



THE UNIVERSITY OF  
**CHICAGO**  
LABORATORY SCHOOLS



2025  

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2026

# Extended Day **HANDBOOK**



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## WELCOME

Welcome to the Extended Day Program at the University of Chicago Laboratory Schools! We are delighted to have your child(ren) in our care during the 2025–2026 school year and excited to embark on this journey of exploration, growth, and fun together.

Extended Day is part of the University of Chicago Laboratory Schools' Family Life Programs (FLP) department, which is dedicated to supporting students and families beyond the traditional school day. The program is guided by Lab's mission to foster a nurturing environment that encourages intellectual curiosity, critical thinking, and creative expression. Extended Day at Lab provides opportunities for children to build peer connections, discover and develop interests, and relax before and after school.

Designed to offer students constructive, intentional, and meaningful opportunities to engage—both socially with one another and creatively with materials and concepts—our program aims to create a supportive and engaging environment where every child can thrive.

Our dedicated FLP team works tirelessly to prepare an exciting and dynamic experience for your child. They bring deep experience working with children, along with enthusiasm and professionalism, to ensure that each day is meaningful and full of opportunities for personal growth.

This handbook provides essential information about our program, including policies and guidelines to support your family throughout the school year. We encourage you to review it carefully to help ensure a safe, fun, and enriching experience for everyone.

If you have any questions or need further information, please don't hesitate to contact the Extended Day team.

We look forward to an exciting and successful school year!

Sincerely,

Tom Burke  
Director, Family Life Programs



## INTRODUCTION

Extended Day at Lab allows your child to make peer connections, discover and develop interests, and relax before and after school. It is designed to provide students with constructive, intentional, and meaningful opportunities to engage socially with one another and creatively with materials and concepts. Extended Day brings all of this to life within the familiar and enriching school environment of the University of Chicago Laboratory Schools.

## PROGRAM STAFF

### Family Life Programs (FLP) Administrative Team

To reach any member of our team, please email us at [extendedday@ucls.uchicago.edu](mailto:extendedday@ucls.uchicago.edu) or call (773) 702-9449.

**Tom Burke**, Director

**Domonique Isaac**, Associate Director, Administration

**Nancy Kubel**, Associate Director of Operations and Programs

**Kortney Davis**, Assistant Director, Earl Shapiro Hall (ESH)

**Kat Kohler**, Assistant Director, Historic Campus (HC)

**Madeline Thompson**, Project Assistant

**Lucrisha Washington**, Transportation and Travel Coordinator

### Extended Day Staff

Extended Day staff come from a variety of professional and educational backgrounds. All have experience working with young children and are eager to deepen their skills. Extended Day staff report to the FLP administrators and receive regular coaching and feedback to support their growth.

### Special Class Providers

Special Classes are taught by Lab faculty or outside vendors contracted by Extended Day. While vendors manage their own staff, instructors receive support and coaching from the FLP administrative team. All instructors bring experience working with children and in the subject areas they teach. Families can learn more about Special Classes and instructors through seasonal class descriptions and registration materials.



## PROGRAM OVERVIEW

### Early Day

Early Day provides a smooth and supportive transition into the school day for students in Nursery through Grade 2 at Earl Shapiro Hall and Grade 3 through Grade 8 at the Historic Campus. Doors open at 7:30 a.m. at both campuses, and drop-off is available until 8 a.m. After that time, doors will close and reopen at the regular divisional drop-off time.

Staffed by Extended Day team members, Early Day takes place in shared spaces where children can begin their day with quiet activities like arts and crafts, reading or being read to, and puzzling, or by getting in some physical activity to help them focus once the school day begins. Depending on the grade, students are either escorted to their classrooms or walk independently to their class at their division start time.

### Bridge

Bridge is available to Nursery and Kindergarten students who would like to bridge the gap between their dismissal and that of an older sibling in Grades 1 and 2, or for those who simply need a slightly later dismissal time. Bridge offers care Monday through Friday until Grades 1 and 2 dismissal and is staffed by one to two Extended Day staff members. Students participating in Bridge will join the Late Day group of students in their homeroom, so they will have connections that carry over from the earlier part of their day.

Nursery 3 and Nursery 4 students will stay in their daytime classrooms through Bridge. In many cases, students may nap during Bridge and will have time to play with friends before heading home. In kindergarten, bridge groups will be pulled from classrooms at the start of the program to combine daytime homerooms in shared spaces.

