



2024–2025

Clover Academy Parent **HANDBOOK**



CLOVER PARENT HANDBOOK

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PROGRAM HOLIDAYS

CLOVER PROGRAMS WILL BE CLOSED FOR THE FOLLOWING
HOLIDAYS:

Labor Day	September 2, 2024
Thanksgiving	November 28-29, 2024
Christmas Break	Dec. 23 – Jan 1, 2025
Dr. Martin Luther King	January 20, 2025
Lundi Gras	March 03, 2025
Mardi Gras	March 04, 2025
Good Friday	April 18, 2025
Memorial Day	May 26, 2025
Juneteenth	June 19, 2025
4th of July	July 4, 2025

PROFESSIONAL DEVELOPMENT DAYS

***DATES ARE SUBJECT TO CHANGE. IF A CHANGE OCCURS, YOU WILL BE NOTIFIED.

September 19 & 20, 2024	February 21, 2025
October 18, 2024	March 20 & 21, 2025
November 22, 2024	April 17 & 21, 2025
December 19 & 20, 2024	May 16, 2025
January 17, 2025	June 12, 2025

***Clover has the right to add additional dates, based on the needs of the agency. Additionally, some Thursdays may be added as 1/2 days, when required for extensive trainings. When/if required, advance notice would be sent out.

WELCOME

Welcome to the 2024 – 2025 school year at Clover! Congratulations on being awarded a scholarship to participate in our Clover Academy option! We are excited to kick off the new year! We anticipate this to be a year of exceptional learning and growth for all! We are excited to begin/continue this Whole Family journey with you! Over the past several years, we have been working to develop a program that will not only benefit the children but also the whole family. Our focus is on helping you achieve economic stability by providing resources, financial literacy and assistance with the development of a skill set that will propel you forward into a career pathway of your choice. We encourage you to take advantage of all that we have to offer. As with any scholarship, there will be certain things that will be mandatory but we know that you will enjoy them.

We also know that the past two and a half years has been very trying. To ensure that we remain compliant with the Division of Licensing as well as to ensure you that we all still take the pandemic seriously, we will continue to do the following:

Enhanced Safety and Sanitation Procedures

Our top priority is to ensure the health and safety of all who enter the campus of Clover. The following measures remain a priority:

- ☐ Thorough cleaning of all campuses to include certified disinfectant and sanitization products.
- ☐ Continue regularly scheduled cleaning throughout the day in classrooms and other surface areas around the campus.
- ☐ Any toys within the classroom that cannot be washed or sanitized have been removed.
- ☐ Provide personal protective equipment (PPE).
- ☐ Mask are optional for staff and participants.
- ☐ All children eat in their respective classrooms to minimize exposure.

Clothing

All children will be **required** to have 3 sets of clothes for changing. Clothing may need to be changed more often during the day and we will need to ensure that each child has available clean outfits.



CLOVER ACADEMY HOURS OF OPERATION

Clover campuses will physically be open:

**MONDAY – FRIDAY
6:45 AM – 5:00 PM**

Clover Academy services will be provided as follows:

6:45 A.M. TO 7:45 A.M. K-Prep

7:45 A.M. TO 3:00 P.M. School Day

3:00 P.M. TO 5:00 P.M. K-Prep

Clover Academy will provide 1 hour of K-Prep in the AM and 2 hours of K-Prep in the PM, Monday – Friday. If you would like to take advantage of the K-Prep program, please complete a K-Prep registration form and an application for the **Child Care Assistance Program (CCAP)** and select Clover as your child care school. In order for your child to attend K-Prep, your Family Advocate will need a copy of the CCAP approval letter. If you need assistance in accessing the application or uploading the required documents for CCAP, please speak with your advocate.

CCAP provides financial assistance to families while they are working, attending school and in many cases, while you are looking for a job. Because you've already earned a scholarship to cover the cost of the regular school day, CCAP will cover K-Prep costs between the hours of 6:45am- 7:45am and 3:00 pm – 5:00 pm. In order to obtain more information or apply for CCAP, you can visit www.louisianabelieves.com/early-childhood/child-care-assistance-program.

Participant Rights and Responsibilities

One's personal success in Clover's programs and services is built upon mutual respect between you and the Clover team, as well as the shared responsibility for the attainment of your desired goals.

Clover's Whole Family Approach means we are a committed partner, to you and your family, throughout the journey as you achieve those goals.

As a participant in a Clover program, you have the right to:

- Be treated with dignity, respect, and afforded privacy, confidentiality, and humane care from Clover staff and contractors without regard to race, religion, color, age, sex, source of payment, national origin, sexual orientation, or disability.
- Receive services in a culturally competent manner.
- Participate in the development and implementation of your Individual Service Plan in coordination with the agency's staff who assists with your goal(s) setting (personal, career, financial, etc.) and works closely with you toward achievement of your goal(s).
- Be fully informed:
 - ☐ in writing of the agency's services that are available to you and your family prior to and at the time of enrollment.
 - ☐ of your rights and responsibilities as a Clover participant and to exercise those rights as deemed appropriate. This may include voicing grievances and recommending changes in policies and services to internal staff and external representatives of your choice. There will be no restraint, interference, coercion, discrimination, or reprisal by the agency or its staff as a result of your initiating this process.
 - ☐ of the grievance determination; and to be provided assistance with filing an appeal as outlined by Clover.
- Inquire about the agency's policies and procedures and to give input, as deemed appropriate.
- Be assured all information contained in your record will be treated confidentially. Clover will obtain your written consent or authorization for the release of information to persons not otherwise authorized under law to receive it. You may provide written consent or authorization to limit the degree of information and the persons to whom the information may be given.
- Review your own records and request they be amended or corrected.
- To examine the results of the most recent review of Clover conducted by regulating state and federal agencies.
- Refuse to participate in Clover activities and services and to be informed of the consequences of such refusal.
- Revoke prior consent at any time, in writing, to the Program Manager of the appropriate department.
- End your participation in a Clover program at any time subject to the terms of this agreement.

- Receive and review this agreement and all agreements with the agency in a language you understand.

As a participant in a Clover program your responsibility is to:

- Be actively involved in the development of your Individual Service Plan and decision-making related to your goals.
- Accept support from Clover staff without regard to race, religion, color, age, sex, sexual orientation, national origin or disability of the individual.
- Keep appointments as scheduled or to notify your Clover contact with adequate advanced notice if scheduled appointments cannot be kept.
- Ask questions and request additional information, as needed.
- Support the development and maintenance of a safe environment for you and your family.
- Provide accurate and complete information to Clover staff, as requested.
- Authorize Clover to obtain and use records and information from other appropriate service providers, as needed, to deliver the most comprehensive and coordinated services and supports.
- Authorize Clover to disclose and exchange personal information with accrediting bodies and regulating agencies during reviews, if requested.
- Meet financial obligations with Clover, where applicable.

I understand my rights as a Clover participant as indicated above.

Signature

Date

- Notify Clover promptly of any change in address or lengthy relocation(s). The notice should be mailed to your respective program's corresponding location at:

Clover Main Campus
1600 Constance Street
New Orleans, LA 70130

Educare
3801 Saint Bernard Avenue
New Orleans, LA 70122

Authorizations (Please initial)

Clover may use photographs, audio, and/or video tapes of me and/or my family member's participation in agency services/events. I understand these images may be used for promotional and marketing materials including, but not limited to public relations, fund development, and reporting obligations.

_____ Agree _____ Disagree

I and/or my family agree to actively participate in this program and agree to abide by the rules, guidelines, and requirements of the program which I have received.

_____ Agree _____ Disagree

If I decline or terminate services, I accept responsibility for addressing the identified needs of my family without Clover’s assistance.

_____ Agree _____ Disagree

Confidentiality Waiver

I consent to the release of confidential information for the specific purpose of determining my eligibility for additional community resources.

I understand Clover is not liable in the event I voluntarily or inadvertently disclose my confidential information to others.

This consent is subject to written cancellation at any time except to the extent that action has already taken place upon this consent. A copy of this consent should be accepted with the same legal authority as the original. This consent will automatically expire on _____.

(Date)

_____ Initials

Clover Conditions

Clover reserves the right to terminate services with me and members of my family if program rules are violated.

Clover welcomes comments/suggestions related to the improvement of services. Each program will solicit participant input annually via participant satisfaction surveys.

GRIEVANCE/COMPLAINT PROCEDURES FOR PROGRAM PARTICIPANTS

POLICY: Program participants will be informed of their right to file a grievance/complaint at the onset of program services. If a complaint is made, a written copy of the procedure will be provided to the program participant immediately upon receipt of the complaint.

PURPOSE: To provide applicants and persons receiving services the means to lodge complaints or appeals.

PROCEDURE:

- ❑ Program participants have access to information on how to file a complaint or appeal:
 - All program participants receive a copy of the Grievance /Complaint Procedures for Program Participants during the mandatory annual parent orientation.
 - The policy is reviewed with program participants in order to provide information on how to express a grievance/complaint.
- ❑ Grievance/Complaint procedures for program participants:
 - If you have a complaint or are not satisfied with the service being received, first discuss it with your assigned staff person and/or their immediate supervisor. If this fails to satisfy you, please ask for an appointment to see the Director of Early Learning Services. If this fails, you may ask for an appointment to speak with the Program Officer of Early Learning Services.
 - If the problem is not resolved to your satisfaction, you can issue your grievance/complaint in writing.
 - The results of these meetings will be captured in meeting notes with appropriate action items listed, as a form of follow-up.
 - If satisfaction still is not achieved, the participant may request an appointment in writing to meet with the Clover Board of Directors.
 - If desired, the participant may include a representative of their choice at any time in the grievance process.
 - No program participant utilizing the grievance procedure will be retaliated against in any way.
- ❑ Other Considerations:
 - The agency will act on complaints in a timely manner and in accordance with the above-specified procedures.
 - The agency will maintain documentation of its response via documented meeting notes and action items.
 - Upon resolution, the program participant will be provided with a copy of meeting notes along with the indicated resolution.
 - The Program Officer will be notified in writing of all complaints lodged against any agency program and/or personnel and all steps made to successfully resolve grievances of program participants.
 - The Board of Directors will be notified in writing of grievances formally filed against any agency program and/or personnel and any resolution that occurs.
- ❑ The Board of Directors will review any pattern of grievances of persons served and any specific problematic or unresolved issues.
 - The review will be conducted in a manner that protects the confidentiality of persons served and is responsive to any need for change indicated by a pattern of grievances.
- ❑ Government-funded and licensed programs of the agency are required to notify program participants of their right to file a grievance with the funding source or licensing agency.
 - This notification is maintained in the participant's file and a general notice is posted.
- ❑ The address of the agency where grievances are reviewed is provided to participants at intake by each licensed program and those receiving government funding.
 - The Louisiana Department of Education can be contacted with any grievances/complaints via email at IDELicensing@la.gov, by phone: 225.342.9905 or via mail: Louisiana Department of Education 1201 North Third Street, Baton Rouge, LA 70802-5243

CLOVER CONFIDENTIALITY POLICY

All staff, volunteers and consultants of Clover shall treat all information concerning children and families as highly confidential. Staff will not divulge any information directly or indirectly to any other individual(s) or groups without parental consent. All health information and written documentation of discussions, telephone conversations, and meetings shall be always kept in the Family Advocate's locked file cabinet or the child's developmental folder. Access to this file will be granted only to those persons who service the children and need to know specific information to properly provide services to the child and his/her family.

