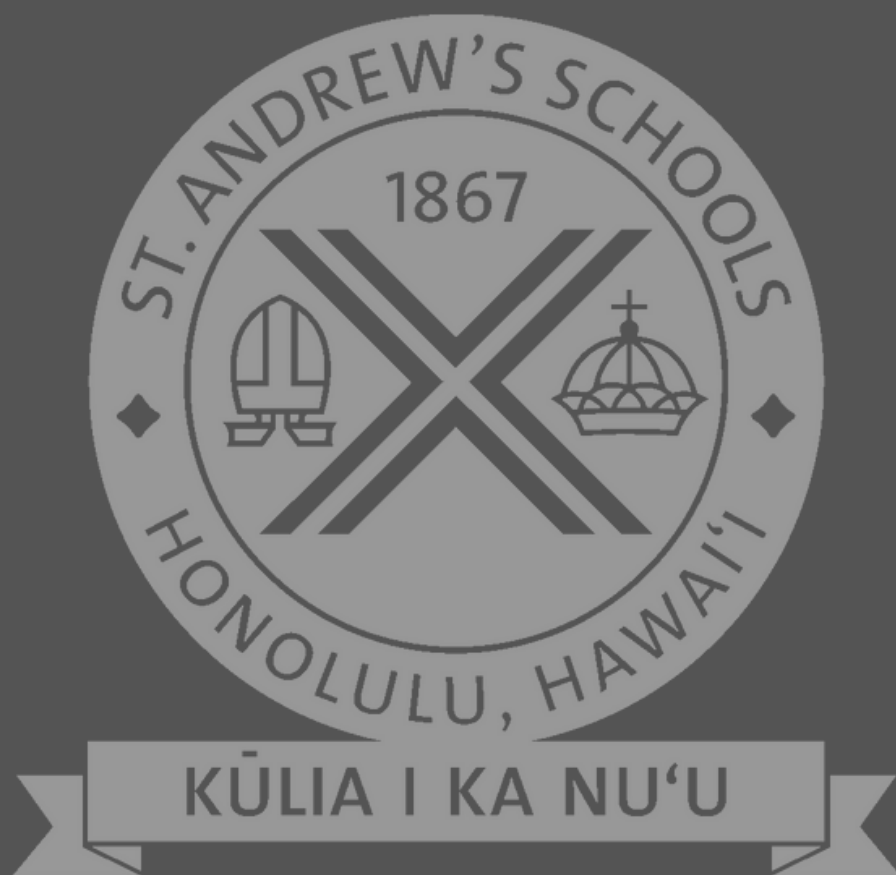


ST. ANDREW'S SCHOOLS  
PARENT-STUDENT  
HANDBOOK

Queen Emma Preschool  
2022-23



## **STATEMENT OF ACCREDITATION AND LICENSURE**

Queen Emma Preschool, which is The Preschool of 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.

Queen Emma Preschool is licensed by the Department of Human Services for 158 children 2-6 years of age. The low student/teacher ratio is of a higher standard than required by the State of Hawai'i.



Aloha, St. Andrew's Schools 'Ohana,

The main lesson learned 'round the world in the past two years is that the future holds no guarantees. The unexpected – and sometimes the unthinkable – happens. This has taken a tremendous toil on families and children. Yet, at St. Andrew's Schools we have continued to adapt and thrive.

In April our HAIS/WASC Accreditation Visiting Committee Team Members (Eric L Dustman, Head of School, Montessori School of Maui; Shana Tong, President, Maryknoll School; Reid Gushiken, Chief Financial Officer, 'Iolani School; and Stephanie Lopes, Dean of Studies and Community Engagement,

Asia Pacific International School) had this to say about our school:

*Joyful, enthusiastic, and kind are three words that we would use to describe the students at St. Andrew's Schools. A visit to Queen Emma Preschool revealed an ambassadorship where the smallest of the small gave lei, offered hugs, repeatedly, and shared introductions of nearly all their friends and classmates in quick order. Step foot into The Prep and The Priory and you'll find equal confidence and tenacity. Attuned to their studies within their coordinate environments that meet their developmental needs and differences, the students, in the words shared by parents, are not stifled and instead given agency to be themselves where over time, they transform into engaged, empowered, and giving citizens of the world. It is a place where being yourself is what matters most and it is the gift received by all.*

*Queen Emma would certainly be proud. Noted in your Self-Study, she began St Andrew's Schools over 150 years ago to support the education of Hawai'i's young women and to ensure their prosperity in an uncertain future. Oh, how times have changed, or have they? Times are still uncertain, but St Andrew's students are surely more attuned. With programs that benefit the youngest to the oldest, be it Yale's RULER Program, Priory in the City, or Global Leadership to name a few, they are proactive in making uncertainty more manageable, unafraid in questioning injustice, mature in seeking resolve, and confident in speaking loud and clear. As faculty shared, you are proud of the work you do. And while humbled by your return at times to the very chairs that your students occupy and learn from when you are also perplexed and learning, you are readying your students for launch. As one student commented, St. Andrew's Schools is a launch pad, the base you need to get where you want to go.*

We agree with what was said and are delighted that the Accreditation Team recognized the extraordinary foundational work we do so our students can thrive in mind, body, and spirit and reach their greatest potential. We are honored that you are partnering with us on your child's educational journey.

Me ke aloha pumehana,

A handwritten signature in black ink that reads "Ruth R Fletcher". The script is fluid and cursive.

Ruth R. Fletcher, Ph.D.

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

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## MISSION

To bring out the best in each student and empower them to *Kūlia i ka Nu‘u* – Strive for the Highest.

## VISION

A world where all children are given the opportunity to learn, grow and lead with their hearts, minds, and spirits to make their communities 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.

- **Unleashing the Power of Each Child**  
We believe each child should be seen as an individual, and their unique talents cultivated so they can become avid scholars and live a life of purpose.
- **Creating a Culture of Belonging**  
Our Episcopal foundation of inclusiveness, loving kindness and spiritual growth give students the supportive environment they need to learn, take risks, and find their passion.
- **Perpetuating Queen Emma's Dream**  
We are stewards of Queen Emma's legacy, driving us to provide each child, regardless of background, the opportunity to flourish.

