



Family Handbook

2024-2025



Family Handbook

2933 Baldwin Avenue
Makawao, Hawaii, 96768

- School Office: (808) 573-0374
- Director of Admissions: (808) 573-7568
- Director of Finance: (808) 573-1230
- Fax: (808) 573-0389
- Email: info@momi.org
- Website: www.momi.org

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 it is not intended to nor does it contain all policies and procedures. The school reserves the right to make changes or exception to statements in this handbook. Final interpretation of all school rules and regulations is left to the Head of School.

TABLE OF CONTENTS

SECTION 1: INTRODUCTION

1.1 Head of School Welcome	8
1.2 Mission Statement	9
1.3 History of Montessori School of Maui	9
1.4 Administration, Faculty, and Staff	11
1.5 Board of Trustees	13
1.6 Functionality of the Board of Trustees	13
1.7 Parent Teacher Organization (PTO)	14

SECTION 2: EDUCATIONAL PROGRAMS, MONTESSORI OVERVIEW, AND THE ESSENTIAL PHILOSOPHY OF MONTESSORI SCHOOL OF MAUI

2.1 Student's Rights and Responsibilities	15
2.2 Montessori Philosophy of Education	15
2.3 The Role of the Montessori Teacher	17
2.4 The Parent Teacher Partnership (bridge between home and school)	17
2.5 Parent Commitment Policy	17
2.6 Student Conduct	19
2.7 Literature for Young Children and General Guidelines for Choosing Books	22
2.8 Suggested Reading for Parents	22
2.9 Educational Programs- The Toddler Community	24
2.10 Educational Programs- The Primary Community	25
2.11 Educational Programs- The Elementary Community	26
2.12 Educational Programs- The Lower Elementary Community	26
2.13 Educational Programs- The Upper Elementary Community	27
2.14 Educational Programs- The Middle School Community	28

2.15 Student Preparedness and Academic Standards	22
2.15.1 Accountability Standards	30
2.16 Homework	30
2.17 Student Initiated Business Endeavors	31
2.18 Living Classroom (Includes the entirety of campus, indoors and outdoors)	31
2.19 Integrated Art and Hawaiian Culture, Music, World Language, and Physical Education	33
2.20 Admission of Children with Learning Difference	33
2.21 Learning Difference Identification	34
2.22 Referrals for Tutoring (Outside Academic, Psychological, Special Education)	34
2.22.1 Available Resources for Parents and Children on Maui	34
2.23 Student Records	36
2.24 Transition Orientations	36
SECTION 3: Practical Information, Policies, and Procedures	
3.1 School and Extended Care Hours	37
3.2 School Business Contact Information	37
3.3 Teacher Email Addresses	38
3.4 Arrivals and Departures	38
3.5 Student Attendance and Punctuality	39
3.6 Licensing Requirements	41
3.6.1 Reporting General Occurrences and Suspected Child Abuse or Neglect	41
3.7 Medical Requirements for Attendance	43
3.8 Health- When to keep a sick child home from school	43
3.9 Medications	48

3.9.1 Allergies, Medical Conditions, and Daily Medications	48
3.9.2 Dietary Restrictions	48
3.10 Uku Policy	49
3.11 Emergency Care Plans	49
3.12 Student Dress Code	50
3.13 Toys	51
3.14 Nutrition and Snacks	51
3.15 Snack Suggestion List	51
3.16 Lunch	52
3.17 Library	52
3.18 Parent Participation Hours	52
3.19 Field Trips and Going Outs (Older Primary, Elementary, and Middle School)	54
3.20 Guidelines for Chaperones and Drivers	54
3.21 Volunteer Chaperones/Drivers- Parents	56
3.22 Lost and Found	57
3.23 Classroom Placement	57
3.24 Withdrawal from School	58
3.25 Classroom Celebrations and Holidays	58

SECTION 4: General Information and School Policies

4.1 Channels of Communication	59
4.2 Parent Classroom Observations	60
4.3 Progress Reporting and Conferences	61
4.4 Assessments, Screening, and Testing	62

