

# Aloha and Welcome to Fun, 2, 3, Preschool!



Mahalo for choosing us to be part of your child's early learning journey.

We are honored to provide a safe, nurturing, and engaging environment where your child can grow, explore, and thrive.

We believe in open communication and value your partnership.

Please feel free to reach out to the Director with any questions, concerns, or suggestions you may have regarding your child's experience here.

Inside this packet, you'll find our Operations Policies, a Staff Profile, our Daily Schedule, and a few other helpful resources.

Below, we've included a few important points that may not be covered in the other materials...

## Helpful Reminders for a Smooth School Experience

- ❖ **Daily Sign-In/Out:** Please remember to sign your child in and out each day. If someone else will be picking up your child, be sure to let us know in advance.
- ❖ **Extra Clothing:** Each child should have at least one full change of clothes in their cubby every day—two or three changes are even better. Mahalo for checking and replacing items as needed.
- ❖ **School Clothes Tip:** We recommend creating a special drawer at home for “school clothes”—comfortable play clothes labeled with your child's name that they can choose from each morning. These should be outfits you don't mind getting dirty during fun and messy learning activities.
- ❖ **Attendance Calls:** Please call us if your child will be absent or arriving late.
- ❖ **Toys from Home:** Please keep personal toys at home unless it's a designated sharing day. Comfort items may be allowed with the Director's approval.
- ❖ **Tuition:** Tuition is due on the 1st of each month.
- ❖ **Sick Days & Vacation:** Families are responsible for tuition even on days a child is out due to illness or vacation.

## This is a special and formative time in your child's life.

Please take a few minutes each week to check in with the following:

- Our monthly newsletter (sent home mid-month)
- The activity board is located in the hallway
- Your child's school-home communication book

## Fun, 2, 3 Preschool is more than a safe drop-off — it's a community.

We invite you to get involved, make connections, and grow alongside your child. You're welcome to browse our parent resource library and informational pamphlets any time.

Take your time during drop-off or pick-up — lingering is encouraged!



Parent involvement not only strengthens our school ohana, it sends a powerful message to your child: *You care deeply about where they are each day.*

We warmly encourage you to attend school events, like our Fall Get-Together, Christmas Party, Camp Olowalu, Moving Up Ceremony, and Parent/Staff Project Days. Please also consider volunteering to chaperone at least one field trip during the year.

We are excited to get to know your family and look forward to a joyful year of learning and connection.

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**Before your child's first day, please bring:**

- ☐ Completed registration form
- ☐ Proof of TB clearance
- ☐ Healthy lunch (water, fruit, protein source, chips — no dessert needed)
- ☐ At least one full change of clothes
- ☐ A light blanket and a small pillow for rest time
- ☐ Diapers and wipes (if not potty trained)
- ☐ Water bottle

# Fun, 2, 3 Preschool



Where fun  
and learning  
comes naturally

## OPERATION POLICIES

### PHILOSOPHY

At **Fun, 2, 3 Preschool**, we are rooted in the principles of **Developmentally Appropriate Practice**, guiding how we design our environment and curriculum. We strive to offer a relaxed, joyful space—free from criticism and competition—where each child can grow at their own pace.

We believe that **play is the work of the child**, and through play, keiki naturally explore, imagine, and learn. Our days are filled with hands-on experiences that honor each child's unique rhythm and spirit.

We nurture the **whole child**—mind, body, and heart—in a setting grounded in love, safety, and connection. Our kuleana (responsibility) is to provide a warm, supportive environment where children feel secure and confident to be themselves.

We also recognize the importance of **ohana (family)** in a child's development. Parents and teachers work together as partners, and open, ongoing communication is essential in supporting each child's learning journey.

### AGES ACCEPTED

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### NUMBER OF CHILDREN

Fun, 2, 3 is licensed to care for up to 23 children. Morning sessions are typically staffed by two teachers and two teacher's aides, while the afternoons run smoothly with three staff members. This ensures an excellent teacher-to-child ratio, supporting personalized attention and quality care.

### HOURS OF OPERATION

Fun, 2, 3 is open from **7:00 AM to 5:00 PM**.



### **LATE FEE**

We appreciate your respect for our 5:00 PM closing time. We understand that occasional delays happen, so we allow two late arrivals without penalty. After that, a fee of **\$3 will be charged for every 5 minutes past closing** and added to your statement.

### **HOLIDAYS AND VACATIONS**

Fun, 2, 3 operates year-round, Monday through Friday, except on the following holidays and breaks: **President's Day, Good Friday, Memorial Day, 4th of July, Labor Day, Thanksgiving, and the Friday after.** The school is closed **from Christmas Eve through New Year's Day.** Additionally, Fun, 2, 3 closes for **one week during Spring Break** (aligned with the DOE calendar) and for **two weeks before the start of the new school year.** Exact dates for holidays and closures are **finalized each September.**

**Your monthly tuition remains the same throughout the year (August through July), regardless of holidays or vacation periods.**

### **MEALS SERVED**

Morning snack and lunch are provided from home. We encourage healthy lunches without dessert or juice and ask that lunch include a source of protein. For the afternoon, fruit and crackers may be offered. Please ensure your child brings a full, labeled water bottle each day.