Bridge dismissal time is 2:55 p.m. on Monday, Tuesday, Thursday, and Friday and 2:10 p.m. on Wednesday. To pick your child up from Bridge, you may participate in the Grades 1–2 carline or walking line, and your child will be brought out to you.

### Late Day

Late Day is available to students in grades Nursery 3–8 who need care extending to dismissal time at 5:15 p.m. In our Late Day program, students take the lead on fun. With a variety of rotating activity blocks, they can choose from sports, arts and crafts, group games, and more. Our staff brings a “fun first” mindset to every afternoon, creating a welcoming, high-energy environment. With fresh options and new experiences daily, each afternoon is unique, engaging, and full of possibilities.



At ESH, at the end of the regular school day, students will be picked up or met at their homerooms by staff from Extended Day. After attendance and snack, children will be given a variety of activities to choose from. Students will then be grouped by interest rather than classroom for the rest of the afternoon, meaning they will be in groups with students from other daytime classrooms. Late Day will take place in various areas around the school. Programs end at 5:15 p.m. Any pickups after 5:30 p.m. will result in late fees.

At HC, Lower School and Middle School students have many interests to explore and lots of ideas about how they want to spend their time. Thus, a hallmark of our program for these students is offering choice and building their capacity for self-direction. Students choose how they spend much of their time within a structure that enables their success. Students can choose between several different activities, such as time for homework time, outdoor play, arts and crafts, cooking, makerspace work, computer lab, and other rotating options. Late Day at HC takes place in the cafeteria. Programs end at 5:15 p.m. Any pickups after 5:30 p.m. will result in late fees.

Parents and guardians are welcome to come into the building without prior notification should they need to pick up prior to the 5:15 p.m. dismissal time.

### **Special Classes**

Extended Day offers an array of Special Classes that can satisfy nearly every child's appetite for an engaging after-school experience. These classes change each year but often include selections such as karate, art, cooking, yoga, and chess. Special classes are currently available beginning in kindergarten.

At the conclusion of the school day, students registered in Special Classes will do as follows:

- At ESH, the daytime teacher will bring students to the second-floor Little Lobby, where Special Class instructors will meet them. Students will either transition to Late Day after their Special Class or will be brought to dismissal in the main lobby.
- At the Historic Campus, students will meet their Special Class in the cafeteria after regular dismissal. Students will either transition to Late Day at the conclusion of their Special Class or be brought to Judd Hall for dismissal.



## REGISTRATION PROCEDURES

Extended Day provides several registration options. To support the delivery of a safe, engaging, and fun program, we ask that families choose the registration option that best meets their scheduling needs. A description of the available registration types and procedures are provided below.

### **Fall, Winter, or Spring Term Daily Program/Special Class Registration**

In the months preceding the start of each quarter, Extended Day opens registration for Daily Programs (Early Day, Bridge, and Late Day) and Special Classes during a designated open registration period. Please note that Special Classes tend to fill up very quickly. While we maintain a waitlist, most spots are filled within the first few days of registration.

<b>Session</b>	<b>Open Registration</b>	<b>Term Dates</b>
<b>Fall Term</b>	August 19–26	September 2–November 21
<b>Winter Term</b>	October 20–27	December 1–March 6
<b>Spring Term</b>	February 2–9	March 23–June 10

### **Changes and Withdrawals**

We strive to provide a flexible yet predictable schedule of activities and programs. Extended Day offers a one-week grace period for changes and withdrawals from Fall, Winter, or Spring Term Daily Program registrations. Withdrawals after the grace period are non-transferable and non-refundable.

### **Drop-in Registration and Emergency Care**

Extended Day does offer a drop-in option, so long as an account is created within our registration platform.



## PROGRAM POLICIES

### Snack

All students must bring their snacks to Late Day daily. We are unable to store snacks overnight. Please mark in your student's lunch box which snacks are designated for Late Day.

Snacks should be easy to open, easy to eat, and well-liked. While we understand the importance of exposing children to different food options, Late in the Day is not an ideal time to introduce new snacks.

Consider sending additional food for your child's late-day snack, especially during the first few weeks of school. The day is long, and children expend a lot of energy—they need fuel to have the best experience possible. We kindly ask you to refrain from sending candy or sweet snacks.