## 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 a girls school and a boys school 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 during their school days. 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 at 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. 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 hali'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

## 2022-23 CALENDAR OVERVIEW

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

### 2022

JULY	4	Monday	Independence Day Holiday	Holiday - School & Offices Closed
	5-8	Tuesday - Friday	Summer School - Week 5	
	11-15	Monday - Friday	Summer School - Week 6	
	23	Saturday	K-12 New Family Orientation	
	18-22	Monday - Friday	Summer Adventure Camp - Week 1	
	25-29	Monday - Friday	Summer Adventure Camp - Week 2	
AUGUST	1-5	Monday - Friday	Summer Adventure Camp - Week 3	
	8-12	Monday - Friday	Summer Adventure Camp - Week 4	
	17-18	Wednesday - Thursday	QEP Teacher Professional Days	QEP Faculty & Staff Only
	18	Thursday	New Faculty & Staff Orientation	
	19	Friday	Admissions Day	Holiday - School & Offices Closed
	22-24	Monday - Wednesday	P-12 Teacher Professional Days	P-12 Faculty & Staff Only
	25	Thursday	First Day of School - The Priory, The Prep, QEP	
SEPTEMBER	5	Monday	Labor Day	Holiday - School & Offices Closed
OCTOBER	6	Thursday	K-12 Fall Parent Teacher Conferences	K-12 Faculty & Staff Only
	7	Friday	P-12 Teacher Professional Day	P-12 Faculty & Staff Only
	10	Monday	Discoverers' Day	Holiday - School & Offices Closed
NOVEMBER	11	Friday	Veterans Day	Holiday - School & Offices Closed
	23-25	Wednesday - Friday	Thanksgiving Break	Holiday - School & Offices Closed
	28	Monday	School Resumes	
DECEMBER	19-Jan 6	Monday - Friday	Christmas Break	Holiday - School Closed

### 2023

JANUARY	2	Monday	New Year's Day Holiday Observed	Holiday - School & Offices Closed
	3-6	Tuesday - Friday	Christmas Break	Holiday - School Closed
	9	Monday	Classes Resume	
	16	Monday	Martin Luther King, Jr. Day	Holiday - School & Offices Closed
	24	Tuesday	Queen Emma's Birthday Celebration	
FEBRUARY	16	Thursday	K-12 Spring Parent Teacher Conferences	K-12 Faculty & Staff Only
	17	Friday	P-12 Teacher Professional Day	P-12 Faculty & Staff Only
	20	Monday	President's Day	Holiday - School & Offices Closed
	21	Tuesday	Classes Resume	
MARCH	13-24	Monday - Friday	Spring Break	Holiday - School Closed
	13-17	Monday - Friday	Spring Adventure Camp - Week 1	
	20-24	Monday - Friday	Spring Adventure Camp - Week 2	
	27	Monday	Prince Kuhio Day	Holiday - School & Offices Closed
	28	Tuesday	Classes Resume	
APRIL	7	Friday	Good Friday	Holiday - School & Offices Closed
MAY	5	Friday	May Day Celebration	
	18	Thursday	Ascension Day Celebration	
	19	Friday	Head of School Holiday	Holiday - School & Offices Closed
	25	Thursday	Seniors Last Day of School	
	26	Friday	K-11 Last Day of School	
	28	Sunday	Baccalaureate	
	29	Monday	Memorial Day	Holiday - School & Offices Closed
	30-Jun 1	Tuesday - Thursday	K-12 Teacher Work Days	
JUNE	4	Sunday	Commencement	
	5-9	Monday - Friday	Summer School - Week 1	
	12	Monday	King Kamehameha Day	Holiday - School & Offices Closed
	13-16	Tuesday - Friday	Summer School - Week 2	
	19	Monday	Juneteenth	Holiday - School & Offices Closed
	19-23	Monday - Friday	Summer School - Week 3	
	26-30	Monday - Friday	Summer School - Week 4	
JULY	4	Tuesday	Independence Day Holiday Observed	Holiday - School & Offices Closed
	3-7	Tuesday - Friday	Summer School - Week 5	
	10-14	Monday - Friday	Summer School - Week 6	
	17-21	Monday - Friday	Summer Adventure Camp - Week 1	
	24-28	Monday - Friday	Summer Adventure Camp - Week 2	
	31-Aug 4	Monday - Friday	Summer Adventure Camp - Week 3	
AUGUST	7-11	Monday - Friday	Summer Adventure Camp - Week 4	

# GENERAL POLICIES AND PROCEDURES

## School Hours and Schedule

Queen Emma Preschool is open weekdays from 7 a.m. – 5 p.m.

### Schedule

7 – 9 a.m.	Drop Off
	Arrival time – Indoor activities
9 – 9:30 a.m.	Restroom, wash hands, snack, morning meeting
9:30 – 11 a.m.	Activity time, inside or outside play time
11 a.m. – 12 p.m.	Lunch and clean up
12 – 12:30 p.m.	Story time, prepare for nap
12:30 – 2:30 p.m.	Nap time
2:30 – 3:30 p.m.	Snack time, story time
3:30 – 5 p.m.	Indoor, outdoor activities

### Naptime

Naptime is from 12:30 – 2:15 p.m. daily. Children provide their own mat to place on the floor and a blanket to use as a cover. They may bring one security item such as a blanket, pillow, stuffed animal or snuggly that fits in their backpack or bag. The child’s blanket must be taken home to be cleaned and laundered daily.

### Chapel Services

The children attend chapel service every other week.

### Orientation to School

The child’s first school experience is a very special time. The child will be on a half-day schedule for the first two days with pick-up by 12:30 p.m. If your child needs more time to transition to the school routine, we can extend their half days.

## 2022-23 Holidays (school not in session)

Labor Day	Monday	September 5
Teacher Professional Day	Friday	October 7
Discoverer’s Day	Monday	October 10
Veterans Day	Friday	November 11
Thanksgiving Break	Wed-Fri	November 23-25
Christmas Break	Mon-Fri	December 19-January 6
Martin Luther King, Jr. Day	Monday	January 16
Teacher Professional Day	Friday	February 17
Presidents’ Day	Monday	February 20
Spring Break	Mon-Fri	March 13-24 (2 weeks)
Prince Kuhio Day	Monday	March 27
Good Friday	Friday	April 7

Head of School Holiday	Friday	May 19
Memorial Day	Monday	May 29
King Kamehameha Day	Monday	June 12
Juneteenth	Monday	June 19
Independence Day	Tuesday	July 4
Statehood Day	Friday	August 18

#### Special Events held at Queen Emma Preschool

Picture Taking	Mon-Fri	January 23 – 27 (8 – 11 a.m.)
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#### Special Events held at St. Andrew's Schools K-12 Campus

Christmas Program	TBD
Graduation	TBD

## Personal Items for School

### Things To Bring

Please label all items brought to school with your child's name:

- Backpack for personal items
- Complete change of clothes
- Sweater or jacket
- Footwear – slippers or shoes
- Water bottle
- Sleeping mat/blanket and blanket to cover

### Acceptable Items – One per child

- Items used for security – such as a blanket, pillow, stuffed animal, or snuggly which must fit in their backpack or bag.
- Items to share with others – such as a book, tape, CD, DVD (G rated only)

Acceptable items must remain in the classroom.

### Unacceptable Items (Unacceptable items will be returned to the parent)

- Items that promote violence or aggression – firearms, weapons, action figures, costumes, accessories, etc.
- Items that compromise health and safety – such as make-up, high heels, money.

### Lost and Found

All belongings should be clearly marked with your child's name. Toys, money, and food should not be brought to school unless the teacher's permission has been given. Queen Emma Preschool is not responsible for any item that is lost, stolen, or damaged at school.

