



**MID-PACIFIC**

Innovators. Artists. Individuals.

**2016 - 2017  
PRESCHOOL  
HANDBOOK**

2445 Ka'ala Street • Honolulu, Hawai'i 96822

# THE MID-PACIFIC PRESCHOOL HANDBOOK

## A Special Note to Parents:

The handbook is an integral part of your agreement with Mid-Pacific. To confirm this agreement with Mid-Pacific, please check the box on the on-line registration form under the Student/Parent Agreement section.

Every preschool parent/guardian is expected to read the Preschool Handbook. A student's enrollment in Mid-Pacific indicates that all parent(s)/guardian(s) have read the handbook, agree with its content, and support the mission, policies, and vision of the school. The signed form is to be returned to the Mid-Pacific Preschool & Elementary School office. All signed forms must be on record in the office by August 30, 2016 before any student assessments are released.

During the 2015-2016 school year, your child may be photographed for the school's memory book, print materials, publications, website, or admissions recruiting purposes. *Please notify the school in writing if you would prefer that your child NOT appear in these photographs.*

## IMPORTANT TELEPHONE NUMBERS

### Preschool & Elementary School

Mrs. Schultz, Office Assistant	441-3800
Edna Hussey, Principal	441-3803
Kelli Tokuyama, Administrative Assistant	441-3801
Health Room	441-3807
Fax	441-3805

### High School and Middle School

Main Office	973-5000
Paul Turnbull, President	973-5001
Thomas McManus, High School Principal	973-5019
Dee Priester, Middle School Principal	973-5023

Mid-Pacific website [www.midpac.edu](http://www.midpac.edu)

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## **MID-PACIFIC**

Mid-Pacific is an independent, coeducational, preschool and grades K-12 college-preparatory school with an approximate enrollment of 1,550 students. The campus is located on 34 acres in Mānoa Valley, adjacent to the University of Hawai'i. The majority of the student body is from Hawai'i, but Mid-Pacific also attracts students from other states, Asia, Micronesia, Canada, Australia, Europe, and Africa. Although Mid-Pacific's heritage dates back to 1864, the present school was formed in 1908 with the merging of Kawaihae'o Seminary for Girls and Mills Institute for Boys. Epiphany School became Mid-Pacific Elementary School in 2004, and the Reggio-inspired preschool for children ages 3 through 5 opened in 2005.

### **Vision**

Mid-Pacific will prepare students to make a difference in the world by embracing change with creativity, collaboration, critical thought, and global awareness, guided by moral and ethical values.

### **Mission**

Mid-Pacific, a preschool-through-high-school, college-preparatory community founded on Christian values, nurtures and challenges students to develop intellectual, emotional, artistic, spiritual, and physical strengths to become compassionate and responsible lifelong learners and global citizens.

### **Accreditation**

Mid-Pacific, preschool through high school, is fully accredited by the Western Association of Schools and Colleges and the Hawai'i Association of Independent Schools. It is also licensed by the Hawai'i Council of Private Schools.

### **Uniqueness**

Mid-Pacific is the first school in Hawai'i to fully offer the International Baccalaureate (IB) Diploma Program, a critically acclaimed, two-year program that emphasizes rigorous, internationally-based curriculum standards and promotes awareness and appreciation of global issues and perspectives.

MP is the only school in Hawai'i to offer a pre-professional comprehensive arts program incorporated into a college-preparatory curriculum. Founded in 1990, Mid-Pacific School of the Arts offers rigorous training in theater, dance, music, and visual arts. Mid-Pacific eXploratory (MPX) is an innovative project-based learning program offered to freshmen and sophomores. The approach integrates science, technology, engineering, the arts, and mathematics (STEAM). Mid-Pacific is also the first to offer a Reggio Emilia-inspired preschool in Hawai'i.

## **Religious Policy**

Mid-Pacific, a Christian school by charter, promotes the development of spiritual life, character, and values based on our Christian heritage. This religious heritage includes the belief that knowledge of Judeo-Christian principles and values provides a moral and ethical foundation essential to character, integrity, and morality in the classroom and in society.

This development is pursued primarily through weekly chapels at which attendance is required of all students. Students in high school also learn about the significance and value of religious beliefs in a required one-quarter religion class that guides students in a comparative study of eight major world religions.

While Mid-Pacific teaches the Christian message and values, it does not interpret its Christian heritage as meaning that it should proselytize among its students. Because the student body reflects the religious diversity of the larger community, a student's choice to follow other faith traditions is respected, and our religious education program seeks only to educate and promote understanding.

## **Non-Discrimination Policy**

Mid-Pacific, mindful of its primary mission as an effective educational institution, does not discriminate in admissions, educational programs, scholarship and loan programs, athletics, employment, or activities against any applicant, student, or employee because of race, religion, color, sex, marital status, age, national origin, ancestry, handicap, or sexual orientation.

It is Mid-Pacific's policy to not discriminate against persons with disabilities on the basis of disability, and to provide children and parents with disabilities an equal opportunity to participate in Mid-Pacific's programs and services, in compliance with state law and the federal Americans with Disability Act.

## **Mid-Pacific Assumptions & Beliefs**

*We believe in our students.*

- Every student in our diverse student body is a valuable human being.
- Every student can learn and is capable of quality work.
- Every student has unique abilities and a unique learning style.
- Every student is capable of demonstrating respect and responsibility for people and places.
- Every student has a passion for life and the capacity for lifelong learning.

***We respect diversity.***

- We promote an environment of respect for differences.
- We appreciate the richness in every culture represented in Hawai'i and around world.
- We include study of the world's many religions and cultures.
- We do not discriminate on the basis of age, race, religion, gender, or national origin.
- We are based on Christian values.

***We believe in our faculty and staff.***

- We value their unique gifts and skills.
- We support them in the goal to be the best facilitators of learning.
- We value their contribution to creating a safe and healthy functioning school.
- We value their relationships with students, parents, and alumni.
- We appreciate their initiatives in making the school a better place.

***We acknowledge the many contributions of our Board of Trustees.***

- We recognize their guidance, leadership, and expertise.
- We appreciate their commitment of time, financial support, and participation in activities.

***We assure a responsive administration.***

- We operate from a caring perspective.
- We seek sound and innovative ways to grow and support the mission of the school.
- We promote communication across all lines (age, culture, roles, departments) and nurture supportive relationships.

***We value parents as partners.***

- We seek input from parents regarding school changes.
- We recognize the complexity of their tasks in raising a family.
- We promote open communication with parents.
- We respect the trust parents place in us as partners in their children's education.

***We value our alumni.***

- We seek their continued involvement in maintaining our position as a premier college-preparatory school.

- We value their expertise, time, and financial support in maintaining and developing high-quality programs.
- We value and appreciate their participation in school activities.
- We seek to provide services to our alumni that they value and appreciate.
- We seek feedback from alumni regarding our school's programs.

***We value community partnering.***

- We continually seek to network with business, government, industry, educational institutions, community, and social services in innovative ways to create an integrated learning community for students.

***We strive for excellence in all areas.***

- In academics
- In spiritual and moral core values
- In performance from our students, faculty, staff, and administration
- In the arts
- In athletics
- In technology
- In facilities

**We appreciate and value the contributions of the Board of Counselors, the Parent Community Association, and the Alumni Association.**

## **STUDENT LEARNER PROFILE**

To make a difference in the world today and for the future, we believe Mid-Pacific students must be knowledgeable, articulate, and culturally competent. Students develop these attributes through authentic, relevant, and intentional experiences in and out of school. We also believe that Mid-Pacific students should become expert communicators and storytellers who are confident in themselves and their place in the world. These skills will help students to foster deep ties to their local and global communities.

We achieve these aspirations by providing Mid-Pacific students with myriad academic, technological, and interpersonal resources. Mid-Pacific provides a challenging and developmentally-appropriate curricular continuum and supportive student life program. Our educational offerings are based on our belief that in today's world, Mid-Pacific students will display the following characteristics upon graduation:

- Maintain a positive mindset and belief in the value of persistence in learning
- Self-assess and monitor their own progress and understanding, and communicate the quality of their learning to others, formally and informally
- Build social-emotional awareness and empathy in an increasingly interconnected world
- Nurture, sustain, and steward the environment and community in which they live
- Apply creativity and imagination to problem solving
- Collaborate with and positively impact global peers
- Communicate effectively using multiple mediums – spoken, written, artistic, and digital
- Embrace appropriate risks and opportunities to help solve novel problems
- Collect and analyze data from disparate disciplines in order to apply new solutions

## **PRESCHOOL OVERVIEW**

### **A Unique Learning Community**

The preschool is a progressive learning community that is well regarded for its highly qualified faculty and unique, nurturing environment.

The guiding principle of the school is *Children First*. A *Children First* philosophy embodies the belief that every child is uniquely valued, can learn successfully, and has multiple strengths. Our child-centered approaches enable children to initiate questions and ideas, explore alternatives, and interact with peers, teachers, parents, and the larger community.

These are the educational belief statements supported by the *Children First* philosophy:

- Learning occurs naturally when it is meaningful, purposeful, and connected to the discovery of self in relation to God, family, community, and the world.
- Learning is a unique process for each person; all children learn at varying rates of development and use multiple intelligences. This also means that children should be able to express their learning through a variety of ways, all equally valid and important.
- Lifelong learning is the process of building on past experiences and prior understanding, discovering answers to self-generated questions, testing assumptions, refining beliefs, and reflecting on the process.



- Effective learning is best supported in a nurturing, joyful environment. The preschool and elementary school environment includes a collaborative community of parents, peers, and teachers.
- In order to achieve deep understanding, all children should have many and varied opportunities for engaging in learning, from experiential, hands-on activities to more abstract, concept-building tasks. Concepts should be revisited each year and developed with increasing complexity.
- Development in all areas -- intellectual, emotional, social, spiritual, and physical -- is essential in helping children to achieve their greatest potential as thoughtful, independent, and compassionate individuals.

## **Faculty and Staff**

The preschool faculty consists of caring and knowledgeable teachers, many of whom are considered educational leaders among Hawai'i teachers. More than half the faculty have master's degrees, and many have academic specialization and professional credentials in curricular areas, early childhood education, and elementary education. The teachers have a gift and enthusiasm for teaching, have a keen understanding of learning and how their students learn, embrace the innovations and challenges of a progressive curriculum and supporting technology, and respect their students as individual learners.

