

# FREQUENTLY ASKED QUESTIONS





**TABLE OF CONTENTS**

<b>SECTION</b>	<b>PAGE NUMBER</b>
The LS Story	3
Core Values	4
What's Next	5
Materials for Classes/Camps	6-7
Lesson Plans	7
What to do before my first class/camp?	7-8
Logistics	8-11
Recap Emails	12
Sick or Injured Children	13
Emergency Protocol	13
Late Policy	13-14
Sub Policy	14
Dress Code	14
Parent Volunteer or Teacher Assistant	14
Behavior Concerns	15
Social Media	15
Anti-Bullying Policy	15
Abuse Policy	15
Restroom and Water Breaks	16
Food	16
Transportation	16
Submitting an Invoice	16-17
Delux Checks	17
End of Session	17-18
Contact Information	18
<b>APPENDIX</b>	
Anti-Bullying Policy	
Child Abuse and Neglect Policy	
Social Media Policy	
<b>STATEMENT OF UNDERSTANDING</b>	<b>MUST BE SIGNED AND RETURNED</b>



## THE LITTLE SCHOLARS STORY

Once upon a time in Mrs. Sankey's third grade class at Greenfield Elementary School, Little Scholars was born. The project responsible for planting the seed in Stephanie's head was a writing assignment about the Wizard of Oz that included a flip book and stuffed characters that were made in art class who played out the scenes of the story. From that day forward, Stephanie's playroom was her classroom outfitted with a green chalk board, assorted colors of chalk, a pointer and a teacher desk with an apple front and center. Her dad supported her passion by making sure she had an ample supply of paper to make project sheets for her 'students' which were usually her younger sister and next door neighbors. She decorated her 'classroom' with bulletin boards filled with their graded papers. Of course, she had a collection of stickers that would make any teacher green with envy.

Stephanie's lifelong passion for education continued at East Carolina University where she received her Bachelors of Science in Special Education and Psychology and Virginia Commonwealth University where she received her Master's in Education in Early Childhood Special Education. During her time in the classroom, Stephanie developed and implemented customized early education curricula and tutoring programs for her students with learning challenges. She independently published several teaching tools, served as a mentor for student teachers and was instrumental in training teachers for inclusive classroom settings. While working with The Virginia Preschool Initiative Program, she helped to develop Learning Experience through Active Play (L.E.A.P.), a pilot program that focused on developmentally appropriate preschool enrichment activities. It was apparent to her that the best way to meet a student's needs was to adapt the curriculum to suit the child's individual learning style and interests.

In 2006, while taking time off from the classroom to raise her children, a friend approached Stephanie about assessing her son's Kindergarten readiness. Word started to spread and Stephanie started a fine motor skills class in her home called Head, Shoulders, Knees and Toes. She officially founded Little Scholars in the summer of 2006 to bring her unique curriculum approach to life through a commitment to integrity, innovative spirit, valued relationships and passion for learning and education. Today, Little Scholars works with children in Preschool through 12th grade and schools across the US to provide private tutoring, enrichment programs, assessments, kindergarten readiness evaluations, in-school field trips and summer camps.

"Little Scholars builds confidence! We believe it is critical to give children the strongest educational foundation possible. Whether tutoring, summer camps or after school enrichment classes we cater to varied learning styles in our lessons and change the activities based on the dynamics of the children. Their interests drive the lessons."



## OUR CORE VALUES

### **We inspire confidence in everything we do!**

- Disguising learning as fun through new experiences while daring children to imagine endless possibilities
- Providing quality teachers who are excited to teach children and ensure a productive and safe learning environment
- Serving your school as if our own children attended were students there
- Empowering our staff to take ownership of their work

### **Commitment to Integrity**

- Valuing honesty, being true to our word and always doing the right thing
- Providing impeccable customer services and always holding ourselves accountable
- Dedication to consistently delivering high quality programs with top tier instruction and curriculum

