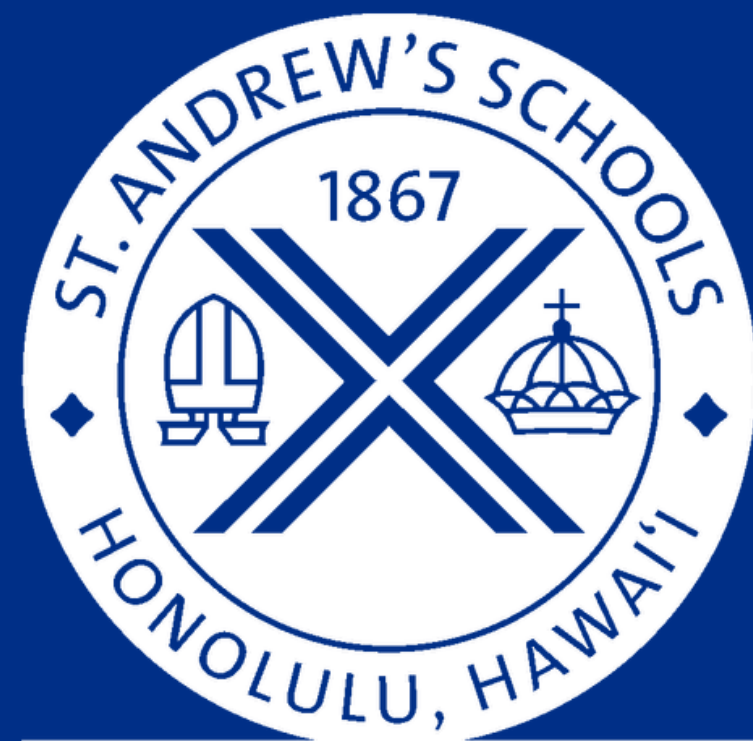


ST. ANDREW'S SCHOOLS PARENT STUDENT HANDBOOK

Lower 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.

LOWER 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.

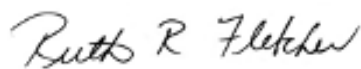
From our preschool program to our high school curriculum, we nurture academic advancement, leadership growth, and character development. With our personalized educational program, inspiring teachers, and dynamic learning environment, each year we witness tremendous growth in each of our students, all 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,



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 continue to 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'eha, Kamehameha's niece). Her father, George Na'ea, was a high chief.

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

Her Passion

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

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

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

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

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

Her Legacy

Today, the students of St. Andrew's Schools honor Queen Emma by perpetuating her legacy of compassionate leadership through her Episcopal faith and her values of aloha, 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 Finalsight 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)
2. Login to Finalsight Enrollment by typing this URL into your internet browser using the username and password you use to re-enroll your child annually:
standrewsschools.fsenrollment.com/users/sign_in.
3. Click on the green button next to the Annual Information Update checklist item on your child's Enrollment Checklist.
4. 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.

Please contact the Technology Department (technology@standrewsschools.org) if you need further assistance with login information or access into Magnus.

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 administration in the event such documents become available so that they can be properly assessed, and any necessary plans can be developed. Such plans may include changes to parental access to information and/or the school's facilities. Should you have questions regarding this subject please contact the Head of School's office.

Also, the school 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

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

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

Morning Supervision

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

Morning supervision is provided for our K-6 students from 7:00–7:25 a.m. The Lower School Library is open for students from 7:00–7:25 a.m.

Students who arrive prior to 7:00 a.m. must report directly to Ylang Ylang Courtyard.

Morning Drop-Off

On busy mornings when students are being dropped off, safety is an especially important concern. Coned lanes are set up on the road surrounding Queen Emma Square. Please note the following safety guidelines and precautions:

- Parents/guardians whose children are prepared to make an immediate exit from the car should use the “Fast Lane” (the lane closer to the park). Students must exit only at the crosswalk and only from the right side of the vehicle. The students should use the crosswalk to enter the school grounds.
- Parents/guardians who need to exit the car to assist their children, or parents/guardians whose children need a little more time to gather their belongings, should use the “slow lane” closer to the school buildings. Students should exit from the left side of the car whenever possible.