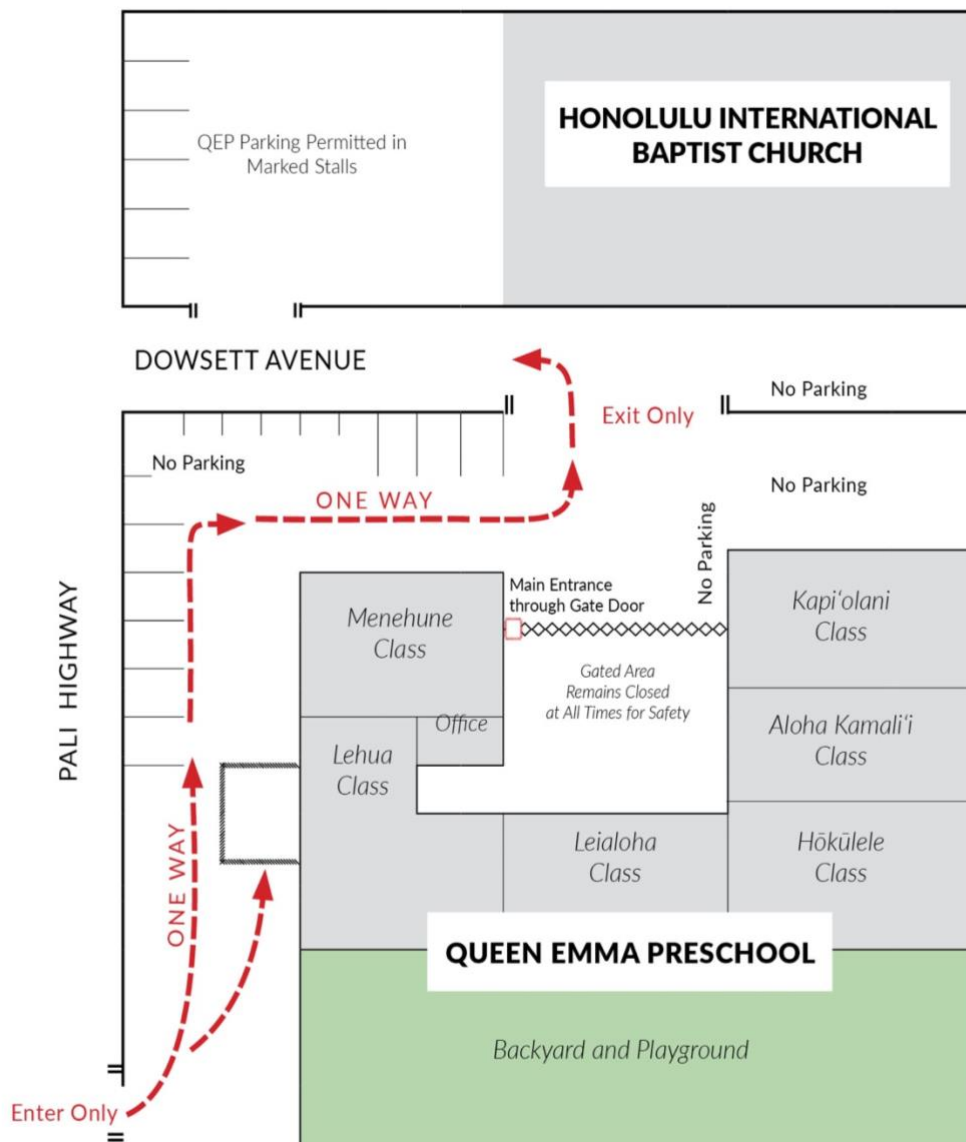
## Excursions and Transportation

*Excursions are to be determined due to COVID-19 restrictions.*

## MORNING TRAFFIC FLOW PLAN

### Traffic Pattern

The traffic flow at Queen Emma Preschool is to enter ONLY from Pali Highway and exit onto Dowsett Avenue. Please follow this pattern so we can maintain the highest level of safety for you and your children. Please study the traffic pattern below and share this with family and friends who will be picking up your child.





## Morning Drop-Off

Parents must drive slowly around the building. Traffic controllers will direct you where to park. Remain in your vehicle and the screener will ask you questions. Once cleared, you will bring your child under the tent where you will sign in using your initials and the time of arrival.

We will do a temperature check and have your child sanitize their hands. Your child will then be escorted to their class by the teacher or aide as they wave goodbye.

## Afternoon Pick-Up

We will release children only to the authorized persons indicated on the Family Contact form unless other arrangements have been made with the teacher. (Telephone calls will be followed up with a return call to the parent to ensure it is the parent who has called.) We will ask for a picture ID as verification.

When arriving for pick-up, you will be asked to sign out and we will use a walkie-talkie to notify the teachers that you are here. Please remain by your car and the teacher will bring the child to you. Children must be picked up no later than 5 p.m.

## ABSENCES AND LATE FEE POLICY

### Absences

Please notify your child's teacher if your child will be absent.

### Late Fee Policy

Hours of operation are from 7:00 a.m.-5:00 p.m. For continuity and safety reasons, we maintain our regular staff during all hours of operation. One of your child's teachers will be on campus during operating hours. Should a family be continually tardy the Director will meet with the family to help resolve the problem. Should the problem persist an automatic \$20 late fee per day will be assessed via your FACTS account.

# CAMPUS SAFETY, SECURITY AND EMERGENCIES

## Visitors on Campus

All visitors on campus MUST have a scheduled appointment. You are required to sign the visitor log and have your temperature taken.

## Disorderly Conduct

Physical aggression, fighting or attempting bodily harm to another, disorderly, immoral, or indecent conduct or shouting on the Queen Emma Preschool or St. Andrew's Schools premises is prohibited. Participating in horseplay or practical jokes on the Queen Emma Preschool or St. Andrew's Schools premises is also prohibited. Use of profane or abusive language towards staff, parents, or children will not be tolerated. The violator will be asked to leave.

## Reporting Child Abuse and Neglect

Hawai'i statutes require school personnel to report suspected child abuse or neglect to the Department of Social Services and Housing. The law also provides for immunity from any liability, civil or criminal for any person reporting child abuse or neglect that does so in good faith.

All Queen Emma Preschool teachers have both a legal and moral obligation to report instances of child abuse or neglect that come to their attention. It is not the responsibility or role of the teacher to investigate the possibility of abuse or neglect but to report it to the Director. The Director will file a report and the appropriate authorities will conduct the investigation.

## Smoking, Drugs, and Alcohol

Tobacco use, including e-cigarettes and vaping devices, drugs, alcohol, and any other significant hazards that pose risks to children and adults are prohibited anywhere on the Preschool Campus.

## Firearms

Carrying firearms or any other dangerous weapons on the Preschool premises is prohibited unless job required.

## Weather Alert

Teachers are advised to keep the children indoors when there are reports or visible signs of high winds, rain, or high levels of vog or other air pollutants. Teachers will proceed with plans for providing physical activities for children indoors.

## Emergency Medical Statement

If a child requires immediate attention, the child's physician and parent or guardian will be called. The child will be taken by ambulance to Kapi'olani Medical Center for Women & Children. The Director, acting Director or teacher, will accompany the child and will remain with the child until a parent or guardian arrives at the hospital. If the child's doctor cannot be reached, the emergency room doctor will examine the child (permission has been signed by the parent or guardian on the registration form).

