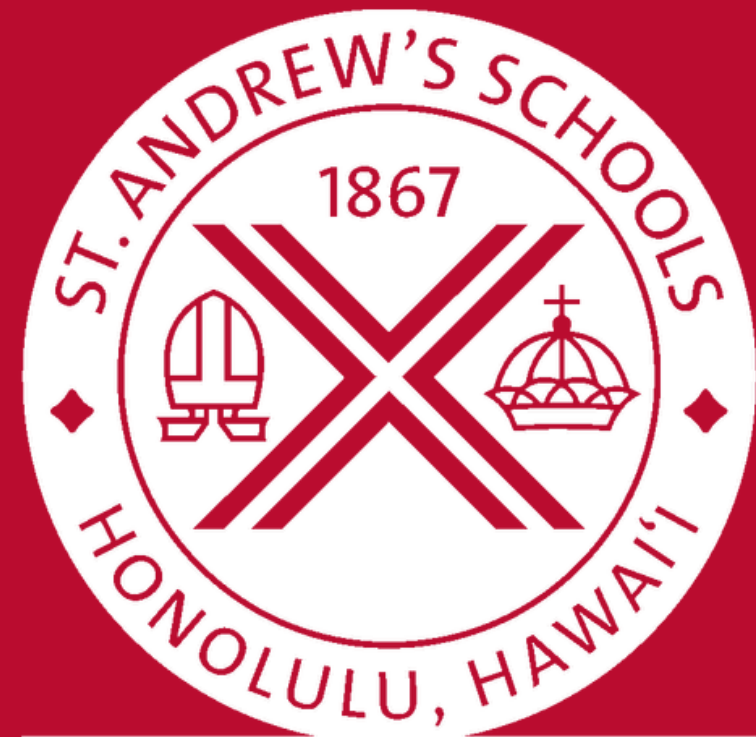


ST. ANDREW'S SCHOOLS PARENT STUDENT HANDBOOK

Upper School
2026–27



KŪLIA I KA NU'U



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.

UPPER SCHOOL

Aloha, St. Andrew's Schools 'Ohana,



Welcome to the 2026-27 school year! We are thrilled to embark on this journey of learning, growth, and discovery together with you and your wonderful children.

From our preschool program to our high school curriculum, we nurture academic advancement, leadership growth, and character development. With our personalized educational program, inspiring teachers, and dynamic learning environment, each year we witness tremendous growth in each of our students, all while working to instill in them a love for learning and a desire to Kūlia I Ka Nu'u, or Strive for the Highest, in all that they do. This culture of care and educational excellence is what makes St. Andrew's Schools special.

As an Episcopal school founded by Queen Emma, our community is steeped in the values of aloha, kuleana, and mālama. These values of lovingkindness, compassion, mutual respect and honor, caring stewardship, and courageous perseverance form our identity. And they allow us to create an environment that honors the worth and dignity of every human being so our students can thrive academically, socially, and emotionally. These values remind us that each one of us matters and that our presence is a gift to be treasured. Our school is indeed a place where each child is known, challenged, understood, and empowered to achieve their personal best.

Our talented and dedicated faculty and staff are committed to creating and setting the conditions for optimal learning and growth for each child. With the guidance of our Board of Trustees and Leadership Team, our collective commitment is to provide learning environments that inspire and motivate each child to reach their promise.

We value our partnership with each family in this exciting year, and are truly grateful for your investment in your child's education at St. Andrew's Schools. We are excited to celebrate this school year with you.

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 coed learning environment that is designed to meet the needs and aspirations of students from preschool through grade 12.
- 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 since our founding by Queen Emma Kaleleonālani, a visionary and transformational thinker. Founded in 1867 as St. Andrew's Priory School for Girls, our school grew to include Queen Emma Preschool (established in 1985) and The Prep, our K-6 boys' school (established in 2014). As of school year 2026-2027, St. Andrew's Schools has transformed into a fully coeducational program from preschool to grade 12. We offer 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.

Building on decades of expertise in single gender education, we understand and embrace the differences between boys and girls. In this way, we are uniquely poised to create the optimal conditions for all students to learn and grow in a coed setting. 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.

The faculty and staff are dedicated to guiding children toward strong habits of mind, body, and spirit by instilling confidence in their abilities and those of others. Students with a St. Andrew's education 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'ohana'ehe, 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 the values of *aloha*, *kuleana*, and *mālama*, 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 of 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 Bishop of the Episcopal Diocese of Hawai'i and other local clergy.

SCHOOL OLI

Eō Ke Kuini

Leinā'ala Heine and Snowbird Bento

Eō ke kuini 'Emalani
Eō kou inoa lā ē
He alii'wahine o Hawai'i
Ke alii'kākou i kō aloha ē
No nā pua o Hawai'i nei
Eō mai ē
'Auhea wale 'oe e ka lani
Eō e ke kuini 'Emalani
Eia kō mau pua lokelani
Ua ala mākou e ke alii'
E hali'a ana mai
Nā mamo o Hawai'i
Kō aloha laha'ole no nā kamalii
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

Eō e Kalani 'Iolani

Heunukupua

Eō e Kalani 'Iolani
Eō mau kō inoa lā ē
He Lani nui 'oe o Hawai'i
He Alii' o kōkou i aloha ē
No nā pua o Hawai'i nei
Eō mai ē
'Auhea wale 'oe e ka lani
Eō e Kalani 'Iolani
Eia kō mau pōki'i 'ano lani
Ua ala mākou e ke Alii'
E hali'a mai ana
Nā mamo o Hawai'i
I kō aloha laha 'ole no nā kamalii
E ho'ōla 'ia i ka malu Haku Lani
E ala
E ulu
E ola
Kūlia i ka nu'u

E ola mau ka inoa o 'Iolani

2026-27 CALENDAR OVERVIEW

2026-2027 Calendar Overview

6.12.26 / All events and activities are subject to modification or cancellation.

2026

JULY	5 Friday	Holiday: Independence Day	School & Offices Closed
	6-10 Monday - Friday	Summer School - Week 5	
	13-17 Monday - Friday	Summer School - Week 6	
	20-24 Monday - Friday	Summer Camp - Week 1	
	27-31 Monday - Friday	Summer Camp - Week 2	
AUGUST	3-7 Monday - Friday	Summer Camp - Week 3	
	8 Saturday	K-12 New Family Orientation	
	17-20 Monday - Thursday	QEP No Classes	No Classes - QEP
	19 Wednesday	P-12 New Teacher Orientation	
	20 Thursday	P-12 Teacher Work Day	
	21 Friday	Holiday: Admissions Day	School & Offices Closed
	24-26 Monday - Wednesday	QEP No Classes	No Classes - QEP
	24-26 Monday - Wednesday	P-12 Returning Teacher Work Days	No Classes
	27 Thursday	P-12 First Day of School	
SEPTEMBER	7 Monday	Holiday: Labor Day	School & Offices Closed
	12 Saturday	QEP Parent Orientation Meeting	
OCTOBER	9 Friday	P-12 Fall Parent Teacher Conferences	No Classes - P-12
	12 Monday	Holiday: Indigenous Peoples Day	School & Offices Closed
	13 Tuesday	P-12 Teacher Professional Day	No Classes - P-12
NOVEMBER	11 Wednesday	Holiday: Veterans Day	School & Offices Closed
	25-27 Wednesday - Friday	Holiday: Thanksgiving Break	School & Offices Closed
	30 Monday	School Resumes	
DECEMBER	12 Saturday	QEP Christmas Program	
	23-Jan 1 Monday - Friday	Christmas Break	No Classes - P-12
	25 Friday	Holiday: Christmas	School & Offices Closed

2027

JANUARY	1 Friday	Holiday: New Year's Day	School & Offices Closed
	4 Monday	P-12 Teacher Work Day	No Classes - P-12
	5 Tuesday	Classes Resume	
	18 Monday	Holiday: Martin Luther King, Jr Day	School & Offices Closed
FEBRUARY	12 Friday	P-12 Spring Parent Teacher Conferences	No Classes - P-12
	15 Monday	Holiday: Presidents Day	School & Offices Closed
	16 Tuesday	P-12 Teacher Professional Day	No Classes - P-12
MARCH	15-26 Monday - Friday	Spring Break	No Classes - P-12
	15-19 Monday - Friday	Spring Camp - Week 1	
	21-25 Monday - Thursday	Spring Camp - Week 2	
	26 Friday	Holiday: Prince Kūhiō Day/Good Friday	School & Offices Closed
	29 Monday	Holiday: Easter Monday	School & Offices Closed
	30 Tuesday	School Resumes	
APRIL	30 Friday	K-12 May Day Celebration	
MAY	15 Saturday	QEP Graduation	
	20 Thursday	Ascension Day Celebration	
	21 Friday	Head of School Holiday	School & Offices Closed
	30 Sunday	Baccalaureate	
	31 Monday	Holiday: Memorial Day	School & Offices Closed
JUNE	1 Tuesday	Seniors Last Day of School	
	2 Wednesday	K-11 Last Day of School	
	3-4 Thursday - Friday	K-12 Teacher Work Days	
	6 Sunday	Commencement	
	7-10 Monday - Thursday	Summer School - Week 1	
	11 Friday	Holiday: King Kamehameha Day	School & Offices Closed
	14-17 Monday - Thursday	Summer School - Week 2	
	18 Friday	Holiday: Juneteenth (Observed)	School & Offices Closed
	21-25 Monday - Friday	Summer School - Week 3	
	28-July 2 Monday - Friday	Summer School - Week 4	
JULY	5 Monday	Holiday: Independence Day	School & Offices Closed
	6-9 Monday - Friday	Summer School - Week 5	
	12-16 Monday - Friday	Summer School - Week 6	
	19-23 Monday - Friday	Summer Camp - Week 1	
	26-30 Monday - Friday	Summer Camp - Week 2	
AUGUST	2-6 Monday - Friday	Summer Camp - Week 3	

GENERAL POLICIES AND PROCEDURES

Required Student and Family Information

Parents/guardians are required to provide important student and family information and health information to the school to ensure accurate and timely school to home communications and that your child's appropriate health needs will be met at school. 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 complete the required annual updates. Should your information change during the school year, please login to the areas as outlined below to update your information.

Annual Information Update in Finals Site Enrollment

1. You will need the following information to complete the Annual Information Update:
 - Parent and Student contact information (e.g., phone numbers, home address, mailing address)
 - Parent/Guardian daytime contact information (e.g., work phone number(s), preferred email address)
 - Emergency Contact Information (two additional people)
 - Adults authorized to pick-up student (up to four people)

Login to Finals Site Enrollment by typing this URL into your internet browser using the username and password you use to re-enroll your child annually: https://standrewsschools.fsenrollment.com/users/sign_in.

2. Click on the green button next to Annual Information Update checklist item on your child's Enrollment Checklist.
3. Follow the prompts to complete the form and hit submit when you have completed all updates.

Annual Health Information Update in Magnus

1. You will need the following information to complete the annual Health Information Update:
 - History, Allergies, Medical Conditions
 - Emergency Contacts
 - Current Student Health Record (Annually)
 - Current Immunizations
 - Over-the-Counter Medication Authorization
 - Prescription Medication Authorization (as required)
 - Emergency Action Plans (as required)

2. Login to Magnus by first accessing MyPortal on the school's website. Then click on the Magnus Quicklink to the left.
3. Complete all applicable items on your child's checklist.
4. Emailed and Hard copy health forms will no longer be accepted due to medical privacy standards.

Your child may not be allowed to attend school if the aforementioned items are not completed prior to the first day of school. Your child's health and safety are paramount at St. Andrew's Schools. For questions about the Annual Information Update, contact the Admissions Office at admissions@standrewsschools.org or (808) 532-2427. For medical or health-related questions, please contact the Health Aide at healthaide@standrewsschools.org or (808) 532-2403.

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 Principal 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 will at times be 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

Early Arrival	7:00 a.m. – No supervision is available prior to this time. Early arrival is for students who have Band or Orchestra at 7 a.m.
Campus Facilities Open	7:00 a.m. – Until this time, students must remain in designated areas for supervision. Only limited bathrooms and other facilities are available. Queen Emma Library may be opened for students to study.
Class Hours	7:45 a.m. – 3:00 p.m. Teachers open their classrooms to students at 7:30 a.m. Students who are enrolled in 0 Period arrive at 7 a.m.

Morning Drop-Off

Safety is 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

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 the 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.

If our visitor parking is full, 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).

A St. Andrew's Schools staff member or teacher must make arrangements in advance for visitors or volunteers to park on campus during the school day.

Parking for Students

There is no parking available on campus for students. If a student must drive to school, parking stalls may be rented from various downtown parking facilities, such as Diamond Parking:
www.diamondparking.com/find-parking/

Early Arrival

When the school opens at 7 a.m., students in grades 7-12 are provided indirect supervision by the many adults on campus. They do not need to sign-in with the early morning supervisor stationed in Ylang Ylang Courtyard. Students may use the library with supervision or sit in Ylang Ylang courtyard or on the benches around campus. Teachers often open their classroom prior to the first period for students. Students are not allowed in classrooms or the library when they are not supervised by an adult.

Once a student arrives on campus, the student is not permitted to leave campus at any time prior to dismissal unless accompanied by an authorized adult or has been granted "senior privileges" by the school administration. Journeying off-campus without permission is considered a major code of conduct violation

and disciplinary action will apply.

Dismissal Procedures

Upper School students are dismissed at 3 p.m. No dedicated supervision is provided after 3:30 p.m. unless students are participating in a school-sponsored activity. If they are participating in an after school activity, students will only be supervised during the activity.

Students who remain on campus to wait for their parents'/guardians' arrival are expected to remain in the Robinson Courtyard or Kennedy breezeway area in order to have indirect supervision. No dedicated supervision is provided for Upper School students after 3:00 p.m. Students participating in school-sponsored activities after school (e.g., sports, theatre, clubs) must go to their designated area to be supervised by an adult advisor and/or coach.

