montessori schoolofmaui

Family Handbook

2026-2027

Family Handbook

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Name of Corporation: Montessori of Maui, Inc. (dba): Montessori School of Maui Corporation may be referred to as: Montessori, Montessori School, or MOMI. Each name is interchangeable throughout the handbook.

DISCLAIMER

Neither this handbook nor any part of it should be construed as a contract, express or implied, between the Montessori of Maui, Inc., DBA Montessori School of Maui, and any applicant, student, student's parent or family, faculty or staff member.

This handbook is not intended to be comprehensive and is advisory only to guide students, parents, and faculty of the Montessori School of Maui. This handbook is a general information publication only and is not intended to, nor does it, contain all policies and procedures. The school reserves the right to make changes or exceptions to statements in this handbook. Final interpretation of all school rules and regulations is left to the Head of School.

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SECTION 1- INTRODUCTION

1.1 **Head of School Welcome**

Dear MOMI Parents:

Welcome to the 2026-2027 school year. I am honored to welcome all of you to our community. I think you'll find great reward in being here. Together, our combined efforts and collective interests will help to keep this wonderful school evolving. To ensure that it evolves well and delivers the best outcomes, cooperation and care will need to remain at the forefront of our minds. If it does, we will assuredly be successful in making certain that MOMI is the best place for your child to grow and development.

With an interest in helping you to grow in your own appreciation of what we hope to accomplish and build, it is my sincere pleasure to introduce you to the Family Handbook. Please accept my personal gratitude for your commitment to our faculty and staff, as well as to the children we educate for a lifetime here. I am confident that you will experience MOMI as a joyful place for your entire family to grow and learn.

Choosing to enroll your child(ren) here is a great decision! We understand what it takes to meet the needs of each child's intellectual, emotional, social, and physical development, and we are determined to make every effort to do so. In partnership together, I am confident that we will be successful.

Please take a moment to read and review the Family Handbook. It should be a valued resource, as it was prepared to support you as a parent and our partnership. The Handbook contains six sections, and each one includes important content related to specific areas.

Each area describes our policies, our programs, and our community. Collectively, they describe what makes the Montessori School of Maui unique. They also help to define our philosophy, mission, governing board, facilities, and all the things that you will learn while working with us. I am certainly hopeful that you will be encouraged to become an active participant. In doing so, let me know if you have questions or would like to learn more about how your involvement can positively impact this community.

Sincerely,



Eric L Dustman, PhD
Head of School

1.2 **Mission Statement**

The Montessori School of Maui proudly engages in **Growing Global Citizens**.

The Montessori School of Maui provides a comprehensive curriculum from early childhood into adolescence that employs a collaborative learning environment to stimulate a student's critical thinking skills, to cultivate an inquisitive mind, and to empower children to actively participate in the rapidly changing environment of the twenty-first century.

The Montessori School of Maui Promotes:

- Academic excellence
- A love of learning
- Mutual respect
- Environmental awareness and responsibility
- Individual accountability within a social framework

NON-DISCRIMINATION STATEMENT
The Montessori School of Maui is a non-profit organization. We are a non-denominational, co-educational school enrolling and educating children without regard to race, nationality, ethnic origin, gender identity and expression, or religious beliefs.

1.3 **History of Montessori School of Maui**

Giving Birth to our School: A Brief History

The story of our school is the story of a heart-held vision for our children and the growth of a community. It is Dr. Maria Montessori's story. It is our founding staff's story and our founding parents' story. It is also your story.

In 1978, the Montessori Children's Home was established to offer the unique educational method of Dr. Maria Montessori to the children of Maui. There were eight students, ages three to six, when the school opened in a Quonset hut beside St. Rita's Church in Haiku. The first Board of Directors was formed in 1983, and Montessori of Maui, Inc. was born as a nonprofit school.

During the early 1980's, the board worked tirelessly to lay a foundation for the school's future, and everyone involved learned in the process of this grassroots effort. By 1985, parent demand led to the opening of an elementary program that quickly grew from its initial 15 members.

In 1991, with a burgeoning waitlist, a third primary classroom was opened in a house in Makawao. Faced with the need to rent three separate facilities, the board began looking for a permanent campus for the Montessori School of Maui. In June 1991, the School signed a contract with Maui Land and Pineapple Company to lease, with an option to purchase, 4.5 acres on Baldwin Avenue in Makawao. Construction began in early 1994 and was completed in the fall of the same year, enabling the school to move all of its classes to the new campus and bring the entire program together for the first time. Later that year, the Toddler Program was added. Through the years, staff, parents, and other volunteers and friends from the community have successfully worked together to develop the school's permanent campus facility. A second phase of construction, to add four additional classrooms, was completed in December 1996. In August of 2001, responding to requests from within the community, the School grew once again by expanding to include a Middle School.

In January 2002, the School purchased the 4.5 acres on which our school resides, as well as the additional 4.5 acres above the property, ensuring a permanent home for the School. In April 2004, a beautiful donor arbor was unveiled as a tribute to the families, foundations, corporations, and friends who contributed to the establishment of our lovely campus.

The 2004-05 school year marked the beginning of a new capital campaign to build additional classrooms and facilities. These buildings were completed and occupied in 2008, and this campus expansion was awarded LEED® Silver certification established by the U.S. Green Building Council. LEED is the nation's preeminent program for the design, construction, and operation of high-performance green buildings. Through this and future projects, we are creating a model campus in terms of sustainable design, materials, and practices.

In 2012, the School unveiled a new basketball court on the upper portion of the property, providing an exciting new resource for the school and Upcountry community. Our elementary students have had a thriving basketball team every year since the courts were built.

Further enhancements to the school campus were made during 2015 and 2019, when our Administrative Offices were redesigned and centralized, and moved to an existing, renovated building. First, we expanded our former office space to build a large dual-room Middle School Classroom Environment to support our growing needs for our 7th- and 8th-grade students, including a large classroom, lanai, and multipurpose space used for science lab work and kitchen use. Additionally, our School Library was moved adjacent to the Toddler Classroom, and our Art Room was relocated to our RFC building, where we added an outdoor Ceramics Area for our ceramics wheels and art class use. Finally, a 1,200-square-foot expansion was completed in two 600-square-foot sections to support our growing numbers in both lower and upper elementary. The new spaces were built as additions to existing ones in the upper pod located at the rear-most part of the campus.

Over the past eighteen months, we have constructed a new 4,000 square foot building in the lower campus and created a "new and improved Kamani Classroom." This relatively new Kamani Classroom functions in the same manner as the other four Primary Classrooms.

Since 1978, the school has achieved steady growth as it has worked to meet Maui's educational needs for young children and adolescents. Dedicated board members, volunteers, and staff have consistently worked to accomplish our ambitious goals. The school's leadership continues to be derived from a combination of parents, staff, and volunteers. Many former board members remain in service of the school through an advisory capacity. This blending of past and current members has helped guide the school's evolution and strengthen the very foundation of the organization.

The Montessori School of Maui is committed to fostering a positive relationship with the natural world and our community, and to offering students a personal experience that connects academics with these vital aspects of life. We are proud to provide a true model of exceptional education.

The Montessori School of Maui is a non-denominational, non-profit 501 (c) (3) corporation licensed by the Hawaii Council of Private Schools and the State of Hawaii Department of Human Services. The school is fully accredited by the Schools Commission Western Association of Schools and Colleges (WASC), and the Hawaii Association of Independent Schools (HAIS).

1.4 **Administration, Faculty, and Staff**

Head of School

Eric L Dustman, PhD

Administration

Jamie Athearn, Director of Admissions

Tess Hanson DeLisa, Director of Finance

Momi Chun, Director of Human Resources

Sarah Mitchel-Block, Director of Development

Andrea "Drea" Kresy, Administrative Associate and Registrar

Maile Lopes, Administrative and Student Support Assistant

Toddler

O'hi'a Classroom	Anela Medeiros

Primary

Nara Classroom	Eva Sikes
Kukui Classroom	Kristen Figueroa
Monkeypod Classroom	Dawn Roetter
Plumeria Classroom	Jennifer Zainuddin
Kamani Classroom	Kaitlin Priem

Lower Elementary

Banyan Classroom	Sierra Tanouye
Jacaranda Classroom	Alejandra Carta
Wiliwili Classroom	Lilli Jaramillo

Upper Elementary

'Iliahi Classroom	Marissa Kennedy
Mamane Classroom	Mackenzie Dickinson

Middle School Classroom

Koa Classroom	Anne Colletta

Resource Programs- Grades 1-8

Hana No'eau	Rose Bailey Ho'omanawanui
Physical Education	Kaleb Palmer
Spanish	Mariana Loaiza
Living Classroom	Lukela Alboro

Student Support

Counselor	Callie Weymouth
Reading Support Specialist	Ann Rivers

Facilities, Maintenance, and Custodial Staff

Tony Akina	Earl Love	Elmer Rasay
Kaimi Gilliland	Jason Duquette	Lacey Kapuni

1.5 **Board of Trustees**

OFFICERS

Emma Burns Cabiles- President

Chad Goodfellow- Vice President

Katie Gordon- Secretary

Salma Ansari- Treasurer

TRUSTEES

Danielle Erdman

Andrew Estes

John Guarin

Chad Goodfellow

Katie Gordon

Heather Haynes

Jamil Newirth

Elizabeth Park

Robert Pellettieri

Kate Stinger

Jacob Simons

Klaus Simmer

Christopher Smith

Ben Summit

Sara Tekula

Erica White

Maile Wong

Heather Zidell

1.6 **Functionality of the Board of Trustees**

The Montessori School of Maui is a non-profit organization, formed under the laws of the State of Hawaii, as contained in Chapter 415B of the Hawaii Revised Statutes, which is entitled “Non-Profit Corporation Act”, and is governed by a Board of Trustees whose primary function is to ensure the long-term financial sustainability of the school in addition to offering stewardship and strategic planning oversight. All monies received by the corporation are used to support the school, with the Board of Trustees receiving no salaries for their services. The Board of Trustees consists of 7 – 23 members, each serving a minimum 3-year term.

The Board of Trustees is composed of the following standing committees:

- Executive Committee
- Finance Committee
- Committee on Governance
- Head Support and Evaluation Committee
- Development Committee
- Facilities and Grounds Committee
- Marketing Committee

Other Committees:

Benefits Review Committee (Ad Hoc)

Tuition Assistance Committee (Ad Hoc)

Technology Committee (Ad Hoc)

Program Committee (Ad Hoc)

1.7 **Parent Teacher Organization (PTO)**

All parents/guardians are automatically members of the Parent Teacher Organization and are expected to actively participate.

The goals of the PTO are to:

- Promote the welfare of children and youth in the home, school, and the community
- Initiate, manage, and complete projects to supplement the operations of MOMI (Montessori School of Maui).
- Develop and maintain an understanding and an open line of communication between parents and staff at the school.
- Develop a sense of unity between all levels of the school.
- Create community awareness, cohesiveness, and understanding for our school goals and the Montessori Method of education.

PTO Activities:

- School Welcome Breakfast
- Fall Movie Night
- PTO Sponsored Seminars
- Winter Holiday Celebration
- Staff Appreciation Luncheon
- Classroom Support and Whole School Events

*Information or items for the PTO may be placed in the PTO mailbox in the Main Office.

SECTION 2- EDUCATIONAL PROGRAMS, MONTESSORI EDUCATION, AND THE ESSENTIAL PHILOSOPHY OF MONTESSORI SCHOOL OF MAUI

2.1 **Students' Rights and Responsibilities**

Students' Rights	**Students' Responsibilities**
The right to be safe	To help, comfort, and protect people
The right to work	To cooperate and use good manners
The right to use materials in good condition	To choose work you know how to do
The right to listen in a group	To raise your hand in a group to talk
The right to talk	To use a quiet speaking voice
The right to walk around	To walk slowly and carefully
The right to concentrate	To let people work and play undisturbed
The right to a clean environment	To help clean and maintain the environment

Students at the Montessori School of Maui are at all times to be:

- Treated with dignity and respect
- Spoken to and about in a respectful manner
- Encouraged to learn at their individual pace and rhythm
- Granted the assurance that all records will remain confidential
- Given the opportunity and expected to participate in all aspects of the curriculum

2.2 **Montessori Philosophy of Education**

The Montessori philosophy respects and embraces the natural world and the panorama of cultures, knowledge, and arts. It respects both the individual and the community in its efforts to provide a well-rounded education with the following emphases:

Intellectual**:** Hands-on materials and teacher-facilitated learning creates a stimulating curriculum, responsive to individual learning styles and developmental stages ("sensitive periods"), that treats the child as both teacher and student, that fosters order, independence, and creativity in thinking, and that provides a strong basis for scholastic ability and for optimizing intellectual potential.

Social: Adults and children in multi-age classrooms act as models for and encourage appropriate choices and behaviors that honor the feelings of self and others. This demonstrates mutual respect for members of the classroom, school, and global communities. It also fosters qualities of leadership and group contribution.

Physical**:** Participation in play, fine and gross motor activities, fitness, and performing arts reinforces the mind-body connection and enhances agility.

Creative**:** Exposure to visual and performing arts curricula strengthens, broadens, and enhances intellectual and cultural development.

Moral**:** Opportunities exist to learn and use ethical judgment and civility within the family-like order of the classroom, so that universal values such as respect, responsibility, honesty, self-discipline, compassion, perseverance, and loyalty are supported.

The program delivered is based on the observations and philosophy of Dr. Maria Montessori and is designed to meet a child's individual needs while also developing their whole being. MOMI is well designed to support and develop the child's intellectual, social, and emotional needs. Dr. Montessori's strong belief in the need to "follow the child" is highly valued in the school's culture and shapes the mission and values that exist in the greater community.

Montessori's research and findings encourage the development of a balance between activity that blends physical movement with mindful challenge. As children succeed from the first sub-plane to the next, there are notable shifts in temperament, discernment, reasoning, adaptability, and immersion with adult social life. The world-view shifts from the immediacy of the self/group to the community/world. Throughout this time, the children are guided in their social organization, self-expression, moral growth, dexterity with language, numeracy, application, and comprehensive exposure to the sciences.

We are committed to providing an academically challenging curriculum in an emotionally nurturing environment for the children it serves. The curriculum offerings include language arts, mathematics, science and cultural studies, Spanish, art, vocal and instrumental music, creative movement, Hawaiian Studies, and Living Arts, which occurs in the school garden. Recent work on curriculum to ensure a systematic process and alignment across levels and programs lends itself to ensuring child readiness within our comprehensive curriculum.

The program design is sensitive to various learning styles, student skills, and student needs. Our integrated, interdisciplinary matrix mirrors the real world, wherein students follow their passions while stretching from a comfort zone to experience new challenges. Falling, errors, mistakes, failure, struggle, and hardships are inherent, inevitable parts of the human condition. The Montessori pedagogy does not intentionally design for any of these circumstances, but the teachers are fully prepared to face any such situation with any number of students on an individual or group basis. In other words, the program is flexible and nimble.

2.3 **The Role of the Montessori Guide**

The Montessori teacher acts as a mentor to the child in the educational environment. Based on observation and ongoing evaluation of individual needs, the teacher facilitates the children's learning with specific lessons and within the different curricular areas. Another important function of the teacher is to set reasonable limits and foster responsibility in each child. These guidelines must be true to the children's sense of fairness, consistent with values and attitudes outside of the school environment, and respond to their developmental needs.

2.4 **The Parent Teacher Partnership** (bridge between home and school)

Parents are the first, most influential, and most important educators of their children. Because parents recognize the benefits of their child's school experience, they invariably ask the Montessori teacher what steps they should follow at home to be consistent with the school's philosophy. Providing consistency in the home is of vital importance to the child, for it offers clarity and security.