## Emergency Cards

An emergency information card with phone numbers and alternative childcare information must be on file in the classroom. Also listed must be the names and relationships of authorized persons who may pick up your child. No

child will be released to anyone not listed on the emergency card. Appropriate additions to or deletions from the list may be made at any time. Parents are responsible for keeping Queen Emma Preschool informed of any changes.

**Matters of Family Law**

Parents 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 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.

## EMERGENCY PLAN

It is important that you are aware of the major hazards we might have to face and the procedures we will follow should one of them affect us.

We are providing this information not to unduly alarm you, but to inform you that we are making necessary preparations for the safety and welfare of your children.

For your information, the Oahu Civil Defense Agency has several preparedness brochures that explain in detail what we need to know and do. If you would like your own copy, please contact the Oahu Civil Defense Agency at (808) 523-4121 and they will mail one to you.

When and if a disaster or emergency occurs, your assistance and cooperation in following our plan is of major importance.

The Director of The Preschool, Ms. Susan Okoga, will direct all emergency actions that need to be taken. If the Director is not present then the senior teacher, Ms. Rene Kong, will be in charge.

### Fire Drills

Fire drills will be held periodically. Children will leave our facility in an orderly fashion, under the teacher's supervision and rapidly (not running) walk to their designated areas. In the event our facility is damaged by fire and not habitable, we will care for the children at the International Baptist Church across the street and call for you to pick up your child as soon as possible.

### Tsunami

A tsunami is a series of waves generally caused by earthquakes on or near the ocean floor, anywhere in the Pacific Basin. Alerting for a tsunami is accomplished by the issuance of tsunami watches and warnings.

A **tsunami watch** means an earthquake has occurred somewhere in the Pacific that could produce a tsunami, but the presence of waves has not yet been confirmed. A tsunami watch means to prepare.

A **tsunami warning** means that waves have been confirmed and all coastal areas of Oahu, identified on the maps in front of the telephone book, must be evacuated. We have adopted the following procedures in the event tsunami watches or warnings are announced, or a local tsunami-producing earthquake occurs.

Our facility is not in a tsunami evacuation zone, so we do not have to consider evacuation when a tsunami watch or warning is issued. We will remain in place under either condition and there should be no significant change to our normal routine. Please do not leave work or rush to the school if a watch or warning is announced. We will take care of your children until pick-up can be safely accomplished. If you are in or can get to a safe area close to where you work, do so. It is recommended that you remain in the safe area until the "All Clear" is announced. Delaying such unnecessary travel will assist in precluding traffic gridlock on our streets and allow emergency vehicles and those who must evacuate to move freely.

### **Hurricane/Tropical Storm**

Hurricanes and tropical storms are intense weather systems, usually generated over warm Pacific waters from June through November, that can produce damaging surf, destructive winds, and heavy flooding. Alerting for these storms is accomplished by the issuance of hurricane or tropical storm watches and warnings.

**Hurricane/tropical storm watches** are issued by the National Weather Service about 36 hours prior to the arrival of hazardous storm effects on Oahu.

**Hurricane/tropical storm warnings** are issued when the storm effects could affect Oahu in 24 hours or less.

When a watch is issued, we will monitor the storm and make decisions to close before the issuance of a warning. The timing of the closure will generally coincide with the end of a normal working day and should not inconvenience you, if you are at work.

The hurricane/tropical storm public evacuation shelter closest to the school is at Nuʻuanu Elementary School. In the unlikely event we are faced with evacuation, we will evacuate the children by walking to the shelter. We will take with us clothes, blankets, first aid kits, food, and other necessary supplies.

### **Earthquakes**

Should an earthquake of significant magnitude occur on Oahu, we can anticipate possible damage to our facility; the loss of electrical power, telephone, and water; and considerable disruption to the road networks around us. If we are indoors when an earthquake occurs, we will stay indoors and immediately take cover under tables and supported doorways, etc. If outdoors, we will stay outdoors and away from electrical lines and tall trees. When the shaking stops, we will treat and care for anyone who is injured and then evaluate the condition of the school. If the facility is sound, we will remain in place and listen on our hand-crank portable radio for Civil Defense instructions. We will sustain ourselves the best way we can.

If the facility is damaged or could sustain damage as the result of an aftershock, we will gather ourselves and our necessary supplies and attempt to move to Nuʻuanu Elementary School or an open area in the neighborhood. We will sustain ourselves the best way we can for up to 72 hours, until assistance can be provided by Civil Defense authorities.

Public evacuation shelters will not be automatically opened until they have been inspected for structural integrity. Although such inspections have a high priority, because of damaged road systems or other hazards, delays can be expected. Shelter openings will be announced over the Emergency Broadcast System.

### **Flooding**

Our school is not located in an identified flood zone. However, during extremely heavy periods of rain, or under hurricane/tropical storm conditions, flooding in our area is possible. In the event we are advised to evacuate, or if water begins to rise around our building, we plan to gather our survival kits and immediately evacuate to Nuʻuanu Elementary School.

In summary, please be assured that we will take good care of your children during any emergency or disaster.

**School Closures**

A good rule of thumb for school closures: If it is announced over the radio or television that the public schools are closing, likely we will also be closing. Under no circumstance, however, will we close until all children have been picked up by their parents or designee.

Please do not call us during emergencies. We will send out emergency communications as soon as we are able. It is important to keep the telephone lines open and available for those who have urgent needs.

It is essential that you establish individual and family plans for tsunami, hurricane, earthquake, and flooding. These plans should identify what preparatory actions should be taken for each hazard. They should include where shelters are located and how you will travel to them if evacuation advisories are issued, what you plan to do if the family is separated, what type of survival supplies you will need, etc. Such information can be obtained from the Oahu Civil Defense Agency at (808) 523-4121.

**Campus Lockdown**

In the event it becomes necessary to secure the entire school campus, all doors will be locked, and the children and adults will remain inside until considered safe.

**Liability Insurance**

Queen Emma Preschool carries liability insurance. Please contact our Business Office for details.

# HEALTH AND WELLNESS

## Health Requirements

Hawai'i State law requires all students to meet examination and immunization requirements before they may attend school. A physical exam and a tuberculosis clearance obtained at age 12 months or older must be completed within 1 year before entering a childcare facility or preschool in Hawai'i. For details about these requirements, please visit the [State of Hawai'i School Health Requirements](#) webpage from the State of Hawaii, Department of Health.

## Health Policy

When your child appears to be ill, has a cold, or a fever, please keep him/her at home. We do not have an employee to care for sick children at preschool. The St. Andrew's Schools School Nurse ([schoolnurse@standrewsschools.org](mailto:schoolnurse@standrewsschools.org)) is located on the downtown campus but may be called for consultation as needed. This is for the protection of all children and staff and will help your child recover sooner.

Daily temperature checks will be taken before nap. Any child with a fever of 100.4 degrees or higher will be sent home. If a child becomes ill at school, the child will be able to rest quietly away from the other children in the office until a parent is able to pick them up. Children with symptoms of fever, vomiting, or diarrhea will not be allowed to return to school the next day. Your child will be welcomed back to school after being symptom-free for 24 hours.

