



MOSAIC

EARLY LEARNING

Family Handbook

YOUR CHILD & YOUR FAMILY

DEAR PARENTS AND GUARDIANS,
YOU ARE YOUR CHILD'S FIRST AND BEST TEACHERS!

This Family Handbook belongs to: _____

Name of Child: _____

Name of Parent/Guardian: _____

Center Staff

Head Start/EHS Center: _____

Phone: _____

Head Start/EHS Teacher: _____

Head Start/EHS Teacher Assistant: _____

Site Supervisor: _____

Family Advocate: _____

Food Service Worker: _____

Bus Driver: _____

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WELCOME LETTER

Dear Parents and Guardians,

Welcome to a new year of early learning! Your child's success is our priority. It is an honor to partner with you and your child. Together we help your child gain the skills that support kindergarten readiness and long-term success in school.

Center For Family Services has a 100-year history serving children and families. Our broad range of services expand across New Jersey, and we are proud to offer a strong early learning program in both Camden and Burlington Counties.

Education is the first and most important step to a better future. Our Head Start services support positive outcomes for your child. We strongly believe in your child's ability to succeed and value your input as parents and guardians.

Your continued involvement in your child's early learning plays an important part in their success. We look forward to working together with you in a shared decision-making process that includes parents as partners.

As the Head Start/Early Head Start provider, we will continue to provide parenting education, parent leadership and family support services. Home visits and parent conferences will support your child and your family. Together we will help your child to advance in all areas of development.

We recognize you, the parents/guardians, as your child's primary and most important teachers. We welcome your involvement in activities and will work with you as partners. You are encouraged to visit your child's classroom throughout the year. You are invited to participate in parent meetings and activities that are specially designed to meet your needs. You can also have a voice in early learning services by serving on the Parent Committee or Policy Council.

As we work together to encourage the development of your child and promote school readiness, you have the opportunity to greatly increase your child's chances for success by reading aloud to your child each day. Preschoolers are especially ready to learn from adults reading to and with them. By reading with your child, you will greatly increase your child's ability to learn to read.

You are also encouraged to help your child with daily attendance, including arriving on time every day. Daily attendance will help your child advance in all areas of development.

Please review this Family Handbook to familiarize yourself with our early learning program and use this information as a reference throughout the year. The handbook provides helpful information, including the program's procedures and policies. If you have any questions please do not hesitate to ask your child's teacher or call 856-964-2100. We look forward to working together with you and your child!

Sincerely,

Lois Bond, Assistant Director

ABOUT CENTER FOR FAMILY SERVICES

Center For Family Services is a leading non-profit social services provider. At Center For Family Services, you will find trusted care in convenient locations across New Jersey. The top workplace team at Center For Family Services has a professional commitment to high-quality services. Dedicated employees provide compassionate and comprehensive care. The goal is for every person to reach their full potential.

Center For Family Services has continued to grow over the last decade, expanding to include a wide range of specialized care to meet the growing and changing needs across New Jersey. Headquartered in Camden City, Egg Harbor Township, East Orange, and Washington, New Jersey, Center For Family Services offers life-changing services in convenient and accessible locations across the state.

With a proven track record of accomplishments working with neighborhood residents, schools, government leaders, corporate partners, and social service providers across the community, Center For Family Services is a force for positive change. The strong network of 1600+ staff are recognized as the most valuable asset and resource at Center For Family Services. Cultural competence and awareness is a critical component of workplace culture and service delivery. Center For Family Services is an employer and a service provider dedicated to diversity, equity and inclusion.

Whether it's a child who is ready for preschool, a teen in need of the support of a mentor, a child without a safe place to call home, a family facing the trauma of domestic violence, a person seeking help for an addiction, or a family in crisis, Center For Family Services is trusted to help people heal, find comfort, and build the foundation for a successful future.

ABOUT CENTER FOR FAMILY SERVICES

Mosaic Early Learning provides a comprehensive continuum of care and a strong ability to meet the community's changing needs. Specialized services are offered in the following key areas:

- Community Connections providing opportunities to directly impact the community through mentoring programs, volunteer efforts, neighborhood-based resource centers, ongoing partnerships with local neighborhoods, and internship experiences;
- Counseling & Behavioral Health offering counseling services focused on building self-sufficient families, encouraging strong parent/child relationships, increasing conflict resolution skills, providing crisis-intervention, and connecting individuals to resources;
- Early Child Education providing high quality early childhood education program for children newborn to five years old to support school readiness.
- Family Support & Prevention teaching critical parenting skills, increasing problem solving abilities and decreasing high-risk behaviors through evidence based programs that strengthen families;
- Safe & Supportive Housing providing a safe home environment for children and youth who are homeless, abused, abandoned, or neglected; women who are victims of domestic violence; and young mothers who are homeless;
- Addiction and Recovery offering recovery support groups and specialized treatment programs for youth, adults, mothers, and the deaf and hard of hearing community, as well as a peer-driven, community-based center supporting multiple pathways to sustained recovery;
- Victim & Trauma providing 24/7 crisis intervention, counseling, and support to survivors of sexual and domestic violence, safe housing for survivors of domestic violence, and trauma response across the community.
- Workforce Development providing support in a path to employment including job readiness skill building.

EARLY LEARNING GOALS

To ensure high quality early childhood education:

- All children will enter kindergarten healthy and emotionally, socially and cognitively ready to succeed in learning, school, and life.
- Parents will have support to be their children's first and best teachers and help their children "Learn to Learn."
- All children will be cared for in safe and healthy classrooms.

To work directly with children and help support families to ensure children receive necessary health, dental, vision, nutrition, and mental health care for positive developmental growth:

- Parents will strengthen their skills in making healthy choices and maintaining their family's health.
- Children will receive screenings and assessments to track your child's vision, hearing, growth, behavior, speech, language, and overall learning.
- Parents and staff will work together to address any concerns about your child's growth to support your child in meeting his or her full potential.
- Staff will support parents in ensuring children have a family doctor and dentist and are receiving regular exams.

To work with families and community partners to ensure community partnerships and services are accessible and appropriate:

- We will provide high-quality services by professionally trained staff.
- We will work with parents to provide smooth transitions into the Head Start classroom
- We will work with you and the local schools to provide smooth transitions from Head Start into kindergarten.

HEAD START VALUES

1. To respect the dignity and worth of each individual by providing professional services with compassion and humility.
2. To provide direct services to individuals and families through therapy, education, counseling, shelter, support, and advocacy.
3. To ensure ethical and moral conduct at all times and in all relationships.
4. To honor diversity and to provide services with sensitivity to differences in race, culture, gender, language, age, religion, disability, and sexual orientation.
5. To ensure access to services through overcoming barriers, vigorous outreach, and service delivery in homes, schools, and the community.
6. To take a leadership role with other community members in planning and advocating to improve social conditions on a local, state, and national level.
7. To hold ourselves professionally accountable for our effectiveness by measuring the outcomes and impact of agency services.
8. To create a work environment that honors staff as our most valuable resource.
9. To establish the agency as a continually learning, adaptive, and innovative organization that expands services to meet changing community needs.
10. To maintain quality and excellence in all agency activities.

PROGRAM MODEL OPTIONS

Head Start provides a comprehensive program that meets the needs of children and families in Camden City, Camden County and Burlington County. In order to achieve this, Head Start provides a variety of program options. All families must meet the minimum income eligibility requirements for Head Start.

Center Based – Full Day

This option provides services for children age three to five and operates from Monday through Friday, September through June from 8:30 am to 3:00 pm. Currently, CFS Head Start services are not available in the summer.

Center Based – Extended Day

This option provides the same services as the full day program, but is open from 7:30 am to 5:30pm. To be eligible, parents must be working or in school full time. The Extended Day services are only available at these Mosaic Early Learning locations:

- KCNA: 7:30am - 5:30pm
- Blackwood: 7:30am - 5:30pm
- Delanco: 7:30am - 5:30pm
- Lumberton: 7:30am - 5:30pm
- Oaklyn: 8:30am - 5:00pm

Center Based – Wrap Services

This option is provided through a partnership with the state preschool program and Camden County. This option is available only at sites that are providing state preschool program services (formerly Abbott). This provides additional hours of services from 7:30am to 5:30pm. Parents must be working or in school full time.

Extended Day and Wrap services are provided on a limited basis at certain sites. Please contact your Family Service Advocate or teacher for additional information or to register for services.

SCHOOL READINESS PLAN AND GOALS

Head Start defines school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life.

The Head Start Approach to School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children. The CFS School Readiness Goals are developed in order to meet the Office of Head Start mandated school readiness goals, which are defined as "the expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical health and well-being and motor development, and social and emotional development that will improve readiness for kindergarten goals" and that "appropriately reflect the ages of children, birth to five, participating in the program" (45 CFR Chapter XIII Head Start Regulation Part 1307.2 and 1307.3 (b)(1)(i), as amended).

Head Start views school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. For parents and families, school readiness means they are engaged in the long-term, lifelong success of their child. Head Start recognizes that parents are their children's primary teachers and advocates. Programs are required to consult with parents in establishing school readiness goals (45 CFR 1307.3 (b) (1) (iii), as amended). As Head Start programs and schools work together to promote school readiness and to engage families as their children make the transition to kindergarten, schools will be ready for children.

Social/Emotional Development

Children will:

1. recognize their own feelings and manage them appropriately;
2. follow classroom rules, directions and routines;
3. be able to adjust to new situations;
4. exhibit appropriate emotional behaviors;
5. demonstrate self awareness, direction and independence; and
6. establish positive relationship with peers and adults.

SCHOOL READINESS PLAN AND GOALS

Approaches to Learning

Children will:

1. increase their listening skills;
2. display their creativity through art;
3. utilize dramatic roles to portray stories;
4. make discoveries and initiate learning on their own; and
5. demonstrate attentiveness cooperating in various curiosities with persistence.

Language and Literacy

Children will:

1. have knowledge of the alphabet;
2. explore the world of reading;
3. acquire new words to enhance their conversational vocabulary;
4. understand following directions;
5. inquire as well as respond to questions;
6. have an understanding of story composition (beginning, middle, end, cover, publisher, author, etc.); and
7. write letters and words.
8. DLL children will have opportunities to engage in English reading.
9. DLL children will have opportunities to express themselves in English.

