Welcome

Welcome to the Shirley G. Moore Laboratory School Handbook. The Lab School has been serving the Minneapolis and St. Paul communities since 1925. We believe that the Lab School offers something very special in early childhood education: a program that focuses on fostering the individual uniqueness of each child as well as the benefits that come from being part of a community of learners; a program that focuses on fostering each child’s creative spirit as well as their cognitive and intellectual development; and a program that is bubbling with enthusiastic teacher candidates, offering the children their own excitement for learning and creative approach to “learning how to teach.” We hope all who become part of our community are nourished by the creative energy present and our deep care and concern for the well-being of all children.

With warm regards,

The Lab School Staff
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PURPOSES OF THE LABORATORY SCHOOL
The Shirley G. Moore Laboratory School is sponsored by the Institute of Child Development and the College of Education and Human Development at the University of Minnesota. The Institute has been a focal point of research and child study since its inception in 1925 and the Lab School has made a substantial contribution to this effort. The primary functions of the Laboratory School are:
1. Demonstrating best early childhood practices and providing an optimum educational setting for preschool children;
2. Training teachers of young children at both the undergraduate and graduate levels, and
3. Serving as an active center of child study and research.
The school provides a wide range of experiences for children as well as for students majoring in early childhood education, early childhood special education, child psychology, elementary education and other related fields. Tuition revenues are its primary means of support. Some University support is given with the understanding that the school fulfills the training and research needs of the College of Education and Human Development.

LICENSEING
The Lab School is licensed by the State Department of Human Services. It meets all licensing regulations as stated in Chapter 9503 of Minnesota State Law. The telephone number of the Department of Human Services licensing division is 651-296-3971.

THE STAFF
Each class is staffed by a Lead Teacher and two or three teacher candidates. The Lead Teacher remains with the children through the entire school year and the teacher candidates change twice per year, about every 15 weeks. The adult-child ratio is generally 1:6. All of the lead teachers have Master’s degrees, are highly knowledgeable about child development and are experienced in working with young children in classroom settings. In the event teacher candidates are not available, well-qualified assistants will be hired.

In addition to the classroom teachers, administrative and support staff are here to make your experience at the Shirley G. Moore Lab School successful. We believe the most important quality of the staff is their warmth and sensitivity to the needs of young children and their families. We emphasize collaborating with parents to make the transition from home to school enjoyable for everyone.
STAFF DIRECTORY

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HISTORY AND PHILOSOPHY

The Shirley G. Moore Laboratory School is one of the oldest laboratory school facilities in the United States. It has been in continuous operation as a University and community resource since 1925 and, through the years, has been integral to the programs of the Institute of Child Development as well as the College of Education and Human Development. In June 1987, the University Board of Regents renamed the facility in honor of Professor Emeritus Shirley G. Moore’s significant contributions to the field of early childhood education. During Professor Moore’s 13 years as Director of the school, it became widely known as a research laboratory and a center for the training of early childhood educators.

The primary purposes of the program have long centered on demonstrating exemplary early childhood education practices, preparing teachers of young children, and serving as an active center for child study and research. As a demonstration site, special attention is paid to the quality of the preschool program and the degree to which it reflects the growing knowledge of cognitive, social, emotional, and physical development of the young child and the current best practices in the field. The philosophical orientation of the school is based on socio-cultural (i.e. children learn from others in their social world) and constructivist theories (i.e. children create their own meaning from their experiences) and the community-oriented practices of the schools of Reggio Emilia, Italy. The essence of these theories and practices is that children are viewed as agents of their own learning, they learn best in the context of real experiences that are relevant, meaningful and matched to their developmental abilities and in environments where they have warm, nurturing relationships. Several decades of brain research supports these theories and practices as well. We know that "brain compatible" learning is when children have "hands-on, minds-on, and feelings-on" learning experiences.

In each classroom children are provided with a carefully planned, rich environment where they can explore and experiment as well as utilize the knowledge that they have already acquired. Teachers carefully observe children as they play, supporting and extending their thinking, recording and documenting their interests, skill level and developmental achievements, so they can continually keep track of children’s progress. They also use some interactive or direct teaching strategies in order to introduce or highlight something new, promote discussion, or reinforce children’s learning. The focus of the educational component of the program is to facilitate children’s sense of wonder, curiosity and delight in learning as well as their acquisition of inquiry skills, knowledge about the world and a beginning framework of academic concepts.

Each team of teachers plans curriculum on a weekly basis, which brings together the elements mentioned above: a focus on extending children’s interests so they are excited about what school has to offer; another focus on fostering children’s developmental skills and abilities such as social skills, self-confidence and emotional well-being, motor skills, creativity, reasoning, problem solving, memory, language, etc.; and an equally important, but sometimes not obvious, emphasis on concept development.

Because we firmly believe that young children (under the age of eight) learn best when they have a sense of control over their environment and are actively involved in determining what and how they learn, adults who are accustomed to teaching and learning consisting of adults delivering all of the academic content directly to children via "instruction", have to look closely to see the math, literacy, science and social studies embedded in the daily play activities of the Lab School. The academic content is rich and real and rooted in everything the children do. Did you know that one of the most important things we can do to help children get ready to read is talk with them? Children develop an understanding of how language works both oral and written, when they have the opportunity to talk with others about real and interesting experiences. New vocabulary words come alive with meaning when they are introduced in context. Singing songs, reading stories, playing rhyming games, having opportunities to notice print in the environment, and having their words and stories written down are all powerful ways to help children make the connection between the spoken and written word.
Children learn about number and math operations best when they have many sets of interesting objects to examine, sort, match, order and count. Interested adults (teachers) who are paying attention step in and talk with children about what they are doing and thinking, as well as point out or introduce something new, thereby helping to bring children’s conceptual knowledge to a conscious level where they can remember and apply what they know in new situations. Many opportunities to use their beginning knowledge about numbers are planned for and watched for during the day, so teachers can support it. Counting how many Cheerios are on your napkin; creating a pattern on your pegboard, telling the teacher why you put all of the orange pigs in one pile and all of the blue horses in another in your block barn; going step-by-step through the "getting ready to go outside" dressing chart; measuring two cups of flour for the cooking project: this is the real math of preschoolers.

While children are engaged in fun, self-directed activities at school, they are observing, examining, touching, smelling, talking, listening, testing their ideas, relating to others and mastering tasks. And throughout all of this activity, the groundwork is being laid for every academic content area that children will be asked to tackle in the not-too-distant future.

**Assessment Policy**

The Shirley G. Moore Laboratory School uses the Work Sampling System® (WSS®) for assessment in the preschool classroom and the Ounce Scale in the toddler classrooms. These assessments are used to guide curriculum development to meet individual child, classroom community, and program goals and support children’s interests and needs. As described in the teacher manual, “Its purpose is to assist teachers in documenting and evaluating students’ skills, knowledge, and behaviors using actual classroom-based experiences, activities, and products.” (Work Sampling System Teacher Manual, 2013)

The WSS® domains align with the Lab School program goals in the areas of social-emotional, cognitive, language/literacy, physical, and creative development. During the class day children are observed in several areas of development three times per year in the fall, winter, and spring. Each child’s assessment material will be kept in a password protected digital format or in a secure file in the teacher’s office or classroom.

Observations are shared with families during conferences and families are encouraged to contribute to the process with their reports and examples of the child’s behaviors and work outside of school. In addition to the WSS®, a short 2-4 page narrative developmental summary of each child is completed during the winter/spring of each year that gives a brief overview of their development. If through observations a developmental screening or referral for diagnostic assessment is suggested, teachers will communicate directly with families in person or via telephone to discuss resources in their area. Assessments will be made available in the family’s home language upon request.

**Program Goals**

Goals for Social-Emotional Development

- Create a warm, safe, and nurturing climate where children feel valued and accepted unconditionally as important members of our classroom community.
- Establish relationships with a sense of trust and security in the classroom: child-child, child-teacher, and teacher-teacher.
- Establish routines, rules, and guidelines in the classroom that are clear and consistent.
- Encourage and support autonomous/independent action and thinking: problem-solving, decision-making, and self-help skills.
• Create opportunities for children to initiate and sustain play with a variety of peers and develop friendships, learning strategies for social problem solving and dealing with conflict.

• Facilitate children’s development and use of play skills (initiating play, maintaining and extending play, turn-taking, negotiation, and compromise).

• Guide children toward increases in positive self-control, the ability to tolerate frustration, and social cognition.

• Facilitate children developing a positive self-concept, self-worth, and competence.

• Increase children’s awareness and ability to identify, and appropriately express their own feelings and emotions.

• Promote children’s willingness to try new experiences and take social and emotional risks.

• Develop children’s empathetic awareness of others’ feelings, understanding of how one’s actions and words affect others, and how to respond appropriately to the needs and feelings of others.

• Facilitate children’s emerging awareness and positive acceptance of their own and others’ gender, ethnic identity, and culture.

Goals for Cognitive Development

• Foster in children a love of learning and a willingness to take intellectual risks.

• Facilitate children’s ability to attend and persist in cognitive tasks, develop their working memory and cognitive flexibility (i.e. executive function skills).

• Encourage children to engage in exploring, touching, manipulating, investigating, questioning, and discovering the world around them.

• Facilitate children’s interaction with materials and people, constructing knowledge and developing higher-order thinking skills, which lay the foundation for specific academic skill acquisition.

• Provide an environment rich in concrete objects, materials, and hands-on experiences so the children will have opportunities to gain first-hand knowledge and build meaning through the use of the five senses.

• Support children’s ability to relate observations, experiences, ideas, and feelings to others through conversations, dramatic play, painting, modeling, construction, and creative movement.

• Encourage children’s engagement in beginning mathematical, logical, and scientific higher-level thinking skills: 1:1 correspondence; matching/discriminating; part/whole relationship; quantifying (more/less, some/all, many/few, counting, etc.); grouping; classifying; ordering; observation skills; predicting; hypothesizing; cause/effect relationships; conserving; convergent/divergent thinking; measurement; spatial concepts; time concepts; and remembering/recalling.

