

# PCOE ECE NEWSLETTER

Winter 2026

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## Celebrating Bonds That Bring Us Together

As the New Year begins, it's a wonderful time to reflect on the connections that make our lives meaningful—our families, friends, and the communities we share. These bonds are the foundation of a child's growth and learning. When children feel connected and supported, they thrive in every way—socially, emotionally, and academically. Let's take this season as an opportunity to nurture those relationships and create lasting memories together.

Families can strengthen their connections through simple, meaningful activities that support learning at home:

- A family story night encourages creativity and literacy as everyone shares favorite books or personal experiences.
- Acts of kindness—such as writing thank-you notes, donating items, or helping a neighbor.
- Creating a memory jar is another way to celebrate positive experiences.
- Cooking together promotes connection, giving children hands-on practice with family traditions.
- Outdoor activities such as a nature walk paired with a gratitude hunt encourages children to observe the world around them and reflect on what brings them joy.

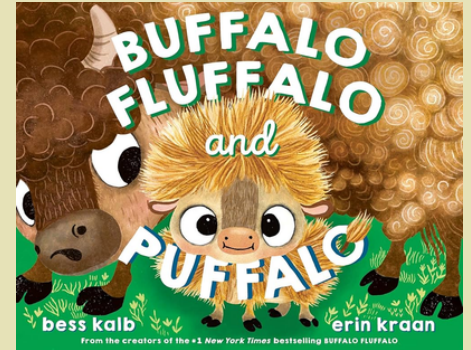
No matter what traditions your family celebrates, we hope you find this winter, and the new year, a time of peace, joy, and eager anticipation for the months ahead.

Sincerely,

The Placer County Office of Education  
Early Childhood Education Team

## *Buffalo Fluffalo and Puffalo* By Bess Kalb and Erin Kraan

Buffalo Fluffalo and Puffalo by Bess Kalb is an adorable, giggle-worthy story about two fluffy little buffalos who discover the magic of being themselves. With playful rhymes, big emotions, and even bigger fluff, it's the perfect read aloud for parents and teachers of small children who are still learning to name their feelings, try new things, and navigate their growing independence.



This sweet story explores what it's like to welcome a new sibling or even a younger student into a group of preschoolers and realizing that the young children can't do everything the older children can, feeling all the big feelings that come with that, and learning to accept, appreciate, and cheer on the little one as they grow. A warm reminder that even the fluffiest little ones can be brave, patient, and wonderfully unique.

## Post-Reading Activity: An "I Feel, I Need" Tool

An "I Feel, I Need" visual is a simple tool that helps young children name their emotions and communicate what they need in the moment. Pairing this tool with a predictable daily schedule, helps children feel safe, and ready to learn. This kind of visual supports emotional regulation, reduces frustration, and gives children a clear, child-friendly way to express themselves. A routine gives them structure, while the "I Feel, I Need" visual gives them the language to ask for support when those big feelings do show up. Together, these strategies create a smooth, responsive start to the day and help children build confidence, independence, and emotional awareness.



*Nutrition: More  
Than Just a Meal  
with Katie Kozitza*



*Winter Brings Winter Soups and Their Healthy Benefits*

Picture this: it's a rainy, cold winter day, and your body is craving something warm and comforting. Research suggests that our bodies have biological and physical reasons for craving soups during the winter months. Soups provide a variety of benefits: they help boost nutrient intake by offering vitamins, minerals, and antioxidants, especially when fresh produce is limited. They also support hydration, since it's easy to forget to drink enough water in colder weather, and warm broths help maintain fluid levels. Plus, the warmth and energy from a hearty bowl of soup can help your body stay cozy and fueled throughout the season, thanks to its high calories and fat content.

Soups provide more than just a nutrient-packed meal; they also offer psychological and emotional support. What do you think about when you think of a soup? Often, I reflect on the smell or the feeling of comfort from my favorite soup. When I feel a sore throat or stomach flu, the desire for a warm, healthy soup has been shown to evoke both comfort and nostalgia, transporting me home. Soup can also help regulate mood during decreased sunlight and colder temperatures. Our bodies often crave carb-rich foods, which can help support serotonin levels.

