is inclusive of children with special needs and encourages respect for the feelings and rights of others.
- The program supports children's social and emotional development by building trust planning routines and transitions so they can occur in a timely, predictable, and unhurried manner and helping children develop emotional security and facility in social relationships.

- The program uses the California Teaching Pyramid approaches to promote positive relationships with children and families, provide supportive environments, teach social and emotional skills, and provide intensive interventions for children with challenging behaviors.
- The program provides for development of each child's cognitive and language skills by using various strategies including experimentation, inquiry, observation, play, and exploration, ensuring opportunities for creative self-expression through activities such as art, music, and movement. The program promotes interaction, language use, and supports literacy and numeracy development.
- The program promotes each child's physical development by providing sufficient time for indoor and outdoor space, equipment, materials, and guidelines for active play and movement.
- The program promotes and maintains practices that are healthy and safe.

Our overall educational approach follows the California Department of Education Preschool Learning Foundations and Curriculum Frameworks which include the knowledge and skills that will prepare children for kindergarten and describe how teachers can support children's learning through experiences that are developmentally appropriate, individually and culturally meaningful; intentionally planned and inclusive of children with disabilities or their special needs. We also individualize our curriculum drawing from the Creative Curriculum, Anti-Bias Curriculum, Montessori, The Project Approach, and Reggio Emilia inspired practices.

Community Involvement

The community involvement goal for the PCOE State Preschool Program is to reach out to the community and provide information regarding the services available.

- We provide information about and access to 211, a free, collaborative, online resources that includes 600 service providers in Placer County and 30,000 health articles.

- We solicit donations for goods and services that would benefit the children and families we serve.
- We use a variety of forms of communication for community involvement.

Staff Development

The staff development goal for the PCOE State Preschool Program is to recruit, hire, train, and retain a highly effective workforce with the appropriate permits.

- We have written job descriptions and new staff are provided an agency orientation and state preschool orientation so they can understand job duties.
- We have a procedure for written performance evaluations - annually for certificated staff and every two years for classified staff.
- Staff training needs are identified by the annual self-evaluation/agency annual report, supervisor observations, and staff self-identification of training needs/professional growth requests.
- Staff is provided pre-service training, in-service training, mentoring/coaching, and professional development opportunities on an ongoing bases.
- Our internal communication system includes email, telephone, and one-on-one and group face-to-face meetings to provide staff information they need to carry out their assigned duties.
- Staff is training annual on sexual harassment policy and harassment policy

We assist parents who want to learn how to become substitute teacher assistants in the classroom and/or go to school to learn how to become a preschool teacher. For more information, contact the Site Supervisor.

Program Self-Evaluation

The program self-evaluation goal for the PCOE State Preschool Program is to implement an annual self-evaluation plan that includes ongoing monitoring of the program to ensure that all program requirements are continuously met.

- We use the appropriate CDD tools to assess compliance.
- We gather program assessment information from parents, program staff, and Board members.
- We analyze all of the information gathered and make a plan to change/improve the program as needed.

We submit a summary of the findings of the program self-evaluation to CDE by June 1 of each year. Each year, we make any program modifications necessary for compliance and/or improvement that are identified during the self-evaluation. Each year the Placer County Board of Education is provided the results of the Program Self-Evaluation.



Health and Social Services

The Health and Social Services goal for the PCOE State Preschool Program is to provide health and social services information and resources to families.

- We identify health, social services, and other child/family needs at enrollment.
- We refer the child/family to appropriate agencies in the community based on child/family strengths and needs.
- We follow up to make sure that the needs of the child/family have been met.
- We provide a behavioral specialist to assist children and families with challenging issues that cause challenging behavior in the classroom that interferes with learning.

Our staff is available to help parents to access community resources throughout the year. Please ask any staff member for assistance. We can assist with services such as emergency food, applying for health insurance, or locating a doctor or dentist. PCOE also houses the First 5 Placer which has a variety of resources available throughout Placer County for children birth through age 5.

QUALIFYING, ENROLLING, AND CONTINUING IN THE PROGRAM

Eligibility for Services

To receive CSPP Head Start services, families shall meet eligibility criteria as specified below. In addition to meeting the eligibility requirement, to be eligible for services, the child's parents must live and/or work in the state of California. Evidence of a street address, post office address, income verification or declaration to live or work in California satisfies this requirement. The determination of eligibility shall be without regard to the immigration status of the child or the child's parent(s) unless the child or he child's parent(s) is under a final order of deportation from the United States Department of Homeland Security.