SCHOOL READINESS PLAN AND GOALS

Cognition and General Knowledge

Children will:

1. demonstrate knowledge of numbers;
2. have opportunities to utilize mathematical operations;
3. have the knowledge of measurements, patterns, and comparison;
4. use appropriate skills to solve problems;
5. learn life science through living things;
6. gain knowledge of physical science;
7. learn about the different type of families and community workers; and
8. learn about the physical world and how we move about the world.

Physical Development and Health

Children will:

1. become self sufficient in their personal needs;
2. learn about healthy foods and how they grow;
3. demonstrate large motor skills; and
4. demonstrate fine motor skills.

How are we going to achieve these goals?

1. Partnerships with families and community.
2. Use a comprehensive evidence based curriculum
3. Sesame Street in Communities' Ready Rosie
4. Recruiting and retaining highly trained teachers and staff. Work with other staff to continue professional development.

SCHOOL READINESS PLAN AND GOALS

5. Use a whole child approach that focuses on nutrition, health and classroom learning.
6. Provide comprehensive full day programming five days per week.
7. Increase availability of high quality ECE summer programming at Head Start.
8. Increase number of degree teachers and staff in the classrooms.

How are we going to know that children have accomplished these goals?

- 1) We will use The Teaching Strategies GOLD Assessment system which measures the knowledge, skills, and behaviors that are most predictive of school success. The tool has 38 objectives, including 2 objectives related to English language acquisition.
- 2) Teacher observations of each child will be conducted 3 times per year: the first will be completed by mid-October to gain a baseline for the student; the second will be done mid-year (approximately February) to measure progress and identify any areas of need; and the third in May to assess progress throughout the school year.
- 3) We measure the number of books read at home with the child throughout the year.

HEAD START SERVICES

Mosaic Early Learning Head Start program is a nurturing early childhood education program for children age three to five in Camden City, Camden County, and Burlington County, New Jersey. The program provides eligible families with comprehensive services in the areas of:

Education

Each classroom provides a safe and engaging learning environment that supports a young child's physical, cognitive, social and emotional growth and development and promotes kindergarten readiness. To make the Mosaic Early Learning Head Start program a comfortable place for every child, we gear our classroom environment and activities to the community and the families involved.

We're eager to learn as much as we can about each child's family, cultural background, past experience and current circumstances. Children's individual interests, languages, cultural backgrounds and learning styles are taken into account. With this information, we work to create a program that fits the children and the families that we serve. CFS Head Start has your child's best interest in mind at all times.

Each classroom teaches using the award-winning Creative Curriculum, which promotes hands-on learning and is in line with many of the New Jersey State and local school districts.

The Creative Curriculum focuses on four areas of development: social/emotional, cognitive, language, and physical development. Teacher-planned activities are balanced with child-initiated learning that support active learning and promote progress in all child development areas. Parent/Teacher conferences and home visits are scheduled throughout the year. Teachers and Family Service Advocates also schedule home visits several times each year to further child and family goals.

HEAD START SERVICES

Your child will be learning in our Head Start classrooms in different ways. Here are some examples:

- Children learn through appropriate play
 - Pre-math skills are developed by working puzzles, using shape sorters, and recognizing and creating patterns.
 - Pre-writing skills are developed by scribbling with crayons, building with blocks, and tearing and cutting paper.
 - Problem solving skills are developed by participating in finger plays, while painting at an easel, and during play with classmates.
- Children learn best by doing hands-on activities
 - Cutting a ball of Play-Doh into parts is an understandable demonstration of fractions.
 - Using a ring sorter lets a child understand the concepts of large and small.
 - Cutting and pasting items on a collage develops the small motor skills needed to write their name.
- Social skills can also be learned through play
 - Dramatic play activities allow children to build greater success in relationships with others.
 - Higher self-esteem is developed when a child completes a block structure.
 - Respect for others is developed as a child takes turns in a game.

Head Start staff members are knowledgeable in Early Childhood Development. Teachers advise students' learning styles and strengths to continually plan activities that help them accomplish new skills. Our staff will be happy to share your child's progress with you during parent conferences and home visits.

HEAD START SERVICES

Special Education Services

Mosaic Early Learning Head Start welcomes children with disabilities, who are given enrollment priority points.

Family Services

Each family is assigned a Family Service Advocate who will help the family identify strengths, define services and supports needed, set goals, and link families to social services referrals. Your family and the Family Service Advocate work together in a partnership to help the family progress toward achieving and attaining goals and services that support the positive development of your child.

Family Engagement

Head Start is a great program because of you! Families are encouraged to be involved in many aspects of the program including individualized family services, special events, parent trainings, and volunteering. This participation may include serving on a variety of committees such as your center committee or the Policy Council.

Mental Health

Mosaic Early Learning Head Start provides mental wellness activities in the classroom and works with families around their child's mental health and behavior.

Health

Mosaic Early Learning Head Start advocates the importance of a child's health care and encourages good health care practices, including disease prevention, health maintenance, and early intervention. For these reasons, your child will participate in a comprehensive health care program. All children will receive screenings and children can receive additional support if necessary. Family Service Advocates assist families in getting health services for their children as needed. Children are required to have current vaccinations and physical and dental exams, as well as hearing and vision screenings.

- Head Start uses the State of New Jersey Universal Health Record Form for the six week to five year old child.
- You will complete appropriate permission forms needed for your child to receive services that will ensure updated health care.
- Our staff will work with you to ensure every attempt has been made to obtain necessary medical services to meet the health needs of your child.

HEAD START SERVICES

Vision Screenings: Vision screenings measure your child's ability to see near and far objects clearly. Your child will be screened using the Lea Symbol Chart, which consists of pictures of a house, apple, circle and square. N.J. Commission of the Blind, community resources, Virtua Mobile van, and Head Start staff perform visual screenings for children within 45 days of their start date.

Hearing Screenings: An audiometer is used for hearing screenings in Head Start. Screening measures the threshold of hearing for pure tone frequencies (pitch) and loudness. Community resources and Head Start staff perform hearing screening for children within 45 days of their start date.

Dental Health

Dental care is essential to preserve primary teeth and teach good dental habits in preparation for the arrival of permanent teeth from about five to six years of age through adolescence. You are encouraged to take your child to your own dentist for regular exams. If you do not have a dental home, our staff will help you identify available dentists.

A dental exam is a painless procedure. Your child will be asked to open their mouth wide and the dentist will look into the mouth using a bright light. The dentist may use some tools with points to press on the teeth during the exam and x-rays may be taken.

Preventive care is an important part of your child's dental health. Cleaning and fluoride treatment are usually completed by a dental hygienist. A hygienist uses some tools to remove plaque from the teeth. This is a painless process and your child needs to hold his/her mouth open for the hygienist. Fluoride treatment is completed by placing liquid fluoride in a container shaped like your child's mouth for a few minutes. Your child should not swallow the fluoride.

We practice good dental habits in the classroom by:

- Having all children brush daily with fluoride toothpaste.
- Changing tooth brushes every 3 months.
- Involving students in dental health activities.

HEAD START SERVICES

Immunizations

An immunization (vaccination) is a way to trigger your child's immune system and prevent serious, life-threatening diseases. Immunizations expose your child to very small, very safe amounts of the most important diseases that your child is likely to encounter at some point in their lifetime. This mild exposure helps your child's immune system recognize and attack the disease efficiently. If your child is exposed to the full-blown disease later in life, they will either not become infected or have a much less serious illness.

Requirements for 18 months to five years of age to attend a pre-school include: (4) DTaP with six months between the third and fourth immunization, (3) Polio (1) Hib after the first birthday, (1) MMR after the first birthday and (1) Varicella after first birthday, (3) Pneumococcal 1 of which is needed after the first birthday, (1) Influenza 1 dose to be administered between September 1 and December 31 of each year. Our staff members will help you to make sure your child has the appropriate immunizations to attend school.

Nutrition/Meal Services

Our Head Start program promotes healthy growth and good eating habits. Each day we prepare a variety of fresh foods to feed your child breakfast, lunch, and snack through the Child and Adult Care Food Program. Head Start Food Service Staff follow menus, based on United States Department of Agriculture guidelines, to supply your child's daily requirements for good nutrition. Copies of menus are posted in centers throughout the program year.

Meals are served family style and children and staff eat together sharing friendly conversation. Food served is high in nutrients and low in fat, sugars, and salt.

Head Start requires that a variety of foods be served to invite your child to experience the wide variety of food available to them. This also helps them to learn about the food groups. Staff will work with you to include your child's favorite cultural and ethnic foods into the menu selections.

We will offer educational opportunities for you to gain new skills and ideas for cooking nutritious meals at home. Share with us your ideas and questions about food, menus and nutrition activities. Please join us for the many nutrition activities that we have planned throughout the year.

Let us know about your child's food restrictions or allergies that have been identified by his or her doctor. We can provide a special meal to meet your child's nutritional needs. A note from your physician must be presented. Please do not send food in with your child.

GENERAL INFORMATION

Attendance

Children are expected to be at the center every day. Regular attendance in the classroom is very important for the child to become comfortable with a regular and consistent schedule. If a child is continually absent or late from school he/she misses out on the activities designed to build connections to other children and transition into the classroom. Regular attendance is essential in the academic growth for all of the children. Literacy and math skills are taught daily, absence from the classroom interrupts the process of learning these skills. In addition, late arrival can also disrupt the flow of the classroom activities for other children.

Teachers do understand that illnesses occur and that a student may be absent from school. It is important that you call the center when your child will not be attending class. If your child is absent three (3) or more days at one time without a phone call, a Family Service Advocate will conduct a home visit. If your child is absent for 2 consecutive weeks without notification, your child may be dropped from the program. If your emergency contact phone numbers change please notify us as soon as possible.

- The Head Start program hours are from 8:30am - 3:00pm. Parents should arrive no more than 15 minutes prior to the start of the school day and should plan to wait with his/her child until the 8:30am sign in.
- If your child is enrolled in the Full Day/Full Year or State Funded Preschool/Head Start program (formerly Abbott), the classroom will open at 7:30am and close at 5:30pm for families who need the early or later hours and are working or in school.
- Please be prompt in dropping off and picking up your child at the start and end of each school day.
- For half-day sessions, dismissal time is 12:30pm unless otherwise notified.
- Cherry Hill collaboration hours are 9:30am - 3:30pm, early dismissal 9:30am - 1:30pm
- Only an individual who is authorized by you on the Authorized Release/Emergency Contact Form may pick up your child.
- Please call us when your child will be absent or arrive after 9:00am. Children need to have a regular routine as part of their growth and preparation for kindergarten.
- If a child misses a meal due to late arrival, a bowl of cereal or a sandwich may be supplied. When possible, parents are asked to stay until the child is settled.
- If you plan to have your child out for vacation or a long period of time, you MUST let your child's Teacher and Family Advocate know. Depending on the situation of the absence your child may have to be placed back on the waiting list.

