



HANDBOOK FOR STUDENTS AND PARENTS

2020-2021



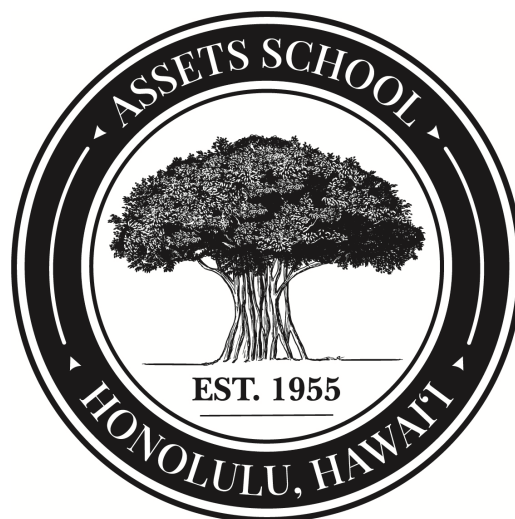
Accredited by the
Western Association of Schools
and Colleges and Hawaii
Association of Independent
Schools

**Mission**

Assets School serves gifted and capable students specializing in those with dyslexia and other language-based learning differences. We provide a strength-based program, complemented by outreach and training, that empowers students to become effective learners and confident self-advocates.

Vision

Our vision is to provide premier educational services to gifted and dyslexic children by offering model, integrated learning environments and professional outreach programs. We aspire to a community – in Hawaii and throughout the world – in which all children thrive and realize their own potential so that society benefits from their unique talents and abilities.



Contact Information	
Main phone:	(808) 423-1356
Fax numbers:	K-8: (808) 422-1920 HS: (808) 595-0259
Admissions:	Sandi Tadaki, M.Ed., Assistant Head of School/Director of Admissions stadaki@assets-school.org (808) 440-3613
Athletic Office:	John Medeiros, Athletic Director jmedeiros@assets-school.org (808) 440-3740
Business Office:	Oli Faaliga, ofaaliga@assets-school.org (808) 440-3602 Kathy Dela Cruz kdelacruz@assets-school.org (808) 440-3678
Registrar:	Cindy Herndon cherndon@assets-school.org (808) 440-3601
Advancement and Communications:	Linda Jameson Myers, Vice President of Institutional Advancement lmeyers@assets-school.org (808) 440-3605 Mahea Nakamura, Communications Director and Parent Relations Liaison mnakamura@assets-school.org (808) 440-3622
Health Room:	Mele Barretto, K-8 Health Room Nurse mbarretto@assets-school.org (808) 440-3629 Momi Ushijima, High School Health Room Nurse mushijima@assets-school.org (808) 440-3729
School Leadership	Ryan C. Masa, Ed.M., Head of School rmasa@assets-school.org (808) 440-3612 Sandi Tadaki, M.Ed., Assistant Head of School/Director of Admissions stadaki@assets-school.org (808) 440-3613 Caitlin Mates, M.Ed., Principal, K-8 cmates@assets-school.org (808) 440-3617 Nichole Hamai Sakai, M.A., M.Ed., Principal, 9-12 nhamai@assets-school.org (808) 440-3604
Campus Location	K-8 Campus: One Ohana Nui Way, Honolulu, HI 96818 High School Campus: 913 Alewa Drive, Honolulu, HI 96817

Contents

	Page #
Mission Statement.....	2
Contact Information.....	3
Kindergarten to 8th Grade Learning Expectations.....	5
High School Core Competencies.....	6
The Students.....	7
The School Day.....	7
Absences and Tardies.....	8
Arrival and Departure.....	9
Student Dress.....	9
School Materials and Personal Property.....	10
Food on Campus.....	11
Student Health.....	11
Medication.....	12
Civility Policy.....	13
 School Programs	
Student Profile.....	13
Evaluation of Student Progress.....	13
Homework.....	14
Field Trips.....	14
Athletics.....	14
The Brace Library and the Computer Laboratory.....	15
 Internet & Acceptable Use Policy	
School Network & Internet Rules.....	15
Apps That Require Parental Approval.....	17
Naviance (for High School).....	17
 Behavior Management and Counseling	
Management.....	18
Counseling.....	18
Code of Conduct.....	19
 Role of Parents	22
Americans with Disabilities Act (ADA)	23
D.O.E. Requests	23
Asbestos Management Plan	23
Assumption of Risk Relating to COVID-19	24

Kindergarten to 8th Grade Learning Expectations

Critical thinkers who...

- employ creative thinking in a confident manner;
- access and analyze resources effectively;
- synthesize, analyze, interpret, and evaluate significant concepts within various contexts;
- utilize effective questioning strategies;
- plan, implement, and evaluate strategies for problem solving.

Organized learners with skills sufficient to support growth in academic environments who...

- utilize time management devices and techniques;
- attend, interpret, and follow instruction;
- identify and use study skills techniques (mapping, graphic organizers, study guides, note taking, outlining, SQ3R, highlighting, etc.);
- select appropriate coping strategies.

Confident and responsible individuals who...

- recognize and accept personal uniqueness;
- demonstrate responsibility for behavior in the immediate environment;
- demonstrate ability to assess, monitor, and self-advocate in academic and social situations;
- set personal goals.

Successful, competent learners who...

- demonstrate competency in reading, writing, and mathematics to individual potential;
- demonstrate success in challenging subject matter appropriate to individual potential;
- understand the value of the arts and sciences, humanities, and physical education;
- demonstrate self-sufficiency in preparation for survival in competitive academic environments;
- recognize the value of being life-long learners.

Effective community contributors and participants who:

- are culturally aware and sensitive;
- respect experiences and perspectives of others;
- participate cooperatively in diverse groups;
- value historical contributions of diverse ethnic, racial, and religious groups;
- display a global view of the world;
- participate in community events.

Skilled users of technological tools who:

- utilize technology as a communication tool;
- select appropriate technological tools for individual needs;
- make wise decisions when navigating the web and using social media.