Most often, parents' only experience with education has been the traditional model. As a result, they often have little experience with many principles that are at the core of the Montessori approach to education. In addition, our fast-paced, competitive lifestyle and popular culture exert tremendous pressure on parents to make choices that often conflict with their child's best interests and healthy development. For these reasons, it is very important that parents stay in close communication with their child's teacher and avail themselves of the many opportunities to understand the work of MOMI – through observations, parent/teacher meetings, classroom and school-wide parent education programs, and the other information provided by the school. Your child's teacher and the Head of School are available to answer your questions. Please also refer to the list of *Recommended Reading for Parents* in Section III.

Together, the parent, teacher, and Head of School can provide the support that children need to develop their full potential. Parents at the Montessori School of Maui are partners, without whom the school's work would not be possible.

2.5 **Parent Commitment Policy**

The Montessori School of Maui staff is dedicated to establishing a relationship with every family based on trust and respect, guided by the principles of the Montessori approach to education. As a school, we are committed to providing an educational environment for all of our students that provides the opportunity to develop academic excellence, a compassionate perspective, social responsibility, environmental awareness, and a love of learning.
The same holds true for parents, particularly when speaking of individual perspectives and social responsibility. It is expected that as parents at the Montessori School of Maui, you

maintain your actions in written, spoken, or physical forms at a level that is appropriate and supportive of the school and its mission, all students, all staff, and each family. If a concern exists, you are encouraged to seek out respectful resolve through appropriate means with a member of staff.

One important component in determining a student's success is the involvement and support of the family in their child's education. At the Montessori School of Maui, we understand that every parent's involvement in their child's school life is essential to helping us achieve our purpose- to provide a well-rounded learning environment for your child. Your love, support, and participation provide the foundation for their success.

Parents are expected to contribute to their child's education in the following ways

On behalf of their children, parents are expected to:

1. Make an effort to participate in celebrations, events, and programs.
2. Attend Parent Education Programs and make parenting responsibilities a priority.
3. Attend two Conferences every year and attend important classroom rights of passage (e.g., the Journey of Discovery).
4. Stay informed by reading all student memos, handbooks, newsletters, and school correspondence.
5. Follow all of the precepts and guidelines of the Family Handbook so that their child may take full advantage of the educational opportunities offered by the school.

On behalf of their children and the Montessori School of Maui, parents are expected to:

1. Use their thoughts, speech, and actions to promote harmony while on and off campus. Parents should strive to be positive in their speech and writing about MOMI, its students, and faculty in school and around Maui, and in their online/digital presence. Parents should do their best to make a profound, lasting, and positive contribution to the community of students, fellow parents, teachers, and staff.

2. Contact the school directly in order to seek clarification when questions arise about aspects of the school, its child-centered pedagogical approach, holistic instruction, or school policies and procedures, before engaging in personal or group discussions, which can induce confusion and misunderstandings about MOMI values.

To support the Montessori School of Maui, families are expected to:

1. Contribute to the Annual Fund according to their ability, understanding that 100% participation in this effort is requested of all parents.
2. Participate in the school’s fundraising efforts.

3. Complete your Parent Participation requirement of 15 (fifteen) hours per family per school year.

These expectations are to be abided by and met with sincerity and care. Failure to comply with this Parent Commitment Policy and any of the School's Policies and Procedures may be deemed cause for the withdrawal of your child from the school.

2.6 **Student Conduct**

The Montessori School of Maui aims to:

- Balance the freedom and responsibility of the individual with the need for cooperation, order, restraint, and goodwill within the group;
- Provide an environment where the young person will experience encouragement, affirmation, and community, as well as personal responsibility;
- Ensure the physical and psychological safety of each student;
- Enable each student to develop a high standard of moral integrity, gained through growth in self-discipline and personal responsibility;
- Help students grow into mature, responsible adults;
- Maintain a high standard for student behavior that reflects positively on self, family, school, and community;
- Nurture each student with loving firmness, respect, and fairness at levels that are age-appropriate.

The Montessori School of Maui expects each student to:

- Treat others with dignity and respect;
- Treat themselves with dignity and respect;
- Respect both the work and the property of others;
- Have consistent attendance and punctual arrival.

In the event that a student fails to meet the expectations above, the following notes describe the usual approach and procedures for working with the student. The school reserves the right to modify these procedures as it sees fit:

- In the event of minor misbehavior, the student and teacher discuss and work cooperatively to resolve the problem. If the life of the classroom is affected by an individual's minor misbehavior, a discussion may be held in the context of a community meeting.
- Chronic misbehavior is reported to parents by the teacher, with copies of Incident Reports (internal documentation) sent to the Director of Finance and Head of School. In whatever instance, non-punitive redirection is top-of-mind. Such redirection may include any or all of the following: restorative conversation, guided responsibility-taking

and reparative action, social skills coaching, structured time for reflection, and loss of privilege with a re-entry plan.

- Major misbehavior, especially that involving injurious behavior, is reported to and/or taken to the Head of School, with copies of Incident Reports (internal documentation) sent to the Director of Finance and Head of School. The Head and teacher(s), along with the parents, and the student, as appropriate, meet to resolve the issue.
- Targeted misbehavior is an aggressive behavior that is intentional, repeated over time, and involves an imbalance of power or strength. Any such misbehavior is reported to and/or taken to the Head of School, with copies of Incident Reports (internal documentation) sent to the Director of Finance and Head of School. The Head and teacher(s), along with the parents, and the student, as appropriate, meet to resolve the issue.

In the event of major or targeted misbehavior, whether one-time or chronic, a student may be:

- required to successfully fulfill a behavior plan;
- sent home from school;
- suspended; or,
- expelled.

The school expects full parental cooperation in all aspects of the student's life at the Montessori School of Maui. All rules apply before, during, and after school, and at all times on school outings.

<u>Major Misbehavior</u>

The school considers the following to be major misbehavior:

- Interference with the rights of others, including physically hurtful behavior (such as hitting, punching, kicking or biting), verbally hurtful behavior (such as teasing, taunts, threats, intimidation, hate (in verbal, written, and/or physical forms)), inhibiting the ability to learn (students) or the ability to teach (guide(s));
- Damage to, abuse of, or stealing of any school or personal property;
- Possession, use, or sale of drugs in the current Federal Controlled Substances Act;
- Possession, use, or sale of alcohol, tobacco substances, or inhalants;
- Possession, use, or sale of weapons or explosives;
- Truancy from school or school activity;
- Use of obscene, profane, suggestive, or intimidating written or verbal language;
- Repeated disruptive or uncooperative behavior;
- Misuse of computer/Internet/local area network/email privileges.

The school is committed to working together with the student and the family on issues of conduct. At the same time, the Montessori School of Maui reserves the right to dismiss any

student at any time if, in its sole judgment, the student's continued presence at the school is detrimental to him/herself, to others, or to the community as a whole.

Targeted Misbehavior

Targeted misbehavior is an aggressive behavior that is intentional, may be repeated over time, and involves an imbalance of power or strength. Targeted misbehavior can take on various forms, including:

- Physical – when one engages in physical force against another, such as by hitting, punching, pushing, kicking, pinching, or restraining another.
- Verbal – when someone uses his or her words to hurt another, such as by belittling or calling another hurtful names.
- Nonverbal or relational – when one person manipulates a relationship or desired relationship to harm another person. This includes social exclusion, friendship manipulation, gossip, or intimidating others by using gestures.
- Cyber / Social– the intentional and overt act of aggression toward another person by way of any technological tool, such as email, instant messaging, text messages, digital pictures or images, or website postings (including blogs). Targeted cyber misbehavior can involve:

    - Sending mean, vulgar, or threatening messages or images;
    - Posting sensitive, private information about another person;
    - Pretending to be someone else in order to make that person look bad; and
    - Intentionally excluding someone from an online group.

- Hazing – an activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers that person, regardless of that person's willingness to participate.
- Sexualized – when targeted misbehavior involves behaviors that are sexual in nature. Examples of sexualized targeted misbehaviors include sexting, exposures of private body parts, and verbal actions involving sexualized language or innuendos.
- Hate Language and/or Hateful Physicality- one-time or repeated use of hateful written or spoken language, or physical behavior targeting a minority person or his/her beliefs, religious affiliation, or personal philosophy. Such instances will be met with clear reiterations of our goals to be kind and empathic, and efforts will be extended to ensure support and protection so that those in receipt can feel safe. In making reparations, the student(s) who committed the hate will actively engage in whatever form is deemed necessary to show learning, and will actively participate in sharing what he/she learned so that everyone harmed and/or within the community can learn and benefit also.

Anyone who sees an act of targeted misbehavior and who then encourages it is engaging in such behavior. This policy applies to all students, school employees, school volunteers, and school visitors.

All school employees are required to report alleged violations of this policy to the student's teacher, the Counselor, or the Head of School. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the student's teacher, the Program Support Specialist, or the Head of School. Retaliation against individuals who report such alleged violations is expressly prohibited.

The school will accept and review all reports of targeted misbehavior. The school will consider the ages and maturity of the students involved*, the type of behaviors, the frequency and/or pattern of behaviors, the context in which the incident occurred, and other relevant circumstances. Consequences may range from positive behavioral interventions up to and including suspension, expulsion, and/or reports to law enforcement officials.

*Note: The school does not generally categorize the behaviors of Toddler and Primary students in the realm of targeted misbehavior, but rather behaviors stemming from impulsivity, poor frustration tolerance, or lack of necessary language skills.

2.7 **Literature for Young Children and General Guidelines for Choosing Books**

As your child's first teacher, you have the greatest influence on the development of your child's interest in books and reading. When your child observes you reading, he or she absorbs a respect for literature and literacy. When you read aloud to your child, you share in the pleasure and joy that human communication brings. That joy stimulates interest in cultural literacy in addition to an appreciation of beauty. When choosing books for your children, remember to **first read the book yourself**. Observe content, grammar, vocabulary, usage of language, and artistic presentation.
When choosing books for children under six years of age, Dr. Montessori recommended realistic stories. Toddler and Primary children are trying to understand their world and cannot differentiate between reality and fantasy. Non-violent stories about real people and real animals and their everyday activities will help children develop an understanding of the world. For this reason, we recommend not showing your child movies or videos at this age. A few of these are developmentally appropriate, regardless of the parental advisory ratings.

An understanding of the difference between fantasy and reality develops as the child moves into the elementary level. This is the time that myths, fairytales, and fables are appropriate to introduce for the exploration of ethics and moral questions. The elementary child is interested in the world and universe and has an innate desire to learn about biology, botany, and all the earth sciences, as well as history and culture.

2.8 **Suggested Reading for Parents**

Some books by Dr. Maria Montessori:

- The Secret of Childhood
- The Formation of Man
- To Educate the Human Potential
- The Child in the Family
- Education and Peace

Writings about Maria Montessori and the Montessori Method

- Montessori Play and Learn (ages 3-6)
- Montessori Today by P. Lillard
- Parents' Guide to the Montessori Classroom (primary)
- Introduction to the Primary Classroom
- Introduction to the Elementary Classroom
- Understanding the Human Being (0-3) by Dr. S. Montanaro
- Montessori Madness by Trevor Eissler
- Understanding Montessori by Maren Schmidt, MEd, with Dana Schmidt

Parenting

- The Pressured Child by Michael Thompson, PhD
- Positive Discipline in the Montessori Classroom by Jane Nelsen and Chip DeLorenzo
- Roots of Empathy: Changing the World Child by Child by Mary Gordon
- The War for Kindness: Building Empathy in a Fractured World by Jamil Zaki
- The Hurried Child by David Elkind
- Raising Your Spirited Child by Mary Kurcinka
- Punished By Rewards by Alfie Kohn
- Between Parent and Child by Haim Ginott
- At Home With Montessori by Patricia Oriti
- The World of the Child by Aline Wolf
- Our Last Best Shot by Laura Sessions Stepp

- Raising Cain, Protecting the Emotional Life of Boys by Dan Kindlon, PhD, and Michael Thompson, PhD
- Reviving Ophelia- Saving the Lives of Adolescent Girls by Mary Pipher, PhD
- The One Minute Mother by Spencer Johnson, MD
- The One Minute Father by Spencer Johnson, MD

Ecology

- Earth in Mind by David Orr
- The Great Work by Thomas Berry
- The Universe is a Green Dragon by Brian Swimme
- Ecophobia by David Sobel
- Sharing Nature with Children by James Cornell

Child Development

- Impact of Identity: The Power of Knowing Who You Are by Irina Nevzlin
- Your Child's Growing Mind by Jane Healy, Ph.D.
- In Their Own Way by Thomas Armstrong
- The Hand by O. Wilson

2.9 **Educational Programs- The Toddler Community**

"Help me to do it myself."- Maria Montessori

Montessori School of Maui maintains one toddler classroom with twelve students guided by a teacher and a teacher's assistant. Value is placed on the growth of independence, self-regulation, care, and social skills and language development. Through the preparation of the environment and the choices available to the child, learning by young children is best facilitated.

This environment, which is carefully prepared, allows the children to discover qualities of the world. By affording developmentally appropriate activities, the young children are empowered to thrive and become self-directed. The development of physical, cognitive, social, and emotional skills is supported because they are immersed in a world that is created just for them. All furniture is their size, and materials are at their level, so they have ready access to what interests them.

The growth of the mind and body is inseparable. Once children begin to coordinate their movements, they must perfect them through practice. The spoken language for toddlers will

increase in variety and syntactical complexity, taking place quickly on the heels of this so-called explosion.

The love of one's environment comes naturally to children because it meets their needs. Just as children have a need to explore their environment, they have a similar need to explore relationships they share with others. Often occurring in parallel, the children learn to expand their use of language with each other, which is ultimately considered to be part of the environment.

Learning to share space with others supports the children's social awareness and requires the need to learn and develop language skills. Awareness of the needs of others helps to develop empathic capacities, also. Community-building skills help toddlers see how their actions affect others. Giving words about the feelings and appearance of friends teaches awareness and helps to improve vocabulary, enables communication, and enhances community.

2.10 **Educational Programs- The Primary Community**

"The essential thing is for the task to arouse such an interest that it engages the whole personality. In our schools, this moment of healing is not the point of arrival...but it is the point of departure, after which 'freedom of action' consolidates and develops the personality." – Dr. Maria Montessori

The Montessori Primary classroom is often called the "Children's House" as it is prepared as a comfortable home-like setting designed specifically to meet the needs of the young child. As Dr. Montessori observed, young children's learning is almost effortless as they explore, manipulate, and internalize their environment. Respectful of the unique individuality of all children, the environment encourages a natural progression through different sensitive periods, or times when children are most ready to learn particular skills.

Critical to these ideals are specific components inherent in the primary environments-

1) Respect for the Child as a unique, capable, and independent being,
2) Freedom of Choice to select work independently,
3) Order and Structure reflective of children's innate needs and tendency toward logical progression,
4) Reality and Nature to ground the children in truthfulness and to enable them to observe, connect with, and nurture the natural world,
5) Aesthetics and Beauty, in order to calm and capture the interest of children, and finally,
6) Montessori Materials that are attractive, age and developmentally appropriate, self-correcting, and provide both a direct and indirect aim as well as a sequence from the concrete to the abstract.

Orienting children to their time, place, and culture is a primary goal. Within the Montessori framework, our orderly, beautiful, and dynamic communities are organized into five integrated

curriculum areas where the children engage: Practical Life, Sensorial, Language, Mathematics, and Cultural, including science and geography. Hawaiian culture is revered, embraced, and integrated throughout the curriculum. Music and art are included as part of the Practical Life curriculum on a daily basis, as is access to our Living Classroom. Like inside, the outdoor spaces adjacent to the classrooms are prepared for purposeful work that includes raking leaves, dry or wet sensory exploration, bird watching, or washing napkins, among many other choices. Our indoor and outdoor prepared environments provide many opportunities for both fine and gross motor development and flow within orderly guidelines.