Information, services, or photographs of children cannot be released without the parent's knowledge and written parental consent.

To further protect confidentiality, names will not be used in documents or conversations except when it is essential.

Policy:

Confidentiality of child, family and health records must be maintained to protect Head Start/Early Head Start children and families. All correspondence, discussions, staffings and records are to remain confidential. The Head Start/Early Head Start will follow Health Insurance Portability and Availability Act (HIPAA) standards and procedures for keeping child and family information private and secure.

- ☐ All family and health records must be stored under lock and key and kept away from public access to prevent unauthorized review.
- ☐ Information may not be shared with unauthorized persons without the specific consent of the parent.
- ☐ Telephone requests for information are not acceptable unless the parent has previously authorized the release of this information or witnessed telephone consent (by use of an extension line).
- ☐ Information collected by others and forwarded to the Head Start/Early Head Start staff with parental consent becomes part of the child's record and thus becomes the burden of confidentiality for the Head Start/Early Head Start program.
- ☐ All Release of Information forms completed by Head Start should be properly logged in the computer under Head Start share. All Release of Information forms to health providers that are completed by Early Head Start (EHS) will be given to EHS staff.
- ☐ Parents have a right to see all information in their child's file at any time.
- ☐ On the Release of Information form, parents will be made aware of the nature and type of all information collected and how it will be used.
- ☐ Parents may ask to speak to the staff in confidence. The staff must receive this information in a responsible, confidential manner. This is particularly true in cases of suspected child abuse/neglect. The staff's primary responsibility is to protect the child.
- ☐ A File Access sheet is to be signed by any staff member who accesses the child's folder and who does not routinely work with the folders.
- ☐ Head Start/Early Head Start staff will receive training concerning confidentiality of records and information.

THE PARENT'S CODE OF ETHICS

AS A HEAD START PARENT, I ADOPT THE FOLLOWING PRINCIPLES AS MY PERSONAL CODE OF ETHICS.

- ☐ I will strive to keep any and all lines of communication open between myself and the Head Start Program.
- ☐ I pledge to care for my child at home utilizing the Early Head Start Home-Based curriculum.
- ☐ I pledge to follow the program's recommendations in regard to my child's physical, social, emotional, and mental development.
- ☐ I will encourage other parents to participate at every level of the Early Head Start Program on a regular basis.
- ☐ I will continue to improve my personal growth and skills as a parent, person, and community member by taking advantage of any training offered to me.
- ☐ I will encourage the development of parenting skills so as to enhance my capacity to serve myself, my family, my city, and my nation in a self-sufficient way.
- ☐ I acknowledge as a parent that I am the prime educator of my child. I fully dedicate myself to the Head Start Program.

PARENTS CODE OF CONDUCT

Clover requires the parents of enrolled children at all times to behave in a manner consistent with decency, courtesy and respect. One of the goals of Clover is to provide the most appropriate environment in which a child can grow, learn and develop. Achieving this ideal environment is not only the responsibility of the employees of Clover, but is the responsibility of each and every parent or adult who enters the building. Parents are required to behave in a manner that fosters this ideal environment. Parents who violate the Parent Code of Conduct will be banned or restrict access to program buildings, classrooms, functions, events, field trips, and/or other facilities both for the duration of the program year. However, accommodations will be made when necessary to ensure parents/guardians are included in Staffing meetings, IEP meetings, and any other spaces necessary to support the student's educational needs.

A) SWEARING/CURSING

No parent or adult is permitted to curse or use other inappropriate language on agency property at any time, whether in or away from the presence of a child. Such language is considered offensive by many people and will not be tolerated. If a parent or adult feels frustrated or angry, it is more appropriate to verbally express the frustration or anger using non-offensive language. At NO time shall inappropriate language be directed toward children or members of the staff.

B) THREATENING OF EMPLOYEES, CHILDREN, OTHER PARENTS OR ADULTS ASSOCIATED WITH CLOVER

Threats of any kind will not be tolerated. In addition, all threats will be reported to the appropriate authorities and will be prosecuted to the fullest extent of the law. While apologies for such behavior are appreciated, the agency will not assume the risk of a second chance. PARENTS MUST BE RESPONSIBLE FOR AND IN CONTROL OF THEIR BEHAVIOR AT ALL TIMES.

C) PHYSICAL/VERBAL PUNISHMENT OF YOUR CHILD OR OTHER CHILDREN AT CLOVER:

While Clover does support nor condone corporal punishment of children, such acts are not permitted on the premises. While verbal reprimands may be appropriate it is not appropriate for parents to verbally abuse their child. Doing so may cause undue embarrassment or emotional distress. Parents are always welcome to discuss a behavior issue with the teacher and to seek advice and guidance regarding appropriate and effective disciplinary procedures. Parents are prohibited from addressing, for the purpose of correction or discipline, a child that is not their own. Of course, no parent or other adult may physically punish another parent's child. If a parent should witness another parent's child behaving in an inappropriate manner, or is concerned about behavior reported to them by their own child, it is most appropriate for the parent to direct their concern to the classroom teacher and/or Education Supervisor. Furthermore, it is wholly inappropriate for one parent to seek out another parent to discuss their child's inappropriate behavior. All behavior concerns should be brought to the classroom teacher or supervisor's attention. At that point, the teacher and/or supervisor will address the issue with the other parent. Although you may be curious as to the outcome of such a discussion, Clover staff is strictly prohibited from discussing anything about another child with you. All children enrolled in our agency have privacy rights and are further protected by our Confidentiality Policy. You may be assured that we will not discuss anything about your child with another parent or adult visiting the center.

D) SMOKING/VAPING

For the health of Clover employees, children and associates, smoking/vaping is prohibited anywhere on agency property. Parents are prohibited from smoking/vaping in the building and on the grounds of Clover.

E) CONFRONTATIONAL INTERACTIONS WITH EMPLOYEES, OTHER PARENTS OR ASSOCIATES OF CLOVER

While it is understood that parents will not always agree with the employees of Clover or the parents of the other children, it is expected that all disagreements be handled in a calm and respectful manner. Confrontational interactions are not an appropriate means by which to communicate a point and are strictly prohibited.

F) VIOLATIONS OF THE CONFIDENTIALITY POLICY

Clover takes very seriously the responsibility of maintaining the confidentiality of all persons associated with the agency. Parents must understand the implications of this responsibility. Parents need to recognize that the Confidentiality Policy not only applies to their child or family, but all children, families and employees associated with Clover. Any parent who

shares any information considered to be confidential, pressures employees or other parents for information, which is not necessary for them to know, will be considered to be in violation of the Confidentiality Policy. No photos or video without permission will be permitted. Use extreme caution and exercise good judgment when interacting with agency staff on social media platforms or messaging applications. Employees are asked to use extreme caution when accepting a “friend request” or request to communicate via social media with any child’s family member or care provider.

G) DRESS CODE

Clothing with discriminatory, offensive, or inappropriate statements or designs is prohibited. Nothing in this policy is intended to discriminate against any person and does not limit or alter any person’s apparel or grooming styles dictated by one’s religion, ethnicity, or national origin. Inappropriate revealing clothing is also prohibited. Parents will not be permitted to enter the building with pajamas or revealing clothing.

Dress code should be adhered to during Home Visits, Parent-Teacher Conferences and any other home visits that are required for programming.

EVERY parent has a right to appeal an assigned penalty. If a parent chooses to appeal the decision, they must use the grievance policy outlined in our student handbook. All penalties and decisions related to violation of our policies are to be adhered to throughout the entirety of the grievance process.

Parent’s Signature

Date

Staff’s Signature

Date

POLICY STATEMENT ON IDENTIFICATION AND REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT/MANDATED REPORTING

Clover Head Start Program must report child abuse and neglect in accordance with provisions of applicable Louisiana and federal laws. The law states that any person having cause to believe that a child's physical or mental health or welfare has been or may be further adversely affected by abuse or neglect as licensed physicians, interns, or residents, nurses, hospital staff members, teachers, family advocates, and other persons or agencies having the responsibility for the care of the children, shall report same to appropriate agency.

The law defines child, abuse, and neglect as follows:

- ☐ "Child" is any individual under the age of eighteen.
- ☐ "Abuse" is the infliction of physical or mental injury or the causing of the deterioration of a child including but not limited to such means as sexual abuse and/or the exploitation or overwork of a child to such an extent that his health, moral, or emotional well-being is endangered.
- ☐ "Neglect" is the failure to provide by those legally responsible for the care and maintenance of the child, the proper or necessary support, education as required by law, or medical, surgical, or any other care necessary for his well-being. No child who is being provided treatment in accordance with a recognized religious method of healing in lieu of medical treatment shall for that reason above be considered to be neglected or abused.