• Increase knowledge of and abilities to use symbolic and representational systems such as numbers, alphabet letters, signals, signs, gestures, and facial expressions through engaging in role-taking as well as using dramatic play props, art media, blocks, books, paper/pencils, etc. to recreate or stand for another object or event.

Goals for Language/Literacy Development
• Help children become competent language users by expanding vocabulary and awareness of words, expanding the use of expressive language and mature speech patterns, and increasing listening and receptive skills.
• Encourage the social use of language through discussion and exploration of ideas, conversations, stories, games, and music experiences.
• Facilitate the ability to use language for various forms of communication: expressing needs, asking questions, getting and giving information, establishing and maintaining relationships, expressing feelings/thoughts/emotions, interpreting and reasoning about events, creating imaginary scenes, and playing with words and sounds.
• Encourage awareness of and beginning facility with the alphabetic principle, phonemic awareness and the relationship between speech and print.

Goals for Physical Development

• Encourage children to enjoy and enthusiastically engage in physical activities in both indoor and outdoor environments designed for large motor activity.
• Expand and enhance children’s physical abilities in fine motor coordination such as manual dexterity, eye-hand/eye-finger coordination, and object manipulation/control through increased participation and skill in activities such as using writing utensils, cutting with scissors, stringing beads, placing pegs in holes, etc.
• Expand and enhance children’s physical capabilities in large motor coordination: walking, running, jumping, hopping, pedaling, throwing, catching, kicking, climbing, and dancing.
• Develop children’s physical fitness: balance, coordination, endurance, strength, flexibility, and perception.
• Facilitate children’s management of relaxation and calming techniques to soothe themselves.
• Provide opportunities for children to become aware of and comfortable with their bodies: labeling parts, identifying functions, learning how bodies move through space, and participating in movement activities for enjoyment and creativity.
• Help children develop a willingness to take safe physical risks.

Goals for Creative Development

• Facilitate children’s curiosity and enjoyment of investigating new/unfamiliar situations, people, and materials.
• Facilitate children’s expression of unique and individual thoughts, ideas, and feelings through self-expressive, open-ended materials and activities, including, but not limited to, drawing, painting, sculpting, modeling, singing/playing musical instruments, moving/dancing.
• Encourage children’s interest in and enjoyment of fantasy and imaginative play.
• Foster novel use of resources and enjoyment of responding creatively to problems while reinforcing independent thinking and individuality.
• Increase children’s flexibility in thinking about events, materials, activities, and people by trying new things, making a guess, creating new ideas, etc.
• Encourage children’s enjoyment and expression of humor.
SAMPLE DAILY SCHEDULE

8:30 – 8:45am or 12:30 – 12:45pm         Arrival
   During this time children receive a brief health check from the Director. The teachers greet
children and parents. Children put their belongings in their cubbies, wash their hands, and select an
activity to begin their day.

8:30 – 9:05am or 12:30 – 1:05pm           Exploration Time and Gym
   During this time, children may choose from a number of activities made available for the day.
This time may include, but not be limited to: art, math, science, problem solving activities, books, blocks,
dramatic play, cooking, construction activities, large motor play and sensory activities such as play with
water or sand.

9:05 – 9:25am or 1:05 – 1:25pm             Large Group Time/ Class Meeting
   This is a time where the whole class gathers for a meeting. Teachers plan and orchestrate a variety
of experiences that build community as well as concepts and skills. These may include music and
movement experiences, stories and dramatizations, concept development and, as the children are ready,
group discussions.

9:25 – 10:15am or 1:25 – 2:15pm             Activity Time/ Small Group Projects
   Children and teachers play together in learning centers throughout the classroom. Teachers
observe, facilitate and support children's play and interactions with intention. At times during the year,
children are ready to explore and inquire about topics of particular interest in small groups. This can
occur daily as a short focused activity group during Activity Time or more formally as a Small Group
Project. During Small Group Projects 5-7 children meet one to four times per week, depending on
scheduling and age of group, with one of the teachers to study a topic. Small group projects may include
but are not limited to: examining books and literature, drawing and using a variety of art media,
conducting experiments, watching and discussing relevant videos, taking field trips, recording and
analyzing data and participating in guided discussions.

10:15 - 10:25am or 2:15 – 2:25pm           Cleanup, toileting and hand washing

10:25* – 10:50am or 2:25* – 2:50pm         Snack
   This time is used for informal conversations and community building, concept development and
learning games, as well as having a nutritious snack.
*As the year progresses, some classes will incorporate snack into playtime (“open” snack), where children
choose to sit down and eat whenever they are hungry.

10:50 – 11:15am or 2:50 – 3:15pm           Dressing and Outdoor Play
   Children choose from a variety of activities in the outdoor learning environment including
climbing, running, digging, biking, woodworking, role-playing and exploration in the natural world.

11:15 – 11:30am or 3:15 – 3:30pm           End of the day story time and departure
   Whole class story time, goodbyes and parent-staff communications as children are picked-up.
NOTE: Because the Lab School is a half-day program, naps and rest are not part of the daily schedule. Should a child need rest, they can rest on the classroom couch or in the school office.

**SUMMER SCHOOL**

The Shirley G. Moore Lab School offers short summer sessions. The summer programs are distinctly different from the regular school year program, as they focus on giving children the opportunity to be outside as much as possible. Several of the regular staff teach in the summer. Our Summer School curriculum focuses on fostering children’s connections to nature. Since the 2005 publication of Richard Louv’s book, *Last Child in the Woods: Saving our Children from Nature Deficit Disorder*, educators around the globe have begun a movement to connect children to the earth and its wonders. Our commitment during the summer program is to get children outdoors, actively exploring and getting to know the natural world around our school. The indoor classroom spaces are set up without the usual “toys” that children play with all year long. We emphasize the use of open-ended, creative materials such as blocks, clay, paint, sand, water, and of course thematic role-play, to stimulate the children’s imaginations and connections to the natural world. The daily schedule emphasizes long periods of uninterrupted playtime where children can play outside. We provide a nutritious snack each day and plan to eat outside whenever weather permits. We encourage children to engage fully with the natural materials that are available (sand, dirt and water.) Children can bring a swimsuit or other “water-friendly” clothing and an old towel that can get dirty. Our intention is to clean children up each day before pick-up, but they will very likely need more cleaning when they get home! We typically go on several excursions to explore natural environments in the community.

**WHAT CHILDREN SHOULD WEAR TO SCHOOL**

Comfortable, sturdy, washable clothing permits children the necessary freedom to participate in all school activities without undue concern for spills, spots, rips and tears. Shoes that are firmly attached to feet allow for safe, confident movement. Pants or shorts are much less dangerous than dresses for jumping and climbing. Smocks are provided for painting, water, and other messy activities, but accidents do occur. **Children should have an extra set of clothing, to be left in their cubby.**

Clothing that is easily managed by the children encourages self-help and independence. Many toileting accidents are prevented if children can unbutton or pull down pants without a struggle. **Parents must supply diapers and disposable wipes if their child is not toilet trained.**

**OUTDOOR PLAY**

Children will have the opportunity to play outside every day, unless extremely cold, hot, or rainy weather or high levels of air pollution limit outdoor time. Children must be dressed appropriately to avoid discomfort. **To avoid lost items, children’s belongings should be clearly labeled.**

Our general policy is that all children who are in school will go outside if their class goes outside. If you do not want your child to go outside following a bout of illness, you may come early to pick up your child at the time the rest of the class goes outside.

If your child experiences ongoing respiratory distress when exposed to very cold air, please obtain a written note from your child’s doctor indicating the reason why your child cannot participate in outdoor play and specific temperature guidelines for us to follow. The Director will supervise children who are not able to go outside until they can join the rest of their class for inside dismissal or they are picked up.
FIELD TRIPS

Field trips outside of the Lab School are a regular feature of the curriculum and a component of the teacher-training program. Walking trips are often made to campus facilities early in the school year, and as the year progresses, teachers begin to take advantage of various community resources. The primary mode of transportation for community field trips is city or campus buses. We occasionally rent a school bus for multi-class trips.

TOYS FROM HOME

Toys brought from home present special problems for the child and the staff. Prized possessions are very difficult to share and often get lost or broken. For these reasons, bringing toys from home is discouraged. If your child’s adjustment to school could benefit from having a transitional object from home, please discuss this with your child’s teacher to aid in making a good choice that will be easily managed by your child and the teachers.

CELEBRATING HOLIDAYS AT SCHOOL

The Lab School staff believes that the most developmentally and culturally appropriate approach to celebrating holidays is to allow families to determine for themselves how they wish to interpret and celebrate holidays at home. We believe that preschool children need time to come to know and understand how their own family celebrates holidays and then as their experience in the world broadens and their ability to understand abstract concepts increases, they will have a personal context to interpret the significance of specific holiday stories, legends and symbolism in a way that fits into their family culture. We hope to provide a place where children and families can share what happens at home and revisit events, rather than add to the anticipation and over-excitement that is typical of “holiday celebrations” at school. Therefore we do not celebrate holidays at school in a way that adds any expectations for children or families to participate in special holiday activities. We do welcome families to share traditions and special customs that make their holiday celebrations meaningful at home. If you wish to do so, please talk to your child’s teacher in advance so that he or she may plan accordingly. If you have objections to your child’s participation in such celebrations, please talk to your child’s teacher so that arrangements may be made for your child.

NUTRITION PROGRAM

A mid-morning or mid-afternoon snack is served daily. Food that is served at the Lab School is meant to provide a healthy, nutritious boost for children’s growing bodies. We believe that young children are capable of making healthy food choices if they are exposed to a wide variety of nutritious and delicious foods. In light of current recommendations by the USDA we emphasize healthy, low fat (no trans-fats), low sugar (no high fructose corn syrup), whole grains, fresh fruits and vegetables, hormone and antibiotic free dairy products, non-peanut nut butters and frequent opportunities to participate in preparing food from scratch.

**Due to the number of children who have severe or life-threatening peanut allergies, peanuts, peanut butter and all products containing peanuts and peanut oil are not served at school AND SHOULD NOT BE BROUGHT FROM HOME.