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) 532-2449 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 parking area in front of Transfiguration Hall at the designated time. Students must sign out from the Attendance Office before leaving campus. Students are not allowed to leave campus during school hours unless they have senior privileges.

If a student becomes ill and must leave school prior to the regular dismissal, the Health Aide 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 Health Aide.

Rideshare Services

Parents/guardians may not utilize ridesharing services such as Uber and Lyft to transport students alone to and from school.

Off-Campus Day Trips

Off-campus day trips or field trips and other excursions are an essential element of the Upper School's academic program. The school's downtown location offers many opportunities for walking excursions that extend and enrich the students' learning. Students in grades 7-12 are expected to keep their parents/guardians informed about details of excursions. In many cases, such information can be found on the teachers' Canvas page. Students who are absent from class because of a field trip should make arrangements concerning assignments, tests, and missed activities with their teacher at least one week prior to the absence.

Chapel uniforms are to be worn on all field trips unless otherwise indicated by written notice from the field

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trip's supervisor. Students who are not dressed in appropriate attire will not be permitted to attend the field trip. Should you have questions about a specific field trip, please contact your student's teacher.

The annual enrollment contract signed by parents/guardians in Magnus/PowerSchool authorizes field trips and other excursions. Permission forms for every trip will not be distributed. This form also grants permission for qualifying students to leave campus to attend classes at Hawai'i Pacific University as well as their St. Andrew's in the City internship during the school day. Students must sign out/in at the attendance office for these programs.

Senior Off-Campus Privileges

Off-campus privileges are granted to eligible seniors with parent/guardian permission. These seniors may leave campus during their free periods, lunch, and after their last class or required activity of the day. Required activities include, but are not limited to: classes, chapel, assemblies, Community Block, Activity periods, meetings, advisory, study hall, guidance, and graduation practices. A senior who has been granted senior privileges must go to the Attendance Office to sign out when leaving and to sign in when returning to campus. Failure to do so will result in the loss of off campus privileges.

Off-campus privileges are granted to seniors on a quarterly basis based on a 3.0 grade point average (GPA) with no grade lower than a C-minus. First quarter eligibility is based on the student's grades from the fourth quarter of her junior year. Students on academic and/or disciplinary probation are ineligible for off-campus privileges.

Students are required to adhere to the Code of Conduct while exercising off campus privileges. Any violation of the code of conduct or the terms of this policy will result in the loss of off-campus privileges as well as other disciplinary action.

St. Andrew's Schools is not responsible for any injury or loss suffered by a student while off-campus and reserves the right to change or terminate this policy in its sole discretion at any time with or without prior notice or cause.

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) 532-2449
- 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 8:15 a.m. (or if the message has been received yet is unclear), the school will contact a parent/guardian by phone or email 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 who participate in after school activities sponsored by the school must be in attendance for the

school day to participate. If a student leaves school due to illness, they may not return for an after-school activity or event.

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 or special circumstances in a family (funeral, wedding)
- Student illness (a medical provider’s clearance/return to school note is required for absence of 3 days or more)
- College visit (grades 11-12)

A make-up day will be granted for each day’s absence. In classes where group participation activities are graded, the participation grades are generally excused.

Students who are absent from class because of participation in an athletic event or any other school activity should make arrangements concerning assignments, tests, and missed activities with their teachers prior to the absence.

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 to keep pace with the classes missed. If the absence is planned, it is the student’s responsibility to meet with each of her teachers to review the work that will be assigned during her 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. Failure to notify the Attendance Office and Upper School Principal of any planned absences well in advance may adversely affect a student’s grades.

Excessive Absences

Regular school attendance is important to your child’s educational success. A student who accumulates ten (10) or more non-school related absences – or is missing 10% or more of school for any reason, excused or unexcused – is considered excessively absent. Regular attendance is essential for students to fully benefit from their educational experience. Consistent practice and punctuality help students stay engaged in their learning, participate in classroom activities, and maintain the student’s ability to master grade level material.

Any student exhibiting excessive absences in a quarter may be required to meet with the Upper School Principal, School Counselor, and his/her family to assess the situation and develop a plan to address any concerns. As part of this support plan, the student may be required to attend supervised academic sessions outside of regular school hours, which may include after school sessions or a designated Saturday during the quarter, to help ensure that they remain current with their coursework.

Excessive Tardiness

Students are tardy if they are not in their classroom/homeroom by 7:45 a.m. Tardiness is discouraged 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. A student who arrives on campus after 7:45 a.m. must receive a tardy slip from the Attendance Office.

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Any student who accumulates a sum of ten (10) non-school related tardies per semester is considered excessively tardy. In cases of excessive tardiness, the parent/guardian will be contacted to schedule a conference with the Upper School Principal, School Counselor, and the student to discuss concerns, identify contributing factors, and develop strategies to support improved punctuality.

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 into the Receiving Room (Transfiguration Hall, Room 101) during the school day and to the After School Care Office (MB-3) 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

Visitors must have a scheduled appointment and visibly display their visitor badge while on campus. Scheduled visitors must sign in at the Lower School Office in Kennedy 105 to obtain their visitor badge.

Should parents/guardians need to drop off items for their child during the school day they can contact the Attendance Office for guidance. Typically parents/guardians will be asked to leave their item(s) in the Transfiguration Hall Receiving Room (Room 101) and follow the written instructions on how to label and place the item(s) for our staff to pick up and deliver. Staff will deliver items to students throughout the school day. If the item requires timely delivery to the child, please call (808) 532-2449 and leave a message with the Attendance Office. Parents/guardians should not bring items directly to the classroom or to the Health Room.

Students may not utilize Bite Squad or Uber Eats for their personal lunch delivery. If a class party does utilize a food delivery service, this should be managed by the respective teacher or grade level advisor.

Unscheduled visitors, including parents/guardians without an appointment, are not permitted on campus.

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 a guest has forgotten to get a visitor badge, they will be assisted by school personnel to obtain proper identification.

School Closing Due to Emergencies

Emergency alerts are sent primarily via email, text, or phone from the SchoolMessenger 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 parents/guardians are urged 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 SchoolMessenger

When St. Andrew's Schools conducts safety drills (e.g., lockdown and/or fire drills), our SchoolMessenger alert system will send parents/guardians and students a text, phone, and/or email alert when the drill begins and ends. In the case of an actual emergency, St. Andrew's Schools will also send out alerts through our SchoolMessenger system. Each year student and family information is updated in our Student Information System (PowerSchool). Should your contact information change after you have submitted your enrollment contract please update it through the Student and Family Information Form in PowerSchool. If assistance is needed, please contact the Technology Department at technology@standrewsschools.org or (808) 524-3234.

Keep Up to Date Through Our Databases

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. If you need assistance, please contact the Technology Department at technology@standrewsschools.org or (808) 532-3234.

Finalsite Enrollment is our admissions database where parents complete their child's re-enrollment process annually. The Annual Information Update (AIU) is also completed in Finalsite Enrollment. Should information change during the school year, it must also be entered into Finalsite Enrollment, which is available at standrewsschools.fsenrollment.com/users/sign_in. If you need assistance, please contact the Admissions Office at admissions@standrewsschools.org or (808) 532-2427.

Canvas is our Learning Management System (LMS) where class websites and the upper and lower school portals are located. Through the LMS, students and families 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 families need assistance, please contact the Technology Department at technology@standrewsschools.org or (808) 524-3234.

Registering Students for Extended Learning Programs

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Our Extended Learning programs include enrichment classes, springs/summer camps, and 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 families need assistance, please contact Extended Learning at programs@standrewsschools.org or (808) 532-2464.

Re-enrolling My Child (Finalsite Enrollment)

St. Andrew's Schools uses an electronic enrollment process and issues re-enrollment contracts each spring through Finalsite Enrollment, our enrollment 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 fee through this system. As part of the enrollment process parents are also required to complete the Annual Information Update in Finalsite Enrollment. Each parent/guardian has a username and password to access Finalsite Enrollment and their child's re-enrollment contract. If a parent/guardian forgets their login information, they may contact the Admissions Office at (808) 532-2427 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 Student Health Form, which includes a current TB clearance and immunization records, and all other required health information is due in the Magnus Health Student Medical Record (SMR), our web-based health management system for the following categories:

- All new students (Grades 7-12)
- All 7th grade students
- All 9th grade students
- All 11th grade students
- All student-athletes (Grades 7-12)

Requirements to be documented on the St. Andrew's Schools Student Health Form include the following:

- An up-to-date physical examination by a licensed U.S. medical provider (completed within 1 year of the first day of school). See Student Health Form, page 44, for Athletic physical requirements.) The Student Health Form expiration date is annotated in Magnus Health
- Tuberculosis Clearance: **No new student may attend school without a TB clearance** – a clear X-ray, 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 Student Health Form. Students coming from outside of the State of Hawaii must have the TB clearance performed by a licensed U.S. medical provider and the clearance received before the first day of school. No provisions are allowed for students without this requirement; students without this documentation cannot attend school until the documentation is supplied.
- All age-appropriate immunizations required by Hawai'i law
- The Student Health Form and TB clearance **must be submitted before the first day of school.**
- The law affords your child a grace period of 90 days, with a scheduled medical appointment, from the date of school admittance to complete all health requirements - except for 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 [Health Aide](#) 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 [Health Aide](#) 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 Health Aide. 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 must be uploaded into Magnus Health. **The following exceptions are permitted:**

- 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 Health Aide and have an action plan on file. Authorization forms are required and must be uploaded into Magnus Health.
- Students may carry over-the-counter cough drops for their personal use.
- Students aged 10 and older with confirmed anaphylaxis can carry epi-pens in concurrence with their parent and medical provider, and have an action plan on file in Magnus Health. Parent/guardian and medical authorization forms are required and must be uploaded into Magnus Health.
- Students with Type 1 diabetes may carry insulin and emergency glucose. Students carrying these items must be assessed by the Health Aide and have an action plan on file in Magnus Health. Parent/guardian consent and medical provider authorization forms are required and must be uploaded into Magnus Health.

Medication Administration During the School Day (when the Health Aide is unavailable)

- Prescription medication will be administered by designated SAS employees only. Designated SAS employees include: Head of School, Principals, Athletic Director, and School Counselor. All prescription medication administration will be documented on the St. Andrew's Schools Medication Administration Daily Log. For controlled substances, designated employees must perform and document a medication count prior to administering the medication. A medication count must also be performed when turning back over medication to the Health Aide. All Prescription medication must be kept in their original container and must be locked up at all times. All Medication Administration Daily Log entries will be transcribed by the Health Aide into Magnus Health as soon as possible.
- Over the Counter (OTC) medication may be administered by designated SAS employees only. Designated employees include: Head of School, Principals, Athletic Director and School Counselor. All OTC medication must come from the health room. No personal medications may be administered. All designated employees must complete annual OTC medication administration training.
- Designated employees must check the Magnus Health Over-The-Counter Medication Form for parent authorization for the medication requested before administering any OTC medication.
- Designated employees MUST confirm the last time a student has received any similar medication prior to administering medication. For example, a student who took Tylenol before school at 7:00am may not receive more Tylenol until 11:00 am. Designated employees may administer OTC medications under the following circumstances:

Grades 9-12:

- Menstrual cramps: 325 mg Tylenol or 200mg Ibuprofen (with food) - 1 time only
- Headache (rated below 5/10 and no other symptoms): 325 mg Tylenol or 200mg Ibuprofen (with food) - 1 time only
- Nausea (no other symptoms): 1 Pepto chewable tablet - 1 time only
- Uninfected skin itching/bug bites: Benadryl gel or Hydrocortisone cream
- All other concerns, return complaints (to include students who took medication at home before school for similar reason), multiple symptoms: Must receive and document parent permission

Grades K-8

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- Must receive and document parent permission
- Designated employees must document all OTC medication administration to include:
 - Medication name and type (i.e., tablets, pills, liquid etc.)
 - Medication dose
 - Time of administration
 - Route of administration (i.e., oral, topical, etc.)
 - Pain level as applicable
 - Discharge instructions: i.e., come back if issues worsens, drink water (headaches), etc.

Field Trips

- Prescription medications: If a student will require a prescription medication during a school day trip, the Health Aide will check with the parent prior to the field trip to see if the medication can be given early (prior to leaving for the field trip) or later (upon return from the field trip). If not, the Health Aide will provide the designated SAS employee chaperone with 1 dose of the medication, clearly labeled with the student's first and last name in a secure container, as well as the Medication Administration Daily Log. The designated SAS employee chaperone will administer the medication at the prescribed time and will document the Medication Administration Daily Log after administering and observing that the student took the medication. The Medication Administration Daily Log will be returned to the health room immediately after the field trip. The Health Aide will transcribe the administration into Magnus Health as soon as possible.
- OTC medications: OTC medications are not carried on school day trips and will not be administered.

