



# **MONTESSORI SCHOOL OF MAUI**

Middle School Handbook  
2023-2024

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## MONTESSORI SCHOOL OF MAUI'S MIDDLE SCHOOL COMMUNITY EXPERIENCE

*“When considering the function of the ‘prepared environment’ it is realized that self-valuation and the ability to take part in the social organization form a life force. This moral construction cannot be acquired merely by learning by heart some lessons or by solving problems that have nothing to do with one’s own life. Culture must be the means, for nothing shows the necessity of culture more clearly than finding by experience how essential it is in order to live consciously and intelligently, when it is life itself and not culture that is the centre around which education revolves.” (Maria Montessori, From Childhood to Adolescence)*

This handbook outlines Montessori School of Maui’s Middle School community, as defined by Dr. Maria Montessori in her various writings and lectures. MOMI’s Middle School community is intended to meet the developmental needs of adolescents between the ages of 12 and 14 years old. Adolescents can be observed as having powers that transcend the negative aspects of young adulthood and who themselves ultimately offer the world a new adult, whose individual talents may someday change the world we live in. Thus, the adolescent needs a place and program where his/her transcendent powers can be realized, where he/she feels safe to both succeed and fail, and where he/she works side-by-side with adults who believe in his/her work. Dr. Montessori prescribed just such an environment in her designs for the Third Plane of Development—for individuals between the ages of 12 and 18. Montessori School of Maui is committed to precisely interpreting Dr. Montessori’s work with the adolescent and, while doing so, making a contribution to the Montessori adolescent movement by actualizing the plan she envisioned.

### STUDY

*“To merely study is not to live, but to live is the most essential condition in order to be able to study ... ‘in a place where’ joy, feeling one’s own value, being appreciated and loved by others, and feeling useful and capable of production are all factors of enormous value for the human soul.” (Maria Montessori, From Childhood to Adolescence)*

Courses of study are introduced, explored, and learned through a project-based curriculum that spans the disciplines of human knowledge. Science projects include applied mathematics, physics, chemistry, astronomy, botany, and zoology. Humanities projects such as Mesopotamia, Ancient Rome, or 20th Century United States, consider the complexity of human history and encompass anthropology, history, geography, and philosophy. Additionally, the Middle School Program offers exploration of foreign language, fine arts, music, drama, and both creative and physical expression. Students become well-practiced in their writing, speaking, and presentation skills, as they demonstrate newly attained knowledge through both informal presentations and formal exhibitions of Personal Odyssey projects.

#### *SCIENCE (OCCUPATIONS) PROJECTS*

Science projects, as both Maria Montessori and John Dewey envisioned them, are the point of engagement for the adolescent on the land. “They are a source of meaningful work: work that will be valued by the community itself, work that challenges both the mind and the body, work that is recognized as legitimate by the culture, and work that has economic validity. The engagement leads to a sense of ownership and stewardship for the adolescent.” (The Whole School Consensus Toolkit, Kahn, 41)

Science is learned through an integrated, project-based curriculum, which combines traditional fields of life and physical science with English language arts, history, and mathematics when applicable. Examples include the Bernoulli principle as part of an implemented rainwater management system, simple objects critical for everyday modern life, laws of physics, and the people who make discoveries, such as Galileo and Newton. Homework is generally unfinished lab work or a follow-up to lab experiences.

The ability to formulate hypotheses, to design and carry out strategies, to test them, and to evaluate results constitutes the framework within which specific content is presented. Among other skills, the student is expected to use basic laboratory equipment safely and efficiently, to measure and make sensible estimates, and to classify

things logically. Natural laws that balance the needs of bacterial, fungal, plant, and animal (including human) elements and cellular biology, chemical composition, structure, and properties of matter are all relevant to studies of the land and to our human interactions with nature. Through work on the land, students uncover the forces and laws that govern our planet (physics, geology, meteorology, astronomy, and environmental science). Many of these laws are revealed through observation and the study of phenomena using the Scientific Method, which includes objective observations and experimentation. Lab science is combined with practical applications through land-based Occupations.

Laboratory safety is paramount in our science environment. Safety protocol is explained to students before they can participate in chemistry labs, and safety rules are reviewed before each lab. When working in labs with certain chemicals, the following safety protocol must be followed: Students must wear safety goggles that are impact-resistant with chemical-splash protection. If students wear eyeglasses, safety goggles must be worn over the glasses. Koa Class provides these goggles. Gloves must be worn if directed. Long hair should be tied back. Food and drink is not allowed in the lab or on the lab tables at any time. Spills must be cleaned up immediately and workspaces, materials, and glassware must be cleaned when finished. Labs using chemicals require instructor supervision. Students must be attentive and careful during lab. There is no horseplay or active bodies in the science lab setting.

If the above safety protocol is not followed, the student will be asked to leave the lab environment for the day. The student will complete a lab safety handout activity about safety practices, then review and sign a lab safety agreement. The student is still responsible for the lab write-up (by shared data from their lab partner).

The class of chemicals we use are all general storage (green) and we have a MSDS (Material Safety Data Sheet) for each chemical stored and used in the Koa Class. Each MSDS explains the measures to take in the case of an accident.

#### *HUMANITIES PROJECTS*

A thematic approach is utilized for the study of history in the learning experience. Humanities courses address a variety of diverse cultures and stress their increasing interdependence in our modern world. History explored thematically requires the ability to analyze evidence, to use historical sources in a critical way, to detect bias, and to argue empathetically. Beyond factual knowledge, students are encouraged to develop the capacity to think and write “historically,” in order to provide them the opportunity to enjoy the value of the past for its own sake, and as a means by which to understand and appreciate the present. It is within this framework that the adolescent realizes his or her time, place, and contemporary culture as part of the continuum within the context of the whole of humanity.