Undoubtedly, the biggest benefit of the Montessori Method of Education is the development of peaceful, cooperative, and respectful communities. The multi-age setting benefits all children in that older children model appropriate behavior and empathy for younger ones. The younger children benefit by observing the leadership and learning choices of the older children and aspire to follow their lead. In our dynamic little communities, children learn to treat others as they would like to be treated, to respect all living and non-living things, to care for their environments, and to resolve conflicts using words rather than actions. This is Peace Education in action.

2.11 **Educational Programs- The Elementary Community**

"The passage to the second level of education is the passage from the sensorial material level to the abstract. A turning toward the intellectual and moral sides of life occurs at the age of seven." – Dr. Maria Montessori

The elementary community is composed of children who thrive on learning with and from each other. This collaborative learning environment emphasizes an integrated learning process that achieves academic success, social competence, and earth literacy. Students develop the ability to work cooperatively in reaching a goal, to contribute ideas, to listen to others, and to respect individual differences. According to Dr. Montessori, it is during this stage of development that the child's imagination *"flares forth".*

2.12 **Educational Programs- The Lower Elementary Community**

Children in the lower elementary environment are entering the second plane based on Montessori's philosophy of human development. The elementary years (ages six to twelve) can be identified by several psychological characteristics: the reasoning mind, a focus on social relationships, a sense of justice, imagination, interest in the extraordinary, hero-worship, and an enormous potential for work. The lower elementary environment takes into consideration these characteristics in order to best support the children in the second plane of development.

Cosmic Education is the name given to the approach that Dr. Montessori developed for the elementary child. The child at this age has the ability to imagine that which cannot be seen or that which does not exist, the power to reason through to a conclusion, the desire to work with others, and the ability to do great work. These elements are all in play in the lower elementary classroom.

To support this learning, the lower elementary environment is designed for exploration and discovery. Hands-on materials allow the children to manipulate objects and to see the problems' resolutions concretely. Curricula in all academic areas demand the use of these materials and are consistent year-to-year, while emphasis can vary within a three-year work cycle and be dependent on student goings-on in the community, and school-wide expectations.

The students take charge and lead almost all aspects of the community: from classroom jobs to engaging in peacekeeping dialogue, to planning events and areas of study. Children in the lower elementary environment express a genuine interest in the ideas and input from his/her peers. It is a very social stage of development, and the teacher affirms that there are ample opportunities to work collaboratively.

The freedom to explore different areas of the curriculum is vital to the program and essential in constantly satisfying the students' inherent curiosity. Following the Montessori method, the teachers are continuously asking what is relevant to the developmental needs of each child and affording them direction as necessary.

2.13 **Educational Programs- The Upper Elementary Community**

The Upper Elementary is a special learning environment and community, based on the guiding principles of Maria Montessori. Following her pedagogy and our school's mission, the adults work as guides to help students prepare for life. The teachers strive to deliver a comprehensive curriculum through a team-based model that supports the teacher's growth within particular curricular areas and the students' need for both movement throughout all spaces and in-depth instruction and practice within the disciplines of language, mathematics, culture, and the sciences.

Three connected environments are beautiful and open, filled with resources to feed the minds, bodies, and spirits of all students. Montessori credentialed teachers and teaching assistants work within the spaces. Much work is done to create community within the spaces among staff and students alike. The program is organized to 1) facilitate the partnership between school and home, 2) to more easily deliver appropriate and necessary support during work time and instruction, and 3) encourage more intimate community building outside the larger upper elementary community. Respect for one another is essential. A great amount of time is spent facilitating discussions between students in community meetings, teaching them to speak and move respectfully, to help each other, and to solve problems in a positive manner. Students' understanding of mutual respect is inherent in the entire community and continues to be

strengthened and reinforced in academic work, group activities, community meetings, and service.

The elementary program operates with the understanding that its greatest challenges are to support the children's discovery of their place within the group and within society as a whole. Thus, much activity at the elementary level takes place in groups, with children sharing, collaborating, and passionately exploring material together.

Montessori found that at this developmental stage, children are intrinsically motivated to increase their academic rigor. They want to exhaust certain topics of their choosing, and they are eager to learn everything, especially the obscure, strange, or bizarre. In the upper elementary classroom, rubrics are used to outline the expectations for projects. To support learning new skills, children are frequently required to recall information previously learned in lower elementary. They are also regularly encouraged to make cross-curricular connections by applying knowledge from one subject to another. They learn to respectfully debate and discuss topics, to share ideas, and to defend their well-researched stance.

2.14 **Educational Programs- The Middle School Community**

The school must be an experience in the elements of social life. An environment created to assist the adolescent to achieve independence and to recognize that manual and intellectual work are equally essential for a civilized society. "-Dr. Montessori

It is a primary goal of our Middle School Program to collectively embrace the opportunity that is the culmination of Toddler, Primary, Lower Elementary, and Upper Elementary. Moreover, the work is to live our days with the children, joining hands in partnership to prepare them for citizenship in society. The "education" at this point is experiencing how to be a member of a tribe, a village, a nation. It is the last great window of awareness for social formation of the personality. It is a special, sacred time and must be cherished.

We understand the adolescent in a Montessori context. The child of 12-18, and specifically the sub-plane for 12-15, is at the doorstep of adult life. Childhood has ended, and the mind turns to forming a social identity. The Montessori adolescent environment is designed to provide these young people with adult-like experiences that help develop the ability to function as a productive member of society.

The Educational Syllabus identifies three developmental tasks of the child: Self-Expression, Psychic Development, and Preparation for Adult Life. In general terms, these are shaped for student engagement by understanding and honoring the developmental characteristics, needs, and tendencies of 12-15 children. Recognizing that children must learn about the culture and the society in which they will be an active contributor, they require an ability to codify and systematize. These abilities are accomplished in part by embedding these experiences and

incoming knowledge in the project-based, place-based, purposeful work in the Plan of Study and Work.

The adolescent has a strong need for self-expression. This is overtly and covertly layered into their study and work with conscious crafting by the adult. Given this freedom and trust for what the child "must" express at that moment, the adults are truly gifted to be a part of that moment of formation in the child.

Amidst studies of mathematics, language, and technology, the study of scientific discoveries, geographical explorations, the relation of humans to the environment, and contacts with different peoples helps children arrive at an understanding about how human beings shape culture across time, share unifying aspects for progress, develop empathy, and have faith in the future. The actualization of this work requires lessons for/skills in different forms of writing, self-organization, cartography, debate, research, mathematics, primary and secondary sources, etc., but those are only part of the goal. Ultimately, children are imbued with love for their fellow citizens. They explore the morality of people from the past juxtaposed with that of the present. In turn, children become enlightened and more prepared for adult life.

Dr. Montessori divided the syllabus into 3 parts:

1. The opening of ways of expression
    a. Free choice in all kinds of artistic occupations, including music, dance, theater, and art
    b. All types of creative writing, including prose, poetry, and journaling
2. The fulfillment of the fundamental needs that we believe to be the formative forces in the development of the human spirit
    a. Moral education
    b. Mathematics: to understand the special forms of progress of our times
    c. Languages: to establish understanding between peoples
3. General education
    a. The study of the earth and living things
    b. The study of the building of civilizations and of human progress
    c. The study of the history of humanity

2.15 **Student Preparedness and Academic Standards**

The intent of the school is to place children in a learning environment that supports their developmental level. All teaching staff extend efforts to ensure that the performance of all current and incoming students meets our newly developed standards. What does this mean? The Montessori School of Maui has entered a new era of academic standards, performance, and expectation, if you will.

Entry, Mid-Level, and Exit Standards have been adopted for all programs. Efforts to further expand the development of these standards so that materials, lessons, and extension activities are added is on-going. The goal in doing so is to best ensure that all students learning within the program are doing so and at an appropriate rate.

These new Accountability Standards for students and staff have been implemented as of the 2019-2020 start and include:

1) Student Reporting Documents (Progress Reports, Student Reflection Forms, Parent Pre-Conference Forms),
2) Record-keeping tools like Transparent Classroom were implemented first in 2021.

2.15.1 **Accountability Standards**

An Explanation of the Standards

"Give the child the key, and they will unlock the door." Research shows that learning must be applied and organized in the mind of the learner and is best facilitated through hands-on and real-world experiences. Of great importance is the integration of the broader aspects of understanding with the component details. The learning foundations reflect some of the abilities that children will generally develop during their school years.

Accountability in Teaching

The key to assisting children in developing their potential is in understanding the stages of development experienced during childhood and adolescence and then creating developmentally appropriate learning environments to meet students' needs and interests. Because every child follows their own developmental timeline, we understand that students will acquire skills and competencies at varying rates. Teachers present lessons, observe the children's progress, expect students to be responsible for their learning choices, and create enriched learning environments.

Readiness, Stages of Development, and Standards

Developmentally appropriate practice is based on understanding the developmental changes children experience during childhood and on the multiple ways that children learn. Readiness is not an indication of intelligence or ability. Physical, social, emotional, and cognitive development is closely related, and children's development is best served when viewed holistically. Though development occurs in a relatively orderly sequence, it is highly individual and proceeds in varying rates from child to child. A complete discussion of the knowledge base that informs Montessori practice is beyond the scope of this document. Information related to development can be found in the school's library.

2.16 **Homework**

Cognizant of ensuring life balance for your child and your family, homework is set to enhance the work that is introduced in the classroom environment and begins in the lower elementary program. It allows students to practice taking responsibility and provides them time outside of the school day for independent study.

Goals of homework include, but are not limited to, informing parents about what is happening within the classroom as well as encouraging parents to support the development of time management skills within their child over the course of each school week. Important to know that expectations for homework are aligned but vary between classrooms, by teacher, and by student.

2.17 **Student-Initiated Business Endeavors**

The Middle School students own and operate their own small businesses. Lessons involving real-life experiences and particularly those that relate to money management are some of the most powerful, meaningful, and unforgettable experiences for these students. They learn to calculate gross sales, cost of sales, and net income. They apply for loans, calculate interest, and write business proposals. The students gain skills, knowledge, and experience in marketing, public relations, promotion, record keeping, problem solving, committee work, accountability, presentation, and mathematics. They learn how to write checks, make cash deposits, and withdrawals.
The children are encouraged to generate their own money-making ventures, and the teachers look to include ideas that may come spontaneously from the students. Their ideas may be service or product-oriented. Past and present products and services have included car washes, lemonade stands, T-shirt sales, craft sales, a farmer's market, baked goods, book sales, hand-made soap sales, and hot lunch sales. The bulk of the proceeds from these ventures support the classes' off-island field trips. In addition, each year the students choose to donate money to those in need.

2.18 **Living Classroom** (Includes the Entire Campus, both indoors and outdoors)

In 1996, the school received a $25,000 grant to design and build an organic garden in the center of the campus. Over the years, it evolved into what has now become "The Living Classroom," a prepared environment where Primary to Middle School students experience their interconnectedness with the natural systems that surround them. Specially designed materials and guidelines support the children's natural curiosity, their desire to be authentically challenged, and to become the best version of themselves.

The Living Classroom curriculum is comprised of hands-on and purposeful task-oriented activities reflective of essential garden procedures and methodologies. The program seeks to promote awareness, knowledge, and understanding to enable valuation of the outdoor

environment and its processes within the context of a garden setting. Children at all levels are given ownership of their environment and are charged with the responsibility for its care. Observational skills and investigative approaches are integrated and highlighted within the fundamental activities of composting, planting, fertilizing, maintenance, and harvesting. Emphasis on practical life, sensory, and gross motor skill development takes place daily within a framework of grace and courtesy. Children are presented with the opportunity to choose from a variety of necessary garden works that spark curiosity, build a sense of stewardship, and promote further exploration of individual and group-relevant topics.

Rooted in Montessori philosophy, the Living Classroom and its auxiliary growing areas are supported by a three-part, culturally integrated environmental education program. The program 1) includes agricultural and native plant production, 2) promotes ecological awareness, knowledge, and respect among students, and 3) supports the school's mission and sustainability initiatives for management of both Hawaiian and Western perspectives.

The program uses the environment as its third teacher. The subjects of agricultural/native plant propagation, ecology, and resource management serve as a foundation to explore and foster an appreciation of the place in which we live and to inspire a love of learning. The curriculum, a blend of nature, place, and project-based learning, weaves sustainability guidelines and integrates Hawaiian cultural practices throughout to guide children as they begin to gain an understanding of who they are and their place in the world. The presentation of the age appropriate and skill-building lessons and activities centers on the cultural traditions of ancient Hawaiians, which offer a wealth of meaningful, environmental perspectives. It is the resource teacher's goal to use these lessons and activities in the hopes of increasing the ecological literacy of the students through an efficient and integrated use of the Living Classroom and its auxiliary growing areas.

The importance of the outdoor environment was addressed in many of Maria Montessori's writings. The heart of Dr. Montessori's work embraces a balanced environment both indoors and outdoors. An integrated curriculum allows for lessons in mathematics, botany, art, reading, and practical life skills to be introduced in one setting and continued in the other.

Some of the purposes of the Living Classroom are to:

- Connect the child with nature
- Appreciate, respect, and learn to care for the environment
- Learn about the Hawaiian culture
- Practical study of botany
- Provide direct application of knowledge and skills

- Allow for the refinement of both large and small muscle activities
- Allow children to experience the “fruits of their labors”
- Encourage parent involvement and community building

2.19 **Integrated Art, Hawaiian Culture and Music, World Language, and Physical Education**

Students benefit from a rich program of fine arts and enrichment classes at MOMI. These classes afford students a holistic education in the spirit of the Montessori pedagogy, where the mind, body, and spirit are nourished.

Resource programs include: Visual Arts & Hawaiian Studies Integration (Hana No’eau), Garden and Earth Stewardship in the Living Classroom, Physical Education (PE), and Spanish.
Primary students engage in the Living Classroom and PE. As our students grow older and move into Lower Elementary, their studies expand to include all enrichment activities.

All programs run year-round, and some occur multiple times per week. Each class is offered to enhance the experiences of students outside the regular classroom setting. Collaboration between individual instructors occurs informally to better support the work of each across all disciplines. Montessori-certified instructors, professionals within the field of study, or other interested professionals teach all programs.

2.20 **Admission of Children with Learning Differences**

Montessori instruction is individualized to meet the needs of each student. Montessori education is appropriate for many children with learning differences; however, each case must be evaluated individually. In some situations where extensive staff, materials, or alterations to the physical environment would be required to meet a child’s needs, that child would not be admitted to the school.

- The regular admissions process will be followed, including an assessment of the child’s developmental needs. We require a statement from the child’s doctor regarding any physical or medical limitations that may affect the child’s ability to participate safely and productively in the MOMI program. Statements from other professionals may also be required.
- Throughout the school year, the Head of School, the Teacher, any Learning Specialists engaged with the child, and parents will continue to evaluate whether the program is meeting the child’s needs.
- Montessori teachers are not specialists in teaching children with learning differences. The costs of any services that the regular staff cannot provide are not included in

tuition. Arrangements for such additional services during school hours must be made through the school. A limited number of students are eligible for on-campus learning services support based on need and learning specialists' availability. If needed services are not readily available or cannot effectively be accommodated within the MOMI structure, parents will be informed of the need for a comprehensive Individualized Educational Plan through the Department of Education.

2.21 **Learning Difference Identification**

Children with learning differences will be identified as soon as possible using appropriate screening and evaluative methods, and in order to support further identification and diagnosis if necessary by an appropriate professional. Acadience Benchmark Assessments are conducted three times a year for K-3rd grade and MAP testing for 4-8th grade twice a year. Reasonable accommodation will be made to meet the needs of children identified as having special needs if the school is in receipt of all formal evaluation documents, results, and professional recommendations/accommodations. If the school is unable to meet those needs, appropriate referrals will be made available to parents. For parent support in seeking professional evaluation, see Section 2.22.1 Available Resources for Parents and Children on Maui.

