

# INTERNATIONAL POLYTECHNIC HIGH SCHOOL

## MISSION STATEMENT

The Los Angeles County International Polytechnic High School prepares graduates to be leaders in their communities, the nation and the world. Graduates will productively apply the knowledge they acquire to solve real problems in the world. They will be lifelong learners who adapt to a multicultural world by viewing society from a global perspective, with due respect for all human beings and life forms. Students will be educated through an approach emphasizing team participation in problem solving projects based on real world experiential learning. Assessment will be performance based with students demonstrating responsible and accountable competency using a variety of performance approaches.

### ***Vision of I-Poly High School***

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

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

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

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

**THE FACULTY, ADMINISTRATION, AND STUDENT BODY** will reflect ethnic, gender, and cultural diversity. 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, will be located at California State Polytechnic University, Pomona, a unique setting for interchanges and interactions between students, staff, the community, and the world. This collaboration will benefit both the school and the university; the synergy between the school and the university will benefit students, staff, and the community.

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

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

**THE GRADUATES.** Having received a technological and cultural education, graduates will be prepared to follow a variety of paths to personal and professional fulfillment. Community service will provide 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 will enable graduates to solve complex challenges and enrich local and world communities.



# INTERNATIONAL POLYTECHNIC HIGH SCHOOL

## ***Welcome to the I-Poly 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”.

I-Poly will be different than most of your previous educational experiences in many respects. First, you will be involved in interdisciplinary learning, where you will make connections among various areas of study including language arts, social science, foreign language, physical education, health, math, science and fine arts. Second, you will have access to the college library resources and the Young Scholars Program offered by California State Polytechnic University, Pomona. Third, you will be using an innovative case-study approach to the study of international relations that will sharpen your thinking and speaking abilities. Finally, the international thrust at this school will help you make connections between your life and the lives of people in your community, nation, and the world. You are joined by a diverse group of other highly motivated students from all over Los Angeles County who have chosen to come here and challenge themselves in order to grow.

At I-Poly, students are encouraged to get involved in all aspects of their education. Your experience and success at I-Poly 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.

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



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## Los Angeles County Office of Education

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Robert R. Barner, Assistant Superintendent, Educational Programs  
David Flores, Director of Alternative Education Division

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## I-Poly High School Administration and Staff

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Carmen Nuñez-Morton, Student Outreach Coordinator

Stacy Boyce, School Administrative Secretary  
Adrine Shelton, Senior School Clerk (Attendance)  
Mary Washington, Senior School Clerk (Counseling)

Raymundo Reynaldo, Intermediate Accounting Clerk  
Paul Huang, Microcomputer Technician

## I-Poly High School Teaching Staff

Denise Cancino .....	Science	Tony Pang .....	Science
Sean Daly .....	Social Science	Carlo Aaron Purther .	Language Arts/Social Science
Hector De La Torre .....	Resource Specialist	Chris Ruiz .....	Language Arts
Maricel Edwards .....	Language Arts	Kara Skinner .....	Mathematics
Mark Hanke .....	Physical Education	Shawn Strand .....	Social Science
Damon Hedman .....	Mathematics	Suzanna Wann .....	Science
Dee Ann Matthews .....	Science	TBA .....	Mathematics
Sarah Meyers .....	French	TBA .....	Physical Education
Martin Navaroli .....	Social Science	TBA .....	Spanish
Timothy Ogden .....	Mathematics	TBA .....	Spanish
Lorelei Ortega .....	Language Arts		

## Cal Poly University Staff

Dr. Michael Ortiz, President  
Dr. Tomas Morales, Vice President of Academic Affairs  
Dr. Joan Bissell, Dean of the College of Education and Integrated Studies (CEIS)  
Dr. Cesar Larriva, Cal Poly/CEIS Liaison to I-Poly  
Dr. Stephanie Saccoman, Cal Poly/CEIS

**Main office Telephone Number**  
**909-869-4567**





## GENERAL INFORMATION

### **Policies for the dances are set in collaboration with Cal Poly Pomona**

- *I-Poly students must present their current and valid photo ID upon entrance to the event. Discounts are given to ASB card holders.*
- *All guests must obtain a guest pass prior to attending the function.*
- *I-Poly students must be present with their guest upon entrance.*
- *I-Poly students are responsible for the guest's actions.*
- *I-Poly students are limited to only one guest per dance.*
- *Guests must be 20 years of age or younger and must show a current and valid photo ID upon entrance to the dance.*

Parents **must** pick up students promptly at the end of the dance. Failure to do so will result in consequences.

### **ASB AND STUDENT ACTIVITIES**

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

ASB helps organize many of the student activities offered at school. ASB is an organization run 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. Although ASB is a separate entity from the Parent, Faculty, Student Association (PFSA), it works in conjunction with this organization.

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

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

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

### **Membership**

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

Serving on ASB is a privilege. Members are role models and they are expected to demonstrate

and promote I-Poly citizenship as defined in the school's ESLRs. Membership may be revoked for failure to fulfill duties or for inappropriate behavior. An overall GPA of 2.0 or better is required at all times. No "NC" marks are allowed while serving on ASB. If the mid-semester evaluation indicates that a student is in danger of falling below the required GPA, they will be placed on probation. If the GPA is below a 2.0 and /or the student receives an NC as a final semester mark the student will be removed from ASB.

To run for an office students must meet the overall 2.0 GPA requirement including the mid semester evaluation marks. Students with any NCs must obtain special approval to run for office by the principal or the principal's designee.

### **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 I-Poly High School ID card. Students need to bring their ID cards to all dances. Students must remain inside or within specified areas once they have arrived. Once a student leaves the dance, the student cannot return. I-Poly's discipline policy applies.

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

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

## Four Emergency Responses:

- **I-Poly Village**

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 I-Poly campus) or at the end of the day, students are to report to their House teacher.

- **I-Poly Class not in the Village (PE, Library, Campus Activities, etc.)**

Students are to report directly to their supervising instructor and not attempt to return to the I-Poly Village. Supervising instructor will call the I-Poly office and report any absences.

- **Cal Poly Campus**

If students are on the Cal Poly Campus (without a supervising instructor during an emergency), they are to report to the Building Marshall in the building in which they are nearest. They need to state that they are an I-Poly student and request that I-Poly be called at ext 4567. Students are to remain until released by the Building Marshall at which time I-Poly will be notified of their release by the Building Marshall.

- **Off Cal Poly/I-Poly campuses (Community Service, Field Trip, etc.)**

Students are to report to their supervising instructor/advisor/mentor. Supervising personnel will call the I-Poly Office and report any absences.

Students should always be with a buddy when on the Cal Poly campus, including the library. Please be aware that the Cal Poly Library provides very little supervision. Staff is only available on the first floor.

Program cell phones with university police phone number to use in an emergency: (909) 869-3070.

## COMPLAINT PROCEDURES

I-Poly attempts to establish an open and caring environment. In the event that a concern occurs, students and parents are welcome to contact their instructors, counselor, or administrator. Most concerns are resolved by meeting with staff. However, in the event that filing of formal complaint is desired, the Los Angeles County Office of Education has designated Cathryn Terry, Director, Division of Student Support Services, to serve as the complaint officer for the county.

## CONFISCATED ITEMS

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

## EMERGENCY DRILLS

Emergency drills are conducted during the school year. Drills are serious practice so that everyone will be prepared should a real emergency occur. Usually, they are earthquake drills because the evacuation procedures are the same for a fire drill. Procedures are reviewed with staff members who in turn teach them to students.

## EMERGENCY PROCEDURES

In times of emergency, please follow the guidelines below. These guidelines will help us ensure everyone's safety. Since we are not a regular high school, different types of responses are needed:

### Four Emergency Responses:

#### **I-Poly Village:**

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 I-Poly campus) or at the end of the day, students are to report to their House teacher.

#### **I-Poly Classes not in the Village (PE, Library, Campus Activity, etc.):**

Students are to report directly to their supervising instructor and not attempt to return to the I-Poly Village. Supervising instructor will call I-Poly's main office and report any absences.

#### **Cal Poly Campus:**

If students are on the Cal Poly Campus (without a supervising instructor during an emer-

gency), they are to report to the Building Marshall in the building in which they are nearest. They need to state that they are an I-Poly student and request I-Poly's main office be called at ext. 4567. Students are to remain until released by the Building Marshall at which time I-Poly will be notified of their release by the Building Marshall.