PER THE LOUISIANA LICENSING AUTHORITY:

- ☐ As mandated reporters, all staff and owners shall report any suspected abuse or neglect of a child to the Louisiana Child Protection Statewide Hotline: (855)4LA-KIDS (855-452-5437)
- ☐ An early learning center shall not delay the reporting of suspected abuse or neglect to the Child Protection Statewide Hotline in order to conduct an internal investigation to verify the abuse or neglect allegations
- ☐ An early learning center shall not require staff to report suspected abuse or neglect to the center or management prior to reporting it to the Child Protection Statewide Hotline.
- ☐ All cases of suspected child abuse and/or neglect MUST also be reported to the New Orleans Police Department Child Abuse Section or DCFS by the staff person observing or having knowledge of the abuse or neglect.
- ☐ After reporting to the N.O.P.D., a telephone call and written report should be made to the Coordinator of Social Services in addition to any suspected abuse or neglect of a child being reported to the Louisiana Child Protection Statewide Hotline (855) 4LA-KIDS (855) 452-5437.

NON-DISCRIMINATION POLICY

In accordance with Federal law and U.S. Department of Agriculture policy, it is the policy of Clover to provide services and/or benefits to all recipients without regard to race, creed, color, religion, age, sex, national origin, ancestry, disability or whether a child is being breastfed. The same eligibility requirements are applied to all applicants for services on a non-discriminatory basis. There is no distinction in the treatment of recipients, and rules of courtesy are applied uniformly to all. All persons or organizations having occasion to either refer applicants for services or recommend this agency must do so without regard to the applicant's race, creed, color, religion, age, sex, national origin, ancestry, or disability.

Clover is an Equal Opportunity Employer and manages its employment and employee relations without regard to race, creed, color, religion, age (40 and over), sex, national origin, ancestry, or disability.

This policy applies to this agency and all units, sections and sub-offices under its administration.

ANY PERSON(S) ALLEGING DISCRIMINATION HAS A RIGHT TO FILE A COMPLAINT WITHIN 180 DAYS OF THE ALLEGED DISCRIMINATORY ACTION. ALL CIVIL RIGHTS COMPLAINTS, WRITTEN OR VERBAL, SHOULD BE FORWARDED TO:

USDA
Director, Office of Civil Rights
Room 326-W, Whitten Building 1400
Independence Avenue, SW Washington DC 20250- 9410
OR
or
Call 202-760-5964 (voice and TDD)
(for complaints regarding discrimination in the
Child and Adult Care Food Program)

EEOC
New Orleans District Office 701 Loyola Avenue,
Suite 600 New Orleans, LA 70113-9936 or
Call 504-589-2329
TTY 504-589-2958
(for complaints regarding personnel matters)

THE COMPLAINT SHOULD CONTAIN THE FOLLOWING:

- ☐ Name of the person making complaint
- ☐ Address of the person making complaint
- ☐ The specific location and name of the entity for whom the complaint is against.
- ☐ The nature of the incident or action that led the complainant to feel discrimination was a factor.
- ☐ The basis on which the complainant feels discrimination exists.
- ☐ Date of the complaint.
- ☐ Date of the incident(s).
- ☐ Names of persons who may have knowledge of the discriminatory action.
- ☐ Titles of persons who may have knowledge of the discriminatory action.
- ☐ Business addresses of persons who may have knowledge of the discriminatory action.

POLICY ON PROHIBITED ITEMS AND SUBSTANCES

Clover prohibits the following items in, on or around their campuses:

- ☐ Firearms, explosives or weapons (except when in the possession of designated personnel authorized by Clover)
****If you are an officer or security guard and carry a weapon, please remove it and store it properly in your vehicle prior to entering the Clover campus. If this is not possible, please notify your Family Advocate, in advance, so that we can note this on your file.**
- ☐ Illicit drugs (as designated by the Drug Enforcement Administration and the respective state law), look-alike drugs, and designer drugs (drugs not actually controlled by federal or state law, but which have similar pharmacological effects).
- ☐ Drug paraphernalia
- ☐ Intoxicating beverages

HEALTH INFORMATION AND SERVICES

ASSESSMENTS AND WELL-BABY VISITS

Head Start provides a comprehensive health program to assist with the child's physical, emotional, cognitive and social development. This includes health screenings which are required by the program and help to provide insight into your child's development and physical well-being.

- ☐ At enrollment, your child will be required to submit a physical, dental exam, and immunization record.
- ☐ Screenings provided by Head Start include: hearing, vision, speech, development and social behavior. Parents must consent to screenings.
- ☐ Any child that fails a screening will be referred to their doctor or the appropriate agency
- ☐ Please submit any documentation obtained from your child's well baby visits or please sign the HIPAA consent allowing your family advocate or health coordinator to obtain the information from your doctor.

HEALTH AND MEDICAL STAFFINGS

- ☐ Staffing will be convened for any child that has a new medical diagnosis, change in health or behavioral status, and/or a new medical plan.
- ☐ During the staffing, staff will be made aware of the participant's health status, medication, triggers, symptoms, and the appropriate medication administration.
- ☐ For any ongoing medical treatment and diagnosis, Parent Educators will request an update on the status every six (6) months per Louisiana state licensing requirements.

DIETARY NEEDS

Family style meals are served to participants. Participants are encouraged to taste all food but are never forced to eat anything. The menus for the program are designed by a registered dietician. Copies of menus are available to parents upon request. Menus follow the guidelines of the Child and Adult Care Food Program (CACFP). Participants are not allowed to bring food or drinks from home.

Parents may request meal and milk substitutions for religious beliefs and medical restrictions. All substitutions require a doctor's note.

Formula and PediaSure:

- ☐ Clover will provide generic formula for all infants. All infants are fed on demand. The two options include: soy (plant-based) and animal based.
- ☐ If a child requires a special formula, please have your pediatrician submit a note indicating type of formula and reason for specific formula recommendation.
- ☐ It is not agency or program policy to provide a formula of preference, however, in the event that the formula of preference is covered by the child's WIC voucher, the parent must bring in pre-made bottles **daily** labeled to include the following:
 - Child's name
 - Time that the bottles were made

The bottles must be cold upon arrival to the center. Parents that choose to bring in pre-made bottles will be asked to sign the agency's waiver stating that Clover staff provided a formula option.

If a child has orders from the doctor requiring PediaSure and the parent is receiving the PediaSure from WIC, we will accept sealed bottles from the parent subject to the requirements stated above

SUDDEN INFANT DEATH SYNDROME/SAFE SLEEP:

Clover practices Safe Sleep for infants. This practice states that an infant will be placed on its back when sleep. There will be no toys or pillows placed in the crib. If a doctor orders any other sleep placement, a doctor's note will be requested and kept on file and a sign placed on the crib. If the infant has begun to roll over, a sign will also be placed on the crib.

DISABILITIES

Clover utilizes the inclusive classroom model. We reserve a minimum of ten percent of funded enrollment slots for children with disabilities. Using the results of screenings and observations, Family Advocates will work with the family to complete necessary referrals for further assessment. All IFSPs/IEPs are incorporated into the daily lesson plans. Clover has also added the Sensory Learning Center in an effort to provide additional support to children with disabilities

DISABILITIES

Clover utilizes the inclusive classroom model. We reserve a minimum of ten percent of funded enrollment slots for children with disabilities. Using the results of screenings and observations, Parent Educators will work with the family to complete necessary referrals for further assessment. All IFSPs/IEPs are incorporated into the weekly lesson plans created with parents.

SECTION 504/ADA

GUIDELINES FOR PARENTS

Section 504/ADA Guidelines for Parents provides information and describes the requirements of Section 504 of the Rehabilitation Act of 1973 with respect to the placement of children with physical and mental disabilities.

These guidelines are designed specifically to give parents an understanding by providing information to help them access services for eligible Section 504 children.

WHAT IS SECTION 504?

Section 504 is the part of the Rehabilitation Act of 1973 that applies to persons with disabilities. Section 504 is a civil rights act that protects the civil and constitutional rights of persons with disabilities. Section 504 states that no person with a disability can be excluded from or denied the benefits of any program receiving federal financial assistance.

HISTORICAL BACKGROUND

Section 504 of the Rehabilitation Act of 1973 was implemented by Congress in 1977. For many years' organizations perceived the main obligation as ensuring physical access to public buildings (i.e., ramps were installed, curbs were cut, elevators were added to multi-level buildings, rest room stalls were enlarged etc.). With the passage of the Rehabilitation Act of 1973, Congress required that organizations receiving federal assistance make their programs and activities accessible and usable to all individuals with disabilities. The definition of access means more than physical access; a child may require special accommodations such as modified assignments in order to benefit from their education.

HOW DOES SECTION 504 DEFINE "DISABILITY"?

Section 504 of the Rehabilitation Act of 1973 protects children from discrimination based upon their disability status. A child is disabled within the definition of Section 504, if he or she has a mental or physical impairment that substantially limits one or more of the person's major life activities. "Major life activities" include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. When a condition does not substantially limit a major life activity, the individual does not qualify under Section 504.

HOW ARE CHILDREN WITH DISABILITIES IDENTIFIED?

Section 504 regulations cover a larger group of children with disabilities. The definition of disability under Section 504 includes children who have a physical or mental disability that substantially limits one or more of life's major activities. *For example, Clover staff should consider the potential existence of disabilities and possible Section 504 protection for children diagnosed as having HIV, Tourette's syndrome, Attention Deficit Hyperactivity Disorder (ADHD), heart malfunctions, Chronic Fatigue Syndrome, Clover Academy phobia, respiratory conditions, blood/sugar disorders, post-traumatic disorders, pregnancy (with health issues that affect ability to learn), epilepsy, cancer, Repetitive Motion syndrome, birth defects, Tuberculosis, etc.*

DOES SECTION 504 REQUIRE EVALUATIONS?

Section 504 requires that Clover Academy evaluate "any person who, because of a disability, needs or is believed to need special education or related services." An evaluation is also required prior to any significant change in placement. Most evaluations under Section 504 only involve gathering tests that have been conducted, such as medical records. The evaluation data should be reviewed to determine if it is current or needs to be updated.

DISABILITY SERVICES ELIGIBILITY

If Clover staff and/or the parent have reason to believe that, because of a disability as defined under Section 504, a child needs accommodations or services in order to participate in the Clover Academy program, Clover Academy must evaluate the child. If it is determined that a child is disabled under Section 504, Clover Academy must develop and implement the delivery of all needed services and/or accommodations.