2.22 **Referrals for Tutoring** (Outside Academic, Psychological, Special Education

There are times where a need to provide additional services to individual students is necessary. Usually, in Montessori schools, generally speaking, there can be a wide spectrum of student ability. Montessori schools attract both the gifted child and the child with learning differences. Support staff is sometimes required, for a limited time period, to meet a student's academic needs. When questions arise about this need, teachers and parents alike can seek support from the Head of School. Efforts to establish appropriate supports are done on an individual basis and are supported by the Head of School, the teacher, and any Learning Specialists engaged with the child.

2.22.1 **Available Resources for Parents and Children on Maui**

<u>Family/Child Support and Evaluation</u>

Imua Family Services 808-244-7467
Infant – Early Childhood Development, Inclusion & Autism Services, Newborn Hearing Screening
www.imuafamilyservices.org

Vanessa Ince 808-385-2652
Clinical Psychologist

Educational Evaluation- learning differences

Mark Rauser 808-204-4827
Psychologist, Educational Evaluation- behavioral, neuropsychological

Ann Rivers 808-573-1855o 808-281-8825m
Educational Evaluation, Lindamood Bell/Orton Gillingham tutor- reading

Drs. Gabriella Galler-Rimm & Michael Rimm 808-572-4500 808-268-2805
Developmental/Behavioral Pediatrics (Gabriella)
Child, Adolescent, Family Counselor (Michael)

Glen Bruce 808-283-2975
Psychologist & Sandplay Therapist
Dan Lane 808.280.9457
Psychologist

Student Support & Tutoring
Kiegan Blake 808-873-7700
Occupational Therapist
Maui Center for Child Development

Pediatric Therapies Hawai'i
Occupational Therapy and Physical Therapy Services Dr. Amy Peterson, PT - *Owner / Chief Executive Office* Located in Central Maui, Upcountry, and Lahaina 808.446.2032

Ashley Jung 808-359-4762
Independent Speech Pathologist

Education Therapy
Basic learning, language, writing, mathematics, and test preparation
16 Hobron Ave, Ste 205, Kahului 808-893-0590
355 Hukilike St, Ste 209, Kahului 808-893-0590

2.23 **Student Records**

All Student Records, including Progress Reports, Achievement Testing Scores, Student Releases, Teacher Recommendations, Health Records, and all information pertaining to student records, are official/confidential school records and copies and/or originals are kept in the student's Cumulative Folder. All requests for school records must be referred to the Admissions Office. The Head of School and/or the Admissions Office approves the release of any student records.

2.24 **Transition Orientations**

These orientations are informational hours designed for parents of students who are transitioning from one program to another. These **required** meetings help prepare parents for the excitement and challenges that a new learning environment will bring to their children and are by invitation only.

There are three Transition Orientations as follows:

- Primary to Lower Elementary
- Lower Elementary to Upper Elementary
- Upper Elementary to Middle School

SECTION 3- PRACTICAL INFORMATION, POLICIES, AND PROCEDURES

3.1 **School and After-School Care Hours**

	School Hours (Mon, Tue, Thu, Fri)	After-School Care Hrs. (Mon, Tue, Thu, Fri)	School Hours (Weds)	After-School Care Hrs. (Weds)
Toddler	8:00-3:00 pm	No Extended Care	8:00 am-1:30 pm	No Extended Care
Primary	8:00-3:00 pm	Monday and Friday 1:30 pm-5:00 pm	8:00 am-1:30 pm	1:30 pm-5:00 pm
Elementary and Middle School	8:00-3:00 pm	3:00 pm-5:00 pm	8:00 am-1:30 pm	1:30 pm-5:00 pm

Extended Care Fees

Aftercare (Monthly)*	**Primary:** (Ages 3-6) $960 annual fee/$96 monthly fee **Elementary and Middle School:** (Grs: 1-8) $1500 annual fee/$150 monthly fee

*Annual Basis- Paid monthly, in advance. This option allows the parent the flexibility of having their child in Extended Care as little or as much as they desire during Extended Care hours.

3.2 **School Business Contact Information**

School Office: 808-573-0374

School Cell Phone: 808-283-9073

Finance Office: 808-573-1230

Admissions Office: 808-573-7568

Aftercare: 808-446-8351

Website: www.momi.org

You are encouraged to contact the school office at any time with messages relating to your child's school day or if you have questions relating to school registration, tuition, or special programs.

You may call or stop by the school office, which is open from 7:30 a.m. to 3:30 p.m., Monday through Friday.

After hours, you may leave a message on the answering machine. The Finance Department may also be contacted by fax at 808-573-0389 or via email at tessh@momi.org.

3.3 **Teacher Email Addresses**

Classroom	**Teacher Name**	**Email Address**
O'hi'a Class (Toddler)	Anela Medeiros	anelam@momi.org
Nara Class (Primary)	Eva Sikes	evas@momi.org
Kukui Class (Primary)	Kristen Figueroa	kristenf@momi.org
Monkeypod Class (Primary)	Dawn Roetter	dawnr@momi.org
Plumeria Class (Primary)	Jennifer Zainuddin	jenniferz@momi.org
Kamani Class (Primary)	Kaitlin Priem	kaitlin@momi.org
Banyan Class (Lower El)	Sierra Tanouye	sierrat@momi.org
Jacaranda Class (Lower El)	Alejandra Carta	alejandrac@momi.org
Wiliwili Class (Lower El)	Lilli Jaramillo	lillij@momi.org
Mamane Class (Upper El)	Mackenzie Dickinson	mackenzied@momi.org
'Iliahi/Hala Class (Upper El)	Marissa Kennedy	marissa@momi.org
Koa Class (Middle School)	Anne Coletta	annec@momi.org
Elementary Aftercare	Mariel Downs	marield@momi.org
Primary Aftercare	Andrea Futch	andreaf@momi.org

3.4 **Arrivals and Departures**

<u>Arrivals</u>

The importance of prompt arrival cannot be overemphasized. All children should arrive on time before the start of class. Children feel most comfortable when they arrive on time.

Arrival time for all students is reflected in Section 4.1: School and Extended Care Hours. Elementary - Middle School students may gather peacefully outside their respective classrooms if arriving before 8:00 am. Elementary and Middle School students may wait outside beginning at 7:45 am.

<u>School Gates Will Be Locked at 8:15 AM:</u> Tardy Elementary and Middle School students must go to the school office to obtain a tardy slip before attending class. Tardy primary students can go directly to class. See Section 3.5 Student Attendance and Punctuality for more information related to attendance and tardiness.

By law, parents of toddlers and primary-aged children must walk their child to the classroom. The teacher and/or assistant will greet the child before entering the classroom.

Safety is everyone's responsibility so please close all gates every time you enter or leave the school's inner campus.

Elementary and Middle School students may utilize the Morning Drive-thru and Drop-off. The children will be greeted by an employee at their cars. Please follow the line of vehicles. Pull up close to the vehicle in front of you and remain in the car. We encourage and help the children with opening and closing the car doors. Your patience and encouragement of this independence are greatly appreciated.

Student Transitions

Maria Montessori was once quoted as saying, "Once a child has reached independence, the adult can become nothing more than a hindrance." As such, we have found that parent entry to campus can hinder a child's transition success. To avoid this, teacher support should be sought by parents as they help their children to transition to the school day. We have found that consistency of routine, short good-byes, sincere well wishes, and quick departures make for the most efficient transitions for all children into the morning work cycle.

Departures

It is important to pick up your child promptly at the specified time, as this will permit a comfortable closure for the child. If this needs to change, please contact the school office.

It is best to schedule a meeting with your child's teacher if you wish to discuss your child: this will allow the teacher to address parent concerns and questions without distractions.

Please close all gates every time you enter or leave the school.

Elementary and Middle School students may utilize the Afternoon Drive-through Pick-Up. The children will be walked by an employee to their cars. Please follow the line of vehicles. Pull up close to the vehicle in front of you and remain in the car. We encourage and help the children with opening and closing the car doors. Your patience and encouragement of this independence are greatly appreciated.

3.5 **Student Attendance and Punctuality**

As an independent education center, the Montessori School of Maui employs staff who are Montessori credentialed, hold advanced degrees, and have numerous years of teaching experience totaling more than 100 years. As such, the staff have used their experience and knowledge to develop and deliver a rigorous curriculum to support the social, emotional, and intellectual growth of each child.

Research shows that regular school attendance is a key factor in a student's academic success and positive growth to the extent that a child is exposed to and engages in such a curriculum. Leaving school early or arriving late can constitute a partial day's absence. As such, please avoid all unnecessary absences. Know too that **student absences totaling more than 15 days will be identified as chronic (Hawaii Statute 302A-1132) and may have ramifications for student development and the consistency of the progress through the curriculum**.

When students are absent, they miss important group lessons, and some, unfortunately, cannot be duplicated. For example, students who miss a literature discussion miss out, as there is no way to give a "make-up" lesson. Even when make-ups are possible, they often are less effective, and they take the student and the teacher away from other activities. To avoid the challenges associated with absenteeism, adherence to the following policy is strongly recommended.

- Being on time for school is essential. School begins at 8:00 am for all students. Students who are late are considered tardy and miss valuable class time. Make every effort to get your child to school on time.

- The school calendar is intended to make planning easy. Whenever possible, routine medical and dental appointments should be scheduled after regular school hours. Do schedule family vacations during school breaks/holidays.

<u>Tardiness</u> defined:

Tardy: Students are marked tardy if they arrive at the classroom after 8:15 am.

Tardiness and Absences are recorded in a child's permanent school record.

Consecutive or excessive tardies (3) warrant a call home by the teacher team. Additionally, an email with the Head of School cc'd will be sent home by the teacher team notifying the parent of this record.

In alignment with the Hawaii Statute noted above, 12 consecutive/non-consecutive tardies constitute a 1/2-day absence. A phone call will be made, and an email with the Head of School cc'd will be sent home by the teacher team notifying the parent of this record.

In alignment with the Hawaii Statute noted above, 24 consecutive/non-consecutive tardies constitute a 1-day absence. A phone call will be made, and an email with cc to the Head of School will be sent home by the teacher team notifying the parent of this record, and a meeting will be scheduled.

Absence defined:

Parents should inform the office on the day of the absence or send a note following said absence regarding student illness or a medical appointment that cannot be scheduled after regular school hours, for example.

Two consecutive absences will warrant a phone call home if no communication has been received from the parent.

In accordance with the Hawaii Statute noted above, absences of or in excess of 15, excused or unexcused, will warrant a meeting to address the issue and may have ramifications for a child's matriculation within the program.

3.6 **Licensing Requirements**

The Montessori School of Maui has received a Certificate of Approval by the State of Hawaii Department of Human Services, Benefit, Employment, and Support Services Division to operate a childcare center. We are licensed for an Infant/Toddler Program, a Group Childcare Center, and Before and Aftercare Program.

- Infant/Toddler – Not to exceed 12 children ages 18 months to 3 years with a staff/student ratio of 1:6.
- Primary (Group Childcare Center) – Not to exceed 123 children ages 3 to 6 years with a staff/student ratio of 1:12. The school provides a light snack for Aftercare only.
- Elementary Extended Care (Before and Aftercare) – Elementary Program Not to exceed 40 children with a ratio of 1:20.
- Primary Extended Care (Before and Aftercare). Primary Aftercare is limited to 123 children ages 3 to 6 years, with a staff-to-student ratio of 1:12. The school provides a light snack for Aftercare only.
- Liability Insurance – The school carries the appropriate liability coverage.

Safe Sleeping Environment Policy

In providing a safe sleep environment for children one year and older, Montessori School of Maui has created the following policy regarding safe sleep practices for children one year and older:

This childcare facility makes the following sleeping arrangements:

(1) Individual cot, mat, or rug for each child who rests; and

(2) A clean sheet or cover to be used on the cot, mat, or rug for each child.

3.6.1 **Reporting General Occurrences and Suspected Child Abuse and Neglect**

This childcare facility will report to the Department of Human Services, within one working day of occurrence, the death of a child, employee, or household member, and any illness or injury received at this childcare facility that results in a child's hospitalization, including emergency room admittance.

Montessori School of Maui will follow the guidelines set forth by the Child Protective Services of the State of Hawaii Department of Human Services. Employees or officers of any public or private school are required to report "if there is reason to believe that child abuse or neglect has occurred or there exists a substantial risk that child abuse or neglect will occur in the reasonably foreseeable future."

<u>The procedure for reporting suspected abuse and neglect is as follows:</u>

- Any employee having evidence or suspicion of child abuse or neglect will report this information to their supervisor. The Head of School will be informed immediately.
- Any employee of MOMI is a mandated reporter.
- Only the Head of School will file a phone report from MOMI. He/she will consult with the staff member to gather the information clearly.
- If there is a question of how to proceed, the Head of School can call and consult with CPS regarding concerns or observations. He/she may deem that the situation is not an emergency in nature i.e. not require immediate police response and may request CPS to have a Social Worker contact the family. The Head of School may have the Teacher contact the family, contact the family themselves, or may choose to have the CPS Social Worker contact them without prior notification.
- Employees or officers of any public or private school are required to report "if there is reason to believe that child abuse or neglect has occurred or there exists a substantial risk that child abuse or neglect will occur in the reasonably foreseeable future." These reports must be made to the Family and Adult Services Division of the Dept of Human Services (DHS). This report may be made by telephone, followed by a written report within 48 hours of the telephone report. The Head of School will notify the parents of the child that a report has been made and will be the sole source of information to the family.
- All dealings with police, employees, and public media will be the responsibility of the Head of School. No employee other than those authorized by the Head of School is to deal with the police or media.
- The family's confidentiality will be protected. The exceptions to this would be when a court order subpoenas records, the police or CPS is investigating the case, or a signed Release of Information has been filed with the school.

- The confidentiality of the student's records may also be superseded by a court order. In this case, the school is required to surrender whatever documents the court requests and may be required to submit reports.

3.7 **Medical Requirements for Attendance**

In accordance with the Hawaii Department of Health requirements, children may not be admitted to the school until:

- The required Medical Information Form is signed by both parents.
- Immunizations or a State of Hawaii exemption* must be current and on file in the administrative office.
- All students must have a TB clearance.

*Please note that if a family elects to vaccinate a student after a religious exemption has been signed, that religious exemption is nullified. Also, if there is an outbreak of any communicable disease for which immunization is required by the Department of Health, including but not limited to Measles, Mumps, Whooping Cough, Polio, and Varicella, your unvaccinated student may be excluded from school per the guidelines provided by the Department of Health.

3.8 **Health- When to keep a sick child home from school**

The Montessori School of Maui is an educational setting for students aged 18 months to 15 years and should at no time be considered a day care setting. As such, we are neither licensed nor equipped to care for students who are ill or unable to fully and actively participate in the educational program. Good health is integral to each student's success and the well-being of the entire community. We support good health by, among other things, routine hand washing. This is encouraged, requested, scheduled, and modeled at all levels.

Teachers are trained to identify suspected communicable diseases and illnesses, administer first aid, protect against blood-borne pathogens, and recognize when a child should be excluded from school.

Students frequently experience seasonal health effects due to changes in the weather. In such instances, students can take medication for non-contagious illnesses; however, we are not permitted to administer medications of any kind without specific doctor's instructions, the medicine in its original container, and a completed Special Care Plan. Moreover, we are not permitted to administer or apply over-the-counter medications or creams of any kind unless this Special Care Plan is completed. Ill or injured students requiring more than a brief rest and/or ice pack are brought to the office while they wait for their parents to pick them up. See Section 3.9 Medications for more information.

