The Lab School

Licensed
Nurturing Children Since 1964

Parent Handbook
2025-2026
Our 61st Year

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The Lab School

OUR MISSION

Our founders recognized the unique gifts and worth of children. It is the mission of The Lab School, to provide developmentally appropriate nurturing, care and education of young children and their families, and to equip student teachers to engage in appropriate interactions with young children.

STATEMENT ON PEACE AND JUSTICE

We believe that the values of peace and justice should be nurtured in young children. These concepts and skills are essential for the nurturing of peacemakers and advocates for justice and are the framework for the development of the curriculum and for the formation of policies concerning discipline, conflict, and toys. We believe that young children need a strong foundation upon which to build lives committed to peace and justice. We believe this foundation includes promoting self-esteem, fostering a variety of social relationships, and guiding children toward independence and self-discipline. We are committed to a partnership with parents to assist them in the task of parenting peacefully.

STATEMENT OF VALUES AND BELIEFS

We believe that each person, regardless of race, religion, gender or abilities, is unique, and gifted with talents and abilities and worthy of love and respect.

As a laboratory school, we are committed to model excellent education and care for young children, and to create opportunities within such modeling for interpretation, practice, demonstration, and research.

We affirm that parents are the primary educators and caregivers of their children. We are committed to partnership with parents in nurturing their children as whole persons who are joyful and responsible members of the community.

We affirm that children are worthy, whole human beings who are valued members of a community. We celebrate their sense of wonder and discovery, their playfulness, their ability to become fully absorbed in activities and in relationships and the courage which they demonstrate as they work to expand their world.

As an educational community, we seek to provide a context of life and learning in which children are nurtured in their mental, physical, emotional, and social growth. We strive to create an environment filled with opportunities for learning in many ways, but especially in caring for and about others, and in knowing how to put that caring into practice to create an atmosphere resembling an extended, and loving family, where learning and caring become a way of life.

HISTORY

In 1964, a small group of persons, including those affiliated with the Eden Theological Seminary, established the Eden Lab School. From that time until June 2004, Eden Lab School was a part of Eden Seminary. In May 2003, the Eden Seminary Board of Directors decided to close the Eden Laboratory School at the end of the 2003-2004 school year—its 40th year of operation. The Seminary Board believed that the operation of a preschool was not the core mission of a graduate theological seminary.

When the Lab School parents heard of this decision, they immediately organized a Task Force to ensure that The Lab School would continue as an independent, not-for-profit preschool having the same programs and staff. The Friends of The Lab School, which was the fundraising arm of the school, was organized to raise the necessary funds. The Lab School was incorporated and received a 501©(3) status as a not-for-profit, independent school. In the fall of 2004, the school relocated as a tenant in Grace Episcopal Church in Kirkwood. The Lab School is proud of its heritage and ministry to young children and their families.

NON-DISCRIMINATION STATEMENT

Services are provided on a non-discriminatory basis.

ADMISSION PROCESS

Currently enrolled families have priority over returning and new families. Returning families have priority over new families.

Current and returning families:

Current and returning families have the month of December to complete the Re-Enrollment Registration form or Sibling Registration Form to request programming for the next school year. This priority lasts until the first Friday of school in January. Following that date, new families will be accepted into the program.

If space is available, current and returning families will receive a cover letter and Acceptance Form in late January, if space is available after the first Friday of school in January, a cover letter, Acceptance Form, and Contract is mailed. The signed Contract, $100 enrollment fee, and May tuition (for the school year in which you are applying) is due with a February due date. Subsequent admissions will be mailed with a two-week deadline. The signature of the Acceptance Form, Contract, $100 enrollment fee, and tuition payment, guarantees the agreed upon programming. Requests for additional programming or changes can be made and will be provided if available. August Tuition is due August 1, along with the supply fee. Any additions or changes to the programming can be made. Any contract changes that are made after March 31 are subject to a $25 change of contract fee.

New families:

Upon receipt of an inquiry by a parent (phone, email, website), office staff will call to answer questions and provide information.

Every parent must complete the Application for Admission and take a parent tour. There is no application fee.

After completion of the application and tour:

If space is available after the first Friday of school in January, a cover letter, Acceptance Form, and Contract is mailed. The signed Contract, $100 enrollment fee, and May tuition (for the school year in which you are applying) is due with a February due date. Subsequent admissions will be mailed with a two-week deadline. The signature of the Acceptance Form, Contract, $100 enrollment fee, and tuition payment, guarantees the agreed upon programming. Requests for additional programming or changes can be made and will be provided if available. Any additions or changes to the programming can be made. Any contract changes that are made after March 31 are subject to a $25 change of contract fee.

If there is no space available in the requested programs, the family will be notified that they will be placed on a wait list. The wait list placement is by the date we received the application. Regardless of the application date, however, a priority is given to families seeking full day school. When spaces become available, families will be contacted from the wait list offering the programs as requested.

All families:
Current, returning, and new families receive additional enrollment forms with deadlines to complete the enrollment process.

Signed Tuition Agreement
Medical/ Physical Exam that is not dated more than 12 months before the start of school
Immunization/Shot Record
Parent Participation Form
Photo Permission Form

ENVIRONMENT FOR LEARNING

The Lab School affirms that we are all members of a community and that within that community we value individual differences and each person's worth, gifts, and needs. Therefore, we will provide:

(1) an environment in which all grow in their ability to express their ideas and feelings;
(2) an environment in which all are given the freedom to become self-directed, self-reliant decision makers;
(3) an environment in which all are given the opportunity to make positive contributions to the community;
(4) a nurturing environment in which all are given the opportunity to grow in relationships and trust;
(5) an environment in which all can be risk takers, mistake makers;
(6) an environment in which all are encouraged to respect the perspectives of others;
(7) an environment in which all build social relationships through interaction; and
(8) an environment in which all are encouraged to explore, understand, an assume responsibility for the world.