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

### **Instructions for specific Severe Weather**

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

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

### **Security Measures on a Cal Poly Pomona Campus:**

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

#### **Messages to Students:**

- Have a partner or a group of friends with you when you are on the Cal Poly Campus.
- Avoid isolated areas.
- If you are taking a college class, attempt to take classes with other I-Poly students.
- When waiting for transportation, be in a location that is open and well populated.
- If you are on the campus at night, wait for your ride in a lit area, preferably in a well-populated area or in a building such as the library.
- If you become concerned about your safety, immediately enter a building, notify a staff member or use the campus phone to call the University Police at 3070. You can also use the blue emergency phones in the parking lots.
- If you observe unusual activities, immediately notify the I-Poly 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 I-Poly 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.

### **First-Aid Services:**

*School clerk/secretary is available to provide assistance from 7:30 AM to 4:00 PM*

### **House Functions:**

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

### **Cal Poly Emergency Information line: 909-869-POLY (909-869-7659)**

### **FIELD TRIPS**

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

### **FIRST-AID SERVICES**

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

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

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

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

*the school district assist the pupil in the matters set forth in the physician's statement.*

I-Poly 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.

### **HOUSE**

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

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

### **IDENTIFICATION CARDS**

Each I-Poly student is issued a photo ID card. ID cards 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 I-Poly and Cal Poly staff. Lost or stolen IDs should be immediately reported to the Main office. There is a \$10.00 charge for replacement of I-Poly ID Cards.

### Library Hours\*:

MONDAY–THURSDAY  
7:30 AM–10:30 PM

FRIDAY  
7:30 AM–5:00 PM

SATURDAY  
10:00 PM–6:00 PM

SUNDAY  
NOON–9:00 PM

*\*Library hours are subject to change without notice. For a recording of the library hours, call 909-869-3074.*

## LIBRARY SERVICES

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

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

**Checkout:** The I-Poly Photo ID with a barcode is required when checking out any material.

**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.

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

**Library Policy:** I-Poly students are linked to a "Primary" record (that of a parent or guardian, in the library's database). This will allow 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 I-Poly student. Parents/guardians must provide their social security and driver's license numbers to Cal Poly via the library contract. This information will be provided to the library. **A library contract (signed upon entry to I-Poly) will be considered valid for the entire period the student attends I-Poly.**

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

I-Poly is a guest on the Cal Poly campus, and would like to continue its privilege of using the Library facilities and resources. I-Poly will place a hold on all grade assessments, transcripts and diplomas if Cal Poly or I-Poly books and materials are not returned on time. 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 I-Poly main office and the library immediately. Abuse of library privileges may result in dismissal from I-Poly.

## LOST AND FOUND

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

## LUNCH AND NUTRITION BREAKS

Lunch break is 51 minutes, and usually occurs from 12:38 pm to 1:29 pm. Students may bring lunch or purchase lunch at one of the Cal Poly food service outlets. Students are provided two 10-minute passing periods during the morning sessions. Students are encouraged to bring a

snack for nutrition. Students are NOT allowed to leave campus during passing periods. Time for lunch may vary according to flex scheduling or special events. If you are interested in applying for our Free- and Reduced-Lunch Program, applications are available in main office.

Junior students may receive off-campus lunch privileges with signed parent/guardian permission. Freshmen and sophomores are to remain on either the I-Poly or Cal Poly campus for lunch.

Students are required to return *promptly* to their class or activity at the end of passing time and lunch. Activities such as using the phone, the restroom, etc. should occur at passing time, and before or after school. Students unable or unwilling to follow the schedules will be subject to disciplinary action. Students found off campus without parent permission are subject to disciplinary action.

### Rights and Responsibilities of Students Age 18 and Older

- The personal responsibility for regular attendance and appropriate behavior.

- The opportunity and responsibility to register to vote.

A student contract is required for students age 18 and older to excuse their absences. Poor attendance or inappropriate behavior will result in dismissal from I-Poly.

### MESSAGES AND DELIVERIES TO STUDENTS

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

### OFF-CAMPUS PASS

(see Lunch and Nutrition breaks)

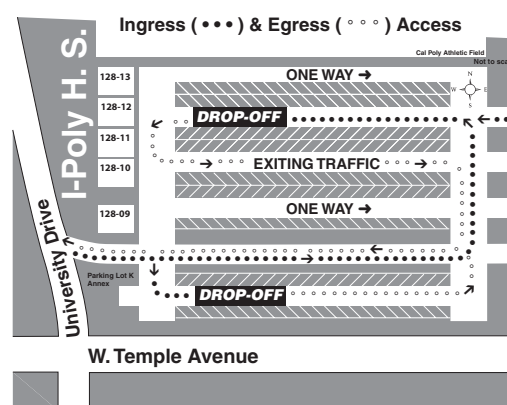
### PARKING

Parents, guardians and other visitors to I-Poly are subject to the parking procedures and restrictions of Cal Poly, Pomona. Parking within the I-Poly Village is not allowed at any time. Thirty-minute spaces are available in Parking Lot K for short-term business at the school. *All visitors planning to stay beyond 30 minutes must obtain a parking permit for the day.*

*Note: Cal Poly parking enforcement officers are extremely efficient and will ticket any vehicle not displaying a valid parking permit.*

### Parking Permits:

**Daily Use:** Students must purchase Cal Poly Permits. The cost for a one-day permit is \$5.00. (Fee may be changed at Cal Poly's discretion.) Permits are available at the Kellogg Road entrance, and at vending machines located in uni-



versity parking lots. Permits *must* be placed on the dash of the vehicle and clearly displayed. Currently the fine is \$39 for not posting a parking permit. Occasionally the parking permit machine is out of order and students must obtain parking permits from parking permit machines located elsewhere on Cal Poly campus. We encourage all students to arrive by 7:30 am in case they need to go to another parking lot to purchase the daily permit.

**Long-Term Use:** Long-term student parking permits and discounted annual parking permits can be purchased at the CLA Building (Bldg. 98).

**Drop Off:** To ensure the safety of students and reduce disruption to Cal Poly students, please drop off & pick up students as illustrated above.

### RIGHTS AND RESPONSIBILITIES OF STUDENTS AGE 18 AND OLDER

Although a student is 18 years of age, it is the practice of I-Poly to continue to contact parents regarding school issues. 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 I-Poly. US citizens age 18 and older should take the opportunity and responsibility to register to vote.

## SCHOOL ACTIVITY PARTICIPATION

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

## STRUCTURE AND SCHEDULING POPULATION AND SIZE

I-Poly's student population this year will be approximately 480. The projected maximum number of students is 500. This ensures that students get the maximum benefit from the I-Poly program by giving them the opportunity to become acquainted with each other, the instructors, and staff. This means that students have the opportunity to receive more personalized attention from the school staff and each other.

**Flexible Scheduling:** I-Poly students follow a flexible class schedule, which includes larger blocks of class time than traditional schools. A similar model is found in most colleges and universities. Blocks can run approximately 1 1/2 hours, allowing for more in-depth activities in class but may vary as the needs of the instruction demands. In addition, "flex" scheduling supports greater spontaneity in planning, as it allows I-Poly students and instructors to take advantage of academic and cultural programs at Cal Poly. All state mandates for required class time are met. All students will be released on Fridays at 12:47 pm to allow for professional development for staff.

## STUDENT SUPERVISION

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

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

## TELEPHONES

A pay telephone is located at the North end of Parking Lot K. Students may use this telephone before and after school and during lunch. Students may not use office telephones except for school business approved by the administration. When a parent leaves a message for a student to return a call, it is under-

stood that the call will be made from a pay phone. If students do not have money for the pay phone, they should dial collect. Parents who cannot receive collect calls at work should ensure that their students have enough money to use a pay phone. Due to the mobility of our students on the Cal Poly Campus, pagers and cell phones may be kept in a backpack. They are not to be activated during class time. I-Poly and Cal Poly are not responsible for any loss of equipment.

## TEXTBOOKS

I-Poly uses a variety of resources for research, therefore, students may not necessarily be assigned a textbook for every class as in a traditional school. When textbooks are needed, they will be assigned and checked out by instructors. Students are responsible for the textbooks which are issued to them. Charges resulting from lost or damaged textbook are students' sole responsibility. Report lost books immediately, pay charges, and obtain replacements. **Students who owe fees or have missing textbooks will not be issued textbooks until obligations have been cleared.**

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

If a student returns a damaged book, he or she will be required to pay damages or the replacement costs of the book.