Overnight Events/Field Trips (Camps)

(Follow Travel Authorization)

- Prescription medications: If a student will require a prescription medication during an overnight event or field trip and there will be no Health Aide attending the event or field trip, the Health Aide will provide the designated SAS employee chaperone with the medication in the original container, as well as the Medication Administration Daily Log. The designated SAS employee chaperone will count the total amount of medication in the container prior to leaving campus. The designated SAS employee chaperone will administer the medication at the prescribed time(s) and will document the Medication Administration Daily Log after administering and observing that the student took the medication. The Medication Administration Daily Log will be returned to the health room immediately after the field trip. The Health Aide will transcribe the administration into Magnus Health as soon as possible.
- OTC Medications: In the event that a student is in need of an OTC medication during an overnight event or field trip and there will be no Health Aide attending the event or field trip, the Health Aide will provide the designated SAS employee chaperone with a basic kit containing OTC medications:

Tylenol 325 mg or Ibuprofen 200 mg tablets
Pepto Bismol chewable tablets
Loratadine 10 mg tablets
Benadryl Liquid - for allergic reactions
Hydrocortisone 1% cream (or Benadryl gel topical)
Cough drops

Sunscreen (individual packets)
Bug spray
Antiseptic wound cleaner
Refresh eye drops (individual applicators)

- Designated employees MUST check the Magnus Health Over-The-Counter Medication Form for parent authorization for the medication requested BEFORE administering any OTC medication.
- Designated employees MUST confirm the last time a student has received any similar medication prior to administering medication. For example, a student who took Tylenol before school at 7:00am may not receive more Tylenol until 11:00 a.m. Designated employees may administer OTC medications under the following circumstances:

Grades 9-12:

- Menstrual cramps: 325 mg Tylenol or 200mg Ibuprofen (with food) - 1 time only
- Headache (rated below 5/10 and no other symptoms): 325 mg Tylenol or 200mg Ibuprofen (with food) - 1 time only
- Nausea (no other symptoms): 1 Pepto chewable tablet - 1 time only
- Uninfected skin itching/bug bites: Benadryl gel or Hydrocortisone cream
- All other concerns, return complaints (to include students who took medication at home before school for similar reason), multiple symptoms : Must receive and document parent permission

Grades K-8:

- Must receive and document parent permission
- Designated employees must document all OTC medication administration to include:
 - Medication name and type (i.e., tablets, pills, liquid etc.)
 - Medication dose
 - Time of administration
 - Route of administration (i.e., oral, topical, etc.)
 - Pain level as applicable
 - Discharge instructions: i.e., come back if issues worsens, drink water (headaches), etc.
- Designated employees should consult with the Health Aide if they have any questions or concerns before administering medications.

Domestic and International Travel

- All medications (prescription and OTC) must be uploaded into Magnus Health.
- High school students must show the chaperones all medications they are carrying with them. While high school students may take common oral or topical OTC medications (Tylenol, Benadryl, Imodium, Sudafed, etc.) or antibiotics on their own, they must notify their trip leader/chaperone of each time they take their medication, and this must be logged.
- Grades K-8: Must receive and document parent permission and may not carry or take OTC medications. Should a middle school student need to take an OTC medication, the designated chaperones must receive and document parent permission before allowing students to take medication. Once permission is confirmed, then the chaperone will log this information.
- Certain classes of prescription medication (antidepressants, ADHD medication, etc.) must be turned in to the chaperones, and chaperones are responsible for distributing all prescription medication. All

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medication must come in its original packaging with clear instructions for distribution. The school Health Aide must be consulted prior to the trip to ensure proper distribution.

- All designated trip chaperones must complete annual OTC medication administration training.

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

Returning to School After an Extended Illness

The health, safety, and well-being of our students are important to us. If a student is absent from school for three (3) or more consecutive days due to illness, families are asked to provide a note from their healthcare provider indicating that the child is well enough to return to school.

Upon returning to campus, students should first check in with the Health Aide and submit the healthcare provider's note before proceeding to class. This brief check-in allows our health staff to support the student's successful return to school, address any ongoing health considerations, and help ensure a healthy learning environment for all.

Illness at School

Students who become ill or injured during school hours must see the Health Aide to be checked.

Parents/guardians will be contacted to pick up their child from school within the hour 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 clearance 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 the Vital Health Record Section of Magnus Health.

- The Health Aide will notify the parent/guardian. Students should not call their parents/guardians without permission from the Health Aide.
- If prior written permission has been given in Magnus Health, over the counter medications 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, COVID-19, chicken pox, hepatitis, impetigo, mononucleosis, pink eye, scarlet fever, hand, foot, and mouth disease, or strep throat. Parents/guardians should notify the Health Aide when a student is absent for such illnesses.

If a teacher or staff member is made aware of a student having a possible communicable illness, they will contact the Health Aide. The Health Aide will contact the parent for further information. The Health Aide may send general information regarding communicable illness via Magnus Health. Students or staff members diagnosed with a communicable illness will not be identified to parents.

Accidents

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

Ortho Injuries

Any student receiving an injury (e.g., orthopedic, eye, etc.) that requires physical restrictions and/or a special device (e.g., cast, eye patch, etc.) must bring a medical provider clearance note indicating all student restrictions and follow-up appointment to the Health Room prior to returning to class.

Concussions and Other Significant Injuries

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 the recommendations of the student's medical provider, school administrators, teachers, coaches, and SAS athletic director will work to modify the student's environment and activities to support recovery and maximize successful reintegration into school.

In addition to concussions, any student who sustains an injury (on or off campus), including not limited to orthopedic, eye, or other medical injuries that require physical restrictions, activity limitations, assistive devices (e.g., crutches, braces, casts, slings, and walking boots), or other accommodations, must provide medical clearance from a licensed healthcare provider before returning to school. Medical provider clearance must indicate that the student is cleared to return to school and should include any applicable restrictions, accommodations, and follow-up recommendations. Students must check in with the Health Room and provide this documentation prior to returning to class.

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Students should not return to school following a concussion until cleared to do so by a medical provider. Medical provider clearance should include information regarding any school-related restrictions or accommodations. As a student recovers, part-day attendance or modified participation may be appropriate and will be accommodated when possible.

Students will not be penalized for missed work resulting from a concussion or other significant injury. Schoolwork and academic expectations will be gradually increased based on the student's symptoms, restrictions, and medical provider recommendations. Teachers will work collaboratively with the student and parent(s)/guardian(s) to develop a plan for completing essential assignments and demonstrating mastery of key learning objectives 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 Health Aide, 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

Students in grades 7, 8, and 9 at St. Andrew's Schools participate in lessons adapted from the One Circle Foundation's youth circles. Our students use *Girls Circle* and *The Council*. 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.. 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. 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.

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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.

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 Hawai'i'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. Students attend chapel weekly.

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 experience 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. 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 Executive Chef Jeremy Shigekane to offer FoodStart, a school food initiative available to students, faculty, and staff.

Lunch orders and payments are made through EZ School Apps. Your child's account is created based on the email address in their PowerSchool record. Information about accessing EZ School Apps is available online under Resources in [MyPortal Dashboard](#).

If you don't want an account or have any questions about EZ School Apps, contact adminassistant@standrewsschools.org.

If a student account is more than \$30 negative, the student will only be allowed to purchase lunch and/or milk. (For example, if the student asks for musubi or juice, they will not be allowed to purchase it.)

If a student account is more than \$50 negative, the student will not be able to purchase any FoodStart items.

For families with siblings, the policies for a negative balance of \$30 or \$50 will be the combined total of all the children. For example, if one child's account is negative \$20 and the other child's account is negative \$30, neither of the students will be able to purchase any FoodStart items.

Once the negative balance is paid in full, the student(s) will be able to resume purchases, in accordance with the parents' pre-existing restriction list, if any.

UPPER SCHOOL ACADEMIC PROGRAM GUIDELINES

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.” Students are called upon to find their voice, build their leadership skills, and take an active role in developing their unique strengths and talents. A detailed description of the educational program is available in K-12 Curriculum Guide, which can be found on the SAS website.

The Middle School includes students in grades seven through eight. Our students study English, mathematics, science, social studies, world language, religious studies, performing and visual arts, and physical education. In addition, they are asked to serve in leadership roles through student council, clubs, and other curricular and extracurricular activities.

Each year, high school students in grades 9-12 register for five academic classes and a minimum of two credits of elective courses. Please refer to the Curriculum Guide (available online under Resources in [MyPortal Dashboard](#)) for more information.

High School: Grades 9–12

Graduation Requirements

Twenty-four (24) credits are required for graduation. Generally, a semester course is one-half (½) credit, and a year-long course is one (1) credit. As displayed in the table below, students must fulfill the required number of credits in each subject area in grades 9-12 to graduate.

Subject	Required Credits
English	4.0
Social Studies	3.5
World Language*	3.0
Mathematics	3.0
Science	3.0
Physical Education	2.0
Religious Studies	1.0
Performing/Visual Arts	2.0
Independent Inquiry	0.5
Other Courses	0.5
St. Andrew’s in the City	1.5
Total	24.0 Credits

**with 2 consecutive years in high school*

College and Career Counseling

St. Andrew's Schools has a college going culture and it is expected that each graduate will continue their education at a college or university. SAS seeks to provide both students and parents/guardians with the best information on college choices and admission requirements to aid in the application process. The Director of College Counseling works closely with students to identify colleges and universities that match their academic and extracurricular interests, career goals, and financial budget.

Students begin to explore their strengths, interests, and career options through our St. Andrew's in the City curriculum in grades 10 to 12. During junior year, the college counselor will meet with each junior and their parents/guardians to guide students in the college application and selection process. The Upper School also offers workshops during the school year to help clarify the college application and financial aid process.

College counseling classes take place during the school day for juniors and seniors.

SAS college counselors maintain a collegial relationship with the administrative and admission officers of local and mainland colleges and universities. Our counselors frequently visit colleges which are of interest to our students to maintain a close working association and improve communication about our applicants.

Policies Regarding Courses

Adding/Dropping or Changing Courses

Based on course availability, students may add or drop classes, during the designated days/times in the summer. To do this, students must fill out an add/drop form, which will be available on the Canvas Upper School home page and must meet with the Upper School Principal or other academic staff who will review course change requests. Instructions and dates/times for adding or dropping a class are sent to families in late July.

Add/Drop Process:

- Students wishing to make a change to their schedule must fill out the form located on the Upper School Portal.
- Students may only add a course from their original list of class requests.
- A change in the schedule is only permitted if it fits in the student's schedule without disrupting the rest of the scheduled courses.
- Students who have been registered for an AP class are required to stay in the course.
- After the designated add/drop period, students may not add or drop a course unless circumstances are exceptional.
- After the add/drop period, students are only allowed to add or drop a course with permission of the Upper School Principal.

If a semester course is dropped after the last day of the first quarter, or a yearlong course is dropped after the last day of the second quarter, a WP (Withdraw, Passing) or WF (Withdraw, Failing) will be recorded for each subsequent grading period. If a student was unable to finish the course due to medical reasons, ME (Medical Excuse) will be entered on the transcript until the work is made up. If a student is unable to make up the work, the ME will be changed to MW (Medical Withdrawal). Exceptions may be made on a case-by-case basis.

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Repeating a Course

If a student earns a grade of “F” in a course required for graduation, the course must be repeated until a passing grade is achieved. Credit for the class will only be counted once; the highest grade earned will be recorded on the student’s transcript and used when calculating the student's GPA.

Advanced elective courses in the performing and visual arts may be taken for credit more than once. The credit and earned grade will be recorded on their transcript and calculated into their GPA. No elective course may be taken more than once in a semester.

If a student earns below a C- in a course, she may be encouraged to repeat the course.

Advanced Placement Courses

Students in Advanced Placement (AP) classes are awarded one additional grade point per credit in the computation of their grade point averages. For example, if a student earns a “B” in an AP class it will be recorded on their report card and transcript as a “B”, yet it will be assigned the weight of an “A” when calculating the student's GPA. Grades lower than a “C,” are not weighted. Students may elect to take AP courses based on department-specified eligibility and teacher recommendation. **All students in AP classes are required to take the examinations in May.** Parents/guardians or students with questions about AP courses should contact the Upper School Principal.

To register for a One Schoolhouse course, students must submit an application form, which is available on our school website during the annual course registration.

Collegiate and Online Partnerships

Arizona State University Prep Global Partnership

Arizona State University (ASU) Partnership

This partnership allows students the opportunity to take classes for credit from Arizona State University. Students are eligible to enroll in online collegiate courses as well as Global Academy @ ASU Prep (precollege) courses with ASU. Eligibility is determined by the Director of College Counseling and the Upper School Principal in the spring for the following school year. Registration for ASU and ASU Prep courses is managed by our school registrar. Students are eligible to enroll in one ASU or ASU Prep class each year as part of their St. Andrew’s Schools tuition.

Grades 10, 11, 12 are eligible to take one ASU Prep class. Students in Grades 11 and 12 may take one ASU college course. Students may take ASU classes for electives only and not to satisfy a graduation requirement.

One Schoolhouse Course Registration Process

St. Andrew’s Schools partners with One Schoolhouse to offer a diverse suite of rigorous credit-bearing online courses. A St. Andrew’s Schools mentor guides students in their online learning to ensure that students are on track and understand what is expected of them. **Families are responsible for the payment of tuition of One Schoolhouse courses unless otherwise indicated by the school.**

Hawai’i Pacific University Course Registration and Credit

Qualified juniors and seniors may enroll in college-level courses at Hawai’i Pacific University’s (HPU) downtown campus and approved online classes. The tuition fee for these courses are covered by the students' St.

Andrew's Schools tuition. However, classroom or lab fees, and textbooks are the student's responsibility. Interested students should indicate interest during the registration period in spring. Students may take HPU classes for electives only and not to satisfy a graduation requirement.

Students must have had a TB test within one year of the start of classes and an MMR vaccination; students will need to provide a health certificate to the HPU registrar's office.

The HPU course that a student is enrolled in, and the grade they earn, will be documented on the St. Andrew's Schools (SAS) high school transcript. Upon registration, students consent to release their academic records to SAS. The HPU course grade will be included in St. Andrew's Schools' semester and cumulative G.P.A. calculation. St. Andrew's Schools weights HPU grades with one additional grade point for grades of "C" or higher. Both high school and college credits are earned concurrently. The college credits earned may be transferable to your child's college of choice. Colleges will often request that students send their official HPU transcript directly to them and they will then determine if they will accept the credits or not.

To register, students

- Must have and maintain a minimum cumulative grade point average of 3.00 or greater with no semester grade lower than a B-;
- Exhibit the maturity and responsibility required to succeed at HPU;
- Have the recommendations of their teachers, college counselor, and the Upper School Principal.