Montessori’s approach to history, through “The Study of Living Things,” “The Study of the History of Mankind,” and “The Building-up of Human Civilization,” advocates the study and comparison of many distinct cultures. For example, the Middle School Program rotation of studies includes: Early Human Culture/Emergence of Agriculture, Systems and Scales/Emergency of City-State-Nation, Societies in Transition/Patterns of Change, and Modern Ideas-Technology-Science/Issues of the Modern World. The program places a strong emphasis on the evolving stages of civilization from village to megalopolis.

The breadth of Montessori School of Maui’s humanities courses allows history to be learned through an integrated, project-based learning curriculum; English language arts, world languages, mathematics, science, and technology, etc. are interwoven.

#### *MATHEMATICS*

The math program balances theoretical and skill building curriculum with practical applications for algebra and geometry, and is offered through formal and informal lessons in large and small groups of students. Classroom

time is focused on mathematical expressions, conceptual algebra, symbolic reasoning, and calculations with symbols. The focus of the program is on mathematical reasoning and the ability to evaluate the significance of the results while developing strategies for solving problems, in which approaches and solutions are not obvious. Practical algebra, graphing linear and non-linear equations with real life applications, and interpreting equations, in the context of scientific data, help to illustrate the necessity and relevance of mathematical skill development. Practical and conceptual geometry, with an emphasis on constructing formal logical arguments, is introduced as students advance. Additionally, relevant applications for geometry occur daily in the context of the Occupations projects, science labs, Humanities, and Microeconomy ventures.

#### *LANGUAGE ARTS*

English language arts are integrated within Humanities and Science projects and focus on reading, writing, and oral presentation skills. The English program stresses the instrumental function of language as a tool for symbolic reasoning. Students identify various writing strategies as they pursue primary and secondary source readings in their studies. In addition, oral presentations provide a means of self-expression and an exhibition of academic research. Such presentations are given in groups and individual contexts, offering a culminating synthesis of knowledge at the end of each project. Literature is introduced as part of the study of humanity and culture, focusing on adolescent themes in a historical context. These themes include belonging and rebellion, the role of the individual in the context of the greater good, and exploration and discovery. Students explore poetry, musical lyrics, novels, personal and persuasive essays, and stream of consciousness writing.

An individualized approach to skill development addresses vocabulary, writing conventions, and language mechanics within the context of the student's reading, writing, and interest levels.

#### *WORLD LANGUAGE*

The Middle School Program supports grammar, syntax, rhetoric, and usage of one's own language by developing a working knowledge of another language. Exposure to a second language not only provides a window into other cultures, but also our own. It is the means by which one communicates with another linguistic community and offers a gateway to global understanding. The study of a second language fosters communication skills and the appreciation of cultural differences, while increasing the student's self-knowledge and broadening the student's worldview. A World Language is offered with the content emphasis on spoken language, cultural context, and grammar review. Supplemental activities are outlined, reviewed, and developed throughout the year at the student's own pace, such as a student-driven online course of study. Specialists are brought in to accommodate student needs as necessary. Students also participate in mandatory national practice exams when appropriate and available.

#### *SELF-EXPRESSION: CREATIVE & PHYSICAL*

Self-Expression is a big part of our adolescent program. While expressed in many ways academically, socially, emotionally, and physically, it is mainly divided in two groups, creative and physical. The adolescents thoroughly live these experiences throughout the year.

#### *CREATIVE*

Students are encouraged to identify particular creative abilities, to build upon their skills and techniques appropriate to that form of expression and develop perceptions about the link between ideas and art. The creative arts curriculum is designed to help the student become an emerging artist, one who is able to assess his/her own level of skill and target the areas that need further development. This will provide a foundation upon which mastery may be pursued over a number of years, extending into high school and adulthood.

Creative Expressions (CEs) is a dedicated block of six weeks where students commit to refining skills in an area of interest. Adults with special skills and knowledge guide small groups. These electives take many forms: drawing,

sewing, crafting, woodwork, food preparation, public speaking, etc. Creativity is also embedded in our Occupations and Humanities. Demonstrations of learning from small group research and independent study may take form from variety of creative work. Each child has the independence of choice. Additionally, a *dramatis personae* clinches each study. For example, you researched types of rice and might embody the role of a farmer with costume, talk, setting, and of course the key information.

#### PHYSICAL

Physical Expressions (PEs) is developed through a number of daily activities. Students are offered time and support for physical activity and breaks following lunch and during designated PE classes. Focus is given to sportsmanship, athletics, fitness and health, and mastery of related skills. Elective workshops occur on occasion. Students have the opportunity to explore individual sports and team sports on an ongoing basis after school throughout the year.

#### MICROECONOMY

The Microeconomy component serves an enterprising purpose that links academics, personal interests, and the land to the greater Maui community. Although the Middle School Program is not entirely land-based, students are still able to enjoy teased out elements of an operating farm—where economic independence and one’s own role in society can be realized through the study of early civilizations up through contemporary economics. The farm functions as a microcosm of society; it is an operating economy, attempting to be self-sufficient. Thus, the Microeconomy links the adolescent to an isolated representation of greater society. The student has the opportunity to make connections between an operating farm in history, and ultimately in today’s society, in ways that engage him/her in both study and work with a new consciousness for understanding how the efforts of an individual can provide fundamental needs for another individual.

Organic gardening, as both an activity and a business, is one example of how Microeconomics is realized through entrepreneurial projects. Students discover the independent and self-sufficient nature of their efforts through the economic fruits they bear in the Science project. Augmented by cooking, baking, and Creative Expressions final products, the Koa Store offers an experience in managing products and services, budgeting for deficits and surpluses, and interacting with the MOMI community through exchanges between real individuals typically within the Upcountry region.