On the next page is a recipe from Taste of Home for a bit of winter comfort and some nutritional goodness. This soup consists of common ingredients like carrots, celery, spinach, and onions, all of which are rich in vitamins A and K. The lemon and herbs like parsley or dill contain anti-inflammatory antioxidants that may help reduce inflammation. It is also gut-friendly and easy to digest. The broth is a source of hydration and electrolytes when you are sick or recovering.

*Recipe on the next page...*

*Nutrition: More  
Than Just a Meal  
with Katie Kozitza*



***Fun Food Fact***

*The Guinness World Record  
for the largest bowl of soup  
was set in 2014 in Mexico,  
with a bowl that held over  
5,000 liters of soup.*



## Lemon Chicken Orzo Soup

- 2 tablespoons olive oil, divided
- 3/4 pound boneless skinless chicken breasts, cubed
- 2 celery ribs, chopped
- 2 medium carrots, chopped
- 1 small onion, chopped
- 1/2 teaspoon salt
- 1/2 teaspoon dried oregano
- 1/4 teaspoon pepper
- 1/4 cup white wine or additional reduced-sodium chicken broth
- 1 carton (32 ounces) reduced-sodium chicken broth
- 1 teaspoon minced fresh rosemary
- 1 bay leaf
- 1 cup uncooked whole wheat orzo pasta
- 1 teaspoon grated lemon zest
- 1 tablespoon lemon juice
- Minced fresh parsley, optional

### **DIRECTIONS**

1. In a large saucepan, heat 1 tablespoon oil over medium-high heat. Add chicken; cook and stir 6-8 minutes or until no longer pink. Remove from pan.
2. In same pan, heat remaining oil over medium-high heat. Add vegetables, salt, oregano and pepper; cook and stir 4-6 minutes or until vegetables are crisp-tender. Add wine, stirring to loosen browned bits from pan. Stir in broth, rosemary and bay leaf; bring to a boil.
3. Add orzo. Reduce heat; simmer, covered, 15-18 minutes or until orzo is tender, stirring occasionally. Return chicken to pan; heat through. Stir in lemon zest and juice; remove bay leaf. If desired, top each serving with parsley.

# Parent Corner

## with Marialy Fernandez



### Building Emotional Awareness During the Busy Winter Season

Winter brings joy, excitement, and celebration but it can also bring overstimulation, changes in routines, and mixed feelings for children. Some children may feel the impact of holiday changes, social pressures, and disrupted routines. Building emotional awareness helps children understand their feelings and develop lifelong coping skills.

#### Why Emotional Awareness Matters

Supporting children in naming and understanding emotions helps them:

- Communicate their needs
- Feel more secure
- Navigate new or busy situations
- Develop empathy

#### Strategies for Young Children

##### Use Everyday Feeling Words

- Simple words like happy, sad, mad, tired, excited, or overwhelmed help children build emotional vocabulary. For infants try calm naming, using a gentle voice to name what baby may be feeling while comforting them.

##### Name Feelings During Routines

- Winter gatherings, errands, and routine changes are great moments to help children make sense of emotions: "It's loud in here. Your body might feel overwhelmed."

##### Use "First/Then" Language

- Helps children feel more grounded: "First we get dressed, then we pick a book."

##### Model Healthy Emotion Talk

- "I'm feeling frustrated, so I'm taking a deep breath."

#### Strategies for School-Aged Children

##### Build Coping Strategies Together

Give children a menu of tools they can choose from, such as:

- Taking a quiet break
- Listening to music
- Doing a puzzle or craft
- Practicing deep breathing
- Using movement (jumping jacks, stretching, dancing)

##### Teach Emotional Problem-Solving

1. Name the feeling ("I'm frustrated.")
2. Say the problem ("The game isn't working out.")
3. Pick a tool ("I need a break or help.")

##### Normalize Mixed Feelings

Older children often experience multiple emotions at once. Try saying: "You can feel excited about vacation and sad that school is ending for the year." This helps them understand emotional complexity.