Teacher-training programs at the University of Hawai'i at Mānoa and West O'ahu and Chaminade University regularly send their student teachers to the preschool to observe teaching in action, to interact with our faculty in practice teaching, and to conduct research on student learning. The teachers are actively involved in local and professional organizations.

All members of the faculty and staff work collaboratively to support Mid-Pacific's nurturing environment and to foster the intellectual, emotional, physical, and spiritual development of each student. Faculty and staff model for students their love for learning and values of compassion, integrity, and community responsibility.

## **The Parent Community Association, Nā 'Ohana Pueo**

Parents are an integral part of the school community. The parent association, Nā 'Ohana Pueo, supports and participates in the life of the school on campus and in the community, creating the feeling of family. The elementary school branch of Nā 'Ohana Pueo provides funding, time, and talent to support school activities such as new student and parent orientations, open houses, holiday events, and other special events outside of school. All parents are invited to attend the quarterly Nā 'Ohana Pueo meetings.

## **BE-ATTITUDES FOR OUR STUDENTS**

How we should think and what we should do every day:

### ***Be respectful and caring.***

- Be respectful of yourself and others.
- Be honest.
- All students have a right to be safe and happy.
- People are not for hitting or hurting in any way.
- Adults who work at Mid-Pacific Preschool & Elementary School deserve respect.
- Everyone has a right to feel that his belongings are safe -- take only what belongs to you.
- Use appropriate language.
- Be respectful of the classroom, materials, and school environment --our school is a special place for learning and fun.
- Protect the environment. Pick up litter.
- Keep our walls and furniture clean.

### ***Be responsible.***

- Arrive on time every day, ready and willing to learn.
- Take pride in doing your own work rather than copying someone else's work.
- Dress appropriately.

### ***Be safe.***

- Follow the playground rules.
- Everyone on a school bus has a right to be safe.
- Use only rooms or areas you have been given permission to use.
- Stay at school until you are picked up or have written permission from your parents to go elsewhere.
- Do not use weapons, drugs, or alcohol, and do not bring them to school.

***Remember to make good choices.***

## **STUDENT BILL OF RIGHTS**

- We understand that we are a Christian school practicing Christian values.
- We understand that we are in school to learn.
- We respect the rights of everyone at Mid-Pacific Preschool & Elementary School.
- We respect the authority of administration, teachers, and staff.
- We have the right to be happy and to be treated with kindness at school.
- We have the right to be safe at school.
- We have a right to express our feelings and opinions as long as doing so does not interfere with the rights of others.

## **PARENT RESPONSIBILITIES**

In order to support our *Children First* philosophy, Mid-Pacific looks to parents as partners in the education of children. The following are expectations that we have of parents:

- Read the Mid-Pacific mission statement and educational beliefs, and speak with the teachers about how these are implemented.
- Support the school's efforts to develop and maintain a positive learning community.
- Instill in their child a desire to learn and adopt an attitude about learning as a natural, lifelong activity.
- Teach their child to be accountable for his own actions and help him to grow and develop self-discipline and self-control.
- Become acquainted with their child's school, its staff, its curriculum, and its activities. Attend parent-teacher conferences, parent-education sessions, and school functions.
- Encourage a sense of independence and ethic of respect for honest work at home and at school.
- Know and understand the rules their child is expected to observe at school. Be aware of the consequences for violations of these rules.
- Maintain an active interest in their child's schoolwork and activities by communicating with their child's teachers, reading and responding to all school-related communications, and checking the school's website and class weblog for weekly updates.
- Teach their child, by work and example, respect for the law, for the authority of the adults at school, and for the rights and property of others.
- Guide their child from the earliest years to develop socially acceptable standards of behavior, to exercise self-control, and to be accountable for one's actions.
- Make certain their child's attendance at school is regular and punctual and that family trips are scheduled during vacation periods and holidays.
- Insist that their child be clean and dressed in compliance with school rules and in a fashion that will not disrupt classroom learning.
- Read, understand, and support all school rules and regulations.

*In addition to the responsibilities listed above, Mid-Pacific encourages parents and families to give of their time and resources to support the school, to get involved with Nā 'Ohana Pueo, and to volunteer for the many activities. As a reminder to all, tuition only covers about 85% of each student's education. The remaining 15% is made up through the generosity of parents, alumni, and friends. Capital improvements and financial aid are only possible through the kind donations of foundations, corporations, parents, and alumni. MP respectfully requests that every family participate in all fund-raising activities to the best of their ability.*

## **FINANCIAL INFORMATION**

### **Mid-Pacific Tax I.D. Numbers**

The numbers to be used for childcare tax deductions are:

Federal: 99-0073514

State: GE-029-237-4528-01

### **Refund Policy**

The Tuition Refund Plan (TRP) is a tuition insurance plan that is underwritten by one of the member companies of One Beacon Insurance Group. It will cover a portion of the student's tuition if the student does not complete the academic year because of illness, withdrawal, or dismissal. The cost of the Tuition Refund Plan is 2.10% of the student's tuition. For those choosing the semester of monthly payment options, the TRP is added to the tuition and handling fee to determine the payment amount to be automatically deducted from the bank account of the person(s) responsible for the child's tuition payments. The TRP may not reimburse the full amount of tuition due to Mid-Pacific, depending on the circumstances. The person(s) responsible for tuition payments pay(s) the difference between the tuition and any Tuition Refund Plan proceeds. If the tuition is paid in full in a single payment, the TRP is not required; however, it may still be purchased.

### **Resignation**

Any family deciding to withdraw their child from the preschool should provide written notice to the principal and schedule a meeting with the principal and the Associate Director of Admission. However, no tuition or fees refund will be made.

### **Termination**

A family may be asked to remove their child from the preschool for the following reasons: nonpayment of tuition or fees; health conditions that are communicable to others; abusive or inappropriate behavior by a parent in the classroom or on the campus directed at other parents, children, the faculty/staff, or the principal; behavioral problems of the child that continue to disrupt and jeopardize the learning experiences for others; and inability of the school to properly meet the emotional, physical, or intellectual needs of the child.

## **ADMISSION AND ENROLLMENT**

### **Admission Policy**

Mid-Pacific shall admit students of any race, color, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the educational institution. It shall not discriminate on the basis of race,

color, or national or ethnic origin in administration of its educational policies, admission policies, scholarships and loan programs, and athletic and other educational institution-administered programs.

### **Learning Difference Policy**

Children with learning differences (learning or physical) are assessed for admission. Every effort is made to accommodate a child when the program can do so without undue hardship. This determination will be made in consultation with the parents, the child's source of health care, the school nurse, the Director of Admission, teachers, and the principal. The school will attempt to meet the child's learning differences without jeopardizing the adult-child ratio and the quality of care for the entire class. We recognize that the preschool's environment may be inappropriate for meeting the needs or goals of the child.

Mid-Pacific Preschool & Elementary School is built to meet ADA requirements.

### **Preschool License**

Mid-Pacific's state license to operate a preschool is issued for one year for thirty-four three-to six-year-old children. The license indicates the school's compliance with the applicable rules as established by the Department of Human Services.

### **Ages of Children Accepted**

Acknowledging research that gender differences affect growth and development, the preschool has different cut-off dates for boys and girls. Boys must be either 3 or 4 by June 30 of the year in which they are entering. Girls must be either 3 or 4 by September 30 of the year in which they are entering. Preschool applications will be accepted for children over 3 years of age and under 6.

Children who are accepted must be toilet-trained by the start of school.

## **THE ADMISSION PROCESS**

### **Application Packet**

Parents should complete the online application form available on the school website at [www.midpac.edu](http://www.midpac.edu) or request an application packet by calling the Admission Office at 973-5005. Parents must complete, either on-line or in hard copy, the application form, a data sheet, and a parent/family questionnaire, as well as submit a non-refundable \$125 application and assessment fee. An application will not be processed without the fee.

### **Informational Meeting and Tour**

Parents may schedule with the Director of Admission a meeting and tour of the

preschool and Mid-Pacific campus. Tours for prospective parents and visitors are scheduled on a weekly basis. Adults are given an overview of the school's philosophy, preschool and elementary school program, faculty, teaching approaches, curriculum, assessment of student learning, and physical layout. Tours are scheduled on regular school days so that parents and visitors can observe the program in action. Parents submitting an application for their child are required to attend an informational meeting in January.

### **Child Assessment**

An assessment is scheduled on a Saturday morning in January or February for small groups of 5-6 applicants. One parent accompanies his child to an assessment session, which is more aptly described as a "play" session. The assessment team, comprising the school's early childhood faculty, observes children during the session. After all assessment sessions are completed, the assessment team, along with the Director of Admission and the Associate Director and the principal, determines the families who will receive letters of admission for their child.

### **Letter of Admission**

Once a space is offered in March, a family has ten working days to decide on accepting the offer. A non-refundable tuition deposit of \$1,000 is required to reserve the space. If a family declines the admission invitation, the Director of Admission will return to the pool of applicants until all preschool spaces are filled.

## **THE PRESCHOOL PROGRAM**

Mid-Pacific Preschool, a full-day program, is the result of careful thinking about the philosophy, instructional practices, and curriculum that most appropriately mesh with the philosophy of the entire school, particularly with the elementary school's constructivist approaches. Among many theoretical frameworks of learning and child development, the faculty believes that the Reggio Emilia approach supports high-quality learning, teachers' professional development, and parent participation, all important components of an educational program that ultimately helps children become lifelong learners.

As children transition from preschool to elementary school, we want to nurture in them the following dispositions: to develop a sense of independence, to be persistent, to collaborate, to take risks, to work with deliberate focus, to be curious, to make connections, to theorize and use high-level thinking, to be empathetic, and to learn from past experiences.

### **Our View of the Child**

At Mid-Pacific, each child is viewed as a competent learner whose questions, curiosities, and interests shape the emerging curriculum. The teachers make hypotheses about what direction the activities and projects might take. They observe

children in action, confer, compare, discuss, and interpret together their observations, and sustain the children in their exploration and learning by guiding the process of each activity or project.

