

RURAL UTAH CHILD  
DEVELOPMENT HEAD START

1375 S 100 E  
Price, UT 84501  
[www.rucd.org](http://www.rucd.org)



# PARENT HANDBOOK

WELCOME TO RUCD

# Welcome to RUCD

As the Executive Director, I am delighted to extend a warm welcome to each one of you as we embark on a new journey together. The beginning of this academic year marks an exciting chapter not only for your child but also for our entire RUCD community as we work hand-in-hand to nurture the potential and dreams of our youngest learners. RUCD is dedicated to providing a rich learning environment that fosters academic growth as well as social, emotional, and physical development.



This parent handbook is designed to be a helpful guide for you. It offers comprehensive information about our program's philosophy, policies, procedures, and the numerous resources available to support your child's and your family's well-being. We encourage you to read it carefully and reach out to us with any questions, concerns, or suggestions you might have. Your partnership and active involvement play a crucial role in the success of our program and, most importantly, in the success and happiness of your child.

Thank you for entrusting us with the care and education of your precious children. Together, let's make this a memorable, rewarding, and transformative experience for our families and staff. Here's to a wonderful year of growth, discovery, and joy.

Warmest regards,  
Keri Newman Allred  
Executive Director  
Rural Utah Child Development



# Our Mission

*Creating an environment of opportunities where  
Head Start and Early Head Start families are  
empowered to change their lives*

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## Our Culture and Values

### LOVE

We love, **trust**, and respect ourselves  
and each other.

### HARMONY

We **balance** our lives with the  
**courage** to face challenges and the  
wisdom to rest.

### EVOLUTION

We **grow** together as a **team**, with  
safety, innovation, and fun as our  
foundation.

# Education Managers



Odalis Dial  
Classroom Environment  
[odial@rucd.org](mailto:odial@rucd.org)



Shelley Jolley  
Disabilities  
[sjolley@rucd.org](mailto:sjolley@rucd.org)

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# Comprehensive Services Managers



Laneea Cowley  
Health & Early Head Start  
[lcowley@rucd.org](mailto:lcowley@rucd.org)



Lauren Aquilino  
Parent, Family, &  
Community  
Engagement  
[laquilino@rucd.org](mailto:laquilino@rucd.org)

# Contact Us



## **Blanding Center**

106 E Center St. Blanding, UT 84511

HS: 435-650-0168

EHS: 435-630-8455

Fax: 801-441-1233

Monday-Thursday 8:00 AM-2:00 PM

Friday 8:00 AM-1:00 PM



## **Carbon County Center**

1375 S 100 E Price, UT 84501

HS/EHS: 435-650-4900

EHS home-based: 435-630-8456

Fax: 435-636-7822

Monday 8:00 AM-1:00 PM

Tuesday-Friday 8:00 AM-2:30 PM



## **Huntington Center**

675 N 400 E Huntington, UT 84528

HS: 435-630-8444

EHS: 435-630-8459

Fax: 801-441-1232

Monday-Thursday 8:00 AM-2:00 PM

Friday 8:00 AM-12:00 PM

# Contact Us



## Moab Center

365 E Center St. Moab, UT 84532

Phone: 435-459-0440

Fax: 435-612-2851

Monday-Thursday 8:00 AM- 2:00 PM

Friday 8:00 AM- 12:00 PM



## Monroe Center

25 N 100 W Monroe, UT 84754

HS: 435-612-3563

Fax: 801-441-1231

Monday-Thursday 8:00 AM-2:00 PM

Friday 8:00 AM-1:00 PM



## Price Center

745 E 200 S Price, UT 84501

Phone: 435-630-3194

Fax: 385-375-8896

Monday 8:00 AM-1:00 PM

Tuesday-Friday 8:00 AM-2:30 PM



# Contact Us



## Richfield Center

345 S 900 W Richfield, UT 84701

Phone: 435-893-1486

Fax: 801-441-1230

1: Monday-Thursday 8:00-11:30 AM

2: Monday-Thursday 12:00-3:30 PM

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## Sevier County EHS

160 N Main St. Richfield, UT 84701

North Sevier: 435-630-5183

South Sevier: 435-630-5421

Fax: 801-441-1230

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## Vernal Center

155 S 100 W Vernal, UT 84078

Phone: 435-630-1983

Fax: 435-919-3414

1 & 2: Monday-Thursday

8:00 AM-2:30 PM

Friday 8:00 AM-1:00 PM

3: Monday-Thursday 8:00-11:30 AM

4: Monday-Thursday 12:30-4:00 PM

# Professional Boundaries

The staff at RUCD will build strong relationships with you and your child based on mutual respect and trust. Maintaining clear and appropriate boundaries inside and outside the educational setting is essential to ensure professional integrity and responsibility. Please note that RUCD employees are not permitted to participate in your private life, which includes but is not limited to:

- Providing transportation for personal needs
- Providing childcare
- Attending non-work social functions
- Engaging in romantic relationships
- Writing letters regarding custody or other legal issues
- Giving or loaning parents money
- Purchasing gifts or personal items for parents or children
- Sharing personal information with families
- Being 'friends' on social media such as Facebook, Instagram, Snapchat, etc.



# Communication

## How to Stay Informed

Staff will use several different forms of communication to relay important information to you. Take time to do the following to stay informed:

- Read all information that is sent home with your child.
- Check the sign-in table at your child's classroom. Staff may post some notices at the table.
- Check your email for information and updates. Read your emails thoroughly.
- Contact your family service worker or family educator if you need to talk to them or set up a parent-teacher conference.
- The staff has been instructed not to discuss personal issues or concerns in the classroom for your and your child's privacy so that others will not overhear.
- Staff are not allowed to use their cell phones during class time. Contact the center phone during school hours if you need to get a message to the staff.