From infants to school-aged children, winter can bring emotional challenges as routines and environments shift. Emotional awareness develops through daily interactions, especially during busy winter months. By calmly naming emotions, maintaining consistent routines, and modeling healthy coping strategies, families help children feel grounded and understood. These everyday supports build emotional regulation skills that benefit children now and throughout their development.

# *Outdoor Spaces: Outdoor Classroom Environments*

## *With Katie Kozitza*

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### **Bringing Winter Indoors: Snow Sensory Bins Stories**

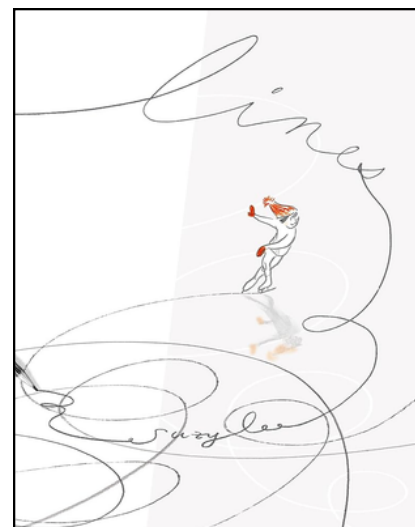
Sensory bins can offer a wide range of benefits in the classroom. When thoughtfully designed, they offer rich, multi-sensory learning experiences that support cognitive, social, and emotional development. Pairing a sensory bin with a book or story can be especially powerful. As children explore the materials and reenact scenes, they deepen their comprehension, strengthen narrative skills, and make meaningful connections between text and play. This approach not only reinforces literacy skills but also nurtures creativity and language skills.

For educators, stories can serve as a natural springboard for creating new sensory bins. A couple of books that have inspired my sensory bins include:

**Lines by Suzy Lee** is a wordless book whose illustrations paint a picture of a beautiful sensory bin. Suzy Lee creates another magical story with her lovely, gentle drawings. She mixes real life and imagination in a way that has made her famous around the world. This sweet story about a child skating on a frozen pond is easy for young children to enjoy, yet still special for adults who love picture books.

#### **How to Bin it:**

To go with the book *Lines* by Suzy Lee, you can create a sensory bin that invites children to explore mark-making just like the skater in the story. Line a shallow bin with white paper and add a thin layer of fine white sand to create a "frozen pond." Include a small skater figurine and a variety of tools, paintbrushes, craft sticks, and a child-safe compass or circular tracer to help children make different kinds of lines, curves, and circles in the sand. As children move the tools across the surface, they reenact the motion and flow of the illustrations, strengthening their fine motor skills and early writing movements. This hands-on activity brings the book to life, encourages creativity, and supports essential pre-writing practice in a playful, calming way.



# Outdoor Spaces: Outdoor Classroom Environments

## With Katie Kozitza

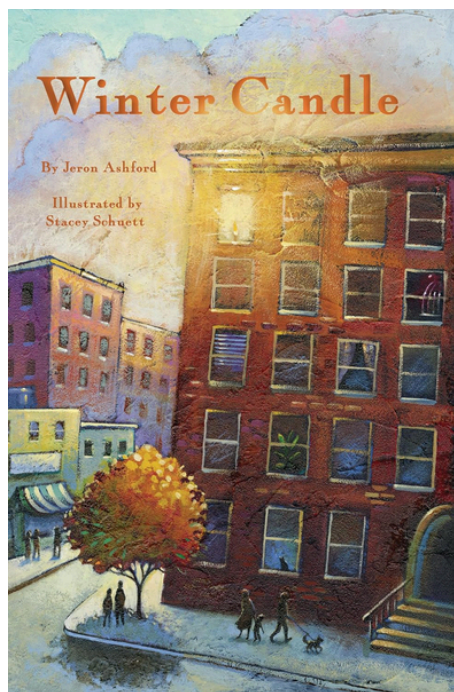
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### **Bringing Winter Indoors: Snow Sensory Bins Stories**

**Winter Candle** by Jeron Ashford tells a story of sharing and generosity during the cold winter months. When each family at the diverse Juniper Court apartment complex needs something to light up the dark of winter, the stumpy, lumpy candle provides a glow brighter than the fanciest taper, revealing the true spirit of each holiday it illuminates.