Illness Guidelines and Exclusion Policy
We cannot admit students to school if one or more of the following conditions exist:

- Any communicable disease for which immunization is required by the Department of Health. This includes but is not limited to Measles, Mumps, Whooping Cough, Polio, and Varicella. Should your child contract one of these illnesses, guidelines provided by the Department of Health will be followed in order to determine the length of exclusion.
- The illness or ailment prevents the student from participating comfortably in normal school activities in the classroom, as observed by the teacher.
- The illness/injury requires more care than teachers or nurses can provide without compromising the health, safety, and supervision of the other students in the class.
- The student has one of the following, unless medical evaluation by a physician indicates that the child is well enough to attend school:

    a) A temperature of 100.4° Fahrenheit or greater, accompanied by behavior changes or other signs or symptoms of illness**. If your child has a fever, you may not medicate him/her in order to send him/her to school.**

    b) Symptoms and signs of possible severe illness, such as lethargy, abnormal breathing, diarrhea and vomiting, rash with fever, mouth sores, behavior changes, or other signs that the child may be severely ill;

    c) A health-care professional has diagnosed the child with a communicable disease, and the child does not have medical documentation to indicate that the child is no longer contagious.

It is important to notify the office and teacher directly if your child will be absent due to illness.

Communicable Diseases and Illnesses

Educating yourself about communicable diseases and other necessary policies of MOMI is important too. By doing so, you can help us to ensure that your child and everyone else in the entire school community is safe. In the event of a confirmed case of a communicable disease, a notice will be sent to classroom families as appropriate.

During the year, it is sometimes necessary to contact parents and have them take their child home because he/she is ill or is suspected of having a communicable disease. If your child complains of feeling ill before school, we request that he/she stay home. MOMI has the authority to exclude students who are suffering or are suspected of suffering from a communicable disease or illness.

Based on our school-specific policies, if a child has any of the following diseases or illnesses, the periods of exclusion that we adhere to are as follows:

TYPE OF ILLNESS	PERIOD OF EXCLUSION
Cough A mild hacking cough often starts after the first few days of a common cold. A child with mild symptoms, no fever, and otherwise feeling well may be fine at school.	A child with a deep or uncontrollable cough should stay home, even without a fever.
Diarrhea/Vomiting	Until symptom-free for 24 hours w/o medication.
Earache Consult a medical provider for earaches. Ear infections may require medical treatment.	Until pain-free.
Fever A common symptom of viral and bacterial infection. Children are likely to be contagious to others when they have a fever.	At least 24 hours after they no longer have a fever or signs of a fever, without the use of fever-reducing medicine. Example: If your child was sent home from school on Monday with a fever at 10 am, he/she cannot come to school on Tuesday. He/she can return to school on Wednesday if fever-free for 24 hours with no medication.
Hand, Foot, Mouth Disease Blisters may occur on the palms, fingers, and soles of the feet for 7 to 10 days. Hand washing is important.	Once diagnosed by a physician, the child must stay out for at least 7 days after the onset of blisters or fever. No child will be permitted to return to school without a physician's consent in a written note, and all sores must be healed (i.e, not open or weeping). Example: if symptoms start on June 30, Day 1 is July 1. The child can return on July 8 with a note from the doctor and sores healed.
Head and Body Lice	

See handouts regarding treatment of ukus. Checks and retreatment are necessary from the onset at 3- and 7-day intervals until nit-free.	Your child will need to check in with the Main Office for a head check before being cleared to return to the classroom.
Impetigo A contagious bacterial skin infection that usually begins with small fluid-filled blisters and causes a honey-colored crust on the skin after bursting.	24 hours after starting prescribed antibiotics, and a note from the doctor clearing them to return. Open blisters should be covered with a bandage.
Influenza Contagious for 3 to 5 days from the onset of symptoms, up to 7 days in young students	For at least 24 hours after they no longer have a fever or signs of a fever, without the use of fever-reducing medicine.

Pink Eye (Conjunctivitis) A common infectious disease of one or both eyes caused by several types of bacteria and viruses. Causing itching and/or pus-like discharge from one or both eyes.	At least 24 hours after the first dose of antibiotic treatment, and a note from the doctor clearing them to return.
Pinworms A common infection of the intestines caused by a parasitic worm. Symptoms are itching around the anus, irritability, and disrupted sleep.	At least 24 hours after the first treatment and symptom-free, and a note from the doctor clearing them to return.
Rash Rashes may cover the entire body or be limited to one area, and are most contagious in the early stages.	Until a medical provider has said it is safe to do so, especially with additional symptoms like itching, fever, or appearing ill. Doctor‘s note clearing them and saying it is not contagious or uncontrollable.
Runny Nose	Uncontrollable yellow-green nasal discharge may indicate an infectious disease. Exclude until drainage is eliminated or the coloration is no longer present.
Sore Throat A child with a mild sore throat, no fever, and otherwise feeling well may be fine to attend school.	Contact a medical provider for a severe sore throat, with or without fever, and if white spots are seen in the back of the throat.
Staph Infection (Staphylococcus aureus)	If signs of a staph infection are suspected in a child, Montessori requires families to seek medical attention. See school policy on Staph Infection*.
Stomach Pain	Keep the child home with a persistent or severe stomachache that limits activity. If vomiting and diarrhea occur, stay home until symptom free for 24 hours w/o medication.
Strep Throat A significantly sore throat could be strep throat, a contagious illness. Other symptoms may include fever, rash, white spots in the back of	Contact a medical provider. A child diagnosed with strep throat/scarlet fever is no longer infectious and can return to school 24 hours after antibiotic treatment has been started. No

the throat, headache, and upset stomach. Untreated strep throat can lead to serious complications.	child will be permitted to return to school without a physician's written note.
Tooth Ache For tooth pain, contact a dentist to have the child evaluated as soon as possible.	A child with a significant toothache should not attend school until feeling better.

Staph Infection Policy
If you believe your child may have a staph infection, do not send them to school until you have consulted with a medical provider.

If your child is diagnosed with a confirmed case of Staph, they will need written authorization from their medical provider for them to attend school.

The wounds need to be properly wrapped at all times to help stem the spread of Staph to other students. Your child will need to be brought to the Main Office daily to have the wrapping checked to be sure that the wound will remain covered throughout the

entire school day.

These steps will remain in place until a written release from your medical provider stating that the wound is no longer contagious is handed in to the Main Office. By diligently following these rules, we will help minimize any spread of infection to others.

More on Blood-Borne Pathogens
MOMI **is** committed to providing a safe and healthy work environment for the entire staff. In pursuit of this endeavor, we have created an **Exposure Control Plan** (ECP) as an addendum to our Employee Handbook to eliminate or minimize occupational exposure to bloodborne pathogens in accordance with OSHA standard 29 CFR 1910.1030, known as the federal law "Occupational Exposure to Bloodborne Pathogens".
The ECP is a key document to assist our school in implementing and ensuring compliance with the federal standard, thereby protecting all our employees.

Student/Parent/Family Illness
Student absences need to be reported to the child's teacher via e-mail (as noted above), with a carbon copy (cc) to attendance@momi.org, by the start of the school day. In instances where children remain home due to illness, they must have a doctor's note clearing them to attend school before they can be re-admitted.

3.9 **Medications**

Special Care Plans, obtained in the Office, are required for dispensation of medication or in order to care to be provided in instances where known medical conditions exist.

- The Department of Health requires the school to create a Special Care Plan for students with allergies, medical conditions, and/or daily medications that require the school to store and administer medication.
- All medications brought to school for administration by an administrative staff member must be outlined in the Special Care Plan by a physician.
- The parent and the physician prescribing the medication must sign a Special Care Plan allowing a staff member to administer the medication.
- Medication must be handed to the administrative staff member by the parent.
- Please do not send medication to school with your child. Any medication found will be confiscated and turned in to the office.
- Medication must be in its original container with the physician's specific instructions.
- The first dose of any medication must be administered at home in case of an allergic reaction.

3.9.1 **Allergies, Medical Conditions, and Daily Medications**

- The Department of Health requires the school to create a Special Care Plan for students with allergies that require the school to store and administer medication and/or modify our environments. If your physician declares a condition as an allergy or medical condition requiring medication in the event of exposure, a Special Care Plan must be completed by your physician with detailed instructions.

3.9.2 **Dietary Restrictions**

- If your child has a mild reaction to something and you would prefer they not ingest it, that would be considered a dietary restriction. If your child has a dietary restriction that limits the food items they are allowed to eat in the classroom or in aftercare, parents are now required to provide a daily snack for your child, including a snack for aftercare if applicable. If your child has dietary restrictions, you must notify the Administrative Assistant in the School Office to determine how the teacher or aftercare staff can accommodate the situation.

3.10 **Uku Policy**

Nits and ukus are of concern to us here at MOMI, given past and recent experiences. As such,

- All questions related to ukus should be referred to the office.
- Ukus will be treated very privately.
- Individual classes will be checked throughout the week when someone is reported to have ukus within that class.
- Children will be sent home if they have live head lice and/or nits.
- A note will go home with students in the affected class only, regarding the treatment and detection of ukus.
- Students sent home with ukus will be checked prior to returning to class on the following day of their return. Parent(s) will need to stay until the student is cleared by the office.
- If a student still has ukus or nits at the recheck, they will be sent home again to be treated.

3.11 **Emergency Care Plans**

If a child requires emergency care (illness, injury, etc.), we will follow this procedure:

1. A trained staff member will administer first aid.
2. Parents will be contacted by phone.
3. If parents are unavailable, references listed on the emergency information card will be contacted.
4. If emergency references are unavailable, the child's referenced physician will be contacted. Emergency services and/or transportation will be contacted if deemed necessary by the staff. The family shall cover any medical expense incurred.
5. Any or all of steps 2 - 4 may be skipped in case of extreme emergency.
6. In case of an island-wide emergency (i.e., tsunami, earthquake, etc.), please refer to Section 7 of the Family Handbook.

3.11.1 Student Health and First Aid

To help maintain a healthy and safe school environment, staff may:

- Assess a child's condition and respond according to their training.
- Take a child's temperature when the child appears ill or reports symptoms that may be associated with a fever.
- Provide basic first aid and comfort measures, such as rest, water, an ice pack, or cleaning and covering a minor cut or scrape.
- Contact the child's parent or guardian when appropriate.
- Request that a child be picked up when the child is unable to participate comfortably or safely in school activities, requires care that cannot reasonably be provided at school, or may have an illness that could be spread to others.

Emergency situations will be handled in accordance with the school's Emergency Care procedures in Section 3.11.2.

3.11.2 Emergency Care

If a child requires emergency care due to illness, injury, or another medical situation, the school will follow these procedures as appropriate to the situation:

- A trained staff member will provide first aid or emergency assistance according to their training.
- The child's parent or guardian will be contacted.
- If a parent or guardian cannot be reached, the school may contact individuals listed as emergency contacts.
- When appropriate, the child's healthcare provider may be contacted for guidance.
- If staff believe emergency medical assistance may be needed, the school may call 911.
- Emergency assistance will not be delayed while the school attempts to contact a parent, guardian, emergency contact, or healthcare provider.
- Any or all of the contact steps above may be skipped when immediate emergency assistance is needed.

Parents or guardians are responsible for medical and transportation expenses incurred on behalf of their child to the extent permitted by law.

Revocation of an authorization for emergency medical treatment does not prevent the school from providing appropriate first aid or contacting emergency services when necessary to respond to an immediate threat to a child's health or safety.

In case of an island-wide emergency (i.e., tsunami, earthquake, etc.), please refer to Section 7 of the Family Handbook.

3.12 Student Dress Code

Student dress and personal grooming are primarily the responsibility of the student and parents. Students are expected to come to school clean, neat, and appropriately attired. Students are encouraged to make wardrobe choices in the context of spending their day in an educational setting. Our intention is to create and foster a safe and orderly academic venue in which students can concentrate on their educational endeavors with minimal distractions. *Parental support of both the school and the child is a vital component in achieving this goal*. If it is determined that the student is outside the parameters of the dress code - by the student's parent or teacher - the student will need to be provided with a change of clothes before returning to class.

Guidelines are as follows:

- Students are to dress appropriately for an educational setting. All students need to take responsibility for dressing in a manner that is appropriate for their body type to ensure that the chest, midriff, and seat area, both anterior and posterior (bottom, butt, tush, gluteus maximus), are fully covered.
    - No visible undergarments
    - Discrete necklines
    - Waistbands of pants/shorts/skirts are not to fall below the hip
    - Shorts length at mid-palm or longer
    - Skirt length at the fingertip or longer
    - Leggings and yoga pants must be of a thick enough fabric so that they do not show through
    - No obscene, offensive/intimidating language, drug, tobacco, firearms, or alcoholic beverage advertisements displayed on any clothing
- Any (unaltered) MOMI school event/logo shirts may be worn
- Hats are encouraged for outdoor wear and sun protection. It is the teachers' discretion to determine whether the hat may be worn inside the classroom.
- Shoes are encouraged to protect the feet.
  Heel height should be no more than 2 inches

- P.E., Playtime, and Garden: Appropriate shoes must be worn. Students are required to keep a pair of sports shoes at school for P.E.
    1. Students without these shoes may not participate in P.E. and must not run or climb on play equipment.
    2. Students playing on the basketball court must wear flat, closed-toe, closed-back shoes.
    3. Students working in the garden must wear flat, closed-toe, closed-back shoes.

For additional information related to the Student Dress Code and specific programs, please see the respective program handbooks.

3.13 **Toys**

Each teacher has his or her own preference and procedure for sharing time; however, toys should not be brought to school. Children are encouraged to share with the class a fascinating discovery related to culture, science, or nature. Please label the item, or its container, so that it can be returned home safely. Also, it is suggested that you check with your child's teacher regarding appropriate toys and other items that your child would like to bring to school.

Please leave all electronics, including handheld electronic games, at home.

3.14 **Nutrition and Snacks**

Breakfast is your child's most important meal. Please ensure that your child eats a nutritious breakfast.

Within our Primary Program and in other classrooms, as determined by the teacher, parents of children are asked to participate in providing snacks on a rotating basis throughout the year. This extra help from parents is most appreciated and provides an opportunity for each child to share with classmates. As applicable, a snack schedule will be distributed to each class as well as lists of recommended foods and beverages. Whole grain crackers or bread, a variety of raw fruits, nuts (assuming no allergies), and vegetables are recommended. Morning snacks are available between 9:30 to 10:30 a.m. Children with food allergies may be asked to bring their own snacks. Students in the Afternoon Extended Day will be provided a light snack.

For more specific information related to Nutrition and Snacks, please see your child's teacher.

3.15 **Snack Suggestion List**

Please use the following Snack Foods suggestion list:

Fresh Fruit: apples, bananas, oranges, pears, seedless grapes, melon, pineapple, etc.

Dried Fruit: apricots, apples, bananas, raisins, and figs

Crackers & Breads: whole wheat bread, sesame breadsticks, plain rice cakes, muffins, and bagels

Nuts & Seeds: almonds, pecans, walnuts, pumpkin seeds, sunflower seeds, peanuts (DO NOT send nuts to the Toddler class)

Fresh Vegetables: carrots, cucumber, bell peppers, celery, radishes, yellow squash, broccoli, etc.

Miscellaneous: cheese, natural peanut butter (where permitted), honey, cream cheese, plain popcorn, and granola. (No popcorn for the Toddler class)

Please, do not send candy, traditional candy bars, or other sugary snacks or drinks with your children.

3.16 **Lunch**

Lunch from home

A healthy, nutritious lunch and snack provide children with the energy they need to focus and concentrate on their work. Please consider including food from all of the food groups when packing your child's lunch, and only include a small dessert, or better yet, save sweets as treats to be enjoyed at home. Parents are encouraged to provide a lunch of a reasonable size. Please do not confuse quantity with quality. Send only as much food as your child will eat. Half a sandwich, half a banana, and a wedge of vegetable may be sufficient for a primary child.

Please pack your child's lunch in a labeled, easily opened lunch box.

Please select simple, unadorned lunch boxes for your child's lunch.