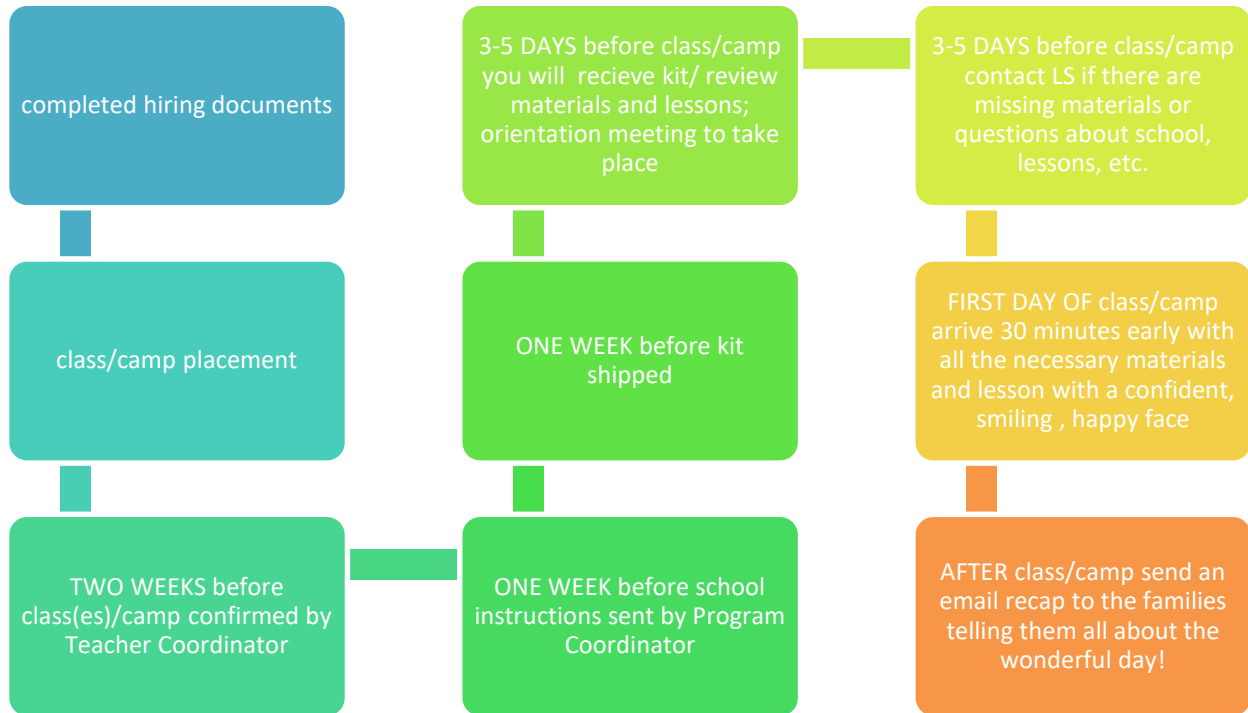
### **Innovative Spirit**

- Encouraging mutual respect and transparency for all stakeholders
- Actively listening to others
- Cultivating an environment where everyone feels like they are making an impact

### **Passion for learning and education**

- Nurturing insatiable desire to teach, learn and strive to develop our fullest potential as educators
- Learning from our students and creating programming around trends
- Being active contributors to educational communities

## WHAT'S NEXT?



## PLACEMENT FOR CLASSES AND CAMPS

### When will I be placed to teach an enrichment program and/or summer camp?

Once we have run your background check, the Teacher Coordinator (TC) will send you a list of available classes/camps based on the schedule you provided to us. From this list, you will pick the class(es)/camp(s) that work for your schedule. Only pick the classes/camps that you can teach the entire session. Consistency is a key to our programs!

### What happens after I am placed in a class and/or camp?

You will receive a confirmation email from the TC two weeks before the start of the class to confirm your schedule. The Program Coordinator (PC) will follow up with an email to confirm the dates, times, location and other information from the school such as roster and special instructions.



### **What happens if my class and/or camp is cancelled?**

You will receive an email from the TC alerting you to the situation as soon as we are notified by the school. If there is another class/camp available, it will be offered to you.

### **What if I am unable to commit to teaching the class/camp?**

You must alert the TC via email AND phone TWO WEEKS before the start date.

## **MATERIALS AND LESSONS FOR CLASSES AND CAMPS**

### **When can I expect to receive the kit for my class/camp?**

You will receive your kit via UPS 3-5 days before the start of the class/camp. You will receive an email from our Supply and Logistics Coordinator (SLC) when the kit has been shipped with the tracking number. If you live in Richmond, you will need to pick your kit up at the office (1512 Willow Lawn Dr. Suite 204). If you have not received your kit two days before the start of the class/camp, please contact your TC immediately.

### **What should be in my kit?**

- Blue Folder-Sign in/out sheets, nametags, and lesson plans
- Individual Lesson-bags containing the materials for each lesson (the lesson number is noted on the outside of each bag)
- Miscellaneous Kit-teacher name tag, markers, scissors, disposable table cloths, wipes, pencils, glue, list of time fillers and brain breaks that will be used for all of your classes.

**YOU WILL ONLY RECEIVE ONE MISCELLANEOUS KIT. This kit will be used for ALL of your classes. If you need replacement materials for your miscellaneous kit, please let the SLC know immediately.**

### **What should I do when I receive my kit?**

Please review your kit including reading the lesson plans carefully. Make sure you have the supplies you need to teach the class/camp. If you are missing supplies, please contact your TC immediately so we may get you the missing materials.

### **What do I do if I realize I need additional supplies?**

Please carefully check your materials when you receive them. We base the number of materials on the roster provided by the PTA or the school at the time your kit is shipped. Often times we have additional students register at the last minute. If you need additional materials, please let your TC know as soon as possible. **We include one extra set of materials for you to test out projects before the class/camp!**



### **What do I do if I need to purchase materials for my class?**

Some of our classes require that you purchase goods that are not suitable for shipping. These supplies are noted on the supply list. If you purchased approved supplies, please enter this on your invoice and attach a copy of the supply receipts to the invoice.

## **LESSON PLANS**

### **Should I create alternative lessons?**

One of the best things about working for Little Scholars is the flexibility with the lesson plans. We believe the best lessons are ones where you can add their own flair such as doing an extension activity if children are really interested in a topic. However, if you wish to change an entire lesson, we must approve the lesson.

### **Can I change the lesson plans?**

If you feel like the lessons are not appropriate or engaging for your students, please let us know! We want this to be a great experience for you and the students. If you would like to include a seasonal lesson, such as leprechaun traps in builders, please let us know beforehand.

## **WHAT DO I DO BEFORE MY FIRST CLASS/CAMP STARTS?**



### **How do I plan for my lesson?**

You are provided lesson plans and material by Little Scholars. You are responsible for reading the lesson plans before the session begins. If you have any questions, please contact us. **There is an extra set of materials for you to practice and prep for each lesson.**

### **Is there anything else I need to do before the first class/camp?**

You must read and familiarize yourself with the procedures at your assigned school.



## **LOGISTICS**

### **What do I do when I arrive to the school?**

Please follow the school specific procedures for arrival. If there are no specific school procedures, you must check in at the office before you go anywhere else in the school. Please wear the school badge (if applicable) and/or Little Scholars name tag at all times.

Things you should have each and every week:

- GREAT ATTITUDE and CONFIDENCE!
- School address and phone number
- Lesson plans and materials including miscellaneous kit
- Name tag on the left side of your shirt
- Roster
- Any materials the school requires you to have for the program

### **What do I do if I am using a teacher's classroom and the teacher is present during our program?**

Begin by introducing yourself to the teacher. Ask if he/she has any special requests or spots that are off-limits. When using the classroom, do not use any classroom supplies or materials (even the chalkboard). Do not allow the children to use classroom materials.

