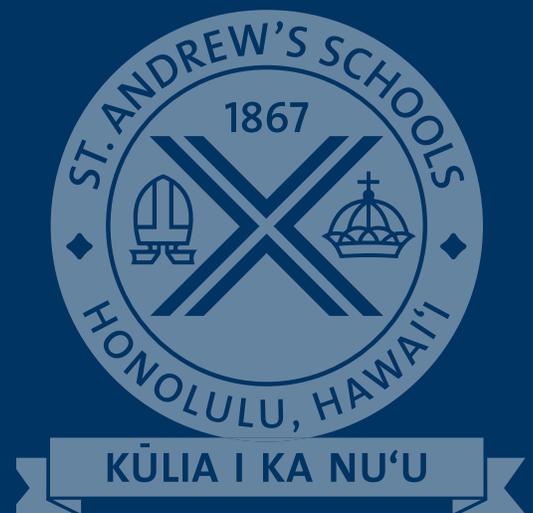


LOWER SCHOOL

2021-22

ST. ANDREW'S SCHOOLS

**PARENT STUDENT
HANDBOOK**



STATEMENT OF ACCREDITATION

St. Andrew's Schools has been accredited by the Hawai'i Association of Independent Schools and Western Association of Schools and Colleges Accrediting Commission for Schools and is licensed to operate as a private school by the Hawai'i Council of Private Schools.



Aloha, St. Andrew's Schools 'Ohana,

When I think of all the educational outcomes we envision for our students, "future-ready" emerges as a succinct way to describe them.

A lesson learned 'round the world in the past 18 months is that the future holds no guarantees. The unexpected – and sometimes the unthinkable – happens. To thrive and succeed, we must absorb new information, analyze, apply, and adapt. Over and over again, while showing respect and kindness to our fellow humans.

We are proud that the aims of a St. Andrew's education provide the framework for helping our students become future-ready every day in mind, body, and spirit. The educational aims for our students are:

- Developing strong, confident voices and a commitment to mastering, understanding and creating knowledge.
- Developing the intellectual capacity and habits of mind to be successful and thrive in college, the workforce, and beyond.
- Leading a life of purpose and service with integrity, respect, compassion, advocacy, and kindness.
- Appreciating diversity, understanding our connectedness to each other and to Earth, and having the ability to work individually and collaboratively in our global community.
- Developing lifetime habits of physical, intellectual, spiritual, and emotional wellness so they can reach their promise and help others do the same.

As the future continues to unfold in oftentimes surprising ways, we as a school stand ready to overcome the challenges and celebrate the successes, and to be an example for your children so they can do the same in their lives.

Education is always evolving. At St. Andrew's, we are not content to stand still but are passionate about striving for the highest to provide the best learning experience for your child. Thank you for being partners with us on this exciting adventure.

Me ke aloha pumehana,

A handwritten signature in cursive that reads "Ruth R. Fletcher".

Ruth R. Fletcher, Ph.D.

President and Head of School, St. Andrew's Schools

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MISSION

To educate students in a culture of care, respect, love, and service. Each child is known, challenged, understood, and empowered to *Kūlia i ka Nu‘u* – Strive for the Highest.

Honoring our founder, Queen Emma Kaleleonālani, and with values deeply rooted in our Hawaiian and Episcopal heritage, St. Andrew’s Schools offers a personalized curriculum that inspires students to learn deeply, think critically and lead courageously.

VISION

Our vision is to help children learn and grow – to be their personal best, engaged in the world and inspired to make it more humane and just.



GUIDING PRINCIPLES AND VALUES

Our Hawaiian and Episcopal heritage is fundamental to our mission and vision. We celebrate and honor Queen Emma's Kaleleonālani's life of love, kindness, hope, faith, and service and follow her example to *Kūlia i ka Nu'u* – Strive for The Highest – in all that we do. Our guiding core values are described below.

Aloha

Be gracious, kind, loving and compassionate

Pono

Promote goodness and do the right thing

Mālama

Take care of the mind, body and spirit and the natural world we live in

Kuleana

Recognize and embrace the responsibility we have to past, present and future generations

'Imi Na'auao

Foster joyful learning

Ho'omanawanui

Be patient, courageous and persevere

EDUCATIONAL AIMS

- Our students will develop strong, confident voices and a commitment to mastering, understanding and creating knowledge.
- Our students will develop the intellectual capacity and habits of mind to be successful and thrive in college, the workforce, and beyond.
- Our students will lead a life of purpose and service with integrity, respect, compassion, advocacy, and loving-kindness.
- Our students will appreciate **diversity**, understand our connectedness to each other and to Earth, and have the ability to work individually and collaboratively in our global community.
- Our students will develop lifetime habits of physical, intellectual, spiritual, and emotional wellness so they can reach their promise and help others do the same.

EDUCATIONAL PHILOSOPHY

We believe that all children can learn and that they need a teacher who

- loves, cares for, and believes in them,
- sets high expectations,
- ignites their curiosity,
- understands and implements what is known regarding the science of learning, and
- crafts the curriculum and instruction so students can be successful in their learning.

To accomplish this,

- We provide an engaging and challenging learning environment that is designed to meet the needs and aspirations of girls and boys using a single-gender coordinate educational system for students in grades K-12 and a coed, play-based program for our preschool students.
- We foster well-being in mind, body, and spirit to ensure a child's healthy growth and development.
- We teach and model integrity, empathy, compassion, and loving-kindness, and call children to live an ethical life of purpose and service.
- We create personalized learning experiences, so students can uncover their individual talents and passions and have voice and choice in their schoolwork. They learn how to set goals, honestly assess their progress, and be both inspired and motivated to persevere.
- We cultivate a culture of thinking, learning, leading, and doing that provides opportunities for deep inquiry, exploration, discovery and reflection.
- We empower students to lead with courage and conviction by creating opportunities to collaborate, create, and communicate as a member of the local, national, and global community.
- We are committed to lifelong learning and continued innovation in teaching and learning. By exploring and thoughtfully incorporating educational research (e.g. the neuroscience of learning) we work to create, design and implement a preschool – 12 curricular program which uses effective instructional and assessment strategies to enhance student learning.

ABOUT ST. ANDREW'S SCHOOLS

St. Andrew's Schools has developed courageous, compassionate leaders of tomorrow for more than 150 years. Our founder, the great Hawaiian leader Queen Emma Kaleleonālani was a visionary and transformational thinker. St. Andrew's Priory, the oldest all-girls school in Hawai'i, is a lasting testament to her towering vision and efforts. Since the founding of The Priory in 1867, St. Andrew's Schools has grown to include The Prep, a K-6 boys' school, and Queen Emma Preschool (The Preschool), for boys and girls ages two to five. Each school provides a nurturing learning environment where each child is known, understood, and celebrated for their unique talents within a diverse religious, ethnic, and socioeconomic community.

Our personalized educational program allows students to uncover their unique strengths, passions, and interests through discovery, practice, creation, and self-reflection. Our emphasis on social emotional, ethical, and cognitive learning sets the stage for children to cultivate healthy habits of mind, body and spirit that positions them to live a life of learning and good health.

Our K-12 education program in downtown Honolulu is the only coordinate school system in Hawai'i. We offer two single-sex schools on the same campus. Our girls (The Priory, K-12) and boys (The Prep, K-6) are educated separately in the classroom yet can socialize together on campus. Coordinate schools recognize that the social and emotional experiences that children have in schools shapes their learning – and ultimately affects how they think and act. By understanding and embracing the differences between boys and girls, we create the conditions for all students to learn and grow. Our students readily venture past societal expectations or stereotypes to reach their full promise. Students learn deeply, stay curious, are hopeful about the future, and understand how to lead themselves and others with a compassionate and courageous heart.

Our high school girls have the unique opportunity of earning a Distinction in Global Leadership by satisfying the required Global Leadership Outcomes and may also accelerate their learning through our dual credit partnership program with Hawai'i Pacific University and Arizona State University. More importantly, 100% of our high school girls complete an independent inquiry project plus an eight to 10-week internship at a local business, government or non-profit agency during their senior year. In general, 95% to 100% of our girls attend a four-year college immediately following high school. Typically, more than half of our graduates choose to major in a STEM field in college, however, quite a few elect dual majors to keep their options for the future open. Today, the students of St. Andrew's Schools honor Queen Emma by perpetuating her legacy of courageous and compassionate leadership.

St. Andrew's Schools develop children with strong habits of mind, body, and spirit by instilling confidence in their abilities and those of others. Students have the knowledge, skills, and character to navigate uncertainty, act compassionately, and thrive in an ever-changing world of innovation.

QUEEN EMMA KALELEONĀLANI NA'EA ROOKE

Born on January 2, 1836 in Honolulu, Queen Emma Kaleleonālani Na'ea Rooke's birth mother was Fanny Kekelaokalani Young (daughter of John Young, King Kamehameha I's advisor, and Ka'oana'eha, Kamehameha's niece). Her father, George Na'ea, was a high chief.

In accordance with Hawaiian custom, Emma was adopted (hānaied) at birth by her childless aunt, Chiefess Grace Kama'iku'i Young Rooke, and her husband, Dr. Thomas Rooke — a skilled surgeon and a physician to the royal court. Emma was educated in Honolulu at the Chief's Children's School with other ali'i children, now known as The Royal School. Emma grew up speaking both Hawaiian and English, and her parents raised her with both Hawaiian and British influences. Often referred to as our Renaissance Queen, Emma grew to be an accomplished and knowledgeable young woman, well-read and skilled at the piano, music, dancing, horse-riding, and gardening.

Her Passion

In 1856, Emma married her childhood friend, Alexander Liholiho, or King Kamehameha IV, in an Episcopalian wedding at Kawaiaha'o Church. During Kamehameha IV's reign, the Hawaiian people were dying rapidly from disease and facing extinction. Both Kamehameha IV and Queen Emma became impassioned with saving their people and decided to raise the funds needed to establish Queen's Hospital, now known as The Queen's Health Systems. They tirelessly went door to door to accomplish their mission, and within a month, raised over \$13,000 to open the hospital.

Two years later in 1858, Emma gave birth to a son, Albert Edward Kauikeaouli Leiopapa a Kamehameha. Prince Albert brought much happiness and joy to the King and Queen, and as the next heir to the throne, was beloved by the Hawaiian people. Tragically, Prince Albert died in August 1862 of causes that we will never know for certain, given the lack of medical information. He was only four years old.

Only a year later, a grief-stricken Kamehameha IV, who blamed himself for the boy's death, also died. After losing both her beloved son and husband, Queen Emma took the name of Kaleleonālani, or "The flight of the heavenly chiefs," in remembrance of Kamehameha IV and Prince Albert. Her pain and remorse fueled her mission even more, and she actively raised funds with Queen Victoria of England to complete the establishment of the Cathedral of St. Andrew, and in 1867, recognizing the need for a quality education for Hawaiian girls, the St. Andrew's Priory School for Girls.

When King Lunalilo died in 1874, Queen Emma became a candidate for the royal throne. Known as "The People's Queen," she was loved for her humanitarian efforts throughout the Hawaiian Islands. She campaigned but was defeated by a vote at the legislature for King David Kalākaua.

Queen Emma died in April 1885 at the age of 49. She was given a royal funeral and was laid to rest in Mauna 'Ala, next to her husband and young son.

Her Legacy

Today, the students of St. Andrew's Schools honor Queen Emma by perpetuating her legacy of compassionate leadership through her Episcopal faith and her values of *Aloha*, *Pono*, *Mālama*, *Kuleana*, *'Imi Na'auao*, *Ho'omanawanui*, which are woven into our school traditions and educational curriculum.

SPIRITUAL LIFE

St. Andrew's Schools is rooted in the Episcopal tradition. The coral cross in the center of Robinson Courtyard serves as a symbol and reminder of the spiritual life of St. Andrew's. While the school is Christian in its foundation, St. Andrew's Schools strives to create an inclusive environment where children of all backgrounds and faith traditions are welcome and valued. St. Andrew's Schools enables students to develop and enhance their own understanding of the sacredness in life through worship experiences, classroom instruction and interpersonal relationships.

St. Andrew's Schools holds weekly chapel service in the Cathedral of St. Andrew. The larger St. Andrew's Schools community gathers for all-school chapels to celebrate holidays and special occasions together in the historic Cathedral. On special occasions, we are joined by The Rt. Rev. Robert Fitzpatrick, Bishop of the Episcopal Diocese of Hawai'i, and other local clergy.

Eō Ke Kuini

Leinā'ala Heine and Snowbird Bento

Eō ke kuini 'Emalani
 Eō kou inoa lā ē
 He ali'i wahine o Hawai'i
 Ke ali'i kākou i kō aloha ē
 No nā pua o Hawai'i nei
 Eō mai ē
 'Auhea wale 'oe e ka lani
 ('Auhea wale 'oe e ka lani)
 Eō e ke kuini 'Emalani
 Eia kō mau pua lokelani
 (Eia kō mau pua lokelani)
 Ua ala mākou e ke ali'i
 E halī'a ana mai
 Nā mamo o Hawai'i
 Kō aloha laha'ole no nā kamali'i
 E ho'oulu 'ia i ka malu
 O 'Iolani
 E ala E ulu E ola
 Kūlia i ka nu'u
 E ola mau ka inoa o Kaleleonālani

Queen's Prayer

Queen Lili'uokalani

'O kou aloha nō
 Aia i ka lani
 A 'o kou 'oia'i'o
 He hemolele ho'i
 'Āmene

2021-2022 CALENDAR OVERVIEW

All events and activities are subject to modification or cancellation in accordance with the most current COVID-19 guidelines.

2021

JULY			
5	Monday	Independence Day Holiday observed	Holiday - School & Offices Closed
6-9	Tuesday - Friday	Summer Programs - Week 5	
12-16	Monday - Friday	Summer Programs - Week 6	
17	Saturday	K-12 New Family Orientation	
19-23	Monday - Friday	Summer Adventure Camp - Week 1	
26-30	Monday - Friday	Summer Adventure Camp - Week 2	
AUGUST			
2-6	Monday - Friday	Summer Adventure Camp - Week 3	
9-13	Monday - Friday	Summer Adventure Camp - Week 4	
18	Wednesday	New Faculty & Staff Orientation	
18-19	Wednesday - Thursday	Optional Returning Teacher Work Days	
20	Friday	Admissions Day	Holiday - School & Offices Closed
23-25	Monday - Wednesday	P-12 Teacher Professional Days	P-12 Faculty & Staff Only
26	Thursday	First Day of School - The Priory, The Prep, QEP	
SEPTEMBER			
6	Monday	Labor Day	Holiday - School & Offices Closed
OCTOBER			
7	Thursday	K-12 Fall Parent Teacher Conferences	K-12 Faculty & Staff Only
8	Friday	P-12 Teacher Professional Day	P-12 Faculty & Staff Only
11	Monday	Discoverers' Day	Holiday - School & Offices Closed
NOVEMBER			
11	Thursday	Veterans Day	Holiday - School & Offices Closed
24-26	Wednesday - Friday	Thanksgiving Break	Holiday - School & Offices Closed
29	Monday	Classes Resume	
DECEMBER			
20-31	Monday	Winter Break	Holiday - School Closed
20-24	Monday - Thursday	Winter Camp - Week 1	