High School Core Competencies

Communication and Self Expression

Employs appropriate and effective verbal, written and multimodal communication skills.

- Verbal (oral) Communication
- Written Communication
- Multi-modal Communication

Social Responsibility and Global Citizenship

Demonstrates integrity, accepts and follows community standards, empathizes with others, and positively contributes to society.

- School Community
- Local Community
- Global Community

Higher-Order Thinking

Utilizes critical thinking skills to acquire relevant information, make knowledgeable decisions, and solve problems.

- Analyze
- Evaluate
- Create

Advocacy

Advocates appropriately for the needs, rights and values of oneself and others.

- Exhibit self-awareness and self-acceptance
- Leverage strengths
- Seek out and implement appropriate tools, strategies, and supports
- Advocate effectively with both confidence and compassion

Agency

Embraces opportunities, pursues passions, sets goals and overcomes challenges.

- Intellectual curiosity
- Personal passion
- Planning for success
- Perseverance/Resilience

1. The Students

Assets is a school for students in Kindergarten through Grade 12 who have average to superior intelligence along with one or more of the following characteristics: (1) above average to superior achievement; (2) academic difficulties in school; (3) achievement at grade level but below potential; (4) need for enrichment/acceleration. The program provides remediation, acceleration, enrichment, counseling, advocacy, and coping skills in a structured environment. Our purpose is to prepare students to transition into college or the world of work equipped with tools for success.

Assets School is a learning community founded on respect for differences. Our students are expected to demonstrate good character and citizenship. Students with maladaptive or disruptive behaviors are not considered for admission.

Our primary mission is directed toward students of average to gifted intelligence who also have reading or writing difficulties (sometimes called Dyslexia, Reading or Writing Disorder, or SLD-Specific Learning Disorder) or other language-based learning differences. These students take precedence in the admissions process.

Learning profiles and terminology are complex and often overlap. We also serve “twice-exceptional” students who are both gifted and have a learning difference, for example. Other co-existing conditions may include: Attention Deficit-Hyperactivity Disorder (all types), Adjustment Disorder, or Central Auditory Processing Disorder.

Assets School does not, at present, offer therapeutic speech-language services or social skills training.

The school is private, not-for-profit, and incorporated; it is an Aloha United Way Agency and is accredited by the Western Association of Schools and Colleges (WASC) and Hawaii Association of Independent Schools (HAIS). Assets does not discriminate on the basis of race, color, national or ethnic origin, religion, sex, or disability. All placements are voluntary on the part of the parents.

2. The School Day

The school day begins at 7:50 a.m. Students are expected to be in class or homeroom at that time. High school students should adhere to their chosen staggered drop off time.

At 7:15 a.m., all students who are on campus will report to their homeroom.

High School Dismissal:

To ensure that we do not block traffic on Alewa Drive, we have staggered pick-up times for those students who are picked up by parents or a family representative. Families sign up for one of the following pick-up times:

- 2:55 p.m.
- 3:00 p.m.
- 3:05 p.m.
- 3:10 p.m.
- 3:15 p.m.

If the pick-up line extends to our entrance, we ask that you circle the neighborhood and do not idle on Alewa Drive. Once on our campus, those picking up students should remain inside their vehicles and follow the carpool line according to signage and faculty directions. Your child's name placard should be placed on the car's dashboard and clearly visible through the front windshield.

Students who walk, catch the city bus, or drive home should leave campus promptly after school. Students are supervised for 30 minutes after the dismissal time, except on **Wednesdays**, when supervision ends at **1:45 p.m. for the High School**.

K-8 Dismissal:

Pick-up times will be staggered by grade-level cohorts. Pick-up times are as follows:

- Grades K-4th 2:30 p.m. (Wednesday - 1:00 p.m.)
- Grades 5th-6th 2:45 p.m. (Wednesday - 1:15 p.m.)
- Grades 7th-8th 2:55 p.m. (Wednesday - 1:25 p.m.)

We ask that all families remain inside their vehicle and follow the carpool line according to signage and directions. Your child's name placard should be placed on your car's dashboard to be seen through the front windshield. Students with siblings attending Assets are asked to pick-up at the time designated for the oldest sibling. Students left in the carpool area after 3:30 p.m. (2:00 p.m. on Wednesdays) will be supervised and charged appropriate fees.

3. Absences and Tardies

Regular attendance is critically important. Effective instruction is cumulative and consistent. While we recognize individual needs of families and will work to accommodate these needs, note that time away is not something that can be made up. Classroom experiences and instruction are unique and irreplaceable.

For Standard In-Person Instruction When Campus Is Open: When students are **tardy**, they must report to the office. Students must obtain a pass to enter their class. If a student is **absent**, parents are asked to notify the school office by 8:00 a.m., explain the reason for the absence, indicate whether the student is able to do any homework at home, and estimate the length of the absence. This needs to be done each day that the student is absent unless such information is transmitted clearly to and acknowledged by the school's officials. When students are tardy or absent, they miss experiences important to their education; therefore, only illnesses, injuries, or family emergencies constitute valid reasons for being absent. Students missing school are expected to make up any work covered during the time of their absence. In the high school, students are required to make up the time they are tardy after their third late arrival. Please note: **Excessive tardies or absences may also result in lowered grades or loss of credit in the high school.**

Opt-In Distance-Learning Program While Campus Remains Open: Instruction will be primarily through lessons and resources loaded into Google Classroom. If a class is live-streamed or if a Google Meet/Zoom class session is scheduled, students will be informed ahead of the given class session and are expected to join during the class time. Students are also expected to attend assigned/schedule meetings with teachers.

Whole-School Distance-Learning Due to Campus Closure: Instruction will be synchronous (i.e., class periods will run at scheduled times) and held on Google Meet or Zoom. Students are expected to attend and participate in their online class sessions.

