

IPoly High School 2018–2019 Handbook

A Guide for Parents, Staff, and Students

INTERNATIONAL POLYTECHNIC



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



A California Distinguished
School



3851 W Temple Ave
Pomona, CA 91768

909/839-2320

<http://www.ipolyhighschool.org>

INTERNATIONAL POLYTECHNIC HIGH SCHOOL

VISION The innovative environment of IPoly High School develops informed, resourceful, collaborative students who are college-ready and civic-minded individuals. Students are prepared to complete postsecondary programs to become productive and respected leaders in a just and sustainable world.

MISSION IPoly High School provides a college preparatory, project-based curriculum that is socially and environmentally relevant. Students develop curiosity, gain knowledge, and acquire new skills through the projects and state-mandated curriculum. IPoly's values are the focus of the projects, ensuring that students:

- Develop **C**reativity
- Think **C**ritically
- **C**ommunicate Effectively
- Work **C**ollaboratively
- Embrace **C**ulture
- Demonstrate **C**haracter

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 (Cal Poly), 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.

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, 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. (Cal Poly 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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PERSONNEL ROSTER

Los Angeles County Office of Education

Debra Duardo, MSW, EdD, *superintendent*
Joseph Ybarra, PhD, *Deputy superintendent*

Los Angeles County Board of Education

Alex Johnson, *President*
Thomas A Saenz, *vice president*
Douglas R Boyd, Sr, *member*
James Cross, *member*
Gregory McGinity, *member*
Candace Bond McKeever, *member*
Monte E Perez, *member*

IPoly High School Administration and Staff

Ginger Merritt-Paul, *principal*
Susan Sarrategui, EdD, *assistant principal*
Bryan West, *dean of college admissions*
Greg Anapol, *counselor*
Heather Nichols, *student outreach coordinator*

Maria Romero, *school administrative secretary*
Adrine Shelton, *senior school clerk (registrar)*

Rey Raymundo, *intermediate accounting clerk*
Paul Huang, *microcomputer technician*
Cameron Lanier, *industrial media specialist*
Eddie Silva, *academic monitor*

IPoly High School Teaching Staff

Christopher Anaya	12/Social Science	Martin Navaroli	11/Social Science
Maria Elena Bazaldua	Spanish	Lorelei Ortega	9/Language Arts
Jack Bohlka	CTE Digital Photography	Tony Pang	11/Science
Denise Cancino	9/Science	Anna Pellegrini	11/Language Arts
Sean Daly	10/Social Science	Dana Poskitt	Spanish
Laura Darshan	Physical Education	Elsa Rivera	10/Math
Maricel Edwards	12/Language Arts	Whitney Schiller	12/Science
Edward Estrada	11/Math	Trent Speier	9/Mathematics
Mark Hanke	Physical Education	Shawn Strand	9/Social Science
Damon Hedman	10/Science	Kara Thinnis	12/Mathematics
Joseph Hogan	10/English		

Cal Poly Pomona Administration

Soraya M Coley, PhD, *President*
Sylvia A Alva, PhD, *Provost & Vice President for Academic Affairs*

Main office Telephone Number

909/839-2320

GENERAL INFORMATION

OFFICE INFORMATION • 909/839-2320

Office hours: 7am–4pm

Student supervision: 7:30am–3:00pm or through the end of organized/supervised activities.

Office Staff—who to call:

Attendance/general inquiries—María Romero
Records—Adrine Shelton
Academic Support—Eddie Silva
College Admissions—Bryan West
Academic Counseling—Greg Anapol
Parent Portal/AERIES support—Susan Sarrategui
Admissions—Heather Nichols
Grade-Level Academics/Groups—House Teacher
Donations—Ray Reymundo
Special Education & 504 Services—Susan Sarrategui
Safety Concerns—Susan Sarrategui
ASB Advisor—Laura Darshan

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 among students, faculty, and parents.
- 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. Only students

with ‘off-campus privileges’ on their ID are allowed off campus during lunch.

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 7:30am–3:00pm, Monday through Friday, during the designated school year. The computer lab is open to the students 7:30–8:00am and 3–4pm for school-related use only.

GATES

IPoly campus will be locked between the hours of 8am and 12:38pm.

OFF-CAMPUS PASS

Eleventh and twelfth grade students may receive off-campus lunch privileges with signed parent/guardian permission. Ninth and 10th grade students are to remain on either the IPoly or Cal Poly campus for lunch.

OFF-CAMPUS LUNCH PRIVILEGE

Ninth and tenth grade students are not allowed to go off the IPoly or Cal Poly campus for lunch. Eleventh and twelfth 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. The Farm Store at Kellogg Ranch and Innovation Brew Works are considered ‘off campus’.

RIGHTS & RESPONSIBILITIES OF STUDENTS AGE 18+

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.

STUDENT GUEST PASS

IPoly is a closed campus. Non-IPoly students are restricted from the campus at all times without permission at least 24 hours prior to visit request. 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.

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.

All student should wear clothing that adheres to the following guidelines:

- Shorts must have an inseam of at least 3", and skirts should have comparable coverage.
- No tops that are transparent/translucent or reveal your midriff or showing an open back.
- Undergarment must be worn but not visible.
- Students are expected to come to school clean and appropriately dressed and groomed.
- State law requires that students wear shoes on campus at all times.
- Clothing may not be so revealing (up to the discretion of IPoly faculty and staff) as to not be distracting.
- Sexually explicit, racist, or obscene/vulgar clothing is not acceptable. Additionally, clothing, jewelry, slogans, or accessories promoting drugs, alcohol, profanity, and tobacco are prohibited.
- No gang-related jewelry, insignia, colors, paraphernalia, materials, 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)

CAL POLY CAMPUS RESTRICTIONS

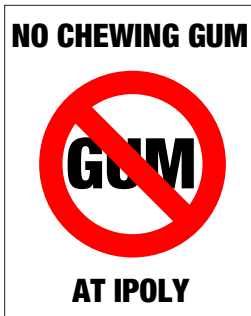
Permitted Areas:

- food-service areas (lunch time only)
- PE facilities (class time with supervision)
- library & Young-Scholar-enrolled classrooms
- 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 and pool area
- music building and recital hall
- Theater Department
- Day Care Center and playground area
- arcade/game room
- Farm Store at Kellogg & Innovative Brew Works
- any trails
- Between 8am and 12:38pm, IPoly students are not allowed on Cal Poly Pomona's campus without the supervision of an IPoly staff member.