### **TYPE OF SERVICE**

Fun, 2, 3 Preschool operates as a preschool, providing enriching activities that support young children's learning and growth through play. Our program encourages development across all areas of the child's self, including art, dramatic play, manipulative games, outdoor physical activity, science, music, creative movement, and nature exploration. We also offer parent newsletters, field trips, and parent-teacher conferences to keep families engaged and informed.

### **ADMISSION REQUIREMENTS**



- The child must be **at least 2 years old**.
- Parents must complete the registration form, review the operation policies with the director, and agree to follow them.
- Parents must provide a health record, including a TB clearance, immunization record (or waiver), and a physical exam. Proof of TB clearance is required before the child's first day.
- Parents must agree to sign their child in and out upon arrival and departure.

### **FEES AND PAYMENT PLAN**

**\*If you are unable to secure a subsidy from the state, Fun, 2, 3 will provide a \$100 monthly subsidy. State and federal programs aim to support families and help keep preschools running.**

#### **Tuition Rates:**

- **FULL TIME:** \$1,200 per month
- **4 DAYS/WEEK:** \$1,000 per month
- **3 DAYS/WEEK:** \$820 per month
- **2 DAYS/WEEK:** \$650 per month

**EXTRA DROP-IN DAYS ARE \$65 EACH.**

- ★ Tuition is due monthly on the first and covers the scheduled days for your child.
- ★ Tuition remains the same regardless of sick days, family vacations, school holidays, closures due to severe weather (like power outages or flooding), or pandemics.
- ★ Families must provide a 30-day notice before leaving the program and are responsible for payment during that period.

Accepted payment methods:

- Cash (always request a receipt)
- Check payable to Fun, 2, 3 Preschool LLC
- Venmo: @VickiCunningham @Fun23preschool

### **REGISTRATION FEE**

A **\$125 registration fee is due upon enrollment.** This fee helps cover the cost of a school T-shirt, holiday gifts for parents, and most field trips (primarily bus expenses). Children enrolling mid-year are required to pay the full registration fee. For families receiving state subsidies, this fee is usually covered.

### **DISCIPLINE**

Verbal guidance is used to acknowledge behavior and suggest positive alternatives. If unwanted behavior continues, the child will be gently removed from the activity or area and given a quiet space to calm down and reflect, using a “Take a Break” time appropriate to their age (in minutes). No physical punishment is ever used.

### **DISCLOSURE OF INFORMATION**

Information about a child or their parents/guardians will not be shared without written permission, except in cases of emergency.

### **MEDICATIONS**

Parents must complete and sign a medication form specifying the dosage and administration time. All medications—homeopathic, prescription, or over-the-counter—must be handed directly to a staff member and not placed in lunchboxes or cubbies. Medications must be in their original containers.

### **PARENT/TEACHER CONFERENCES**

Parent-teacher conferences are scheduled each February, unless a need arises earlier. Parents are welcome to request a conference with the director at any time.

### **DISASTER PLAN FOR EMERGENCIES**

Fun, 2, 3 has a comprehensive disaster plan that addresses emergencies such as fire, flood, natural disasters, evacuation, lockdown, shelter-in-place, and relocation if needed. While disaster preparedness can feel overwhelming, especially for parents, please know that your child’s safety is our top priority in any situation—even above immediate reunification.



We are equipped with a battery-operated radio, flashlights, and a non-electric phone to ensure communication during power outages. We are committed to keeping your children safe, calm, and cared for in all circumstances.

## **EMERGENCY PROCEDURES**

### **FIRE ON SITE**

Fire drills are conducted monthly. In the event of a fire, children and staff will gather at the entrance gate, where attendance is taken to ensure everyone is accounted for. 911 will be called. The group will evacuate to the parking lot near the flagpole, or, if necessary, to the grassy area north of the school.

### **EVACUATION ORDERED BY CIVIL DEFENSE**

If evacuation becomes necessary due to fire, flood, hurricane, earthquake, or other natural disasters, staff will transport children using their personal vehicles to the Civil Defense-designated shelter. Parents will be notified via text (if communication is available) with the shelter location. If that site is unreachable, we will relocate to Kula Hospital.

### **SHELTER IN PLACE AND LOCKDOWN**

In the event of a shelter-in-place or lockdown, children and staff will stay indoors, away from doors and windows, until it is safe to resume normal activities. The Department of Human Services will be notified within one working day of any evacuation, relocation, shelter-in-place, or lockdown.

### **PROVISIONS FOR CHILDREN WITH SPECIAL NEEDS**

Fun, 2, 3 is committed to supporting children with special needs to the best of our abilities. Food allergies are clearly posted, and all other special needs are communicated to staff to ensure proper care. If at any point we determine that we are unable to meet a child's specific needs, parents will be informed promptly.

It is our policy not to discriminate against individuals with disabilities. We strive to provide equal access and opportunities for all children and families to participate fully in our programs and services, in compliance with state law and the Federal Americans with Disabilities Act (ADA).