If you need to walk your child onto campus, there are limited visitor parking stalls, marked in red, that are available in Lot D, between the gymnasium and the Cathedral. Please refrain from parking or waiting in any area designated for faculty parking, cathedral parking, or fire zones. Convenient public parking is available at Capitol Place, with the parking entrance one block 'ewa of St. Andrew's, on South Kukui Street, between Queen Emma Street and Bishop Street.

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 a.m. and 4 p.m., Monday through Friday, and for special events on the weekends. Stalls marked for use by Cathedral/Diocese (blue cones) for their employees are reserved 24 hours a day, seven days a week. Anyone parking in a reserved stall on campus must display an official St. Andrew's parking pass on their car.

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.

Dismissal and Authorization for Student Pick-up

Teachers escort students in grades K-3 to the gym area or the area in front of the driveway between Kennedy Hall and the gym and stand in their respective "home lines." Students in grades 4-6 are escorted by their teachers to Campbell Park - curbside facing Kennedy and the gym. Students are released to authorized adults from the home line. Teachers will verify that the adult who is picking up the student is authorized to do so before they are released. At times this may involve checking and verifying the driver's identity. Thank you for your *kokua* (help) as we work to keep all of our students safe.

Please complete the **Annual Information Update Form** (in Finals site Enrollment) to identify the adults that are authorized to pick up your child.

Please call (808) 532-2449 (Attendance) should an adult who is not on the authorized pick-up list need to pick up your child after school. If an unauthorized adult comes to pick up a child, the school will call an authorized adult for permission to release the child.

Parents/guardians whose younger children must wait for an older sibling to finish the school day may make special arrangements with the Lower School Principal to provide the younger children with short-term supervision (15 minutes or less). If the waiting time is longer than 15 minutes, the younger sibling must be enrolled in the After School Care Program. Middle School students are not allowed to sign out younger siblings from After School Care. Should you need occasional "drop-in" care, please call to request that your child remain in After School Care (532-2464) for the day.

Students in grades K-6 who remain on campus to wait for their parents'/guardians' arrival beyond 3:00 p.m. are required to participate in our After School Care program (ASC). Students who remain on campus past 3:00 are not enrolled will attend ASC as a drop-in and parents/guardians will be charged. Please refer to the Extended Learning section of this handbook for further details.

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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 Lower School Office for pick-up. Parent(s)/guardian(s) can meet their child at the Lower School Office (Kennedy Hall, Room 105) at the designated time. A parent/guardian must sign out their child/ren from the Lower School Office before leaving campus.

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.

Off-Campus Day Trips

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

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

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

Absences and Tardies

Student Absence Notification

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

- Attendance Office Phone: (808) 532-2449
- 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 a.m. (or if the message has been received yet is unclear), the school will phone or email the student's home to determine the cause of the absence. If a parent/guardian does not notify the office on the morning of the absence and the school is unable to reach the parent/guardian, the designated emergency contacts will be notified.

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

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

The school makes every effort to enable the student to complete missed work. It is the responsibility of the student, however, to actively seek out missed assignments and class notes in order to keep pace with the classes missed. If the absence is planned, it is the student’s responsibility to meet with each of his or her teachers to review the work that will be assigned during the absence and make arrangements for work to be submitted. For all other types of absences, administration will determine policy for make-up work on a case-by-case basis.

Homework Requests in the Event of an Absence

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

Excessive Absences

Regular school attendance is essential to a student’s academic, social, and emotional growth. *A student who accumulates ten (10) or more absences in a semester – or missing 10% or more of school for any reason, excused or unexcused – is considered excessively absent.* The school may initiate an attendance review to better understand the circumstances and determine what support may be needed. Additional instructional time may be required to support a student’s successful mastery of learning objectives.