A child absent with a communicable disease may return with their physician's written clearance attesting that such conditions are no longer contagious. Some examples of communicable diseases are:

- |                           |                                |
|---------------------------|--------------------------------|
| Chickenpox                | Scabies                        |
| Conjunctivitis (pink eye) | Strep throat                   |
| Hand, foot, and mouth     | Whooping cough                 |
| Impetigo                  | Other (determined by a doctor) |
| Ringworm                  |                                |

### Epinephrine Injection (EpiPen® / Auvi-Q®)

If an epinephrine injection is administered, the school will call for an ambulance to take the child immediately to an emergency room. Parent/guardian consent and medical provider authorization forms are required and must be uploaded to Magnus Health.

### Pediculosis (head lice)

Children who are found to have pediculosis will be sent home for treatment. Children will be checked before admittance to school. Children with resistant or recurrent head lice will be referred to a doctor for clearance.



## Wounds

All open wounds must be covered. If your child gets a splinter or other foreign object imbedded in their skin, the area will be washed with soap and water then covered and a parent will be notified. If the object can be easily removed then a teacher will remove the object, wash the area with soap and water and cover it.

## Soiled Clothing

Clothing that is soiled by urine or feces will be placed in a plastic bag and sent home that day for laundering.

When in question, please keep your child at home. The Preschool is not a place for sick children. Please report all absences by leaving a recorded message at (808) 595-4686. The office will inform the teachers that your child will be absent.

## Health Alert

A Health Alert notice will be posted in each class and shared with families when a parent reports that their child has a communicable disease. This will alert families to be on the watch for these symptoms and to help stop the spread of these diseases. The School Nurse will also be notified.



## HEALTH ALERT

### Early Signs of Infection

❑ **CHICKENPOX** – Onset is 11 to 21 days after exposure.

Symptoms: Slight fever and irritability for 1 day, and fine blisters on the trunk and face. Child is contagious for up to 5 days before the blisters to 6 days after. Do not bring your child to school for 7 days after the rash appears or until all scabs dry, whichever is first.

❑ **STREP** (including Scarlet Fever and Strep Sore Throat) – Onset is 2 to 5 days after exposure.

Symptoms: Sore throat, fever and occasionally a rash. Children may return to school 48 hours after they start antibiotic treatment. Consult your doctor.

❑ **GERMAN MEASLES** (Rubella) – Onset is 2 to 3 weeks after exposure.

Symptoms: Slight head cold, swollen glands at the back of the neck, and a changeable rash that goes away in 2 to 3 days. **KEEP YOUR CHILD AWAY FROM WOMEN WHO ARE IN THE FIRST 3 MONTHS OF PREGNANCY.** Do not bring your child to school for 7 days after the rash begins.

❑ **HAND, FOOT & MOUTH DISEASE** – Viral disease, with a rash in the mouth and on the hands or feet. The rash appears within 3 to 5 days on the gums, inside of the cheek and sides of the tongue, on the palms and fingers of the hands and on the soles of the feet. Child should stay home from school as long as they have symptoms.

❑ **RINGWORM** – Onset varies but normally 4 to 10 days after exposure.

Symptoms: Rounded, reddish area with a scaly or blistering border, often itchy. Do not bring your child to school until the day after treatment begins. Cover sores with clothing or a dry bandage.

❑ **HEAD LICE** – Anyone can get lice. Can be spread from person to person by direct contact. Observe your child's hair and scalp for eggs or nits (tiny, pearly white, egg-shaped objects) that stick slightly to hair shafts. Do not bring child to school until after treatment and all the nits are removed. Carefully check other members of the family for eggs or nits.

❑ **CONJUNCTIVITIS** (Pinkeye) – Onset is 24 to 62 hours after exposure.

Symptoms: Yellow mucous discharge that makes the eyes sticky. Very contagious if the conjunction is caused by infection. Children under 5 are most susceptible. Consult your doctor. Do not bring your child to school until the day after treatment begins.

❑ **IMPETIGO** – Onset varies.

Symptoms: Yellow crusty sores or pimple-like spots with watery heads that break and form crusted areas. Spreads rapidly on contact from fluid. Contact your doctor. Do not bring your child to school until the day after treatment begins and all sores are covered.

❑ **ROSEOLA** – Sudden high fever for 3 to 5 days, followed by a rash lasting 1 to 2 days. The rash first starts on the trunk and spreads to the rest of the body. The incubation period is from 5 to 15 days. The best way to prevent the spread is to stay home and avoid exposing others during the fever stage.

❑ **PINWORM** – Spread by direct transfer of pinworm eggs by hand from the anus to mouth, or from bedding, clothing, food, or other things contaminated with eggs.

Symptoms: Itching around the anus, not sleeping well and irritability. Consult your physician.

## 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 on COVID-19 related procedures.

## Accidents

It is important that parents/guardians maintain an updated list of authorized emergency medical contacts in Magnus Health. 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.

## Medication Policy

- Medicine must be prescribed by a physician.
- All medicine must be clearly labeled by the pharmacist with your child's name, medication, dosage, and instructions.
- No over-the-counter medication will be administered without a physician's prescription.
- Medicine must be in its original container with the pharmacy label

- Prescription medication will be administered only if prescribed for your child. No medicine with someone else's name will be administered.
- Medicine given only at lunch time.
- Medicine needs to go home daily.
- Parents must complete an [Administering Medication Request Form](#) via Magnus Health for each new medication.
- Always give medication directly to the teacher. Never leave medicine in your child's bag, backpack, or lunch bag.
- A medication box is available in the refrigerator for medicine needing to be kept cold.
- Teachers will administer all medication.
- These policies are to ensure your child's safety and will be enforced.

### Medication Procedures for Teachers

- Teachers will obtain and review the Administering Medication Request Form prior to administering any medication.
- Only teachers may administer medication.
- Medication must always be in a locked cabinet or the refrigerator out of the reach of children.
- Read the label carefully to ensure proper storage and any special instructions.
- Medication must be in the original container with pharmacist label, child's name, dosage, and instructions.
- Medication will be administered in private.

#### Administering Procedures

- \_\_\_ Wash your hands.
- \_\_\_ Check the child's name and date of birth.
- \_\_\_ Verify by asking the child, "What is your name?"
- \_\_\_ Mark the dosage on the medicine cup with a permanent marker.
- \_\_\_ Dispense the correct amount.
- \_\_\_ Recheck child's name, dosage and pharmacist instruction.
- \_\_\_ Have another teacher verify and witness.
- \_\_\_ Administer medication and be sure all medication is taken.
- \_\_\_ Return medication to the appropriate storage location.
- \_\_\_ Sign medication record with the date and time medication was administered.
- \_\_\_ Witness must countersign to verify a true and accurate account.
- \_\_\_ Wash your hands.

## NUTRITIONAL GUIDELINES

Queen Emma Preschool permits food to be brought in for breakfast or lunch. To encourage healthier dietary and dental habits, we request that food be nutritious and not excessively sweet or salty.