Also consider:

- All registration and course changes must be handled through the Upper School Principal, Registrar, and academic advising staff at St. Andrew's Schools to be tuition-free.
- **The credits and grades earned for HPU courses will become a permanent part of their HPU college transcript.**
- Students must officially request a transcript from HPU for any other purpose, such as applying to colleges. The usual transcript fee will be assessed by HPU.

Academic Designations

Students may achieve academic distinction by enrolling in Honors Courses (the honors designation will appear on the student's transcript) and/or by completing the required criteria and courses as outlined in the Curriculum Guide (e.g., Distinction in Global Leadership).

Honor Roll and Head of School List

- Each **quarter**, students in grades 7 to 12 that maintain a GPA of 3.5 or better, and no letter grade below a "B-", are placed on the Honor Roll.
- Each **semester**, students in grades 7 - 12 that earn a GPA of 4.0 or better, and no letter grade below an "A-", are recognized for their academic achievement and placed on the Head of School List.
- Students receiving a grade of incomplete (I) are not eligible for the Honor Roll or the Head of School List.
- Students who violate the Code of Conduct and/or act without academic integrity are not eligible for the Honor Roll or the Head of School List during the quarter or semester of the act or violation.

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Graduation with Honors

To graduate with honors and wear a red cord during Commencement, seniors must earn and maintain a GPA of 3.5 (or higher) at **each grade-level** from 9th grade to 12th grade.

Academic Support

A student is placed on academic support if one or more of the following occurs:

- The student earns a grade of D+ or lower in a specific course,
- The student earns a C- in two or more courses, and/or
- The student earns a GPA below a 2.0 at the end of a quarter.

Students may also be placed on academic support if the Principal and the students' teachers think they are struggling academically and their academic success at St. Andrew's Schools is of concern. The Upper School Principal and academic counseling staff will monitor the student's progress during this period. Conferences or scheduled reports to parents/guardians may be part of the monitoring. If the student participates in our athletic program, the Athletic Director will monitor that student's grades as well. To be released from academic support, a student must earn a grade of C or better in all classes.

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, laboratory, and homework assignments.

Homework

Homework typically falls into one of three categories: practice, preparation, or extension. In the Upper School, homework is designed to strengthen skills learned in class and help to establish a foundation for sound study habits.

Teachers are intentional in what they assign for homework and students are responsible for completing the assigned work to the best of their ability. Students may receive long-term assignments such as projects, presentations, and research papers. It is important that students learn to be accountable for homework and accept consequences when homework is forgotten or is not satisfactorily completed. It is important for the student to discuss any challenges with homework assignments directly with their teacher(s), so they learn how to advocate for themselves. Teachers are happy to work with students so they can overcome any challenges. A student's grade will be negatively affected should they not complete their work.

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 student's work for them. Helping too much impedes academic and self-growth. Many of our 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.

PARENT-STUDENT HANDBOOK 2026-2027

Please see below for approximate daily time allotments for homework. We are sensitive to the fact that students work at different rates so it is difficult to assess the exact length of time that a given assignment will take.

7-8	20 minutes per subject per school night
9-12	30-40 minutes per subject per school night

These times may vary between individuals and assignments. If parents/guardians observe that their children are routinely spending significantly more time on homework than the guidelines suggest, they are welcome to contact the teacher of the course and/or the Upper School Principal. Students in Honors and Advanced Placement Courses may expect to spend additional time per course per school night.

Standardized Testing

St. Andrew's Schools administers standardized tests to assess learning, align instruction to student needs, as well as to prepare high school students for college preparatory testing.

St. Andrew's Schools administers the Comprehensive Testing Program (CTP) to all seventh graders. Students in grades 8 and 9 take the PSAT 8/9 (Preliminary Scholastic Achievement Test), and students in grades 10 and 11 take the PSAT/NMSQT test. Students in grade 11 will take the SAT during the school day during the winter or spring of their junior year. These tests are administered to monitor individual academic progress and to give students practice in taking standardized tests.

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a standardized test administered by the College Board and cosponsored by the National Merit Scholarship Corporation (NMSC) in the United States. In 10th grade students take the PSAT test as a practice test for the 11th grade PSAT, as the 11th grade scores determine a student's eligibility for National Merit Scholarships. The PSAT serves as a good indicator of how well a student will perform on the SAT (which is often required by colleges as part of the college admissions process). PSAT scores are not sent to colleges.

ESL (English as a Second Language) students, along with those with documented learning differences, take these tests after consulting and planning with the Director of College Counseling and School Counselor. Due to the rules surrounding national standardized tests, a student who wishes extended time testing for SAT, AP, ACT, and similar tests must have a formal, recent (within three years of standardized testing) diagnosis on file with the school as well as a documented history of using extended time in school situations. The School Counselor will assist students and families in completing the necessary paperwork to receive extended time for national standardized tests.

During the Spring, SAS offers the Scholastic Aptitude Test (SAT) to all students in grade 11 during the school day at no cost to families. Additionally, the Director of College Counseling will work individually with students in grade 12 regarding their schedule for the Scholastic Aptitude Test (SAT) and the American College Test (ACT). The majority of colleges accept both the SAT and ACT test scores for admission purposes.

Final Exams

Final exams occur at the end of each semester for students in grades 9-12. Teachers of specific courses administer semester/year exams which are part of the student's semester grade. Not all courses have final exams. Final exams may contribute between 10% to 20% of the overall course grade each semester grade.

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Students who are absent for a final exam must schedule a make-up exam as soon as possible. If a student is absent from the exam, the teacher will work directly with the student to reschedule the exam. If the final exam is not taken at the end of the semester, the student will get an incomplete until the exam is taken. If a student needs to take an exam early, she needs to let her teachers know as soon as possible. **A \$50 fee will be charged to the student's account for early administration of a final exam. Requests for early exams should be given to the Upper School Principal at least one month in advance.**

Incompletes

Students who have missed essential assessments due to absences are required to make up the work as determined by her teachers and the Upper School Principal. Students are expected to navigate and follow deadlines that have been set by their teachers. Unless all work is made up by reporting time (interim and quarter's end), an incomplete ("I") will be issued. Students who earn an Incomplete are not eligible for the Honor Roll or the Head of School List until all agreed upon work is completed. Once the work is made-up and graded, a new student report card will be issued reflecting the grade(s) the student has earned.

Make-up Work for Absences

Tests, quizzes, or assignments missed due to absences are to be made up when the student returns to school. It is the student's responsibility to contact the classroom teacher and develop a plan (with specified deadlines) to make-up any missed work (e.g., tests, quizzes, homework assignments). For extended absences, special arrangements may be made to accommodate several make-up tests or quizzes and may result in the student earning an incomplete on her quarter and/or semester grade until all work is made up.

Grading Scale and Student Progress Reporting Schedule

St. Andrew's Schools adheres to the grading scale as described in the table below:

Upper School Grading Scale

Letter	Percent	Grade Point	Advanced Placement, Arizona State University, Hawai'i Pacific University ¹
A	93-100	4.000	5.000
A-	90-92	3.667	4.667
B+	87-89	3.333	4.333
B	83-86	3.000	4.000
B-	80-82	2.667	3.667
C+	77-79	2.333	3.333
C	73-76	2.000	3.000
C-	70-72	1.667	1.667
D+	67-69	1.333	1.333
D	63-66	1.000	1.000
D-	60-62	0.667	0.667
F	59 and below	0.000	0.000

Student Progress Reporting Schedule

In order for parents/guardians to view and track their child's academic progress, teachers update grades in PowerSchool at the middle and end of each quarter. Final course grades are cumulative and based on the weighting of the course syllabus during the term. St. Andrew's Schools will notify parents/guardians at the middle of the quarter when their child's grades are updated. Parents/guardians will receive report cards with their grades at the end of each quarter/semester; the semester grade will be recorded on the student's high school transcript.

The registrar sends interim notifications and quarterly report cards via SchoolMessenger emails. To ensure that you receive timely progress reports, please confirm that your email address(es) in Finals site is up to date.

Student Records

¹ Grades lower than a 'C' are not weighted.

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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 St. Andrew's Schools. Requests will be processed within five business days by contacting the registrar at 532-2416 or registrar@standrewsschools.org.

Release of Information to Colleges, Universities, and Scholarship Organizations

St. Andrew's Schools abides by the Statement of Principles of Good Practice as outlined by the National Association of College Admission Counseling and, when appropriate, will respond to requests from colleges and universities for students and counselors to divulge information concerning disciplinary issues resulting in probation or suspension.

As part of the college admissions process and at the student's request, counselors may release pertinent information to colleges, universities, and/or organizations regarding a student's school records and performance. Such information is typically requested on the school section of the student's application forms. When requested by a student to submit these forms, the counselor will answer all questions asked on the form. This may include answering questions regarding academic conduct and/or disciplinary issues that resulted in probation or suspension. When asked to answer questions on college applications, students will be forthright and honest in all their responses, particularly in explaining the circumstances surrounding any serious school academic or disciplinary action. The Director of College Counseling will be available to assist the student with her disclosure. It is important that the student accept responsibility for the consequences of her actions and show respect and resourcefulness in discovering what she has learned from the experience and how it will affect her actions in the future.

The Director of College Counseling will assist students in selecting one or two academic teachers who they can approach to request a letter of recommendation to submit to the colleges of their choice. Each senior will also have a primary letter of recommendation written by the Director of College Counseling, which summarizes their high school journey and achievements. The best letters of recommendation provide an insightful description of a student's academic development and character while in high school. These letters are sent directly to the colleges that a student has chosen to apply to and are considered confidential.

A student's high school transcript is an official document. At the student's request it will be sent to the colleges and universities that a student has chosen to apply. The first 10 transcripts are free of charge, once that quota is surpassed, a fee of \$5 per transcript will be charged to the student's account.

International Students and Academics

English as a Second Language Program

Our ESL program offers developmentally appropriate instruction for language acquisition from Kindergarten to Grade 12. Consistent with what we know about best practices for learning language, our ESL program is a full immersion program. Teachers work seamlessly in the classroom with a team of ESL specialists to provide the extra support and the differentiation needed for successful class activities and positive socialization.

All students are formally tested shortly after their enrollment and towards the end of the academic year with the Language Assessment Scales (LAS) Links English Language Proficiency program, a standardized test determining language proficiency. This assessment measures competencies in speaking, listening, reading, writing, and comprehension. It is aligned with the ESL learning standards of several states and of Teaching English to Speakers of Other Languages (TESOL), the professional organization for teachers of English to non-native speakers. Grades 7-12 students are evaluated throughout the year according to our school ESL rubric. They will test out of ESL as soon as they reach the proficient level as defined by the LAS Links program.

In addition, Lower School students are tested throughout the year by the classroom teacher or ESL specialist on fluency, phonological awareness, phonics, and sight words. The results of these tests will pinpoint areas of need and drive daily class instruction.

Both types of assessments allow our educational team to tailor the support needed by each of our ESL students. Individualized support will evolve according to progress. Progress will be recorded at the beginning and end of each school year with the goal for the Lower School students to test out of ESL by 12 years old.

ESL Grade Designation

At the discretion of the teacher, students with limited English proficiency may be issued ESL grades if there are substantial modifications to the learning materials, instruction, and assessments. A student need not be officially assigned to ESL class to receive this designation yet if the grading ESL grading rubric is applied, then an ESL designation will be indicated on the student report card. The ESL Grade designation may be reevaluated on a quarterly basis, depending on the progress of the child. A child may need substantial modification to the curriculum initially but may need very little to none as the year progresses.

Student Support (Grades 7-12)

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, the teacher and/or the Principal, to develop formal student accommodations to help facilitate the academic growth and social development of the child.

Formal Student Accommodations

Children learn at different rates based on their own unique capacities, strengths, and maturity. SAS closely monitors 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 student, parents/guardians may be asked to seek a comprehensive psychoeducational evaluation. These evaluations may be conducted by a licensed psychologist, certified

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school psychologist, or a psychiatrist; they provide a comprehensive assessment of a student's cognitive, academic and social-emotional functioning. Once the evaluation is completed it should be submitted (in full) to the Principal so appropriate steps can be taken to support the students' learning and growth.

The school's School Counselor 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 appropriate classroom teachers 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.

Private Tutoring

Upper School faculty members (other than the student's current teacher(s)) may be available to tutor a child after school hours for a fee. This can be arranged through the student homeroom teacher in concert with the Principal and the parent. Full-time employees at St. Andrew's Schools may only tutor students before or after normal school hours.

Study Hall and Open Study Periods for Grades 9-12

To ensure the academic success of all of our high school students, students are assigned either to study hall or open study periods. Students are expected to use the time to get organized, work on homework or projects, study for tests, and get help from their teachers during this time. All 9th grade and 10th grade students are assigned to study hall during periods when they are not attending class. If a student is enrolled in zero period (choir, band, orchestra), they may have an additional study hall.

While collaboration with other students is encouraged during study hall, students are to do so quietly, respectful of other students who are working. Study hall students are expected to sign in and out with their study hall proctors should they have appointments with teachers.

10th-12th graders who make the Honor Roll or Head of School list for first semester may be released to open study periods. "Study Help" takes place three days per week when all students are released to see teachers of their choice, during which time teachers will remain in their classrooms.

Students are expected to use their open study periods wisely. They are encouraged to meet with teachers for extra help or to study in the library or Ylang Ylang Courtyard, excluding lunch hours. All students with open study are invited to attend study hall, which is available every period of the day. Students may be assigned to study hall or open study at any time as deemed appropriate by the Upper School Principal.

Only seniors who have been granted off-campus privileges may leave campus during an open study period.