Students are not allowed to share snacks, and all snacks must be nut-free on both campuses. During the first week of the program, we will have back-up snacks of applesauce, pretzels, Goldfish, or something similar if a student forgets their Late-Day snack. After that time, however, we are unable to provide additional snacks.

### Napping

Children in Nursery 3 may nap during the start of the Extended Day. Napping routines vary depending on the homeroom and the child. All children will be awake by 2:30 p.m. for Bridge dismissal and room transitions. Children in Nursery 4 and Kindergarten may have a quiet, restful time but will not participate in facilitated napping during Extended Day.

### Communication

Given the special role Extended Day has in the Schools—connecting across classrooms and divisions in support of families—it is essential that we collaborate with everyone in your children's lives. Therefore, we work in frequent collaboration with faculty members, daytime administration teams, Learning and Counseling, the nursing team, and, of course, parents and guardians to support students during their time in Extended Day. Parents and guardians should expect to receive a monthly newsletter with program updates, photos, and reminders.

Parents and guardians are encouraged to reach out to the Family Life Programs administration to schedule a time to discuss questions, concerns, or feedback about their child's experience. In-depth conversations at pick-up or dismissal should be minimized; if further discussion is needed, a conference at a separate time can be arranged. If there is a concern about something that happened during the Extended Day program, please contact our administrative team by



[email](#) or by phone. We will connect with staff as soon as possible to gather the necessary information and schedule a time to speak with you—either in person or via phone or Zoom.

While Extended Day is a service offered to all Lab families, we recognize that some students may not benefit from the extended time in school, within the same daytime classroom environment, and with the same peer group. We will communicate frequently and work collaboratively with families and the daytime team if the student demonstrates behavioral, social, or emotional needs that are beyond what the program can support. In some cases, families may be asked to reduce the amount of time they are in the program or not attend.

We encourage families to contact the Family Life Programs administrative team with any questions, concerns, or feedback. Please either [email](#) or call us at (773) 702-9449.

### **Notification of Illness or Accidents**

Nurses are present until 5:30 p.m. each day in order to make sure that everyone in the buildings stay safe. As during the school day, nurses will contact parents and guardians with any important information about visits to the nurse's office after school. The nursing team also provides the Extended Day staff with allergy information. However, please remember to include the Family Life Programs administrative team on any additional information and updates you communicate to the school regarding your child's well-being throughout the year.

### **Toileting Expectations**

Extended Day follows the Early Childhood Division's policies and procedures regarding toileting. All children must be fully toilet-trained to participate in the program. We understand that accidents can happen occasionally and will support children as needed with discretion and care. However, ongoing toileting issues may impact a child's ability to remain in the program.

To be considered fully toilet trained, a child must be able to:

- Stay accident-free in regular underwear (no pull-ups) for the full school day
- Use the toilet independently with minimal prompting
- Communicate their need to use the bathroom before it becomes urgent
- Manage clothing, wiping, flushing, and handwashing on their own

If a child experiences frequent accidents or is not yet meeting these expectations, Extended Day staff will partner with families and the Early Childhood team to determine appropriate next steps.

For full details on the toileting policy, please [refer to the full policy linked here](#).



### Daily Program Attendance

Timely notice regarding changes in attendance is essential to the safety and comfort of students participating in Extended Day. When your child is present for the regular school day but not coming to their registered Extended Day activities, their absence must be reported via the [Nursery–Grade 5 Absence Form](#) accessible on the [Parents/Guardians Portal of the Schools' website](#) no less than one hour prior to the published dismissal time for their grade level. Also, note that repeated unreported absences may result in the assessment of a fee and/or suspension from the program.

To report an absence for a Middle School student, please kindly send an [email](#) or phone us at (773) 702-9449. Middle School families who have not communicated an absence to us will ONLY be notified via email within the first 30 minutes of programming if your student is absent. All Middle School students are permitted to self-dismiss at the end of program time (5:15 p.m.).

### Self-Dismiss Policy for HC

Lower School students may self-dismiss from any of their Extended Day activities with parent or guardian consent. You can designate your child self-dismiss at any time during the school year by completing the [Self-Dismissal Plan](#).

A few important restrictions apply:

- In the case of Special Classes, students may only self-dismiss **after** the class ends.
- Students may **not** choose when they leave for the day. If you would like your child to go before the end of their final activity (Special Class or Late Day), please call or [email our office](#) to inform us of the time they should be dismissed.
- Self-dismissal privileges can be adjusted at the request of the family.