CURRICULUM
CONSTRUCTIVIST EDUCATION AS PRACTICED BY THE LAB SCHOOL, INC.

The Lab School is continually working to implement more fully the Constructivist Theory of education. The basis of Constructivist education is that knowledge is constructed through interaction with people and the physical environment.

STATEMENT ON PROCESS EDUCATION

For as long as The Lab School has been nurturing children, there has been a heavy emphasis on process. The doing of an activity was much more important than the end result. This is consistent with the Project Construct theory of education.

We are committed to "process." We are committed to the process of learning, living, and growing. We encourage doing, experimenting, and risking, and we strive to eliminate pre-conceived teacher notions about what should take place and what should be the outcome or product.

Process is interacting with one's environment and the materials in it. Process can be found on the playground as children find ways to run and climb. It is found in art activities where there are endless ways to use materials. It is found in cooking where "making" is the best part.

We need only to look back to our own learning experiences as children to find part of the answer to "Why process?" Most adults have vivid memories of falling short in making an art project look like the teacher's example of the one in the children's magazine. Most adults can remember the excitement of a proposal to help make cookies, and then the disappointment as the adult did most of the work.

The Constructivist theory stresses the importance of children's actions upon their environment as central to the real learning about their world and their place in it. Process allows the children to act upon their environment in countless creative ways. It allows them to learn for themselves.

Because process has no "right" or "wrong", the development of confidence and good self-concept is nurtured. Sharing is promoted because competition for "the best" or right way is down played, if not eliminated. We believe process aids the development of humane and social attitudes. Children are encouraged to work through and discuss "What can we do to help others care and get along?"

In the classrooms, you will see:

(1) children playing with ping pong balls in water and learning what happens when a ping pong ball is blown across the water;
(2) children playing with marbles on a ramp and learning how much energy it takes for marbles to go up the ramp;
(3) children problem solving when two children want the same toy; and
(4) children freezing goop and wondering what to do with frozen goop.

In a Constructivist classroom, the teacher's role is to design learning experiences which will involve children and challenge them to problem solve. Thus, in a classroom you will see:

(1) a teacher saying to a child who is looking at a pendulum, "How do you suppose that pendulum can knock down that ball?"
(2) a teacher saying to a child, "I see you have a very high tower. I wonder how many blocks it took to make it that high?" and
(3) the children finding a large box in the hall and the teacher saying, "How we can get that box through the door?"

Constructivism can only happen when there is an atmosphere of mutual respect. This is most clearly shown in the classroom when teachers and children support each other in their mistakes. Mistakes are considered opportunities for learning and not something to be avoided.

Through play, children construct knowledge. Characteristics of play have been defined as internal motivation which must be controlled by the player.

In response to the Theory of Constructivism, the Missouri Department of Secondary and Elementary Education has developed "Project Construct," a process-oriented curriculum and assessment framework for working with children ages three through seven. Underlying the framework of the four Constructivist domains is an affirmation about children's disposition toward learning. We assume that children are disposed to being curious, taking initiative, being confident, and being creative. Out of these assumptions comes the curriculum which is divided into four domains:

(1) SOCIO-MORAL DOMAIN

In Project Construct, the socio-moral domain is defined as the growing capacity to relate emotionally, ethically, and intellectually to the world. The goals are:

(A) build relationships of mutual trust and respect with adults;
(B) build relationships with peers;
(C) consider the perspectives of others; and
(D) negotiate and apply rules.

(2) COGNITIVE DOMAIN

In Project Construct, cognitive domain is defined as children attempting to make sense of their experiences through constructing a framework of relationships by which they organize information and make judgments. The areas and their goals are:

(A) Logico-mathematical Knowledge
(a) construct classificatory relationships;
(b) construct numerical relationships; and
(c) construct spatial and temporal relationships.

(B) Physical Knowledge
(a) act on objects and observe reactions; and
(b) act on objects to produce the desired effects.

(C) Conventional Knowledge
(a) know personal information;
(b) know about the community; and
(c) know conventional notations, manners, and customs.

(3) REPRESENTATIONAL DOMAIN

Project Construct defines this domain in the following way: "The growing capacity to form images or ideas of something seen or known or of something imagined." The areas and the goals are:

(A) Symbolic Development
(a) represent ideas and feelings through pretend play;
(b) represent ideas and feelings through movement;
(c) represent ideas and feelings through music; and
(d) represent ideas and feelings through art and construction.

(B) Language Development
(a) use language for a variety of functions;
(b) expand and refine the form and organization of language;
(c) construct meaning from language; and
(d) represent ideas and feelings through language.

(4) PHYSICAL DEVELOPMENT

Physical development is defined as the ability to use one's body with increasing purpose, skill, and control. The areas and goals are:

(A) Motor Skills
(a) develop motor skills for personally meaningful purposes.

(B) Health and Safety
(a) develop healthy living practices.

(Material for this section was taken from Project Construct, a Curriculum Guide, Missouri Department of Secondary and Elementary Education, 1992.)

Year-End Reports

Parents will receive a Year-End Report. This report is divided into the four domains of the Project Construct philosophy.