UPPER SCHOOL BELL SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
0 Period 7:00-7:40	0 Period 7:00-7:40	0 Period 7:00-7:40	0 Period 7:00-7:40	0 Period 7:00-7:40
Homeroom 7:45 - 7:55	Homeroom 7:45-7:55	Homeroom 7:45 - 7:55	Homeroom 7:45 - 7:55	Homeroom 7:45 - 7:55
Period 1 8:00 - 9:10	Period 5 8:00 - 9:10	Period 1 8:00 - 9:10	Period 5 8:00 - 9:10	Period 1 or 5 8:00 - 9:10
Activity & Study Help Activity 7-10 9:15-9:45 Activity 11 & 12 9:45-10:15	Chapel & Break 9:15 - 10:00	Activity & Study Help Activity 7-10 9:15-9:45 Activity 11 & 12 9:45-10:15	Assembly & Break 9:15 - 10:00	Activity & Study Help Activity 7-10 9:15-9:45 Activity 11 & 12 9:45-10:15
	Period 6 10:00 - 11:10		Period 6 10:00 - 11:10	
Period 2 10:20 - 11:30	Lunch & Clubs 11:10 - 11:45	Period 2 10:20 - 11:30	Lunch & Clubs 11:10 - 11:45	Period 2 or 6 10:20 - 11:30
Lunch & Clubs 11:30 - 12:20	Community Block 11:45 -12:25	Lunch & Clubs 11:30 - 12:20	Community Block 11:45 - 12:25	Lunch & Clubs 11:30 - 12:20
Period 3 12:25 - 1:35	Period 7 12:30 - 1:40	Period 3 12:25 - 1:35	Period 7 12:30 - 1:40	Period 3 or 7 12:25 - 1:35
Break 1:35-1:50	Break 1:40-1:50	Break 1:35-1:50	Break 1:40-1:50	Break 1:35-1:50
Period 4 1:50 - 3:00	Period 8 1:50 - 3:00	Period 4 1:50 - 3:00	Period 8 1:50 - 3:00	Period 4 or 8 1:50 - 3:00

**Grades 7-10 return to Advisors for Study Help after Activity. *Grades 11 and 12 go to Advisors for Study Help immediately after Period 1.*

STUDENT LIFE

SAS Upper School provides 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

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community. Whether it's participating in activity periods, engaging in club or student government activities, or excelling as an athlete, our students find many ways to shine.

Community

Activity Period

Students in grades 7-12 participate in activity periods 3 times a week and engage in a variety of activities as a class, including hula, choir, and advisory.

Community Block

Students in grades 7-12 participate in Community Block on Tuesdays and Thursdays. During our Community Block, students in every grade are involved in school-wide initiatives including College and Career Readiness, personal development, social and emotional learning. Teachers and grade level advisors utilize age-appropriate curriculum to create intentional experiences that enhance students' skill sets during this time.

Upper School Camps & Experiences

SAS holds camp or other engaging experiences on an annual basis. During the school year students in middle and high school participate in a camp or other student experiences.

Student Government, Honor Societies, and Clubs

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.

The Upper School schedule has time for student clubs to meet during the school day. St. Andrew's is interested in all students using this time to build leadership skills and experience and to develop their impact as leaders. All students are expected to be involved in a **minimum of two clubs**, outside of other leadership roles (student or class council).

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 class or club advisors feel that the demands of her participation in school clubs and organizations are too great, the student may be advised to limit her involvement or leadership responsibilities.

High School Student Council (Grades 9-12)

The High School Student Council is responsible for planning and executing several annual activities such as the Upper School Picnic, Ka Lā Aloha, Spirit Week activities, Winter Ball, and other projects. The student body of grades 8-11 each spring elects Student Council officers. Elected offices are President, Vice President, Recording Secretary, Corresponding Secretary, and Treasurer.

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.

Each grade 7-12 elects an executive board of officers to organize and oversee class activities. Elected offices are President, Vice-President, Secretary, Treasurer, and Historian. Participation as an elected officer, at any level, is an honor and gives students great practice in working together to accomplish something for their class, our school and /or our community.

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 the next school year. 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 3.0 or better to be eligible for office
- Maintain a grade point average of 3.0 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.

National Honor Society (NHS)

Queen Emma Chapter of the National Honor Society (NHS)

In the spring of each year, SAS students in grades 10 and 11 are considered for membership based on scholarship, service, leadership, and character. The NHS Faculty Council at SAS is composed of five faculty members and the NHS Advisor. The council selects and monitors the NHS members. Any students who fall below the minimum criteria set by the national organization will be asked to relinquish membership.

Criteria:

- **Scholarship** – A high GPA (3.5 or higher), scholarly curiosity, respect for learning, diligence, persistence, and excellent study skills

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- **Leadership** – Excellent leadership in the classroom and in organizations (on campus or within greater community); high levels of dependability, responsibility, and initiative; positive influence on peers in upholding school ideals and spirit; effective and efficient business conduct
- **Service** – Personal commitment to school and community service, consistent volunteerism, unselfishness, kindness, and caring for others
- **Character** – Demonstration of the highest standards of honesty, morality, reliability, fairness, and trustworthiness; consistent cheerfulness, poise, friendliness, caring, consideration for others and compliance with school rules

Nā Lei 'o 'Emalani Chapter National Junior Honor Society

In the Spring of each year, SAS students in grades 7 and 8 are considered for membership of Nā Lei 'o 'Emalani Chapter of the National Junior Honor Society based on scholarship, service, leadership, character, and citizenship. The NJHS Faculty Council is composed of five faculty members and the NJHS Advisor. The Council selects and monitors the NJHS members. Any students who fall below the minimum criteria set by the national organization will be asked to relinquish membership.

Criteria:

- **Scholarship:** Candidates eligible for the election to the chapter shall have a minimum cumulative GPA of 3.5 on a 4.0 scale.
- **Service:** This quality is defined through the voluntary contributions made by a student to the school or community, done without compensation and with a positive, courteous, and enthusiastic spirit. This may be through participation in scouts, church, or other community organizations.
- **Leadership:** Student leaders are those who are resourceful, good problem solvers, promoters of school activities, idea contributors, dependable, and persons who exemplify positive attitudes about life. Leadership experiences can be drawn from school or community activities while working with or for others.
- **Character:** The student of good character upholds principles of morality and ethics, is cooperative, demonstrates high standards of honesty and reliability, shows courtesy, concern, and respect for others, and generally maintains a good and clean lifestyle. A person of character demonstrates the following six qualities: respect, responsibility, trustworthiness, fairness, caring, and citizenship.
- **Citizenship:** The student who demonstrates citizenship understands the importance of civic involvement, has a high regard for freedom, justice, and democracy, and demonstrates mature participation and responsibility through involvement with such activities as scouting, community organizations, and school clubs.

*Membership in the National Junior Honor Society does not transfer to the National Honor Society. The candidacy and selection for NHS and NJHS are separate for each organization.

Academic, Honorary and Service Clubs

Interact Club: Interact is Rotary International's community service club for young people ages 12-18. Community service projects occur throughout the year and college scholarships may be applied for through the Rotary Club. The Rotary Club of Honolulu sponsors St. Andrew's Schools Interact Club.

International Thespian Honor Society, St. Andrew's Schools: Troupe 1993 is a proud member of the International Thespian Society. As Troupe 1993, we align ourselves with our society's guiding principle that shows a dedication to excellence in educational theatre. The International Thespian Society honors those students who do theatre well and support theatre. The International Thespian Society offers several distinctions. Inducted thespians may earn Thespian Scholar or Honor Thespian recognition and receive a special cord to wear at graduation. Inducted thespians also gain access to scholarship auditions and competitions.

Special Interest Clubs

The Upper School emphasizes involvement in student clubs. To build student involvement, students in grades 7, 8 & 9 are required to participate in two student interest clubs. Student club choices are evolving as students imagine and start their own clubs annually with the support of teachers who serve as club advisors. A club drive takes place at the beginning of the school year.

Students who wish to propose a new club will work with the High School Student Council Advisor to submit a proposal that will be reviewed and approved by the Upper School Principal. *The following list is representative of current and past student clubs and is subject to change.*

- Book Club (Grades 7-8; Grades 9-12)
- Japanese Club (9-12)
- Culture and Culinary Club (9-12)
- eSports (7-12)
- Gay Straight Alliance (GSA)
- Girls Who Code Middle School (7&8) & High School (9-12)
- Hui Hau'oli (Grades 7-12)
- I.T. Crew (Information Technology Crew) (Grades 9-12)
- Interact Club (Grades 7-12)
- International Thespian Society (ITS)
- Kindness Club (Grades 7-8; Grades 9-12)
- Model United Nations** (Class)
- National Honor Society (NHS)
- National Junior Honor Society (NJHS)
- Pacific Asian Affairs Council (PAAC) Club (Grades 7-12)
- Science National Honor Society (SNHS)

Club Officer Eligibility Requirements

To run and to serve as a club officer, a student must:

- Have a cumulative grade point average of 2.50 or better with no grade lower than a "C-" in all required courses
- Maintain a grade point average of 2.50 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 club in which she serves

Travel Opportunities for Students

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SAS students in middle school and high school may participate in travel opportunities designed to enhance and enrich the students' academic and cultural experiences. SAS faculty members accompany the students on these trips, connecting classroom lessons to real-world expressions of learning. In recent school years, as part of our Global Leadership Initiative we have expanded student travel to France, England, Spain, Alaska, Washington, D.C., Japan, Cambodia, Bali, India, and Aotearoa. Information about future trips will be shared with students and families throughout the year. Travel experiences may be a part of our summer school program and/or occur during school breaks. In some instances, financial assistance is available. For more information, contact the Upper School Principal.

ATHLETICS

The opportunity to participate in athletics is one of the many student life opportunities offered at St. Andrew's Schools. The Athletic Department is located on the second floor of the Harry and Jeanette Weinberg Center on campus. Should you have any questions regarding your child's participation or eligibility please contact our Athletic Director, Nohea Vaughan-Darval at 532-2461 or nvaughan-darval@standrewsschools.org.

St. Andrew's Schools is a member of the Interscholastic League of Honolulu (ILH), a league in which private schools, in grades 7-12, participate in sports at a competitive level. To provide playing opportunities for larger team sports, SAS will sometimes join the Pac-Five (Pac-5) organization for specific sports. The Pac-Five program consists of several small schools that combine together to participate in team sports that may not otherwise be offered. The Pac-5 program has its own Athletic Director who is responsible for hiring coaches and managing those teams. Students from SAS who participate on a Pac-5 team must adhere to the athletic rules and regulations established at SAS.

St. Andrew's Schools offers a variety of athletic competition levels. Students in grades 7-9 may compete at the Intermediate (Inter) level, students in grades 9-11 may compete at the Junior Varsity (JV) level, and students in grades 9-12 may compete at the Varsity (V) level. Listed below are the sports offered for the current school year.

Fall Sports	Winter Sports	Spring Sports
<u>Grades 7-12</u> Cheerleading (Co-Ed) Boys Cross Country Girls Cross Country Football (Co-Ed) Girls Volleyball Boys Water Polo	<u>Grades 7-12</u> Boys Basketball Girls Basketball Boys Soccer Girls Soccer Boys Swim & Dive Girls Swim & Dive Boys Wrestling Girls Wrestling	<u>Grades 7-12</u> Baseball Boys Golf Girls Golf Boys Judo Girls Judo Softball Boys Track & Field Girls Track & Field Boys Volleyball Girls Water Polo
<u>Grades 9-12 only</u> Boys Bowling Girls Bowling Boys JV Tennis Girls JV Tennis Kayaking (Girls, Boys, Mixed) Boys Sporter Air Riflery Girls Sporter Air Riflery	<u>Grades 9-12 only</u> Canoes Paddling (Girls, Boys, Mixed) Precision Riflery (Co-Ed) <u>Grades 7-8 only</u> Boys INT Tennis Girls INT Tennis	<u>Grades 9-12 only</u> Girls Flag Football Sailing (Co-Ed) Boys Surfing Girls Surfing Boys VAR Tennis Girls VAR Tennis

*Transportation will not be provided until the school year begins.

Information, Rules, and Regulations

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Students from St. Andrew's Schools who are participating on athletic teams (SAS and/or Pac-5) are expected to:

- Attend all practices, meets, and games unless excused by the coach or Athletic Director
- Display good sportsmanship and team cooperation at all times
- Maintain satisfactory academic grades (GPA must stay above a 2.0)
- Treat all athletic equipment and uniforms with care
- Adhere to all school and team rules and regulations

If a student-athlete is absent from school for a full day, or half of the school day, they may not participate in any games or practices on the day (or days) that they are absent. If a student is involved in a discipline issue that involves in-school suspension or academic suspension, they may not participate in games or practices on the day (or days) they are suspended. Students must be on campus and have checked in with the Attendance Office by 9:15 a.m. in order to participate in games or practice on that same day.

To participate in a state tournament, students must meet the above requirements and the requirements set forth by the Hawai'i High School Athletic Association (HHSAA).

Student Health Form

It is a school and ILH policy that every athlete must have a yearly physical to participate in St. Andrew's Schools or Pac-5 athletics. For athletics, the Student Health Record is valid for one calendar year from the date of the physical examination (e.g., if the physical was taken on January 1, 2026, the form is valid until January 1, 2027).

A student is not allowed to practice or try out unless both the Student Health Record and Athletic Permission Form are completed in Magnus Health. Health forms are available online under Resources in [MyPortal Dashboard](#), as well as from Magnus Health.

Athletic Permission Form

Parents/guardians and students are asked to read the Athletics section of the Parent-Student Handbook. Parents/guardians must electronically sign the Athletic Permission Form in Magnus Health. The purpose of this form is to ensure that parents/guardians and students have read St. Andrew's Schools Athletics Rules and Regulations and understand that should the student make the team, they are expected to fully participate in all games and practices for the season. Should the student quit or be suspended from a team, they may not participate in an SAS or Pac-5 sport for one year, unless reviewed and approved by the Athletic Director and Upper School Principal.