Child Admission Priorities

5% of preschool enrollment is set-aside for children with exceptional needs.

NOTES: Only the child in the family who has exceptional needs may be enrolled within this enrollment category.

For **95% of preschool enrollment** when an opening is available, we access the waiting list and contact families based on the following program Enrollment priorities:

First: Child is recipient of Child Protective Services or At-Risk of being neglected, abused or exploited.

Second: Once the needs set-aside is filled, child with exceptional needs from income eligible family. Prioritize based on income ranking order.

Third: Eligible children not enrolled in Transitional Kindergarten. Prioritize children with the lowest income ranking first.

If 2 or more children are within the same ranking prioritize dual language learners, then based on the child who has been on the waiting list for the longest time.

Fourth: Family income is not more than 15% above income threshold. Prioritize exceptional needs children, then 4 year olds, then 3 year olds. (limited to 10% of funded enrollment)

Fifth: Family resides in approved neighborhood school boundary. Prioritize based on income ranking order.

Sixth: Children enrolling in CSPP to provide expanded learning & care to Transitional Kindergarten or Kindergarten pupils (must meet an eligibility criteria)

Families screened & selected for potential enrollment from the waiting list will be asked to complete the orientation process, and submit documentation to verify eligibility for services.

All families enrolled or beginning services on or after July 1, 2023 shall receive 24 months of eligibility as described in the directive below.

- Three- and four-year-old children are eligible for CSPP services if the child has exceptional needs, as defined in the California Education Code (EC) Section 8205.
 - Only the children in the family who are children with exceptional needs may be enrolled under this eligibility criteria. Any other child in the family without exceptional needs may be enrolled pursuant to any of the eligibility criteria.

Admission Requirements

1. Completion of application
2. Verification of income
3. Verification of family size (e.g., birth certificate(s), court orders, guardianship, foster placement, etc...)

4. Current TB test or waiver and any special information regarding the health of the child at the time of enrollment or within 30 calendar days
5. Verification of up-to-date immunizations
6. Emergency medical treatment authorization and emergency form
7. Custody documentation
8. Proof of residence

All paperwork must be completed before the child's first day of attendance. No child will be allowed into the program until the data file is completed and the immunizations are complete and up to date. The data file must be completed and kept current at all times. After eligibility has been determined, a Notice of Action (NOA) will be given (or sent) to the parent informing them of their child's admission into State Preschool. Eligibility will be certified no more than one hundred twenty (120) calendar days prior to the first day of the beginning of the new school year.

Enrolling Families

PCOE enrolls families from a waiting list known as the CEL - Childcare Eligibility List. Families are ranked according to Admission Priorities. Families are selected starting with the lowest ranked. Families who are not on the CEL and walk in for services are ranked and placed on the CEL. If all families on the CEL have been exhausted, walk-in applications/enrollments can be taken.

When there is space available, families are notified by telephone and email. If we are unable to reach you by telephone or email, we will mail you a letter. If you do not respond to the letter within two (2) weeks, you will be taken off the CEL.

Families will make an appointment to meet with a staff person who will assist the family in completing the eligibility application. Before your eligibility appointment, PCOE staff will contact you by telephone and/or mail and tell you exactly

what you need to bring based on your particular circumstances. Families will need to bring: income verification (such as pay stubs), proof of residence, and verification of family size (such as birth certificates for each child under age 18 and/or any guardianship documentation).

When the application is complete and signed by the parent/guardian and all required documentation is submitted, staff will certify the application and issue a Notice of Action either approving or denying State Preschool services within 30 days. If the services are denied, the specific reason will be noted and the family has the right to appeal the decision.

Release of Authorization

A resource specialist will request:

- A release authorizing the contractor to contact the employer(s), to the extent know, that includes the employer's name, address, telephone number, and usual business hours; and
- Payroll check stubs, an independently drafter letter from the employer, or other record of wages issued by the employer from either month of the two-month window immediately preceding the initial certification, or the recertification of eligibility for ongoing services.

Dual Language Learners

1. PCOE must determine dual language learner status for every child enrolled in CSPP. During enrollment the resource specialist will conduct the Family Language Instrument to determine dual language learner status.

Notice of Action (NOA)

A Notice of Action (NOA) is a document issued when family certification is complete, recertification is completed, there are changes that impact eligibility, or the family is terminated from the program for any reason. Families are certified for twenty-four (24) months and are not required to provide any additional information during that time.

