



John Bel Edwards
GOVERNOR

Office of State Fire Marshal

8181 Independence Blvd. Baton Rouge, LA 70806
(225) 925-4911 (800) 256-5452 Fax (225) 925-4241



Daniel H. Wallis
FIRE MARSHAL

Inspection Report

Report # CB-21-048112-1

No Deficient/Cautionary Codes cited.


Location Information					
Inspection Type	Compliance Building Inspection		Inspection Date	1/3/2023 4:50:44 PM	
Structure ID	130635	No. of Buildings	2	Facility Code	E3537
Capacity		Year Built	2013	Construction Type	Type VA / (111)
Building/Trade Name			Address		
WEATHERFORD ACADEMY LEARNING			613 4TH STREET, WESTWEGO, LA 70094		


Owner Information			
Owner Type	Name	Contact Phone	Contact Email
Private Project	MARTHA WEATHERFORD	(504) 267-3080	MYRION@WEATHERFORDSCHOOL.COM
Address			
291 COTTONWOOD DRIVE, GRETNA, LA 70056			

Tenant Information			
Name	Suite Number	Floor Number	Square Footage

Occupancy Details	
Occupancy Type	Details
Educational	OCCUPANCY TYPE: SCHOOL/CLASSROOM

Comments
NO APPARENT DEFICIENCIES NOTED AT TIME OF INSPECTION ACCEPTABLE FOR LICENSING LICENSE 50010 EXP 12/31/22 STAFF 19 CHILDREN PRESENT 44 LAST FD 12/16/22

Inspector Information		
Name: Brandon Richardson	Badge Number: 612	Inspector Signature: 

Person to whom requirements were explained		
Name: Myrion Love	Title: Director	Signature: 

For questions regarding the contents of this report, please call: (504) 568 8506

R. S. 40: 1621 Whoever fails to comply with any order issued by the Fire Marshal or his authorized representative under any provision of Part III, Chapter 7, Title 40 of the Louisiana Revised Statutes of 1950, R.S. 40:1569 excepted, shall be fined not more than five hundred dollars or imprisoned, for more than six months or both. Each day's violation of an order constitutes a separate offense and may be punished as such at the discretion of court.

Louisiana Department of Education
Division of Licensing
P.O. Box 4249
Baton Rouge, LA 70821
Telephone: 225-342-9905
Fax: 225-342-2498
www.louisianabelieves.com



Facility Name: Weatherford Academy
Physical Address: 613 Fourth Street
City: Westwego State: LA Zip Code: 70094 Phone: 5042673080

License Number: 50010
Program Type: Child Day Care
Subprogram Type: Early Learning Center III
License Expiration: 12/31/2023
Type Code: III
Anniversary: December
Director: Ms. Marion W Love
Census: 26
Capacity: 100

Action Code: 24

Previous Action Line ID: 752104

Deficiency Count

From Previous Visit:	1
Deficiencies Cleared:	1
Deficiencies Re-Cited:	0
New Deficiencies:	0
Total Deficiencies:	0

Action Line ID: 752285

Request Date: 3/20/2023

Control #:

Specialist: Tabitha Ramsey

3/28/2023

Date

Date of Inspection Arrival Time Departure Time

03/28/2023 10:15 AM 11:15 AM

Date of Inspection Arrival Time Departure Time

BY INITIALING EACH BLANK, I THEREBY CERTIFY THE FOLLOWING:

MW Today, I have received a copy of the Summary Page and/or Statement of Deficiencies cited during the inspection of this center.

MW I understand that deficiencies may place children in danger and could affect the license.

MW I understand that an inspection report is not final until LDOE Licensing staff have reviewed the cited deficiencies. LDOE has the discretion to amend the Statement of Deficiencies after review of the inspection report.

MW I understand that at LDOE's sole discretion, a follow-up inspection may be conducted when deficiencies are cited to determine whether the deficiencies have been corrected and maintained in a manner consistent with the minimum standards.

MW I understand that any deficiency cited must be corrected, but correcting the deficiency does not withdraw the deficiency.

MW I acknowledge that the actual names of staff members that have been noted throughout the inspection as S1, S2, C1, C2, O1, O2, etc. have been identified, discussed and provided to me during the exit interview.

MW I acknowledge that an exit interview was conducted with the Licensing Specialist. If a deficiency was cited, the exit interview consisted of a review of each cited deficiency and how to correct it. The intent of each regulation cited was discussed with me, as well as how to comply and remain in compliance with the minimum standards.

MW I understand that continued non-compliance with the minimum standards may result in enforcement actions up to and including the non-renewal or revocation of this center's license to operate.

MW I understand that the LDOE website found at www.louisianabelieves.com contains information relating to the operation of licensed child care centers and should be checked periodically for new and updated information.

Director / Director Designee Signature

3/28/2023

Date



State of Louisiana

Department of Education

DEPARTMENT of
EDUCATION
Louisiana Believes

LICENSE

50010

This is to certify that _____
is hereby duly licensed to operate _____ at _____

Weatherford Academy

Type "III" Early Learning Center

613 Fourth Street

Westwego, LA 70094

with a licensed capacity of _____

100

Age Range: _____

6 Week(s) - 12 Year(s)

Gender : _____

Male/Female

approved for services of _____

Early Learning Center III

This license shall expire on _____

Dec 31, 2023

, but may be revoked or suspended

at any time as provided in the Licensing Law or Minimum Standards pertaining thereto.

This license is not transferable and must be renewed annually.

Jan 01, 2023

Date of Issue

Type "III"

Renee C. B. B. B.

State Superintendent of Education

October 18, 2022

TO: Type III Child Care Directors
FROM: Louisiana Department of Education, Office of Teaching and Learning- Early Childhood
RE: Important Information on Qualifying for SRTC as a Director of a Quality Rated Site

A director at this site may be eligible for a Level II, III, or IV Director School Readiness Tax Credit (SRTC) if they remain employed by this site. This level is based on the overall performance score this site earned for the 2020-2021 [Early Childhood Performance Profiles](#), which determined the center's star rating for 2022.

The following qualifications were met:

1. This director was listed as a director with Licensing for the 2020-2021 school year; AND
2. This site was rated as Proficient, High Proficient, or Excellent in 2020-2021, which corresponds to a 3, 4 or 5 star rating for this site for 2022.

