



A California Distinguished
School

IPoly High School 2015–2016 Handbook

A Guide for Parents, Staff, and Students

INTERNATIONAL POLYTECHNIC HIGH SCHOOL



Los Angeles County
Office of Education
Leading Educators • Supporting Students
Serving Communities



**Los Angeles County
Office of Education**

Leading Educators • Supporting Students
Serving Communities

3851 W Temple Ave
Pomona, CA 91768

909/839-2320
<http://www.ipolyhighschool.org>

INTERNATIONAL POLYTECHNIC HIGH SCHOOL

A California Distinguished School

Vision of IPoly High School

THE SCHOOL. The Los Angeles County International Polytechnic High School (IPoly) prepares graduates to be leaders in their community, the nation and the world. *Leadership will focus on professional preparation as well as on personal discovery.*

Graduates will apply the knowledge they acquire to solve real-world problems. They will be lifelong learners who adapt to a multicultural world by viewing society from a global perspective. Graduates will learn to mediate disputes and reach realistic solutions through democratic and diplomatic processes. As citizens of the world, graduates will clarify their personal values and developed a sense of community with people of other cultures.

THE PROMISE. The International Polytechnic High School is a collaborative venture—dynamic, innovative and constantly changing. The objective is an enhanced vision of the world where students learn to apply the international, technologically based education they have received.

THE STUDENTS. Students will be educated through an approach emphasizing team participation in problem-solving projects based on real world international situations.

Students come to appreciate the importance of communicating with people of other cultures through language acquisition skills.

THE PLACE. The International Polytechnic High School campus, administered by LACOE, is located at California State Polytechnic University, Pomona, a unique setting for interchanges and interactions between students, staff, the community, and the world. This collaboration benefits both the school and the university; the synergy between the school and the university is an asset for students, staff, and the community.

THE CHALLENGE. Students of the International Polytechnic High School are challenged academically, physically, and ethically. They are supported by staff, business professionals, the community, and their families. A rigorous academic curriculum balances intellectual and experiential learning. Real world complex problems are addressed thematically.

Instructor techniques incorporating state-of-the-art technology linking the classroom to the outside world are designed, implemented, and evaluated. Assessments are performance-based with students demonstrating competency using a variety of approaches. Graduates will master skills fundamental for success in college.

THE GRADUATES. Having received a technological and cultural education, graduates are prepared to follow a variety of paths to personal and professional fulfillment. Community service provides a base from which graduates can address community challenges.

Through its programs, policies and procedures, the International Polytechnic High School aims to generate the understanding, attitudes, and perspectives that enable graduates to solve complex challenges and enrich local and world communities.

The Mission

IPoly Faculty and Staff members will prepare graduates to perform significant roles in their community, the nation, and the world. Graduates will apply the knowledge and skills they have acquired to solve problems. They will be lifelong learners who adapt to an ever-changing world by viewing society from multiple perspectives, and will have learned the global significance of a variety of events and disciplines. They will have learned to mediate and reach solutions using research, knowledge, and critical thinking. They will have learned how to communicate in a variety of ways, including formal and informal presentations, by teaching lessons, and writing papers. They will be able to collaboratively reach individual and group-related goals, have clarified their personal values, and developed a sense of community. They will be able to identify, explain, and apply universal concepts and will have acquired the knowledge and skills to responsibly and effectively use technology.

WELCOME

Welcome to the IPoly Community

Welcome to International Polytechnic High School! You are part of an innovative and challenging program designed to prepare you to meet your college and professional goals, and to enable you to take your place as a “citizen of the world”.

IPoly will be different from your previous educational experiences. You will be involved in interdisciplinary learning, where you will make connections among various areas of study including language arts, social science, foreign language, physical education, health, math, science and fine arts. Also, you will have access to the college library resources and the Young Scholars Program offered by California State Polytechnic University, Pomona. Overall, the emphasis on local and global citizenship will help you make connections between your life and the lives of people in your community, nation, and the world. You are part of a diverse group of highly motivated students who have chosen to come here and challenge themselves in order to grow.

At IPoly, students are encouraged to get involved in all aspects of their education. Your experience and success at IPoly are greatly dependent on your commitment to learning.

You are the center of all that occurs, and together we can make this year the best ever. This handbook provides the basic guidelines that help the school operate smoothly, and will assist you in developing your own potential.

IPoly is a collaborative partnership between Los Angeles County Office of Education and California State Polytechnic University, Pomona. IPoly is accredited by the Western Association of Schools and Colleges. IPoly also has the unique status of being a program affiliated with the College of Education and Integrative Studies at Cal Poly Pomona.

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Sylvia A Alva, Provost/Vice President

Main office Telephone Number

909/839-2320

GENERAL INFORMATION

ASSOCIATED STUDENT BODY (ASB) AND STUDENT ACTIVITIES

Student government is one of the important keys to what happens at IPoly. Students, with the help of faculty, plan and carry out the many activities and events which make IPoly a great school. There are many opportunities for students to become involved.

ASB organizes many of the student activities offered at school. ASB is operated for and by the students under the supervision of their ASB and grade level advisors. The purpose of ASB is to promote positive student morale and to plan, fund, and sponsor events throughout the year. ASB works in conjunction with Parent, Teacher, Student Association (PTSA).

Student government is conducted by the ASB. The ASB is responsible for activities on campus, dances, overseeing spirit activities, maintaining an activities calendar, and preparing a budget.

ASB is planning a wonderful year filled with lots of activities. The scheduled activities include: Prom, Winter Formal, casual dances, Pep Rallies, and noontime activities. Students are encouraged to organize clubs on campus. See an ASB officer for details.

Students are encouraged to purchase an ASB card. An ASB card guarantees students the lowest possible price on dances, yearbooks, and other activities. ASB Cards are available for \$10.

Membership

Students can participate in a variety of roles on ASB from Executive and Class Officers to House Representative. ASB meets on Fridays during the elective block. Additionally, all members are required to hold grade-level and job-specific meetings regularly throughout the school year. This ensures that ASB members represent the interest of their particular grade level.

Serving on ASB is a privilege. Members are role models and they are expected to demonstrate and promote IPoly citizenship as defined in the school's ESLRs. Membership may be revoked for failure to fulfill duties or for inappropriate be-

havior. An overall GPA of 2.0 or better is required at all times. No "NC" marks are allowed while serving on ASB. If the mid-semester evaluation indicates that a student is in danger of falling below the required GPA, they will be placed on probation. If the GPA is below a 2.0 and /or the student receives an NC as a final semester mark the student will be removed from ASB.

To run for an office students are required to submit an application and participate in a panel interview for all officer positions.

Dance Regulations

Dress for most dances will be regular school attire. Formal attire is required for winter formal and the prom. Any special attire will be announced prior to the dance. Students with inappropriate attire will not be allowed into the dance.

Students will be asked to present their IPoly High School ID card. Students need to bring their ID cards to all dances. Students must remain inside or within specified areas once they have arrived. Once a student leaves the dance, the student cannot return. IPoly's discipline policy applies.

Students are expected to follow school rules and the Code of Conduct at all dances, including those held off campus. Serious behavior violations and all substance-use violations will be referred to the local police.

Dances are one of the main activities sponsored by ASB. Dances are held from 7:00PM to 10:00PM PM unless otherwise stated. Formal dances are usually held off campus and end at 11:00PM. **Guest passes for dances must be submitted one week prior to the dance. Guest must be under the age of 21. Parents must pick up their students promptly at the end of the dance. Dances will always end as specified above. Parents who fail to pick up their students by the end of the dance forfeit their right to have their student attend the next dance.**

COMPLAINT PROCEDURES

IPoly strives for an open and caring environment. In the event that a concern occurs, students and parents are welcome to contact the instructors,

counselor, or administrator. Most concerns are resolved by meeting with staff. However, in case a formal complaint is necessary, the Los Angeles County Office of Education Compliance Support Services should be contacted. Call the IPoly office for details.

CONFISCATED ITEMS

Items which have been confiscated from students will be held for one month following the end of the school year. Approximately mid-July, they will be disposed of.

EMERGENCY DRILLS

Emergency drills are conducted during the school year. Drills are serious practice so that everyone will be prepared should a real emergency occur. Drills include earthquake and evacuation drills, as well as 'lockdown' protocol and fire drills. Procedures are reviewed with staff members who in turn teach them to students.

EMERGENCY PROCEDURES

In an emergency, follow the guidelines below. These guidelines will help us ensure everyone's safety.

Four Emergency Responses:

1. IPoly Campus:

If the emergency occurs during a regular class, students are to remain with their classroom teacher. If before school, at break, lunch time (if on IPoly campus) or at the end of the day, students are to report to their House teacher.

2. IPoly Classes away from IPoly campus (PE, Library, Campus Activity, etc.): Students are to report directly to their supervising instructor and not attempt to return to the IPoly campus. Supervising instructor will call IPoly's main office and report any absences.

3. Cal Poly Campus:

If students are on the Cal Poly Campus (without a supervising instructor during an emergency), they are to report to the nearest Building Marshall. They need to state that they are an IPoly student and request IPoly's main office be called at 909/839-2320. Students are to remain until released by the Building Marshall at which time IPoly will be notified of their release by the Building Marshall, who will be wearing an orange emergency vest.

4. Off Cal Poly/IPoly Campus: (Community Service, Field Trip, etc.): Students are to report to their supervising instructor/advisor/mentor. Supervising personnel will call IPoly's main office and report any absences.

Instructions for severe weather Conditions:

During severe weather conditions (tornado watch, lightning, high wind, flood), the following situations can create safety problems: fallen trees, branches, power lines, light poles, etc. The safest location is inside a building or if you are in a vehicle, remain in the vehicle.

Students are not to be out and about in extreme conditions. Instructors will direct students into their classrooms. Instructors will take roll and students will not be released until it is safe to do so. Before students are released, parents must sign out their student in the main office.

Security Measures on Cal Poly Campus:

It's important for students to always follow good safety practices.

Messages to Students:

- Have a partner or a group of friends with you when you are on the Cal Poly Campus.
- Avoid isolated areas.
- If you are taking a college class, attempt to take classes with other IPoly students.
- When waiting for transportation, be in a location that is open and well populated.
- If you are on the campus at night, wait for your ride in a lit area, preferably in a well-populated area or in a building such as the library.
- If you become concerned about your safety, immediately enter a building, notify a staff member or use the campus phone to call the University Police at 909/869-3070. You can also use the blue emergency phones in the parking lots.
- If you observe unusual activities, immediately notify an IPoly or Cal Poly staff member.
- Program your cell phone with the University Police telephone number 909/869-3070 for emergency situations on campus.
- Report anything that seems suspicious to the IPoly staff or the university police.
- Remember that the best strategy for maintaining your safety, in any situation, is to be aware of your surroundings and to be prepared to remove yourself from the situation and seek immediate assistance.
- Stay away from out-of-bound areas on Cal Poly Campus (see page 15 for details).

**Cal Poly Pomona
Emergency Info:
909/869-7659**

FIELD TRIPS

Educational study trips are available to IPoly students. These include walking trips, trips by private and district vehicles, buses or other public transportation. All trips require written consent from parents (permission forms are given by the instructor). The student must inform all of their instructors prior to participation and make up all work missed as a result of the trip. Field trips on Cal Poly campus supervised by IPoly do not require permission from parents.

FIRST-AID SERVICES

IPoly's main office provides first-aid services. Although IPoly does not have a full-time health specialist on staff, a school clerk/secretary is available to provide assistance from 7:30 AM to 4:00 PM.

Procedures: If a student needs health services during class time, they should check out of class through their instructor. A student must then report directly to the Main office. At that time they will be checked in by a member of the office staff.

If an accident occurs on campus, the office staff will notify the parent or guardian and will make a report of the incident. Whenever health services are required, it is mandatory that a student checks in with the office staff first.

According to the California Education Code, Section 11753.1, pupils required to take medication prescribed for them by a physician, during the regular school day, may be assisted by the school nurse or other designated personnel, if the school district receives: (1) a written statement from such physician detailing method, amount and time schedule by which such medication is to be taken, and (2) a written statement from the parent or guardian of the pupil indicating the desire that the school district assist the pupil in the matters set forth in the physician's statement.

