

PCOE ECE NEWSLETTER

Back to School 2026

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Stronger Together: Partnering for Your Child's Success

As we begin a new school year, we are excited to welcome our children, students and families back. This year's theme, **"Stronger Together,"** reminds us that the greatest success happens when schools, child care providers and families work hand in hand to support children.

Every child benefits when the important adults in their lives are connected and working toward the same goal: helping them learn, grow, and thrive. Education is not something that happens only during the school day. Learning continues at home, in conversations around the dinner table, during family activities, and through the everyday encouragement children receive from those who care about them most.

When families stay involved in their child's education, children are more likely to feel confident, motivated, and supported. A strong partnership between home and education helps children build positive habits, develop resilience, and reach their full potential both academically and socially. We encourage all families to find ways to be part of their child's education community this year. Getting involved can look different for every family. You might attend school or child care events, volunteer when your schedule allows, join a parent organization, communicate regularly with teachers and providers, or simply take time each day to talk with your child about what they are learning. Even small actions send a powerful message that education is important and that we are all working together to help children succeed.

Together, we can create an environment where every child feels supported and inspired to learn. As we embark on another exciting year, we invite you to partner with us to build strong relationships, strengthen our educational community, and ensure every child has the opportunity to succeed.

Thank you for being an essential part of our team. Together, we are stronger, and together, we can help every child achieve their very best.

Jennifer Hicks, Associate Superintendent
Placer County Office of Education

Read, Play, Create with Diana Raya-Vazquez

Discover a featured children's book along with simple activities and playful learning ideas you can use right away with children and families.

Scarecited on the First Day of School By Alliah L. Agostini

"Scarecited on the First Day of School" is a charming picture book that reminds us all that having the courage to be our authentic self is always just enough, and you can feel more than one big emotion at the same time. But if there isn't one word to describe those feelings . . . there's beauty in making it yourself.



It's the first day of school for Afua! There's no one word to name her feelings. Is she scared? Excited? Oh wait, she's scarecited! Her own combination of both. Why should she have to choose? Some feelings are so big, one word just doesn't cut it.

Helpful extensions to the book: Exploring Mixed Emotions

Activity: After reading "Scarecited on the First Day of School", invite children to create emotion faces using loose parts and playdough, design emotion stones, and invent their own feeling words by combining two emotions, just like Afua. Encourage children to share times when they felt more than one emotion at once, such as excited and nervous or happy and sad.

Learning Outcome: Children will build an emotional vocabulary, recognize and express a variety of feelings, understand that multiple emotions can occur simultaneously, and develop self-awareness through creative play and conversation.



Family Connection

Share a time when you experienced mixed emotions and create a new "feeling word" together to describe the experience. This simple activity encourages meaningful conversations about emotions at home.



Back-to-School Nutrition: Building Mealtime Independence *with Jessica Ayala-Medina*

As children transition from home or childcare into preschool or Transitional Kindergarten (TK), mealtimes may look and feel different. At home, adults often naturally step in to open packages, peel fruit, or remind children to eat. At school, children may be encouraged to do it more independently and within a scheduled mealtime. Families and providers can use everyday meals to help children practice opening a lunch box or container, unwrapping food, peeling fruit, using utensils, drinking from an open cup, and cleaning up when finished. Give children time to try before stepping in and teach them how to ask an adult for help when they need it.

Parent and Child Conversation Starters

- “At school, you may need to open this by yourself. Would you like to practice?”
- “What can you say if you need help opening something?”
 - Parent Tip: Draw an arrow on the container lid to show your child which direction to turn it. This can help prevent them from accidentally tightening the lid while trying to open it.

Provider/ Teacher and Child Conversation Starters

- “What is your body telling you—are you still hungry, or are you feeling satisfied (full)?”
- “I see a food that may be familiar to you. Would you like to tell us about it?”



Modeling is another valuable teaching tool. Children learn by watching trusted adults enjoy a variety of foods and participate in positive mealtime routines. Families can continue offering familiar foods that reflect their culture and home traditions while helping children prepare for routines they may experience at school. Avoid power struggles by listening to children and paying attention to their behavior, as they may be experiencing mealtime challenges they do not yet have the vocabulary to express. Adults can offer a variety of nutritious foods and drinks while supporting children in recognizing their internal cues and deciding how much to eat.