Absences: When campus is open, but a student will be absent from the distance-learning or hybrid programs (or is unable to complete work) due to illness, voluntary or mandatory quarantine, or travel: parents/guardians should notify the school and students may continue with their distance-learning/hybrid program.

When campus is closed, and the high school program moves completely to distance learning: parents/guardians should notify the school when students will be absent. If a student is absent from an online class session without such parent reporting, the school will reach out to parents/guardians immediately. Students are also expected to be on time to online classes, as entering late is especially disruptive and creates challenges for catching students up on what they miss.

Whenever a student's school performance is affected by absences and tardies, and in any case if combined absences and tardies constitute more than 10% of the instructional days in a trimester (in the K-8) or quarter (in the high school), it should be expected that extra time will need to be spent to make up missed work. Should the difficulty continue, there will be consequences that may include reduced grades, probationary status with conditions, and/or withholding of re-enrollment for the following year. In the high school, credits may not be awarded for classes and, in the K-8 grade levels, promotion may be affected.

4. Arrival and Departure

If students need to be dismissed early, parents **must notify the office**. Parents are required to **come to the office** to pick up children and sign them out. Students will be dismissed **from the office only**.

Parents transporting students in private cars need to be especially courteous and careful as they approach the campus. Please use the carpool lane, stay in line, and do not cut in front of others or the buses. This is a matter of safety as well as fairness. We would like to provide our students with positive role models. Please adhere to the expectations for safe driving when dropping off or pick up your child. Cell phones may not be used when you are driving on campus or during the carpool line. This is a potential safety hazard for our students.

Driving and parking at Assets School are privileges extended to those students who remain in good standing and who demonstrate appropriate consideration for their own and others' safety. Students who wish to drive to and park at school must fill out a registration form and sign a contract governing conduct and operation of a car at Assets School. All school rules apply to students in the high school parking area. Students are not permitted to return to their cars during the school day. Students who disregard these rules jeopardize the privilege of continuing to drive to school. Students who take the bus or are driven to school by parents are not permitted to visit cars or to be in the student parking areas.

When driving in close proximity to the Ohana Nui campus, please know that the Navy prohibits drivers' use of cell phones, including Bluetooth earpieces and other forms of "hands-free" devices. Military police enforce this law as well as the 15-mph speed limit on Valkenburgh and Main.

5. Student Dress Code Policy

We expect that all students will dress in a way that is respectful of the purpose of school and appropriate for a shared learning community. We believe that our student dress code should support equitable educational access and be inclusive of a student's multiple identities.

The primary responsibility for a student's attire resides with the student and parents or guardians. Assets School acknowledges that appropriate attire will vary with age. We are responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student.

Basic Principle: Certain body parts must be covered for all students. Clothes must cover underwear. All items listed in the “must wear” category below meet this basic principle.

Students Must Wear:

- Top;
- Bottom: pants/sweatpants/shorts/skirt/dress/leggings;
- Footwear: should be comfortable and safe to wear on our campuses. K8 students must wear closed-toe shoes to play on the structure. HS students should consider that the terrain is uneven and that it rains both frequently and suddenly.
- Courses that include attire as part of the curriculum (for example, PE) may include specific dress requirements.
- HS Mentorship Program: students and families should keep in mind that mentors/mentorship sites have specific dress code and appearance requirements. Mentorship dress codes may stipulate specific types of clothing be worn (such as non-skid shoes, certain types of bottoms) or require uniforms that they provide. Mentorship appearance requirements may include rules regarding hair color, hairstyles, piercings, and tattoos.

Students Cannot Wear:

- Violent language or images;
- Clothing that represents or depicts gang affiliations;
- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same;
- Hate speech, profanity, or pornography;
- Images or language that creates a hostile or intimidating environment based on any protected class;
- Visible underwear (visible waistbands or straps on undergarments worn under other clothing are not a violation);
- Bathing suits;
- Helmets or headgear that obscures the face (except as a religious observance).

We encourage students to consult their Principal if they are uncertain about what is acceptable.

The administration has the discretion in all cases to determine the appropriateness of attire.

Note: Based on the Oregon NOW, Model Student Dress Code

6. School Materials and Personal Property

The general rule about bringing things from home is that less is better. Some students bring personal devices or electronic games to use when traveling to and from school; these are not to be used in the classrooms unless directed by a teacher. K-8 students are also prohibited from using them in the courtyard. Skateboards and other wheeled items are not to be ridden on campus or in the immediate vicinity of the school. Expensive jewelry, toys, etc., cannot be secured in school and should be left at home.

In the K-8 Program: Most materials students need for school are supplied by Assets. These include books, laboratory supplies, calculators, etc. Cell phones can only be used on campus with permission and direct adult supervision. Phones should be set to “silent” or “airplane” mode.

In the High School Program: Students are required to supply their own note paper, binder, writing utensils, and a personal laptop computer to be brought to school daily. High school students may use their cell phones during non-instructional times (e.g., breaks, between classes); phones should be silenced and put away during instructional time. Compliance with program procedures (High School or K-8) is mandatory. Please review responsible usage with your child. **Please note that Assets School will not be responsible for students’ personal items that are damaged, lost, or stolen.**

7. Food on Campus

Food may be brought from home. Students have a scheduled time for a mid-morning snack. Sandwiches and beverages that require refrigeration should **not** be brought unless stored in a good thermos or other well-insulated container as they can represent health hazards. Information about commercially prepared lunches is available in the registration packet.

For K-8 students, soda or energy drinks are not permitted for school consumption. Sharing is also not permitted as many parents monitor their child’s food consumption.

High school students may purchase breakfast, snack, and lunch from Chef Steve Noschese, who prepares food on-site for students. Please contact the high school office for more information.

8. Student Health

Health Requirements

Physical examinations, immunizations, and TB clearance must be in compliance with Hawaii State Law and Assets School policy.