IPoly High School has forms for the physician and parent to sign, when a student must take medication at school. Medication must be contained in a pharmaceutical container with the student's name, physician's name, and the name of the medication, dosage and time to be administered clearly labeled. The same directions apply for over-the-counter medications such as aspirin, Tylenol, and Midol. Students are PROHIBITED from carrying medication of any kind. The exception to this

policy is the use of inhalers with doctor's authorization for self-administration. Students may not offer their medication to anyone at any time. Students who feel that they need medication must come to the Main office where the office staff will assist them in reaching a parent or guardian.

HOUSES

Students are grouped into houses which consist of approximately 30-35 students per house. Houses meet on Fridays and remain together throughout most of the instructional day. Houses serve a variety of functions, including the following:

- Houses serve a basic structural function, including attendance taking, announcements, emergency planning, etc.
- Houses allow groups of students to develop group process skills on an ongoing basis. For example, interdisciplinary project groups are organized within house, giving each student an opportunity to work with every other student in a house over the course of a year.
- House advisors work with their house during assessment periods and act as liaison between students and other faculty and between parents and faculty.
- The house system promotes a highly personalized environment, thereby supporting student achievement.

IDENTIFICATION CARDS

Each IPoly student is issued a photo ID card, which serve as both proof of attendance and as library cards for the university library. Students are required to carry IDs on campus at all times, and must be able to show their IDs if so requested by IPoly and Cal Poly staff. Lost or stolen IDs should be immediately reported to the Main office. Replacement of IPoly ID Cards is \$5.

LIBRARY SERVICES

IPoly students are privileged to use the Cal Poly Library. The library has a treasure trove of materials for student use. The collections exceed 2.4 million items; included are 692,410 volumes, 2,398,553 microfilms, 5,939 software packages, 12,959 maps, and 58,500 technical reports. The library also subscribes to 5,889 periodicals and 18 newspapers. The Library's special facilities and services include an on-line public access catalog and computer-assisted search services. Specialized workshops on library use are a part of the IPoly Student Orientation. Personal as-

sistance is available at four service desks and by appointment with reference and instructional services staff. The URL for the Cal Poly Library is: <http://www.cpp.edu/~library/>

Registration: Students must have a library card to check out materials from Cal Poly Library. The IPoly Student ID card or ASB card, which has a barcode placed on the back, serves as the library card. Barcodes are issued only to students who have a Cal Poly Library Contract on file at IPoly, signed by a parent/guardian. Students **MUST** have their IPoly ID with them and register at the Second floor Circulation Desk. The Cal Poly barcode is for the student's personal use **ONLY**. When students accept their barcodes, they assume the responsibility for all materials that are checked out. Students must carry their IPoly ID/Library Card at all times while visiting the library.

Checkout: The IPoly Photo ID with a barcode is required for any material check out.

Conditions: A limit of five (5) items for two (2) weeks may be checked out. Books can be renewed in person twice with or without books in hand, provided there are no holds on them. Books can also be renewed online through "My Library Account."

Obligations: Overdue fees range from 15¢ per day per book, 50¢ per hour per item, or \$1.00 per day per item for materials borrowed. Fines must be paid when the accumulated fine record reaches \$5.00. The replacement cost plus a processing fee and fines will be charged for unreturned or lost items.

Library Policy: IPoly students are registered into the Library's database. The contract the parent/guardian signs allows the library to hold the "Primary" person completely responsible for any lost, damaged, or unreturned material in addition to any fines. The "Primary" persons are not eligible for any library privileges under this policy. They are simply being held liable for their minor IPoly student. Parents/guardians must provide their driver's license number to Cal Poly via the library contract. This information will be provided to the library. A library contract (signed upon entry to IPoly) is valid as long as the student attends IPoly.

Penalties: Failure to return overdue materials and/or pay fines will result in temporary loss of borrowing privileges, as well as IPoly being notified. In addition to that which is stated above, in accordance with the new Family Record Policy, the debt for each "Primary" person will be sent to a collection agency. Eventually the obligation will be attached to the "Primary" person's income taxes.

IPoly is a guest on the Cal Poly campus, and would like to continue its privilege of using the Library facilities and resources. Students and their parents/guardians are responsible for any materials checked out to their card. Therefore, any lost or stolen cards must be reported to the IPoly main office and the library immediately. Abuse of library privileges may result in dismissal from IPoly.

LOST AND FOUND

Lost and found articles should be turned in to the IPoly office. Items will be held for two months. Unclaimed items will be given to charity.

LUNCH AND NUTRITION BREAKS

Lunch break is 41 minutes, and usually occurs from 12:38 pm to 1:19 pm. Students may bring lunch or purchase lunch at one of the Cal Poly food service outlets. There are two 10-minute passing periods during the morning sessions and a 10-minute passing after lunch (1:19–1:29). Students are encouraged to bring a nutritious snack. Students are **NOT** allowed to leave campus during passing periods. Time for lunch may vary according to flex scheduling or special events. If you are interested in applying for our Free- and Reduced-Lunch Program, applications are available in main office. Junior students may receive off-campus lunch privileges with signed parent/guardian permission. Freshmen and sophomores are to remain on either the IPoly or Cal Poly campus for lunch.

Students are required to return *promptly* to their class or activity at the end of passing time and lunch. Activities such as using the phone, the restroom, etc. should occur at passing time, and before or after school. Students who do not follow the schedules will be subject to disciplinary action. Students found off campus without parent permission are subject to disciplinary action.

MEDICAL CONDITIONS

If a student has a medical condition that impacts school participation, a note from the student's physician must be provided, indicating the condition and any special considerations. Long-term conditions (exceeding one month) are to be noted on a student's emergency card.

MESSAGES AND DELIVERIES TO STUDENTS

The office staff is not able to deliver messages to students in classrooms unless there is a case of serious medical emergency or circumstances of similar urgency.

OUTSTANDING DEBTS AND OBLIGATIONS

Students who fail to settle their debts and/or obligations with library or textbooks, borrowed calculators and other school-loaned items can lose their extracurricular privileges, including ASB activities (dances, pep rallies, fundraisers, festivals, movie nights, etc.) Grade reports and transcripts may also be withheld. **The office can setup a payment plan in situations of financial hardship.**

OFF-CAMPUS PASS

(See Lunch and Nutrition breaks on page 8.)

Off-CAMPUS LUNCH PRIVILEGE

Ninth and 10th grade students are not allowed to go off the IPoly or Cal Poly campus for lunch. Eleventh and 12th grade students may leave campus at lunch with parent-signed approval (Off-Campus Lunch Privilege Form). Since IPoly High School is on a college campus, the school environment is open. Adherence to the lunch privilege regulation rests directly on the student.

PARKING

Parking permits are required at all times, including presentations and graduation. Parents, guardians and other visitors to IPoly are subject to the parking procedures and restrictions of Cal Poly Pomona. Sixty-minute spaces are available in Parking Lot K for short-term business at IPoly. *All visitors planning to stay beyond 60 minutes must obtain a parking permit for the day.* **Cal Poly parking enforcement officers will ticket (\$48) any vehicle not displaying a valid parking permit (\$6/day) or vehicles exceeding the posted time limit (\$43).**

Parking Permits:

\$3 for two hours (Lot K only) or \$6 for all-day parking (Entire Cal Poly campus).

Those who intend to park for more than two hours must purchase a \$6 Cal Poly all-day permit, which is available at vending machines located in university parking lots. Permits *must* be clearly displayed on the dash. Students must obtain parking permits from parking permit machines located elsewhere on Cal Poly campus if the machine near IPoly malfunctions. Students should arrive by 7:30 am in case they need to purchase the daily permit elsewhere on campus.

Quarterly or annual parking permit:

Quarterly parking and discounted annual parking permits can be purchased at the CLA Building (#98) or online on (go to <http://www.cpp.edu> and search keyword 'parking permit').

Student must bring their parking permit to the office to obtain the IPoly parking sticker each quarter. Lot K Annex is restricted to IPoly staff, students, and visitors. Visitors still must purchase a permit from the parking permit kiosk.

Drop Off: Students may be dropped off on the west side of the school building only. Follow the traffic circulation map on page 27.

RIGHTS AND RESPONSIBILITIES OF STUDENTS AGE 18 AND OLDER

It is the practice of IPoly to contact parents regarding school issues regardless of the student's age. This practice will remain in effect until the parent verifies that the student is living on his or her own or that the parent wishes no further contact from the school staff.

Students are personally responsible for regular attendance and appropriate behavior. A student contract is required for students age 18 and older to excuse their absences. Poor attendance or inappropriate behavior documented in the discipline section will result in dismissal from IPoly. US citizens age 18 and older should take the opportunity and responsibility to register to vote.

SCHOOL ACTIVITY PARTICIPATION

When a student expects to miss class as a result of school activity, a *School Activity Participation Form* must be completed. It is the student's responsibility to get the signatures and make up work that is missed.

**IPoly is a
closed campus.
All visitors must
check-in
in the Main office**

Flexible Scheduling: IPoly students follow a flexible class schedule, which includes larger blocks of class time than traditional schools. A similar model is found in most colleges and universities. Blocks run approximately 1.5 hours, allowing for more in-depth activities in class but may vary as necessary. In addition, “flex” scheduling supports greater spontaneity in planning, as it allows us to take advantage of Cal Poly’s academic and cultural programs. All state mandates for required class time are met. All students are released on Fridays at 12:35PM to allow for professional development for staff.

STUDENT SUPERVISION

IPoly supervision is provided for IPoly-sponsored programs, activities, and instruction only. Unless otherwise noted for a specific IPoly-sponsored program or activity, hours of supervision at IPoly are 7:30 am–3:00 pm, Monday through Friday, during the designated school year. Office hours are 7:00 am–4:00 pm.

IPoly students who remain on campus after their IPoly-sponsored programs, activities, or instructions have ended are not the responsibility of IPoly. IPoly students and their parents/guardians assume the risks involved if the student remains on the premises after IPoly supervised hours. Students may arrange meeting time with their instructors beyond the regular school day.

ELECTRONIC DEVICES & TELEPHONES

Students must have staff or administration permission to use the office telephones. Cellphones may be kept in student backpacks, but not activated during classtime. **Students should maintain careful control of their cell phones at all times, as neither IPoly nor Cal Poly assume responsibility for loss of electronic equipment, including cell phones.** There is a blue emergency phone kiosk at the east- and west-end of IPoly.

TEXTBOOKS

IPoly uses a variety of resources for research, therefore, students may not necessarily be assigned a textbook for every class as in a traditional school. When textbooks are needed, they will be assigned and checked out by instructors. Students are responsible for the textbooks issued to them. Charges resulting from lost or damaged textbook are students’ sole responsibility. Report lost books immediately, pay charges, and obtain replacements. Failure to do so can result in the loss of extracurricular privileges, including ASB activities (dances, pep rallies, fundraisers, festivals, movie nights, etc.) The office can setup a payment plan to accommodate financial hardship.

TRANSFERRING OUT OF IPOLY

Students withdrawing from IPoly must obtain clearance before they can be released officially. Failure to turn in textbooks may result in a delay of the receipt of grade assessments or in future check-out of textbooks and other instructional materials. Grade assessments, transcripts and diplomas will be held until books are returned or replacement fees paid.

If a damaged book is returned, the student will be required to replace it or pay for the damage.

VISITORS

Parents/guardians of current students are welcome to visit IPoly. Classroom visitations are possible if a request is made in the Main office prior to the visitation. A campus visit is an important part of the application process. Prospective students and parents are strongly encouraged to take a guided tour of the campus and may visit classes with a one-week notice. Appointments for a campus visitation may be scheduled through the student outreach coordinator at 909/839-2331. Visitors must bring a picture ID and sign into the main office. Visitors are to wear a visitor’s pass.

COMMUNITY SERVICE/SERVICE LEARNING

“...all other pleasures and possessions pale into nothingness before service which is rendered in a spirit of joy.”

—Mahatma Gandhi

COMMUNITY SERVICE REQUIREMENTS

Each student is required to complete at least 200 hours of Community Service in order to graduate from International Polytechnic High School. The hours may be divided into two categories: “Community Service” or “Service Learning”. Transfer students are required to provide the equivalent of 25 hours per semester of attendance, rather than the full 200 hours.

Parents/Guardians assume all responsibility to screen and monitor their student’s Community Service/Service Learning experience to ensure the safety and appropriateness of the selected activity.

In order to document these hours, students must complete a “Community Service/Service Learning” form, located in the Main Office. Validation of these hours may be made through direct phone contacts with person(s) who supervised the service experience.