## VISITORS

Parents/guardians of current students are welcome to visit I-Poly. Classroom visitations are possible if a request is made in the Main office prior to the visitation. A campus visit is an important part of the application process. Prospective students and parents are strongly encouraged to take a guided tour of the campus and may visit classes with a one-week notice. Appointments for a campus visitation may be scheduled through the student outreach coordinator at 909-869-2260. Visitors must bring a picture ID and sign into the main office. Visitors are to wear a visitor's pass.

I-Poly is a closed campus. All visitors must check-in in the Main office

Students who owe fees or have missing textbooks will not be issued textbooks until obligations have been cleared.

# COMMUNITY/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 a minimum of fifty hours each year. The hours may be divided into two categories—“community service” and “service learning”. The service learning hours should include activities that directly relate to the current semester project. The community service hours should fulfill the needs of a community.

In order to be recorded, the “Community Service/Service Learning” forms must be presented to the counseling office front desk BEFORE presentation week of each semester. The forms will then be distributed to your house for documentation of volunteer hours. A total of 200 hours (50 per year recommended) of Community Service/Service learning is necessary for graduation.

**Community Service** is taking the knowledge, ability, and insights you have gained back into your communities to make them a better, richer place. There are many ways you can volunteer your time. A few examples are: tutoring a young child, assisting a senior citizen, helping out with a civic group at your place of worship, working for a human/civil rights organization, and working for a community summer program.

**Service Learning** goes beyond community service by addressing human and community needs as they relate specifically to a classroom project. Two additional components must take place. *Reflection* is the first component, which is seeing the link between the volunteer experience and the project. The second component is *reciprocity*, which is the process of student, class, and community receiving mutual benefit. Both reflection and reciprocity must be documented through methods approved by your instructor. These methods may include impromptu presentation, small-group discussions, essays, journals, photo essays, and other interactive ideas.

## TRACKING HOURS

Keep track of your volunteer hours on the I-Poly Community/Service Learning Log sheet. Identify whether the hours are for community or service learning. Service Learning hours require instructor’s signature indicating approval. These log sheets are to be picked up at and returned to the front desk of the counseling office. They will be given to each house instructor for inclusion on semester assessments. You will have the satisfaction of knowing that you have really put your knowledge and caring about the world to use.

**9<sup>th</sup> grade 2004-2005**

Monday – Thursday

Block	Time	House	Monday	Tuesday	Wednesday	Thursday
<b>1</b>	8:00 – 9:26	N	Language Arts	Social Science	Math	Science
		S	Science	Language Arts	Social Science	Math
		E	Math	Science	Language Arts	Social Science
		W	Social Science	Math	Science	Language Arts
Passing 9:26-9:36						
<b>2</b>	9:36-11:02	NS	PE	Foreign Language	PE	Foreign Language
		EW	Foreign Language	PE	Foreign Language	PE
Passing 11:02-11:12						
<b>3</b>	11:12-12:38	N	Science	Language Arts	Social Science	Math
		S	Math	Science	Language Arts	Social Science
		E	Social Science	Math	Science	Language Arts
		W	Language Arts	Social Science	Math	Science
Lunch 12:38-1:29						
<b>4</b>	1:29-2:55	N	Math	Science	Language Arts	Social Science
		S	Social Science	Math	Science	Language Arts
		E	Language Arts	Social Science	Math	Science
		W	Science	Language Arts	Social Science	Math

Friday

Block	Time	House	Friday
<b>1</b>	8:00 – 8:40	N/S	Foreign Language
		E/W	House
Passing 8:40 – 8:45			
<b>2</b>	8:45 – 9:25	N/S	House
		E/W	Foreign Language
Passing 9:25 – 9:35			
<b>3</b>	9:35 -10:50	NSEW	Project
Passing 10:50-11:00			
<b>4</b>	11:00 – 12:47	NSEW	Elective

<b>North House</b>	<b>Mr. Ruiz</b>	<b>Room 18</b>
<b>South House</b>	<b>Ms. Cancino</b>	<b>Room 5</b>
<b>East House</b>	<b>Mr. Petty</b>	<b>Room 22</b>
<b>West House</b>	<b>Mr. Strand</b>	<b>Room 20</b>

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**10<sup>th</sup> grade 2004-2005**

Monday – Thursday

Block	Time	House	Monday	Tuesday	Wednesday	Thursday
<b>1</b>	8:00-9:26	NS	PE	Foreign Language	PE	Foreign Language
		EW	Foreign Language	PE	Foreign Language	PE
Passing 9:26-9:36						
<b>2</b>	9:36-11:02	N	Language Arts	Math	Social Science	Science
		S	Science	Language Arts	Math	Social Science
		E	Social Science	Science	Language Arts	Math
		W	Math	Social Science	Science	Language Arts
Passing 11:02-11:12						
<b>3</b>	11:12-12:38	N	Science	Language Arts	Math	Social Science
		S	Social Science	Science	Language Arts	Math
		E	Math	Social Science	Science	Language Arts
		W	Language Arts	Math	Social Science	Science
Lunch 12:38-1:29						
<b>4</b>	1:29-2:55	N	Social Science	Science	Language Arts	Math
		S	Math	Social Science	Science	Language Arts
		E	Language Arts	Math	Social Science	Science
		W	Science	Language Arts	Math	Social Science

Friday

Block	Time	House	Friday
<b>1</b>	8:00-9:20	NSEW	Project
Passing 9:20-9:30			
<b>2</b>	9:30-10:10	N/S	Foreign Language
		E/W	House
Passing 10:10-10:15			
<b>3</b>	10:15-10:50	N/S	House
		E/W	Foreign Language
Passing 10:50-11:00			
<b>4</b>	11:00 – 12:47	NSEW	Elective

<b>North House</b>	<b>Ms. Ortega</b>	<b>Room 1</b>
<b>South House</b>	<b>Ms. Matthews</b>	<b>Room 8</b>
<b>East House</b>	<b>Mr. Daly</b>	<b>Room 11</b>
<b>West House</b>	<b>Ms. Skinner</b>	<b>Room 9</b>

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**11<sup>th</sup> grade 2004-2005**

**Monday – Thursday**

Block	Time	House	Monday	Tuesday	Wednesday	Thursday
<b>1</b>	8:00 – 9:26	N	Language Arts	Social Science	Science	Math
		S	Science	Math	Language Arts	Social Science
		E	Social Science	Science	Math	Language Arts
		W	Math	Language Arts	Social Science	Science
<b>Passing 9:26-9:36</b>						
<b>2</b>	9:36-11:02	N	Math	Language Arts	Social Science	Science
		S	Social Science	Science	Math	Language Arts
		E	Language Arts	Social Science	Science	Math
		W	Science	Math	Language Arts	Social Science
<b>Passing 11:02-11:12</b>						
<b>3</b>	11:12-12:38	N	Science	Math	Language Arts	Social Science
		S	Language Arts	Social Science	Science	Math
		E	Math	Language Arts	Social Science	Science
		W	Social Science	Science	Math	Language Arts
<b>Lunch 12:38-1:29</b>						
<b>4</b>	1:29-2:55	NSEW	PE, Foreign Language, Young Scholars, Films	PE, Foreign Language, Young Scholars, Films	PE, Foreign Language, Young Scholars, Films	PE, Foreign Language, Young Scholars, Films

**Friday**

Block	Time	House	Friday
<b>1</b>	8:00 – 9:25	NSEW	Project/House
<b>Passing 9:25-9:35</b>			
<b>2</b>	9:35 -10:55	NSEW	Project/House
<b>Passing 10:50-11:00</b>			
<b>3</b>	11:00 – 12:47	NSEW	Elective

<b>North House</b>	<b>Ms. Edwards</b>	<b>Room 11</b>
<b>South House</b>	<b>Mr. Pang</b>	<b>Room 4</b>
<b>East House</b>	<b>Mr. Navaroli</b>	<b>Room 21</b>
<b>West House</b>	<b>Mr. Hedman</b>	<b>Room 7</b>

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**12<sup>th</sup> grade 2004-2005**