Children are viewed as active authors of their own development by systematically exploring and making meaning of their learning in artistic, verbal, cognitive, expressive, and kinesthetic ways – “the hundred languages” – a term that the Reggio Emilia schools use to describe the diverse and multiple ways in which children can communicate. These languages include words, movement, drawing, painting, building, collage, dramatic play, singing, and shadow play, to name a few.

### **Approaches Inspired by Reggio Emilia Schools**

We have chosen to model our preschool on the preschools of Reggio Emilia, in the region of Emilia Romagna in Italy. These preschools are known worldwide for their progressive, child-centered approaches to learning.

At the end of World War II, members of the community in Reggio Emilia wanted to create a better world for their children through an education more relevant to the children’s lives. The community members, known for their long history of cooperative work, joined forces to create a system of schools for young children.

Drawing on theorists Jean Piaget, John Dewey, and Lev Vygotsky, educators created a program based on *socioconstructivism*, the belief that knowledge is constructed through interactions and relationships with others and with the environment. Educators in Reggio Emilia also believe that children learn best through exploration and through interactions with their peers and adults in their surroundings. Children organize what they have learned through a process of reflecting, revisiting, and reworking their ideas. They communicate their learning through symbolic representation in many artistic “languages” – drawing, painting, sculpture, shadow play, dance, music, building, etc. Through these processes, a sense of identity and culture are developed that is unique to the school and its community.

Since the K-12 curriculum at Mid-Pacific strives to incorporate these beliefs about learning and teaching, it followed that the preschool children would benefit from a similar program. Extensive reading, a week-long visit to preschools in Reggio Emilia, visits to several U.S. Reggio-inspired preschools, in-service workshops, the presence of an experienced faculty member from a Reggio-inspired school, and a committed team of early child experts on staff have strengthened our commitment to developing this program. In addition, research indicates that Reggio Emilia approaches support the cognitive and social development of young children.

We have borrowed components and principles from the schools of Reggio Emilia to create a program unique to our own cultural identity that provides a solid foundation for later learning. Children are given opportunities throughout the day to

communicate with each other, exchanging ideas of how they see the world. Teachers carefully observe these interactions and provide the children with materials for representing their thoughts, expressing their ideas, and discovering their surroundings. Learning is documented for purposes of understanding how children learn. Most importantly, children are given time to discover for themselves how the world works, in a safe, child-centered environment.

## **PRESCHOOL GOALS FOR OUR CHILDREN**

At Mid-Pacific, our preschool program, inspired by the philosophy of Reggio schools in Italy and the best theories and practices of early childhood education, provides multiple and meaningful learning experiences for children to develop understanding about relationships with self, peers, community, environment, and materials and the dispositions and attitudes to become lifelong learners.

Each child experiences our curriculum:

- *to develop independence in caring for self.* Each child knows how to care for his own body and seeks appropriate help when needed.
- *to develop a positive self-concept and attitudes toward learning.* Each child learns about his strengths and develops self-confidence and enthusiasm for learning in a nurturing environment.
- *to develop initiative for making sense of the world.* Each child is empowered to be an active author of his own development by exploring and making meaning of his learning in artistic, verbal, cognitive, expressive, and kinesthetic ways.
- *to develop meaningful interdependence, respect, collaboration, and appreciation for others and the diversity of ideas.* Each child learns about social skills and relationships with others based on mutual trust and cooperation. He develops an awareness of and consideration for multiple perspectives or other points of view.
- *to develop creative means to explore, investigate, and express ideas in the "hundred languages."* Through experiences with the "hundred languages" (e.g., drama, visual arts, music, movement, construction, reading, writing, numeracy, etc.), each child is able to communicate ideas and understanding in multiple ways. Children can expand, reflect, re-create, and revisit their learning through various forms of media or symbolic systems.
- *to develop intellectual abilities, including communication through oral and written language, critical thinking, and problem-solving skills.* Each child is encouraged to explore, to ask questions, and to listen to one another's conversations and ideas. Mathematical thinking, scientific thinking, inquiry, symbolic play, and language



literacy are integrated throughout the day. Children naturally consider various math concepts (e.g., number sense, seriation, patterns, geometry, etc.) in relation to their everyday lives. As emergent readers and writers, they have many opportunities to interact with print and spoken word in meaningful contexts.

- *to develop physical competence.* Each child can competently manage his body and acquire fine motor and gross motor skills.

## **KEY CHARACTERISTICS OF THE PRESCHOOL PROGRAM**

### **CURRICULUM: EMERGENT AND NEGOTIATED**

The preschool curriculum is one that builds on children's interests, questions, and discoveries, thus the term "emergent." Topics for exploration and intensive study come to light from the talk of children, from observations of their play, and through community or family events as well as the interests of children. Each student learns how to play and how to refine an interest, pose questions, explore to understand, and communicate their understanding.

Learning expectations and standards for children aged 3 and 4, necessary for assessment, have been articulated in an overall preschool framework. However, in the preschool setting, teaching and learning are negotiated daily between children and teachers - together, they are partners in the development of the curriculum. Each day, the teachers discuss what the children have expressed and make appropriate, flexible plans for the following days. In reviewing these notes and recording observations of the children, the teachers hypothesize what might occur next and make appropriate curricular decisions. They assist the children in seeing the same experience from different points of view. A negotiated curriculum allows for the overarching goal to remain and the specific activities to unfold and evolve each day.

### **A Window into Negotiating Curriculum**

The preschool teachers begin the year by working to create a caring community of learners who develop self-confidence and positive feelings toward school and learning. They plan situations in which children can establish positive relationships with the adults and other children in the classroom. This fosters budding friendships and sets the stage for children to learn from their peers as well as adults.

During the first few weeks, teachers provide opportunities for children to study themselves and their families as well as their classroom and community. Since the family is the child's first teacher, the school-family connection is greatly valued. Children bring in objects from home as a way to develop a collection of materials for use in the classroom. Stories about the objects are shared with all of the children. Their own stories help children to express their individual sense of identity, which also shapes the shared identity of the class. Parents are invited into the classrooms to share their personal experiences or professional expertise.

A negotiated curriculum means that the teachers keep their overarching goals in mind, but plan daily and weekly activities and situations in response to the children's actions, questions, and observations. Teachers amend their plans and revise their ideas as they learn from the individuals in their class. As they watch the children respond to their new environment and the objects they bring in, the teachers will notice which objects engage the children's curiosity. With these connections from school to home and among children and adults, a sense of cultural identity is created in the class.

The teachers also negotiate the curriculum through the use of provocations. These provocations, or questions, are well thought out and intended to pique children's interest in the topic at hand or introduce conflict into their way of thinking. For example, at the beginning of the year, teachers may ask, "What is a family?" "How can you tell who is in your family?" "Why do we have families?" "Where does your family live or come from?" in order to provoke a discussion or an activity, such as the production of a family tree.

After watching and listening to the children's conversations, the teachers follow the children's thinking. They watch and listen to the children as they talk about families, carefully documenting what they see and hear. They listen for the children's understandings and misunderstandings. They ask questions of the children, prompting and helping them record their thoughts, to be revisited later. The children's learning is documented through photographs, video- and audio-recordings, and note-taking about their ideas and representations. Through this documentation process, each child's story is told and valued.

### **Assessment of Learning**

We approach our assessment of a child's cognitive, social, emotional, and physical growth and development by viewing these domains through an integrated perspective rather than in isolation. This holistic approach provides a meaningful assessment of each child as an individual and group member working with peers.

Select pieces of documentation of children's learning (e.g., drawings over time, photos, video clip) comprise each child's electronic portfolio (Evernote is the platform). At a December and May conference, members of the preschool team meet with parents to discuss the documentation. A conference summary is sent home electronically.

## **DOMAINS OF LEARNING**

### **Language and Literacy**

Language development in young children consists of expressive language (talking, singing, and writing) as well as receptive language (listening and reading). We focus

on the child's ability to express thoughts, feelings, and ideas as a way of communicating with the world around them. All children enter school with the ability to communicate in some way. We believe, in congruence with the diverse population that we serve, that all children should have many opportunities to speak the language spoken at home as well as be immersed in an English-speaking classroom. As emergent readers and writers, preschoolers have many opportunities to interact with print and spoken word.

## **Mathematical Thinking**

Mathematical thinking in young children happens naturally as they consider number concepts in relation to their everyday lives. Teachers constantly look for pertinent mathematical questions and ideas throughout the day as ways to promote logical and mathematical thinking. Everyday chores such as setting the table for meals, gathering materials for projects, looking at the calendar, and listening to number stories provide children with time to explore numerical ideas which are relevant to their world.

## **Scientific Thinking and Inquiry**

Scientific thinking and inquiry happen as children develop and test ideas and questions they have about their environment. In the preschool, children also have continuous opportunities for exploring the physical world through hands-on sensory experiences, such as block-building, sand, and water play.

## **Symbolic Play**

The ability to pretend and use symbols in play is a skill children typically develop in their early years. Through symbolic play experiences, children acquire thinking, reasoning, and problem-solving skills. The ability to use symbolic play eventually helps children to develop abstract thinking as they grow older. Many opportunities for pretend play and representational thought are provided throughout the day as children naturally interact with one another. Support for the child's representation of ideas is given through the teachers' consistent documentation and honoring of the child's work.

## **Social and Emotional Growth**

Socially and emotionally, preschool-aged children are developing concepts of self. Who they are in relation to themselves and their families, friends, and community is the focus of the social curriculum. We consider families to be the child's first teachers and the teacher's best resource in learning about a child. Our goal is to help the child develop a positive and open approach to learning by documenting their interests, ideas, and questions. Peer relationships are also fostered through the promotion of conflict resolution techniques appropriate to the developmental level of the child.

## **Physical Development**

The physical development of the child consists of health, safety, small and large muscle development, and self-help skills. Children connect to their world through the use of their bodies in safe and healthy ways. Children play both indoors and outdoors daily with opportunities to use large and small movements. Activities and equipment are carefully chosen to help develop children's self-confidence in working with tools and on playground equipment.