Community Service is defined as a student taking his/her skills, knowledge, and abilities back to the community (neighborhoods, churches, retail and civic and service organizations) and volunteering time and energy to make the community a better place. Examples of Community Service include tutoring at local schools and libraries and working for community programs. Best choices include serving several hours per year, indicating both interest and passion for the volunteer choice that is made.

Service Learning is also a volunteer opportunity; however the activity is linked to current Project work. Evidence of reflection, seeing the link between the volunteer experience and the

class project, must be provided. Additionally, the activity must have reciprocity, the process of student, class and community receiving mutual benefit. Both reflection and reciprocity must be documented through methods approved by the instructor/house teacher. These methods may include impromptu presentations, small-group discussions, essays, journals, photo essays and other interactive ideas.

SENIOR PROJECT/SERVICE LEARNING

Essential to the senior project is the documentation of Service Learning. These hours are considered a part of the total 200-hour graduation requirement. They are also considered part of the Senior Project and therefore, subject to the Senior Project deadlines. For details on the requirements for Senior Project Service Learning, students should contact their 12th grade house teacher.

TRACKING COMMUNITY SERVICE/SERVICE LEARNING HOURS

Community Service/Service Learning Forms must be completed and signed by a designated (non-relative) supervisor for hours used to fulfill graduation requirements. Completed forms are turned into the Main Office.

Senior Project/Service Learning hours are tracked and verified by Senior House teachers and submitted to the Main Office prior to graduation walking deadline.

With the exception of the Senior Project/Service Learning deadline, missing Community Service/Service Learning hours for graduation will result in withholding a student’s diploma until those hours are completed.

CLASS SCHEDULE

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Monday–Thursday

Monday - Thursday						
Block	Time	House	Monday	Tuesday	Wednesday	Thursday
1	8:00-9:26	N	Pellegrini-Rm 1033	Cancino-Rm 1036	Estrada-Rm 1034	Pellegrini-Rm 1033
		E	Estrada-Rm 1034	Pellegrini-Rm 1033	Strand-Rm 1035	Estrada-Rm 1034
		W	Strand-Rm 1035	Estrada-Rm 1034	Cancino-Rm 1036	Strand-Rm 1035
		S	Cancino-Rm 1036	Strand-Rm 1035	Pellegrini-Rm 1033	Cancino-Rm 1036
Passing 9:26-9:36						
2	9:36-11:02	E/S	PE	Foreign Language	PE	Foreign Language
		N/W	Foreign Language	PE	Foreign Language	PE
Passing 11:02-11:12						
3	11:12-12:38	N	Estrada-Rm 1034	Elective	Strand-Rm 1035	Estrada-Rm 1034
		E	Strand-Rm 1035		Cancino-Rm 1036	Strand-Rm 1035
		W	Cancino-Rm 1036		Pellegrini-Rm 1033	Cancino-Rm 1036
		S	Pellegrini-Rm 1033		Estrada-Rm 1034	Pellegrini-Rm 1033
Lunch 12:38-1:19						
Passing 1:19-1:29						
4	1:29-2:57	N	Strand-Rm 1035	Pellegrini-Rm 1033	Cancino-Rm 1036	Strand-Rm 1035
		E	Cancino-Rm 1036	Estrada-Rm 1034	Pellegrini-Rm 1033	Cancino-Rm 1036
		W	Pellegrini-Rm 1033	Strand-Rm 1035	Estrada-Rm 1034	Pellegrini-Rm 1033
		S	Estrada-Rm 1034	Cancino-Rm 1036	Strand-Rm 1035	Estrada-Rm 1034

Friday

Friday			
Block	Time	House	Friday
1	8:00–9:26	N	Cancino–Rm 1036
		E	Pellegrini–Rm 1033
		W	Estrada–Rm 1034
		S	Strand–Rm 1035
Passing 9:26–9:31			
2	9:31–10:36	all	Elective
Passing 10:36–10:41			
3	10:41–11:36	ES/NW	PE/Foreign Language*
Passing 11:36–11:41			
4	11:41–12:35	all	House

*Houses alternate PE and Foreign Language every other week

N	Ms Pellegrini	Language Arts	Rm 1033
E	Mr Estrada	Math	Rm 1034
S	Ms Cancino	Science	Rm 1036
W	Mr Strand	Social Science	Rm 1035
Spanish II		Ms Bazaldua	Rm 2006
Spanish II		Ms VanSlogteren	Rm 2005
PE (N/S)		Ms Darshan	

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Monday–Thursday

Block	Time	House	Monday	Tuesday	Wednesday	Thursday
1	8:00–9:26	S/E	PE	Foreign Language	PE	Foreign Language
		N/W	Foreign Language	PE	Foreign Language	PE
Passing 9:26–9:36						
2	9:36–11:02	N	Hogan–Rm 2015	Thinnes–Rm 2016	Schiller–Rm 2018	Hogan–Rm 2015
		S	Schiller–Rm 2018	Hogan–Rm 2015	Daly–Rm 2017	Schiller–Rm 2018
		E	Daly–Rm 2017	Schiller–Rm 2018	Thinnes–Rm 2016	Daly–Rm 2017
		W	Thinnes–Rm 2016	Daly–Rm 2017	Hogan–Rm 2015	Thinnes–Rm 2016
Passing 11:02–11:12						
3	11:12–12:38	N	Schiller–Rm 2018	Elective	Daly – Rm 2017	Schiller – Rm 2018
		S	Daly–Rm 2017		Thinnes–Rm 2016	Daly–Rm 2017
		E	Thinnes–Rm 2016		Hogan–Rm 2015	Thinnes–Rm 2016
		W	Hogan–Rm 2015		Schiller–Rm 2018	Hogan–Rm 2015
Lunch 12:38–1:19						
Passing 1:19–1:29						
4	1:29–2:57	N	Daly–Rm 2017	Hogan–Rm 2015	Thinnes–Rm 2016	Daly–Rm 2017
		S	Thinnes–Rm 2016	Schiller–Rm 2018	Hogan–Rm 2015	Thinnes–Rm 2016
		E	Hogan–Rm 2015	Daly–Rm 2017	Schiller–Rm 2018	Hogan–Rm 2015
		W	Schiller–Rm 2018	Thinnes–Rm 2016	Daly–Rm 2017	Schiller–Rm 2018

Friday

Friday			
Block	Time	House	
1	8:00–9:26	N	Thinnes–Rm 2016
		S	Hogan–Rm 2015
		E	Schiller–Rm 2018
		W	Daly–Rm 2017
Passing 9:26–9:31			
2	9:31–10:36	all	Elective
Passing 10:36–10:41			
3	10:31–11:36	all	House
Passing 11:36–11:41			
4	11:41–12:35	NW/SE	PE/Foreign Language*

*Houses alternate PE and Foreign Language every other week

N	Mr Hogan	Language Arts	Rm 2015
E	Mr Daly	World History	Rm 2017
S	Ms Schiller	Science	Rm 2018
W	Ms Thinnes	Math	Rm 2016
Spanish II		Ms Bazaldua	Rm 2006
Spanish II		Ms VanSlogteren	Rm 2005
PE (N/S)		Ms Darshan	

Monday–Thursday

Monday - Tuesday						
Block	Time	House	Monday	Tuesday	Wednesday	Thursday
1	8:00–9:26	N	Edwards–Rm 2008	Navaroli–Rm 2010	Hedman–Rm 2009	Edwards–Rm 2008
		S	Pang–Rm 2011	Hedman–Rm 2009	Navaroli–Rm 2010	Pang–Rm 2011
		E	Hedman–Rm 2009	Edwards–Rm 2008	Pang–Rm 2011	Hedman–Rm 2009
		W	Navaroli–Rm 2010	Pang–Rm 2011	Edwards–Rm 2008	Navaroli–Rm 2010
Passing 9:26–9:36						
2	9:36–11:02	N	Hedman–Rm 2009	Edwards–Rm 2008	Pang–Rm 2011	Hedman–Rm 2009
		S	Navaroli–Rm 2010	Pang–Rm 2011	Edwards–Rm 2008	Navaroli–Rm 2010
		E	Pang–Rm 2011	Hedman–Rm 2009	Navaroli–Rm 2010	Pang–Rm 2011
		W	Edwards–Rm 2008	Navaroli–Rm 2010	Hedman–Rm 2009	Edwards–Rm 2008
Passing 11:02–11:12						
3	11:12–12:38	N	Pang–Rm 2011	Elective	Navaroli–Rm 2010	Pang–Rm 2011
		S	Edwards–Rm 2008		Hedman–Rm 2009	Edwards–Rm 2008
		E	Navaroli–Rm 2010		Edwards–Rm 2008	Navaroli–Rm 2010
		W	Hedman–Rm 2009		Pang–Rm 2011	Hedman–Rm 2009
Lunch 12:38–1:19						
Passing 1:19–1:29						
4	1:29–2:57	all	PE, Foreign Language, Young Scholars, ROP	PE, Foreign Language, Young Scholars, ROP	PE, Foreign Language, Young Scholars, ROP	PE, Foreign Language, Young Scholars, ROP

Friday

Friday			
Block	Time	House	Friday
1	8:00–9:26	N	Navaroli–Rm 2010
		S	Hedman–Rm 2009
		E	Edwards–Rm 2008
		W	Pang–Rm 2011
Passing 9:26–9:31			
2	9:31–10:36	all	Elective
Passing 10:36–10:41			
3	10:31–11:36	all	House
Passing 11:36–11:41			
4	11:41–12:35	all	Project

N	Ms Edwards	Language Arts	Rm 2008
E	Mr Hedman	Math	Rm 2009
S	Mr Pang	Science	Rm 2011
W	Mr Navaroli	US History	Rm 2010
Spanish III		Ms Bazaldua	Rm 2006
Spanish III		Ms VanSlogteren	Rm 2005
PE (N/S)		Ms Darshan	
PE (E/W)		Ms Hanke	

Monday–Thursday

Block	Time	House	Monday	Tuesday	Wednesday	Thursday
1	8:00–9:26	S	Holt–Rm 1045	Rivas–Rm 1044	Ortega–Rm 1042	Holt–Rm 1045
		W	Rivas–Rm 1044	Piggott–Rm 1043	Holt–Rm 1045	Rivas–Rm 1044
		E	Piggott–Rm 1043	Ortega–Rm 1042	Rivas–Rm 1044	Piggott–Rm 1043
		N	Ortega–Rm 1042	Holt–Rm 1045	Piggott–Rm 1043	Ortega–Rm 1042
Passing 9:26–9:36						
2	9:36–11:02	S	Ortega–Rm 1042	Holt–Rm 1045	Piggott–Rm 1043	Ortega–Rm 1042
		W	Holt–Rm 1045	Rivas–Rm 1044	Ortega–Rm 1042	Holt–Rm 1045
		E	Rivas–Rm 1044	Piggott–Rm 1043	Holt–Rm 1045	Rivas–Rm 1044
		N	Piggott–Rm 1043	Ortega–Rm 1042	Rivas–Rm 1044	Piggott–Rm 1043
Passing 11:02–11:12						
3	11:12–12:38	S	Piggott–Rm 1043	Elective	Rivas–Rm 1044	Piggott–Rm 1043
		W	Ortega–Rm 1042		Piggott–Rm 1043	Ortega–Rm 1042
		E	Holt–Rm 1045		Ortega–Rm 1042	Holt–Rm 1045
		N	Rivas–Rm 1044		Holt–Rm 1045	Rivas–Rm 1044
Lunch 12:38–1:19						
Passing 1:19–1:29						
4	1:29–2:57	all	Off-campus courses, Young Scholars, ROP, Community Service, or Service Learning	Off-campus courses, Young Scholars, ROP, Community Service, or Service Learning	Off-campus courses, Young Scholars, ROP, Community Service, or Service Learning	Off-campus courses, Young Scholars, ROP, Community Service, or Service Learning

Friday

Block	Time	House	Friday
1	8:00–9:26	S	Rivas–Rm 1044
		W	Piggott–Rm 1043
		E	Ortega–Rm 1042
		N	Holt–Rm 1045
Passing 9:26–9:31			
2	9:31–10:36	all	Elective
Passing 10:36–10:41			
3	10:31–11:36	all	House/Project
Passing 11:36–11:41			
4	11:41–12:35	all	House/Project

N	Ms Ortega	Language Arts	Rm 1042
E	Mr Piggott	Math	Rm 1043
S	Mr Holt	Science	Rm 1045
W	Mr Rivas	Government/Econ	Rm 1044

COMMUNITY MAINTENANCE

Instructors, administrators, staff, and students at IPoly are committed to maintaining a safe, nurturing, rewarding, and respectful community for exploration and discovery. As a guest on the Cal Poly campus, student's attitude and behavior directly impacts both the IPoly and Cal Poly communities. No matter where you go on or off campus, you are a representative of IPoly. It is expected that you will exercise wise judgment in both words and actions while you are a student here.