2021			
JANUARY			
	3	Monday	<i>New Year's Day Holiday Observed</i>
	4	Tuesday	<i>P-12 Teacher Professional Day</i>
	5	Wednesday	<i>Classes Resume</i>
	11	Tuesday	<i>Queen Emma's Birthday Celebration</i>
	17	Monday	<i>Martin Luther King, Jr. Day</i>
			<i>Holiday - School & Offices Closed</i>
FEBRUARY			
	17	Thursday	<i>K-12 Spring Parent Teacher Conferences</i>
	18	Friday	<i>K-12 Teacher Professional Day</i>
	21	Monday	<i>President's Day</i>
			<i>Holiday - School & Offices Closed</i>
MARCH			
	14-25	Monday	<i>Spring Break</i>
	14-18	Monday - Friday	<i>Spring Adventure Camp - Week 1</i>
	21-24	Monday - Thursday	<i>Spring Adventure Camp - Week 2</i>
	25	Friday	<i>Prince Kūhio Day</i>
	28	Monday	<i>Classes Resume</i>
			<i>Holiday - School & Offices Closed</i>
APRIL			
	15	Friday	<i>Good Friday</i>
			<i>Holiday - School & Offices Closed</i>
MAY			
	6	Friday	<i>May Day Celebration</i>
	19	Thursday	<i>Ascension Day Celebration</i>
	20	Friday	<i>Head of School Holiday</i>
	26	Thursday	<i>Seniors Last Day of School</i>
	27	Friday	<i>K-11 Last Day of School</i>
	29	Sunday	<i>Baccalaureate</i>
	30	Monday	<i>Memorial Day</i>
			<i>Holiday - School & Offices Closed</i>
	31 - Jun 2	Tuesday - Thursday	<i>K-12 Teacher Work Days</i>
JUNE			
	5	Sunday	<i>Commencement</i>
	6-9	Monday - Thursday	<i>Summer School - Week 1</i>
	10	Friday	<i>King Kamehameha Day</i>
			<i>Holiday - School & Offices Closed</i>
	13-17	Monday - Friday	<i>Summer School - Week 2</i>
	20-24	Monday - Friday	<i>Summer School - Week 3</i>
	27 - Jul 1	Monday - Friday	<i>Summer School - Week 4</i>
	5	Sunday	<i>Commencement</i>
	6-9	Monday - Thursday	<i>Summer School - Week 1</i>
	10	Friday	<i>King Kamehameha Day</i>
			<i>Holiday - School & Offices Closed</i>
JULY			
	4	Monday	<i>Independence Day Holiday Observed</i>
			<i>Holiday - School & Offices Closed</i>
	5-8	Tuesday - Friday	<i>Summer School - Week 5</i>
	11-15	Monday - Friday	<i>Summer School - Week 6</i>
	18-22	Monday - Friday	<i>Summer Adventure Camp - Week 1</i>
	25-29	Monday - Friday	<i>Summer Adventure Camp - Week 2</i>
AUGUST			
	1-5	Monday - Friday	<i>Summer Adventure Camp - Week 3</i>
	8-12	Monday - Friday	<i>Summer Adventure Camp - Week 4</i>

GENERAL POLICIES AND PROCEDURES

Required Student and Family Information (to be entered in PowerSchool)

Parents/guardians are required to provide important student and family information to the school (in PowerSchool) to ensure accurate and timely school to home communications. These include:

- Sending alerts in the case of a medical, weather, fire, or campus emergency;
- Sending report cards;
- Tracking allergies, medical conditions, and medications;
- Authorization for student pick-up;
- Scheduling parent and teacher conferences and discussion;
- Providing information regarding school field trips, events, and Parent Teacher Fellowship (PTF) activities;
- Sending re-enrollment and school contract information.

Please follow the directions below to enter the required student and family information into the Student and Family Information Form in PowerSchool. Should your information change during the school year, please login to PowerSchool to update your information.

Student Information Update Process in PowerSchool

1. You will need the following information to complete/update the Student and Family Information Form:
 - Parent and Student contact information (e.g. phone numbers, home address, mailing address)
 - Parent/Guardian daytime contact information (e.g. work phone number(s), place(s) of employment, preferred email address)
 - Emergency Contact Information (Two additional people)
 - Student Health and Medical Information (e.g. Physician name and contact information, health Insurance provider name and policy number, plus any known medical conditions, allergies or medications)
 - Adults authorized to pick-up student (up to five people)

2. Login to PowerSchool by typing this URL into your internet browser using the username and password you received in the mail: standrews.powerschool.com



3. Click on the PowerSchool Registration icon in the lower part of the sidebar



4. Follow the prompts to complete the form and hit submit when you have completed registration.

Your child may not be allowed to attend school in the event that this is not completed by the first day of school. Your child's health and safety are paramount to St. Andrew's Schools. Should you need assistance, please contact the Technology Department at technology@standrewsschools.org or (808) 524-3234.

Matters of Family Law

Parents/guardians are required to provide the school with official court documents any time those documents explicitly name the school or refer to the school in general as a place of custody exchange or restricted access. These documents may include divorce decrees, custody agreements, temporary restraining orders, and protective orders. Parents/guardians are asked to proactively notify the administration in the event such documents become available so that they can be properly assessed, and any necessary plans can be developed. Such plans may include changes to parental access to information and/or the school's facilities. Should you have questions regarding this subject please contact the Head of School's office.

Also, the school is increasingly being asked to provide student-related information in family court matters. While the school will provide its normal communications with parents/guardians when such requests are made, the school endeavors to maintain the privacy of all student-related information such as student-teacher/administration communications, and student counseling, disciplinary and academic records. We believe this privacy policy is in the best interest of our students and avoids the school's entanglement in family court matters. Should you have questions regarding this subject, please contact the Head of School's office.

School Hours

Kindergarten–Grade 6 7:45 a.m. – 2:45 p.m.

First bell

Kindergarten–Grade 6 7:35 a.m.

Tardy bell

Kindergarten–Grade 6 7:40 a.m.

Students arriving at school after 7:45 a.m. will be marked tardy. A tardy pass must be obtained from the Attendance Office before going to class.

Morning Supervision

Regular morning supervision begins at 7:00 a.m. Parents/guardians do not need to sign in their child for this service provided free of charge. Students may drop their backpacks off in the designated area in front of their classroom and then proceed to the playground or the library.

Morning supervision is provided for our K-6 students from 7–7:25 a.m. The Lower School Library is open for students from 7–7:25 a.m.

Morning Drop-Off

Safety is an especially important when students are being dropped off in the morning. Coned lanes are set up on the road surrounding Queen Emma Square. Please follow the directions of staff, security, and any posted signs. Drivers should use caution when on the Square, especially when approaching crosswalks.

Limited parking is available in Visitor Lot D for parents/guardians whose children need extra time or assistance exiting their vehicles. Please park only in the visitors stalls marked in red. Please refrain from parking or waiting in any area designated for faculty or Cathedral parking, or in fire zones.

Parking

Parking on campus is limited and our parking stalls are leased yearly from the Cathedral of St. Andrew. Throughout the year, including vacation times and summer school, parking is reserved for St. Andrew's Schools faculty and staff between the hours of 5:00 a.m. and 4:00 p.m., Monday through Friday, and for special events on the weekends. Stalls marked for use by Cathedral/Diocese (blue cones) for their employees are reserved 24 hours a day, seven days a week. Anyone parking in a reserved stall on campus must display an official St. Andrew's parking pass on their car.

There is limited visitor parking available on campus in Lot D. The visitor stalls are marked red. Parents/guardians and other visitors are advised to use the metered parking on Queen Emma Street, paid parking in front of St. Andrew's Cathedral, or use downtown commercial parking facilities (Capitol Place parking located on Kukui Street) in the event that our visitor parking is full.

A St. Andrew's Schools staff member or teacher must make arrangements for visitors or volunteers to park.

Dismissal and Authorization for Student Pick-up

Teachers escort students in grades K-6 to the gym area or the area in front of the driveway between Kennedy Hall and the gym and stand in their respective "home lines." Students are released to authorized adults from the home line. Teachers will verify that the adult who is picking up the student is authorized to do so before they are released. At times this may involve checking and verifying the driver's identity. Thank you for your kokua as we work to keep all of our students safe.

Please use the **Annual Student and Family Information Form** (in PowerSchool) to identify the adults that are authorized to pick up your child.

Please call (808) 532-2403 (Attendance) should an adult who is not on the authorized pick-up list need to pick up your child after school. In the event that an unauthorized adult comes to pick up a child, the school will call an authorized adult for permission to release the child.

Parents/guardians whose younger children must wait for an older sibling to finish the school day may make special arrangements with the Lower School Principal to provide the younger children with short-term supervision (15 minutes or less). If the waiting time is longer than 15 minutes, the younger sibling must be

enrolled in the After School Care Program. Middle School students are not allowed to sign out younger siblings from After School Care. Please call to request that your child remain in After School Care (532-2464) for the day.

Leaving School Prior to Regular Dismissal

If it is necessary for a student to leave school prior to dismissal, the parent/guardian must contact the Attendance Office at (808) 532-2403 or attendance@standrewsschools.org before 8 a.m., indicating the time, date, and reason for the early dismissal.

An Early Dismissal Notice will be shared with the appropriate teacher(s) and the student will be sent to the Attendance Office for pick-up. Parent(s)/guardian(s) can meet their child at the Attendance Office parking area (Lot D) at the designated time. Students must sign out from the Attendance Office before leaving campus.

If a student becomes ill and must leave school prior to the regular dismissal, the School Nurse will contact the parent/guardian to arrange for the student to be picked up. Students who are ill may not leave campus unescorted. Students who need to contact parents/guardians due to illness should do so with the authorization of the School Nurse.

Off-Campus Day Trips

Field trips, nature treks, or learning trips are an essential element of St. Andrew's academic program. St. Andrew's Schools' downtown location offers many opportunities for walking excursions that extend and enrich the students' learning. For students in grades K-6, details of each trip are communicated to parents/guardians prior to the event.

Chapel uniforms are to be worn on all field trips unless otherwise indicated by written notice from the teacher or field trip coordinator. Students who are not dressed in appropriate attire will not be permitted to attend the field trip.

The Enrollment Contract initialed and signed by parents/guardians authorizes field trips and other excursions. Permission forms for every trip will not be distributed. Should you have questions about a specific field trip, please contact your child's teacher.

Absences and Tardies

Student Absence Notification

To inform the school of a child's absence a parent/guardian must call or email the Attendance Office.

- Attendance Office Phone: (808) 532-2403
- Attendance Office Email: attendance@standrewsschools.org

If a student is absent from school and a message from the parent/guardian is not received by the [Attendance Office](#) by 8 a.m. (or if the message has been received yet is unclear), the school will call the student's home to determine the cause of the absence. If a parent/guardian does not notify the office on the morning of the

absence and the school is unable to reach the parent/guardian, the designated emergency contacts will be notified.

Students will be given “comparable time” to make up work missed if they are unable to attend school for important events such as:

- A school-sponsored event, such as a field trip or an athletic event
- A family emergency
- Student illness (a medical provider’s clearance/return to school note is required for an absence of 3 days or more)

The school makes every effort to enable the student to complete missed work. It is the responsibility of the student, however, to actively seek out missed assignments and class notes in order to keep pace with the classes missed. If the absence is planned, it is the student’s responsibility to meet with each of his or her teachers to review the work that will be assigned during the absence and make arrangements for work to be submitted.

For all other types of absences, administration will determine policy for make-up work on a case-by-case basis.

Homework Requests in the Event of an Absence

In the case of an absence, makeup work will be provided and graded at the discretion of the teacher. Please remember that at the K-6 level, much of the learning is not only in the content, but also in the social, emotional, and developmental experiences provided. In the event of an absence, the student may be able to complete skill work but is not able to benefit from the full St. Andrew’s experience.

Excessive Absences and Tardiness

Regular school attendance is important to your child’s educational success. Any student who accumulates a **sum of ten (10) non-school related absences per quarter** is considered excessively absent. Should a student have excessive absences, she/he and her/his parents/guardians will meet with the Principal to assess the situation. In the case of a severe illness or some other extenuating circumstance, the school will work with the student and their family to develop an approved educational plan.

Tardiness is actively discouraged at St. Andrew’s Schools not only because it detracts from a student’s opportunity to learn, but also because of its disruptive effect on the classroom routine and the education of other students. Therefore, a K-6 student who arrives on campus after 7:45 a.m. must report to the Attendance Office to receive a tardy pass. Any student who accumulates a **sum of ten (10) non-school related tardies per quarter** is considered excessively tardy. In cases of excessive tardiness, the parent/guardian will be contacted to schedule a conference with the Lower School Principal and the student. A written report of excessive tardiness or absences will also be mailed home with your child’s report card at the end of Semesters 1 and 2.

Lost and Found

Students are responsible for all personal items and should not bring to school valuables or amounts of money greater than that needed for lunch and snacks. All items, including clothing, should be marked with the student's name. Found items can be turned in to the Lower School office during the school day and to Sellon Hall Room 101 after school. Items may be claimed upon their identification. At the end of each month, usable unclaimed items are donated to charity; all others are discarded.

Campus Safety, Security and Emergencies

Campus Visitors

As of August 1, 2021

Unscheduled visitors, including parents/guardians without an appointment, are not permitted on campus. Visitors must have a scheduled appointment and must visibly display their visitor badge and wear a mask at all times while on campus. Scheduled visitors must check-in at the Attendance Office, located next to the gym, to receive their visitor badge. A log of all visitors is maintained for security and contact tracing purposes.

Receiving Room

Parents/guardians may drop off items for their child at the Receiving Room (Transfiguration Hall 101). Parents/guardians may not bring items to the child's classroom. Follow the instructions in the Receiving Room to label and place the items for pickup. Staff will deliver items to K-6 students throughout the school day. If the item requires timely delivery to the child, call (808) 532-2403 and leave a message with the Attendance Office. Parents/guardians should not bring items to the Health Room.

Safety: Everyone's Responsibility

Faculty and staff are instructed to politely question anyone seen on campus who is not wearing a visitor badge. Please do not be surprised or offended if you are approached by a school employee and asked to state your name and reason for visiting the campus or reminded to obtain a visitor badge. If you have forgotten to get a visitor badge someone will walk with you to the Attendance Office to obtain proper identification. Please direct any security-related concerns or questions to Mary Ellen Williams at (808) 532-2406 or mwilliams@standrewsschools.org.

School Closing Due to Emergencies

Emergency alerts are sent primarily via email, text, or phone from the SwiftK12 alert system. St. Andrew's Schools will notify public radio stations of school closures as time and resources permit.

Conditions may vary greatly around O'ahu, and we urge parents/guardians to consider their family's safety when deciding whether to send their child to school.

In the event of a tsunami warning, St. Andrew's will follow its emergency protocols. Parents/guardians are asked not to come to school during such an emergency. St. Andrew's Schools is above the tsunami "inundation zone" and students will be supervised at school until the emergency has passed.

In the event of other state or county-wide emergencies, St. Andrew's Schools will follow the State of Hawai'i Emergency Management Agency (HEMA) guidelines.

Emergency and Drill Alerts Through SwiftK12

When St. Andrew's Schools conducts a lockdown or fire drills, parents/guardians and students may be notified prior to the drill. During the drill, we may also use our alert system, SwiftK12. Our St. Andrew's community will receive a text, phone, and/or email alert when the drill occurs. In case of an actual emergency, St. Andrew's Schools will send out alerts through SwiftK12. You can ensure that you receive timely notifications by reviewing and updating your contact information through the Student and Family Information Form in PowerSchool. If you need assistance, please contact the Technology Department at technology@standrewsschools.org or (808) 524-3234.

Keep Up to Date Through PowerSchool and Canvas

PowerSchool is our Student Information System. PowerSchool is used to manage student demographics, attendance, and grades. St. Andrew's creates login accounts for each parent and student for this system. Annually, parents/guardians must update the Student and Family Information Form in PowerSchool. Should information change during the school year, it must be entered into PowerSchool as well. PowerSchool is available at standrews@powerschool.com. If you need assistance, please contact the Technology Department at technology@standrewsschools.org or (808) 524-3234.

Canvas is our Learning Management System where class websites and the division portals are located. On Canvas, you can access everything from the class syllabi, to school announcements, calendars, and events. St. Andrew's creates login accounts for each parent and upper school student for this system. PowerSchool and Canvas are configured to use the same login information. Canvas is available at standrews.instructure.com/login/canvas/. If you need assistance, please contact the Technology Department at technology@standrewsschools.org or (808) 524-3234.

Registering Students for Extended Learning Programs

Our Extended Learning programs include After School Care, Enrichment Classes, Adventure Camps, and all Summer Programs. Registration for our Extended Learning Programs is available online at standrews.campbrainregistration.com. Each family must make their own account for this system. If you need assistance, please contact Extended Learning at programs@standrewsschools.org or (808) 532-2464. Please refer to the Extended Learning Programs section of this handbook for more information.