These everyday experiences build confidence, independence, and school readiness. Families can connect with their child’s teacher to learn about classroom mealtime expectations and share information about the child’s needs, abilities, and home routines. Adequate sleep, nutritious foods and drinks, and sufficient physical activity also help children feel nourished, focused, and ready to learn. When families, providers, and teachers work together to create healthy routines, they support children’s well-being now and help establish habits that can contribute to positive outcomes in the future.

Family Corner with Marialy Fernandez

Big Feelings, New Beginnings

A new school year brings excitement, new friends, new experiences and sometimes big feelings. Your child may be eager to start one moment and worried the next. They may cling at drop-off, say they don't want to go, or become more emotional than usual. These reactions are normal. Big feelings don't mean your child isn't ready, they mean something new is happening.

Young children are still developing the ability to manage emotions and navigate change. Supportive adults help children co-regulate by providing connection, reassurance, and a sense of safety.

Children feel more secure when they have trusted adults who listen, respond, and help them know what to expect. Familiar routines and predictability, knowing what comes next can make new experiences feel more manageable, helping children feel safe, prepared, and confident as they navigate something new.

Before school begins, practice parts of the new routine together. You can try the following:

- Practicing wake-up, getting dressed, and breakfast at school day times.
- Letting your child help pack their backpack.
- Visiting the school or classroom if possible.
- Talking about what drop-off and pick-up will look like.
- Creating a simple, predictable goodbye routine.

You can also use pretend play to practice what the school day might look like.



Sometimes children don't have the words to tell us exactly what worries them. Open-ended questions can help you discover what is on their mind. Instead of asking: "Are you nervous about school?" try; "What are you wondering about your new school?" or; "What do you think your first day might be like?"

You may discover that your child's biggest concern isn't school itself, it might be using the bathroom, finding their backpack, missing you, or making friends. Open-ended questions give children the space to share their thoughts and help you understand what they may be feeling or wondering about.

For some children, saying goodbye is the hardest part of the day. You can try the following; "I love you. You are safe. Your teacher is here to help you. I'll see you after school." A warm, consistent goodbye can help children feel secure and confident as they transition into their day.

As the new school year begins, remember that readiness doesn't mean having all the answers or never feeling nervous. Children can be nervous and ready. They can cry and be ready. They can miss you and still have a wonderful day. You don't have to take away every big feeling. Instead, help your child learn; "I can feel this, and I can get through it." Sometimes, that is one of the most important lessons a new beginning can teach.

Discover the Magic of Music & Movement With Andi Smith



Move, Sing, Grow! Discovering the Magic of Music & Movement

Music and movement go far beyond fun—they are powerful ways for children to learn, grow, and express themselves. When children sing, dance, clap, jump, sway, and play with rhythm, they are building skills across many areas of development.

A simple song can strengthen language, a movement game can build coordination and self-regulation, and a playful rhythm pattern can encourage memory and early problem-solving. One of the things I love most about music and movement is that children don't have to realize they are “learning” for meaningful learning to happen. They are simply singing, moving, and having fun—and along the way, they are developing confidence, communication, thinking skills, and connections with others.

Supporting Children's Development Through Music & Movement

Music and movement naturally provide opportunities to support the whole child. Children strengthen their bodies through jumping, marching, balancing, and clapping. Songs, rhymes, and repetition support language development, while rhythm and patterns encourage children to listen, remember, predict, and problem-solve.

Music also creates great opportunities for social-emotional development. Children practice taking turns, following directions, participating in a group, and experiencing the joy of doing something together.

One activity I love to use is **“Move, Match & Make a Pattern.”** This playful activity encourages children to listen, remember, and use their bodies to recreate and create their own patterns. It brings together movement, music, early math thinking, language, and social interaction—all in one joyful experience.

The activity is detailed on the next page.

Discover the Magic of Music & Movement

“Move, Match & Make a Pattern”

Focus: Physical coordination, cognitive development, language, memory, creativity, and social interaction

Ages: Toddlers–Preschool

Materials:

- Open space to move
- A drum, rhythm instrument, or your hands and voice
- Optional: scarves or rhythm sticks



How to Play:

1. Start With a Simple Pattern:

Begin with a short movement pattern that children can see and hear.

Clap – Tap

Clap – Tap

Invite children to watch and listen before trying it themselves.

2. Move Together:

Have children copy your pattern. Try movements such as:

- Stomp – Clap
- Pat knees – Clap
- Jump – Freeze
- Tap – Tap – Stomp

3. Add Music:

Once children are comfortable, add a steady beat and invite them to perform their pattern along with the music.

4. Let Children Lead:

Invite children to create a movement pattern for everyone else to copy. Children can take turns becoming the leader while their friends watch, listen, and imitate.