**Monday – Thursday**

Block	Time	House	Monday	Tuesday	Wednesday	Thursday
<b>1</b>	8:00 – 9:26	S	Science	Science	Science	Science
		E	Math	Math	Math	Math
		N	Language Arts/SS	Language Arts/SS	Language Arts/SS	Language Arts/SS
<b>Passing 9:26-9:36</b>						
<b>2</b>	9:36-11:02	N	Math	Math	Math	Math
		S	Language Arts/SS	Language Arts/SS	Language Arts/SS	Language Arts/SS
		E	Science	Science	Science	Science
<b>Passing 11:02-11:12</b>						
<b>3</b>	11:12-12:38	E	Language Arts/SS	Language Arts/SS	Language Arts/SS	Language Arts/SS
		N	Science	Science	Science	Science
		S	Math	Math	Math	Math
<b>Lunch 12:38-1:29</b>						
<b>4</b>	1:29-2:55	NSEW	Foreign Language, Young Scholars, Films	Foreign Language, Young Scholars, Films	Foreign Language, Young Scholars, Films	Foreign Language, Young Scholars, Films

**Friday**

Block	Time	House	Friday
<b>1</b>	8:00 – 9:25	NSEW	Project/House
<b>Passing 9:25-9:35</b>			
<b>2</b>	9:35 -10:55	NSEW	Project/House
<b>Passing 10:50-11:00</b>			
<b>3</b>	11:00 – 12:47	NSEW	Elective

<b>East House</b>	<b>Mr. Ogden</b>	<b>Room 10</b>
<b>North House</b>	<b>Mr. Purther</b>	<b>Room 17</b>
<b>South House</b>	<b>Ms. Wann</b>	<b>Room 2</b>

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# COMMUNITY MAINTENANCE

*It takes a village to raise a child.*

—AFRICAN PROVERB

Instructors, administrators, staff, and students at I-Poly 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 I-Poly and Cal Poly communities. No matter where you go on or off campus, you are a representative of I-Poly. It is expected that you will exercise wise judgment in both words and actions while you are a student here.

## THE I-POLY CITIZEN EXEMPLIFIES

### **Respect for All Living Things on the Campus**

Respect is displayed through courtesy, consideration, and common sense. Faculty and staff requests should be obeyed graciously.

### **Respect for the Property of Others**

Buildings, books, and materials are to be treated with care.

### **Respect for the Environment**

Trash should be recycled whenever possible or thrown in the proper waste container.

### **Follow Class Norms**

This is done by actively listening to others and not interrupting when others are speaking, presenting, or performing. Courtesy begins with each individual.

### **Appreciation for the Views of Others**

Remember that others possess a variety of opinions and world views that may be different from *your* own. Understanding and appreciation of others' views is a chance to learn, change, and grow.

*Families are expected to review, sign, and return the 2004-2005 Family Commitment Contract. Please review the sample on the following page.*

## International Polytechnic High School Family Commitment Contract

By signing this contract, students and their families agree to commit their active support of **International Polytechnic High School's (I-Poly) Mission, ESLRs and expectations**. It is imperative that *all* stakeholders understand that I-Poly's rigorous, project-based curriculum requires collaborative efforts and acceptance of responsibilities for our students to maximize their learning potential. Failure to meet the terms of this contract may result in an involuntary return to a student's home school.

We understand and accept that the following responsibilities must be actively developed, applied and supported:

### I-POLY'S EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs):

- A. I-Poly Citizenship
1. Assumes responsibility for his/her actions and abides by the rules
  2. Respects and acknowledges the rights and responsibilities of others
  3. Promotes positive school environment and culture
  4. Participates and documents Service Learning activities
  5. Follows and obeys all school rules as outlined in the *I-Poly Student Handbook*
- B. Global Citizenship
1. Models respect for all human diversity (including one's own)
  2. Demonstrates understanding of historical and environmental trends and events, and their global impact
- C. Effective Team Member
1. Commits to respect and appreciates all group members' abilities and contributions
  2. Commits to group harmony, effectively uses interpersonal communication and seek peaceful and just resolutions to conflict
  3. Consistently and productively contributes to one's group assigned work/tasks
  4. Actively collaborates and cooperates to establish goals, plans, schedules, etc.
- D. Lifelong Learner
1. Assumes responsibility for one's own learning/education
  2. Demonstrates an inquisitive nature
  3. Actively seeks and accesses appropriate resources to further one's own knowledge and the knowledge of others
  4. Explores and prepares one's career path options
  5. Makes meaningful connections between academic learning and real world situations
  6. Commits to develop one's own potential to a valuable and contributing member of society
- E. Creative Thinker
1. Views problems as opportunities and challenges
  2. Invents and seeks unique solutions
  3. Expresses personal creativity effectively
  4. Recognizes and appreciates one's their own talents, as well as the talents of others
  5. Demonstrates creative risk-taking expanding one's learning potential

### F. Critical Thinker

1. Develops and poses questions to seek deeper meaning
  2. Analyzes, synthesizes, and evaluates information
  3. Consistently works towards effective problem-solving
  4. Demonstrates capacity to consider ideas and/or problems from different points of view
- G. Effective Communicator
1. Accepts responsibility for communicating respectfully and appropriately
  2. Projects genuine effort/interest in sending and receiving messages for effective communication
  3. Accepts responsibility for developing effective written, oral, and interpersonal communication skills
- H. Effective User of Technology
1. Actively accepts responsibility for developing knowledge and skills for technological literacy
  2. Utilizes, understands, and integrates technology appropriately
  3. Demonstrates a willingness to share technological knowledge with others

### SUPERVISION

I-Poly supervision is provided for I-Poly-sponsored programs, activities, and instruction only. Unless otherwise noted for a specific I-Poly-sponsored program or activities, hours of supervision at I-Poly are **7:30am to 3:00pm**, Monday through Friday during the designated school year. I-Poly students on campus after their I-Poly-sponsored programs, activities, or instruction have ended are not the responsibility of I-Poly or the Los Angeles County Office of Education. I-Poly students and their parents/guardians assume the risks involved if the student remains on the premises after I-Poly supervised hours.

### ATTENDANCE

It is the responsibility of the parent/guardian to ensure that the student is not truant or has excessive tardiness. Many of our students live at some distance from the campus and **"heavy traffic" will not be an acceptable excuse for tardiness on a regular basis.**

### STUDENT TEAM MEETINGS

The most essential piece of Project-Based Learning at I-Poly High School is the student's team. Parents/Guardians of I-Poly students must be committed to ensuring that students will be available for team meetings as established by the student teams, and that transportation and materials will be made available for the students. Lack of support from the parent/guardian may result in a required conference with I-Poly's Administration.

**We have carefully read and fully understand this document and I-Poly's Mission Statement, and will review I-Poly's Student and Parent Handbook. We accept the responsibilities outlined in this contract:**

Student Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/200\_\_  
Please Print

Parent/Guardian Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/200\_\_  
Please Print

EXPIRATION: UPON GRADUATION OR WITHDRAWAL FROM I-POLY

Revised 01/10/02

## ACADEMIC HONESTY/PLAGIARISM

Academic Honesty is a fundamental principle of scholarship. The content of papers produced by students as a result of their study and research is expected to clearly distinguish a student's own work and ideas from the work and ideas 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.** Student caught plagiarizing will receive an NC on the assignment and may result in due process hearing and possible dismissal from I-Poly.

The goal of I-Poly High School is to develop students who work independently and collaboratively with a sense of integrity and ethical standards of study.

## CAMPUS RESTRICTIONS

I-Poly is a closed campus and non I-Poly students are restricted from the campus at all times unless previous permission is granted through the Administration Office by the teachers and administrator at least one week prior to visit.

**Restricted Areas:** Students are restricted from the following areas at all times unless given authorization from Cal Poly or I-Poly staff:

- construction areas
- horse stables
- dorms
- offices and classrooms in the University Union
- baseball field
- track
- music building
- recital hall
- Theater Department
- day care center and play ground area
- Game Room

Students are not to be in the game room of the student University Union during instructional hours of 8:00 am to 3:00 pm. Students are not allowed to loiter in the PE area at any time during the day. This includes:

- weight room
- large and small gym
- pool area
- hallways
- locker rooms
- telephones

## DRESS & GROOMING STANDARDS

I-Poly High believes there is a direct correlation between the quality of appearance and a sound and safe educational environment. Since I-POLY has an international theme, students find that it is to their advantage to cultivate an awareness of appearance and behavior which will allow them to interact harmoniously among people of various ethnicities in different situations. Because I-Poly 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 I-Poly student will receive the maximum benefit from his/her surroundings. **Student appearance must not be distracting to the learning environment per instructor discretion.**

- Students are expected to come to school clean and appropriately dressed and groomed. Clothing should be modest and neat.
- State law requires that students wear shoes on campus at all times.
- Skirts, shorts and shirts may not be so revealing as to be distracting. Subject to instructor and staff discretion.
- Undergarments should not show.
- Tube tops or strapless garments are prohibited.
- Sexually explicit, racist, or obscene/vulgar clothing is not acceptable. Additionally, clothing, jewelry, slogans, or accessories promoting drugs, alcohol, and tobacco use are strictly prohibited.
- No gang-related jewelry, insignia, colors, paraphernalia, materials, apparel, clothing or attire may be worn or carried on campus or at school activities. Also prohibited are notebooks, manner of grooming, or gesture which by virtue of its color, arrangement, trademark, graffiti or any other attribute, denotes membership in such a group.
- Clothing or articles of clothing including but not limited to spiked jewelry which is likely to provoke others to acts of violence or which are likely to cause others to be intimidated by fear of violence are strictly prohibited.
- *Contact the school counselor if financial assistance is needed for school clothing to meet I-Poly's dress code. (LACOE Policy 7360.2)*
- 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.