Students are not to be in the game room of the student University Union during instructional hours of 8am–3pm. 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.

FOOD AND BEVERAGES

Food and beverages are to be consumed outside of the classroom except for lunch break unless teacher permission is granted. 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.

LIBRARY SERVICES

IPoly students are privileged to use the Cal Poly Library. The library has a treasure trove of materials for student use. The Library's special facilities and services include an online public access catalog and computer-assisted search services. Specialized workshops on library use are a part of the IPoly Student Orientation. Personal assistance 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 the Cal Poly Library. The IPoly Student ID card, with the Cal Poly Library barcode 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 checked-out materials. Students must carry their IPoly ID 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 fines reach \$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 12:38–1:19pm. Students may bring lunch or purchase lunch at Cal Poly food service outlets. There are two 10-minute passing periods during the morning sessions and a 10-minute passing after lunch (1:19–1:29pm). Students are encouraged to bring a nutritious snack. **Students are not allowed to leave campus during passing periods. Remember: this includes no students leaving IPoly for Young Scholar business nor IPoly students going to their cars.** Note: Students are not allowed to leave IPoly campus between the hours of 8am and 12:38pm. Young Scholar business needs to be conducted outside these hours. Additionally, **students will not be permitted to leave campus and access their cars without administrative permission.** Time for lunch may vary according to flex scheduling or special events. If you are interested in applying for our Free-/Reduced-Lunch Program, applications are available in main office.

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 unable to deliver messages to students 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.

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. One-hour 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 (\$7/day) or vehicles exceeding the posted time limit (\$43).

Parking Permits (applies to all vehicles, including those with a disabled-person plate/placard): \$4 for 2 hours (Lot K only) or \$8 for all-day parking (Entire Cal Poly campus).

Those who intend to park for more than two hours must purchase a \$8 all-day permit, which is available at vending machines located in university parking lots. Permits must be clearly displayed on the dash. If permit vending machine near IPoly malfunctions, students must obtain parking permits from machines located elsewhere on Cal Poly campus. Students should arrive by 7:30am in case they need to purchase the permit elsewhere.

Quarterly or annual parking permit:

Discounted annual parking permits is \$616 and can be purchased at the CLA Building (#98).

STUDENT DROP OFF/PICK UP:

Students may be dropped off/picked up on the west side of the school building only. Follow the traffic circulation map on page 39.

HALL & RESTROOM PASSES

Students leaving the classroom at any time during the instructional day must wear a hall or restroom pass. Students found outside of class during class time without a pass or student found to be abusing

pass privileges or altering passes will be subject to disciplinary consequences. Students on a pass will be expected to return to class within 10 minutes.

PARENT PORTAL

As part of our continuing efforts to provide information regarding your student's progress and status, parents may view student information for their students from our school database using the IPoly Aeries Parent and Student Portal login, accessible on the IPoly website. Through our secure server you will be able to view your student's demographic data, grades, transcripts (unofficial), attendance records, class schedule, progress toward completion of graduation requirements and emergency contact information.

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.

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. All alum must have prearranged visitation with the desired teacher before coming to IPoly. 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.

TRANSFERRING OUT OF IPOLY

Students withdrawing from IPoly must obtain clearance before they can be released officially.

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.

ASSOCIATED STUDENT BODY (ASB) & STUDENT ACTIVITIES

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

ASB organizes many of the student activities offered at IPoly. 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 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 activities which include: Prom, Winter Formal, casual dances, pep rallies, and noontime activities. Students are encouraged to organize clubs on campus. See an ASB officer or ASB advisor for details.

Students are encouraged to become an ASB member to take advantage of discounted prices on dances, yearbooks, and other activities. The ASB fee is \$15 and is indicated on the student ID card.

MEMBERSHIP

Students can participate in a variety of roles on ASB from Executive and Class Officers to House Representative. ASB meets on Tuesday and Friday 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 are expected to demonstrate and promote IPoly citizenship as defined in the school's 6Cs. Membership may be revoked for failure to fulfill duties or for inappropriate behavior. A total GPA of 2.5 or higher is required at all times. No 'F' marks are allowed while serving on ASB. If the mid-semester evaluation indicates that a student's projected total GPA is below 2.5, he or she will be

placed on probation. At the end of the semester, if the GPA falls below 2.5 or if the student receives an F, the student will be removed from ASB.

To run for an office, students are required to go through an application process 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 at 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, regardless of location. 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, they are held 7–10PM unless otherwise stated. Formal dances are usually held off campus and end at 11PM. Guest passes for dances must be submitted seven days 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. Parents who fail to pick up their students by the end of the dance forfeit their students' privilege to attend the next dance.

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, except those that take place on Cal Poly campus, 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.

EXPECTED BEHAVIOR *Discipline (LACOE Board Policies 7400, 7410, 7420, 7430)*

Rules of discipline apply during school hours, at school activities and to and from school. Misbehavior may result in the loss of privileges and could jeopardize our campus location, not to mention the safety of our students and staff. Cal Poly Pomona reserves the right to enforce its rules and regulations when IPOLY students are on campus.

IPoly's goal is to ensure that all students are supported in their developmental progress toward becoming responsible members of society. When students are struggling with following the CA Education Code, LACOE's Board Policies, Cal Poly Pomona policies, or IPoly's Code of Conduct policies, our staff and administration will provide support and consequences. Students who violate CA Education Code 48900 will be subject to suspensions. Cal Poly Pomona, campus police may also issue a citation and/or an arrest when students' behavior is in violation of campus policy. Continued disregard to IPoly policies may result in a dismissal from IPoly.

PROBATION POLICY

Despite the term, probation is a mechanism to identify students in need of additional support to become successful, not as a tool for punishment. While success is not always achieved, the students' interests are at the root of our probation policy. IPoly uses three criteria to determine probation eligibility including unsatisfactory achievement in academics, poor attendance or discipline issues. When a student is identified for any category of probation, a meeting is held with the student, parents, teacher(s), counselor, and an administrator to identify the issues. At the meeting, an action plan for student support is created and signed.

