



**Los Angeles County
Office of Education**



2024–2025 Student Handbook

INTERNATIONAL POLYTECHNIC HIGH SCHOOL

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

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

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

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

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

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

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

The Challenge. Students of International Polytechnic High School are challenged to grow academically, socially, and ethically. They are supported by staff, business professionals, the community, and their families. A rigorous academic curriculum balances intellectual and experiential learning. The project-based curriculum addresses real-world complex problems thematically.

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

The Graduates. Graduates are prepared to follow a variety of paths to personal and professional fulfillment. Community service provides a base from which graduates can address community challenges.

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

WELCOME

WELCOME TO THE IPOLY COMMUNITY

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

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

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

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

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

Sincerely,

A handwritten signature in black ink, reading "Ginger Merritt-Paul". The signature is fluid and cursive, with the first name "Ginger" being more prominent and the last name "Merritt-Paul" following in a similar style.

Ginger Merritt-Paul, Principal

TABLE OF CONTENTS

4	PERSONNEL ROSTER
5–9	GENERAL INFORMATION
	office information/student supervision • 5
	houses, identification cards, student supervision • 5
	gates/open-campus & off-campus lunch privilege • 5
	rights & responsibilities of students age 18+ • 5
	student guest pass • 5
	dress & grooming standards • 5–6
	food & beverages/library services • 6
	Cal Poly campus restrictions • 6–7
	lost and found/lunch and nutrition breaks/medical conditions • 7
	outstanding debts and obligations • 7–8
	parking and parking permits/student drop off/pickup/hall & restroom passes • 8
	Parent Portal/electronic devices & telephones • 8
	State-County Health Mandates/Student Support form/complaint procedure • 9
10	ASSOCIATED STUDENT BODY (ASB) & STUDENT ACTIVITIES
	membership/dance regulations/field trips • 10
10–11	SAFETY & EMERGENCY PROCEDURES
	commitment to safety • 11
	emergency procedures/emergency drills • 11
	instructions for severe conditions/first-aid services/immunization • 11–12
	communicable & infectious disease prevention/control • 13
	student re-entry guidelines/skateboard/scooter rules • 13
14–15	ATTENDANCE POLICY
16	ASSESSMENT PROCESS
17	STUDENT PROJECT GUIDE
18–19	EXPECTED BEHAVIOR
	probation policy • 11
	bullying/harassment policies • 18
	reporting sexual harrassment/hate crime and bigotry • 18–19
	social media guidelines/restorative conference • 19
22–23	DISCIPLINE CHART
24–30	CURRICULUM & INSTRUCTION
	the IPoly learning approach • 22
	inquiry learning/international education • 22
	interdisciplinary education & projects/exhibitions/athletics • 23
	criteria for interdisciplinary projects • 24
	textbooks/academic honesty/plagiarism/student obligations • 24
	Foreign Language program • 25
	Physical Education program & policies • 25–27
33	Career Technology Education (CTE) • 27
31–32	IPOLY GRADUATION REQUIREMENTS & UC/CSU A–G REQUIREMENTS
34	TESTING & ACCOUNTABILITY
35	COMMUNITY SERVICE
36–37	CONCURRENT COLLEGE PROGRAMS
38	DAILY CLASS SCHEDULE
39	COMMUNITY MAINTENANCE
40	PARKING/CIRCULATION MAP
	INDEX

PERSONNEL ROSTER

Los Angeles County Office of Education

Debra Duardo, MSW, EdD, *superintendent*
 Ruth Pérez, EdD, *deputy superintendent*
 Maricela Ramirez, EdD, *chief education officer*
 José González, director III, Student Programs

Los Angeles County Board of Education

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 Standley L Johnson Jr, PhD, *vice president*
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 Andrea Foggy-Paxton, *member*
 Betty Forrester, *member*
 Theresa Montaña, EdD, *member*
 Monte E Perez, PhD, *member*

IPoly High School Administration and Staff

Ginger Merritt-Paul, *principal*
 William Wallace, EdD, *assistant principal*
 Bryan West, *assistant principal*
 Jamie Smith, *Equity & Access Coordinator*
 Greg Anapol, *counselor*
 Cynthia Vasquez, *counselor*

 Paul Huang, *microcomputer technician II*
 Sharon Jain, *social worker*
 María Jimenez, *administrative aide*
 Nathalie Marcelle-Hinkson, *school administrative secretary*
 Breanna Moya, *school nurse*
 Heather Nichols, *student outreach coordinator*
 María Jimenez, *receptionist*

IPoly High School Faculty

Jon Aguado.....	10/Social Science	Vivian Okoro.....	Education Specialist Teacher
Christopher Anaya.....	9/Social Science	Lorelei Ortega	12/Language Arts
Astrid Anticona	Spanish	Tony Pang.....	11/Science
Denise Cancino	9/Science	Joon Park	12/Math
Bianca Caraza.....	9/Language Arts	Anna Pellegrini	10/Language Arts
Maricel Edwards.....	11/Language Arts	Dana Poskitt	Spanish
Edward Estrada.....	10/Math	Nydia Roldan	Paraeducator
Mark Hanke	Physical Education	Whitney Schiller	12/Science
Jessica Kim	11/Math	Lesley Stevens.....	Physical Education
Serena Manjur.....	Education Specialist	Shawn Strand	Teacher on Special Assignment
Russell McKinney.....	12/Social Science	Kara Thinnas	9/Mathematics
Martin Navaroli	11/Social Science	Kristine Tom	Speech & Language Specialist
Stephanie Ngene	Resource	TBD	CTE Graphic Communication
Joyce Nguyen.....	CTE Graphic Design	TBD	10/Science

