SUNNY DAYS EARLY CHILDHOOD DEVELOPMENTAL SERVICES INC.
"Making the Future Brighter, One Child at a Time"
300 Corporate Center Drive • Manalapan, NJ 07726 • tel: 732-761-0088 • fax: 732-761-2550
www.sunnydays.com

OUR MISSION

Our mission is to provide quality Evaluative and Therapeutic Early Intervention Services. Our family-centered philosophy supports the family as the most significant component to the child's progress.

Sunny Days Professionals aim is to foster the family's ability to promote their child's development to their fullest potential. Through our services, families are empowered to incorporate support strategies into their daily routines which will maximize the child's ability to participate in their environment.

Sunny Days provides community based services in the child's Home, Pre-School, School, Day Care or other locations specifically requested.

Sunny Days provides services to thousands of children and their families throughout the New Jersey, New York, Pennsylvania and California Area.

Be sure to visit our redesigned website @ www.sunnydays.com. If you would like to receive our newsletter, click on the link at the bottom of the page.






What does EARLY INTERVENTION look like?







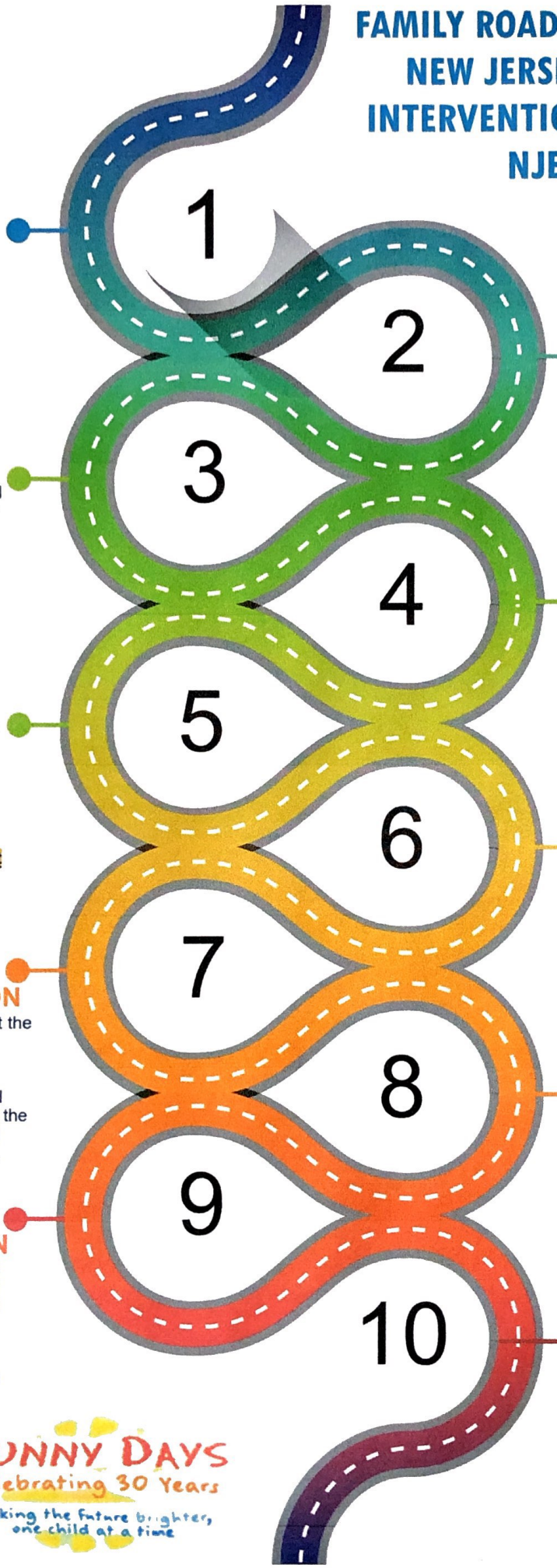
- Early Intervention focuses on supporting you as the caregiver so that you can enhance the development of your child during daily interactions and routines in natural settings.
- Infants and young toddlers develop and learn best through everyday experiences and interactions with familiar people in familiar places. In Early Intervention, you are the expert on your child's needs.
- All families with the necessary support and resources can enhance their children's development and learning.
- Practitioners work with you to learn techniques and strategies so that you can support your child's development, providing lasting effects well after an Early Intervention session.

*adapted from OSEP Work Group 7 principles of EI

SUNNY DAYS

Celebrating 30 Years

FAMILY ROADMAP OF THE NEW JERSEY EARLY INTERVENTION SYSTEM: NJEIS



STEP 1
CALL INTO NJEIS: SINGLE POINT OF ENTRY (SPOE)

Referral phone call to move forward with the Early Intervention Process

STEP 2
INITIAL EVALUATION

Two evaluators will schedule an initial evaluation to address your concern within 22 days of the referral phone call, unless waived.

STEP 3
ELIGIBILITY DETERMINATION

Based on the results of the initial evaluation your child will be eligible for the program or not.

If not, you may contact the referral line in the future if concerns persist (STEP 1).

STEP 4
INITIAL INDIVIDUALIZED FAMILY SERVICE PLAN: INITIAL IFSP

Two separate meetings will be scheduled to develop your initial service plan with the Early Intervention Team.

STEP 5
SERVICES START

Practitioners are assigned and will work with you and your family through a coaching philosophy.

