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# HANDBOOK FOR STUDENTS AND PARENTS

## 2017-2018

**Mission Statement:** 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.



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

**K-8 Campus** • One Ohana Nui Way, Honolulu, HI 96818  
Fax: 808-422-1920

**High School Campus** • 913 Alewa Drive, Honolulu, HI 96817  
Fax: 808-595-0259

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Ph: 808-423-1356 • [info@assets-school.net](mailto:info@assets-school.net) • [www.assets-school.net](http://www.assets-school.net)

# KINDERGARTEN TO 8TH GRADE LEARNING EXPECTATIONS

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## **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

## **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

## **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

## **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

# HIGH SCHOOL

## SCHOOL-WIDE LEARNING EXPECTATIONS (SLEs)

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In their academic, personal, and social lives, Assets High School graduates will be:

### **Effective Advocates who...**

understand themselves as learners, leverage their strengths and celebrate their differences, know what tools, strategies, and supports they need to be successful in school and life, and have the confidence and skill to advocate effectively for their unique learning needs.

### **Clear Communicators who...**

understand how they communicate and employ appropriate verbal, nonverbal, and written skills. They determine the purpose of their message, think about how their communication will be received, and adapt accordingly. They listen actively, interpret and respond to social cues, and respect others even when in disagreement.

### **Concerned Citizens who...**

demonstrate integrity, participate and adapt to community standards, accept social responsibilities, question injustice and respond appropriately, support and accept others, and contribute to their community in a positive way.

### **Insightful Learners who...**

acquire, use and analyze information, interpret and integrate information, determine reliable sources and consider bias, clarify problems, consider possible solutions, evaluate effectiveness, resolve problems, develop strategies to maximize their learning and retention, access technology to support their learning, imagine, and create.

### **Responsible Risk-Takers who...**

accept personal responsibility, identify values and stand by them, make educated decisions by making predictions, and considering all possible outcomes, recognize limitations and develop alternative routes, apply strengths and adjust to new situations, are self confident and competent.

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## 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 who are gifted and/or are of average or above average intelligence who 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 7:45 a.m.** Students are expected to be in class or homeroom at that time. Students are not permitted on campus before 6:15 a.m., at which time supervision by Assets staff begins.

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 has been 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. Please note: **Excessive tardies or absences may result in lowered grades or loss of credit in the high school.**

**The school day ends at 2:55 p.m.** except on **Wednesdays**, when dismissal time is at **1:25 p.m.** **During the summer, dismissal is at 12:30 p.m.** Students are supervised for 30 minutes after the dismissal time. K-8 students left in the carpool area after 3:30 p.m. (2:00 p.m. on Wednesdays) will be brought to after school care and charged appropriate fees. Parents will be required to sign them out. High school students who are not in study hall or utilizing the fitness room when available, must leave campus by 3:30 p.m. Students who are in study hall or the fitness room must remain there until the 4:00 p.m. dismissal, and then leave campus no later than 4:20 p.m. We will have no supervision available after 4:20 p.m., so all high school students must leave campus by that time.

### 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.

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 level, 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.

**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 and park here must fill out a registration form and sign a contract governing conduct and operation of a car at Assets School. For example, 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 take the bus or are driven to school by parents are not permitted to visit cars or to be in the student parking areas. Students who disregard these rules jeopardize the privilege of continuing to drive to school.

When driving in close proximity to the Ohana Nui campus, please know that the Navy prohibits use of cell phones, including Bluetooth ear pieces 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

Students are asked to wear appropriate, clean clothing that demonstrates respect for the serious business of education.

#### **K-8 students:**

Student attire should be clean and appropriate. Clothing may not be overly revealing; underwear should not be visible, nor should clothing be see-through. Tops should not have excessively low-cut necklines and midriffs should be covered. In general, shorts and skirts should be fingertip length. Extreme hairstyles and clothing with offensive or illegal themes (i.e. profanity, drug use, alcohol/tobacco, sexual themes or violence) are not permitted. Students who violate these standards will be asked to correct their clothing. Consistent violations of this policy may result in disciplinary action.

Covered shoes are required for Physical Education class and for playing on the Structure. "Heelies" or other shoes with wheels are not allowed.

### **High school students:**

Assets High School dress code gives the student choices within a limited selection of clothing appropriate for our learning environment. Students may choose from designated shirts, pants, and color selections. Specific choices available are on file with the high school secretary.

### **All students:**

Wearing hats, caps, or sunglasses is not permitted indoors. Hairstyles should not obstruct teacher's view of a student's face or eyes. Jewelry and accessories or embellishments to attire which are excessive, sharp, distracting, or damaging to others or Assets property are not allowed. For example, chains which drag on furniture, or rings or bracelets with pointed edges are not permitted.

Students should consult their Principal if they are uncertain at any time about what is acceptable. In all cases, appropriateness of attire is determined by the administration.

## **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).

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 student's personal items which 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 which 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. More information is available in the high school office.

## 8. **Illness**

Our school policy states that you should not send your child to school if he/she has:

- had fever, diarrhea or vomiting in the past 24 hours
- sore throat
- running nose or bad cough
- strep throat - must have been taking antibiotics for 24 hours

If your child becomes ill at school and the school nurse feels that the child is too sick to benefit from school or is contagious to others, you will be asked to pick your child up. 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.

## 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 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.

## 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. This 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 computer, 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 student that he or she has 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).

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.

The library has five computers available for student use for searching the holdings of the school library, searching the Hawaii State Library, and researching curriculum-based Internet sites. Student must demonstrate proper etiquette and acceptable use while using the library computers.

High school students may search for library materials online and request books and resources to be delivered to the high school campus. High school students may also email the librarian directly with questions and/or requests.

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.

# 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 and 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. Therefore, a student with ADHD (for example) may be redirected in a manner different from a student without ADHD.

A strategy unique to Assets is the point-out system. We call this intervention "point-out" because it points out to the student that his behavior choice is inappropriate in that situation. Using a neutral gesture or verbal cue, point-out immediately stops distracting, unsafe, or disrespectful behavior as it is occurring and allows classroom instruction to continue without disruption. Point-outs may translate into a referral to an administrator who engages the student in a problem-solving discussion.

Point-out is intended to: (1) immediately stop the behavior in question, (2) allow instruction to continue without further interruption, (3) hold students accountable for their behavioral choices, (4) help students develop awareness of their behavior and its impact on self and community, and (5) identify alternative, appropriate courses of action.

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 which 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 which 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, 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 cigarette, 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, altering school records or documents
- Misuse of the school's technology or networks

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 its 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 has used such devices in a manner that violates the school's Code of Conduct.

**School lockers are the property of Assets School and are assigned for the convenience of students.**

Locks are provided by the school and only those locks provided may be used to secure the locker. 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 it 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). (Excerpts taken from [http://www.bullying.org/external/documents/Bullying.org\\_Bullying\\_Myths-Facts%20Pamphlet.pdf](http://www.bullying.org/external/documents/Bullying.org_Bullying_Myths-Facts%20Pamphlet.pdf))

- **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 which 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 who are being followed by D.O.E. schools. We send testing documentation, Spring Profile reports, report card objectives, narrative annotations, and descriptions of curriculum upon request. We also encourage 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 wishes 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.

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## SCHOOL ADMINISTRATION

		<u>Phone No.</u>
Head of School	Paul Singer	423-1356
Assistant Head of School, Director of Admissions	Sandi Tadaki	440-3613
High School Principal	Suzy Travis	440-3604
K-8 Principal	Ryan Masa	440-3617
Director of Finance	AnnMarie Titcher	818-438-1559
Registrar	Cindy Herndon	440-3601