

Upper Elementary Program Handbook 2025-2026

(updated 6/17/25)



2933 Baldwin Avenue
Makawao, HI 96768

Welcome to the MOMI 'Ohana and the Upper Elementary!

On behalf of everyone here at MOMI, we look forward to sharing this year with you and your children. The students will be guided to learn and explore their potential throughout the school year.

We hope you will find what follows to be helpful as you navigate your child's and your own school experience. This guidebook contains important information about our program. **It is important to read it *before the first day of school*, and to use it as a reference throughout the year.** In some cases, reference is made to the MOMI Family Handbook. To access this, visit <http://www.momi.org/parents/familyhandbook.cfm>.

Communication is the key to all successful relationships. To best serve your child and your family, we look forward to having frequent communication with you and working together to establish a partnership based on trust.

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Contact anyone at MOMI using the extension @momi.org, using the staff members first name and first letter of their last name.

You should expect that e-mail messages will be returned within 24 hours. Should your message be time sensitive, please contact the Office.

IMPORTANT TELEPHONE NUMBERS

School Phone: 573-0374
Finance Office: 573-1230

School FAX: 573.0389

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Overview of the Upper Elementary Classroom

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 and student's growth within curricular areas, in depth instruction, and practice within the disciplines of language, mathematics, culture, and the sciences. We have seen and believe that this is the best model for helping students develop confidence and self-esteem while exercising their self-motivation and self-direction. It is our belief that the deepest learning takes place when a child is inspired, challenged and able to make choices. It is the teacher's responsibility to inspire and challenge the student, and it is the child's responsibility to choose and complete work assigned. If a student cannot make reasonable and appropriate choices, the teacher will make those choices until the student is able. The most important work is the work that the child chooses! The passion for learning, which this creates, helps students engage far beyond that which a teacher would ever think of assigning. When freedom and responsibility are activated, interesting reports are created, extensive discoveries take place, and enthusiasm abounds!

The elementary child has a strong need for group work. Our elementary environments are designed for this. In these groups, the child practices being a positive member of the community and classroom society. The challenges of group work include communication, awareness of the needs of others, responsibility for one's own contribution, appreciation of member strengths and challenges, and keeping up with the group goals and timeline. Group work can be challenging but it is well worth the effort in terms of the value-added for the student. Further, these opportunities allow students to tap each other's strengths and capabilities. These collaborative and positive work relationships tend to forge partnerships early on that promote trust in the years ahead and they support each student's communal growth academically and emotionally.

Lessons are given to students according to their needs, readiness, interest, and/or age group. Participation and attendance are required. Some lessons are key lessons specific to a skill, for those students ready and needing it, as evidenced by the student's progress and our curriculum guidelines. Students often help coach, guide and inspire each other in the classroom. This gives them an opportunity to solidify their own skills and develops confidence and self-esteem in the process.

Resource programs like visual art, physical education, music, foreign language, Hawaiian Studies, and the Living Classroom are designed to support the Montessori philosophy and are offered to enhance experiences for students outside of the regular classroom setting. Collaboration between individual instructors occurs formally and informally to better support the work of each across all disciplines. Montessori credentialed teachers, professionals within the field of study, or other interested professionals teach all programs. Students in the Upper Elementary participate throughout the school year in all programs.

Adjusting to a New Experience

The Upper Elementary student is guided to learn how to take responsibility for planning and carrying out his or her day. We begin promptly at 8:00 to plan for the day, so it is important that everyone is here and ready to work on time. Announcements about events, meetings, or special classes are posted so the student may plan accordingly. This is also a time for short conferences to help students make choices, if necessary.

The Upper Elementary program strives to meet students' individual needs while developing their whole being in a prepared environment. Nine-year-olds, within a multi-age grouping of upper elementary students, begin these three years with expectations for increased independence, heightened responsibilities for leadership, and improved skill development. This work is done to support the social and emotional needs of students as they enter adolescence.

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. Organized merely for communication purposes between the teacher, student, and parent, students are divided into multi-age homerooms 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) to encourage more intimate community building within 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.