Therefore, throughout your journey at IPOLY, you will be expected to focus on mastering the components of the 6 Cs. The IPoly community will provide you opportunities, guidance and mentorship to successfully reach your goal of mastery in each category.

IPOLY CITIZENS

1. Think Critically

- Solve Problems
- Interpret Information
- Analyze Meaning
- Evaluate Alternatives
- Synthesize Ideas
- Be Self-Aware

2. Communicate Effectively

- Explain Clearly
- Communicate Concisely
- Inform Completely
- Listen Carefully
- Utilize Technology
- Interpret Media

3. Work Collaboratively

- Maintain Communication
- Share Expectation
- Seek Compromise
- Contribute Talents
- Promote Inclusion
- Utilize Technology

4. Embrace Culture

- Reciprocate Respect
- Acknowledge Diversity
- Build Community
- Practice Empathy
- Stay Informed
- Exhibit Citizenship

5. Demonstrate Character

- Take Responsibility
- Reciprocate Respect
- Exemplify Integrity
- Extend Forgiveness
- Act with Fairness
- Build Connections

6. Develop Creativity

- Find Inspiration
- Imagine Possibilities
- Visualize Outcome
- Synthesize Ideas
- Incorporate Design

ACADEMIC HONESTY/PLAGIARISM

Academic Honesty is a fundamental principle of scholarship. The content of papers produced by students as a result of their study and research is expected to clearly distinguish a student's own work and ideas from those of published authors. Acknowledgment must be given to the source of the ideas or words of these writers. **Rewriting information taken from a source without proper citation is also plagiarism.** Students caught plagiarizing will receive an NC on the assignment and may result in due-process hearing and possible dismissal from IPoly.

Students at IPoly are expected to work collaboratively while upholding high standards of academic integrity and personal responsibility.

CAMPUS RESTRICTIONS

IPoly is a closed campus. Non-IPoly students are restricted from the campus at all times without permission. A 'Student Guest Permission' slip is to be filled out by the students and signed by teacher(s) before it is submitted to the administration for approval.

Permitted Areas:

- food-service areas
- PE facilities (only during class time with supervision)
- library
- Police and Parking Services
- Administration Services

Restricted Areas: Students are restricted from the following areas at all times.

- construction areas
- horse stables
- dorms
- offices and classrooms in the University Union/Bronco Student Center
- all athletic fields
- pool area
- music building
- recital hall
- Theater Department
- day care center and play ground area
- arcade
- any trails

Students are not to be in the game room of the student University Union during instructional hours of 8:00am to 3:00pm. **Both gymnasiums are off limits to students without teacher supervision.** The locker rooms are to be used only for dressing for gym classes. Students cannot use the

lockers to store their books and personal items. Students should never leave their possessions unattended. Students should always double-check to ensure that the lockers are closed and locked.

DRESS & GROOMING STANDARDS

IPoly believes there is a direct correlation between the quality of appearance and a sound and safe educational environment. Since IPoly has an international theme, students find that it is their prerogative to cultivate an awareness of appearance and behavior which will allow them to interact harmoniously among people of various ethnicities in different situations. Because IPoly is located on a university campus, students must also be aware that each is an ambassador of the school to the academic community at Cal Poly Pomona.

The dress and grooming guidelines listed below are provided to ensure that each IPoly student will receive the maximum benefit from his/her surroundings. **Student appearance must not be distracting to the learning environment per instructor discretion.**

- Students are expected to come to school clean and appropriately dressed and groomed. Clothing should be modest and neat.
- State law requires that students wear shoes on campus at all times.
- Clothing may not be so revealing (upto the discretion of instructor and staff) as to be distracting.
- Undergarments should not show.
- Tube tops or strapless garments are prohibited.
- Sexually explicit, racist, or obscene/vulgar clothing is not acceptable. Additionally, clothing, jewelry, slogans, or accessories promoting drugs, alcohol, profanity, and tobacco use are strictly prohibited.
- No gang-related jewelry, insignia, colors, paraphernalia, materials, apparel, clothing or attire may be worn or carried on campus or at school activities. Also prohibited are notebooks, manner of grooming, or gesture which by virtue of its color, arrangement, trademark, graffiti or any other attribute, denotes membership in such a group.
- Clothing or articles of clothing including but not limited to spiked jewelry which is likely to provoke others to acts of violence or which are likely to cause others to be intimidated by fear of violence are strictly prohibited.
- Applying makeup, nail polish, hair spray, perfume, etc., in class is prohibited at all times.

- Hats, headbands, bandannas, and sunglasses may be prohibited by school personnel if considered disruptive to the learning and/or to a safe and peaceful environment. (Certain head coverings may be permitted for religious reasons, special hat days, or special events).
- Any clothing that inhibits the safety of self or others is prohibited.
- *Contact the school counselor if financial assistance is needed for school clothing to meet IPoly's dress code. (LACOE Policy 7360.2)*

FOOD AND BEVERAGES

Food and beverages are to be consumed outside of the classroom except for lunch break with teacher's permission. Students are encouraged to use their lunch break to obtain a healthy and nutritious meal on campus, or off-campus if eligible. Students' off-campus privileges may be revoked for the rest of the semester if they do not return to campus on-time.

Any celebration that includes food or drink (i.e., surprise celebrations for teachers or other members of the class) shall be initiated by teachers and approved by administration in advance.

Please note: As of July 1, 2009, the entire school day, plus 30 minutes before and after school, the only beverages allowed for sale to students outside of the federally reimbursable meal program on a high school campus are:

- Fruit-based drinks that contains $\geq 50\%$ juice and without added sweetener;
- Vegetable-based drinks that contains $\geq 50\%$ vegetable juice and have no added sweetener;
- Drinking water without added sweetener;
- Two-percent fat milk, one-percent fat milk, nonfat milk, soy milk, rice milk, and other similar nondairy milk;
- An electrolyte replacement beverage that contains no more than 42 grams of added sweetener per 20-ounce serving;

For additional information on competitive beverage and food restrictions on foods and beverages sold outside of the federally reimbursable meal program, visit:

<http://www.cde.ca.gov/ls/nu/he/compfoods.asp>

BULLYING/HARASSMENT POLICIES

No students or groups of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel. Any

and all of these acts of hostility will not be tolerated and will result in disciplinary action, including suspension and possible dismissal from IPoly.

Cyberbullying is an act of bullying committed through any electronic communication devices. Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies involving any wired or wireless device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Students are strongly encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. When the circumstances involve cyberbullying, individuals with information about the activity are encouraged to save and print any electronic messages and notify a teacher, administrator, or school employee so that the matter may be investigated.

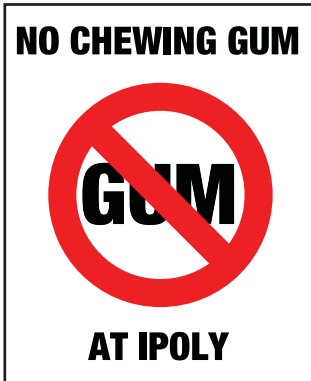
The law defines sexual harassment as an act that is severe enough "to have a negative impact upon an individual's academic performance or create an intimidating educational environment." Such offense could be a cause for suspension. Sexual harassment includes:

- Verbal harassment: offensive comments, jokes or slurs, graphic verbal comments about an individual's body, and graphic or verbal comments of a sexual nature.
- Visual harassment: offensive posters, cards, cartoons, graffiti, drawings, objects, or gestures.
- Physical harassment: Unwelcome or offensive contact or impeding of movement.

Sexual harassment is also defined as unwelcome sexual advances, requests, or demands for sexual favors with other verbal or physical conduct of sexual nature.

Reporting Sexual Harassment:

Any IPoly student who believes that he or she has been the victim of sexual harassment is urged to report immediately to an instructor, counselor, or administrator so that appropriate action may be taken. Such reports should ordinarily be brought to the attention of the school's administrators, who are responsible for maintaining a suitable learning environment on campus. They are trained to investigate misconduct, and are authorized to impose appropriate disciplinary action. However, IPoly High School recognizes that, due to the pos-



sible embarrassing nature of sexual harassment, individual students may instead choose to make such a report to another trusted adult such as a counselor, instructor, campus police, or staff member. Any employee who learns of incidents of sexual harassment must report the situation to the administration.

Consequences of Sexual Harassment

(Education Code 48900.2 and 48900.5)

Any student who has committed sexual harassment may be suspended. This may also result in a recommendation for dismissal from IPoly.

HATE CRIME AND BIGOTRY

Per the Education Code, hate crimes are any criminal act, committed against an individual or the school motivated by bigotry based on race, ethnicity, religion, or sexual orientation. Bigotry includes slurs or name-calling based on race, ethnicity, religion, or sexual orientation. Hate crimes will be addressed by school staff and may result in disciplinary action, dismissal from IPoly, and reported to the police.

COMMITMENT TO SAFETY

'School' is defined as the IPoly/Cal Poly campus

IPoly is committed to ensuring that a safe environment is maintained for all students. Therefore, IPoly has a policy of aggressively responding to situations that include but are not limited to:

- acts of violence
- transport of a weapon to or from school
- possession of a weapon on school grounds
- use or sales of drugs at school
- other crime-related issues
- inappropriate physical or sexual behavior

Students involved in any of these activities are subject to disciplinary consequences and will be returned to home district and may lose their privilege of attending this school. In addition, students may be referred to the Cal Poly Campus Police for possible criminal prosecution.

Staff members of IPoly are asking the help of all parents and students in this matter. Parents, please take time to explain IPoly's commitment to safety. Explain to them that a poor decision now can have a lifelong impact. Tell them that we are in their corner and that they need not be intimidated by other students' behavior. Tell us if you hear of activities that may seem to lead to inappropriate behavior and/or violence. Please join us in our continual effort to make the safety of our school a top priority.

IMMUNIZATIONS

California law requires students to be current on all immunizations prior to the start of school. A copy of student immunization record must be provided to the main office.

COMMUNICABLE & INFECTIOUS DISEASE PREVENTION/CONTROL

Regular attendance is essential to learning and success in school. However, when a student is ill, it is important that precautions be taken to prevent spreading germs to others. Parents must insure that their student is not contagious when she/he returns to school following an illness.

Symptoms of a contagious illness may include:

1. *Fever, diarrhea, vomiting within the last 24 hours.*
2. *Thick mucus or pus draining from eyes.*
3. *Sore throat, especially if combined with fever or swollen neck glands.*
4. *Rashes with fever or rashes of unknown origin.*
5. *Upper respiratory infection and/or severe cold, especially if accompanied by green or yellow nasal discharge and/or ear pain. A cough spreads germs; a cough that keeps a child up at night means they will be too tired to learn the next day.*
6. *Stiff neck.*
7. *Unusual fatigue, paleness, loss of appetite, confusion and irritability.*

For a physical injury or illness that lasts three days or more, a medical release is required upon a student's return. Turn to the following page for more information.

STUDENT OBLIGATIONS

Students (and their parents/guardians) are accountable for school property that is not returned, lost, or is damaged (Ed Codes: 48904(b), 48904.3). Restitution must be made prior to the next grading period or major school event. A student will continue to be issued textbooks so as not to hinder his or her education; however, documents such as report cards and transcripts will be withheld, including transcript requests for college and university application. Participation in school activities (dances, senior activities, graduation) will also be denied.

These consequences are unpleasant, but to put the issue into perspective, each textbook typically costs at least \$100. Over the years, the cost of lost property at IPoly has been considerable.

ATTENDANCE POLICY

ATTENDANCE & TARDY POLICY

Student success at IPoly has a direct correlation with consistent and punctual attendance in class and school-related events. Students with good attendance records achieve higher grades, enjoy school more, are more successful in their pursuit of higher education, and are more employable after leaving school. The California Administrative Code Title V, Section 300, states that every pupil shall attend school punctually, and regularly, and conform to the regulations of the school. It is the policy of IPoly High School that students attend class regularly; that work missed because of school related activities or illness be promptly made up; that truancy is unacceptable; and that other absences approved by the parent be minimized or avoided whenever possible. **Excessive absences and/or tardies may result in NCs and/or dismissal from IPoly. Important: Instructor is not required to accept missing or late assignments due an unexcused absence or unexcused tardy.**

Average Daily Attendance (ADA) Funding will only be allocated on actual attendance. It is essential that students attend school regularly. IPoly's funding is solely based on ADA.