Below is the level for which this site's director may qualify for based on the site's star rating:

Director Name	Marion Love
Site Name, License #	Weatherfors Academy, License #50010
Star Rating of Center	4 Stars
Your anticipated SRTC Level	Director Level <u> 3 </u>
<p>Do you plan to utilize your site's star rating for your SRTC level? If so, please initial and date here and send this letter, with <i>proof of 2022 membership</i> in an early childhood professional organization and documentation of service to the profession to:</p> <p>Louisiana Pathways Career Development System 1800 Warrington Place Shreveport, LA 71101</p>	<p>Initials: _____</p> <p>Date: _____</p>

If you are not already enrolled in Louisiana Pathways, complete an [Enrollment Form](#) and [Employment Verification Form](#) and submit to Pathways by mail or email. Along with a copy of this letter and proof of membership and service to access SRTC for 2022, all enrollment documentation and related forms must be sent to Pathways by the **December 31, 2022 deadline**.

For additional information please see the [School Readiness Tax Credits Guidance](#) and/or the [Louisiana Pathways website](#). For questions please email cowanj@nsula.edu.

Please note if the director named above already qualifies at a higher level via the [Administrator Track Career Ladder for directors](#) they will be able to claim SRTC at that higher level. This notice does not prevent the director from being leveled higher based on their education qualifications, but if you choose to use the center star rating to meet qualification on the Pathways Career Ladder, please send a copy of this letter to Louisiana Pathways.

COMMERCIAL GENERAL LIABILITY COVERAGE PART DECLARATIONS

POLICY NUMBER: NN1474792

☒ Extension of Declarations is attached.

Effective Date: 11/01/2022 12:01 A.M. Standard Time

LIMITS OF INSURANCE ☐ If box is checked, refer to form S132 Amendment of Limits of Insurance.

General Aggregate Limit (Other Than Products/Completed Operations)	\$	2,000,000	
Products/Completed Operations Aggregate Limit	\$	Included	
Personal and Advertising Injury Limit	\$	1,000,000	Any One Person Or Organization
Each Occurrence Limit	\$	1,000,000	
Damage To Premises Rented To You Limit	\$	100,000	Any One Premises
Medical Expense Limit	\$	5,000	Any One Person

RETROACTIVE DATE (CG 00 02 ONLY)

This insurance does not apply to "bodily injury", "property damage" or "personal and advertising injury" which occurs before the Retroactive Date, if any, shown here: (Enter Date or "NONE" if no Retroactive Date applies)

BUSINESS DESCRIPTION AND LOCATION OF PREMISES

BUSINESS DESCRIPTION: Day Care and School

LOCATION OF ALL PREMISES YOU OWN, RENT, OR OCCUPY: ☐ Location address is same as mailing address.

1 613 Fourth St, Westwego, LA 70094

Additional locations (if any) will be shown on form S170, Commercial General Liability Coverage Part Declarations Extension.

LOCATION OF JOB SITE (If Designated Projects are to be Scheduled):

CODE # -	CLASSIFICATION	*	PREMIUM BASIS	RATE		ADVANCE PREMIUM
				Prem/Ops	Prod/Comp Ops	
41715 -	Day Care Centers - OTNFP	t+	45	76.801	Included	3,456 Included
47474 -	Schools - trade or vocational	t+	73	38.575	Included	2,816 Included
90710 -	Abuse or Molestation Limited Liability Coverage (Claims Made / Defense Within Limits)	t	1	12.500		784
49950 -	CG2010 Additional Insured - Owners, Lessees or Contractors - Scheduled Person or Organization - Premium is fully earned 100% fully charged	t	1	150.000		150

*** PREMIUM BASIS SYMBOLS** + = Products/Completed Operations are subject to the General Aggregate Limit

a = Area (per 1,000 sq. ft. of area)	o = Total Operating Expenditures (per \$1,000 Total Operating Expenditures)	s = Gross Sales (per \$1,000 of Gross Sales)
c = Total Cost (per \$1,000 of Total Cost)	p = Payroll (per \$1,000 of Payroll)	t = See Classification
m = Admissions (per 1,000 Admissions)	u = Units (per unit)	

PREMIUM FOR THIS PAGE \$ 7,206

FORMS AND ENDORSEMENTS (other than applicable Forms and Endorsements shown elsewhere in the policy)

Forms and Endorsements applying to this Coverage Part and made part of this policy at time of issue:

Refer to Schedule of Forms and Endorsements

THESE DECLARATIONS ARE PART OF THE POLICY DECLARATIONS CONTAINING THE NAME OF THE INSURED AND THE POLICY PERIOD.

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STATE OF LOUISIANA
DEPARTMENT OF HEALTH
OFFICE OF PUBLIC HEALTH

INSTITUTION REPORT

Agency License No.
50010

Anniversary Month
DECEMBER

Name of Establishment
WEATHERFORD ACADEMY EARLY LEARNING CENTER-217

Mailing Address

Address
613 FOURTH ST

City, state, Zip Code
WESTWEGO LA 70094

Type of Facility
DAY CARE 45 65

Parish
Jefferson

Date Inspected
09/21/2023

The above establishment has been inspected by a representative of this section, and:

- ☒ License is Recommended;
☐ License is **Not** Recommended;
☐ License is Pending Reinspection;

from the standpoint of sanitation.

JAYNA PARKER

3 2 3 4

Weatherford Academy

LICENSE NUMBER: 50010

in compliance with the performance and academic standards of the
Early Childhood Care and Education Network and is hereby granted

ACADEMIC APPROVAL

for the 2023-2024 school year by the Louisiana Department of Education.

This approval will expire on June 30, 2024, unless revoked
at any time prior as provided in BESE Bulletin 140.