# Communication

## Forms of Communication

All staff will work with you to establish and maintain regular, ongoing communication. Staff may use any of the following tools to help achieve that goal:

- Newsletter: You will receive a monthly newsletter from your family service worker or family educator. The newsletter will keep you informed about what your child is learning at school during that month, classroom and community events, in-kind shoutouts, and health resources.
- Phone, text, and email: Staff will contact you via phone, text, and email. Please be sure to keep your contact information as up-to-date as possible. If your contact information changes, please notify your family service worker or family educator to inform them of the change.
- Social Media: Staff will occasionally use social media to communicate with families as an additional form of communication. Participating in social media is optional.
- Home visits: Staff will conduct home visits for registrations, parent-teacher conferences, and attendance purposes. Please be sure to update the staff if your living address changes.
- Notes and Flyers: Staff will send home notes and flyers to you as needed for classroom and program updates and announcements.

Communication is vital to any successful relationship. Staff are always willing to do what works for you. If you prefer a specific form of communication, please talk with the staff and let them know your preferences.

# Child Safety

## Authorized Release

When you register your child, you will be able to provide the names and contact information of individuals for your child's emergency contact and release authorization list. This list can be updated by completing an emergency contact and release authorization change form with the staff. Only the child's legal guardian may request changes to the list. Staff will clarify your parental rights, as needed. Unless a court order is in place, they may release your child to either legal parent.

The staff will ensure your child is only released to authorized individuals, verifying IDs against the provided list. They will hold responsibility for your child until they are safely handed over to an authorized person.

Staff cannot release your child to anyone under the age of 18. If staff identify an unauthorized pick-up person, they will contact you right away.

Daily sign-in and out are managed by staff using the ChildPlus online program, with paper alternatives when necessary. The person dropping off must ensure the teacher knows the child has arrived.



# Child Safety

## Pedestrian Safety

Your child's safety is the top priority. Throughout the year, teachers will teach your child rules to stay safe. However, you can also help by teaching safety skills through daily conversations.

Teach your child to always walk with an adult. Be sure to look both ways when crossing a street or parking lot. Discuss how to be safe by staying on sidewalks. Instruct your child always to hold an adult's hand when crossing the street or walking to a vehicle.

Discuss the importance of using walking feet. Require your child to walk with an adult. Remember to hold your child's hand while in the parking lot.

Explain to your child that children are small and hard to see. Teach them the "10-foot rule," which states that they should stay at least 10 feet from a vehicle.

Set a good example by always wearing your seat belt. Teach your child proper seat belt use and how to fasten and unfasten it. Stress the importance of staying seated in a vehicle.

Teach your child to listen for directions, walk, and wait for an adult to assist. Discuss the importance of staying calm and quiet. Practice exiting your vehicle as you would in an emergency to help ease anxiety should an emergency occur.

# Child Safety

## Never Leave Your Child Alone in a Car

Leaving your child alone in the car is dangerous and illegal in Utah. Heatstroke (hyperthermia) is the most significant danger. Heatstroke can damage the brain and other body organs. It can even lead to death. It doesn't take long for your child's body temperature to become too high when left in a car because:

- The temperature inside a vehicle can increase by 20 degrees in just 10 minutes and 40 degrees in an hour. It doesn't have to feel hot outside to be dangerous inside a car. Deaths have happened when it's just above 70 degrees F (Fahrenheit) out. Leaving the windows open does not prevent the temperature from rising to a dangerous level.
- Your child's body heats three to five times faster than an adult's and has a large body surface area that absorbs heat. Therefore, your child's body has not yet developed the ability to cool down sufficiently.

The danger of leaving your child alone in the car isn't limited to getting overheated. Other risks include being trapped in a trunk, setting the vehicle in motion, or leaving the car.

Please bring your other children inside when dropping off and picking up your child at the center and wherever you go, even if you will be a few minutes late.

# Child Safety

## Protect Your Child with A.C.T.

**A: Avoid** heat stroke-related injury and death by never leaving your child alone in a car, not even for a minute. In Utah, children under nine years of age must be supervised by a person who is at least nine years old when there is a risk of hyperthermia, hypothermia, or dehydration. Always lock your car when you're not in it so your children can't get in on their own, and keep your keys and remote entry fobs out of your children's sight and reach.

**C: Create** reminders by putting something in the back of your car next to your child - such as a purse or cell phone - that you'll need when you arrive at your destination. These reminders are essential if you're not following your typical routine when transporting your child.

**T: Take** action. If you see a child alone in a car, call 911.



# Child Safety

## Transportation & Child Protection

### **Transportation**

RUCD does not provide transportation to and from school. Please talk with program staff if you need help arranging transportation for your child for Early Head Start group socializations or meeting program requirements for medical or dental exams. They will assist you with available resources. You and other parents may volunteer to carpool. If you are able or willing to carpool, please let the staff know.

### **Child Protection**

Nothing is more important than protecting all children from abuse—and doing so takes vigilance on everyone's part. RUCD employees receive child protection training annually. Utah law requires us to report any suspected or identified child abuse to the Division of Child and Family Services. If you are concerned about a child's or individual's safety, please call the Utah child abuse reporting hotline at 855-323-3237 or visit [www.pcautah.org](http://www.pcautah.org) for more information.





# Attendance

## Center-Based Attendance

Regular attendance leads to better child outcomes. Research shows that children are more likely to succeed when attending consistently. Regular, on-time participation in school makes a difference and will help your child excel.

If your child will be absent, contact the school within the first hour of class start time.

- State why your child is absent so staff can support you with any barriers preventing your child from attending.
- Specify a return date if your child will be absent for an extended time.
- Notify staff when your child is late or leaving during school hours. They will direct you to sign your child in or out before you go.

Staff record all children's attendance daily. If your child is absent and the staff does not hear from you within the first hour of the class start time, they will attempt to contact you. If your child has two unexcused absences, staff will complete a home visit to ensure your and your child's safety. An unexcused absence is when your child does not attend and you do not contact the center.