5. Challenge Their Thinking:

As children become comfortable, make the patterns longer. Ask:

“What comes next?”

“Can you remember our pattern?”

“Can you make a pattern with three movements?”

Making Music & Movement Part of the Day

Music and movement don't have to be a special activity that happens only at a certain time. Some of the best opportunities happen naturally throughout the day.

Try singing during transitions, adding fingerplays to group time, marching from one activity to another, or inviting children to move like different animals during a story. Even a few minutes of clapping, stretching, swaying, or dancing can give children opportunities to practice important developmental skills.

And remember—movement doesn't always mean running or dancing around the room. Children can tap their fingers, pat their knees, sway, stretch, balance, make facial expressions, or move just one part of their body.

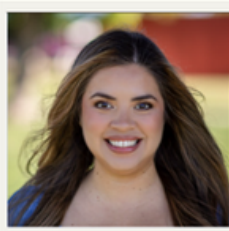
The next time you hear children singing, clapping, bouncing, or creating their own little dances, take a moment to watch. You might be surprised by just how much learning is happening through those joyful moments.

Music gives children a chance to move, explore, communicate, connect, and grow—and sometimes the simplest song can create some of the richest learning opportunities.

Meet the ECE Intervention Team Specialists: Supporting Young Children, Families, Providers, and Teachers



Michelle King
Behavior Specialist III



Evelyn Del Bosque
Mental Health Specialist



Kirsten Steck
Family & Youth Community Liaison



Lindsey Shafer
EC Specialist

Every young child develops at their own pace, and sometimes a child or the adults supporting them may benefit from a little extra guidance. That's where the ECE Intervention Team comes in.

Our ECE Intervention Team partners with families, childcare providers, and educators to provide targeted interventions for social-emotional, behavioral, developmental, and pre-academic needs. Our goal is to strengthen inclusive environments, ensuring every child has the support to thrive in their primary learning settings.

How Can the Team Help?

The ECE Intervention Team may provide support related to areas such as:

- Social-emotional development and positive interactions
- Communication and language skills
- Learning and problem-solving
- Attention, engagement, and participation
- Behavior and transitions
- Peer relationships and play
- Creating supportive and inclusive learning environments
- Connecting families and educators with additional resources

The team's role is not to "fix" a child. Instead, we work together to understand what a child is communicating through their behavior and identify practical strategies that build on their strengths.

What Does Support Look Like?

Support looks different for every child and program. Depending on the situation, the team might observe a child in their early learning environment, meet with the family and educators, help identify strengths and concerns, suggest classroom or home strategies, recommend interventions, or connect the team with other community resources.

How Can I Request Support?

The ECE Intervention Team is here to support both families and the early childhood educators who work with children every day. The referral process looks a little different depending on who is requesting support.

For families, if you have a concern about your child's development, behavior, communication, learning, or participation in their early learning environment, start by talking with your child's provider or teacher.

For providers & teachers, you can submit a referral directly to the ECE Intervention Team through our referral form when they have a concern or would like support with a child. You can also connect with your Coach (if applicable) to discuss your concerns and determine whether an ECE Intervention Team referral may be appropriate.

Placer County P-3 Spotlight:

Early Education Conference 2026

Learning Grows Outdoors



Nearly 85 early educators came together at the end of summer for the 2026 PCOE Early Education Conference, Learning Grows Outdoors, for a few days filled with learning, creativity, connection, and plenty of fun.

Some of the biggest highlights came from educators learning from and inspiring one another. Current teachers and providers shared practical ideas from their own work with young children, and an evening of incredible outdoor learning environment displays brought those ideas to life and sparked plenty of inspiration. Author and illustrator Barney Saltzberg brought laughter, creativity, and play to his keynote, with everyone leaving with a copy of his book, *Just a Banana*, to continue the fun with children in their own classrooms and programs.



Placer County P-3 Spotlight:

Early Education Conference 2026

Learning Grows Outdoors

Richards Institute's Education Through Music had educators singing, moving, playing, and experiencing firsthand the connections between music, language, literacy, and learning. Participants also headed home with new books, materials, resources, and plenty of ideas to kick off the new school year.

Perhaps one of the best reflections of the early childhood community was seeing educators support educators throughout the conference—from those who shared their expertise, creativity, time, and resources to those who chose to spend some of their lingering days of summer learning, sharing, and growing together. Their willingness to keep learning, sharing, and pouring into the children they serve is a wonderful reflection of the dedication within our early childhood community.