The Family's Right to Voluntarily Report Changes (5 CCR 17756)

A family may, at any time, voluntarily request a change in their certified schedule, and shall provide applicable supporting documentation for the requested change (such as court documents).

Recertification

After initial certification and enrollment, families shall be recertified for services by PCOE no later than 50 calendar days following the last day of the 24-month certification period, which starts the day the PCOE resource specialist signed the last application for services.

In order to recertify families, PCOE's resource specialist shall notify the parent in writing in the final 30 days of the 24-month certification period, which starts with the day the PCOE resource specialist signed the last application for services.

PCOE, in written notification, shall inform families of all of the following:

1. The requirement that the family must be certified in order to continue receiving services;
2. The date that the recertification must be completed by;
3. The recertification appointment date, which can be no earlier than one day following the last day of the 24-month certification period;

4. Information about the recertification process;
5. Information/documentation needed for the recertification appointment; and
6. A telephone contract number and an optional email address in the event the parent may have any questions regarding the recertification process.

PCOE shall recertify or deny each family's/child's eligibility and need for early learning and care services after reviewing the completed application and documentation contained in the family data file and issue a Notice of Action to recertify eligibility for services or disenroll the family.

When a family is recertified as income eligible, PCOE shall at the same time provide notice to the family of the requirement to report if their income exceeds the income threshold, as provided in 5 CCR 17755.

(§) 17819.5. Abandonment of Care

When the family has not been in communication with PCOE for seven consecutive calendar days and has notified PCOE of the reason the family is not using services, PCOE will contact the family using the contact information on file. PCOE shall attempt to contact the parent through a variety of communication methods. At least one communication attempt shall be in writing, which may be through electronic methods. PCOE shall keep documentation of all communication attempts, including a copy of all written communication, in the family data file. PCOE shall inform the parent in these communications that failure to communicate with PCOE may result in termination of preschool services. PCOE shall issue a notice of action to disenroll the family on the basis of abandonment of care when there has been no communication with PCOE for a total of 30 consecutive calendar days.

Termination of Services

When it is necessary to dis-enroll a family, a termination NOA will be sent to the parent advising them of the termination and the reason for termination. Reasons include but are not limited to:

1. Eligibility requirements not met
2. Over income threshold
3. Child not age-eligible
4. Non-compliance with PCOE Policies
5. Non-compliance with State Regulations
6. Non-payment of Family Fees
7. Fraud
8. Parent withdrawal
9. Failure to recertify
10. Abusive behaviors and/or verbal threats by parents toward staff or other parents and children
11. Abandonment of care and/or failure to adhere to policies and procedures

ECE Wellness Team

PCOE has a newly established collaborative Wellness Team that works together with our CSPP sites and community resources to promote the health and wellness of children as it primarily relates to behavior and mental health. Included in this support may be direct services provided and resources shared with children and their families in Placer County. Families can expect to see the members of this team in and out of your child's classrooms.

Behavior Policy

Our goal in the PCOE State Preschool Program is to help children develop positive social skills that help move them toward lifelong success. We recognize that children succeed best when the staff, parents, and children work together. The preschool program provides for the well-being and safety of each child by helping children understand the effects of their behavior and helping children become skilled at making positive choices through the implementation of developmentally appropriate child guidance classroom procedures.

Our PCOE State Preschool Program implements the Teaching Pyramid approach, which is a tiered approach of evidence-based practices that promotes healthy social-emotional development for all children, prevents challenging behaviors, and intervenes to address individual persistent problematic behaviors through intensive interventions. Teaching Pyramid was originally developed by the Center on the Social Emotional Foundations in Early Learning (CSEFEL), authorized by the California Department of Education (CDE), and is aligned with California's Early Learning and Development System.

Policies to Prevent Suspension, Expulsion and Denial of Services to Preschool Children (EC 8489 and 8489.1)

1. Except as authorized by paragraph (3) below, a CSPP program shall not do either of the following:
 - a. Expel or unenroll a child because of a child's behavior.
 - b. Persuade or encourage a child's parents or legal guardians to voluntarily unenroll from the program due to a child's behavior.
2. If a child exhibits persistent and serious behaviors, the program shall expeditiously pursue and document reasonable steps, including, but not limited to:

a. Consulting with the child's parents or legal guardians and teacher, and, if available, engaging an early childhood mental health consultant, to maintain the child's safe participation in the program.