SERVICES

- ☐ The determination of what services and/or accommodations are needed must be made by a group of persons knowledgeable about the child. This usually involves the KH ELS principle, classroom teacher(s), and other educators working with your child. The parent and child must be included in the process whenever possible. The group must review the nature of the disability and how it affects the child's education. The decisions about
- ☐ Section 504 eligibility and services must be documented in the child's file and reviewed periodically.
- ☐ An appropriate education for children eligible under Section 504 may consist of education in general classes with accommodations and programs designed to meet the unique needs of a particular child. Modifications in academic requirements and expectations may be necessary to accommodate the needs of an individual child with disabilities to enable him or her to participate in the general classroom instruction.
- ☐ It is important to keep in mind that some children who have physical or mental conditions that limit their ability to access and participate in the education program are entitled to rights under Section 504, even though they may not fall into a disabilities category covered under IDEA or special education.

WHAT DOES MAKING ACCOMMODATIONS MEAN?

Accommodations are made by the classroom teacher(s) and other Clover Academy staff to help children benefit from their educational program. In some cases, a plan should be developed outlining services and accommodations.

- ☐ Accommodations will address the individuals' functional limitations and alternative methods they will utilize to perform task.
- ☐ Accommodations must be individualized.
- ☐ The individual needs of the child with a disability should be met to the same extent as the needs of children without disabilities.
- ☐ Accommodations should place the child with a disability at an equal starting level with the non-disabled child.

EXAMPLES OF COMMON ACCOMMODATIONS:

- ☐ Modifying activities.
- ☐ Provide an extra set of textbooks for home
- ☐ Adjusting a child's seating.
- ☐ Provide a peer tutor/helper.
- ☐ Counseling
- ☐ Have child use an organizer-train in organizational skills
- ☐ Preferential seating
- ☐ Modify recess / PE / transportation.

EXAMPLE OF A CHILD WHO IS ELIGIBLE FOR SECTION 504 SERVICES AND POSSIBLE ACCOMMODATIONS

A child has been diagnosed as having asthma. The doctor has advised the child not to participate in physical activities outdoors. The disability limits the major life function of breathing. Clover Academy is required to make reasonable accommodations in the education program.

Possible accommodations include the following:

- ☐ Modified activity level for motor skills and education, etc.
- ☐ Use of air purifier or inhalants
- ☐ Avoidance of allergens
- ☐ Inhalant therapy assistance
- ☐ Medication administration
- ☐ Policy adjustment of personal administration of medication
- ☐ Access to water, gym, etc.
- ☐ Develop health care and emergency plan.

Clover makes decisions based upon evaluation information and a child's needs. The decision must be made by a group of persons knowledgeable about the child, the meaning of the evaluation data, and service options.

WHAT ARE CLOVER RESPONSIBILITIES UNDER SECTION 504?

It must be emphasized that Section 504 falls under the management responsibility of the general education program. Clover staff and parents need to work in collaboration to help guarantee the child is provided with the necessary accommodations.

To comply with Section 504, Clover must:

- ☐ Provide written assurance of nondiscrimination.
- ☐ Designate a 504 Coordinator.
- ☐ Provide grievance procedures to resolve complaints.
- ☐ Provide notice of nondiscrimination in admission or access to its program or activities. Notice must be included in a child/parent handbook.
- ☐ Annually identify and locate all qualified children with disabilities who are not receiving public education.
- ☐ Annually notify person with disabilities and their parents or guardian of Clover Academy responsibility under Section 504.
- ☐ Provide parents or guardians with procedural safeguards.
- ☐ Conduct a self-evaluation of Clover Academy policies, programs and practices to make sure discrimination is not occurring.

WHAT ARE THE RESPONSIBILITIES OF PARENTS?

- ☐ Share your concerns with Clover Academy early before problems become bigger.
- ☐ Be involved in Section 504 meetings concerning your child.
- ☐ Assist in developing appropriate accommodations and/or services for your child.
- ☐ Encourage your child to cooperate with Clover Academy staff and do his or her best.
- ☐ When appropriate, collaborate with other agencies such as vocational rehabilitation.
- ☐ Use mediation as an option if a difference cannot be resolved with Clover Academy.

WHAT IS THE ROLE OF THE EARLY HEAD START AND HEAD START DISABILITIES SPECIALIST?

- ☐ The Early Head Start and Head Start Disabilities Specialist is to assist Clover Academy in meeting requirements under Section 504 of the Rehabilitation Act of 1973.
- ☐ The coordinator will provide resources and help educators and administrators regarding their responsibilities under Section 504. In addition, the coordinator will assist in creating an on-going program that will support problem-solving teams in accommodating children's needs. If you have questions regarding Section 504, call the Disabilities Specialist.

WHAT ARE THE ROLES AND RESPONSIBILITIES OF THE DEPARTMENT OF HEALTH AND HUMAN SERVICES AND THE OFFICE FOR CIVIL RIGHTS?

The Department of Health and Human Services, Agency for Children and Families is the agency of the U.S. Government that administers federal funds for Early Head Start and Head Start and enforces federal statutes prohibiting discrimination in any activities receiving federal funds, and ensures equal access to services and programs.

All parents have the right to directly contact the Office of Civil Rights, if they believe their child is being discriminated against based upon his or her disability. Most differences with Clover can be resolved before contacting the Office for Civil Rights.

It is suggested you follow the procedures outlined below:

- ☐ First, try to resolve your differences at the teacher or the Clover center director level.
- ☐ Set up a meeting to discuss your differences.
- ☐ If unsuccessful, set up a meeting with the Clover Human Resources Director.
- ☐ If unsuccessful, ask for mediation. This is a free service for parents. A neutral individual will work with you and Clover Academy to help resolve your differences.
- ☐ If unsuccessful, ask the center director or Disabilities Specialist how to file a grievance.
- ☐ If unsuccessful, call the Office for Civil Rights using the information below.

Southwest - (Arkansas, Louisiana, New Mexico, Oklahoma,
Texas)
Marisa Smith, Regional Manager Office for Civil Rights
U.S. Department of Health and Human Services 1301 Young Street, Suite
1169 Dallas, TX 75202
Customer Response Center: (800) 368-1019
Fax: (202) 619-3818
TDD: (800) 537-7697
Email: ocrmail@hhs.gov

OFFICE FOR CIVIL RIGHTS COMPLAINT PROCESS

Sometimes, even when we do our best, we cannot come to an agreement. Every effort must be made to resolve the differences at the local level, including requesting free mediation services. If all else fails, you have the right to file a complaint with the Office for Civil Rights.

Anyone wishing to file a formal complaint with OCR should submit in writing the following information in a letter or on the Discrimination Complaint Form available from OCR regional offices and include:

- ☐ Your name and address (a telephone number where you may be reached during business hours is helpful, but not required).
- ☐ A general description of the person(s) or class of person injured by the alleged discriminatory act(s); names of the injured person(s) are not required.
- ☐ The name and location of the institute that committed the alleged discriminatory act(s).
- ☐ A description of the alleged discriminating act/s in sufficient detail to enable OCR to understand what occurred, when it occurred, and the basis for the alleged discrimination (race, color, national origin, sex, disability or age).

A recipient may not retaliate against any person who has made a complaint, testified, assisted, or participated in any manner in an investigation or proceeding under the four statutes listed above.

SECTION 504 PARENT/CHILDREN RIGHTS IN THE IDENTIFICATION, EVALUATION ELIGIBILITY AND SERVICES

The following is a description of the rights granted under Section 504 to children with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You have a right to:

- ☐ Have your child take part in, and receive benefits from public education programs without discrimination because of his or her disability.
- ☐ Have Clover Academy district advise you of your rights under federal law.
- ☐ Receive notice with respect to identification, evaluation, or services for your child.
- ☐ Have your child receive a free appropriate public education. This includes the right to be educated with children without disabilities to the maximum extent appropriate. It also includes the right to have Clover Academy make accommodations to allow your child an equal opportunity to participate in Clover Academy and Clover Academy-related activities.
- ☐ Have your child educated in facilities and receive services comparable to those provided to children without disabilities.
- ☐ Have evaluation, education and placement decisions based upon a variety of information sources, and by a person who knows the child, the evaluation data, and service options.
- ☐ Have your child receive special education and related services if he or she is found to be eligible under Section 504 of the Rehabilitation Act.
- ☐ Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
- ☐ Examine all relevant records relating to decision regarding your child's identification, evaluation and educational and developmental services.
- ☐ Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
- ☐ A response from Clover Academy district to reasonable requests for explanations and interpretation of your child's records.
- ☐ Request amendment of your child's records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child.
- ☐ File a 504 grievance if you have a disagreement with Clover Academy.
- ☐ Request mediation or an impartial due process hearing related to decision or actions regarding your child's identification, evaluation, education program or services. You and the child may take part in the hearing and have an attorney represent you.
- ☐ File a complaint with the Office for Civil Rights

HAND WASHING POLICY

In an effort to prevent the spread of illness and disease by using effective hand washing methods, Head Start/Early Head Start staff, parents and volunteers working in the classroom will teach and model preventative hygiene practices.