• • • • •

Important: Instructor is not required to accept missing or late assignments due to an unexcused absence or unexcused tardy.

Definitions

Excused Absences:

Excused absences are those that are recognized by the State as *legal* excused absences, which are:

- illness, medical/dental appointments
- family funeral
- school field trips
- academic events
- school office appointments
- court appearances
- holidays or ceremonies specific to a family's customs or beliefs
- verified family emergency
- funeral services for other than member of immediate family

Unexcused Absences:

Unexcused absences include:

- unverified absence
- truancy
- absence due to leaving campus without permission (truancy)
- family vacation

Procedure for Clearing Absenses

When a student is absent from school, the parent must notify the school by calling the attendance clerk at 909/839-2320 or sending a note to indicate the reason for the absence. A telephone call is preferred. **Each tardy of thirty (30) minutes or more is an absence.** Student absences are to be cleared through the attendance clerk, within three days of absence. All uncleared absences will be considered as truant.

Returning from an Absence:

The Student is responsible to obtain a readmit upon return from an excused or unexcused absence. Readmits are available in the main office. Students should allow ample time to obtain a readmit prior to the start of class. Tardy due to obtaining a readmit will not be excused. A doctor's note may be requested if absences become excessive. Any unexcused absence is considered a truancy.

Long-term Absence:

The IPoly approach to learning works best when each student attends each day. Although occasional absences are unavoidable, long-term absences pose a special challenge to learning. Class participation and group projects are vital components to the IPoly program, and a student's long-term absence will seriously impact his/her mastery of important course concepts and skills. Parents/guardians of a student who is absent for an extended period due to illness, injury, or family emergency should contact the main office at (909)839-2320, with an estimate of the student's absence (periodic updates would be appreciated). Students should speak with his/her teachers **prior** to the absence to determine what school work can be completed in advance, during, and/or after the absence; it is a teacher's option to permit make-up work under these circumstances. A student returning from an extended absence may require supplemental tutoring and/or remediation beyond what IPoly can offer in order to attain proficiency. Such an absence will be considered "Verified", not "Excused" for attendance purposes.

Parents are strongly encouraged to arrange student appointments outside of school hours.

Due to the unique program structure at IPoly, we strongly discourage absences for any extended period of time.

Tardies

A tardy occurs when the student is not inside the classroom as the class begins. The timely arrival of students enables groups to begin activities promptly. It is expected that students will arrive on-time for all classes and activities.

If student is tardy, they must report to the main office to receive a stamped re-admit. Student is responsible to provide their tardy slip to the teacher. Excessive tardiness will result in disciplinary action. Auto dialer will report tardy and absences daily to parents.

Excused Tardy:

Excused tardy includes: illness, extreme weather conditions, medical or dental appointment or late bus (student must be on bus list to qualify for late bus excuse).

Unexcused Tardy:

Unexcused tardy include anything not listed as an excused tardy (see excused tardy). **NOTE: ANY ARRIVAL AFTER 30 MINUTES CONSTITUTES A TRUANCY (SEE TRUANCY POLICY).**

CONSEQUENCE FOR EXCESSIVE UNEXCUSED TARDY

- Level 1 teacher warning/teacher action, parent notified
- Level 2 written parent notification
- Level 3 parent/student conference/contract, etc.
- Level 4 administrative action, possible suspension, etc
- Level 5 possible dismissal from IPoly High School

Truancies/Unexcused Absence

When students choose to attend IPoly, it is expected that they will not miss classes or activities. Truancy is defined as an unexcused absence or arriving late to a class/activity after 30 minutes without a valid written excuse from a parent/guardian or IPoly staff member.

CONSEQUENCE FOR EXCESSIVE TRUANCY/UNEXCUSED ABSENCE

- Level 1 parent notified
- Level 2 parent/student conference
- Level 3 attendance contract
- Level 4 suspension
- Level 5 possible dismissal from IPoly

Pattern of excessive tardies, truancy, and/or absences will immediately be referred for administrative action.

Teacher Action:

Teacher action may include but is not limited to: assigned classroom consequences, after school detention, lunch detention, parent conference, or assigned work.

Teacher assigned detention is at the discretion of the teacher, and must be served by the student at the assigned time. Failure to attend detention may result in administrative action. Students are responsible to notify parents and/or make arrangements for student pick up.

Administrative Action:

Administrative action may include, but is not limited to: assigned consequences, parent conference, detention, student contract, suspension, possible dismissal.

Student Contracts:

A student contract outlines an individual plan of action to maximize his/her potential in becoming a successful IPoly student. The contract is a jointly developed agreement between student, parent, teacher and administration. A student contract may be issued in the area of academics, behavior, and/or attendance. Student contracts may result in loss of privileges including but not limited to school dances, grade-specific activities (i.e. field trips) loss of work permit, off campus privileges, senior activities, etc.

Non-completion or violation of the contract may result in dismissal from IPoly High School.

Early Release

All 11th and 12th grade students must carry a full academic schedule. To qualify for "Early Release" (12:38pm), a student must be enrolled in the required number of courses (see Graduation Requirements, Pg. 40).

Exiting IPoly (transfer to another school)

Parents and students must notify and meet with school personnel before exiting IPoly. Contact the assistant principal or counselor for an appointment.

Levels of Disciplinary Responses and Consequences

The level of consequences to be imposed will take into consideration the severity of the offense, the age and past

1 These consequences aim to teach correct behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies.

2 These consequences are used in response to an office discipline referral; aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.

3 These consequences involve short-term removal from the school environment due to the severity of the offense because Level 1 & Level 2 consequences were not sufficient for proper conduct. Level 1 & 2 intervention strategies are added in addition to those listed in Level 3.

- Reminders and redirection
- Teacher/student conference
- Contact Parent/Guardian
- Verbal or written apology
- Loss of privileges

- Any Level 1 consequences
- Parent/Guardian notification
- Conference with student
- Removal from class to office
- Loss of Privileges
- Reprimand by Administrator/Counselor

- Any lower-level consequences
- Parent/Guardian notification
- In-School-Suspension
- Suspension from school
- Possible behavioral Intervention Plan
- Possible referral to support staff (Counselor)

POSSIBLE CONSEQUENCES

	1	2	3	4	5	Police
Attendance Issues (refer to page 18)						
• Tardiness / truancy	•	•	•	•		
• excessive absences						
Bullying <i>EC 48900; EC 48900r; EC 48900q</i>						
• Engaged in act of bullying, including, but not limited to, the creation or transmission of messages in writing/imagery—whether electronically (cyber bullying) or on paper on or off school grounds	•	•	•	•		
• Engaged in, or attempted to engage in, hazing as defined in law						
Contraband – Tobacco <i>EC 48900h</i>						
• Possession/use of tobacco or any other products containing tobacco or nicotine	•	•	•			
• Possession or use of nicotine delivery systems (e.g. vape pens)						
Contraband – Controlled Substances <i>EC 48900c, d, j, and p</i>						
• Possession, use, administering, or under the influence of a controlled substance						
• Possessed, offered, arranged, or negotiated to sell any drug paraphernalia				•	•	•
• Offering or selling a controlled substance						
• Offered, arranged, or negotiated to sell controlled substances, including prescription drugs						
Contraband – Alcohol and Intoxicants <i>EC 48900c</i>						
• Possession or under the influence of an alcohol beverage or intoxicant				•	•	•
• Using, selling, or furnishing alcohol or an intoxicant of any kind						
Contraband – Weapons <i>EC 48900b, m; 48915c(1)-(2), (5)</i>						
• Possession or selling of a firearm or an imitation firearm						
• Possession or selling a knife or dangerous objects				•	•	•
• Brandishing a knife						
• Possessing or using an explosive (e.g. firecracker) as defined in federal law						
Contraband – Other Items						
• Use of over-the-counter or prescription medicine in a manner other than prescribed by physician		•	•	•	•	•
• Possession, sale, or distribution of unauthorized goods						
Disruption/Defiance <i>EC 48900k</i>						
Disruption of school activities or willfully defying the authority of all school personnel in the performance of their duties:						
• Minor disruption/defiance	•	•	•			
• Major disruption			•	•	•	
Dress Code <i>EC 48900k</i> (refer to p. 15–16)						
• Wearing clothing that does not fit within dress code	•	•	•			
• Wearing clothing that does not fit within dress code causing a disruption to school environment						

Harassment (*EC 48900k, o*)

Harassing, intimidating, threatening a pupil or school employee, or causing other harmful effects of:

- Disrupting class
- Creating disorder
- Creating an intimidating or hostile educational environment

Harassment – Sexual/Offensive Behavior *EC 48900l*

- Inappropriate display of affection
- Viewing or displaying obscene or sexual content
- Physical/verbal acts that are obscene or sexual.
- Committing or attempting sexual battery/assault
- Continual physical, verbal, or sexual harassment

Lying/Academic Dishonesty

- Lying to get self or others out of trouble
- Lying to get another person(s) in trouble (*EC 48900m*)
- Cheating or plagiarism of schoolwork/homework
- Forging signatures on school documents
- Possession, attempt to access, or distribution of school property or hardcopy.

Physical Aggression/Assault *EC 48900a(1), a(2), a(3)*

- Minor physical aggression without injury
- Mutual fight (with moderate, little, or no injury)
- Unintentional, incidental physical contact with another person

Physical Aggression/Assault *EC 48900a(1), a(2), a(3)*

- Attack on student, causing or attempting to cause injury
- Aids or abets in the infliction or attempted physical aggression
- Willful use of violence upon another person
- Causing serious injury to another person
- Intentional assault or battery upon school personnel

Property Misuse/Damage *EC 48900f*

- Littering and chewing gum on campus
- Minor or accidental damage
- Attempting or causing damage to property
- Breaking and entering school property
- Set fire to property

disciplinary record, attendance, and academic history of the student. School officials have the right to look at extenuating circumstance when imposing consequence.

long-term removal of a student
severity of the behavior or
have failed to bring about
as may still be applied in

4 These consequences involve the removal of the student from the school environment due to the severity of the behavior or because Level 1, 2, or 3 consequences have failed to bring about proper conduct. These consequences focus on protecting the safety of the school community and ending self-destructive/dangerous behavior.

5 Mandatory removal from school and transfer back to home district for acts as specified in the California Education Code.

CONSEQUENCES

- Any lower-level consequences
- Parent/Guardian notification
- Suspension from school
- Possible Involuntarily transferred in accordance with LACOE Board Policy 5144

- Required Law Enforcement notification
- Parent/Guardian notification
- Suspension from school
- Possible dismissal from IPoly High School
- Possible Involuntarily transferred in accordance with LACOE Board Policy 5144

Director, Psychologist, Nurse, etc.)

	1	2	3	4	5	Police
school personnel with actual or expected						
environment						
48900i, n; 48915c						
ok)						
olen assessments either electronically						
t; 48915a(1)(A), (E)						
other student or school personnel						
physical injury						
l injury to others						
el						

	1	2	3	4	5	Police
Stealing/Possessing Stolen Property EC 48900e, g; 48915a(1)(D)						
• Stealing school or private property						
• Knowingly possessed stolen property						
• Attempting or committing robbery or extortion						
Verbal and Written Threats/Intimidation EC 48900i, k, o, q						
• Yelling or using aggressive language						
• Minor name calling or teasing, whether written or verbal						
• Committed an obscene act and/or use of profanity/vulgarity						
• Threatening to cause an act of hate violence						
• Threatening to cause personal injury						
• Making terroristic threats against other person or school, whether written or verbal						
Technology Violation EC 48900k, r						
• Violation of school rules regarding technology found in the district's "Acceptable Use Agreement"						
• Using district/school technology without permission						
• Use of electronic devices, during school hours, including cell phones, iPads, etc, without permission.						
• Cyber bullying—Use of technology for which it is determined that such use causes physical or emotional harm to another person						
Hate Violence/Bigotry EC 48900i						
• Hostility toward a person's real or perceived disability, gender, race, nationality, religion, sexual orientation causing physical or emotional harm, or property damage.						
Making offensive comments intent to harm (racial, sexual, etc.)						
• Fighting motivated by race or hate-related matters						
• Causing or threatening violence hate-motivated						
• Vandalism or graffiti that is hate-motivated						
Other Behavior Violations						
• Gambling						
• Off campus without permission/out of bounds on Cal Poly Pomona campus (p. 15)						
• Reckless driving						
• Skateboards or bikes in unauthorized areas on campus including buildings and on walkways.						
• Possession of items not allowed and that are not necessarily paraphernalia or weapons						

ASSESSMENT PROCESS

Assessments at IPoly, much like our project-based approach to education, involves a process that joins student, student teams and instructor teams in an interactive review of project outcomes and individual accomplishments throughout each semester. Successful achievement of each academic goal awards a “P” rating. This level indicates students have met all expected outcomes and are proficient in the subject area. Ratings above a P (AE, E) can only be achieved through a student’s goal to excel beyond project/course requirements. Ratings below a “P” (AP, CR) indicate a need for further learning to achieve full proficiency. An “NC” rating indicates no credit has been achieved and the course must be retaken in order to graduate from IPoly.