To help broaden our children's awareness of ecology and recycling, please use reusable food containers. Please avoid using prepackaged drinks and lunches that usually come in non-recyclable containers. A large part of your child's education focuses on caring for the earth. Please help them to learn to be earth-friendly.

3.17 **Library**

All classrooms at MOMI house individual libraries.

3.18 **Parent Participation Hours**

Montessori School of Maui believes that parent involvement is fundamental to a thriving learning community and essential to helping your child develop a positive attitude toward learning. Every family is asked to contribute fifteen (15) hours of their time each school year to Montessori School of Maui through Parent Participation, as stated in your enrollment agreement.

Parent Participation hours may be fulfilled through Parent Teacher Organization (PTO) service and events, assisting with Development efforts and events, providing Hospitality contributions of food or beverages, or volunteering as coordinated directly with a MOMI administrator or teacher.

Parents can find Parent Participation and volunteer opportunities in The MOMI Weekly (emailed every Sunday), on the Blackbaud Resource Board under "Volunteer," through communications from their child's teacher, or on the bulletin board outside their child's classroom.

An important additional benefit of parent participation is that it demonstrates that caring and contributing are the building blocks of citizenship. When children see their parents contributing to their school community, they learn the value of helping others, working together, and giving back. These experiences teach lessons that words alone cannot convey and show children that their education is important to the whole family.

3.19 **Field Trips and Going Outs** (Older Primary, Elementary, and Middle School)

Classes schedule field trips throughout the year, designed to complement our curriculum goals. Parents will be notified of each trip in advance. Individual permission forms must be signed and returned before the child can participate. We welcome parent participation whenever possible.
As students' interests in society and the bigger world develop, trips off campus during the school day occur more often. Outings to the grocery store, pet store, nursery, etc., are a regular part of life in the MOMI classrooms. In addition, a child's research project may call for visits to exhibits, libraries, and museums that relate to his or her topic. The teacher, assistant, or parent in the class accompanies the children.

3.20 **Guidelines for Chaperones and Drivers**

Our school welcomes parent involvement for driving and chaperoning on field trips and other off-site events. We appreciate your taking the time to support your child's school and its activities. The following are guidelines that we ask our drivers and chaperones to follow:

General Instructions

- Please bring a cell phone with you on the trip for safety reasons. In case of illness or emergency, please notify the school immediately. Call: (808) 573-0374.

- Volunteers are acting as role models for our students. Please lead by example by demonstrating maturity in actions, attitudes, and dress. The teacher or teacher's assistant (TA) will be in charge of each field trip and will direct the volunteers as to what is expected of them.

- Only those parents who have signed up in advance as drivers or chaperones may attend.

- Only the children enrolled in the class or activity may go. Under no circumstances may guests or siblings attend a field trip unless the trip is announced as a special family event and other siblings are specifically invited. Please do not arrange to meet someone else at the field trip or event site. The first responsibility of each volunteer is to the students being supervised.

- Chaperones are responsible for the behavior of those students assigned to them. In private vehicles, the driver is responsible for the children's behavior. In the school vehicle or rented buses, the teacher or teacher's assistant (TA) is responsible, with help from volunteers. If you are experiencing difficulties, please report the problem immediately to the teacher or the supervising adult. Do not allow rowdiness, disrespect, inappropriate voices, etc. Do not allow dangerous or potentially dangerous behavior on the trip.

- Chaperones should always remain with the students for whom they are responsible. They should keep their assigned group of students nearby. They should resist socializing with other adults.

- Know exactly how many students are in your group. Keep a roll if necessary. Be sure all are present before moving from one place to another.

- Students are to return with the same person and vehicle that transported them. Exceptions to this can be made only by the teacher or TA. Exceptions are generally reserved for emergency situations only.

- Drivers and chaperones should refrain from purchasing special treats for the children they are supervising unless all the children from the class can benefit equally.

- If you have questions about any aspect of the field trip, expectations of drivers/chaperones, or expectations for student behavior, please ask for assistance from the teacher or TA.

- Smoking is prohibited.
- The use of alcoholic beverages is prohibited.
- As representatives of our school, all chaperones and volunteers are expected to follow school policies.

Additional Instructions for Driver Chaperones

- The teacher is to make all vehicle assignments for students. You will be provided a list of names of the children being transported in your vehicle.
- Please arrive at school at least ten (10) to fifteen (15) minutes before departure time.
- Copies of the Emergency Medical Release forms for all students will be with the teacher or a responsible adult.
- Seat belts must be worn at all times. Only one (1) child is permitted per working seatbelt.
- Children may not be transported in the backs of pickup trucks or other types of trucks.
- Please be sure that you understand the route to be taken. A map and/or directions will be provided by the teacher or TA. Please follow the assigned route to and from the field trip.
- It is expected that you will obey all the traffic laws, including maintaining acceptable speed limits.
- When traveling, cars should "caravan" together.
- Please call the school right away if you experience car trouble or become lost.
- If someone has been hurt or is ill, and the teacher is not readily available, please call the school for instructions.
- Children must enter and leave the vehicle from the curbside unless the vehicle is in a protected parking area or driveway.
- Children must not be left unattended in a vehicle.
- Students should not eat or drink in their car without your permission. They have been instructed to use quiet voices when talking and to keep their hands/feet to themselves. If any student does not cooperate, please inform the teacher.

- Teachers/Staff are discouraged from driving students on a field trip in their own vehicle (even if the student is the teacher/staff member's child).

3.21 **Volunteer Chaperones/Drivers- Parents**

To ensure the safety of our students, all chaperone and/or driver names are run through the United States Department of Justice National Sex Offender Registry www.nsopw.gov.

Chaperones are required to complete and sign a Guidelines for Chaperones and Drivers form and a Volunteer Chaperone Form each school year.

Forms can be obtained from the Field Trip Coordinator (FTC). Parents will receive a Driver Packet from the student's teacher or assistant teacher that includes:

1. Volunteer Driver Application Form
2. Guidelines for Chaperones and Drivers

Volunteer Driver Application Form: Please complete and return this form, including copies of the required documentation, to the Field Trip Coordinator.

Required Documentation

1. Driver's License Copy
2. Certificate of Insurance and Vehicle Liability Limits. (Parents can call their insurance company and request a copy of this information to be emailed to the FTC, or provide copies of this information directly to the FTC. Liability Limits must match or exceed the requirements as set forth by the school.
3. Copies of the vehicle's current registration and safety inspection.
4. Original Driver's Abstract record. This can be obtained through the Maui County Courthouse for a fee. -
5. Volunteer Driver Application form completed for the current school year.
6. The vehicle must be registered in your name. Updates to the vehicle information may need to be provided to the FTC throughout the year.

Volunteer drivers will not be allowed to drive students unless all documentation listed above is on file in the office before the field trip.

Driver Abstract information must also be received and approved by the Director of Finance before parents are approved as volunteer drivers.

3.22 **Lost and Found**

Unmarked items left on the campus will be deposited in a designated Lost and Found Area. Please check for missing items as soon as possible. Labeled items will be taken to the appropriate classroom. When labeling items, please use the first and last name and be sure that writing is legible.
Unclaimed Lost and Found items will be donated to Goodwill throughout the school year.

3.23 **Classroom Placement**

Montessori staff determine placement for children depending upon:

- The welfare of the child, i.e., the ability to have the needed experience for the child's developmental needs to be met
- Maintaining the Montessori principle of multi-year placement with peers and a teacher for a developmental cycle
- Developing balanced classroom composition related to gender, age, developmental maturity, special needs, and personality
- Results of the child's visits to classrooms, and teacher observations/student assessments
- Once an appropriate placement is determined, a change is made only if the staff feels that the student's development merits the change. Multi-age groupings are at the heart of the Montessori Method, and any change diminishes the benefit of being in the same environment for a developmental cycle
- Parent requests are accepted, but no specific placement is guaranteed as the aforementioned rules are prioritized.

3.24 **Withdrawal from School**

Students are enrolled for the FULL ACADEMIC YEAR, and no adjustments in tuition can be made by the School for absences, withdrawal, or dismissal.

The tuition prepayments and any school program fees are non-refundable after the due dates.

Furthermore, if enrollment is canceled on or after June 15, parents or guardians financially responsible for the student are obligated to pay the full annual tuition.

Upon withdrawal, a "Written Notice of Withdrawal" must be completed and submitted to the Finance Department. Parents must pay all collection fees, attorney fees, and other costs to collect any outstanding amounts.

3.25 **Classroom Celebrations and Holidays**

Celebrations involving parents are integral to the life of the school. Many of these celebrations revolve around the activities of individual classes: holidays, simple plays, birthdays, and farewells. Others bring the larger community together: a student production, teacher appreciation day, Earth Day clean-up, and commencement.

Whether small and informal or organized for the whole school, celebrations and rituals highlight and affirm the school's values and vision. The MOMI community attempts to reduce and de-emphasize the overstimulation and "media hype" created during holiday seasons and prefers to emphasize the needs of the individual child.

SECTION 4- GENERAL INFORMATION AND SCHOOL POLICY

4.1 **Channels of Communication**

Matter Related To	**First Contact**
Child's academic progress Child's developmental progress Child's behavioral/social progress Interactions with other children Classroom procedures Classroom Activities Teacher's Assistant	Classroom Teacher
Extended Day procedures Extended Day program	Extended Day Teacher
Admissions procedures Classroom Observation sign-up Marketing	Director of Admissions
Special Events/Public Relations Marketing Website Annual Giving Fundraising Montessori Weekly	Director of Development/Head of School
Facilities and Equipment	Director of Human Resources
Registration Student Records General Questions Medical Daily Scheduling Blackbaud in general	Administrative Associate and Registrar
Field Trips Lunch Program	Administrative and Student Support Assistant
Billing/Accounts After-School Programming Tuition and Fees Blackbaud accounting Legal Matters	Director of Finance

Parent Education Pedagogical Issues Academic Policy Transparent Classroom	Head of School

4.2 **Parent Classroom Observations**

Parents are invited and encouraged to observe our classrooms in session. The opportunity to quietly observe in the classroom is very valuable in understanding the philosophy your child is experiencing throughout the day and is a vital link between the teacher and the parents. When meeting with a teacher, it will help to have observed your child because you have more knowledge of your child's accomplishments and challenges. Arrangements can be made a few days in advance by making an appointment through the Admissions Office. Observations begin in mid-October and continue through May. Parents of children transitioning to a new level will only observe one classroom at that level. Classroom observation schedules rotate, and parents will be assigned to the next class available.

The following are some suggestions for making the most of your classroom observation time, while also respecting the focus of our students and the special learning environments that our teachers create for them:

- Remaining seated and unobtrusive is the best way to see how the children function on a typical day. We want you to discover what Montessori education is all about, and this is best achieved by having the children forget that you are here.
- If the children ask what you are doing, we suggest that you say, "I am here to watch you work." If they continue to be focused on your presence, you may want to suggest that you will be watching them as they choose work.
- If a child asks you for help, please direct them to a member of our faculty.
- Our teachers will do their best to take the time to introduce themselves to you, but their primary focus is on the children.

What to observe: We suggest that you first watch the group as a whole and then observe the children in relation to these points:

- Do the children look at ease in the classroom? Are they comfortable with the adults and with their peers?
- Notice how teachers approach the children, guide and/or redirect them to activities.
- Observe how the children are involved in their work for different periods of time. The

ability to concentrate and be absorbed varies with the child and the activity. One of our goals is to help the children engage in constructive activities and concentrate on their "work."

- Observe how some children, even when distracted, return easily to work.
- Take note of the self-discipline among the children. Some respond to their inner source of direction and work with a sense of joy and purpose. Others depend on friends or an adult to keep them on task.
- The Montessori teacher is the link between the children and their environment. The children learn more from using the materials than from direct teaching by the adults.
- Are some of the children working in pairs and small groups? Do you see examples of cooperation? How is the mixed age group contributing to this spirit of cooperation?
- Are the children sensitive to the needs of others and helpful to their peers?
- Pay attention to how the children care for the environment. Each environment is its own, and they are tasked with being responsible, confident, and considerate of it and each other.

We ask that you do not "float" to another classroom on campus without direction from the Office. Please write your questions on the back of these instructions, and we can discuss them once your observation is complete.

4.3 **Progress Reporting and Conferences**

Students, parents, and teachers meet formally twice a year for a formal conference. Conferences are generally student-led, beginning in the lower elementary, and are conducted without students elsewhere. Comprehensive Evaluations/Assessment Audits of your child's progress in school are conducted on an ongoing basis throughout the year, and your child's teacher is prepared to sit down with you and discuss current concerns. Written Progress Reports are provided for Fall and Spring in addition to the conferences. These Progress Reports become a part of your child's permanent academic record.

Conferences are an opportunity for our children to share their school experience and are vital to the educational process. It is your responsibility as a parent to participate in this exchange in order to enhance the educational experience of your child. As these conferences impart direct feedback and are integral to the continued educational growth of the child, both parents are expected to attend. Written progress reports will be distributed to each child's parents at the end of the year. The Head of School may sit in on Parent/ Teacher meetings.

Preparation time for scheduled conferences easily exceeds many hours by the teacher, and verbal reporting of that work can be expected to last 20-25 minutes in formal conferences. We allocate two days for each conference period. The school will be closed on these days.

Childcare

- Childcare is available without charge for MOMI students only while their parents attend conferences.
- The school is not able to offer childcare to toddler siblings of MOMI students or children who are not enrolled in our school.
- All children using Childcare on conference days must be checked in and out by a parent or guardian with the childcare attendants.

4.4 **Assessments, Screening, and Testing**

The use of assessments, screening, and testing helps to evaluate student progress toward age-appropriate learning goals in an atmosphere that fosters growth, promotes positive self-esteem, and maintains the integrity of the Montessori program. The Montessori School of Maui uses several assessment tools, including individual standardized testing and formal and informal screenings like the Acadience reading and math K-3 Benchmark Assessment in lower elementary and MAP Growth in grades 4-8. Parents and/or teachers may request a screening for a child. None of the assessments or screenings that are provided by the school is diagnostic. Parents will be informed if an assessment provided for a child indicates a possibility for concern, and will be asked to schedule a conference with the teacher and/or the Head of School. Parents who seek outside services for their child are expected to keep the school informed by providing copies of assessments, screenings, and/or testing results to the teacher for your child's file. Children who are or have been identified as learning challenged may be provided with a Student Educational Plan upon request by the parents.

These are examples of productive reasons for assessments:

- To determine progression on developmental achievements
- To detect special needs, learning, and teaching challenges
- To assist with curriculum, instructional, and placement decisions
- To help a child assess their own progress
- To identify and understand student learning styles
- To monitor educational trends

4.5 **Parent-Teacher Communication**

Teachers at Montessori School of Maui look forward to building a rapport with each parent to benefit the child at home and at school. Teachers share information through Transparent Classroom on a regular basis throughout the school year.

Transparent Classroom

- Transparent Classroom (TC) was first implemented at Montessori School of Maui in 2022. It is an online database that holds our recordkeeping and all documentation related to your child's progress within the program. Teachers post pictures and share information via TC. All parents will receive an invitation at the school year to log in to TC. Doing so will ensure a parent's ability to access student progress and to successfully retrieve their child's progress reports once published, and any time thereafter.

We enjoy informal conversations to share news about your child; however, there are times when an issue requires a parent-teacher meeting.

Examples:

- Your child's academic progress
- Developmental progress
- Behavioral and/or social progress
- Interactions with other students
- Classroom procedures
- Classroom activities
- Circumstances involving the Teacher's Assistant

We ask that you schedule the meeting ahead of time and come prepared for the discussion. Let us know the nature of the concern, so we can be prepared to answer your questions. We will respond as quickly as possible and thank you for your patience. Help us to avoid miscommunication by voicing your concerns to the teacher first. If issues go beyond the expertise of the teacher, the Head of School is the next step in the chain of communication. A meeting with the teacher will assist you in finding solutions. The meeting may also help clarify school policies and procedures as they relate to the issue of concern and determine final decisions regarding school operations and implementation of policies and procedures.