Welcome Braylin Sligar

Our New Staff Secretary in Early Childhood Education



Hi,

I'm Braylin Sligar, the new Staff Secretary supporting the Early Childhood Education Subsidy Team. I spent the last several years in Human Resources, but I actually started my career in the early childhood education field. It feels like a really special full-circle moment to return to ECE and have the opportunity to support a field that was part of the beginning of my career.

I'm excited to be part of the team and to learn more about the important work being done to support children, families, and early childhood providers in our community. I enjoy being the person behind the scenes who keeps things organized and helps make everyone's job a little easier. Outside of work, I enjoy spending time with my family, baking and cooking, and keeping up with my almost one-year-old daughter. I'm looking forward to getting to know the team and community we serve!

- Braylin Sligar

Welcome
TO
PCOE
GOLD IN EDUCATION



Community Care Licensing

In-Person Orientations

In-person orientations for Family Child Care Homes are being offered in multiple languages and are open to attendees in any Regional Office. To register for an in-person orientation, contact the local Regional Office hosting the desired orientation session. For locations, schedules and contact information, please click [HERE](#).

Online & Live Virtual Orientations

[Online Orientation](#)

[Live Virtual Orientation](#)

The California Child Care Health Program

Postings are strongly recommended by Community Care Licensing. The CA Child Care Health Program offers several options with multiple languages. Please visit <https://cchp.ucsf.edu/> to view and/or download options.

Frequently asked Questions: Community Care Licensing

[FAQs for Licensed Child Care Facilities and Providers](#)

Provider Information Notices

<https://www.cdss.ca.gov/inforesources/community-care-licensing/policy/provider-information-notices/child-care>

Safe Sleep in Childcare

<https://www.cdss.ca.gov/inforesources/child-care-licensing/public-information-and-resources/safe-sleep>

Community Care Licensing Division's Quarterly Update

<https://www.cdss.ca.gov/inforesources/community-care/self-assessment-guides-and-key-indicator-tools/quarterly-updates>

Resource & Referral

PCOE provides a free Child Care Referral Service that responds to parental needs for child care.

The Resource and Referral team provides free child care referrals, without discrimination and without regard to income, to all individuals seeking child development programs in Placer County. Callers will receive information to assist them in choosing a quality early care and education program that meets both their needs and the needs of the child, while maximizing parental choice.

Referrals will be made to license-exempt programs and licensed providers/facilities so long as they are in compliance with the requirements of the Department of Social Services, Community Care Licensing and California's Health and Safety Code. Staff will maintain information about parents and providers in a confidential manner. Staff cannot make recommendations, as we believe parents are best able to choose the child care that meets their particular family situation. PCOE ECE has not inspected nor does not warrant the condition of the provider's facility or the quality of supervision the children receive. PCOE ECE is not responsible for arrangements between parent and provider and we strongly recommend that before placing a child in care, parents exercise their right and responsibility to review a potential child care provider's licensing history, which is available at the facility. A more complete file, including complaints or violations for licensed programs in Placer County is available by calling the **Department of Social Services Community Care Licensing at 916-263-5744.**

As some community-based programs are exempt from licensure, families will need to ask them directly about their complaint policies and procedures.

Child Care Referrals are provided by phone, online, or in-person:

- By Telephone: 9:00 am to 4:00 pm: 530.745.1380 or 800.464.3322
- Online requests available 24 hours: visit: https://rrplacercoc.nohosoftware.com/online_referrals/
- Walk-ins: 8:00 am to 4:00 pm at 1400 W Stanford Ranch Rd, Rocklin, CA 95765

Please help us continue to refer your program by **keeping your information current.** Please contact us anytime there are changes to:

- Your enrollment
- Hours of operation
- The ages you serve
- The rates you charge
- Your License capacity, parameters, or status
- If you anticipate a change of address

Please email Tommy Gunton-Bell at jgunton-bell@placercoc.org with updates.



PCOE Subsidized Child Care

DO YOU NEED HELP PAYING FOR CHILD CARE?

Placer County Office of Education has several payment assistance programs available. To qualify for most programs, families must be income eligible and working, seeking employment, or attending school/training. Families receiving means-tested government assistance (CalWORKs, Cal Fresh, Medical) may also be eligible. At-risk and CPS referrals are prioritized for childcare assistance.

You may complete the application and return two ways:

- Option 1. Online Interest Form: <https://placer.countycel.org/online>.