## **Communication of Learning**

As teachers of young children, we believe that it is our responsibility to nurture children's creativity and self-expression. Various forms of media, such as visual art, movement, music, and storytelling, are used to help the child recognize and communicate ideas. The teachers use children's emerging interests, questions, and thoughts to help guide learning experiences that allow children to expand, reflect, and re-create their sense of self and the world around them.

## **REPRESENTATIONS OF A CHILD'S LEARNING**

As the children begin their investigations, they also begin to work on projects or representations. These representations take the shape of painting, sculpture, dance, shadow play, drawing, movement, building, and storytelling. Projects are left out day after day so that the children can revisit their work, make revisions or refinements, and build upon their understandings. Projects may take months or be finished in a matter of hours.

Each classroom has space devoted to these ongoing projects. The classrooms also share a room called the *atelier* (workshop or studio), which is used specifically for small-group work. The *atelierista*, a visual-arts specialist, works with both teachers and students to encourage expression through a variety of materials and symbol systems. The *atelierista* provides instruction in the use of tools and materials. For example, children working with clay are shown various techniques, such as scoring the clay in order to attach one piece to another, and are provided with the appropriate tools. This specialist is an integral member of the faculty team.

## **DOCUMENTING: VALUING THE CHILD'S WORK**

Teachers take notes on what they observe, video-record children's discussions, and photograph the children at work. They use this documentation to further their understanding of the children's beliefs and to help plan curriculum. They also share the documentation with the children to help them revisit what occurred the previous day. Discussions among children, and between children and adults, help children represent what they have learned. It is through this process of discussion and reflection that children construct and reconstruct their theories of the world around them. The documentation is used to create displays about the children's learning. Value is given to the work of the children, as visitors and children alike can see the learning that occurs and the unfolding process that it followed. Documentation may

take the form of posters on the wall, books, photographs, transcripts of children's conversations, or artwork.

## **TIME FOR LEARNING**

Children need time to explore their ideas and hypotheses fully and in depth. Their own sense of time and rhythm are considered in planning and carrying out activities and projects. Children can leave their work out day after day to be revisited and reworked as needed. Large chunks of time are given to the children to work on their pursuits.

## **THE THIRD TEACHER**

In the schools of Reggio Emilia, the classroom is known as the "third teacher." The classrooms are rich in visual stimulation and beauty. Samples of children's artwork hang beside those of professionals and community members. Objects from nature are carefully arranged to inspire children in their work. The school design and placement of furniture, tables, chairs, shelves, etc. are purposefully planned to stimulate children's intellect, respond to their sense of wonder, invite them in to learning experiences, and promote a sense of belonging. The classroom offers aesthetic value, organization, and a sense of well-being.

## **THE IMPORTANCE OF FAMILY AND COMMUNITY**

Making the preschooler's family visible is an important aspect of his first school experience. Families play a major role in their child's development and early education and can provide insight into their child as a learner. There is continuous exchange between families and teachers. Teachers post anecdotal notes on the children throughout the week so that the important people in the child's life can see what connections the child has made. In this way, families can talk with their children about the school day while at home, linking the child's interests in his two worlds. Families are often asked to participate in class events by sending in objects.

## **PARENTS' ROLE**

Parents play a valued and integral role in the learning community. Parental participation in the education process is both expected and required. Parents must understand how the preschool operates, and teachers must view the parents as valuable resources. Parents can then work in tandem with teachers toward a common goal. The preschool offers many and varied opportunities for meaningful involvement, including participating in and supporting daily classroom activities, attending parent meetings and parent-education seminars, serving on school committees, working to improve the school's physical environment, engaging in formal and informal discussions about educational goals, attending special events and celebrations, and supporting fundraising and capital campaigns. In addition, the Nā 'Ohana Pueo, parent organization, supports the life of the school on campus and in the community, creating the feeling of family.

# OUR DAILY PROGRAM

## Typical Schedule

The schedule is designed to work with the children's rhythms in relation to reflection, work, and production. Teachers document the child's experience at school through notes, stories, photographs, and video- and audio-recordings in order to help them reflect on the child's process. This information is used as a means for developing further opportunities in which children can expand their ideas and thinking about particular areas of interest.

In order for children to have time to reflect and to work, ample time is given during the morning hours for teachers and children to reflect together on past work and on work activities of the day.

### **7:45-8:30 a.m. Drop-Off**

Families bring their children into the preschool, usually the playground, and check in with the teachers. The children begin each day by greeting their teachers and friends. This time is a special time for families and teachers to share information and for children to reconnect with friends for the day's work. This time is especially valuable for families who participate in the extended-day program, as this may be the only opportunity to connect with the child's teachers for the day.

### **8:45-9:30 a.m. Planning Meeting/Morning Snack**

Time in the morning is spent gathering as a group and discussing work for the day. This planning meeting is a critical beginning for the children. For this reason, parents should ensure that their children are brought to school no later than 8:45 a.m. Any provocations to present to the children are made at this time. Teachers may also use this time to share a story relevant to the day's plans or to view the calendar in order to discuss future events, such as field trips or celebrations. Students also eat their morning snack.

### **9:30-11:15 a.m. Learning Encounters**

During this time, the process of play is explored both indoors and outdoors in various areas, such as dramatic play, construction, message area, sensory play, bike-riding, and the *atelier* located in the classroom. Small groups work with the teachers and the *atelierista* during this block of time. Teachers are actively observing, documenting, and supporting children's interactions with others and their environment. Children clean up their areas before moving into the reflection meeting.

### **11:15-11:30 a.m. Reflection Meeting**

Teachers and children gather to reflect on the current themes of study and the processes of play they explored that day.

**11:30-12:00 p.m.**

**Lunch Preparation/Lunch**

The children use the restroom and wash their hands in preparation for the day's meal. Children and teachers share a sit-down family-style meal. Whether food is brought from home or ordered through the school caterer, the class prepares the table together and shares their mealtime.

**12:00-12:30 p.m.**

**Toileting/Nap Preparation/Quiet Reading Time**

Mats and blankets are placed on the floor for rest or nap. Children take care of their toileting needs and settle into quiet reading time.

**12:30-1:45 p.m.**

**Rest/Nap**

Children are given the opportunity to have some quiet down-time for this hour and fifteen minutes after lunch. They can read a book on their mat or blanket or use a quiet toy during this time. Children who sleep may rest for longer than one hour, if need be. Children's rest time is noted and reported to parents, as needed.

**1:45-2:15 p.m.**

**Toileting/Departure**

Children are roused from naps, return mats & blankets, and take care of toileting needs.

**2:00-2:15 p.m.**

**Pick-up/Extended-Day Program**

Families come into the classroom to pick up their children and connect again with teachers. Teachers and children also prepare for the transition to the extended-day program. Children not picked up by 2:15 p.m. are placed in the extended-day program. Parents are charged for this additional service.

**Arrival and "Good-bye" Time**

The moment when children and their parents say good-bye is extremely delicate. Even when it is quick, it is full of meanings and emotions that have an impact on both children's and parents' sense of well-being. We ask for your support in developing rituals and strategies for coping with the intense feelings that saying good-bye can produce. When you are ready to leave, give your child a brief, warm good-bye. Assure your child that you will return later that day. It is wise to return early the first few days so that your child does not become apprehensive as other children leave with their parents. Your child will sense your confidence in the teachers and school, and any fears should soon be dispelled. If your child cries upon your leaving, let the teachers comfort your child while you continue on your way. You are always welcome to call the school to see how your child is doing.

After your child has become comfortable with your departure, we ask that you come into the classroom every day to sign in, assist in putting away personal belongings, connect with the teachers, and say good-bye using whatever ritual you and your child have developed. Your child may want to kiss good-bye from the window or may be content to give you a wave from the light table. In any case, it is important for building trust that your child see you leave. It is also important that you or your child

make contact with a staff member before you leave and that your child is left in a supervised area. The teachers will have open-ended play materials, such as building blocks or play dough, available at arrival time to facilitate your child's movement into the group after saying good-bye.

## **Transition Times**

Transition periods, which occur several times each day, are opportunities for children to learn about change. Children feel secure knowing that there is a structure and routine to their day and that we will not make them feel herded or rushed. The teachers give the children a quiet reminder before transition that it will be time to clean up, use the toilet, wash hands, get a drink of water, go outside, come to the rug for circle time, etc. The teachers use a variety of techniques, including music, rhymes, and/or chimes to help those children who are ready first to stay involved while the other children finish up. They will have time at their own pace to finish up their "work" and take responsibility for their materials.

## **Learning Encounters**

Children's own time and rhythms are worthy of respect. The work time and space are designed to accommodate the nature of the young child, which is continuously moving and growing. Therefore, during the morning hours, children are able to explore interesting materials and current themes of study in areas both inside and outside the classroom. The children may be working on inquiry projects, exploring ideas and questions about interests they have expressed. The environment is designed to activate the senses of the child (eyes, ears, and especially the hands) in order to deeply immerse and absorb them in their experience.

The *atelier* is a small work space adjoining the classrooms, designed to accommodate special materials and small group projects. Here, children work with a skilled artist, or *atelierista*, on an ongoing basis.

In our preschool and kindergarten program, "art" and "art making" are not viewed as practices separate from daily work and life. These practices are part of our foundation and sense of being in building the dispositions for lifelong learning. "Art" and art itself are subjective as people engage in it differently.

In these investigations, relationships, and uses of media, children build the dispositions to be artists and scientists. Ann Pelo, teacher and director at Hilltop Children's Center, puts it best when she talks about building these "...dispositions to look carefully to pay attention to detail and nuance; to work with intention and awareness; to reflect on their experiences and to use their reflection to guide their explorations; to collaborate with each other in ways that honor each person's work and that strengthen the relationship among them."



As children build relationships, they are able to draw on their knowledge of materials in order to more meaningfully hypothesize, theorize, and draw conclusions about the world around them. This, in turn, creates independent, motivated, lifelong learners.

The preschool provides space for continuous exploration and representation in many different media. The teachers actively observe and support children's interactions with each other and their environment. In order to facilitate the learning process, children's learning processes are documented in a variety of ways, such as photography, film, and audio-recordings, as well as anecdotal note-taking by the teachers.