Food from Home/ Birthday Snacks

Parents who wish to provide their child’s class with a special snack for their child’s birthday or for any other reason may either bring commercially prepared food or arrange with the teacher to prepare something with the children at school. Minnesota Department of Health regulations require that food that has been prepared at home may not be served to the children. We ask that families consider our nutrition guidelines, stated above, when providing a snack for their child’s classroom.
many parents restrict their children’s sugar intake, we discourage the sharing of highly sugared treats. The preferred birthday snack for all classrooms is 100% all-juice popsicles with no artificial sweeteners. Your cooperation and understanding is appreciated.

Special Dietary Needs

Please supply detailed information on the Health Information Form in the enrollment packet about any allergies or dietary restrictions your child may have. Teachers should also be informed at the preadmission visit of any foods a child may not eat. If a child’s diet is seriously limited, parents may be requested to provide snacks for their child. Information supplied on Health Information Forms will be kept confidential in the school office and released upon written request from the child’s parents or legal guardians or when requested by regulatory agencies.

Food Safety

- To avoid the possibility of choking, children under 4 are not served whole nuts, grapes, hot dogs, popcorn, raw peas, hard pretzels or chunks of hard food larger than can be swallowed whole.
- Due to the number of children who have severe or life-threatening peanut allergies, peanuts, peanut butter and all products containing peanuts and peanut oil are not served at school AND SHOULD NOT BE BROUGHT FROM HOME.
- Children are required to remain seated while eating. Staff will sit with children during snack times.
- Children will not be allowed to chew gum or to eat candy during class time, unless there is a medical reason for doing so.
- Toddlers do not carry cups while walking or crawling.
- Any food with an expired date is discarded.

On-site Food Preparation

All staff and children will wash their hands before and after preparing, handling or eating any food. Tables and equipment used for serving and eating food will be cleaned, rinsed and sanitized before and after eating. Eating and cooking utensils will be properly cleaned and sanitized with a commercial NSF sanitizer. The floor of food service areas will be properly swept and cleaned after each use and sanitized daily. Any equipment used for food preparation or food service is kept completely separate from toileting and diapering procedures and equipment.

TEACHER TRAINING

A major function of the school is the training of teachers of young children. Teacher candidates are undergraduates in the Early Childhood Education: Foundations Program or graduate students in the Early Childhood Teaching Licensure/M.Ed. Program. Students are typically assigned to teach with a Lead Teacher for 15 weeks. During this period, the Lead Teacher works with the students to help them develop teaching competencies. As part of their experience teacher candidates plan, implement and evaluate individual and small group activities. They are also expected to assume the responsibilities of the Lead Teacher for two weeks during the term. Thus the curriculum in each classroom reflects the interests and needs of these students, as well as those of the Lead Teacher. It is assumed that the training aspect provides for innovative and enriched programming for the children enrolled.

PROJECTS AND DOCUMENTATION

Project work has become an integral part of the curriculum for both the children in our program and the teacher candidates who are learning how to teach. When teachers notice that a group of children is
interested in a particular topic or that a group of children could benefit from some more focused time with a teacher, a group project is initiated. As teachers prepare to begin a project with children, they are asked to do a web of possibilities, gather relevant resources to inspire the children, and develop a set of questions to ask the children that could open up a dialogue about what the group will “do.” Teachers are prepared to record and document what happens in the group meetings. These materials are referred to by the team of teachers, as well as by the group itself, to help plan a series of relevant and meaningful experiences with which to begin and carry out throughout the life of the project. For the teacher candidates this is a challenging and significant part of their education. As the projects evolve teachers attempt to provide a balance of interesting, meaningful experiences based on the children’s interests as expressed daily, as well as experiences that would support the acquisition of new knowledge and skills. As a part of the project, teachers create documentation pages, which are intended to capture and make visible the children’s thinking as well as the learning that is occurring.

When we take the time to record children’s words, save and carefully display their work and photograph their focused engagement we are giving them a powerful message. The process of documentation gives children the message that we take them seriously. It tells them that they have something worthwhile to contribute. It tells them that we value their ideas. All of these messages contribute to their sense of accomplishment and self-confidence as capable learners. When teachers make children’s thought processes visible through their documentation, they are promoting children’s metacognitive skills (thinking about thinking). When children talk about their thinking and their learning, they learn better and they learn more. Talking about “what they know” elevates children’s understanding from merely intuitive to fully conscious. Knowledge that is fully conscious can be retrieved and applied in meaningful ways.

When teachers make the effort to document, something similar happens. Teachers may intuitively know that children are thinking and learning as they play and participate in teacher facilitated experiences. However it is when we document children’s words, save and carefully display their work and photograph their focused engagement that we elevate our awareness and understanding of the full impact an experience has had on children’s development from intuitive, to fully conscious. When teachers are fully conscious of how their actions as a teacher impact children’s learning and development we become more effective teachers. We are able to see more clearly how children learn through play. We can communicate to parents how children learn through play. And we become better at facilitating children’s learning through play.

The goal of documenting is to capture and make visible children’s interests, ideas, theories, learning and their learning process. Even pre-verbal children have ideas and theories about the world, but they are limited to non-verbal means of communication. Through photographs, samples of children’s work, direct quotes from the verbal child and teacher’s interpretive comments, documentation "tells the story" of the children’s experience participating in the project. Documentation is not a direct assessment. Rather it is an illustration of the power and richness of children’s learning in the context of relevant, meaningful activity. It is a record, shared in a visual way that others can understand, of what happened in the shared experience focusing specifically on the children’s attempts to master a skill or concept and the process of this effort; on children’s involvement and persistence in making discoveries and solving problems; or how children worked together to reach a common goal.

**RESEARCH**

Research is another major purpose of the school and families who attend the school are expected to consider participating in various research projects throughout the year. Faculty and graduate students from the Institute of Child Development or other departments within the University conduct these research projects.
Observation booths are located adjacent to each classroom. These booths are used by graduate students and faculty conducting naturalistic observations, and by students enrolled in courses in Child Psychology or Education, as well as parents and community people. Although the booths are small, the staff would like to encourage parents to observe and give feedback to the classroom teachers. Name and time of entry must be indicated on forms provided inside the observation booth. These forms are used to tabulate the profile of observers and to provide other pertinent statistics. Parents are welcome to observe at any time classes are in session.

At the beginning of the school year, parents are asked to sign a permission slip allowing their child to participate in the research program. For certain research projects, this general permission is not adequate. In that event, parents are requested to sign another form allowing their child to participate in a specific research project. Parents may opt out of specific projects if they choose to do so. While parents may request that their child not participate in a particular research project, it is expected that all parents of enrolled children will consider each project and that all children will be participants in studies involving observation.

Any faculty member or student sponsored by a faculty member who wishes to use a research population in the Laboratory School should follow the procedures listed below.

1. Pre-review by the Shirley G. Moore Lab School
   a. Read the description of research procedures covered by the general consent (Form: Procedures Covered by General Consent.) If your study falls within these parameters then you will not need to obtain individual written consent from the parents. If they do not, then individual consent will be required. Whether or not they fall within the procedures parents have consented to will be determined during pre-review.
   b. Complete the Request for Research Population (RFRP) form
   c. If your study will involve observations, review the Observation Procedures Handout form.
   d. Return the completed RFRP form to the Lab School Administrative Assistant. The Lab School Director and Lab School Study PI will review the RFRP, and a decision will be shared within two weeks.

2. Once you have been notified of the results of the pre-review, complete your IRB application. Include in your application the following forms to facilitate IRB approval.
   a. Letter from SGM Lab School agreeing to participate and indicated the level of consent required. You will have received this letter with your notification of approval following your pre-review.
   b. SGM Lab School form Description of Research Procedures for SGM Laboratory School.
   c. Copy of most current copy of the Parental Research Consent form.

3. Finalized Approval and Coordination with SGM Lab School
   a. Submit information on IRB approval to the Lab School Administrative Assistant and arrange a meeting with the Lab School study PI and Lab School Director to review the research protocol and get any help needed to ensure children will want to participate in the study.
   b. Download Steps for Conducting Research in the SGM Lab School
c. Each member of the research team that will be in the classroom or will have direct contact with children (this does not include individuals who will only be observing from the booths or one way mirrors) must contact the Lab School Administrative Assistant to schedule a Department of Human Services (DHS) background study at least 10 days prior to their being in the classroom/contact with children. The cost of the background study is $29.10 per person. Payments must be made via cred/debit card; your laboratory or departmental purchasing card can be used for this purpose. Note that ICD seed funds may cover these costs for ICD student research (contact the research committee).

d. Once step “c” is completed and the start of data collection is determined in consultation with the Lab School Director, the approved RFRP and parent letter will be distributed to all families whose children may be part of the research pool.

e. Create a flyer on 8.5 x 11 paper with the name of the Principal Investigator or sponsoring faculty member and names and photos of all members of the research team who will be collecting data at the Lab School. Submit the poster to the Lab School Administrative Assistant. This flyer will be posted on the parent bulletin board along with a copy of the approved RFRP.

4. Progress Reports and Study Completion

a. Researchers are required to keep the SGM Lab School apprised of the progress of their study. If the only participants are SGM Lab School children, a copy of the annual report to the IRB will suffice. If the SGM Lab School children are a subset of the children in the project, supply the annual report to the IRB plus additional information on SGM children’s participation.

b. Researchers are required to report the SGM Lab School Director any adverse events occurring as part of the project and to supply a copy of the information sent to the IRB plus any communication from the IRB regarding the incident.

c. Researchers are required to inform the SGM Lab School when data collection on the project is completed.

d. Researchers are required to supply a general description of the findings of the study to be sent to the parents. The information may also be used by the SGM Lab School in its reports to the IRB and in its newsletters to parents and staff.

e. Although not a requirement, the researchers are strongly encouraged to arrange to meet with the parents and/or staff to report on the study to results of the study.