#### **How to Bin it:**

A winter sensory bin inspired by *Winter Candle* brings the story's themes of light and community to life. Fill the bin with clear or white Magna-Tiles, cotton balls, battery-operated tea lights, and small winter characters. Children can build little "homes" with the tiles, place lights inside, and watch the glow shine through—just like the candle that moves from family to family in the book. Through this activity, children develop fine motor skills, practice problem-solving and spatial reasoning while building, explore early science concepts like light and reflection, and engage in imaginative play that supports storytelling and social-emotional learning.



Sensory bins bring stories to life, letting children explore, create, and learn through play. From skating on a frozen pond to building glowing winter homes, these activities support fine motor skills, creativity, and social-emotional growth. Pairing books with hands-on experiences turns the classroom into a place where imagination and learning shine.



# A New Year Brings New Beginnings with Mai-Ling Schummers

As we kick off the start of 2026, it's the perfect time to help children strengthen their current friendships and build new ones with classmates of all abilities. I am excited to share some simple ideas and examples you can explore with your child to help them connect with new peers, practice kindness and inclusivity, while building friendships with everyone. These activities are designed to support your child in forming meaningful connections, celebrating differences, and enjoying positive interactions with classmates. I hope you and your child have fun trying them together!

## Play games where everyone can participate.

Examples:

- Drawing or coloring
- Imaginative play
- Building blocks
- Sensory-friendly activities (Play-Doh, sand, water play)

**Why it helps:** Most children enjoy open-ended or flexible activities.

## Use respectful, simple language.

Encourage neutral and factual wording:

- "He uses a cane to help him move around."
- "He uses a wheelchair to help him move."
- "She communicates in a different way."
- "He learns best when things are shown with pictures."

**Why it helps:** It teaches children that disabilities are a natural part of human diversity.

## Talk about ways to include others.

Give your child simple strategies:

- Smile at a friend
- "Invite them to play."
- "Use friendly words."
- "Give your friend a compliment."
- "Everyone likes to feel included."

**Why it helps:** It builds empathy and encourages positive interactions.

## Start with the basics: "Everyone is Different."

Explain that all children have unique strengths and challenges. You might say:

- "Some people learn faster in some areas and slower in others."
- "Everyone's brain and body work's differently —and that's okay."

**Why it helps:** It normalizes differences without making disabilities seem unusual.

## Emphasize kindness.

Teach your child the important of being kind.

- "Be a helper to a friend."
- "We treat everyone with respect."

**Why it helps:** It encourages genuine friendship.

## Explain that behavior can communicate feelings.

If a peer acts differently, help your child understand:

- "He might flap his hands or jumps up and down when he feels excited."
- "She may get upset when things change suddenly."

**Why it helps:** Reduces fear and builds compassion.



**PCOE**  
GOLD IN EDUCATION

*Continued on the next page...*

# A New Year Brings New Beginnings with Mai-Ling Schummers

## Explain that people communicate in different ways.

Say things like:

- "Some kids use words, others use pictures or gestures."
- "We just have to give them time and pay attention."

**Why it helps:** It reduces confusion and builds communication skills.

## Children learn from what they see.

Parents can:

- Avoid negative labels
- Speak positively about differences
- Watch inclusive shows or read inclusive books together

**Why it helps:** Kids imitate empathy and acceptance.

## Reinforce the positives you see in your child's behavior.

Point out inclusive moments:

- "Did you notice how your friend helped him on the playground?"
- "I saw you waiting patiently. That was kind."

**Why it helps:** Kids understand concepts through everyday moments and enjoy the positive reinforcement.

## Start the year off with kindness.

Here are some examples you can provide to your child:

- Invite a new friend to play or sit with you
- Use encouraging language with others
- Offer help to someone who might need it
- Learn one new word or phrase in sign language



# Celebrating Different Ways Children Learn with Kristin Sahl

In our early childhood community, we see that children learn in wonderfully different ways. Some children jump right into hands-on activities, while others prefer to watch first and try something when they feel ready. Some learn best by listening, others by looking, and others by moving their bodies. All of these approaches are not only normal—they're valuable.