For the purposes of attendance monitoring and academic support, **cumulative absences include all days a student is absent from school, regardless of whether the absence is excused or unexcused.** While the school recognizes that many absences occur for legitimate reasons, extended time away from the classroom may affect a student’s ability to fully participate in instruction and successfully master grade level learning objectives.

Depending on the student’s needs, the school may implement one or more of the following supports:

- A meeting with parents/guardians to discuss attendance concerns and develop a plan for improved attendance.
- A review of the student’s academic progress and missed learning opportunities.
- Additional instructional support to help the student complete essential assignments and demonstrate mastery of key learning objectives.
- An individualized plan to support the student’s successful participation in the school program.

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In some cases, students may be required to participate in **supervised academic support** sessions outside the regular school day or a designated Saturday during the quarter to complete missed work or receive additional instruction. These sessions are intended to support student learning and are not considered disciplinary consequences.

Excessive Tardiness

Students are tardy if they are not in their classroom/homeroom by 7:45 a.m. Tardiness is actively discouraged at St. Andrew's Schools not only because it detracts from a student's opportunity to learn, but also because of its disruptive effect on the classroom routine and the education of other students. A student who arrives on campus after 7:45 a.m. must receive a tardy slip from the Attendance Office.

Any student who accumulates a **sum of ten (10) non-school related tardies per semester** may be considered excessive. Students who demonstrate a pattern of excessive tardiness may be referred for an attendance review with the Lower School Principal, School Counselor, and the student to discuss concerns, identify contributing factors, and develop strategies to support improved punctuality.

The school reserves the right to determine whether excessive absences or tardiness have significantly impacted a student's ability to successfully participate in the academic program and may require additional interventions or support measures.

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 in Sellon 101 after school. Items may be claimed upon their identification. At the end of each month, usable unclaimed items are donated to charity; all others are discarded.

Campus Safety, Security, and Emergencies

Campus Visitors

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.

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 we urge parents/guardians to consider their family's safety when deciding whether to send their child to school.

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

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

Emergency and Drill Alerts Through 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

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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 alert 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 enrollment 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

Our Extended Learning programs include after school care, enrichment classes, spring/summer camps, and summer school. 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 Admissions database. Parents/guardians receive an email with a link to re-enroll their child(ren) for the upcoming school year and may pay their non-refundable re-enrollment 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 Finals site 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 Student Health Form, which includes a current TB clearance and immunization records, is due in the Magnus Health Student Medical Record (SMR), our web-based health management system annually. The Student Health Form expiration date is annotated in Magnus Health.

Every K-6 student must complete the following:

- An up-to-date, annual physical examination by a licensed U.S. medical provider (completed within 1 year of the first day of school)
- All age-appropriate immunizations required by Hawai'i law
- All other Magnus Health information

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

- Tuberculosis Clearance: **No new student may attend school without a TB clearance** – a clear X-ray or tuberculin (TB) test or Negative Risk Assessment. The state requires that the date and time of the administration of the test and the reading of the results be included in the documentation on the 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.

The Student Health Form and TB clearance MUST be signed by a licensed U.S. medical provider (MD, DO, APRN, PA). A student without an up-to-date TB clearance may not attend school.

The law affords your child a grace period of 90 days, 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 with confirmed anaphylaxis may carry epi-pens. Students who carry epi-pens 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.
- 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

- 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

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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 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.

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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.

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.

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: *Girls Circle* and *The Council*

Students at St. Andrew's Schools participate in lessons adapted from the One Circle Foundation's youth circles. Our students 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 and play. Our curriculum promotes healthy bodies through creative play, vigorous physical activity, gardening, cooking and nutrition lessons, and health lessons that build knowledge about students' growing bodies. The following guidelines support St. Andrew's Schools' efforts in creating an environment that promotes wellness in body:

Physical Activity

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

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

School-wide Nutrition

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

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

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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.

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. We also ask that families make efforts to provide daily physical activity for their children and encourage families to pack nutritional meals and healthy snacks for school. Families are encouraged to remain in contact with the school and to see St. Andrew's Schools as their extended community of support.

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

FOOD SERVICE

St. Andrew's Schools is proud to partner with 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.