Re-enrolling My Child (SchoolAdmin)

St. Andrew's Schools uses an electronic enrollment process and issues re-enrollment contracts each spring through SchoolAdmin, our Admissions database. Parents/guardians receive an email with a link to re-enroll their child(ren) for the upcoming school year and may pay their non-refundable re-enrollment deposit through this system. Each parent/guardian has a username and password to access SchoolAdmin and their child's re-enrollment contract. If a parent/guardian forgets their login information, they may contact the Admissions Office at (808) 536-6102 or admissions@standrewsschools.org.

HEALTH AND WELLNESS

Health Requirements

St. Andrew's Schools Health Policy and Hawai'i School Attendance Law mandate that all students meet certain health requirements before they may attend St. Andrew's Schools.

The St. Andrew's Schools Health Form-14, which includes a current TB clearance and immunization records, is due to the [School Nurse](#) no later than one week prior to the first day of school.

Every K-6 student must complete the following:

- An up-to-date, annual physical examination (completed within 1 year of the first day of school)
- All age-appropriate immunizations required by Hawai'i law

K-6 students new to St. Andrew's Schools must complete the following in addition to the requirements above:

- Tuberculosis Clearance: No new student may attend school without a TB clearance – a clear X-ray or tuberculin (TB) test or Negative Risk Assessment. The state requires that the date and time of the administration of the test and the reading of the results be included in the documentation on the Form-14. Students coming from outside of the State of Hawaii must have the TB clearance performed by a U.S. physician and the clearance received before the first day of school.
 - The Health Form-14 and TB clearance MUST be signed by an American licensed medical provider (MD, DO, APRN, PA). A student without an up-to-date TB clearance may not attend school.

The law affords your child a grace period of 90 days from the date of school admittance to complete all health requirements (with the exception of the TB test). If the requirements are not met within 90 days from the date of school admittance, the student will not be able to attend school. Contact the [School Nurse](#) immediately to discuss a plan to meet requirements.

Immunization Exemptions: Hawai'i law allows for medical and religious exemptions to required immunizations. These exemptions are reported semi-annually to the Hawai'i Department of Health. Contact the [School Nurse](#) if your child requires a valid exemption.

Medication

Students may not be in possession of any medication, including over the counter (OTC)/non-prescriptive medications, while on campus. Students requiring medication while at school must bring the medication to the School Nurse. Medications will be locked in the Health Room Medication Cabinet. Parents/guardians may not give medications directly to their child's teacher. All prescription medication must be clearly labeled by the pharmacy as to the name of the patient, the name of the medication, and the amount and frequency of dosage. Medication will not be dispensed without written parent/guardian authorization. OTC medications must be in the original box and not expired. Parent/guardian consent and medical provider authorization forms are required and are available from the [School Nurse](#).

- Asthmatic students may carry their inhalers with them or leave them in the Health Room as per the child's personal medical provider. Students carrying asthma inhalers must be assessed by the School Nurse and have an action plan on file. Authorization forms are available from the School Nurse.
- Students may carry over-the-counter cough drops for their personal use.
- Students with confirmed anaphylaxis may carry epi-pens. Parent/guardian consent and medical provider authorization forms are required and are available from the School Nurse. Students who carry epi-pens must be assessed by the School Nurse and have an action plan on file.

Illness

Students may not attend school if they show any signs of an illness or a communicable disease. Such signs may include the following:

- Fever (over 100.4°F)
- Upset stomach, vomiting, diarrhea
- Red or puffy eyes
- Constant or deep coughing
- Symptoms preventing appropriate participation in school (fatigue, poor appetite)
- Headaches, body aches, earaches
- Bad sore throat

Follow the 24-Hour Rule

- Fever: Stay at home until fever-free for 24 hours without use of fever-reducing medications
- Vomiting and Diarrhea: Stay at home for 24 hours after last occurrence of vomiting/diarrhea
- Antibiotics: Stay at home for 24 hours after 1st dose of antibiotics for illness such as strep throat or ear infection

Illness at School

Students who become ill or injured during school hours must see the School Nurse to be checked. Parents/guardians will be contacted to pick up their child from school if they arrive with any suspected illness, or if they become ill during the school day and are unable to return to class. Students seen for minor injuries will be treated and sent back to class as soon as it is reasonable. The school reserves the right to require a medical provider's verification before re-entry to school if illness leads to absence of 3 days or more. Parents/guardians must ensure their contact information is current in PowerSchool.

- The School Nurse will notify the parent/guardian. Students should not call their parents/guardians without permission from the School Nurse.
- If prior written permission has been given, non-aspirin medication may be administered.
- If it is determined that the student should not remain at school, the parent/guardian will be called to pick up the student.
- No students will be sent home unless picked up by an adult authorized by the parent/guardian.
- Students who are ill will not be sent home alone by public transportation.

Communicable Illness

No student should be sent to school if they are suspected of having a communicable illness. When returning to school from an absence due to a communicable illness, the student is required to bring a return to school clearance note from a medical provider stating the date the student may return to school. Communicable illness includes, but is not limited to, chicken pox, hepatitis, impetigo, mononucleosis, pink eye, scarlet fever, or strep throat. Parents/guardians should notify the school when a student is absent for such illnesses.

COVID-19

Parents/guardians are asked to conduct COVID-19 screening daily prior to arriving at school. Common symptoms of COVID-19 include:

- Fever or chill
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Students exhibiting possible symptoms of Covid-19 should not come to school. Follow the supplemental Health Response Plan for guidance for Covid-19 related procedures.

Accidents

It is important that parents/guardians maintain an updated list of authorized emergency medical contacts in PowerSchool. The School Nurse will treat minor accidents. Parents/guardians will be notified of minor accidents and subsequent treatment, except in the case of simple bumps, cuts, or scrapes. In cases of accidents at school requiring immediate professional medical attention, a staff member will call 911 and arrange for transport to the emergency room. A staff member will accompany any child needing emergency hospital care until the arrival of a parent, guardian or family designee.

Concussions

A concussion is a mild traumatic brain injury. Concussions can be caused by a direct blow to the head or body that results in a rapid acceleration or deceleration of the head and neck. This injury changes the way the cells in the brain normally work leading to a variety of physical, cognitive and emotional symptoms.

It can take three weeks or longer to fully recover from a concussion. Concussion management involves creating a support system around the student. Based on your child's medical provider recommendation our administrators, teachers, and coaches will work to modify the environment around the student to maximize their concussion recovery.

Students should not return to school until cleared to do so by a medical provider. As the child is recovering, part-day school attendance may be appropriate and will be accommodated. The student will not be penalized for missed work. School work will be gradually increased based on the student's symptoms and medical provider recommendation. Teachers will work with the student and parent(s)/guardian(s) to develop a plan to ensure high priority lessons and skills are made-up over time.

Health-Related Exclusion from School

St. Andrew's Schools' responsibility to provide a healthy environment for all its students may require the exclusion of a student from attending school if their health would put themselves or others in danger. The School Nurse, family medical provider, and appropriate administrator will confer to determine the terms for exclusion. Accordingly, the school will take appropriate precautions to ensure that any health and safety concerns arising out of a student's illness are managed in accordance with current medical knowledge and procedures, in compliance with all federal, state, and local laws and regulations.

K-12 Health and Wellness Philosophy

St. Andrew's Schools embrace a holistic approach to wellness that promotes the cognitive, physical, social emotional, and intrapersonal well-being of our students. We recognize that when students are healthy in mind, body, and spirit – they are happy, ready to learn, and thrive in an engaging, inspirational, and challenging learning environment. Our educational activities reconnect our students to the land, themselves and each other. They learn the values of *Aloha*, *Mālama*, and *Kuleana* – as we bridge classroom curriculum and nature-based education, with taking care of our minds, bodies, and spirits.

St. Andrew's Schools provides a learning environment that focuses on the whole child through intentional, direct instruction of wellness of *mind, body, and spirit*:

Wellness in Mind

Our robust, interdisciplinary curriculum encourages our students to be confident learners and creative thinkers through hands-on, engaging learning experiences. Our partnership with Yale's *Center for Emotional Intelligence* has brought school-wide, direct instruction of *RULER*, an acronym for the five skills of emotional intelligence (*recognizing, understanding, labeling, expressing, and regulating*). We believe that implementation of this evidence-based approach supports our students in their development of a positive sense of self and the skills necessary for managing their mental health.

We teach our students common language and strategies to navigate self-awareness and self-management, social awareness, communication skills and healthy decision-making – *the pillars of social and emotional learning*. Students at St. Andrew's Schools benefit from in-class instruction of social and emotional skills, one-on-one counseling resources, and a knowledgeable and supportive school climate. The following programs support St. Andrew's Schools' efforts in creating an environment that promotes wellness in mind.

RULER Approach

In all classrooms at St. Andrew's Schools students develop a classroom *Charter*, to encourage engagement and ownership of classroom culture. Each classroom Charter is developed by all members of the class, as a tool to set behavior guidelines of how that sub-community will treat one another and hold one another accountable. The Charter tool is designed to build a positive classroom culture and a climate that allows for meaningful learning.

Additional strategies in the RULER approach are the *Mood Meter* and *Meta-Moment*. Teachers and staff utilize these strategies to support student development towards *recognizing* and *understanding* their emotions. With time students develop common language to support one another as disagreement, conflict, and other big emotions come up both in and out of the classroom.

One Circle Foundation: *Girls Circle* and *The Council*

Students at St. Andrew's Schools participate in lessons adapted from the One Circle Foundation's youth circles. Our students at The Priory use *Girls Circle*, and our students at The Prep use *The Council* approach. These circles are conducted utilizing *evidence-based principles of a strengths-based approach to the age-old process of communing in a safe circle*. These circles provide opportunities for the community to apply social and emotional skills to real-life scenarios, encourage students to treat each other with mutual respect and provide gender specific content that builds competence and confidence in one's sense of self. Our circles provide students with positive connections, confidence in self and authentic connections to the community.

The St. Andrew's Schools community works together to develop habits towards positive intra- and inter-personal skills, and the foundation for life-long healthy habits of mind.

Wellness in Body

Our students learn the emotional intelligence skills of *labeling* and *expressing* emotions and *regulating* their bodies. As young children, emotions can play out in a number of behaviors, our teachers and staff support students at their developmental stage. With time and encouragement, our students learn how to regulate their emotions and advocate their personal needs. We see these as foundational skills in a child's development.

At St. Andrew's Schools, we also recognize the benefits of physical activity and play. Our curriculum promotes healthy bodies through creative play, vigorous physical activity, gardening, cooking and nutrition lessons, and health lessons that build knowledge about students' growing bodies. The following guidelines support St. Andrew's Schools' efforts in creating an environment that promotes wellness in body:

Physical Activity

Throughout their school day, students engage in age-appropriate, structured and unstructured physical activity. Students participate in regularly scheduled physical education classes, activity-based lessons in the classroom and periodic nature treks off-campus. Our teachers and staff also create time for and encourage free, unstructured play throughout the school day. Students are offered after-school enrichment classes and organized sports activities that encourage vigorous physical activity and the development of motor skills and movement patterns.

Our students learn the value of physical health and enjoy opportunities to practice the development of skills for a variety of physical activities. Over time, students develop a foundation of healthy habits towards the goal of a life-long physical and mental health.

School-wide Nutrition

Our students take part in age-appropriate and fun nutritional cooking activities that will utilize locally grown produce to raise their awareness of the nutritional benefits of healthful food choices.

Healthy food choices are encouraged for school events such as school parties, celebrations, dances, athletic events, concerts, picnics, field days, and fairs.

Sustainable Food Practices

St. Andrew's Schools continues to engage in sustainable food practices. We will work towards providing our students with locally grown and seasonal foods that reflect Hawaii's cultural diversity. Our school is committed to engaging in environmentally friendly practices such as using non-disposable tableware and the reduction of waste by recycling, composting, reusing, and purchasing recycled products whenever possible.

Wellness in Spirit

St. Andrew's Schools recognizes the innate spirit of each child. Students join our community with their unique personality, temperament, social identifiers, and family values. We strive to honor each child and family. We are a diverse community – rich in culture and global traditions. We believe that the differences amongst us deepen opportunities for learning and creative thinking in and out of the classroom. We encourage students to bring their full selves to school every day and endeavor to create a climate where students feel safe doing so.

Family Involvement

St. Andrew's Schools recognizes that parents/guardians have a primary and fundamental role in promoting wellness in mind, body and spirit. St. Andrew's partners with families to support the wellness of our students. We therefore strive for timely communication with families regarding their child's learning process and community engagement. We ask parents/guardians to read school publications, remain current on website updates, and familiarize themselves with school initiatives that support student growth and development. We also ask that families make efforts to provide daily physical activity for their children and encourage families to pack nutritional meals and healthy snacks for school. Families are encouraged to remain in contact with the school and to see St. Andrew's Schools as their extended community of support.

St. Andrew's Schools understands that a healthy mind, body and spirit is inextricably linked to our students' overall well-being. Our students cultivate awareness of self, others, and the earth. Students cultivate their capacity for empathy, kindness, and compassion through our social-emotional learning curriculum which is rooted in our Episcopal tradition and Hawaiian heritage.

FOOD SERVICE

St. Andrew's Schools is proud to partner with Chef Jeremy Shigekane of M by Chef Mavro to offer FoodStart, a school food initiative available to students, faculty, and staff.

Fresh, sustainable, healthy meals are prepared daily by Chef Jeremy and his team. Menu items feature local ingredients, including vegetables and fruits from FoodStart's exclusive farmer, Kanekoa Farms, and other local small farms such as Ahiki Acres and Bear Claw Farm.

Lunches must be pre-ordered at least one week in advance. Payment is made through EZ School Apps. To register, please follow the [directions in this link](#). Menu options are found within the app.

ACADEMIC GUIDELINES AND PROCEDURES

St. Andrew's Schools sets high academic standards, while providing a learning experience that focuses on the whole child. With caring, nurturing relationships as our cornerstone, students thrive in a safe environment that promotes the intellectual curiosity, social, emotional, physical, and moral growth of each child. Through the guidance of our excellent faculty, our students are continually encouraged to "Strive for the Highest."

A detailed description of The Priory educational program is available in The Priory 2020-21 Curriculum Guide and a detailed description of The Prep educational program is available in The Prep 2020-21 Curriculum Guide.

Assessment Guidelines

St. Andrew's assesses student learning in a variety of ways, ranging from hands-on projects, performance-based assessments, tests, quizzes, standardized testing, and homework assignments.

Homework Guidelines

Homework typically falls into one of three categories: practice, preparation, or extension. In elementary school homework helps students develop study skills and habits and has the added benefit of keeping families informed about their child's learning.

Teachers are intentional in what they assign for homework and students are responsible for completing the assigned work to the best of their ability. We ask parents/guardians to assist in the learning process by establishing a regular time and place for homework to be done. It is best if there is a designated place to work that is well-lit and free from disruptions. While parents/guardians may guide the student's work from time to time, we do not want parents/guardians to do their child's work for them. Helping too much impedes academic and self-growth.

Many of our upper elementary students use their laptops to complete homework or to access teacher websites. It is recommended that homework involving computer usage be completed in a common and supervised area of the home.

Examples of assignments include the following:

- Completion of daily work
- Reinforcement of specific skills
- Project or research work
- Recreational reading
- Writing
- Sharing/discussion of experience

PARENT STUDENT HANDBOOK 2021-22

Please see below for approximate daily time allotments for homework. We are sensitive to the fact that our students face a long school day, especially if commuting, and have limited time for other non-school activities with friends and family.

In addition to nightly reading, the following are general time allotments for homework:

Grade Level	Approximate time per day (all subjects combined)
K-3	10 to 30 minutes per school night
4-6	40 to 50 minutes per school night

These times may vary between individuals and assignments. If parents/guardians observe that their child is routinely spending significantly more time on homework than the guidelines suggest, please discuss with the child's teacher to help everyone further understand the situation.

Standardized Testing (Grades 3-6)

Periodic standardized achievement and aptitude testing is administered to students to help us assess student growth over time and student achievement relative to grade level. Students in grades three and five take the CTP 5 (Comprehensive Testing Program) standardized test administered by the ERB (Educational Records Bureau).