GENERAL INFORMATION

Signing In and Out

Classrooms require children to be signed-in and signed-out each day. Only parents or persons listed on the authorized release form are allowed to sign-out/pick up children. Programs providing wrap/extended day services may require additional procedures.

Late Pick-Up

If an adult fails to meet a child at the bus stop or is late picking up the child at school staff will attempt to contact the parent or authorized emergency contacts. If a child is not picked up an hour or more after the center closes, social services will be called. Please see the “Responsibilities of Parents” section of this handbook for more information.

Illness

As your child’s teacher greets children he or she will conduct a daily health inspection. If it is determined that your child is ill or has a health condition that requires temporary exclusion from the center you or your emergency contact will be notified to pick up your child. Please see the “Health/Nutrition” section of this handbook for more information.

Medication

No medication is given without a Medication Demonstration, parent/legal guardian permission, a doctor’s note, and prescribed medication labeled by a pharmacist. Over the counter medication must be in the original container and requires parent/legal guardian permission as well as a doctor’s note. A meeting with the parent/legal guardian, teacher, Family Service Advocate or the Health Manager is required to develop a medication plan. For the Medical Demonstration, parents/guardians explain the signs/symptoms that indicate the child needs his/her medication, and they demonstrate how to give the prescribed medication.

Emergency/Snow Closing Policy

Head Start classrooms may close if there is bad weather or an emergency situation. You will receive an automated call to tell you if Mosaic Early Learning Head Start is closed. ***It is your responsibility to keep your contact information updated to make sure you receive these phone calls.***

Accidents

If your child has an accident requiring medical treatment you will be notified. If your emergency contact information changes, it is your responsibility to inform the staff. If we are unable to reach you, your child will be taken to get medical help.

GENERAL INFORMATION

Clothing

The preschool experience is a time of discovery. Children run, jump, hop, glue, paint, and play in the sand on a daily basis. Please dress your child in comfortable, washable clothing and sneakers (closed toe shoes). Jewelry is discouraged as it may become tangled or lost during active play. We are not responsible for lost jewelry.

Since we like to play outside (everyday according to the weather) and take walks and trips throughout the year, please dress your child to suit the weather. It would be helpful if you would put his/her name on his/her clothing and place them in a bag. (E.g. jackets mittens, boots, hats, etc.)

Extra Clothing

We encourage children to take care of their personal needs during bathroom times; however, accidents do occur. Please provide your Mosaic Early Learning Center with a complete change of clothes marked with your child's name.

Toys

Please leave toys and other similar items at home. Mosaic Early Learning cannot be held responsible for their safe return if brought in. Also at this age children are just beginning to learn about sharing. The skill of sharing is better taught through materials provided by Head Start.

Party/Snack Foods

No outside food is permitted in the classrooms.

Visitation

Volunteers are welcome in our classrooms. We encourage family/community members to volunteer. All visitors must report to the Site Supervisor, Head Teacher, or Education Coordinator before going to the classroom. Volunteers may not bring additional children or outside food or beverages into the classroom.

Bus Transportation

Bus transportation is provided for those students who qualify. Please contact your Site Supervisor or Family Service Advocate for more information. If your family qualifies for bus transportation a detailed description of responsibilities will be provided. All families enrolled in the Cherry Hill collaboration are eligible for transportation.

Field Trips

Permission slips will be sent home before your child's class goes on a field trip. Each child must have a permission slip signed by a parent/legal guardian before going on a field trip. Only enrolled Mosaic Early Learning children are allowed on field trips. We encourage parents to volunteer to supervise field trips!

INFORMATION TO PARENTS/GUARDIANS

Department of Children and Families
Office of Licensing

INFORMATION TO PARENTS

Under provisions of the ***Manual of Requirements for Child Care Centers (N.J.A.C. 3A:52)***, every licensed child care center in New Jersey must provide to parents of enrolled children written information on parent visitation rights, State licensing requirements, child abuse/neglect reporting requirements and other child care matters. The center must comply with this requirement by reproducing and distributing to parents and staff this written statement, prepared by the Office of Licensing, Child Care & Youth Residential Licensing, in the Department of Children and Families. In keeping with this requirement, the center must secure every parent and staff member's signature attesting to his/her receipt of the information.

Our center is required by the State Child Care Center Licensing law to be licensed by the Office of Licensing (OOL), Child Care & Youth Residential Licensing, in the Department of Children and Families (DCF). A copy of our current license must be posted in a prominent location at our center. Look for it when you're in the center.

To be licensed, our center must comply with the Manual of Requirements for Child Care Centers (the official licensing regulations). The regulations cover such areas as: physical environment/life-safety; staff qualifications, supervision, and staff/child ratios; program activities and equipment; health, food and nutrition; rest and sleep requirements; parent/community participation; administrative and record keeping requirements; and others.

Our center must have on the premises a copy of the Manual of Requirements for Child Care Centers and make it available to interested parents for review. If you would like to review our copy, just ask any staff member. Parents may view a copy of the Manual of Requirements on the DCF website at <http://www.nj.gov/dcf/providers/licensing/laws/CCManual.pdf> or obtain a copy by sending a check or money order for \$5 made payable to the "Treasurer, State of New Jersey", and mailing it to: NJDCF, Office of Licensing, Publication Fees, PO Box 657, Trenton, NJ 08646-0657.

We encourage parents to discuss with us any questions or concerns about the policies and program of the center or the meaning, application or alleged violations of the Manual of Requirements for Child Care Centers. We will be happy to arrange a convenient opportunity for you to review and discuss these matters with us. If you suspect our center may be in violation of licensing requirements, you are entitled to report them to the Office of Licensing toll free at 1 (877) 667-9845. Of course, we would appreciate your bringing these concerns to our attention, too.

Our center must have a policy concerning the release of children to parents or people authorized by parents to be responsible for the child. Please discuss with us your plans for your child's departure from the center.

Our center must have a policy about administering medicine and health care procedures and the management of communicable diseases. Please talk to us about these policies so we can work together to keep our children healthy.

Our center must have a policy concerning the expulsion of children from enrollment at the center. Please review this policy so we can work together to keep your child in our center.

Parents are entitled to review the center's copy of the OOL's Inspection/Violation Reports on the center, which are available soon after every State licensing inspection of our center. If there is a licensing complaint

INFORMATION TO PARENTS/GUARDIANS

investigation, you are also entitled to review the OOL's Complaint Investigation Summary Report, as well as any letters of enforcement or other actions taken against the center during the current licensing period. Let us know if you wish to review them and we will make them available for your review or you can view them online at <https://childcareexplorer.njcis.com/portal/>.

Our center must cooperate with all DCF inspections/investigations. DCF staff may interview both staff members and children.

Our center must post its written statement of philosophy on child discipline in a prominent location and make a copy of it available to parents upon request. We encourage you to review it and to discuss with us any questions you may have about it.

Our center must post a listing or diagram of those rooms and areas approved by the OOL for the children's use. Please talk to us if you have any questions about the center's space.

Our center must offer parents of enrolled children ample opportunity to assist the center in complying with licensing requirements; and to participate in and observe the activities of the center. Parents wishing to participate in the activities or operations of the center should discuss their interest with the center director, who can advise them of what opportunities are available.

Parents of enrolled children may visit our center at any time without having to secure prior approval from the director or any staff member. Please feel free to do so when you can. We welcome visits from our parents.

Our center must inform parents in advance of every field trip, outing, or special event away from the center, and must obtain prior written consent from parents before taking a child on each such trip.

Our center is required to provide reasonable accommodations for children and/or parents with disabilities and to comply with the New Jersey Law Against Discrimination (LAD), P.L. 1945, c. 169 (N.J.S.A. 10:5-1 et seq.), and the Americans with Disabilities Act (ADA), P.L. 101-336 (42 U.S.C. 12101 et seq.). Anyone who believes the center is not in compliance with these laws may contact the Division on Civil Rights in the New Jersey Department of Law and Public Safety for information about filing an LAD claim at (609) 292-4605 (TTY users may dial 711 to reach the New Jersey Relay Operator and ask for (609) 292-7701), or may contact the United States Department of Justice for information about filing an ADA claim at (800) 514-0301 (voice) or (800) 514-0383 (TTY).

Our center is required, at least annually, to review the Consumer Product Safety Commission (CPSC), unsafe children's products list, ensure that items on the list are not at the center, and make the list accessible to staff and parents and/or provide parents with the CPSC website at <https://www.cpsc.gov/Recalls>. Internet access may be available at your local library. For more information call the CPSC at (800) 638-2772.

Anyone who has reasonable cause to believe that an enrolled child has been or is being subjected to any form of hitting, corporal punishment, abusive language, ridicule, harsh, humiliating or frightening treatment, or any other kind of child abuse, neglect, or exploitation by any adult, whether working at the center or not, is required by State law to report the concern immediately to the *State Central Registry Hotline, toll free at (877) NJ ABUSE/(877) 652-2873*. Such reports may be made anonymously. Parents may secure information about child abuse and neglect by contacting: DCF, Office of Communications and Legislation at (609) 292-0422 or go to www.state.nj.us/dcf/.

INFORMATION TO PARENTS/GUARDIANS

Our center is required to periodically review the Department of Law and Public Safety (DLPS), Division of Consumer Affairs (DCA), unsafe children's products list, make the list accessible to staff and parents, and ensure that items on the list are not at the center.

The list is available at www.state.nj.us/lps/ca/recali/recalls.htm. Internet access may be available at your local library. For more information call the DLPS, DCA, toll-free at 1 (800) 242-5846.

Anyone who has reasonable cause to believe that an enrolled child has been or is being subjected to any form of hitting, corporal punishment, abusive language, ridicule, harsh, humiliating or frightening treatment, or any other kind of child abuse, neglect, or exploitation by any adult, whether working at the center or not, is required by State law to report the concern immediately to the State Child Abuse Hotline, toll free at 1 (877) NJ ABUSE. Such reports may be made anonymously.

Parents may secure information about child abuse and neglect by contacting: DCF, Office of Communications and Legislation at (609) 292-0422 or go to www.nj.gov/dcf and select Publications.