Typically 4-6 research studies are conducted in the Lab School in a year, but may not include all classrooms. It is expected that most children will participate in some sort of research project by the end of the year. However, the welfare and comfort of any child is foremost. Most children do seem to enjoy these novel experiences. A list is kept of how often each child participates and it is posted in the classroom. Before studies are initiated, a summary (i.e., Request for Research Population) is sent home to all families in the participating classrooms. All studies are also posted on the Parent Bulletin Board, which is located in the Lab School hallway. Parents having questions, concerns or wishing to opt out of a specific study may contact their child’s teacher, the Program Director, or the faculty member conducting the project. Parents will also be informed each time their child participates in a (non-observational) research project by receiving a note at the end of the day.
*Individuals (i.e., teachers, students, faculty and researchers) who provide direct contact services to children have had criminal background checks conducted by the Minnesota Department of Human Services and complete a Confidentiality Statement. An individual, such as a classroom volunteer who has not undergone a background check will be supervised at all times and not left alone with children.

THE HOME/SCHOOL PARTNERSHIP

The Lab School is a place where children, families and staff work and learn together with the hope of enriching each other’s lives. Active parent involvement in all aspects of our program is essential to achieving this goal. When parents are actively involved in their child’s school children feel valued and experience the security and comfort of continuity in their world. There are many opportunities for communication, collaboration and participation throughout the school year. We encourage parents to take full advantage of being part of our community!

Here are some of the ways teachers will communicate with families:

- **A home visit or classroom visit** will be scheduled for all children and their families during the two weeks before the fall session begins or prior to enrollment for families entering later in the year. The purpose of this meeting is to allow the child and parents to become acquainted with the teacher and begin to establish a trusting relationship. It also gives parents and teachers an opportunity to exchange information.

- **Lead Teachers will schedule conferences** in October and February. These conferences give parents and teachers the opportunity to meet privately and share information about the child’s overall development at home and at school. In October, parents and teachers work together to establish goals addressing each child’s cognitive, creative, social, emotional and physical development. In February, lead teachers provide parents with a written summary and assessment of their child’s growth and development. A parent or a teacher may also initiate conferences at any time during the year.

- **Brief daily communication** can take place at drop off and pick up times. Plan to take time periodically for a brief discussion of your child’s activities at home or at school. *As the arrival and departure of children are busy times for teachers, you are encouraged to arrange a phone call, e-mail contact, or a conference for more lengthy discussions. Please allow 24 hours for a response from a teacher during the week and 48 hours on weekends.*

- **Weekly plans** for each class are posted on individual classroom pages on our website and/or sent home via email and posted outside of each classroom.

- **Weekly updates** are posted on classroom pages by both lead and teacher candidates. These updates include documentation of what happened during the past week and illustrate the value of the play that is the heart of our program.
OPPORTUNITIES FOR PARENT INVOLVEMENT

Class Participation

Parents may visit and/or observe their child’s classroom at any time the program is in operation. Parents are also welcome to use the observation booths to observe other classes. Involvement in the classrooms can be spontaneous and informal or arranged on a regular basis. Some examples of ways parents participate in the life of a classroom are: facilitate special activities, share a special talent or interest, accompany the class on field trips, come in and prepare snack with the children and read stories. Each lead teacher will have his or her own style of organizing parent involvement and will initiate this as soon as the group of children has adjusted to the new school year. Parents may also take the initiative and contact their child’s teacher about specific preferences for getting involved. We ask that parents consider that while their presence in the classroom is valuable and welcomed, we want to strive for a balance of giving children support and helping them achieve a sense of self confidence and independence while here at school. Volunteering or visiting too frequently may interfere with children’s ability to create a social network and feel the competence that comes along with managing school on their own.

*Special considerations when coming into the classroom with a younger sibling.*

Although it is optimal for parents to arrange to participate in class activities without younger siblings, we recognize that many of our families have babies, toddlers or young preschoolers at home. While this does not prohibit parental participation in the classroom, it does present some challenges for teachers as well as for other children, and can decrease the special attention that parents can give to their enrolled child, which is the primary benefit of volunteering in the classroom. We do not have a universal policy about accommodating younger siblings in classrooms when parents are volunteering. Each situation is considered unique and should be discussed and arrangements agreed upon by the lead teacher and the parent before the actual visit. The temperament, personality and activity level of each child are important variables to consider when determining the feasibility of a sibling spending an extended time in the classroom. In order to avoid accidents and upsets we ask that parents coming in to the classroom with babies, toddlers or young preschoolers, at any time of the day (including arrival and departure times) remember the following:

*Many of the children enrolled in our school come from families with babies or toddlers at home. It is not unusual, under those circumstances, for a preschooler to feel uneasy about having a baby or toddler at school (which is their special place).*

*Teachers are responsible for the enrolled children in the classroom. Watching over and intervening in situations with a visiting sibling takes away from their ability to do their job.*

*The classrooms are not designed for very young children and contain many potential safety hazards. Parents must stay close and supervise their younger children at all times UNLESS they have made prior arrangements with the lead teacher.*

Lounge Area

There is a lounge located behind the Lab School kitchen that is shared by teachers and families. Because this is the only conference space available, teachers may at times request that parents use the couches in the hallway. Coffee and tea are available in the kitchen. Please feel free to help yourself. For safety reasons, hot beverages are not allowed in the classrooms when children are present.

We request that all people using the lounge assume responsibility for putting toys away and generally keeping it in order. Custodial help is not responsible for lounge areas.

All-School Committees
1. Parent Association of the Lab School: Parents can make a significant contribution to the school by participating on the PALS. This group meets 3 times per year and supports the school by organizing fund raising events, creating opportunities for community building and socializing, and supporting classroom teachers. Any interested parent may participate in this group. The PALS Bylaws are included on the following page.

2. Room Parents: With the Lead Teacher, the Room Parents help coordinate events for the classroom. For example, they may help facilitate communication with families, welcome new families who join the class, help children create “goodbye gifts” for departing teacher candidates, help with classroom projects, and help with field trips. In addition, Room Parents are asked to attend the three official PALS meetings each year as a classroom representative.

3. Lab School Operations Committee: This committee makes school policy decisions and makes up the search committee for hiring new staff, when needed.

All-School Social Events
Throughout the year there are many opportunities for families to get together with staff and other Lab School families. We continually strive to offer opportunities that match families’ interests and schedules and will be meaningful. During school events please supervise your children closely. Staff will be engaged in facilitating the event. Some all-school social events from recent school years included the:
- Back-to-School Play Date at Van Cleve Park
- Family Creativity Night
- Gym Jam Fundraiser for large motor equipment
- Spring Soiree for adults, to benefit the Lab School’s scholarship fund
- All-School Camping Trip
- All School End-of-the-Year Celebration with the Teddy Bear Band

Parent Education
The Lab School has a Parent Educator on staff. We offer informal parent discussion groups during the day and evening, as well as occasional opportunities to hear “experts” speak on topics of interest. A parent library is located in the hallway seating area with a variety of books that can be checked out. Both the Director and Parent Educator are available to discuss parenting concerns on an individual basis.

PARENT ASSOCIATION OF THE LAB SCHOOL (PALS)

Statement of Purpose
The purposes of the Parent Association of the Lab School shall be to advise and assist in the functioning of programs, policies, activities and functions of the Shirley G. Moore Laboratory School. The Parent Association of the Lab School:
1. Serves as a mutual support for staff and parents;
2. Stimulates communication between the parents and the staff;
3. Represents parent concerns from each classroom;
4. Advises on the establishment of priorities and the resource needs of the school; and
5. Supports the enriching social and educational experiences in the school to help all children develop their physical, mental, and social potentials.
Participation

The Parent Association is open to all parents of Laboratory School students and shall ideally consist of a minimum of one parent from each classroom. These members are the voting members. The non-voting members are the Director of the Lab School, a staff representative, and at least one representative from the teacher candidates (when possible).

Officers

Officers are elected in May to serve for one year. The officers are chair and vice-chair, and a recording secretary.

1. The chair will preside over all meetings, call special meetings as needed, and plan the agenda with the vice-chair and the Director.
2. The vice-chair will preside and plan the agenda with the Director in absence of the chair. She or he will notify the members of the meeting.
3. The recording secretary records the minutes of the meeting and lists people in attendance.

Meeting Time

The meetings shall be open to all parents and will be held at least once each semester. The first meeting will be held approximately during the third week of school fall term.

Motions

Requirement for passing a motion will be a simple majority of those voting members present.

Responsibilities

1. Determine and establish various committees according to need at the beginning of the school year.
2. Facilitate functioning of various committees.
3. Advise on policy recommendations.

PARENT GRIEVANCE PROCEDURE

A parent who has a grievance or complaint about some aspect of the program should first try to settle the grievance directly with the teacher or other adult involved. If the conflict is not resolved, the grievance should be discussed with the Director of the Lab School. In the event that the conflict remains unresolved, the parties concerned may have the issue discussed at a Parent Association of the Lab School meeting where a recommendation will be made to the Lab School Staff.

ENROLLMENT POLICIES

Enrollment in the Lab School is open to the public and is for the entire academic year. The Laboratory School, as a program of the University of Minnesota, is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Once a child is admitted, it is expected that the child will continue until he/she is of kindergarten age.
Currently enrolled families
In filling vacancies, priority is given to children currently enrolled in the program and their siblings.

In determining placement for the multi-age morning classes, priority is given to children currently enrolled in that class time, eligible siblings who will be concurrently enrolled, and children who will attend kindergarten the following school year. Remaining vacancies are filled using a lottery system from the pool of re-enrollment requests received by the January 31 deadline.

Placement in the 2-year old classes is determined based on age. Priority is given to eligible siblings of currently enrolled children.

Current families will be sent information about re-enrollment and sibling enrollment in mid-January. Re-enrollment and sibling enrollment requests must be returned by January 31 in order to be considered for fall enrollment. Families will be notified of their placement in early February and a $200 per child non-refundable enrollment fee is due by February 15.

New families
Within the pool of applications from new (non-currently attending) families, enrollment priority is given to children of previously enrolled families, as well as to achieving a balanced age, gender, and race/ethnic mix among enrolled children. Remaining openings are filled by random drawing from the pool of applications received November 1 through February 28. Applications not selected during the initial enrollment period will be included in a random drawing for wait list positions. Wait listed applications will remain active throughout the school year, and parents/guardians will be contacted if a space becomes available. All final placement decisions are made by the school staff and are contingent upon the adjustment of the child.