b. The program shall inform the parents or legal guardians of a child exhibiting persistent and serious behaviors of the process described in this section in writing, including a description of the behaviors and the program's plan for maintaining the child's safe participation in the program.

c. If the child has an individualized family service plan or individualized education program, the program, with written parental consent, shall:

i. Contact the agency responsible for the individualized family service plan or individualized education program to seek consultation on serving the child

ii. The program shall consider, if appropriate, completing a comprehensive screening to identify the needs of the child, including, but not limited to, screening the child's social and emotional development, referring the child's parents or legal guardians to community resources, and implementing behavior supports within the program.

d. If a program has expeditiously pursued and documented reasonable steps to maintain the child's safe participation in the program and determines, in consultation with the parents or legal guardians of the child, the child's teacher, and, if applicable, the local agency responsible for implementing the federal Individuals with Disabilities Education Act (20 USC 1400 et seq.), that the child's continued enrollment would present a serious safety threat to the child or other enrolled children, it shall refer the parents or legal guardians to other potentially appropriate placements, the local childcare resource and referral agency, or other referral service available in the local community, and, to the greatest extent possible, support direction transition to a more appropriate placement. The program may then unenroll the child.

3. A program shall have up to 180 days to complete the process described in paragraph (2).

4. Except as provided in paragraphs (5), (6), and (7) below, a program shall not do either of the following:

a. Suspend a child due to a child's behavior.

b. Encourage or persuade a child's parents or legal guardians to prematurely pick up a child due to a child's behavior before the program day ends.

5. Suspensions shall only be used as a last resort in extraordinary circumstances when there is a serious safety threat that cannot be reduced or eliminated without removal. To the greatest extent possible, a program shall endeavor to ensure the full participation of enrolled children in all program activities.

6. Before a program determines that suspension is necessary, the program shall collaborate with the child's parents or legal guardians and use appropriate community resources, as needed, to determine no other reasonable option is appropriate, and provide written notice to the child's parents or legal guardians pursuant to paragraph (9).

7. If suspension is deemed necessary, a program shall help the child return to full participation in all program activities as quickly as possible while ensuring child safety by doing all of the following:

a. Continuing to engage with the parents or legal guardians and continuing to use appropriate community resources.

b. Developing a written plan to document the action and supports needed.

c. Providing referrals to appropriate community services.

d. If the child has an individualized family service plan or individualized education program, the program, with written parental consent, shall contact the agency responsible for the individualized family service plan or individualized education program to seek consultation on serving the child.

8. Upon enrollment of a child, a program shall notify the child's parents or legal guardians of the limitations on disenrollment, including expulsion and suspension of the limitations on disenrollment, including expulsion and suspension provided in this section. This notification shall be in writing and shall inform parents on how they may file an appeal to the department in the event of the expulsion or suspension of a child.

9. In the event a program suspends or expels a child, the program shall issue the child's parent or guardian a written "Notice of Action, Recipient of Services," as described in Section 17783 of 5 CCR, with the exception that the effective date of the action may be no less than 24 hours after service of the notice. The agency shall, at the same time, inform the parent or guardian in writing of their right to file an appeal of the action directly with the department no later than 14 calendar days after receipt of the notice. Because the action to suspend or expel a child involves persistent and serious behaviors that impact the safety of children, the program is not required to allow the child to receive services during the appeal.

Appeals Process

If a parent disagrees with a proposed action issued through a Notice of Action (NOA) the parent has the right to appeal and request a hearing. A parent may file a request for a hearing with PCOE Early Childhood Education within fourteen (14) calendar days of the date the NOA was received. Requests can be made in writing, fax or email.

Preschool services will continue during the appeal process; however, if a parent's appeal is denied, or they abandon the appeal, the change or termination indicated in the NOA is effective immediately. The review is complete when the appeal process has been exhausted or when the parent abandons the appeal.

Within ten (10) calendar days following the receipt of the request for a hearing, the PCOE Early Childhood Education Appeals Coordinator will notify the parent of the time and place of the hearing. Parents have the right to have an Authorized Representative attend the hearing on behalf of or with the parent. This can be a relative, friend, or other spokesperson of their choice. If the parent has an Authorized Representative who attend the hearing, the parent is not required to attend the hearing. The Appeals Coordinator will act as the Hearing Officer.

The parent, or an Authorized Representative, is required to attend the hearing. Failure to appear will result in abandonment of the appeal. PCOE will arrange for an interpreter at the hearing if requested by the parent. PCOE offers appeal hearings in person and via telephone. Should the parent request a telephone hearing, PCOE ensures confidentiality by calling the parent or Authorized Representative to verify identity. PCOE may ask for other identifying information to verify that the correct person is on the telephone.