4.5 Parent Teacher Communication	63
4.6 Parent Education	63
4.7 Administrative Staff and Parent Communication	64
4.8 Board of Trustees and Parent Communication	65
4.9 Family Notices	66
4.10 Room Parents	66
4.11 Birthday Celebrations	66
4.12 Gifts for Faculty and Staff	67
4.13 Student Personal Electronics	67
4.14 Use of Facilities and Equipment	67
4.15 Soliciting and Using Directories and Databases	67
4.16 Religion	68
4.17 Smoking	68
4.18 Campus Pet Policy	68
4.19 School Cancellations	68
4.20 After School Studio and Programs Sessions	69
4.21 Volunteering	69
4.22 Fundraising	69
4.23 Environmental Policy	69

SECTION 5: Tuition Assistance

5.1 Tuition Assistance	71
5.1.1 Tuition Assistance Program	71
5.1.2 Hawaiian Scholarship Program	72

5.1.3 Cynthia Winans-Burns Scholarship Fund	72
---	----

SECTION 6: Emergency Plan

6.1 Introduction	73
6.2 MOMI Emergency Management Team (MEMT)	73
6.3 Emergency Contact List	74
6.4 Communication Capabilities	75
6.5 Earthquake Procedures	76
6.6 Fire Procedures	77
6.7 First Aid and Medical	78
6.8 Electrical Outage	78
6.9 Plumbing Failure/Flooding	78
6.10 Hurricane Procedures	78
6.11 Tsunami Procedures	80
6.12 School Closure, Early Dismissal, and Red Alert	80
6.13 Field and Overnight Trip Emergency Plan	81
6.13.1 First Aid on Field Trip or Other School Event	81
6.14 Lost Child on a Field Trip or Other School Event	84
6.15 Athletic Teams and Emergencies	84
6.16 Emergency Supply Lists	84

SECTION 1- INTRODUCTION

1.1 Head of School Welcome

Welcome to the 2023-2024 school year. I am excited to welcome you all to our community. I think you'll find great reward being here. Our combined efforts and interests as a collective whole help us to operate a wonderful school, one where cooperation and care are at the forefront of our efforts to ensure the best place for your child's development.

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, in addition 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 children here is wise. We understand what it takes for the needs of each child's intellectual, emotional, social, and physical development to be met and we are determined to extend our best efforts 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 the partnership we share. The Handbook contains seven 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 and 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.

Warm regards,



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 providing education to children without regard to race, nationality, ethnic origin, religious beliefs, sexual orientation, or sexual identity.

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; age's 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 future of the school 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 renting 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 buy, four and a half 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 four and a half acres our school resides on as well as the additional four and a half 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, centralized and moved to an existing renovated building. First, we expanded upon 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, which includes, a large classroom space, 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 as two, separate 600 square foot portions 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 campus.

As of 2023, plans are underway to construct a new 4,000 square foot building in the lower pod where the Kamani Classroom currently sits. This new Kamani Classroom will function in much the same manner as the other four Primary Classrooms and will effectively ensure that the school returns to its Pre-COVID enrollment of 118 primary students. The new classroom is expected to open its doors for the start of the 2025-2026 school year.

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 leadership of the school 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 has a commitment to creating 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 501C3 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 School (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

Sara Mitchel-Block, Director of Development

Kiana Iwado, Assistant to Administration and Development

Deesha Tucker, Finance and Office Assistant

Toddler

O'hi'a Classroom Anela Medeiros

Primary

Nara Classroom Eva Sikes

Kukui Classroom Megan Lacasse

Monkeypod Classroom Emily Smith

Plumeria Classroom Jennifer Zainuddin

Lower Elementary

Banyan Classroom Melinda Lyle-Javier

Jacaranda Classroom Alajandra Carta

Wiliwili Classroom Jennifer Dempsey

Upper Elementary

'Iliahi Classroom Tevia Arlidge

Mamane Classroom Mackenzie Dickinson

Middle School Classroom

Koa Classroom Olof Ehrenstrom Anne Colletta

Resource Programs- Grades 1-8

Visual Art Kristin Kakatani

Physical Education Tracy Carey

Spanish Elianne Santin

Living Classroom Kim Dukes

Facilities, Maintenance, and Custodial Staff

Tony Akina Anthony Phillips Elmer Rasay

Kaimi Gilliland Jason Duquette Reece Ibara

1.5 Board of Trustees

OFFICERS

Sara Tekula- President	Emma Burns Cabiles- Vice President
Chad Goodfellow- Secretary	Salma Ansari- Treasurer

TRUSTEES

Jeremy Baldwin	John Guarin
Chad Goodfellow	Heather Haynes
Allyson Maddox	Robert Pellettieri
Kate Peterson	Klaus Simmer
Jacob Simons	Christopher Smith
Ben Summit	Lisa Tomihama
Erica White	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

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 home, school and the community
- Initiate, manage and complete projects to supplement operations of MOMI (Montessori School of Maui)
- Develop and maintain and understanding and open 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 Potluck
- PTO Sponsored Seminars
- 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 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 material 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 reinforce the mind-body connection and enhance 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 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 and 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 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 challenge. 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 the 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, and 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 which 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.