There is a $75 per child non-refundable application fee. The school must receive this fee in order for an application to be considered. The application fee covers administrative costs and does not guarantee placement at the Lab School. If the fee presents a financial hardship or you receive state (Think Small, CCAP) or University child care funding, please contact Amy Pieren at piere001@umn.edu for information about a fee reduction or waiver.

Parents/guardians of children selected will be notified by March 31. A $200 per child non-refundable enrollment fee is due within 10 days of the placement offer. If the enrollment fee presents a financial hardship or you receive state (Think Small, CCAP) or University child care funding, please contact Amy Pieren at piere001@umn.edu for information about a fee reduction or waiver.

Tuition Payment
Tuition is charged on an annual basis for the academic year and must be paid by the date indicated on the invoice. Each family is responsible for paying the yearly tuition regardless of their child’s daily attendance. There is no reduction in tuition for days a child is absent or days the school is closed. Customer accounts will be assessed a $15 late payment fee after a 10-day grace period. Spaces may be forfeited or reassigned if a balance remains unpaid for more than 45 days. Tuition will be billed in 9 equal installments, due August through April. Families may also make arrangements for one annual payment if preferred. The first tuition payment must be received by August 15 or your child’s space will be forfeited.

Tuition Assistance
Need-based tuition assistance for 20 – 50% of tuition cost is available for families who qualify. Eligibility is determined based on household size using the Federal Poverty Guidelines for the most recent tax year according to the chart below. Lab School scholarships are provided through the generosity of donors. Unfortunately funds are limited and some families that qualify may not receive assistance.
Tuition and Groups - 2018-2019

Two-day morning class
This group meets two mornings per week and it is requested that parents remain with the child until the teacher and parent feel the child is able to stay comfortably on his or her own.

Ages: 2.0 – 2.5  Group size: 14  Tuition: $2,610 per year

Three-day morning class
This class meets three mornings per week.

Ages: 2.6 – 3.0  Group size: 14 - 16  Tuition: $3,850 per year

Multi-aged classes
These classes meet either five mornings or three afternoons per week.

Ages: 3.0 – 5.0  Group size: 18 - 20  AM Tuition: $5,845 per year
                  PM Tuition: $3,665 per year

Classroom Placement Policy and Procedures

The staff and administration of the Lab School believe that the placement of individual children in classes is an essential component of creating a positive learning environment for all children. With this in mind, all staff meet together before school begins to discuss the best placement for each child. The variables that are considered when placing a child include child and group characteristics, and family needs and preferences.

The child characteristics that are considered include the following:

1. Identified abilities in each developmental domain
2. Identified interests
3. Temperament
4. Activity level
5. Existing peer relationships
6. Gender
7. Ethnicity

<table>
<thead>
<tr>
<th>% of Poverty Level</th>
<th>Scholarship Award</th>
</tr>
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<tbody>
<tr>
<td>At or below Poverty Level</td>
<td>50% tuition reduction</td>
</tr>
<tr>
<td>150% of Poverty Level</td>
<td>45% tuition reduction</td>
</tr>
<tr>
<td>175% of Poverty Level</td>
<td>40% tuition reduction</td>
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<tr>
<td>200% of Poverty Level</td>
<td>30% tuition reduction</td>
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<tr>
<td>250% of Poverty Level</td>
<td>20% tuition reduction</td>
</tr>
</tbody>
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The Lab School also accepts MN Dept. of Human Services childcare assistance (CCAP) and Think Small Early Learning Scholarships. More information about these programs can be found on our website at: http://lab-school.umn.edu/enrollment/tuition/
8. Age

Group characteristics that are considered include:

1. Potential playmates for each child (new and old)
2. Maintaining a balance of ages, gender, and ethnic composition
3. Maintaining a balance of new and returning families (i.e., known and unknown child characteristics)
4. Maintaining temperament and activity balance
5. The potential synergy of the group

Family needs and preferences include (but are not limited to):

1. Morning or afternoon placement
2. Economic considerations
3. Family needs (e.g., another child in the program, car pool requirements, child care needs, etc.)
4. Preference of family for a particular teacher or with a particular child

A parent request is considered only one variable among many. Often children gain a great deal from a new placement in a familiar setting. One of our primary goals is to provide manageable cognitive, social, and emotional challenges and to assist children (and adults) in the development of constructive strategies for dealing with these challenges.

With this in mind, the policy of the Lab School is to require that preferences for a specific teacher be in writing and addressed to the Director of the program. Any specific issues that parents believe should be taken into consideration should be included. However, there is no guarantee of a particular placement.

**CHILDREN WITH SPECIAL NEEDS**

Our program uses an early childhood inclusion model wherein young children with and without disabilities play, develop and learn together. Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The Lab School enrolls children with special needs (i.e., those children with a generally recognized and persistent physical, mental, or emotional disability) whenever feasible for the child and the school. Most children with special needs who are enrolled in the program are referred by county or state agencies such as a public school district, but parents may enroll their child providing they submit an appropriate statement from their child’s physician or a referring agency, indicating the child’s needs, and any program modification necessary for the child’s use of the program. The school and/or family must obtain the assistance of a qualified consultant prior to the child’s enrollment. In cooperation with the family and consultant an Individualized Education Plan or Individual Family Service Plan and a child care service plan will be developed to meet the child’s individual needs.

**Contracted Services through Minneapolis Public Schools (or other school districts)**

It is important to note that the school district is the client, with the children and families being the recipient of services provided by the Lab School. If a child who has been receiving special education services from a school district while at the Lab School becomes ineligible or no longer qualifies for service through their school district, then the Lab School will, as a courtesy, offer the family “priority” enrollment (i.e., when there is an available slot, it will be offered to the family). However, if a child is on
an Individual Education Plan, but the family refuses services from the school district, the Lab School would treat the enrollment as it would any new enrollment request.

**LEAVE OF ABSENCE**

Enrollment in the school is expected to be for an entire school year. No placement will be held without special arrangements and full tuition payment.

**WITHDRAWAL FROM THE LABORATORY SCHOOL**

Parents must notify Amy Pieren, Administrative Assistant (piere001@umn.edu) if they plan to withdraw their child. *One month paid notice is required.* Tuition refunds are dependent upon this notification. *The enrollment fee is not refundable.* Tuition will be deducted for the amount of time the child has attended school, plus the one-month notification period.

**SECURITY ACCESS CARDS**

A security card is required to access the Lab School outside of pick-up/drop-off hours and to access the Observation Booths at any time. Parents and caregivers should have their card every time they come to the school. The Lab School doors will be unlocked during drop-off: 8:30 - 8:45 for a.m. classes and 12:30 - 12:45 for p.m. classes. The doors will also be unlocked during pick-up: 11:15 - 11:30 for a.m. classes, and 3:15 - 3:30 for p.m. classes.

Families will be issued up to two access cards free of charge. Additional cards can be purchased for $30 per card and can be obtained in the future as needed. Cards will be distributed to new families during the first week of school. Parents may choose to occasionally transfer their card to a trusted caregiver or relative who needs to access the school outside of pick-up/drop off times. However if a family member or caregiver needs regular access to the school, please request an additional card for that person.

Current employees or currently enrolled students can use their U Card to access the school. U Cards issued 2008 or after will work with the new security system. The U Card office will issue a new card at no cost to holders of cards issued pre-2008. If one or more members of a family wish to use a U Card to access the school, please contact the Administrative Assistant to obtain a U Card Access Request form.

Families should retain their cards as long as their child(ren) attends the Lab School, including the summer if the family has a child returning in the fall. Families leaving the Lab School and not returning should turn their cards in to the school office on or before their child’s last day of school. Cards not returned within 30 days of a child’s final date of attendance will be considered lost and a $30 replacement fee will be charged. *This fee is automatically charged to the customer’s account after 30 days and cannot be removed.*

The University of Minnesota Department of Central Security has been given the following information: the parent/guardian’s first name, last name, and the card numbers issued. Central Security is not given the names of children attending the school or any personal contact information. When a person accesses the school using a card the card number is recorded and these records are maintained on a private, virtual server. The following is a statement from University of Minnesota Department of Central Security regarding retention and use of this data: “Careful consideration has been given to card access data retention. Card access data is retained for a three-year period, per federal requirements. This security data is non-public, protected under Minnesota Statute 13.37. An operational policy developed in collaboration with the University of Minnesota Faculty Senate Committee in 2005 clearly defines appropriate use of security data. This security data is only released for formal investigations by the
University General Counsel, Police, Office of Internal Audit, and Human Resources departments. We take privacy issues very seriously, please know that measures are in place to protect against misuse of this data.” The University of Minnesota Department of Central Security: http://www1.umn.edu/dcs/index.html

LAB SCHOOL HOURS

<table>
<thead>
<tr>
<th>Morning Classes</th>
<th>Afternoon Classes</th>
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<tbody>
<tr>
<td>8:30 – 8:45am</td>
<td>12:30 – 12:45pm</td>
</tr>
<tr>
<td>Arrival Time</td>
<td>Arrival Time</td>
</tr>
<tr>
<td>8:45 – 11:15am</td>
<td>12:45 – 3:15pm</td>
</tr>
<tr>
<td>Class Time</td>
<td>Class Time</td>
</tr>
<tr>
<td>11:15 – 11:30am</td>
<td>3:15 – 3:30pm</td>
</tr>
<tr>
<td>Pick-Up Time</td>
<td>Pick-Up Time</td>
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To help children adjust, class times and class sizes will be reduced during the first few days of school. Your child’s teacher will review the beginning of the year schedule with you to determine your child’s first day of school.

Arrival
Children should arrive at school at the appropriate time (8:30 – 8:45 am, or 12:30 – 12:45 pm). Before entry into the classroom children will be checked in by the Director. To ensure the safety of all children, please help children safety to a teacher before leaving. Parents must indicate who will come to pick up the child on the class roster located either at curbside or near the classroom door.