PAC-5 Clearance for Participation

PAC-5 clearance is done through a sign-up process with the Athletic Director. Athletes wishing to try out for a Pac-5 sport must obtain a Pac-5 clearance form from the Athletic Office. Students must turn in a copy of the updated health form (with yearly physical completed) and complete the concussion testing (if applicable), to the Athletic Office at least 24 hours before the first tryout date. Athletes who show up to practice without clearance will not be allowed to try out or participate until eligibility and academic clearance has been obtained.

ILH Concussion ImPACT Testing

In 2012, Act 197 was enacted into law, mandating that participants in certain ILH activities must complete the Impact Concussion Test. Dates for the testing are set and advertised throughout the year for athletes to take the test. Students are not allowed to play certain sports until this testing is done. Testing is good for two years.

The athletic department requires student-athletes participating in “higher risk” sports to participate and complete the ImPACT Baseline Concussion Management Baseline test before attending any practice or tryout.

Fall Sports	Winter Sports	Spring Sports
Cheerleading Football Girls Volleyball Boys Water Polo	Basketball Canoe Paddling Soccer Wrestling	Baseball Girls Flag Football Judo Softball Sailing Boys Volleyball Surfing Girls Water Polo
Fall Sports	Winter Sports	Spring Sports
Volleyball	Soccer Basketball Wrestling Canoe Paddling	Judo Softball Sailing

New students who are interested in any of the above listed sports should contact the Athletic Director to schedule a testing time. Please review the information below regarding concussions and our current concussion policy.

ImPACT Concussion Management Program

The ImPACT program will assist our Health Aide and school personnel in evaluating and treating head injuries (e.g., concussions). To better manage concussions sustained by our student-athletes, we have acquired a software tool called ImPACT (Immediate Post Concussion Assessment and Cognitive Testing). ImPACT is a computerized exam utilized in many professional, collegiate, and high school sports programs across the country to indicate and manage concussions. If an athlete is believed to have suffered a head injury during a school competition, ImPACT is used to help determine the severity of the head injury and when the injury has healed. This test is used as an indicator, not a diagnosis. An injured athlete will need to seek medical attention to diagnose a concussion.

The ImPACT test will establish a baseline score prior to beginning practice or competition in a contact sport. If an athlete has received a concussive injury, the injured athlete is reassessed, and the scores are compared to the baseline score. Athletes will only be considered to return to their activities if the post-injury scores are comparable to the baseline scores. Although it is our goal to test all athletes prior to the tryouts for each season, we may be administering the tests during the season due to limited resources and due to the challenge of testing a large number of athletes.

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The non-invasive ImPACT test is set up in “video-game” type format and takes about 20-30 minutes to complete. It is simple, and many athletes enjoy the challenge of taking the test. Essentially, the ImPACT test is an athletic physical exam of the brain. It tracks information such as memory, reaction time, speed, and concentration. It is not an IQ test.

If a concussion is suspected, the athlete will be required to retake the ImPACT test and should be evaluated by a licensed healthcare provider. Families are asked to share the physician's recommendations and any medical documentation with the school so that appropriate academic accommodations and return-to-play protocols can be implemented. ImPACT test results may also be shared with the treating physician to assist in determining when it is safe for the student-athlete to resume academic and athletic activities. If an injury of this nature occurs, parents/guardians will be contacted promptly with all relevant information.

For additional information about concussion awareness, symptoms, management, and return-to-play guidelines, students and families are encouraged to visit the Hawai'i Concussion Awareness Management Program (HCAMP) website at <https://hawaiiconcussion.com/>.

Water Safety Procedures and Requirements

The safety of our student-athletes is a top priority in all water-based athletic programs. Student-athletes participating in Sailing, Canoe Paddling, Kayaking, Swimming and Diving, Water Polo, and Surfing are expected to possess the swimming skills necessary to safely participate in their respective sport. In addition, all student-athletes participating in these sports are required to complete ImPACT Concussion Baseline Testing prior to participation, in accordance with school and league requirements.

Sport-specific water safety procedures are implemented by each program. Sailing, Canoe Paddling, and Kayaking student-athletes must successfully complete coach-administered water competency assessments, including swimming and water safety drills. These programs also conduct capsized (“huli”) and/or self-rescue training to prepare athletes to respond safely in emergency situations. U.S. Coast Guard-approved personal flotation devices (PFDs) are worn at all times during Sailing activities. While PFDs are not typically worn during Canoe Paddling practices and competitions, approved life jackets are carried in canoes and readily available at all times. Kayaking programs utilize safety equipment and flotation devices in accordance with league, venue, and coach-established safety protocols. Coaches provide direct supervision during all on-water activities and are present in or on the water whenever student-athletes are participating. Surfing student-athletes must also obtain Junior Lifeguard certification prior to the start of the season. Students interested in participating in Surfing should contact the Athletic Director for assistance in obtaining this credential.

Transportation

St. Andrew's Schools strives to provide transportation for student-athletes traveling to practices, competitions, and other team-related events whenever possible. While every effort is made to accommodate the transportation needs of all athletic programs, the availability of school buses, vans, drivers, and scheduling considerations may, on rare occasions, limit transportation options. In such cases, families and student-athletes will be notified as far in advance as possible.

For students utilizing school-provided transportation, vehicles depart campus at 3:10 PM on school days unless otherwise communicated by the coach or Athletic Department. Student-athletes are expected to arrive on time and be prepared for departure, as vehicles cannot be delayed for late arrivals. Students may occasionally be released from class early to accommodate competition schedules and travel requirements.

If a student-athlete will not be utilizing school-provided transportation to or from a practice, game, match, or other team event, they must notify their coach and the Athletic Director in advance, either in person or via email. Student-athletes may transport themselves only with approval from the Athletic Director and a completed parent/guardian permission form. Families are responsible for arranging transportation from practice and competition sites as return transportation is not provided by the school. School transportation is not available on weekends, holidays, school breaks, in-service days, or during the summer. Practice, game, and transportation changes, including cancellations due to weather or facility conditions, will be communicated by the Athletic Department through school email. Student-athletes and parents/guardians are responsible for regularly monitoring their email for updates and announcements.

Team Uniform

St. Andrew's Schools or Pac-5 will issue all uniforms, except for swimming/diving. Students in these sports are required to purchase their uniforms from the team. All other school-issued uniforms and/or equipment must be returned to the designated coach or the Athletic Director at the end of the season. If an athlete's uniform or equipment is not returned, or is returned in poor condition, the student's account will be charged for the cost of its replacement. For most uniforms, drying on low heat will preserve the uniform and prevent numbers from peeling.

Game Days

On days of games or competitions, student-athletes may wear their team uniform, approved team shirt, team jersey, or school-issued athletic outerwear as designated by their coach and approved by the Athletic Department. Any team apparel worn during the school day must be approved by the Athletic Department prior to purchase and use.

On Chapel days, student-athletes must adhere to the school's Chapel dress requirements. Team shirts, jerseys, and athletic outerwear may not be worn during Chapel unless specifically authorized. St. Andrew's Schools athletic sweatshirts and approved school pride gear may be worn after Chapel.

When wearing a team jersey, athletes may wear solid black, ankle-length leggings. Appropriate athletic footwear and socks must be worn at all times. Slippers, sandals, Crocs, and other open-toed or slipper-like footwear are not permitted. Bike shorts, compression shorts, short tights, sweatpants, and joggers may not be worn in place of an approved game day uniform.

Student-athletes who are not wearing an approved game day uniform or attire must comply with the school's non-uniform dress code and appearance standards.

Game Site Behavior

It is a privilege to be a part of an ILH athletic team. Whether you are part of a St. Andrew's Schools or Pac-5 team, you are always representing the SAS Athletic Program. Student-athletes are expected to display good sportsmanship and adhere to school rules at all times. Parents/guardians are an important part of our community and great supporters of our teams. We expect parents/guardians to be excellent role models for

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their children and to follow the general rules of sportsmanship through their respect for our players, coaches, officials, and other teams. Any acts of verbal or physical harassment will not be tolerated.

Parents or students who behave inappropriately will be addressed by the administrator on site and may be asked to leave the premises if the inappropriate behavior continues.

Hazing and Harassment

Hazing refers to any activity expected of someone joining a student organization that humiliates, degrades, or risks emotional and/or physical harm, regardless of the person's willingness to participate. Hazing in any form will not be tolerated and will result in disciplinary actions, including suspension from athletics and/or school.

Harassment in any form is neither tolerated nor consistent with any spiritual, educational, or athletic goal at St. Andrew's Schools. Bullying in any form will not be tolerated and will result in disciplinary action and/or suspension from athletic teams.

Academic Suspension

If at the end of the interim, or at the end of the quarter, a student has one or more failing grades, they will be placed on academic suspension. The suspension is two weeks in duration. Students are not allowed to participate in sports while they are on academic suspension. Once a student's grades improve, and approval is given by the Upper School Principal and Athletic Director, they may fully participate in their sport.

The Impact of Absences

To letter in a sport a student must attend all practices and games. Students who acquire more than five (5) excused absences, and/or two (2) unexcused absences from practices or games may not earn a letter for that sport and risk being excused from the team. An absence is considered unexcused if the athlete or the athlete's family does not notify the coach prior to missing a practice/contest, or if the absence is not considered excused by the coach. It is important that our athletes understand that when they earn and accept a spot on a team, they are accepting the responsibility of being a good teammate and must commit to the success of the team for the entire season. Although injury and illness will count towards excused absences, it will not give reason for team dismissal. As much as possible, injured athletes are expected to remain a part of the team and attend practices.

ILH Snack Policy

ILH member school athletic teams are NOT permitted to snack or potluck when visiting another ILH member school campus facility. ILH member school athletic teams are allowed to provide only drinks after their scheduled ILH event. Violation of this league policy is subject to fines by the ILH.

ILH Outside Participation Rule

Participants in an ILH team sport are not allowed to participate or compete in an outside club league of that sport during their ILH season, beginning with the ILH starting date of that sport. Team sports are basketball, canoe paddling, soccer, softball, volleyball, and water polo. For example, an ILH volleyball player cannot be in

an outside volleyball club league during the ILH volleyball season, yet can participate in another outside league or club sport such as bowling, basketball, swimming, etc. Individuals may return to outside participation at the conclusion of their respective ILH season.

A student-athlete who is a part of an ILH individual team may not participate in an outside event of the same sport on the same day as an ILH event. Individual sports may not participate on the same day as an ILH event. For more details, please contact the Athletic Director.

ILH Transfer Policy

The Interscholastic League of Honolulu (ILH) and the Hawai'i High School Athletic Association (HHSAA) have a transfer rule. An ILH participant who transfers to a member school in the same school year, or following year, shall be ineligible to participate for the new school in any sport they have participated in at the former school. An ILH participant from a combined or Pac-5 school may participate if the new school is also Pac-5 in that sport.

State Tournaments and Off-Island Trips

Any state tournament is considered an extension of the regular season. Athletes who qualify for a state tournament are expected to participate in the tournament unless the school or the coach declares them ineligible. Only students who qualify for a state tournament as a participant or as a manager may be excused from classes for the events. The student is responsible for any necessary make-up work.

Funds for airfare, hotel and ground transportation will be provided by the school. However, food and spending money are the responsibility of each individual.

Team trips are restricted to varsity sports only, except in individual sports where junior varsity members may accompany the varsity, provided they are scheduled to participate in the meets or matches. A school chaperone will accompany the team on all trips.

High School Physical Education Credit

Students may earn ½ credit of Physical Education for each full season of participation in a Varsity or Junior Varsity ILH sport (St. Andrew's Schools or Pac-Five teams), with a maximum of 1.0 P.E. credit total earned through athletics.

To be eligible for P.E. credit, students must:

- Submit the online P.E. Credit Application Form no later than one week after the sport's tryout/start date (exceptions allowed for fall sports that begin the first week of school).
- Earn a letter in the sport.
- Attend all games/matches, unless an absence is excused in advance by the Athletic Director.
- Have no more than 5 excused absences (including illness, injury, school functions/travel) and no more than 2 unexcused absences from practices.
- Remain in good academic and disciplinary standing—suspension from play for either reason may result in loss of credit.

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- Complete and submit the End-of-Season Form to the Athletic Director no later than two weeks after the season ends.
- Note: Students who choose to attend club practices instead of official SAS or Pac-Five team practices will not be eligible for P.E. credit.

Dance P.E. Credit Option

Students may also earn P.E. credit through participation in approved dance programs, such as ballet classes on campus and/or Drill Team Hawaii (Queen Emma Square). Students interested in earning dance P.E. credit must:

- Schedule a meeting with the Athletic Director prior to starting the program
- Submit the online P.E. Credit Application Form
- Complete all program requirements and submit all required forms

P.E. Credit Application Form (online)

[Click here to access the P.E. Credit Application Form](#)

Credit is awarded only after all requirements have been met and all forms are submitted and approved.

Athletic Participation Checklist for St. Andrew's Schools and/or Pac-5

Student Health Form (Form 14)

- ☐ Submit St. Andrew's Schools School Health Record into Magnus Health.
- ☐ Most recent physical examination must be recorded on the health record.
Student Health Forms are valid for one calendar year from the date of the most recent physical exam. A valid Student Health Form must be on file before students can participate in athletics (includes tryouts, conditioning workouts and any practices or games).

Athletic Permission and Medical Information Form

- ☐ Read the Athletics section of the Parent-Student Handbook.
- ☐ Athletic Permission Form is available in Magnus Health to read and sign
- ☐ Parents/guardians electronically sign the Athletic Permission Form in Magnus Health.