## **CHILDREN IN DIAPERS**

Children who wear diapers must bring a supply of diapers, wipes, and cream. A labeled box by the diaper table will be provided to store these items. Please label all supplies with your child's name. When supplies are running low, a reminder will be noted in the **"notes"** section of the sign-in sheet.

## **MISCELLANEOUS**

- **Liability Insurance:** Fun, 2, 3 is covered by Evanston Insurance Co. (Policy number available upon request).
- **Sanitation Practices:** Mandatory hand washing is enforced before meals and after using the restroom. Disinfectant spray is used on toilets, the diaper table, snack tables, and nap mats after each use.
- **Grievance Policy:** If any concerns cannot be resolved directly with us, you may contact DHS Child Care Licensing at (808) 243-5866.
- **Fundraising:** Occasionally, Fun, 2, 3 holds fundraising events, such as a rummage sale. Children are never used or exploited in any way for fundraising purposes.
- **Mandated Reporting:** All staff are mandated reporters and are required to report any suspected abuse or neglect to Child Welfare Services.
- **Health Consultation:** We consult with a state-provided Public Health Nurse for guidance and advice on illness-related concerns.
- **Staff Licensing & Training Requirements:** Per Department of Human Services licensing requirements, all staff must provide proof of education, a TB test, a physical exam, pre-employment fingerprinting, and annual FBI criminal background clearance. Staff also complete a minimum of 16 hours of training annually.
- **First Aid & CPR Coverage:** At least one staff member trained in infant and child first aid and CPR is on duty at all times.





# Fun, 2, 3 Staff Profile

## Vicki Cunningham

### Owner, Advisor, Teacher

Born and raised in San Diego, I'm the proud mom of two grown sons, Chalan and Brennen.

### Education & Experience

I began volunteering in a preschool while in high school in 1976. This experience inspired me to choose teaching over computer programming as a profession! I attended Santa Barbara City College, where I earned an A.A. degree in Early Childhood Education. While in Santa Barbara, I worked in a state-of-the-art college lab school, a parent co-op located in a high school, an infant/toddler center, two schools similar to Fun, 2, 3, and my own small home-based school called "The Sandbox School."

We moved to Maui in 1988, and I joined a parent co-op in Haiku with my son, Chalan, who was 2½ at the time. I founded Fun, 2, 3 in 1991 in the cottage behind my house, and moved the school to Kula Hospital in 1994.

I believe in lifelong learning and have taken several classes at UH Maui College, as well as attending workshops and conferences whenever possible. I have served on the board of the Hawaii Association for the Education of Young Children (HAEYC) as Upcountry liaison, vice president, State Board Representative, and President. I have also been a member of the Good Beginnings Community Council and represented Maui in Kia'i ka 'ike, a statewide preschool directors' association.

I have presented workshops at both the Maui and State HAECY conferences on topics such as Loose Parts and Keeping Children Connected to Nature. Every year, I am invited to share our Loose Parts slideshow with new early education students at the college.

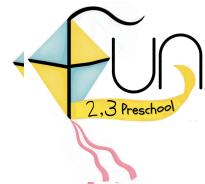
### Hobbies

Fun, 2, 3 is my creative outlet! I also enjoy yard sales, doing "projects", yoga, and the beach.

### Why I Love This Work

Fun, 2, 3 is a dream realized. It took determination, patience, and vision to reach this point. The program is ever-evolving, with constant opportunities for growth and improvement. I love the families and children here. I love the spontaneity, the creativity, and the joy of watching children discover the world.

**Favorite Activities with the Children:** Art, science, reading great books, music, and watching the children play — knowing how enriching those experiences are.



### **Kara Whitaker**

#### **Teacher's Aide**

Kara has been part of Fun, 2, 3 for almost 10 years—first as a parent and now as a team member. Both of her sons, now 12 and 14, loved their time at the school. She holds a degree in Creating Community with a focus on Nature and Art Studies from Prescott College in Arizona. Kara has worked in many early childhood settings, including family day care, nannying, and as an aide in kindergarten and preschool classrooms at Haleakalā Waldorf and Happy Hearts in Kula. She is also trained as a postpartum doula and enjoys tending the 'āina. Kara's warmth and care bring a calm, nurturing, and grounded presence to both the children and the staff.

### **Jenta Russel**

#### **Teacher's Aide**

Jenta joined our team as the parent of one of our past students, Illima. With a background in running farm programs for children, she brings that passion to life here at Fun, 2, 3—and it shows in our thriving garden! Jenta has experience guiding youth at Pathways in Education in Cuba and Italy, Camp Mokuleia on O'ahu, Upward Bound on Maui, and Rocky Mountain Pathways Ranch in Colorado. She graduated from USF in International Relations and Environmental Studies. Jenta has traveled extensively and now lives and homesteads just nearby. She has instituted “wild walks” at Fun,2,3, where children explore surrounding nature areas. We love Jenta's positive and calm demeanor with the children.