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. Participate in celebrations, events and programs so that their child will have memories of good times as well as memories of a family who cared enough to be involved.
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 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.

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.

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.

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.

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 or the Program Support Specialist or 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 an 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. 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
- Parent's 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 teacher’s assistant. Value is placed on the growth of independence, self-regulation and care, and social skill 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 that is carefully prepared allows the children to discover qualities of the world. 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 providing of 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. Spanish Language exposure, guided by our native speaking Spanish teacher, is offered on a weekly basis. 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 much opportunity 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. Curriculum in all academic areas demand use of these materials and is consistent year-to-year, while emphasis can vary within a three-year work cycle and be dependent on students, 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 affords 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 student's 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. 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.

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, 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 the 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 oncoming knowledge in the project-based-place-based, purposeful work in the Occupations and Humanities curriculum.

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, relation of humans to the environments, 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 goal. Ultimately, children are imbued with love for his fellow citizen.

They explore the morality of people from the past juxtaposed with those 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 extends efforts to ensure that the performance of all current and in-coming 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. Teachers regularly complete “performance audits” for all students within their respective programs in accordance with these standards. 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. The breadth of these Standards stretches beyond entry, mid-level, and exit standards to the point that our Assessment Documents and Outside Teacher Reference Forms align. Further, evidence shows alignment with these Standards and:

- 1) Student Reporting Documents (Progress Reports, Student Reflection Forms, Parent Pre-Conference Forms),
- 2) Record Keeping Tools like Transparent Classroom, implemented first in 2021, and the Teacher Observation Protocol and Evaluation Documents.

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. MOMI’s Standards of Accountability support this effort and focus.

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.

Standards of Accountability are Shared with Everyone, and Are Everyone’s Responsibility

Standards of Accountability need to be shared with all concerned: students, parents and teachers. Copies are available in every classroom and in the office, upon request.

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 beginning 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, 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 take 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 the 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 offers 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 and Hawaiian Culture, 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, Mindfulness practice, Physical Education (PE), Spanish, and Vocal, Instrumental, Dramatic & Creative Movement in partnership with the Maui Performing Arts Academy (MAPA).

Primary students engage in the Living Classroom and Spanish. As our students grow older and move into Lower Elementary, their studies expand to include all enrichment activities.

All programs run year-round with the exception of those taught by MAPA professionals, 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 Difference

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 plant 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, which may affect the child’s ability to participate safely and productively in the MOMI program. Statements from other professionals may be required as well.
- Throughout the school year the Head of School, staff 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. Costs of any services the regular staff cannot provide are not included in tuition. Arrangements for such additional services during school hours must be made through the school. 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 to be formulated via the State Department of Health and Department of Education Felix-Waihee Decree.

2.21 Learning Difference Identification

Children with learning differences will be identified as soon as possible using appropriate screening and evaluative methods. Reasonable accommodation will be made to meet the needs of children identified as having special needs. If MOMI is unable to meet those needs, appropriate referrals will be made available to parents.

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 there is 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 need. When questions arise about this need, teacher and parents alike can seek support from the Director of Teaching and Learning. Efforts to establish appropriate supports are done on an individual basis and supporting through the Student Support Program protocol and the Student Support Committee.