## **HARASSMENT**

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

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

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

### **Reporting Sexual Harassment:**

Any I-Poly student who believes that he or she has been the victim of sexual harassment is urged to bring the matter to the immediate attention to a instructor, counselor, or administrator so that appropriate action may be taken to resolve the problem. 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, I-Poly 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 I-Poly.*

## **HATE CRIME AND BIGOTRY**

Per the Education Code, hate crimes are considered to be 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 and bigotry will be addressed by school staff and may result in disciplinary action, dismissal from I-Poly, and reported to the police.

## **COMMITMENT TO SAFETY**

*School is defined as the I-Poly and Cal Poly campus* I-Poly is committed to ensuring that a safe environment is maintained for all students. Therefore, I-Poly has a policy of aggressively respond 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

Students involved in any of these activities are subject to disciplinary consequences and will be referred to a hearing panel for possible removal from I-Poly and forfeiture of their privilege of attending this unique and excellent high school. In addition, students may be referred to the Cal Poly Campus Police for possible criminal prosecution.

*Staff members of I-Poly are asking the help of all parents and students in this matter. Parents, please take time to explain I-Poly’s commitment to safety. Point out 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 sound like they might lead to inappropriate behavior and/or violence. Please join us in our continual effort to make the safety of our school a top priority.*

# ATTENDANCE POLICY

## ATTENDANCE & TARDY POLICY

Student success at I-Poly 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 I-Poly 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 can be reason to dismiss a student from I-Poly.**

### Definitions

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
- suspensions
- 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:

Absences not defined above as excused are unexcused absences. Also included are:

- unverified absence
- truancy
- absence due to leaving campus without permission

Students who are late to class often fail to realize that the instructor may have already recorded

them as absent. It is the student's responsibility to remain after class and ask the instructor to correct the "absence" to a "tardy".

### Procedure for Clearing Absences

When a student is absent from school, the parent must notify the school by either calling 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 one week of absence. All uncleared absences will be considered as truant.

### Returning from an Absence:

- Students report promptly to class upon return from an absence.
- Cleared absences will be reported to instructors weekly.
- If a student brings a note to school in lieu of a parent call to clear the absence, the student must submit their note to the main office outside of regular class time, and obtain a readmit.

A doctor's note may be requested if absences become excessive. Any unexcused absence is considered a truancy.

### Long-term Absence:

The I-Poly 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 I-Poly 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) 869-4567, with an estimate of the student's absence (periodic updates would be appreciated).

A student returning from an extended absence may require supplemental tutoring and/or remediation beyond what I-Poly can offer in order to attain proficiency.

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

**Due to the unique program structure at I-Poly, we strongly discourage absences for any extended period of time.**

*Absences and tardies must be cleared through the main office.*

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

**Tardies**

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

**Unexcused Tardy:**

Unexcused tardies are defined as arriving any time after a class/activity is scheduled to begin without a valid written excuse from a parent/guardian or I-Poly staff member. **NOTE: ANY ARRIVAL AFTER 30 MINUTES CONSTITUTES A TRUANCY (SEE TRUANCY POLICY).**

**If tardy, students are to report directly to class.**

If the tardy is to be excused, the student must get an “excused tardy slip” from the main office (on their own time) and submit the form to the instructor.

UNEXCUSED TARDY PER SEMESTER	CONSEQUENCES
LEVEL 1 (1-3 tardies)	teacher action
LEVEL 2 (4-6 tardies)	teacher action, parent notified
LEVEL 3 (7+ tardies)	administrative action

*Important Note: Excessive tardies may lead to in-school suspension, student behavior or attendance contract, or removal from I-Poly per administrative action.*

**Truancies**

When students choose to attend I-Poly, 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 I-Poly staff member.

TRUANCY	CONSEQUENCES
LEVEL 1	teacher action, parent and administrator notified
LEVEL 2	administration action

*Important Note: Excessive turancies may lead to in-school suspension, student behavior or attendance contract, or removal from I-Poly per administrative action.*

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 pickup.

**Administrative Action:**

Administrative action may include, but is not limited to: assigned consequences, parent conference, detention, student contract, suspension, due process hearing, possible dismissal from I-Poly.

Administrative detention is assigned at the discretion of the administrator or designee and will take place after school for one hour. Students are responsible to notify parents and/or make arrangements for student pickup.

**Student Contracts:**

A student contract outlines an individual plan of action to maximize a students’ potential in becoming a successful I-Poly 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 issues. Non-completion or violation of the contract may result in due process and dismissal from I-Poly High School.

**Graduation Contract:**

A contract will be issued to any student missing required courses necessary for graduation.

**Failure to make-up any missing coursework by the end of the first semester of a student’s Senior year will result in recommendation to be returned to district.**

## DISCIPLINE CHART

OFFENSE	LEVEL 1 CONSEQUENCES	LEVEL 2 CONSEQUENCES	LEVEL 3 CONSEQUENCES
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PLEASE NOTE: THE LEVEL OF DISCIPLINE IS BASED ON THE SEVERITY OR REPETITION OF THE INFRACTION

Alcohol Violation	Police notified and possible arrest; Due-process hearing; Possible dismissal from I-Poly		
Cell Phone / Pager Use During Class Time (Includes text message, making and receiving calls)	Teacher Action**	Teacher Action* Cell Phone Confiscated Parent Notified Administration Notified	Administrative Action**
Cheating	Teacher Action* NC on work Parent Notified	Teacher Action* NC on work Parent Notified Administration Notified	Administrative Action**
Damage to School Property	Police notified and possible arrest Administrative Action**	Police notification and arrest Administrative Action** Parent Conference Due process hearing, possible dismissal from I-POLY	
Defiance (Major)	Administrative Action** Parent Notified	Administrative Action** Parent Conference	Administrative Action** Parent Conference Due process hearing, possible dismissal from I-POLY
Defiance (Minor)	Teacher Action*	Teacher Action* Parent Notified Administration Notified	Administrative Action**
Dress Code Violation (Refer to Dress and Grooming Standards)	Teacher Action*	Teacher Action* Parent Notified Administration Notified	Administrative Action**
Drugs: Sales and/or Possession of Drugs, or Drug Paraphernalia	5 Day Suspension Police notified and possible arrest Administrative Action** Parent Conference Due process hearing, possible dismissal from I-POLY		
Failure to Attend Teacher Assigned Detention	Teacher Action*	Teacher Action* Parent Notified and/or Conference	Administrative Action**
Fighting (Assault/Battery or Other Acts of Violence)	Police notified and possible arrest Administrative Action** Parent Conference Due process hearing, possible dismissal from I-POLY		
Firecracker/Fire-Setting	Police Notification and Possible Arrest Administrative Action** Parent Conference Due process hearing, possible dismissal from I-POLY		
Forgery	Administrative Action** Parent Notified	Administrative Action** Parent Conference	Administrative Action** Parent Conference Due process hearing, possible dismissal from I-POLY
Gambling	Administrative Action** Parent Notified	Administrative Action** Parent Conference	Administrative Action** Parent Conference Due process hearing, possible dismissal from I-POLY
Harassment, Hate Crime or Bigotry	Police notified and possible arrest Administrative Action** Parent Conference Due process hearing, possible dismissal from I-POLY		
Nuisance Items	Teacher Action*	Teacher Action* Parent Notified Administration Notified	Administrative Action**

\*Teacher Action may include but is not limited to: classroom consequences, after-school detention, lunch detention, parent conference, assigned work, etc.