It is never appropriate for a parent to confront or attempt to discipline someone else's child. We ask parents to bring their concerns to the teacher.

4.6 **Parent Education**

In addition to the Observations and Parent/Teacher Conferences, Journey of Discovery, Parent Orientation Night, Montessori Parent Education Nights, Parent Transition Meetings, and special events further help to build a bridge between home and school. Parent Education occurs in a variety of different formats:

Journey and Discovery

This is a favorite of parents at Montessori School of Maui. At this workshop, parents experience the Toddler, Primary, Elementary, and Middle School classrooms, enjoying many of the activities performed by the children. Your participation is strongly encouraged as it provides valuable insights into the materials that your child uses to learn.

Transition Orientation

Parents of children who will be transitioning to another level in the coming year will be invited to attend. The purpose of this meeting is to acquaint you with the developmental needs of the children at the next stage and to assist your understanding of how the prepared classroom is able to meet those needs.

Family Classroom Gatherings

Families get a chance to work with their children first-hand, engaging in daily activities and projects that are of interest to their children.

Guest Speakers

Special Guest Speakers are invited to address specific topics of interest to our parents.

Both the Classroom Orientation, which is scheduled at the beginning of school, and Parent Montessori Education Nights, offered during the school year, are presented by staff on specific topics and current issues affecting your child in the classroom. A formal presentation is followed by an informal discussion with questions and answers. This communication creates a consistent approach between school and home. Together, parents and teachers think and talk about children to develop heightened awareness and better responses to the children's needs. It becomes a learning experience for everyone.

It is essential that you participate in these meetings to follow through with your commitment and interest in your child's schooling.

Together we can develop consistency in thought and action, but only if you give it top priority. As staff, we try hard to make these evenings interesting and fun. Please help us to make them a success through your regular attendance, comments, and feedback. Let us know if you cannot attend a meeting; perhaps we can make changes to provide for your future participation.

4.7 **Administrative Staff and Parent Communication**

The administrative staff's goal at Montessori School of Maui is to provide our parents with current information throughout the school year using several different formats.

Our Website: www.momi.org

- Our School Calendar is located on our website. It is updated throughout the school year to provide updated information about our school's events and activities.
- Our Family Handbook can be used to answer many parent questions.
- Contact information for Employees.
- Printable forms.
- Information and forms for After School Studios and Sports.

Blackbaud

- Blackbaud is our online database that houses family and student demographics. School-wide communication is successfully accomplished using this tool. An orientation will be held for all families at the start of the school year. Details forthcoming.
- Alerts will be shared about important messages and information with our families throughout the school year. Details forthcoming.

The Montessori Weekly

- The Montessori Weekly is published and emailed to our families each week. This includes current information about school events and activities. It also shows a "snapshot" of our current week's happenings by sharing photos.

Emails

- The administrative staff will email important information to our families throughout the school year.

4.8 **Board of Trustees and Parent Communication**

The Board's focus is primarily to ensure fiduciary responsibility, stewardship, and strategic planning. Discussions relating to human resources/personnel are not within the purview of the Board of Trustees for confidentiality reasons. If a parent airs a concern, they should be advised the following:

1) Initially, the parent should direct the concern to the child's teacher.

2) If the issue remains unresolved, after speaking to the teacher, the parent should direct the concern to the Head of School.

If the parent feels his/her concerns warrant additional attention, a hard copy letter should be addressed to the Executive Committee of the Board of Trustees and mailed to:

Montessori School of Maui
Att: Executive Committee/Board of Trustees 2933 Baldwin Avenue
Makawao, HI 96768

In such instances, the parent should expect only a notification of receipt.

4.9 **Family Notices**

It is our policy to distribute most information through email. To ensure you receive all school information, please keep your email address up-to-date with the school office.

Some notices, school information bulletins, and forms will be distributed in paper format. These will be placed in student mailboxes for the Primary level and distributed to students in Elementary through Middle School to bring home. Please do not use school mailboxes to distribute invitations to birthday parties or other functions.

4.10 **Room Parents**

Room Parents are chosen by the classroom teacher to assist with various activities, for example, conveying information to other parents and organizing class projects and snack lists.

Room parents are expected to attend all monthly PTO meetings.

4.11 **Birthday Celebrations**

In the primary classes, we like to maintain the ritual of recognizing your child's birthday in a manner that is meaningful to the group.

A day or two before the birthday, please send some photographs of your child, including at birth, first birthday, second birthday, etc., as well as a couple of other special photos, if you wish. Take the time to write a few sentences about your child's likes and dislikes, favorite activities, or memorable experiences at each age.

Seeing the pictures and hearing the brief commentary helps the whole class to develop an understanding of growth and the meaning of birthdays. Your child may want to select a book to

donate to the school as a birthday commemoration. Your child's teacher can assist you in selecting a book that will enrich our library. Montessori staff do not support elaborate birthday parties at school with special activities. Please distribute invitations to private birthday parties outside of school to avoid hurt feelings.

For more information regarding Birthday Celebrations, please see your child's(ren's) respective Program Handbooks.

4.12 **Gifts for Faculty and Staff**

Montessori School of Maui values the thoughtfulness of families who present gifts of appreciation to various staff members. The faculty and staff would like to suggest that families show their appreciation by giving to the school through the Annual Fund or the Classroom Wish List. If a family prefers to give a personal gift, we request that the amount or value of such a gift to a staff member be limited to $100.

4.13 **Student Personal Electronics**

Growing research continues to show the detriments of cellular telephones and social media for children. Additionally, they discourage important one-on-one and whole group social interaction and thus, inhibit the development of genuine relationships and connection. Hence, the school strongly discourages the presence of cell phones, smart watches, laptops, iPads, tablets, computer games, game consoles, MP3 players, etc., or any other technology products on school property. The exception would be if a student had permission from the classroom teacher and parent to use the property for a limited time for a specific classroom assignment or project. The student and parents would accept full responsibility for the property and any loss or damages that could occur while on campus.

Should a student be in possession of a technology product and be using it during the school day (including morning and aftercare) without explicit permission from the teacher, the item will be relinquished to the teacher or staff member responsible at the time and delivered to the Head of School's office. This item may be picked up at the end of the school day by the student's parent or guardian. Additionally, no child should elect to use a cellular phone or related device until they are dismissed to their parent and outside the gates of the school's inner campus. Repeated disregard for the parameters identified herein may warrant further and more severe action.

The school is not responsible for any loss or damage to a student's personal electronics brought on campus.

4.14 **Use of Facilities and Equipment**

Requests to use equipment must be in writing and submitted to the Head of School or the Director of Finance.

Requests to rent facilities must go through the rental request process and be approved by the Rental Coordinator.

4.15 Soliciting and Using Directories and Databases

There shall be NO soliciting on the premises except if previously approved by the Head of School.

The school directory is for personal use only and may not be used for solicitation unless approved by the Head of School.

4.16 **Religion**

The Montessori School of Maui has no affiliation with any religious organization.

4.17 **Smoking**

No smoking is permitted in any building or on the school grounds.

4.18 **Campus Pet Policy**

The following policy has been established to provide for the health and safety of Montessori School of Maui students, faculty, staff, and visitors; for the protection, efficient use, and enjoyment of the MOMI's property; and for the responsible management and operation of the school.

Beyond the obvious concerns for personal welfare and property maintenance, it is hoped that this policy will foster an atmosphere where all can enjoy the campus in a comfortable and relaxed setting.

- Pets/animals are only allowed on the campus for school-authorized purposes such as classroom sharing or a teacher-planned learning experience.
- In all cases, the teacher will obtain authorization from the Director of Finance in advance.

- While on school property, the pet/animal must be on a leash, in a cage, and/or under the owner's control at all times.
- The owner must also have a means to clean up after the pet; specifically, the owner shall possess the means to remove any fecal matter left by the pet/animal. Cleanup should be thorough enough so as to generate no additional work for the maintenance staff or inconvenience members of the MOMI community or visitors.

This policy does not apply to registered service animals.

4.19 **School Cancellations**

Montessori School of Maui's policy is that if the Maui County Public Schools, particularly in the upcountry area, are closing, MOMI will most likely do the same.

Families will be notified of school cancellations via Parent Alert. If internet and phone service are unavailable on the island, alternative means will be sought to readily share appropriate information.

See Section 6: Emergency Plan for detailed information.

4.20 **After School Studio and Programs Sessions**

Montessori School of Maui offers a variety of after-school studios. We generally offer 3 sessions a year. A schedule and registration form will be sent home and posted on the website at the appropriate time.

4.21 **Volunteering**

In addition to Parent Participation hours, there are many opportunities for parents to share their considerable talents by volunteering at MOMI! We encourage parents to extend their time on campus. The time you give at school contributes to our unique sense of community, and we appreciate your time, energy, and efforts, which extend beyond school requirements.

4.22 **Fundraising**

Montessori of Maui, Inc. is an independent, private, non-profit school. MOMI isn't afforded the opportunities of governmental or church-related subsidies. Despite our best fiscal management efforts at MOMI, tuition alone is insufficient to fund all expenses required to maintain excellence. Thus, additional support—in time and money—is necessary to offer this quality of education. As such, we require that all parents participate in our fundraising efforts in order to ensure their success. We look forward to sharing these events with you.

We are very appreciative of your past and future participation and of our shared commitment to school excellence. We also expect that all families will contribute to our Annual Giving Campaign; the percentage of participation by our families is an important statistic when MOMI applies for funding to any private foundation, which is another reason that your contribution makes a difference.

Our successful fundraising efforts have enabled MOMI to add materials and resources for our students while maintaining a competitive tuition schedule.

4.23 **Environmental Policy**

The Montessori School of Maui promotes the Montessori principles of earth stewardship through a holistic educational philosophy that incorporates awareness of ecology and recycling. The heart of Dr. Montessori's work embraces an integrated indoor and outdoor curriculum that teaches appreciation, respect, and learning to care for the earth. As a school community, we demonstrate our commitment to earth stewardship by reducing, reusing, recycling, and avoiding the use of chemicals harmful to our environment. MOMI strives to have a campus that is respectful of nature and the natural world.

Below are the steps we take to ensure that we keep our campus green:

- Provide students, staff, and parents with the educational tools necessary to become earth-friendly.
- Provide obvious recycling opportunities for glass, plastic, aluminum, cardboard, and paper.
- Develop a comprehensive plan to reduce, reuse, and recycle paper effectively.
- Use recycled and post-consumer recycled paper products whenever possible.
- Reduce and eventually eliminate non-recyclable Styrofoam and plastic products.
- Reduce the use of paper napkins and paper towels whenever possible.
- Establish an energy conservation plan for each classroom.
- Promote the use of energy-saving products whenever possible.
- Establish a no littering standard for the school.
- Promote the use of reusable lunch containers.
- Promote the practice of composting scraps for the garden.
- Promote the growing of plants in the classrooms.
- Promote the use of environmentally safe cleaning products.
- Achieve a certified organic campus through the elimination of petrochemical pesticides and fertilizers.

- Promote the disposal of all waste generated by the school in environmentally appropriate ways.

SECTION 5- TUITION ASSISTANCE

5.1 **Tuition Assistance**

About the Program

Tuition Assistance at the Montessori School of Maui is awarded on the basis of financial need and student status. Any family with a limited income who has applied for their child to attend the Montessori school is eligible to apply for tuition assistance. All applications are confidential.

5.1.1 **Tuition Assistance Program**

How to Apply

Finance Department Contact Information:

e-mail: tessh@momi.org

Phone: (808) 573-2706

Procedure

Families who wish to apply to the Montessori School of Maui for tuition assistance are required to complete the Blackbaud Tuition Assistance Application. All requirements and form due dates are posted on our website and sent out in the Weekly. Applications must be completed online by the posted deadline. Blackbaud makes recommendations to the Montessori School of Maui regarding parental contributions to the annual tuition payment based on each family's financial position. Parents are required to submit a copy of their previous year's federal tax return by the requested due date to be considered for assistance. Parents may contact the Finance Department for information.

Applicants are evaluated based on the above criteria. Each year, the amount of money to be distributed is determined by the Tuition Assistance Committee.

Funding proposals are sent to foundations and private donors annually, requesting support for the Tuition Assistance program. Each spring, the amount of money provided by foundations, endowments, interest, fundraising, and other sources is calculated, and the initial compilation of information begins.

Letters notifying the applicants of the committee's determination and the tuition arrangements are sent to all applicants.

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5.1.2 **Hawaiian Scholarship Program**

This scholarship opportunity, funded by generous members of our community, is available exclusively for children at our school who received financial aid through a Pauahi Keiki Scholarship. At age six, when these young people no longer qualify for support from the Ke Ali'i Pauahi Foundation, they become eligible to apply to the Montessori School of Maui Hawaiian Scholarship Fund to help fund tuition and fees for the subsequent school year. For more information, contact Tess Hanson DeLisa, Director of Finance.

5.1.3 **Cynthia Winans-Burns Scholarship Fund**

Cynthia Winans-Burns was our former head of school and a passionate advocate for Montessori education. Funded through the generous support of friends of Cynthia and the founders of Montessori School of Maui, this scholarship directly supports children of MOMI alumni.

To learn more about eligibility requirements and the Cynthia Wynans-Burns Scholarship Fund, contact Tess Hanson DeLisa, Director of Finance.

SECTION 6- EMERGENCY PLAN

6.1 **Introduction**

This document details Montessori School of Maui's (MOMI) plans for various types of emergencies. The goal is to ensure the safety of our students and staff, as much as possible, through the effective use of MOMI school resources. The plan is divided into sections according to the nature of the event. A variety of events are anticipated by the plan regardless of their likelihood of occurring.

The procedures set forth are meant to serve as a guide and checklist. They may require modifications in order to meet specific needs or an unpredictable succession of events. The emergency procedures identified are not intended to be all-inclusive. Guidance from local authorities should be followed when appropriate.

Comments and suggestions for revisions are encouraged and should be submitted to the Safety Officer.

6.2 **MOMI Emergency Management Team (MEMT)**

Consists of:

Title	**Name**	**Email Address**
Head of School	Eric Dustman	ericd@momi.org
Director of Finance Director of HR	Tess Hanson DeLisa Momi Chun	tessh@momi.org momic@momi.org
Head of Maintenance	Tony Akina	tonya@momi.org
Director of Admissions	Jamie Athearn	jamiea@momi.org
Safety Officer	Kaleb Palmer	kalebp@momi.org

An emergency situation should be reported immediately. Follow the chain of command:

1. Head of School
2. Head of Maintenance
3. Director of Human Resources
4. Director of Admissions
5. Safety Officer
6. Director of Finance

- **The Head of School will:**
    1. Decide whether to contact the police, fire department, etc.
    2. Convene the MOMI Emergency Management Team in the office ASAP
    3. Make the final decision on what actions to take
    4. Assign duties to the various team members
    5. Communicate the plan to employees via phone, emails or other means

- **MOMI Emergency Management Team (MEMT) members will:**
    - Have the authority to assign tasks and direct other employees and staff during emergencies as directed by the Head of School

- **Employees will:**
    - Follow the directions given by members of the MOMI Emergency Management Team or the instructions in this document.

6.3 **Emergency Contact List**

Emergency information for students and employees will be updated semi-annually in August and January and will be kept in the main office and with the HOS and Safety Officer at all times. Each classroom will have students' emergency information, as well as a copy of the Emergency Management Plan, in its classroom emergency bucket. The classroom lists will also be updated semi-annually. The school administrative assistant is responsible for updating these lists. All employees should be aware of the location of these lists.