Communicable Disease

A family is required to notify k8health@assets-school.org or hshealth@assets-school.org if your child has been diagnosed with or is being tested for any communicable disease. Any student who has been diagnosed with the following must be able to present a primary care physician’s note clearing the child to return to school and be authorized by the School to return. Parents must contact our main office line (808) 423-1356 and speak to a nurse prior to the child’s return.

- Scabies
- Conjunctivitis (pink eye)
- Influenza
- Measles, Mumps, Rubella
- Chicken Pox
- Mononucleosis
- Strep Throat
- Scarlet Fever
- Impetigo
- Live lice (ukus)
- Fifth Disease
- Active Tuberculosis
- Hand-Foot-Mouth Disease

Other Obligations to Report

In addition to the above listed reporting requirements, a family is required to notify the school via k8health@assets-school.org or hshealth@assets-school.org in the following situations. Any

student who reports the following must be able to present a primary care physician's note clearing the child to return to school and be authorized by the School to return. Parents must contact email k8health@assets-school.org or hshealth@assets-school.org prior to the child's return.

- Physical injuries
- Surgeries
- Hospital/ER visits or admissions
- Newly diagnosed conditions

Illness

Our school policy states that students should not be sent to school with these health issues:

- Fever of 100.4 F or greater (students must be fever-free without the use of fever-reducing medication for 24 hours before returning to school);
- Repeated vomiting or diarrhea in the past 24 hours;
- Conjunctivitis (Pink Eye): red, itchy eyes with green or yellow discharge;
- Any illness when the child is not able to function normally in the classroom without pain/discomfort. Such illnesses may include but are not limited to: severe sore throat, excessive coughing, headache, earache, or stomachache.
- Injuries or surgical procedures that require narcotic medication prior to or during the school day.

If your child becomes ill at school and the school nurse feels that the student is too sick to benefit from school or is contagious to others, you will be notified. Please arrange to have your child picked up within an hour of notification. It is essential that the school has up-to-date phone numbers for you and an emergency contact in the event we are unable to reach you. Please notify the school office immediately of any changes to your contact information.

Participation in Athletics or Extracurricular Activities After School

All students who are ill, or claiming to be ill, and who arrive later in the day must check in with the main office, by 12-noon with a doctor's note in order to participate in athletics or any extracurricular activities that day. Exceptions will be made for circumstances unrelated to illness, such as dentist appointments, religious observances, attending a funeral, etc... Administration has the discretion to decide if a student is well enough to participate in extracurricular activities. Any student sent home ill during the school day may NOT participate in extracurricular activities that day.

9. Medication

Prescription and non-prescription medication, including antibiotics, must be brought to the school office by an adult. Students are not to transport medications at any time. A Medication Administration Form must be completed by a parent and the student's physician for daily medications.

Nonprescription and occasionally prescribed medications, such as antibiotics and allergy medication, will be administered by the school provided there is written permission on file in the office. All medication must include the prescription noting the doctor's name, dosage, time(s) of day dosage is to be given, and any possible side effects. With appropriate authorization on file, school officials will distribute such medications in accordance with instructions.

All students who are insulin-dependent, require an EpiPen, or have a life-threatening allergy must have an action plan on file with the nurse.

10. Civility Policy

All members of the Assets School community (parents, staff, faculty, students, visitors, and guests) are expected to treat each other with courtesy and respect at all times. Each member of the Assets School community shares an obligation to keep our campus and our interactions on behalf of students free from disrespect and disruption.

The purpose of this policy is to promote mutual respect, civility, and orderly conduct among employees, students, parents, and the public. This policy is not intended to deprive any person of the right to freedom of expression. Rather, we seek to maintain, to the extent possible, a reasonable, safe, harassment-free workplace for our students and staff. We encourage positive communication and discourage volatile, hostile, or aggressive actions. Teachers and administrators have procedures to follow in the event that any person becomes disruptive. Disruptive persons may have future access to campus and classrooms limited or denied.

SCHOOL PROGRAMS

1. Student Profile

At Assets, each student's academic potential and achievement levels are assessed using nationally standardized instruments. Results are reviewed by teachers, administrators, counselors, and curriculum specialists. The information is compiled into a single document called a "Student Profile." This includes information related to the student's medical history and specific academic strengths, challenges, and needs. The Profile guides instruction for the student. It is updated and reviewed annually while the student attends Assets School.

2. Evaluation of Student Progress

Report cards provide information on the work being done in class and on the student's progress in specific areas. They are issued each quarter in the high school and each trimester in the K-8 Program. Traditional letter grades and, for primary students, "+", "/", and "-" marks are used. The letter grades indicate performance at Assets in conjunction with the goals in the Student Profile. In the K-8, functional grade levels noted on the report card serve as the baseline from which progress is assessed and grades are determined. The functional grade level compares individual student achievement to group norms.

Students are expected to make continuous progress. Student goals are based on age, ability, motivation, and other factors related to potential and learning style. If progress is less than expected, steps to improve the student's performance are taken. These may include monitoring work closely, requiring additional supervised study time, spending more time talking with the student about his or her work, or engaging the student in other activities designed to enhance progress. If the student does not respond, the program may be modified, or he or she may be asked to attend another school.

Teachers notify parents each grading period if a student is earning an unsatisfactory grade (below a "C-" rating). Generally, this will occur at least one month before the close of the reporting period. In some cases, a drop-in performance occurs after the deadline period. While every effort will be made to keep parents informed, they may receive formal notification about the low grade when the report cards are distributed.

3. Homework

Assets offers an intense educational program. Homework is assigned at the discretion of the teacher and is intended to focus on the particular needs of the student.

The parent's role is to support the student by providing a quiet place at home, free from distractions, for completion of homework assignments. Turning off the television or electronic devices, redirecting siblings, and/or making adjustments in after school schedules are some ways parents can help students achieve successful independence.

The homework itself is the responsibility of the student. The student's ability to accept this responsibility is important to later success. Therefore, unless the student specifically requests assistance, we recommend that parents use restraint in getting involved. Limit reminders to the students that they have work to do. If the student persists in trying to get others involved, please let the teacher know. Having students assume personal responsibility for their work is an important goal of the Assets program.