The school does not have the facilities or the staff to take care of children before the designated times. Until they are checked in, children are the responsibility of their parents and should not be allowed to wander in the room or play in the hall unsupervised. Because the curbside is a busy place, please be sure to supervise children closely. This policy includes siblings. Our insurance covers only enrolled children and only during school hours.

Departure
Because the curbside is a busy place, please be sure to supervise children closely at pick up time. It is important that children be picked up no later than 11:30am or 3:30pm. If a parent is late, a late pick-up fee will be assessed. If an emergency arises, parents should immediately contact the school office (612-624-9543) so that arrangements can be made for a member of the staff to stay with the child.

Late Fees
Because our Lead Teachers are responsible for instructing college students as well as working with the children in their classroom, it is imperative that children be picked up by the end of the scheduled departure time. A late fee will be charged anytime a child is picked up after: 11:30am for the morning groups and 3:30pm for the afternoon groups.

The late fees are as follows:

- Parent arriving 5-15 minutes late: $10 per child
- Parent arriving 16-30 minutes late: $15 per child
- Each additional 15 minutes or portion of: $20 per child

If parents are unable to pick up their child because of an emergency, they should contact the school (612-624-9543) as soon as possible so that arrangements can be made. Parents who are chronically
late will be asked to discuss the problem with the Director. Chronic lateness may result in exclusion from the school. **In all cases parents must, if late, pay the appropriate fee, which will be billed to their customer account.**

**When No One Comes to Pick Up a Child**

If parents have not picked up their child(ren) by 11:45 am or 3:45 pm and have not contacted the school, we will first try to contact the emergency contacts listed on the emergency contact and authorized pick-up permission form. (Please be sure that the numbers are kept up to date.) In the event no one can be reached and we have not heard from the parent within one hour of pick-up time, an emergency situation will be assumed and the University Police may be called.

**PARKING**

Parents who drive their children to and from school may drop their children off during the designated drop-off times or park in one of the spaces along the yellow curb on the right hand side of Shevlin Drive, after the designated drop-off time. Parking is not permitted along the yellow curb on the left hand side; cars parked there may be ticketed. There are also contract spaces directly in front of the building that are shared by faculty conducting research and parents transporting children. If an orange cone is placed in one of the spaces, it is reserved for research. It is imperative that this marker be honored. The spaces closest to Pillsbury Drive, alongside Pattee Hall (contract lot C48F), are individually contracted by non-Institute of Child Development faculty or staff and are not available to Lab School families. **Anyone parking in these spaces may be ticketed and/or towed.**

A parking permit will be given to all families at the beginning of each semester. This permit allows parents to park for only 20 minutes while dropping off and picking up their children and must be displayed in order to avoid being ticketed by the University Police. If you have two cars, you may pick up an extra permit. **The Lab School is not responsible for cars illegally parked.** **Infants and/or children should never be left alone in vehicles.**

For additional information, please refer to the detailed maps and letter regarding our parking policies that was emailed to families at the beginning of the school year or email Amy Pieren, piere001@umn.edu, for copies of these materials.

**AUTHORIZED PICK-UP**

Children can be released only to parents or to individuals designated by parents on the Authorized Pick-Up form or in a written note. **It is absolutely essential that parents notify us each time there is to be another arrangement. We cannot allow a child to leave with anyone without prior permission from a parent.**

If an unauthorized individual attempts to remove a child, they will not be allowed to take the child until the parent has been contacted and has given verbal permission. Any individual picking up a child may be asked to produce a picture identification card.

Parents are encouraged to form carpools. Children must be in car seats in compliance with Minnesota Law.

**UNAUTHORIZED/INCAPACITATED INDIVIDUALS OR PERSONS SUSPECTED OF ABUSE ATTEMPTS TO PICK UP CHILD**

No unauthorized person or person suspected of abuse shall take a child from the school. Children are released only to authorized individuals. If an unauthorized individual attempts to remove a child, they
will not be allowed to take the child until the parent has been contacted and has given verbal permission. Then the individual must:

- Provide I.D. in the form of a valid driver’s license or state I.D.
- Sign the checkout sheet, with staff documenting the time and the name of the individual providing authorization.

In the event that a parent or authorized person picking up a child is in any way incapacitated, staff will state firmly that it is not safe for that person to transport the child. Staff will ask for a name and number of someone who can safely transport them or use emergency contact information. Staff may also offer to call and pay for a cab for the incapacitated individual. If the individual resists staff’s efforts, staff will try to obtain the color, model, and license plate number of the individual’s vehicle. If possible, staff will obtain the individual’s intended destination as well. Staff will call the police department with this information and notify Child Protection Services and the Director immediately. Staff will document the incident and keep the information on file at the center.

The Lab School staff is mandated by law to report any suspected abuse to the Director and to Hennepin County Child Protection (612-348-3552) or to the Police (612-624-2677).

**GUIDANCE AND DISCIPLINE POLICIES**

The Laboratory School environment is designed to minimize the need for adult directives and to maximize children’s independence and cooperation. The curriculum is planned to promote positive and enjoyable learning experiences for the child and positive interactions between adults and children.

It is the belief of the Laboratory School staff that "guidance and discipline" is simply one aspect of facilitating a child's overall development. Issues related to guidance are thought to be a part of a total system of relationships and experiences that together produce behavior. The components of the system include:

1. The characteristics of the group of children (e.g., ages, general developmental issues, group size, etc.)
2. The characteristics of the adults (e.g., developmental knowledge, sensitivity, warmth, etc.)
3. The characteristics of the environment (e.g., the availability of developmentally appropriate materials and activities, temperature, space, etc.)
4. The characteristics of the particular child (e.g., cognitive level, social-emotional needs, temperament, energy, previous experiences and cultural background, etc.)

All of these components are intertwined producing a particular behavior from a particular child, with a particular adult and in a particular place. If something is going awry, we feel it is essential to examine all parts of the system for possible solutions; we do not assume the child has a problem. The adult may be expecting more than is possible, the environment may be too stimulating or not stimulating enough or the child may simply want to play with other children and not possess the skills necessary to accomplish this. By keeping this interplay of variables in mind and always attempting to ascertain the meaning in children's behavior, we work toward helping them meet their needs in socially constructive ways.

In our view, conflict between and among children is not only inevitable but also necessary. It opens the door to the viewpoints of others. It forces children to reexamine their own ideas in light of the ideas and responses of others. Through attempts to control and influence their environment, children learn what works and what does not and that other people often have different ideas and goals. Learning to resolve differences occurs through experience not simply talking about it.
The guidance policies of the Lab School are designed to:

- Ensure that each child is provided with a positive model of acceptable behavior.
- Be tailored to the developmental level of the children that the Lab School is licensed to serve.
- Redirect children and groups away from problems toward constructive activity in order to reduce conflict.
- Teach children how to use acceptable alternatives to problem behavior in order to reduce conflict.
- Protect the safety of children and staff persons.
- Provide immediate and directly related consequences for a child’s unacceptable behavior.

Our guidance goals are twofold: creating a warm and nurturing climate where all of the children and adults feel safe and accepted and secondly, guiding children toward the development of positive self-control. This second goal is a life-long process and one that is closely correlated empirically with cognitive development, self-esteem, self-awareness, and empathy. We work toward helping children like and value themselves and understand and care about the well-being and rights of other people as well as support their growing ability to focus and direct their own actions with increasing skill.

To accomplish these goals, the adults practice skills for achieving open, honest and genuine communication. These skills include active listening, sending non-judgmental messages about the effects of behavior, and problem solving in an open-ended manner without exerting unnecessary control over the outcomes. Positive contacts with each child during every session establish trust and set the stage for discussing feelings and behavior. Alternative behavioral strategies may be suggested to meet the children's needs. These strategies include redirection toward constructive activity, tutoring in constructive social strategies and providing immediate and directly related consequences for unacceptable behavior.

On very rare occasions, a teacher may feel it is necessary to remove a child from the group. However, an adult would remain with the child until he or she is ready to re-enter. The policy of the Lab School is one of ongoing discussions so that together parents and teachers can work out solutions.

**Persistent Unacceptable Behavior**

Procedures for dealing with persistent unacceptable behavior:

Teachers will:
1. Observe and record the behavior of the child and the staff response to the behavior, noting if there is a predictable pattern or if the behavior seems to occur randomly.
2. Inform the Director of the problem and solicit input from other staff.
3. Develop and implement a plan to address the behavior in consultation with the Director, the child's parents and other professionals when appropriate.
4. Conduct formative evaluation.

**Prohibited Actions**

Laboratory School policy prohibits the following actions by or at the direction of a staff person:
1. Subjection of a child to corporal punishment. Corporal punishment includes, but is not limited to: rough handling, shoving, hair pulling, ear pulling, shaking, slapping, kicking, biting, pinching, hitting, and spanking.
2. Subjection of a child to emotional stress. Emotional stress includes, but is not limited to: name calling, ostracism, shaming, making derogatory remarks about the child or the child's family, and using language that threatens, humiliates, or frightens a child.
3. Separation from the group (except as outlined in the next paragraph).
4. Punishment for toileting accidents or incidents.
5. Withholding food, light, warmth, clothing or medical care as a punishment for unacceptable behavior.
6. The use of physical restraint other than to physically hold a child when containment is necessary to protect the child or others from harm.
7. The use of mechanical restraints, such as tying.

Separation from the Group
A child six-weeks to 16-months-old must not be separated from the group as a means of behavior guidance. (Note: Children of this age group do not attend the Lab School.)

No child older than 16-months may be separated from the group unless the following has occurred:
1. Less intrusive methods of guiding the child’s behavior have been tried and were ineffective.
2. The child’s behavior threatens the well-being of the child or other children in the program.