ACADEMIC GUIDELINES AND PROCEDURES

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

A detailed description of the Lower School's educational program is available in the K-12 Curriculum Guide.

Assessment Guidelines

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

Homework Guidelines

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

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

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

Examples of assignments include the following:

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

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

school activities with friends and family.

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

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

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

Standardized Testing (Grades 3-6)

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

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

Reporting Student Progress

Progress reports will be sent to parents/guardians at the end of each quarter. Interim (mid-quarter) reports are communicated by their teachers by email or phone calls for students who may be experiencing academic or behavioral difficulties in the classroom or are receiving additional learning support.

Student Records

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

International Students and Academics

English as a Second Language Program

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,

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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 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 6-12 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.

Student Support Programs and Policies

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

Student Accommodations

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

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

be submitted (in full) to the Principal so appropriate steps can be taken to support the students' learning and growth.

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

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

STUDENT LIFE

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

Community

Lower School Camp: 5th and 6th Grades

The Lower School hold a day camp on an annual basis. During the school year, students in grades 5 and 6 participate in an outdoor experience for learning and team building. Student class executive officers work with their classmates to plan activities that cultivate bonding between grade levels.

Student Government, School Activities, and Events

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

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

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Lower School Student Council (Grades 5-6)

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

LOWER 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.

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

- Permitted for Lower School girls. No holes, cut-outs, or mesh/sheer cut-outs. The top or blouse must be worn past the hipline over leggings.

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.

Jewelry

- Should be minimal and appropriate to the uniform and occasion.
- Be mindful of playground safety and the potential for loss of valuable items when selecting jewelry to be worn to school.
- 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, grey, 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. Curlers, pin curls, or rollers may not be worn. Hair color, if dyed, should reflect a naturally occurring hair color.
- Lower School students may not wear make-up.
- Tattoos are discouraged and should not be visible when the student is wearing their school uniform.

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 your 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

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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. Kindergarteners and 1st graders may wear their P.E. uniforms to school on their scheduled P.E. days for the entire day. Students in Grades 2-6 must change into their standard uniform immediately following their P.E. class.

Chapel Uniform – Girls – Grades K-4

- White blouse (must be Lands' End) – no polo shirts for Chapel
- Plaid jumper (must be Lands' End)
 - OR
 - Plaid skirt (must be Lands' End)
- Athletic or dress shoes – all-black or black with some white accents (e.g., Nike or Converse logo). No high-tops.
- 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)
 - all-white tights
 - all-black tights
 - all-black leggings – no embellishments, designs, or cut-outs
 - rain boots
- Optional hair accessories: red, black, or white

Standard Daily Uniform – Girls – Grades K-4

Top

- White polo shirt (Lands' End or Dennis Uniform)
- White blouse (must be Lands' End)

Bottom

- Plaid skirt (must be Lands' End). Optional: Dark navy or black bike shorts (any brand) can be worn under the skirt. Bike shorts must not be longer than the skirt.
- Plaid skort (must be Lands' End)
- Plaid jumper (must be Lands' End)

Dress

- Red polo dress (Lands' End or Dennis Uniform)

Footwear

- Athletic or dress shoes – all-black or black with some white accents (e.g., Nike or Converse logo). No high-tops.
- White socks – 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)
- All-white or all-black tights
- All-black leggings with no embellishments, designs, or cut-outs

Chapel Uniform – Girls – Grades 5-6

- White blouse (must be Lands' End) – no polo shirts for Chapel
- Plaid skirt (must be Lands' End)
- Athletic or dress shoes – all-black or black with some white accents (e.g., Nike or Converse logo). No high-tops.
- 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)
 - all-white tights
 - all-black tights
 - all-black leggings – no embellishments, designs, or cut-outs
 - rain boots

Standard Daily Uniform – Girls – Grades 5-6

Top

- Polo shirt (Lands' End or Dennis Uniform) – white, red, or black*
*Black polo shirts may not be worn with black shorts/pants.
- White blouse (must be from Lands' End)