### Pick-up Procedures

We work hard to support children during their transition from our care to yours. To help make this transition smooth—and as brief as possible—we ask that parents and guardians collaborate with us. Students are expected to be picked up at their scheduled dismissal time. Please note that repeated difficulty with on-time pick-up may lead to program suspension without refund.

Parents and guardians may give permission for additional adults to pick up their children from Extended Day using the **Authorized Pick-Up** feature in our online system. Authorized adults can pick up students at any time during the after-school hours.

### Pick-up details:

- Programs end at **5:15 p.m.** Any pick-ups after **5:30 p.m.** will result in late fees.
- Parents and guardians picking up at 5:15 p.m. need to have placards visible in both the walking line and carline (at ESH and for non self-dismiss students at HC).



- Students with self-dismissal permissions (HC) will leave on their own at the designated time (self-dismiss policy is listed above).
- At ESH, **Bridge** students will be picked up during the Grades 1–2 dismissal at **2:55 p.m.** Mon/Tues/Thu/Fri and at **2:10 p.m.** on Wednesdays.
- **Special Classes:**
  - For ESH, special classes will dismiss at 4 p.m. on Monday, Tuesday, Thursday, and Friday; on Wednesday, they will dismiss at 3:15 p.m.
  - For HC: special classes will be dismissed at 4:30 p.m. daily.

At both campuses, students will be signed in to Late Day and if they are not picked up after a short grace period.

#### **For early pick-up before 5:15 p.m.:**

- **At ESH:** Parents and guardians will need to enter the ESH building and pick up students from the front lobby.
  - Upon entering the lobby, an FLP staff member will be available to help direct you to the best place to pick up your child.
  - FLP staff will be utilizing walkie talkies to locate your child and direct you to the best place for pickup.
- **At HC:** Parents and guardians will need to enter the HC building through the Judd entrance and pick up students from the cafeteria.
  - Upon entering the cafeteria, please check in with the staff member at the welcome table, who will then support your child(ren)'s pick-up. If there is no one at the table, please kindly find a staff member with a maroon lanyard.
  - Students will either be in the cafeteria or one of the designated outdoor spaces. Their belongings will also be in the cafeteria. Again, we ask that parents/guardians who are coming early for pick-up do not linger in the group space.

#### **Electronics Policy in Extended Day**

Extended Day follows the Electronics Policy used by Early Childhood, Lower School, and Middle School, with a few adjustments necessary for after-school hours.

Students are **not permitted** to play on their cell phones or other personal electronic devices during Extended Day. We reserve the right to collect devices from students who are having a difficult time disengaging with them.

We understand that parents and guardians may occasionally need to contact their student after school. To do so, please call the Extended Day office at (773) 702-9449, and we will relay the message to your student.



## Outdoor Play in Cold Weather and on Air Pollution Action Days

### Outdoor Play in Cold Weather

#### Nurse Responsibilities:

- Monitor temperature and wind chill factor daily using the [Wind-Chill Factor Charts](#) to determine the current outdoor conditions.
  - **Comfortable (Green):** 30°F and above – regular outdoor activities permitted.
  - **Caution (Yellow):** 15°F to 30°F – Limited outdoor time with close observation.
  - **Danger (Red):** Below 15°F – Indoor activities only.
- Send email communication to faculty and staff if weather conditions fall into Yellow or Red zones on the [Child Care Weather Chart](#)
- During Planning Week, train faculty and staff in recognizing and responding to signs of hypothermia and frostbite.
- Partner with parents and guardians of students with a health condition that may be exacerbated by cold weather to create a school accommodations plan.

#### Parent/Guardian Responsibilities:

- Check the temperature and wind chill factor using a weather app of their choice before sending their student to school.
- Ensure students have appropriate cold weather gear to cover as much exposed skin as possible, including coats, hats, gloves, and boots.
- Inform teachers and nurses if students have a health condition that may be exacerbated by cold weather and provide medical documentation that outlines school accommodations.

#### Staff Responsibilities:

- Check the temperature and wind chill factor using a weather app of their choice before allowing students outdoors.
- Check emails in a timely fashion for nursing communications regarding outdoor conditions.
- Ensure younger students are properly dressed before going outside.
- Reduce outdoor time as temperatures drop. For temperatures between 15°F and 30°F, limit outdoor exposure to 15–20 minutes.
- Actively monitor students for signs of cold stress, such as shivering, fatigue, or disorientation.
- Prepare for indoor recess when outdoor play is not possible.
- Teach students about cold weather safety and the importance of proper clothing.
- Inform parents about the school's cold weather policy and clothing requirements.