### Allergy Awareness

Some children are allergic to many products that we use every day. Their bodies will react to allergens, some with fatal consequences. They cannot come in contact with the oils and residues that the other children might inadvertently leave on surfaces. **Therefore, Queen Emma Preschool is a nut/peanut butter free environment.**

**Peanut butter will not be allowed on campus or at school functions.** If your child eats a peanut product before coming to school, please be sure they brush their teeth and wash their hands with soap and water before they touch anything at school. The oils that they leave on any surface may cause a severe reaction to a child allergic to nuts.

Please follow these simple rules:

- Food must be eaten only by the child who brings it. No sharing.
- Uneaten food will be discarded and not left in a child's cubby.
- You may apply ointments (sunscreen, insect repellent) to your child ONLY.

### Snacks and Lunch

Snacks are prepared and served in the morning and afternoon. Lunch is prepared daily on site according to current Department of Human Services standards which includes milk. The lunch menu and snacks are reviewed twice a year by a nutritionist.

### Approved List

#### Beverages

100% fruit juices, ice cream or frozen yogurt-based fruit smoothies, plain milk, or water.

#### Breads

Apple, apricot, bagels without seeds or nuts, banana, bread pudding, bread sticks, cinnamon, pumpkin, zucchini, unfrosted cinnamon rolls, cornbread, English muffins, French toast, garlic, guava, pancakes (herbed, plain, or fruited), Portuguese sweet, raisin, scones, sourdough, taro, plain or cinnamon toast, waffles.

#### Cakes/Cupcakes/Muffins (unfrosted)

Angel food cake, apple, apricot, banana, blueberry, butter, bran, carrot, cherry, pumpkin, cinnamon, corn, cranberry, zucchini; chiffon, guava, gingerbread, Jell-O cakes with fruit, lemon, lime, peach, pineapple, prune, spice, strawberry, vanilla, white, yellow.

### **Cereals**

All unfrosted cereals, except those that have marshmallow pieces, nuts in their ingredients and/or chocolate.

### **Cookies/Bars**

Plain almond flavored cookies (no nut), animal, apple, plain butter, cinnamon, cornflake, cranberry, date, fig, plain gingerbread, gingersnaps, Graham Bears (without chocolate), all varieties of granola bars except ones with nuts, peanut butter and chocolate, oatmeal with or without raisins, peach, prune, raspberry.

### **Crackers**

All brands of cheese sandwich crackers, all varieties of Cheezits, cream crackers, Wheat Thins, all varieties of Goldfish, cinnamon or regular graham crackers, oyster crackers, all varieties of rice crackers or cakes (except chocolate and peanut butter), all varieties of Ritz except peanut butter, soda crackers, all brands of wheat crackers.

### **Ethnic Foods**

Guacamole, latkes, manju, musubi, nachos, saimin, somen salad, mild salsas, vegetable/meat tempura, haupia. No shellfish or oyster sauce.

### **Frozen Treats**

Fruit juice bars and ice cakes, all varieties of ice cream, popsicles, sherbet, sorbet, Gogurt and yogurt (except chocolate and coffee flavors).

### **Fruits**

All fresh, canned, frozen or dried fruits (without sulfites): Apples, apricots, bananas, blueberries, cantaloupe, pitted cherries cut in half, cranberries, dates, figs, seedless grapes (must be cut in half), guavas, honeydew melon, jabon, kiwi, lychee, mango, mountain apples, nectarines, oranges, papayas, peaches, pears, pineapple, prunes, raisins (non-sulfite), raspberries, starfruit, strawberries, tangerines, or watermelon.

### **Gelatin/Pudding**

100% fruit juice-based gelatin squares, all flavors of Jell-O accompanied with fruits. All flavors of pudding except chocolate and pistachio.

### **Pies**

All-fruit and all-vegetable pies and custard pie. No cream, chocolate, and peanut butter pies.

### **Vegetables and Dips**

All vegetables such as artichokes, asparagus, beans, beets, bell peppers, broccoli, cabbage, carrots (sliced thin), cauliflower, celery, corn, lettuce, cucumbers, mushrooms, pitted olives, onions, pickles, potatoes, pumpkin, radishes, spinach, sprouts, squash, tomatoes, turnips, and zucchini served with or without yogurt, sour cream or mayonnaise-based dips, tuna, cream cheese, or other spreads.

### **Miscellaneous**

All varieties of soft, spreadable, and hard cheese, trail mix without nuts or peanut butter, and party cereal mix.

#### **Unacceptable List**

- Peanut butter or nuts of any kind at all school functions
- Chocolate or anything resembling chocolate

- Frosting and sprinkles or anything resembling sprinkles, whipped topping
- Candy, popcorn, pretzels, dried fruits with sulfites, chips
- Seafood, shellfish, oyster sauce (noodles, gau gee, wonton, etc.)
- Fruit roll ups, fun fruits, or anything resembling gummy snacks
- Hot dogs (whole or sliced into rounds), raw peas, chunks of raw carrots, meat (larger than ½” pieces)
- Mochi type items (mochi, gau, kulolo, bibingka, etc.)
- Latex balloons
- Toys smaller than 1½” in diameter

Items considered unacceptable will be returned to you and not distributed or served.

**Queen Emma Preschool is a peanut-free environment!**

## Food and Beverages Brought from Home

All food and beverages brought from home must be labeled with your child’s name and the date. If it must be kept cool, bring it in a bag with a cold pack. Staff will supplement food prepared at school with food brought from home if necessary.

## EDUCATIONAL PROGRAM

### Our Promise

Queen Emma Preschool will provide a high-quality, developmentally appropriate curriculum with knowledgeable staff that offers quality adult/child interactions in a safe and nurturing environment.

Queen Emma Preschool strives to:

- Provide a safe and nurturing environment;
- Offer high quality adult/child interactions;
- Honor and respect children;
- Provide a curriculum that is developmentally and age appropriate and provides a strong foundation for learning with equal emphasis on academic, social, emotional, physical, language, and creative development.
- Provide a rich environment for learning;
- Develop the child's positive self-concept and joy of learning;
- Encourage & welcome parent and family involvement;
- Nurture and support teachers in their teaching;
- Nurture and support teachers in their pursuit of professional excellence.

### Queen Emma Preschool's Early Childhood Educational Philosophy

Queen Emma Preschool's philosophy is based on a developmental approach to learning. We know that all areas of development are important in developing the "total child." We focus our program on building a strong foundation for learning in all areas of development. Because cognitive skills are so closely intertwined with the physical, social, and emotional skills of a child, we focus on attending to all these skills.

Research shows that young children learn best through manipulation of materials and hands-on experiences which are planned by knowledgeable teachers. This learning may look like play, but it is play with a purpose.

In Early Childhood courses, we learned that playing is the work of children and that is how they learn. It is referred to as "plerking." This word represents how we actively combine play and learning to actively unite the mind, body, and spirit. Play provides many opportunities to develop cognitive, social-emotional, and physical skills. Children learn best not by being told what to do but when their whole self is involved.