Students who fail to complete homework may be required to attend study hall. In the high school program, study hall is 3:15 p.m. - 4:00 p.m. Students are required to attend on the date assigned and must arrange their own transportation home. In some circumstances, students may reschedule their assigned study hall for the following morning, 7:00 a.m- 7:40 a.m. Further questions about study hall should be directed to the high school office.

4. Field Trips

Participation in field trips and other special off-campus activities is intended to be beneficial as well as enjoyable for students. Permission slips are used to ensure parents' knowledge and approval of their son's or daughter's participation. These are given to the students who are asked to obtain a parent's signature. Signatures must be from a legal parent or guardian unless the legal guardian has provided written authorization for another adult to sign on his or her behalf. Generally, permission slips are distributed one week before an event is to take place; for the student to participate, the signed slip needs to be returned by the due date and time.

5. Athletics

Assets has a full-time Athletic Director who coordinates student participation in competitive sports for students in Grades 7-12. Assets School is a member of the Interscholastic League of Honolulu (ILH). There are three kinds of teams at Assets:

- PAC-5 Team: Assets students and students from several other small ILH schools;
- Combined Team: Assets students and students from one other ILH school;
- Assets Team: All Assets students and Assets Coaches.

In the case of PAC-5 and Combined Teams, the tryouts are competitive, and some competitive experience is necessary. On the other hand, Assets Teams subscribe to a "no cut, everybody plays" philosophy.

Students in Grades 4-6 will have the opportunity to participate in sports for the Christian School Athletic League (CSAL). Assets School participates in CSAL as a secular member.

Students participating in ILH or CSAL will be assessed an annual athletic fee.

In addition, from time to time, intramural competition is organized for students on campus. This includes volleyball and basketball tournaments.

6. The Brace Library and the Technology Laboratory

The Donald C. Brace Library circulates approximately 35,000 materials including books, periodicals, audio books, video cassettes, DVDs, calculators, Alpha Smarts, and Franklin Spellers. Students, parents, and faculty associated with Assets School have borrowing privileges.

Students may borrow books for two weeks with one renewal period of two weeks. The library does not charge overdue fines. However, students are held financially responsible for lost, stolen, or damaged items checked out in their names.

High school students may search for library materials online and request books and resources that are stored in various locations on campus.

The Technology Laboratory for K-8 students is adjacent to the Brace Library in Room 22. Laptop and iPad carts are available to accommodate entire classes for instruction. The Educational Technology Specialist collaborates with faculty to integrate technology in classroom assignments and assists teachers and students as needed. High school students are required to bring a personal laptop to school daily.

INTERNET AND ACCEPTABLE USE POLICY

We are pleased to offer students of Assets School access to the school computer network, the Internet, and a school e-mail address. To gain access, all students under the age of 18 must obtain parental permission and must sign and return the last page of this form. Students 18 and over may sign their own forms.

Access to the Internet will enable students to explore thousands of libraries, databases, and web sites while exchanging messages with Internet users throughout the world. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits of Internet access for students as a resource of information and collaboration exceed any disadvantages. Assets provides a certain level of filtered Internet content to the school computers/laptops, iPads, and student-owned devices. Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

School Network and Internet Rules

Students are responsible for good behavior on the school computer network and on any student-owned device, just as they are in a classroom or hallway. Communications across the network are often public in nature, and general school rules for behavior and communications apply.

The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Parent permission is required. Access is a privilege, not a right, and this access entails responsibility for its use. Students do have permission to bring their own devices to school (laptop, iPad, smartphone); however, all school rules apply to these devices just like any other school device. Students should check the rules for the use of these devices in the student handbook. Bringing a personal electronic device is also a privilege—and, if the rules are broken, students may not be allowed to bring the device to school.

Individual users of the Assets School computer network are responsible for their behavior and communications over the network. It is presumed that users will comply with school standards. The school is not responsible for restricting, monitoring, or controlling the communications of individuals utilizing the network.

Student folders on our network or cloud system may be treated like school lockers. Network and school administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on school servers will always be private. This information is not confidential and will be monitored periodically. Within reason, freedom of speech and access to information will be honored. During school, teachers of younger students will guide them toward appropriate materials. Outside school, families bear the same responsibility in regard to potentially offensive media such as television, telephones, movies, and radio.

The following are not permitted on the Assets School Network (through either a school device or student-owned device):

- Recording video and/or taking photos of members of the community without their direct consent and knowledge;
- Sending or displaying offensive messages or pictures;
- Using obscene language or referring to obscene acts;
- Harassing, insulting, or attacking others;
- Physically or electronically damaging computers, computer systems, or networks;
- Using another user's password to access privileged or personal files;
- Trespassing in another user's folder, work, or files;
- Using a large amount of Internet bandwidth (i.e. viewing, streaming media content, playing network games) without teacher or administrator consent;
- Downloading illegal or illicit material, in electronic, print media, or musical format;
- Employing the network for commercial purposes.

Violations may result in a loss of access as well as other disciplinary or legal action.

As part of the Acceptable Use Policy, you have allowed your child to access the school network, have a school email through Google Apps for Education, and access the Internet here at Assets School. This acceptable use policy covers the requirements set forth by the government under the U.S. Children's Online Privacy Protection Act (COPPA) (<http://www.coppa.org/coppa.htm>) The Family Educational Rights and Privacy Act (FERPA) (<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>).

Students who are under 13 have started using some additional online educational websites and tools that have proven to be very beneficial for their organizational skills. These sites require students to provide their name, geographical location, and school email address only. We believe that it is important to inform you of how students are using these tools and the privacy policies involved as well as allow you the opportunity to "opt-out" of them for your child. The tools have been organized in a table below and provide you a link to learn more about the tool. Note that not every class is using all of these tools; however, we wanted to provide a comprehensive list for all parents.