### **Valentina**

#### **Teacher's Aide-volunteer**

Hi! My name is Valentina and I'm from Argentina. I've been working with children for over 5 years in many different places, such as preschools, and as an English teacher for a class of 30 kids. I'm currently studying Early Childhood Education at UH Maui. I found Fun,2,3 when it was suggested by my professor that I do my practicum teaching there. I am now a volunteer while I finish my other courses. I've done other volunteer work at other preschools here on Maui, which has given me even more experience and helped me fall in love with Early Childhood Education.

What I love most about Fun, 2, 3 is the beautiful community we've created. It's a place where children learn through play, fun, and connection...not just from teachers, but from each other and even from nature. I really enjoy that so many of our activities are based outdoors! It's amazing to see how much children grow when they are free to explore and be themselves.

In my free time, I love dancing, hiking, surfing, going to the beach, and spending time with friends. I can't wait to start the year and put all of my energy into supporting and connecting with each and every child!



If you ever have any concerns about **any** staff members, please don't hesitate to reach out to Shaijah or Vicki directly.

## Fun, 2, 3 Preschool

### *A Child-Centered, Learn-Through-Play Approach*

Here are a few key aspects of the Fun, 2, 3 philosophy:

**FLEXIBILITY-** We encourage flexibility in how materials are used and invite children to explore creative ways to engage with them. As long as it's safe and materials aren't damaged, we welcome imaginative uses. We're also flexible with time—if children are deeply involved in play, we adjust our schedule to let that play continue and flourish.

**SAFE RISK-** Children need opportunities to take chances and experience "safe risk," which helps build confidence and resilience. This could be climbing boulders, jumping from low heights, swinging high, or exploring raspberry bushes. Risk-taking is linked to positive learning experiences, including early reading skills.

**LOOSE PARTS-** Inspired by Simon Nicholson's Theory of Loose Parts, we provide open-ended materials that let children's imaginations run wild. Unlike many modern toys that direct play, loose parts—like cardboard boxes (recently inducted into the Toy Hall of Fame!)—offer endless possibilities for creativity and discovery.

**LOTS OF LANGUAGE-** Language-rich experiences are at the heart of our program. We read many quality books, write down children's stories (dictation), share memos with parents, sing songs, act out dramas, and discuss stories together. We also expose children to multiple languages. These activities build strong pre-reading skills and a lifelong love of reading.

**LONG PLAY PERIODS-** We provide at least one hour of uninterrupted free play daily. This gives children time to explore, make choices, and change their activities naturally, supporting deeper learning.

**OPPORTUNITIES FOR GROWN-UP WORK-** Children build self-esteem and motor skills by participating in real-life tasks: setting the snack table, preparing snacks, pouring their own milk, watering plants, and feeding animals. These responsibilities foster independence and confidence.

**PARENT EDUCATION & INVOLVEMENT-** We encourage parents to stay informed by reading all communications and checking the activity board to discuss your child's day. Our resource library is available for parent use, and you are always welcome to share your skills, culture, or just "hang out" and be part of the community.

**PROCESS-ORIENTED ART-** Our art activities focus on sensory and creative experiences rather than just finished products. Teacher-directed crafts offer less opportunity for discovery, so most of our art allows children to explore and express themselves freely. As



Pablo Picasso said, “Every child is an artist. The problem is how to remain an artist once he grows up.”

## PLAY-BASED LEARNING AT FUN, 2, 3 PRESCHOOL

At Fun, 2, 3, we believe play-based learning lays the foundation for lifelong, 21st-century skills. This approach combines both **free play and guided play** to support growth across all learning domains—social-emotional, cognitive, literacy, creativity, and physical development.

Some parents may wonder if “**play-based**” means children do whatever they want all day. In reality, we **balance child-led exploration with intentional structure**, such as:

- Following a **flexible daily schedule** that respects ongoing projects and important learning moments
- **Upholding clear community rules:** no hurting others or damaging property  
Playing structured games like board games and outdoor group games (Red Light/Green Light, Duck, Duck, Goose)
- **Practicing routines** like orderly lunch habits and community clean-up participation

**Guided play** preserves the joy of free play while connecting children authentically with **meaningful content**. Teachers actively plan, observe, and guide children’s learning, allowing kids to co-create knowledge and make personal discoveries along the way.

We also embrace **place-based learning**, connecting children’s experiences to the world around them—like noticing apples at a neighbor’s farm or local musicians in the park.

### Research supports that play-based learning:

- Enhances social skills and emotional regulation (Center on the Developing Child, Harvard University: [The Science Behind Early Childhood Development](#))
- Improves language and literacy development (American Academy of Pediatrics: [The Power of Play: A Pediatric Role in Enhancing Development in Young Children](#))
- Boosts creativity, problem-solving, and executive function through movement ([Stanford study finds that walking improves creativity](#))
- Fosters motivation and engagement for lifelong learning (National Association for the Education of Young Children (NAEYC): [Play | NAEYC](#))

We encourage you to explore these resources and stay engaged in your child’s interests and growth. Please share your questions and ideas with us so we can best support your child’s unique journey.