*“Social life is not sitting in a room together or living in a city. It does not regard social relations. The essence is that something is produced which is useful to the whole of society, and is exchanged for something else. Production and exchange are the essentials of social existence. It is production and exchange, which does not only bring in the people living near to one, but those far distant.” (Third Lecture Given at the Montessori Congress in Oxford, England, 1936)*

#### TECHNOLOGY

Technology is a natural means by which the human being is appreciated as a constructor and manufacturer. The technology curriculum is designed around the art of craftsmanship, invention, and innovation. Students design, develop, and use products that are unique and immediately applicable within their learning environment. Students also explore past stories of *Homo faber*, “Man the Maker,” to better understand the complex nature of product design and the difficult job of foreseeing a product’s impact on society. Technology focuses on combining intellectual talents and practical skills. The exploration and application of technology provides a balance among three key areas: systems, information, and materials. Technology should allow students to display ingenuity and creativity and to devise practical solutions to given tasks, by following the design cycle of investigation, planning, creation, and evaluation. Such learning simultaneously fosters awareness of the social and ethical implications of technological development. Please refer to the Technology & Software Agreement.

#### BOOK GROUP

Book Group sessions allow students to explore a variety of classical, contemporary fiction and non-fiction

literature, as well as poetry. Students meet in Socratic Seminar to analyze these works in ways that are interpretive, evaluative, and factual. The culminating work after every book is a written essay. The kind of paper will vary to provide a rounded exposure of writing experiences. Progress is supported with lessons and individual/small group feedback on the maturing writing process that involves note-taking, outlines, drafts, mechanics, content development, etc. A book typically spans three to four weeks.

#### *SOCRATIC SEMINAR*

A Socratic Seminar is the pursuit of knowledge and truth by dialoging thoughtfully and with mutual respect for individual ideas/opinions. Multiple times per week groups of students will discuss cultural practices, current events, elements of adolescent life, and different academic disciplines (Book Groups, Mathematics, Occupations/Humanities, Sciences). The Socratic Seminar format allows students to learn the art of offering their opinions in ways that are respectful to others, especially in moments of intense disagreement.

#### *WORKSHOPS*

Occasionally workshops/presentations are offered based on academics, CEs/PEs, emotional/social/physical development, and community issues. They generally serve as electives and allow students an additional experience to refine certain interdisciplinary skills and/or simply add to their reshaping young adult character.

### **ADVISORS, ACCOUNTABILITY, CONFERENCES, GRADING, HOMEWORK, TESTING**

#### *ADVISORS/ADVISORY GROUPS*

Students meet individually once a week with the lead teacher (Advisor) to briefly plan and set daily and weekly goals; discuss personal struggles and success. Term goals are set with the lead teacher in parent conferences. Students also divide into two large Advisory Groups for a weekly Advisory discussion. Students are encouraged to use this meeting for addressing academic and personal struggles in the calm, safe space of peer support.

#### *ACCOUNTABILITY*

Students are expected to take responsibility for their own education and fulfill their academic requirements conscientiously. If a student is not meeting academic requirements, either by submitting inadequate work or none at all, the teacher may place the student on academic notice by indicating the delinquent work to parents and work with others in the classroom community to encourage peer support. As necessary, students on academic notice must remain inside during recess time each day, until the work is completed and acceptable. Please refer to the Student Contract.

#### *CONFERENCES*

Conferences take place in the Autumn and Spring, coinciding with the terms and reporting calendar of the lower school. A student is expected to lead his or her own conferences, with his/her parents and at least one teacher in attendance. Consequently, students must prepare their conference goals and general notes prior to the conference. Parents and teachers may also offer input, focusing on specific points of interest when pertinent, but the conference is primarily led by the student.

#### *GRADING*

Students in the Middle School Program are provided with opportunities for growth through a combination of reflection, objective, rubric-based assessment, and feedback from teachers and visiting specialists. Progress



reports offer students and parents multiple ways to assess a student's academic performance against the academic, personal and community goals that are established at conferences. Students take part in assessment by offering self-assessments and assessments of projects and teachers' performance.

Students receive written and oral feedback for all work completed. This takes the form of quantitative and qualitative competencies, and rubric matrix when applicable. Project assessments are distributed to the students for sharing with parents in the week following the study conclusion. Progress reports are mailed post-conference. These reports assess community life and overall developmental evaluations in addition to academics.

*"Mistakes are, after all, the foundations of truth, and if a man does not know what a thing is, it is at least an increase in knowledge if he knows what it is not."* (Carl Jung)

### *HOMEWORK*

Homework is a developmental need of this age group. It is one way by which students learn to be self-managing individuals. Time-management, volume-management, and priority-management are realized in a student's ability to balance his/her various academic and personal engagements. However, "busy-work" is never offered as homework since home-life and each individual's established family dynamic are always considered a fundamental aspect of healthy living. Thus, homework constitutes work that extends beyond the hours of the school day, is project-related, skill-based, and an enhancement to one's life. The expected time commitment is 90 minutes per night, Monday through Friday: 30 minutes reading, 30 minutes mathematics, 30 minutes various projects.

### *TESTING*

Test-taking is offered and practiced as a life skill necessary for high school and beyond. Students are offered tests as a self-reflective means by which they assess their knowledge and retention of key concepts taught in the core and interdisciplinary courses of study. Additionally, students take a standardized test annually for their appropriate grade level. This helps paint a rounded picture of the student's profile. Several weeks of test preparation is offered prior to standardized testing to build student confidence and test-taking strategies.