2.22.1 Available Resources for Parents and Children on Maui

Family/Child Support and Evaluation

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)

Sherry Fischer 808-205-2482
Counselor- Family & Child Support
Pukalani

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, test preparation
16 Hobron Ave, Ste 205, Kahului 808-893-0590
355 Hukilike St, Ste 209, Kahului 808-893-0590

Lori Lewis 808-269-5985
Special Education Teacher
Reading, spelling, comprehension support, mathematics

Rukie Guidroz 808-281-2515
Private tutor- phonics, reading, writing, mathematics
rukieh@hotmail.com

Gloria Del Rivo 808-344-3221
Private tutor- reading, writing mathematics (Orton-Gillingham trained)
delrivog@gmail.com

Janie Kunin 808-283-3014
Private tutor- reading, writing mathematics (Orton-Gillingham trained)
janiektutoring@gmail.com

Jolyne Rego 808-264-0639

Private tutor- reading, writing mathematics (Orton-Gillingham trained)
Jrego3@hawaii.rr.com

Amy Eiden 208-921-5148

Private Tutor- reading, writing, mathematics (Orton-Gillingham trained)

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 Extended Care Hours

	School Hours (Mon, Tue, Thur, Fri)	Extended Care Hours (Mon, Tue, Thur, Fri)	School Hours (Weds)	Extended Care Hours (Weds)
Toddler	8:00-3:00pm	No Extended Care	8:00-1:30pm	No Extended Care
Primary	8:00-3:00pm	No Extended Care	8:00-1:30pm	AM: 7:30-8:00am PM: 1:15-5:30pm
Elementary and Middle School	8:00-3:00pm	AM: 7:30-8:00am PM: 3:00-5:30pm	8:00-1:30pm	AM: 7:30-8:00am PM: 1:35-5:30pm

Extended Care Fees

Aftercare (Monthly)*	Primary- 1:30 – 5:00 \$400 /year, \$40 per month \$1,500/Year, billed at \$150/Month elementary
----------------------	--

*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. Parents may choose to sign-up for afternoons, mornings, or both.

3.2 School Business Contact Information

School Office: 808-573-0374

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 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)	Megan Lacasse	meganl@momi.org
Monkeypod Class (Primary)	Emily Smith	emilys@momi.org
Plumeria Class (Primary)	Jennifer Zainuddin	jenniferz@momi.org
Banyan Class (Lower EI)	Melinda Lyle-Javier	melindal@momi.org
Jacaranda Class (Lower EI)	Alejandra Carta	alejandrac@momi.org
Wiliwili Class (Lower EI)	Jennifer Dempsey	jenniferd@momi.org
Mamane Class (Upper EI)	Mackenzie Dickinson	mackenzied@momi.org
’Iliahi/Hala Class (Upper EI)	Tevia Arlidge	teviaa@momi.org
Koa Class (Middle School)	Olof Ehrenstrom	olofe@momi.org
Elementary Aftercare	Hayden Pickards	haydenp@momi.org
Primary Aftercare	Andrea Futch	andrea@momi.org

3.4 Arrivals and Departures

Arrivals

The importance of prompt arrival cannot be over-emphasized. 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. Children must be enrolled in Morning Care to arrive before their designated arrival time. Upper Elementary - Middle School students may gather peacefully outside their respective classrooms if arriving before 8:05am.

Tardy students must be accompanied by a parent to the school office to obtain a tardy slip before attending class. See Section 4.5 **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.

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

Elementary and Middle School students may utilize the Morning Drive-through 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 of the car doors. Your patience and encouragement of this independence is 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 hinderance.” 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

Students will only be released to persons authorized on the Student’s Transportation List, which may be updated in Parents Web. Parents/Guardians may add or remove names from the Transportation List by directly accessing the Family Portal or by calling the School Office at 573-0374.

It is important to pick up your child promptly at the specified time as this will permit a comfortable closure for the child.

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 of the car doors. Your patience and encouragement of this independence is 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 has used their experience and knowledge to develop and deliver a rigorous curriculum to support the social, emotional, 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 to school is essential. School begins at 8:00am 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.

Tardiness defined:

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

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 e-mail with cc to the Head of School 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 e-mail with cc to the Head of School 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 e-mail 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 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 un-excused, 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 Dept. 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 ration of 1:20.
- Primary Extended Care - (Before and Aftercare) Primary Aftercare is 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.
- 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 equipment available:

- (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."

The procedure for reporting suspected abuse and neglect is as follows:

- 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 with 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 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:

- Their Student Health Record, Form 14, signed by a physician, is on file at school.
- Immunizations or a State of Hawaii exemption must be current and on file in the administrative office.
- All students must have a TB clearance.