If your child's attendance drops below 90%, your family service worker will review the reasons for absence. They may contact you to discuss barriers and provide you with resources to help support on-time, regular attendance. If your child's attendance drops below 80%, your family service worker may request a meeting to support you in completing an attendance improvement plan.



# Attendance

## Home-Based Attendance

### Home-Based Absences

There's no place like your home for learning. You and your family educator will decide on a day and time for home visits that work for you. If you select a time when your spouse or partner is unavailable, discover ways to share information and involve them in your child's education. Visits are scheduled once a week for 1 ½ hours. If you need to change a home visit appointment or miss a socialization activity, for example, because of illness or a family emergency, please contact your family educator. Contact your family educator each time you wish to cancel a home visit.

- Please state the reason for canceling so staff can identify and support you with any barriers you may be facing.
- If you and your child will be unavailable for an extended time, specify a return date.

If your family educator does not hear from you at least 24 hours in advance, they will assume you are keeping your scheduled home visit. If the staff person cancels a home visit or socialization, they will make every attempt to reschedule within two weeks of the cancellation.



# Attendance

## Supporting Successful Attendance

**Tips for Managing Mornings:** Mornings can be hectic when you leave for work, school, etc. Remember that your child will seek attention if they feel ignored or rushed. Take time to say “good morning” and give them a smile and a hug!

**Warm Up the Morning:** Smile! Slow down! Rushing adds tension. Sing, hum, or put on relaxing music.

**Use Simple Strategies:** Let your child dress to a timer. Can they get dressed before it goes off? Use it to teach time and counting skills. Use a visual morning routine; break down tasks into small steps.

**Set Realistic Goals:** Most young children cannot get ready in 10 minutes. Plan for the unexpected and breathe!

**Get Adequate Rest:** Healthcare professionals recommend preschoolers get ten to twelve hours of sleep, including a nap. The most important thing is to help your child develop good, consistent habits for getting to sleep.

**Feed Your Child Nutritious Meals:** Meals should be well-balanced and unhurried. Insist on wholesome, nutritious foods; avoid junk foods.

**Prepare for the Weather:** Dress your child in simple, safe, comfortable, clean clothes. Listening to the weather forecast will help you and your child choose appropriate outdoor clothing.

# Health

## Sick Procedure

If your child has any of the following signs or symptoms below, they should stay home:

- An oral temperature over 101 or 100 if taken under the arm;
- Difficulty breathing or untreated wheezing (call or see your doctor);
- Vomiting (more than once in the last 24 hours);
- Diarrhea (more than once in the last 24 hours);
- Complaints of a stiff neck with a headache (call or see your doctor);
- Unusual yellow coloring of skin or eyes (call or see your doctor);  
or
- A contagious disease

If your child has two or more symptoms below, they should stay home:

- A painful, red throat, even with no fever;
- A deep hacking cough;
- An earache;
- An unexplained rash;
- Thick green drainage from the nose along with sinus pressure, fever, or tiredness;
- Yellow discharge from the eyes or
- Cuts or openings on the skin that are pus-filled or oozing

Your child may return to school after being symptom-free for at least 24 hours unless otherwise specified above or have a note from their doctor stating they are no longer contagious. Call the staff if your child is going to be absent. The staff appreciates your help in keeping open communication between home and school.

If your child becomes sick at school, a staff member will contact you to come and take them home.

# Health

## Contagious Diseases

If your child has an infectious, contagious, or transmittable disease, please notify your family service worker or family educator. Common highly contagious diseases include the common cold, influenza, strep throat, hand-foot-and-mouth disease, COVID-19, and pink eye.

Your child may return to school after being symptom-free for at least 24 hours or have a medical provider's note stating they are no longer contagious.

### **Head Lice**

Head lice are common among preschoolers. Teachers will check for head lice once a month. If your child has live lice, staff will contact you to come and pick them up and take them home. Children must be live lice-free before returning to class. A quick check with the parent and child's teacher may be required. Free lice kits to assist you in removing lice are available upon request. Don't hesitate to get in touch with the health manager if you have questions or need more information.



# Health

## Health Services Overview

Your child's school success begins with their health. Family service workers or educators will support you to promptly ensure your child receives medical and dental care. RUCD will pay for essential medical and dental services upon your child's enrollment if no other financial resources are available.

Family service workers and family educators will complete health screenings with your child with your permission and collaboration. After you complete your online registration, they will schedule an appointment to conduct vision, hearing, hemoglobin, and lead screenings (as applicable).

Family service workers and family educators will assist you in obtaining a medical/dental home to provide comprehensive and continuous medical and dental care. They will provide resources to get medical coverage for your child when needed.



# Health

## Medical & Dental Care

### **Physicals and Dentals**

Your child's school success begins with their health. Your child must complete a physical and dental examination yearly while participating in RUCD Head Start. Please let the staff know if you need a medical or dental home or financial support to pay for a physical or dental. Family service workers or educators can connect you with local resources.

### **Prenatal and Newborn Visits**

Quality prenatal care ensures you and your baby are cared for and healthy. RUCD provides Early Head Start home-based services throughout your prenatal journey. Within two weeks of delivery, your family educator will visit with you in your home to offer support and identify family needs. This visit focuses on your well-being and your new baby. This visit does not take the place of a well-baby check.

### **Well-child Exams**

Healthcare professionals will schedule well-child visits from the time of your child's birth. Typically, visits are scheduled at two weeks, 2, 4, 6, 9, 12, 15, and 18 months, then yearly, starting at 24 months. During well-child visits, your child's doctor will give any due vaccinations, complete a hemoglobin screening if needed, check your child's growth and development, and test vision and hearing. These visits allow your child's doctor a chance to find and treat any concerns early. It's also an excellent time to ask questions about your child's health.



# Health

## Child Health Screenings

Family service workers and family educators will complete health screenings (vision, hearing, hemoglobin, and lead screenings as applicable) with your child with your consent.