Through play children can see how new experiences are related to previous learning. Much of what we learn cannot be taught directly but must be put together in our own way through our own experiences (active rather than passive). Play encourages an attitude towards inventiveness that contributes to being able to think up many ideas, new ways of doing things, and ways to solve problems.

Play allows children to develop skills for seeing something from another person's point of view, cooperating, helping, and sharing, as well as for solving problems. They develop both leading and following behaviors, both of which they need to get along in the world.

Play enables children to learn about learning – through curiosity, invention, staying with a task, and so much more. Children’s attention spans are amazingly long when they are interested. Children become interested in learning when they learn through play. They learn to like learning and become life-long learners.

Play provides many opportunities for acquiring these skills. Through play children learn cooperation, vocabulary, concepts, self-confidence, motivation, and an awareness of the needs of others. These are just as important in learning to read as the ability to recognize letters and sounds.

At Queen Emma Preschool, academic learning is playful and exploratory. Children contribute their own ideas, use their own problem-solving strategies, and often pursue their own interests. Teachers are able to weave academic goals and objectives as they build on what children can do and challenge them to try new things.

Teachers know that high standards are important and that using play to build success is what is best for preschoolers. Therefore, play is the foundation for children’s healthy development. Both parents and teachers have an important role in fostering that development by how we interact and purposefully structure the environment for play to be a learning experience.

We respect children’s “plurking” because we know how important it is in developing the “total child.” When school is a fun place and children are surrounded by caring, supportive, and knowledgeable adults, the learning will happen! This is just the beginning of many years of learning.

## Curriculum

Recognizing the preschool years as the most significant time of your child’s life, we focus our program on building a strong foundation for learning, rather than short term achievements such as by rote learning or memorization. Long term attitudes, values, and skills are forming through the child’s experiences. Therefore, our greatest concern is the development of a positive self-concept and a joy of learning.

Queen Emma Preschool is open to all children, there are no tests for admission. We accept each child at their own level of development and then through an effective assessment process we move them forward. Consequently, there may be a wide range of abilities in each classroom. This requires teachers to relate to children as individuals, so they may guide and encourage each child’s growth to their greatest capacity.

In these early years children are not in competition with one another and comparisons made concerning their progress are often invalid. Academics are an important part of our program yet ranked equally with social, emotional, and physical development. A child’s own interest is often an indication of readiness for new challenges. Persistent encouragement and patience are essential from adults as well as recognizing when “not to push.” Our preschool graduates are well-rounded in their preparation for kindergarten, have confidence in themselves, and are eager to learn.

Queen Emma Preschool prepares children to the fullest extent possible for their elementary school years and may continue their education at St. Andrew’s Schools Queen Emma Square campus at The Priory (K-12 girls) or The Prep (K-6 boys).

St. Andrew’s Schools provides a coordinate K-6 educational program that educates girls and boys separately in the classroom and promotes socialization through shared curricular and extracurricular activities and events (e.g.,



May Day, Talent Shows, Nā Kupuna Day, etc.). This educational structure honors the developmental differences in girls and boys in the elementary school years and helps them to build a strong foundation for learning. 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.

A detailed description of the Lower School educational program is available in The Priory Lower School (girls) and The Prep (boys) Curriculum Guide.

## Assessment

The assessment of a child's growth is an ongoing process administered over time. Through daily activities and assessments, we determine a child's intellectual, physical, and social emotional growth and development. These activities and assessments are a natural extension of the classroom and help us to evaluate the child's demonstrated knowledge in the process of completing authentic activities.

The purpose of the assessment is to collect the information necessary to make informed decisions about the child's developmental and educational needs and use the information to set individual goals. An initial assessment is made within 3 months of the child's entry into the program. A mid-year assessment is made to check the progress towards the goals set for each child.

Teachers may use informal assessments such as observational and work sampling techniques, anecdotal assessments which provide objective accounts of events or behaviors, and checklists that list skills or behaviors arranged by developmental domains. Families are also an integral part of the assessment process. Families are encouraged to share observations from home on an ongoing basis to provide teachers with a better understanding of a child's development, especially regarding behaviors not observed in the classroom setting.

Should it be necessary, the assessments also help teachers make informed decisions regarding arranging for developmental screening and referrals for diagnostic assessment.

A written assessment is recorded and shared with parents/guardians at two conferences held during the year. All assessment results are strictly confidential and are shared only with appropriate teaching staff and by written consent.

## EXPECTATIONS OF BEHAVIOR

### Guidance

We provide a variety of interesting learning environments with plenty of opportunities for the children to make choices of what they would like to do and who they would like to play with. Our learning environments allow for experimenting, physical and quiet activities, opportunities to play alone or with a group of children and learning in all areas of development. This recognizes and respects the uniqueness of each individual child.

We set appropriate regular routines, are consistent with expectations, provide many choices, and give reminders and advance warnings before making transitions.

We are respectful of children by getting down to their eye level, making eye contact, and speaking softly when addressing them. We use positive words expressing what we want to see happen instead of describing negative behaviors such as, "We walk inside" or "We use gentle hands with our friends." When dealing with conflicts we try to be fair and listen to both sides of those involved. We offer solutions that address the problem, but also offer a way for the child to find a comfortable solution. We might offer solutions like, "You can find a quiet space to calm down or I can choose one for you."

If a child is unable to control his behavior, a brief time-out is given for the child to regain control and to think about his behavior. Time-out occurs only after other measures fail and is not used for punishment.

If a child is unable to gain control and requires more individual attention, a visit to the office with the director may be needed. If more individual time is needed, we may contact a parent.

## PARENT PARTICIPATION AND INVOLVEMENT

### **Volunteering at QEP**

Opportunities are limited at this time due to COVID-19 restrictions. Specific information about parent involvement will be shared as appropriate.

### **Conferences**

During the initial visits the parents, the child, and the teachers have an opportunity to get acquainted. Parents/guardians have a chance to discuss their child with the teacher, ask questions and get acclimated to The Preschool. Parents are asked to formally share with the school information about their child and family by completing the “Getting to Know Your Child and Family” questionnaire. This information will be placed in the child’s file and used to enhance the environment and curriculum with respect to the families we serve.

Two additional conferences are also held during the year. A written assessment of the child’s intellectual, physical, social, and emotional development is recorded and shared with the parents during these conferences. All records are kept in a secure location.

### **Conflict Resolution**

When concerns or differences occur, you should go directly to the person, whether it is a teacher, director, or another parent to discuss the issue. The issue should be clarified in a way that shows respect for diversity among people and those involved should attempt to solve the matter. It is not proper or acceptable to discuss the issue with persons who are not directly involved.

If direct conversation with the person does not bring resolution, the concern should be discussed with the Director. If the conversation with the Director does not bring resolution, the concern should be discussed with the Head of School of St. Andrew’s Schools. The Head of St. Andrew’s Schools may arrange a meeting of all persons involved to discuss the issue.

We thank parents and/or guardians for modeling civil and courteous communication with school employees. St. Andrew’s Schools reserves the right to suspend or dis-enroll a student if in the judgment of the Head of School the attitude, influence, or behavior of the student, or of the parent/guardian(s), does not serve the best interests of the school, are in conflict with our policies, or in violation of the law.