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 illness, administer first aid, and to 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 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 4.9 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 nurse 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 disease 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 below diseases or illnesses, the periods of exclusion that we adhere to are as follows:

TYPE OF ILLNESS	PERIOD OF EXCLUSION
<p>Cough</p> <p>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.</p>	<p>A child with deep or uncontrollable coughing belongs at home even without a fever.</p> <p>Will need to be cleared by a doctor to return to school.</p>

<p>Diarrhea/Vomiting</p>	<p>Until symptom free for 24 hours w/o medication.</p>
<p>Earache</p> <p>Consult a medical provider for earaches. Ear infections may require medical treatment.</p>	<p>Until pain free.</p>
<p>Fever</p> <p>A common symptom of viral and bacterial infection. Children are likely to be contagious to others when they have a fever.</p>	<p>At least 24 hours after they no longer have a fever or signs of a fever, without the use of fever-reducing medicine.</p>
<p>Hand, Foot, Mouth Disease</p> <p>Blisters may occur for 7 to 10 days on palms, fingers and soles of feet. Hand washing is important.</p>	<p>Once diagnosed by physician, the child must stay out for at least 7 days after the on-set of blisters or fever. No child will be permitted to return to school without physician consent in a written note and all sores must be healed (i.e. not open or weeping).</p> <p>Example: if symptoms start on June 30, Day 1 is July 1. Child can return July 8 with note from doctor and sores healed.</p>
<p>Head and Body Lice</p> <p>See handouts regarding treatment of ukus. Checks and retreatment is necessary from the onset at 3- and 7-day intervals until nit free.</p>	<p>Your child will need to check in with the Main Office for a head check before being cleared to return to the classroom.</p>
<p>Impetigo</p> <p>A contagious bacterial skin infection that usually begins with small fluid filled blisters and causes a honey-colored crust on skin after bursting.</p>	<p>24 hours after starting prescribed antibiotics and note from the doctor clearing them to return.</p>
<p>Influenza</p> <p>Contagious for 3 to 5 days from onset of symptoms, up to 7 days in young students</p>	<p>For at least 24 hours after they no longer have a fever or signs of a fever, without the use of fever reducing medicine.</p>

<p>COVID-Like Symptoms</p>	<p>a) Children with COVID-like symptoms (fever, nasal congestion or runny nose, new loss of taste or smell, sore throat, diarrhea, nausea or vomiting, stomachache) should stay home.</p> <p>b) Children must be free of all COVID-like symptoms (includes stuffy/running nose) without suppressants for 24 hours before being in or returning to school.</p> <p>c) A doctor’s note clearing the student to return once symptom free OR a negative COVID test, is necessary before returning to campus following Day 5.</p> <p>d) For children testing positive, they may return to school on Day 6, masking through Day 10.</p> <p>e) Children exposed should be monitored for symptoms as identified above. Any exposed child should test on Day 5 following the exposure.</p>
<p>Pink Eye (Conjunctivitis)</p> <p>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.</p>	<p>At least 24 hours after the first dose of antibiotic treatment and a note from the doctor clearing them to return.</p>
<p>Pinworms</p> <p>A common infection of the intestines by a parasitic worm. Symptoms are itching around the anus, irritability and disrupted sleep.</p>	<p>At least 24 hours after treatment and symptom free and a note from the doctor clearing them to return.</p>
<p>Rash</p> <p>Rashes may cover the entire body or be in only one area and are most contagious at the early stages.</p>	<p>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.</p>
<p>Runny Nose</p>	<p>Uncontrollable yellow-green nasal discharge may indicate infectious disease. Exclude until drainage is eliminated or no longer contains coloration.</p>

<p>Sore Throat</p> <p>A child with a mild sore throat, no fever and otherwise feeling well may be fine to attend school.</p>	<p>Contact a medical provider for a severe sore throat and if white spots are seen in the back of the throat, with or without fever.</p>
<p>Staph Infection (Staphylococcus aureus)</p>	<p>If signs of a staph infection are suspected in a child, Montessori requires families to seek medical attention. See school policy on Staph Infection.</p>
<p>Stomach Pain</p>	<p>Keep child home with a stomachache that is persistent or severe enough to limit activity. If vomiting and diarrhea occurs, keep home until symptom free for 24 hours w/o medication.</p>
<p>Strep Throat</p> <p>A significantly sore throat could be strep throat, a contagious illness. Other symptoms may include fever, rash, white spots in the back of the throat, headache and upset stomach. Untreated strep throat can lead to serious complications.</p>	<p>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 child will be permitted to return to school without physician consent in a written note.</p>
<p>Tooth Ache</p> <p>For tooth pain, contact dentist to have child evaluated as soon as possible.</p>	<p>A child with a significant toothache should not attend school until feeling better.</p>

More on Blood Borne Pathogens

MOMI 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.