## **WORK**

*"A large estate, possibly including woods or near to the sea, would be the most suitable place."* (Maria Montessori, *From Childhood to Adolescence*)

Maria Montessori believed that the optimal learning environment for this age group is a natural outdoor setting (the land), which can be explored, studied, nurtured, sustained, and used for entrepreneurial projects by the students. The outdoor space is integral to the prepared environment. At MOMI, the work on the land is a matter of stepping out of the classroom onto the campus. The campus and its Occupations become classroom "materials." Students engage in research, scientific and mathematical speculation, and historical, social, and creative endeavors based on the place in which they find themselves. Montessorians around the world have adopted the phrase "pedagogy of place," with the site and its surroundings serving as a living textbook over which the students assume a sense of ownership, belonging, and responsibility.

### *COMMUNITY WORK*

A healthy and thriving community is the summation of the fully realized potential from all individual parts. MOMI's Middle School Program places a heavy emphasis on this aspect of character development, leading to pride of community.

## *CLEANING*

In the Middle School, janitorial staff plays an extremely limited role by attending only to the two bathrooms. The entire community, adults and students together, assume the responsibility for all the work of maintaining the environment. At approximately 2:45 PM every day all work stops and everyone sets about his/her assigned rotating task of cleaning, ordering, and maintaining the prepared environment. Students come to see cleaning as a responsibility, a community contribution, and a fact of life.

## *COMMUNITY WORK & SERVICE*

On the first Friday of four months in Autumn and Spring, respectively, students visit non-profits organizations around Maui to volunteer for three hours in the morning. Students commit to a block of four sessions and choose the organization based on interest, availability, opportunity, and access. This is often the first time adolescents are actively engaging with a non-profit in the role of volunteer. The goal of this work is to develop a community mindfulness.

## *MOMI COMMUNITY WORK & SERVICE*

The remaining Friday mornings are set aside for community work on campus. Students support other classroom projects and larger Koa projects that call for more time and larger numbers than earlier work periods provide. Projects are wide-ranging and will include work with materials, environmental cleanup, planting, grounds, laying out the newsletter/literary journal, and other community-related needs that arise.

## *MANAGERIAL POSITIONS & STUDENT COMMITTEE LEADERSHIP*

Older students (usually 8<sup>th</sup>), who build a strong connection with a particular aspect of the community, may take on a managerial position and assume overall responsibilities for the operation of their particular task. However, 7<sup>th</sup> year students will be considered for managerial positions if they present a convincing case for their selection. Positions change from year to year as interests change. Examples of the different positions include management of Koa Store, Publications, and MOMI Community Work & Service. Student managers work with an adult, overseeing their area and participating in financial and management decisions concerning the entire program. Student committee leadership includes Philanthropy, Lei Day, Sustainability, and Fun & Fitness.

## *VALORIZATION: EXPERIENCING THE VALUE OF ONE'S CONTRIBUTION*

Dr. Montessori observed that young adolescents have a drive to work not only for the sake of the activity or the immediate outcome, but for external social recognition; she used the term "valorization" to describe the sense of worth that is felt when one's work has provided a recognized service to the community. Of course, community work offers inherent valorization because the work usually fills an immediate, concrete community need. Making lunch for 60 peers has an obvious value. Other kinds of work realize rewards from, what students like to call, "the real world"—beyond the Middle School community, like selling products made by students to the public.

## **COMMUNITY LIFE**

*"Above all, it is the education of the adolescents that is important, because adolescence is the time when the child enters on a state of manhood and becomes a member of society." (Maria Montessori, From Childhood to Adolescence)*

Integrity, character, and respect for self and others are themes of the program. Successfully living in relationship with others, especially with respect for differences, is a key focus of community life. Students are challenged to become contributors to their own micro community and to the greater community at a local, civic level. The need to perform service and to find a personal vocation, where one's contributions are recognized, is the aim of the curriculum. The lessons of grace and courtesy continue at the adolescent level with a focus on training that will

empower students to be successful in business and formal social endeavors. The theme of freedom with responsibility is carried forward with an emphasis on adult life.

#### *INTEGRITY OF THE PREPARED ENVIRONMENT*

##### *KOA CLASS BUILDING*

The Koa Class Building, or schoolhouse, becomes the center of the student's life, while engaging in academic and social relations. The building itself incorporates classrooms, a small library, technology, kitchen, eating areas, outside deck, and adjacent outside meditative areas. Students find comfort and safety, as well as academic work and community responsibility, in this environment.

##### *ROOT FAMILY CENTER*

The Root Family Center is a multipurpose facility. It is a valuable MOMI component that is available to the community. Students utilize the RFC as an auditorium for creative and physical expressions, drama and play performances, Science and Humanities presentations, and hosting events. The RFC Kitchen is where Hot Lunch is prepared on a rotating basis with Upper Elementary students.

##### *KOA CLASS KITCHEN*

The kitchen allows students to take part in baking and cooking throughout the week, typically to support the Microeconomy. Additionally, students use the kitchen for Creative Expressions and also have the opportunity to utilize the kitchen when related Science Occupations and Humanities projects require a need for cooking and baking. Preparing entire meals may become a part of the everyday experience as the program evolves.

##### *ART ROOM*

The Art Room is a peaceful environment intended for open and guided exploration of self-expressive creative study during structured and free time throughout the week. The Artist in Residence accompanies the studio at all times when students are present.

#### *OUTDOORS: MAIN GARDEN, PEACE GARDEN, PLUMERIA GROVE, RFC FENCES, KOA CLASS SIDE YARD, UPPER & LOWER FIELDS, UPPER & LOWER FIELDS, BANYAN TREE/PLAYGROUND, BASKETBALL COURT*

"Erdkinder" is the term Dr. Montessori used to describe the physical environment suited for the developmental needs of adolescent students, ages 12 to 18 years old. This term defines the very soil on which the students work, study, and live. The natural environment calls each student to adventure, using his/her knowledge and skill to create a just and sustainable future for Earth. Experiential learning makes academic studies immediately relevant and applicable as the student performs real work and takes first steps toward becoming a contributing adult.