DAILY ROUTINE/CURRICULUM OVERVIEW

All the classrooms follow a similar schedule. Each class has a gathering time when children have activities to do until most of the children arrive. Each room has two group times which are meetings when the children learn about the activities for the day, have a chance to share information, hear a story, sing songs, or take care of any business that is beneficial for the group. The main activities for the day are during "center time." This is when the children may make choices and do the activities that have been planned for the day. "Center time" usually lasts for about an hour each day. Snack and playground time are also part of each day. Children go outside for 30 minutes each day—weather permitting. Movement and Music, which is a 30-minute class, is taught once a week and focuses on rhythm, singing and creative movement development. Gross Motor class is a 30-minute class taught once a week and focuses on strengthening children's' large muscle skill development. Children who attend school all day follow a similar curriculum in the afternoon. In addition to snack, playground, and "center time," the children also have lunch and nap time.

As noted above, "center time" is the heart of the program. The teachers plan a variety of activities during the year which allow children to explore and manipulate their environment, thus giving them an opportunity to learn by doing. Activities which may appear to be "playing" are actually opportunities to practice language, pre-reading, pre-writing, math and science skills. Children's play is children's work. It is the developmentally appropriate way in which they will grow and learn. Some of the centers that one may see include, but are certainly not limited to, the following:

Water/sensory play	physical knowledge	art/painting/markers/collages/clay	
sculptures/weaving	woodworking	Legos	drawing/writing
book/journal writing	big books	computers	math
cutting	grocery story play	rhythms/making	blocks
animal play	cooking	dramatic play	puzzles
sewing/lacing	listening stations	science	

Children make their choices each day. However, if a child is avoiding a certain type of activity, the teachers will try to encourage the child to try all activities that are available. Like adults, children will avoid something that is difficult for them.

Learning Objectives/Expectations

At TLS, we believe that children need to be able to function within a community. All of our learning objectives are framed within the context of community. We recognize that children have individual needs, and we will provide opportunities for growth that are developmentally appropriate.

Three-Year-Old

I. Choices - Children will be provided with the opportunity to make choices:
   A. Activity choices
   B. Choices about friends
   C. Behavioral choices

II. Use of Materials - Children will be provided with the opportunity to:
   A. Use materials appropriately
   B. Use art materials creatively, yet within bounds
   C. Understand and follow classroom limits on use of materials in appropriate areas

III. Attention Span - Children will be provided with the opportunity to:

A. Start and complete a task
B. Manage in a large group time - ten minutes
C. Focus on the task at hand
    1. Listening to books/records
    2. Cleaning up
    3. Eating snack
    4. Small group activities
    5. Individual activities

IV. Cognitive Development - Children will be provided with the opportunity to:
A. Problem solve
B. Recognize their first name
C. Rote count 1 - 10
D. Know the names of their major body parts
E. Know some positional words
F. Participate in simple songs and rhythms
G. Talk in complete sentences
H. Follow two directions
I. Name the primary colors
J. Identify the common shapes
K. Recall the sequence of a story
L. Understand one-to-one correspondence for two items
M. Ask questions

V. Physical Knowledge - Children will be provided with the opportunity to:
A. Engage in open-ended activities
B. Problem solve
C. Engage in hands-on science experiences
D. Demonstrates curiosity
E. Engage in critical thinking

VI. Socio Moral Domain
A. Relationships with Adults - Children will be encouraged to grow in the ability to:
    1. Come for help when needed
    2. Share information
    3. Accept emotional support when needed or offered
    4. Separate from parents
    5. Accept limits set by the adults
B. Relationships with Children - Children will be encouraged to grow in their ability to:
    1. Engage in cooperative play
    2. Handle most situations without adult help
    3. Help another child and ask for help from another child
    4. Begin to use negotiating skills to solve interpersonal relationships
    5. Progress from egocentric ways to more sensitive feelings for others
C. Personal Development - Children will be encouraged to grow in their ability to:
    1. Flow with the daily schedule
    2. Participate in a variety of the activities offered
    3. Complete an activity before starting another
    4. Repeat an activity several times to gain mastery over it
    5. Care for their personal belongings
    6. Perform self-care tasks
    7. Accept personal responsibility in cleaning up the room and caring for materials

8. Seek help when needed
9. Express their ideas, needs, and feelings in sentences to adults and peers

VIII. Physical Development
- A. Fine Motor - Children will be provided an opportunity to grow in their ability to:
  1. Use drawing materials--markers, paint brushes, etc.
  2. Use a large variety of fine motor manipulatives
  3. Use materials that develop hand-eye coordination
  4. Use a variety of art materials
- B. Gross Motor - Children will be provided an opportunity to grow in their ability to:
  1. Climb
  2. Throw a ball
  3. Ride a tricycle, big wheel
  4. Roll on an incline mat
  5. Run
  6. Jump
  7. Walk on a balance beam
  8. Hop
  9. Move rhythmically

Four-Year-Old

I. Choices - Children will be provided with the opportunity to make choices:
- A. Activity choices
- B. Choices about friends
- C. Behavioral choices
- D. Choices about roles in formal and informal dramatic play
- E. Time management choices

II. Use of Materials - Children will be provided with the opportunity to:
- A. Use materials appropriately
- B. Use art materials creatively, yet within bounds
- C. Understand and follow classroom limits on use of materials in appropriate areas

III. Attention Span - Children will be provided with the opportunity to:
- A. Start and complete self-initiated activities
  1. Art experiences
  2. Table manipulatives
  3. Looking at/reading books
  4. Dramatic play experiences
  5. Science activities
- B. Participate in teacher-initiated activities
  1. Group time - 10-15 minutes
  2. Cleaning up
  3. Snack
  4. Small group activities

IV. Cognitive Development - Children will be provided with the opportunity to:
- A. Problem solve
- B. Ask questions
- C. Recognize their first name
- D. Print their first name
- E. Know the names of persons and equipment within the classroom