Emergency Calls (Police, Fire, Ambulance): 911

Fire Department

Police Department

Ambulance

American Red Cross: 244-0051

Honolulu: 808-734-2101

County Civil Defense: 270-7285

County Telephone Advisory Number: 986-1200

Call this number to find out about road closures, high surf, etc.

Pacific Disaster Center: www.pdc.org

UH Hawaii Meteorology: lumahai.soest.hawaii.edu

National Weather Service: nws.noaa.gov

Maui Civil Defense: http://www.mauicounty.gov/AlertCenter.aspx

Red Cross: hawaiiredcross.org

Civil Defense Radio Channels

Tune Portable Radio to:

KMVI – AM 550 KNUI – AM 900 KAOI – AM 1110 (242-7800)

6.4 **Communication Capabilities**

Internal Communication

Every Office and Classroom:

- Can hear the fire alarm when sounded
- Can hear the other alarms when sounded
- All classrooms have a portable battery/crank radio with charged batteries – if needed, tune to one of the civil defense channels noted on the back of the radio.

Parent Communication

All employees will receive instructions from the Emergency Management Team (EMT) on how parents will be contacted and what they will be told when contacted in the event of an emergency. The MOMI Emergency Management Team will instruct employees on which information should be released to parents.

Media Communications

All communication with the media will come from the Head of School or the President of the Board of Trustees.

6.5 Earthquake Procedures

During an earthquake:

If INDOORS, stay indoors, do not rush for exits:

- Move away from windows that may break and furniture or large objects that could fall over
- Drop to the ground, Take Cover under a table, bench, or des,k and Hold On until the shaking stops
- If there isn't a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.
- Use a doorway for shelter only if it is in close proximity to you, and you know it is a strongly supported, load-bearing doorway
- Stay inside until shaking stops, and it is safe to go outside. Research has shown that most injuries occur when people inside buildings attempt to move to a different location inside the building or try to leave
- Expect fire alarm and sprinkler systems to activate, and the electricity to go off

If OUTDOORS, stay outdoors:

- Move away from buildings, trees, streetlights, utility poles, and lines; and,
- Once in the open, stay there until the shaking stops. (The greatest danger exists directly outside buildings, at exits, and alongside exterior walls. Most earthquake-related casualties result from collapsing walls, flying glass, and falling objects.

If TRAPPED under debris:

- Do not light a match
- Do not move about or kick up dust
- Cover your mouth with a handkerchief or clothing
- Tap on a pipe or wall so rescuers can locate you. Use a whistle if one is available. Shout only as a last resort. Shouting can cause you to inhale dangerous amounts of dust

After an earthquake:

- Check the students, take attendance, and provide help as needed
- Offices/Classes with radios should check with their neighboring assigned classroom and report status to the MOMI Emergency Management Team as soon as safely possible
- Wait for instructions from the MOMI Emergency Management Team

6.6 **Fire Procedures**

If you hear the fire alarm:

- Immediately evacuate the buildings, per instructions posted on the wall of each classroom and office. Teachers or assistants will take the attendance sheet and, if phones are readily available, their cell phones.

- Students will leave their classrooms quickly and orderly (without running) under staff supervision.
- Staff members have been assigned to “Sweep” all public areas, such as bathrooms, to make sure all children have exited the buildings safely.
- Students, if not with their class, should go to the nearest evacuation area. IN NO INSTANCE SHOULD THE CHILD TRY TO RETURN TO CLASS – NOR SHOULD THEY TRY TO GO TO THE REGULAR GATHERING PLACE IF THE OTHER ONE IS CLOSER. The teachers should notify the designated UE Assistant in the upper field area and the Head of School in the front of the school area of students who are not with their class. They can then make sure these students are in the other evacuation area and notify their teacher. If either is not available, teachers should notify a MEMT member, and every effort should be made to verify that the student(s) are safe.
- Teachers will count their students in the evacuation area and cross-check the student count with their attendance sheets. If there is a discrepancy, they will immediately contact a member of the MEMT.
- Further directions will be given by the MOMI Emergency Management Team

If flames are observed or you see and/or smell heavy smoke:

- Pull the closest fire alarm
- Follow the instructions above

6.7 First Aid and Medical

In case of a minor injury or illness:

- Assess the situation and respond according to your first aid training.
- If appropriate, bring or send the student to the office.
- Office personnel will provide additional first aid or assistance as appropriate.
- Notify the student's parent or guardian when appropriate.
- Complete an Incident Report as required.

In case of a serious injury or illness:

- Assess the situation and respond according to your training.
- Do not move the student unless necessary for the student's immediate safety or consistent with your training.
- Call 911 when emergency medical assistance is needed. Do not delay calling 911 while attempting to contact a parent, guardian or emergency contact.

- After contacting emergency services, contact the student's parent or guardian as soon as practicable.
- Keep other students and unnecessary personnel away from the area.
- Do not administer medication unless specifically authorized in accordance with the student's Special Care Plan.
- Complete an Incident Report as required.

6.8 **Electrical Outage**

- Call the office and report the outage
- The office will notify the Head of Maintenance or the Maintenance Assistant
- Maintenance will keep the Head of School or Director of Human Resources informed of the status
- If a prolonged outage the MEMT will meet to determine if further action is warranted

6.9 **Plumbing Failure/Flooding**

- Call the office and report the outage
- The office should notify the Head of Maintenance or the Maintenance Assistant
- Maintenance should keep the Head of School or Director of Human Resources informed of the status
- If a prolonged outage the EMT will meet to determine if further action is warranted

6.10 **Hurricane Procedure**

Hurricanes are especially dangerous storms because they combine the triple threat of violent winds, torrential rain, and abnormally high waves and storm surge, and are capable of inflicting a large loss of life and widespread destruction. When watches and warnings are issued, the Emergency Management Team will closely monitor local media (radio, tv, NOAA weather radio) for official bulletins of the storm's progress and instructions from civil defense authorities.

A hurricane watch means the threat of hurricane conditions exists for designated islands within 36 hours. When a Hurricane or Tropical Storm Watch is issued, if instructed by the MOMI Emergency Management Team, school employees will:

- Store and secure outdoor objects such as lawn furniture and other loose lightweight objects such as toys, garden tools, and garbage cans

- Prepare to cover all window and door openings with boards, shutters, or other shielding materials

A Hurricane Warning means hurricane conditions are expected to occur within 24 hours. WHEN A HURRICANE WARNING IS ISSUED THE MONTESSORI SCHOOL OF MAUI MAY CANCEL SCHOOL FOR THE DURATION OF THE WARNING.

Parents should NOT bring their children to school until further notice is given by school officials or by Civil Defense.

If school is in session, WHEN A HURRICANE WARNING IS ISSUED:

- Keep the students in the classrooms
- Rooms with Radios: Turn on the radio and use your classroom walkie-talkie to communicate and to gather internal updates. Keep your cell phones handy.
- The MOMI Emergency Management Team (MEMT) will keep you apprised of the situation
- All instructions issued by the civil defense will be followed
- If directed by the MEMT, complete preparation activities such as boarding up windows and storing loose objects
- Turn the refrigerator up to maximum cold and don't open it unless necessary
- Use the phone only for emergencies
- Every effort will be made to get parents to pick up their children immediately

General Instructions during a Storm:

- Stay away from windows and doors, even if they are covered
- Close all interior doors and brace exterior doors if possible
- Take refuge in a small interior room, closet, hallway, or basement if available
- Lie on the floor under a table or another sturdy object. Some protection is afforded by covering with a mattress during the height of the storm
- If the eye of the storm passes over, it will be calm for a short period of time. REMAIN INDOORS! As soon as the eye passes over, winds will increase rapidly to hurricane force from the opposite direction.
- Remain calm, as it may take several hours for the storm to pass

6.11 **Tsunami Procedures**

The school is not in a tsunami zone; we may be impacted if parents cannot pick up their children due to a tsunami.

School will be cancelled if a Tsunami Warning is issued or a Tsunami occurs.

- In either case, the MOMI Emergency Management Team will decide on an action plan
- The action plan will be implemented by available employees
- First priority will be given to reuniting children with their parents

6.12 **School Closure, Early Dismissal, and Red Alert**

<u>School Closure</u>

At the direction of the Head of School or Board President, the Montessori School of Maui may need to cancel school for a day or more due to inclement weather or for other reasons.

As needed, the Montessori Emergency Management Team will be notified to help notify the school community. In events where school closure is necessary or even questionable, the following communication methods will be used.

- Parent Alert
  This system will disseminate pertinent details via text message, e-mail, and phone using the contact information that you have provided

- MOMI Voicemail
  The voicemail message at school will be altered to share specific information.

- MOMI Facebook page
  Information will be shared via the school's Facebook page.

Utilizing any one or all of these means, you can gain the information that you need in order to keep yourself and your family safe. In the event that school remains open but may be questionable for you, please know you are always welcome to make a choice that you believe is most suitable.

<u>Early Dismissal</u>

At the direction of the Head of School, Board President, or Director of Finance, MOMI may need to institute an Early Dismissal of students for inclement weather or other reasons.

MEMT will figure out a plan and enlist any available employees to help contact the Parents. Parents will be informed to pick up their children immediately.

Red Alert

Homeland Security declares a Red Alert if there is a severe risk of terrorist attacks.

- If a red alert occurs when school is not in session, school will be closed.
- If a red alert occurs when school is in session, school officials will follow the direction of local authorities. If students can leave the campus, procedures for early dismissal will be followed

6.13 **Field and Overnight Trip Emergency Plan**

- All teachers must have an emergency cell phone, a medical kit, and a list of school emergency phone numbers.
- The school office will be informed of the cell phone number being used on the field trip.
- Teachers will also take the list of each student's emergency contact information and the signed field trip permission form (which includes permission to treat) with them on the field trip.
- If a child has special medical needs, a teacher who is aware of their conditions should consider requiring parents to accompany their child.
- The office should be contacted and informed of all severe situations. Office administration should contact the parents in most cases so the teacher can focus on the emergency at hand.

6.13.1 First Aid on Field Trip or Other School Event

Keep other children together with a calm supervisor while you handle the emergency.

First Aid Supplies Available on Field Trip

First Aid Kit with bandages

If a Minor Injury:

1. Analyze the situation and respond according to your first aid training.
2. Proceed with further aid, if necessary.
3. Call the office to notify parents, if necessary.
4. Upon return to campus, fill out an "Incident/Accident Report" as required.

In Case of a Severe Injury or Illness on Field Trip:

1. Analyze the situation and respond according to your first aid training.
2. Do not attempt to move the patient until help arrives (unless the patient needs to be moved for safety).
3. Call “911”.
4. Clear the area of people.
5. Do not give medication of any kind- No Aspirin, No Tylenol, etc.
6. In the event of a medical emergency, the teacher will accompany the student to the hospital, unless the parent is present. If this is impossible, another chaperone should accompany the student.
7. The teacher must immediately notify the Head of School, Director of Human Resources, or other MEMT member (in that order) as soon as possible.
8. The HOS will then notify the parents and will decide whether the field trip will proceed and how.
9. Upon Return to Campus fill out an “Incident/Accident Report” as required.

Minor Illness

1. If warranted, call parents to inform them of their child’s condition. Parents will be asked to pick up their child.
2. If possible, keepthe child in a calm, quiet space until the parent arrives

Minor Burns

1. Cold water should be applied immediately. Do not apply ice.
2. If the skin is broken, a bandage may be laid over the wound.
3. Parents should be notified for 2nd degree (blister), “911” should be called for 3rd degree (charred).

Animal Bites and Insect Stings

1. Check Blackbaud database or call the office to see if the child has a known allergy.
2. Flush out the wound area with water (if available).
3. If there are symptoms of anaphylactic shock (most likely a bee or wasp sting), call “911” immediately.
4. If the animal is wild or stray, call animal control immediately.

Falls, Sprain, Broken Bone, Head Injury

1. DO NOT MOVE THE CHILD. Call the office. Call “911” as needed (compound breaks, head injury involving unconsciousness). The office will contact parents.
2. Cover the child, keep them warm, keep them calm, and do not allow them to fall asleep.

Poisons

1. Call Poison Hotline 1-800-222-1222. Follow the instructions given by Poison Hotline. Call the office if the substance is identified as dangerous. The office will contact parents.
2. Information to have available when calling Poison Hotline:
    - The label or container of the poison.
    - Age and approximate size of the child.
    - Name and amount of substance ingested.
    - Information as to whether the child has vomited.

Severe Bleeding

1. Apply pressure to the points above the wound to stop bleeding. Call "911" immediately. Call the office. The office will contact the parent.
2. Do not remove object which may be sticking out of the wound.
3. Elevate the extremity above the level of the heart to decrease blood loss.

Seizure

1. Do not put anything in the victim's mouth
2. Have another chaperone or adult guide call "911".
3. Stay with the person and keep them from hurting themselves by moving furniture or other objects out of the way.
4. Once they regain consciousness, allow a quiet time for recovery.

Unconsciousness

1. CALL FOR HELP – using the closest available phone call "911". Have another adult call the office to call the parent.
2. Do not move the child – cover the child and keep warm.
3. Check for breath and pulse.
4. Attempt to awaken by gently rousing.
5. Initiate CPR if the child is not breathing.

6.14 **Lost Child on a Field Trip or Other School Event**

In all cases:

1. In this order: Call the Head of School**,** Director of Finance, Admissions Director, Development Director, or other MEMT member.
2. Call "911' as needed.
3. Notify authorities atthe trip site and enlist their help

4. Establish a search party and check all areas where the child was last seen
5. The teacher must immediately notify the Head of School, Director of Human Resources, or other MEMT member (in that order) as soon as possible
6. The HOS will then notify the parents and will decide whether the field trip will proceed and how
7. Keep other children together with a calm supervisor while you search forthe lost child

6.15 **Athletic Teams and Emergencies**
In all cases:

1. Call in this order: the Parent, Head of School, Director of Human Resource or other MEMT member.
2. Call "911" as needed.

Athletic Teams

- All coaches must have an emergency cell phone, a medical kit, and a list of school emergency phone numbers
- The school will be informed of the cell phone number being used
- If a student is injured and a medical emergency occurs, the coach will arrange supervised transportation to the hospital, but one coach must accompany the student unless the parent is present. Coaches must ensure supervision of the remaining team players.
- Students are allowed to leave the site on their own if they have a signed form.
- If possible, coaches should wear MOMI Logo clothing so they are easily identifiable to parents and others

6.16 **Emergency Supply Kits**
<u>ALL CLASSROOMS, SCHOOL OFFICE, MAINTENANCE ROOM, HANA NO'EAU,</u>

- Fire evacuation route map with Lockdown Area noted
- First aid kit, first aid manual ,and supplies for medical emergencies
- Crank-operated flashlight in the Emergency Bucket
- Yellow emergency tape in Emergency Bucket
- Emergency Management Plan in the Emergency Bucket

<u>ALL CLASSROOMS ONLY</u>

- Five (5) gallons of drinkable water
- Non-perishable food in the Emergency Bucket

- Class emergency list in Emergency Bucket

SCHOOL OFFICE, PLUMERIA CLASSROOM, JACARANDA CLASSROOM, MONKEYPOD CLASSROOM, AND BANYAN CLASSROOM

- Battery/Crank Powered Radio in Emergency Bucket

WHOLE SCHOOL

Supply of water:

- Catchment system to be determined
- Employee Workroom:
- Whole School Safety Supplies
    - Non-Perishable Food Supplies- Spaghetti and Sauce
    - Additional yellow emergency tape to rope off dangerous areas
    - Tools
    - Large First Aid Kit
    - Sanitation and Hygiene Products
    - Emergency Management Plan
    - Whole School Student Contact/Emergency Information

Maintenance Shed:

- Propane-powered cooktops with propane

Root Family Center (RFC) Kitchen:

- Pots

Finance Department:

- Two (2) Hard Hats