### **How do I greet the children when they arrive to the class/camp?**

The children should be greeted with a friendly smile and positive attitude EACH session. During the first session, you must introduce yourself to the children. Nametags will be included in the kit for the children. You must wear your nametags on the left side of your shirt each day.

### **How do I sign in a child for a class/camp?**

Please follow the school's procedures for check in. If a school has not provided any check in procedures, please use the enclosed sign in sign out sheet in the blue folder in your kit.

### **What happens if a child is not at the start of a class?**

For after school programs, if you have access to a parent volunteer or teacher assistant, have them check to see if the child was present at school and will be attending the class. They will be able to call the family if necessary. If you do not have access to a parent volunteer or teacher assistant, you will need to check in with the office or PTA contact/primary customer contact that is at the school to see if the child is supposed to be attending during the class sessions. If the PTA contact/primary customer contact is not available, please send the PC an email with the student's name so we may reach out to them directly.





### **If I have some extra time in a class/camp, what do I do?**

Children may NOT do homework! If you have a few extra minutes before pick up, here are some fun games to play (time fillers):

**SILENT CHARADES:** Divide players into two teams (TEAM 1 and TEAM 2). The teams will go to opposite sides of the room. TEAM 2 will pick a word that TEAM 1 will have to guess. TEAM 2 begins by saying a word that rhymes with the mystery word as a clue (i.e. if the mystery word is *cat*, TEAM 2 might say *bat*.) TEAM 1 starts guessing by acting out a word that rhymes with *bat* such as *rat* or *flat*. When TEAM 1 correctly acts out the word TEAM 2 shakes their head yes, otherwise they shake their heads no.

### **FOLLOW THE LEADER**

**20 QUESTIONS:** Think of a person, animal or object. Students have twenty opportunities to ask yes/no questions to determine what you are thinking of. The first time you play, your students will need specific direction as to the *types of questions* to ask. You should help them understand how to ask strategic questions to identify the object.

**PASSWORD:** Choose two students to be the contestants. The two students go to the front of the room and face their classmates. Reveal a secret word to everyone except the contestants by writing it on the card and showing it to the class. The students will raise their hands to volunteer to give one-word clues that might help the contestants guess the word. Contestants take turns calling on clue volunteers until one of the contestants correctly guesses the secret password. The contestant who guesses the password remains at the front of the class; the student who gave the final clue replaces the other contestant. Choose words appropriate for your students' abilities. Words for which they might know multiple synonyms or meanings are best!

**SPARKLE:** Arrange students in a line. The teacher calls out a word. The first person in line calls out the first letter in that word. The second person calls out the second letter. The third person calls out the third letter and so on. The person who says the last letter in the word must turn to the next person in the sequence and say *sparkle*. The person who is *sparkled* must return to his or her seat. If a word is misspelled, the person to say the first wrong letter must sit down and the spelling of that word continues. After a student is sparkled, the teacher calls out a new word. The game continues until only one student remains standing.

**FOUR CORNERS:** Number the corners of the classroom from 1 to 4. Select one student to be *it*. That person closes his or her eyes while the rest of the students go to one of the four corners in the classroom. When all students are settled in a corner, *it* calls out a number. All the children who are in the corner with that number are out of the game and must sit down. *It* closes his/her eyes again and the children move to a new corner. *It* calls out a number and those students must sit down. When the game gets down to four people or fewer, each must choose a different corner. If *it* calls out a corner where nobody is standing, *it* must choose again. The game continues until one child is left.

**MYSTERY NUMBER LINE:** Think of a number, write it down on a piece of paper and have the students guess the number.



**SILENCE:** Students must arrange themselves in order without uttering a peep! The teacher will name the unusual line up with some suggestions such as height (big to small, small to big), shoe size, alphabetical order by middle name, state capitals (write the state capital on sticky notes for each student and they must get in alphabetical order of the capital names), their birthdays (use sticky notes again), phone numbers, etc.

**SEVEN UP, STAND UP:** Choose 7 students to be *it*. Those students go to the front of the room. The other students put their heads on their desks so they can't see. The 7 *its* wander the room. Each one LIGHTLY taps one of the seated students on the head. As a student is tapped, he or she raises a hand. When all 7 *its* return to the front of the room, they say in unison, "*seven up, stand up!*" Each student who was tapped has an opportunity to guess which student tapped him or her. If a student guesses correctly, he or she replaces the person who did the tapping.

**5-4-3-2-1:** Students stand up and the teacher has them do five different movements in descending order (i.e. do five jumping jacks, spin around four times, hop on one foot three times, walk all the way around the classroom two times, give your neighbor one high-five).

### **SIMON SAYS**

**MOVEMENT SONGS:** <https://www.youtube.com/watch?v=388Q44ReOWE>

**PRETEND:** Children will pretend to be various animals or objects (i.e. lawn mowers or airplanes).

**WOULD YOU RATHER:** see additional sheet

**PHYSICAL CHALLENGES:** Challenge students to do something physically difficult (i.e. stand on one foot with arms extended; grab your nose with left hand, and grab your left earlobe with your right hand, and then quickly switch so that your right hand is on your nose and your left hand is grabbing your right earlobe; yoga poses, etc.).

**HUMAN KNOT:** Divide students into groups of about eight students and have the students each grab right hands with someone who is not directly next to them. Do the same with left hands. The challenge is to untangle and become a circle without releasing hands.

**JUMP SKIP COUNTING:** Have students count by twos, fives, tens etc. while jumping with each count.

**CALMING CHANT:** You: When I say LOUD, you say quiet; You: LOUD; Kids: Quiet; You: LOUD; Kids: Quiet. You can also use: fast/slow, yes, no, stop/go, high/low, etc.