INTERNATIONAL POLYTECHNIC HIGH SCHOOL ASSESSMENT CONTINUUM

Exemplary (E): To attain this rating, a student must integrate mastery and creativity to exceed criteria set forth by the instructors through:

- Creatively applying and documenting mastery of concepts/skills beyond the requirements
- Effectively and efficiently managing time and resources to maximize learning experiences
- Contributing, initiating, and/or facilitating class discussions, group meetings, projects, etc.
- Pro-actively engaging in the assessment process through ongoing evaluations
- Initiating and demonstrating willingness to effectively benefit, teach, tutor, or mentor others
- Developing applying and synthesizing individual talents to enhance learning experiences

Approaching Exemplary (AE): To attain this rating, a student must master criteria set forth by the instructors through:

- Demonstrating and documenting mastery of concepts/skills
- Effectively managing time and resources to enhance learning experiences
- Contributing, facilitating and/or initiating class discussions, group meetings, projects, etc.
- Consistently engaging in the assessment process through ongoing evaluations
- Demonstrating the ability to benefit, teach, tutor, or mentor others
- Developing individual talents to enhance learning experiences

Proficient (P): To attain this rating, a student must competently complete criteria set forth by the instructors through:

- Demonstrating and/or documenting the competent acquisition of concepts/skills
- Responsibly meeting deadlines set forth by the instructors
- Participating in class discussions, group meetings, projects, etc.
- Participating in the assessment process through self-reflection and collaboration
- Demonstrating progress toward mastery of content

Approaching Proficient (AP): To attain this rating, a student is progressing toward competent completion of criteria defined by the instructors through:

- Progressing toward demonstrating and/or documenting competent acquisition of concepts/skills
- Progressing toward consistently meeting deadlines
- Participating in the class discussions, group meetings, projects, etc.
- Participating in the assessment process through self-reflection and collaborations

Credit (CR): A rating of Credit is reserved for a student who exhibits insufficient evidence to meet criteria set forth by the instructors. **No Credit (NC):** A rating of No credit is reserved for a student who fails to exhibit evidence to meet criteria set forth by the instructors.

E & AE = 4.0
P = 3.0
AP = 2.0
CR = 1.0
NC = 0.0

ANSWERS TO FREQUENTLY ASKED QUESTIONS ABOUT THE IPOLY ASSESSMENT SYSTEM AND TRANSCRIPT

Parents and students often ask how colleges view IPoly's unique educational program. IPoly's academic program is college preparatory. Additionally, IPoly courses have been approved by the University of California and California State University systems. Students who successfully complete four years at IPoly meet the course entrance requirements for most colleges. Furthermore, IPoly students have the advantage of taking college classes at Cal Poly Pomona while still attending high school. Approximately 98% of IPoly graduates continue onto college, and of these students approximately 60% enter four-year colleges.

The following questions and answers are designed to help you gain a deeper understanding of our educational program.

Question:

Why does IPoly assign a 4.0 value to the "AE" as well as the "E" assessment marks?

Answer:

The "E" assessment has the same grade point value (4.0) as the "AE" in order to give parents and instructors an opportunity to focus students' attention on excellence instead of grade point average. The "E" gives instructors an opportunity to recognize students who achieve levels beyond the maximum requirements, even though the "E" and "AE" have the same numeric value. Once our students enter the work force, success often goes to those who go beyond the expectations.

Question:

Why doesn't IPoly offer AP and Honors Classes?*

Answer:

IPoly does not offer Honors and AP classes. Only courses designated as AP or Honors can receive one extra point for each grade received. In reality, IPoly projects are honors level education, but in order for a class to be designated honors, a school must also have regular college preparatory classes and an advanced course that is labeled Honors. When IPoly was developed, a conscious effort was made to create one curriculum that could be accessed by all students.

Question:

Does IPoly's lack of AP & Honors classes adversely affect students' college application?

Answer:

No, because our students are allowed to take college level courses at Cal Poly Pomona. Some college officers have stated that they recommend that students take regular college classes at community colleges or four-year colleges rather than taking AP classes. In addition, when students apply to the UC system, they will automatically be given an extra grade point for any college classes taken.

THE IPOLY LEARNING APPROACH— Inquiry, International, and Interdisciplinary Education

*Upon this gifted age, in its dark hour,
Rains from the sky a meteoric shower
Of facts... They lie unquestioned, uncombined.
Wisdom enough to leech us of our ill
Is daily spun, but there exists no loom
To weave it into fabric...*

—EDNA ST. VINCENT MILLAY

Traditional educational institutions maintain a system where ideas and information are separated, and assessment is done by testing large numbers of students. These individual strands of facts and figures remain largely “unquestioned and uncombined” because, as the poet has pointed out, there is “no loom to weave it into a fabric.”

At IPoly, students learn by asking and pursuing critical questions, exploring global issues and events from different perspectives, and making connections among subjects. This approach to learning is the loom upon which a multi-textured, truly durable fabric of knowledge is woven.

INQUIRY LEARNING

Through inquiry, students take ownership of both knowledge and the knowledge-gathering process. At IPoly, class assignments, discussions, essays, journals, case studies, and group and individual projects are frequently posed as *essential questions* that students are asked to answer while being encouraged to investigate the question further. Students often find that questions have more than one answer. Instructors become learning facilitators, guiding students along the path of inquiry.

While all IPoly instructors have specialties and present materials in specific disciplines, the school is structured so that instructors are also resource specialists, curriculum writers, workshop facilitators, and more. They also bring in scholars and guest speakers from the university and the “real world.” Additionally, instructors can utilize their knowledge and experiences in other subjects in class. Instructors learn and produce along with students, demonstrating that learning is for life.

INTERNATIONAL EDUCATION

During a four-year course of study, IPoly students will develop a sense of the world and their place in it, providing a basis for more specialized study after high school. However, there is more to understanding the world than names, dates and places.

The goal of our curriculum is to inspire students with a desire to know why things happen rather than just knowing that they “do”. As students develop a global perspective on issues and events, they get closer to the “why” of things. They become prepared for a complex world where people engage each other through cooperation, competition, and conflict.

According to educator Robert G. Hanvey, American Forum for Global Education, there are five important dimensions to the development of a global perspective:

Dimension 1

Perspective Consciousness

One’s individual view of the world is not universally shared...others have views of the world that are profoundly different from one’s own.

Dimension 2

State-of-the-Planet Awareness

Students explore prevailing world conditions and developments, including emergent trends such as economic conditions, inter- and intra-nation conflicts, resources and health, migrations, environmental issues, etc.

Dimension 3

Cross-Cultural Awareness

Awareness of the diversity of ideas and practices to be found in human societies around the world, as well as within US society. Also, how such ideas and practices compare and contrast, and how one's own society might be viewed from other vantage points.

Dimension 4

Knowledge of Global Dynamics

Knowledge of key traits and mechanisms of global systems (economic, ecological, political, technological, etc.) which directly impact how the world constantly changes. This approach produces deeper understanding of complex situations and helps students see their own roles in world events.

Dimension 5

Awareness of Human Choices

Heightened awareness of our own cultural perspective, of how others view the world, and of global dynamics and change, brings with it problems of choice. Individuals, societies and countries are constantly solving problems and making choices. How one makes choices, and the results of those choices, are an important element in global education. IPoly instructors have developed a course of study which provides these multiple global dimensions. Students become globalists through research projects, discussion, studying languages and culture, and exhibitions.

INTERDISCIPLINARY EDUCATION

As IPoly students pursue questions and examine global issues and events from different perspectives, they discover the inter-connectedness of people, systems and information. These connections are reflected in the IPoly curriculum, which is interdisciplinary. An interdisciplinary course of study breaks down many of the artificial walls between subject areas. Through the use of team teaching, interdisciplinary unit themes, projects and exhibitions, new and different demands are made on students which nurture their own curiosity and guide them towards a broader understanding of the world.

Facts no longer remain "uncombined". Research conducted by the Center for the Study of Evaluation at UCLA demonstrates that students enrolled in an interdisciplinary course of study have better attendance, more developed writing and thinking skills, and go on to four year, post-secondary education more often than their counterparts in traditional classes. The IPoly instructors work cooperatively in teams to design and teach Projects which meet state subject area standards and fulfill the vision of the school as a place of inquiry and international studies.

INTERDISCIPLINARY PROJECTS

These projects provide a forum for students to demonstrate their mastery of important concepts and skills through the practical and creative application of those concepts and skills, rather than rote memorization and testing. Projects range from the simple to the complex, from basic research and presentation skills to designing and constructing an entire foreign trade business. Projects contain specific criteria and deadlines. Through the projects, students acquire important process skills, such as time management, personal responsibility, interpersonal communication, etc. All projects are "hands-on", providing a bridge between the classroom and the "real world". Projects incorporate basic skills and higher-order thinking skills in ways which challenge students to take risks, make their own connections, and ultimately, take responsibility for their own learning.

EXHIBITIONS

Final presentations are special events at IPoly. They may include exhibitions, simulations, debates, stage shows, and other significant performances. Presentations generally have three major components including written, visual and live presentation/demonstration. Group-project presentations occur in ninth, tenth, and eleventh grades. Individualized culminating exhibitions occur at the twelfth grade level. Although components will vary from project to project, exhibitions afford students an opportunity to both demonstrate and celebrate their knowledge and talents, those elements which noted educational reformer Theodore Sizer calls "important things."

QUESTION(S)

Questions may be generated by students and/or instructors, and provide the impetus for the projects. They should include who, what, where, when, how, and the all-important why. They should include brainstorming and imagination skills.

INSTRUCTIONS/TIMELINES/RUBRICS

Students need explicit instructions, due dates, and clearly-written criteria as to what constitutes an “exemplary,” “proficient,” or “incomplete” outcome. Students may be involved in formulating a rubric, which include such skills as reading, following instructions, time management, division of labor, and group cooperation.

INQUIRY

Includes all means of data-gathering, including observation, experiential activities, research, experimentation, database searches, etc. and include skills such as note taking and outlining.

APPLICATION

The project should enable students to make interdisciplinary connections, as well as “real life” connections with current issues requiring problem solving and critical thinking.

CRITERIA FOR INTERDISCIPLINARY PROJECTS

EXPRESSION

Students must present their projects using either designated or self-chosen means of expression, including writing, speaking, performance, demonstration, lecture, drawing, singing, video, multimedia, etc.