Link to what Early Intervention sessions look like: https://www.youtube.com/watch?v=sL_WOCu3Ptg

STEP 6
PERIODIC IFSP MEETINGS

IFSP Periodic Review meetings typically happen every 6 months while in the program (or sooner if needed) to discuss your child's needs, concerns and progress.

STEP 7
ANNUAL EVALUATION

Annual evaluation occurs at about the year anniversary of the initial evaluation;

An evaluator will schedule and conduct another evaluation using the same test to mark your child's progress in Early Intervention.

STEP 8
ANNUAL IFSP MEETING

Annual IFSP review meeting is scheduled to discuss your child's needs, concerns and progress.

This process of periodic review and annual review meetings (STEPS 6-8) continue though out the Early Intervention process.

STEP 9
EXIT EVALUATION

As your child approaches three years old or having been in early intervention for at least 6 months, an exit evaluation is scheduled to compare your child's progress from the initial evaluation.

STEP 10
TRANSITION PLANNING CONFERENCE (TPC)

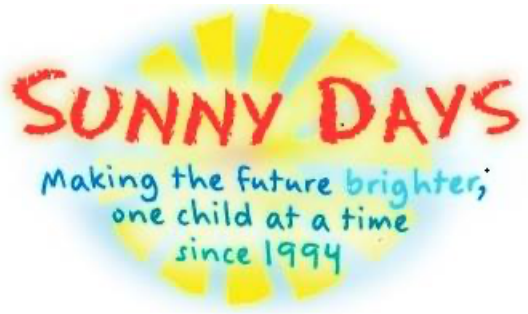
Early Intervention can assist with transitioning into the school district as your child approaches three years old.

SUNNY DAYS
Celebrating 30 Years
Making the future brighter, one child at a time

SUNNY DAYS

2026 Holiday Schedule

DATE	HOLIDAY
Thursday, January 1	New Year's Day
Monday, January 19	Dr. Martin Luther King, Jr.'s Birthday
Monday, May 25	Memorial Day
Friday, July 3	Independence Day Observed
Monday, September 7	Labor Day
Thursday, November 26	Thanksgiving Day
Friday, November 27	Day after Thanksgiving
Friday, December 25	Christmas Day



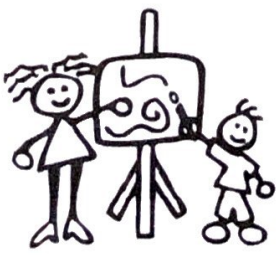
Name	Title	Phone	Email
Karen Olanrewaju	Director	732.761.0088	kolanrewaju@sunnydays.com
Carmela Hanna	Associate Director	732.294.3801	channa@sunnydays.com
Kathleen Flatley	Clinical Educator	201.841.3335	kflatley@sunnydays.com
Sarah Martin	Regional Administrator Bergen, Hudson, Morris, Sussex, Passaic	908.868.5641	Smartin@sunnydays.com
Debbie Zielinksi	Regional Administrator Essex, Union, Sussex	732.598.8491	dzielinski@sunnydays.com
Sheryl Newman	Regional Administrator Mercer, Middlesex, Ocean, Somerset	732.598.8485	snewman@sunnydays.com
Marisa LaMonte-Paulsen	Regional Administrator Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Hunterdon, Monmouth	908.839.8615	mlamonte-paulsen@sunnydays.com

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PROGRAM GUIDELINES

1. All services are individualized and provided in a manner which best reflects each child and family's specific needs.
2. All services may be available 7 days a week during both traditional and non-traditional hours.
3. All services provided in natural environments in accordance with the family's needs and routines.
4. All services provided will be done in accordance with the child's IFSP outcomes.
5. All records and information on each child will be kept confidential. Information will not be shared without written consent from the family.
6. All services provided will be provided in accordance with the Part C and State criteria for Early Intervention services.
7. Any IFSP changes need to be agreed upon by the entire IFSP Team including the Family, Service Coordinator, Provider and Sunny Days Administrator.



"Making the Future Brighter, One Child at a Time!"

New Jersey Early Intervention Family Rights

Family Rights include: NJEIS is a voluntary program which requires written consent to accept services. Families can refuse/withdraw consent at any time. All information is confidential. Services are provided as documented on your Individualized Family Service Plan. You will be notified of any changes to your plan through written prior notice. You may request mediation for any disputes pertaining to New Jersey Early Intervention System.

Further explanation of your Family Rights can be viewed by clicking the link:

NJEIS Family Rights: English
https://www.nj.gov/health/fhs/eis/Parent%20rights%20handbook%20English%207.15.22.pdf

NJEIS Family Rights: Spanish
https://www.nj.gov/health/fhs/eis/Parent-rights-handbook%20Spanish%207.15.22.pdf

NJEIS Family Rights: Chinese
https://www.nj.gov/health/fhs/eis/Parent-rights-handbook%20CHINESE%207.15.22.pdf

NJEIS Family Rights: Arabic
https://www.nj.gov/health/fhs/eis/Parent-rights-handbook%20ARABIC%207.15.22.pdf

NJEIS Family Rights: Portuguese
https://www.nj.gov/health/fhs/eis/Parent-rights-handbook%20Portuguese%207.15.22.pdf

NJEIS Family Rights: Creole
https://www.nj.gov/health/fhs/eis/Parent-rights-handbook%20CREOLE%207.15.22.pdf

For any Early Intervention Disputes, please contact the Procedural Safeguard Office at the Department of Health:

877.258.6585

WHAT TO DO IF YOUR CHILD IS SICK?