- Option 2. Print a copy of the application, complete and return via mail to:

Placer County Office of Education
Early Childhood Education
1400 W Stanford Ranch Rd
Rocklin, CA 95765

If you need to make any changes to your application, please contact the [Braylin Sligar](mailto:BSligar@placercoe.org) at: 916.740.1650 or 530.745.1380 or BSligar@placercoe.org.

For children in **Foster Care**, please call the main line at 530.745.1380 and ask to speak with the **Foster Bridge Coordinator**.

Funding is limited and there are some eligibility requirements, but all families are encouraged to complete a childcare assistance application for financial consideration.

Child Care Initiative Project is now enrolling!



Do you love caring for children?

- We will help you launch and grow your home-based family child care business.
- Help those who need you most.

Families need the flexible, dependable care you can provide.
Change lives right inside your own home.

We are here to support your success every step of the way.

- Free Workshops
- Free Business Start-Up Workshops – Recordkeeping, Tax Preparation, Contracts, Marketing, and Parent Interviewing
- Home Visits | One-on-One Support
- Networking Opportunities
- Peer Mentor Support
- Program Materials

If you would like to find out more about the Child Care Initiative Project please contact:

- Diana Raya-Vazquez at DRaya-vazquez@placercoe.org or call 916.740.1655 or
- Christina Martinez at CMartinez@placercoe.org or call 916.740.1641

PCOE Early Childhood Education Workforce Pathways Grant



Are you enrolled in ECE college courses?
Are you working towards obtaining your AA or BA in Child Development?
Are you thinking about enrolling in courses?

PCOE ECE is proud to announce the opportunity to participate in the QCC Workforce Pathways Grant. The purpose of the QCC Workforce Pathways Grant is to support increased learning and healthy development of California's young children by increasing the number of qualified ELC professionals and increasing the education credentials, knowledge, and competencies of existing ELC professionals across the state.

The Workforce Pathways Grant supports current teachers/educators to move forward on the teacher permit matrix.



Scan the QR
Code to
Complete the
Application!



Details

- The Placer County grant will be providing stipends to those individuals who work in Placer County and complete college courses that contribute to obtaining, renewing, or upgrading teacher permits, with a grade "C" or better.
- The stipend amount is **\$500.00** per each eligible 3-unit course with a maximum of **\$2,000.00** dispersed per person.
- All coursework must be completed between **July 1, 2026** and **June 21, 2027**.
- Regularly employed center based staff, family childcare provider, or FFN who works directly with children ages 0-5 for at least 15 hours per week throughout the duration of the program year.
- The applicant must maintain employment with the same program for the full program year and must be employed no later than April 2, 2027.
- Must be at least 18 years of age to participate.
- All applications are considered on a first-come, first service basis as funding is limited.

For questions, please contact Christina Martinez at
CMartinez@placercoe.org

Join the Placer County Child Care Council!

Working together to support families, providers, and communities in Placer County!

We are currently seeking engaged community members, parents, and child care providers to serve on the Council.

Who We Are

The Placer County Child Care Council is a collaborative body of parents, child care providers, community representatives, and public agencies.

We work to:

- Assess local child care needs
- Develop plans for child care services
- Support families in accessing quality care
- Strengthen early learning and workforce pathways

What We Do

- Provide a forum for families, providers, and community voices
- Advise state and local decision-makers on child care needs
- Promote equitable access to quality early learning
- Support local planning for Universal Pre-K and mixed-delivery systems

Council Composition

The Council consists of 20 seats:

- 10 appointed by the Superintendent of Schools
- 10 appointed by the Board of Supervisors
- Membership includes parents, providers, public agency representatives, and community members

Why Join?

- Make a difference for children and families in Placer County
- Ensure community voices are represented in child care planning
- Network with other leaders and professionals
- Support efforts to expand and improve early learning opportunities

For additional information please call Christina Martinez, Program Administrator.



916.740.1641



www.placercoe.org



Positive Solutions for Families Parenting Class

A FREE 7-Week Parenting Series for Placer County Families

Michelle King, M.S., BCBA, PPS PCOE Behavior Specialist
Marialy Fernandez, PCOE Bilingual Early Childhood Specialist



Session Dates:

September 17, 2026

September 24, 2026

October 1, 2026

October 8, 2026

October 15, 2026

October 22, 2026

October 29, 2026

Each Session is Available to Families at:

5:00 PM - 6:30 PM

1400 W Stanford Ranch Rd

Rocklin, CA 95765

Registration Information:

Register by September 1, 2026

[Using this Link!](#)

Please contact Marialy Fernandez with
any questions about this event.