### **Vision and Hearing**

Your child will complete vision and hearing screenings within 45 calendar days of their entry into the program. Screenings are brief and are only used to identify children who may need further evaluation by a healthcare provider.

### **Hemoglobin**

.Hemoglobin (Anemia): Low iron levels can delay a child's growth and development. Early diagnosis and treatment can improve your child's health and development. Children are tested yearly after age one. RUCD will provide a hemoglobin screening within 90 days of your child's enrollment or it can be done by your doctor or local WIC office.

### **Lead**

Lead can harm your child's growth, behavior, and learning ability. Most lead poisoning occurs when children lick, swallow, or breathe the dust from old lead paint. Homes built before 1978 most likely have old lead paint, often under newer paint. If paint peels, cracks, or chips, the dust can get onto children's hands and toys and into their mouths.

Early Head Start students will be given a lead screening at 12, 24, and 36 months unless previously tested. Head Start students will be given a lead screening within 90 days of your child's enrollment or it can be done by a doctor.



# Health

## Health Support & Follow-Up

Family service workers and family educators will assist you in obtaining a medical/dental home to provide comprehensive and continuous medical and dental care. They will provide resources to get medical coverage for your child when needed.

### **Allergies and Ongoing Health Conditions**

If your child has an allergy (food, insect stings, etc.) or an ongoing health condition such as asthma, diabetes, seizures, or other health concerns, please inform the staff. Specific information regarding your child's health concern will help plan any care needed before school starts. **Individual Health Plans are completed during registration and must be in place before your child attends school.**

### **Follow-up Treatment**

RUCD recommends promptly completing follow-up treatment for your child's medical or dental concerns. It is your responsibility to make and keep follow-up appointments. Please let us know if barriers like lack of transportation, insurance, etc., may prevent your child from getting proper treatment. Your family service worker or family educator will identify resources to assist you.



# Health

## Immunizations

Head Start follows the Utah Immunization State Rule. **All Head Start and Early Head Start children must be current on immunizations before participation in the program's group settings and stay current throughout their enrollment.** Staff will ask all parents to provide staff with their child's immunization records and comply with Utah State Immunization requirements to maintain program enrollment. Vaccines protect your child by immunizing them against certain diseases. Many of these vaccines protect your child for life. The Centers for Disease Control (CDC) recommends specific immunizations for ages birth to 18 years. Your child must get all the recommended doses to immunize against a disease fully.

### Immunization Exemptions

To receive a vaccination exemption form, the legally responsible individual who claims the exemption for the student must complete the online immunization education module. Talk to your family service worker or family educator for more information.



# Mental and Behavioral Health

You and your child's mental and behavioral health is essential. Mental and behavioral health can affect development, daily life, relationships, and physical health. RUCD aims to help all children increase their protective factors. Protective factors increase children's resiliency and improve problem-solving skills and behavior.

RUCD believes that managing emotions and behavior is simply another type of education. This education gives your child significant opportunities and prepares them for learning when they reach kindergarten. RUCD staff utilize various social-emotional techniques to help support behavioral and mental health.

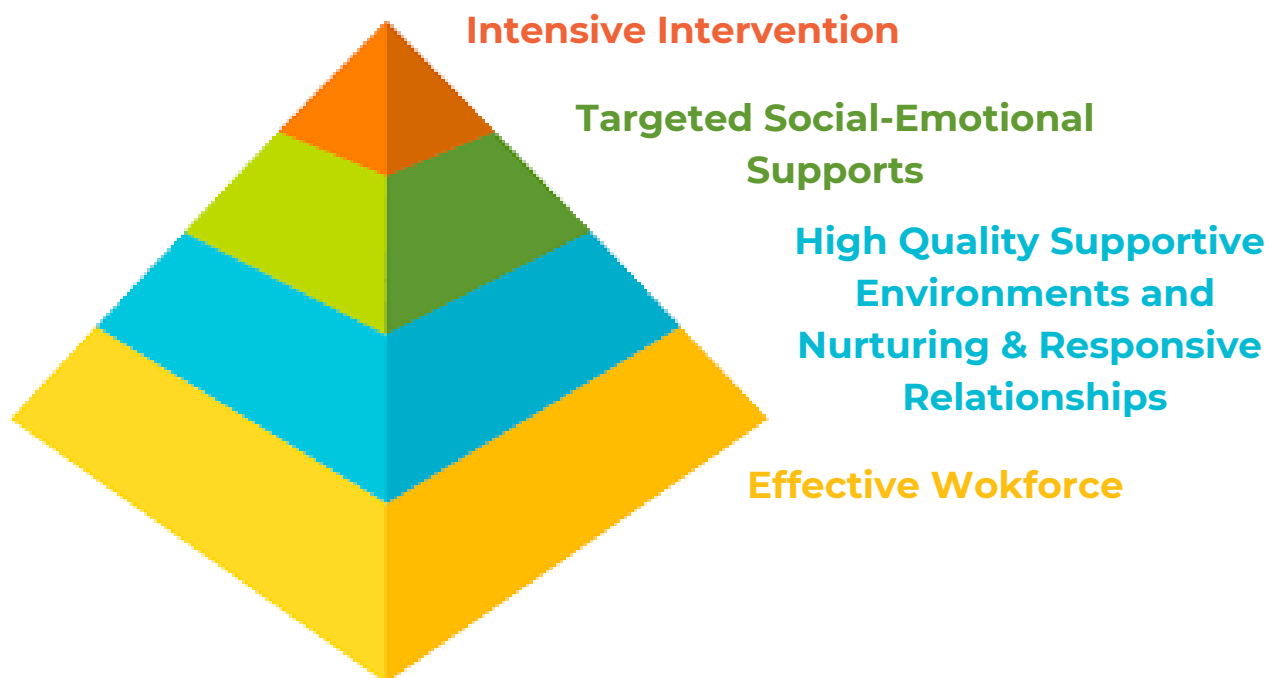
## Conscious Discipline

Conscious Discipline is an evidence-based, trauma-informed approach to social-emotional learning designed by Dr. Becky Bailey. It is a proven, comprehensive approach that empowers you with skills that create a safe, connected, problem-solving environment for your family. The program equips teaching staff with the skills to integrate social-emotional learning, discipline, and self-regulation. In turn, teachers will spend more time teaching your child vital life skills by modeling routines, rituals, and structures. You and your child can learn about the Conscious Discipline Brain State Model, how it recognizes three basic brain/body/mind states, and how these states produce certain behaviors. For more information on Conscious Discipline parenting education, see the description below and speak with your family service worker or family educator.