When we celebrate different ways of learning, we help children feel proud of who they are. We also teach them to appreciate differences in others. Offer a variety of learning opportunity like visual supports, sensory materials, quiet spaces, movement-based activities, and chances for children to work together or independently. This lets each child engage in the way that feels comfortable and successful for them.

You may hear children comment on how a friend is "watching me build" or how someone else "likes the squishy table." These conversations show that children are already beginning to understand that everyone's brain works in its own special way. That understanding is the heart of inclusion.

Encourage children to explore, try new things, and celebrate the unique ways they learn and grow. When children see that differences are welcomed and valued, they feel confident and that confidence helps them thrive.

## **Notice each child's learning style.**

Observe what helps a child understand new things. Let them lean into what works whether that's talking, building, drawing, or moving.

## **Offer choices.**

Try simple questions like, "Do you want to show me with your hands or with your words?" Choices empower children to learn in the way they feel most comfortable.

## **Celebrate effort, not just outcomes.**

Encourage children for the process, not the result. Instead of defaulting to "Good job," meaningful feedback invites confidence and reflection.

## **Use everyday moments as learning opportunities.**

Cooking, building, sorting, drawing, playing outside. Different activities help different kinds of learners grow.

## **Talk positively about differences.**

Simple messages like "Everyone learns in their own way" or "Your brain is unique" help children embrace diversity in themselves and others.

## **Invite the child to teach you.**

Asking a child to show or explain something builds confidence and deeper understanding.





By The PCOE Intervention Team



### Winter Wellness: Supporting the Adults Who Support Young Children

Winter can be a magical time for young children—full of cozy routines, celebrations, and changes in nature. But for many families, it can also bring extra stress, busy schedules, and less sunlight. This season is an ideal reminder that wellness is a shared practice between adults and children. When the grown-ups who support young children feel rested, connected, and emotionally balanced, children benefit through stronger relationships and more responsive care.

### Why Winter Wellness Matters

During the colder months, routines shift, days feel shorter, and both adults and children may experience fatigue or big emotions. Wellness isn't about doing more—it's about creating simple, sustainable moments that help adults' recharge. When adults model calmness, flexibility, and self-care, children learn those skills too.

### Warmth Through Connection

Connection is one of the most powerful protective factors for well-being. Check-ins between family members, supportive conversations during family visits, and small moments of gratitude can make a big difference. For families, even a five-minute routine of "How are we feeling today?" can strengthen bonds and help children grow emotional vocabulary.

### Small Steps, Big Impact

Wellness doesn't require major changes. Little things—pausing for deep breaths, stepping outside for a moment of fresh air, or sharing a warm drink with a friend—help adults reset. These small resets support patience, empathy, and the ability to co-regulate with young children.

Winter is an invitation to slow down, strengthen connections, and remember that caring for ourselves is part of caring for our children.

**Parent/Guardian Activity:** "Winter Warm-Up Calm Routine" A cozy, simple regulation activity families can use with young children.

**Purpose:** To help children and adults slow down, connect, and practice calming strategies during busy winter days.

**Materials:** A warm blanket or scarf; A book or calming picture; A stuffed animal or soft toy; Optional: battery-operated candle or soft winter lighting

#### Step 1) Create a Cozy Space

Find a quiet spot—near a window, on a couch, or under a blanket fort. Dim the lights or add a soft glow.

**Step 2)** "Warm Hands, Warm Heart" Breathing Show children how to rub hands together to make "winter warmth," then take 3 slow breaths together.

#### Step 3) Name the Feeling

Using simple language:

"I feel \_\_\_ today. How do you feel?"

Offer feeling pictures if helpful.

#### Step 4) Do a 2-Minute Winter Calm

Choose one: Snuggle with a soft toy; Look out the window for winter changes; Read a short calming book; Listen to quiet music

#### Step 5) End with a Connection Moment

Share one thing you each enjoyed about the day so far or something you're looking forward to.