Dear Families,

To prevent the spread of illness, it may be necessary to cancel your Early Intervention Session. Please see cancellation guidelines below:

1. A fever of over 100.4 – must be fever free for 24 hours without any fever reducing medications
2. A fever of 100.4 including a new rash, headache, cough, swollen glands, chills
3. Coughing, runny nose, sore throat and sneezing that has not been diagnosed
4. Vomiting more than 2x in 24 hours- should be symptom free for 24 hours
5. Diarrhea- must be symptom free for 24 hours
6. Undiagnosed skin rashes or skin sores that are draining fluid
7. Extreme irritability or lethargy
8. Cough with an inspiratory whooping sound or vomiting after continuous coughing
9. Untreated lice or scabies- can return 24 hours after treatment
10. Untreated Conjunctivitis (pink eye) – can return 24 hours after treatment
11. A diagnosis made by your child's pediatrician/nurse practitioner of Influenza, Streptococcal Pharyngitis (strep throat) Cocksockie (foot hand and mouth disease), Erythema Infectiosum (fifths Disease) Pneumonia, Bronchitis, RSV COVID, Meningitis, Measles, Mumps Pertussis, Varicella (chicken pox, or Rubella.

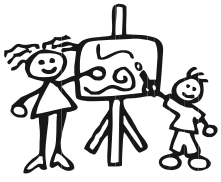
Please refer to your child's pediatrician/nurse practitioner for further information and to discuss the best time to return to your sessions.

Additionally, if someone in your home has any of these symptoms, or diagnoses it is requested that the session be cancelled.

Telehealth sessions may be conducted during the period of illness.

Reference: https://www.nj.gov/health/cd/documents/topics/outbreaks/School_Exclusion_List.pdf



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EMERGENCY PROCEDURES

POLICY: All Sunny Days Practitioners will follow established guidelines in the event of a medical emergency in a child's home.

1. In the event of a medical emergency or first aid incident, practitioners will assist the parent/caregiver in making decisions and assessing the situation.

2. If first aid is determined by parent to be necessary, practitioner will assist parent in administering same (i.e. bandaging, cold packs).

3. If parent/caregiver decide that a call for First Aid Squad is necessary, practitioner can assist parent/caregiver in calling 911 and will then stand by until the First Aid Squad arrives.






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Family/Practitioner Agency Policies and Guidelines

Agency Calendar

Please note that the calendar reflects the days Sunny Days honors as State/Federal Holidays. On these days, services may not be provided nor will the practitioner be required to make them up.

Included in this Welcome Packet is the **NJEIS-14 Policy on Rescheduling, Make-up or Compensatory Services for Missed and Disrupted EI Services**. Sunny Days follows this policy. Please feel free to contact your Regional Administrator with any questions regarding these procedures.

Monitoring

Each program must assume that families are receiving the services listed in their child's IFSP. We anticipate that you're involved in the intervention process and decisions made regarding your child. One way of assuring we provide quality services is through a home visit with you, your practitioner and a Clinical Educator who will observe the session. Another way of assuring quality and consistent services may be through the use of a parent survey/questionnaire. You may be asked to complete a survey. Please note your answers will not affect your continued service and is voluntary.

In addition at Sunny Day, each practitioner is required to complete a Service Verification Log. Please do not sign blank or incomplete logs. You will be asked to sign the log at the end of each session. Session summary notes which detail the activities of each session may be left with you to help support you in following suggested strategies towards outcomes written in your family's IFSP.

Confidentiality (please see agency policy enclosed)

Sunny Days requires that each practitioner respect a family's right to confidentiality. Please be assured that your child's concern and/or family issues will not be discussed with anyone outside the early intervention system. You will be asked to sign a **Release of Information** to a doctor or outside entity. This form will specify how the information will be given and exactly what information will be given. This form once signed, is in effect for one year from date you signed consent. **Consent to Release Information** is also needed for services in your child's daycare.

Additional Services

Please note that your practitioner may request an assessment/consultation with another practitioner in order to better meet the needs of your child and family. If you have additional concerns about your child or a family issue, you may request consultation with a specific discipline. You should call your Regional Administrator to discuss your concerns. In turn, your Regional Administrator will speak with your Service Coordinator. All requests will be responded to in a timely fashion.

Please feel free to visit our website at www.sunnydays.com and visit the Family Resource section.

New Jersey Early Intervention System
Policy NJEIS-14
Missed Services
January 1, 2025
(supersedes and replaces NJEIS-14 October 1, 2023)

I. Relevant Statue
34 CFR § 303.344 - Content of an IFSP.

II. Purpose
To identify circumstances and procedures for offering to reschedule or make-up missed early intervention services to eligible children and families.

III. Definitions

As used in NJEIS-14, the following terms are defined as indicated:

1. **Chronic Parent Cancellation** means cancellation of 50% or more of planned IFSP services over 3-months (12 consecutive weeks) by the parent of a child with an IFSP.
2. **Chronic System Cancellation** means the cancellation of 20% or more planned IFSP services by a practitioner assigned to provide an identified IFSP service to an individual child over 3-months (12 consecutive weeks) and which results in disruptions to planned serivce provision.
3. **EIMS** means the Early Intervention Management System which is the authorized case management and billing system for the NJEIS.
4. **IFSP** means the Individualized Family Service Plan for the participating child and family.
5. **Make-Up** means providing an early intervention service at the same frequency and length as a missed service and were unable to be 'rescheduled".
6. **Month** means calendar month.
7. **Reschedule** means providing a service within the same week, bi-week, month (frequency) and length (i.e. 60-minutes) of service time established under the Individualized Family Service Plan (IFSP) but rescheduled at a time different from the practitioner's regularly scheduled appointment.
8. **Week** means Sunday through Saturday.