Quarantine and Student/Parent/Family Illness

Absences by students need to be reported to the child's teacher via e-mail (as found above) with a carbon copy (cc) to kianai@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 for attendance at 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 into 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 do not ingest it, then that would be classified as 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 a 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.

3.12 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 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 the 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 fingertip or longer
 - Leggings and yoga pants must be of a thick enough fabric to not be seen 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 discretion of teachers to determine if the hat may be worn inside the classroom.
- Shoes are encouraged in an effort 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 snack 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, 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, nutritional lunch and snack provide children with the energy necessary 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 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 lunch box that can be opened easily.

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.

Lunch Program

The affordance of a **Lunch Program** is not yet available since it was discontinued in SY20-21.

3.17 Library

All classrooms at MOMI house individual libraries to smaller or greater extents. Additionally, a main library located at the front of campus is available to teachers to rotate their individual classroom selections from time to time.

3.18 Parent Participation Hours

Montessori School of Maui believes that parent involvement is fundamental to a thriving learning community and essential to your child's developing a positive attitude towards learning. Every family is required to contribute fifteen (15) hours of their time each school year

to the Montessori School of Maui for Parent Participation, as stated in your enrollment agreement.

Students whose families do not complete their fifteen (15) hours of Parent Participation Service per school year will be placed back on the Prospective Student List for the next school year and may not be considered for re-enrollment until the service hours have been fulfilled.

- Montessori School of Maui families are provided a “Parent Participation Form” each year on which to indicate their preference as to how they wish to contribute their hours.
- Parents are responsible for scheduling and completing their fifteen (15) hours of participation within the following time frame:
 - August 15 - November 4: 5 hours due
 - November 5 – February 17: 5 hours due
 - February 18 – May 26: 5 hours due
- Parent choices may need to be changed to ensure the success of the events/activities that have been scheduled throughout the school year.
- Parents are responsible to report their parent participation hours via ParentsWeb
- You may be contacted to help by the Development Office, chairs of specific committees, a room parent, a teacher, or office staff.
- Parents may also contact their child’s teacher to receive individual classroom event information or check the bulletin board located outside each classroom.

Participation in fundraising efforts and sharing of your time, materials and/or skill help defray our expenses and enrich our resources.

An important additional benefit to parent participation is that it validates that caring and contribution are the building blocks of citizenship. Children who see their parents participating at their school begin to understand the subtleties of human interactions and to find the joy that comes from working with others to accomplish a task. In this way parents transmit ideas and values that words themselves cannot convey. This validates the child’s natural generosity and conveys that education is important to the parent.

How to Log your Parent Participation hours via the Family Portal

1. Click the Family Portal button on the homepage of our website.
2. Enter District Code: MS-HI
3. Enter your Username and Password.
4. When your family page comes up, click on the FAMILY dropdown on the left-hand side.
5. Select FAMILY HOME.
6. Select ADD + to the right of SERVICE HOURS under your name.

7. Please select the date the hours were completed.
8. Select a DESCRIPTION in the drop-down box.
9. Enter the amount of hours.
10. Please write in the NOTE field the exact description and nature of your Service Hours.
11. Lastly, in the VERIFIED BY field enter a staff member, teacher or PTO committee member that can verify your hours.

Mahalo for your support and participation in our community!

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 slips 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 a 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 make arrangements for

someone else to meet you 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 school rented vehicles, 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 near-by. 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 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 your 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 not allowed to drive students on a field trip in the school owned vehicle or 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 Volunteer Chaperone Form.

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 (Parents will need to call their insurance company and request a copy of their Certificate of Insurance to be faxed to the school office. The school office fax number is 808-573-0389. It can take 24 to 48 hours to receive a fax from insurance companies so you will need to make this request on a timely basis.)
3. Driver's Abstract
4. Volunteer Driver Application or Volunteer Driver Renewal form completed for current school 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 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 teacher for a developmental cycle

- Developing balanced classroom composition related to gender, age, developmental maturity, special needs and personality
- Results of child’s visits to classrooms, and teacher observations/student assessments
- Once an appropriate placement is determined, a change is made only if 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 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, farewells. Others bring the larger community together: a student production, teacher appreciation day, Earth Day clean-up, commencement.