# Mental and Behavioral Health

## Pyramid Model

RUCD is in the process of implementing the Pyramid Model in connection with Conscious Discipline. The Pyramid Model is a framework of evidence-based practices for promoting young children's healthy social and emotional development. Positive behavior support, as outlined by the Pyramid Model, is a holistic approach that supports the social-emotional development of young children by creating nurturing environments, teaching essential skills for managing their emotions and behaviors, and collaborating with families to promote positive outcomes.



# Nutrition

RUCD follows USDA meal pattern requirements and nutrition standards.

## **Breakfast, Lunch, and Snacks**

The monthly menu includes a variety of foods to broaden your child's experience while considering cultural and ethnic preferences. RUCD follows a cycle menu that a nutritionist approves, which may change occasionally.

## **Eating With Your Children**

You are welcome to join us for mealtimes. The cooks plan carefully and prepare meals meeting USDA serving size requirements. Please give the cook at least two hours notice so they can prepare enough food and provide space for you at the table.

## **Sugar Policy, Birthdays, and Holidays**

RUCD has adopted a low-sugar policy. Classrooms offer birthday treats once a month to celebrate all children's birthdays that occur within that month. Recognizing and celebrating your child's birthday is encouraged as it is one of the many activities that help build their self-esteem. Head Start has established some basic guidelines on party favors:

- Consider non-food items such as pencils/erasers, stickers, silly straws, play dough, sidewalk chalk, etc.
- Individually packed fresh fruit or vegetables, raisins, cheese, crackers, etc. are also acceptable.
- Items must be store-bought.
- Do not send sugar treats such as cupcakes, candy, or gum.

You can plan a classroom activity to celebrate holidays or other occasions with input and assistance from staff. You are always welcome to share ideas and help plan, prepare, and clean up. You may also facilitate a small group activity or help in other ways. If there are not enough volunteers to carry out a parent-planned activity or celebration, staff may need to cancel or reschedule when there is more interest.

# Education

## Daily Schedule

Daily schedules are implemented to provide structure to your child's school day. They are designed to:

- Be predictable yet flexible and responsive to the individual needs of your child
- Provide time and support for transitions
- Include both indoor and outdoor (weather permitting) experiences
- Be responsive to your child's need to rest and to be active
- Incorporate time and materials for play, self-initiated learning, and creative expression
- Include time for large group, small group, and individual activities
- Include both child-initiated and teacher-directed activities

### **Daily Habits to Promote Health, Nutrition, and Safety**

Teachers establish healthy habits in the classroom with daily tooth brushing, an emphasis on handwashing, and other practices that help reduce the spread of illnesses. Your child will receive family-style nutritious meals, allowing them to learn about healthy eating habits with peer support. Teachers also use the classroom and playground to teach children rules and help keep them safe and healthy.

EAT, PLAY, LEARN,  
DREAM  
REPEAT

# Education

## Child Guidance in the Classroom

RUCD designs its classroom environments, schedules, and activities to capture the interest and stimulate the enthusiasm of young children. Teachers instruct children on using materials and classroom equipment and on the rules to follow.

Occasionally, forgetting the rules and testing limits is developmentally appropriate for your child and helps them learn to respect boundaries and develop social skills to help them succeed. Teachers help guide behavior by:

- Redirecting your child to appropriate activities
- Using encouragement
- Problem-solving with your child
- Establishing routines
- Developing behavior plans
- Giving choices within limits
- Teaching your child how to calm themselves
- Following the social-emotional curriculum

If it becomes necessary to implement a positive support plan, staff will maintain open communication with you.





# Education

## Teacher Support

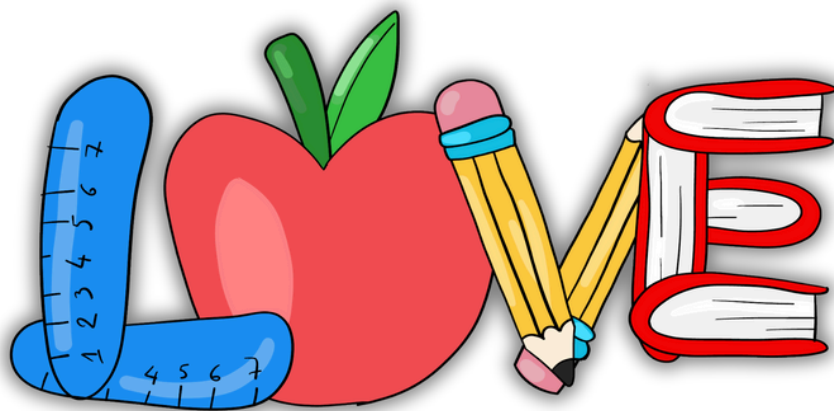
### **Parent-Teacher Conferences**

Twice per year, during fall and spring, teachers have designated conference days. However, you don't have to wait for an official parent-teacher conference day to talk with your child's teacher—feel free to schedule a conference at any time.

### **Child Goals**

Staff will work with you to develop individualized education goals for your child. They will plan and implement activities for your child, develop strategies to achieve identified goals, and support you in preparing them for kindergarten.