IV. Policy

1. Make-up services due to system reasons:
    a. EIPs/practitioner must offer a "make-up" early intervention service to a family when the missed service is the result of a system reason, including practitioner cancellations.
    b. The EIP/practitioner is responsible to provide the "make-up" service prior to the end of the currently authorized IFSP.
    c. A parent may decline some or all of make-up services. Once declined, a make-up service is not ~~be~~ required to be provided by the NJEIS system.
2. Make-up services due to Family Cancellations:
    a. EIPs/practitioners may offer, but are not required, to reschedule or make-up a service under these circumstances:
        (1) The family cancels within 3 hours of a scheduled appointment
        (2) A service is missed due to extreme weather or natural disaster; or
        (3) If a scheduled service falls on a State, federal or religious holiday, and the agency provides the parent with a written copy of the agency's calendar identifying when the agency will be closed for services.
    b. Make-up services due to family reasons should occur within 14 calendar days of the date of cancellation.
    c. Chronic cancellations of an IFSP service(s) is a reason to hold a periodic IFSP review with the parent.
3. An EIP may offer the parent a substitute practitioner for an individual service when an assigned practitioner is unavailable to provide a regularly scheduled or make-up service.
4. If make-up services cannot be adequately arranged and provided by the EIP, resulting in significant disruption in services, the parent is to be apprised of the process to seek compensatory services.
5. Only the Procedural Safeguards Office can determine the need for a compensatory service and can offer such service to the parent, as appropriate, through the procedures established by the DOH.
6. Service Coordination is responsible for ensuring any compensatory services issued by the Procedural Safeguards Office are offered to eligible children.

V. Procedures: Rescheduling

1. When a family or practitioner is unable to keep a regularly scheduled service, the practitioner and family determine together if there is an acceptable alternative day/time to reschedule (defined above) the planned service.

2. Practitioners log the rescheduled service in the Early Intervention Management System (EIMS) as a regularly delivered service.
3. If an acceptable rescheduled service cannot be arranged within the scheduled week, bi-week, month, the practitioner documents the following in the EIMS:
    a. Person who cancelled;
    b. Reason for the cancellation, including description of any extreme weather event;
    c. Date of missed service; and
    d. Communication with the parent regarding the cancellation and any attempt/offer made to reschedule.

VI. Procedures: Make-up services for Practitioner Cancellation

1. When a practitioner is unable to keep a regularly scheduled service and rescheduling is not an option, the practitioner and parent determine together the next acceptable alternative day and time to make-up the missed service.
2. The practitioner is responsible to ensure:
    a. All other regularly scheduled services are provided as planned and are not affected by the addition of a make-up service.
    b. The make-up service must be consistent with the planned frequency of the missed service.
        i. Example: one-time per week service may not exceed more than a one-time per week make-up.
    c. The make-up service must be consistent with the planned length of the missed service.
        i. Example: a make-up one-hour Physical Therapy service cannot exceed a one-hour Physical Therapy.
        ii. If a make-up service is less than the IFSP service time (e.g. 45 minutes instead of an hour), the “shortfall” in time cannot be made-up at another time.
3. The practitioner documents make-up services in the EIMS including:
    a. Reason for the cancellation/disruption;
    b. Date(s) of missed service being made-up
    c. After the service has been provided, the practitioner provides documentation in the EIMS as a “Make-Up” service.
4. Make-up sessions can only be provided after a planned session was missed, not before or in anticipation of a cancellation.

VII. Procedures: Make-up services for Family Cancellation

1. When a family is unable to keep a regularly scheduled service and rescheduling is not an option, the practitioner and family determine together the next acceptable alternative day and time to make up the missed service over the subsequent fourteen-day time period. (14 calendar days).
2. Make-up sessions can only be provided after a planned session was missed, not before or in anticipation of cancellation (e.g. family will be on vacation)
3. The practitioner is responsible to ensure:
    a. Documentation of communication with the parent regarding the cancellation and any attempt/offer made to make-up the service is available in the child's record in the EIMS. This includes text messages sent/received, documentation of phone calls, and/or documentation of in-person discussion of make-up session scheduling.
    b. Regularly scheduled services must be provided as planned and are not affected by the addition of make-up service.
    c. The make-up service must be consistent with the planned frequency of the missed service.
        i. Example: one-time per week service may not exceed more than a one-time per week make-up.
    d. The make-up service must be consistent with the planned length of the missed service.
        i. If a "make-up" service is less than the IFSP service time (e.g. 45 minutes instead of an hour), the shortfall in time cannot be made-up at another time.
    e. After the service has been provided, the practitioner logs it in the EIMS as a "make-up" service.

VIII. Chronic Parent Cancellation

1. A parent is considered to have reached chronic cancellation status when planned IFSP services are cancelled 50% or more of the time over 3 months (12 consecutive weeks), with or without advanced notice to the practitioner and/or their assigned EIP.
2. The practitioner(s) is responsible to document communication with the parent regarding each cancellation and any attempt/offer made to make-up or reschedule the planned serivce. This includes text messages sent/received, documentation of phone calls, and/or documentation of in-person discussion of make-up session scheduling.