ImPACT Baseline Concussion Test & Consent Form

- ☐ Student-athletes participating in "higher risk" sports must complete the ImPACT Concussion Management Baseline test before attending any practice/tryout.
- ☐ Contact the Athletic Director for test dates and scheduling the test.

Pac-Five Clearance Form

- ☐ Pac-Five Clearance Form can be obtained from the Athletic Director.
- ☐ Return (to the designated party) completed forms prior to the start of tryouts/practice.

P.E. Credit Form

[Click here to access the P.E. Credit Application Form](#)

UPPER SCHOOL UNIFORM GUIDELINES 26-27

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 or guardian 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.**

SAS administration reserves the right to determine the appropriateness of clothing apparel and grooming. Teachers are expected to monitor and enforce SAS Uniform Guidelines, including issuing of reflection periods to students who are out of SAS Uniform Guideline if a pattern of noncompliance persists.

Overall Appearance

School attire must be clean and neat. Clothing with stains, holes, tears, or excessive wrinkling should not be worn. No bare skin should be visible at the waist.

Skirts and Shorts

- May not be rolled at the waist or worn low on the hips.
- No shorter than four inches above the knee.

Leggings

- Leggings are permitted for Kūlia and Aloha Attire days - No holes, cut-outs, or mesh/sheer cut-outs. The top or blouse must be worn past the hipline over leggings.

Shoes

- No slippers or slipper-like footwear, including Crocs, Tevas, Birkenstocks, and Flojos.
- Shoes must be in good condition.
- Athletic shoes must be "low top."
- Dress shoes must be closed toe, with a heel height of an inch or less. Boots, ankle boots, or any form of a 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.
- Shoes should be worn properly.

Jewelry

- Should be appropriate to the uniform and occasion.
- Only stud earrings may be worn during P.E. for safety reasons.
- Facial piercing and body piercing (other than earlobe) are not permitted.

Other

- Appropriate undergarments (solid colors of white, gray, or beige) are to be worn under tops.
- Any additional accessories 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.
- Hair styles should be natural and appropriate to the person. Hair must be neat, clean, and well-groomed. Hair color, if dyed, should reflect a naturally occurring hair color.
- Middle and high school students may wear nail polish and make-up conservatively.

OFFICIAL UNIFORM VENDOR: LANDS' END

- **Lands' End custom online ordering:** Visit the [Lands' End custom website for St. Andrew's Schools](#) where you can create a profile. The shopping experience is tailored by our child's grade level. Online orders qualify for free shipping with a \$99 minimum purchase.

When placing your order, please use the St. Andrew's Schools Preferred School number: 900172446

- **In-store try-ons and kiosk orders:** You can visit the Lands' End store for assistance with try-ons and to place orders at the store kiosk to get free shipping with no minimum dollar amount.

Store Location

Nā Lama Kukui
560 N. Nimitz Hwy, Suite 107C
Honolulu, HI 96817
(808) 585-7441

Store Hours

Monday-Friday: 10 am - 6 pm
Saturday: 10 am - 5 pm
Sunday: Closed

Certain items from our previous uniform vendor, Dennis Uniform, are permitted to be worn if they are still in good condition and fit properly. Permitted items are noted in the individual uniform descriptions.

UNIFORM STYLES

Chapel Uniform: Mandatory for all students on Chapel days, plus other special days as designated by their teacher. The Chapel uniform may also be worn on non-Chapel days.

Standard Daily Uniform: Consists of multiple options and can be worn on all other school days.

P.E. Uniform: Worn on P.E. days only.

Chapel Uniform – Girls – Grades 7-12

- White blouse (must be Lands' End) – no polo shirts for Chapel
- Plaid skirt (must be Lands' End)
OR
Black shorts/pants (Lands' End or Dennis Uniform)
- Athletic or dress shoes – all-black or majority black. It is ok for the shoe to have some white, additional colors are not permitted.
- Cardigan sweater (Lands' End or Dennis Uniform) – required for designated Chapel days and special occasions.
- On certain occasions, all-black shoes may be required.
- White socks – any length except thigh-high
- Optional for cool or rainy weather:
 - cardigan sweater (Lands' End or Dennis Uniform)
 - rain jacket (Lands' End or Dennis Uniform)
 - zip front sweatshirt (Lands' End or Dennis Uniform) *note that this may not be permitted for more formal Chapels.
 - all-black or majority black rain boots

Chapel Uniform – Boys – Grades 7-12

- Blue Oxford short-sleeved shirt (must be Lands' End) – no polo shirts for Chapel
- Black pants (Lands' End or Dennis Uniform)
- Cardigan sweater (Lands' End or Dennis Uniform) – required for designated Chapel days and special occasions.
- Athletic or dress shoes – all-black or majority black. It is ok for the shoe to have some white, additional colors are not permitted.
- On certain occasions, all-black shoes may be required.
- Black or white socks
- Optional for cool or rainy weather:
 - rain jacket (Lands' End or Dennis Uniform)
 - zip front sweatshirt (Lands' End or Dennis Uniform)
 - all-black or majority black rain boots

Standard Daily Uniform – Girls – Grades 7-12

Top

- Polo shirt (must be Lands' End) – white, red, or black
- White blouse (must be Lands' End)

Bottom

- Plaid skirt (must be Lands' End)
- Shorts (Lands' End or Dennis Uniform) – black or navy
- Pants (Lands' End or Dennis Uniform) – black or navy

Dress

- Polo dress (Dennis Uniform – not available from Lands’ End in Upper School sizes)

Footwear

- Athletic or dress shoes – all-black or black with some white accents (e.g., Nike or Converse logo).
- On certain occasions, all black shoes may be required.
- Plain, all-white socks or mostly white socks with a minimal amount of black (e.g., Nike or other logo) – any length except thigh-high
- Optional: Rain boots – only on rainy days

Outerwear (optional)

- Cardigan/sweater (Lands’ End or Dennis Uniform)
- Rain jacket (Lands’ End or Dennis Uniform)
- Sweatshirt (Lands’ End or Dennis Uniform)

Standard Daily Uniform – Boys – Grades 7-12

Top

- Polo shirt (must be Lands’ End) – white, red, or black

Bottom

- Shorts (Lands’ End or Dennis Uniform) – black or navy
- Pants (Lands’ End or Dennis Uniform) – black or navy

Footwear

- Athletic or dress shoes – all-black or black with some white accents (e.g., Nike or Converse logo). No high-tops.
- On certain occasions, all black shoes may be required.
- Plain, all-white (or black) socks or mostly white (or black) socks with a minimal amount of black (or white), e.g., Nike or other logo
- Optional: Rain boots – only on rainy days

Outerwear (optional)

- Rain jacket (Lands’ End or Dennis Uniform)
- Cardigan/sweater (Lands’ End or Dennis Uniform)
- Sweatshirt (Lands’ End or Dennis Uniform)

Physical Education Uniform – Girls and Boys – Grades 7-12

- P.E. tee (Lands’ End or Dennis Uniform) – gray
- P.E. mesh shorts (Lands’ End or Dennis Uniform) – gray. No leggings or tights can be worn with or instead of P.E. shorts
- Athletic shoes – all-black or black with some white accents (e.g., Nike or Converse logo).
- Plain, all-white socks or mostly white socks with a minimal amount of black (e.g., Nike or other logo)

Non-Uniform Attire Guidelines

There are certain days during the year when students are allowed to wear non-uniform attire. Specific non-uniform attire guidelines will accompany the announcement of these days.

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 straps, crop tops, or see-through shirts.
- Shorts and skirts must not be shorter than four inches above the knee.
- No bike shorts or spandex.
- No torn, ripped, or frayed denim.
- In the interest of student safety on the playground, students should 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.
- Leggings may be worn with appropriate tops that cover the entire hip area. No cut outs or sheer leggings.

Aloha Attire

In celebration of St. Andrew's Schools' Hawaiian heritage, attire with Hawaiian prints or themes may be worn on designated Aloha Fridays and on May Day. Appropriate Hawaiian prints or themes include native flowers and plants. Items with general floral prints (daisies, sunflowers, tulips, etc.) are not considered Hawaiian attire.

Aloha Attire – Girls and Boys – Grades 7-12

- Aloha shirts for boys must have a collar.
- Aloha shirts for girls and boys must be worn with black or khaki pants. ***Jeans are not permitted as part of aloha attire in the Upper School.**
- Mu'umu'u (dresses) should be just above the knee or longer.
- No rompers.
- No styles that expose the cleavage, midriff, or back.
- Shoulder straps must be 1" or wider.
- Lightweight sweaters may be worn over aloha attire. Heavy sweaters, sweatshirts, or jackets should not be worn with aloha attire. If inclement weather or air-conditioned classrooms prevent the choice of aloha attire, the standard or the Chapel uniform should be worn.
- In the interest of student safety on the playground, students should 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.

Kūlia Day

(last Friday of the month)

Students may wear the school-provided Kūlia t-shirt on Kūlia Days with appropriate bottoms and footwear as described above in the general guidelines for non-uniform attire.

Senior Modification (Mod) Dress Guidelines

Senior Modification (Mod) is a privilege granted to the Senior Class and is specified non-uniform attire that distinguishes them as mature and responsible adults preparing to enter the business and college world. The guidelines for Senior Mod are given in writing to the senior students in the summer. Seniors may choose to wear the school uniform in lieu of Senior Mod. All students are required to wear the Standard St. Andrew's Schools Uniform on chapel days and other designated days. Uniforms or Senior Mod must be worn when attending classes at UH or HPU. Senior Mod is worn to Senior Internship. Abuse or violation of the Senior Mod Dress Code will result in consequences.

The administrative staff establishes the guidelines for Senior Mod. Exclusion of particular attire from the Senior Mod policy does not indicate that the attire is permissible. Common sense and good conscience should be utilized as guidelines.

Senior Mod Violation

If there is a Senior Mod violation, grade-level advisors, or Upper School Principal will enforce the following consequences.

- 1st time Senior Mod has been violated; the student loses Senior Mod for a month.
- 2nd time Senior Mod has been violated; the student loses all senior privileges for 1 month.
- 3rd time Senior Mod has been violated; the student loses Senior Mod for the remainder of the year.

Senior Mod guidelines are updated annually. The school administration reserves the right to change this policy at any time.

MISCELLANEOUS

Lockers

Each year, the Registrar assigns lockers to 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.

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- 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, Online Subscriptions and Supplies

Upper school students are required to purchase textbooks, online subscriptions, and school supplies as directed by their course selection. Parents/guardians will receive a separate invoice from the school for online subscriptions. Textbook information can be accessed by signing into your account via standrewsschools.org.

An updated textbook list is published on the SAS website in the summer with links to suggested vendors through which parents/guardians can purchase textbooks.

Queen Emma Library

The Queen Emma Library is open to students in grades 7 through 12 from 8:00 a.m. to 3:00 p.m. on school days. Students are asked to sign in upon entering the library and sign out when they depart. Students may not be in the Queen Emma Library unsupervised.

The library limits the number of books that students may check out at one time. Queen Emma Library books are checked out for a three-week period.

The library charges a fine on overdue books for students in grades 7-12. In addition, all students who have books overdue may not check out additional books. Students who have lost or damaged library books will be billed for their replacements. If a lost item is returned in good condition, the cost of the item will be refunded.

Queen Emma Library provides numerous research databases that are accessible online. Databases provide access to worldwide newspaper, journal, and magazine articles, as well as book discussions, biographies, and searching strategies.

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 haven for student learning and growth which emphasizes equity, inclusion, and justice for all.

Diversity, Equity, Inclusion, and Belonging

St. Andrew's Schools is a compassionate, values-driven community that is guided by our Hawaiian and Episcopal heritage. Our educators and curricular program strive to develop a culture that is inclusive and a climate that allows each child to feel a sense of belonging—*just as they are*. It is from this foundation that students are empowered to *Kūlia i ka Nu'u - strive for the highest*—and reach their highest potential.

St. Andrew's Schools honors and celebrates the unique core cultural identities of each member of our community. Foundational to these efforts are classrooms that are safe and inclusive spaces. Students and educators together establish a desired emotional climate, where all voices are welcomed. The curriculum is collaborative and inquiry-based, both challenging and engaging students toward their optimal learning.

We help students to be emotionally intelligent, effective communicators with the capacity to identify inequity in the world around them. An education at SAS equips students to be solution-minded, culturally competent, reflective, and compassionate leaders who are prepared to champion change on a global scale.

Code of Conduct

As an Episcopal School our programs are designed to develop moral, spiritual, and ethical behavior in our students. Each SAS 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 SAS student is expected to reflect the high standards of academic performance and personal behavior. 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. We have elaborated on a few key student behaviors below.

Respect for School, People, and Property

One of the strengths St. Andrew's Schools is the respectful and positive atmosphere that exists in the school community. One of the main reasons that SAS is a vibrant and supportive community is that there is a commitment from students, teachers, and parents/guardians to approach each other in a respectful manner. The faculty, staff, and administration of SAS are charged with the duty of creating a positive and safe learning

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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

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 and disciplinary action may be taken.

Language

Every member of the SAS 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 Upper School Principal who will review the situation and apply appropriate consequences.

Drugs, Alcohol, and Tobacco

St. Andrew's Schools is deeply committed to ensuring that all school events and St. Andrew's Schools itself are free from the influence of harmful substances such as alcohol, tobacco, and illicit drugs. It is St. Andrew's Schools' 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 Upper School Principal will investigate and address the situation with the student. For alcohol and tobacco related offenses, students typically face a disciplinary hearing. A discipline hearing is a meeting between the student, the parents/guardians, and the Upper School Principal. For drug-related offenses, 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 attend this meeting.

Violence

All students at SAS are expected to manage their behavior so that no one else comes to physical harm because 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. Possession of a weapon will lead to a disciplinary hearing; appropriate consequences and support will be determined and administered by school

administration. If expulsion is a possibility, the Head of School will attend the hearing.