Staff will share updates with you on your child's progress. They will meet with your family throughout the year to determine how to provide assistance best and support school readiness.



# Education

## Child Observation Record (COR)

The COR is a developmentally appropriate assessment tool for your child. It assesses eight areas: approaches to learning, social and emotional development, physical development and health, language/literacy and communication, mathematics, creative arts, science and technology, and social studies. Teachers and family educators base all lesson plans on the COR with the freedom to plan individual experiences for your child and family.

The COR provides the framework for ongoing observation and assessment. It is organized in a checklist format so the teacher can see where your child is developmentally in the eight areas. It allows the teacher or family educator and you to plan activities to fit your child's individual needs, allowing them time to explore and experiment with their ever-expanding world.

Staff complete all assessments by observing and taking notes of your child's abilities in a naturalistic setting. You may also help by sharing your observations of the child at home.

Three periods of COR for Early Head Start and two periods of COR for Head Start will provide outcomes for your child. Staff will report your child's progress using the COR family report and collaborate on their developmental goals. Staff will offer suggestions and encouragement to continue experiences with your child that relate to the COR.

# Education

## Developmental Screeners

### **Ages and Stages Questionnaires (ASQ)**

The ASQs are developmental screeners used to evaluate your child's progress with their motor skills, communication, social interactions, and cognitive abilities. The purpose of ASQ screeners is to detect potential developmental delays or concerns early so that appropriate interventions or support can be provided to you and your child. Early identification and intervention can significantly improve your child's developmental outcomes and help address any challenges they might face. RUCD staff will help you complete the Ages and Stages Questionnaires (ASQ) during registration.

### **Pre-Kindergarten Entry and Exit Profile (PEEP)**

Staff use the PEEP assessment for children transitioning to kindergarten. Utah's PEEP measures academic and lifelong learning practices essential during preschool.

The teachers will track and monitor PEEP scores using a state database with the Utah State Board of Education. Staff will create a State Student Identifier (SSID) for your child to enter the scores into the database. To make an SSID for your child, the Utah State Board of Education requires the following information: your name, your child's name, date of birth, birth certificate number or USIIS number, gender, and home language.

# Education

# Dual-Language Learner (DLL)

RUCD acknowledges that home language is essential and that your family brings unique cultural perspectives. Your child and family should have an environment that honors your background and culture. RUCD staff strive to provide an inclusive environment that supports dual-language learners and their families.

The classrooms are designed before the new school year to include DLL learning materials for students identified as DLL. Classrooms adapt their lessons and room tracers (labeling classroom items in both English and your child's home language) and utilize Google Translate to help support the home language in the classroom. All classrooms at RUCD will conduct lessons in English. But staff will support your child's home language as much as possible.

If you require or would like translation services when participating in our program, please talk with your family service worker or family educator. RUCD partners with CommGap to provide third-party translation services at no cost to families.



# Education

## Disabilities

RUCD serves children with disabilities, special health care needs, and children at high risk for developmental delays. Staff will support your child's unique healthcare needs or disabilities by

- Identifying health and developmental issues through screening and ongoing child observation
- Working with you and your child's healthcare providers to make referrals for further evaluation or more intensive support when necessary
- Working with you to implement individualized plans, in collaboration with early intervention programs and local school districts, which include specific instructions for adaptations to ensure your child can participate in program activities.





# In-Kind

## What is In-Kind?

Head Start's federal funding source requires programs to generate 20% of their general operating budget from locally donated time, services, or supplies. These donations are called non-federal share or in-kind. RUCD must meet the in-kind requirement of approximately \$1.1 million annually. To meet the non-federal share goal, Head Start and Early Head Start parents and community members must participate as full partners in the program's operation. If the grantee agency (RUCD Head Start) fails to obtain and document the required 20% in-kind, a disallowance of federal funds may be taken.





# In-Kind

## In-Kind Calculation Example

The required 20 percent of the total grantee budget (federal funds plus non-federal match) is the same as 25 percent of the federal funds. An alternative calculation method is, federal funds divided by 0.8 ( $0.8 = 1.0 - 0.2$ ) minus the federal match, which equals the non-federal match.

For example, if the match is 20 percent:

Federal funds: \$1,000,000

Non-federal match =  $\$1,000,000 / 0.8 = \$1,250,000$  minus the federal match of \$1,000,000 = \$250,000, or the non-federal match.

This could be verified as

Federal match = \$1,000,000

Non-federal match = \$ 250,000

Total cost =  $\$1,250,000 \times 20\% = \$250,000$

The required non-federal match for a budget period is calculated at the close of the period based on the federal funds expended.



# In-Kind

## Examples of In-Kind

There are several things you can do with your child for in-kind. You likely do many of these things every day. Your in-kind is appreciated and helps fund your RUCD classrooms. Please let the staff know if you have any questions or would like to volunteer in the classroom. Some examples of in-kind are:

- Working with your child on their goals
- Participating in a family engagement activity
- Attending a socialization
- Providing your home as a space for a home visit
- Being a classroom volunteer
- Being a kitchen volunteer
- Participating in park and play
- Being a celebrity chef
- Using ReadyRosie
- Attending monthly parent committee meetings
- Serving on the policy council,
- Recruiting for the program,
- Donating center materials
- Prepping materials for a classroom project
- Sharing a hobby or talent with your child's classroom
- Reading to and with your child

# In-Kind

## How to Submit In-Kind

### **In-Kind Pro Donor App**

In-Kind Pro is a user-friendly app where you can easily track and submit your in-kind donations. Staff will encourage you to download and use the app throughout the school year. Your family service worker or family educator can help you create an account and provide you with your unique donor QR code.

### **Paper In-kind**

If you cannot use the app, you may submit your in-kind on paper. The teachers, your family service worker, or your family educator have paper forms available whenever needed. Staff have forms where you list your in-kind. Staff also have monthly calendars available with seasonal activities. You simply write the time spent doing the activity with your child. Complete and return paper in-kind forms to the staff at the end of each month.