Students have the use of the Main Garden, Plumeria Grove, RFC Fences, and Koa Class Side Yard for planting organic crops, which are harvested for student/staff/Microeconomy consumption. The Peace Garden and Plumeria Grove are ideal spaces for reflection and quiet reading; they offer students a serene environment for recording in their journals, as well as sketching and drawing. The recreation fields provide a space for students to play kickball, wiffle ball, Ultimate Frisbee, and other field sports. The Banyan Tree/Playground is reserved for Primary. Access to the adjacent property, with notification, is available for walks into Makawao. The basketball court on the school campus is a very good place to get a little bit of daily exercise and practice good sportsmanship while playing games with friends. Safety rules are shared with students and reminded as necessary throughout the year.

#### *COMMUNITY ORGANIZATION*

Students take an active role in the communication and organization essential to building and maintaining a healthy community. Students and staff gather every Friday morning for Community Meeting to share in successes, discuss issues, solve problems, offer thanks, and generally manage and organize community affairs. The meeting tackles issues as mundane as removing boots before entering the building, and as serious as the fate of a well-loved, but no longer productive, egg-laying hen.

#### *HEALTHY LIVING*

Students learn to live and study in ways that allow them to reflect upon their place in the world. This requires a curriculum that supports whole-individual development, consistent with Montessori's methodology for educating infants through young adulthood. Nutrition, fitness, conflict resolution, and the development of a mental, physical, and spiritual equilibrium are daily components that are interwoven within the early adolescent community.

#### *CONFLICT RESOLUTION*

Conflicts are a normal part of any community. Our procedures for resolving conflicts emphasize clear, honest communication, understanding of opposing points of view, and taking concrete steps towards building better relationships. It is expected that students will make an effort to use conflict resolution strategies to deal with difficult social interactions.

#### *SOCIAL LIFE*

Developmental laws and tendencies of an adolescent have social growth at its core. A typical adolescent wants, as much needs, to immerse in social experiences. This is seen as teenagers opting for less time with family and more time among friends. A characteristically healthy adult in society is someone who can balance individuality and independent work with community and collaboration.

Dr. Montessori described the prepared environment for the adolescent as "a school of social experience." Certainly, adolescence is a period of intense social development. During this time of life, young people explore friendship, honesty, trust, confidence, vulnerability, and a whole range of issues involved in learning to form healthy, functional social relationships. In community, students have the opportunity to develop these relationships in a safe and supportive context, surrounded by sensitive, value-driven adults who are committed to helping students work through these key developmental passages.

### **SCHEDULE, GUIDELINES, RULES, CONDUCT, DISCIPLINE**

Please refer to the Student Contract.

#### *DAILY SCHEDULE*

The school day begins with students attending the group business meeting at 8:00 AM. Students are expected to arrive ready to work, with appropriate materials and an attitude that is open to learning and working. During recreation time and study, students are expected to remain productive, behave responsibly, and respect other lessons and other individuals who are focused on work. Students are required to attend lunch. After they eat lunch, students are free until recess ends at 12:45 PM. By 12:50 PM the entire community gathers in the Koa Class Building for an organizational meeting. Students are expected to arrive at their cleaning zones at 2:45 PM.

During the school day, students have free access to the long deck directly in front of the entrance and various fields/outdoor spaces. Students are self-directed if they would like to partake in a game or activity. Students on academic notice are restricted to the indoor work during the school day recess period.

## *CODE OF CONDUCT*

Rules and discipline at MOMI's Middle School are designed around two purposes: (1) maintain safety and order, and (2) teach ethical and behavioral standards. As a basic principle, students are expected to behave safely, responsibly, fairly, and with engagement. Students and staff take part in community discussions together to create a written Code of Civility. This document reflects and outlines these expectations so that students can understand and accept school standards. Specific rules and the procedure for consequences and discipline can be found throughout this Handbook.

## *ENGAGEMENT*

Productive engagement, with the environment and the people within it, is the foundation of human learning, individual development, and social organization. Although everyone needs quiet time for solitary reflection, all community members of the program are expected to remain productively and cooperatively engaged in their work, and involved with each other and with the flow of activity that drives the community.

## *HONESTY*

Honesty, integrity, and the willingness to understand and work out differences candidly with others are the foundations of peaceful community existence. Community members are expected to deal honestly with themselves and with each other. Lying to another person in the community is not only a moral offense, but it undermines the basic trust on which the principles of freedom and responsibility depend and are granted. A community member who is dishonest with others jeopardizes his/her opportunities for increased opportunities for freedom and independence. A student who has not been forthright with adults will have to earn their trust back and, in the meantime, lose freedom and privileges.

## *ACADEMIC RESPONSIBILITY*

Students are expected to maintain a healthy level of engagement in academic work. Academic responsibility is when assignments are completed on time, the student works consistently and produces good work, knows when and appreciates the appropriate time for work and play, and does not take recess in class. Academic responsibility benefits the whole community, such as successful operation of the various Microeconomy components.

A student who is having difficulty with academic aspects of work can readily discuss and work out flexible options with teachers and his/her advisor. Staff members are prepared and willing to find helpful ways to support a student who needs assistance.

It is not acceptable for a student to simply ignore or not submit required academic work. A student who continues to avoid academic work or repeatedly fails to complete or hand in his/her assignments, despite staff accommodations and support, will be put on academic probation, which is considered a serious offense (see p. 14).