3. The practitioner is responsible to contact the EIP administrator and provide documentation that the family has reached chronic cancellation status.
4. The EIP administrator is responsible to contact the child's ongoing service coordinator and advise of the ongoing cancellations and missed services, along with relevant information.
5. The ongoing service coordinator must provide the parent with Prior Written Notice of the NJEIS' proposal to make changes to the IFSP and the requirement to convene an IFSP meeting to review the proposed changes.
6. The service coordinator is responsible to schedule an IFSP meeting to review the IFSP and update the family's concerns, priorities, and routines and to collaboratively plan solutions for those barriers limiting the family's participation in the planned IFSP services.
7. At the IFSP meeting:
    a. The IFSP team reviews the circumstances which resulted in the designation of chronic cancellation of a specific service or services.
    b. The IFSP team shall consider updating and/or changing the IFSP service type, frequency and/or intensity with a review of the planned versus actual delivery over the previous 3 months (12 consecutive weeks).
8. The EIP may not terminate their status as the EIP of record nor return the child and their services to the Statewide Broadcast System prior to an IFSP meeting to address the needs of child and parent.

IX. Chronic System Cancellation/Disruption of Services

1. The NJEIS system is considered to have reached chronic cancellation when 20% or more of planned IFSP services are cancelled by the assigned practitioner within 3 months (12 consecutive weeks), resulting in disruptions to planned service provision.
2. The practitioner(s) is responsible to document communication with the parent regarding each cancellation and any attempt/offer made to make-up or reschedule the planned serivce. This includes text messages sent/received, documentation of phone calls, and/or documentation of in-person discussion of make-up session scheduling.
3. The practitioner is responsible to contact the EIP administrator and provide documentation for their cancellation and plans/attempts to make-up cancelled sessions.

4. The EIP administrator is responsible to contact the child's ongoing service coordinator (OSC) to alert of the ongoing cancellations and missed services, along with relevant information provided by the practitioner.
5. The EIP and OSC should collaboratively plan a solution which may include:
    a. The EIP may reassign a practitioner to provide the service(s).
    b. The EIP may provide a substitute practitioner to provide make-up services.
    c. The OSC may convene an IFSP meeting to engage the parent in the solution planning.
6. The EIP may not terminate their status as the EIP of record nor return the child and the service(s) to the Statewide Broadcast System prior to contacting the OSC to collaboratively plan a solution.

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CONFIDENTIALITY

POLICY: Sunny Days is committed to maintaining strict Confidentiality for all children and their families. To ensure confidentiality, all practitioners and staff members are required to adhere to the following guidelines:

1. Information about children and their families should not be discussed in public places, other clients' homes, or with family members or friends.

2. Documentation with any identifying information should be kept in a secure location.

3. Sunny Days information concerning children and their families may only be shared with outside agencies after written permission is received from parent and/or legal guardian.

The Standards for Privacy of Individually Identifiable Health Information ("Privacy Rule") establishes, for the first time, a set of national standards for the protection of certain health information. The U.S. Department of Health and Human Services (HHS) issued the Privacy Rule to implement The requirement of the Health Insurance Portability and Accountability Act of 1996 ("HIPPA"). The Privacy Rule standards address the use and disclosure of individuals' health information-called "protected health information" by organizations subject to The Privacy Rule-called "covered entities," as well as standards for individuals' privacy rights to understand and control how their health information is used. Within HHS, the Office for Civil Rights ("OCR") has responsibility for implementing and enforcing the Privacy Rule with respect to voluntary compliance activities and civil money penalties. A major goal of the Privacy Rule is to assure that individuals' health information is properly protected while allowing the flow of health information needed to provide and promote high quality health care and to protect the public's health and well-being. The Rule strikes a balance that permits important use of information, while protecting the privacy of people who seek care and healing. Given that the health care marketplace is diverse, the Rule is designed to be flexible and comprehensive to cover the variety of uses and disclosure that need to be addressed.