The Appeals Coordinator will explain to the parent(s) PCOE's reasons for the intended action indicated on the NOA. During the hearing, parent(s) will have an opportunity to explain the reason(s) that they believe PCOE's decision was incorrect. PCOE staff will present any material facts omitted by the parent(s). The Appeals Coordinator staff will mail to the parent(s) a written decision within ten (10) calendar days after the hearing.

If the parent disagrees with the written decision from the Appeals Coordinator, the parent has fourteen (14) calendar days in which to appeal to the Child Development Division of the State Department of Education, 560 J Street, Room 220, Sacramento, CA 95814. If this appeal is not submitted within fourteen (14) calendar days, the appeal will be considered abandoned and PCOE Early Childhood Education will implement the intended action.

The parent shall specify in the appeal request the reason(s) why he/she believes the original decision was incorrect. A copy of the NOA and the decision of the Appeals Coordinator shall be submitted by the parent(s) with the appeal request. The Child Development Division may request copies of the basic data file and other relevant materials from the contractor. They may conduct any investigations, interviews, or mediation necessary to resolve the appeal. CDD shall mail or deliver to the parent(s) and to PCOE their written decision within thirty (30) calendar days after receipt of the appeal request. The decision of the Child Development Division is final and shall be implemented immediately upon receipt.

CLASSROOM POLICIES



Sign-In/Sign-Out Sheets

You are responsible for signing your child in and out each day. Only an adult (18 years or older) may assume this responsibility. A full legal signature is required for auditing purposes. Please help us by arriving on time. The children need to become familiar with our daily routine. They feel and do much better if they can rely on a regular, predictable schedule. The staff also can proceed with their wonderful activities, confident in knowing that all of the children are present.

Attendance

Your child will benefit the most from their preschool experience by attending consistently. In addition, we are required to maintain a specific level of daily attendance for the PCOE State Preschool Program. Once enrolled, it is expected that your child attend five (5) days a week, unless your child has an excused absence.

The following absences are excused:

- Illness or quarantine of the child;
- Illness or quarantine of the parent;
- Family emergency (e.g., illness of a family member, unexpected car trouble, impassable roads, etc...);
- Court ordered visitation;
- An absence that is clearly in the best interest of the child (e.g., medical appointments, visiting grandparents, etc...)
*not to exceed ten (10) days per school year

In order to protect the health of all children, your child will be checked on a daily basis of signs of illness. If your child shows signs of illness (e.g., green, runny nose, fever, etc...) you will be asked to take them home.

Unexcused absences include any absence that is not previously listed.

All absences must be reported to your child's teacher as soon as possible. Please call the site as soon as possible if you know that your child will be absent. The specific category for absence must be written for each day and there must be a signature for each day that your child was absent on the sign-in sheet upon return.

Inconsistent attendance at the State Preschool Program may result in your child being dropped from the program. Should the situation arise where a child has not attended for twenty (20) consecutive school days, and we are unable to reach a parent (or other adult responsible for the child) to verify the absence, it will be assumed the child has abandoned the program and a termination NOA will be sent to the address on file.

Holiday Policy

Birthdays, Holidays, and Celebrations are a part of the varied customs, traditions and cultures in our world. Nevertheless, no religious aspect of a holiday will be celebrated at school. There are holidays that may be unique to your ethnic background and/or culture that our staff may not be aware of or do not have adequate knowledge and understanding of. We invite and encourage you to share these with your child's teacher.

Immunization Requirements

Prior to admission to our PCOE State Preschool Programs, children’s immunizations must be up to date.

Immunization Exemptions

All new medical exemptions for school and child care entry must be issued through CAIR-ME. Parents and physicians can register and create an account in CAIR-ME at any time. Once registered, parents can log in to CAIR-ME to request a medical exemption. Parents take the exemption request number to their child’s physician who can log in to CAIR-ME to issue the exemption. Once the exemption is issued, the physician prints the two-page form and provides a copy to the parents to give to their child’s school or child care facility.

<https://cair.cdph.ca.gov/exemptions/home>



Medical Assessment

Prior to or within thirty (30) calendar days following enrollment, the parent will obtain a licensed physician's written medical assessment (physical examination) of the child. The assessment must be less than one year old.