Any student who violates the terms of probation may be involuntarily transferred to his or her home school district. On such occasions, the student, parent, counselor and an administrator will meet to discuss the violation and initiate the involuntary transfer in accordance with LACOE Board Policy 5144.1. Please review the Board Policy for specific information regarding Due Process for Involuntary Transfers.

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

Students who believe they have been the victim of sexual harassment are 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 possible 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 California 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.

SOCIAL MEDIA GUIDELINES

IPoly recognizes the rights of students who participate in online social networking. Our guidelines are designed to create an atmosphere of good will, honesty, and individual accountability. IPoly stu-

dents should always keep in mind that information produced, shared, and retrieved by them is a reflection on the school community and is subject to the School's policies. When accessing, creating, or contributing to any blogs, wikis, podcasts, or other social media for classroom or personal use, we expect you to keep these guidelines in mind.

- Social media venues are public and information can be shared beyond your control.
- Be conscious and responsible of what you post online as you will leave a long-lasting impression on many different audiences.
- Do not post or link anything (photos, videos, web pages) to your social networking sites that you wouldn't want friends, peers, parents, teachers, college admissions officers, or future employers to access. What you present on social networking forums represents you forever.
- Electronic Communication between IPoly students and staff should be aligned through district email, educational links/blogs that teachers have provided to support student learning.
- Students should not send a 'friend request' through a private social network website to an IPoly staff member.
- If responding to someone with whom you disagree, remember to be respectful. Make sure that criticism is constructive and not hurtful.
- Only accept social network invitations from people you know. Online stalkers and identity thieves are a real threat. Never share personal information.
- Do not misrepresent yourself by using someone else's identity.
- Cyberbullying is considered an act of harassment and bullying and may result in loss of school computer privileges and/or suspension from school.

SAFETY & EMERGENCY PROCEDURES

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.

EMERGENCY PROCEDURES

In an emergency, follow the guidelines below. These guidelines will ensure everyone's safety. It's important for students to always follow good safety practices.

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.

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.

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 well-illuminated 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).

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 .

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 7:30am–4:00pm.

Procedures: Students in need of health services during class time should check out of class through their instructor. They should report directly to the Main Office and be checked in by 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 physi-

cian 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.

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.

On June 30, 2015, Governor Brown signed SB 277. Effective July 1, 2016, personal and religious belief exemptions will not be allowed in California. However, if a parent filed a letter or affidavit stating beliefs opposed to immunization prior to January 1, 2016 that exemption will apply until the next grade span.

All immunization records must be complete and up to date prior to the start of school. In the event that immunizations are not up to date, the student must be immunized within 30 days of the start of school. Failure to adhere to this mandate may result termination of enrollment at IPoly High School.

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. Coughs spread germs; coughs that keep 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 physical injury or illness that lasts three days or more, a doctor's note is required. Turn to the following page for more information.

SKATEBOARD & SCOOTER RULES

No skateboarding or scooter riding on IPoly or Cal Poly Pomona campus, including parking lots, at any time.

Students must bring their own locks to secure their skateboard or scooter on the racks located north of the office. If you forget your lock, you may check one out for the day from the office in exchange with your student ID.

If a student is found skateboarding or riding a scooter between 7am and 5pm, the following consequences will apply:

First Violation: Skateboard/scooter will be confiscated and locked on the rack with a school lock. Student must come to the office to collect it at the end of the day.

Second Violation: The above consequences will be in place PLUS a parent or guardian must come to the school office to collect the skateboard/scooter.

Third Violation: All of the above, in addition to possible consequences under level 3 of the discipline matrix.

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 Fs and/or dismissal from IPoly. Important: Instructor is not required to accept missing or late assignments due 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.

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. Students are expected to arrive on-time for all classes and activities.

If student is tardy, they must report to the main office to receive a time-stamped readmit. Students are 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/dental appointment or late bus (student must be on bus list to qualify).

Unexcused Tardy:

Unexcused tardy include anything not listed as an excused tardy (see excused tardy). Note: Any unexcused arrival after 30 minutes constitutes a truancy (see truancy policy).

Consequences 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.

Consequences 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, P. 40) and have an outside Course Approval form on file in the Main Office.

Inter-district Permit

Students who reside outside of Los Angeles County are required to visit their school district office to obtain an 'inter-district permit'. It is to be completed and signed before it is submitted to IPoly during registration or no later than the first day of school. We will sign the permit and mail it back to the district office.

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 “B” rating. This level indicates students have met all expected outcomes and are proficient in the subject area. Ratings above a B (A, A+) can only be achieved through a student’s goal to excel beyond project/course requirements. Ratings below a “B” (C, D, and F) indicate a need for further learning to achieve full proficiency. An “F” 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 (A+): 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 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 (A): 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 (B): 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 (C): 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 (D): A rating of ‘D’ is reserved for a student who exhibits insufficient evidence to meet criteria set forth by the instructors.

No Credit (F): A rating of F is reserved for a student who fails to exhibit evidence to meet criteria set forth by the instructors.

A+ & A = 4.0	A+ = 95–100%; A = 90–94%
B = 3.0	80–89%
C = 2.0	70–79%
D = 1.0	60–69%
F = 0.0	≤ 59%

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	A general introduction to the project.
PROJECT JUSTIFICATION	A brief statement of the purpose for and value of doing the project.
ESSENTIAL QUESTIONS	Important questions that provide direction, depth and meaning; all of which helps the student to complete and understand the project.
ASSUMPTIONS	A brief statement of what students and instructors will be expected to do during the project.
GENERAL LEARNING OUTCOMES	A statement of what students will be expected to learn as a result of completing the project.
GENERAL EVALUATION METHODS	A brief statement describing how students will be evaluated.
PROJECT COMPONENTS	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.
TIMELINE AND DUE DATES	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.
MATERIALS LIST	This list indicates what materials students will need to complete the project.