Students are empowered to take ownership of the environment and themselves. Students are responsible for the maintenance and cleanliness of their own and the community's space. Throughout the space, shelves are stocked with materials to enhance presentations and to stimulate the child. Beginning concepts are introduced using concrete apparatus, which the child can then use to recreate the lesson. Students are responsible for completing assignments from lessons, including long-term projects, lesson follow-ups, and practice work.

Curricular areas are interrelated and the scope and sequence for each are planned with flexibility in mind. Each subject helps students find their place in the world in a different way.

Daily Schedule

School begins at 8:00am - Please arrive on time.

Students arriving earlier than 7:55am will need to sit quietly outside of their classrooms. This will be a good time to exercise independence and responsibility, electing to read, draw, or otherwise occupy themselves as their teachers and support persons prepare for the day ahead. You are welcome to stay with them on campus until the classroom is open but prior to this time, please honor prep time afforded staff. Students who arrive after **8:05am** must go to the office for a late note before entering the classroom.

School ends at 3:00pm (M/T/TH/F) 1:30pm (Wednesday)

Our day is full, and it is important that your child is well rested, nourished, and ready to participate in all activities. Please try to plan appointments after 3:00pm or on a Wednesday afternoon whenever possible.

Students not picked up by 3:00pm are enrolled in aftercare.

For additional information related to the daily schedule, refer to the MOMI Family Handbook, Arrival/Dismissal, Student Attendance and Punctuality, and Extended Day School Policies.

Upper Elementary Program from A to Z

Birthdays

Upper Elementary Birthday Celebrations will occur on the child's actual birthday. As part of our daily work, the class will make handmade cards for the celebrants.

For information related to Birthdays, refer to the MOMI Family Handbook, Birthday Celebrations.

Class Meetings & Community Building

Weekly meetings are held to help build community and to allow the class to self-govern many aspects of the classroom. These "agenda meetings" are an essential part of enabling the students to gain a sense of ownership and responsibility for their classroom. It is also a wonderful opportunity to express opinions, debate, make compromises, take a leadership role, take a supportive role, learn valuable social skills from peers, and especially learn to appreciate and value one another.

Working in an environment of mixed age and gender promotes a sense of inclusion rather than exclusion. The students learn to befriend each other. There is no tolerance for put-downs of any sort. We strive to create an atmosphere of trust where we all feel more willing to take risks, make mistakes, and be our true selves.

Communication

Communication between teachers and families will occur in various ways including emails, notes sent home, information posted on our bulletin board, observations, conferences, appointments, the Parent Portal, and Transparent Classroom.

For additional information related to communication, refer to the MOMI Family Handbook, Channels of Communication.

Conferences

Specific tools used by the teacher to guide the Montessori student are observation, curriculum scope and sequence, and regular conferences. Conferences take place on many levels. There is a great deal of informal "conferencing" that occurs in our classroom: in the morning, when students set daily work goals, and throughout the day as work is chosen and completed. At this time the student and teacher establish a plan to help the student make better work choices, if necessary. When a work is chosen or engaged in, it must be completed according to appropriate standards of effort and presentation.

Formal parent/teacher conferences are scheduled for the fall and spring. Please see the school calendar for these dates. These 20-minute conferences are an opportunity for us to share your child's work and progress.

Additional conferencing times may be requested during the year. Just call or email your child's conferencing teacher to schedule for an appointment either before school or after school. The teacher may request that your child attend or not attend the conference based on the topic or concern being discussed.

For information related to conferences, refer to the MOMI Family Handbook, Conference and Progress Reports.

Field Trips and Goings Out

For information related to field trips, refer to the MOMI Family Handbook.

Gates

Please park in the main parking lot. Entry to the campus may be through the upper lot breezeway, or through the gate at the front of the school facing Baldwin Ave. The lower lot and the RFC roundabout are used for curbside drop off for elementary students ONLY.

Health and Wellness

For information related to health and wellness, refer to the MOMI Family Handbook, Health- When to keep a sick child home from school.

Homework

Homework is expected of students within the upper elementary program. Cognizant of ensuring life balance for your child and your family, it is set to enhance the work that is introduced in the classroom environment. 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.

In general, the following could be expected as part of homework protocol.