In the last few minutes of the class/camp, review with the children the things they learned during class.

### **How do I greet parents when they arrive to pick up their children?**

At the end of the first session/day, say hello and introduce yourself to each parent. Provide positive feedback about the class/camp or their children to each parent. Parents must be greeted with a



smile and positive attitude towards the parent or caregiver. Do not share private information about a child to anyone other than the parents. Having this positive interaction and attitude goes a LONG way with parents!

### **How do I check out the children at the end of class/camp?**

Follow the school's procedures for check out. If the school does not have specific procedures, you may use the sign in sheet and have the parents initial that they are taking their child. Take this time to have a positive interaction with the parent. Never let a child out of the class/camp if they have not been signed out.

### **What kind of interactions should I have with the students, staff and parents?**

Personal situations such as money issues, driving or traffic concerns, family/spouse/partner drama, etc. should not be shared with students, staff and/or parents under any circumstances. You are not only representing Little Scholars, but you are representing yourself!

### **What do I do if a parent is late?**

Call the parent after 10 minutes. If you do not get an answer, call the PTA coordinator/school contact and let him/her know the situation. If the child has not been picked up one hour after the end of class/camp, please contact the PC or TC. Please notify your PC or TC if a child has been picked up late. If a child is picked up late more than twice they will be removed from the program. Please have documented dates and times of pick-up with problematic situations.

After the first class/day of camp, you must confirm who attended and did not attend the first class/day of camp so we can reconcile the roster. Please send the information to your PC.

### **What do I do after my class/camp?**

You are required to send a daily recap to the parents. Below is an example of a well written recap as well as the do's and don'ts of an email recap.

### **What do I do when I leave the classroom?**

Classrooms must be left neat and tidy. Tables should be wiped down, trash picked up and chairs put under the tables. The room should look better than when you arrived for class/camp. Please use a plastic tablecloth for messy activities.



## RECAP EMAILS

- Include guiding questions about the lesson
- Keep things positive!
- Include PICTURES
- Talk next week's lesson
- BCC parents, Program Coordinator and Teacher Coordinator
- Sign your email with *Thanks for sharing your little scholar with us!*
- Send recap email right after class including the school name and class on the subject line!

Keep it short and sweet!

Check for spelling and grammar!



Call out specific students; this recap is going to all parents.  
Use the recap email to address behavioral problems from that day.  
(Contact your Teacher Coordinator or Program Coordinator if there is a problem.)

**SAMPLE**

## RECAP EMAILS

Today was full of excitement in our Creative Builders class! We stretched our creative limits to build structures with new materials. We learned about the strength of a triangle as a base, which allowed us to add greater height. Then, we explored bridges, and created our own using mixed-media which were both imaginative and functional! I was very proud of the students today, and was really impressed with their ingenuity. I'm already excited to see what they will come up with for next week!

Thanks for sharing your Little Scholars with me!  
Mrs. Smith



Dear Parents of Little Scholars,

We had another fun-filled class this week! We opened class and read a fun story and then got straight to work. As I'm sure you've seen from what your children brought home, we made pirate ships complete with masts and sails. We learned the difference between port and starboard and had fun applying those terms to our ships.

Once the wooden pieces were all glued together, the students had a chance to hoist their sails and then paint the whole thing. They certainly love getting to use the paints and paint brushes and the final products were beautiful!

Thank you so much for letting me spend the afternoons with your Little Scholars; we have a great time.

Ms. Davis





## **SICK OR INJURED CHILDREN**

### **What do I do if a child gets sick or hurt?**

Follow the school's protocol. If there are no given procedures in place from the school, call the parent immediately. If the parent does not answer, call the emergency contact at the provided number and if no answer, call the PTA coordinator or school staff member in charge. If the office staff is still available, ask for the child's emergency card so you can contact someone to come get him/her. If the child gets injured in the class/camp, but does not need immediate attention such as a small cut, please let the parent know at the end of the class/camp. Provide written documentation to your PC about the incident.

## **EMERGENCY PROTOCOL**

### **What do I do if there is a fire drill/tornado drill?**

Familiarize yourself with the evacuation plan in the room you are located. If there is a school emergency, please use your best judgment to get the children to a safe location.

### **What do I do if there is a school lockdown?**

Follow the school communicated plan of action. Please use your best judgment to get the children to a safe location and/or lock the doors to the classroom.

## **LATE POLICY**

### **What do I do if I am going to be late to a school for a class/camp?**

Late is NOT an option! You MUST arrive to the school 15 minutes before the start of your class/camp. This is mandatory and is non-negotiable. If you are not at the school and in the classroom ready to teach 15 minutes before the start of the class/camp, you are late and your pay will be docked accordingly.

If you are going to be late to a school, please call the PTA coordinator/school contact and school office immediately. Let them know your situation and your anticipated time of arrival. You must let the PTA contact/school contact know that you plan to call the school and alert them to your delay. After you have spoken to the PTA contact/school contact, please call our office. YOU MUST ALERT THE SCHOOL CONTACT AND SCHOOL BEFORE YOU CALL THE LITTLE SCHOLARS OFFICE!!! It is important that you have the school and PTA coordinator/school contact available to you in case of an emergency. Be prepared to make up the missed time!

Bring all contact numbers with you in case of an emergency.



## **What does 'late' mean?**

'Late' is defined as knowing that you will not be checked in at the school in your classroom ready to teach 15 minutes before the start of the class/camp. If you are not at the school signed in 15 minutes before the start of your class/camp, you are considered LATE.