Bottom

- Plaid skirt (must be Lands' End). Optional: Dark navy or black bike shorts (any brand) can be worn under the skirt. Bike shorts must not be longer than the skirt.
- 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

- Red polo dress (Lands' End or Dennis Uniform) – 5th and 6th grade

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- Black polo dress (Lands' End) – 6th grade only

Footwear

- Athletic or dress shoes – all-black or black with some white accents (e.g., Nike or Converse logo). No high-tops.
- White socks – 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)
- All-white or all-black tights
- All-black leggings with no embellishments, designs, or cut-outs

Chapel Uniform – Boys – Grades K-6

- Red polo shirt (Lands' End or Dennis Uniform)
- Black shorts or pants (Lands' End or Dennis Uniform)
- Athletic or dress shoes – all-black or black with some white accents (e.g., Nike or Converse logo). No high-tops.
- White socks
- Optional for rainy weather:
 - rain jacket (Lands' End or Dennis Uniform)
 - rain boots

Standard Daily Uniform – Boys – Grades K-6

Top

- Polo shirt (Lands' End or Dennis Uniform) – red, grey (no white)

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.
- White socks
- Optional: Rain boots – only on rainy days

Outerwear (optional)

- Cardigan (Lands' End)
- Rain jacket (Lands' End or Dennis Uniform)
- Sweatshirt (Lands' End or Dennis Uniform)

Physical Education Uniform – Girls and Boys – Grades K-6

- P.E. tee (Lands' End or Dennis Uniform) – grey
- P.E. mesh shorts (Lands' End or Dennis Uniform) – navy blue – 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). No high-tops.
- White socks

Kindergarten and 1st grade:

- May arrive at school in their P.E. uniforms and continue to wear the P.E. uniform all day.

Grades 2-6:

- Students with P.E. class starting at 8:00 a.m. are permitted to arrive at school in their P.E. uniform, then change into the standard daily uniform after PE. class.
- Students with P.E. class later in the morning must arrive at school in their standard daily uniform, change into their P.E. uniform for P.E. class, and then change back into their daily uniform afterward.

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.
- No Birkenstocks or Birkenstock-like footwear, including athletic sandals.

Aloha Attire

(first Friday of the month)

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 K-6

- Aloha shirts for boys must have a collar.
- Wearing the school Kūlia t-shirt is encouraged. T-shirts with a Hawaiian motif or theme are also acceptable.
- 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 unless covered (see next item).
- A sweater or coordinating/matching jacket must be worn throughout the school day over a dress or top with spaghetti straps.
- 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, Texas, and Flojos.
- No Birkenstocks or Birkenstock-like footwear, including athletic sandals.

Outerwear (optional)

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

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.

MISCELLANEOUS

Lockers: 6th Grade

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

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

Textbooks and Supplies

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

Lower School Library

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

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

EXPECTATIONS OF BEHAVIOR

Universal Values

St. Andrew's Schools respects the worth and dignity of each individual and values the diversity and similarities within its community by fostering an educational environment free from prejudicial or discriminatory behavior. Through our actions we provide a 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.

Our students are 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 student is expected to treat others with respect, tolerance, kindness, and empathy and to take responsibility for their own actions and behaviors. We are committed to a process of positive behavior change that focuses on student reflection, honesty, and consequences that promote student growth.

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

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

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

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

Respect for School, People, and Property

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

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

Punctuality

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

Language

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

Damage or Theft of Property

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

will meet with the Lower School Principal who will review the situation and apply appropriate consequences.

Drugs, Alcohol, and Tobacco

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 The 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 Lower 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 Lower 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 be at the meeting.

Violence

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

Harassment

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

In certain circumstances, 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 Lower School Principal, investigate the incident. This would include the investigation of incidents involving harassing content sent electronically, regardless of where and when those messages were created, or behaviors that take place between students on or off school grounds. 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.

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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.