1. Reading

Each student should plan on reading at least 30-minutes each school night. This time is the responsibility of each family and may include chapter books, quality newspaper or magazine articles, and informational non-fiction. Ideally, each student will have quiet

time and a comfortable place to read; the goal is to have reading for enjoyment become a lifelong habit.

It is important that the books are appropriate to each student's reading level and that the selected books during the year vary in genre (fiction, non-fiction, etc.). A good rule of thumb for comprehension level, is to have no more than five (5) unknown words per page.

2. Mathematics

Mathematics packets will be assigned weekly to help reinforce skills explored within class. This part of homework will generally be provided with the expectation that it is completed over a week's period and thus will require support from home in order for the student to appropriately set expectations for its completion given whatever outside activities may also buy for the student's time.

3. Independent or Cooperative Work

Certain work needs continual repetition and practice or may simply require additional time from the student. While some students independently choose to practice needed skills, others need suggestions for this work. As necessary, the latter will occur. It is important that the student accepts this need to practice.

4. Keyboarding Practice

Students will each have access to an on-line typing program to learn and practice keyboarding skills at home. The goals are for students to use correct fingering while not looking at their hands, and to increase speed and accuracy. We ask that students practice 30 minutes or more at home each week.

Lunch & Snack

Nutrition is important and crucial for young students. No candy, chocolate, juice, carbonated sodas, or vitamin waters at school, please! Water is available for the children to drink during the day. **(We will not have cups available; kids will need to bring water bottles.)**

Students are encouraged to pack their own healthy lunch and snack in zero-waste containers as much as possible. To keep items cold, a small ice pack should be included. **Neither refrigerators nor microwaves will be available.**

Parent Participation

For information related to parent participation, refer to the MOMI Family Handbook, Parent Participation Hours. Also see Guidelines for Chaperones and Drivers.

Parent Permission

Your child is not permitted to leave campus with another parent or guardian. A permission note must be included with orientation documentation or provided in a timely manner for your child to be released to person's other than those who are listed within the Family Portal.

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 Program 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 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.

Recommendations for Responsible Use of Generative AI Tools

Academic Integrity

- Use Generative AI Tools to supplement your learning and enhance your understanding of various subjects.
- Avoid submitting generated content as your own work. Always credit Generative AI Tools appropriately if you incorporate its output into your assignments.

Critical Thinking

- Evaluate and critically assess the information provided by Generative AI Tools. Cross-reference it with reliable sources to ensure accuracy.

- Recognize that Generative AI Tools are not a substitute for independent thinking and research.

Ethical Content Creation

- Be mindful of the content you request from Generative AI Tools. Refrain from generating material that promotes hate speech, discrimination, or harm to others.
- Respect intellectual property rights and avoid using Generative AI Tools to create content that may infringe on copyrights.

Privacy Awareness

- Avoid sharing sensitive or personally identifiable information during interactions with Generative AI Tools. Prioritize your privacy and the privacy of others.
- Understand that while Generative AI Tools are powerful, they are not confidential platform, and exercise caution in discussing sensitive matters.

Educational Activities

- Stay informed about updates to Generative AI Tools and any changes to their policies.
- Regularly check for new guidelines and recommendations to ensure responsible and up- to-date use.
- By following these recommendations, students can make the most of Generative AI Tools as beneficial learning tools while promoting responsible and ethical usage.

Legal Compliance

- Ensure that your use of Generative AI Tools complies with applicable laws and regulations. Avoid engaging in any activities that may be considered illegal or unethical.

Curiosity and Learning

- Use Generative AI Tools to explore new ideas, spark creativity, and brainstorm. It can be a valuable resource for expanding your knowledge and improving your writing skills.

Feedback and Improvement

- Provide constructive feedback to the developers of Generative AI Tools. Your input can contribute to the improvement of the tool and its responsible use.

Reporting Misuse

- If you come across any misuse of Generative AI Tools or observe content that violates ethical guidelines, report them to the appropriate authorities or your educational institution.

Time Management

Use Generative AI Tools efficiently and allocate your time wisely. Avoid over-relying on the tool and ensure a balance between using technology and engaging in other

Ukus (Head Lice)

For information related to ukus (head lice), refer to the MOMI Family Handbook, Uku Policy.