### Why This Helps:

- **Children** learn emotional regulation and grounding.
- **Parents/guardians** get a built-in calm moment and connection with their child.
- **Families** build routines that bring warmth and steadiness to winter days.

# Placer County P-3 Spotlight: PK-3 Intern Program Launch

In 2024, California introduced the PK-3 Early Childhood Education Specialist Instruction Credential, a major milestone in supporting early learning across the state. The credential was created to ensure that teachers working with children from pre-kindergarten through third grade have specialized preparation in child development, instructional strategies, and early literacy. It bridges a long-standing gap between early childhood and elementary education, recognizing that the years from age three to eight are a critical period for learning and development.

Placer County Office of Education is proud to offer one of the first approved PK-3 intern programs in California. The program provides a two-year pathway for educators to earn their PK-3 credential after obtaining a position as a full-time teacher of record in a PK-3rd grade classroom. The intern pathway is designed for educators who wish to earn a credential in real time, building on the expertise they already bring to their classrooms. Participants gain hands-on experience while receiving mentoring, coaching, and professional learning to apply coursework directly in their own teaching.

The PCOE program launched its inaugural cohort in 2025 with two dedicated candidates, marking an important step in expanding access to high-quality PK-3 preparation. Recruitment is now open for the Fall 2026 cohort. The program is offered online, allowing educators from across California to participate, including Marin, Contra Costa, El Dorado, Yolo, and Yuba counties. The two-year program combines rigorous coursework with on-the-job training and a multi-tiered system of support. The curriculum includes child development, developmentally appropriate instruction, early literacy and foundational skills, inclusive practices, and family and community engagement.



# Placer County P-3 Spotlight: PK-3 Intern Program Launch

Candidates must hold a bachelor's degree from a regionally accredited institution and commit to completing the two-year intern program while teaching full-time. Additional details are provided during informational meetings. Applications for the Fall 2026 cohort are now open, and prospective candidates are encouraged to attend upcoming sessions to learn more about program expectations and application details. For additional information, educators may contact [PK3intern@placercoe.org](mailto:PK3intern@placercoe.org) or visit the [PCOE Intern Program website](https://www.placercoe.org/education/early-childhood/early-elementary/early-elementary-intern-program).

By preparing teachers with a deep understanding of early childhood development and early elementary instruction, the PK-3 intern program helps strengthen early learning, support children during their most critical developmental years, and advance equity across schools. Placer County Office of Education is proud to provide a pathway that develops skilled, compassionate educators while complementing the work of the many dedicated early childhood professionals already serving children and families across the region.





# 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 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://rrplacercoe.nohosoftware.com/online\\_referrals/](https://rrplacercoe.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@placercoe.org](mailto:jgunton-bell@placercoe.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 CEL Coordinator, [Janice Watson](#) at: 530.745.1366 or 530.745.1380.

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.

# Every Detail Counts: Complete Records, Smooth Reimbursement

Program:

Placer County Office of Education  
April 2019  
Must Be Received by: 5/30/2019

Mail To:  
1400 W. Suedest Ranch Road  
Rocklin CA 95761  
(916) 740-0180

Parent or their authorized representative that is 18 years or older is required to sign with full, legal signature and record exact time in and out for each day.

If a child is absent, or does not use scheduled care, the reason of absence must be noted with the full, legal signature of the parent (or provider's if verification is made by telephone).

Must be signed and dated at the end of the month by the certified parent/guardian, using their full, legal signature. Provider must also sign and date, verifying that everything on the attendance record is true and accurate.

Parent:	Child:	Age:	Pres. Type:						
Provider:	Address:		Phone:						
Start Date:	Stop Date:	Program Specialist:	School:						
<b>Provider Charge:</b> Enter your total "bill" - based on the rates you charge. Example: \$35 per day and 20 days of child care. Show as: \$35 X 20 = \$700									
	SUN	MON	TUES	WED	THU	FRI	SAT		
Regular Schedule	Child's authorized schedule will be here.								
Vacation Schedule	Child's authorized vacation will be here.								
Day	Date	PARENT REPRESENTATIVE SIGN IN THIS COLUMN ONLY		PROVIDER MUST DETAIL IF CHILD HAS A SPLIT SCHEDULE		PARENT REPRESENTATIVE SIGN OUT IN THIS COLUMN ONLY		OFFICE USE ONLY	
		Time IN	PARENT REPRESENTATIVE SIGNATURE	Time OUT	PROVIDER INITIALS	Time IN	PROVIDER INITIALS		Time OUT
Mon	1								
Tue	2								
Wed	3								
Thu	4								
Fri	5								
Sat	6								
Sun	7								
Mon	8								
Tue	9								
Wed	10								
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Thu	25								
Fri	26								
Sat	27								
Sun	28								
Mon	29								
Tue	30								