Procedure:

- ☐ Children, staff and volunteers will wash their hands with liquid soap, warm running water, and using friction for at least 20 seconds.
- ☐ Children, staff and volunteers will wash the palms, back of hands, between fingers, wrists, and under the fingernails.
- ☐ Hands will be rinsed off with a stream of running water and dried with disposable paper towels.
- ☐ Younger toddlers and infants in the Early Head Start Program will have their hands washed by staff or a volunteer using a washcloth or paper towel saturated with liquid soap and water. The staff will clean between the fingers, back of hands, palms, and wrists and rinsed off with a stream of running water. Disposable paper towels will be used to dry hands and then discarded. A new paper towel or wash cloth will be used for each child.
- ☐ Children, staff and volunteers must wash their hands with soap and running water, at a minimum, during the following times:
 - After diapering, toilet use or assisting a child in changing soiled clothing;
 - Upon entering the classroom
 - After stations or group play in the classroom
 - Before eating, handling foods, or any other food related activity;
 - Whenever hands are contaminated with blood or other bodily fluids;
 - After handling pets or other animals;
 - After outdoor play;
 - After wiping noses and mouths.
- ☐ Staff and volunteers must also wash their hands with soap and running water, at a minimum, during the following times:
 - Before and after giving medication or before and after medical procedures;
 - Before and after giving first aid;
 - After wiping noses, mouths, bottoms, or sores;
 - After cleaning surfaces soiled with body fluids (blood, mucus, vomit); and
- ☐ After taking off disposable gloves, if necessary, staff may use antibacterial gel, but it is not encouraged as a routine procedure (if an antibacterial is used hands must be thoroughly washed after 3rd usage.
- ☐ Participants will use antibacterial gel during the intake screening and before entering the facility.
- ☐ If hands are not visibly dirty, alcohol-based hand sanitizers with at least 60% alcohol can be used if soap and water are not readily available.
- ☐ Supervise children when they use hand sanitizer to prevent ingestion.
- ☐ Assist children with handwashing, including infants who cannot wash hands alone.
- ☐ After assisting children with handwashing, staff should also wash their hands.

HEALTH ROOM

In an effort to prevent the spread of illness and disease, any child who displays signs and symptoms of an infectious disease will be escorted to the designated Health Room on the facility site and a Clover Academy staff member will remain in the facility with them.

Procedure:

- ☐ Any child that displays the following symptoms **can remain** in the classroom but should be seated separately from all other children until they are picked up:
 - irritability,
 - excessive sleepiness,
 - changes in behavior,
 - excessive crying,
 - headache or injury
 - verbalizing illness,
 - red or puffy eyes,
 - sprain or fracture,
 - nose bleed,
 - or undiagnosed rash
- ☐ Any child that displays the following symptoms **cannot remain** in the classroom and should be escorted to the Health Room until they are picked up:
 - fever greater than 100 degrees F
 - vomiting or uncontained diarrhea
 - Signs and Symptoms of COVID: consistent dry cough, respiratory distress, runny nose, chills, loss of taste or smell
- ☐ Staff should remain with the sick children at all times in the Health Room
- ☐ Staff should don a new disposable gown, mask, and gloves when in the room with the sick child.
- ☐ Staff should tear a new table cloth and place on the cot in the room
- ☐ The advocate will notify the parent of their child's condition, all exclusion requirements and that the child should be picked up within **60 minutes of parent/guardian contact.**
- ☐ Once the parent has arrived, the staff member will escort the child to the parent outside of the facility and sign-out procedures should be followed.
- ☐ The staff member should wipe down all items that were touched by the child and themselves with an appropriate cleaning solution. This includes: the cot, sink, doorknobs, light switch, laptop, and toys. All disposable items should be disposed of in the garbage container in the room.
- ☐ The staff member should remove all PPE and dispose of the PPE within the room.

TOOTH BRUSHING /DENTAL CARE AND PREVENTION

Daily brushing with fluoride toothpaste is very effective at preventing tooth decay. Head Start staff will help children brush their teeth and develop positive oral health habits that will last a lifetime. Tooth brushing with fluoride toothpaste will be scheduled daily during the program day, to ensure participants brush their teeth once a day with fluoride toothpaste.

MEDICATION ADMINISTRATION POLICY

Instructions for Parents:

Clover Academy will administer the following topical ointment provided by the center or parent: sunscreen, insect repellent and/or diaper rash cream. Parents must sign an authorization for administration of topical cream. Instructions for any medication brought to school shall be followed as stated below.

Clover Academy will safely store and administer medication to children as prescribed by a licensed health care provider (Physician, Nurse Practitioner, and Dentist). This policy is in place to ensure the well-being of your children during school hours. In order for medication to be administered to your child:

- ☐ All prescription medications **shall be maintained with the child's name and shall be dated.**
- ☐ **Prescription medications must be stored in the original bottle with unaltered label.**
- ☐ Only medications prescribed by a licensed health care professional will be administered by staff.
- ☐ **Prescriptions must be brought to and from school daily.** Clover Academy will not keep medication overnight.
- ☐ Prescription medication shall be administered in accordance with the label directions.
- ☐ Written consent must be provided from the parent, permitting Clover Academy personnel to administer medications to the child. Instructions shall not conflict with the prescription label.
- ☐ A Medication Administration Form must be completed in full prior to administration.
- ☐ All children with a medical diagnosis must have a Medical Plan on file. All medical plans will be followed up on by the Family Advocate, every 6 months.
- ☐ Due to COVID-19, Clover Academy will no longer accept nebulizer treatments on Asthma plans. All asthma plans must be updated to include the use of a pump for administration.

Clover Academy will **NOT** provide your child with medication if the following is noted:

- ☐ Incomplete Medication Administration Form or if Medication Administration form is inconsistent with provider's Medical Plan
- ☐ Medication is expired.
- ☐ Medicine is not in its original container.
- ☐ Your child's name is not on the container.

NOTE: Clover Academy requires all children with a Medication Plan or completed Authorization to Administer Medication to have their prescribed medication on campus during the hours they are present. Should a child with a Medication Plan or completed Authorization to Administer Medication arrive to school without their medications, they will be asked to leave the facility.

MEDICAL EXCLUSION POLICY

Children who have a suspected/diagnosed communicable disease will be temporarily excluded from the classroom. The State of Louisiana Department of Health Communicable Disease chart will be the instrument used to determine exclusion from the program, readmission requirements and reportable status (see chart on following pages). Early Head Start centers will follow the childcare center policies regarding short-term exclusion.

Procedure:

- ☐ Teachers will make the Head Start/Early Head Start health staff or childcare director aware of any suspected communicable disease after performing their morning health checks.
- ☐ The Health Coordinator and/or the childcare center director will assess the child's medical condition.
 - The family service staff will take the necessary action to notify the parents of illness or any contagious or suspicious skin rashes.
 - A child whose illness requires that the child be sent home will be given appropriate attention and supervision until the child's parent arrives to remove the child.
 - A child with uncontrolled diarrhea or vomiting will be provided care apart from the other children. Extra attention must be given to hygiene and sanitation, until the parent or other person authorized by the parent arrives to pick up the child.
 - Symptoms and signs of possible severe illness (such as lethargy, uncontrolled breathing, uncontrolled diarrhea, vomiting illness, two or more episodes in 3 hours, a rash with fever, mouth sores with drooling, wheezing, behavior change, or other unusual signs) or until the health staff evaluation indicates that the child can be included in the facility's activities.
 - The child who has been diagnosed with a communicable disease; a physician's note determining that the child is no longer communicable and is able to participate in the facility's activities.

**Communicable diseases that exclude a child from care are defined
by the Louisiana Department of Health
(relating to Diseases Requiring Exclusion from Child-Care Facilities and Schools).**

- ☐ Head Start/Early Head Start health staff or childcare director will notify the Department of Health of a reportable communicable disease within 24 hours.
- ☐ Head Start/Early Head Start health staff or childcare directors will notify the State of Louisiana Day Care Licensing officials when required.
- ☐ Head Start/Early Head Start health staff or childcare directors will notify other parents in the classroom or center when advised to do so by the Department of Health. This notification to parents will include education on prevention and treatment of the illness.
- ☐ When a child has head lice or other infestations parents will be given educational materials, which will include treatment instruction.
- ☐ If a child does not return to the center in a timely manner, a staff member will make a home visit to provide support.
- ☐ If critical illness or injury requires immediate attention of a physician, Head Start staff will:
 - Contact emergency medical services or take the child to the nearest emergency room.
 - Give the child first-aid treatment or CPR when needed.
 - Contact the parent
 - Ensure supervision of the other children in the group.
 - Complete the appropriate accident reporting form and document the action taken.
- ☐ If COVID-19 symptoms or illness is present, Head Start staff will:
 - Isolate the child in the designated health room on site with a Clover Academy staff member (see health room policy)
 - The child's parent/guardian will be contacted to pick-up the child within 1 hour.
 - A child with COVID19 must be isolated for a minimum of 7 days from symptom appearance and can return after their fever has been resolved for 72 hours without fever reducing medication. The decision to discontinue isolation should be made with the child's healthcare provider

EXCLUSION POLICY

The decision to temporarily exclude a child from program participation in center-based activities or group experience is made to protect the health and/or safety of the affected child, other children, families and staff.

Before a child is temporarily excluded from the program, the family advocate or designated staff will contact the Health Coordinator. When a child is temporarily excluded from the program, every effort will be made by the program to provide the family with support, through information, referrals, and follow-up services.

If center staff is uncertain about whether the child's illness poses an increased risk to others, the child will be excluded until a physician or nurse practitioner notifies the center, in writing, that the child may return.

CRITERIA FOR EXCLUDING AN ILL OR INFECTED CHILD FROM A HEAD START CENTER

AIDS (or HIV infection)	Until child's health neurologic development, behavior and immune status is deemed appropriate (on a case-by case basis) by qualified persons, including the child's physician, chosen by the child's parent or guardian and the Head Start Director
Chicken Pox	Excluded immediately at first sign of illness. Isolation at home for 6 days, after the appearance of rash or until all lesions are scabbed over completely.
Conjunctivitis (Pink Eye)	May attend after signs and symptoms have disappeared and doctor's note stating the child is no longer contagious is provided.
Diarrhea	Exclude until diarrhea has resolved or is controlled (contained in diaper or toilet). Should a child experience diarrhea at school, the parents will be called to pick up the child upon the second uncontained occurrence. This child is then excluded, at a minimum, for 24 hours.
Fever	Oral temperature of 100□ F or greater; Rectal temperature of 101□ F or greater; Axillary (armpit) temperature of 100□ F greater; These symptoms, accompanied by behavior changes or other signs or symptoms of illness, until medical evaluation indicates return to the center. Should a child have a fever as indicated above, the parent will be called to pick them up immediately. The child may return to school 24 hours AFTER the fever is gone.
Hepatitis	Excluded for the first two (2) weeks of illness or as decided by child's physician
Impetigo	Excluded until sores are healed or released by the child's physician.
Meningitis	Until well and released by the child's physician
Mouth Sores	With drooling unless the child's physician states the child is non-infectious
Pediculosis (Head Lice)	May return after initial treatment
Ringworm	Readmitted after a note from a physician stating the child is non-infectious
Undiagnosed Rash	Well or cleared by child's physician
RSV (Respiratory Virus)	Until cleared by child's physician

Scabies (Itch)	Excluded until the day after treatment AND cleared by a physician
Tuberculosis	Until the child's physician states that the child is non-infectious
Vomiting	Two or more episodes in the previous 24 hours. Should a child vomit at school, the parent will be called and expected to pick up their child immediately. The child is then excluded for a minimum of 24 hours following pick up.
Signs of Possible Illness	Any child with a sudden onset of vomiting, irritability, or excessive sleepiness
Other Reasons for Exclusion Include:	Open Sores • Stitches • Fractures • Fever • Bandages **Signs of symptoms of COVID-19: Shortness of breath or cough, Sore throat, runny nose, cough, muscle aches, chills, body aches, loss of taste.