\*\*Administrative Action may include but is not limited to: parent notification, parent conference, detention, student contract, suspension, due process hearing, possible dismissal from I-Poly, etc.



## DISCIPLINE CHART

OFFENSE	LEVEL 1 CONSEQUENCES	LEVEL 2 CONSEQUENCES	LEVEL 3 CONSEQUENCES
---------	-------------------------	-------------------------	-------------------------

PLEASE NOTE: THE LEVEL OF DISCIPLINE IS BASED ON THE SEVERITY OR REPETITION OF THE INFRACTION

Off Campus Without Permission	Administrative Action** Parent Notified	Administrative Action** Parent Conference	Administrative Action** Parent Conference Due process hearing, possible dismissal from I-POLY
Plagiarism	Teacher Action* NC on work Parent Notified Administration Notified	Administrative Action** Parent Conference Due process hearing, possible dismissal from I-POLY	Administrative Action** Parent Conference Due process hearing, possible dismissal from I-POLY
Poppers, Matches...	Administrative Action	Administrative Action** Parent Notified	Administrative Action** Parent Conference Due process hearing, possible dismissal from I-POLY
Reckless Driving	Administrative Action** Parent Notified	Administrative Action** Parent Notified Parking Permit Revoked	Administrative Action** Parent Conference
Skateboards	Teacher Action*	Teacher Action* Parent Notified Administration Notified	Administrative Action**
Tardy (per semester)	<u>1-3 Tardy</u> Teacher Action*	<u>4-6 Tardy</u> Teacher Action* Parent Notified Possible Parent Conference Administrator Notified	<u>7+ Tardy</u> Administrator Notified Administrative Action** Parent Notified
Theft	Police notified and possible arrest Administrative Action** Parent Conference	Police Notification and Possible Arrest Administrative Action** Parent Conference Due process hearing, possible dismissal from I-POLY	
Tobacco: Possession, Smoking or Chewing	Police notified for citation Administrative Action Parent Notified	Police notified for citation Administrative Action** Parent Conference	Police notified for citation Administrative Action** Due process hearing, possible dismissal from I-POLY
Truancies	Administrative Action** Parent Notified	Administrative Action** Parent Conference	Administrative Action** Parent Conference Due process hearing, possible dismissal from I-POLY
Uncooperative to I-POLY or Cal Poly Staff	Teacher Action* and/or Administrative Action** Parent Notified	Administrative Action** Parent Conference	Administrative Action** Parent Conference Due process hearing, possible dismissal from I-POLY
Verbal/Physical Assault of Staff	5 Day Suspension Administrative Action** Parent Conference Due process hearing, possible dismissal from I-POLY		
Weapons	5 Day Suspension Administrative Action** Parent Conference Due process hearing, possible dismissal from I-POLY		
Detention: Teacher Assigned	Teacher assigned detention is at the discretion of the teacher, and must be served by the student at the assigned time. Students are responsible to notify parents and/or make arrangements for student pickup. Failure to attend detention may result in Administrative Action**.		
Detention: Administer Assigned	Administrative assigned detention is assigned at the discretion of the administrator designee and will take place after school for 1 hour. Students are responsible to notify parents and/or make arrangements for student pickup		

\*Teacher Action may include but is not limited to: classroom consequences, after-school detention, lunch detention, parent conference, assigned work, etc.

\*\*Administrative Action may include but is not limited to: parent notification, parent conference, detention, student contract, suspension, due process hearing, possible dismissal from I-Poly, etc.

# ASSESSMENT PROCESS

**I-Poly's four-week make-up policy has been eliminated. No revised work will be accepted beyond semester deadlines.**

I-Poly's four-week make-up policy has been eliminated. Historically, this policy was established to allow students to reach mastery in their subjects. In practice, however, this policy has reinforced negative academic behaviors, including poor workmanship and missed deadlines. Despite efforts to mitigate the problem, this negative side-effect persists. Students may still be able to revise work during the semester if teacher policy permits. This ensures students the opportunity to reach mastery, but within the semester. **No revised work will be accepted beyond semester deadlines.**



**International Polytechnic High School**  
3801 W. Temple Avenue, Bldg. 128-16, Pomona, CA 91768  
909 / 869-4567 FAX 909 / 869-2202

## TRANSCRIPT KEY

International Polytechnic High School (I-Poly) is located on the campus of California Polytechnic University, Pomona and is under the auspices of Los Angeles County Office of Education. The school employs a rigorous, interdisciplinary, project based, global curriculum for students in Los Angeles, Orange, San Bernardino, and Riverside Counties. Instructors at I-Poly use integrated holistic assessments rather than letter grades to monitor students' progress. The on-going assessment process leads to a final evaluation at the end of each trimester and consists of teacher evaluation, student's self-assessment/action plan, and peer/group assessment. In addition to academic content, key areas include: Critical Thinker, Effective Communicator, Creative Thinker, Effective Team Member, I-Poly Citizen, Global Citizen, Effective user of Technology, Lifelong Learner, and Service Learning.

### INTERNATIONAL POLYTECHNIC HIGH SCHOOL ASSESSMENT CONTINUUM

**Exemplary (E):** To attain this rating, a student must *demonstrate mastery and complete* criteria set forth by the instructors through:

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

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

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

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

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

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

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

**Credit (CR):** A rating of Credit is reserved for a student who exhibits insufficient evidence to meet criteria set forth by the instructors.

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

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

### Making-up NCs

- summer school at a regular high school
- local adult school or Mt. San Antonio College (MT. SAC) adult school

## **ANSWERS TO FREQUENTLY ASKED QUESTIONS ABOUT THE I-POLY ASSESSMENT SYSTEM AND TRANSCRIPT**

Parents and students often ask how colleges view I-Poly's unique educational program. I-Poly's academic program is college preparatory. Additionally, I-Poly courses have been approved by the University of California and California State University systems. Students who successfully complete four years at I-Poly meet the course entrance requirements for most colleges. Furthermore, I-Poly students have the advantage of taking college classes at Cal Poly-Pomona while still attending high school. Approximately 94% of I-Poly graduates continue onto college, and of these students over 60% enter four-year colleges.

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

**Question:**

*Why does I-Poly assign a 4.0 value to the "AE" as well as the "E" assessment marks?*

**Answer:**

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

**Question:**

*Why doesn't I-Poly offer AP and Honors Classes?*

**Answer:**

I-Poly does not offer Honors and AP classes. Only courses designated as AP or Honors can receive one extra point for each grade received. In reality, I-Poly projects are honors level education, but in order for a class to be designated honors, a school must also have regular college preparatory classes and an advanced course that is labeled Honors. When I-Poly was developed, a conscious effort was made to create one curriculum that could be accessed by all students. Tracking students in different level classes was never considered.

**Question:**

*Does I-Poly's lack of AP & Honors classes adversely affect students' college application?*

**Answer:**

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

## THE I-POLY LEARNING APPROACH— Inquiry, International, and Interdisciplinary Education

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

—EDNA ST. VINCENT MILLAY

Everyday life, and most careers, present us with challenges and opportunities requiring the sharing and synthesis of ideas and information. Traditional educational institutions maintain a system where ideas and information are separated, mainly because it's easier for instructors to lecture to, and test, large numbers of students that way. 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 I-Poly, students learn by asking and pursuing critical questions, exploring global issues and events from a variety of perspectives, and making connections between and among subjects (or disciplines). This inquiry/international/interdisciplinary approach to learning is the loom upon which a multi-textured, truly durable fabric of knowledge is woven.

### **INQUIRY LEARNING**

A typical approach to learning focuses on students memorizing “important facts and figures,” usually given by the instructor, a textbook, or both. This information is divided into disciplines, such as math, science, history, literature, writing, foreign language, physical education, economics, sociology, anthropology, and so on. Once the lectures have ended, students are tested with quizzes, multiple-choice and true-false tests, worksheets, “fill-in-the-blank” sentences, etc. When a student passes enough of these tests, he/she is considered educated in those subjects, and can move on to the next “meteoric shower of facts.” In this system, students are neither required nor encouraged to ask questions, since

it is assumed that the instructor and the textbook possess the answers.