Off-campus field and research trips are viewed as important and effective opportunities for learning. Children, teachers, and families visit different places in the community as a means to extend ideas or challenge thoughts that have been formulated in the classroom. As children discover their identity as a member of a community, they wish to meet others in that community and understand their purpose. It is through these experiences that children's knowledge of society is developed.

### **Whole Group Gathering Times: “Provocations and Reflections”**

As teachers, we are seeking to develop ways to communicate with children as well as to increase the child's opportunities to communicate with others and the world around them. Although this dynamic happens continuously throughout the day, it is at these specific gathering times when topics and ideas are explored and reflected upon in a very specific manner. In the morning, after children have connected with teachers and friends, the group gathers for discussion. The discussion is shaped by both the teachers and the children, but begins with questions which have been developed collaboratively among the teachers as they consider documentation and work collected from the children. Through these questions, teachers seek to make visible the child's learning process. By recording children's responses and ideas, teachers are able to develop experiences which expand and challenge children's thinking. Understanding the value of not teaching a child anything they can learn for themselves is the cornerstone of this educational process. At the end of the day, a similar gathering time is structured when teachers and students revisit the day to clarify any questions teachers may have about the children's work. This time also gives children the understanding that their work is important, valued, and worthy of deep consideration.

### **Outside Exploration Times**

The outdoor play area, like the space inside, is designed to encourage encounters, communication, and relationships. During the morning meeting, the children may request to work on inquiry projects that necessitate being outdoors, under the supervision of an adult. They might be exploring light and shadows, painting cloud formations, or watching birds. The outdoor arena provides opportunities to discover

natural materials and use them to build creations. It also provides the children a place to spend time in a different environment to role play, to feel the weather, or to spend time in a space where they can run, jump, and spin. It is a place to watch the rain, observe the forces of nature, listen to the sound of insects, and interact with the elements. Children may choose to take their snack outside during their morning work period. The outdoor area is also a window into the comings and goings of the older children at the school. In the afternoon, after nap, this area is also a place for down-time, with no structured activities.

## **Departure Time**

When a child is new to the program, departure may be an emotional experience. Some children burst into tears upon seeing a parent, even though they have been busy or happy throughout the day. Others may ignore the parent and want to stay at school longer. Still others may be irritable and tired and freely express their feelings to a parent. All are healthy signs of a secure attachment and trust relationship with the parent. These signs will abate when the child works through the separation process over time. The teachers will offer the children a quiet indoor activity so that each child may leave the group in a relaxed manner. This is an opportunity for parents to reconnect with their child, show interest in their play, and briefly check with the teacher about any information. This is also an appropriate time to read teachers' documentation notes or observations of their child. Parents must sign out their child and help collect belongings. There are individual parent mailboxes in each classroom, which often contain important information and notes from teachers.

Once a parent has signed out the child, the child is the parent's responsibility and the school is no longer liable. Please observe all safety rules when walking your child out of the school. Children must hold an adult's hand when walking through the parking area.

## **COMMUNICATION BETWEEN HOME AND SCHOOL**

Open communication between parents and teachers is critical to your child's development and success in school. The most effective communication is directly with your child's teacher, followed by communication with the principal or school counselor, depending on the nature of the situation. Please voice your concerns, suggestions, and issues to someone in the school who can address them.

Changes in the child's environment (e.g., a new sibling, moving to a new home, separation of parents, death in the family, etc.) can be very unsettling to the child. If we are aware of the situation, we can be more understanding and proactive in responding to your child. Your child may voice concerns about peer relationships. Let the teachers know what is happening so that these issues can be handled at school. Talk to the teachers if something is becoming a problem.

There are various ways in which the school and parents communicate:

## **Communication via the Website**

- The primary mode of general school-wide communication is via the Mid-Pacific website, [www.midpac.edu](http://www.midpac.edu). Click on the link to the preschool & elementary school. A weekly blog from the principal and updated information (e.g., class events, project updates, "nuts and bolts," etc.) from classroom teachers and specialists are posted on the preschool & elementary web pages. Flyers, forms, and the monthly calendar can be downloaded from the website. We occasionally send home information home, so look for these in the sign-in area at drop-off or pick-up time. Parents can indicate on the website whether they would like to receive email about the most recent postings. It is the parents' responsibility to check the website for information.

## **Communication via Parent Intranet**

- Parents occasionally receive information that will need to be read within 24 hours. Parents receive an email that direct them to a special parent intranet on MyPueo accessed via the parent's user name and password. Parents must inform the school office of any changes with email addresses.

## **Communication with Teachers**

- The best mode of communication is email. The online school directory provides email addresses for all faculty, as well as classroom phone numbers. (See Telephones in handbook for more information on telephone usage.)
- The best time to communicate with classroom teachers is when you take your child directly to the classroom in the morning, 7:45-8:15 a.m., or when you pick up your child at 2:00 p.m.
- From 8:15 a.m. to 2:00 p.m., the classroom teachers are busy with the children and will be unable to speak to you directly on the phone. However, you may leave a message with the school office (441-3800) or on the teacher's voice mail at 441-3822. If there is an emergency, call the school office.
- Messages regarding illness, appointments, etc. are received through the school office.
- All faculty and staff can be reached via e-mail. Phone numbers and addresses are located on MyPueo Parent Page. Scroll down to the bottom of the page under Resources for the Faculty & Staff Directory.
- Formal parent-teacher-student conferences are scheduled in the fall and in the spring. However, you are encouraged to speak to the teacher at any time during the year.

- The principal welcomes discussion with parents on any concerns or issues. She can be reached via phone or e-mail. Appointments may be scheduled before, during, and after school hours via her administrative assistant, Kelli Tokuyama, at 441-3801 or email at [ktokuyama@midpac.edu](mailto:ktokuyama@midpac.edu).

### **Communication with other Parents**

**Class Lists:** A class directory is available on-line at the beginning of the school year. These lists include names, addresses, and telephone numbers. Parents must provide written approval for their directory information to be shared.

**Solicitation:** Mid-Pacific Preschool property and class lists may not be used to distribute literature, sell products, or promote political causes.

### **Complaints or Criticisms**

Parents should acknowledge and use the proper channels for complaints and/or criticisms. In order, those channels are: teacher, principal, and Mid-Pacific president.

## **DISCIPLINE AS PROBLEM SOLVING**

Children need limits in order to feel secure about themselves and their environment. Our approach to discipline is to see it as an opportunity for problem solving. When a child is using something inappropriately, we ask the children to show what could be done with the object that would not harm others. For example, if a child is throwing sand, we might say, "How can you use the shovel to dig so that it won't get sand in your friend's eyes?" If the child persists in testing the limits, we might remove the child from the situation until the child cooperates and shows that he is ready to play appropriately. During this time, teachers are very actively engaged with the children, listening to them, modeling appropriate skills, and helping them to choose alternatives and see the consequences of their choices.

When two or more children are having a disagreement, we use "peace sticks," a strategy whereby each child holds the stick, thus giving the child authority to express both his needs and feelings. No one is permitted to interrupt the child while the child is speaking. Then the peace stick is handed to the other child(ren), who take(s) turns expressing his/their needs and feelings. The teacher or a trained peer mediator from the elementary school helps the children to negotiate a settlement or plan of action agreeable to all.

Corporal punishment, isolation, and harsh words are not part of the *Children First* philosophy.

# **COUNSELING: H-2-H (HEART-TO-HEART) PROGRAM**

## **Meeting the Needs of Students**

To support the social, emotional, and spiritual needs of students, Mid-Pacific offers all students, preschool and elementary, personal counseling to ensure that their concerns are heard and that appropriate intervention strategies are implemented. Every child should feel safe and respected.

The counselor for preschool and elementary meets with students one-on-one or in small groups. Faculty members may refer students to her attention. Parents may also call the counselor to schedule a meeting time.

The counselor works closely with the student, parents, teacher(s), and principal. When necessary, the counselor consults with the psychologist in private practice who has offered consultation support to the preschool and elementary school. Mid-Pacific also employs a school psychologist. The psychologist might suggest strategies, conduct on-site observations, or meet with the student, parent(s), and teacher(s) involved.

## **Role of the Psychological Consultant**

The psychologist operates within the framework of the Preschool & Elementary School Counseling Program, and as such works in close collaboration with the counselor. Counseling-related concerns are best brought to the counselor's attention first: she then initiates the psychologist's participation in the matter as appropriate. Specific requests for the psychologist's consultation should be conveyed through the counselor, who coordinates any involvement.

The psychologist is involved in such activities as conducting behavioral observations of children in the classroom and participating in conferences with parents and teachers. She confers with the teaching and administrative staff in drawing up assessment and intervention strategies for the children referred for consultative input. Within the framework of the model of consultation outlined above, the psychologist works exclusively with the counselor and the faculty/staff of Mid-Pacific Preschool & Elementary School. She is not available to provide counseling services directly to the students themselves or to their parents.

## **Supporting a Trust Relationship**

Mid-Pacific considers parents our most important partners in the education of their children. The school keeps parents informed about their children when the concern clearly warrants parent notification. Not all incidents may require notification. For example, if a student requests a meeting with the counselor because he is not getting enough time to play on the tire swing, this is a matter than can be easily resolved in school. However, if the child is feeling ostracized by peers or is feeling confused about some problem at home, parents are contacted by the counselor. We want our

students to feel safe when speaking with the counselor, so your cooperation is necessary in supporting a trust relationship between counselor and student.

The procedure for a teacher, student, or parent scheduling a counseling session with the counselor is:

- Teachers, students, and parents contact the counselor directly.
- The counselor arranges for any or all of the following, depending on the situation:
  - classroom observations
  - meeting with student
  - meeting with teacher
  - meeting with parent(s)
  - meeting with elementary school principal
  - meeting with psychologist-consultant
- The counselor records the date and time of any meetings she has with students, parents, teachers, consultant, and/or the principal. Parents and teachers may request a follow-up meeting with the counselor.

The procedure for scheduling a parent/student counseling session with the psychologist is:

- Call the counselor directly at 441-3839 or e-mail her.
- Discuss with the counselor the kind of assistance requested from the psychologist.
- The counselor contacts the psychologist and provides necessary information concerning the nature of the consultation requested.
- The psychologist contacts parents and informs the counselor and the principal about any follow-up.
- A brief, written summary documenting each meeting is kept with the psychologist. Neither the parents nor the school receives a copy.