When it is deemed necessary that a child must be separated from the group the following guidelines must be followed:
1. The child must remain within an unenclosed part of the classroom or in the hallway or office with the Director. The child must be continuously seen and heard by a staff person.
2. The child’s return to the group must be contingent upon the child's stopping or bringing under control the behavior that precipitated the separation.
3. The child must be returned to the group as soon as the behavior that precipitated the separation abates or stops.
4. Each incident which results in separation from the group must be recorded by the teacher and the report placed in the child's file.
5. Each incident must be recorded in a daily separation log and include the following information:
   i. Child’s name
   ii. Teacher/staff person’s name
   iii. Date; along with time in and time out
   iv. Information indicating what less intrusive methods were used to guide the child’s behavior
   v. Description of the behavior; how the child’s behavior continued to threaten the well-being of the child or other children in care
   vi. If a child is separated from the group three or more times in one day, the child’s parent shall be notified and the parent notification shall be indicated on the daily log, and
6. If a child is separated five or more times in one week, eight or more in two weeks, the procedures for persistent and unacceptable behavior listed previously must be followed.

GENERAL HEALTH AND SAFETY

Entrance Requirements
We are required by State Licensing Laws governing childcare facilities to have a completed medical examination form on file for every child enrolled in the program. **According to State Law, we must have this information before your child starts attending.** The information must also be updated
when a child moves from one age group to another. Information supplied on Health Information Forms will be kept confidential in the school office and released upon written request from the child’s parents or legal guardians or when requested by regulatory agencies.

As part of the medical exam, the State requires verification of:
1. Immunization for measles (Rubella and Rubeola)
2. Tuberculin screening test
3. Current data on other required immunizations (DPT, polio, chicken pox [varicella] and HIB)
4. Medical history on allergies and previous illnesses or injuries

Daily Health Services
A registered nurse serves as a consultant to the program. The Director checks the children upon arrival for symptoms of illness and is certified in First Aid and CPR. In addition, all lead teachers are required to be certified in first aid and infant/child CPR. To avoid the disappointment that would result from the child being excluded or sent home and to prevent the spread of infection to other children, parents are asked to observe their children before sending them to school and to keep them at home if they have symptoms of colds or other infections. (See “Exclusion of Sick Children” for guidelines, pg. 33)

Presence of Pets
Many teachers include animals as part of their classroom curriculum or may invite children to bring their pets to school for a visit. If this causes discomfort to you or your child, please bring this matter to the attention of your child’s teacher, and the necessary action or precautions will be taken.

If there are children or staff with animal allergies, the appropriate precautions will be taken. In addition, the Lab School has adopted the following guidelines for animals in school settings from the Centers for Disease Control (CDC):
1. Children will be closely supervised during contact with animals to discourage contact with manure and soiled bedding.
2. Hand-to-mouth contact (e.g., thumb sucking) will be discouraged.
3. Appropriate hand washing will be required.
4. Staff will be present to encourage appropriate human-animal interactions.
5. If feeding animals, only food for that purpose will be allowed.

HEALTH AND SAFETY PREVENTION MEASURES

General Injury Prevention
1. Children will be attended at all times by sight and sound.
2. Proper adult-child ratios will be maintained at all times, including indoors in classrooms and common spaces, outdoors, transportation, local walks, and on field trips.
   o Toddlers 21-36 months: 1:6, in a group size of 14
   o Toddlers 30-36 months: 1:1:8 in a group size of 18 and;
   o Preschool children 30-48 months 1:1:10 in a group size of 18-20.
3. Scissors and knives and other sharp objects will be kept out of the reach of children.
4. Rugs will have non-skid backing or be firmly fastened to the floor.
5. Spills will be wiped up immediately.
6. Children will be supervised while using equipment.
7. Staff will ensure to take precautions to prevent dislocated elbows while handling the children.
8. Precautions ensure that communal water play does not spread infectious disease. Children with sores on their hands are not permitted to participate in communal water play. Clean water is used, and the water is drained and changed before a new group of children comes to participate.
9. Doors have slow closing devices, door guards, and/or rubber gaskets on the edges to prevent finger injuries.
10. Fans used in classrooms are child-safe.
11. Solid stools are used for children to access the sinks.
12. Safety gates are used appropriately and are walked through and not over.
13. Cubby hooks are not at eye level or are inside a cubby area so they do not protrude at eye level.
14. Classrooms will be kept free of items that could cause tripping.
15. The school environment is maintained to reduce hazards from environmental exposure such as air pollution, lead, asbestos, or excessive noise.
16. Stairways will have handrails.
17. The program has and follows a set of “Biting Policies” (p. 42)

Supervision
1. All Children will be supervised in all areas of the school and outdoors
2. Teachers will supervise toddlers by sight and sound at all times
3. Teachers will supervise preschool children primarily by sight, but for short intervals by sound is permissible, as long as teachers check frequently on children who are out of sight (i.e. in the nook in room 20, in the toilet area, or in the caves beneath the observation booths)
4. Teachers should supervise children closely while climbing on outdoor play equipment, gym equipment, or any equipment or furniture where injury could occur.

Daily Safety Inspection
1. The staff will conduct daily inspections.
2. Classrooms, hallway, playground and other areas will be checked for potential hazards on a daily basis; all staff are responsible for this.
3. If equipment is found to be hazardous, it will be removed.
4. If a situation is determined to be dangerous, it will be corrected to assure the safety of the children.

Poisoning
1. Should accidental ingestion of a poisonous substance occur, staff will contact the Minnesota Poison Control Center at 1-800-222-1222.
2. All poisonous/hazardous substances are stored in the original container with intact label in a locked cupboard out of the reach of children.
3. All plants will be checked. If poisonous, they will be removed.
4. Lead paint will not be used on equipment, walls or toys.
5. Food is not stored near or next to poisonous/hazardous substances.
6. Any food with an expired date is discarded.
7. Aerosol sprays are not used in the presence of children.
8. The phone number of the Poison Control Center (1-800-222-1222) will be posted along with other emergency numbers in a prominent place.
9. Staff will be knowledgeable about Poison Control Center services.
10. Children will be taught poison prevention.

**Burns**
1. Center is smoke-free in accordance with the MN Clean Indoor Act.
2. All outlets will be covered with protective coverings.
3. Electrical cords will be kept out of the reach of children and when in use, children will be closely supervised.
4. Adults will strictly monitor all use of appliances in the classroom. The stove in the kitchen, when in use, will be supervised.
5. When the stove in the kitchen is not in use, the buttons that control the heating units will be covered so that it cannot be turned on accidentally.
6. Hot water that is accessible to the children in the classroom will be kept at 120 degrees.
7. Food will be checked before serving to children. Food should be warm, not hot.
8. Hot beverages are prohibited in the classroom when children are present.
9. Staff will protect children from over-exposure to the sun by using protective clothing, sunscreen with a signed permission form from the parents, and limiting the time in direct sunlight.

**Choking / Suffocation**
1. Plastic bags will be kept out of the reach of children. When discarded, they will be tied in a knot.
2. Toys will be age appropriate. Items that can be choked on will be removed.
3. All water play in the classroom and outside will be closely supervised.
4. No wading pools will be allowed.
5. All food given to the children will be age appropriate and/or cut into small pieces. Children will sit while eating.
6. Center will not use latex balloons for play. (Mylar balloons are acceptable alternatives.)
7. Children will be supervised in the bathroom.
8. An up-to-date choking poster is available in every eating area.
9. Drawstrings in outerwear are removed to prevent strangulation.

**Playground Safety**
1. The staff will teach children how to use play equipment properly.
2. Maintenance checks are done at the beginning of the play session by the staff and broken equipment will not be used until fixed.
3. The playground area is free from clutter and tripping hazards.
4. Staff will check slides for hot temperatures before using.
5. Playground equipment is appropriate for age and size.
6. The play area is fenced in and away from high traffic areas.
7. Equipment is installed over approved material with appropriate fall zone, which provides a safer place to fall reducing the severity of injuries.
8. Children will be supervised during play to ensure equipment is used appropriately.
Field Trip Safety

1. Written permission is obtained from each child’s parents before taking a child on a field trip. It must state that the parent has been informed of the purpose and destination and means of transportation. Parents must be informed at least one day in advance.
2. Staff will take emergency phone numbers for the child’s parent, the persons to be called if a parent cannot be reached, and the phone number of the child’s physician and dentist.
3. Most field trips will be walking trips or use bus transportation.
4. Lead Teachers are ultimately responsible for children in their groups and will inform teacher candidates of the process for keeping the children safe.
5. If a child is lost, the Director and the child’s parents must be informed immediately.
6. Lead Teachers must take a fully charged cell phone along on all field trips.
7. If an emergency situation arises (e.g., a flat tire), the Lead Teacher is responsible for calling school so that parents may be informed of the situation and they can make necessary arrangements.
8. If the Lead Teacher is absent, a field trip will most likely be cancelled or postponed. Occasionally another staff member may substitute for the Lead Teacher if appropriate.
9. All children will wear Lab School identification buttons, sticky labels or T-shirts – child’s name will not be displayed.

Pedestrian / Traffic Safety

1. Children will be carefully monitored when walking outside of school.
2. Children will be taught traffic safety.
3. No child will cross the street without a teacher/parent present. Children will not cross until the teacher tells them it is safe and crosses with them.
4. Children will be taught to stay with the group.
5. Cross with lights or in crosswalks whenever possible.

School Closing

If it is ever necessary to close the school, such information will be broadcast on WCCO and posted on their website. Parents will be notified via the One Call Now communications system and a special message will be recorded on the Lab School office voicemail (612-624-9543) as well.

In case of severe weather, our policy coincides with either St. Paul or Minneapolis Public Schools. If either system closes, so will the Lab School. WCCO will be broadcasting our closing, but you may safely assume that we are not in session if Minneapolis, St. Paul, or the University of Minnesota is closed. We close only in very rare instances; however, we encourage parents to use their own judgment in determining whether their child will attend. Obviously, you are the best judge of your particular situation.

Exclusion of Sick Children

A child with any of the following conditions or behaviors must be excluded from the Lab School. If a child becomes sick while at school, the child will be isolated from other children and the parent called immediately. If the child rides a bus, a staff member will stay with the child until a parent or authorized adult takes over. A sick child will be supervised at all times. The license holder must exclude, according to the Department of Human services, a child who has:
1. A contagious disease such as chicken pox, strep throat, mumps, etc. (as listed in the “Notification” section).
2. A temperature over 100° (orally).
3. An upset stomach, vomiting, or an intestinal disturbance with diarrhea.
4. An undiagnosed rash.
5. Sore or discharging eyes or ears, or profuse nasal discharge.
6. Unexplained lethargy.
7. Lice, ringworm or scabies that is untreated and contagious.
8. Bacterial infection until 24 hours of anti-microbial therapy is completed.
10. A child who requires more care than program staff can provide without compromising the health and safety of other children in the program.
11. An unvaccinated child susceptible to a vaccine preventable disease present in the school.