Whether small and informal or organized for the whole school, celebrations and rituals highlight and affirm the values and vision of the school. The MOMI community attempts to reduce and de-emphasize the over stimulation 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 Student Records Classroom Observation sign-up Marketing	Director of Admissions
Special Events/Public Relations Marketing Website Annual Giving Fundraising	Director of Development/Head of School
Registration General Questions Medical Daily Scheduling Montessori Weekly Website FACTS in general	Assistant to Administration and Development
Field Trips Lunch Program After-School Programming	Finance and Office Assistant
Billing/Accounts Facilities and Equipment Tuition and Fees FACTS 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.

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 re-direct 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 of the environment. Each environment is their 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 exceed 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 help 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 K-6 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 are diagnostic. Parents will be informed if an assessment provided for a child indicates the 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 which 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 start 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 that 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 including 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 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 response 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.

FACTSIS

- FACTSIS is our online database that houses family and student demographics. School-wide communication is successfully accomplished using this tool. An orientation will occur for all families upon enrollment at the school at the PTO sponsored New Parent Breakfast. For information about or to ask questions regarding FACTS, please consult the Assistant to Administration and Development or the Director of Admissions.

The Montessori Weekly

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

Emails

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

Parent Alert

- Parent Alert will be used to share important text messages and information with our families throughout the school year. To ensure your receipt, please keep your contact information up-to-date in the Family Portal.

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 a notification of receipt only.

4.9 Family Notices

It is our policy to distribute most information through email. In order to ensure that you receive all school information, please keep your email up to date via the Family Portal.

Some notices, school information bulletins and forms will be distributed in paper format. These will be placed in student mailboxes for Primary level and distributed to Elementary through Middle School students 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, to convey information to other parents and to organize 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 the selection of 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 is limited to \$100.

4.13 Student Personal Electronics

The school strongly discourages the presence of cell phones, laptops, ipads, tablets, computer games, game consoles, MP3 players, etc., or any other technology product 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.

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 be 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.

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 for rental of facilities must go through the rental request process and be approved by the Rental Coordinator.

5.15 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 authorization by the Director of Finance will be obtained by the teacher 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 of removal of 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 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 is unavailable on island, alternative means will be sought to readily share appropriate information.

See Section 7: 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 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 Parents' Financial Statement online through the School and Student Service, National Association of Independent School (NAIS). All requirements and form due dates are posted on our website and in the Monday Memo. Applications must be completed online by the posted deadline. School and Student Service make recommendations to the Montessori School of Maui for parental contributions to the annual tuition payment based upon the financial position of the individual family. Parents are required submit a copy of their previous year's federal tax return by the requested due date to be consideration for assistance. Parents may contact the Finance Department for information.

Applicants are evaluated based upon 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, endowment, interest, fundraising and other means is calculated and the initial compiling of information begins.

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

MOMI sends Annual Tuition Assistance reports to foundations and at times, press releases are sent to the local papers.

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, see Momi Chun, Director of Human Resources..

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 generous support of friends of Cynthia and 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, see Momi Chun, Director of Human Resources.

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 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 Director of Finance.

6.2 MOMI Emergency Management Team (MEMT)

Consists of:

Title	Name	Email Address
Head of School	Eric L Dustman, PhD	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
Designated Teacher	Megan Lacasse	meganl@momi.org

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

1. Head of School
 2. Director of Finance
 3. Head of Maintenance
 4. Director of Admissions
 5. Designated Teacher
- **The Head of School will:**

1. Decide whether to contact 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 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 instructions in this document.

6.3 Emergency Contact List

Emergency information for students and employees will be updated monthly and copies kept inside the fluorescent green clipboards conveniently located in the Admissions Office and the Business Office. Each classroom will have their students' emergency info as well as a copy of the Emergency Management Plan in their classroom emergency bucket. The classroom lists will be updated quarterly. The Business Office is responsible for updating these lists. All employees should be aware of the location of these lists.

If Possible, Take Your Cell Phone With You During an Emergency

The contact information in this plan will be reviewed quarterly and updated as needed.