MFernandez@placercoe.org
or 530-745-1378

This Series is Open to All Placer County-Residing Families with Children 0-5 Years Old!

Positive Solutions for Families is a program offering families simple, proven parenting strategies, focusing on promoting positive behavior and strengthening parent-child relationships. Participants learn how to use positive interactions and understand the meaning behind their child's behavior. The program also emphasizes building strong relationships with children and developing effective parenting skills.

Families will learn:

- How to build strong, positive relationships with your child.
- Ways to teach social-emotional skills (sharing, calming down, following directions).
- Strategies to prevent challenging behaviors before they start.
- What your child's behavior is trying to communicate.
- Positive ways to respond to tantrums, hitting, and defiance.
- How to create predictable routines at home.
- Tools to help your child express feelings and solve problems.

Practical Tools Families Will Get:

- Easy-to-use parenting strategies that work.
- Free materials and handouts.
- Visual supports and routine ideas for home.
- Tips for encouraging independence.
- Resources you can use right away.

These classes are intended to be interactive, with a supportive environment. These are opportunities for families to connect with others and practice strategies with guidance.

WWW.PLACERCOE.ORG

PCOE is committed to the full inclusion of all individuals and remaining compliant with the American with Disabilities and Fair Employment and Housing Acts. As part of this commitment, PCOE will work to ensure that persons with disabilities are provided reasonable accommodations. Persons with disabilities who wish to request reasonable accommodations or who have questions about access, please contact Marialy Fernandez at MFernandez@placercoe.org.



DEVELOPMENTALLY APPROPRIATE TOILETING PRACTICES

Michelle King, M.S., PPS, BCBA PCOE Behavior Specialist
Marialy Fernandez, Bilingual Early Childhood Specialist



Gayle Garbolino-Mojica
County Superintendent of Schools

Registration Information:

Register by September 18, 2026
using [this link](#) or the QR code below.



Please contact Marialy Fernandez with
any questions about this event.

MFernandez@placercoe.org or
530.745.1378

Tuesday, September 22, 2026

Zoom Session

6:00 PM to 7:30 PM



Join us for a practical, supportive training focused on promoting healthy, developmentally appropriate toileting skills in early childhood settings (birth-5). **This session is designed to help educators, providers, and support staff** implement consistent, respectful, and trauma-informed toileting routines.

What You Will Learn:

- Typical toileting development milestones (Birth-5)
- Readiness signs vs. age expectations
- Supporting children who are not yet toilet trained
- Preventing power struggles and recurring toileting-related behavior challenges
- Trauma-informed and culturally responsive practices

Why This Matters:

Toileting is a key developmental skill tied to independence and dignity. Developmentally appropriate practices reduce stress for children and adults, promoting positive relationships and successful routines.

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Supporting Social-Emotional Development in Young Children (Birth-5) The Pyramid Model Series

Andi Smith, M.A., Early Childhood Specialist
Diana Raya-Vazquez, Bilingual Early Childhood Specialist
Michelle King, M.S., BCBA, PPS, Behavior Specialist

Session Dates:

October 17, 2026

November 7, 2026

December 5, 2026

January 23, 2027

February 27, 2027

Registration Information:

Register by September 30, 2026
at <https://placercoe.org/signmeup.com>



Please contact Andi Smith with
any questions about this event.

ansmith@placercoe.org
or 530.745.1379

Series is Open to All Teachers/Providers Supporting Children Ages 2-5 Including District Staff

1400 W Stanford Ranch Rd
Rocklin, CA 95765
Conference Room A

Join PCOE's professional learning series designed for early childhood educators working with children birth to age 5. The Pyramid Model provides a research-based framework for promoting social-emotional competence and addressing challenging behavior in young children. The Pyramid Model Framework encompasses five modules:

- Module 1: Nurturing & Responsive Relationships
 - **Saturday, October 17, 2026 - 8:00 AM to 3:00 PM**
- Module 2: High-Quality, Supporting Environments
 - **Saturday, November 7, 2026 - 8:00 AM to 3:00 PM**
- Module 3: Teaching Social-Emotional Skills
 - **Saturday, December 5, 2026 - 8:00 AM to 3:00 PM**
- Module 4: Individualized Teaching for Social Emotional Skills
 - **Saturday, January 23, 2027 - 8:00 AM to 11:30 AM**
- Module 5: Addressing Challenging Behaviors
 - **Saturday, February 27, 2027 - 8:00 AM to 3:00 PM**

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