- Pay extra attention to students with health conditions that may be exacerbated by cold weather. Be prepared to make individual accommodations as necessary.
- Have a plan in place for quickly moving all students indoors if weather conditions suddenly worsen.

#### **Administrator Responsibilities:**

- Support a collaborative environment.
- Identify faculty or parent concerns.
- Problem-solve and utilize available resources.
- Help identify alternative indoor play spaces when outdoor activities need to be moved indoors.

#### **Outdoor Play on Air Pollution Action Days**

In accordance with guidance from the Illinois Environmental Protection Agency and the Chicago Department of Public Health, the Lab Schools will observe special protocols on Air Pollution Action Days for the protection of our community, especially those who are most sensitive to poor air quality.

Sensitive groups include:

- All children
- Adults who are active outdoors (including staff supervising outdoor activities)
- Individuals with lung disease (such as asthma) or heart disease

#### **Nurse Responsibilities:**

- Monitor local air quality daily using [AirNow.gov](https://www.airnow.gov). An Air Pollution Action Day will be triggered when the Air Quality Index (AQI) reaches or is forecast to reach “Unhealthy for Sensitive Groups” (Code Orange) level or higher in our area.
- Communicate to all faculty/staff when an Air Pollution Action Day is declared. Information about air quality alerts and forecasts will be provided through email and/or Google Chat.
- Be available for students with existing respiratory or heart conditions. Those experiencing breathing difficulties should report to the nurse immediately.
- Train faculty and staff to recognize symptoms of air pollution exposure (coughing, shortness of breath, chest pain).
- Partner with parents and guardians of students with a health condition that may be exacerbated by Air Pollution Action Day to create a school accommodations plan.

#### **Staff Responsibilities:**

- Sign up for free air quality forecasts and alerts through the [EnviroFlash program](#).



- It is recommended to download the free *AIRNow* app for real-time AQI data on iPhone and Android devices.
- When an Air Pollution Action Day is declared, follow the recommendations provided by the nurse. See table below:

Air Quality Index	Who Needs to be Concerned?	What Actions Should be Taken?
<p>Unhealthy for Sensitive Groups 101–150</p>	<p>Sensitive groups include <b>people with heart or lung disease, older adults, children, and teenagers.</b></p>	<p><b>Sensitive groups:</b> Reduce prolonged or heavy exertion. It's OK to be active outside, but take more breaks and do less intense activities. Watch for symptoms such as coughing or shortness of breath.</p> <p><b>People with asthma</b> should follow their asthma action plans and keep quick relief medicine (albuterol) handy.</p> <p><b>People with heart disease,</b> symptoms such as palpitations, shortness of breath, or unusual fatigue may indicate a serious problem. Contact a health provider if any of these symptoms are present.</p> <p>*Outdoor field trips and events may be postponed or moved inside at the discretion of the school administration and nursing team.</p>
<p>Unhealthy 151–200</p>	<p><b>Everyone</b></p>	<p><b>Sensitive groups:</b> <i>Avoid</i> prolonged or heavy exertion. Move activities indoors or reschedule to a time when the air quality is better.</p> <p><b>Everyone else:</b> <i>Reduce</i></p>



		<p><i>prolonged or heavy exertion. Take more breaks during all outdoor activities.</i></p> <p><i>*Outdoor field trips and events may be postponed or moved inside at the discretion of the school administration and nursing team.</i></p>
<p>Very unhealthy 201–300</p>	<p><b>Everyone</b></p>	<p><b>Sensitive groups:</b> <i>Avoid all physical activities outdoors. Move activities indoors or reschedule to a time when the air quality is better.</i></p> <p><b>Everyone else:</b> <i>Avoid prolonged or heavy exertion. Move activities indoors or reschedule to a time when the air quality is better.</i></p> <p><i>*Outdoor field trips and events will be postponed or moved inside.</i></p>
<p>Hazardous 301–500</p>	<p><b>Everyone</b></p>	<p><b>Everyone:</b> <i>Avoid all physical activities outdoors.</i></p> <p><b>Sensitive groups:</b> <i>Remain indoors and keep activity levels low. Follow tips for keeping particle levels low indoors.</i></p> <p><i>*Outdoor field trips and events will be postponed or moved inside.</i></p>

**Administrator Responsibilities:**

- Support a collaborative environment.
- Identify faculty or parent concerns.
- Problem-solve and utilize available resources.