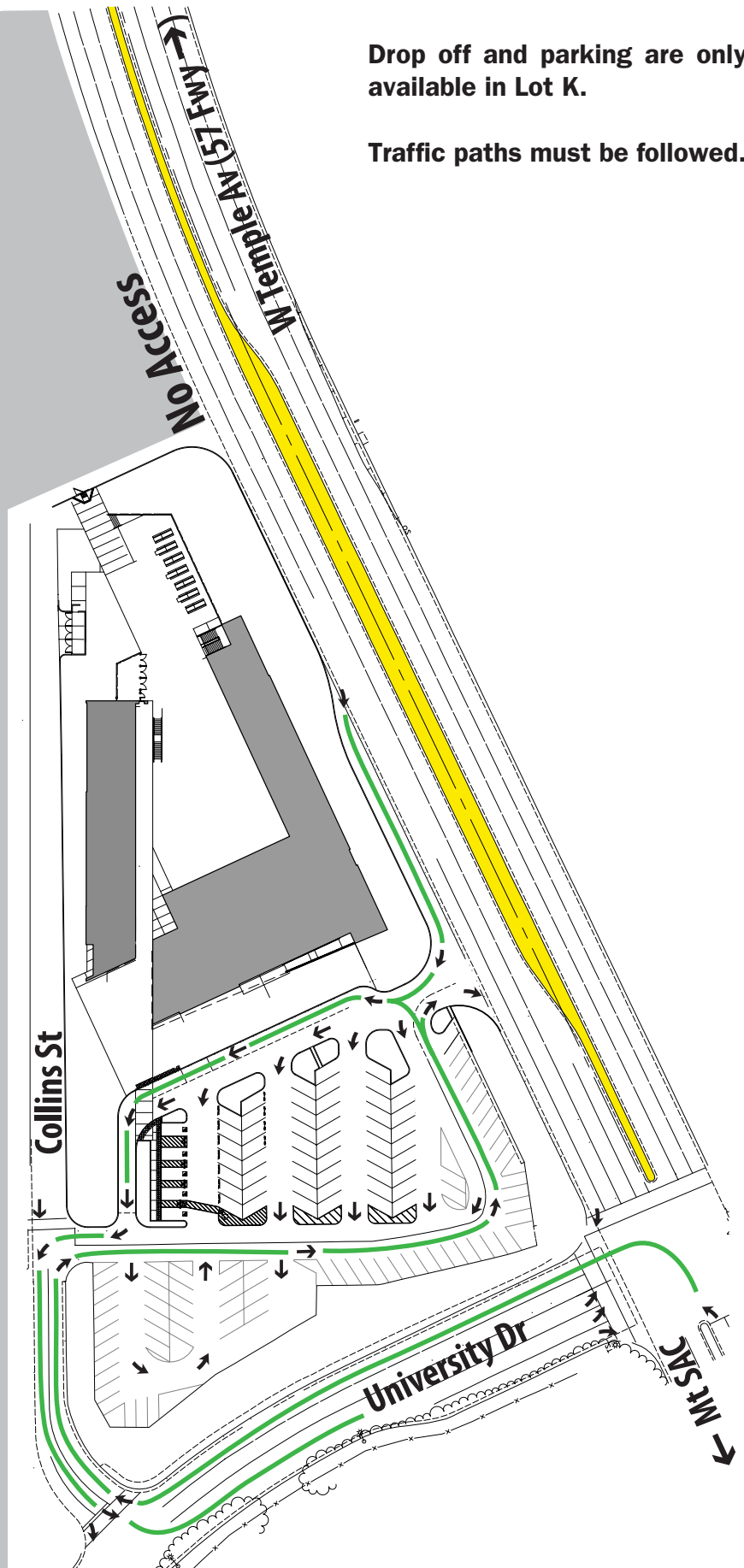
UNIVERSALITY

Students should gain an acknowledgment, understanding and tolerance of various perspectives, interpretations and conclusions.

EVALUATION/ANALYSIS

Students should be involved in the process of looking at their own learning processes, recognizing strengths and developing means of improvement.

Construction site for future multi-level parking facility



Drop off and parking are only available in Lot K.

Traffic paths must be followed.

IPOLY FOUR-YEAR CURRICULUM PLAN

Project Matrix

The matrix on the right summarizes the projects (grade 9 to 12) that will be completed by students during the current school year. It is segmented by grade level and divided by semester. These projects incorporate California State Content Standards and satisfy University of California and California State University course requirements for college-bound students. Some modification of curriculum can be expected as instructors adjust learning to meet students' needs.

	9TH GRADE	10TH GRADE
PROJECT TITLE & DESCRIPTION	<i>Expeditions Unlimited: A Bio-geographical Journey</i>	<i>Global Competition</i>
SEMESTER	1	
	The fall project for freshman at IPoly starts with a trip to the La Brea Tar Pits in Los Angeles where students will consider how geography and biology interact and change over time. Then, in groups of 4-5, students will take a virtual trip to a remote location where they will research biodiversity, vegetation, climate, and change over time. The project combines class content from Environmental Biology and Physical Geography while offering the students a chance to improve their skills in researching, writing, presenting, graphing, measuring, scaling, mapping, and collaborating. The project culminates with a formal presentation of the groups' findings in front of the entire freshman class and other guests.	Through explorations of countries, cultures, and sports, students examine the need to embrace commonalities in our ever-evolving global society while still appreciating diversity. Using the model of the Olympic spirit and ideal, they engage in an interdisciplinary investigation of other cultures, environments, and unresolved issues of the modern world. Students are organized into teams which research and represent their countries in order to promote respect and understanding. The Global Competition project culminates through healthy competition in Olympic-style sports and academic events.
PROJECT TITLE & DESCRIPTION	<i>That's Infotainment</i>	<i>TomorrowLand</i>
SEMESTER	2	
	Student teams engage in an interdisciplinary investigation focusing on assigned global wellness issues, including ecology, HIV/AIDS, poverty, and human rights. After extensive research and study, student teams are responsible for educating the community at a culminating two-hour variety show. Students audition for roles such as director, producer, writer, publicist, performer, and technician, in an effort to inform the public about the issues and discoveries studied throughout the semester.	Organized as entrepreneurial companies, students examine the motivations behind global change and how advances in technology and innovative ideas have influenced the current state of the world. They identify current global issues and seek solutions for the future through cutting edge innovations. Each company explores the feasibility and marketability of its product. The innovations are presented at a culminating trade show exhibit. The role of technology in society is explored through student produced films.

11TH GRADE	12TH GRADE	
<p><i>Project Prometheus</i></p> <p>Students will engage in a dynamic, group-driven project exploring the many facets of sustainable living. Using their acquired knowledge from extensive research, students will advocate an alternate lifestyle that will mitigate our dependency on fossil fuel resources. Project Prometheus will require students to exercise critical thinking skills, utilize persuasive strategies, and synthesize accumulated data to lobby for what they believe is the best pathway to a sustainable energy future.</p>	<p><i>Model Assembly</i></p> <p>The Model Assembly project begins in mid-October. During Social Science class, students will use class time to research various state and local issues in order to draft an assembly bill.</p> <p>For the duration of the project, students will work in their Social Studies class to research, draft, film, and finalize their bill. This is so they are not stressed about their “presentation” for their Senior Project. Although the project is heavily Social Studies based, it will be incorporated throughout the other disciplines. Each House will have a week to present and vote on their bills. The winning group will be the lead team for their house. as the following week will be about lobbying, campaigning (commercials to be played in classrooms, posters, flyers, social media, and polling) to see what the students and staff of I-Poly think about their bill and what needs to be tweaked and re-worked. At the end of the week, the entire school will then vote on which bill they like best.</p>	<p>PROJECT TITLE & DESCRIPTION</p> <p>SEMESTER</p> <p>1</p>
<p><i>Project Argo</i></p> <p>Students will explore what skills are necessary to achieve success beyond high school. Students will undergo a series of simulations that will require them to make decisions based on their individual Life Plan. This project will incorporate different aspects of the core subjects in reality-based scenarios, including but not limited to writing essays for colleges and creating and maintaining a budget. At the end of this project, students will be able to make educated decisions about their future plans for their lives.</p>	<p><i>Senior Project</i></p> <p>The Senior Project is the culmination of four years of growth in which seniors demonstrate their skill in achieving Common Core standards and the 6Cs of IPoly. It is designed to allow students responsibility in determining the direction of their own education and turning over initiative for learning, as well as control of a majority of the content, to the students. The senior project is designed to reinforce the value of one’s place as a member of a community and society, while still allowing for extensive self-expression, creativity, and personal fulfillment. Each student will complete academic and experiential research on a personally chosen topic throughout their senior year, regularly sharing their findings with the classroom community. As a culminating project, students are required to teach a conference session on their chosen topic to their peers, teachers, and other stakeholders.</p>	<p>PROJECT TITLE & DESCRIPTION</p> <p>SEMESTER</p> <p>2</p>

STUDENT PROJECT GUIDE

Each semester, students will receive a project guide that conforms to the categories presented below. Students will be asked to take these guides home and to review them with their parents. We expect that parents will review each *Student Project Guide* and respond to instructors, using the contract that is attached to the *Student Project Guide*, that they have read and understood the guide or that they have questions that they would like answered.

PROJECT DESCRIPTION	<i>A general introduction to the project.</i>
PROJECT JUSTIFICATION	<i>A brief statement of the purpose for and value of doing the project.</i>
ESSENTIAL QUESTIONS	<i>Important questions that provide direction, depth and meaning; all of which helps the student to complete and understand the project.</i>
ASSUMPTIONS	<i>A brief statement of what students and instructors will be expected to do during the project.</i>
GENERAL LEARNING OUTCOMES	<i>A statement of what students will be expected to learn as a result of completing the project.</i>
GENERAL EVALUATION METHODS	<i>A brief statement describing how students will be evaluated.</i>
PROJECT COMPONENTS	<i>A brief description of each component of the project, that is, what students will be expected to produce, either individually or as members of a group.</i>
TIMELINE AND DUE DATES	<i>This is a list of the dates on which each component of the project is due. This list will be accompanied by a calendar that also indicates when project components are due.</i>
MATERIALS LIST	<i>This list indicates what materials students will need to complete the project.</i>

YOUNG SCHOLARS PROGRAM/ COMMUNITY SCHOLARS PROGRAM

YOUNG SCHOLARS PROGRAM

Students who attend IPoly High School have the privilege of taking college courses at the California State Polytechnic University, Pomona during their eleventh and twelfth grade years. All students who maintain a cumulative GPA of 3.0 or above are eligible for this program. The quarterly tuition/registration cost is \$10. The additional cost of books and supplies is the student's responsibility.

It is highly recommended that students select general education courses and/or introductory courses to their fields of interest to gain college credits. We encourage all eligible IPoly High School students to actively participate in this program.

Any students who qualify can take mathematics coursework at Cal Poly by taking these additional steps:

- Score 550 or higher on the SAT Reasoning Test.
- Register for the MDPT test on the college campus to determine placement in the appropriate math level.

Procedures for registration are as follows:

1. Pick up a Young Scholar Cal Poly Registration form at the High School Counseling office.
2. Return the form by the registration deadline indicated by the counselor for the quarter in which you enroll.
3. Once you are assigned a student ID, you may set up an account and begin searching for appropriate courses.

COMMUNITY SCHOLARS PROGRAM

Eleventh and twelfth grade students who attend IPoly High School also have the privilege of taking college courses at many of our local community colleges. Each college sets its own requirements and application procedures. Normally any students who carry a 2.5 GPA have opportunity to be admitted to the program. Like Cal Poly, students may take general education coursework that can transfer to any state college program after graduation. Cost to each student is approximately \$20.00 in fees plus the cost of books and course materials. Please contact the academic counselor for specific details and procedures for application to each individual program.

FOREIGN LANGUAGE

FRAMEWORKS AND STANDARDS

In accordance with the California State Frameworks and the National Standards for Foreign Language Study, IPoly High School is in the process of developing a foreign language program that seeks to “educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad.”

IPOLY PROGRAM

The IPoly foreign language team is currently offering Spanish I, II, & III classes. Students in the 11th and 12th grades may study additional languages at the college level. The IPoly program includes communication-based instruction, cultural awareness activities and projects, community participation, cross-curricular connections and comparisons of the language, and culture studied with their own language.

FIVE FOCUS AREAS ESSENTIAL TO LEARNING A FOREIGN LANGUAGE

The following five focal areas, identified by the National Standards for Foreign Language Study, are incorporated into the foreign language curriculum at IPoly.

- *communication*
- *culture*
- *connections*
- *communities*
- *comparisons*

PHYSICAL EDUCATION

PROGRAM

The IPoly PE program is supported by Cal Poly Pomona, the Department of Kinesiology and Health Promotion, and the Los Angeles County Office of Education. It meets the State Department of Education's high school graduation requirements. The IPoly PE experience is designed to exceed the minimum standards for a quality physical education program. Ninth, tenth, and eleventh grade students are required to participate in this program unless excused or exempt under Education Code 51241.

Schools that operate grades 7–12 are required to have 400 minutes of PE every ten school days (SB601). Students must also pass the physical Fitness Test (PFT). Passing any five out of six fitness zone areas qualify students to invoke the 2-year exemption which allows students to take the second required year of PE in any of grades 10, 11, and 12. If a student does not pass the PFT, he/she is required to take the PE courses until he/she passes. Not passing PFT does not impact graduation, however.