Daily Health Screening & Exclusion

In order to help prevent the spread of children's diseases, licensing requires that each child receive a daily health check upon arrival at the center. No child shall be accepted without contact between center staff and the person bringing the child to the center. The person bringing the child to the center must remain until the health check has been completed and the child is accepted.

Children will be excluded from the center if:

1. Gastro-intestinal nausea, vomiting, diarrhea, abdominal pain within the last 24 hours
2. Throat and neck redness, spots, sore throat, infected tonsils, swollen glands
3. Eyes discharge and/or redness
4. Skin rashes, spots, eruptions, etc.
5. Hair lice/nits, infected areas on scalp
6. Nose and ears discharge with symptoms such as fever, coughing or other symptoms
7. Temperature fever over 100 degrees F within the last 24 hours

Illness Policy

Children who are ill will not benefit from our program and can expose others to illness. We ask that children who are ill be kept at home until they are fully recovered.

Keep your child at home if they have a fever or have had one during the previous 24- hours, or has a communicable disease. Children should not come to school if they show signs of illness.

Elevated temperature, vomiting, diarrhea, rash, extreme crankiness, fatigue, fussiness, loss of appetite, yellowish or green cloudy mucous from nose and/or crusty eyes should be considered symptoms of illness and children should be kept at home.

Children who are dropped off ill or who become ill while at the preschool will be isolated from other children, and parents will be notified to pick up their child immediately.

If a child is well enough to attend school then they are well enough to play outdoors and engage in a full schedule of activities! Thank you for your cooperation.

A child who may seem tired, stressed-out, or just not their normal self, may benefit from a day of rest at home. We may call you to come and get your child if we feel this may be the case.

All absences must be reported as soon as possible. Please call and write in the specific reason for your child's absence on the sign-in sheet upon their return. We MUST have documentation of all absences in your child's file.

Please notify the center if your child has contracted one of the common communicable diseases such as ringworm, head lice, impetigo, chicken pox, pink eye, etc. With your cooperation, we can notify other parents of symptoms to watch for and perhaps avoid large, center-wide outbreaks!

Medication Policy

We do not administer medications unless special arrangements have been made with the Site Supervisor and approved by the Early Learning Director. If your child requires,

for example; an EPI-pen, medications, etc., a medical plan by the PCOE nurse must be in place before your child can start class.

First Aid and Medical Emergencies



In case of a minor emergency, such as small cuts, bruises, sprains, or bumps, we will take appropriate steps in treating the injury. An Incident/Injury Report explaining when, where, and how the accident happened and what treatment was administered will be completed and signed by us, by the parent, and kept in the child's file in the office. A copy will also be provided to the parent. We are all trained in First aid. In the event of a medical or dental emergency we will contact 911 first, we will provide emergency First Aid and when the child is stabilized we will contact the parent. If the parent cannot be reached, the emergency contact person will be called immediately. In the unlikely event neither is available, the child will be cared for and transported by the emergency team in compliance with the medical authorization form previously filled out by the parent upon enrollment and accompanied by a staff member.

Parents must keep emergency information updated throughout the school year.

Lead Poisoning Prevention

Currently, there is no known safe level of lead in the body. It is important for parents to become aware and knowledgeable about lead poisoning and preventative measures.

Lead poisoning can potentially become a serious illness that can cause various health concerns in children such as:

- Anemia
- Decreases in intelligence quotient (IQ)
- Behavioral problems
- Decreased auditory function
- Slowed growth

It is important for parents to understand preventative measures by:

Knowing the sources of lead exposure such as:

- Interior/exterior paint
- Soil
- Drinking water (e.g. private well)
- Folk remedies
- Parental occupations (e.g., construction, plumbing, battery manufacturing)

Proper nutrition such as:

- Calcium rich foods (e.g., milk, yogurt, cheese, leafy green vegetables)
- Vitamin C foods (e.g., fruits and vegetables)
- Iron rich foods (e.g., red meats, beans, iron fortified)

Early and Periodic Screening, Diagnostic and Treatment (EPSDT), states that children should undergo clinical diagnosis and assessments that would account for a blood lead level (BLL) count during 12 and 24 months of age in order to measure lead toxicity. Assessments should be given to children at six and nine months of age and thereon after up to the age of six years old.

If a BLL count is $\geq 5 \mu\text{g}/\text{dL}$, treatment should be followed upon physician's instructions in order to eliminate lead toxicity. Local public health officials may also assist in finding any lead exposure in surrounding areas of the child's residence for any hazards.