JEFFERSON PARISH SCHOOL BOARD PROFESSIONAL SERVICES AGREEMENT

STATE OF LOUISIANA

PARISH OF JEFFERSON

BE IT KNOWN that the following agreement is hereby entered into between:

JEFFERSON PARISH SCHOOL BOARD, a political subdivision of the State of Louisiana, herein represented by its duly authorized President, B.C Moise, whose mailing address is 501 Manhattan Blvd., Harvey, Louisiana 70158, hereinafter referred to as “SCHOOL BOARD”

AND

Weatherford Academy (EARLY LEARNING CENTER), herein represented by its duly authorized Director, Myrion Weatherford, whose mailing address is 613 4th Street, Westwego, LA 70094, hereinafter referred to as “EARLY LEARNING CENTER”

WITNESSETH:

WHEREAS, Article VII, Section 14(c) of the Constitution of the State of Louisiana provides that “For a public purpose, the state and its political subdivisions or political corporations may engage in cooperative endeavors with each other, with the United States or its agencies, or with any public or private association, corporation or individual; and

WHEREAS, the SCHOOL BOARD has a legal obligation and right under the Preschool Development Grant B-3, a program funded through an appropriation from the State of Louisiana, for the purpose of providing, supporting and enhancing the education of children birth-three years old within its jurisdiction.

WHEREAS, the SCHOOL BOARD desires to enter into a cooperative endeavor with the EARLY LEARNING CENTER in the manner hereinafter provided for the purpose of fulfilling its legal obligation and rights under the Preschool Development Grant B-3 Program.

WHEREAS, the public purpose to be derived from cooperative endeavor is to support the collaboration of the SCHOOL BOARD and the EARLY LEARNING CENTER in providing early childhood instruction to children from birth through three years of age in families who are economically disadvantaged within the SCHOOL BOARD’S jurisdiction; and

WHEREAS, the actions of the SCHOOL BOARD and the EARLY LEARNING CENTER will result in a public benefit described in detail not disproportionate the consideration provided under this Agreement;

NOW THEREFORE, in consideration of the mutual covenants herein set forth, the parties hereby agree as follows:

1. PURPOSE OF THE CONTRACT

The parties understand and agree that the purpose of this collaborative endeavor is to build the capacity for early learning centers in Jefferson Parish to provide high quality early care and educational services to a greater number of children from birth through three years of age. As set forth in greater detail hereunder, the parties intend to achieve this goal of increasing access and increasing quality through interagency collaboration with regard to staff training, program planning, early care and education services, and information sharing.

2. OBLIGATIONS OF THE PARTIES

A. EARLY LEARNING CENTER hereby agrees to:

1. Acknowledge that pursuant to R.S. 17:407.26 and R.S. 17:407.23, the Louisiana Department of Education (the Department) is authorized to regulate the Preschool Development Grant B-3 Program.
 - Participate fully in the Early Childhood Care and Education Community Network as provided in Chapter 3 of Bulletin 140,
 - Participate fully in the Early Childhood Care and Education Accountability System as provided in Chapter 5 of Bulletin 140, and
 - Participate fully in the Community Network's Coordinated Enrollment Process as provided in Chapter 7 of Bulletin 140.
 - Submit signed Program Partner Assurances annually as required by the Department.
2. Attendance and Reimbursement
 - Assure that funds are used to serve children who meet age and income eligibility requirements,
 - Assure that individual children are not counted or claimed for reimbursement for full day care by a disallowed program (example: the same child cannot be counted as both PDG B-3 and EHS or HS),
 - Assure that PDG B-3 funds will be maximized by layering with CCAP funding for all children who are CCAP eligible,
 - Acknowledge that in order to be counted as present, a child must be present a minimum of four (4) hours of the eight-hour day and that children must also

attend school for at least 74% of the month, unless child has excused and documented absence,

- Submit attendance by 4:00 pm every Friday for the week and submit monthly attendance on the last day of each month by 4:00 pm,
- Submit classroom rosters for each PDG classroom listing all children by 4:00 pm on the last day of each month,
- Submit CCAP remittance by 4:00 pm on the last day of each month,
- Submit documentation of any students that need to be dropped from the program by 4:00 pm on the last day of each month,
- Maintain a developmentally appropriate schedule of activities for each classroom with PDG funded children,
 - i. Submit school year calendar of attendance days. If there is a closure for any reason that isn't listed on the school calendar you must notify the Director of Network Partnerships.
 - ii. Submit daily schedule for each classroom of PDG funded children.
 - iii. Post and follow daily schedule in classroom.
- Maintain current documentation of child eligibility (e.g., pay stubs, letter from employer, or recent proof of eligibility for means-tested services such as SNAP/Food Stamps) within Jefferson Child Common Enrollment and Registration System across the school year, ensuring accurate enrollment rosters for the October 1 and February 1 Child Counts.
- Not deny access, participation or funding to children on the basis of race, color, or national origin (Title VI of the Civil Rights Act of 1964); gender (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976); or disability (Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990) in education programs,
- Use all funds only for allowable activities, materials, staffing, family engagement, and any other expenditures related to providing PDG services during the 8-hour day as allowed by funding source,
- Not use PDG B-3 funds for before and after school programs, summer programs, or to supplant other program funding,

3. Curriculum and Assessment

- Implement a high-quality Tier I Infant/Toddler and PK-3 curriculum that is aligned to the Louisiana Birth to Five Early Learning and Development Standards and promotes kindergarten readiness,
- Provide the Tier 1 curriculum and materials to teachers and administrators with adequate time to prepare for the upcoming school year,
- Eliminate from classrooms any materials that are not aligned to Louisiana's Birth to Five Early Learning and Development Standards,

- Ensure administrators and/or directors can articulate the name, tier, and approach of the chosen curriculum and the next steps they will take to ensure implementation with fidelity,
- Ensure that all publicly funded children receive completed assessments in October, February, and May using Teaching Strategies GOLD®.
- Submit the Assessment Status Report showing data was entered and finalized after each checkpoint.
- Provide high-quality, developmentally appropriate programs to PDG funded children from birth to 3 years, which will include:
 - i. An instructional setting that includes learning centers outfitted with appropriate materials and equipment that support developmentally and age appropriate activities (see ITERS and ECERS for guidelines),
 - ii. Effective learning experiences that build on what children already know and can do that help them reach challenging and achievable goals,
 - iii. Differentiated instruction to meet the academic, social/emotional, linguistic, and other developmental needs of children,
- Hire and employ teachers with an Ancillary Certificate.
 - i. Provide documentation of teacher qualifications. Teachers and assistants not fully qualified must be approved by JPS and have a written continuing education plan with detailed steps and timelines to meeting ancillary certification requirements by December 31, 2022, signed and dated by teacher and director.
 - ii. Provide signed PDG teacher information sheet with name, cell phone, and email address.
 - iii. Provide teachers with compensation matched to education and experience and sufficient to retain teacher over school year and over time, all PDG teachers must be paid a minimum of \$14 per hour. Ensure the same teacher is in the classroom with the same PDG children over the year. Submit documentation of employment agreements detailing salary or hourly rate and payment terms, daily schedule, sick and annual leave, and other considered compensation, signed and dated by teacher and director. Attach copy of all personnel policies (e.g., employee handbook) including details of teacher paid planning time, with documentation noting teacher receipt of policies.
- Comply with the requirements of La. R.S. 15:587.1, the Louisiana Child Protection Act, relative to criminal background checks of all EARLY LEARNING Center staff and submit documentation to JPS.
- Adequately staff all classrooms in the event of staff absence.
 - i. Provide list of qualified substitutes to be used in the event of staff absence, along with documentation of qualifications and criminal background check compliance.