Eastern Shore
DEVELOPMENTAL CLINIC

CHILD DEVELOPMENT CHART- FIRST FIVE YEARS

Harold Ireton, PH.D

	SOCIAL	SELF-HELP	GROSS MOTOR	FINE MOTOR	LANGUAGE
5 YRS TO 4 YRS	Shows leadership among children. Follows simple game rules in board games and card games.	Goes to the toilet without help. Usually looks both ways before crossing street. Buttons one or more buttons.	Swings on swing, pumping by self. Skips or makes running "broad jumps." Hops around on one foot without support.	Prints first name. Draws a person that has at least three parts — head, eyes, nose, mouth, etc. Draws recognizable pictures.	Tells meaning of familiar words. Reads a few letters (five+). Follows a series of three simple instructions.
4 YRS TO 3 YRS	Protective toward younger children. Plays cooperatively, with minimum conflict and supervision. Gives directions to other children.	Dresses and undresses without help, except for tying shoelaces. Washes face without help. Toilet trained.	Hops on one foot, without support. Rides around on a tricycle, using pedals.	Cuts across paper with small scissors. Draws or copies a complete circle.	Understands concepts – size, number, shape. Counts to five or more objects when asked, How many?" Identifies four colors correctly. Combines sentences with the words "and," "or," or "but."
3 YRS TO 2 YRS	Plays a role in "pretend" games: mom-dad, teacher, space pilot. Plays with other children –cars, dolls, building. "Helps" with simple household tasks.	Dresses self with help. Washes and dries hands. Opens door by turning knob.	Walks up and down stairs – one foot per step. Stands on one foot without support. Climbs on play equipment – ladders, slides.	Turns pages of picture books, one at a time. Builds towers of four or more blocks.	Follows two-part instructions. Uses at least ten words. Follows simple instructions.
2 YRS TO 18 MOS	Usually responds to correction-stops. Shows sympathy to other children, tries to comfort them. Sometimes says, "No" when interfered with.	Takes off open coat or shirt without help. Eats with spoon, spilling little. Eats with fork.	Walks up and down stairs alone. Runs well, seldom falls. Kicks a ball forward.	Turns pages of picture books, one at a time. Builds towers of four or more blocks.	Follows two-part instructions. Uses at least ten words. Follows simple instructions.
18 MOS TO 12 MOS	Greets people with "Hi" or similar. Gives hugs or kisses. Wants stuffed animal, doll, or blanket in bed.	Insists on doing things by self such as feeding. Feeds self with a spoon. Lifts cup to mouth and drinks.	Runs. Walks without help. Stands without support.	Scribbles with crayon. Picks up two small toys in one hand. Stacks two or more blocks.	Asks for food or drink with words. Talks in single words. Follows simple instructions.
12 MOS TO 9 MOS	Plays patty-cake. Plays social games, peek-a-boo, bye-bye.	Picks up a spoon by handle.	Walks around furniture or crib while holding on. Crawls around on hands and knees.	Picks up small object – precise thumb and finger grasp.	Understands words like "No," "Stop," or "All gone." Word sounds – says "ma-ma" or Da-da."
9 MOS TO 6 MOS	Pushes things away he/she does not want. Reaches for familiar persons.	Feeds cracker to self.	Sits alone... steady, without support. Rolls over from back to stomach.	Picks up object with thumb and finger grasp. Transfers toy from one hand to the other.	Wide range of vocalizations (vowel sounds, consonant-vowel combinations). Responds to name – turns and looks.
6 MOS TO BIRTH	Distinguishes mother from others. Social smile.	Comforts self with thumb or pacifier. Reacts to sight of bottle or breast.	Turns around when lying on stomach. Lifts head and chest when lying on stomach.	Picks up toy with one hand. Looks at and reaches for faces and toys.	Vocalizes spontaneously, social. Reacts to voices. Vocalizes, coos, chuckles.

Remember that children develop at different rates and this is only a general guide. If you have concerns about your child's development contact Eastern Shore Developmental Clinic.

NJEIS Exit Evaluations

Understanding an Exit Evaluation in Early Intervention



As your child's journey in the Early Intervention (EI) program comes to an end, we offer an exit evaluation. There is no cost to you for this service. This evaluation mirrors the initial evaluation your child underwent when they first joined the program. It provides an opportunity to celebrate your child's growth and see how much progress they've made from the beginning to the end of their time with NJEIS. Participating in this evaluation provides a meaningful reflection on your child's journey while in the program. It also helps the EI system know how we did in supporting your child's development.

The Importance of the Exit Evaluation for Your Child's Transition



This exit evaluation can be especially valuable as it highlights your child's developmental milestones and achievements, offering insights that will be useful as they transition to new services or settings. While this evaluation is similar to the annual check-ins you've had, its focus is solely on recognizing your child's progress rather than determining continued eligibility. It's a chance to gather valuable information that can guide future steps and support your child's continued development.

The Advantage of Completing Both the EI and School District Evaluation



Even if your school district is conducting an evaluation to determine your child's eligibility for special education services, it's still valuable to complete an exit evaluation in EI. These two assessments are separate processes and provide different insights. One focuses on how your child has progressed in their natural environment at home, while the other will be focused on school eligibility and future planning. By completing both evaluations, you'll get a comprehensive view of your child's development and needs, helping to ensure they receive the best possible support as they transition to the next stage of their education.

Understanding the Value of An Exit Evaluation



To participate in the exit evaluation, all you need to do is be available when the evaluator contacts you to schedule it. You just need to have your child and one parent or guardian present during the evaluation. The evaluator will bring everything needed, including all the testing materials. After the evaluation, you'll receive a detailed report with your child's current scores and previous scores for comparison. Participating in the exit evaluation is a simple yet important step in supporting your child's development.

Evaluaciones de salida de NJEIS



Entender una evaluación de salida de Intervención Temprana

A medida que el recorrido de su hijo en el programa de Intervención Temprana (IT) llega a su fin, ofrecemos una evaluación de salida. Este servicio no tiene ningún costo para usted. Esta evaluación refleja la evaluación inicial a la que se sometió su hijo cuando se unió por primera vez al programa. Brinda una oportunidad de celebrar el crecimiento de su hijo y ver cuánto progreso ha logrado desde el principio hasta el final de su tiempo con NJEIS. Participar en esta evaluación brinda una reflexión significativa sobre el recorrido de su hijo mientras estuvo en el programa. También ayuda al sistema de IT a saber cómo nos desempeñamos en el apoyo al desarrollo de su hijo.

La importancia de la evaluación de salida para la transición de su hijo



Esta evaluación de salida puede ser especialmente valiosa, ya que destaca los hitos y logros del desarrollo de su hijo, y ofrece información que será útil durante la transición a nuevos servicios o entornos. Si bien esta evaluación es similar a los controles anuales que ha tenido, se centra únicamente en reconocer el progreso de su hijo en lugar de determinar si sigue siendo elegible. Es una oportunidad para recopilar información valiosa que puede guiar los pasos futuros y respaldar el desarrollo continuo de su hijo.