The CTP 5 will provide useful information about your child's performance in achieving essential academic standards in listening, reading, vocabulary, writing, and mathematics. In addition, verbal and quantitative reasoning subtests are administered to help compare content specific, curriculum-based performance to the more conceptual knowledge found in reasoning tests.

Reporting Student Progress

Progress reports for students are sent home at the end of each semester. A quarterly report will be sent to parents/guardians at the end of the first and third quarter. Interim (mid-quarter) reports are written for students who may be experiencing academic or behavioral difficulties in the classroom or are receiving additional learning support.

Student Records

Student educational records are released in accordance with the guidelines established by the Family Educational Rights & Privacy Act (FERPA). Parents/guardians may request copies of their child's records by submitting a written request to the registrar. Student records include student progress reports for each enrolled year at The Priory and The Prep. Requests will be processed within five business days by contacting the registrar at (808) 532-2416 or registrar@standrewsschools.org.

International Students and Academics

English as a Second Language Program

The English as a Second Language (ESL) program is a language support program for students whose primary language is not English. The main purpose of the program is to give these students skills in English to be fully mainstreamed and functioning in the regular classroom. The student is placed in ESL for an additional fee at the time of admission as determined by the teacher, Principal, and admissions office. In certain cases, students may be placed in ESL during the school year based on their level of proficiency.

An experienced ESL teacher, who develops an individualized learning plan for each student, provides ESL assistance at additional cost to the student. The ESL student is scheduled into as many regular classes as possible throughout the day and spends a variable amount of time in the ESL classroom, as is appropriate for the student's age, grade level, English ability, and needs.

Student Support Programs and Policies

St. Andrew's Schools makes every effort to provide classroom instruction and other academic support to help each child learn and thrive. Our culture of care coupled with our small school setting allows us to work with students, their parents/guardians, teachers, counselors, and administrators to determine if specific academic and/or social supports are needed. Teachers make a concerted effort to provide a variety of activities, assignments, and assessments to help a wide range of learners succeed in school. They also provide extra help for students, as needed, both before and after school. Should a student need more support than the teacher can provide, a meeting will be set up with the student's parents/guardians and the classroom teacher and/or the Principal, to develop a Formal Educational Plan (FEP) to help facilitate the academic growth and social development of the child.

Student Accommodations

Children learn at different rates based on their own unique capacities, strengths, and maturity. We closely monitor student academic performance and behavior to ensure that we are helping a child learn and grow. Sometimes students need additional support and or specific accommodations to overcome academic or behavioral challenges.

To determine what is appropriate for the child, parents/guardians may be asked to seek a comprehensive psychoeducational evaluation. These evaluations can be conducted by a licensed psychologist, certified school psychologist, or psychiatrist and they provide an assessment of all educationally relevant aspects of the student's functioning. Once the evaluation is completed it should be submitted (in full) to the Principal so appropriate actions can be taken.

The school counselor, teacher, and Principal, in concert with the student's parents/guardians, will develop a Formal Educational Plan (FEP) that outlines how the recommendations will be implemented in school. The faculty and staff will work together to implement the needed student accommodations; however, some accommodations may not be available in our school setting. The comprehensive psychoeducational evaluation will be retained in the student's file, and a summary of the report will be shared with the lead

classroom teacher each school year.

With parental permission, the school may wish to contact the licensed psychologist, certified school psychologist, or psychiatrist who has produced the report for periodic consultation. Confidentiality will be respected, and the sharing of information will be limited to those who work most closely with the student. In some cases, assessment or intervention by an outside agency may be a requirement for enrollment or continued enrollment at St. Andrew's Schools.

STUDENT LIFE

The Lower Schools provide a variety of co-curricular areas and opportunities for students to learn, lead and serve. These experiences help a student practice their leadership skills, build relationships, and serve the community. Whether it's participating in a club or student government activities, or excelling as an athlete, our students find many ways to shine.

Community

Lower School Camp: 5th and 6th Grades

The Priory holds camp on an annual basis. During the school year, students in grades 5 and 6 participate in an overnight camp experience at Camp Mokulēi'a on O'ahu's North Shore. Student class executive officers work with their classmates to plan activities that cultivate bonding between grade levels.

Student Government, School Activities, and Events

Each student organization has a faculty advisor and a process for electing a slate of student officers for the school year. These organizations meet during afternoon break within the school day or after school. Students who participate in after school activities sponsored by the school must be in attendance for the school day in order to participate. If a student leaves school due to illness, they may not return for an after school activity or event.

We encourage students to participate in leadership roles in school clubs and organizations. We also promote a healthy balance between academic and extracurricular activities. Parents/guardians are advised to counsel their children with respect to academic demands and activity levels. If a student's council advisors feel that the demands of her/his participation in school clubs or student council are too great, the student may be advised to limit her/his involvement or leadership responsibilities.

Lower School Student Council/The Prep Student Council (Grades 5-6)

The Lower School Student Council (LSSC) and The Prep Student Council (PSC) provides leadership training and experiences to students in grades 5 and 6. The officers are responsible for planning various socials and other events for the Lower Schools students. The student body of grades 3-5 elects its officers in the spring for the upcoming school year. Elected offices are President, Vice-President, Secretary, Treasurer, and Historian.

Middle School Student Council (Grades 7-8)

The Middle School Student Council (MSSC) serves as a counterpart to the High School Student Council and provides leadership training and experiences to students in grades 7-8. The MSSC is responsible for planning various socials and other events for Middle School students. The student body of grades 6-7 elects its officers in

the spring for the upcoming school year. Elected offices are President, Vice-President, Recording Secretary, Corresponding Secretary, and Treasurer.

Student Council Officers Eligibility Requirements

Student Council officers for both the high school and middle school are elected by the members of the student body. The terms of office begin in May and run through to the end of April of the next school year. An officer may not serve more than two years in the same office. To run and to serve as a Student Council officer, a student must do the following:

- Be enrolled for the school year in which she would hold office (re-enrollment contract must be turned in, in order to run for office)
- Be a sophomore, junior, or senior during her term of office (HS Student Council), or be in the seventh or eighth grade during her term of office (MS Student Council)
- Have a cumulative grade point average of 2.5 or better to be eligible for office
- Maintain a grade point average of 2.5 while in office
- Have no major violations, disciplinary probations, or suspensions on her record for the school year during which she is elected and the school year during which she serves
- Attend all meetings and functions associated with the Student Council in which she serves.

UNIFORM AND NON-UNIFORM GUIDELINES – THE PRIORY

SAS Administration reserves the right to determine the appropriateness of clothing apparel and grooming.

Overall Appearance

- Uniforms and non-uniform attire (such as those worn on “free-dress” days) must be clean and neat.
- Clothing with stains, holes, tears or excessive wrinkling should not be worn.
- Uniforms and shoes should be maintained in good condition.
- Skirts/shorts may not be rolled at the waist or worn low on the hips.
- No bare skin should be visible at the waist.
- Skirts and shorts should be no shorter than four inches above the knee.
- Athletic shoes worn with the uniforms must be “low top.” Dress shoes worn with the uniform must be closed toe, with a heel height of an inch or less. Boots, ankle boots, or any form of sandal may not be worn. It is highly recommended that shoes for younger students have a non-slip sole to prevent injuries on the playground.
- Parents/guardians of younger students are asked to be mindful of playground safety and the potential for loss of valuable items when selecting jewelry for their children to wear to school. Only stud earrings may be worn during P.E. for safety reasons.
- Appropriate undergarments (solid colors of white, gray, or beige) are to be worn under the blouse or polo shirt.
- Hair styles should be natural and appropriate to the person. Hair must be neat, clean, and well groomed. Curlers, pin curls, or rollers may not be worn. Hair color, if dyed, should reflect a naturally occurring hair color.
- Jewelry should be minimal and appropriate to the uniform and occasion.
- Facial piercing, body piercing (other than earlobe) are not permitted.
- Tattoos are discouraged and should not be visible when the student is wearing their school uniform.

School Uniforms

School uniforms are a long-standing tradition and a part of daily life at St. Andrew’s Schools. Uniforms reinforce a sense of belonging, equity, educational focus, and community identity.

While understanding and respecting each student’s individuality and their expressions, the uniform guidelines are structured to develop discipline and habits that serve to prepare our students for success beyond St. Andrew’s Schools, encouraging them to find better ways of expression through verbal or written communication, as well as through their personality and character.

Students dress in accordance with the Student Dress Code for all school-related activities, field trips, and functions, on and off campus. Some field trips may require students to wear alternative clothing; this will be

communicated to the student and parent by their teacher or the School Principal. Individual requests for temporary exemptions should be stated in writing by the student's parents/guardians and presented to the teacher or the School Principal for approval upon the student's arrival at school.

Students must wear their uniform properly and with dignity at all times (e.g. when they are on campus, off campus, as well as before, during, and after school). **Students are expected to remain in uniform after school if they are on campus unless their extracurricular activities indicate otherwise.**

Uniforms can be purchased online from [Dennis Uniform](#). Enter "St. Andrew's Schools" in the search bar.

Dennis Uniform has helpful [sizing and ordering information available here](#).

The uniform has two basic styles:

1. **Chapel Uniform:** Which is mandatory for all students on the days that we celebrate Chapel, plus other designated special function days and field trips (unless otherwise directed by their teacher). The Chapel uniform may also be worn on non-Chapel days.
2. **Standard Daily Uniform:** Which consists of multiple options, can be worn on all other school days.

Chapel Uniform

Grades K-4

Attire

- Black and white plaid jumper with white middie blouse and red tie (tied in a square knot)
- OR
- Plaid skirt or pleated skirt with white middie blouse and red tie (tied in a square knot)

Accessories

- Red, black or white hair accessories

Footwear

- **All-black** athletic or dress shoes (no high-tops allowed)
- Rain boots for inclement weather
- White socks (any length except thigh-high)

For Cool Weather

- Navy full-zip hooded sweatshirt with school logo
- Red or gray front-zip hooded sweatshirt with school logo
- Red, black, or navy v-neck cardigan with school logo
- Red v-neck pullover with school logo
- Navy hooded jacket with school logo
- All-white or all-black tights (optional)
- All-black leggings (optional) with NO embellishments, designs, or cut-outs

Grades 5-6

Top

- White Taylor blouse with school logo

Bottom

- Black and white plaid pleated skirt

Footwear

- **All-black** athletic or dress shoes (no high-tops allowed)
- Rain boots for inclement weather
- White socks (any length except thigh-high)

Outerwear

- Navy full-zip hooded sweatshirt with school logo
- Red or gray front-zip hooded sweatshirt with school logo
- Red, black, or navy v-neck cardigan with school logo
- Red v-neck pullover with school logo
- All-white or all-black tights (optional)
- All-black leggings (optional) with NO embellishments, designs, or cut-outs

Standard Uniform

Grades K-4

Top

- White polo with school logo
OR
- White pinfeather midy blouse

Bottom

- Black and white plaid skirt
- Pleated plaid skirt
- Dark navy or black bike shorts worn under skirt (optional)

Dress Option

- Red jersey polo dress with school logo

Footwear

- **All-black** athletic or dress shoes (no high-tops allowed)
- Rain boots for inclement weather
- White socks (any length except thigh-high)

Outerwear

- Navy full-zip hooded sweatshirt with school logo
- Red or gray front-zip hooded sweatshirt with school logo
- Red, black or navy v-neck cardigan with school logo
- Red v-neck pullover with school logo
- Navy hooded jacket with school logo
- All-white or all- black tights optional
- All-black leggings (optional) with NO embellishments, designs, or cut-outs

Grades 5-6

Top

- White Taylor blouse with school logo
OR
- White polo shirt with school logo

Bottom

- Black and white plaid pleated skirt
- Dark navy or black bike shorts worn under skirt (optional)
OR
- Black or navy front stretch shorts

Footwear

- **All-black** athletic or dress shoes (no high-tops allowed)
- Rain boots for inclement weather
- White socks (any length except thigh high)

Outerwear

- Navy full-zip hooded sweatshirt with school logo
- Red or gray front-zip hooded sweatshirt with school logo
- Red, black or navy v-neck cardigan with school logo
- Red v-neck pullover with school logo
- All-white or all-black tights (optional)
- All-black leggings (optional) with NO embellishments, designs, or cut-outs

Physical Education Uniform

Grades K-6*

Top

- Oxford gray t-shirt

Bottom

- Navy wicking shorts**
OR
- Red mini-mesh shorts

Footwear

- Athletic shoes with non-scuff soles
- White socks

*Students with P.E. at 8 a.m. are permitted to wear their physical education uniforms to school on those class days in place of their school uniform. **Students must change into their standard uniform immediately following their P.E. class. Kindergarteners and first graders may wear their P.E. uniforms to school on their scheduled P.E. days for the entire day.**

**No yoga tights or leggings of any kind worn alone for P.E.

Non-Uniform Attire Guidelines

There are certain days during the year when students are allowed to wear non-uniform attire. These days are often called free-dress days, school pride days and/or aloha wear days. Specific non-uniform attire guidelines will accompany the announcement of these days. Please refer to the school website (standrewsschools.org) the eNews, teacher flyers, memos and/or Canvas pages for these announcements and guidelines.

At no time will clothing or apparel be permitted that contains advertisements for, or suggests the use of, tobacco, alcohol, violence, or illegal substances. The school also forbids the display of symbols that, in the opinion of the administration, encourages divisiveness based on race, sex, sexual preference, religion, or national origin.

General Guidelines

- Attire should be neat and clean.
- No strapless, spaghetti strap, crop tops or see-through shirts.
- No short shorts or short skirts. Shorts and skirts must not be shorter than four inches above the knee. No bike shorts or spandex.
- Tops or blouses worn with leggings must be finger-tip length.
- No torn, ripped, or frayed denim.
- Footwear regulations for non-uniform/aloha attire are in effect.
- In the interest of student safety on the playground, students wear athletic or uniform shoes or flat-heeled sandals with secure back straps. Shoe heel height must be 1-inch or less.
- No slippers or slipper-like footwear, including Crocs, Tevas, and Flojos.
- No Birkenstocks or Birkenstock-like footwear, including athletic sandals.

Aloha Attire

In celebration of St. Andrew's Schools' Hawaiian heritage, mu'umu'u or blouse (Hawaiian floral or pattern that reflects Hawaiian culture) may be worn on Fridays and on May Day. Not permitted at any grade level are rompers or styles that expose cleavage, midriff, or back. Shoulder straps must be one inch in diameter or greater. A sweater or coordinating/matching jacket must be worn during the school day over spaghetti straps or strapless mu'umu'u.

Grades K-6

- Mu'umu'u may be tea length (below the knee), ankle length, or just above the knee.
- In the interest of student safety on the playground, students may wear athletic or uniform shoes, or flat-heeled sandals with secure back straps. No slippers.
- Shoes with slippery, non-tread soles are not permitted.

Outerwear

- A light sweater
- Navy full-zip hooded sweatshirt with school logo
- Red or gray front-zip hooded sweatshirt with school logo
- Red, black, or navy v-neck cardigan with school logo
- Red v-neck pullover with school logo
- Navy hooded jacket with school logo

School Pride Day

Students may wear school logo t-shirts on school Pride Days with appropriate bottoms.

UNIFORM AND NON-UNIFORM GUIDELINES – THE PREP

SAS Administration reserves the right to determine the appropriateness of clothing apparel and grooming.

Overall Appearance

- Uniforms and non-uniform attire must be clean and neat.
- Shoes should be maintained and in good condition.
- Athletic shoes worn with the uniforms must be “low top.” It is highly recommended that shoes for younger students have a non-slip sole to prevent injuries on the playground.
- Hair must be neat, clean, and well groomed.
- Facial piercing, body piercing (other than earlobe) are not permitted.
- Tattoos are discouraged and should not be visible when the student is wearing their school uniform.
- Any additional accessory not specified in the uniform guidelines or deemed distracting (e.g., headwear such as caps, bandanas, hats, or lids) may not be worn while in uniform on campus.