## INAPPROPRIATE BEHAVIOR/LANGUAGE

As in any preschool program, there will be times at Fun, 2, 3 when we encounter inappropriate or concerning behavior or language from a student that requires extra care and attention from both teachers and parents. When such situations arise, our staff follows this general approach:

1. **Parent Collaboration:** The parents of any child whose behavior is of concern are contacted for a private meeting. Together, we develop a consistent and supportive plan to address the behavior both at school and at home.
2. **Communication with Affected Families:** If other students were directly impacted by the behavior or language, we reach out to their parents individually to discuss any concerns respectfully and confidentially.
3. **Community Reassurance:** A general note may be included in the parent newsletter, reminding families that we have clear processes in place for addressing challenging behaviors. We encourage any parents with questions or concerns to reach out to us privately.
4. **Confidentiality and Respect:** We are committed to preserving the privacy and dignity of all students and families. We ask that parents and caregivers support this by maintaining open, honest communication with staff and showing discretion and kindness when interacting with others in our community.

Respectful and private dialogue strengthens our program and fosters the kind of safe, supportive environment we all want for our children.

## COMMUNICATION

At Fun, 2, 3, we believe communication is a two-way partnership between families and staff.

We provide regular newsletters that highlight current classroom activities, explain how these connect to broader projects or curriculum themes, and preview upcoming work and events. These updates are designed to help you ask meaningful questions and engage in rich conversations with your child.

We're also available for brief check-ins during drop-off and pick-up times. If you have more in-depth questions or concerns, we are happy to schedule a private meeting during regular program hours—or you may email us anytime. Parent-teacher conferences are scheduled throughout the year to discuss your child's progress and participation in our community. These meetings are intended to be open, thoughtful, and supportive spaces for all voices to be heard.

We understand that some matters may be sensitive. If you ever wish to discuss something privately, we'll gladly provide a confidential space for that conversation. Our goal is to collaborate with each family to offer experiences that are respectful, inclusive, and enriching.

We also encourage family-to-family connections. We facilitate this through potlucks, weekend events, and evening workshops that bring our community together in support and celebration.



We ask our families to uphold the same standards of respect and confidentiality that we require of our staff. Please keep any personal information shared at events private, and always engage with fellow families in a spirit of kindness and mutual respect.

## **FUN, 2, 3 PRESCHOOL DAILY SCHEDULE**

*Our schedule offers structure with flexibility to meet the needs of each child.*

| TIME        | ACTIVITY  |
|-------------|---|
| 7:00 AM     | School Opens  |
| 7:00 - 9:00 | Free play inside (art, table activities, block-building, dramatic play, etc.) |
| 9:00 AM     | Clean up, & outside play opens - children may choose where                    |
| 9:30 AM     | Snack Time  |
| 10:15 AM    | Fun, 2, 3 Group: Outdoor free play and guided activity                        |
|             | Bridge Group: Book time and group activity inside                             |
| 11:30 AM    | Fun, 2, 3 Group: Yard clean-up and circle time                                |
| 12:00 PM    | Lunch for all   |
| 1:15 PM     | Fun, 2, 3 Group: Clean-up & start transition to nap                           |
| 1:30 PM     | Fun, 2, 3 Group: Nap in “Rainbow Room”  |
| 1:30 PM     | Bridge Group: Drawing or Journalling, look at books on mat                    |
| 2:00 PM     | Bridge Group: Nap/rest in the “big classroom”                                 |
| 3:30 PM     | Dance party in the Rainbow Room   |
| 4:00 - 5:00 | Afternoon snack & outdoor free play   |
| 5:00 PM     | School Closes   |



## FUN, 2, 3 PRESCHOOL

### INJURY PREVENTION GUIDELINES

*Keeping everyone safe through responsibility, respect, and awareness.*

#### **FOR EVERYONE**

- Be responsible for your own actions, belongings, and clean-up.
- Respect others' personal space, privacy, belongings, and feelings.

#### **FOR PARENTS**

- Always ensure a staff member sees you at drop-off, and sign your child in.
- Dress your child in safe, comfortable footwear.
- Children should never open the gate—even when you're with them.

#### **FOR STAFF**

- Store all materials in safe, appropriate places.
- Avoid overcrowding shelves and cupboards to prevent falling items.
- Keep all cleaning supplies and first aid items labeled and out of children's reach.
- Keep adult scissors safely stored and out of reach.
- Ensure unused electrical outlets are covered.
- Immediately clean up spills to keep floors dry and prevent slipping.

#### **FOR CHILDREN**

##### **★ INSIDE RULES:**

- Use walking feet at all times.
- Throwing is for outside play only.
- Use eating utensils respectfully.
- Toys go in hands, not in mouths.

##### **★ BATHROOM RULES:**

- Wash your hands after using the toilet and before eating.
- One child at a time at the toilet and sink.

#### **OUTSIDE RULES:**

- Only balls may be thrown—no throwing toys.
- Keep sand low and out of eyes.
- No pushing—especially on slides, stairs, or climbing equipment.