La ventaja de completar tanto la evaluación de como la evaluación del distrito escolar

EIncluso si su distrito escolar está realizando una evaluación para determinar la elegibilidad de su hijo para recibir servicios de educación especial, sigue siendo valioso completar una evaluación de salida en Intervencion Temprana. Estas dos evaluaciones son procesos separados y brindan diferentes perspectivas. Una se centra en cómo ha progresado su hijo en su entorno natural en el hogar, mientras que la otra se centrará en la elegibilidad escolar y la planificación futura. Al completar ambas evaluaciones, obtendrá una visión integral del desarrollo y las necesidades de su hijo, lo que ayudará a garantizar que reciba el mejor apoyo posible en su transición a la siguiente etapa de su educación.

Entendiendo el valor de una evaluación de salida



Para participar en la evaluación de salida, todo lo que necesita hacer es estar disponible cuando el evaluador se comunique con usted para programarla. Solo necesita que su hijo y uno de sus padres o tutores estén presentes durante la evaluación. El evaluador traerá todo lo necesario, incluidos todos los materiales de prueba. Después de la evaluación, recibirá un informe detallado con las calificaciones actuales de su hijo y las calificaciones anteriores para comparar. Participar en la evaluación de salida es un paso simple pero importante para apoyar el desarrollo de su hijo.

SUNNY DAYS EARLY CHILDHOOD DEVELOPMENTAL SERVICES INC.
"Making the Future Brighter, One Child at a Time"
300 Corporate Center Drive • Manalapan, NJ 07726 • tel: 732-761-0088 • fax: 732-761-2550
www.sunnydays.com

The Sunny Days Program Services for Children with Autism

Sunny Days has a large program of services available for children with a diagnosis of Autism/PDD or those children that have characteristics of an Autism Spectrum Disorder (ASD). Sunny Days uses an Evidenced Based approach that allows our children to learn in a systematic manner. The child's program is created using A Step by Step Curriculum for Early Learners with Autism Spectrum Disorders. The curriculum is based on best practices, and provides the practitioner/parent the exact steps on what to teach while utilizing the principles of Applied Behavior Analysis. Sunny Days provides an Autism Team that is comprised of team leaders, therapists, Regional Administrator, and Clinical Educator that is a Board Certified Behavior Analyst. The team leaders are typically Special Educators or Behavioral Specialists and their role is to help guide the program of each individual child while providing support to families and other professionals working with the family.






SUNNY DAYS SUNSHINE CENTER

Our **Little Rays Preschool Prep** is an integrated approach to ABA, OT, and Speech Therapy.



This is a great way to introduce your child to other peers, get them ready for school, & allow them to have fun — all at the same time.

Center-based services provided through private insurance or private pay.

NOW SERVING OUR LITTLEST RAYS OF SUNSHINE

Your child will work 1:1 in individualized programs and then join peers their age for group work such as:

- ★ Circle Time
- ★ Art
- ★ Music
- ★ Play Time
- ★ ...And More!

WHO: Children 2 Years Old & Up

WHERE: Offered at each Sunshine Center location

WHEN: M-F, 9:30am-12:30pm

COST: Insurance & Private Pay Options

Scan to learn more

Call us today to have our team get you insurance authorization and to sign you up. Space is limited!

Call 866-55-SUNNY or visit us at www.SunnyDaysSunshineCenter.com to learn more.

YOUR SIGNATURE MATTERS!

PROTECTING YOUR RIGHTS IN EARLY INTERVENTION

NJEIS
NJ EARLY INTERVENTION SYSTEM
BIRTH TO THREE

As a parent or guardian, you play a key role in your child's Early Intervention journey. Your signature after an early intervention session helps to correctly document the services that took place, including the time and the date. Here's how you can help make sure all the information is correct in your files:

ONLY SIGN AT THE TIME OF SERVICE

- Always sign service logs on the same day and time services are delivered.
- Your signature confirms the actual date, time, and provider of the session.
- This helps ensure accurate documentation and honest billing.

REVIEW YOUR EXPLANATION OF BENEFITS (EOB)

- Log in to the NJEIS Family Billing Portal to view your Explanation of Benefits.
- Compare your EOB to your service logs to assure all services were entered correctly.
- If something doesn't look right, ask questions or report concerns.

NEVER SIGN A BLANK FORM

- Do not pre-sign service logs or other documents.
- Signing a blank form can lead to errors or misuse.
- It's your right to review everything before you sign.

YOUR RIGHTS ARE PROTECTED

Under Part C of IDEA, N.J.A.C. 8:17, and the NJEIS Code of Conduct, you have the right to:

- Consent knowingly and voluntarily.
- Revoke your consent at any time.
- Be informed of what you're signing.
- Say no if something doesn't feel right.

Questions or Concerns:

If you ever feel pressured to sign, or if something doesn't seem right, you can say no and contact your service coordinator, Early Intervention Provider Agency, Regional Early Intervention Collaborative (REIC), or the Procedural Safeguards Office (PSO) for support.

CONTACT US

Website:
- thefamilymatterswebsite.org
- www.njeis.org

NJEIS Contact Info:
- 609-777-7734

PSO contact info:
- 877-258-6585

Know Your Rights: Immigrants' Rights

Every person who lives in or visits New Jersey has rights regardless of their citizenship or immigration status. The following information is designed to help you understand your rights and responsibilities when interacting with immigration enforcement officers, primarily Immigration and Customs Enforcement (ICE) or U.S. Customs and Border Protection (CBP) officers.

Please note that ICE can enter any public space without needing any type of warrant. Public spaces may include: specific areas in the workplace, office lobby, supermarket, retail store, or dining area of a restaurant.