When registering for an account, it may require providing limited personal information (name and email address). If your child is under 13, COPPA requires that we obtain your consent prior to your child downloading and using these tools. In order to authorize your child to use tools, you must read and agree to the Terms of Service and Privacy Policies in our school forms online.

Apps That Require Parental Approval for Under 13

Learning Tool	Use in Class
Evernote http://evernote.com	Save web pages, articles, PDFs, and images to easily reference, read later, and annotate on an iPad, iPhone, or computer.
Edmodo https://www.edmodo.com	Private learning platform for students and teachers to share ideas, opinions, and course resources.
Wunderlist https://www.wunderlist.com	Create shared to-do lists with group members and teachers, monitor project progress.
Animoto https://www.animoto.com	Remix videos and photos to create exciting movies.
Weebly http://www.weebly.com	Creating blogs and websites.
DIY http://www.diy.org	Provides students with a safe and supportive environment to develop their interests and explore their curiosities. Using skill challenges as guides, students can engage in hands-on activities to move towards achieving their goals.
Tinkercad http://www.tinkercad.org	Online 3D modeling tool. Allows sharing of and commenting on work completed.
Scratch Online https://scratch.mit.edu/	Tool to learn basic programming skills. Create animations, interactive demonstrations, and video games.
Voicethread https://voicethread.com	Allows students to create interactive slideshows and leave video and voice comments on the shows.

Naviance (for High School)

Naviance is a college and career readiness platform utilized in the High School that helps connect academic achievement to post-secondary goals. Its comprehensive college- and career-planning solutions optimize student success, enhance school counselor productivity, and track results for school administrators.

When applicable, Assets School makes available to Naviance information contained in the student's school records for the sole purpose of assisting the student with college and career planning, or for distribution to colleges, universities, or other institutions as designated by us and/or the student. This information includes but is not limited to college and career planning information, planning activities, test scores, survey responses, test prep, e-transcripts, e-letters of recommendation, and National Student Clearinghouse data.

The information shared by and/or between Assets School, Naviance, and participating families will not be distributed to third parties without first obtaining student and/or parental consent and thereby agree that Assets School may use the data collected by Naviance for the purpose of internal reporting and statistical use.

BEHAVIOR MANAGEMENT AND COUNSELING

1. Management

Having students assume responsibility for their actions is an important goal at Assets. Students are expected to be courteous, respectful, motivated, and productive; they should learn to analyze problems, develop alternatives, consider consequences, and arrive at constructive approaches to dealing with their problems. Also, they need to be able to advocate appropriately on their own behalf.

Assets' behavior management system is comprised of several strategies—e.g., positive recognition, nonverbal cues, contracts, incentives—intended to support these behaviors by imposing logical consequences rather than punishment. Faculty are strongly encouraged to implement the behavior management system in a manner best suited to each individual student. Therefore, the approach to behavior management will be practical and individualized. We don't adhere to a "one-size-fits-all" approach. Thus, a student with ADHD (for example) may be redirected in a manner different from a student without ADHD.

Levels of intervention increase with recurrent or severe behaviors. In situations such as these, we will communicate with parents to keep them informed of progress.

2. Counseling

Counseling is an important aspect of the educational program at Assets. Informal individual and group counseling are regularly conducted by teachers; in addition, full-time counselors are available. Additionally, in the high school, a guidance counselor works to advise students on their post-high school options and career opportunities.

The purpose of these efforts is to support students in their social and emotional growth. This is related directly to their academic achievement. Students are encouraged to know about and build upon their strengths, recognize challenges, and identify and use accommodations and interventions suited to their situations. Each student is encouraged to advocate appropriately on his/her own behalf.

While privacy is respected, information that is disclosed in counseling is shared with others on a "need to know" basis for the benefit of the child. Such information is divulged only to parents and school officials who need to know in order to deal constructively with the situation.

Most behavioral concerns at Assets are handled through point-outs, office visits, and counseling. At this level, there is no need for intervention by the parents, and parents are advised against imposing additional consequences. In some instances, problems persist and/or are serious enough to warrant further action. Examples are when the student continues engaging in behaviors which have previously been addressed, reaches the point of not being able to control him/herself, or commits a flagrant violation. Flagrant violations include, but are not limited to, such actions as being willfully disobedient and/or deliberately disruptive; vandalizing; using vulgar or profane language (by gesture as well as by words); stealing; lying; cheating or plagiarizing; intimidating others, and fighting. A suspension and a parent conference may then be in order. Continued misbehavior or a single major incident can lead to the student being released from Assets.

3. Code of Conduct

Assets School is a community of learners. Assets has a unique purpose and mission that must be supported by all community members. Assets School relies on each student's good judgment, sound character, common sense, and good will in all interactions with fellow students and faculty. Students are expected to show respect for the personal and property rights of others and to conduct themselves in such a way as to bring credit to themselves and the school. Students are expected to comply with requests from faculty and staff, to identify themselves for any faculty member or staff member who makes this inquiry, and to cooperate fully with the teaching staff in and out of the classroom.

Assets School relies on the community and support of parents in matters of conduct and discipline. Balancing the needs of individual students with the needs of the school community is the difficult and sometimes painful responsibility of the administration. Therefore, Assets reserves the right to impose disciplinary measures to protect safety and health as well as to ensure that the appropriate atmosphere for learning in and out of classes is maintained. Disciplinary measures may include suspension or expulsion in cases involving serious breaches of the Code of Conduct. Suspension may take place in school or at home. It may include requirements for community service or custodial chores. It may simply be a time out from classes. In the K-12 Program, students are not allowed to participate in any school-sponsored activities, including athletic or other extracurricular events, during the term of an out-of-school suspension. High school students are also excluded from ILH sports participation when suspended either in school or out of school. However, seventh and eighth grade students may participate on a day that includes time in the Reflection Room. Expulsion means immediate separation from the school and all school-sponsored activities.