**Sample**

This section only used for school age children who are picked up or dropped off from school.

Parents sign in and out using the actual time of drop off and pickup

**PARENT AND PROVIDER: READ AND SIGN MONTHLY DECLARATION**

I certify under penalty of perjury that the information provided on this attendance sheet is accurate.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Provider Signature: \_\_\_\_\_ Date: \_\_\_\_\_

FOR OFFICE USE ONLY			
Payment Rate (M/W/D/R)	\$ _____	x Total (M/W/D/R)	= \$ _____
Payment Rate (M/W/D/R)	\$ _____	x Total (M/W/D/R)	= \$ _____

Child ID: \_\_\_\_\_ Family ID: \_\_\_\_\_ APD: \_\_\_\_\_

Provider ID: \_\_\_\_\_  
Provider Reimbursement: \_\_\_\_\_

Complete attendance records help you get paid quickly.

Every date, signature, and detail matters. When both provider and parent sections are filled out completely, processing is faster and smoother for everyone!

# Accurate and complete attendance records make all the difference. Filling out every section ensures timely payments and helps keep the process simple and efficient.

Provider must complete the **Provider Charge** section based on rates charged, (the amount expected for each child as they would do for their private-pay clients), on the official Attendance Record. The rate will be determined by comparing the approved rate indicated on the Certificate and Provider Charges as indicated on the attendance record. The least amount is reimbursed. *If you do not intend to bill PCOE, please note "no care provided and "\$0.00."*

If provider is transporting the child to/from school then record the time when the child left and returned to/from school with provider initials.

**Placer County Office of Education**  
April 2019  
Must Be Received by: 5/30/2019

Mail To:  
1400 W. Suedsted Ranch Road  
Rocklin, CA 95761  
(916) 740-0180

Parent:		Child:	Age:	Priv. Type:					
Provider:		Address:		Phone:					
Start Date:	Stop Date:	Program Specialist:		School:					
<b>Provider Charge:</b> Enter your total "bill" - based on the rates you charge. Example: \$35 per day and 20 days of child care. Show as: \$35 X 20 = \$700									
SUN      MON      TUES      WED      THU      FRI      SAT									
Regular Schedule		Child's authorized schedule will be here							
Vacation Schedule		Child's authorized vacation will be here							
Day	Date	PARENT REPRESENTATIVE SIGN IN THIS COLUMN ONLY		PROVIDER MUST DETAIL IF CHILD HAS A SPLIT SCHEDULE		PARENT REPRESENTATIVE SIGN OUT IN THIS COLUMN ONLY		OFFICE USE ONLY TOTAL HOURS	
		TIME IN	PARENT REPRESENTATIVE SIGNATURE	TIME OUT	PROVIDER INITIALS	TIME IN	PROVIDER INITIALS		TIME OUT
Mon	1								
Tue	2								
Wed	3								
Thu	4								
Fri	5								
Sat	6								
Sun	7								
Mon	8								
Tue	9								
Wed	10								
Thu	11								
Fri	12								
Sat	13								
Sun	14								
Mon	15								
Tue	16								
Wed	17								
Thu	18								
Fri	19								
Sat	20								
Sun	21								
Mon	22								
Tue	23								
Wed	24								
Thu	25								
Fri	26								
Sat	27								
Sun	28								
Mon	29								
Tue	30								

This section only used for school age children who are picked up or dropped off from school.