However, facts, figures and other data cannot exist without the questions which precede, produce and follow them. By asking and pursuing important questions, students are transformed from passive receivers of information into active learners, thinkers and problem solvers. Through inquiry, students take ownership of both knowledge and the knowledge-gathering process. At I-Poly, class assignments, discussions, essays, journals, case studies, and group and individual projects are most often posed in the form of a series of *essential questions* that students are asked to answer while being encouraged to investigate the question further. Students often find that, depending on the source, questions have more than one answer! This leads to still more questions, which in turn becomes the basis for a lifetime of inquiry and learning. Instructors become learning facilitators, guiding students along the path of inquiry as they ask questions and master skills, concepts and material.

While all I-POLY 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. In many ways, instructors actively learn and produce along with students, demonstrating, once again, that learning is for life.

## Goal of I-Poly's Curriculum

*The goal of I-Poly's curriculum is to instill in students the desire to know "why" things happen rather than simply knowing that they do.*

## INTERNATIONAL EDUCATION

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

The goal of our curriculum is to inspire students with a desire to know why things happen rather than just knowing that they "do". As students develop a global perspective on issues and events, they get closer to the "why" of things. They become prepared for a complex world where people engage each other through cooperation, competition, and conflict. According to educator Robert G. Hanvey, Center of War/Peace Studies, there are five important dimensions to the development of a global perspective:

### Dimension 1

#### *Perspective Consciousness*

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

### Dimension 2

#### *State of the Planet Awareness*

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

### Dimension 3

#### *Cross-Cultural Awareness*

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

### Dimension 4

#### *Knowledge of Global Dynamics*

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

## Dimension 5

### *Awareness of Human Choices*

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

One way in which I-Poly students develop into globalists is through the use of case studies. Case studies are actual, "real world" international scenarios and simulations which bring students directly into contact with complex issues and problems. Students engage in a process of analyzing multiple points of view and competing interests, during which they ask relevant questions, describe and explain issues and events, and eventually predict or prescribe an outcome. This process is challenging, stimulating, and really forces students to think on their feet, eliciting their interpretations as to why things happen.

Case studies, and the other aspects of global education, prepare students for an increasingly dynamic, changing, and complex world. They also help the students see that as far as global issues are concerned, there is often more than one answer or point of view. This preparation will serve them well as they specialize in college, and in the global village beyond.

## INTERDISCIPLINARY EDUCATION

As I-Poly students pursue questions and examine global issues and events from a variety of perspectives, they discover the inter-connectedness of people, systems and information. These connections are reflected in the I-Poly 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.” Recent 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 I-Poly 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.

### **The “Three I’s” of I-Poly High School**

*The traditional means of educating students is often referred to as the “Three R’s” (reading, writing and arithmetic), while the I-Poly learning approach might better be described as the “Three I’s” (inquiry, international and interdisciplinary). While I-Poly students certainly cover “the basics” (including the correct spelling of “writing”), “the basics” are simply not enough for the complex and changing world into which they will graduate. Weaving together various strands of understanding, I-Poly students will truly be in a position to leave their marks “upon this gifted age”.*

### **INTERDISCIPLINARY PROJECTS**

These projects provide a forum for students to demonstrate their level of 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 for completion. 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 I-Poly. They may include exhibitions, simulations, debates, stage shows, and other significant performances. Presentations generally have three major components including written, visual and live presentation/demonstration. Group-project presentations occur in ninth, tenth, and eleventh grades. Individualized culminating exhibitions occur at the twelfth grade level. Although components will vary from project to project, exhibitions afford students an opportunity to both demonstrate and celebrate their knowledge and talents, those elements which noted educational reformer Theodore Sizer calls “important things.”

### **QUESTION(S)**

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

### **INSTRUCTIONS/TIMELINES/RUBRICS**

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

### **INQUIRY**

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

### **APPLICATION**

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

## **CRITERIA FOR INTERDISCIPLINARY PROJECTS**

### **EXPRESSION**

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

### **UNIVERSALITY**

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

### **EVALUATION/ANALYSIS**

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

# I-POLY FOUR-YEAR CURRICULUM PLAN

## 9TH GRADE

## 10TH GRADE

PROJECT TITLE  
&  
DESCRIPTION

### *Journey of the Hero*

SEMESTER

**1**

Students will examine their heroes and themselves in an interdisciplinary project that emphasizes values, self-discovery, teamwork and critical thinking. By identifying with a hero or heroine, students will discover things about themselves and each other that they might not have otherwise considered. The project slowly introduces students to the I-Poly team concept by allowing them to work first on individual components, then with a partner, and finally in a five member group. The project also introduces the concept of expert feedback by exposing them to critiques from upper classmen. The project culminates in a celebration of students' accomplishments and discoveries.

### *Olympics*

Through sports and cultural exchange, students explore 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 unresolved issues of the modern world. Students are organized into teams which research and represent their countries in order to promote respect and understanding. The Global Competition project culminates through healthy competition in Olympic-style sports and academic events.

## Project Matrix

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

PROJECT TITLE  
&  
DESCRIPTION

### *That's Infotainment*

SEMESTER

**2**

Student teams engage in an interdisciplinary investigation focusing on assigned global wellness issues, including Ecology, HIV/AIDs, Animal Rights Issues, 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.

### *Innovention for the New Millennium*

Organized as entrepreneurial companies, students examine the motivations behind global change and how advances in technology and innovative ideas have influenced the current state of the world. They identify current global issues and seek solutions for the future through their own *innoventions*. Each company explores the feasibility and marketability of its product. The innoventions are presented at a culminating trade show exhibit.



**11TH GRADE*****Project RE-volution***

Project RE-volutions allows students to examine the causes of change in society. Students research and compare various cultural revolutions. From this comparison students hypothesize the causes of change in society and examine the difference between revolution and evolution. Finally, students examine current technological developments and determine if we are experiencing evolutionary or revolutionary change.

**12TH GRADE*****Senior Project***

The Senior Project is a yearlong, in-depth, focused independent study on an approved topic of personal choice. Students are expected to seek out experts in the field so that their work reflects realistic rigor and depth. Under the advise of their instructors, students are required to integrate all core academic areas. Each student must present a lesson where the presentation focuses on teaching peers rather than presenting to teachers. During presentations students must take a stance, involve their audience and strive to gain the critical approval of their mentoring experts. They are also required to defend their stance with their research and explore the artistic aspects of their topic.

PROJECT TITLE  
&  
DESCRIPTION

SEMESTER

**1*****Building a Nation***

Students write and defend a re-development proposal for a developing nation. The project showcases intense and comprehensive research on the political, social and economic climate of a developing country. Students are challenged to reach creative solutions for an inter-dependent approach to their proposals, which will culminate in a creative multimedia experience.

***Model Assembly***

Students will participate in a model assembly on a variety of contemporary issues. Student groups will represent different political parties and will focus on statewide and local issues. These groups will present their suggestions for a bill in caucus and committee, vote on that bill and finally, in a mock Assembly session, present bills to the Assembly for approval. Students will work in groups to research their issues(s), collect and analyze data, present findings and make recommendations to their party caucus and committee.

PROJECT TITLE  
&  
DESCRIPTION

SEMESTER

**2**

# 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.

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

## YOUNG SCHOLARS PROGRAM

Students who attend I-Poly High School have the privilege of taking college courses at the California Polytechnic University–Pomona during their eleventh and twelfth grade years. All students who maintain a cumulative GPA of 3.0 or above are eligible for this program. Cost to each student is only \$10.00 and covers all tuition expenses for as many courses as the student elects to take.

It is highly recommended that students select general education courses, introductory courses to their fields of interest or visual and performing arts courses to assist them in meeting college entrance requirements. The ability to take college coursework on this CSU campus is a very important opportunity even greater than taking high school honors or AP courses. We encourage all eligible I-Poly High School students to actively participate in this program.

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

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

Procedures for registration are as follows:

1. Pick up a Young Scholar Cal Poly Registration form at the High School Counseling office.
2. Return the form by the registration deadline indicated by the counselor for the quarter in which you enroll.
3. All students who apply in the fall do not have to re-apply as long as they are continually enrolled.
4. Select a list of potential classes from the course list of open classes at: <http://www.csupomona.edu/cgi-bin/oracle/openseat.pl>
  - Select the appropriate quarter and year
  - Mark “All Classes” to review any potential open class
  - Fill out the rest of the form and click “submit”.
5. Clearly and accurately print all data necessary for your class choices. Make certain you list several choices, as there will be no guarantee of open classes on the day you must enroll.
7. A request for admittance letter will be generated for each course you list
8. On the first day of class (or before) contact the professor (in person, by e-mail or phone) to obtain their signature.
9. Return all signed forms with a check or cash for \$10.00 (total) to the high school counseling office.