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 used for proper conduct. Level 1 & 2 intervention strategies are 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 (<i>EC 48900k, o</i>)
Harassing, intimidating, threatening a pupil or school employee, or causing emotional distress to a pupil or school employee, with the following effects of:
• Disrupting class
• Creating disorder
• Creating an intimidating or hostile educational environment
Harassment – Sexual/Offensive Behavior <i>EC 48900l</i>
• 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 (<i>EC 48900l</i>)
• Cheating or plagiarism of schoolwork/homework
• Forging signatures on school documents
• Possession, attempt to access, or distribution of stolen property or hardcopy.
Physical Aggression/Assault <i>EC 48900a(1), a(2), b</i>
• Minor physical aggression without injury
• Mutual fight (with moderate, little, or no injury)
• Unintentional, incidental physical contact with another person
• Attack on student, causing or attempting to cause physical injury to a student
• Aids or abets in the infliction or attempted physical injury to a student
• Willful use of violence upon another person
• Causing serious injury to another person
• Intentional assault or battery upon school personnel
Property Misuse/Damage <i>EC 48900f</i>
• 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
 consequences 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

(Counselor, Psychologist, Nurse, etc.)

	1	2	3	4	5	Police
school personnel with actual or expected						
school environment						
EC 48900i, n; 48915c						
school personnel						
EC 48915a(1)(A), (E)						
school personnel						
physical injury						
physical injury to others						
school personnel						

	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						

CURRICULUM & INSTRUCTION

*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

THE IPOLY LEARNING APPROACH—

Inquiry, International, and Interdisciplinary Education

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

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 TheodoreSizer calls "important things."

Athletics

IPoly has a unique opportunity to partner with a local private high school, Southlands Christian. IPoly students can sign up to try out for one of their competitive teams. Southlands Christian competes in the following CIF sports: Football, Volleyball, Cross Country, Girls Soccer, Boys Soccer, Girls Basketball, Boys Basketball, Baseball, Softball, and Badminton. Students must contact Southlands Christian if interested in participating. Parents and students are responsible for all costs associated with the activity including transportation to and from practices and competitions. Once team rosters are available they are sent to IPoly. If a student must leave early for a game, they must be signed out of IPoly by an approved adult or the student must submit written approval to leave early.

CRITERIA FOR INTERDISCIPLINARY PROJECTS

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

EVALUATION/ANALYSIS

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

UNIVERSALITY

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

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.

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 issued 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. The office can setup a payment plan to accommodate financial hardship.

Failure to return textbooks may delay 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.

ACADEMIC HONESTY/PLAGIARISM

Academic Honesty is a fundamental principle of scholarship. The work produced by students as a result of their study and research is expected to clearly distinguish a student's own 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 F on the assignment and may result in due-process hearing and possible dismissal from IPoly.

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 application. Participation in school activities (dances, senior activities, graduation) will also be denied. Students at IPoly are expected to work collaboratively while upholding high standards of academic integrity and personal responsibility.

IPOLY'S FOREIGN LANGUAGE PROGRAM

Spanish I, II, & III classes are currently offered at IPoly. 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

IPoly incorporates the following five focal areas, as identified by the National Standards for Foreign Language Study:

- communication
- connections
- comparisons
- culture
- communities

PHYSICAL EDUCATION PROGRAM

The IPoly PE program is supported by Cal Poly's Department of Kinesiology & 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 PE program. Ninth and tenth grade students are required to participate in the program unless excused or exempt under Education Code 51241. Eleventh grade students may enroll in physical education as an elective. All students who have not met the two-year requirement prior to entering IPoly will also be enrolled in a PE course until the PE requirement for graduation has been met.

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). Students are required to pass 5 out of 6 fitness zone areas. Students who have not passed the state mandated Physical Fitness Test during the ninth grade year will be reassessed in their tenth grade year. Students must enroll in physical fitness education until they successfully pass the mandated Physical Fitness Test. This assessment will have no impact on the student receiving their high school diploma.

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.

Lost and Found

Students are required to vacate their lockers upon check out during the last week 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 will be confiscated. Parent's written request is required for item retrieval.

Guidelines for Student Success

The PE 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 PE experience meaningful and productive for all concerned are:

- Regular and punctual attendance.
- Dress in required PE clothing and participate in every class meeting.
- Treat people and class 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 bodily needs and requirements for exercise. Take care of your body—you can't trade it in for a new one.

Locker Room Policy

Students are sharing the locker rooms with Cal Poly students, faculty, and staff. Students will be given sufficient time to change clothes prior to and following their PE class. They are not to wait for their friends in the locker room or in the hallways of the 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. Lockers are issued 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, 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.

Gymnasiums are off limits to students without teacher supervision. The locker rooms are to be used only for dressing for gym classes. Books and personal items are not to be stored in the lockers. Students should never leave their possessions unattended. Students should always double-check to make certain that the lockers are closed and locked.

To ensure IPoly's continued use of the Cal Poly 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

Since IPoly students share the athletic facilities

with Cal Poly Pomona, liability coverage requires clear identification of students. This is resolved by requiring IPoly students to be identifiable clothing marked with our logo.

Students are to dress in the required PE clothing:

- IPoly t-shirt, shorts, tennis shoes and white socks. Black-soled tennis shoes are prohibited, as they leave permanent marks on floors and courts.
- Students may wear optional IPoly sweatshirt and sweatpants. Black Capri (yoga) pants with the IPoly logo may be worn in place of shorts. Only clothing with the IPoly logo may be worn to class for uniform credit. All other clothing will result in a lowered score for the day.
- 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 for alternative activities.
- The second note from a parent to excuse from PE activities in the same semester requires a PE instructor/parent phone conference.
- Notes from instructors or office staff without advanced permission from PE instructors will not be accepted. Student may be required to make up missed time after school, unless excused by the principal or designee.

If students are 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.

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: CTE courses align and/or incorporate the CTE model Curriculum Standards in addition to following the Career Technical Education Framework for California Public Schools. These courses, at IPoly, are also UC approved in the Visual Performing Arts (VPA) in the 'F' category.

CTE Course Descriptions

Video Production trains students to obtain entry-level positions within the film and video production industry. 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.