Sample

Parents sign in and out using the actual time of drop off and pickup

**PARENT AND PROVIDERS: READ AND SIGN MONTHLY DECLARATION**

I certify under penalty of perjury that the information provided on this attendance sheet is accurate.      I certify under penalty of perjury that the information provided on this attendance sheet is accurate.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_      Provider Signature \_\_\_\_\_ Date \_\_\_\_\_

FOR OFFICE USE ONLY				Provider ID:
Payment Rate (M)(W)(D)(O) \$ _____	x Total (M)(W)(D)(O) _____	= \$ _____		Provider Reimbursement: _____
Payment Rate (M)(W)(D)(O) \$ _____	x Total (M)(W)(D)(O) _____	= \$ _____		

Child ID: \_\_\_\_\_ Family ID: \_\_\_\_\_ APD: \_\_\_\_\_

Providers may use electronic sign-in to replace the sign-in sheets PCOE provides as long as the alternate method of sign-in/out (i.e. thumbprints, PIN use, etc.) is acceptable by Community Care Licensing. A printout from the provider's system will need to be produced that provides the sign-in and out times and the parent will need to sign both the printout and the bottom of the PCOE provided sign-in sheet with their full, legal signature. The printout should then be submitted with the PCOE-provided sign-in sheet that has been signed by the provider.

## Quick Tips:

- Fill out sections daily.
- Ask parents to sign immediately
- Double-check for missing dates, hours, or signatures before submission
- Keep a copy for your records

# 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](mailto:DRaya-vazquez@placercoe.org) or call 916.740.1655 or
- Christina Martinez at [CMartinez@placercoe.org](mailto:CMartinez@placercoe.org) or call 916.740.1641

# FATHER LITERACY PROJECT

September 30, 2025

October 28, 2025

November 25, 2025

January 27, 2026

February 24, 2026

March 31, 2026

April 28, 2026

May 26, 2026

June 30, 2026

6:00 PM TO 6:30 PM  
**ZOOM MEETINGS**

**Zoom Link**

<https://placercoe.gosignmeup.com>

Registration information:

Contact Laura Green

916.740.1642 or

LGreen@placercoe.org

## *Free Books to Read to Your Children*

Father/Father-Figures play a critical role in their child's early literacy development through reading books with their children, engaging in conversation and sharing stories. Father/Father-Figures are invited to join us as we learn how we can support and engage children in early literacy development





# UPK Mixed Delivery Panel Discussion

## Bridging Early Learning: Voices from Universal PreKindergarten Providers

### Panelists:

Transitional Kindergarten Teacher,  
In-Home Childcare Provider,  
State Preschool Teacher,  
Private Center-Based Preschool Provider

**Wednesday, January 28, 2026**

**Time: 4:15 PM - 5:00 PM**

**Hybrid Location: Zoom or  
1400 W Stanford Ranch Rd,  
Rocklin 95765**

Universal PreKindergarten (UPK) is reshaping the early learning landscape in California, but implementation looks different across settings. Panelists will share their experiences, challenges, and hopes as they navigate UPK in diverse contexts. Participants will gain insight into how UPK is unfolding across the field—and leave with a deeper understanding of the opportunities and complexities ahead.

**[WWW.PLACERCOE.ORG](http://WWW.PLACERCOE.ORG)**

### Registration:

Register by January 27, 2026  
[placercoe.gosignmeup.com](http://placercoe.gosignmeup.com)





# Conflict Resolution & Problem-Solving

**Evelyn Del Bosque**

**PCOE Mental Health Specialist**



Learn supportive ways to guide children through peer conflicts while fostering positive social skills. This session focuses on turn-taking, sharing, negotiation, and cooperation, helping children strengthen self-regulation and build healthy relationships.

## Additional Information

- **Wed. February 11, 2026**
- **6:00 pm to 7:30 pm**
- **Zoom Workshop**
- **For Registration Help Contact  
Laura Green 916.740.1642**



**[WWW.PLACERCOE.ORG](http://WWW.PLACERCOE.ORG)**

## Registration Information:

Register by February 10, 2026

<https://placercoe.gosignmeup.com>

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 Christina Martinez at [CMartinez@placercoe.org](mailto:CMartinez@placercoe.org).