F. Count 1 -15
G. Understand one-to-one correspondence
H. Recognize some letters
I. Sort objects - color, shape
J. Label major body parts
K. Label colors
L. Know the meaning of positional words
M. Know the basic shapes
N. Share experiences and articulate clearly
O. Follow three directions
P. Sing familiar songs and use hand motions if appropriate

V. Physical Knowledge - Children will be provided with the opportunity to:
A. Engage in open-ended activities
B. Problem solve
C. Engage in hands-on science experiences
D. Demonstrate curiosity
E. Engage in critical thinking

VI. Socio Moral Domain
A. Relationships with Adults - Children will be encouraged to grow in the ability to:
1. Come for help when needed
2. Share information easily
3. Accept emotional support when needed or offered
4. Separate from parents
5. Accept limits set by the adults
B. Relationships with Children - Children will be encouraged to grow in their ability to:
1. Relate to one or two other children
2. Play cooperatively
3. Handle most social interactions without help
4. Use negotiating skills to solve interpersonal relationships
5. Help one another and ask help of other children
6. Give evidence of friendships expanding and deepening
7. Accept limits set by the group
C. Personal Development - Children will be encouraged to grow in their ability to:
1. Handle daily transitions
2. Participate in a variety of the activities offered
3. Recognize their own and others' abilities
4. Defend own rights and rights of others
5. Be responsible for personal belongings and self care
6. Express their ideas, needs, and feelings in sentences to adults and peers

VII Physical Development
A. Fine Motor - Children will be provided an opportunity to grow in their ability to:
1. Cut on a short, straight line
2. Use a pincer grasp with crayons, markers, pencils
3. Follow a peg block pattern
4. Complete a 10-piece puzzle
5. Pour water at snack time
6. Control a paint brush
7. Reproduce a circle, cross, square
8. Finish zipping after the zipper has been started

9. Draw a person in three/six parts

B. Gross Motor - Children will be provided an opportunity to grow in their ability to:
   1. Climb using alternate feet
   2. Throw, catch, and bounce a ball
   3. Ride a tricycle, big wheel
   4. Somersault on an incline mat
   5. Run and stop with adult direction
   6. Jump up and down
   7. Gallop
   8. Move rhythmically to music
   9. Walk across the balance beam

Five-Year-Old

I. Choices - Children will be provided with the opportunity to make choices:
   A. Activity choices
   B. Choices about friends
   C. Behavioral choices
   D. Choices about roles in formal and informal dramatic play
   E. Time management choices

II. Use of Materials - Children will be provided with the opportunity to:
   A. Use materials appropriately
   B. Use art materials creatively, yet within bounds
   C. Understand and follow classroom limits on use of materials in appropriate areas

III. Attention Span - Children will be provided with the opportunity to:
   A. Start and complete self-initiated activities
      1. Art experiences
      2. Manipulatives
      3. Reading books
      4. Dramatic play activities
      5. Science activities
      6. Writing letters to friends
   B. Participate in teacher-initiated activities
      1. Group time - 15 minutes
      2. Cleaning up
      3. Snack
      4. Small group activities
      5. Learning centers

IV. Cognitive Development - Children will be provided with the opportunity to:
   A. Problem solve
   B. Ask questions
   C. Recognize their first name
   D. Print their first name
   E. Know the names of persons and equipment within the classroom
   F. Count 1 -20
   G. Have an understanding of one-to-one correspondence
   H. Recognize some letters
   I. Sort objects by two characteristics
   J. Label major body parts

K. Label colors
L. Know the basic shapes
M. Share experiences and articulate clearly
N. Follow three directions
O. Sing familiar songs and use hand motions if appropriate
P. Rhyme
Q. Put pictures in sequence
R. Understand opposites
S. Tell a story in sequence
T. Comprehend what is heard
U. Make comparisons (e.g., length--short, shorter, shortest)

V. Physical Knowledge - Children will be provided with the opportunity to:
   A. Engage in open-ended activities
   B. Problem solve
   C. Engage in hands-on science experiences
   D. Demonstrates curiosity
   E. Engage in critical thinking

VI. Socio Moral Domain
   A. Relationships with Adults - Children will be encouraged to grow in their ability to:
      1. Come for help when needed
      2. Share information easily
      3. Accept emotional support when needed or offered
      4. Separate from parents
      5. Accept limits set by the adults
   B. Relationships with Children - Children will be encouraged to grow in their ability to:
      1. Relate to one or two other children
      2. Play cooperatively
      3. Handle most social interactions without help
      4. Use negotiating skills to solve interpersonal relationships
      5. Help one another and ask help of other children
      6. Give evidence of friendships expanding and deepening
      7. Accept limits set by the group
   C. Personal Development - Children will be encouraged to grow in their ability to:
      1. Handle daily transitions
      2. Participate in a variety of the activities offered
      3. Recognize their own and others' abilities
      4. Defend own rights and rights of others
      5. Be responsible for personal belongings and self-care
      6. Express their ideas, needs, and feelings in sentences to adults and peers
      7. Button

VII. Physical Development
   A. Fine Motor - Children will be provided an opportunity to grow in their ability to:
      1. Cut on a short, straight and/or curved line
      2. Use a pincer grasp with crayons, markers, pencils
      3. Follow a peg block pattern
      4. Complete a 12-piece puzzle
      5. Pour water at snack time
      6. Control a paint brush
      7. Reproduce a circle, cross, square

8. Finish zipping after the zipper has been started
9. Draw a person with six parts
10. Appropriately use fingers in finger plays
11. Control glue

B. Gross Motor - Children will be provided an opportunity to grow in their ability to:
1. Climb using alternate feet
2. Throw, catch, and bounce a ball
3. Ride a tricycle, big wheel
4. Somersault on an incline mat
5. Run and stop with adult direction
6. Jump up and down
7. Gallop
8. Move rhythmically to music
9. Walk across the balance beam
10. Hop three times on one foot

DISCIPLINE

In every early childhood center, there are children who test limits. While we understand that this is part of developmental growth, we also understand the need for consequences of unacceptable behavior. Unacceptable behavior falls under three categories:

(1) actions which are self-injurious;
(2) actions which injure others; and
(3) misuse of materials.