CURRICULUM & INSTRUCTION: GRADE-LEVEL PROJECT OVERVIEWS

9

EXPEDITION UNLIMITED—*A Bio-geographical Journey*

This project 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.

THAT'S INFOTAINMENT

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.

10

GLOBAL COMPETITION

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.

JUST BECAUSE YOU CAN...

Students will engage in a multicultural and interdisciplinary project that will examine the motivations behind global change and how advances in technology and innovative ideas have influenced the current state of the world. The 'Just Because You Can...' project requires students to identify current global controversial issues and seek solutions for the future through biotechnology innovations.

11

PROJECT PROMETHEUS

Students will engage in a dynamic group-driven project exploring the many facets of sustainable energy resources. Using their acquired knowledge from extensive research, students will explore alternate energy sources that could mitigate our dependency on fossil fuels. Project Prometheus will require students to exercise critical thinking skills, utilize persuasion tactics, and synthesize accumulated data to ultimately present their answer to the Essential Question.

THE AMERICAN DREAM

Students will engage in a dynamic, self-driven exploration of ‘The American Dream.’ They will begin by examining what it means to be American and how the ‘dream’ materialized by studying a variety of primary sources. They will continue their inquiry by deconstructing a scientific discovery and identifying its impact on the quality of American life. The students will then develop their personal definition of ‘The American Dream’ by concentrating on a specific decade in time as well as their individual life path options and their potential outcomes. The project will culminate in a junior class museum that showcases the students’ findings from all the components.

12

BUILD A BETTER SCHOOL (BaBS)

Success in today’s world requires a whole new set of skills. School should be a place where young people have an equal opportunity to develop skills that make them ready for the future. Education doesn’t only happen in the classroom. We need to broaden the definition of school to include other formal and informal learning experiences in the community you’re serving and beyond. How would you build a better school? Based on the XQ Super School Project, seniors are tasked to build a better educational program at all four educational levels: elementary, middle, secondary, and postsecondary.

CAPSTONE: BUILDING A CULMINATION OF KNOWLEDGE (BaCoN)

BaCoN is a year-long, student-centered project that allows seniors to showcase the breadth and depth of their skills and content knowledge, as well as their mastery of the 6Cs, from having matriculated at IPoly. This project is founded on the philosophy of true inquiry in which the focus is on an indepth exploration of a topic. To this end, seniors are encouraged to choose a topic that elicits an authentic curiosity within them.

Topics can encompass either a personal or professional interest. Some students may use this project as an opportunity to investigate a future career path, while others may choose to delve into the intricacies of a hobby or a passion. Throughout the year, students will conduct extensive research on their chosen topic and are required to demonstrate the depth and complexity of this investigation by formulating ‘essential questions.’ These essential questions will drive the various components of BaCoN. Whether writing a research paper, conducting an experiment and completing a lab report, or penning a narrative, students should always allow their questions and their curiosity to lead the way.

IPOLY GRADUATION REQUIREMENTS

Minimum IPoly Graduation Requirements

Students must complete a minimum of 240 credits and meet the UC/CSU 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:

<i>Category</i>	<i>Credits</i>
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	100 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 courses through Concurrent Enrollment Programs. Fifth-block CTE programs may also be considered.

Senior Project

Students are assessed and given a separate grade for their yearlong Senior Project. Components include 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 12th grade teachers.

Community Service Hours

Beginning with the graduating class of 2018, all IPoly students must complete 100 hours of community service in order to graduate with a diploma from IPoly. Community Service/Service Learning hours can be obtained by volunteering within the community. For more information please refer to page 34 of this handbook.

The distribution of required community service hours are as follows:

grade	hours
9	10
10	20
11	30
12	40

University of California & California State University A–G Requirements

The University of California (UC) & The California State University (CSU) 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/CSU 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. Any grade lower than a C is not accepted for the UC/CSU admission. UC/CSU does not factor plus or minus grades into GPA calculation.

Table 1.1

Content	IPoly Graduation Requirements (years)	A–G Requirements Category/Years
Social Science	4	A / 2
English	4	B / 4
Mathematics	4	C / 3 (4 recommended)
Science w/lab	4	D / 2 (3 recommended)
Foreign Language (same language for 2 years)	2	E / 2 (3 recommended)
Visual & Performing Arts (Both semesters in the same subject*)	1	F / 1
Elective (5.0 credits/semester)	4	G / 1

All 11th graders must participate in 4th-block electives. They may choose from college courses if they qualify, elective courses on IPoly campus, CTE courses, and/or other pre-approved courses).

All 12th grade students must participate in one or more semesters of one of the following:

1. 4th-block class
2. CTE Class
3. Concurrent Collee Enrollment[†]

* Examples of ‘both semesters in the same subject’ include: Film Creation & Film Appreciation; CTE Video Production (both semesters); CTE Digital Photography (both semesters).

† All Concurrent College Classes will appear on a student’s IPoly transcript. Students receive both high school and college credit for these courses.

TESTING & ACCOUNTABILITY

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP) SYSTEM

On January 1, 2014, California Education Code Section 60640 established the CAASPP System of assessments. The CAASPP—CalEdFacts Web page provides a more detailed overview of the system at www.cde.ca.gov/ta/tg/ai/cefcaaspp.asp. California is implementing a new science assessment named California Science Assessment Test (CAST), which is based on the Next Generation Science Standards for California Public Schools. The rollout includes a pilot test (2016–2017), the field test (2017–2018), and the operational test has been planned for the 2018–2019 school year.

PSAT: MANDATORY FOR ALL 10TH & 11TH GRADE STUDENTS

The Preliminary Scholastic Assessment Test (PSAT) will be given in October on campus. All ninth grade students are offered the opportunity to take the PSAT 8/9. The purpose is to establish a starting point in terms of college and career readiness. The PSAT 8/9 tests three areas: Reading, Writing and Language, and Math. The reading and Writing subject areas are combined for an Evidence-Based Reading and Writing section score. Math has its own separate section score.

On the PSAT 8/9, you will get a total score between 240 and 1440, which is the sum of the two section scores in Evidence-Based Reading and Writing and Math that each range from 120 to 720. You'll also set three test scores for Reading, Writing, and Math that each range from 6 to 36.