School Uniforms

School uniforms are a long-standing tradition and a part of daily life at St. Andrew’s Schools. Uniforms reinforce a sense of belonging, equity, educational focus, and community identity.

Students dress in accordance with the Student Dress Code for all school-related activities, field trips, and functions, on and off campus. Some field trips may require students to wear alternative clothing; this will be communicated to the student and parent by their teacher or the School Principal. Individual requests for temporary exemptions should be stated in writing by the student’s parents/guardians and presented to the teacher or the School Principal for approval upon the student’s arrival at school.

While understanding and respecting each student’s individuality and their expressions, the uniform guidelines are structured to develop discipline and habits that serve to prepare our students for success beyond St. Andrew’s Schools, encouraging them to find better ways of expression through verbal or written communication, as well as through their personality and character.

Students must wear their uniform properly and with dignity at all times (e.g. when they are on campus, off campus, as well as before, during, and after school). **Students are expected to remain in uniform after school if they are on campus unless their extracurricular activities indicate otherwise.**

Uniforms can be purchased online from [Dennis Uniform](#). Enter “St. Andrew’s Schools” in the search bar.

Dennis Uniform has helpful [sizing and ordering information available here](#).

The uniform has three basic styles:

1. **Chapel Uniform:** Which is mandatory for all students on the days that we celebrate chapel, plus other designated special function days and field trips (unless otherwise directed by their teacher). The Chapel uniform may also be worn on non-Chapel days.
2. **Standard Daily Uniform:** Which consists of multiple options, can be worn on all other school days.
3. **P.E. Uniform:** The P.E. uniform is worn for P.E. classes. Students in Grades 2-6 must change into their standard uniform immediately following their P.E. class. Kindergarteners and first graders may wear their P.E. uniforms to school on their scheduled P.E. days for the entire day.

Chapel Uniform

Top

- White collared polo shirt with school logo

Bottom

- Navy pull-on walk shorts (from Dennis Uniform)
- Navy button-up shorts and belt (from Dennis Uniform)
- Navy pull-on pants (from Dennis Uniform)

Footwear

- All-black athletic or dress shoes (no high-tops allowed)
- Rain boots for inclement weather
- White socks

Outerwear

- Navy front-zip hooded sweatshirt with school logo
- Navy front-zip hooded jacket with school logo

Standard Uniform

Top

- White polo with school logo
- Ash gray polo shirt with school logo (preferred)

Bottom

- Navy pull-on walk shorts (from Dennis Uniform)
- Navy button-up shorts and belt (from Dennis Uniform)
- Navy pull-on pants (from Dennis Uniform)

Footwear

- Black athletic or dress shoes with non-scuff soles (no high-tops allowed)
- Rain boots for inclement weather
- White or black socks

Outerwear

- Navy front-zip hooded sweatshirt with school logo
- Navy front-zip hooded jacket with school logo
- Gray front-zip hooded jacket with school logo

Physical Education Uniform

Top*

- Oxford gray t-shirt

Bottom

- Navy mini-mesh shorts

Footwear

- Black athletic shoes with non-scuff soles (no high-tops allowed)
- White or black socks

Outerwear

- Navy front-zip hooded sweatshirt with school logo
- Navy front-zip hooded jacket with school logo
- Gray front-zip hooded jacket with school logo

*Students with P.E. at 8 a.m. are permitted to wear their physical education uniforms to school on those class days in place of their school uniform. **Students in Grade 2-6 must change into their standard uniform immediately following their P.E. class. Kindergarteners and first graders may wear their P.E. uniforms to school on their scheduled P.E. days for the entire day.**

Non-Uniform Attire Guidelines

There are certain days during the year when students are allowed to wear non-uniform attire. These days are often called free-dress days, school pride days and/or aloha wear days. Specific non-uniform attire guidelines will accompany the announcement of these days. Please refer to the school website (standrewsschools.org) the eNews, teacher flyers, memos and/or Canvas pages for these announcements and guidelines.

At no time will clothing or apparel be permitted that contains advertisements for, or suggests the use of, tobacco, alcohol, violence, or illegal substances. The school also forbids the display of symbols that, in the opinion of the administration, encourages divisiveness based on race, sex, sexual preference, religion, or national origin.

General Guidelines

- Attire should be neat and clean
- No shorts or pants that are excessively baggy
- No torn, ripped, or frayed denim
- Footwear regulations for non-uniform/aloha attire:

- Students must wear athletic shoes or uniform shoes (for playground safety).
- No slippers or slipper-like footwear, including Crocs, Tevas, and Flojos.
- No Birkenstocks or Birkenstock-like footwear, including athletic sandals.

Aloha Attire

In celebration of St. Andrew's Schools' Hawaiian heritage, aloha shirts may be worn on Fridays and May Day.

Top

- Aloha shirt

Bottom

- Appropriate bottoms as indicated in Non-Uniform Attire Guidelines

Footwear

- Athletic or uniform shoes (shoes with slippery, non-tread soles are not permitted)
- Socks as desired

Outerwear

- Navy front-zip hooded sweatshirt with school logo
- Navy front-zip hooded jacket with school logo
- Gray front-zip hooded jacket with school logo

School Pride Day

Students may wear school logo t-shirts on School Pride Days with appropriate bottoms and footwear (follow uniform or non-uniform guidelines).

MISCELLANEOUS

Lockers: 6th Grade

Each year, the registrar assigns lockers to 6th grade students. On the first day of school, students must secure their locker with a combination lock. Students are responsible for bringing in their own lock. Students are advised not to share lockers or their combinations with other students. Students may only change their locker by contacting the registrar by email at registrar@standrewsschools.org.

- Lockers are the property of St. Andrew's Schools and we reserve the right to search a student's locker at any time.
- Students should not store valuable items in their locker; St. Andrew's Schools is not responsible for the loss or theft of items from a student's locker.
- To promote a secure campus, students may not store items in a locker that is not locked
- Students are responsible for any damage to their lockers.
- Students may decorate the interior with items that are easy to remove, however, students may not decorate the exterior of lockers.
- Students are responsible for the cleanliness and care of their lockers and should clean them before leaving for Christmas or spring break.
- Students must remove their lock, and empty and clean their locker by the last day of school. Locks remaining on lockers will be cut and discarded, and personal items will be donated.

Textbooks and Supplies

St. Andrew's Schools provides many of the student textbooks, workbooks, and supplies. Parents/guardians will be asked to purchase student supplies at the start of the year and from time to time during the year (for example, books for summer reading). Supply lists can be found on the St. Andrew's Schools website.

Lower School Library

The Lower School Library is open from 7 a.m. to 3 p.m. on school days. Independent use of the library is encouraged for reading, borrowing, and research. Parents/guardians are encouraged to visit the library with their children in the morning.

Students may check out 10 books for a one-week period, if students have overdue books, they may not check out additional books. If books are lost or damaged the student's account will be billed for their replacement. If a lost item is returned in good condition, the cost of the item will be refunded. Progress reports and yearbooks will be held at the end of the semester for outstanding fines and overdue books.

EXPECTATIONS OF BEHAVIOR

Universal Values

St. Andrew's Schools respects the worth and dignity of each individual and values the diversity and similarities within its community by fostering an educational environment free from prejudicial or discriminatory behavior. Through our actions we provide a safe haven for student learning and growth which emphasizes equity, inclusion and justice for all.

Code of Conduct

As an Episcopal School our programs are designed to develop moral, spiritual and ethical behavior in our students. Each student is expected to treat others with respect, tolerance, kindness, and empathy and to take responsibility for their own actions and behaviors. We are committed to a process of positive behavior change that focuses on student reflection, honesty, and consequences that promote student growth.

St. Andrew's Schools, as an Episcopal School, rests on a spiritual and ethical foundation. Each of its programs is designed to encourage positive behavior and to protect the quality and safety of our school's learning environment for all members of our campus community. Each student is expected to reflect the high standards of academic performance and personal behavior. The students are asked to treat each other with respect, tolerance, kindness, and empathy. The rules and behavior expectations will be explained to the students in a process designed to help our students take personal responsibility for their actions and behavior and to be respectful of others. We are committed to restorative practice as a process for corrective behavior that centers on reflection, focuses on growth, promotes learning, and leads to positive behavioral change.

A first-time minor offense may incur a gentle reminder, while a pattern of poor conduct will involve appropriate consequences that are in alignment with the misdeed. Our process is outlined below.

- Students will be given reminders and redirection in order to encourage positive behavior and to understand how their actions affect others.
- Students are encouraged to focus on the other person's thoughts, feelings and needs and calmly talk through problems. Our staff will guide students to
 - Identify or describe the problem,
 - Identify feelings, and,
 - Seek solutions to work out conflicts, understand another's perspective, or change uncaring behavior.

When a student is disruptive or needs time to regain self-control, she/he will be guided to a comfortable, quiet spot, and then focus on taking deep, slow breaths to enhance self-regulation. Parents/guardians will be notified of their child's behavior; the homeroom teacher will work with the child and parent(s) to improve the child's behavior.

Serious incidents may include, but are not limited to, theft, vandalism, plagiarism, lying, continuous disruptive behavior, reckless endangerment, and acts of physical or verbal aggression.

Respect for School, People, and Property

One of the strengths of the Lower Schools is the respectful and positive atmosphere that exists in the school community. One of the main reasons that Lower Schools are a vibrant and supportive community is that there is a commitment from students, teachers, and parents to approach each other in a respectful manner.

The faculty, staff, and administration of the Lower Schools are charged with the duty of creating a positive and safe learning environment. To fulfill that duty, teachers and administrators ensure that students do not engage in behaviors that will have a detrimental effect on school life. All students are expected to follow the rules of the school, respond to direction from teachers and administrators, and approach their interactions in a courteous and considerate manner.

Punctuality

In order to effectively participate fully in school life, it is essential that students are consistently on time for their activities. Lateness indicates a lack of regard for other people's time and energy and creates disruptions in activities that undermine the effective functioning of the school. Consistent punctuality is a sign of the self-discipline a student requires to be successful in school and in life. Cutting a class is considered a major violation to school rules.

Language

Every member of the Lower Schools community has a responsibility to use appropriate language. This responsibility is an extension of the fundamental obligation to treat all persons with respect and dignity. Everyone must refrain from using offensive or inappropriate language that is profane or derogatory to any person or group based on ethnicity, religion, gender, race, or sexual orientation.

Damage or Theft of Property

Students must ensure that they treat all personal and school property with respect. In any case where students are involved in causing some kind of damage to personal or school property, students are expected to come forward and resolve the situation by taking responsibility for their actions. If a student vandalizes school property or the personal property of another student, or if a student is involved in any kind of theft, the student will meet with the Lower School Principal who will review the situation and apply appropriate consequences.

Drugs, Alcohol, and Tobacco

The Priory is deeply committed to ensuring that all school events and The Priory itself are free from the influence of harmful substances such as alcohol, tobacco and illicit drugs. It is The Priory's belief that the presence of these products undermines the fabric of the school and promotes an atmosphere of harm and conflict.

In any case that a student is under the influence or in possession of illicit drugs, alcohol or tobacco, or tobacco related devices such as e-cigarettes or vaping devices while at school or a school event, the Lower School Principal will investigate and address the situation with the student. For alcohol and tobacco related offences, students typically face a disciplinary hearing. A discipline hearing is a meeting between the student, the parents/guardians, and the Lower School Principal. For drug-related offences, students will automatically face

a disciplinary hearing and, if it is determined that they were involved in a drug related incident, appropriate consequences and support will be determined and administered by school administration. If expulsion is a possibility, the Head of School will be at the meeting.

Violence

All students at the Lower Schools are expected to manage their behavior so that no one else comes to physical harm as a result of their actions. This includes deliberate acts of physical force intended to hurt or intimidate another person, acts of carelessness that could result in physical harm, and any threat of violence. Students must also ensure that they never bring a weapon or a replica of a weapon to school.

Harassment

Harassment occurs when an individual or group engages in behavior that is harmful or offensive to another person. Harassment could involve gestures, comments, jokes, stories or related actions. The most common forms of harassment in a school setting are verbal and written comments that occur in person or over a form of electronic communication such as a cell phone or the internet. The Priory regulates this kind of behavior actively to ensure that St. Andrew's Schools is an environment where everyone feels welcome.

In certain circumstances, a harassing behavior that occurs outside of school may have a detrimental effect on the learning environment of the school. In those cases, the Lower Schools will assess the circumstances and may, at the discretion of the Lower School Principal, investigate the incident. This would include the investigation of incidents involving harassing content sent electronically, regardless of where and when those messages were created, or behaviors that take place between students on or off school grounds. SAS discipline process will apply and appropriate consequences will be administered.

Mistreatment of Another Student

Mistreatment of a student by another student is not tolerated. St. Andrew's Schools promotes an environment that is free of harassment, intimidation and bullying. The Centers for Disease Control and Prevention (CDC) defines bullying as any unwanted aggressive behavior(s) by another youth or group of youths, who are not siblings or current dating partners, involving an observed or perceived power imbalance. These behaviors are repeated multiple times or are highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth through physical, psychological, social, or educational harm.

If a student is aware of student-to-student mistreatment or feels like they are being subjected to bullying behaviors themselves they should inform the teacher or administrator. If a parent/guardian suspects that their child is the subject of harassment or bullying please contact the Principal. Should the school administration conclude that a student has engaged in a persistent pattern of targeted harassment, the administrators will respond with appropriate interventions and consequences.

Academic Integrity

One of the primary academic expectations of St. Andrew's Priory School is that students approach their work honestly and complete and submit work that is their own best effort. At times, students are tempted to use inappropriate resources or support in an effort to improve their grades or avoid completing their work independently. These behaviors jeopardize the integrity of the learning process and limit students' ability to develop proper learning skills. As always, students who are overwhelmed by the expectations of any given evaluation should seek help from a teacher, academic counseling staff, school counselor, or Lower School

Principal rather than resorting to academic dishonesty. Academic integrity is taken very seriously at St. Andrew's Schools; students who violate this risk losing the privilege of receiving the citizenship or academic awards, and/or holding leadership roles at the school.

Cheating/Plagiarism

Cheating is a form of academic dishonesty that students must avoid. It occurs when a student copies directly from another student's work or uses electronic communication over the Internet or a cell phone to collect answers. If a student copies material from another person and submits it to a teacher as if it is her own, even on daily homework assignments, there will be consequences for the student. In most cases, there will be a conversation with the Lower School Principal and the student will receive a mark of zero on the evaluation, but in serious cases, the student may face more severe consequences such as a day of reflection, or more serious consequences as determined by the Lower School Principal.

Plagiarism occurs when a student takes information from a published source or another person and presents that material as her own work. If a student is completing an assignment in which research was a part of the process, and the student has not used proper citations to give credit to the source of the information, then the teacher will likely penalize the student for inappropriate citation. Any student who is receiving assistance from another party needs to ensure that they avoid having the other person's ideas, phrases, or words in the work. If an assignment is designed to be completed exclusively without research of any kind, and a student uses print or electronic materials to complete the work, the student may receive a mark of zero on the entire assignment. The student may also be given a day of reflection depending on the particular circumstances of the incident and whether or not this is a repeat offense.

Discipline Process

While the specific details of the Lower Schools' approach to discipline may vary between grade levels, all discipline issues are dealt with on a case-by-case basis. Teachers, and administrators correct student behavior on an ongoing basis to help students develop the skills and self-discipline necessary to be effective and contributing members of society.

The following process is followed when a student violates the schools code of conduct:

- Parents/guardians are notified of the students misdeed
- Information is gathered from the student, teacher and other involved parties
- The Principal and/or school counselor will communicate with the students' parents/guardians regarding the students behavior and resultant consequences.
- In some instances the parents/guardians may be required to meet with SAS Administration as part of this process.

Continued incidents of misbehavior will involve more conversations/meetings between the student, student's parents/guardians, Wellness Director and Principal. The Head of School may be involved in such conferences depending on the severity of the incident. Consequences may include exclusion from school activities, mandated counseling, detention, suspension or expulsion from school for repeated offences.

Should a student violate school rules and incur discipline that involves loss of privileges for events or trips that have a cost, they may not be reimbursed and may be required to meet their financial obligations associated with the event or trip.