Whether you use the donor app or complete an in-kind form, you will want to document each day you are involved or donate goods. Meeting the in-kind goal requires you and community volunteers to participate in program activities. If you want to donate time or goods, please contact your family service worker or family educator.

# Family Engagement

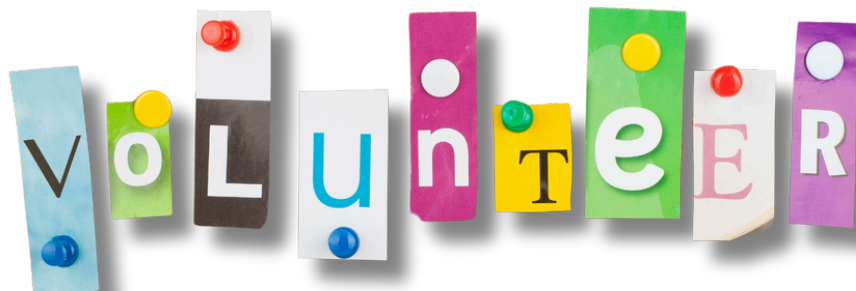
## Volunteer Opportunities

RUCD welcomes parent and community volunteers. Regular volunteers (those who donate time at least once per week) must complete the volunteer form on the RUCD website. Paper copies of the form are available at all centers if you cannot access the online form. The form will identify your interests, strengths, and how often you wish to volunteer. Once you complete the form, a staff member will provide you with a volunteer orientation and training. They will review expectations and answer any questions.

Regular volunteers helping in the kitchen must obtain a Food Handlers Permit. RUCD will reimburse any costs associated with this requirement.

Visit our website at [www.rucd.org](http://www.rucd.org) if you want to become an RUCD volunteer.

Volunteering is a great way to participate in and have fun with activities that benefit the program and, most importantly, your child. Take the opportunity to volunteer and contribute to RUCD.



# Family Engagement

## Center-Based Activities

### **Parent-Child Activity**

Parent-child activities are planned monthly throughout the year to provide opportunities for you to engage with your child in a the classroom. With support from the staff, the parent committee will plan and prepare activities. The parent committee will also have input on the day and time of the activity.



### **Park and Play**

Park and Play is a classroom-based activity that allows you to spend a few extra minutes with your child during pick-up and drop-off times. You can read or play with your child in the classroom setting. It is a fantastic way to engage with your child while increasing their educational outcomes.



# Family Engagement

## Center-Based Activities

### Traditions

Share some of your family's traditions, customs, and stories to help build a foundation for inclusion, respect, and community. Sharing traditions helps your child develop culturally sensitive skills and appreciate the diversity global cultures bring to their lives.





# Family Engagement

## Center-Based Activities

### **Celebrity Chef**

Celebrity Chef is a Head Start activity. With support from family service workers and cooks, you will help plan, prepare, and enjoy a favorite family recipe or help create a food experience during your child's class. Don't know how to cook? That is okay! The cook will teach you some basic kitchen skills. Don't have time off work to participate? That's okay too! Bring your recipe to a staff member and invite a family member to join in your place. Staff and community members may also participate in celebrity chef as needed. Talk with your family service worker and sign up for a time that works best for you.



# Family Engagement

## Home-Based Activities

### **Socialization**

Socializations are organized activities offered to home-based participants. They allow you, your child, and other Early Head Start home-based families to meet and socialize. If you do not have access to transportation, please let your family educator know so they can help you find available resources.

### **Home-Visit**

Early Head Start home visits provide comprehensive services to support and strengthen the relationships between you and your infants or toddler. Your home educator will work to develop trusting relationships with you and your child, understand your family's culture, and offer opportunities for your child to explore sensory and motor experiences with support from you. Home visits allow EHS staff to:

1. Use your home environment to help you create learning opportunities that build on everyday routines and support your child's development.
2. Support you when life circumstances might prevent you from participating in more structured settings.
3. Work with you to ensure that your goals and experiences are congruent with your family's culture, build on your child's interests and abilities, promote curiosity and a positive view about themselves and about learning, and use responsive interactions as the primary vehicle for learning.

# Family Engagement

## Male Engagement

Male role models significantly influence your child's development. This person may be a biological father, adoptive father, stepfather, foster father, legal guardian, or another male figure involved in your child's life. Staff encourages male participation in all activities, including but not limited to parent-teacher conferences, parent committee meetings, policy council, parent-child activities, and activities designed specifically for male figures. Your participation will help you grow as an advocate and lifelong educator as your child's first teacher.



# Family Engagement

## Parenting Curriculum



### **ReadyRosie**

ReadyRosie is a research-based parenting curriculum that helps parents take advantage of everyday routines and turn them into teachable moments. Family service workers and family educators use ReadyRosie to send playlists using mobile technology. They can customize playlists to meet your and your child's needs. Talk with your family service worker or family educator if you are interested in a specific topic. If you do not have access to the ReadyRosie app, your family service worker or family educator can help you get the information in other ways.

# Family Engagement

## Social Media

FIND US ON FACEBOOK AND INSTAGRAM  
LIKE AND FOLLOW US FOR MONTHLY POSTS AND  
RESOURCES



**RUCD Head Start  
& Early Head Start**



**rucdheadstart**



# Leadership Opportunities

## Parent Committee

### **Parent Committee**

As a parent of an enrolled RUCD student, you are already a parent committee member. Your role is to elect policy council members, establish a process for communication with the policy council, and advise staff in developing and implementing local program policies, activities, and services to ensure they meet your child's needs.

Parent committee meetings are held monthly. They may include presentations or workshops from community partners. Because RUCD serves a rural population, you may use technology such as Google Meet, email, or phones to communicate ideas, interests, and concerns if you cannot attend the in-person meeting.