All IPoly sophomores and juniors are required to take the PSAT on a school day in October. The scores from all juniors will be used to determine if they qualify for the National Merit Scholarship. The PSAT-NMSQT is usually a good indicator of how the student will perform on the SAT and ACT. Eleventh grade students who score exceptionally high may qualify for the National Merit Scholarship Program or other financial aid programs.

In addition to regular section scores, you'll be given Cross-test scores which analyze questions across the three subject areas and separate them into a score for Analysis in History/Social Studies and a score for Analysis in Science. Each of these scores ranges from 6 to 36 as well. The subject ar-

reas are broken down into six additional subscores measured on a scale of 1–15.

SAT SUITE OF ASSESSMENTS/ACT

By spring of the junior year, students should take the SAT Exam, or the ACT. The exam can be retaken. Seniors can test in the fall and winter. Seniors should check college admission materials which indicate when ACT/SAT Reasoning Exams must be completed. Most colleges will accept the higher composite scores. A copy of the test schedule can be obtained in the counseling office.

FITNESSGRAM

All California schools administer the Physical Fitness Test (PFT). The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades 5, 7, and 9 are required to take the test which is administered between February and May. Although two-years of physical education classes are required as part of the high school graduation requirements, students are required to be enrolled in physical fitness classes until they have passed the fitness test.

Family Educational Rights and Privacy ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are 'eligible students.'

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the par-

ent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, 'directory' information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTSA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

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 100 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 while attending IPoly, rather than the full 100 hours.

grade	hours
9	10
10	20
11	30
12	40

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. Community Service is performed at any non-profit organization. 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 associated with volunteering time and energy within a student’s personal interest. The activity must have reciprocity, the process of student, class or community receiving mutual benefit.

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 12th grade teachers and submitted to the Main Office prior to graduation walking deadline.

Missing Community Service/Service Learning hours for graduation will result in withholding a student’s diploma until those hours are completed.

CONCURRENT COLLEGE PROGRAMS

There are three different programs, Dual Enrollment, Special Admit and Young Scholars for eleventh and twelfth grade IPoly High School students to attend college courses. Each college sets its own requirements and application procedures. Students may take courses for which they meet the prerequisites and are allowed to take a maximum of two courses per semester. Online classes are not approved. Ideally the courses selected are also transferrable to a four-year university in which students will earn both college credit and high school elective credit and will be reflected on the high school transcript. Each program has different costs associated with attending, ranging from tuition to books and material fees. Each program has different deadlines and procedures as well as a specific IPoly contact person. In order to participate, appropriate forms must be filled out in advance. The following program guidelines are as follows:

MT. SAC DUAL ENROLLMENT

Through a dynamic partnership with Mt. SAC, IPoly eleventh and twelfth grade students are able to take core general education college classes in English, math and humanities. Classes are taught by Mt. SAC professors and follow all procedures and requirements of a typical class held on the Mt. SAC campus. Classes are offered on IPoly campus between 1:30 and 5pm Monday through Thursday. There is no cost for tuition or course materials including books. Most classes are UC/CSU transferable thereby earning college credit, IPoly elective credit and indicating rigor to colleges for admission. The process is as follows for each semester:

SPECIAL ADMIT

The Special Admit program allows IPoly eleventh and twelfth grade students to take college classes at community colleges. To be eligible, students must have a minimum 3.0 GPA and have completed the proper English and math assessments for the chosen school. Students must complete the Outside-Course-Approval/Special Admit form which includes the actual course selected. Once the form is completed, it is turned in to Mr. Anapol for his approval and signature. Once all approvals have been secured students will then take classes on the college campus and pay the \$10 tuition/registration fee. There will be an additional cost for textbooks and materials.

YOUNG SCHOLARS

Students who attend IPoly High School have the privilege of taking courses at California State Polytechnic University Pomona during the eleventh and twelfth grade. To participate, students must maintain a cumulative academic GPA of 3.0 or above. The cost per semester is \$10 for tuition and any associated costs for books and materials.

It is highly recommended that students select general education courses and/or introductory courses to potential fields of interest.

Students desiring to take math courses will take either of the following steps:

- Score ≥ 550 on the SAT Reasoning Test in math.
- Register for the MDPT test at Cal Poly to determine the appropriate math placement level.

Procedures for registration are as follows:

1. Pick up a Young Scholars registration packet from the counseling office.
2. Submit the completed packet to the IPoly counselor each semester.
3. You will be assigned a Bronco ID by Cal Poly and once assigned, you can create your account. For classes you wish to take, contact the professor by email or by visiting during office hours. You are not allowed to leave the IPoly campus during school hours to obtain signatures. If the professor's office hours occur during the IPoly school day contact Mr. Anapol to see what type of arrangements can be made.
4. During Young Scholar final exam week, you will need to provide proof of the exam day and time if it occurs during the IPoly school day.

CLASS SCHEDULE

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Monday–Thursday

Block	Time	House	Monday	Tuesday	Wednesday	Thursday
1	8:00–9:26	N	Ortega–Rm 1042	Cancino–Rm 1036	Speier–Rm 1043	Ortega–Rm 1042
		E	Speier–Rm 1043	Ortega–Rm 1042	Strand–Rm 1035	Speier–Rm 1043
		W	Strand–Rm 1035	Speier–Rm 1043	Cancino–Rm 1036	Strand–Rm 1035
		S	Cancino–Rm 1036	Strand–Rm 1035	Ortega–Rm 1042	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	Speier–Rm 1043	Elective	Strand–Rm 1035	Speier–Rm 1043
		E	Strand–Rm 1035		Cancino–Rm 1036	Strand–Rm 1035
		W	Cancino–Rm 1036		Ortega–Rm 1042	Cancino–Rm 1036
		S	Ortega–Rm 1042		Speier–Rm 1043	Ortega–Rm 1042
Lunch 12:38–1:19						
Passing 1:19–1:29						
4	1:29–2:57	N	Strand–Rm 1035	Ortega–Rm 1042	Cancino–Rm 1036	Strand–Rm 1035
		E	Cancino–Rm 1036	Speier–Rm 1043	Ortega–Rm 1042	Cancino–Rm 1036
		W	Ortega–Rm 1042	Strand–Rm 1035	Speier–Rm 1043	Ortega–Rm 1042
		S	Speier–Rm 1043	Cancino–Rm 1036	Strand–Rm 1035	Speier–Rm 1043