POLICIES AND PRACTICES

Tobacco Use Policy

The use, distribution or sale of tobacco on Mosaic Early Learning premises, at Head Start sponsored events (on or off premises), in Head Start-owned, rented or leased vehicles or otherwise while on duty on or off Head Start premises is prohibited. For the purposes of this policy, “tobacco” is defined to include any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless, dip, chew, snuff, in any form.

Program staff, parents, volunteers, and others must also avoid bringing clothing that smells of smoke into the classroom, site or playground. Staff will request that parents not smoke during home visits. Parents will be informed of the smoke-free request prior to the home visit.

Cell Phone Policy

We ask that parents refrain from using their cell phone while at the Mosaic Early Learning Centers. Allowing communication between staff and parents while they drop off or pick up their children provides a positive school experience for the children.

Child Abuse Policy

New Jersey State Law requires everyone to report suspected child abuse or neglect. Call the State Child Abuse Hotline, toll free at 1 (877) NJ ABUSE to report suspected child abuse or neglect. Please refer to the following Information to Parents from the Department of Children and Families.

Center's Violence Policy

It is a Center For Family Services policy that every child, family, and employee be treated fairly and equitably, with dignity and respect. We strive to provide a safe and nurturing environment that assists in the positive development of those we serve. There is no room or tolerance for harassing, threatening, or violent behavior either in the center or on the grounds of the center. Violent acts of third parties on the agency premises will be reported to the proper authorities.

Discipline and Social Practices

Staff will discuss and formulate clear, age appropriate, and consistent rules with children. There should be three to five, basic rules. Rules are written in sentences that are less than five words long and state the desired behavior, such as:

- Use walking feet.
- Use inside voices.
- Put toys away.

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Children are reminded of rules and the behavior that is expected of them. We never assume that a child should know the rules.

Staff members watch the children as they interact with the environment, the other children, and adults. They ask themselves and the children questions to gain understanding of the child. They adapt schedules, the environment, and the adult interaction styles to the children in the classroom to achieve a supportive, learning environment.

Head Start staff assists children in developing self-control, loving attitudes, security, trust, independence, and overall competency through:

- Developing an environment that sends the right messages;
- Being involved with the children, on the floor, making eye contact and smiling often;
- Responding quickly to possible problems;
- Respecting a child's choice and individuality;
- Encouraging self-help skills;
- Listening to children and repeating back their words;
- Avoiding the use of why questions, and focusing on what and how questions;
- Assisting with problem solving. Not requiring a child to say sorry; but assisting a child in being responsible for their behavior;
- Redirecting children;
- Helping children to express their feelings in safe ways.

Head Start staff members use time away, not time out, to help children regain control of their behaviors (This method should be used by a trained staff member). This method is used only when the child is a danger (emotionally or physically) to him/herself or to others:

- Find a quiet place where the staff person and the child can be away from the rest of the children (this does not have to be sitting); a corner of the classroom, just outside the door of the classroom, another area of the building or an outside area.

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- On rare occasions, the child will be so out of control that you must gently restrain (in a gentle hug) the arms and sometimes the head (to avoid bites). You need to remain calm and feel very strong inside while you do this, because you want to protect the child's safety as well as your own.
- Stay with the child until the child is calm. Rubbing the hair or back can help or getting a drink of water.
- Respect the child's choice's as to how and when the child will return to the group. Sometimes resting can feel good.

Staff and volunteers will not discipline children for failing to eat or sleep or for soiling themselves.

Staff and volunteers will not use hitting, shaking, or any other form of corporal punishment of children. Staff and volunteers will not use abusive language, ridicule, harsh, humiliating or frightening treatment or any other form of emotional punishment of children.

Staff and volunteers will not require a child to remain silent or inactive for an inappropriately long period of time for the child's age, nor should they ever be seated alone or placed in a corner.

Staff and volunteers will not withhold from children food, emotional responses, stimulation, or opportunities for rest or sleep.

If there is an ongoing problem with a behavior of a child, behaviors are recorded (with the time and setting) in the narrative section of the child's file. A conference will be scheduled with the parents, staff, and a management team member. A plan will be developed to assist the child in functioning in the classroom.

Release of Children Policy

Each child may be released only to the child's parent(s) or person(s) 18 or older authorized by the parent(s) to take the child from the center and to assume responsibility for the child. This information is listed on the Authorized Release/ Emergency Contact form.

If a non-custodial parent has been denied access, or granted limited access to a child by court order, the center shall secure documentation to that effect, maintain a copy on file, and comply with the terms of the court order.

If the parent(s) or person(s) authorized by the parent(s) fails to pick-up a child by the time of the center's daily closing, the center shall ensure that:

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1. The child is supervised at all times;
2. Staff members attempt to contact the parent(s) or person(s) authorized by the parent(s); and
3. An hour or more after closing time, and provided that other arrangements for releasing the child to his/ her parent(s) or person(s) authorized by the parent(s), have failed and the staff member(s) cannot continue to supervise the child at the center, the staff member shall call the Division of Youth and Family Services' 24 hour Child Abuse Hotline (1-800-792-8610) to seek assistance in caring for the child until the parent(s) or person(s) authorized by the child's parent(s) is able to pick-up the child.

If the parent(s) or person(s) authorized by the parent(s) appears to be physically and/or emotionally impaired to the extent that, in the judgment of the director and/or staff member, the child would be placed at risk of harm if released to such an individual, the center shall ensure that:

1. The child will not be released to such an individual;
2. Staff members attempt to contact the child's other parent or alternative person(s) authorized by the parent(s); and
3. If the center is unable to make alternative arrangements, a staff member shall call the Division of Youth and Family Services' 24 hour Child Abuse Hotline (1-800-792-8610) to seek assistance in caring for the child.

Health Information

Per NJ State Child Care Licensing laws, the following health information is needed in order to enroll your child in the Head Start program:

Up-to-Date Medical/Physical Exam

The medical exam is a thorough check up of the child's overall health and development. It is done by a licensed physician, nurse practitioner, or physician's assistant. This exam should include:

- Height/Weight/BMI
- Blood Pressure
- Hearing & Vision Screening

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- Both screenings check the child's basic ability to hear and see.
- Many times the physician will do these at the well check.
- Anemia Screening (Hemoglobin/Hematocrit)
 - Our bodies need oxygen for energy and growth. Red blood cells, hemoglobin, and iron carry oxygen through the blood to the body. Anemia is when the body does not have enough red blood cells, iron, or hemoglobin. It can slow a child's energy, growth, and development. Anemia is screened through a blood test, often at the same time as lead. The screening is done at 12 months and often yearly, when a physician feels it is necessary.
- Lead Screening
 - This screening measures the level of lead in the blood. Lead is a poison that is very dangerous for young children because of their small size, rapid growth, and development. It can cause anemia, learning difficulty, and other medical problems. Lead also is determined through a blood test and should have been completed at 12 months and 24 months of age.
- Updated immunization record
 - Flu vaccine for the current school year must be completed before returning to school after the Winter Break each January.

Up-to-Date Dental Exam

The dental exam is a full check-up by a dental professional. It includes:

- Discussion of diet, tooth brushing, use of bottles, and thumb sucking.
- Exam of mouth for tooth decay, bite, and gum infections and all related work identified
- Information on good oral hygiene and nutrition, and fluoride applied to prevent tooth decay.

If any problems are identified during the medical or dental exam, then timely follow up is needed. Some children may also need:

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Medication Administration Plan

Only if your child takes medication during the school day or has allergies or asthma individualized care plan must be in the child's file by the time they enter the classroom. A medication demo must also be completed. Please see your Family Services Advocate or Health Advocate with any questions.

Sick Procedures:

Your child must remain home if any of the following illnesses are present:

- Fever of 101 degrees F or accompanied by a rash
- Symptoms and signs of possible serious illness, such as lethargy, uncontrollable coughing, or difficulty breathing
- Diarrhea or blood in stools
- Vomiting illness
- Persistent abdominal pain with fever or other signs/symptoms
- Mouth sores with drooling
- Pink Eye or redness and discharge from eyes
- Head lice, body lice or scabies
- Tuberculosis, Impetigo, Chicken Pox, Pertussis, Mumps, Hepatitis A virus, Measels, Rubella, respiratory tract illness, shingles, Herpes Simplex

Treatment with antibiotics is not to be required or otherwise encouraged as a condition for attendance of children with mild respiratory tract infections unless directed by local health authorities;

Children should also remain home if:

- The illness has a specified cause that requires exclusion, as determined by the local health department or health provider;
- The illness limits the child's comfortable participation in activities; or
- The illness results in a need for more care than that staff can provide without compromising the health and safety of other children.

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- They have not been fever free for 24 hours without using fever reducing medications (Tylenol, Motrin) before returning to school.
- They have gone less than 24 hours after experiencing any vomiting or diarrhea.

Policy on the Management of Communicable Disease

If a child exhibits any of the following symptoms, he/she should not attend the center. If such symptoms occur at the center, the child will be removed from the classroom, and you will be called to take him/her home.

Severe pain or discomfort	Skin rashes inconjunction with behavior changes
Blood in urine	Yellow eyes or jaundice skin
Acute diarrhea	Red eyes with discharge
Stiff neck	Infected, untreated skin patches
Episodes of acute vomiting	Visibly enlarged lymph nodes
Swollen joints	Skin lesions that are weeping or bleeding
Sore throat or severe coughing	Elevated oral temperature of 101.5 degrees Fahrenheit
Difficult or rapid breathing	Mouth sores with drooling
Severe coughing	
Lethargy	

Once the child is symptom-free, or has a physician's note stating that he/she no longer poses a serious health risk to himself/herself or other, he/she may return to the center.

Table of Excludable Communicable Diseases

A child who contracts any of the following disease may not return to the center without a physician's note stating that the child presents no risk to himself/herself or others:

Respiratory illnesses

Chicken Pox**
 German Measles
 Hemophilus Influenzae*
 Measles*
 Meningococcus*
 (Meningitis)
 Mumps*
 Strept throat
 Tuberculosis* (TB)
 Whooping Cough*

Gastrointestinal illnesses

Campylobacter*
 (Food Poisoning)
 Escherichia coli* (E. Coli)
 Giardia Lamblia*
 Hepatitis A*
 Salmonella*
 Shigella*

Scabies
 Shingles

Other
 H1N1- (Swine Flu)
 MRSA

Contact illnesses

Impetigo

POLICIES AND PRACTICES

*Reportable disease that will be reported to the health department by the center immediately.