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

Academic Integrity

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

Cheating/Plagiarism

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

Plagiarism occurs when a student takes information from a published source or another person and presents that material as their 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 the Lower Schools' approach to discipline may vary between grade levels, all discipline issues are dealt with on a case-by-case basis. Teachers and administrators correct student behavior on an ongoing basis to help students develop the skills and self-discipline necessary to be effective and contributing members of society.

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

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

Continued incidents of misbehavior will involve more conversations/meetings between the student, student's parents/guardians, School Counselor, and Principal. The Head of School may be involved in such conferences depending on the severity of the incident. Consequences may include exclusion from school activities, mandated counseling, detention, suspension, or expulsion from school for repeated 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 the schools' expectations several times or has committed a major violation of some kind, the student's enrollment at the school may be called into question. In these cases, the Principal may convene a discipline hearing. A discipline hearing is a meeting between the student, the parents/guardians, and the Principal. At the hearing, all relevant issues and information will be shared and discussed so that the process is fair and equitable for the student. If, at the end of the hearing process, the

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school concludes that a student's actions warrant dismissal, the student will be asked to withdraw from the school immediately. In these cases, St. Andrew's Schools will offer as much support as possible to assist the student in her/his transition to a new school setting.

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

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

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

Reasons for a Reflection/Work Period

Excessive, or repeated misbehaviors:

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

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

Playground Rules and Guidelines

General Rules

- Children need to be kind to each other and avoid any sort of rough housing (e.g., pushing, shoving, lifting others, piggybacking, or hitting).
- Children must take turns and cooperatively share the use of the playground and all equipment.
- Children are not allowed to exclude others or call each other names.
- Children must ask permission to leave the playground area and must always leave with a buddy.
- All snacks and beverages must be enjoyed in Ylang Ylang Courtyard or while sitting in a designated area.
- Children need to line up as directed by the teacher on duty when the whistle is blown.

Play Structures

- No additional equipment is allowed on play structures.

- Slide feet first, one at a time, going down the slide or pole.
- No climbing up the slide.
- No jumping off the slide or any high platforms. No jumping off the Jubinsky rock.

Blacktop and Equipment Use

- Use of basketballs, volleyballs, etc. is allowed on the blacktop.

Tetherball Poles

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

Jump Ropes

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

Area Boundaries

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

Equipment

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

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

Behavior and Consequences

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

In general, this will be our process:

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

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need to be taken for the behavior to stop.

Ylang Ylang Courtyard/Food and Beverages

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

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

STUDENTS AND TECHNOLOGY

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

Types of Access Provided

St. Andrew's Schools provides 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 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, 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.).

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

Implementation and Consequences for Misuse

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

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

Smart Devices

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

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.

Additionally, teachers help support the growth of positive online behavior by engaging with The Social Institute's #WinAtSocial, a gamified curriculum that builds social-emotional competencies within the context of

students' online lives.

St. Andrew's Schools' partnership with The Social Institute also provides resources for parents and guardians to help equip adults as they support their children through the use of technology. SAS families are encouraged to create a user profile by logging onto The Social Institute website. For SAS login credentials, please contact the School Counselor.

PARENT PARTICIPATION AND INVOLVEMENT

Supporting Your Child's Education

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

Support Regular Attendance and On Time Arrival

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

Take An Active Interest in Your Child's Learning

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

Encourage Reading

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

Monitor Your Child's Progress

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

Attend Parent-Teacher Conferences

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

Attend Student Functions

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.

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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 reports
- 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, Finals site (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

After School Care (ASC)

Monday through Friday from 2:45 - 5 p.m., St. Andrew's Schools offers after school options for your children to support their learning, offer them engaging activities, and to have fun with friends while allowing you to finish your workday. After School Care serves students in grades K-6. Please visit the [After School Care page](#) on the school website for current information.

St. Andrews Schools After School Care is licensed by the State of Hawai'i Department of Human Services (DHS) to care for a maximum of 150 students. The program is annually reviewed and licensed by DHS. The current license is available for your inspection in the Extended Learning Programs Office. State licensing requires a staff to child ratio of 1:20 from grades K-6 (ages 4 years 9 months old to 13 years old). Our staff consists of St. Andrews employees, college students, Upper School students and other qualified personnel. New employees will be subjected to local criminal history checks and will receive both pre-service and in-service training.