# Leadership Opportunities

## Policy Council

### **Policy Council**

The Policy Council (PC) is a group of elected community members and parents from Head Start and Early Head Start program options. The council meets monthly to provide input on program design and operation, long and short-term planning, goals, and objectives. They approve and submit decisions about the above activities to the Board of Directors, which has legal and fiscal responsibility for administering and overseeing RUCD's Head Start and Early Head Start grants.

The Policy Council also actively reviews school readiness goals and helps to assess the program's progress in achieving these goals. The Policy Council also promotes parents' critical role in supporting their children's development towards school readiness.

Policy Council meetings are offered in-person and virtually through Google Meet.

### **Conflict of Interest**

You may not serve on the PC if you are a RUCD employee or a relative of a current RUCD employee.

You will not receive compensation for serving as a PC member. Your time is tracked and donated as in-kind contributions.

If you are interested in taking on a leadership role or simply joining a group of parents invested in the success of RUCD, the PC is for you. Don't worry if you're not sure what to do. After being elected as a member, you will receive additional training and support.

# Continuous Quality Improvement

## Self-Assessment

Continuous evaluation of program objectives is essential to ensure you and your child receive high-quality services throughout enrollment. RUCD conducts an annual self-assessment using various types of data. It uses ongoing monitoring data to ensure the program is on track toward accomplishing its goals and operating in compliance with the Head Start Program Performance Standards (HSPPS). The self-assessment helps Head Start leaders understand the effectiveness of program operations. It also helps to answer questions such as:

- Has there been steady progress on goals and objectives?
- Are family engagement activities and professional development efforts supporting positive child outcomes?
- Are there systemic compliance issues that must be addressed?
- Are there successful innovations in one program or site that could be replicated elsewhere?

The self-assessment provides the mechanism for ensuring programs are doing the right things. It also gives programs a chance to identify and make necessary course corrections.

# Continuous Quality Improvement

## Self-Assessment

### Communication and Collaboration

During the annual self-assessment, the program communicates and collaborates with various groups, including the governing body and policy council, program staff, and you. The program can gather valuable insights and perspectives by involving everyone to inform the assessment process.

Taking these steps helps ensure that the program is on track, making progress, and meeting your child's and family's needs. By regularly evaluating its goals and involving various stakeholders, the program can continuously improve and provide the best possible support for your child's development and school readiness.



# Confidentiality & Access to Personal Records

## **Confidentiality**

RUCD values your privacy while ensuring you have access to high-quality early education. You can share information with confidence that staff will only use it to enhance your child's welfare. To maintain confidentiality when volunteering in the classroom, please do not share photos or videos of other children on your personal social media platforms.

## **Access to Personal Records**

Your child's file is considered confidential, and staff store them in locked files or cabinets. Electronic files are password-protected. Per the Head Start Program Performance Standards, you can access your and your child's files and records.

- Each center maintains records of currently enrolled students, and the administrative office keeps past participant records for three years.
- If you wish to view your records or need copies, a staff person will assist you.
- Only parents/guardians and authorized officials within the program, or individuals acting on behalf of the program, can access your child's records. Access will be limited to those with a legitimate need for the information.
- Please see your family service worker or family educator if you would like to see the full policy regarding your child's records.

# Parental Rights

## **Parental Rights**

The following information describes your rights regarding your child's records per the Head Start Performance Standards.

### 1303.23 Parental rights.

#### (a) Inspect record.

- (1) A parent has the right to inspect child records.
- (2) If the parent requests to inspect child records, the program must make the child records available within a reasonable time, but no more than 45 days after receipt of request.
- (3) If a program maintains child records that contain information on more than one child, the program must ensure the parent only inspects information that pertains to the parent's child.
- (4) The program shall not destroy a child record with an outstanding request to inspect and review the record under this section.

#### (b) Amend record.

- (1) A parent has the right to ask the program to amend information in the child record that the parent believes is inaccurate, misleading, or violates the child's privacy.
- (2) The program must consider the parent's request and, if the request is denied, render a written decision to the parent within a reasonable time that informs the parent of the right to a hearing.

#### (c) Hearing.

- (1) If the parent requests a hearing to challenge information in the child record, the program must schedule a hearing within a reasonable time, notify the parent, in advance, about the hearing, and ensure the person who conducts the hearing does not have a direct interest in its outcome.
- (2) The program must ensure the hearing affords the parent a full and fair opportunity to present evidence relevant to the issues.

# Parental Rights

(3) If the program determines from evidence presented at the hearing that the information in the child records is inaccurate, misleading, or violates the child's privacy, the program must either amend or remove the information and notify the parent in writing.

(4) If the program determines from evidence presented at the hearing that information in the child records is accurate, does not mislead, or otherwise does not violate the child's privacy, the program must inform the parent of the right to place a statement in the child records that either comments on the contested information or that states why the parent disagrees with the program's decision, or both.

(d) Right to copy of record. The program must provide a parent, free of charge, an initial copy of child records disclosed to third parties with parental consent and, upon parent request, an initial copy of child records disclosed to third parties, unless the disclosure was for a court that ordered neither the subpoena, its contents, nor the information furnished in response be disclosed.

(e) Right to inspect written agreements. A parent has the right to review any written agreements with third parties.



# Parent Feedback

RUCD values your feedback and is committed to fostering a supportive and enriching environment for your family. We encourage you to contact us whenever you have a concern, want to give recognition to a staff doing an outstanding job, or provide other feedback to the program. The team at RUCD will review the feedback and promptly address it.

RUCD adheres to federal law and USDA policy by prohibiting discrimination based on race, color, national origin, sex, age, or disability. Should you wish to file a complaint of discrimination, write to:

USDA  
C/O Director  
Center for Civil Rights Enforcement  
1400 Independence Ave, SW  
Washington DC 20250-9410

Alternatively, you can call (866) 632-9992 (toll-free) or (800) 845-6136 (Spanish).



*"Childhood is a journey, not a race."*

*-David Elkind*