**YOUR PAY WILL BE ADJUSTED IF YOU ARE LATE FOR YOUR CLASS!**

## **SUB POLICY**

### **What do I do if I need a sub?**

Subs will only be granted in true emergency situations. We require you to attend all classes/days of camp they agree to teach...NO EXCEPTIONS! A consistent teacher in our after school enrichment classes and summer camp is extremely important to the success of our classes and camps. It is extremely disruptive to the children we are working with and the school community to have subs come in to teach. If you have a TRUE EMERGENCY and need a sub, please contact the TC and your PC via EMAIL as soon as you realize you will need a sub so that we have written notice. Follow up this email with a PHONE CALL to the TC and your PC immediately after sending the email. The TC will arrange your sub, but you will be responsible for getting the materials, lesson, roster, classroom location and school procedures to the sub in a timely fashion. Little Scholars is not responsible for shipping cost of materials to a substitute teacher.

The ICA states: *Further, if Teacher is unable to perform the Services for one or more classes of an Assigned Project, then Little Scholars may deduct from Teacher's next paycheck its costs of securing a substitute teacher.*

## **DRESS CODE**

### **Is there a dress code?**

Dress for success! The way you present yourself is a reflection on not only Little Scholars, but YOU! You are expected to dress in neat and clean attire. No workout clothes or night club attire are permitted.

## **PARENT VOLUNTEER OR TEACHER ASSISTANT**

### **If I have a parent volunteer or teacher assistant assigned to the class, how do I ask them for assistance?**

Parent volunteers and school assistants are the eyes and ears of ALL the parents and staff in the school. They will tell everyone about your class/camp so make it great every single day. Please ask your parent volunteers or teacher assistants to help with check in/check out, bathroom breaks, water breaks and general classroom assistance. Make sure to thank them for their time at the end of each session!



## **BEHAVIOR CONCERNS**

### **How do I to discipline students?**

Redirect the child who is becoming an issue by providing assigned seating, helper activities or separate children who are a problem together. Do NOT use terms such as “time out” or “punishment”.

### **What do I do if a child constantly disrupts a class?**

Please let your PC or TC know immediately if you are having an issue with a student’s behavior. Please let us know if there is a child who is constantly teasing or bullying other children in the class. Written documentation of the incidents will need to be provided to the TC and PC.

### **What do I do if I am concerned about a child being abused?**

You are responsible for reviewing the LS abuse policy and following the guidelines outlined in the policy. **SEE APPENDIX**

### **What do I do if I witness a child being bullied?**

You are responsible for reviewing the LS anti-bullying policy and following the guidelines outlined in the policy. This must be signed and returned before you are able to teach any program with Little Scholars. **SEE APPENDIX**

## **SOCIAL MEDIA**

### **Am I able to post pictures and information on social media?**

You are responsible for reviewing the LS social media policy and following the guidelines outlined in the policy. This must be signed and returned before you are able to teach any program with Little Scholars. **SEE APPENDIX**

## **ANTI BULLYING POLICY**

You are responsible for reviewing the LS Anti Bullying Policy and following the guidelines outlined in the policy. This must be signed and returned before you are able to teach any program with Little Scholars. **SEE APPENDIX**

## **ABUSE**

You are responsible for reviewing the LS Abuse Policy and following the guidelines outlined in the policy. This must be signed and returned before you are able to teach any program with Little Scholars. **SEE APPENDIX**



## RESTROOM AND WATER BREAKS

### Do I allow children to leave the class to go to the bathroom/water?

The children may NOT leave the classroom without adult supervision unless it is to go to the restroom. If a child needs to go to the bathroom, they may go to the restroom with ONE buddy. No more than two children may be sent at a time. Be aware of the closest restroom to the class.

**Children may NEVER be left unsupervised for any reason.**

## FOOD

### Are children allowed to have a snack?

No, unless the school has granted you permission to have snack time. If your lesson includes food, you must check the food allergy list and have the school or parents approve any foods.

## TRANSPORTATION

### May I transport children in my car?

You are NOT allowed to transport children in their car for any reason.

## SUBMITTING AN INVOICE

All invoices are due to our bookkeeper once a month. Invoice due dates are based on region. Please find your region below and submit your invoice by the date noted. Submitting your invoice late will delay your check.

<u>Invoice Deadline</u>	<u>Check Emailed</u>	<u>Regions</u>
5th	10th	Boston, Charleston, Charlotte, Chicago, Raleigh, VA Beach
10th	15th	Atlanta, Austin, Columbia, Columbus, Indy, New Orleans, Philly, San Diego
15th	20th	Annapolis, Baltimore, DC
20th	25th	Connecticut, Cleveland, New Jersey, New York,
25th	30th	Cincinnati, Dallas, Greensboro, Houston, Jacksonville, Nashville, Orlando, San Antonio, St. Louis, Tampa
30th	5th	Richmond, Lynchburg, & All Tutors





## **How to Submit an Invoice**

To access our invoicing website please use this link:

<http://www.littlescholarsllc.com/teacherinvoice/>

Please fill out all required contact information at the top of the page, i.e. name, email, & address. Under “Invoice Items”, choose “Enrichment Class”, “Camp”, or “In School Field Trip”

Fill out required information

School Name

Program Name

Program Date

Amount

Your TOTAL will calculate.

In order to add another class date, choose “Add Another Invoice Item” and go through the required information steps (a-d) listed above again. Do this for each class or camp and each date you have taught that month. If you are also a tutor, you can add these dates as well.

If you have a receipt for reimbursement or a different approved invoice item, choose “Add Another Invoice Item” and then choose “Additional Invoice Item”. You will have the option of submitting a picture of your receipt for reimbursement at this point.

You will submit ONE invoice a month that includes all of your teaching dates with each school where you work.

Please be sure your invoices accurately reflect the dates and times you worked at each school so that we can accurately process your invoice. The dates on your invoice should match the dates on our master calendar. Invoices that do not match the master calendar will require extra review and may delay your payment.