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

All faculty and staff are mandated reporters, and have both a legal and moral obligation to report instances of child abuse or neglect that come to their attention. It is not the responsibility or role of the teacher to investigate the possibility of abuse or neglect but to report it. If there is a potential abuse or neglect situation, teachers are to go directly to their Principal. At that point a report will be filed and the appropriate authorities will conduct the investigation.

ASC General Information

Hours

After School Care operates from 2:45 – 5 p.m. If you cannot pick up your child by 5 p.m., please call (808) 532-2464 to let us know. A late fee of \$15 will be charged to the student's account when the authorized adult arrives after 5:00 p.m.

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

Location

Sellon Hall-101 (ASC)

Daily Schedule

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

LOWER SCHOOL

ASC Homework Policy

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

ASC Pick-Up

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

ASC Pick-up Procedures

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

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

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

Fundraising

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

Disclosure of Student Information

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

K-6 Enrichment Classes

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

If your child is not enrolled in an annual ASC and would like to enroll in an enrichment class, there is a fee for the class and student care on the days of their enrichment classes. Payment for Enrichment Classes must be made in full prior to the registration deadline.

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

Registration for Enrichment Classes

To enroll your child, please register online at standrews.campbrainregistration.com. Instructions are available on the registration page. You have the option to pay online by credit card or submit your registration invoice along with your check payment made out to St. Andrew's Schools to:

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

For more information, please visit our [After School Program page](#) on the school website.

ASC Drop-In and Late Pick-Up Fees

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

An ASC late fee of \$15 will be charged to the student's account when the authorized adult arrives after 5:00 p.m.

Withdrawal

Parents/guardians will receive a 50% refund if their child is withdrawn from ASC by August 15, 2026. There will be no refund once school begins.

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

Health and Safety

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

Illness

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

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Medications

After School Program staff are not allowed to administer any medication to children, including aspirin and/or Tylenol. Students may carry or store in the Health Room emergency asthma/anaphylaxis medications with coordination of the Health Aide. All emergency medication information must be uploaded into Magnus Health.

Students Requiring Accommodations

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

Emergency Care

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

Emergency Dismissal Procedures

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

Code of Conduct

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

Empathy Advantage

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

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, 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-weeks 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

LOWER SCHOOL

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 Lower 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
Adventure Camps	532-2464
Summer Programs	532-2464
Athletics	
Director	532-2461
Business Office	
Tuition Payments	532-2406

LOWER SCHOOL

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)

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)

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)

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

Misha Matsumoto Yee
B.A. (Hawai'i Pacific University)
M.A., M.Ed. (University of Hawai'i at Mānoa)

Joy Ogawa
B.S., Santa Clara University
M.A., Hawai'i Pacific University
M.S., Chaminade University

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

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

*Peng Ratchaworapong
B.Eng. (Chulalongkorn University)
M.S. (University of Colorado, Denver)
Ed.D. (University of Hawai'i at Mānoa)

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

Murielle Sipola
License (University of Paris IV Sorbonne, France)
B.A. (Hawai'i Pacific University)

Katherine Sowards
B.A. (University of North Texas)
M.Ed. (Hawai'i Pacific University)
M.S. (Chaminade University)

Sofia Sullivan
B.S. (University of Rhode Island)
M.Ed. (Oswego State University)

Gordon Tokishi
B.Ed. (University of Hawai'i at Mānoa)
M.Mus. (Southern Oregon University)

A. Ka'ilihiwa Vaughan (Kumu)
'Ūniki (Mae Kamāmalu Klein)

*Nohea Vaughan-Darval
B.A., M.Ed. (University of Hawai'i at Mānoa)

Faye Yamasaki
B.Ed., M.L.I.Sc. (University of Hawai'i at Mānoa)

Madisyn Young
B.S. (Creighton University)
M.S. (Chaminade University)