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. SAS 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 or outside of the school day may have a detrimental effect on the learning environment of the school. In those cases, the administration will assess the circumstances and may, at the discretion of the Upper 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. The 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.

St. Andrew's Schools behavioral expectations apply to students' online conduct, both on school-related platforms and on personal social media pages, as well as to students' conduct while on field trips and other school-sponsored travel.

Academic Integrity

One of the primary academic expectations of St. Andrew's Schools 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 Upper 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 distinction of honor roll, being placed on the Head of School list, earning Distinction in Global Leadership, and/or holding leadership roles at the school.

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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 Upper 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 Upper 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.

Use of Artificial Intelligence Tools

At St. Andrew's Schools, we recognize that Artificial Intelligence (AI) tools can support learning, creativity, critical thinking, and innovation when used appropriately. We encourage students to explore and benefit from AI technologies as part of their educational journey while also developing the skills needed to use these tools responsibly and ethically.

Intellectual honesty remains a core value of our school community and is essential to meaningful learning and fair assessment. Students are expected to submit work that reflects their own thinking, understanding, and effort. The use of AI tools (e.g., ChatGPT and similar technologies) for assignments must be approved by the teacher and used in accordance with the teacher's guidelines. Approved uses may include brainstorming ideas, conducting research, organizing information, receiving feedback, or supporting the creative process.

Students should be aware that AI-generated content may contain inaccuracies, bias, or other limitations and should not replace independent thinking, learning, or original work. St. Andrew's Schools reserves the right to review submitted work using plagiarism detection tools and other methods to verify authenticity and ensure compliance with academic integrity expectations.

The unauthorized use of AI tools or the submission of AI-generated work as one's own may be considered a violation of academic integrity and may result in disciplinary action. Our goal is not to discourage the use of AI, but to help students develop the knowledge, judgment, and ethical practices necessary to use these powerful tools effectively and responsibly.

Discipline Process: Behavior Plan

While the specific details of St. Andrew's Schools' approach to discipline may vary between the middle school and the high school, all discipline issues are dealt with on a case-by-case basis. Teachers, advisors, 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.

In cases when a student has broken the Code of Conduct, the appropriate grade level advisor and Upper School Principal will work with the student to help her develop an understanding of the issue so that the behavior can change in the future. As needed, teachers, or the Upper School Principal may apply consequences ranging from corrective conversations, lunch, after school or Saturday reflections periods, days of reflection, and other consequences related to the severity of the incident. More serious, or continued incidents may result in loss of certain privileges, days of reflection and dismissal for very serious offenses.

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 St. Andrew's 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, SAS may convene a discipline hearing. 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, SAS concludes that a student's actions warrant dismissal, the student will be asked to withdraw from the school immediately. In these cases, SAS will offer as much support as possible to assist the student in her transition to a new school setting. If expulsion is a possibility, the Head of School will attend the disciplinary hearing.

Right to Search – Searching of Persons and Personal Possessions

For the safety of all students, the administration of St. Andrew's Schools reserves the right to search student lockers, persons, and personal possessions, and to seize items if there is reasonable cause to believe that the student is in possession of items injurious to herself or others, has violated any school rule(s), or has violated any local, state, or federal law(s). However, St. Andrew's Schools strives to ensure that any searches and/or seizures are justified at their inception, and reasonably related in scope to the circumstances which justified the interference.

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 (SWRP) will be assigned. SRWP will occur once a quarter as needed and will be held from 8:00 a.m. to 12:00 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

- Inappropriate use of cell phone (or other device)
- Disruptive or disrespectful behavior during class or while on campus
- Disrespecting authority

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- 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.
- Excessive absenteeism

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

Guidelines for Social Events

General Behavior

All high school dances are open to St. Andrew's Schools' students in grades 9-12.

- All middle school dances are open to SAS students in grades 7-8.
- All dances are open to students attending ILH schools. Current school ID cards are required of all students for entry.
- SAS students may invite up to two guests from a non-ILH school under the following guidelines:
 - Guest passes must be obtained in advance from the Student Council Advisor and will be collected upon entry to the dance.
 - Guests must have proper identification and signed permission from their current school administration to enter the dance.
 - The SAS student must enter and remain at the dance with their guest(s).
 - The SAS student is responsible for their guests' behavior during the dance.
- Students must be picked up at the venue no later than the stated end time of the dance. Dance chaperones are required to remain at the dance until all students have left, so parents/guardians are asked to be on time for pick up.
- Students who attend the dances are to honor all restricted areas as posted or verbally outlined by the supervisor or chaperones.
- The Code of Conduct and all other behavior standards of St. Andrew's Schools apply to those who attend school dances.
- Shoes that may damage the gym floor and large bags cannot be brought into an on-campus dance and must be left in the bag room (which will be supervised). The school assumes no liability for the articles.
- Students not complying with the posted dress code will be refused admittance to the dance.
- Any student who does not comply with the Code of Conduct, SAS behavior standards, and the Guidelines for School Dances will be denied entry to the dance and/or will be asked to leave the premises. Refunds will not be given. Students who are dismissed from a SAS dance, may not attend the next dance or social event.
- Note: All dances are chaperoned by SAS teachers and administrators. Additionally, at least one security officer is present on campus for the duration of the dance. St. Andrew's Schools reserves the right to refuse admission to any school dance.

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 several 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 their own computer. To maintain a single standard and to continue providing technical support on-site, all students Grades 5-12 use Apple computers. Generally, students use their computers for 4 years.

Minimum computer specifications:

- Minimum operating system 15.0 Sequoia (Available via System Settings> General> Software Update)
- Minimum of 8 GB RAM
- Minimum of 10 GB free hard drive space
- A functional battery lasting at least 1 hour
- Apple Care+ 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.

New computers will be registered on the first day 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, 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's needs, please do not hesitate to contact the Technology Department, at technology@standrewsschools.org or (808) 524-3234.

Possible vendors

- Amazon.com – <https://www.amazon.com/>
- Apple Store – <https://www.apple.com/us-hed/shop>
- BestBuy – often has sales with larger discounts than the Apple education discount – <https://www.bestbuy.com>
- Costco – <https://www.costco.com>

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](#)
- [G Suite for Education Privacy Notice](#)
- [Google Privacy Policy](#)

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

UPPER SCHOOL

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 (7:45 a.m.-3:00 p.m.).
- 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, Typer 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

For students in grades 7-12, **smart devices (cell phone or Apple watches) must be off and kept in students' lockers or backpacks during the school day.** If a student needs to make a phone call home, they may call a parent from the Upper or Lower School offices. Apple watches must be on an airplane mode or DND during the school day. **Smart glasses** are not allowed during school hours. Violations of this policy will be issued a reflection period. If a pattern persists, the teacher will report the pattern to the Upper School Principal who will determine disciplinary consequences.

Senior Modification

St. Andrew's Schools seniors will be allowed to utilize smart devices in specific spaces including their advisor's classrooms and the college counseling suite in order to support their college applications and St. Andrew's in the City internship program.

Digital Citizenship

St. Andrew's Schools emphasizes the importance of digital citizenship by helping students understand key concepts related to privacy, feelings, property, and responsible online behavior. An atmosphere of digital citizenship is cultivated by educating students at the beginning of each school year about the Responsible Technology Use Policy (RTUP) and digital citizenship expectations. Students engage in online learning activities during advisory and community block periods using resources from organizations such as Common Sense Education, The Social Institute, and Banzai to promote safe, responsible, and positive technology use.

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.

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 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 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 teachers, 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 judgment 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.

K-12 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 including PTF officers, schedule of meetings, and upcoming events may be found on the [PTF's web page](#).

For more information, please contact: ptf@standrewsschools.org

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 updates
- Parent events such as Back to School Nights
- Teacher voicemail and email
- Individual notes
- [Canvas Classroom Portal](#)

School to parent communication includes:

- **MyPortal** is a password-protected area of our website for parents 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, Finalsite (Enrollment and Billing), Magnus, and EZ School Apps (lunch accounts). Access MyPortal at standrewsschools.org/myportal.
- **Principal's Blog** serves as a message board for the Principal to post reminders and updates. Subscribe to receive email alerts about new posts. Visit <http://standrewsschools.org/usblog>.
- **'Ohana News** and **'Ohana Updates** are regular e-newsletters featuring campus news, event recap and photos, announcements, and important deadlines.

Follow Us on Social Media

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

- [Facebook](#)
- [Instagram](#)
- [YouTube](#)
- [LinkedIn](#)

The Media

All media inquiries should be directed to the Head of School and/or the Director of Enrollment and Communications. 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 and Communications.

EXTENDED LEARNING PROGRAMS

Upper school students are dismissed at 3 p.m. Students who remain on campus to wait for their parents'/guardians' arrival are required to remain in the Robinson Courtyard or Kennedy Breezeway area. No dedicated supervision is provided for Upper School students after 3:30 p.m. Students participating in school-sponsored activities after school (e.g., sports, theater, clubs) will be supervised by an adult advisor and/or coach.

Camp St. Andrew's

St. Andrew's Schools offers camps during 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.

Camp St. Andrew's is a non-academic, day camp/activities program, open to all boys and girls, grades K-8. 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 the family's schedule. Students have fun within a nurturing environment through themed 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 (grades K-6) and Middle School (grades 7-8) 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, 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. Students may not earn SAS graduation credits from non-SAS instructors/classes.

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) 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.

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. 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](#).

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 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 Julie Smith in the Business Office at (808) 532-2406 or jsmith@standrewsschools.org 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, 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 reserves 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 Jennifer Burke, Director of Institutional Advancement at (808) 532-2441 or jburke@standrewsschools.org.

Alumnae

If you have questions about alumnae events and programs, please contact us at 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 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.

2026-27 Board of Trustees

Ruth R. Fletcher, Ph.D., President and Head of School
Cameron Nekota, Board Chair

The Right Rev. Elizabeth Bertram (beginning November 14, 2026)

H. Kaleleonālani Blaisdell-Brennan, M.D.

Darlena Chadwick

Nancy E. Conley

Jason D'Olier

The Rt. Rev. Robert L. Fitzpatrick (ending November 14, 2026)

Patty Foley

Kevin Herring

Robin Kalohelani

Susan S. Kurisu

The Rev. Paul Lillie

Ivan M. Lui-Kwan

Danene Lunn '80

Bettina Mehnert

Judy B. Pietsch

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
(808) 532-2414

Nathan Alcotas
Chief Financial Officer
nalcotas@standrewsschools.org
(808) 532-2407

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

Jennifer Burke
Director of Institutional Advancement
jburke@standrewsschools.org
(808) 532-2441

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

Director of Enrollment Management
(808) 532-2417

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

Peng Ratchaworapong, Ed.D.
Director of Technology
pratchaworapong@standrewsschools.org
(808) 532-2413

Nohea Vaughan-Darval
Athletic Director
nvaughan-darval@standrewsschools.org
(808) 532-2461

STATEMENT OF THE HANDBOOK

Thank you for reviewing the Upper School Parent-Student Handbook.

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

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	532-2449
Health Room	532-2403
Security	998-0110 (mobile)
Head of School Office	532-2414
Lower School (K-6)	
Principal	532-2446
K-12 Office	532-2431
Lower School Library	532-2434
Registrar	532-2416
Technology Help Desk	524-3234
Upper School (7-12)	
Principal	532-2447
K-12 Office	532-2431
College Counseling	532-2405
Queen Emma Library	532-2430
Registrar	532-2416
Technology Help Desk	524-3234
Queen Emma Preschool	
Director	595-4686
Departments & Services	
Admissions Office	
	532-2427
Extended Learning Programs	
After School Care	532-2464
Camp St. Andrew's	532-2464
Summer Programs	532-2464
Athletics	
Director	532-2461
Business Office	
Tuition Payments	532-2406

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Facility Rentals 532-2400

Institutional Advancement

Director 532-2441

Marketing and Communications 532-2417

Uniforms

Lands' End
Nā Lama Kukui
560 N. Nimitz Hwy, Suite 107C
Honolulu, HI 96817
(808) 585-7441

Store Hours

Monday-Friday: 10 am – 6 pm
Saturday: 10 am - 5 pm
Sunday: Closed

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

*Nathan Alcotas
B.S.B.A., M.B.A. (Hawai'i Pacific University)

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

*Ka'ipolani Bailey-Walsh
B.A. (Marymount University)
M.Ed. (Regent University)

*Jennifer Burke
B.A. (University of Hawai'i at Mānoa)

Maya Chon
B.A. (University of Hawai'i at Mānoa)

Meredith Collat
B.A. (Hofstra University)

Melissa Cortez
B.A. (Seattle University)
M.Ed. (Chaminade University)

Alexandra Ducosin
B.A. (University of North Carolina at Chapel Hill)
M.S. Ed. (Johns Hopkins University)

Mara Elliott
B.A. (San Diego State University)

Paul Falquez
B.F.A. (The City University of New York)
M.F.A. (Pratt Institute)

*Nichole Field
B.A. (University of Rhode Island)
M.A., PBCSE (University of Hawai'i at Mānoa)

*Ruth R. Fletcher
B.A., M.S., Ph.D. (University of Delaware)
M. Ed. (University of Hawai'i at Mānoa)

Līhau Galo
B.S. (Chaminade 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)

Sage Hirasuna-Ka'auamo
B.A., M.Ed. (Hawai'i Pacific University)

Shelby Holden
B.A. (Capital University)

Kaitlin Kilroy
B.A. (Emmanuel College)
M.Ed. (Hawai'i Pacific University)

Judy Koseki
B.S. (Pitzer College)
M.Ed. (Chaminade University)

Dmitri Kotchetkov
M.S., M.S., Ph.D. (University of California, Riverside)

Aggy Kusunoki
B.A. (Miami University, Ohio)
M.A. (University of Hawai'i at Mānoa)

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