Please double check your final TOTAL and if it is correct, “Complete and Submit” your invoice. If it is incorrect, please review your invoice and edit as needed before submitting.

## **DELUX CHECKS**

Checks are sent via email. You will need to print your check, endorse it and deposit/cash it as you would any other check. If you prefer a mailed check, please notify your TC.

## **END OF THE SESSION**

### **How do I return the kit?**

Only the requested materials should be neatly returned at the end of the program. All other items you may keep or donate. There is a pre-paid UPS label included in each package for returns. The packages must be taken to your local UPS store, Staples or you can use a UPS drop off box. If you do



not have a returned shipping label, please contact LS and we will send you one. You will not be reimbursed for returning supplies any other method.

## **CONTACT INFORMATION**

Address: 1512 Willow Lawn Drive Suite 204 Richmond VA 23220 OFFICE NUMBER 804-447-4095

Please only call the provided cell numbers in a true emergency.

Rodney Jefferson, CEO and Co-founder  
[rjefferson@littlescholarsllc.com](mailto:rjefferson@littlescholarsllc.com)  
804-380-0914

Stephanie Jefferson, President and Co-founder  
[sjefferson@littlescholarsllc.com](mailto:sjefferson@littlescholarsllc.com)  
804-241-6006

Leslie Seay, Director of Programs  
[lseay@littlescholarsllc.com](mailto:lseay@littlescholarsllc.com)

Mary Blair Denious, Teacher Coordinator  
[mbladenious@littlescholarsllc.com](mailto:mbladenious@littlescholarsllc.com)

Chris Freeman, Teacher Coordinator  
[cfreeman@littlescholarsllc.com](mailto:cfreeman@littlescholarsllc.com)

Beth Kimball, Supply and Logistics Coordinator  
[bkimball@littlescholarsllc.com](mailto:bkimball@littlescholarsllc.com)

Katie Carlton, Summer Camp Program Coordinator  
[kcarlton@littlescholarsllc.com](mailto:kcarlton@littlescholarsllc.com)

Ashley Jones, Summer Camp Program Coordinator  
[ajones@littlescholarsllc.com](mailto:ajones@littlescholarsllc.com)

Leah Young, After School Enrichment Program Coordinator  
[lyoung@littlescholarsllc.com](mailto:lyoung@littlescholarsllc.com)

Jennifer Nolen, After School Enrichment Program Coordinator  
[jnolen@littlescholarsllc.com](mailto:jnolen@littlescholarsllc.com)

Janice Nolan, Project Coordinator  
[jnolan@littlescholarsllc.com](mailto:jnolan@littlescholarsllc.com)

Bookkeeper  
[accounting@littlescholarsllc.com](mailto:accounting@littlescholarsllc.com)



## **Anti-Bullying Policy**

### **Introduction**

Little Scholars, LLC, is committed to providing a caring, friendly, and safe environment for students so they can learn in a relaxed and secure atmosphere. Our programs are a place where students learn the norms and mores of social interactions. As part of the socialization process, all students experiment with a range of behaviors as they learn about social power. However, students sometimes push the limits of this range and engage in behaviors we would consider bullying, as defined below.

Bullying and other forms of peer mistreatment are detrimental to the program's environment, as well as student learning, achievement, and well-being. Peer mistreatment interferes with the mission of our programs to inspire confidence and disrupts the operations of the program. Bullying and other forms of peer mistreatment affect not only students who are targets, but also those who participate in and witness such behavior. These behaviors must be addressed to ensure student safety and an inclusive learning environment.

It is not our intent to prohibit students from expressing their ideas or from engaging in civil debate. However, Little Scholars, LLC does not condone and will take action in response to conduct that interferes with students' opportunity to learn, our mission, and the operation of our program.

Bullying and Cyberbullying are contrary to Little Scholars' Mission Statement.

### **Prohibited Behavior**

The following behaviors are prohibited:

1. Bullying;
2. Cyberbullying;
3. Harassment;
4. Retaliation against those reporting such defined behaviors; and
5. Making knowingly false accusations of bullying behavior.

Any person who engages in any of these prohibited behaviors that constitutes bullying shall be subject to appropriate disciplinary actions as noted by their school.

### **Bullying and Cyberbullying Defined**

- A. "Bullying," including "cyberbullying," is any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed

toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. *Placing the student in reasonable fear of harm to their person or property*
  2. *Causing a substantially detrimental effect on the student's physical or mental health*
  3. *Substantially interfering with the student's academic performance*
  4. *Substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by the school*
- B. "Cyberbullying" is defined as bullying through the use of technology or any electronic communication, including, but not limited to, a transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted by the use of any electronic device, including, but not limited to, a computer, telephone, cellular telephone, or text messaging device.

### **Examples of Bullying and Cyberbullying**

Bullying may take various forms, including, but not limited to, one or more of the following:

1. Repeated or pervasive taunting, name-calling, belittling, mocking, put-downs, or demeaning humor
2. Behavior that is likely to harm someone by damaging or manipulating his or her relationships with others, including, but not limited to, gossip, spreading rumors, and social exclusion
3. Non-verbal threats and/or intimidations
4. Hate speech, such as the use of words or images to harass individuals or groups based on gender, gender expression, race, religion, sexual orientation, or any other aspect of identity

Cyberbullying may take various forms, including, but not limited to, the following actions on any electronic medium:

1. Posting slurs or rumors or displaying any defamatory, inaccurate, disparaging, violent, abusive, profane, or sexually oriented material about a student on a website, an app, in social media, or any other electronic platform;
2. Posting misleading or fake photographs or digital video footage of a student on websites or creating fake websites or social networking profiles in the guise of posing as the targeted student;
3. Impersonating or representing another student through the use of that other student's electronic device or account to send e-mail, text messages, instant messages (IM), phone calls, or other messages on a social media website;



4. Sending e-mail, text messages, IM, or leaving voice mail messages that are mean or threatening, or so numerous as to bombard the target's e-mail account, IM account, or cell phone; and
5. Using a camera phone or digital video camera to take and/or send embarrassing photos or "sexting" photographs of other students.