Head Lice Policies

Children with "live bugs"

- Parents/guardians will be called and asked to pick up their child
- Educational materials (A Parent's Guide to Head Lice brochure) will be given to the family

- If the child has been treated (combination of treatment and nit combing), they may return to class, if free of “live bugs”

Children with “nits”

- Parents/guardians will be notified when they pick up their child (at the end of class)
- Educational materials (A Parent’s Guide to Head Lice brochure) will be given to the family
- If the child has been treated (combination of treatment and nit combing), they may return to class the next day if child is free of “live bugs”

Chronic Cases

- If a child is found repeatedly infested with head lice for six (6) consecutive weeks or in three separate months of the school year, the child is deemed to have “chronic” head lice
- The Site Supervisor will work with the family and the health department to resolve the family's struggles with head lice

Toilet Learning

- A child does not have to be “toilet trained” to attend PCOE State Preschools
- A parent will not be called to come change a child (unless requested by parent)
- Staff will work with a child on wiping themselves
- No child may come to preschool in diapers or disposable training pants*

* If IEP says child must wear diaper/disposable training pants, this is allowed

- All children must wear underwear and have 3 to 4 changes of clothing on site during “toilet learning” period
- Staff will walk children through how to change themselves. If a child cannot change themselves, staff will ask “do you need help?” or “can I help you?”
- Staff will use gloves and wipes to help clean a child who has had a toilet “accident”

- Staff will work with parents to use the “same words at home as in school” for “toilet learning”
- All preschool sites will keep a supply of new/or clean underwear on hand for emergencies

Nutrition Policies



PCOE 's first priority in the classrooms is the health and safety of each of the children.

Because peanut allergies are life threatening to those children who have peanut allergies, PCOE has a policy of no nut products in the classroom. We ask that those staff and parents who are not allergic to peanut products enjoy them at home. Because young children cannot always tell which nuts are peanuts, please do not bring any nuts into the classroom.

Any child with a food allergy severe enough to warrant the use of an EPI pen means the food allergy is life threatening and PCOE must have documentation on file from the child's physician. The PCOE nurse will be contacted to train all site staff on the use of the EPI pen and compose a medical plan for the child. The medical plan must be on file prior to the student's first day of school.

PCOE does not allow families to bring food into the classroom. This includes homemade and store bought food.

Nondiscrimination Statement/USDA Programs

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the agency (state or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form (AD-3027), found online at:

http://www.ascr.usda.gov/complaint_filing_cust.html and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

1. Mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250
2. Fax: 202.690.7442 or
3. E-mail: program.intake@usda.gov

This institution is an equal opportunity provider.

Food Allergies

If your child has a food allergy, please let your child's teacher know so accommodations can be made. We require a physician statement describing what the allergy is and what food can replace it.

Rest Period

Children enrolled in the PCOE State Preschool Program who attend class longer than 6 hours per day will be given the opportunity for rest during scheduled "rest period."

Release of Children

Children will only be released to parents/legal guardians (except where prohibited by state child care law or court order) and to those persons whose names are listed on the child's Emergency Information Form if they are over 18 years old and present an I.D.

Late Pick-Ups

It is your responsibility to ensure that your child be picked up at the end of the program day. If you find that you will be late, you are required to make arrangements for an authorized adult to pick-up your child and to notify the teacher regarding the change of time and person. Please be considerate of our teaching staff.

Transportation Arrangements

The PCOE State Preschool Program does not provide transportation to or from the Preschool site. Families are expected to arrange for adequate transportation for their children to ensure they are dropped off and picked up on time.

Children after Closing Time

If, after site personnel have exhausted all known means to locate you or a responsible party to come for your child, and no one can be located after half an hour of closing time of the center, Child Protective Services will be called for assistance. Either site personnel or CPS will call law enforcement. If a child needs to be taken into protective custody and removed from the site, only a peace officer can do that, but they may turn the child over to CPS for further action. Please help us avoid this action by picking up your children on time.

Clothing

Please dress children in washable, comfortable clothing that is easily managed by them and allows them to participate in messy, energetic activities. Label all clothing and have an extra set of labeled clothing at school.

Since the children climb on many outdoor play structures and may go on walks, we suggest that your child wear shoes with flexible, non-skid soles such as sneakers. Flip flops, party shoes, cowboy boots are not appropriate for the busy days at the school.