- ii. Submit employment agreement with substitute personnel detailing hourly rate and payment terms, signed and dated by teacher and director.
- Provide an orientation for all administrators and staff with your PDG coach before commencing the program, submit documentation of orientation including an agenda and sign-in sheets.
- Maintain adult-child ratios and maximum group sizes in all classrooms with PDG children outlined below:
 - i. infants 1:4 2:8
 - ii. one year olds 1:5 2:10
 - iii. two year olds 1:6 2:12
 - iv. three year olds 1:8 2:16
- Ensure all PDG B-3 teachers participate in a minimum of 27 hours of Lead Agency provided training on child assessments, classroom interactions, and curriculum implementation, tailored to support staff improvement, including but not limited to Introduction to GOLD, Introduction to CLASS, and Frog Street Implementation.
- Ensure PDG B-3 teachers participate in Making the Most of Classroom Interactions (MMCI), or Lastinger Model coaching, completing all requirements of the chosen coaching program.
- Participate in Jefferson Parish's Developmental Screening Initiative which includes: sharing screeners to all children in their center, including tracking completions, follow-up with families regarding results of screeners, assist families to make necessary referrals for further evaluation, support children within your class using developmentally appropriate practices, participate in trainings related to child development, screeners, and developmental milestones.
- Follow health and safety regulations as defined by the Board of Elementary and Secondary Education (BESE),
- Ensure that all children have current immunizations against vaccine preventable diseases according to a schedule approved by the Department of Health and Hospitals (DHH), Office of Public Health (OPH),
- Provide appropriate nutritious meals and snacks for every child.

4. Family Engagement

- Provide Parent conferences (at least two per year), must submit sign in sheets,
- Provide opportunities for families to volunteer or participate in program activities,
- Provide written information about the program, including policies related to abuse/neglect, non-discrimination, complaint/grievance procedures, behavior

management, and other relevant areas, to families upon admission (submit copy of parent handbook),

- Conduct an orientation process that may include a tour, opportunities to meet administrators and staff, and review written material such as curricula and special events, which should occur no later than 5 working days after the child is enrolled (submit agenda, and handouts with October or subsequent monthly paperwork),
- Provide linkages to services, such as G.E.D. and adult literacy training, and referrals for medical, housing/utilities assistance, and other social services to families as needed,
- Offer family engagement activities that involve parents/caregivers in their child's education.
- Not deny enrollment because of a family's inability to purchase uniforms for their child, document this policy in the center's Parent Handbook.
- Not require families to financially support extracurricular activities or fundraisers unless they choose to do so at their cost, document this policy in the center's Parent Handbook.

5. Center Leadership

- Attend training sessions as required by the Lead Agency to support leadership for quality implementation of early care and education under the PDG program.
- Actively participate in coaching sessions with PDG coaches and teachers and support teachers to implement coaching plans within classrooms across coaching cycles across the school year.
- Support classroom observations by the Lead Agency throughout the year, including announced and unannounced observations.
- Participate in quarterly onsite monitoring sessions focused on documentation of quality early care and education practices.
- PDG Directors are required to participate in bi-weekly Campfire Coaching sessions with First Day Learning. First Day Learning provides a multi-tiered approach to providers with easily implementable support plans.

6. Quality Assurance

- Maintain and provide proof of appropriate levels of general liability and property insurance,
- Adhere to policies and regulations to ensure that the health and safety requirements of all children are met, including those with disabilities and specifically identified health needs,
- Maintain a valid and current Type III child care license through the Louisiana Department of Education, and meet all other program-specific criteria,

- Assure that any child who is identified as eligible or who is suspected to be eligible for early intervention or special education and/or related services under the Individuals with Disabilities Act (IDEA) will not be denied access or removed from the program without following the appropriate referral and Individualized Education Program (IEP) or Individualized Family Services Plan (IFSP) process.
- Address any areas of noncompliance or deficiencies related to this program within required timelines.

7. Data Management

- Submit any additional information and/or documentation requested by the funding program prior to final approval by the School Board/JPS,
- Report data documenting the effectiveness of the program and the progress toward attaining program goals, and submit a report detailing exactly how the allocated funds are spent when requested,
- Submit all required information records/reports, programmatic and fiscal, as required by the School Board/JPS,
- Maintain documentation of program implementation and effectiveness and submit any reports, data, or other pertinent information as requested by the School Board/JPS,
- Permit the School Board/JPS, and all other required personnel to have access to the records and financial statements as necessary according to regulations issued by the Office of Management and Subpart F of the Uniform Grant Guidance (2 CFR, Subpart F),
- Assure that funds for the program will be expended according to all regulations as required by the funding source, and
- Agree to maintain all records, and other documents for at least (3) federal fiscal years after the final payment or as described in 2 CFR 200.333, whichever is longest.

B. SCHOOL BOARD hereby agrees to:

- (i) Determine the eligibility of children in accordance with the guidelines set forth by the Louisiana Department of Education for the PDG B-3 Program and support development and maintenance of applications and rosters in the Jefferson Child Common Enrollment and Registration System.
- (ii) Provide financial support to the EARLY LEARNING CENTER in accordance with the Payment Terms set forth in Paragraph 3, below.