# FOREIGN LANGUAGE

## FRAMEWORKS AND STANDARDS

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

## I-POLY PROGRAM

The I-Poly foreign language team is currently offering French and Spanish classes. Students in the 11th and 12th grades may study additional languages at the college level. The I-Poly 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.

In order to increase community participation, the foreign language team is working in conjunction with the American Field Service (AFS) in an effort to host international students on the I-Poly campus and to send I-Poly students to other countries. They offer a variety of programs, including the semester or year abroad, as well as many exciting summer programs. Contact Sarah Meyers for additional information regarding the AFS program.

Students who are unable to complete a third year of foreign language as determined by the counseling office will be recommended by their instructors to be placed in a visual and performing arts class offered at I-Poly. This class fulfills the graduation requirement in lieu of a third year of foreign language. However, this is not a substitute for foreign language as recommended by most universities.

If students want to transfer from one foreign language to another during their stay at I-Poly, they must take a course that is the equivalent to their missing year/years of the new foreign language.

**EXAMPLE:** If students want to switch from French 1 to Spanish 2, they must take the equivalent of one year of Spanish 1 in an accredited school program outside of I-Poly.

Since transfer students may be faced with missing I-Poly foreign language requirements, they must make-up any missing foreign language.

**EXAMPLE:** An 11<sup>th</sup> grader transferring with only 1 year of Spanish must make up a second year of foreign language.

### Five Focus Areas Essential to Learning a Foreign Language

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

- communication
- culture
- connections
- communities
- comparisons

# PHYSICAL EDUCATION

## PROGRAM

The I-Poly PE program is sponsored and supported by Cal Poly Pomona, the Department of Kinesiology and Health Promotion, and the Los Angeles County Office of Education. It meets the State Department of Education's high school graduation requirements. It has won three consecutive "outstanding program" awards (1998, 1999, & 2000). The I-Poly PE experience is designed to exceed the minimum standards for a quality physical education program. Ninth, tenth, and eleventh grade students are required to participate in this program unless excused or exempt under Education Code 51241.

The I-Poly 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 life-long health and physical well-being. It is a continuous process from 9th to 11th grade with sequential development of skills, talents, attitudes and behaviors. It is built on students achieving three goals in eight sub-disciplines as evidenced by the student in his/her portfolio.

I-Poly students are required to complete a Physical Education Portfolio, which is a documentation of their progress in achieving the physical education exit standards.

## Student Exit Standards

All health and PE classes are designed to meet specific Exit Standards for students at the various grade levels. Copies of the Exit Standards and PE Contract will be given to students to bring home. A copy of the Exit Standards can be found in each students' portfolio.

## Student Assessment

At the end of each semester, students will assess themselves using the agreed upon rubric (criteria) and then will meet individually with each instructor to discuss the evaluation. Parents may schedule instructor conferences at any time by calling the PE office at 909-869-4119.

## Lost and Found

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

## Guidelines for Student Success

The physical education faculty wants students to enjoy physical activity and to become a contributing member of the I-Poly community. Listed on the next page are some of the behaviors that will make the physical education experience meaningful and productive for all concerned:

- Regular and punctual attendance. I-Poly projects are generally done in teams and since physical education integrates with the projects it is important to be at school and in class regularly to work with your team in physical education.
- Dress in required physical education clothing and participate in every class meeting.
- Treat other people and class equipment with care and respect.
- Utilize the Physical Education Portfolio to set personal fitness, health, skill, social, and project goals and, thereafter, become personally accountable for meeting those goals.
- Consistently use the Physical Education Portfolio to evidence and assess each standard completed. Integrate international studies with sport and culture at every opportunity.
- Smile, laugh, say encouraging and positive things to others and to yourself regularly.
- Share what you learn with family and community members.
- Follow the STARS Program for personal development and document your progress.
- Become familiar with your own bodily need and requirements for exercise. Take care of your body—you can't trade it in on a new model when this one wears out.

## Locker Room Policy

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

Showers are provided but not required. Shower privileges can be revoked at any time especially if showers are left on after being warned to turn them off.

Students will be issued a locker during the first two weeks of school. Students must bring a combination lock to use. Each student will have their name engraved on their locks. 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 section 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, pagers, hats, or any other personal items are brought to PE classes, student will be sent back to the locker room to place them in their PE locker and an *unexcused* tardy will be recorded.

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

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

- Do not run or yell in locker rooms or building hallways.
- Do not change clothes in restroom stalls.
- Turn off showers when finished.
- Provide your identification promptly and respectfully if asked by any Cal Poly staff member. 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 I-Poly.
- If your locker cannot be opened, ask one of the equipment attendants for assistance. After showing your ID, the attendant will open the locker for you.

## Student Dress Policy

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

- I-Poly T-shirt and shorts, tennis shoes and white socks. **Black-soled tennis shoes are prohibited**, as they leave permanent marks on floors and courts.
- If student wishes to wear sweat clothes (optional), only I-Poly sweatshirts may be worn. However, any light gray sweatpants may be worn during class.
- If student’s required physical education clothing is unavailable (regardless of reason), loaner clothes may be rented.
- No sweats, tennis shoes, socks or swim suits are available through the loaner program due to hygienic reasons.
- PE loaner clothing will be available up to five minutes prior to the start time of class.
- Once the PE instructors leave for class, no loaner clothes may be checked out. Please plan accordingly.

- Students who refuse to dress in the appropriate PE uniform will be referred to the office, parents will be called, and student will make up the time in M.A.S.S.

### **Written Notes**

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

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

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

# I-POLY GRADUATION REQUIREMENTS, PART I

## Minimum I-Poly Graduation Requirements

### **Academic Content**

English Language Arts	4 years
Mathematics	4 years
Science	4 years
Social Science	4 years
Foreign Language	3 years
Physical Education	3 years
Electives	4 years (or equivalent)

### **California High School Exit Exam (CAHSEE)**

Starting with the Class of 2006, the CAHSEE must be passed for graduation.

### **Senior Project**

Satisfactory completion of the Senior Project.

### **Community Service/Service Learning Hours**

Completion of 200 service hours.

### **Expected School-wide Learning Results (ESLRs)**

(Critical Thinker, Effective Communicator, I-Poly Citizen, Effective Team Member, Creative Thinker, Effective User of Technology, Global Citizen, Lifelong Learner)

The minimum ESLR requirement for graduation is a 2.5 average.\* At the end of four years an *overall, cumulative* ESLR average will be used to determine satisfaction of the graduation requirement.

*\*The ESLR graduation requirement is currently not implemented.*



# I-POLY GRADUATION REQUIREMENTS PART II, PILOT PROGRAM

## 11th Grade Pilot Program, 2004–2005

The Class of 2006 will not be required to take a third year of Physical Education or Foreign Language in order to graduate. Each student will be required to take two courses from the following options: Physical Education, Foreign Language, Film Studies, or Young Scholar (if they qualify).

**In addition, all Young Scholar students are allowed early release on the days they attend Cal Poly Classes. Students must meet the entrance requirements for the Young Scholars Program, which is a 3.0 GPA in the previous semester (see Student Handbook).**

### **Answers to Questions You May Have:**

**Question:** A third year of Physical Education and Foreign Language is currently required for graduation from I-Poly. How will this pilot program affect my student's ability to graduate?

**Answer:** This will NOT jeopardize your student's ability to graduate. Students must choose two options as described above. All I-Poly courses (if chosen) must be passed for graduation. Cal Poly courses will count for college credit and will not affect the student's graduation status. Please note that minimum State of California graduation requirements are still met with by the pilot program.

**Question:** Do students need a third year of Foreign Language to be accepted into four-year universities?

**Answer:** No. Two years of Foreign Language are required with a minimum of a 2.0 GPA. However, a third year is strongly recommended. A third year of French and Spanish will be offered at I-Poly for those students who are interested.

**Question:** When will my student be released for Cal Poly classes, and must the course take place at the same time that the I-Poly course would occur?

**Answer:** Early release time is at the beginning of lunch Monday through Thursday. Students do not have to take their Cal Poly course/s between 12:30 and 3:00 p.m. Students can Cal Poly classes anytime after lunch. However, they will only have release privileges on the days of their Cal Poly classes. Any two Cal Poly classes will allow early release Monday through Thursday.

**Question:** Can my student be allowed early release by taking a Community College Class or any other educational program outside of I-Poly?

**Answer:** No. This early release is only provided to students enrolled in Cal Poly classes.

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