** Within 24 hours

Note: If your child has chicken pox, a doctor's note is not required for re-admitting the child to the center. A note from the parent is required, stating either that at least six days has elapsed since the onset of the rash, or that all sores have dried and crusted. If your child is exposed to any excludable disease at the center, you will be notified in writing.

PARENT COMPLAINT POLICY AND PROCEDURES

Positive relationships between home and preschool give your child/ren a better chance of success. Our parent complaint policy provides information about avenues of communication, which strengthens the partnership between parents and our preschool program. It acknowledges the importance of the relationship between guardians/parents, the teachers, and other staff.

Your concerns may relate to:

- The type or quality of service rendered
- The behavior and decisions of staff
- A policy, procedure, or practice

Procedures for Raising Concerns

Issues concerning children, parents, and/or staff relationships should be raised at the center level with the Family Service Advocate/ Site Supervisors. There may be times when you feel for a variety of reasons that you are unable to speak to those staff because they may be persons involved. In this case, please contact the Family and Community Partnership Manager (FCPM) directly at 1-856-964-2100.

Procedures to be followed:

1. Parent/Guardian will complete the Parent Concern Form and submit it to the Family Service Advocate at your child's center location. The Family Service Advocate (FSA) will meet with you to discuss your concern.
2. The FSA will inform the Site Supervisor (SS) of the concern, and provide them with the completed Parent Concern Form. The Site Supervisor will then speak to all parties involved. The Site Supervisor will gather all the necessary information, and the SS will follow-up with the parent/guardian within 48-72 hours. (Note: If this is an urgent matter, immediate follow-up will occur.)
3. The Site Supervisor will schedule a convenient time for the parent/guardian to meet and/or call to discuss the concern. The Site Supervisor, Family Service Advocate, and all parties involved will be invited to attend the meeting to respectfully communicate and resolve the issue.
4. The SS will complete the follow-up section on the Parent Concern Form, and forward a copy to the Family and Community Partnership Manager, Education Manager, and Quality Improvement Manager (QI). QI will follow-up with the parent to ensure the effectiveness of this process.
5. If a resolution has not been reached at the center level, the Site Supervisor will make a referral to the Family and Community Partnership Manager (FCPM).
6. Further Meetings, mediation, and/or an action plan may be needed to reach a resolution, if so, this process will be facilitated by the FCP Manager. The FCP Manager will follow-up with the parent, and include Content Area Managers, and/or the AVP/Head Start Director as deemed necessary and/or appropriate.

Parents Rights and Responsibilities

When raising a concern with staff, parents can expect to:

- Be treated with respect, courtesy, consideration, and maintain confidentiality
- Have the concern dealt with in a confidential and timely manner
- Have the concern considered impartially and in accordance with due process and the principles of equal and fair justice
- Be kept informed about the process and outcomes of their grievance

We request that when filing a concern parents will:

- Treat other parties with respect, courtesy and maintain confidentiality
- Raise the concern as soon as possible
- Provide complete and factual information about the concern
- Ask for assistance or further information as needed
- Act in good faith to achieve an outcome acceptable to all parties
- Have realistic and reasonable expectations about what course of action is required to resolve the concern.

Center for Family Services Head Start is consistently working on improving and strengthening our parent-staff partnership within the program. We are committed to ensuring that your encounters are always respectful, decent, and objective. Our Quality Improvement Manager will be in contact with you to survey your experience regarding this process. We want to make certain that your concern was addressed appropriately, swiftly, and most importantly, resolved.

(If you have any questions or concerns about this process, please contact your Family Service Advocate)

PARENT COMPLAINT POLICY AND PROCEDURES



Parent/Guardian Consent Form

Today's Date: _____

Center: _____

Daily Manner: _____

Tenure/Comments: _____

Parents/Guardians, please **PRINT** and complete this form in its entirety so that we can provide the most appropriate and effective resources to support your concern. If you should need any assistance with completing this form, please see your Family Service Advocate.

[illegible]

Parent/Teacher's Name: _____

Percent/Minimum Significant

Phone Number: _____

Email Address: _____

[Please submit this form to the Family Service Administrator at your child's center location]

STAFF AND PARENTS AS PARTNERS

We the Mosaic Early Learning staff will do our best to:

- Observe our open door policy. Make you feel welcome at all times.
- Provide a warm, friendly atmosphere for you and your child.
- Keep you posted of all happenings in the Head Start program and your child's progress through the program.
- Make regular follow-up calls to address your child's absence where there is no prior notification.
- Always be willing to answer any questions that you might have or direct you to someone who can answer your questions.
- Partner with you and provide guidance to help you reach your goals.
- Inform you of community resources that may be helpful to your family.
- Encourage you to share your ideas to improve our Head Start program.
- Work together to ensure that there is a quality program.
- Conduct a home visit
- Send notices home in advance with explanations.
- Avoid asking anything of you that staff wouldn't feel comfortable doing.
- Respect your family's right to confidential services.

STAFF AND PARENTS AS PARTNERS

Parent/Guardian Engagement

As parents/guardians, you have the greatest influence on your child's development. All parents have the opportunity to be involved in the Head Start program. Children may attend the Head Start program even if parents choose not to take part in program activities, but parent participation is welcomed and encouraged in many ways:

- Volunteer in the classroom.
- Attend Center workshops and other planned activities.
- Visit your Head Start Center and meet with your family advocate.
- Assist the bus driver by riding on the bus.
- Chaperone field trips.
- Assist with laundry (Head Start blankets and sheets)
- Help prepare materials for classroom activities.
- Develop and plan parent activities.
- Attending Parent Committee meetings.

Parents can also be involved by attending Parent Committee meetings to plan activities for the families in your center. This is also an opportunity to attend workshops and access opportunities in the community.

Parents can also share in making decisions about the program by serving on the Mosaic Early Learning Policy Council. This group of parents and community representatives approves or disapproves Head Start policies. *Policy Council is the link that connects local parent committees to broader program-wide issues.*

Parents may, when qualified, be considered for employment in positions in the Head Start program. Former and current parents are encouraged to apply for vacant positions, and their Head Start background will be given consideration. Positions are listed on the CFS website, www.centerffs.org, and are posted in each center location.

STAFF AND PARENTS AS PARTNERS

Parent/Guardian Engagement Benefits

Parent/guardian participation benefits you the parent, your child, your family, and the Head Start Center your child attends. You are your child's primary teacher and you play a major role in shaping what and how your child learns. Your involvement will provide the opportunity to:

- Learn ways to reinforce your child's learning outside of the classroom.
- Enhance your parenting skills and gain leadership experience.
- Learn about educational opportunities for yourself and your child.
- Receive community resource information that may be helpful to your family.
- Receive health, mental health, and nutrition information.

Male Involvement

Head Start is committed to fully involving males in every aspect of the program and provide, either directly or through partnering organizations, activities that foster the importance of males in your child's life. Ask the staff at your center for information about current fatherhood initiatives.

Family Literacy

Reading aloud to your child is a very important part of preschool development. It encourages children to read, helps word pronunciation and creates a positive self-image. Head Start values and addresses family literacy. Children love being read to by family members. It only takes 10-20 minutes each day and it becomes some of the best time you can spend with your child!

For those family members who would like to improve their reading skills, obtain a high school diploma, or simply want to continue their education, we offer a referral service to provide the resources needed to obtain your educational goals. Please talk to your Family Advocate for more details.

STAFF AND PARENTS AS PARTNERS

Family and Community Partnerships

The Family Partnership Program Area links the center, the home and the community through the following activities:

- Screening and selecting children to attend Head Start.
- Offering your family the opportunity to become aware of the resources in your local community and how to use them.
- Conducting meaningful home and center visits. Family Service Advocates will visit you in your home to talk to you about your child and/or Head Start happenings. We encourage parents to visit the Head Start Center whenever possible.
- Identifying strengths and needs of families so that staff and families will work together to meet the family's goals. The Family Service Advocate can refer you to supportive community resources that will help you accomplish your goals.
- Family Service Advocates also provide informational workshops with support from various community resources on a variety of topics that help to educate Head Start families.
- Listening when there is a need to talk. The Family Service Advocate is trained to deal with the different obstacles Head Start families face and will keep information confidential.
- Sincerely trying to improve the quality of life for Head Start families.

PARENT ENGAGEMENT

Tips for Parents and Guardians

We want you to learn as much as possible about your child's Head Start program! Here are some tips we have to make the most of your child's time in Head Start:

- Accept Head Start as an opportunity for family growth and a foundation for you to play a major role in your child's educational success.
- Offer your time in whatever way you can to be involved in your child's education.
- Welcome teachers, health and family service staff into your home.
- Work with our staff in a cooperative way – they are here to help you!
- Offer your ideas to improve our Head Start program.
- Take advantage of programs designed to increase knowledge about child development and skills.
- Become involved in community programs which help to improve health, education, and recreation for your family.
- Read aloud to your children because it is the most important activity for building the knowledge needed for future success in reading.

Reading with Your Child

Reading aloud with your child each day is the most important way you can help to prepare your child for school success. Here are some suggestions for reading aloud to children:

- Make reading books an enjoyable experience. Choose a comfortable place where the children can sit near you. Help them feel safe and secure. Be enthusiastic about reading. Show the children that reading is an interesting and rewarding activity. When children enjoy being read to, they will grow to love books and be eager to learn to read.

PARENT ENGAGEMENT

- Read to children frequently. Read to the children in your care several times a day. Establish regular times for reading during the day, and find other opportunities to read:
 - Start or end the day with a book.
 - Read to children after a morning play period which also helps settle them down.
 - Read to them during snack time or before nap time.
- Help children to learn as you read. Offer explanations, make observations, and help the children to notice new information. Explain words that they may not know. Point out how the pictures in a book relate to the story.
- Ask children questions as you read. Ask questions that help children connect the story with their own lives or that help them to compare the book with other books that they have read. Ask questions that help the children to notice what is in the book and ask them to predict what happens next.
- Encourage children to talk about the book. Have a conversation with the children about the book you are reading. Answer their questions. Welcome their observations, and add to what they say. Ask them to talk about their favorite parts and encourage them to tell the story in their own words
- Read many kinds of books. Children need to be read different kinds of books. Storybooks can help children to learn about times, cultures, and peoples other than their own; stories can help them understand how others think, act, and feel. Informational books can help children learn facts about the world around them.
- Reread favorite books. Children love to hear their favorite books over and over again. Hearing books read several times helps children understand and notice new things.