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 KNUJ – 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
- Can push a button on their alarm keypad by their door that will signal the alarm company to call the police or the fire department

The following Locations:

School Office, Art Room, Plumeria Classroom, Jacaranda Classroom, Monkeypod Classroom, Banyan Classroom and Koa Classroom

- Has 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.
- Classrooms/Offices with radios are responsible for keeping their neighboring classrooms informed if possible.
 - School Office informs Maintenance, Library and Ohia Classroom
 - Plumeria informs Kukui Classroom
 - Jacaranda informs WiliWili Classroom
 - Monkeypod informs Nara Classroom

- Banyan informs Mamane and 'Iliahi/Hala Classrooms (Upper Elementary Classrooms)
- Koa informs anybody in Employee Workroom
- Art informs anybody in Root Family Center (RFC)

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 as to what information is to 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 desk 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 their cell phones if phones are readily available.
- Students will leave their classrooms in a quick and orderly fashion, (without running) under the supervision of staff members.
- 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 designated UE Assistant on the upper field area and Business Office Manager in the front of 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 closest fire alarm

- Follow the instructions above

6.7 First Aid and Medical

If a minor injury:

- Analyze the situation and respond according to your first aid training
- If necessary, bring the student to the office
- Fill out an “Incident Report” as required
- The office personnel will proceed with further aid, if necessary
- The office personnel will notify the parents, if necessary

In case of a severe injury or illness in school:

- Analyze the situation and respond according to your training
- Do not attempt to move the patient until help arrives
- If serious injury or illness, call 911 for an ambulance, then call the parents
- Clear the area of all people
- Do not give medication of any kind – No Aspirin, No Tylenol, etc.
- Fill out the “Incident Report” as required

6.8 Electrical Outage

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

6.9 Plumbing Failure/Flooding

- Call the office and report outage
- Office should notify the Head of Maintenance or the Maintenance Assistant
- Maintenance should keep the Head of School or Director of Finance informed of status
- If 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 WILL 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 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 civil defense, will be followed
- If directed by the MEMT, complete preparation activities such as boarding up windows and storing loose objects
- Turn up refrigerator to maximum cold and don't open unless necessary
- Use 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 is a tsunami zone, however we may be impacted if parents cannot pick up their children due to a tsunami.

School will be cancelled if there is a Tsunami Warning Issued, or if there is a Tsunami.

- 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

School Closure

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 necessary, the Montessori Emergency Management Team will be notified so they can help notify the school community. In events where school closure is necessary or even questionable, the following means of communication will be used.

- **FACTS Parent Alert**
This system will disseminate pertinent details via text message, e-mail, and phone using 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 information that you need in order to keep yourself and your family safe. In the event where 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.

Early Dismissal

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, 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 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 patient needs to be moved for safety).
3. Call "911" for ambulance.
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 Finance 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 keep 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. Parent should be notified for 2nd degree (blister), "911" should be called for 3rd degree (charred).

Animal Bites and Insect Stings

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

Falls, Sprain, Broken Bone, Head Injury

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

Poisons

1. Call Poison Hotline 1-800-222-1222. Follow instructions given by Poison Hotline. Call office if substance is identified as dangerous. 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 points above wound to stop bleeding. Call “911” immediately. Call office. Office will contact parent.
2. Do not remove object which may be sticking out of wound.
3. Elevate extremity above the level of the heart to decrease blood loss.

Seizure

1. Do not put anything in 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 parent.
2. Do not move the child – cover child and keep warm.
3. Check for breath and pulse.
4. Attempt to awaken by gently rousing.
5. Initiate CPR if 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 at trip site and enlist their help
4. Establish a search party and check all areas where child was last seen
5. The teacher must immediately notify the Head of School, Director of Finance 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 for lost child

6.15 Athletic Teams and Emergencies

In all cases:

1. Call in this order: the Head of School, Director of Finance, Admissions Director, Development Director or other MEMT member.
2. Call “911” as needed.

Athletic Teams

- All coaches must have an emergency cell phone, 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

ALL CLASSROOMS, SCHOOL OFFICE, MAINTENANCE ROOM, ART ROOM, AND LIBRARY

- Fire evacuation route map with Lock Down Area noted
- First aid kit, first aid manual and supplies for medical emergencies
- Crank operated flashlight in Emergency Bucket

- Yellow emergency tape in Emergency Bucket
- Emergency Management Plan in Emergency Bucket

ALL CLASSROOMS ONLY

- Five (5) gallons of drinkable water
- Bag of granola bars in 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 cook tops with propane

Root Family Center (RFC) Kitchen:

- Pots

Finance Department:

- Two (2) Hard Hats