## *PLAGIARISM*

Plagiarism is defined by Merriam-Webster as the act of stealing and passing off the ideas/words of another as one's own; a literary theft. How to credit sources through in-text citations and Works Cited are lessons given at the outset of a school year, revisited as necessary. A first-time, accidental absence of citations will be met with a teacher-student conversation. The second incident will include another conversation, informing parents, and potentially a report/research on plagiarism to deliver for the whole group of students. The third infraction will involve the Head of School with subsequent consequences on a case-by-case basis according to the scale and severity of plagiarized material.

### *STUDENT PRIVACY ISSUES*

Students have a right to their privacy at the Middle School. Although students' privacy will be respected as much as possible, the Safety Officer and/or Head of School will be advised, and permitted if there is an apparent need related to community safety, to search students' lockers and belongings.

### *FOOD AND DRINK IN BUILDINGS*

All food and drinks may be consumed only in the kitchen and dining areas/deck. Absolutely no food or beverages, even water bottles, are permitted near computers. Bottled water with a sealed cap may be in the East Classroom on a coaster. No gum is permitted on the premises.

### *DAMAGE TO INDIVIDUAL POSSESSIONS, TO THE BUILDING, OR TO COMMUNITY PROPERTY*

If damage is done to an individual student's possessions, to buildings or community property when responsibility for the damage can be ascertained, an investigation will be conducted and an Incident Report generated. When culpable parties are unclear, conflict resolution procedures will be initiated to determine the responsibility of all parties involved. Parents will be notified. A fair proportion of the monetary responsibility may be assigned to the students who contributed to the damage. Damage costs may be charged to a number of party members if the responsibility for the damage by an individual cannot be ascertained.

### *DRESS AND APPEARANCE*

Students are expected to dress appropriately for school and school activities. Clothing should fit and be functional for both the classroom environment and for working on the land. Very short skirts and shorts, low-neck lines, tank tops, halter-tops, shirts with spaghetti straps, muscle shirts, undershirts, and visible underwear are not permitted. Short length should be mid palm or longer. Skirt length should be at finger top or longer. Leggings and yoga pants must be of a thick enough fabric to not be seen through. Shirts are to be worn at all times. Hats, bandanas, or doo-rags and shoes must be worn while working in the kitchen to produce food that will be consumed by others.

Hats or headgear must be removed for formal meetings, meals, and lessons. No obscene, offensive/intimidating language, drug, tobacco, firearms or alcoholic beverage advertisements may be displayed on any clothing. The staff reserves the right to make decisions regarding appropriateness of an individual's dress at school.

All students and staff are expected to wear only clean indoor shoes or socks in the Koa Class Building. Especially after working or playing in the outdoors, students and staff should remove dirty outdoor shoes, store them on the shoe shelf, and change into clean shoes that remain at school at all times. Clean, bare feet are acceptable as well.

### *BODY ART*

Decisions and actions involving long-term aesthetic change to a student's body should be made under the supervision of parents. The students are encouraged to not over-use cosmetics and make-up and/or any markings on the skin—made by pencil, pen, marker, etc.

### *ROMANTIC RELATIONSHIPS*

The exploration of romantic and sexual interest can be a normal part of adolescent development. Any exclusive relationship (romantic or clique-related) can form an obstacle to other aspects of social development and is discouraged. Sexual activity is not appropriate at this age in the context of a school setting and the staff strongly advocate for parent involvement in creating healthy and developmentally appropriate values for their own families. Sexual activity includes kissing and touching as well as more explicit sexual acts. Students will be held

responsible for sexually compromising situations, as determined by an adult. Appropriate, public, non-romantic physical expressions of friendship (such as hugging) are acceptable as long as the behavior does not extend into romantic or sexual territory.

#### *LANGUAGE*

Profane and obscene language is never acceptable. Mean comments and name-calling are equally inappropriate. Students and staff are expected to refrain from using inappropriate language.

#### *EXPLICIT MATERIAL*

Written material, music, images, or lyrics that are racist, sexist, sexually provocative, explicit, and/or otherwise inconsistent with the Middle School principles of propriety and respect are not permitted, and may be confiscated by staff. This includes music played with headphones, clothing, personal items, etc.

#### *COMPUTER USE*

Computers for student use are available primarily for academic purposes and students have the right to pre-empt the use of a computer for academic work at any time if no other suitable computers are available. Instant messaging, chatting, blogging, tweeting, and emailing without staff permission may result in the loss of certain computer privileges. All forms of social media are prohibited. School rules about explicit material and language apply to computer use, including internet content. Students may not download or upload movies, games, software, or other forms of video clips without staff approval.

The prepared environment provides ample tablets, desktop and laptop computers for student use. However, if students feel that it is necessary to bring their own laptops to school, they can do so for word processing purposes only upon faculty approval. The internet and server are property of MOMI and are subject to viruses and contaminated files brought in using outside computers. Students sign a Computer Use Agreement at the beginning of the school year, agreeing to these conditions. Violation of the agreement can result in full or partial loss of computer privileges.

#### *PERSONAL ELECTRONIC DEVICES*

Students are not allowed to use their personal technology products on campus unless permitted for a specific use by the teacher. Examples include: phones, media players, tablets, laptops, social media, etc. Even if used with one of the school computers, students may not use personal headphones to listen to music.

#### *CELL PHONES*

While on the MOMI campus during a school day, students who have cell phones may only use them to call parents after being granted permission to do so by a staff member. Students' cell phones must be stored away in backpacks or lockers at all times and turned off. Cell phones used without permission will be confiscated, brought to the Head of School and parents will be informed of the misuse when picking up the device at the end of day with their child. Continued misuse may result in the revocation of the privilege to have a cell phone altogether.