PARENT ENGAGEMENT

Ways to Encourage Good Behavior

You are your child's first teacher! Here are some ways you can help your child to learn good behavior:

- **Rules:** Children behave better when they know what's expected of them. Rules set limits for children and keep them safe. Set clear rules. When you are unhappy with your child's behavior talk about what your child has done and why you are unhappy. Your child will learn that you will be firm but fair when rules are broken.
- **Consistency:** Be consistent when enforcing rules and making your child's daily schedule/routine. Your child will behave better when they know their schedule. Morning and bedtime routines will help ease the transition from home to school and from dinner to bed.
- **Responsibilities:** Give your child responsibilities. Have your child clean up toys, set the table, or help with laundry. Simple chores will make your child feel important.
- **Praise and Attention:** If you see your child making good choices, praise him/her. Go beyond saying "good job" and tell your child what he/she did that was good, such as "Good job! You picked up your toys off the floor! That was helpful!" This will help your child learn and encourage he/she to repeat good behavior.
- **Distraction/Redirection:** Remove your child from a situation where bad behavior is about to or has just occurred. Help your child to focus on an acceptable activity.

Try some of these 101 ways to praise your child!

Wow * Way to go * You're Special * Outstanding * Excellent * Great * Good * Neat * Well done
Remarkable * I knew you could do it * I'm proud of you * Super star * Nice work * Looking good * You're on top of it * You're catching on * Now you've got it * How Smart * Good job * That's incredible * Hot dog
Remarkable job * You're beautiful * You're a winner * You make me happy * Hip Hip Hooray * You're important * Magnificent * Beautiful * Fantastic * You're on target * You're on your way * How nice
You're spectacular * You're darling * Super * Super job * Beautiful work * Good for you * Nothing can stop you now * Dynamite * You're fantastic * Awesome * You're precious * Fantastic job * You've discovered the secret * Bingo * Great discovery * You are responsible * You are exciting * You are fun * You're a real trooper * Marvelous * Terrific * You're growing up * Outstanding performance * You tried hard * You figured it out * What a good listener * You're a treasure * You mean a lot to me * You're a good friend
That's correct * A big hug * What an imagination * You learned it right * You're incredible * Now you're flying * Bravo * Beautiful * I like you * I respect you * You're sensational * Phenomenal * A+ job * Hooray for you * You're unique * You care * Creative job * You belong * You brighten my day * Super work * That's the best * You made my day * Say I love you * Beautiful sharing * You mean the world to me * You're important * You've got a friend * You're a joy * You make me laugh * You're A OK * My Buddy * I trust you
You're perfect * You're wonderful * A big kiss * Exceptional performance

PARENT ENGAGEMENT

Pedestrian Safety

Always walk on the sidewalk. If there is no sidewalk and you have to walk in the road, always walk FACING traffic, so you can see any car that might go out of control.

Dress to be seen. Brightly colored clothing makes it easier for drivers to see you during the daytime. At night, you need to wear special reflective material on your shoes, cap or jacket to reflect the headlights of cars coming towards you.

Teach your children never to run out into the street after a ball, pet, or for any other reason.

Tips for Crossing the Street:

- Cross only at corners or marked crosswalks.
- Stop at the curb or the edge of the road.
- Stop and look left, then right, then left again, before you step into the street.
- If you see a car, wait until it goes by. Then look left, right and left again until no cars are coming.
- If a car is parked where you are crossing, make sure there is no driver in the car. Then go to the edge of the car and look left-right-left until no cars are coming. Keep looking for cars while you are crossing, and remember, walk. Don't run.
- Always ensure that your child(ren) are holding an adult's hand. Never allow children under age 10 to cross the street alone.
- Make sure your child knows to cross the street 10 feet in front of a school bus, never behind.

Car Safety

Always make sure your child rides in a car seat that is appropriate for their weight and height. Check twice to make sure they are properly buckled in their car seat. When helping your child get out of the car, try to do this on the sidewalk side of the road. Make sure you hold your child's hand in parking lots when they get out of the car!

PARENT ENGAGEMENT

Going to the Doctor

Going to the doctor may be a scary experience for your child. An exam with the doctor is a painless procedure; however items used in the exam may be stressful for the child, such as:

- Blood pressure cuff- tight around arm
- Ear exam fear of item placed in ear
- Mouth fear of tongue depressor, may cause some children to gag
- Pressing on the abdomen child may fear being hurt or what will happen
- Stethoscope- cold metal as the physician listens to the heart and lungs

Being present for the exam supports your child emotionally. Prepare your child for the exam in advance by explaining to them what to expect during the examination. This will help to decrease their anxiety, promote their cooperation, support their coping skills, and facilitate a feeling of mastery in experiencing a potentially stressful event. Children should never be threatened with a “needle” for bad behavior during doctor visits or in anticipation of a visit to the doctor.

Transition to Kindergarten

Head Start staff will help you make your five-year-old's transition to kindergarten as easy as possible. Ask your teacher early on in the school year about ways to help your child with this transition.

Try to visit the new school with your child and meet your child's future teacher to make the first day less scary. Talk about kindergarten often and read books about going to kindergarten with your child.

PARENT ENGAGEMENT

Tips from your Preschooler

Be positive! Don't tell me that I'll have a great time at childcare and then tell grandma that you feel guilty about enrolling me. I pick up on your feelings very easily! If you feel great about leaving...I'll feel great about staying.

Don't mind me if the first day I love it and the second day I hate it! It's a new place, new kids, new adults and new schedule. Keep my schedule consistent and I will be fine.

When you drop me off in the morning, give me a kiss and a hug and tell me you'll see me later. When you do, I feel secure and know when you'll come back. If I cry, my teachers will hold me. They love me too and want the best for me.

Please take time to look at my artwork. I work long and hard at it all day while you are at work. If you do not care, I will not be excited about creating it.

Spend time with me after we get home at night. I know that you are tired and I'm full of energy because I took a nap! Let's go for a walk after dinner. I need time with my family too.

Sometimes I would like it if you would talk to me and explain to me what is going to happen to me before it happens. Tell me what day I am going to start school and what I will do there during the day. It would help to lessen my fears. Point out the center to me as we ride by so I can be excited about it.

Give me the choice to do things by myself. I'm littler and slower than you are but I can do things all by myself. I can dress myself and I can pick what breakfast cereal I want to eat. Making decisions can make me feel very important.

Sometimes I do not want to go to school. Sometimes you do not want to go to work. But after we both get there, we are fine.

Do not be mad at me if, after I pass that "adjustment period," if I don't want to go home when you come to pick me up. Be glad that my teachers are wonderful people who make me want to stay.

Please do not feel guilty about leaving me! I know that you love me and that you will do what's best for me! I also know that when I start kindergarten I will be well adjusted socially and mentally. I will be asking questions way ahead of the other children. Why? *Because you had the insight to put me with other children at a young age where I could learn new things and meet new friends.*

PROHIBITED ACTIONS

Prohibited conduct includes, but is not limited to:

- Injuring another person physically;
- Engaging in behavior that creates a reasonable fear of injury to another person;
- Engaging in behavior that subjects another individual to extreme emotional distress;
- Possessing, brandishing, or using a weapon while on agency premises or engaged in agency business;
- Intentionally damaging property;
- Threatening to injure an individual or to damage property;
- Committing injurious acts motivated by, or related to domestic violence and or sexual harassment;
- Retaliating against any employee who, in good faith, reports a violation of this policy; and
- Use, distribution, or sale of tobacco products on Mosaic Early Learning premises.

THANK YOU

Thank you for choosing Mosaic Early Learning and child development preschool for your child. Your family and your child can anticipate a joyful year of early learning.

As a parent/guardian, you are your child's first and most important teacher. As we work together to provide a rich educational and developmental experience for your child, your active participation can support the learning process.

Let's stay connected. Contact us at 856.964.2100.

For more information or general resources, visit our website at centerffs.org.



ENROLLMENT AGREEMENT

Name of Child: _____ Name of Parent/Guardian: _____

Mosaic Early Learning Center: _____ Date: _____

Please initial next to each. I understand the following are effective for the 2024-2025 school year. I understand:

_____ I am the primary member of a Family Team, which consists of our family's family advocate, classroom teacher, and other resource persons as needed. I understand that I will be asked to join in a partnership with Mosaic Early Learning to establish trust and communication.

_____ the critical importance of my child's regular attendance. I understand the impact of attendance on my child's development as well as complying with federal regulation and I will make every effort to drop my child to school at the start of the Mosaic Early Learning school day, 8:30a.m.(Cherry Hill Collaboration, 9:30)

_____ should a problem develop that hinders on my child's regular attendance, I will discuss the situation with either my teacher or family service advocate. As a team, we will discuss the importance of regular attendance and look for support and solutions for my family that will promote my child's regular attendance.

_____ I will need to sign my child in before the start of his/her class, not arriving more than 15 minutes prior to the start of the session. If I arrive in the 15 minute window prior to the start of the session, I understand that I need to wait with my child until the start of the session. I also agree to sign-out my child each day at the scheduled time of dismissal. I will list on the Attendance Daily Sign-In/Sign-Out Sheet the actual arrival and departure times and will sign using my full name.

_____ my child will be released only to those people I listed on the Authorized Release/Emergency Contact Form. I understand that I can only change this form in person with our family's assigned Family Advocate. I understand that person(s) picking up my child must be at least 18 years of age (if not a parent) and will be asked to show picture identification.

_____ if my child is not picked up by someone previously authorized and emergency contacts cannot be located after one hour from the end of the session with no contact from parent or family member, my child will be placed in the custody of the local Police Department or Child Protective Service Agency.

Signature of Parent/Guardian: _____ Date: _____



Mosaic Early Learning Attendance Policy

Center for Family Services (CFS) Head Start values your ongoing participation in our program. We understand that a variety of circumstances may occur that prevent you from bringing your child to school. Circumstances include doctor appointments, transportation issues, illness, and/or concerns in the home. While our main concern is to support all children and families, we are also mandated by the Office of Head Start to monitor, track and document your child's attendance. CFS Head Start focuses on the following:

- Promoting regular attendance: Implementing a process to ensure children are safe when they do not arrive at school. If a child is unexpectedly absent and a parent has not contacted the program within one hour of the program start time, the program must attempt to contact the parent to ensure the child's well-being.
- Implementing strategies to promote attendance.
- If a child stops attending the program, every appropriate effort will be made to re-engage the family to resume attendance.