- (iii) Monitor the contract and provide support services through routine site visits and communication on an as needed basis.
- (iv) Provide a minimum of twenty-seven hours of training on child assessments, classroom interactions, and curriculum implementation, tailored to support staff improvement, including but not limited to Introduction to GOLD, Introduction to CLASS, and Frog Street Implementation.
- (v) Provide My Teaching Partner (MTP), Making the Most of Classroom Interactions (MMCI), or Lastinger Model coaching by a credentialed coach to PDG B-3 teachers in compliance with all coaching model requirements.
- (vi) Conduct Infant, Toddler, and PK CLASS observations in the PDG B-3 classrooms in fall and spring as required by the Early Childhood Care and Education Accountability System, and at other times to document the ongoing quality of the early care and education services.
- (vii) Provide vision and hearing screening for PDG enrolled children as needed or as requested by the program.

3. PAYMENT TERMS. In consideration of the services described above, SCHOOL BOARD hereby agrees to reimburse the EARLY LEARNING CENTER as follows:

EARLY LEARNING CENTER shall submit a monthly invoice to the Director of Network Partnerships beginning August 31, 2022 through and including the final month of services in 2023, detailing a request based on child age and category:

Full PDG Category

Infant \$1,894.00

Toddler \$1,518.18

Threes \$1,333.63

PDG/CCAP Layered Category

Infant: \$1,894.00 less CCAP payment = PDG payment

Toddler: \$1,518.18 less CCAP payment = PDG payment

Threes: \$1,333.63 less CCAP payment = PDG payment

Total contract not to exceed \$303,316.00. The monthly rate will be based on the maximum rate according to age and PDG enrollment category (i.e., full PDG or PDG/CCAP layered) and attendance status (i.e., children attend 74% of the center days in that month).

4. **TERM OF AGREEMENT.** This Agreement shall have an effective date of August 1, 2022 and shall terminate on June 30, 2023, unless otherwise modified or extended by mutual written agreement of the parties.
5. **PAYMENT OF TAXES.** The EARLY LEARNING CENTER acknowledges and agrees that the responsibility for payment of taxes due on the funds received under this agreement shall be said EARLY LEARNING CENTER'S obligation and shall be paid under the following federal taxation identification number: 46-5033350.
6. **NON-ASSIGNMENT.** The EARLY LEARNING CENTER shall not assign any interest in this agreement and shall not transfer any interest by assignment or novation without the prior written consent of the SCHOOL BOARD, provided, however, that claims for money due to the EARLY LEARNING CENTER from the Board may be assigned to any financial institution without prior written consent and provided that notice of such assignment shall be furnished to the Board.
7. **AUDITORS.** The EARLY LEARNING CENTER agrees to make available upon request, during normal working hours at the EARLY LEARNING CENTER'S place of business to SCHOOL BOARD, Louisiana Legislative Auditors, and/or Louisiana Department of Education Auditors records and documents relating to the conduct of this agreement.
8. **LIMITATION OF LIABILITY.** The EARLY LEARNING CENTER shall indemnify and hold harmless the SCHOOL BOARD against any and all claims, demands, suits, and judgments of sums of money to any party for loss of life, injury, or damage to person or property resulting from, or by reason of, any negligent act or omission, operation or work of the EARLY LEARNING CENTER, its agents, servants, or employees while engaged upon or in connection with the services required or performed by the EARLY LEARNING CENTER hereunder.
9. **CANCELLATION.** The SCHOOL BOARD reserves the right to cancel this agreement upon a thirty (30) day written notice should funds no longer be available due to budget reductions imposed by the state or federal government. The SCHOOL BOARD may terminate the agreement at any time by giving thirty (30) days written notice to the EARLY LEARNING CENTER. The EARLY LEARNING CENTER shall be entitled to payment for deliverables in progress, to the extent work has been performed satisfactorily
10. **TERMINATION FOR CAUSE.** The SCHOOL BOARD may terminate this Contract for cause based upon the failure of the EARLY LEARNING CENTER to comply with the terms and/or conditions of the Agreement; provided that the Board shall give the EARLY LEARNING CENTER written notice specifying the EARLY LEARNING CENTER'S failure. If within thirty (30) days after receipt of such notice, the EARLY LEARNING CENTER shall not have either corrected such failure or, in the case of failure which cannot be corrected in thirty (30) days, begun in good faith to correct said failure and thereafter proceeded diligently to complete such correction, then the SCHOOL BOARD may, at its option, place the EARLY LEARNING CENTER in default and the Agreement shall terminate on the date specified in such notice. The EARLY LEARNING CENTER may exercise any rights available to it under Louisiana law to terminate for cause upon the failure of the Board to comply with the terms and conditions of this contract; provided that the Contractor

shall give the Board written notice specifying the SCHOOL BOARD'S failure and a reasonable opportunity for the state to cure the defect.

11. TERMINATION FOR CONVENIENCE. The SCHOOL BOARD may terminate the Agreement at any time by giving thirty (30) days written notice to the EARLY LEARNING CENTER. The EARLY LEARNING CENTER shall be entitled to payment for deliverables in progress, to the extent work has been performed satisfactorily.

12. DISCRIMINATION CLAUSE. The EARLY LEARNING CENTER agrees to abide by the requirements of the following as applicable: Title VI of the Civil Rights Act of 1964 and Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, Federal Executive Order 11246 as amended, the Rehabilitation Act of 1973, as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, the Fair Housing Act of 1968 as amended, and contractor agrees to abide by the requirements of the Americans with Disabilities Act of 1990.

EARLY LEARNING CENTER agrees not to discriminate in its employment practices and will render services under this contract without regard to race, color, religion, sex, sexual orientation, national origin, veteran status, political affiliation, or disabilities.

Any act of discrimination committed by EARLY LEARNING CENTER, or failure to comply with these statutory obligations when applicable shall be grounds for termination of this contract.

13. OWNERSHIP. All records, reports, documents and other material delivered or transmitted to EARLY LEARNING CENTER by SCHOOL BOARD shall remain the property of SCHOOL BOARD, and shall be returned by EARLY LEARNING CENTER to SCHOOL BOARD, at EARLY LEARNING CENTER'S expense, at termination or expiration of this contract. All records, reports, documents, or other material related to this agreement and/or obtained or prepared by EARLY LEARNING CENTER in connection with the performance of the services contracted for herein shall become the property of SCHOOL BOARD, and shall, upon request, be returned by EARLY LEARNING CENTER to SCHOOL BOARD, at EARLY LEARNING CENTER'S expense, at termination or expiration of this contract.