Teachers use positive techniques to help children maintain self-discipline. They include:

(1) elimination of the potential problem;
(2) anticipation;
(3) discussion/explanation;
(4) redirection;
(5) positive reinforcement;
(6) encouragement rather than competition, comparison, or criticism;
(7) group meetings/discussions; and/or
(8) teacher proximity and touch.

In instances when children test the limits, the following steps will be taken:

(1) The child and teacher (and other children if involved) will dialogue about the misbehavior and work out an appropriate solution to the problem;
(2) if the problem continues, the child will be removed from that area of the classroom and helped to engage in constructive play in another part of the room. Dialogue about the misbehavior will/may occur later; and

Corporal punishment, which is defined as "hitting a child," will never be used. We believe that no one has the right to hit another individual and that hitting a child is counterproductive and says that we affirm violence.

The Lab School professes a peaceful environment; therefore, everyone here believes that children should be treated with respect and dignity and in a peaceful manner. Occasionally, however, a child may get out of control which may potentially cause injury to himself/herself or to others. If that happens, restraint may be needed, but it is done in an appropriate manner to protect all who are involved.

ORIENTING CHILDREN AND FAMILIES TO THE PROGRAM

Parents and their children are always invited for a personal tour to learn about the school and to be sure it is a good fit for the child and family. After admission into the program, parents receive written communication about the coming school year and are invited to a Parent Orientation Night where the director and teachers have time to explain in detail what families need to know in order to feel comfortable and to be successful. Parents and children come to school for a short, individual classroom visit so there is an opportunity to see the teacher in the school setting. A children's book is given as a gift to each child during the visit. Friends of the Lab School organizes a class play day before school begins for parents and children to get-to-know each other. The first day of school is a short day, and parents are welcome to stay for a Parent Reception.

FAMILY INFORMATION ACCESS

Licensing requires parents to be informed that they have access to the following information: (1) staff child abuse and neglect/criminal record forms; (2) licensing regulations; (3) licensing inspections (4)lesson plans; and (5) the child's developmental records. Materials are available for review by appointment in the office.

TUITION PAYMENTS

Parents are asked to sign a Tuition Agreement which indicates the amount due for tuition. During the academic year (August - May), there are 10 payments which are due on the 1st of the month with a $20.00 late fee for payments received after the 5th of each month. If payment is not received by the 1st of the following month, your child may be taken out of the program and put at the end of the waiting list. All delinquent tuition fees, late fees, and a $25.00 re-entry fee will be charged and paid before your child can be re-entered into the program. Monthly bills will not be sent out. Receipts will be made upon requests.

A separate Summer Contract will be used for students attending camp during the summer months. Enrollment for the summer begins in March.

A once-a-year non-refundable enrollment fee will be assessed upon acceptance to the school and guarantees your child's placement in the school. The fee is $100.

WITHDRAWL FROM THE LAB SCHOOL

To allow us to serve as many families as we can, we request that you give two weeks' notice in writing, if you decide to withdraw your child. If two weeks' notice is not given, you will be charged for those two weeks. The tuition that was already paid for May, will not be refunded.

SCHOLARSHIPS

There are a limited number of scholarships available for students who need them. An application and a copy of your current Federal Income Tax Form need to be submitted. The Scholarship Committee anonymously reviews each request to determine if a scholarship will be granted.

SCHOOL HOURS

The Lab School programming hours are from 7:00 a.m. – 6:00 p.m. during the academic year and 9:00 a.m.-1:00 p.m. during the Summer. Your child's attendance time depends on the classes contracted for during the academic year (August – May) and/or summer (June). Early Care is from 7:00 a.m. – 9:00 a.m. during the academic year. Morning classes (Red, Green, Blue) are from 9:00 a.m. – 11:45 a.m. Lunch Bunch is from 11:45 -1:40 and includes lunch and extra play and curriculum time. The Yellow class is from 11:45 a.m. – 6:00 p.m. (or until you pick up) and includes lunch, the license required nap and regular preschool curriculum.

Only children who have signed up for Early Care may come to school before 9:00 a.m. All others should arrive at 9:00 a.m. when classes begin.

Children who are in all day school may be in Early Care 7:00-9:00 a.m., a preschool class Red, Green, or Blue from 9:00-11:45 a.m., and then the Yellow Class 11:45 a.m.-6:00 p.m.

Parents need to be sure children are picked up on time:
11:35 Red, Green 11:30, Blue 11:40
1:40 p.m., Lunch Bunch
6:00 p.m., Yellow class

*There is a $1.00 per minute fee for children who are picked up late. Parents will be asked to sign a Late Pick-up form and the fee is due in the office by the end of the following business day. The expectation is that parents will not be late.