- Help identify alternative indoor play spaces when outdoor activities need to be moved indoors.

#### **Parent/Guardian Responsibilities:**

- Sign up for free air quality forecasts and alerts through the [EnviroFlash program](#).
- It is recommended to download the free *AIRNow* app for real-time AQI data on iPhone and Android devices.
- Inform teachers and nurses if students have a health condition that may be exacerbated by Air Pollution Action Day and provide medical documentation that outlines school accommodations.
  - For students with asthma or reactive airway disease, provide up-to-date Emergency Action Plans and non-expired emergency medication (e.g. albuterol) to the nurses.
- Familiarize yourself with what actions will be taken on an Air Pollution Action Day based on AQI. Recognize that students may still go outside when AQI is in the Orange Zone (101–151) and consider making alternative arrangements for your student if you want them to stay indoors.

## **STANDARDS OF BEHAVIOR**

As members of the Laboratory Schools community, we believe that the standards governing our participation and behavior within the Laboratory Schools should be clearly stated, reasonable, and aligned with our mission.

We—the students, faculty, administration, staff, and families—commit to respecting and showing concern for:

- one another and for oneself
- shared spaces and materials
- the academic, social, and moral life of the Schools

As students mature and move from the greater supervision and structure in the lower grades to the increased independence in the middle and high school grades, we recognize that greater responsibility accompanies such freedom. The community agreement, norms, and expectations reflect these standards, outlining behavioral expectations and the consequences for not meeting them.

### **Community Agreement for Early Childhood and Lower School**

We agree to be kind, thoughtful, and responsible members of the community.



Students who consistently follow established rules are happier children because they feel safe. In a school community, consistent expectations for behavior followed by students, parents and guardians, faculty, and staff:

- create a sense of order and predictability
- foster a climate of respect
- build an environment where children can take risks and learn from mistakes
- support a culture where children encourage the best in each other
- guide behavior to help children learn self-regulation

The goal of the Community Agreement is to establish a learning environment that values safety, responsibility, and civility while taking into consideration the developmental stages of our students. In addition, we hope to provide experiences for our students to learn how to be global citizens.

In the classroom, the Community Agreement is a tool for teachers to support positive behavior. Through shared discussion and reflection, teachers and students work together to determine what these expectations mean—not only in their classroom, but also in the larger community. This agreement provides a shared language that reflects our goals for all individuals in our community. The Community Agreement also supports collaboration between parents and guardians, teachers, and administrators and administrators in developing a clear, shared understanding of what is expected at school. Together, we work together to help children make good choices.

Kind, thoughtful, and responsible members of the community recognize the importance of behavioral expectations and agree to adhere to the policies outlined in this handbook.

### **Community Norms and Expectations for Middle School**

We believe that students thrive in an environment where the adult members of the community support the mission of the school and adhere to norms related to respectful, productive interactions and communication. As such, Lab community members are expected to:

- support the mission of the school
- contribute to a positive community by being inclusive and embracing diversity
- communicate openly, respectfully, and constructively with others, recognizing that healthy communication begins with open and respectful interaction and that many matters are best handled on an individual or personal basis via phone or email
- model respectful, kind, and inclusive behavior for both children and adults
- embrace lifelong learning and support others in their continued intellectual curiosity
- adhere to community rules and safety measures



## Consequences for Not Following the Community Agreement

“We want to give children opportunities to learn from their mistakes. It is through making mistakes; experiencing relevant, non-punitive consequences; and, when appropriate, processing the mistakes with a caring adult that students eventually internalize the rules. Our goal...is to stop the negative behavior as quickly and simply as possible so that we can return the child to learning.”

—*Responsive Classroom, Rules in School* (2015)

Consequences for not meeting expectations are designed to be reasonable, related to the behavior, and appropriate to the developmental level of the child. They may include one or more of the following:

- reflecting on actions and impact with an adult (teacher, counselor, FLP administrator, dean of students, or principal)
- repeating the process or task in the appropriate manner
- spending time in a separate place until ready to be part of the group again
- making amends to those who were hurt or offended
- restoring or making restitution for damaged or stolen property
- losing certain privileges
- notifying parents/guardians of the behavior
- dismissing the child from school for the day
- involving outside support
- suspension from the program

In serious cases, the school may find it necessary to reduce the amount of time a student is in the Extended Day program or remove them from the program completely.