14. DISCLOSURE OF INFORMATION. Except to the extent permitted under applicable federal and state law, regulation and standard, EARLY LEARNING CENTER, its agents or employees, shall not during, nor at any time after termination of this Agreement, without authorization of the SCHOOL BOARD, disclose to or use for the benefit of any person, corporation or other entity or itself, any files or other confidential or personally identifiable information concerning students or their families, and School Board employees.

15. DISPUTES. Disputes with respect to this Agreement shall be discussed and resolved, if possible, by authorized representatives of EARLY LEARNING CENTER and SCHOOL BOARD. The parties hereto hereby agree to use their best efforts to promptly resolve any such dispute. If, however, the parties are not successful in resolving such dispute within thirty (30)

days from the date such dispute arises, then either party shall be free to exercise any rights that it may have under law.

- 16. ENTIRE AGREEMENT.** This Agreement contains the entire agreement between the parties hereto. No change, addition or amendment shall be made except by written agreement duly signed by the parties hereto.
- 17. WAIVER.** The waiver by either party of any breach or violation of any provision of this Agreement shall not operate or be construed as a waiver of any subsequent breach or violation hereof.
- 18. SEVERABILITY.** If any provision of this Agreement shall be held invalid or unenforceable, the remainder of this Agreement shall nevertheless remain in full force and effect. If any provision is held invalid or unenforceable with respect to particular circumstances, it shall nevertheless remain in full force or effect in all other circumstances.
- 19. BENEFITS.** This Agreement shall inure to and shall be binding upon the parties hereto, the successors and assigns of the SCHOOL BOARD and EARLY LEARNING CENTER.
- 20. GOVERNING LAW.** This Agreement shall be governed and construed in accordance with the laws of the State of Louisiana without reference to conflict of law principles thereunder. Any dispute arising under this Agreement shall be resolved in the state or federal courts of the Eastern District of Louisiana and the Parish of Jefferson.
- 21. DURATION.** This agreement shall be effective on the day and date first above written and shall expire on June 30, 2023, unless extended or canceled as provided herein.

CONTRACTOR

By: Myrion Weatherford
(Print Name)

Weatherford Academy

(Date)

(Witness signature)

JEFFERSON PARISH SCHOOL BOARD

By: B.C. Moise
(Name)

Board President

(Date)

(Witness signature)

By: James Gray, Ph.D.
(Name)

Superintendent

(Date)

(Witness signature)

By: Ajit Pethe
(Name)

Chief of Schools

(Date)

(Witness signature)

By: Lisa Gautreau
(Name)

Exec. Director of Fed. Programs and Grants

(Date)

(Witness signature)



"Where Learning Begins"

Weatherford Academy

Curriculum and assessments

Utilizing Teaching Strategies Gold and the Creative Curriculum in our classrooms has proven to be an effective strategy for enhancing the overall quality of our early childhood education programs. These evidence-based tools offer a range of benefits that directly contribute to the improvement of our classrooms.

Firstly, Teaching Strategies Gold provides a comprehensive framework for assessing and monitoring each child's development across multiple domains, including social-emotional, physical, cognitive, and language development. This data-driven approach enables our educators to create individualized learning plans tailored to the unique needs and strengths of each child. As a result, our classrooms are more responsive to the diverse abilities and interests of the children we serve, ensuring that they receive the appropriate support and challenges to thrive.

Additionally, the Creative Curriculum complements Teaching Strategies Gold by offering a research-based, hands-on approach to learning. This curriculum promotes active engagement, critical thinking, and problem-solving skills among our young learners. It emphasizes exploration, discovery, and creativity, fostering a love of learning that extends beyond our classrooms. The integration of the Creative Curriculum enriches our educational programs and makes them more engaging, stimulating, and enjoyable for both children and educators.

Furthermore, the combination of Teaching Strategies Gold and the Creative Curriculum enhances our educators' ability to plan and deliver high-quality lessons. It provides a structured yet flexible framework that guides the design of age-appropriate activities, ensuring that our classrooms are vibrant learning environments where children are encouraged to ask questions, explore, and express themselves.

These tools also strengthen our partnerships with families by facilitating transparent communication about each child's progress. Parents have access to detailed assessments and observations, enabling them to actively participate in their child's development and education.

At our academy, we have intentionally incorporated play-based learning into our curriculum. Our experienced educators create engaging and interactive activities that allow children to learn while having fun. Whether it's building with blocks, exploring in our outdoor play areas, participating in imaginative play, or experimenting with hands-on science activities, play is at the core of our teaching philosophy.

We believe that play not only enhances a child's creativity and problem-solving abilities but also builds their self-esteem and social skills. It fosters a love for learning that extends beyond the classroom and prepares children for a lifetime of curiosity and exploration.

We also prioritize social and emotional development by creating a caring and inclusive community where children learn to communicate effectively, collaborate with peers, and manage their emotions. Our educators guide children in developing essential life skills such as empathy, resilience, and self-regulation.

Physical well-being is equally important to us, and we provide ample opportunities for physical activity and exercise. Our outdoor play areas, indoor play spaces, and planned physical activities contribute to the development of fine and gross motor skills.

Furthermore, Weatherford Academy values creativity and self-expression. We offer art, music, and other creative outlets where children can explore their interests and talents, fostering a well-rounded sense of self.

By focusing on the whole child, we aim to prepare children not only for academic success but also for a lifetime of curiosity, adaptability, and resilience. Weatherford Academy is dedicated to providing a comprehensive and enriching educational experience that supports the well-being and growth of every child in our care.



"Where Learning Begins"

Weatherford Academy

Why choose Weatherford Academy

Weatherford Academy Early Learning Center stands out from other childcare centers through its unique blend of comprehensive offerings that prioritize the holistic development of children. What sets us apart is our commitment to tailoring our approach to meet the individual needs of each child and family.

Customized Learning Paths

We understand that every child is unique, and our curriculum is designed to reflect this. Our educators develop customized learning paths that take into account each child's developmental stage, interests, and strengths. This tailored approach ensures that children are challenged appropriately, fostering a love of learning from an early age.