## FUN, 2, 3 PRESCHOOL UKU (Head Lice) PROTOCOL

Occasionally, a child is sent home with uku (head lice). These are common everywhere, especially in warm climates. Our routine has helped prevent major outbreaks.

### Compassion First:

Avoid shame—no child should feel at fault or “icky.” Treating uku takes patience, but they’re not dangerous and don’t mean someone is unclean. Even reading this might make you itch!. Here’s what happens before, during, and after an “uku” finding:

- Routine checks happen the first week of each month.
- If a child is seen scratching, they are checked right away.
- Anyone can get uku, so please tell us—it’s the best way to help stop the spread.
- Uku doesn’t mean someone’s unclean, but not treating them affects others.

If uku or eggs are found:

- The parent is called to pick up their child ASAP.
- Until pickup, the teacher may have the child wear a beanie, play outside, or use an electronic lice comb (which zaps live bugs) while supervising closely.
- Before returning, the child will be carefully checked. Please plan extra time for this.

After a confirmed case:

- We notify all families to check at home.
- We wash soft classroom materials (pillows, dress-up clothes, etc.).
- We vacuum thoroughly and sometimes shampoo carpets.
- Items that can’t be washed are sealed in airtight bags for one month.
- All children are checked daily for the next two weeks.

What to Look For:

- Uku are small sand/flesh-colored or brown bugs—about the size of a flea.
- The eggs (nits) are tiny, white or opaque teardrop shapes stuck about one inch from the scalp.
- They often appear behind the ears and at the nape of the neck, but can be anywhere on the head.
- Use a pencil, knitting needle, or comb to part the hair.
- Look in sunlight—it makes them easier to see.

Prevention Tips:

- Tea tree oil and peppermint oil shampoos can help deter uku.
- Tie long hair up whenever possible.
- If your child has uku, please use effective treatment products right away.
- **Need help?** We can show you how to check. Early detection keeps uku from spreading— we’re always watching. [Learn more from the Mayo Clinic.](#)





## **FUN, 2, 3 PRESCHOOL'S VIEW ON...**

### **CHILDREN WATCHING TELEVISION /DEVICES**

At Fun, 2, 3 Preschool, we believe most television programming is not only a waste of time for young children—it can also be harmful. Research shows that excessive screen time reduces attention span due to rapid image changes, and even cartoon violence can desensitize children to the idea of causing harm.

While some high-quality programming exists, we encourage you to be selective and, when possible, watch with your child. Nature shows and PBS (which is commercial-free) are great options.

Advertising aimed at children is especially concerning. Young kids are highly impressionable and often believe they need what commercials tell them to want. Most advertised foods are loaded with sugar and salt—unhealthy choices for growing bodies.

We also urge caution with movies. Young children often can't distinguish fantasy from reality. If older siblings want to see a film that may not be suitable, consider having a younger child do something special instead—like visiting the aquarium or playground. They may protest at first, but this is a moment to stand firm as a parent.

We understand parents need downtime too. Try setting up a creative art space with safe supplies like glue sticks, markers, or old magazines. Audio stories and vintage cassette tapes are also wonderful for ages 3 and up. Children thrive when they are encouraged to imagine, create, and explore.

At Fun, 2, 3, we foster a love of books and reading. Please read to your child nightly and let them explore books freely. Our classroom books are available to borrow.

We recognize media is a big part of modern life, but reducing screen time and seeking alternative forms of entertainment can benefit your whole family.

### **WHAT IT'S ALL ABOUT: REGGIO EMILIA**

#### **Adapting the Reggio Emilia Approach**



### **Physical Environment**

Classrooms are designed with intention—inviting natural light, open space, soft muted colors, and wooden furnishings. The environment acts as a “third teacher.”

### **Parental Involvement**

Parents engage deeply because of their child’s excitement and joy at school. This enthusiasm sparks a positive feedback loop: children’s passion invites parent interest, which in turn supports and energizes teachers.

### **Collaboration**

Rooted in Italy’s cooperative traditions, Reggio Emilia schools emphasize shared responsibility and joint effort among educators, families, and the community—unlike many U.S. models.

### **Documentation**

Careful documentation of children’s conversations, work, and play is vital. It reveals learning processes, supports reflection, and helps teachers better understand and respond to each child.

### **Atelierista**

Each school includes a dedicated art teacher and studio (atelier), where creativity and expression are valued as central to learning.

### **Pedagogisti**

These pedagogical leaders support staff development and curriculum design. They work closely with teachers and families, ensuring continuity and deep understanding.

### **Three-Year Grouping**

Children remain with the same teachers for three years, fostering strong relationships and consistent growth.

### **Project Work**

The heart of the curriculum is long-term, child-initiated projects. Children choose topics, and teachers observe, support, and enrich learning with materials, field trips, and careful planning. Conversations are recorded to help guide learning.