In order to support families with a variety of challenges, CFS Head Start will implement the following procedure when a child is unexpectedly absent from school and a parent has not contacted the program within one (1) hour of program start time:

1. On the first day of absence, if the family does not call within one hour of program start time, the family will receive a phone call from the Family Service Advocate inquiring why the child is absent and document in Child Plus
2. On the second day of consecutive absence, the child's teacher will contact the family. During this brief but targeted conversation, the teacher will emphasize to the parent the importance of regular attendance, briefly go over what the child missed in his/her absence, and if possible, identify why the child was absent for a second day. This conversation should be entered into attendance follow up section in Child Plus by the teaching staff within 24 hours.
 - a. The phone conversation can take place while children are napping or at the end of the school day. The goal is not the length of time spent, but that the effort that has been made to connect with the family from an educational perspective.
 - a. Steps for documenting conversation with families in Child Plus:
 - i. After logging into Child Plus, go to the class and select the child who the note is in reference to
 - ii. Select the 'Attendance Tab'
 - iii. Scroll down to the Attendance Follow up
 - iv. Scroll down to find your name and title in the 'Staff Responsible for Attendance Alerts'
 - v. Click the green box 'Add Follow Up' and add your notes related to the conversation you had with the family

3. On the third day of consecutive absence, the Family Service Advocate (FSA) will contact the parent via phone, e-mail. During this conversation, the FSA will again emphasize the importance of regular attendance, provide information about its benefits, and offer support to families to promote the child's regular attendance, and if necessary, initiate an attendance action plan and document in Child Plus.
 - a. This follow up conversation can take place at any time of the day.
 - b. Documentation of the conversation should be entered into Child Plus within 24 hours.
4. If the attempts to contact the parent concerning the child's attendance are unsuccessful after 2 days, the FSA will conduct home visit to determine the reasons for the child's continued absences in Child Plus.
5. If a child has been absent 3 or more days and the parent has not contacted the school, the parent must meet with the FSA to discuss the reason for absences and the attendance policy prior to the child returning to the classroom.
6. If a child misses 5 or more consecutive unexplained absences, the following steps will be made
 - a. The FSA will email the Family and Community Partnership Manager, Family and Community Partnership Assistant Manager, Education Manager and Education Assistant Manager. When applicable, include the Mental Health and Disability Manager, Mental Health and Disability Assistant Manager, Health and Nutrition Manager, and Health and Nutrition Assistant Manager.
 - i. The email should include the following
 1. Childs Name
 2. Childs DOB
 3. Documented attempts to contact the parent
 4. Reason for absences

Revised 1/10/2024



Mosaic Early Learning

Discipline Policy

Center For Family Services Head Start staff are to support the social-emotional development of all children by building trust, being responsible, and fostering independence. Providing clear, consistent limits and having realistic expectations for the children also contributes to this development as does encouraging respect for others feelings and rights and showing respect of home language/culture.

The long term goal for children enrolled in the program is to provide a setting where children can slowly develop a sense of inner self-control or self regulation. They can begin to understand the reasons for limits that are set, and develop a sense of both being respected and respecting others rights and feelings.

When behavior problems arise, staff are encouraged to look at classroom routines and the environment and individual needs of the child to help the child overcome the behavior. It is important for all adults to be aware of the language, the tone of voice, and the manner of speech when working with young children. Providing each child with choices, foreseeing problems and responding to their needs immediately enables us to help the child positively without having to use more aggressive discipline strategies.

This behavior is the result of the child's level of development. The staff are to reinforce reasonable limits, expectations, and provide positive redirection. Opportunities to problem-solve and work through developmentally appropriate behaviors is to be incorporated as part of the child's curriculum, both individually and in small group situations. Young children learn by experimenting, testing limits, and experiencing the consequences of their behavior.

The following methods of guidance and discipline define what is and is not appropriate in Center For Family Services Head Start programs. Below are descriptions of guidance and discipline techniques supported by Head Start in our programs. Staff are to advocate for these techniques when working with parents:

Method: Indirect Guidance:

- **Prevention:** A developmentally appropriate classroom arrangement with accessible materials promotes independence, self help skills, and positive behavior.. It also provides easily supervised areas of privacy for children based on their individual needs and development. The daily schedule provides a balance of free play, large and small groups, meal times, and gross motor, limiting wait times and transitions.
- **Modeling:** Teacher-modeled appropriate behavior, as well as positive peer models, are used to promote positive social skills.

- Praise and Encouragement: Elaborate and specific praise is given to all children to promote positive behaviors and social skills.
- Clear Expectations: Staff provide clear, simple expectations that vary according to the developmental level of the children. In establishing the rules, teachers are to follow these guidelines:
 - o Involve children in making classroom expectations
 - o Expectations should be worded positively
 - o Expectations should be posted at the children's eye level with both words and pictures
 - o Review expectations regularly with children

Method: Direct Guidance

- Problem-solving
- Redirection:
- Using Positive Statements
- Active Listening:

Persistent Behavior

Persistent, unacceptable behavior is to be dealt with in the following manner.

- The child's behavior is documented in Child Plus and notify appropriate staff.
- Mental Health and Disability team will observe child and provide strategies as needed
- Collaborate with parents and utilize appropriate community resources
- Mental Health Consultant will observe child on next available date

A child could be placed on a modified program schedule or referred to community resources if a child's behavior poses a significant risk to the health and safety of the child, other children or anyone else in contact with the child. Program modification may include shortening the child's day until the child becomes more successful while in attendance or having the child attend fewer days. Other strategies could include transferring the child to another classroom.

Collaborating with other programs to find a more suitable environment, or assigning an additional person (e.g. a program aide) to be with the child consistently.

According to the the Head Start Performance Standard, 1302.17, if a temporary suspension is deemed necessary, the program will help the child return to full participation in all program activities as quickly as possible while ensuring child's safety by

- (i) Continuing to engage with the parents and a mental health consultant, and continuing to utilize appropriate community resources;
- (ii) Developing a written plan to document the action and supports needed;
- (iii) Providing services that include home visits; and,
- (iv) Determining whether a referral to a local agency responsible for implementing IDEA is appropriate.

Acknowledgement of Receipt of CFS Head Start Guidance and Discipline Policy

I have received a copy of the Guidance and Discipline Policy.

Signature

Date:



Mosaic Early Learning

Expulsion Policy

The State of New Jersey, Department of Children and Families, pursuant to Section 10:122-6.8 Expulsion Policy, requires that all child care programs operated in the state must have an Expulsion Policy.

Expulsion Policy

Unfortunately, there may arise situations that may require expulsion of a child from the Center For Family Services Head Start program, either on a short term or permanent basis. In order to ensure that all efforts are made to secure the child's enrollment, the program will exhaust every avenue in order to work with the family and child prior to the enforcement of this policy. The following are reasons for taking the action to expel or suspend a child from the program.

Immediate Causes for Expulsion

The child is at risk of causing serious injury to other children, or himself/herself.

Schedule of Expulsion

If, after remedial actions for any of the above behaviors have not worked, the child's parent/guardian will be advised verbally and in writing about the child's behavior warranting expulsion. An expulsion action is meant to be a period of time so that the parent/guardian may work on the child's behavior or come to an agreement with the center on a reinstatement plan for the child. The parent/guardian will be informed of the duration of the expulsion period and the terms that need to be met in order to fully integrate them back into the classroom and/or the program. Also, the program will communicate clear expectations of behavioral changes that are required in order for the child to return to the center. Sufficient time will be given to the parent in order to allow them time to seek alternative child care. The program will also communicate clearly to the parent the expected outcomes of the agreement and any failure of the child/parent to satisfy the terms of the agreement may result in the permanent expulsion from the program.

A Child Will Not be Expelled

If the child's parent(s) filed a complaint to the Office of Licensing regarding a center's alleged violations of licensing requirements or reported abuse or neglect occurring at the center or questioned the Center regarding policies and procedures, or without giving the parent sufficient time to make other child care arrangements.

Acknowledgement of Receipt

Yes, I read and understand & staff will provide a written copy



TECHNOLOGY AND SOCIAL MEDIA POLICY

Like blocks, books and crayons, technology in a preschool classroom offers versatile learning tools that can support children's development in all domains.

Any use of technology tools will relate to instructional goals and integrate into teachers' lesson plans. This integration becomes a valuable tool when used intentionally with students to extend and support their learning.

Classroom screen time is limited to no more than 30 minutes per day (total time spent in front of any screen, tablets, digital camera, computers, SMART board, TV, game consoles, hand held games, cell phones etc.) The following guidelines pertain to staff and parents regarding the use of technology and social media within Mosaic Early Learning, online and with regards to any student (child).

- ❖ Mosaic Early Learning staff uses the following to electronically communicate with parents; automated calling, classroom tablets, desktop computers, center telephone, email through Centerffs.org. And automated calls to report emergency closings.
- ❖ Mosaic Early Learning staff may electronically communicate to parents, behavioral concerns, unusual incidents and community information.
- ❖ Student (child) illness/accidents and request for records/supplies is prohibited from being electronically communicated.
- ❖ Text messaging, child care apps, social media, networking, cell phones, personal tablets or personal computers are prohibited in the classroom and as a means to electronically communicate with parents.
- ❖ Posting of photographs or videos of children, other than your own is prohibited including, but not limited to photographs or videos of children obtained through hand held devices , computers, video monitoring systems, child care monitoring apps or any other electronic device or transmission. Staff and Parents are prohibited from tagging, sharing, posting, commenting, and live streaming any content including students (child) that are not your own. If your child appears in a picture or video with other students (child) you are prohibited from using this content in any form or manner.

- ❖ Any breaches of this policy on the Use of Technology and Social media identified must be promptly reported to the Director.
- ❖ Posting of private or sensitive company, staff or prior staff, or enrolled or previous children/family information is prohibited.
- ❖ Parent and staff professional boundaries must be maintained in the use of electronic media, social networking relationships all communication are limited to center sites only.
- ❖ Use of all electronic devices is prohibited when supervising children. Social media/networking and /or other websites are prohibited when supervising children.
- ❖ Vulgar or abusive language, disparaging remarks and or references of a disparaging manner, personal attacks of any kind, or offensive terms targeting individuals or groups is prohibited.
- ❖ Posts that may reveal the center's current, off-site location are prohibited.

Policy on the Management of Communicable Diseases

If a child exhibits any of the following symptoms, the child should not attend the center. If such symptoms occur at the center, the child will be removed from the group, and parents will be called to take the child home.