When considering disciplinary consequences for inappropriate behaviors, the administration will always attempt to impose consequences designed to assist with the growth and development of each individual student.

Decisions regarding discipline will take into account the individual's history at the school, circumstances surrounding the incident, and the seriousness of the threat posed to the classroom or community. With this in mind, it should be noted that the following infractions can lead to the immediate suspension or expulsion of a student:

- Violence, assaults, and/or verbal threats of violence or assault on faculty, staff, fellow students, visitors, or guests at school, athletic events, or off-campus school-sponsored events or trips and on the designated bus;
- Actions at non-school events and/or use of technological devices that create a hostile environment on campus for students and/or adults;
- Possession, distribution, or use of illegal drugs, including misuse of prescription or over-the-counter medications, tobacco, electronic cigarettes, alcohol, or other harmful substances, or abuse of legal substances (including, but not limited to, inhalants, and solvents) at school and at school-related or off-campus, school-sponsored activities, such as dances or sporting events;
- Possession of drug paraphernalia, such as lighters, pipes, etc.;
- Possession of dangerous weapons including but not limited to: knives, needles, guns, batons, flammable or explosive devices of any kind or magnitude, throwing stars, or other martial arts equipment or paraphernalia;
- Sexual harassment;
- Hazing, intimidation, bullying, or retaliation against a student who reports offenses to authorities;
- Unauthorized use of Assets School property;

- Vandalism;
- Noncompliance;
- Theft;
- Gambling;
- Academic dishonesty including but not limited to: plagiarism, cheating, and altering school records or documents;
- Misuse of technology (personal devices or school devices) or the school's networks, including but not limited to taking video or photos of individuals without their permission, sending/receiving/accessing inappropriate content, and live streaming.

To support the Code of Conduct, the administration of Assets School reserves the right to search students' lockers, cubbies, cars, book bags, or personal possessions when, in their judgement, there is reason to believe the student is in possession of contraband or is otherwise breaking school rules. When a student brings electronic devices to school, such as cell phones and laptop computers, Assets may search the data files on these devices when there is reason to believe that the student used such devices in a manner that violates the school's Code of Conduct.

Locks are provided by the school and only those locks provided may be used to secure the lockers provided by the school. Students are allowed to use only the locker they are assigned. Lockers may be searched at any time for Assets School property or contraband and will be regularly inspected by custodial and administrative staff for preventive maintenance and repair.

It is also important that students use appropriate and courteous manners of address and conduct when speaking to fellow students, teachers, administrators, and guests. Vulgar or profane language is not acceptable. Students are to show respect for the personal space of their fellow students. Public displays of affection, such as kissing, fondling, etc., are not appropriate in school. Students are not permitted to chew gum on campus as gum is damaging to floors, carpets, and to the environment in general.

Because we believe all students have a right to a safe learning environment, we expect all members of the community to treat everyone with the utmost respect and care. It is also important to know that there are specific laws in Hawaii that protect children from harassment, bullying, and cyberbullying. Therefore, we consider these actions to be serious violations of the school's Code of Conduct.

According to the Hawaii Revised Statutes § 711-1106, a person commits the offense of harassment if, with intent to harass, annoy, or alarm any other person, that person:

- Strikes, shoves, kicks, or otherwise touches another person in an offensive manner or subjects the other person to offensive physical contact;
- Insults, taunts, or challenges another person in a manner likely to provoke an immediate violent response or that would cause the other person to reasonably believe that the actor intends to cause bodily injury to the recipient or another, or damage to the property of the recipient or another;
- Repeatedly makes telephone calls, text messages, electronic mail transmissions, or any form of electronic communication, without purpose of legitimate communication;
- Repeatedly communicates anonymously or at an extremely inconvenient hour; repeatedly communicates after being advised by the person to whom the communication is directed that further communication is unwelcome; or
- Communicates using offensively coarse language that would cause the recipient to reasonably believe that the actor intends to cause bodily injury to the recipient or another, or damage to the property of the recipient or another.

How are harassment and bullying different from “kids being kids”-type of aggressive behavior? Conflict is a disagreement or a difference of opinion or interests between equals. The people involved in a conflict may disagree vehemently and emotions may run high. When conflict is badly managed, it may result in aggression. In a conflict, both parties have power to influence the situation. That is their goal. Conflict may be an inevitable part of group dynamics, but harassment and bullying are not.

Bullying is a conscious, willful, deliberate, hostile, and repeated behavior by one or more people, which is intended to harm others or cause them to be fearful or uncomfortable. Bullying takes many forms and can include many different behaviors. Bullying is the assertion of power through aggression. Its forms change with age: school playground bullying, sexual harassment, gang attacks, date violence, assault, marital violence, child abuse, workplace harassment and elder abuse (Pepler and Craig, 1997).

- **Verbal bullying** is saying or writing mean things and includes but is not limited to: teasing, name-calling, inappropriate sexual comments, taunting, and threatening to cause harm.
- **Social bullying**, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Examples include leaving someone out on purpose, telling other children not to be friends with someone, spreading rumors about someone, and embarrassing someone in public.
- **Physical bullying** involves hurting a person's body or possessions. Physical bullying includes hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's things, and making mean or rude hand gestures.
- **Cyberbullying** is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites. Examples of cyberbullying include posting mean text messages or emails, spreading rumors by email or posting them on social networking sites, and posting embarrassing pictures, videos, or fake profiles. (Excerpts taken from <http://www.stopbullying.gov>)

The issue of **sexual harassment** has received considerable attention in recent years. As it has serious ramifications, a detailed explanation follows. (Adapted from Kamehameha Schools with permission.)

Under Federal and State laws, schools are required to maintain an educational environment that is free of sexual harassment. All complaints of sexual harassment, whether formal or informal, written or verbal, will be investigated. Individuals found to have sexually harassed another will be disciplined. The range of discipline runs from counseling to expulsion. This policy governs all unwanted sexual advances, whether towards members of the same or opposite sex.