## **PRINCIPLES EXPLORED WITH LOOSE PARTS**

- ★ Balance
- ★ Weight comparison
- ★ Spatial awareness (of body and materials)
- ★ Physical ability and strength
- ★ Predicting outcomes and cause-effect
- ★ Inventiveness and creativity
- ★ Movement of water and rolling objects
- ★ Teamwork and collaboration
- ★ Understanding material properties (e.g., plastic on plastic is slippery!)
- ★ Vocabulary development
- ★ Sharing and turn-taking
- ★ Real work that builds self-confidence
- ★ The joy of discovery



# THE RULES

## For Children

|                  |                |                   |                 |
|------------------|----------------|-------------------|-----------------|
| <b>Run</b>       | <b>Saw</b>     | <b>Play</b>       | <b>Follow</b>   |
| <b>Jump</b>      | <b>Hammer</b>  | <b>Be alone</b>   | <b>Watch</b>    |
| <b>Dig</b>       | <b>Paint</b>   | <b>Examine</b>    | <b>Hear</b>     |
| <b>Explore</b>   | <b>Ride</b>    | <b>Experiment</b> | <b>Smell</b>    |
| <b>Talk</b>      | <b>Imagine</b> | <b>Emote</b>      | <b>Taste</b>    |
| <b>Build</b>     | <b>Sing</b>    | <b>Be excited</b> | <b>Mix</b>      |
| <b>Tear down</b> | <b>Wonder</b>  | <b>Work</b>       | <b>Create</b>   |
| <b>Pour</b>      | <b>Measure</b> | <b>Lead</b>       | <b>Daydream</b> |

## For Adults

|  |
|--|
| <b>Observe</b>   |
| <b>Listen</b>  |
| <b>Be ready to “step in” with guidance when a child is on the verge of:</b> <ul style="list-style-type: none"><li>• Hurting themselves</li><li>• Hurting another child</li><li>• Destroying property</li></ul> |

PARENT PAGE

## "Adjusting to New Situations" by Joy Au

"Adjusting to New Situations" by Joy Au is a reflection on the importance and process of **developing adaptability and resilience in the face of change**. Joy Au, a System Engineer at the Airbus Landing Gear Research and Technology department, has shared thoughts and ideas on this topic in the form of an article or blog post.

### Key themes

- **Embracing Change as Opportunity:** Au emphasizes shifting perspective to view change as a potential source of new chances and opportunities, rather than something to fear.
- **Developing Self-Awareness:** Understanding one's strengths, weaknesses, and needs is essential to adapting effectively to new environments.
- **Proactive Planning & Action:** Setting clear goals, consolidating objectives, and developing strategies to leverage strengths and address weaknesses are crucial for successful adaptation.
- **Continuous Learning & Development:** Investing in one's intellect and embracing new experiences strengthens adaptability and decision-making skills.
- **Importance of Social Support:** Building a network of friends and mentors can provide invaluable knowledge and support during transitions.

"Adjusting to New Situations" can be seen as a guide to developing the mindset and practical skills needed to **navigate life's inevitable changes with greater resilience and a positive outlook**. The core message is that **adaptability is a skill that can be cultivated and strengthened through conscious effort and practice**.

### Adjusting to New Situations in Early Childhood

*(Inspired by themes like those from "Adjusting to New Situations")*



**New homes, new schools, new teachers, new classmates—even pets—can all come into young children’s lives rapidly.** With so much change, children learn resilience or experience stress depending on the support they receive.

### **Why Change Can Be So Challenging**

- **Children thrive on routine and familiarity.** Even small shifts can feel unsettling, especially if a child is temperamentally sensitive or anxious. [Reddit+2Hearts Connected+2Big Blue Marble Academy+2ZERO TO THREE+8Parent App+8Hearts Connected+8.](#)
- **Moves, school transitions, and new caregivers** can trigger emotional responses, sometimes including withdrawal or emotional fatigue. [Hearts Connected+2Verywell Mind+2Parent App+2.](#)

### **How to Support Transition and Adjustment**

| Strategy                                 | What It Looks Like  |
|--|---|
| <b>Use predictable routines</b>          | Visual schedules, countdowns, or signal songs help children anticipate what’s next. <a href="#">Reddit+14Parent App+14Miss Sue’s Skills 4 Success+14.</a> |
| <b>Engage through social stories</b>     | Stories or role-play that gently prepare children for upcoming changes, <a href="#">Parent AppAgriCollege.</a>  |
| <b>Tune into temperament differences</b> | Some children adapt easily; others need support and time to feel secure. <a href="#">ZERO TO THREEAgriCollege.</a>  |
| <b>Offer emotional co-regulation</b>     | Calm presence, comforting language, and consistent connection help children rebound emotionally. <a href="#">ZERO TO THREEJeri Lea Kroll, LMSW.</a>       |
| <b>Partner with families</b>             | Encourage home routines, share tips, and involve parents in transition planning. <a href="#">Parent AppBig Blue Marble Academy.</a>                       |

### **The Opportunity in Transition**

When transitions are supported well, they help children build:

- **Resilience** through positive stress and emotional growth [Reddit+15en.wikipedia.org+15Big Blue Marble Academy+15](#)
- **Self-awareness and maturity**, especially as they manage social situations and new responsibilities
- **Trust in adults and routines**, which brings emotional safety and enhances exploration and learning

### **In Summary**

Transitions are inevitable in early childhood—but they don’t have to feel overwhelming. With **structure, emotional support, and sensitive guidance**, change becomes a meaningful opportunity for **growth and adaptation**.