CANCELLATION OF SCHOOL/SNOW POLICY

The Lab School follows the decisions of the Kirkwood R-7 School District with regard to school closure due to inclement weather. If the Kirkwood School District is closed due to inclement weather, the Lab School will be closed. The Lab School will not contact you regarding school closure if Kirkwood R-7 has announced their closure. Closing due to inclement weather is considered an "Act of God" and no refunds will be given on tuition. The Lab School reserves the right to cancel afternoon classes due to inclement weather. Parents will be contacted by email in the event that afternoon classes are canceled.

RELEASE OF CHILDREN

On the bottom of the "Application for Admission" form, every parent completed a section which indicates who is authorized to pick up his/her child. If there is to be a change in the person who will pick up a child, we would like to be notified in writing when you drop off the child, or in extreme emergencies, by telephone**.** It is assumed that anyone listed as "Person(s) Authorized to Pick Up My Child" has the authority to do so at any time. However, we would prefer to have word from the parents (written or verbal) so there are "no surprises" and authorization forms do not have to be checked at pick up which is a very busy time. A picture ID may be requested to confirm identification. Parents may come to the office anytime to update information.

SICKNESS/HEALTH

State law requires that immunization or exemption forms must be on file by the first day your child attends. Your child will not be admitted to school if one of these forms is not on file. In accordance with Licensing requirements, the parent or guardian of a child enrolled in or attending The Lab School

may request notice of whether there are any children enrolled at our facility with an immunization exemption on file. If you would like to request this information, please contact the Director, and the information will be provided to you. Please note, the name or names of individual children are confidential and will not be released. Our response will be limited to whether or not there are children enrolled at our facility with an immunization exemption on file.

Following a documented exposure of a communicable disease, children who are not immunized will be required to stay home from school for the entire incubation period of the disease, as regulated by St. Louis County Health Department. No tuition refunds will be made for these absences from school.

A health form signed by a physician and dated within 12 months of the first day of attendance must also be on file within 30 days of the first day of attendance. We will check all of the medical forms for allergies and other health concerns, but would also suggest you speak directly to your child's teachers to alert them to the issues and proper care of your child.

Children with congestion or a runny nose with a constant discharge, whether clear or not, should not be in school. A child who has a regular cough, acts lethargic or "weepy" because they obviously do not feel well should stay home. Children with a 100.3 degree temperature, diarrhea or vomiting must go home immediately and should stay at home until they are fever- free, diarrhea-free, vomiting-free for 24 hours. If a child gets sick at school, the parents will be called. Since sick children must be isolated, it is important for someone to pick up the child right away, whether it be the parent or another designated adult. Parents or their designee will sign an Illness Form upon pick-up. If you send your child to school ill, the other children are exposed to colds and viruses. It is assumed that when your child comes to school, he/she is well enough to participate in the entire day's activities including going outside to play. There are no provisions for keeping a child inside while the rest of the class goes out to play.

When your child is ill, we will follow the Missouri Department of Health regulations regarding school attendance unless we have a note from your child's physician stating that your child is not contagious and can return to school. (The illnesses listed below are the ones that we often deal with at school.)

Illness	**Conditions Child May Return to School**
Fever (for any reason)	Fever free for 24 hours
Common Cold	Fever free for 24 hours, no excessive coughing
Strep Throat	At least 24 hours after beginning the medication, fever free for 24 hours
Chicken Pox	All lesions have to be crusted, generally day 6 after onset of rash
Pink Eye	Approval in writing from physician needed
Head Lice	Proof of treatment with NIX (or other medication), delousing of personal articles, be "nit free"
Fifth Disease	Approval in writing from physician needed

If your child contracts any communicable disease, please let us know so that we can notify other parents. Notices will anonymously advise parents of the presence of illness, the symptoms and other relevant information. We need to do this for the sake of the other children and our pregnant mothers. Also, please call the office if your child is sick and will be absent from school.

MEDICATION

Medication can be administered at school. However, parents will be required to sign a medical authorization form available in the office. Medicine must be in the original container with clear labeling of the child's name and dosage to be administered. In addition, the label should show the name and strength of the medication. A written record of the medicine administered will be kept. **All medication should be brought to the office and stored there. No medication is allowed in the classroom or in backpacks.**

No medicines containing fever reducers (such as aspirin, Tylenol, acetaminophen or ibuprofen) will be administered at school without a doctor's written instructions saying what the dosage should be and that the child can be in school.

Please note: lip balm and sun screen are considered medicines by Licensing. They cannot be in the possession of your child and cannot be administered without a completed medical authorization form.

ACCIDENT/INJURY PROCEDURE

When an accident occurs, the teacher/s will first take care of the child by treating the injury (soap, water, band-aid, ice), taking the child to the office for treatment there, or calling 911 and/or administering first aid (no medicine can be used) or CPR, if needed. After the child has been taken care of, the teacher who witnessed the accident or was most involved will notify the office of the injury.

The Director and/or Administrative Assistant will be made aware of the injury and the cause when the child is brought to the office for medical attention or when they notify them via walkie talkie. Parents are called if the child seems to be terribly upset and cannot be calmed, or if there are any marks which might alarm a parent at the time of pick up. Parents are also called if there is uncertainty regarding the nature of the injury or involvement of a tooth or possible stitches being needed. Please be sure all home, work, cell, and local emergency contact numbers are up-to-date

Please note that Licensing regulations state that no medicines, ointments, etc. or EpiPen can be administered to any child unless the parent has completed a Medication Administration Form.

TOILET LEARNING

The program is licensed for children who are potty trained. All children who attend are expected to wear underwear (pull-ups and diapers are not allowed). Our expectation is that children are "independent" in the bathroom. Independent bathroom skills include: recognizing when there is a need to go, getting onto the toilet, wiping, pulling up appropriate clothing, flushing, and washing hands. Teaching staff will talk children through the process. Teaching staff will regularly remind children to use the bathroom and take class bathroom breaks to assist in children being successful with toileting. Children who have a toileting accident at school will be immediately changed into clean clothing. Parents will provide extra clothing.