Friday

Block	Time	House	Friday
1	8:00–9:26	N	Cancino–Rm 1036
		E	Ortega–Rm 1042
		W	Speier–Rm 1043
		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

N	Ms Ortega	Language Arts	Rm 1042
E	Mr Speier	Math	Rm 1043
W	Mr Strand	Social Science	Rm 1035
S	Ms Cancino	Science	Rm 1036
Spanish I		Ms Bazaldua	Rm 2006
Spanish I		Ms Poskitt	Rm 2005
PE (N/S)		Ms Darshan	
PE (E/W)		Mr Hanke	

*Houses alternate PE and Foreign Language every other week

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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	Ms Rivera–Rm 2009	Hedman–Rm 1045	Hogan–Rm 2015
		S	Hedman–Rm 1045	Hogan–Rm 2015	Daly–Rm 2017	Hedman–Rm 1045
		E	Ms Rivera–Rm 2009	Daly–Rm 2017	Hogan–Rm 2015	Ms Rivera–Rm 2009
		W	Daly–Rm 2017	Hedman–Rm 1045	Ms Rivera–Rm 2009	Daly–Rm 2017
Passing 11:02–11:12						
3	11:12–12:38	N	Hedman–Rm 1045	Elective	Daly–Rm 2017	Hedman–Rm 1045
		S	Daly–Rm 2017		Ms Rivera–Rm 2009	Daly–Rm 2017
		E	Hogan–Rm 2015		Hedman–Rm 1045	Hogan–Rm 2015
		W	Ms Rivera–Rm 2009		Hogan–Rm 2015	Ms Rivera–Rm 2009
Lunch 12:38–1:19						
Passing 1:19–1:29						
4	1:29–2:57	N	Daly–Rm 2017	Hogan–Rm 2015	Ms Rivera–Rm 2009	Daly–Rm 2017
		S	Ms Rivera–Rm 2009	Hedman–Rm 1045	Hogan–Rm 2015	Ms Rivera–Rm 2009
		E	Hedman–Rm 1045	Ms Rivera–Rm 2009	Daly–Rm 2017	Hedman–Rm 1045
		W	Hogan–Rm 2015	Daly–Rm 2017	Hedman–Rm 1045	Hogan–Rm 2015

Friday

Block	Time	House	Friday
1	8:00–9:26	N	Ms Rivera–Rm 2009
		S	Hogan–Rm 2015
		E	Daly–Rm 2017
		W	Hedman–Rm 1045
Passing 9:26–9:31			
2	9:31–10:36	all	Elective
Passing 10:36–10:41			
3	10:41–11:36	all	House
Passing 11:36–11:41			
4	11:41–12:35	NW/SE	PE/Foreign Language*

N	Mr Hogan	Language Arts	Rm 2015
S	Mr Hedman	Science	Rm 1045
E	Ms Rivera	Math	Rm 2009
W	Mr Daly	World History	Rm 2017
Spanish II		Ms Bazaldua	Rm 2006
Spanish II		Ms Poskitt	Rm 2005
PE (N/S)		Ms Darshan	
PE (E/W)		Mr Hanke	

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Monday–Thursday

Block	Time	House	Monday	Tuesday	Wednesday	Thursday
1	8:00–9:26	N	Pellegrini–Rm 1033	Navaroli–Rm 2010	Estrada–Rm 1034	Pellegrini–Rm 1033
		S	Pang–Rm 2011	Estrada–Rm 1034	Navaroli–Rm 2010	Pang–Rm 2011
		E	Estrada–Rm 1034	Pellegrini–Rm 1033	Pang–Rm 2011	Estrada–Rm 1034
		W	Navaroli–Rm 2010	Pang–Rm 2011	Pellegrini–Rm 1033	Navaroli–Rm 2010
Passing 9:26–9:36						
2	9:36–11:02	N	Estrada–Rm 1034	Pellegrini–Rm 1033	Pang–Rm 2011	Estrada–Rm 1034
		S	Navaroli–Rm 2010	Pang–Rm 2011	Pellegrini–Rm 1033	Navaroli–Rm 2010
		E	Pang–Rm 2011	Estrada–Rm 1034	Navaroli–Rm 2010	Pang–Rm 2011
		W	Pellegrini–Rm 1033	Navaroli–Rm 2010	Estrada–Rm 1034	Pellegrini–Rm 1033
Passing 11:02–11:12						
3	11:12–12:38	N	Pang–Rm 2011	Elective	Navaroli–Rm 2010	Pang–Rm 2011
		S	Pellegrini–Rm 1033		Estrada–Rm 1034	Pellegrini–Rm 1033
		E	Navaroli–Rm 2010		Pellegrini–Rm 1033	Navaroli–Rm 2010
		W	Estrada–Rm 1034		Pang–Rm 2011	Estrada–Rm 1034
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

Block	Time	House	Friday
1	8:00–9:26	N	Navaroli–Rm 2010
		S	Estrada–Rm 1034
		E	Pellegrini–Rm 1033
		W	Pang–Rm 2011
Passing 9:26–9:31			
2	9:31–10:36	all	Elective
Passing 10:36–10:41			
3	10:41–11:36	all	House
Passing 11:36–11:41			
4	11:41–12:35	all	Project

N	Ms Pellegrini	Language Arts	Rm 1033
S	Mr Pang	Science	Rm 2011
E	Mr Estrada	Math	Rm 1034
W	Mr Navaroli	US History	Rm 2010
Spanish III		Ms Bazaldua	Rm 2006
Spanish III		Ms Poskitt	Rm 2005
PE (N/S)		Ms Darshan	
PE (E/W)		Mr Hanke	