Definition: Sexual harassment is any type of uninvited or unwanted conduct directed toward another individual because of his or her gender. This is not flirting or dating behavior. Instead, it involves an assertion of power of one person or group against another.

Examples: Sexually harassing behaviors can include but are not limited to the following:

- Unwelcome massaging of the neck or shoulders;
- Repeatedly asking someone out when the other person is not interested;
- Making comments that are sexual in nature—e.g., about parts of the body, clothing, looks, etc.;
- Inappropriate or sexually degrading name-calling and jokes;

- Spreading sexual rumors about an individual;
- Displaying cartoons or pictures that are sexual in nature or pornography;
- Playing sexually offensive computer games;
- Wearing sexually expressive or obscene clothing, hats, pins, etc.;
- Making sexually expressive sounds, such as howling or whistling;
- Making obscene gestures with hands or body;
- Making kissing sounds or licking the lips suggestively;
- Inappropriate touching of another's clothing;
- Unwelcome touching of another's body;
- Pressuring another individual for sexual activity;
- Physically intimidating or making another person feel uncomfortable or afraid by cornering or blocking;
- Standing too close, following, leering, or staring;
- Sexually assaulting or attempting to sexually assault another;
- Any other verbal, visual, or physical conduct which connotes uninvited and unwanted sexual activity;
- Any social networking media or communication venue that list students' names with derogatory sexual comments about them by other students.

Hazing, bullying, and relational aggression are behaviors that can create a hostile environment for victims. Assets will handle such complaints similarly to procedures outlined in sexual harassment.

ROLE OF PARENTS

Parents play an essential and positive role in the life of an independent school like Assets. Your comments, observations, and questions are welcomed. Assets works best for its students when parents and teachers work together to put the needs of the child first.

When parents choose to enroll their child at Assets, they agree to subscribe to our mission, follow our general procedures and guidelines, and respect our educational decisions. Trust and mutual respect are the most essential underpinnings of effective working relationships between parents and the school.

Assets encourages parents to work productively with teachers and administrators by staying informed about their child and important events in school. Report cards, parent conferences, and Student Profiles are regularly scheduled opportunities for parents to stay informed about their child's progress. Questions may be communicated by telephone or e-mail at any time.

Parents best support a school climate of trust and respect by communicating concerns promptly, openly, and directly to the teacher closest to the problem without involving other parents.

While parents may not agree with every decision made by Assets School, in most cases, we will find enough common ground to continue a mutually respectful relationship. If, however, an impasse arises that we cannot resolve and the parent cannot remain a constructive member of the community, it may follow that another school would be a better match for the family.

Parents with concerns about decisions made by the administrative faculty are encouraged to inquire about and follow the school's review process. Information is available from the Head of School.

AMERICANS WITH DISABILITIES ACT (ADA)

The Assets campus was designed to be fully compliant with the Americans With Disabilities Act (ADA). Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act regarding student eligibility is on file in the business office.

Assets will identify, evaluate, and determine eligibility and provide notice to all “otherwise qualified” handicapped students accepted for placement. Assets does not discriminate on the basis of race, color, national or ethnic origin, sex, religion, or disability status in administration of its educational policies, admissions policies, scholarship and loan programs, athletics, and other school-administered programs provided that stated admission criteria are met.

The 504 Coordinator for Assets School is the Head of School, who can be reached at 423-1356.

D.O.E. REQUESTS

At Assets, we have found our mission is best served when we direct ourselves to the needs of our children as they are revealed through our diagnostic testing program and individual classroom performance. Our teachers need to be fully focused on their classrooms and the needs of all students. We cannot, for example, be members of the planning and evaluation teams convened at other schools. For that reason, we ask for your patience and support when requests are made from other schools for documentation and reports.

Assets cooperates with D.O.E. schools during the I.E.P. process on behalf of our students whose progress is being monitored by D.O.E. schools. We send testing documentation, Spring Profile reports, report card objectives, narrative annotations, and descriptions of curriculum upon request and with written consent by parent/guardian. We also allow D.O.E. personnel to visit our classrooms when appropriate. These measures ensure that those documenting progress for these students have the most recent information available from our files.

Teachers are sometimes asked to write or evaluate the objectives included on documents written by other schools or complete forms that D.O.E. teachers want for I.E.P. meetings. Our teachers and administrators cannot make comments or judgments in regard to the programs offered in other schools or venues. We cannot attend I.E.P. meetings or comment on objectives written by other professionals for use in other programs. We respect and understand that different programs operate and organize themselves differently.

Assets cannot adjust or alter our testing schedules to match the needs of other programs, to change the selection of tests we give, or to give tests for other agencies.

ASBESTOS MANAGEMENT PLAN

An Asbestos Management Plan as required by the Environmental Protection Agency is on file in the Assets School office for any who wish to view it. It contains the contractor's and architect's certification that no Asbestos-Containing Building Materials (ACBM) were used in the construction of the Assets facility. The designated employee trained to oversee compliance is the Assistant Head of School. Questions should be directed to this Asbestos Compliance Official at 423-1356.

ASSUMPTION OF RISK RELATING TO COVID-19

The novel coronavirus 2019 (COVID-19), has been declared a worldwide pandemic by the World Health Organization. The virus that causes COVID-19 is extremely contagious and is believed to spread mainly from person to person, mainly through respiratory droplets produced when an infected person coughs, sneezes, or talks. The health impacts of COVID 19 are still not fully known or understood, although it is known that there are potentially serious health concerns, including possible fatality.

Assets School has implemented strategies and protocols that have been recommended by health organizations for mitigating the risk of contracting COVID-19 to the extent reasonably feasible. However, there is a risk that there may be Assets students or employees who could be infected with COVID-19. Further, Assets cannot anticipate every situation that may arise and cannot ensure that students will not be exposed and/or infected by COVID-19.

By sending your child to school on-campus, you voluntarily understand, acknowledge, and assume the risks to your child and household associated with COVID-19.