### **QEP Parent Teacher Association (PTA)**

The QEP Parent Teacher Association is open to parents, families, and staff of Queen Emma Preschool. Its purpose is to assist Queen Emma Preschool in fundraising events, building improvements, school maintenance, and special projects that are not curriculum-related or are not otherwise covered by St. Andrew’s Schools.

The purpose of the Parent-Teacher Fellowship (PTF) shall be to foster and promote the welfare of the school, students, and teachers. The PTF shall promote activities that will maintain and further develop team spirit and communication among all members of the St. Andrew’s ‘ohana – which includes students, parents, faculty, administrators, and friends. The PTF will cooperate with the school by promoting excellence in education, fundraising, and involvement in community service. Current PTF information can be found on the school’s website.

## 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.

Teacher to parent communication is conducted through the following channels:

- Parent-Teacher Conferences (Fall and Spring)
- Report Cards and interim reports
- Parent events such as Back to School Nights
- Teacher voicemail and email
- Individual notes
- [Canvas Classroom Portal](#)

School to parent communication is conducted through the following channels:

- **MyPortal** is a designated area of our website for parents and students to access important school resources, contact information, handbooks, forms, and principal communication. You will also find useful 'Quick Links' to other platforms such as Canvas, PowerSchool, FACTS, Magnus, and Easy School Apps (lunch accounts). Access MyPortal at [standrewsschools.org/myportal](http://standrewsschools.org/myportal).
- **Principal's Blog** is located on the MyPortal site and serves as a message board for the principal to post reminders and updates. 'Subscribe' to this blog and you will receive email alerts each time a new blog is posted. Access the Lower School Principal's Blog at [standrewsschools.org/lblog](http://standrewsschools.org/lblog).
- **In Case You Missed It (ICYMI) Email** is a bi-monthly newsletter that recaps all Lower School Principal Blogs and other announcements.
- **'Ohana News Email** is a monthly newsletter highlighting student life, event recaps, and photos, special programs, and important deadlines.
- **Photo Galleries** of campus life and events can be found at [standrewsschools.org/photos](http://standrewsschools.org/photos).
- **Parent Teacher Fellowship**

## Follow Us on Social Media

Below are the St. Andrew's Schools social media profiles that we invite you to follow.

- [Facebook](#)
- [Twitter](#)
- [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.

## Photo Release

Parents will be asked to authorize the use and/or reproduction of photographs or videos taken by QEP staff and professionals when they sign their enrollment contract upon entrance to The Preschool. Parents who signed an enrollment contract authorized the use of images of their child therein. The pictures are used for school purposes only.

## Confidentiality Statement

All information regarding your child is confidential, including assessment results and will be shared only with the child's parent, legal guardian, program personnel, or regulatory authorities. No information regarding a child will be released to anyone outside of the program without the specific written request of the parent or guardian (except in cases of abuse or neglect or an emergency arises).

## 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/admissions](http://standrewsschools.org/admissions). For more information, contact the Admissions Office at (808) 532-2427; 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
Queen Emma Preschool	<ul style="list-style-type: none"> <li>• Birth certificate OR photo page of passport</li> <li>• Campus Tour</li> <li>• Parent interview with an Admissions representative</li> </ul>
Grade K	<ul style="list-style-type: none"> <li>• Birth certificate OR photo page of passport</li> <li>• Teacher reference report</li> <li>• Report cards or progress reports</li> <li>• Individual assessment and group observation</li> <li>• Parent interview with an Admissions representative</li> </ul>
Grades 1-6	<ul style="list-style-type: none"> <li>• Birth certificate OR photo page of passport</li> <li>• Teacher reference reports</li> <li>• Report cards or progress reports</li> <li>• Any standardized testing results</li> <li>• Morning classroom visit</li> <li>• Parent interview with an Admissions representative</li> <li>• Any standardized testing results, including results of the Secondary School Admission Test (SSAT) (6<sup>th</sup> Grade Only)</li> <li>• Character Skills Snapshot (6<sup>th</sup> Grade Only)</li> </ul>
Grades 7-12	<ul style="list-style-type: none"> <li>• Birth certificate OR photo page of passport</li> <li>• Two teacher Reference Reports (Math and English)</li> <li>• One administrative reference report (Dean, Principal, etc.)</li> <li>• Report cards or progress reports from current and previous year</li> <li>• Any standardized testing results, including results of the Secondary School Admission Test (SSAT)</li> <li>• Character Skills Snapshot</li> <li>• Parent and student interview with an Admissions representative.</li> </ul>

## 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.

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) 532-2427 or [admissions@standrewsschools.org](mailto:admissions@standrewsschools.org).

## Financial Aid (eligible for K-12 students only)

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, visit the [Financial Aid and Scholarships page](#).

## 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 2023-2024, go to the link above to access the online financial aid application and see all 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](https://solutionsbysss.com/parents).
2. Click on the prompt to begin your Parent Financial Statement (PFS). You only must complete one PFS even if you have several children attending St. Andrew's. Due date for completing the PFS is February 15, 2023.
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 and confidentiality.

### Required Documents – Due date is February 15, 2023

- Copy of signed 2022 1040, 1040A, or 1040EZ, with all supporting schedules
- Copy of 2022 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 2021 1040, 1040A, or 1040EZ, with all supporting schedules
- 2021 W-2 form(s), and/or 1099 (if applicable)

Upload documents to your SSS account by the February 15, 2023 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](mailto:financialaid@standrewsschools.org).

## TUITION PAYMENT GUIDELINES

St. Andrew's Schools has implemented the following tuition policies 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 (K-12) or by the child's start date for Queen Emma Preschool 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 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, Director of Finance at 532-2406 or [mwilliams@standrewsschools.org](mailto: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 upper school principal, 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/giving](http://standrewsschools.org/giving)

## **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 Jennifer Burke, Director of Institutional Advancement at (808) 532-2441 or [jburke@standrewsschools.org](mailto:jburke@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](mailto:alumnae@standrewsschools.org).

If you have questions or need additional information on how to support St. Andrew's Schools, please contact us at [advancement@standrewsschools.org](mailto: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 fulfillment 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.

### 2022-23 Board of Trustees

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

Beverly Ament '68  
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.

Ruth R. Fletcher, Ph. D.  
President and Head of School  
[rfletcher@standrewsschools.org](mailto:rfletcher@standrewsschools.org)  
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Ka'ipolani Bailey-Walsh  
The Lower School Principal, The Priory & The Prep  
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The Rev. Canon Heather Patton-Graham  
Chaplain  
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Colleen Treacy, R.N.  
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Mary Ellen Williams  
Director of Finance  
[mwilliams@standrewsschools.org](mailto:mwilliams@standrewsschools.org)  
(808) 532-2406

## STATEMENT OF THE HANDBOOK

Thank you for reviewing The Preschool Parent Student Handbook for the 2022-23 school year.

All parents/guardians are asked to review the handbook on an annual basis.

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, 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.