#### *TRANSPORTATION GUIDELINES*

MOMI does not have a school bus because of prohibitive operational, maintenance, and insurance related costs. Instead, we rely upon parent drivers to assist us in our transportation needs. We are constantly looking for new volunteers. Parents must complete the Approved Driver Process. Parent chaperones with no children in their vehicle other than their own are not required to complete the Approval Driver Process.

Presence in a parent's vehicle is a privilege and a responsibility. Students and staff are expected to act courteously and appropriately at all times when in any vehicle, and they are expected to treat both the physical property of these vehicles and the community within the vehicle with care, consideration, and responsibility. No food or beverages may be consumed in the vehicles, unless the driver approves it and there is a reasonable need.

Additionally, all food and drinks must be cleaned up immediately upon reaching the destination in these situations.

The following actions are not permitted in the vehicles:

- Gum chewing
- Talking in loud voices
- Using improper or unacceptable language or gestures
- Hanging on the outside of the vehicle either while the vehicle is stopped or moving
- Standing or walking in the vehicle while the vehicle is in motion
- Crossing too close to the front of the vehicle
- Creating a hazard or distracting the driver's attention
- Throwing objects on, at, in, or out of the vehicle
- Departing the vehicle at a non-assigned location without the driver's permission
- Using cell phones or personal listening devices without driver permission

Infractions involving transportation are cumulative for the duration of the student's attendance at the school and incur the following consequences:

- First offense – conference with notice to parents
- Second offense – one-day vehicle suspension
- Third offense – three-day vehicle suspension
- Additional offenses – further degrees of suspension may be imposed for continuous and severe vehicle infractions. With recidivistic behavior, consequences may include the complete revocation of transportation privilege.

#### *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 for each student physical and psychological safety;
- 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.

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.



## *MISBEHAVIOR*

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.
- 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 student, as appropriate, meet to resolve the issue.
- Targeted misbehavior is an aggressive behavior that is intentional, is 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 student, as appropriate, meet to resolve the issue.

## *MAJOR MISBEHAVIOR*

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 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 another by using gestures.
- Cyber – 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 – and 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 protections 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.

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.

*ONGOING FAILURE TO COMPLETE OR HAND IN ACADEMIC WORK*

A student who repeatedly fails to complete or hand in academic work, despite careful intervention by staff and/or parents, will be considered as having committed a serious offense. A “serious offense” at the time of this writing is an evolving definition that takes into consideration a variety of factors, and discussed amongst the Middle School Program teaching staff and appropriate Administration staff.

*REPEATED MINOR OFFENSES/REPEATED SERIOUS MISBEHAVIOR*

Any accumulation of minor offenses or repeats of minor offenses suggests an ongoing or unchanging disregard of the community’s code of conduct will be treated as a serious offense.

Repeated serious misbehavior will call into question a student’s ability to accept the standards of behavior required for the quality of the community life at the Middle School Program.

## DISMISSAL

A student who repeatedly demonstrates serious misbehavior after a process of support may be removed from the school. Such situations are addressed on an individual basis and may involve Middle School Program teaching staff and appropriate Administration staff, professional consultants, and the child's parents.

\*In the event of a conflict between the provisions of this Handbook and the Montessori School of Maui Family Handbook, the provisions of the MOMI Family Handbook shall prevail.

## CONFLICT RESOLUTION PROCEDURE

1. Each party makes an **I STATEMENT** that describes his or her perception of the situation.

"This is my version of what happened..."

"This is what I am feeling: I feel that..."

"This is my perception of what happened or is happening..."

2. Each party **ACKNOWLEDGES** the other party's perception or feelings.

"I acknowledge that you saw the situation as..."

"I hear you say that you perceived..."

"I understand that you feel..."

3. Each person should **OWN HIS OR HER PART** in the conflict.

"It's true that I did..."

"I admit that I contributed by..."

"I agree that I probably..."

"I think I had a part in this..."

4. All parties **PROPOSE WAYS TO RESOLVE** the conflict until everyone agrees on a strategy.

5. **APOLOGIES** should be offered voluntarily and should be stated sincerely.

6. All parties **SHAKE HANDS**.

7. All parties **PART WAYS** from each other for a little bit of time.

## SOURCES

- *Montessori School of Maui Family Handbook*
- Koa Class Staff and Students, SY 2015/2016, SY 2016/2017, SY 2017/2018
- Maria Montessori: *From Childhood to Adolescence, Third Lecture Given at the Montessori Congress in Oxford, England, 1936*,
- David Kahn: *The Whole School Consensus Toolkit*
- Erin Wirts (with permission): *The Jr. High Community Handbook*



## STUDENT CONTRACT

As each Montessori School of Maui student grows and matures, he/she assumes more responsibility for meeting academic expectations and for supporting the values of this community. Committed to this idea of responsibility, students should strive to improve themselves daily, to make positive contributions to their peers and the community, and to encourage others to do the same. Students can achieve this through their adherence to our Koa Class Handbook and the exhibition of other pro-social behaviors defined herein.

MOMI students make five promises to themselves, their peers, their parents, and their teachers.

1. The promise to build community. This means that students agree to be role models and leaders in setting the example for the inclusion of everyone. Each student promises to value friendliness, openness, and helpfulness to every other student. Each student promises to act in ways that demonstrate a willingness to ensure everyone a sense of safety, inclusivity, and happiness at school every day.
2. The promise to appreciate the unique and positive contributions of others. Each student makes a commitment to value and respect each other as individuals. Each strives to understand the special personal and human qualities of others in our international community.
3. The promise to put forth their best effort at completing and successfully accomplishing academic growth and development. Each student is expected to work hard at meeting all academic challenges, assigned tasks, and assessments.
4. The promise to participate in unique learning opportunities offered by MOMI with a positive attitude and strong desire to further the sense of community for all involved. Students understand that day trips and outside experiences are unique to MOMI and serve to fulfill the school's vision of learning beyond the classroom. Students are expected to participate in preparation activities so that they may, in part, work together with peers to lead the trip(s) and fully experience the possibilities for independent and collective growth.
5. The promise to display efforts that support the needs of the school and others. Each student makes a commitment to arrive at school daily in a manner befitting of learning, including appropriateness of dress, careful consideration of positive behavior, wellness in health and attitude, and preparedness of tools and materials for full engagement in the classroom.