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Monday–Thursday

Block	Time	House	Monday	Tuesday	Wednesday	Thursday
1	8:00–9:26	S	Schiller–Rm 2018	Anaya–Rm 1044	Edwards–Rm 2008	Schiller–Rm 2018
		W	Anaya–Rm 1044	Thinnes–Rm 2016	Schiller–Rm 2018	Anaya–Rm 1044
		E	Thinnes–Rm 2016	Edwards–Rm 2008	Anaya–Rm 1044	Thinnes–Rm 2016
		N	Edwards–Rm 2008	Schiller–Rm 2018	Thinnes–Rm 2016	Edwards–Rm 2008
Passing 9:26–9:36						
2	9:36–11:02	S	Edwards–Rm 2008	Schiller–Rm 2018	Thinnes–Rm 2016	Edwards–Rm 2008
		W	Schiller–Rm 2018	Anaya–Rm 1044	Edwards–Rm 2008	Schiller–Rm 2018
		E	Anaya–Rm 1044	Thinnes–Rm 2016	Schiller–Rm 2018	Anaya–Rm 1044
		N	Thinnes–Rm 2016	Edwards–Rm 2008	Anaya–Rm 1044	Thinnes–Rm 2016
Passing 11:02–11:12						
3	11:12–12:38	S	Thinnes–Rm 2016	Elective	Anaya–Rm 1044	Thinnes–Rm 2016
		W	Edwards–Rm 2008		Thinnes–Rm 2016	Edwards–Rm 2008
		E	Schiller–Rm 2018		Edwards–Rm 2008	Schiller–Rm 2018
		N	Anaya–Rm 1044		Schiller–Rm 2018	Anaya–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	Anaya–Rm 1044
		W	Thinnes–Rm 2016
		E	Edwards–Rm 2008
		N	Schiller–Rm 2018
Passing 9:26–9:31			
2	9:31–10:36	all	Elective
Passing 10:36–10:41			

S	Ms Schiller	Science	Rm 2018
W	Mr Anaya	Government/Econ	Rm 1044
E	Ms Thinnes	Math	Rm 2016
N	Ms Edwards	Language Arts	Rm 2008

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 6Cs. 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

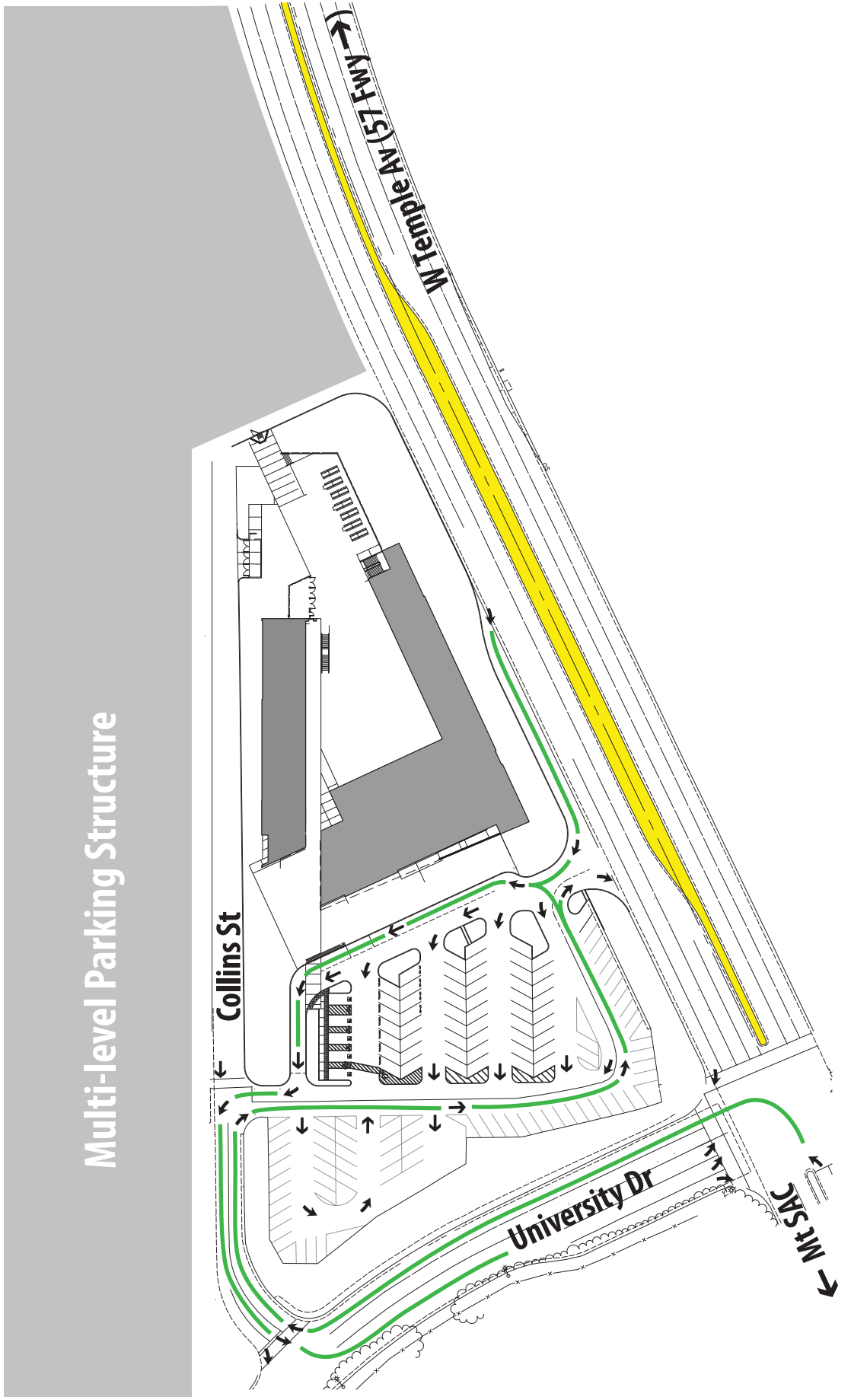
- Take Responsibility
- Reciprocate Respect
- Exemplify Integrity
- Extend Forgiveness
- Act with Fairness
- Build Connections

6. Develop Creativity

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

IPOLY PARKING/CIRCULATION MAP

Multi-level Parking Structure



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Think Critically

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

Develop Creativity

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

Communicate Effectively

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

6CS
of
IPoly
High
School

Demonstrate Character

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

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