Children who are out of the Center due to illness for three (3) days must have a physician's note to certify that he/she may return to the Center.

- ☐ Children who are excluded due to COVID-19 must be isolated for a minimum of (five) 5 days from symptom appearance and can return after their fever has been resolved for 72 hours without fever reducing medication. The decision to discontinue isolation should be made with healthcare provider.
- ☐ Any child living in the same household with someone who has a confirmed case of COVID-19 will be excluded for 5 (five) days.
- ☐ Children who are out of the Center due to illness for more than three (3) days must have a physician's note to certify that he/she may return to the Center.
- ☐ Any child that is excluded from the Center due to illness and cannot provide a doctor's note and can return after symptoms have been resolved for 72 hours.

INCLEMENT WEATHER:

Please listen to your local radio or television station for school closures. The safety of our children is the top priority for our agency. In the event of an emergency evacuation, on site staff will follow internal written instructions. Staff will take roster, first aid kits, evacuation packs, and all medications. Parents will be notified immediately. Clover Academy's Emergency Evacuation Site is St. Michael's Special School located at 1522 Chippewa St. New Orleans, LA 70130.

HOME VISITS

Teachers will conduct at least two home visits during the school year with each family. The first home visit must be conducted prior to a child entering our program. The purpose of the home visit is to discuss the child's learning and development while enrolled in our program. These visits may occur in person or virtually.

PARENT/TEACHER CONFERENCES

Parent teacher conferences will be conducted three times (fall, winter, and spring) per school year. Each parent is required to attend the scheduled parent teacher conference with their child's teacher. These conferences may occur in person or virtually. During the conference, the parent and teacher will discuss how the child is developing and create goals for the next quarter.

AGES AND STAGES QUESTIONNAIRES

The questionnaires are used to identify concerns regarding the child's development, behavioral, motor, language, social, cognitive, and emotional skills. ASQ-SE (social emotional screening) and ASQ-3 (developmental screening) will be completed on every child within the first 45 days of enrollment. The teacher and the parent(s) will discuss the results.

MORNING AND AFTERNOON VISUAL CHECK

- ☐ Upon entry into the classroom/screening table, each child is required to have a health inspection conducted by the staff member that receives them into the facility. The following items will be checked upon entry: physical appearance, health and hygiene and complaints from the child or person escorting the child into the center.
- ☐ In the event that a problem is detected, the staff person will discuss this with the parent/guardian, indicate this on the required paperwork and have the parent/guardian sign to verify what was discussed.
- ☐ During pick up, the required visual check will take place again and same procedures followed.

ELECTRONIC DEVICES/COMPUTER PRACTICES/MOVIES/VIDEO GAMES

- ☐ Electronic device activities for children under age two are prohibited;
- ☐ Time allowed for electronic device activities for children ages two and above shall not exceed thirty minutes per week per child;
- ☐ Clover Academy will ensure that computers that allow internet access by children will be equipped with monitoring or filtering software that limits access by children to inappropriate websites, e-mail, and instant messaging
- ☐ Programs, movies, and video games with violent or adult content, including but not limited to soap operas, television news, and sports programs aimed at audiences other than children, shall not be permitted in the presence of children;
- ☐ All video, DVD, or other programming shall be suitable for the youngest child present;
- ☐ "PG" programming or its television equivalent shall not be shown to children under age five;
- ☐ "PG" programming shall only be viewed by children age five and above and shall require written parental authorization;
- ☐ Any programming with a rating more restrictive than "PG" is prohibited.

CLOVER EARLY HEAD START TRANSITION STRATEGY

In accordance with **Head Start Program Performance Standard 1302.70**, Clover Academy initiates transition planning six months prior to each child's third birthday. This planning process considers the following factors:

- Achievement of developmental milestones
- Health and disability status
- Availability of Head Start seats
- Observable signs of readiness for the next level of structured learning

If Head Start seats are available and a child demonstrates strong readiness in these areas by their third birthday, the transition will be implemented as soon as possible. Conversely, if a child does not show sufficient readiness for an early transition, Clover Academy's teaching staff will continue to support the child and family in developing any skills that are still emerging. All three-year-olds will transition from Early Head Start to Head Start at the end of the school year.

Benefits of Early Transition:

- ❑ **Enhanced Learning Opportunities:** Head Start offers a more advanced curriculum that builds on the foundational skills acquired in Early Head Start. This transition provides exposure to new learning experiences that are appropriate for the child's developmental stage, further stimulating intellectual curiosity and growth.
- ❑ **Increased Social and Emotional Development:** Head Start provides opportunities for children to interact with a diverse group of peers in a structured social environment. This setting supports the development of advanced social skills, emotional regulation, and collaborative play, which are crucial for their continued growth.
- ❑ **Advanced Cognitive and Language Skills:** Head Start is designed to engage children with more complex cognitive tasks and language activities. Head Start classrooms promote problem-solving, critical thinking, and enhanced communication abilities that help prepare children for future success.
- ❑ **Greater Independence and Self-Care:** Transitioning to Head Start supports the development of independence and self-care skills. The program's emphasis on self-care routines and responsibilities fosters confidence and self-reliance in a nurturing setting.

We recognize that transitioning to a new classroom is a significant step. To ensure that families and children feel supported throughout this process, we will work collaboratively with each family to develop a personalized transition plan. Our goal is to help children thrive in their new Head Start environment while continuing to support their growth and development.

PHYSICAL ACTIVITY & SLEEP/REST PROCEDURES

- ❑ **Physical activity:**
 - Children under age two shall be provided time and space for age appropriate physical activity for a minimum of 60 minutes per day;
 - Children age two and older shall be provided a minimum of 60 minutes of physical activity per day that includes a combination of both teacher-led and free play;
- ❑ **Sleep/rest:**
 - Infants shall be allowed to sleep according to their individual schedules;
 - Children under age four shall have daily rest time of at least 75 minutes in programs operating more than 5 hours per day;
 - Children ages four and older shall be offered the opportunity for quiet time;

BIRTHDAY PARTY CELEBRATION PROCEDURE

- ☐ Requests for birthday party celebrations need to be turned in to the teacher in writing **at least 2 weeks prior to celebration.**
- ☐ Only the following food can be brought to the classroom: cake or cupcakes or cookie cake plus juice or ice cream.
- ☐ Only 2 family members may come to the class for the celebration.
- ☐ If party bags are being provided, they will be placed in each child's cubby to be taken home with them at the end of the day.
- ☐ No balloons may be brought into the classroom.

BEHAVIOR MANAGEMENT POLICY

Clover Academy understands that a child's social and emotional development is just as important to learning as their academic development. Children are born with the need and desire to connect with those around them. When adults establish positive relationships with children from birth through the early years, children feel safe and secure, laying the foundation for healthy social and emotional development. This development affects how children experience the world, express themselves, manage their emotions, and establish positive relationships with others.

Clover Academy's selected social-emotional program will be Conscious Discipline. Conscious discipline is a research based method of discipline that eliminates the need for reward and punishment-style discipline. It is intended to create stronger communication within families/classrooms and gives children a voice and empowers them with the ability and help to achieve behavioral goals.

Time outs will not be allowed under any circumstances.

At Clover Academy, we believe that our program participants (children and adults) can thrive only in an atmosphere of mutual trust and respect. Therefore, no form of severe punishment, such as corporal/physical punishment or verbal abuse is tolerated. Derogatory remarks shall not be made to program participants by staff or program volunteers. Any form of isolation, locked seclusion, manual or mechanical restraint is strictly forbidden. Additionally, the use of aversive stimuli such as shock treatment, punitive work assignments, punishment by peer and group punishment for individual behavior is prohibited.

Clover Academy is committed to maintaining a violence free environment for participants and staff. Programs are designed to prevent the occurrence of any dangerous behaviors or incidents. Early intervention to ward off any potential dangers to participants is exercised by all programs. All program staff throughout the agency receives training in techniques for deescalating conflict and management of aggressive or out-of-control behaviors. If, in rare instances, a child or adult participant is in danger of hurting themselves or others, the least restrictive de-escalation techniques possible will be implemented. Staff will attempt to use verbal encouragement of the participant to defuse dangerous or potentially dangerous behaviors. In these instances, parents or caregivers of the child or adult participant will be immediately called by staff. When behaviors are determined to pose a threat to other participants and staff, parents or caregivers may be required to come in to assist with implementing behavior strategies to promote behavior change. If necessary, police assistance will be requested to intervene, should more restrictive actions be required. Physical restraint of the participant is only to be used by staff as a last resort, in extenuating circumstances where the participant is in imminent danger to themselves or others. The preferable approach, however, is for staff to constantly take note of participants displaying desired behaviors and reward the appropriate behaviors with praise.

The behavior management policy shall prohibit children from being subjected to any of the following:

- physical or corporal punishment which includes but is not limited to yelling, slapping, spanking, yanking, shaking, pinching, exposure to extreme temperatures or other measures producing physical pain, putting anything in the mouth of a child, requiring a child to exercise, or placing a child in an uncomfortable position.
- verbal abuse, which includes but is not limited to using offensive or profane language, telling a child to ‘shut up”, or making derogatory remarks about children or family members of children in the presence of children;
- the threat of a prohibited action even if there is no intent to follow through with the threat;
- being disciplined by another child
- being bullied by another child;
- being deprived of food or beverages;
- being restrained by devices such as high chairs or feeding tables for disciplinary purposes; and
- having active play time withheld for disciplinary purposes, except timeout may be used during active play time for an infraction incurred during the playtime.