Parents of children who frequently have toileting accidents (3 accidents) will be required to keep their child home from school for a period of one week to work on toileting skills.

After the one-week period the child may return to his/her regular attendance. The parent will again be asked to keep their child home from school for a period of one week if the child continues to have frequent toileting accidents (2 accidents). Teaching staff will keep parents informed of all concerns and

will conference with parents as needed. Decisions concerning enrollment will be addressed and decided on by the Director following the second week out. Tuition will not be refunded for any absences due to the toilet policy.

I have read and understand the Toilet Policy of The Lab School. I understand that my child must be independently potty trained by the first day of school to begin.

Carpool Drop Off and Pick Up Procedures (New this school year)

You may enter the parking lot from any entrance. This school year all children will be dropped off and picked up outside in our carpool lane. Our carpool drop off and pick up lane is in the back of the building. Carpool drop off and pick up procedure times will be announce the week before school begins.

CAR SAFETY INFORMATION

It is the responsibility of the parents/guardians to transport their child/children to Lab School and get your child out of the car. Parents will hand the child off to the teacher at carpool drop off. The teacher will sign the child in at drop off. All cars should go through the carpool line with the exception of walkers, so staff can safely attend to the children waiting, and to attend to the children they are unloading. You can authorize another parent whom you know to pick up your child or to watch your other children in the car, once you notify the office.

OUTDOOR PLAY

Our outdoor playground provides the children with important gross motor experiences. It is, therefore, a daily part of our curriculum unless it is raining or extremely hot or cold. We follow the Children's Hospital guidelines for extreme temperatures. Please dress your child for outdoor play. It is our assumption that if a child is well enough to be at school, he/she is well enough to go outside.

WINTER - Temperatures include wind chill
32 to 90 degrees - Children can stay out for an unlimited amount of time.
20 to 32 degrees - Children can stay out 10-15 minutes.
10 to 20 degrees - Children can stay out 5 minutes.
10 degrees or below - Children should not go outside.

SUMMER - Temperatures include heat index
Up to 90 degrees - Children can stay out indefinitely.
90 to 100 degrees - Children can stay out with sunscreen and plenty of water.
100 degrees or above - Children should not go outside.

CLOTHING

Please dress your child comfortably so that he/she can freely engage in all activities, especially the very messy ones. Please bring a change of clothing to leave at school during the first week of your child's attendance. We discourage wearing sandals, Crocs, flip-flops, or cowboy boots; rubber-soled shoes provide better support and are safer for climbing and playing on the playground. If your child has trouble getting his/her fingers into gloves, you may want to consider mittens.

TOYS FROM HOME

Generally, toys should be left at home. (Yellow Class children may bring a cuddly toy for nap time that will stay at school.) Talk with the teachers if you have a question or concern regarding this. We do feel strongly that no toys should be brought to school. It is our policy that no toy guns or gun play will be allowed at school.

SNACKS

Peanut-free and sesame free snacks are served in each classroom. If a child is here all day, that child gets a morning and an afternoon snack, as well as lunch. Because of the safety factor, we do not serve popcorn or other choking hazard food to the children.

LUNCH

Children enrolled in extended day (Yellow Class) or Lunch Bunch receive a catered meal which meets Licensing regulations for nutritional values. The lunch menu is sent home at the beginning of the school year, and is posted on the website. Unless children have a diagnosed medical condition, which precludes them from eating food items from our menu, or religious reasons require that specific food cannot be consumed, all children will be offered menu items only. Dietary exceptions must be given in writing to the office. Per Licensing, a confidential list is maintained of food allergies. Meals are social occasions where manners and conversations are encouraged. Children are encouraged to try all items, and place the food on your plate.

SNACK/LUNCH

Before lunch and snack, teachers will choose from the following to share as a community:

We are thankful for the world so sweet.
We are thankful for the food we eat.

Thank you for the food today,
it will help us grow and play.

BIRTHDAYS

Birthday snacks will not be allowed due to licensing food regulations. We encourage each child to celebrate his/her birthday at school. For summer birthdays, we suggest having a half-birthday celebration. Each child will receive a birthday crown and the class will celebrate him/her/ Please do not send birthday party invitations to school.

SCHOLASTIC BOOKS

We participate in the Scholastic Book program. Your child will come home with an order form each month, and you may choose to order or not order books. It is a good way to increase your child's library. Checks for the books should be made out to Scholastic Books. This is not a fundraiser for the school, but we do gain points that can be used as credit for books to enhance our library.

PHOTO PERMISSION FORM

Your child's picture or work could be used for publicity or educational purposes. We will ask for a written waiver to allow us this use. If you prefer that your child's picture or school work not be used, please make sure we have this written statement on file (Photo Permission Form). No children's names will ever be published.

STUDENT TEACHERS/VOLUNTEERS

There may be times when there are student teachers, or college students observing within the classrooms.

PARENT PARTICIPATION

We consider The Lab School to be an extension of, not a separation from, the home. We welcome and encourage parent participation in the classroom. We invite parents to share their talents and family traditions with their child's classroom. Please schedule these special days with the classroom teachers. All parents are asked to fill out a "Parent Participation" form so that we know how you would like to be involved in your child's school experience. We thank you in advance for all of your work and support.

PARENT-TEACHER CONFERENCES

Parent-Teacher conferences are held in October and March. Parents have an opportunity to sign up or a daytime or an evening conference.