## Safety and Security

Creating and maintaining a safe environment in which our students, teachers, and staff can teach, learn, work, and engage in our mission is a top priority at Lab. As such, we regularly evaluate our program to mitigate risks and follow best practices that actively support Lab’s unique and strong school community.

## Counseling Services

Each grade level has a counselor that stays with students throughout their time in Early Childhood, Lower School and the Middle School. Counselors help parents and guardians, teachers, and administrators understand the developmental and social dynamics facing children while supporting students during varying developmental stages. Counselors are available for



consultation regarding many issues and circumstances including concerns that arise in Extended Day. For any additional information, please visit the [Learning and Counseling website](#).

## BILLING

For payment of Extended Day tuition, and in the event that families incur fees in their use of our programs, we expect that payments will be made through Extended Day’s third-party invoicing platform.

	<b>Procedures to Follow</b>	<b>Fee and Penalties</b>
Fall, Winter, or Spring Terms, and Special Classes	Registration for Fall, Winter, or Spring Term, and Special Class participation in the program must be made during the open registration period prior to the start of each term.	Fall, Winter, or Spring Term registrations made outside of the open registration period will be charged a \$50 late registration fee based on availability. Proration is not available.
Changes and Withdrawals	There is a one-week grace period for changes and withdrawals.	Registration is non-refundable and non-transferable thereafter.
Drop-In Registration	Can only be accepted once a registration profile has been created.	
Attendance	If your child is present at school but will not be attending their scheduled Extended Day program, please notify the office.	
Late Pick-Up	We expect that students will be picked up within five minutes of their scheduled dismissal time.	Students picked up after a ten minute grace period, without prior notice, will be assessed a \$50 late pick-up fee. Egregious violations may lead to program suspension without refund.



**APPENDIX**

<b>2025-2026 Extended Day Pricing</b>				
<b>Program</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Annual</b>
Early Day ESH (5-Day)	\$640	\$655	\$655	\$1,890
Early Day HC (5-Day)	\$640	\$655	\$655	\$1,890
<b>N/K Bridge (5-Day)</b>				
N/K Bridge (5-Day)	\$580	\$590	\$590	\$1,700
Kindergarten Bridge Monday	\$115	\$115	\$115	
Kindergarten Bridge Tuesday	\$125	\$140	\$140	
Kindergarten Bridge Wednesday	\$140	\$140	\$140	
Kindergarten Bridge Thursday	\$125	\$125	\$125	
Kindergarten Bridge Friday	\$115	\$115	\$115	
<b>Late Day N-K (5-Day)</b>				
Late Day N-K (5-Day)	\$2,595	\$2,645	\$2,645	\$7,680
Late Day 1-2 (5-Day)	\$2,480	\$2,530	\$2,530	\$7,340
Late Day HC (5-Day)	\$2,335	\$2,380	\$2,380	\$6,910
<b>Daily</b>				
Daily Monday	\$625	\$625	\$625	\$1,780
Daily Tuesday	\$690	\$750	\$750	\$2,075
Daily Wednesday	\$750	\$750	\$750	\$2,135
Daily Thursday	\$690	\$690	\$690	\$1,960
Daily Friday	\$625	\$625	\$625	\$1,780
Daily Drop-in (Kindergarten-Grade 8)	\$65	\$65	\$65	
<i>*Pricing varies based on the numbers of days</i>				



<b>2025-2026 Special Class Pricing</b>			
<b>Kindergarten</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Monday	\$275	\$275	\$275
Tuesday	\$305	\$495	\$495
Wednesday	\$495	\$495	\$495
Thursday	\$305	\$305	\$305
Friday	\$275	\$275	\$275
<i>*Some classes may incur an additional materials fee per term.</i>			
<i>**Pricing varies based on the numbers of days</i>			
<b>Grades 1-8</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Monday	\$550	\$550	\$550
Tuesday	\$605	\$660	\$660
Wednesday	\$660	\$660	\$660
Thursday	\$605	\$605	\$605
Friday	\$550	\$550	\$550
<i>*Some classes may incur an additional materials fee per term.</i>			
<i>**Pricing varies based on the numbers of days</i>			