In extreme cases when a student has failed to meet the schools' expectations several times or has committed a major violation of some kind, the student's enrollment at the school may be called into question. In these cases, the Principal may convene a discipline hearing. A discipline hearing is a meeting between the student, the parents/guardians, and the Principal. At the hearing, all relevant issues and information will be shared and discussed so that the process is fair and equitable for the student. If, at the end of the hearing process, the school concludes that a student's actions warrant dismissal, the student will be asked to withdraw from the school immediately. In these cases, St. Andrew's Schools will offer as much support as possible to assist the student in her/his transition to a new school setting.

Lunch & After School Reflection/Work Period (RWP) & Saturday Reflection/Work Period SRWP

Teachers and administrators may assign "Reflection/Work Period" to students (Grades 4-12) *during lunch or after school*. RWP's supersede all other school activities: academic, athletic, extra-curricular or otherwise. Failure to report for RWP will result in further disciplinary action.

After a student receives three lunch or after school Reflection/Work Period requests, a Saturday Reflection/Work Period (SRWP) will be assigned. SRWP will occur once a quarter as needed and will be held from 8 a.m. to 12 p.m.). During a Saturday Reflection Period students may be required to provide service to the school or complete a teacher-created assignment. Any rescheduling of a SRWP must be cleared by the teacher and the Principal.

Reasons for a Reflection/Work Period

Excessive, or repeated misbehaviors:

- Inappropriate use of cell phone (or other device),
- Disruptive or disrespectful behavior during class or while on campus
- Disrespecting authority
- Violation of dress code
- Tardiness to class
- Responsible Technology Use Policy (RTUP) minor violations
- Minor violations of the Parent Student Handbook*
- Failure to uphold a teacher's class expectations.

**Major violations of the Parent Student Handbook will be reported to the respective Principal for investigation and possible disciplinary action.*

Playground Rules and Guidelines

General Rules

- Children need to be kind to each other and avoid any sort of rough housing (e.g. pushing, shoving or hitting).

- Children must take turns and cooperatively share the use of the playground and all equipment.
- Children are not allowed to exclude others or call each other names.
- Children must ask permission to leave the playground area and must always leave with a buddy.
- Children need to line up as directed by the teacher on duty when the whistle is blown.

The Playground Castle/Jubinsky Play Structure

- No additional equipment is allowed on the play structure.
- Slide feet first, one at a time, going down the slide or pole.
- No climbing up the slide.
- No jumping off the slide or any high platforms. No jumping off the Jubinsky rock.

Bars

- Grades K-2 can only use the lower bars.
- Grades 3-6 can use both the high bars and low bars.
- No flips on the bars except for 5th and 6th graders.
- No bars on rainy days.

Tetherball Poles

- Do not tie any other equipment to the tetherball rope.
- Do not sit on the ball to swing.
- Do not kick the tetherball.

Jump Ropes

- Jump ropes are used exclusively for jumping, not tying or playing tug-a-war.

Area Boundaries

- Students should stay in the designated play area surrounding Ylang Ylang Courtyard and/or the Jubinsky Play Area.
- Students should not exit the Jubinsky play area to retrieve balls from the parking lot unless escorted by an adult.
- Students may not pass the gate between the Library and Kitchen.

Equipment

Though equipment is often made for a specific purpose, children love to use their imagination and use objects for many creative reasons. This is acceptable with only a few guidelines:

- If the play is deemed dangerous for the individual or another student, the student will be asked to stop.
- If the student is damaging any equipment, they will be given a warning by the supervising teacher.

Behavior and Consequences

When a student intentionally or unintentionally breaks a rule, a caring process will follow that will help them learn how to behave more appropriately on the playground.

In general, this will be our process:

- **First offense:** A warning will be given, and the student will be reminded of our guidelines for appropriate play.
- **Second offense:** The student will be asked to take a break from playing and sit on the bench adjacent to the playground to reflect on their behavior with the supervisor on duty (~ 2 minutes).
- Should the behavior continue, the student will be asked to take a break from playing and sit on the bench adjacent to the playground to reflect on their behavior with the supervisor on duty (~ 5 minutes).
- The supervisor on duty will inform the students homeroom teacher of any major or repeated inappropriate behavior.
- **Repeated poor behavior** will result in a family meeting with the Principal to determine what actions need to be taken for the behavior to stop.

Ylang Ylang Courtyard/Food and Beverages

- All food and drinks must be consumed in Ylang Ylang Courtyard.
- Students must sit down while eating or drinking their food.
- No sharing of food, drinks, and money with each other.
- Lower School students are not allowed to use the microwave and vending machines.
- It is recommended that students eat at least half of the main dish and try the fruits or veggie side before they have their dessert or go to recess.
- Healthy snacks (high in fiber, kale chips, fruit, fruit roll ups, fiber bars) are encouraged.
- Please avoid packaged candy or sugary cookies or bars for snacks or lunch.

Teachers will review these rules during the first week of school. Reminders will be given when these guidelines are not followed. If the behavior is repeated, the student will sit by the supervisor on duty for lunch until the behavior improves.

STUDENTS AND TECHNOLOGY

St. Andrew's Schools is committed to providing technology education to prepare students for the future. In accordance with the rules of the **Responsible Technology Use Policy** (hereby referred to as the RTUP) set forth below, access to technology is provided to all students, faculty, staff, and administration (collectively referred to as "users").

Types of Access Provided

St. Andrew's Schools provides a number of resources for use by all users. These may include short-term loaner computers, printers, scanners, digital cameras, still and video cameras, network services, school-subscribed informational databases, an email account, and Internet access.

Student Computer Specifications

Each student in grade 5-12 must have his/her own computer. In an effort to maintain a single standard and to continue providing technical support on-site, all students Grades 5-12 use Apple computers.

Minimum computer specifications:

- Minimum operating system 11 Big Sur (available as a free download from the App Store)
- Minimum of 4GB RAM (more is highly recommended)
- Minimum of 10 GB free hard drive space
- A functional battery lasting at least 1 hour
- AppleCare+ extended warranty or another equivalent is highly recommended

These computer specifications should be adhered to as with any of the other school supplies required for students.

Student computer registration will take place prior to the start of school. During the registration process, the Technology Department will check your child's computer to ensure that it meets the minimum required specifications. A St. Andrew's Schools account that has administrator privileges will be created on the computer, in order to provide technical support and assistance to your child during the school day.

If you have any questions about this list or would like assistance in determining the specifications that best suit your child needs, please do not hesitate to contact the Technology Department, at technology@standrewsschools.org or (808) 524-3234.

Possible vendors

- Amazon.com
- Apple Store – apple.com/us-hed/shop
- BestBuy – often has sales with larger discounts than the Apple education discount
- Costco

Responsible Technology Use Policy (RTUP)

Access to computer systems and networks owned or operated by St. Andrew's Schools is a privilege which imposes certain responsibilities and obligations and is granted subject to school policies and local, state, and federal laws. The objective of this policy is to ensure an available, reliable, secure, and responsive technology environment at St. Andrew's Schools. It is the responsibility of each user to ensure that the school's technology is used appropriately.

Educational Purposes Only

At all times the school's network and services are to be used for school-related educational purposes only. The school administration has the final say as to what is educational.

Using school-provided technology in the following ways are not allowed:

- violate any local, state or federal statute or regulation;
- vandalize, damage, or disable the property of another individual or organization;
- use of another student's computer;
- access another individual's materials, information, or files without permission;
- access, upload, download, or distribute abusive, obscene, or explicit material;
- violate copyright laws or otherwise use the intellectual property of another individual or organization without permission;
- sharing access to school databases and services with others;
- access, upload, download, or distribute any non-educational materials.

No Expectation of Privacy

The school's electronic network is part of the curriculum and is not a public forum for general use. Users should not expect that email or files stored on school-provided services or servers will be private. The school reserves the right to log technology use, to monitor network utilization by users, and to examine users' files, emails, and materials as needed, and at its discretion. Users must recognize that there is no assurance of confidentiality with respect to access to transmissions and files by persons outside, or from persons inside the school.

Intellectual Property and Copyright

Students may not disseminate images of the school, administration, staff, faculty or students, classroom activities, coursework, or instructional deliveries without the express permission of the faculty/staff member and the administration.

Students may not violate copyright law by duplicating copyrighted files, images, workbooks, or textbooks.

School Accounts and Services

As part of the educational program St. Andrew's Schools creates accounts for your child for use with web resources, like Canvas, BrainPOP, Google Apps for Education, IXL, and more as part of the educational program. These accounts are for your child to use inside and outside of the classroom.

[Children's Online Privacy Protection Act \(COPPA\)](#) - COPPA applies to commercial companies and limits their ability to collect personal information from children under 13. By default, advertising is turned off for St.

Andrew's Schools' presence in Google's G Suite for Education. No personal student information is collected for commercial purposes. This allows the school to act as an agent for parents/guardians in the collection of information within the school context. The school's use of student information is solely for educational purposes.

If you want to learn more about how Google collects, uses, and discloses personal information to provide services to us, please review the:

- [G Suite for Education Privacy Center](https://www.google.com/edu/trust/) (at [google.com/edu/trust/](https://www.google.com/edu/trust/))
- [G Suite for Education Privacy Notice](https://gsuite.google.com/terms/education_privacy.html) (at gsuite.google.com/terms/education_privacy.html),
- [Google Privacy Policy](https://www.google.com/intl/en/policies/privacy) (at [google.com/intl/en/policies/privacy](https://www.google.com/intl/en/policies/privacy))

If you have questions about our use of Google's G Suite for Education or other school-issued accounts, please contact the Technology Department at (808) 524-3234 or technology@standrewsschools.org.

Financial Responsibility

- Students will be held financially responsible for the damage or loss of school-owned equipment loaned to them.
- Students will be held financially responsible for the damage or loss of the equipment they use belonging to other students.
- Parents/guardians will be billed for all repair costs for equipment damaged by their child as a result of misuse or negligence.
- Parents/guardians will be billed for all costs to replace any equipment lost or stolen on or off-campus.
- Parents/guardians will be billed a rental fee if a student has a loaner computer or charger longer than 30 days.
- Students should not leave costly items, such as computers, unattended at any time. These items should not be stored in lockers or gym lockers overnight.

School Issued Email

Students' school-issued email account should only be used for school-related purposes. All data transmitted by e-mail is considered public information and may be inspected as such, regardless of labeling and other laws. Users should bear this in mind when creating electronic mail documents.

St. Andrew's Schools does not actively monitor email content. It does have the authority, however, to inspect the contents of school computers, files, or mail on its system for any business, legal or disciplinary purpose.

If unwanted electronic mails are received, or if problems arise with school email accounts, the Technology Department should be contacted.

Answers to Common Questions about the RTUP

- Students may use music software for listening to music only before school, during lunch, during open periods, and after school. This does not include streaming music (i.e., iTunes Radio, Spotify, last.fm, iHeartRadio, etc.).
- Students may listen to their personal portable music player or computer during class ONLY with express permission from their teachers. All devices must be used with headphones and be inaudible to

anyone sitting next to the student.

- Students are not allowed to watch movies, television shows, or music videos on their computers or other devices (including iPods and cell phones) during school hours (7:45am-3:00pm).
- No file-sharing of copyrighted materials is allowed at any time on campus.
- Students may play games on their computers for educational purposes only. (i.e., SuperTux is not allowed, however, Typing Shark is).
- The internet is provided for educational purposes only. The administration has final say as to what is educational.
- Personal electronic devices such as iPads, phones, smartwatches, or other smart devices are not allowed to be used during class without approval from the teacher or proctor.
- When in doubt or when a possible exception to the rules arises, ask the Technology Department or school administrators. Never assume or guess at the interpretation of rules.

Implementation and Consequences for Misuse

If any user is found to have violated any of the policies set forth in the Responsible Technology Use Policy, the incident will be considered a major violation and will be reported to the Principal. Further disciplinary action may result.

If the student is found to have broken any state or federal laws or compromised the network in any way, legal action may be taken with no liability upon St. Andrew's Schools.

Smart Devices

Smart devices such as cell phones, watches, and tablets have become prevalent for young students as safety/security measures for families. **While on campus, students' cell phones and other devices must be turned off and must be securely stored in backpacks until they leave campus. Smart watches may only be used to tell time.** The school will not be held responsible for loss or theft of smart devices or any other items of value. If a cell phone or other smart device is being used on campus, the teacher/adult will confiscate the item and return it to the student at the end of the day. Students needing to make an emergency call should do so in the Lower School Office.

PARENT PARTICIPATION AND INVOLVEMENT

Supporting Your Child's Education

Your love, encouragement, and belief in your child's ability to learn can make a world of difference in their academic success. Our school will help your child achieve their highest potential by creating the conditions for meaningful learning experiences.

Support Regular Attendance and On Time Arrival

Make sure that your child regularly attends school unless attendance is prevented by an illness, injury, or emergency. It is helpful if your child arrives 10 minutes prior to the start of school so they do not feel rushed or disheveled when they start their school day.

Take An Active Interest In Your Child's Learning

Know what your child is studying, show interest in their work and talk about what is happening in school.

Encourage Reading

Reading increases your child's capacity to learn and understand the world. It is recommended that children spend at least 30-minutes a day reading and/or being read to. Often teachers require independent reading as a major part of each day's homework.

Monitor Your Child's Progress

Review informal notes, interim reports, and report cards. Discuss them with your child. If you have any questions, contact your child's teacher.

Attend Parent-Teacher Conferences

Parent-Teacher Conferences are held twice a year (during the first and third quarters), and your attendance is highly recommended and encouraged. Parents/guardians may contact their child's teacher directly to schedule a conference. Parents/guardians or teachers may schedule additional conferences at any time during the year as needed.

Attend Student Functions (as allowed by COVID-19 Safety Guidelines)

Show support for your child and her/his classmates by attending student performances, school open houses, parent nights, and other gatherings.

Be Informed

Participate in workshops; attend meetings; and read handbooks, letters, and other correspondence from the school.

Enforce School Regulations

Help your child understand and follow school rules. Reading and discussing the Parent/Student Handbook with your child will help prevent problems and misunderstandings.

Communicate

Contact a teacher, counselor, or administrator as soon as a problem arises. Parent/guardian calls are always welcome. Open communication between parents/guardians and school professionals is essential to a child's academic achievement and overall well-being and can be the first defense in identifying when interventions and/or special services are needed. Self-advocacy is an important part of your child's growth.

Share Student Information

To better serve you and your child, we would like to invite you to let us know of any concerns facing your child or your family. This might be as simple as sharing any recent developments or new insights about your child or a change in your family life. It is helpful for us to know about any serious family concerns (e.g. family illness, divorce or separation, death of a loved one) or other circumstances that may affect the health, safety, or wellness of your child so we can appropriately respond to your child's needs. In addition, please let us know if your child has been tested for a learning difference and share those results with the Principal.

Should you wish to share significant information about your child, please contact your child's Principal. We will hold your communication in confidence. Please view this as an open and standing invitation; should circumstances change in the future, please keep us updated.

Parent Expectations

We welcome parents/guardians to play an involved role in their child's education and experience at St. Andrew's Schools.

Parents/guardians are expected to behave civilly in their interactions with all individuals employed by St. Andrew's Schools, including co-curricular staff such as coaches and specialty teachers, and to respect the policies and functions of the school. In situations where a parent's behavior disrupts the function of the school, or when a parent harasses, threatens or behaves disrespectfully towards school employees, the parent may incur consequences, including restricted access to campus. In rare cases, the child or children may be immediately released from St. Andrew's Schools. Parents/guardians will be responsible for full tuition in such cases.

We also expect parents/guardians to respect the judgement and decisions made by the Principals and School Administration regarding a student's academic standing, their behavior and/or misconduct. There are occasions where disciplinary actions may be taken regarding individual students, and parents/guardians are expected to cooperate with the implementation of these decisions.

Resolving Concerns

The administration and faculty of St. Andrew's Schools are committed to the resolution of any concerns parents/guardians and students may have – and experience has shown us that clear and effective communication is always the best course of action to follow. Communication between parents/guardians and the school is a key component of academic success.