Clover Academy staff shall adhere to the policies indicated above. Any such incidents should be reported to the Director or Family Advocate immediately and appropriate corrective action of the staff member or volunteer must occur, as per agency policy. Also, no program participant is to be disciplined by another program participant nor can a program participant be disciplined by a parent of another child within the program.

Positive Socio-Emotional Intervention and Support Program (PSEISP) will also be implemented at Clover Academy. It is well known that early learning centers are successful when they help children grow academically, socially, and emotionally and we are committed to working with you to ensure this happens for your child. For this to happen, it is imperative that we cultivate a safe classroom and school environment that is supportive and conducive to growth.

Focusing on Positive Behavioral Interventions and Supports, Clover Academy will use a combination of trained staff and contracted consultants to provide a social-emotional learning program teaching skills related to relaxation techniques, meditation, self-management, understanding and processing feelings, and social skills.

With formal consent, your child may participate in group sessions, classroom sessions, direct classroom observations, and/or one-on-one sessions.

If a child has repeated behavioral concerns and with parent consent, the contracted Mental Health Specialist/Interventionist will:

- Observe the child in the classroom environment
- Conduct a one-on-one session with the child
- Consult with Clover Academy staff
- Create a behavior plan with classroom and home interventions
- Conduct a staffing with the parent and pertinent Clover Academy staff members
- Refer to an outside mental health agency, if necessary

Clover Academy is dedicated to ensuring the active participation of all children enrolled. It is our practice to provide intervention services and referrals to aid in deterring undesired behaviors, however, in the most extenuating situations, Clover Academy Head Start and Early Head Start program may have no recourse but to temporarily suspend or expel. Clover Academy will explore all possible steps to address any concerns and directly facilitate the transition of the child to a more appropriate placement, if deemed necessary.

HEAD START PROGRAM BITING POLICY AND PROCEDURES

Clover Academy Head Start Program seeks to foster children's respect for self and others by promoting positive social behaviors. Ongoing open communication between the home and the center working cooperatively helps us to achieve that goal.

The staff of Clover Academy Head Start Program believes that biting is a part of a normal development stage for young children who are teething and have limited language ability. It cannot, however, be tolerated in a group childcare setting for health, sanitation, and welfare reasons. It also causes high anxiety for the parents of all the children involved.

Procedures:

If a child bites another child, the following techniques will be used to help the child learn that biting is inappropriate.

- ☐ Teacher will voice orally that "Biting hurts," or "No biting." Staff is never to bite the child to show it hurts and never tell the child who was bitten to bite back.
- ☐ The teacher should redirect the child involved in the incident to an attractive toy or activity that is appropriate to the age of the child involved.
- ☐ After rendering the necessary first aid, write an accident report indicating what happened and notify, by telephone, the child's parents to give them an opportunity to take the bitten child for medical attention, if needed. The staff will also ensure that the parent signs the incident report upon pick up.
- ☐ Write another incident report and notify, by telephone, the parent of the child who did the biting. If needed, schedule a conference to try to ascertain what may have caused the biting and brainstorm solutions for the center and home use.
- ☐ The center staff will maintain confidentiality. The name of the child who bites shall NEVER be provided to the parents of the child who was bitten.

MORNING AND AFTERNOON VISUAL CHECK

- ☐ Upon entry into the classroom/screening table, each child is required to have a health inspection conducted by the staff member that receives them into the facility. The following items will be checked upon entry: physical appearance, health and hygiene and complaints from the child or person escorting the child into the center.
- ☐ In the event that a problem is detected, the staff person will discuss this with the parent/guardian, indicate this on the required paperwork and have the parent/guardian sign to verify what was discussed.
- ☐ During pick up, the required visual check will take place again and same procedures followed.

IMPORTANCE OF ATTENDANCE

It is very important that your child is in attendance on a daily basis. Per Head Start Program Performance Standards, every child is required to maintain at least an 85% attendance rate. It is equally as important that he/she arrives to the center on time to have breakfast with his/her class and take part in any educational activities that are presented in the morning.

ABSENTEEISM

- ☐ If you know that your child is going to be absent from school, we ask that you notify your Family Advocate via a phone call or by using the REMIND app.
- ☐ You will be allowed five (5) days that can be used during the school year as a vacation. The days must be taken consecutively (in a row). **A vacation request form MUST be submitted in advance to your child's Family Advocate or teacher in order for the days to be excused.** If you are gone for more than five (5)

days, you will be required to meet with the Director of Family Services to discuss ahead of time. Please make sure to keep the lines of communication open with your Family Advocate/Teacher.

- ☐ If at any time during the school year you no longer require the services of Clover Academy please notify us promptly in writing.

NORMAL BUILDING RULES

- ☐ When permitted, a Parent/Guardian **MUST** accompany his/her child into the building. The child cannot be admitted into class for the day unless a parent and/or guardian signs them in at the front desk and in the classroom on the arrival and departure sheet. For safety reasons, children must be supervised at all times.
- ☐ Please refrain from using your cell phones upon entering the education wing.



- ☐ No pets will be allowed in the building at any time.
- ☐ When dropping off children, no more than 2 adults should accompany the child to the classroom. If you have siblings with you during drop off/pickup, please ensure that the children remain with you at all times.
- ☐ No child should enter the class with outside food of any type. If you bring your child with breakfast in the morning, he/she will need to finish it in the front lobby area before entering the education wing.

MASTERCARD

- ☐ During intake, you will be asked to complete a Mastercard. The entire form must be completed. We ask that you list **anyone** that you would like to be able to pick up your child from school, should you not be able to come. If someone other than the parent or guardian is picking up your child, they must follow the same procedures for signing in and out or and **MUST** be listed on the child's Mastercard. For security purposes, children **CANNOT** be released to any person not listed on the Mastercard. The Mastercard can be updated at any time by speaking with your Family Advocate. You may add or remove persons **as often as needed**.
- ☐ Everyone who picks up a child must be 18 years or older and have a valid driver's license or state issued ID.
- ☐ For the safety of all children, we will not allow pick-up of children by anyone who appears to under the influence of drugs or alcohol.

COMMUNICATION

- ☐ Please utilize the parent portal, www.clovernola.org/parent-portal, and **CLASS DOJO** to retrieve parent newsletters, updates from the program, access to the parent handbook, Triple P parenting tips, financial literacy information, etc.
- ☐ We value your opinions/suggestions! Please keep the lines of communication open.

- ☐ Please make sure you stay in contact with your Family Advocate or Teacher using the REMIND app.
- ☐ We also ask that you keep your Family Advocate up to date on any changes to your address/phone number. A phone number is extremely important should we need to reach you in the event of an emergency.

TARDY (AFTER 9 AM)/LATE PICK-UP (AFTER 3 PM)

In addition to attendance being important, so is timeliness. Every class has a posted schedule and we encourage families to always know what is going on in the class. In order for your child to not miss out on any important activities, it's imperative that the child arrives on time. It's also important for your child to be picked up on time.

The procedure for tardiness or late pick-up is as follows:

- ☐ 1. Excessive Late Arrival & Late Pick-Up Notice
- ☐ 2. Discussion with you Family Advocate
- ☐ 3. Conference with the Education Supervisor and Family Advocate to develop an improvement plan
- ☐ 4. Child being denied entry to the program
- ☐ 5. Possible exclusion from the program

UNIFORMS (Optional):

- ☐ Optional Uniform - khaki shorts, pants or skirts & navy blue (EHS)/green (HS) polo shirts.
- ☐ Please send 3 complete sets of clothing to school in case of an accident.
- ☐ For safety reasons, students MUST wear closed toe shoes with rubber soles at all times. Also due to safety reasons, the following shoes will not be permitted: crocs, slippers, slip-ons, open toed shoes, jelly and shoes with heels.

JEWELRY AND HAIR:

Our first priority is the safety of the children. In order to avoid accidents,

- ☐ Students cannot wear necklaces, medallions, bracelets, rings, watches, etc.
- ☐ Students are not permitted to wear hanging/hoop earrings or large earrings of any type.
- ☐ Because of the potential choking hazard, no child will be allowed to wear hair beads.

TOYS:

- ☐ Please do not send toys or games of any sort to Clover unless requested by the teacher for a particular lesson. Program staff will not be responsible for lost/misplaced items.

DISRESPECT AND INAPPROPRIATE LANGUAGE:

- ☐ We should all practice using respectful behavior. Disrespectful behavior toward any staff or volunteer at the center will not be tolerated and may possibly result in dismissal from the program.
- ☐ Likewise, Clover Academy values you as our participant family. You will receive respect by all Clover Academy staff members.
- ☐ The use of any language that is impolite, profane, lewd, and indecent or contrary to the professional and moral standards of the program is not tolerated from students or parents anywhere in the building.

OPEN DOOR POLICY

- ☐ Parents are always welcome to visit the school and encouraged to do so as often as possible.
- ☐ At this time, with restrictions in place, please contact the school to make an appointment.

SCHEDULING PROCEDURES FOR CONFERENCES

- ☐ Any conferences with the teaching staff outside of the pre-scheduled parent/teacher conferences must be scheduled through appointments. The teacher cannot leave the classroom during instructional time and we must maintain proper teacher-child ratios.
- ☐ Please note that extended discussions with teachers should not occur during morning drop off as the teacher should be available to speak with all parents.

SAFETY

- ☐ Please cooperate with the parking requirements established by Clover Academy and enforced by our Security Officer. To ensure that traffic runs smoothly and safety is maintained at all times, procedures are in place that require the cooperation from staff, caregivers and participants. The cones are placed in designated areas to ensure a smooth flow of traffic. Please do not remove the cones. There is ample space for parking, out of the flow of traffic, on Richard Street. We do not want to create an environment where accidents occur or where a child, family member, staff or senior is injured. Please assist us by not moving the cones and parking in the designated areas.
- ☐ Also, please note that the parking lot in front of the Taylor campus is one-way. Please do not enter or drive through this parking lot in the wrong direction.
- ☐ Please utilize the trash cans around the school to keep our grounds clear of clutter.