The aforementioned goals and promises are set forth to ensure that opportunities for individual growth, independence, and responsibility within the community are practiced and experienced fully.

As a student at MOMI, I understand and agree that the goals and promises set forth in this contract are important. As a member of the larger community, I will assert my best effort to see that I meet the expectations they outline for the benefit of my peers, my parents, the MOMI community, and me.



## Technology & Software Agreement

### Technology: Use & Safeguards

Technological advances are commonplace at MOMI. Devices include DVD players, televisions, digital cameras, projectors, desktop and laptop computers, and iPads. While staff and faculty are permitted to use them at times, the following must be followed:

¥ Per the “Use of the Internet” Policy: Access is provided to enhance the educational program and thus, to ensure that all students and staff have the tools necessary to meet and exceed the objectives outlined in the Mission Statement and in the curriculum guides created for each level.

¥ Available technology assigned for student use is to be used by students first.

### Internet: Safeguards

To ensure compliance with USE OF THE INTERNET by students and staff, the following is employed:

- Assures that all online activities engaged in by students are carefully monitored by classroom teacher(s) and assistants.

### Acceptable Use Policy

All students in Primary - Middle School have School Accounts through Google Suite. As applicable, students in Lower Elementary - Middle School use them to various means, therefore, the following Student Electronic Communications Policy encompasses what is Acceptable Use to whatever extent observable.

#### Student Electronic Communications Policy

All electronic communications using Montessori School of Maui (MOMI) equipment are considered to be school communications and all records of such communications are considered to be school records. Therefore, MOMI reserves the right to examine email and other messages, and students should not have an expectation of privacy when using school networks or resources. The same holds true for communications produced on student-owned devices while utilizing school networks and resources.

Students are expected to use internal and public networks respectfully. Hence, harassing network users and/or posting messages that are in poor taste is prohibited. The communication, generation, and/or storage of offensive information are prohibited.

Email and electronic messages and files are to be treated as private business correspondence. Without explicit authorization from the Head of School, no one is permitted to read another individual's email without that individual's permission. Such permission will not be unreasonably withheld. All students are granted reasonable license to examine misaddressed mail, but should not disclose it unduly.

Since email is transmitted over a network and any network is inherently insecure, confidential or sensitive messages should not be routed over external networks. If you have a specific need to email a parent or an individual critical to the success of your work, you may ask a teacher to do so and the right remains the teacher's as to the applicability of the request.

All students must comply with MOMI's policies regarding school conduct. Special care should be taken since information sent over a public network identifies the sender with MOMI and thus may be viewed by network users as speaking for MOMI, regardless of any disclaimer that might be used.

Prohibited activities that may result in disciplinary action include, but are not limited to:

- Accessing the files or communications of others without appropriate authorization
  - Use of online chat rooms or instant messenger programs
  - Downloading of software or attachments (which have the potential to spread viruses and worms throughout the entire school network)
  - Advertising or listings for personal benefit
  - Communications that are addressed to another user in any manner that could reasonably cause him or her distress, embarrassment, or unwarranted attention, as this may constitute harassment
  - Personal attacks, including attacks based on race, color, religion, sex, gender, sexual orientation, national origin, ancestry, age, disability, veteran status or any other characteristics protected by law
  - Browsing, retrieval, display or distribution of vulgar, offensive or inflammatory language, material or images, including sexually explicit materials, language or pictures
  - Engaging in any illegal activity
  - Sending messages that adversely affect the reputation of the school or its students, parents, or community members
- Email is the property of MOMI.



## ARCHERY EXPECTATIONS FOR BEHAVIOR AND CONDUCT

For the duration of each session within the activity time period, as a representative of Montessori School of Maui, each student will abide by the Archery Expectations for Behavior and Conduct.

### Code of Conduct

- Respect and abide by any rules or instructions given by the teacher and/or activity instructor.
- Ensure appropriate dress at all times that permits safety and flexibility of movement.
- Respect peers and teacher/activity instructor by being punctual and participating in all events related to the activity to the best of ability and with full commitment.
- Report any unusual circumstances, inappropriate behavior or concerns directly to the teacher or activity instructor as soon as possible.
- Positively support the variety of individual skills that fosters a community of celebration.

### Important to Note

- If the above conduct is not met, redirection and/or omitting of the student will be imposed up to and including temporary or permanent removal from the activity. Dangerous behavior will be dealt with in accordance to MOMI Handbook policies.
- MOMI, teacher, chaperone(s), host site, or activity instructor take no responsibility for the loss or theft of any personal effects. It is the student's responsibility to safeguard these.
- The undersigned, on my own behalf and on behalf of the child, hereby releases, acquits, discharges, and holds harmless the Montessori of Maui, Inc., its officers, directors, agents, insureds, and employees from any liability, claims, denials, actions, cause of action and expenses whatsoever, arising out of, related to or connected with, directly or indirectly, any loss, damage, or injury, including death, to the child, and with regard to the treatment thereof, as a result of or in any way growing out of the acts or omissions of Montessori of Maui, Inc., its officers, directors, agents, insureds and employees. This release is to be as broad and inclusive as permitted by the State of Hawaii.