Children should be kept out of school for at least 24 hours after a fever, stomach upset, or commencement of taking an antibiotic. A child should remain home until she is able to participate in a normal school day, including outdoor play. If there are any questions, parents, should check with the Director prior to a child’s return (612-624-9543).

Notification of Contagious Diseases

We attempt to take all precautions against the spread of contagious diseases. According to a Minnesota State statute, parents are required to inform the school within 24 hours, exclusive of weekends and holidays, when a child is diagnosed by a source of medical or dental care as having one of the following contagious diseases.

Contagious illnesses will be reported to all parents the same day the information is received. The staff will send home a notice stating the illness, incubation period, early signs to watch for and exclusion recommendations. These notices will be updated with each new case of the illness. If a vaccine-preventable disease to which an unvaccinated child is susceptible occurs, the Lead Teacher or Director will exclude the child and contact parents promptly.

Cases, suspected cases, carriers, and deaths due to the following diseases and infectious agents shall be reported. The center will notify the Public Health Department and their health consultant within 24 hours should an occurrence of a “reportable disease” take place. A complete list can be located in the Lab School Health and Safety Manual.

MEDICATIONS

Whenever a child is to be given oral or surface medications, written authorization must be given by a parent. A separate form is needed for each medication; forms are available from the Director.

Medications must be in the original container bearing the original label with legible information. Any container not meeting these requirements will be returned to the parent for re-labeling at the issuing pharmacy. The unused portion of any medication is to be removed from school on Friday. Out-of-date drugs will be returned to parents.

If parents have given the school written permission to use nonprescription diapering products, sunscreen and insect repellents they will be administered by the Lead Teacher or Director only when deemed essential, and according to the manufacturer’s instructions. Only sunscreen with SPF 15 or higher and insect repellents containing DEET will be used. Staff will apply insect repellent no more than once a day.
Medications will be stored out of reach of the children. They will be kept in the School Office or in the refrigerator. The staff person administering the medication will initial and indicate on the form the name of the drug and the date and time administered; this information will be given to parents and kept in the child’s file.

If the occasion for giving a medication is at the parent’s discretion or if it is to be given without an expiration date (e.g., allergies), written authorization from the child’s doctor and the parent is needed.

Drug administration: the Director or the Lead Teacher will administer Medications with the physician’s and the parent’s written permission. When such prescribed medication is given, parents will be informed of the time it was administered.

PROCEDURE FOR ADMINISTERING FIRST AID

Any adult in attendance will administer immediate first aid if required and then transport the child to the School Office for further care. Your child’s Lead Teacher will administer most first aid. Plastic gloves will be worn when contact with body secretion is likely. Gloves will be discarded and hands of child and staff will be washed.

The staff will follow through with any necessary additional steps, e.g., notifying the child’s parents, arranging for the child to be transported.

BITING POLICY

Biting occurs in classrooms occasionally. The full policy can be found in the Lab School Health and Safety Manual and will serve as a guide to understand, prevent, and manage any biting incidents that may occur at the Lab School.

CHILD PROTECTION REPORTING

Any person may voluntarily report abuse or neglect. As professionals working with children in a licensed facility, Lab School staff are legally required or mandated to report known or suspected abuse or neglect of a child. All reports concerning suspected abuse or neglect of children occurring at the Lab School will be made to the Department of Human Services, Licensing Division’s Maltreatment Intake line at 651-297-4123.

Reports regarding incidents of suspected abuse or neglect of children occurring within a family or in the community will be made to the local county social services agency (Hennepin County Child Protection reporting line at 612-348-3552) or local law enforcement (Minneapolis Police Department at 612-348-2345 or the University Police Department at 612-624-2677).

Reports regarding possible violations of Minnesota Statutes or Rules that govern the Lab School should be made to the Department of Human Services, Licensing Division at 651-296-3971.

A report to any of the above agencies will contain information to identify the child involved, any persons responsible for the abuse or neglect (if known), and the nature and extent of the maltreatment and/or possible licensing violations. For reports concerning suspected abuse or neglect occurring within a licensed facility, the report will include any actions taken by the facility in response to the incident.

An oral report of suspected abuse or neglect made to one of the above agencies by a mandated reporter will be followed by a written report to the same agency within 72 hours, exclusive of weekends and holidays.

Definitions of maltreatment can be found in the Lab School Health and Safety Manual.

Failure to Report

A mandated reporter who knows or has reason to believe a child is or has been neglected or physically or sexually abused and fails to report is guilty of a misdemeanor. In addition, a mandated reporter who fails to report maltreatment that is found to be serious or recurring maltreatment may be...
disqualified from employment in positions allowing direct contact with persons receiving services from programs licensed by the Department of Human Services and by the Minnesota Department of Health, and unlicensed Personal Care Provider Organizations.

An employer of any mandated reporter shall not retaliate against the mandated reporter for reports made in good faith or against a child with respect to whom the report is made. The Reporting of Maltreatment of Minors Act contains specific provisions regarding civil actions that can be initiated by mandated reporters who believe that retaliation has occurred.

When an internal or external report of alleged or suspected maltreatment has been made, an internal review will be conducted and corrective action taken, if necessary, to protect the health and safety of children in care. The internal review will include an evaluation of whether:

• Related policies and procedures were followed
• The policies and procedures were adequate
• There is need for additional staff training
• The reported event is similar to past events with the children or the services involved, and
• There is a need for corrective action by the license holder to protect the health and safety of children in care.

The Director of the Lab School will complete the internal review. If the Director is involved in the alleged or suspected maltreatment, Elizabeth Criswell, Early Childhood Education Coordinator for the Institute of Child Development, will be responsible for completing the internal review. Documentation of the review will be provided to the commissioner upon request. Based on the results of the internal review, a corrective action plan will be developed and implemented to correct current lapses and prevent future lapses in performance by individuals or the license holder, if any.

EMERGENCY SITUATIONS

Emergency Medical Care

If a child becomes ill at school, the child will be isolated with an adult until the parent or an authorized adult arrives to pick up the child. If the child rides a bus, a staff member will stay with the child until a parent or authorized adult (not the bus driver) takes over.

Although serious accidents have seldom occurred, in the event emergency services are necessary, the University of Minnesota Hospital will provide such care. Parents and the Director will be notified immediately if emergency care is required. The parent or guardian is responsible for keeping the information on the emergency card up to date.

In the event of an accident creating a need for medical attention, the following procedures will be adhered to:

1. If immediate emergency treatment is indicated, we will contact emergency services (911). The child’s parents will be notified immediately. If the parents cannot be reached, staff will attempt to notify the parent-designated emergency contacts.
2. A staff member will remain with the child.
3. If less serious, the staff will administer the necessary first aid as well as contact the parent.
4. If a parent cannot be reached and a doctor’s services are necessary, the staff may contact the child’s source of health care listed on the emergency card.

All serious accidents are reported to the Director, logged in the Accident Log and reported to the Department of Human Services.
Emergency Transportation
The University of Minnesota Police Department will provide emergency transportation. A staff member will accompany the child if the parent is not present. If transportation is needed for large numbers of children and staff, the Director or Administrative Assistant will contact University of Minnesota Fleet Services. It is important to state that serious accidents very rarely occur, and the procedures outlined above are merely a precautionary measure to provide maximum protection for the children.

Accident Log
The written record of accidents that occur at school will contain the name and age of the persons involved; the type of injury sustained; date and place of the accident, injury or incident; action taken by staff; and to whom it was reported.

Analysis of the accident logs will be conducted by the Lab School staff each year. Modifications of policies based on this analysis will be discussed and implemented as necessary.

Missing Children
Lead Teachers are responsible for the safety of individual children in their classes. Any person removing a child from the group must inform the classroom teacher or other classroom staff member that this is being done. In the case of a researcher, the child must be signed out and then signed in upon return.

If a child is ever missing, all available staff will conduct a search and the Director informed. If, after a thorough search has been conducted, the child is still missing, the University Police will be notified, as well as the child’s parents.

If a child is lost away from the school grounds, the same procedures will be followed. However, the local police will be notified, instead of the University Police.

Weapons Policy
The Shirley G. Moore Laboratory School at the University of Minnesota has a “No Weapons” policy. This policy forbids the presence of weapons on University property. Individuals should notify the Director and the police if they suspect that an individual has a weapon in his or her possession.

Insurance Coverage
The Laboratory School and its staff are covered by the University of Minnesota’s comprehensive and professional liability insurance and accident insurance at the following levels:
- 1,000,000 for each claim
- 3,000,000 for each occurrence
- 5,000,000 annual aggregate

Medical coverage for students should be under the parents’ insurance policies. Children who are not enrolled in the Lab School must be accompanied by their own parents at all times. Our insurance does not cover children not enrolled.
EMERGENCY/DISASTER POLICIES AND PROCEDURES

Detailed policies and procedures can be found in the Lab School Health and Safety Manual, including fire prevention & safety, power failure procedures, and general disaster procedures. The primary relocation site for the Lab School is located in an adjacent building. The secondary site is located further away, on the St. Paul campus (in case of an area-wide emergency). A map of the secondary relocation center area in St. Paul is printed on the back of parent temporary parking permits.

Primary Relocation Center:
Pattee Hall (lower level)
150 Pillsbury Drive SE
Minneapolis, MN 55455
Building contact: Amy Kurowski-Moen – Administrative Specialist, 612-624-2380
2nd Building Contact: Rachel Halvorson – 612-624-6300

Secondary Relocation Center:
1536 Cleveland Avenue North
St. Paul, MN 55108
Building contact: Building Manager at 612-625-2233 or Front Desk at 612-625-8283