- Severe pain or discomfort
- Acute diarrhea
- Episodes of acute vomiting
- Elevated oral temperature of 101.5 degrees Fahrenheit
- Lethargy
- Severe coughing
- Yellow eyes or jaundiced skin
- Red eyes with discharge
- Infected, untreated skin patches
- Difficult or rapid breathing
- Skin rashes in conjunction with fever or behavior changes
- Skin lesions that are weeping or bleeding
- Mouth sores with drooling
- Stiff neck

Once the child is symptom-free, or has a health care provider's note stating that the child no longer poses a serious health risk to himself/herself or others, the child may return to the center unless contraindicated by local health department or Department of Health.

EXCLUDABLE COMMUNICABLE DISEASES

A child or staff member who contracts an excludable communicable disease may not return to the center without a health care provider's note stating that the child presents no risk to himself/herself or others.

Note: If a child has chicken pox, a note from the parent stating that all sores have dried and crusted is required.

If a child is exposed to any excludable disease at the center, parents will be notified in writing.

COMMUNICABLE DISEASE REPORTING GUIDELINES

Some excludable communicable diseases must be reported to the health department by the center. The Department of Health's Reporting Requirements for Communicable Diseases and Work-Related Conditions Quick Reference Guide, a complete list of reportable excludable communicable diseases, can be found at:

http://www.nj.gov/health/cd/documents/reportable_disease_magnet.pdf.



NOTICE OF PRIVACY PRACTICES

This notice describes how healthcare and service information about you may be used and disclosed and how you can get access to this information.

Please review it carefully.

This notice is provided to you pursuant to the Health Insurance Portability and Accountability Act of 1996.

Center For Family Service is committed to protecting your personal information. We create a record of the treatment and services you receive at the Center. We need this record to ensure the quality, continuity and effectiveness of your care. In keeping with our caring culture, Center For Family Services strives to maintain a balance between protecting your privacy, providing quality treatment and ensuring your health and safety. This notice describe how we may use and disclose your protected health information to carry out treatment, payment, healthcare operations, ensure your health and safety, and for other purposed that are permitted or required by law.

This notice also describes your rights to access and control your protected health information. "Protected Health Information" is information about you, including demographic information such as gender, ethnicity, date of birth, diagnosis and telephone number that may identify you and that relates to your past, present or future physical or mental health, condition and related healthcare services.

Center For Family Services is required to abide by the terms of this Notice of Privacy Practices. We may change the terms of our notice at any time. A new notice will be effective for all protected healthcare or service information that we maintain at that time.

A copy of the Notice of Privacy Practices will be given to you at the time you first enroll for services at the Center For Family Services (for enrollments on or after April 14, 2003). Upon request, we will provide you with any revised Notice of Privacy Practices. A copy of our Notice of Privacy Practices is available on our website www.centerffs.org. Copies are also available from your program or the Agency's Privacy Officer:

Cindy Herdman-Ivins, Chief Administrative Officer
Center For Family Services
584 Benson Street
Camden, NJ 08103 856-964-1990

Acknowledgement of Receipt

Signature

Date

CENTER FOR FAMILY SERVICES
Notice of Privacy Practices

This notice describes how medical information about you may be used and disclosed and how you can get access to this information

Please review it carefully.

Center For Family Services has a legal duty to safeguard your protected health information.

All employees, volunteers, staff, doctors, health professional and other personnel are legally required to and must abide by the policies set forth in this notice, and to protect the privacy of your health information.

This “protected health information” includes information that can be used to identify you. We collect or receive this information about your past, present or future health condition to provide health care to you, or to receive payment for this health care. We must provide you with this notice about our privacy practices that explain how, when and why we use and disclose (release) you Protected Health Information. With some exceptions, we may not use or release any more of your Protected Health Information than is necessary to accomplish the need for the information. We must abide by the terms of this notice of privacy practices currently in effect.

We reserve the right to change the terms of this notice and our privacy policies at any time. Any changes to this notice will apply to the Protected Health Information already in existence. Before we make any change to our policies, we will promptly change this notice and post a new notice in our lobby. You can also request a copy from the contact person listed at the end of this notice at anytime and can view a copy of the notice on our website www.centerffs.org

We may use and release your protected health information for many different reasons. Below we describe the different categories of when we use and release your Protected Health Information **without your consent.**

A. We may use, or disclose your protected health information for treatment, payment, or health care operations.

1. For Treatment. We may share your Protected Health Information among physicians, nurses, psychologists, social workers, interns, and other health care personnel who are directly involved in your health care at this agency. **For example:** your primary therapist and your medication provider will share your protected health information to provide the best care for you. For external disclosures we will always ask for your authorization before we disclose your health information, except in emergencies to other mental health agencies or units.

2. To obtain payment for treatment. We may use and release your Protected Health Information in order to bill and collect payment **from you** for services provided to you. It is important that you provide us with correct and up-to-date information. **For example:** we may release portions of your Protected Health Information to our billing department to get paid for the health care services we provided to you. We may also release your Protected Health Information to our business associates, such as billing companies.

3. To run our health care business. We may use your Protected Health Information internally, in order to operate our facility in compliance with healthcare regulations. **For example:** we may use your Protected Health Information to review the quality of our services and to evaluate the performance of our staff in caring for you.

B. We do not require your consent to use or release your protected health information:

1. When federal, state, or local law; judicial or administrative proceedings; or law enforcement agencies request your Protected Health Information. We release your Protected Health Information only when a law required that we report information to government agencies or law enforcement personnel. Specifically we would notify the New Jersey Department of Child Protection and Permanency about victims of child abuse, or neglect. We would also notify Law Enforcement officials about the following: for notification and identification purposes when a crime has occurred, in missing person cases; or when ordered in a judicial or administrative proceeding, or in accordance with 42 CFR Part II.

2. About Decedents. We provide medical examiners at their request, necessary information relating to an individual's death, or in accordance with 42 CFR Part II.

3. To avoid harm. In order to avoid a serious threat to your safety or the safety of another individual, we may provide your Protected Health Information to law enforcement personnel, or to the endangered person, or to other people able to prevent or lessen such harm.

4. For appointment reminders and health-related benefits and services. We may use your demographic Protected Health Information to contact you as a reminder that you have an appointment or to recommend possible treatment options or alternatives that may be of interest to you.

5. For health oversight activities. We report information about serious incidents, including deaths, to the NJ Department of Human Services, and Department of Health and Senior Services. We may use and disclose your Protected Health Information. We may use and disclose your Protected Health Information to a health oversight agency, including NJ Department of Health and Senior Services, Medicaid, Medicare, or your Health Insurance Plan, for oversight activities authorized by law, including audits, licensure, or other activities necessary for oversight of the health care system or disciplinary actions against our workforce.

C. Your prior written authorization is required for any uses and disclosures of your protected health information not included above.

1. To obtain payment from your health care plan for treatment. Pending your signed Consent for Release of information and Payment for Medical Benefits Form, we may use and release your Protected Health Information to your health plan in order to bill and collect payment for services provided to you. It is important that you provide us with correct and up-to-date information.

2. Information shared with family, friends, and others. We will only release your Protected Health Information to a family member, friend, or other person that you indicate is involved in your care if you agree to the disclosure by completing and signing an Authorization Form.

We will ask for your written authorization before using or releasing any of your Protected Health Information. If you choose to sign an authorization to release your Protected Health Information, you may later cancel that authorization in writing. This will stop any further release of your Protected Health Information for the purposes you previously authorized.

Your rights regarding your Protected Health Information

A. You Have the Right to Request Limits on How We Use and Release Your Protected Health Information. If we accept your request, we will put any limits in writing and abide by them except in emergency situations. You may not limit Protected Health Information that we are legally required or allowed to release.

B. You Have the Right to Choose How We Communicate Protected Health Information to You. All of our communications to you are considered confidential. You have the right to ask that we send information to you to an alternative address (for example, sending information to your work address rather than your home address) or by alternative means (for example, e-mail instead of regular mail). We must agree to your request so long as we can easily provide it in the format you requested. Any additional expenses will be passed on to you for payment.

C. You Have the Right to Request to See and Get Copies of Your Protected Health Information. You must make the request in writing. We will respond to you within 10 days after receiving your written request. In certain situations, we may deny your request. If we do, we will tell you, in writing, why we denied your request. You may have the right to have the denial reviewed by a committee. You can request a summary or a copy of your Protected Health Information as long as you agree to the cost in advance. If your request to see your Health Information is approved, we will arrange this in accordance with established policy. Please submit all requests for this information to the Director of the Program in which you are receiving services, or the Chief Administrative Officer.

D. You Have the Right to Get a List of Instances of When and to Whom We Have Disclosed Your Protected Health Information. This list will **not** include uses you have already authorized, or those for treatment, payment or operations. This list will not include disclosures made before April 14, 2003. We will respond within 60 days of receiving your request. The list will include dates when your Protected Health Information was released and the purpose, with whom your Protected Health Information was released (including their address if known), and a description of the information released. The first list you request within a 12-month period will be free. You will be charged a reasonable fee for additional lists within that time frame. Please submit all requests for this information to the Director of the Program in which you are receiving services, or the Chief Administrative Officer.

E. You have the Right to Correct or Update Your Protected Health Information. If you believe that there is a mistake in your Protected Health Information or that a piece of important information is missing, you have the right to request that we correct the existing or add the missing information. We can do this for as long as the information is retained by our facility. You must provide the request and your reason for the request in writing. We will respond within 60 days of receiving your request. If we deny your request, our written denial will state our reasons and explain your right to file a written statement of disagreement. If you file a written statement of disagreement, you have the right to request that your request and our denial be attached to all future uses or release of your Protected Health Information. If we approve your request, we will make the change to your Protected Health Information, tell you that we have done it, and tell others that need to know about the change or amendment to your Protected Health Information. Please submit all requests for this information to the Director of the Program in which you are receiving services, or the Chief Administrative Officer.

F. You have the Right to Receive This Privacy Notice. You have the right to request another paper copy of this notice at any time.

HOW TO VOICE YOUR CONCERNS ABOUT OUR PRIVACY PRACTICES: If you think that we may have violated your privacy rights, or you disagree with a decision we made about access to your Protected Health Information, you may file a complaint with our Privacy Official listed below. You also may send a written complaint to the Secretary of the Department of Human Services.

You will not be penalized for filing a complaint.

Person to contact for information about this notice or to voice your concerns about our privacy practices, please contact our Privacy Official, Chief Administrative Officer at 856.964.1990.

Effective date of this Law: April 14, 2003

[illegible]

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