Personal Toys

We welcome books that your child may wish to share as well as any bugs, flowers, or other assorted nature objects that can be left at school for several days. However, we ask that all toys or small "collectibles" be left at home. Also, please do not send candy, gum, or money with your child. At no time are toy guns or weapons allowed at the center.

Children with Special Needs

Sometimes a child may have a need that requires special attention. The staff is prepared to do their best to help provide that service. A special need is anything that delays or blocks a child's growth and development. The earlier a special need is identified, the sooner the child and his/her family can be connected to the appropriate support services. Our staff is available to assist families in having their child evaluated to determine any special need and secure any assistance that may be needed. Speech, muscle coordination and socialization delays are often served in our centers. Some behavioral and learning delays may require outside support and assistance.

Smoking/Alcohol Policy

Smoking is not allowed on the center's premises or on school field trips. The consumption of alcoholic beverages is not allowed on the center grounds or at any center-sponsored function.

Weapons

Guns, knives or any other weapons are not permitted on the center grounds or at any center-sponsored function (with the exception of law enforcement).

Should you have any questions, concerns or suggestions about any aspect of our program, please feel free to talk with the Site Supervisor, the Director of Early Learning, or the Assistant Superintendent at any time. We look forward to having a wonderful and educational experience with you and your child.

Confidentiality of Records

The use or disclosure of information maintained in the Family or provider's file will be limited to PCOE Early Childhood Education staff and authorized representatives of the funding sources or, in the event of a licensing investigation, Community Care Licensing. Information may also be shared with Placer County Department of Health and Human Services in the case of CalWORKs families or a Child Protective Service Investigation. The disclosure of all information pertaining to the children and his/her family will be limited to purposes directly connected with the administration of the program.

- Families are required to sign and submit a Universal Release of Information Form
- Children/Family information shall not be released without prior written approval of the parent/guardian, unless a court ordered subpoena is issued to PCOE
- Clients or their authorized representative may review the basic data file at reasonable times and places upon request

Program Complaints

Families that wish to file a complaint regarding the PCOE State Preschool Program have the following options:

- Complete a Uniform Complain Form
 - Uniform Complaint Procedure: Complaints of unlawful discrimination and alleged violations of federal or state laws, or regulations governing educational programs may be addressed by filing a complaint using the Uniform Complaint Form. Forms are mailed annually to parents or are available anytime by contacting our office.
- Contact the Site Supervisor at the respective preschool site
- Contact the Director of Early Learning, Teresa Dawson-Roberts at (530)745-1303 or tdawson-roberts@placercoe.org
- Contact Department of Social Services Licensing Agency:
Community Care Licensing
9835 Goethe Road
Suite 100
Sacramento, CA 95827
Phone: (916)263-4700

Rights of Licensing Agency

The Department of Social Services licensing department under the authority to inspect specified in the Health and Safety Code Sections 1596.852, 1596.853 and 1596.8535 has the authority to interview children attending the Childcare Center or staff without prior consent (Title, 22, Division 12, Chapter 1, 101200 (b) (c)). This authority includes the right to inspect, audit, and copy child or child care center records upon demand during normal business hours.

Equal Access Childcare Center

PCOE is committed to the full inclusion of all individuals and remaining compliant with the American with Disabilities Acts and Equal Access for Childcare Centers. A child with a disability will never be turned away from PCOE preschool sites based on assumptions about the severity of the disability or how much assistance they may need. Inclusive programs fulfill the ADA's promise to ensure equal access to child care programs for all children.

Reporting Suspected Child Abuse

As a licensed child care agency, we are required by law to report any suspicion of abuse or neglect to Child Protective Services. As with all personal information regarding any child and family in the center, confidentiality will be maintained at all times.

Handouts

The following handouts are distributed at the start of each school year. Please reach out to your Site Supervisor for copies of the information.

- Site Addresses, Telephone and Contact Information
- Sample NOA with Appeal Process Procedure
- Uniform Complaint Procedures
- Parents Rights/Personal Rights
- Acknowledgement of Parent Handbook/Admissions Agreement

References

California Code of Regulation Title 22 Health and Safety
California Code of Regulation Title 5
California Department of Education Funding Terms and
Conditions

All documents are posted on the PCOE website:
www.placercoe.org under Early Childhood Education



**Placer County Office of Education
Early Childhood Education**



1229 Pleasant Grove Blvd.
Roseville, CA 95678



Phone: (530) 745 - 1380
Fax: (888) 293 - 1613



www.placercoe.org

All handbook updates will be posted at each preschool site
and on our website: www.placercoe.org