Strong Community Engagement

We foster a strong sense of community by actively involving parents in their child's education. Our center serves as a hub for family events, workshops, and support networks, promoting a sense of belonging among families.

Partnerships for Enrichment

We forge partnerships with local schools, experts, and organizations to enrich our programs. These collaborations bring unique educational opportunities, extracurricular activities, and specialized services to our children, enhancing their overall development.

Holistic Well-Being

Beyond academics, we prioritize the well-being of children by providing access to healthcare services, counseling, and promoting physical fitness and nutrition. Our holistic approach ensures that children are healthy, happy, and thriving.

Continuous Improvement

Our commitment to continuous improvement means that we stay at the forefront of early childhood education best practices. We adapt and innovate to provide the highest quality care and education for the children in our center.

In summary, Weatherford Academy Early Learning Center program goes beyond traditional offerings by providing customized learning paths, flexible scheduling, a strong sense of community, enriching partnerships, a focus on holistic well-being, sustainability education, and a commitment to ongoing improvement. These unique elements combine to create an exceptional childcare experience that nurtures children's growth and prepares them for a bright future. Parents within our community and beyond choose our childcare center for several compelling reasons that highlight the exceptional quality of care and education we offer. Firstly, our center is renowned for its commitment to providing a safe, nurturing, and stimulating environment where children can thrive. Parents trust that their children are in capable and caring hands when they enroll them in our program.



"Where Learning Begins"

Weatherford Academy

Partnerships

Weatherford Academy partnerships with other organizations have significantly enhanced our childcare center's ability to outperform our competition in several key ways. These collaborations have allowed us to access valuable resources, expertise, and support that directly benefit the children in our care and their families.

Firstly, our partnerships with educational institutions have enriched our curriculum and teaching methods. We work closely with local schools, experts in child development, and educational organizations to stay at the forefront of best practices in early childhood education. This ensures that our programs are innovative, evidence-based, and aligned with the latest educational standards, giving our children a competitive advantage as they transition to formal schooling.

Furthermore, partnerships with community organizations and local businesses have allowed us to offer unique extracurricular activities and resources that set us apart from our competitors. From art workshops to nature outings, these collaborations expand the range of experiences available to our children and contribute to their holistic development.

Weatherford Academy's partnerships have facilitated access to specialized services, such as speech therapy, occupational therapy, and counseling, ensuring that children with specific needs receive the support they require within our inclusive environment.

These collaborations also extend to our families, providing them with access to workshops, support groups, and resources that empower them to be actively involved in their child's development and education.

In conclusion, our strategic partnerships with various organizations have significantly bolstered our childcare center's ability to excel in the field. These collaborations enrich our educational programs, enhance the well-being of our children, offer unique opportunities, and provide support to both children and their families. As a result, our center stands out as a leader in early childhood education and care, offering a comprehensive and holistic approach that surpasses the competition.

Clover EHS Program
Partnership for 6 Years
Total Award Amount: \$126,432.00

Weatherford Academy is proud to have established a strong and enduring partnership with Clover Inc Early Head Start for the past six years. This collaboration has been instrumental in enriching our early childhood education programs and extending our reach within the community.

Through our partnership with Clover Inc Early Head Start, we have been able to offer a more comprehensive range of services to children and families in our community. Clover Inc expertise in early childhood education and family support has been invaluable in enhancing the quality of care and education we provide.

Our joint efforts have resulted in the development of innovative curriculum enhancements, best practices in teacher-child interactions, and the implementation of family engagement strategies that strengthen our center's sense of community. This partnership aligns seamlessly with Weatherford Academy's mission of nurturing the holistic development of every child while fostering a supportive and inclusive learning environment.

As we look forward to many more years of collaboration, we are excited about the continued positive impact our partnership with Clover Inc Early Head Start will have on the children and families we are privileged to serve. Together, we remain dedicated to providing the highest quality early childhood education and support to our community.

Louisiana CCAP Program & Birth to Three Program (B-3)
CCAP Partnership 10 years
B-3 Partnership 2 Years
B-3 Award Amount: \$303,316

Weatherford Academy is deeply committed to its longstanding and vital partnerships with both the Louisiana Childcare Assistance Program and the Birth to Three Program. These partnerships reflect our dedication to ensuring accessibility and quality in early childhood education for all families in our community.

Our collaboration with the Louisiana Childcare Assistance Program allows us to support families who may face financial challenges in accessing quality childcare services. By participating in this program, we can offer assistance to eligible families, making our educational programs accessible to a wider range of children. This partnership aligns with our core values of inclusivity and ensuring that every child has the opportunity to thrive in a nurturing and enriching environment.

Additionally, our connection with the Birth to Three Program underscores our commitment to early intervention and developmental support. This program enables us to identify and address the unique needs of children under the age of three, a critical period for early childhood development. Through specialized services and interventions, we can ensure that children receive the early support and care they require to reach their full potential.

Weatherford Academy values these partnerships as they enable us to extend our impact beyond our center's walls, reaching families who may benefit from our high-quality early childhood education. By working together with these programs, we can make a meaningful difference in the lives of children and families in our community, setting a strong foundation for their future success and well-being.

Diaper Bank

Diaper Bank Partnership 4 Years

Weatherford Academy is proud to collaborate with the Junior League Diaper Bank, a partnership that extends our commitment to supporting families in need within our community. This meaningful alliance allows us to address a critical aspect of early childhood care by providing diapers to families facing financial challenges. We understand that access to diapers is a fundamental need for infants and toddlers, and it directly impacts their health, well-being, and overall quality of life.

Through our partnership with the Junior League Diaper Bank, we can ensure that families in our community have access to this essential resource. This support not only relieves financial stress for parents but also contributes to the overall health and comfort of the children in our care. We believe that by addressing these basic needs, we can empower families to focus on their children's development and success.

This partnership aligns with Weatherford Academy's core values of compassion, community engagement, and the well-being of children. It exemplifies our dedication to going beyond traditional education to support the holistic needs of families, fostering a sense of belonging and support within our community. Together with the Junior League Diaper Bank, we are making a positive impact on the lives of families and ensuring that every child has the opportunity to thrive.