## **PRESCHOOL HOURS**

### **7:45-8:30 a.m.**

### **Morning Drop-off**

Parents are required to walk their children directly to the classroom between 7:45 and 8:30 a.m. During this time, parents have time to make connections with the teachers, look at documentation of their child's work, and get the child involved in quiet activities. To help your children with transitions to school, we encourage parents to walk with their children to the classroom by 8:00 a.m. Teachers will gather the

children for the group circle at 8:45 a.m., the first important activity of the day. Parents should ensure that their children are brought to school no later than 8:45 a.m. However, earlier is better for the child's transition from home to the school environment.

**2:00-2:15 p.m. Afternoon Pick-up**

Parents are required to come directly to their child's classroom to pick up their child.

**2:00-5:30 p.m. Extended-Day Program**

The extended-day program is located in the preschool classrooms and is available at an additional cost. The program is supervised by preschool faculty with assistance from qualified supervisors. Parents who do not pick up their children by 2:15 p.m. will be charged for extended-day care. All children must be on the site at all times when children are present. Therefore, there will be a fee for a child not picked up by 5:30 p.m. for any reason: \$15 for the first fifteen minutes and \$5 for each additional minute.

**EXTENDED-DAY PROGRAM SCHEDULE**

For those who choose the extended-day program option, the schedule will be as follows:

**2:00-2:15 p.m. Pick-up/Extended-Day Program**

Families come into the classroom to pick up their children and connect once again with teachers. Teachers and children also prepare for the transition to the extended-day program.

*Note: From 2:15-5:30 p.m., parents may pick up their children from the preschool at any time after following the appropriate check-out procedures.*

**2:00-2:30 p.m. Snack**

Children sit inside the classroom for a healthy snack.

**2:30-2:45 p.m. Meeting**

Children gather with teachers to discuss choices for indoor play.

**2:45-4:00 p.m. Indoor Play**

The children engage in a variety of indoor play activities - dramatic play, dress-up, writing center, blocks, puzzles, etc.

**4:00-4:45 p.m. Playground**

The teachers take the children to the play structure or the trike path, depending on the number of children remaining in the program.

**4:45-5:00 p.m. Water/Juice Break**

After outdoor physical activity, children refresh themselves by drinking water or juice. Note: Children have access to water any time.

**5:00-5:30 p.m. Clean-Up/Pick-Up**

The children clean up the indoor space, returning materials to their proper spaces, and gather their belongings while waiting for parents to pick them up.

**SCHOOL CALENDAR: 2016-2017**

Mid-Pacific Preschool operates from August 8 through May 25, Monday through Friday, excluding school holidays. There will be no school on these days:

Labor Day (September 5)

Professional In-Service (October 7)

Discoverers' Day (October 10)

Veterans' Day (November 11)

Parent/Teacher/Student Conference Preparation Day (November 23)

Thanksgiving and Day after Thanksgiving (November 24 & 25)

Parent/Teacher/Student Conferences (December 8 & 9)

Winter Break (December 19 - January 3)

Martin Luther King, Jr., Day (January 16)

Professional In-Service (February 17)

Presidents' Day (February 20)

Spring Break (March 13 - 24)

Good Friday (April 14)

Parent/Teacher/Student Conference Preparation Day (May 8)

Parent/Teacher/Student Conferences (May 18 & 19)

The school office will remain open during the winter and spring breaks, from 7:00 a.m. to 3:30 p.m.

December 16, 2016 (last day before winter break) and May 25, 2017 (last day of school year) are half days of school. Dismissal is 12:00noon. There is no after school care or extended day on these days.



There are early-release days of school for teachers to participate in professional learning and school planning: September 23, October 19, February 1, March 8, April 13. School ends at 12:30pm after the children have eaten lunch. Parents are encouraged to pick up their children. We offer child care on these days, 12:30-2:30pm (the regular end of the school day) at no charge. Extended day is offered at the regular \$16 daily fee, however, space is limited. To secure a space, talk with the preschool teachers.

## **FIRST WEEK OF PRESCHOOL**

The following schedule is intended to help children transition to the daily school schedule, a new learning environment, and their teachers.

*Note: All parents of children who are new to the preschool (children are either 3- or 4-years old) are required to remain with their children until 8:30am on August 9. Parents of children who attended Mid-Pacific's 2016 summer session are also required to remain with their children until 8:30am on August 9.*

### **August 8, First Day of Preschool**

At least one parent is required to accompany their child through the first day:

7:45-8:30 a.m.	Check-in at playground
8:30-10:30 a.m.	Learning activities
9:00-10:30a.m.	Preschool Parent Orientation
10:30 a.m.	Departure from school

### **August 9, First Full Day of Preschool**

7:45-8:30 a.m.	Regular Check-in
8:30 a.m.	Children remain in school; parents leave
11:00 a.m.	Children eat home or school lunch
2:00-2:15 p.m.	Parents pick up their children
2:00-5:30 p.m.	Extended Day for enrolled students

## **SUMMER PROGRAM**

Keiki Summer Fun 'n Sun, 8:00 a.m.-2:00 p.m., is offered for entering preschoolers. Information about these programs will be sent out during the school year.

The Summer Program schedule includes time for snacks, lunch, and afternoon rest/nap. Children bring their own healthy snacks, drinks, and lunch. Children must be toilet-trained.

## **NUTRITION POLICIES**

### **Snacks**

Snack time is an important part of life routines in the classroom. The children help to prepare, serve, and clean up after their snack. Snack time has a broad range of learning experiences for each child: the study of nutrition, serving others, and the proper handling of utensils, cleanliness, and manners.

Some suggestions for snacks:

- Milk group: mozzarella or string cheese, cheese cubes, yogurt, milk-based drinks made with fruit or fruit juices
- Fruit/vegetable group: 100% fruit juices, such as apple, grape, orange, pears, banana slices, cherry tomatoes, fresh melons or berries, raisins or granola with dried fruits, fruit slices, carrots, celery, zucchini
- Bread group: mini-bagels, bagel chips, rice cakes, Triscuits, low-salt cheese crackers, soda crackers, graham crackers, banana muffins, Cheerios, Chex or other low-sugar cereals, granola bars, Goldfish.

### **Department of Health Sanitation Guidelines**

Foods brought to school for the purpose of teaching and learning will be stored and assembled by the teachers in the Dining Room food pantry area.

Parents may choose to sign up their child for school lunch, or children may bring home lunch. A monthly lunch menu will be posted online and in each classroom. Lunch is served family style and eaten in the preschool classrooms. The lunch menu is determined by Sodexo, Mid-Pacific's caterer, with approval and oversight from the University of Hawaii's Child Care Nutrition Program. (The school is not enrolled with the USDA Food Program.) Lunches are prepaid. Lunch boxes should have the child's name written clearly on the containers. Lunch boxes will be sent home daily.

We discourage highly-sugared treats at any time. Please do not send soda.

The following are some suggestions for healthy lunches:

- ½ sandwich or soup
- fruit or vegetable
- finger foods (e.g., crackers, fruit slices, etc.)
- reduced fat or non-fat milk
- soy milk or orange juice for lactose-intolerant children

## **HEALTH AND SAFETY**

The following procedures have been adopted to ensure your child's well-being as well as to comply with state regulations regarding preschools.

### **Fire Drills**

Each month, we practice fire drills with the children during both the day session and the extended-day program.

### **Absence Due to Family Emergency**

In the event of an emergency when the student must be away from school more than three days, please notify the school office.

### **Absence Due to Family Vacations**

The school does not support students' extended absences from school due to family vacations. Children who return to the classroom after an extended absence often experience difficulties in readjusting to the daily routines or group activities. Most of the learning in the preschool program is based on inquiry projects requiring peer collaboration and cooperation.

### **Attendance**

The preschool day begins at 8:30 a.m., when children gather for circle time. It is critical to your child's sense of security and well-being that your child be dropped off between 7:45 and 8:30 a.m. so he has time to settle in and separation occurs naturally. Your child is marked tardy or absent after 8:30 a.m. There is no childcare for preschool children prior to 7:45 a.m.

### **Extended-Day Program**

The Extended-Day Program is available to preschool children from 2:00pm to 5:30pm. Children should be picked up no later than 2:15pm. Children not picked up by 2:15pm will be placed in extended-day and assessed a daily fee, if space is available. Should we reach the space limitation (12 children), children will need to remain in the office until an authorized person picks up the child. The program is

staffed by the preschool faculty. Students may attend daily or as drop-ins. There is an annual fee and a daily fee assessed. Space is limited to 12 children. Children picked up after 5:30pm are assessed a late fee. \$15 for the first 15 minutes and \$5 thereafter for every additional minute.

\*Information regarding any of the students in the extended-day program or their parents or guardians is to be kept strictly confidential. All information - records, reports, data, etc. - are confidential, and unauthorized disclosure of information is a misdemeanor. Parents must sign a "release of information" form permitting the school to release information about their child or family to anyone.

\*Sick children will be admitted to the after school program but will be kept in the Health Room, if they are still on campus when school is dismissed, so as to prevent the spread of illness to other children in care. Parents will be contacted as soon as possible to pick up their child.

\*Medical consultation is available from the Mid-Pacific Nurse and/or Preschool/Elementary Health Aide regarding special care and medication.

### **Sign-In & Sign-Out Procedures**

All children must be signed both in and out daily with a full signature. Children are released only to parents or persons authorized by the parents on the Authorization for Pick-Up Form. We must have a written note or verbal authorization for any changes in this regard. If you expect to have a different person picking up your child on a fairly routine basis, please add that person's name to the Authorization for Pick-Up Form. Even if you are having another classroom parent pick up your child, we must have written or verbal authorization from you.

### **Visits to the Preschool**

Parents are welcome to visit at any time but should check with the teachers in case there are any schedule changes. Keep in mind that during the first weeks of adjustment, increasing the number of additional separations can be upsetting to your child.

All parents and visitors to the school, including grandparents or relatives, are required to check in at the office and receive a visitor pass. Non-parent visitors should make an appointment to visit the preschool.