The IPoly PE program is a multifaceted curriculum. It covers a wide range of skills, attitudes and appropriate knowledge base. The aim of the program is for students to become Physically educated, able to enjoy a wide variety of physical activities, and become committed to lifelong health and physical well-being. It is a continuous process from 9th to 11th grade with sequential development of skills, talents, attitudes and behaviors.

Lost and Found

Students will be required to vacate their lockers and check out during the last week of school of each semester. Items left inside the lockers will be stored no longer than three weeks after the semester ends. Unclaimed items will be donated to charity. Items found outside of lockers, on benches, on top of lockers and on the floor will be confiscated. Parent's written request is required to retrieve the item.

Guidelines for Student Success

The physical education faculty wants students to enjoy physical activity and to become a contributing member of the IPoly community. Some of the behaviors that will make the physical education experience meaningful and productive for all concerned are:

- Regular and punctual attendance.
- Dress in required physical education clothing and participate in every class meeting.
- Treat other people and class equipment with care and respect.
- Smile, laugh, say encouraging and positive things to others and to yourself regularly.
- Share what you learn with family and community members.
- Become familiar with your own bodily need and requirements for exercise. Take care of your body—you can't trade it in on a new model when this one wears out.

Locker Room Policy

Students are sharing the locker rooms with Cal Poly students, faculty, and staff. Students have six minutes at the beginning and ten minutes at the end of class to dress. They are not to wait for their friends in the locker room or in the hallways of either building. Students are to report directly to instructors at the class location. A class location schedule is available from their PE instructors.

Showers are provided but optional. Shower privileges can be revoked at any time especially if showers are left on after being warned to turn them off.

Students will be issued a locker during the first two weeks of school. Students must bring a combination lock to use. Locks and lockers are checked periodically.

Students are not, under any circumstances, to share lockers or lock combinations. Any student found sharing lockers will be subject to discipline as described in the PE discipline policies below.

Students are to place all belongings in their locker during physical education classes. Students are responsible to check their lock prior to leaving the locker room to make sure it is locked and secure. If backpacks, grooming items, purses, cell phones, hats, or any other personal items are brought to PE classes, student will be sent back to the locker room to place them in their PE locker and an *unexcused* tardy will be recorded.

Any student who has failed to secure an assigned locker by the second week of school will be subject to disciplinary actions as this is considered “defiance” and the student will be referred to the principal for consequences.

Both gymnasiums are off limits to students without teacher supervision. The locker rooms are to be used only for dressing for gym classes. Students cannot use the lockers to store their books and personal items. Students should never leave their possessions unattended. Students should always double-check to make certain that the lockers are closed and locked.

In order to ensure IPoly’s continued use of the Cal Poly KHP facilities, students must comply with the following:

- Do not run or yell in locker rooms or building hallways.
- Do not change clothes in restroom stalls.
- Turn off showers when finished.
- Provide your identification promptly and respectfully if asked by any Cal Poly staff. Also respond to their request respectfully.
- Do not eat in the locker room or store food in lockers to avoid rats and ants!
- Do not place any stickers on or write on the lockers. Do not *kick* or abuse lockers.
- Any abuse of Cal Poly facilities or equipment could result in loss of PE privileges and ultimately in a No Credit assessment and possible removal from IPoly.

Student Dress Policy

Students are to dress in the *required* physical education clothing:

- IPoly t-shirt and shorts, tennis shoes and white socks. **Black-soled tennis shoes are prohibited**, as they leave permanent marks on floors and courts.
- If student wishes to wear sweat clothes (optional), only IPoly sweatshirts may be worn. However, any light gray sweatpants may be worn during class.
- Failure to dress will lower semester assessment. Excessive violation will be referred to administration for discipline/consequences.
- Students who refuse to dress in the appropriate PE uniform will be referred to the office, parents will be called, and student may be suspended.

Written Notes

Students with a note to be excused from activity are still required to dress out in PE uniform and are to complete all assignments given by the instructor. The following policies apply to notes written during any semester (12-week period):

- Parent note can excuse a student from activity for one to three class meetings (one and a half weeks), depending upon the reason.
- If the student requires more than three class meetings of no activity, a Doctor’s note is required and must contain reason for inactivity and recommendations of exactly what the student can do.
- The second note from a parent to excuse from PE activities in the same semester requires a telephone conference between the parent and the PE instructor.
- Notes from instructors or office staff will not be accepted unless advance permission is obtained from the PE instructor. “After-the-fact” notes are unacceptable and student may be required to make up missed time after school, unless excused by the principal or designee.

It is our belief that if a student is well enough to attend school, they are well enough to “dress out” for physical education class. Liability insurance coverage requires every IPoly student to be in the required IPoly clothing when participating in Cal Poly physical education facilities. Please assist us in complying with this policy.

Career Technology Education (CTE)

IPoly offers two UC-approved CTE courses—Video Production and Digital Photography. Students who complete the required number of hours and assignments earn a CTE Certificate of Completion. Both courses meet twice a week.

Parents/guardians shall pick up students promptly after CTE classes, as supervision is not provided once the class is dismissed. **Students should wait at the Cal Poly Library if a parent/guardian is unable to pick him/her up promptly.**

UC Approval/State Standard Alignment:

The CTE courses are UC approved and are eligible for “f” credit. The courses are yearlong and “f” credit cannot be awarded to students who do not complete the two-semester requirement.

State Standards Alignment: The CTE courses align and/or incorporate the State Occupational Content Standards, State Language Arts and Mathematics Standards, High School Exit Exam Standards, Career Performance Standards and the LACOE Expected Student Learning Results (ESLRs).

CTE Course Descriptions

Video Production trains students to obtain entry-level positions within the film and video production industry such as producer, director, camera operator, script supervisor, editor, art director and set design. Training is provided in concepts and principles used in film and video production. Students learn historical perspectives and analyze American film and television from a variety of artistic works. Specialized training is provided in the basics of visual storytelling through the creation of storyboards, script writing, basic shot types, camera movements, lighting, audio and techniques of editing. Through required organized school/district productions, such as campus events, students receive training under the supervision of the instructor.

Digital Photography is designed to introduce students to the basics of digital photography and digital imaging with an emphasis on aesthetic, technical, and critical thinking skills. Students will examine the principles of light and color and the evolution of the devices that capture, store and produce images. Through hands-on digital photography projects, students will use digital technology, hardware and software to take photographs, transfer the data to the computer, print and display the images. Projects will be critiqued by students in both technical and aesthetic terms of improvement to communicate ideas more effectively through photography.

IPOLY GRADUATION REQUIREMENTS

Minimum IPoly Graduation Requirements

Students must complete a minimum of 240 credits and meet the UC a–g entrance requirements to earn an IPoly diploma.

This includes 210 credits of required core courses and a minimum of 30 units in additional courses. IPoly core course sequence includes the a–g requirements.

Required Academic Content:

Category	Credits
English/Language Arts	40
Mathematics	40
Science	40
Social Science*	40
Foreign Language	20
Physical Education	20
Visual & Performing Arts	10
Additional Required Courses (e.g. electives)	30
Community Service	200 hours

*9th grade social science may be waived only for transfer students.

Students in grades 9–11 must be enrolled in seven (7) courses per semester, and 12th grade students must be enrolled in five (5) courses. Students are also encouraged to take college courses at their local community colleges and at Cal Poly Pomona, through the Young Scholars Program, CTE, or other pre-approved courses.

Senior Project/Model Congress

Students must successfully complete the Senior Project and the Model Assembly project, including independent tasks and 50 hours of service learning related to the project. The Senior Project topic is self-selected by the student and approved by the senior teachers.

California High School Exit Exam (CAHSEE)

All students must pass the CAHSEE prior to graduation.

California State University & University of California A–G Requirements

The California State University (CSU) and the University of California (UC) have established a uniform minimum set of courses approved for university admission. To satisfy this requirement, a student must successfully complete the 15 yearlong high school courses (refer to table 1.1). These courses are also known as the “a-g” subjects. At least seven of the 15 yearlong courses must be taken in the last two years of high school.

The IPoly sequence of courses includes the UC A–G requirements. Students are required to pass all A–G requirements and to make up any failed A–G course at an accredited institution offering college-preparatory courses.

Students entering after the fall of 2006 or later must satisfy the VPA requirement by completing an appropriate single course in a year-long sequence (i.e., the second semester must be the continuation of the first semester). If scheduling challenges demand, students may divide the year-long course in two different academic years, as long as the course curriculum is designed as a year-long sequence and approved as such by the University (Excerpted from the UC course requirements website). Students must also have the counselor’s approval.

Table 1.1

<i>Content</i>	<i>IPoly Graduation Requirements (years)</i>	<i>A–G Requirements (years)</i>
English	4	4
Mathematics	4	3—including one course in Geometry (4 recommended)
Science w/lab	4	2 (3 recommended)
Social Science	4*	3
Foreign Language (same language for 2 years)	2	2 (3 recommended)
Visual & Performing Arts	1	1
Elective (5.0 credits/semester)	4	n/a
Additional Required courses	2†	1††

† Two courses at the 11th grade level (may include PE, Foreign Language, and/or Young Scholars). One course at the 12th grade level (may include IPoly class, college course, Young Scholars Program, CTE, or other pre-approved course).

†† One year (must be chosen from approved academic courses in history, English, advanced mathematics, lab science, foreign language, social science, or fine arts. IPoly graduation requirements include the additional required courses.)

Accountability Contract 2015-2016

I understand that as a senior, I am responsible for completing the Senior Project course, as well as my core academic courses (Mathematics, Science, Language Arts, & Social Science). In order to have a successful year, I am accountable for making sure my work is completed at a proficient level. I realize that I am a ***candidate*** for graduation—graduation is not a given. If I earn an “NC” in the Senior Project course or any of my core academic courses, I will be ineligible for graduation.

To ensure a successful senior year, I understand that I will be held accountable for the following:

- ☐ Regular, punctual attendance
- ☐ Obtaining instruction and making up any missed work for absences
- ☐ Effectively using provided school time
- ☐ Checking my email and the blog daily for updates and assignments
- ☐ Checking Aeries on a regular basis
- ☐ Participating in senior class committees and helping to prepare for senior events such as Scare Fair, I-Fest, Powder Puff, or Prom
- ☐ Attending all meetings and activities with assigned advisors including any held during 4th block (at least one week advance notice will be given)
- ☐ Attending all Senior Project and Model Assembly events including my own and my classmates' Final Lessons
- ☐ Participating regularly in classes and activities that provide structure and depth to the senior project topics [e.g. Explorer Programs (for law enforcement), CTE (for certification programs such as photography and video game design), teams and competitions (for athletics), and college and community classes (for the arts and academics)]
- ☐ Completing all project components on time (see Late Policy in the packet). Both independent components and the 50 hours of mentorship must be complete to attend Grad Nite and walk in the graduation ceremony.

Grad Nite Eligibility: I need to be passing all current courses and have completed all make up courses by Tuesday, May 24th at 3PM in order to attend.

Graduation Ceremony Participation: I need to be passing all courses, have completed all required senior project components, and have made up all prior courses that I have failed by Tuesday, June 7th at 8AM in order to participate in the graduation ceremony.

I understand that I am accountable for reading and adhering to the Accountability Contract. If I do not meet these requirements, I understand that I may not participate in the graduation ceremony or earn an IPoly diploma.

Student Signature

Print Student Name

____/____/____
Date

I acknowledge that I have read the Accountability Contract and agree that my son/daughter is accountable for adhering to it.

Parent Signature

Print Parent Name

____/____/____
Date

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Think Critically

Solve Problems
Interpret Information
Analyze Meaning
Evaluate Alternatives
Synthesize Ideas
Be Self-Aware

Communicate Effectively

Explain Clearly
Communicate Concisely
Inform Completely
Listen Carefully
Utilize Technology
Interpret Media

Develop Creativity

Find Inspiration
Imagine Possibilities
Visualize Outcomes
Synthesize Ideas
Incorporate Design
Enhance Function

Demonstrate Character

Take Responsibility
Reciprocate Respect
Exemplify Integrity
Extend Forgiveness
Act with Fairness
Build Connections

6C of I-Poly High School

Work Collaboratively

Maintain Communication
Share Expectations
Seek Compromise
Contribute Talents
Promote Inclusion
Utilize Technology

Embrace Culture

Reciprocate Respect
Acknowledge Diversity
Build Community
Practice Empathy
Stay Informed
Exhibit Citizenship