Should a serious concern arise, parents/guardians should discuss this with their child's teacher first. If the concern or question is not resolved satisfactorily, please contact the principal. Parents/guardians are encouraged to use face to face conversation, or a telephone conference to facilitate a comprehensive solution. If the matter cannot be satisfactorily resolved with the teacher or Principal, the final recourse for the student or parent/guardian is to request a conference with the Head of School, whose determination shall be final.

PARENT-TEACHER FELLOWSHIP

The Parent-Teacher Fellowship (PTF) collaborates with the school to foster and promote the welfare of the school, students, and teachers. The PTF promotes activities that maintain and further develop community building, team spirit, and communication among the constituents of the St. Andrew’s ‘ohana – which includes students, parents/guardians, faculty, administrators, and friends. Additionally, the PTF supports excellence in education, fundraising, and involvement in community service. Current PTF information may be found on the [school’s website](#).

2021-2022 PTF Officers

Co-President	Dreana Reyes	areyes@onipaa.org
Co-President	Kimberly Valdez	71eddie@gmail.com
Vice President	Haaheo Thoren-Moniz	hka8@hawaii.edu
Treasurer	Lesley Yost	lesley.yost@gmail.com
Secretary	Tracey Gomes	traceyg@rlohana.com
SAS Representative	Ka’ipolani Bailey-Walsh	kbailey-walsh@standrewsschools.org

2021-2022 PTF Meetings

PTF meetings and events are pending as we monitor guidelines for gathering safely during the COVID-19 pandemic. In case we are not able to gather in person this fall; we welcome your creative ideas for re-imagining our events so we can still celebrate as a school ‘ohana during this time! Please contact your PTF officers at any time. The PTF will send regular updates through our grade-level representatives, the SAS Representative, our web page and in the PTF section of the St. Andrew’s Schools Parent e-news.

COMMUNICATIONS AND ST. ANDREW'S SCHOOLS

Clear communication and keeping our parents/guardians well-informed are among our top priorities. There are many ways to stay connected to St. Andrew's Schools and stay up to date about school news and activities. In addition to the Parent eNews, regularly scheduled Parent-Teacher Conferences, report cards, interim reports, and events such as Back-to-School Nights, several other communication opportunities are available.

Please take advantage of these means of communicating with your child's teachers and staying informed of events:

- Teacher voicemail and email
- E-newsletter (via email)
- Parent-Teacher Fellowship (PTF)
- Individual notes
- School website at standrewsschools.org
- Portal on Canvas
- Online calendar
- Link to teacher websites on Canvas

Follow Us on Social Media

Below are some of the ways you can expect to hear from us throughout the year:

- Email communication
- [Facebook](#)
- Twitter— Follow us [@thinkstandrews](#), [@priorypride](#)
- [Instagram](#)
- [YouTube](#)
- [LinkedIn](#)

The Media

All media inquiries should be directed to the Head of School and/or the Director of Enrollment Management. If a parent wishes to make a public statement, engage in an interview, or in any way communicate with the media in any manner having to do with, or referring to St. Andrew's Schools, whether at the parent's or the media's instigation, all requests are to be referred to the Director of Enrollment Management.

EXTENDED LEARNING PROGRAMS

After School Care (ASC)

Plans for After School Care (ASC)/Lion's Den and Enrichment classes are determined by current pandemic guidelines and our availability of resources and provide the staff required for our program. Please visit the After School Care page, standrewsschools.org/extendedlearning/after-school on the school website for current information.

Monday through Friday from 2:45 - 5: p.m., St. Andrew's Schools offers after school options for your children to support their learning, offer them engaging activities, and to have fun with friends while allowing you to finish your workday. After School Care serves students in grades K-6 and Lion's Den serves students in grades 7-8.

After School Care and Lion's Den are licensed by the State of Hawai'i, Department of Human Services. Student to teacher ratio is 20:1.

ASC General Information

Hours

Lion's Den operates from 3:15 – 5 p.m. If you cannot pick up your child by 5 p.m., please call (808) 532-2464 to let us know. A late fee of \$15 will be charged to the student's account when the authorized adult arrives after 5:30 p.m.

After School Care operates on all school days and observes all designated school holidays.

Location

Sellon Hall-101 (ASC)

Daily Schedule

At the end of the academic school day, homeroom teachers sign in students to the ASC program. Students are then dismissed from their classrooms to either the Sellon Hall playground area or the Jubinsky Hall playground area (Priory girls, K-6). The afternoon begins with a 15-minute recess, followed by a supervised homework session from 3:15 to 4 p.m.

ASC Homework Policy

ASC stresses the importance of homework and sets time aside every day for the students to complete their assignments. Staff members are available to supervise the homework area and to assist the students with their work. Staff will circulate the classroom and periodically check in with each student. Students are encouraged to ask for help when needed. We encourage the students to do their homework when it is assigned, using their time wisely and focus on their homework during the allotted time. Any incomplete work should be completed at home. Staff members will not be able to check each student's homework for accuracy or provide one-on-one tutoring. During the remainder of the day, students are able to choose various activities such as supervised play

on the playground, quiet reading, collaborative play, and arts and crafts. “Movie Day” is on Fridays or the last day of the school week.

ASC Pick-Up

Parents/guardians may park in a numbered stall in the faculty parking lot after 3:30 p.m. An authorized adult or high-school aged sibling must sign out a student by initialing the sign-out sheet and noting the time of pick-up. Middle-school aged siblings are not allowed to pick up students from ASC.

ASC Pick-up Procedures

After School Care utilizes a checkout system to ensure that each child is dismissed to the proper person at the end of the day. Students will not be allowed to leave ASC unattended. An authorized person must walk onto campus and check out the student with an ASC staff. Students will not be released to anyone other than an authorized person. If a staff member is unfamiliar with any person picking up a student, the staff member will ask to see a picture identification before the student is released.

Please call (808) 532-2464 or email programs@standrewsschools.org should an adult who is not on the authorized pick-up list need to pick up your child after school. In the event that an unauthorized adult comes to pick up a child, the school will call an authorized adult for permission to release the child.

To update your child’s authorized pick-up list, please follow the instructions provided in the Student and Family Information Form section of this handbook.

Fundraising

The After School Care does not allow any type of fundraising during its operations.

Disclosure of Student Information

The school does not disclose student information to anyone without written permission by the custodial parent.

K-8 Enrichment Classes

Special after-school enrichment classes are offered each semester depending on interest and availability of instructors. A few examples are Foreign Languages, Art, Drill, Dance and Cooking. All enrichment classes take place on campus; therefore, no transportation/travel permission is needed. Enrichment classes are offered for 10 weeks each semester, registration is typically open in September and January. If a student is enrolled in ASC they may register for an Enrichment Class for an additional fee.

If your child is not enrolled in ASC and would like to enroll in an enrichment class, there is a fee for the class, plus an additional \$100 charge for student care. Payment for Enrichment Classes must be made in full prior to the registration deadline.

Parents/guardians will receive a 50% refund if their child is withdrawn from an enrichment class one week prior to its beginning. There will be no refunds given once class begins. Parents/guardians will be notified if classes are cancelled or combined due to low enrollment.

Registration for Enrichment Classes

To enroll your child, please register using the Online Registration System (standrews.campbrainregistration.com). You may refer to the Online Registration Instructions, available on the After School Care page, standrewsschools.org/extendedlearning/after-school on the school website. You have the option to pay online by credit card or submit your registration invoice along with your check payment made out to St. Andrew's Schools to:

St. Andrew's Schools
Attention: Business Office
224 Queen Emma Square
Honolulu, HI 96813

For more information, please visit our After School Program, standrewsschools.org/extendedlearning/after-school on the school website.

ASC Drop-In and Late Pick-Up Fees

There is a \$15.00 drop-in fee for one day of attendance in ASC, which will be billed to your student's account. If you have a change in schedule or are running late, and your student is not enrolled in the ASC, please call (808) 532-2464 to make arrangements for your child to be placed in ASC. Students who are not picked up by 3:15 p.m. will automatically be enrolled in the ASC program for the afternoon, and the drop-in fee will be charged to the student's Camp Brain account.

An ASC late fee of \$15 will be charged to the student's account when the authorized adult arrives after 5:30 p.m.

Withdrawal

Parents/guardians will receive a 50% refund if their child is withdrawn from ASC or Lion's Den by August 6, 2021. There will be no refund once school begins.

Parents/guardians will receive a 50% refund if their child is withdrawn from an enrichment class one week prior to its beginning. There will be no refund once class begins. Parents/guardians will be notified if classes are cancelled or combined due to low enrollment. Parents/guardians will have the option to register for another class or receive a refund.

Health and Safety

The health requirements for the After School Program are consistent with those necessary for enrollment in the regular school day.

Illness

A student who becomes ill will be allowed to rest until a parent can pick up the child. In case of an accident, school procedures will be followed.

Medications

After School Program staff are not allowed to administer any medication to children, including aspirin and/or Tylenol. Students may carry or store in the Health Room emergency asthma/anaphylaxis medications with coordination of the School Nurse.

Students Requiring Accommodations

Students requiring accommodations are considered on a case-by-case basis. Consultation with the student's medical provider or special education teacher to determine the suitability of our environment is required.

Emergency Care

If a student requires immediate medical attention, the student's parent/guardian, medical provider, or authorized representative (if the parent/guardian is unavailable) will be called. The student will be taken to Kapi'olani Children's Medical Center by ambulance if necessary. An administrator will stay with the student until a parent/guardian arrives at the hospital. If the student's medical provider cannot be reached, the emergency room medical provider will examine the student.

Emergency Dismissal Procedures

The After School Program will be closed whenever St. Andrew's Schools are dismissed early due to inclement weather or whenever there is an event that impacts the use of our site.

Code of Conduct

All guidelines and policies regarding discipline as stated in this Parent Student Handbook apply to After School Program students. Students are asked to treat each other with respect, tolerance, kindness, and empathy. The rules and behavior expectations utilized by the After School Program will be explained to the students and reinforced.

Empathy Advantage

Students will be given reminders and redirection in order to encourage positive behavior and to understand how their actions affect others. They are encouraged to focus on the other person's thoughts, feelings and needs and calmly talk through problems. Our staff will guide students to (1) identify or describe the problem, (2) identify feelings, and (3) seek solutions to work out conflicts, understand another's perspective, or change unkind behavior. Should a student misbehave and need time to regain self-control, she will be guided to a comfortable, quiet spot, and asked to focus on taking deep, slow breaths to enhance self-regulation. Quiet periods will last approximately three to five minutes and will not exceed 15 minutes. The supervisor and/ or the Director of Extended Learning will have a conversation with the student to help them understand how they need to behave in the after school care setting. Parents/guardians will be notified when a student demonstrates a pattern of misbehavior or exhibits unusual emotional or physical behavior that might harm the well-being and safety of the student or others. Parents/guardians and/or the Director of Extended Learning Programs may request a conference.

Adventure Camps

Each year St. Andrew's Schools offers Adventure Camps during Christmas, spring break and summer break, when school is not in session. Detailed information about the timing of these camps will be available throughout the school year.

Adventure Camp is a non-academic, day camp/activities program, which is open to all boys and girls 4 years old through 8th grade. Students do not need to be enrolled at St. Andrew's Schools. Students may register for a day, a week or several weeks depending upon your family schedule. Students have a blast within a nurturing environment through fun, theme-inspired activities and field trips.

Summer School

St. Andrew's Schools' Summer School Program offers a variety of hands-on learning experiences that are engaging and fun. Students can select from a variety of academic, athletic, enrichment and arts courses. Enrollment is open to girls and boys entering kindergarten through grade 12.

The Lower and Middle School Grades K-8 Program offers a diverse selection of courses that reinforce foundational concepts and skills and offer an enriching, fun, and active learning experience in morning and afternoon sessions for two 3-week sessions. We offer STEM/STEAM-focused classes for all age levels featuring coding, robotics, and design thinking. Lower and Middle school students can participate in skill building enrichment courses such as woodworking, swimming lessons, art, dance and sports.

The High School Program grades 9-12 provides a great opportunity for St. Andrew's students to fulfill graduation requirements in an environment that allows each student to focus on one course at a time. Summer School registration for credit-bearing courses takes place during course registration in February. For your convenience, we offer both 3-week and 6-week sessions.

ADMISSIONS PROCEDURES

Admission to St. Andrew’s is based upon academic promise, achievement, and personal character. The online admission application can be found on our website at standrewsschools.org/apply. For more information, contact the Admissions Office at (808) 536-6102; the office is located on the first floor of Transfiguration Hall. Admissions inquiries are welcome throughout the year, but early application is recommended. The following academic and personal documentation is required of all applicants:

Grade Levels	Requirements
Grade K	<ul style="list-style-type: none"> • Birth certificate OR photo page of passport • Teacher reference report • Report cards or progress reports • On-campus individual assessment and group observation • Parent interview with an Admissions representative
Grades 1-6	<ul style="list-style-type: none"> • Birth certificate OR photo page of passport • Teacher reference reports • Report cards or progress reports • Any standardized testing results • Morning classroom visit • Parent interview with an Admissions representative
Grades 7-12	<ul style="list-style-type: none"> • Birth certificate OR photo page of passport • Two teacher Reference Reports (Math and English) • One administrative reference report (Dean, Principal, etc.) • Report cards or progress reports from current and previous year • Any standardized testing results, including results of the Secondary School Admission Test (SSAT) • Character Skills Snapshot • Parent and student interview with an Admissions representative

Ke Ali’i Collaboration

St. Andrew’s Schools and Kamehameha Schools signed the Ke Ali’i Collaboration, which will provide tuition assistance for new and currently enrolled Native Hawaiian students at The Priory (girls K-12) and The Prep (boys K-6) who demonstrate some degree of financial need. This strategic and collaborative agreement will provide more children of Hawaiian ancestry with a high quality, college preparatory, and Hawaiian culture-based education.

As two long-standing, highly reputable educational institutions on O’ahu, with a common Ali’i founding and the aligned goal of providing children of Native Hawaiian ancestry access to an excellent education, we are

honored to partner with Kamehameha Schools to advance the success of Native Hawaiian children. In order to be considered, families must apply for admission to St. Andrew's Schools AND financial aid through SSS by NAIS. To benefit from this collaboration, families must demonstrate financial need. If you have any questions, please contact the St. Andrew's Admissions Office at (808) 536-6102 or admissions@standrewsschools.org.

Financial Aid

St. Andrew's Schools remains committed to our founding values of providing access to an excellent education for Hawai'i's children. The school seeks to enroll qualified students from diverse backgrounds and experiences, adding breadth to the educational experience of all its students and reflecting the world in which we live. To achieve that goal, the school dedicates a significant amount of funds to the financial aid budget, and every effort is made to bring this extraordinary educational opportunity into reach for the families who demonstrate need for financial assistance.

While St. Andrew's Schools' financial aid budget is substantial, requests for financial aid heavily outweigh our resources. The school is typically not able to meet the full needs of each family. It is the goal of St. Andrew's to offer educational opportunities to as many mission-appropriate students as possible. In all but exceptional circumstances, each family is expected to contribute a minimum of 60% of the tuition, per child, per year. Financial aid awards are made for one year only. Each year the family must reapply and demonstrate need as determined by our third-party financial aid service provider. When parents are divorced, separated, or never married, the assets of both natural parents and their households are considered in determining parental financial responsibility. For detailed information and Frequently Asked Questions, visit standrewsschools.org/admissions/affording-a-st-andrews-education/faqs.

How to Apply

We use School and Student Services (SSS) to process financial aid applications. SSS is a service of the National Association of Independent Schools (NAIS). Based on your household's financial information, SSS provides the school with an estimated amount your family can contribute to the educational expenses of all of your children in tuition-charging schools. This helps the Financial Aid Committee reach objective financial aid decisions. To begin your financial aid application for the school year 2021-2022, go to the link above to access the online financial aid application and see all of the required items to complete the financial aid application process. The steps are listed there as well as below.