VOLUNTEER DRESS CODE

- ☐ Clover Academy celebrates and is committed to cultural diversity, and strongly encourages volunteers and parents to demonstrate their commitment to diversity and inclusion by exercising consideration when wearing attire with slogans and messages. Clover Academy does reserve the right to ban attire that has any slogans that are libelous, obscene or somehow very disruptive.
- ☐ Parents are expected to carry themselves in a professional manner at all times.
- ☐ **The following clothing items will not be permitted:**
 - Excessively ripped clothing
 - Clothing with offensive language or displays of alcohol/tobacco/religious preference
 - Exposed midriff/tops, tank tops, or sleeveless shirts
 - Pajamas/Robes
 - Scarfs or bonnets
 - Slippers
 - Excessively short, tight or revealing clothing

POLICY ON TRANSPORTATION

Clover Academy DOES NOT provide transportation.



If transportation is needed, please check with your fellow participants. There are van services in/around the New Orleans area that can provide transportation for your child.

FAMILY SUPPORT

WHOLE FAMILY APPROACH

Clover will be utilizing a Whole Family strategy in all areas of programming. With the Whole Family strategy, we will focus on simultaneously addressing the needs of parents and children to improve outcomes for the whole family.

FAMILY SUCCESS PLANNING PROCESS

The Family Success Planning process is an integral part of our Early Learning Services. Your Family Advocate will work with you on your paths to success. We will work on preparing your child for kindergarten readiness but creating a safe and nurturing family environment is also important to your child's success. We will help you achieve your parenting, education and career goals through a variety of programs we offer, or through available resources and partnerships.

The process will go as follows:

- ☐ You will meet with your Family Advocate at the beginning of every school year.
- ☐ During the meeting, you, as the parent and/or guardian, will develop goals that you would like to accomplish. Each family will be required to set one financial goal and at least one other goal. The purpose is to set goals that will be beneficial to your whole family.
- ☐ Your Family Advocate will assist and support you with developing action steps to accomplish your goal as well as assist with finding resources.
- ☐ The goals may be changed throughout the year as circumstances in your life may change. This is where communication with your Family Advocate will be key.
- ☐ You will be required to meet with your Family Advocate on a regular and consistent basis throughout the year to work towards your goals. Your Family Advocate will coach you along the way and identify additional needs/resources. Your participation is the most important piece to this process and to the success of accomplishing your goal.

YOUR PARTICIPATION IS THE MOST IMPORTANT PIECE TO THIS PROCESS AND TO THE SUCCESS OF ACCOMPLISHING YOUR GOAL

FINANCIAL LITERACY

Clover is committed to providing the tools needed to equip you with the knowledge and skills needed to manage money effectively. We will provide training/coaching on the importance of setting goals, tracking your spending,

setting budgets, the importance of saving, understanding your credit, and homeownership. The more information you have, the better you'll be able to make informed and effective decisions with all of your financial resources.

CLOVER CONNECTIONS

Clover Connections is a workforce development program that assists individuals in preparing for careers in today's top industries. We have a team of professionals who will utilize an individualized approach to assist you in navigating career pathways and overcoming barriers to employment. Clover Connections offers participants three entry points: Career Development, Career Ready, or Career Advancement. We will assist with career exploration, career placement, financial literacy, job readiness skills, high school equivalency preparation and referrals and resources. To enroll, you may speak with your Family Advocate or go to <https://www.clovernola.org/clover-connections/>.

VOLUNTEERING TO SUPPORT YOUR CHILD'S SUCCESS

Early Head Start and Head Start are premier child development services provided to parents through the issuance of a scholarship, which makes it no cost to the parent. However, to ensure that we are able to continue to provide the high quality child development services, we rely on the assistance of our families to help offset some of our cost. This assistance is volunteerism.

All families are asked to contribute 100 volunteer hours (9.5 hours a month) to the center.

Volunteer opportunities:

- ☐ Volunteer in the classroom.
- ☐ Volunteer for field trips
- ☐ Beautification – assist with decorating and maintaining the bulletin boards throughout center or help decorate classrooms as learning themes change.
- ☐ Become a lunch room volunteer and assist with food service, meal distribution, clean up, etc.
- ☐ Partnership – read, read, read to your children at school or in the home, read signs as you are driving, point out places and things of interest to your child. Use every moment to teach your child something about you, your family, your community and the world.
- ☐ Children 14 years of age and above will be permitted to complete a volunteer application and they will be contacted by the ELS Director should a volunteer opportunity become available and will be based on the need of the program. There will be no volunteer opportunities during school hours.
- ☐ Due to COVID-19, we ask that you speak with your child's teacher to see how you virtually volunteer. Also, working with your child at home using the school at home packets will also go towards your in-kind donation and volunteer hours.

FAMILY ENGAGEMENT OPPORTUNITIES

Now that your child is enrolled at Clover Academy, there is a whole new world open to you too! Research suggests that children do better in school when their parents/guardians are involved. Family Engagement in Head Start/Early Head Start (HS/EHS) is about building relationships with families that support family well-being, strong relationships between parents/guardians and their children, and ongoing learning and development for both parents/guardians and children. Most importantly, it is about parents becoming part of Clover Academy's decision-making process. In an effort to involve both parents/guardians in all aspects of the program, Clover Academy has a Parent Wing that's accessible to families daily. Parents/guardians are encouraged to get involved and use the space as needed. For more information about the Parent Wing, you can speak to your Family Advocate.

There are many opportunities available to parents/guardians in the program for growth, input, learning, and

fun.

Parents/guardians are the most important people in a child's life. The program strives to include parents/guardians in all components of the program.

TOGETHER WE CAN:

- ☐ Listen and talk with your child;
- ☐ Plan school activities/programs
- ☐ Make attendance an important choice; and
- ☐ Stay in close communication about your child's development.

MALE INVOLVEMENT

Head Start encourages participation of the males involved in the lives of Head Start children. Our program will make efforts to reach out to and include fathers, supportive male family members, and/or male caregivers in parent engagement activities. Throughout the year, there are numerous opportunities for men to volunteer in the program and provide input on designing special initiatives to improve the interaction of men with children. Men are encouraged to participate with Clover Dad's events offered throughout the year. Our program celebrates and enhances the male parenting role by:

- ☐ Encouraging responsible fathering/male role modeling;
- ☐ Helping children and men relate and connect;
- ☐ Educating men about parenting; and
- ☐ Creating opportunities for individual and group male involvement and leadership.

PARENT COMMITTEE

Parent Committees

- ☐ The Parent Committee will be selected in August of every school year. Parents who are interested in running for President, Vice President, Secretary, Special Events Coordinator, and Parent Motivator will be allowed to speak at Parent Café's, set up a table in the lobby areas to speak with parents about why they feel they are the best candidate for the position, put up poster boards introducing themselves to all parents, etc.
- ☐ All parents who are selected will be required to attend a one-day training at the beginning of September.
- ☐ Parent Committee Meetings will be held once a month, in advance of the Parent Meeting, for the purposes of planning the parent meeting.
- ☐ Parent Committee members agree to attend the Parent meetings as well as the Policy Council meetings once a month.
- ☐ Parent Committee members agree to participate in the planning of all Parent meetings.
- ☐ Parent Committee members agree to conduct a beginning of the year survey to gain feedback from the parents on what type of activities they'd like to see planned by the committee during the school year.

Officers are elected to serve for a one-year period. No officer can serve in the same capacity for more than 3 years. Officers can only be elected by the current parent body.

HEAD START POLICY COUNCIL

Purpose

The Policy Council (PC) provides a formal means for parents to be involved in Head Start program governance, planning and decision making. It is designed for parent engagement and involvement in the program. PC membership consists of parent representatives and representatives from community agencies. PC members

represent their program service area and receive information, training, and reports which they take back to share with other parents at the monthly school meetings. The PC representatives serve as the voice for their respective centers and enrolled families. However, the PC as a whole make decisions that impact all the program options of the Grantee, which is Clover.

The PC meets on the 4th Tuesday of every month, beginning in September, at 1:00 pm

WE BELIEVE IN PARENT INVOLVEMENT A PHILOSOPHICAL STATEMENT

We believe that the years before school are the formative years; the time when a child first develops a sense of morals, a sense of individuality and a sense for the world and people around him. During these years the foundations for future success are laid. Children learn during these years through a variety of ways; (a) they model behavior from people around them; (b) they actively seek answers and most significantly; (c) through play, they explore and experiment.

Clover Believes:

- ☐ We believe that respect for and acceptance of the individual, whether he be a parent, child or staff member, is the basis for a humanistic, meaningful and successful program.
- ☐ That each child is a unique individual
- ☐ That children have a natural curiosity – a desire to learn.
- ☐ That a child learns in sequential stages.
- ☐ That the child's learning experiences need to be individualized, since children develop at different rates and possess different potentials.
- ☐ That a child learns through freedom of movement and choice of activities.
- ☐ That children need positive guidance.
- ☐ That a child learns in a variety of ways:
 - ☐ He learns through play.
 - ☐ He learns through encouragement and praise.
 - ☐ He learns by asking questions.
 - ☐ He learns through interacting with his peers.
- ☐ That a child becomes responsible by being given responsibility. They are best guided when responsible for their own actions.

CHILDREN LEARN WHAT THEY LIVE

-Dorothy L. Nolte

If children live with criticism, they learn to condemn.

If children live with hostility, they learn to fight.

If children live with fear, they learn to be apprehensive.

If children live with pity, they learn to feel sorry for themselves.

If children live with ridicule, they learn to be shy.

If children live with jealousy, they learn what envy is.

If children live with shame, they learn to feel guilty.

If children live with encouragement, they learn to be confident.

If children live with praise, they learn to appreciate.

If children live with approval, they learn to like themselves.

If children live with recognition, they learn to have a goal.

If children live with sharing, they learn to be generous.

If children live with honesty and fairness, they learn what truth and justice are.

If children live with friendliness, they learn that the world is a nice place in which to live.

If children live with serenity, they learn to have peace of mind.

With what are your children living?