YEAR END REPORTS

Parents will receive a Year-End Report. This report is divided into the four domains of the Project Construct philosophy. There are two forms of the report; one is for the younger children, and one is for the older children. Written reports of children's development will be mailed at the end of the school year.

FRIENDS OF THE LAB SCHOOL

This is the parent fundraising arm of The Lab School. FOTLS plan social activities as well as fundraising events. This is a good way to become active in the school and to meet many wonderful people. Serving as committee chairs or working on committees gives you an opportunity to get to know the parents of your child's school friends. Networking with other parents serves as a great way to provide play dates for your child. Donations of your time and talents are much appreciated, and monetary donations made to The Friends of The Lab School are tax deductible.

SCHOOL SOCIAL EVENTS AND FUNDRAISERS

- SOCIAL EVENTS– A room parent organizes a class play-date before the beginning of the academic year for each class, Red, Green, and Blue. The social chair provides the sweet treat for the back-to-school picnic. FOTLS organizes the Queeny Park Hayride.

- FUND THE NEED-To raise money to help specific items the staff are requesting for the school year. Previous items that we have gratefully received through Fund the Need are playground monkey bars, new books for our library, a painted obstacle course on the playground, a new balance beam for the playground, cozy coupes, new swing set materials, and most recently our in-house science field trip program.

- FUNDRAISERS
  ANNUAL TRIVIA NIGHT & AUCTION – This event is scheduled Spring semester. This evening includes trivia rounds, drinks, lots of fun, best decorated table prize, silent auction items, and several raffle items.

Although the school relies on fundraisers to help cover operating expenses and scholarships, they are also wonderful social events. Mark your calendars, get your babysitters, and plan to participate. You will have fun!

SPIRITWEAR

There are numerous spirit-wear items that can be purchased at school. Identify yourself and child with the Lab School community by owning some of these wonderful items. T-shirts, hats, tote bags, sport's blankets, are some of the items that are available. Get in the spirit and show your pride in the school!

CHILDREN WITH SPECIAL NEEDS POLICY

The Lab School welcomes children with a variety of gifts and needs. We know that children with diagnosed special needs deserve the best in quality education, but we also know that The Lab School is not equipped to meet all these needs. We will indeed accept children with special needs, but the school reserves the right to accept these children on a case-by-case basis. Our licensing requires that all children must be toilet trained and independent in the bathroom before they attend. All written material about the child should be shared with The Lab School so that the school may make informed decisions concerning acceptance and may properly plan for each child.
The classroom teachers will conference with the parent to set up an educational plan to be used at the school. If the parents do not comply with the plan or, if after a reasonable trial, the school feels unable to meet the needs of the child, the school will recommend the child be withdrawn.
The Director, in consult with the teaching staff and parents, will determine whether a child needs a shadow. To maximize the educational experiences for all Lab School children, there can be no more than one shadow per classroom. The hiring of the shadow will be done by the Director. The salary of the shadow will be borne by the parent.

Periodically, there are children who have undiagnosed special needs. Any time after a child's attendance, the school reserves the right to: (1) conference with the parent; (2) recommend evaluation procedures; (3) devise an educational plan; and/or (4) require a full evaluation by an outside agency in order to remain in the program. After a full evaluation, the parent must agree to follow the recommendations of the evaluation team and agree to follow the educational plan. If the parents do not comply or if after reasonable trial the school feels unable to meet the needs of the child, the school can require that the child be withdrawn from the school.

STAFF/SCHOOL AND FAMILY DIFFERENCES POLICY

If a disagreement occurs between parents and staff, the parents and teacher/s should try to resolve it at that level. If either party does not feel the problem situation was alleviated, the Director may be consulted. Parents and teachers may ask for private consultations with the Director to explain the concern, however, ultimately a discussion with all parties will probably be needed to resolve the problem or misunderstanding.

It is hoped that all parties involved recognize that each one separately has the welfare of the child as the prime focus, and even though there may be differences in philosophy and approach, all are doing/suggesting what is best for the child. The goal of the meeting of all parties will be to create a working relationship which will prove beneficial for the child's progress/well-being in the school.

The ultimate decision regarding the situation will have to be made by the Director, and in some situations, in consultation with the President of the Board of Directors of The Lab School.

CHILD ABUSE AND NEGLECT POLICY

It shall be the policy and covenant of The Lab School to do everything in our power to prevent physical, emotional, or sexual abuse against children who patron The Lab School or activities sponsored by The Lab School. We are covenant to be aware of our legal responsibilities and to comply with those responsibilities and go beyond those responsibilities when necessary to act justly in the best interest of those who have been abused or those who are most vulnerable to abuse. Lab School employees are mandated reporters. Being mandated reporters, staff members must report any situations of suspected child abuse or neglect to the Child Abuse and Neglect Hotline. **(800-392-3738)**

If a staff member is accused or suspected of child abuse or neglect, the situation will be thoroughly investigated and all reporting activities set forth by government, State and Federal regulations will be followed. The staff member will be put on immediate involuntary leave until the incident is investigated and resolved. The Director and President of the Board of Directors of The Lab School will follow all procedures as required and detailed in The Lab School Staff Manual.

EMERGENCY PLAN

The preschool conducts monthly Fire drills, quarterly Tornado drills and other emergency response drills as needed. The Lab School has an extensive Emergency Plan which includes policies for sheltering in place, and lock down procedures. In the event of an emergency evacuation, you will be notified.

FIELD TRIPS

The Lab School does not transport children. We do take walking field trips. Parents will be notified when such field trips are planned. There will always be a minimum of two staff members on each trip.