Obviously, Little Scholars, LLC cannot control the bullying behavior of students through the transmission of information from a computer that is accessed at a non-Little Scholars program location, activity, function, or program, or from the use of technology or an electronic device that is not owned, leased, or used by Little Scholars, LLC. If the out-of-program bullying causes a substantial disruption to the program's process or orderly operation of programs, parents of all parties will be contacted, as well as the host school where the school will determine the appropriate natural consequences. This applies if a Little Scholars, LLC employee or independent contractor receives a report that bullying through this means has occurred.

C. "Retaliation" means an act or gesture against a student for asserting or alleging an act of bullying. "Retaliation" also includes knowingly falsely reporting an act of bullying.

### **Reporting**

Bullying or suspected bullying should be reported to the contact for Little Scholars, LLC:

- A. Little Scholars, LLC representatives are required to report alleged incidents of bullying to the school head.
- B. Students who are believed to have been bullied or are aware of incidents of bullying are strongly encouraged to report this behavior to a Little Scholars, LLC or school administrator.
- C. Parents and other adults who believe that an incident of bullying has occurred are encouraged to report this behavior to a Little Scholars, LLC or school administrator.

### **Responding**

Little Scholars, LLC designee will:

- A. Promptly reports allegations of bullying behavior to the school administration;
- B. Keep written documentation of all allegations of bullying behavior and outcomes of the investigations, and report alleged and substantiated incidents to the school administration;



C. Inform parent(s) or guardian(s) of the student(s) who was alleged to have bullied AND of the student(s) who was believed to have been bullied that a report of an alleged incident of bullying has been made;

D. Communicate to the parent(s) or guardian(s) of a student(s) who was believed to have been bullied the measures being taken to ensure the safety of the student(s) who was believed to have been bullied and to prevent further acts of bullying;

E. Communicate with local or state law enforcement agencies, if, in the judgment of the school, it is believed that the pursuit of criminal charges or a civil action under state law may be appropriate.

### **Remediation**

Little Scholars, LLC representative will work with the school to assist in providing a remediation as needed.

### **Assignment of Responsibility**

A. Little Scholars, LLC, is responsible for:

1. Including in the Employee Manuals and Independent Contractor Frequently Asked Questions that addresses in detail this policy and related procedures;

### **References**

*ISBE Bullying Policy Requirements*, <http://www.iasb.com/law/ISBEBullyingPolicyRequirements.pdf>

*Model Policy for Bullying and Cyberbullying*, <http://maine.gov/doe/bullying/laws/modelpolicy.html>



## **Child Abuse and Neglect Policy**

### **Policy Statement**

It is the responsibility of Little Scholars, LLC to provide a safe, supportive, and responsive environment for all students. Little Scholars, LLC believes that all students have the right to be protected from abuse and neglect. Little Scholars, LLC acknowledges the necessity of this policy to ensure internal staff and independent contractors are able to recognize and report suspected cases of abuse and neglect.

### **Purpose**

- a. To protect students from child abuse and neglect.
- b. To educate all Little Scholars, LLC staff and independent contractors of the requirement to immediately report suspected child abuse (neglect, physical, sexual); their right to confidentiality; and of immunity from civil liability or criminal penalty for reporting.
- c. To establish procedures to be used by all Little Scholars, LLC staff and independent contractors when reporting suspected cases of child abuse or neglect to the appropriate authorities.

### **Child Abuse**

#### **a. Types**

- **Physical Abuse:** Any intentional, non-accidental physical injury to a child. Physical injury (may not be visible), indicative that a child's health or welfare may be harmed or at risk of being harmed;
- **Neglect:** General neglect is the failure of a parent or caregiver to provide needed food, clothing, shelter, medical care, education, nurturing or supervision whereby a child's health, safety, and well-being are threatened with harm. Severe neglect results from failure to protect the child from severe malnutrition or medically diagnosed non-organic failure to thrive.
- **Emotional Abuse:** The intentional or accidental failure of a parent or caregiver to provide adequate nurturing or positive interaction to a child, causing injury to the psychological capacity or emotional stability of the child, observable as a substantial change in behavior, emotional response, cognition, anxiety, depression, withdrawal, or aggressive behavior.
- **Verbal Abuse:** Includes belittling, screaming, threats, blaming, sarcasm, bullying, harsh and insulting language, unpredictable responses, continual negative moods, constant family discord, and chronically communicating conflicting messages to children.
- **Sexual Abuse:** Any violation, exploitation, or sexual activity with a child to provide sexual gratification or financial benefit to the perpetrator. This includes contact for sexual purposes, molestation, statutory rape, prostitution, pornography, exposure, incest, or other sexually exploitative activities.
- **Child Safety:** A subset of neglect, and includes leaving young children unsupervised, or leaving children in locked cars with closed windows. Hot cars can be lethal to young children.



- Substance Abuse: Use of alcohol, illegal drugs, and controlled substances by a parent or caregiver, which impairs their ability to adequately care for a child. Exposing a child to the chemicals, equipment, or manufacture of illicit drugs, and selling, distributing, or giving drugs or alcohol to a minor child.
- Abandonment: Parent's identity or whereabouts are unknown; the child has been left by the parent in circumstances in which the child suffers serious harm, or the parent has failed to maintain contact with the child or to provide reasonable support for a specified period of time.