**Warm, predictable environments and responsive caregivers** help children learn:

*“I can handle change. I can learn. I belong.”*

### **FORM 1: Hawaii Early Childhood Pre-K Health Record Supplement (DHS 908)**

- **Fillable PDF:**  
You can download the official DHS 908 form directly from the Hawai’i DHS website:



👉 [DHS 908 Pre-K Health Record Supplement \(PDF\)](#)

[dochub.com+13humanservices.hawaii.gov+13violet-marlin-f4t7.squarespace.com+13](#)

- **\*\*Online Fillable Version:\*\***

A user-friendly online, fillable form is available via DocHub for those who prefer completing it digitally.

👉 [Fill DHS 908 Online humanservices.hawaii.gov+10dochub.com+10formalu.com+10](#)

## Background & Instructions

This supplement is used alongside the DOE Student Health Record Form 14 to provide comprehensive health and developmental information. Screenings include hemoglobin, lead, developmental assessments (e.g., PEDS, ASQ), allergies, medications, and more. [dochub.com+4humanservices.hawaii.gov+4lejardinacademy.org+4](#)

## How to Use:

1. Download the form above or access the online fillable version.
2. Have your healthcare provider complete and sign the form.
3. Submit it to your preschool along with Form 14.
4. If a special care plan is needed, refer to the optional DHS 908A instructions. [humanservices.hawaii.gov+2dochub.com+2pdfiller.com+2humanservices.hawaii.gov+10humanservices.hawaii.gov+10scribd.com+10](#)

## FORM 2: Student Health Record (DOE Form 14)

- Download the PDF version of DOE Form 14:  
👉 [DOE Student Health Record Form \(PDF\)](#)  
[hawaii.edu+11hawaiipublicschools.org+11humanservices.hawaii.gov+11humanservices.hawaii.gov+2grants.hrsa.gov+2humanservices.hawaii.gov+2](#)
- Online Fillable Version (editable PDF):  
👉 [Fillable DOE Form 14 lapietra.edu](#)

## Why Form 14 Is Important

Form 14, issued by the Hawaii State Department of Education, is required for school registration and covers:

- Student details (name, DOB, parent/guardian info)
- Medical history and conditions
- Immunization records & PPD/TB screening
- Physical exam results (height, weight, vision, hearing, etc.)  
[humanservices.hawaii.govhumanservices.hawaii.gov](#)

## What to Do

1. Download or open the fillable PDF above
2. Have your licensed provider complete and sign the form

3. Submit the completed form to your child's school as part of enrollment



**Pediatric Clinics & Providers on Maui**

| Provider  | Location(s)                       | Highlights  |
|---|-----------------------------------|---|
| C.H.A.M.P.S Pediatrics (Irene Papaconstadopoulos, MD) | Kihei & Kahului                   | Private practice, same-day sick visits, developmental screening, vaccinations, telemedicine, <a href="#">Wikipedia+15Champs Pediatrics+15CC Maui+15</a> |
| Maui Pediatrics (Frank R. Baum, M.D., Inc.)           | Wailuku                           | Comprehensive pediatric services: school/sports physicals, well-child care, immunizations, <a href="#">Frank Baum, MD</a>                               |
| Maui Medical Group - Pediatrics                       | Wailuku, Pukalani, Kihei, Lahaina | Group practice with multiple pediatricians (e.g., Dr. Bhattacharya, Dr. Hirayama) serving Maui communities, <a href="#">Maui Medical Group</a>          |
| Mālama I Ke Ola Health Center                         | Wailuku & Lahaina                 | Community-based, trauma-informed, school-based primary pediatric care up to age 26; sliding-scale options available <a href="#">CC Maui</a>             |
| Minit Medical Urgent Care & Physical Therapy          | Kahului, Kihei, Lahaina           | Offers urgent pediatric care, same-day visits, and telemedicine; helpful when pediatric clinics are booked. <a href="#">Minit Medical</a>               |

✓ **Tips for Choosing a Provider:**

- Call to ask if they are accepting new patients.
- Inquire about same-day or urgent availability for sick visits.
- Confirm they offer routine care (well-child exams, immunizations, school physicals).
- Check sliding-scale/Medicaid options available at community clinics like Mālama I Ke Ola.

**OTHER FORMS:**

[REQUEST FOR EXEMPTION FROM VACCINATION ON RELIGIOUS GROUNDS](#)

[Medical Exemption Form](#)

| Requirement          | Details   |
|----------------------|---|
| Allowed Exemptions   | Only religious or medical (no philosophical or personal objections permitted)                     |
| Form Required        | State-approved exemption form signed by parent/guardian   |
| Vaccination Specific | Must be a broad religious objection—not objections to specific vaccines                           |
| Outbreak Clause      | Exemption may not be valid during declared outbreaks  |
| Submission           | Submit at school or childcare before attendance; no provisional entry if the exemption is missing |