### **Physical Examination**

Each child is required to have on file at the school a medical examination and current immunization record (Form 14) completed by your pediatrician. A physical exam and a tuberculin clearance must be completed within a year of entry into Mid-Pacific. **In addition, Mid-Pacific Preschool & Elementary School requires that your child have an**

**annual physical exam.** Hawai'i state law requires immunization records to be updated annually. The certified nurse's aide will notify families if health cards need to be updated. **A STUDENT WHOSE HEALTH RECORD FORM IS NOT CURRENT MAY BE SENT HOME. LIKEWISE, A STUDENT WHOSE CURRENT HEALTH RECORD FORM IS NOT ON FILE IN THE SCHOOL OFFICE MAY BE SENT HOME.**

## **Medical Insurance**

All children are required to have medical insurance to attend Mid-Pacific.

## **Illness Policy**

If your child shows signs of an oncoming illness, please keep your child at home, both for your child's well-being and the well-being of other children and their families.

The following guidelines have been developed with these concerns in mind:

- The comfort and needs of your child.
- The needs of all other children and the functioning of the group.
- Staff time and energy available to appropriately care for a child who does not feel well, as well as staff members' needs to protect their own health.
- Parental needs, both individual and as a group.

When a child does not feel well, it is a time for open communication between parents and the school. It is often a difficult time for both, but it is in the best interest of the child to receive care as soon as possible so that the symptoms can be alleviated and infection of others is controlled. A sick child needs to be in the comfort of his own home with a loving parent.

Children who arrive at school with symptoms of an illness will be sent home. If you are unavailable during the day, your child will be taken to the health room, and we will contact the persons whose names are on the emergency or authorized pick-up forms.

## **What to Look For**

If your child has any of the following symptoms, please keep your child at home. When in doubt, contact your physician. You will be called to pick up your child if any of these symptoms are observed:

- Rapid or noisy breathing with effort.
- Fever of 100 degrees F. A child may not return to school until he is fever-free for 24 hours (unmedicated).
- Two or more loose bowel movements in 24 hours.
- Vomiting more than once in 24 hours.
- Persistent, hacking cough.
- Contagious diseases, such as chicken pox, measles, conjunctivitis, ringworm,

impetigo, mumps, or roseola. These diseases will require a physician's release for re-admission to school.

- Health conditions such as untreated allergies, colds, coughs, rash, or hives.
- Head lice (ukus) or nits. Regardless of the treatment used, all live ukus and nits must be removed before returning to school.
- Ear infection, throat infection, or eye infection with discharge, until on medication and released by the pediatrician for return to school.
- Child seems pale, listless, irritable, very tired, or too uncomfortable to fully participate in the program.

If a child develops symptoms during the school day (e.g., temperature, headache, flu symptoms, etc.), the child will be taken to the health room to be evaluated by the certified nurse's aide. She may contact the parents so that the child can be picked up from school as soon as possible, or she may determine that the child needs to rest for a while before returning to the classroom.

## **Medications**

No medications will be stored or administered by authorized school personnel without prior parent approval and completion of the medication form that you received in your registration packet. Students are not permitted to self-administer any medications (e.g., aspirin, Tylenol, cough syrup, etc.). All medications should be brought to the health room in the original container. The physician's written approval must include the following information: name of child, name of medication, dosage, date(s) and time(s) to be given, and name of prescribing physician. Teaspoons should accompany liquid medication.

Mid-Pacific Preschool School does not keep a supply of any children's medications.

Medications of any kind will be administered by the certified health aide.

Medications must be clearly marked and in the original container. Medications must be picked up by the parent at the end of the school year. Never send medication with your child to keep in his lunch box or cubby. There is a serious danger that your child or another child might take it.

## **First Aid**

When a simple injury occurs, we will care for it in school and a form describing the accident will be placed in the parents' mailbox; a duplicate will be kept on file in the office. Not only is there the full-time certified health aide in the preschool & elementary school, there is also a nurse for preschool-grade 12 on campus. In addition, all faculty and staff are certified in child-CPR and First Aid. If a serious injury occurs, we will call for an ambulance, then contact the parents (or whoever is listed on the emergency card if we are unable to reach the parents) to meet us at Kapi'olani Women's and Children's Center, 1319 Punahou Street, Honolulu.

## **Special Accommodations**

The school has made accommodations for children severely allergic to nuts and nut products. Our food provider, Sodexo, does not serve food with nuts, and parents are asked not to send their children to school with nuts or foods containing nuts. However, students may bring peanut butter sandwiches for lunch, as long as they are seated away from children who have been identified by their parents as having nut allergies. Lunch supervisors take care of this.

Preschool & Elementary School faculty have received training about diabetes and how to handle diabetic children.

## **Use of Unmanned Aerial Vehicles on Campus**

Mid-Pacific has a robust technology and digital arts program that encompasses multiple courses and co-curricular programs that employ digital photography, videography, and photogrammetry. At times, the use of an unmanned aerial vehicle or "aircraft" [49 U.S.C. § 40102(a)(6) and 14 C.F.R. § 1.1] (commonly known as a "drone"), occurs for Mid-Pacific purposes.

With the privacy and safety of Mid-Pacific students and staff in mind, to prevent the possibility of a mid-air collision that may cause harm to personal and/or school property or to individuals on campus, and to address concerns of the Federal Aviation Administration, the use of a non-school unmanned aerial vehicle is prohibited on Mid-Pacific property without the express consent of the President of Mid-Pacific.

## **OTHER IMPORTANT SCHOOL POLICIES**

### **Policy on Disclosure of Information on Child or Parents or Guardians**

All information -- records, reports, data, etc. -- are confidential, and any unauthorized disclosure of a report or record is a misdemeanor.

### **Release of Information**

Parents must provide written permission to disclose any information about their child. Parents must sign a "release of information" form permitting the school to release information about their child or family to anyone.

### **Notification of Any Change in Policy**

Mid-Pacific will inform parents about any school policy changes in writing no less than thirty days prior to the change. The policy change will be included in Mid-Pacific's operating policies (the handbook).

## **Parent Permission for Field Trips**

Parents are required to sign the permission form for school field trips that is on the online registration form. Information about excursions will be sent home before excursions that indicates the purpose of the excursion, the date of excursion, the departure time from school and arrival time back at school, the excursion site and address, and any special clothing or footwear required.

## **Transportation**

For field trips, we reserve chartered buses from Roberts Hawaii or Ground Transport. Parents are not allowed to transport students in their private cars on excursions.

## **Child-Abuse Reporting**

The child-abuse laws specify that all childcare staff are required by law to report suspected abuse or face severe fines and possible imprisonment. Should we suspect abuse, we will document any incidents and report the abuse to the Child Protection Agency, if warranted.

## **Custody**

Mid-Pacific will not voluntarily become involved in child-custody disputes. Our records, personnel, and resources are not available unless subpoenaed by the court, and will be turned over reluctantly. It is our policy to require both parents, regardless of marital status, to attend parent conferences regarding their child and to honor any court-dictated arrangements regarding pick-up of a child from school. We will also send each parent a separate mailing of school information if so requested.

## **Insurance**

Mid-Pacific carries general liability coverage.

## **Children's Personal Belongings**

Children are allowed to bring a favorite stuffed animal or blanket for security to help them with separation from their parents. Items not allowed to be brought to preschool include pets or animals, weapon or war toys, gum, candy, soda, money, and any valuable personal items.

## **Clothing**

Your child participates in busy, active, messy play at school. Please send your child to preschool in the school uniform t-shirt and any comfortable shorts or long pants. Shorts should be easy to remove in the bathroom. All clothing should be marked with your child's name.

Shoes (e.g., tennis or athletic) should be safe for climbing and running. Rubber slippers, boots, or party shoes are not safe for daily play. Children who do not wear



safe shoes will not be allowed on the play structure or playground.

Your child will need two complete changes of clothes. Each article of clothing needs to be labeled and stored in a plastic bag to be kept in your child's cubby. Soiled clothing will be sent home in a plastic bag when the parent comes in to pick up the child.

The Mid-Pacific uniform green t-shirt should be worn daily. Students may wear any other Mid-Pacific related t-shirts on Fridays only (e.g., Ho'olaule'a, special class t-shirt, etc.). The t-shirts and collared jerseys are ordered directly online through Land's End. Shirts may be ordered throughout the year. Land's End also offers shorts, Mid-Pacific dresses, and other items but these are not required.

The school-uniform collared shirt will be worn on special occasions. The teachers will inform you about these days.

Choice (Free Dress) Day will be noted on the school's monthly calendar. Your child may wear appropriate play clothes. However, shoes are required at all times.

### **Birthdays**

Birthdays are special times for young children. We like to celebrate their importance at school, and we encourage you and your child to donate a birthday book in your child's name to the classroom library. The teachers will be able to provide a recommended-book list. Have your child bring the book to school before his birthday, and your child will prepare a personalized bookplate with his name. We will read the book on the child's special day. If you choose to bring a birthday snack, please bring fruit, muffins, yogurt, or popcorn rather than high sugar foods. Birthday invitations for parties outside the school may not be distributed at school because children are very sensitive to being left out. Treat bags are unnecessary.

### **Parking**

Parents should park in designated areas only.

## **COMMUNICATION WITH PARENTS DURING AN EMERGENCY SITUATION ON CAMPUS**

Mid-Pacific's top priority is the health and welfare of our students.

Please be advised that Mid-Pacific students will be held in safe areas until pick-up is deemed safe. In a true emergency situation, phone lines may be damaged or simply jammed with calls. Freeway driving may be congested, traffic signals out. The Mid-

Pacific Safety Committee has developed a communication plan to deal with these issues:

1. Check [www.midpac.edu](http://www.midpac.edu) for up-to-date information.
2. **Check for any emergency phone and/or text messages from school.** Make sure to keep your emergency contact numbers current with the school.
3. Listen to major radio stations or watch local TV news programs listed below for reports and announcements. Jamming roads and phones lines will not help in an emergency situation.