If you encounter an immigration agent or other law enforcement in a public space:

- You may ask to see their badge / identification. If you are unsure if the officer is an immigration agent, you may ask what agency they represent and specifically if they are federal immigration agents.
- You may ask whether you are free to leave.
- You have the right to remain silent and you are not required to answer questions. You may tell the immigration agent that you choose to remain silent.
- If you are not a U.S. citizen and an immigration agent requests your immigration papers, you must show them if you have them with you. If you do not have documentation at the moment of the encounter, you may tell the agent that you want to remain silent or that you want to consult a lawyer before answering any questions.
  - Carry valid U.S. government identification with you at all times.
  - If you have immigration documentation, carry your valid immigration papers, including your employment authorization card, and copies of your I-94s and Notices to Appear with you at all times.
  - Foreign documents should be left at home secured at all times.
  - Do not carry false or fraudulent documents, and never provide false or fraudulent documents to a police officer or immigration agent.
- If an immigration agent asks if they can search you, you have the right to say no. Agents generally do not have the right to search you or your belongings without your consent, a valid warrant, or probable cause. However, if an officer or agent searches you anyway, do not resist. You may tell them: "I do not consent to a search. I wish to remain silent. I wish to speak with an attorney as soon as possible."
- You may ask for an interpreter if they do not speak your language.

State of New Jersey
Phil Murphy, Governor
Tahesha L. Way, Lt. Governor

Department of Human Services
Office of New Americans
Sarah Adelman, Commissioner

If immigration agents come to your home:

- You may ask to see their badge / identification. If you are unsure if the officer is an immigration agent, you may ask what agency they represent and specifically if they are immigration agents.
- You may ask the officers or agents why they are there.
- They must have a valid warrant to enter. If they do not produce a warrant, you generally do not have to open your door.
  - If the officers or agents say they have a warrant, you may ask to see it (through a window or slid under the door, for example) before letting them inside.
  - If the warrant is issued by a court and signed by a judge and say “U.S. District Court” or identify a State Court at the top., the officer or agent may enter your home. If the document is not signed by a judge, you are not required to let them inside. You may say: “You are not allowed to enter.”
  - An administrative warrant alone does **not** allow agents to enter private areas without your permission. Administrative warrants are not from a court. Administrative warrants say “Department of Homeland Security” and are on Forms I-200 or I-205.
  - Immigration agents are permitted to enter without your permission in an emergency, such as a threat to public safety or a threat to someone’s life. However, you still have a right to remain silent and document the interaction, including recording (so long as you don’t interfere with their law enforcement activities).
- If the officers or agents force their way into your home, do not resist. You may tell them: “You are not allowed to enter. I do not consent to a search. I wish to remain silent. I wish to speak with an attorney as soon as possible.”
- You may ask for an interpreter if they do not speak your language.

If you are detained:

- Do not attempt to resist arrest.
- You have the right to request to speak with an attorney. You can find an pro bono legal service provider here.
- You do not have to say anything, answer any questions, make any decisions, or sign any documents before speaking with your attorney
- You have the right to request an interpreter.
- No one can force you to make a final decision or sign a document if you do not fully understand it.
- If you are unsure whether and where your loved one is detained, you can use the ICE detainee locator.

NJ Immigrant Trust Directive:

- The New Jersey Immigrant Trust Directive limits the type of voluntary assistance that New Jersey law enforcement officers—state, county, and local—may provide to federal immigration authorities.
- New Jersey law enforcement officers generally may not stop, question, arrest, search, or detain any individual solely based on immigration status.
- They also may not inquire about the immigration status of any individual and they generally may not participate in civil immigration enforcement operations.
- There are several exceptions and exclusions to the Immigrant Trust Directive. For example, it does not restrict or prohibit New Jersey law enforcement officers from enforcing criminal laws of New Jersey or complying with valid judicial warrants or other court orders.
- Information about the Immigrant Trust Directive is available at https://www.njoag.gov/trust/.
- To report a potential violation of the Directive, contact the relevant police department or the county prosecutor's office.

Be Aware of Falling Victim to Fraud

Unscrupulous individuals pretending to be "immigration consultants," "notarios" or "attorneys," falsely claim they can provide immigration services to targeted immigrants with limited English skills. Only attorneys and accredited representatives authorized by USCIS are allowed to prepare legal documents such as immigration forms, give advice on legal matters, or represent clients in a legal proceeding.

- An attorney must have a valid license to practice law. Most states have a public searchable database for licensed attorneys.
- An accredited representative must have training and authorization from the US government to help people with immigration cases. You can look for the organization and the individual on the government's listing of accredited representatives.

Feel free to ask questions. You can ask an attorney or accredited representative about their training, experience, and certification. You can also ask about the status and timeline for your case, a full copy of any records or documents, a written agreement explaining the services, and anything else you would like to have or know.

To report immigration scams, please contact the New Jersey Division of Consumer Affairs (DCA): 1-800-242-5846 (toll-free within New Jersey). NJ DCA intakes reports from all people regardless of their citizenship or immigration status, and DCA employees do not ask about citizenship or immigration status.

Additional Resources:

- **Office of New American's Legal Services Programs**
- **If you are unsure whether and where someone you know is detained, you can use the ICE detainee locator.**
- **Pro bono legal service provider**



This fact sheet provides only general information. This fact sheet does not provide legal advice and is not a substitute for legal help. Each person's situation is different. Please consult an attorney for legal advice for your situation.

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