#### b. Warning Signs

- The child has repeated injuries that are not properly treated or adequately explained.
- The child begins acting in unusual ways ranging from disruptive and aggressive behaviors to passive and withdrawn.
- The child acts in the role of parent toward their siblings or even toward their parents.
- The child may have disturbed sleep (nightmares, bed wetting, fear of sleeping alone, needing a nightlight, etc.), which may also result in fatigue during the day at school.
- The child loses his/her appetite, overeats, or reports being hungry.
- There is a sudden drop in school grades, attendance, or participation in activities.
- The child may act in stylized ways, such as sexual behavior that is not normal for his/her age group.
- The child may report abusive or neglectful acts.

#### Reporting

Under states law, any individual who has a reason to believe a child is a victim of abuse or neglect has the duty to make a report; thus everyone is considered a mandated reporter. *Please refer to your individual state for specific details of the law.*

School professionals are required to immediately make a report to the Department of Child Services (DCS) or the local law enforcement agency. After making the report, the independent contractor must notify the Little Scholars, LLC designee that the report was made.

- Any staff person or independent contractor who has a reason to believe (evidence that would cause you to believe that a child was abused or neglected), should immediately make a report to DCS or local law enforcement. When in doubt, if you have 'reason to believe' make the report.
- Do not investigate. If abuse or neglect is suspected, no further questioning should occur. DCS and law enforcement are responsible for the investigation and gathering of information.
- Do not call the parent unless told to do so by DCS.
  - A child may be in distress after reporting abuse or neglect. Therefore, it would be important to stay with the student or to ensure the student is not alone. Request assistance from School Counselor, School Social worker, Psychologist, if appropriate. A call or email to the counselor may be appropriate to request assistance, keeping in mind minimum details should be shared.
- Contact local law enforcement without delay if the child's immediate safety is a concern.





- Report suspected abuse or neglect to the state’s Child Abuse and Neglect Hotline.
  - Have readily available: name(s) of alleged perpetrator(s); name(s) of alleged victim(s); approximate time and duration of alleged abuse; and general nature of the abuse (the DCS Intake Tool will guide you on what information will be requested from DCS). Provide the most detailed information available.
- Notify Little Scholars, LLC designee that a report was made and request signature on the preliminary report of alleged child abuse or neglect.
- Maintain a copy of the preliminary report of alleged child abuse or neglect for your records and provide a copy to the designee.
- Failure to report suspected abuse or neglect is a Class B misdemeanor.
- If it is determined that a student should not be sent home after dismissal, or if a student expresses concern for his/her safety or well-being by returning home or being released to the parent/guardian, DCS and/or local law enforcement should be consulted immediately.
- Little Scholars, LLC and the school staff should follow instructions from law enforcement and/or DCS.

### **Support for Students**

Little Scholars employees and independent contractors may be asked to collaborate with the department of child services and local law enforcement to provide support to the alleged victims of abuse and neglect as well as students who make such reports.

### **Immunity**

Little Scholars employees and/or independent contractors who make a report of child abuse or neglect, or participate in good faith in a related judicial proceeding, are immune from civil or criminal liability.

### **Little Scholars Employee and Independent Contractor Training**

Little Scholars, LLC requires each employee and independent contractor likely to have direct, ongoing contact with children within the scope of the employee’s employment or contractual obligation to participate in training on child abuse and neglect, including reporting suspected abuse or neglect and recognizing possible signs.



## **Social Media Policy**

Little Scholars LLC, staff, schools and independent contractors use social networking/media (Twitter, Facebook, blogs, etc.) as a way to connect with others, share educational resources, enhance our programs experience for the children, and network within and outside of the Little Scholars, LLC community.

Social media refers to online tools and services that allow any Internet user to create and publish content. Many of these sites use personal profiles where users post information about themselves. Social media allows those with common interests to share content easily, expanding the reach of their ideas and work. Popular social media tools include Facebook, Twitter, LinkedIn, blogs, YouTube and Flickr.

Below are guidelines to follow when Little Scholars staff and independent contractors are representing Little Scholars, LLC in social media spaces,

### **Use good judgment**

- Behave in a way that will make you and others proud and reflect well on Little Scholars, LLC.
- Regardless of your privacy settings, assume that all of the information you have shared on your social network is public information.

### **Be respectful**

- Always treat others in a respectful, positive, and considerate manner.

### **Be responsible and ethical**

- When representing Little Scholars, LLC, discuss only matters that are within your area of responsibility.
- Adults should be open about their affiliation with Little Scholars, LLC and the role/position they hold.
- If you are someone's peer, interact with them online if you are so inclined.
- Share and interact in a way that will enhance your reputation, the reputation of others, and the reputation of Little Scholars, LLC, rather than damage them.
- Apologize for the mistake if the situation warrants it.
- If it's a major mistake (e.g., exposing private information or reporting confidential information), please report it to Little Scholars, LLC immediately so we can take the proper steps to help minimize the impact it may have.
- Do not publish, post, or release information that is considered confidential or private. Online "conversations" are never private.
- If you are an employee or independent contractor with Little Scholars, consider the following questions before proceeding.



*What is the social network in which I propose to interact with a student?* Do not interact with a student via a social network. If you are uncertain how to proceed, consult a Little Scholars, LLC representative.

### **Respect private and personal information**

- Never share or transmit personal information of students, parents, faculty, staff, or colleagues online.
- Do not use the names of students.
- Always respect the privacy of anyone other than yourself.

### **Post images with care**

- Respect brand, trademark, copyright information and/or images of the Little Scholars, LLC and/or the school.
- Do not caption photos with the names of students.
- Do not post photos of students who are on the “Do Not Photo” list.



## **ACKNOWLEDGEMENT OF POLICIES**

I have read the Frequently Asked Questions. I understand the policies for Child Abuse and Neglect, Anti-Bullying and Social Media for Little Scholars, LLC.