Complete the Parent Financial Statement

1. Go to solutionsbysss.com/parents
2. Click on the prompt to begin your Parent Financial Statement (PFS). You only have to complete one PFS even if you have several children attending St. Andrew's. Due date for completing the PFS is February 15, 2022.
3. You will be given a password that will allow you to return to your PFS at a later date before submitting it.
4. A list of required documents is provided below. Your documents will be handled with the utmost level of security.

Required Documents – Due date is February 15, 2022

- Copy of signed 2021 1040, 1040A, or 1040EZ, with all supporting schedules
- Copy of 2021 W-2 form(s), and/or 1099 (if applicable)
- Current mortgage/HELOC statements for all properties owned (showing monthly payment and outstanding balance), if applicable
- Current property assessment for all real estate owned, if applicable
- Copy of most current Leave and Earnings Statement, if applicable
- SSS Business/Farm Statement, if applicable

The following additional documents must be submitted for families applying for financial aid at St. Andrew's for the first time:

- Signed 2020 1040, 1040A, or 1040EZ, with all supporting schedules
- 2020 W-2 form(s), and/or 1099 (if applicable)

Upload documents to your SSS account by the February 15, 2022 due date.

Contact SSS by NAIS (800) 344-8328 with any questions (Monday-Friday: 9 a.m. - 8 p.m. EST, Saturday: 9 a.m. – 4 p.m. EST) or contact financialaid@standrewsschools.org.

Tuition Payment Guidelines

St. Andrew's Schools has implemented the following tuition policies in order to clarify expectations and simplify procedures.

- All prior financial obligations must be met before a student is permitted to start a new school year.
- The first tuition payment of the school year must be made on or before July 31 for the student to maintain their enrolled status at the school.
- If a student's account becomes 60 days past due, the student may not be able to attend school or participate in school activities until the account is made current.
- All balances from the first semester must be paid in full in order for a student to start the second semester.
- If a student's account becomes delinquent, the parent/guardian understands that report cards, transcripts, diploma and other student records may be withheld.

Timely tuition payments help St. Andrew's Schools to provide a quality education to our students, however, we understand that the financial needs of families may change during the school year. If you experience a change that will affect your ability to pay tuition on time, please contact Mary Ellen Williams, Chief Financial Officer at (808) 532-2406 or mwilliams@standrewsschools.org or Eva Pang, Accounting Staff at (808) 532-2408 to discuss modified payment arrangements.

OFFICE OF INSTITUTIONAL ADVANCEMENT

St. Andrew's Schools is a 501(c)3 nonprofit corporation organized under the laws of the State of Hawai'i and relies on a variety of revenue sources such as: tuition revenue, fees, ancillary programs, endowment income, and charitable gifts. The Office of Institutional Advancement serves as St. Andrew's Schools' central fundraising entity that secures external private funding to enhance and support the school's mission and vision. Private donations to the school include outright and planned gifts from parents/guardians and grandparents, alumnae, faculty and staff, board of trustees, private foundations, businesses and corporations, and friends of St. Andrew's Schools. Donors are acknowledged publicly in St. Andrew's Schools' donor roll in the school's annual magazine publication, on the school's website and social media, and other marketing and communications efforts.

Development and Fundraising Policy

In the interest of coordinated and successful fundraising programs at St. Andrew's Schools, the Board of Trustees, through the advancement committee, assumes responsibility for sanctioning all development activities (e.g., fundraising and constituent relations) conducted on behalf of St. Andrew's Schools.

All development activities conducted by students, employees, parents/guardians, and alumnae on behalf of St. Andrew's Schools are to be reviewed and approved by the director of institutional advancement prior to the start of the activity. Any fundraising effort that expects to raise more than \$500 or includes inviting parents/guardians, alumnae, or friends of St. Andrew's Schools to make contributions of cash, merchandise, or gifts in kind must be approved in writing by the director of institutional advancement, preferably one year in advance. Approval will be made provided that such activities complement the annual and strategic fundraising priorities of St. Andrew's Schools and that they support the school's mission and vision.

Members of the school community—students, faculty and staff, administrators, or parents/guardians—should not solicit directly, nor accept any contributions for individuals and/or particular school programs or activities, except in accordance with this policy.

Incremental Fundraising

Occasionally, stakeholders of St. Andrew's Schools may show interest in augmenting the school's available program funding, equipment, staffing, or programming in particular areas through ad hoc fundraising efforts. While the school is grateful for the interest shown, such solicitation can both undermine the school's established fundraising program and create inequity among and improper prioritization of the school's programs and activities.

Therefore, potential donors may pursue the purchase and donation of equipment/supplies or the funding of desired program support provided they adhere to the following guidelines:

- The potential donor must receive approval from the director of institutional advancement prior to taking any steps toward the funding or purchase.
- The resources (equipment/supplies, program support, staffing) must already be slated for acquisition or budgeted by the school within the current or for the next fiscal year.

- Parents/guardians may not solicit funds from other parents/guardians without written consent by the Director of Institutional Advancement.
- Fundraising (i.e., deliberate solicitation of other prospective donors) may not be done except by the Director of Institutional Advancement and/or Head of School.
- The potential donor(s) must complete the payment prior to or concurrently with the actual purchase of the items. An acknowledgement letter/receipt will be issued when payment is completed.

Recognition for approved gifts will follow existing advancement office guidelines. The Director of Institutional Advancement and/or head of school reserve the right to refuse the offer of equipment purchase, program support, or funding of staff because of potential conflicts with the school's pre-existing plans for program augmentation, budget planning, or donor relations.

Student Fundraising

All student programs and clubs must follow the policies regarding student activities including the schools' fundraising policies. Any student fundraising activity must be approved by the group's faculty leader and the director of institutional advancement. Student groups that are not official programs or clubs cannot expect resources or other forms of support from the school.

Queen Emma Annual Fund

The Queen Emma Annual Fund is St. Andrew's Schools' top annual fundraising priority. Gifts to the Annual Fund make it possible for St. Andrew's Schools' to continue delivery of its quality, personalized education, extracurricular activities and opportunities, financial aid/scholarships for merit and need, major facility improvements, and other school priorities. Private donations to the Annual Fund are essential in covering the gap between tuition and the school's full operating costs. Each year, all members of our community are asked to make a gift to the Queen Emma Annual Fund, which is 100% tax deductible. Giving can be done easily online at standrewsschools.org/sasgiving.

Queen Emma Legacy Society – Planned Giving

Forward-thinking donors are supporting St. Andrew's Schools with planned gifts in their estate and becoming a member of the Queen Emma Legacy Society. Planned Giving includes designating estate gifts through bequests, IRA beneficiary designations, charitable trusts, and charitable gift annuities that can possibly generate tax benefits or an income stream for the donor and family in retirement years. Be sure to consult with your financial or estate planner for more specifics.

For information on the Queen Emma Legacy Society, please contact Camille Michel, Executive Assistant to the Head of School at (808) 532-2414 or cmichel@standrewsschools.org.

Due to the COVID-19 pandemic and social distancing restrictions, the Advancement Office is putting all in-person events on hold until further notice. However, if any alumnae class or group is interested in holding a virtual event, we are ready and available to assist with outreach and communications. If you have any questions about how to connect with fellow alumnae, class reunions, mentorship programs or require assistance or additional information, please contact us at (808) 532-2454 or alumnae@standrewsschools.org.

For more information on supporting St. Andrew's Schools, contact us at advancement@standrewsschools.org or (808) 532-2441.

BUSINESS OFFICE

The Business Office is located on the second floor of Transfiguration Hall and is open during regular school hours, Monday - Friday, 7:30 a.m. - 4:30 p.m.

Facilities Rentals

Evening and weekend rental of classrooms and other portions of campus are available for a fee. For more information, please contact Margaret Katagihara at (808) 532-2400.

SCHOOL ORGANIZATION AND LEADERSHIP

The Head of School is the President of the school and, along with the Board of Trustees, has the responsibility for oversight of all aspects of student life and school operations. St. Andrew's Schools trustees provide fiduciary care of the institution and ensure that the schools' resources and policies are dedicated to the fulfilment of the school's mission and the long-term sustainability of the school.

St. Andrew's Schools is an independent organization incorporated under the laws of the State of Hawai'i as a 501(c)3 non-profit corporation. Board members are approved by the Diocesan Council of the Episcopal Church in Hawai'i.

2021-22 Board of Trustees

Ruth R. Fletcher, Ph.D., President and Head of School
Darlena Chadwick, Board Chair

Beverly Ament '68
Deanna Tyau Chang '61
Karen Chang
Nancy E. Conley
The Rt. Rev. Robert L. Fitzpatrick
Patty Foley
Kevin Herring
Susan S. Kurisu
Dew-Anne Nishida Langcaon '81
Russell J. Lau
The Rev. Paul Lillie
Ivan M. Lui-Kwan
Bettina Mehnert
Cameron Nekota
Judy B. Pietsch
Mark Polivka
Tammy Yonemitsu Rooke '81
Mary Sellers
Lyn Utsugi '82

Leadership Team

The President heads the Leadership Team, comprised of instructional leaders responsible for the major curricular divisions of the school, and the chief administrative officers of the school. Administrators also work directly with the Board of Trustees to develop the school's long-range plan.

Head of School
rfletcher@standrewsschools.org
(808) 532-2414

Ka'ipolani Bailey-Walsh
The Lower School Principal, The Priory & The Prep
kbailey-walsh@standrewsschools.org
(808) 532-2446

Alethia Donathan
Director of Extended Learning
adonathan@standrewsschools.org
(808) 532-2464

Nichole Field
The Priory Upper School Principal
nfield@standrewsschools.org
(808) 532-2447

The Rev. Heather Patton-Graham
Chaplain
hpatton-graham@standrewsschools.org
(808) 524-2822

Stephanie Jones
Director of Enrollment Management
sjones@standrewsschools.org
(808) 532-2417

Missy Kilbey
Athletic Director
mkilbey@standrewsschools.org
(808) 532-2461

Camille Michel
Executive Assistant to the Head of School
cmichel@standrewsschools.org
(808) 532-2414

Susan Okoga
Director of Queen Emma Preschool
sokoga@standrewsschools.org
(808) 595-4686

Mara Pavich Garcia
Wellness Director
mgarcia@standrewsschools.org
(808) 532-2419

Mary Ellen Williams
Chief Financial Officer
mwilliams@standrewsschools.org
(808) 532-2406

STATEMENT OF THE HANDBOOK

Thank you for reviewing The Lower School Parent-Student Handbook for the 2021-22 school year.

All parents/guardians are asked to review the handbook on an annual basis. When you update your student and family information in PowerSchool you will be asked to acknowledge and verify that you have read and will abide by the policies and procedures included in the handbook.

Parents/guardians are encouraged to consult with the school's administration or faculty if they have any questions about this handbook, need an update, or need further clarification about a specific policy or rule.

NON-DISCRIMINATION POLICY

Except for The Priory Upper School, which is open only to female students, St. Andrew's Schools does not discriminate on the basis of race, color, creed, nationality, or ethnic origin, gender, age, physical disabilities, or sexual orientation in its admissions policies, school programs, or employment practices.

APPENDICES

Appendix I: K-12 Campus Directory

Main Switchboard	536-6102
Attendance/Health Room	532-2403
Security	440-7411 (connects to on-duty guards or supervising staff)
Head of School Office	532-2414
The Lower School (The Prep & The Priory, K-6)	
Principal	532-2446
Lower School Library	532-2434
Lower School Office	532-2444
Registrar	532-2416
Technology Help Desk	524-3234
The Priory Upper School (7-12)	
Principal	532-2447
College Counseling	532-2414
Global Leadership Center	536-6104
Queen Emma Library	532-2430
Registrar	532-2416
Technology Help Desk	524-3234
Queen Emma Preschool	
Director	595-4686
Departments & Services	
Admissions Office	536-6102
Extended Learning Programs	
Director	532-2464
Adventure Camps and Summer Programs	532-2464
After School Care	532-2464
Athletics	
Director	532-2461
Business Office	
Accounts Receivable/Tuition	536-6106
Facility Rentals	532-2400

Institutional Advancement

Director 532-2441
Alumnae Relations 532-2454

Marketing and Communications 532-2451

Uniforms

Dennis Uniforms 396-9318
560 N Nimitz Hwy Ste 107c
Honolulu, HI 96817

Appendix II: Campus Map



Appendix III: Faculty Credentials

K-12 Faculty and Leadership Team

This list specifies only colleges from which degrees were received. It does not include other institutions attended or additional certifications obtained.

*Denotes a member of the Leadership Team

Lahela Aoki

B.Ed. (University of Hawai'i at Mānoa)

***Ka'ipolani Bailey-Walsh**

B.A. (Marymount University)

M.Ed. (Regent University)

Lindsay Chang

B.A. (University of Portland)

M.Ed. (Concordia University)

Maya Chon

B.A. (University of Hawai'i at Mānoa)

Meredith Collat

B.A. Hofstra University

Jessica Combs

B.A., M.A. (Loyola Marymount University)

Samantha Delgado

B.Ed. (University of Hawai'i at Mānoa)

***Alethia Donathan**

B.S., B.A. (Hawai'i Pacific University)

Mara Elliott

B.A. (San Diego State University)

***Nichole Field**

B.A. (University of Rhode Island)

M.A., PBCSE (University of Hawai'i at Mānoa)

***Ruth Fletcher**

B.A., M.S., Ph.D. (University of Delaware)

M. Ed. (University of Hawai'i at Mānoa)

***Mary Pavich Garcia**

B.A. (University of Redlands)

M.A. (Gonzaga University)

Jay Hamura

B.Ed. (University of Hawai'i at Mānoa)

Marcie Herring

B.B.A., M.Ed. (University of Hawai'i at Mānoa)

M.Ed. (Harvard University)

Scott Herzer

A.B. (Whitman College)

M.A. (Azusa Pacific University)

M.A. (Fuller Theological Seminary)

M.F.A. (University of Alaska, Fairbanks)

***Stephanie Jones**

B.A. (University of Delaware)

***Missy Kilbey**

K-12 Kinesiology and Physical Education

Specialist (Buena Vista University)

Judy Koseki

B.S. (Pitzer College)

M.Ed. (Chaminade University)

Dmitri Kotchetkov

M.S. Physics, M.S. Electrical Engineering, Ph.D.

(University of California, Riverside)

Aggy Kusunoki

B.A. (Miami University, Ohio)

M.A. (University of Hawai'i at Mānoa)

Heather Lum

B.A., M.A. (Middlebury College)

Mikayla Lum

B.A. (Arizona State University)

Misha Matsumoto Yee

B.A. (Hawai'i Pacific University)

M.A., M.Ed. (University of Hawai'i at Mānoa)

***Susan Okoga**

B.Ed., M.Ed. (University of Hawai'i at Mānoa)

***The Rev. Heather Patton-Graham**

B.A. (University of Delaware)

M. Div. (The General Theological Seminary)

Larry Prado

B.F.A., P.D., M.Ed. (University of Hawai'i at Mānoa)

Peng Ratchaworapong

B.Eng. (Chulalongkorn University - Bangkok, Thailand)

M.S. (University of Colorado, Denver)

William Rauckhorst

B.S. (Santa Clara University)

Michael Rickman II

B.A. (Maryville College)

M.S. (University of Tennessee, Knoxville)

M.Ed. (Hawai'i Pacific University)

Marlene Schick

B.Ed., P.D. (University of Hawai'i at Mānoa)

Jean Schmitz

B.A. (Mount Mary College)

B.Ed. (University of Wisconsin)

Murielle Sipola

License (University of Paris IV Sorbonne, France)

B.A. (Hawai'i Pacific University)

Bowe Souza

B.A. (University of Hawai'i at Mānoa)

Sandy Souza

B.A. (University of Hawai'i at Mānoa)

Samantha Stenger

B.A. (University of Kentucky)

M.A. (Eastern Kentucky University)

James Stevens

B.A. (University of Hawai'i at Mānoa)

Gordon Tokishi

B.Ed. (University of Hawai'i at Mānoa)

M.Mus. (Southern Oregon University)

Colleen Treacy

RN (State of Hawai'i)

BSN (The University of Alabama)

MSHS (Touro University International)

Hiwa Vaughan-Darval

‘Ūniki (Mae Kamāmalu Klein)