<u>RADIO</u>	<u>TV</u>
KSSK (AM 590/FM 92.3)	KHON (Channel 2)
KCCN (AM 1420/FM100)	KGMB (Channel 9)
KINE (FM 105)	KITV (Channel 4)
KVH (AM 830)	KHNL (Channel 8)
KRTR (FM 96)	
KUMU (AM 1500/FM 94.7)	

Please make (and review periodically) emergency plans with your children, family members and friends. Check your emergency supplies at home or in your automobile. If everyone in your family knows where the others are and what to do in a given situation, there will be far less confusion and far greater potential for a positive outcome. Simply knowing where your family is can eliminate stress. For students and parents alike, staying put is often the best alternative to rushing into an unknown situation.

## **EMERGENCY PLANS**

### **Disaster Drill**

At least once every two months, we will have an all-school (preschool & elementary school) disaster drill, following procedures approved by the Civil Defense.

### **Tsunami**

Our school is not located in a tsunami evacuation zone, so we do not have to evacuate. The following procedures have been adopted in the event of a TSUNAMI WARNING:

- a. If a WARNING is issued while school is in session, our teachers or supervisors will remain with the children until you can safely pick them up. You need not leave work or rush to school. If you are in or can get to a safe area close to where you work, it is recommended you remain in the safe area until the "all clear" is announced and avoid contributing to unnecessary traffic on roads and highways.
- b. If a WARNING is issued before school begins, classes will be canceled and the school will be closed.

## **Hurricane/Tropical Storm**

Hurricane or tropical storm watches are issued by the National Weather Service 36 hours prior to the arrival of storm effects. Hurricane or tropical storm warnings are issued when one of these storms could affect O'ahu in 24 hours or less. When a watch is issued, Mid-Pacific will monitor the storm and make a decision to close before the issuance of a warning. The timing of the closure will generally coincide with the end of a normal working day and should not inconvenience parents if they are at work.

## **Earthquake**

Should an earthquake of significant magnitude occur on O'ahu, our school could be damaged. We can also anticipate considerable disruption to our road networks. If your children are at school, you may not be able to get to them. In preparation for an earthquake event, we will periodically conduct drills in conjunction with the sounding of the Civil Defense sirens. We will explain to the children that it is important for them not to panic at this time, that the earthquake will soon be over. If indoors, we will stay indoors and take cover under desks, tables, supported doorways, etc. If outdoors, we will move away from the electrical lines. Following an actual earthquake, when the shaking has stopped, we will first treat anyone who is injured and then evaluate the structural integrity of the school. If our buildings are sound, we will remain in place and listen on our battery-operated portable radio for Civil Defense instructions. We have made preparations to survive for up to 72 hours without outside assistance. If the school is damaged or could sustain damage as the result of an aftershock, we will do one of the following: We will move to the Mid-Pacific baseball field or Noelani School, which is the public evacuation shelter closest to our school, if we are able to transport the students to that location in safety. The choice will be dependent upon the situation.

## **Flooding**

The school is not located in an identified flooding zone.

## **Fire**

The preschool has a fire evacuation plan, which will be practiced monthly by both the day program and the extended-day program. In the event of an actual fire, and should our buildings no longer be habitable, the school will call parents to pick up

their children as soon as possible. Children will be temporarily housed in an undamaged facility on the school premises.

### **Bomb Threats**

In the event of a bomb threat to the school, all classroom teachers will be immediately notified by the office staff and the principal. The police will also be contacted immediately. Students will evacuate the classroom as they do for fire drills, and will walk directly to the school baseball field. Students and staff will return to the campus only after the police have checked the buildings and given clearance to re-enter classrooms.

### **Lock-downs**

At the first indication that an unauthorized person is on campus, teachers will verify that all students are in the classroom, lock classroom doors, and phone the office. The office staff may also phone the classroom with lock-down instructions. Children will remain in the classroom until given clearance by the office staff or principal to unlock classroom doors.

### **School Response to Emergency Situations**

In emergency situations, school personnel will call parents or guardians first, then proceed to contact persons on the emergency form whom parents have authorized to act on their behalf if they cannot be reached. If parents/guardians or authorized persons on the emergency form cannot be reached, the school will contact the family physician, and the child will be taken by ambulance to Kapi'olani Women's and Children's Center. School personnel will accompany the child to the hospital and take along emergency release forms. Every effort will be made to contact parents/guardians.

If a child is ill or injured, parents or guardians are notified immediately and will be requested to pick up the child as soon as possible. The Preschool & Elementary School has a health room (with beds and an adjoining lavatory) where the child will stay with the certified health aide until pick-up.

An accident report will be prepared in duplicate; one copy is for the parent and one copy remains in the school files.

In addition to the health care provided by the certified health aide and the preschool-Grade 12 nurse, Preschool & Elementary School faculty and staff are certified annually in CPR and triennially in Red Cross First Aid.

## **DROP-OFF AND PICK-UP TRAFFIC INSTRUCTIONS**

We ask for your cooperation in following the pick-up and drop-off procedures.

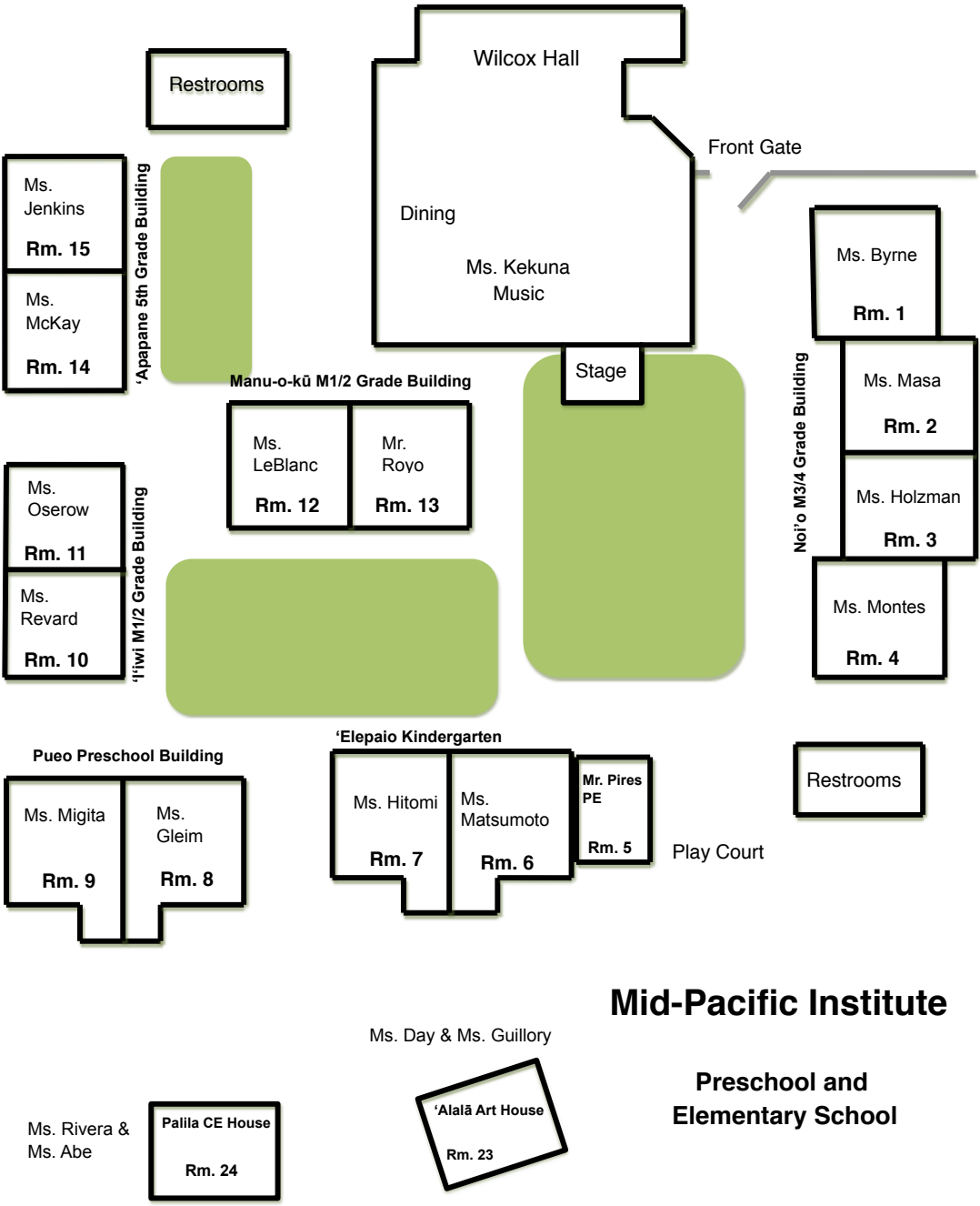
There is one entrance only onto the Mid-Pacific campus; this is on Ka'ala Street. To relieve traffic congestion from the middle school and high school, all preschool and elementary school parents must exit the school by taking a right turn onto Maile Way, which leads to University Avenue, during the morning and afternoon peak-traffic hours.

Preschool parents must park in the designated area before the turnaround near Wilcox Administration Building and walk to the preschool classroom to drop off and pick up their children.

The morning drop-off is between 7:45 and 8:30 a.m. We do not provide any morning childcare for preschoolers prior to 7:45 a.m. To alleviate traffic congestion, we encourage you to bring your child to the classroom after 7:45a.m.

The afternoon pick-up is anytime between 2:00 and 2:15 p.m. We strongly advise that you pick up your child before 2:15 p.m., when traffic will increase with Kindergarten dismissal.

# PRESCHOOL & ELEMENTARY SCHOOL CAMPUS MAP



**Mid-Pacific Institute**  
**Preschool and Elementary School**

# **ALMA MATER**

High above thee Mid-Pacific  
Mountains greet the sun,  
And Leahi watches o'er thee,  
When the day is done.  
Cradled 'round by sea and mountain  
In Manoa's lands,  
so within our hearts safe cherished,  
Mid-Pacific stands.

Sons and daughters of all nations  
Meet within thy halls,  
Bound by ties of deep affection  
For thy vine-clad walls.  
Out among the world's great peoples  
May thy children go,  
Bearing forth thy kindly spirit  
Brotherhood to show.

## Chorus

Mid-Pacific, Alma Mater  
We thy banners raise,  
Mid-Pacific, Alma Mater  
Loud we sing thy praise.

... John Hopwood

School Colors: White and Green  
School Mascot: Owl (Pueo)  
School Motto: "The honor of my school is mine."