NSECD Program

NSECD partnership for 8 Years

NSECD Award Amount : \$ 223,200

Weatherford Academy takes immense pride in our enduring and highly beneficial partnership with Nonpublic Schools Early Childhood Development (NSECD) for the past eight years. This longstanding collaboration has been instrumental in elevating the quality of early childhood education we provide and has strengthened our position as a leader in the field.

Through our partnership with NSECD, we have gained access to invaluable resources, insights, and best practices in early childhood development. This has significantly enhanced our curriculum and teaching methodologies, allowing us to offer the highest standard of care and education to the children in our community.

NSECD's commitment to continuous improvement aligns perfectly with our own philosophy, inspiring us to continually refine our programs and teaching strategies. This partnership has played a pivotal role in ensuring that Weatherford Academy remains at the forefront of early childhood education, meeting and exceeding the evolving needs of our students and their families.

As we look forward to many more years of collaboration with NSECD, we remain dedicated to providing exceptional early childhood education, fostering the holistic development of every child, and making a positive impact on our community. Together, we are shaping a brighter future for the children we serve.

Louisiana Scholarship Program
LSP partnership for 5 years

Weatherford Academy is proud to be a partner in the Louisiana Scholarship Program, which extends our educational commitment beyond the early childhood years to encompass kindergarten through 12th grade. This partnership reflects our dedication to providing accessible, high-quality education to a broader range of students within our community.

Through our participation in the Louisiana Scholarship Program, we can offer scholarships to eligible students, allowing them to access our rigorous and comprehensive educational programs. This collaboration aligns with our core values of inclusivity and equity, ensuring that more families have the opportunity to enroll their children in our academy.

By joining forces with this program, we are not only supporting individual students but also contributing to the overall educational landscape in our community. Weatherford Academy believes in the transformative power of education, and our partnership with the Louisiana Scholarship Program allows us to play a role in shaping the educational journey of students as they progress through their school years.

We are honored to be part of this partnership, and we remain committed to providing a nurturing and enriching environment that fosters the growth and success of all students, from early childhood through to their graduation from high school. Together with the Louisiana Scholarship Program, we are making strides toward a brighter future for our community's students.

CACFP Program
CACFP Program Partnership 10 Years
CACFP Award Amount: \$133,000

Weatherford Academy is delighted to be a partner in the Child and Adult Care Food Program (CACFP). This collaboration exemplifies our dedication to the overall well-being of the children and families we serve by ensuring they have access to nutritious meals and snacks.

Through our partnership with the CACFP program, we can provide balanced and healthy meals to our students, promoting their physical health and supporting their cognitive and developmental growth. We understand the critical role that nutrition plays in a child's ability to learn and thrive, and our participation in this program reinforces our commitment to their holistic development.

This partnership aligns perfectly with Weatherford Academy's mission to provide not only exceptional early childhood education but also a nurturing and supportive environment that addresses the comprehensive needs of our students and their families. We believe that by ensuring access to nutritious meals, we are contributing to the health, well-being, and success of our young learners.

We are honored to be part of the CACFP program, and we remain committed to the continued well-being and development of the children in our care. Together with the CACFP program, we are making a positive impact on the lives of our students and their families, creating a foundation for their future success.

At Weatherford Academy, we believe in providing a well-rounded education for our students, which includes offering a variety of extracurricular activities. We are proud to have partnered up with the Westwego farmer market, where our students have the opportunity to learn about sustainable farming practices, healthy eating habits, and even get hands-on experience in growing their own produce.

Additionally, we have established a partnership with the Westwego fire department, which allows our students to learn about fire safety, emergency preparedness, and even participate in fire drills and simulations. This collaboration not only enhances their knowledge but also instills a sense of responsibility and community service.

Furthermore, we understand the importance of physical and mental well-being, which is why we offer yoga classes for our students. These classes help them develop flexibility, strength, and mindfulness, promoting a healthy lifestyle and stress management.

In addition to yoga, we also offer drumming classes for our students. Drumming is not only a fun and engaging activity but also helps improve coordination, rhythm, and creativity. It allows our students to express themselves through music and develop a sense of teamwork and discipline.

At Weatherford Academy, we strive to provide a diverse range of extracurricular activities that cater to the interests and talents of our students. Through these partnerships and offerings, we aim to foster a well-rounded education that goes beyond the classroom and prepares our children for success in all aspects of life.



"Where Learning Begins"

Weatherford Academy

About Us

Weatherford Academy, a trusted name in early childhood education, has been proudly serving our community for a decade. As a 4-Star Center, we have consistently maintained the highest standards of excellence in childcare and education. Our expansive 16,000-square-foot facility is designed to inspire young minds, featuring 14 state-of-the-art classrooms, including a library and specialized spaces like a speech and hearing room. We understand the importance of both indoor and outdoor play, which is why we offer two outdoor play areas and a large indoor play area. But we go beyond traditional learning environments; our outdoor learning classroom with hydroponic gardens encourages hands-on exploration and connection with nature.

At Weatherford Academy, we are dedicated to providing top-tier education. We utilize tier one curricula that are thoughtfully selected to meet the developmental needs of our young learners. Our commitment to technology integration ensures that students and teachers have access to cutting-edge tools to enhance the learning experience. We maintain a low student-teacher ratio, allowing for individualized attention and support. Our certified staff members are passionate about early childhood education and undergo continuous professional development to stay current with best practices.

Weatherford Academy's major goals for the future in maintaining a great childcare program are firmly rooted in our commitment to providing the highest quality care and education for children and their families. Firstly, we aim to continually enhance our curriculum and teaching methods, staying at the forefront of best practices in early childhood education. This includes incorporating the latest research findings, adopting innovative teaching strategies, and ensuring that our programs remain developmentally appropriate and engaging.

Secondly, we strive to maintain a diverse and highly skilled staff by investing in ongoing professional development opportunities. We believe that well-trained and passionate educators

are the cornerstone of our program's success, and we are committed to providing them with the tools and support they need to excel in their roles.

Furthermore, we plan to focus on sustainability and environmental awareness, incorporating eco-friendly practices and education into our program to instill in children a sense of responsibility for our planet.

In essence, our major goals for the future revolve around continuous improvement, strong partnerships, professional development, sustainability, and expansion. We remain steadfast in our dedication to maintaining a great childcare program that positively impacts the lives of the children and families we serve.