Cal Poly Pomona Administration

Soraya M Coley, PhD, *President*
 Jenelle S Pitt-Parker, PhD, *Interim Dean*, College of Education & Integrative Studies

GENERAL INFORMATION

OFFICE INFORMATION • 909/839-2320

Office hours: 7:30am–4pm

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

Office Staff—who to call:

Academic Counseling—Greg Anapol/Cynthia Vasquez
Academic Support—William Wallace
Admissions Outreach—Bryan West
Admissions/ParentSquare—Heather Nichols
ASB Advisor—Ed Estrada/Anna Pellegrini
ASB Works—Robert Gudino
Attendance/General Inquiries (English/Spanish)—María Jimenez
Concurrent Enrollment—William Wallace
Equity & Access Coordinator—Jamie Smith
Grade-Level Academics/Groups—House Teacher
Parent Portal/AERIES support—Heather Nichols
Records—María Jimenez
Safety Concerns—Ginger Merritt-Paul/Bryan West
Special Education & 504 Services—William Wallace

HOUSES

Students are grouped into houses which serve a variety of functions:

- Attendance-taking, announcements, emergency planning.
- Allows 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 over the course of a year.
- Promotes a highly personalized environment, thereby supporting student achievement.

IDENTIFICATION CARDS

Each IPoly student is issued a photo ID card, which serve as both proof of enrollment, used to access school meals, and as library cards for the Cal Poly Pomona Library. **Students are required to carry IDs on campus at all times, and be able to show their ID upon requested by IPoly and Cal Poly staff.** Lost or stolen IDs should be immediately reported to the Main office.

STUDENT SUPERVISION

IPoly supervision is provided for IPoly-sponsored programs, activities, and instruction only. Unless otherwise noted, hours of supervision at IPoly are 7:30am–3:30pm, Monday through Thursday and 7:30am–2pm on Friday during the school year. The computer lab is open 7:30–8:30am and 3:30–5pm

for school-related use only.

GATES

The campus front gates are unlocked 7:30am–8:30am.

OPEN CAMPUS & LUNCH

Ninth through eleventh grade students are not allowed to go off the IPoly or Cal Poly campus for lunch. Twelfth grade students may leave campus at lunch with parent-signed approval (Off-Campus Lunch Privilege Form). Since IPoly High School is on a college campus, the school environment is open. **Adherence to the lunch privilege regulation rests directly on the student.** The Farm Store at Kellogg Ranch and Innovation Brew Works are considered 'off campus'.

RIGHTS & RESPONSIBILITIES OF STUDENTS AGE 18+

It is the practice of IPoly to contact parents regarding school issues regardless of the student's age. This practice will remain in effect until the parent verifies that the student is living on his or her own or that the parent wishes no further contact from the school staff. Students are personally responsible for regular attendance and appropriate behavior. Poor attendance or inappropriate behavior documented in the discipline section will result in progressive discipline. US citizens age 18 and older should take the opportunity and responsibility to register to vote.

STUDENT GUEST PASS

All visitors need to check in with the office. If students would like to bring a guest on campus. Student Guest Permission slip is to be filled out by the students and signed by teacher(s) before it is submitted to the administration for approval.

STUDENT DRESS CODE

- All students are encouraged to dress in a manner that is comfortable and conducive to an active school day.
- Students should be able to wear clothing without fear of actual unnecessary discipline or body shaming.
- The student dress code should serve to support all students to develop a body-positive self-image.

Items listed in the 'must/may wear' categories must meet the principles outlined:

Students MUST Wear:

- Top
- Bottom
- Shoes
- Clothing that covers specific body parts (genitals, buttocks, and areolae/nipples) with opaque material

Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress, but should not focus on covering students' bodies or promoting culturally-specific attire. Activity-specific shoe requirements are permitted (Examples include, but are not limited to, physical education and shop class).

Students CANNOT Wear:

- Violent language or images/illustration
- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same
- Hate speech, profanity, pornography

FOOD AND BEVERAGES

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

Students are encouraged to use their lunch break to obtain a healthy and nutritious meal on campus, or off-campus if eligible. **Students' off-campus privileges may be revoked for the rest of the semester if they do not return to campus on-time.**

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

CAL POLY CAMPUS RESTRICTIONS (Please refer to the Permitted & Restricted map on page 40)**Permitted Areas:**

- food-service areas (lunch time only)
- PE facilities (class time with supervision)
- library & Young-Scholar-enrolled classrooms
- Police and Parking Services
- Administration Services

Restricted Areas:

Students are restricted from the following areas at all times.

- construction areas

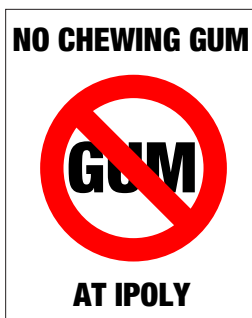
- horse stables
- dorms
- offices and classrooms in the University Union/ Bronco Student Center
- all athletic fields and pool area
- music building and recital hall
- Theater Department
- Day Care Center and playground area
- arcade/game room
- Farm Store at Kellogg & Innovative Brew Works
- any trails
- Between 8:30am and 1:08pm, IPoly students are not allowed on Cal Poly Pomona's campus without the supervision of an IPoly staff member.
- Parking structures (unless accessing vehicle with office pass.)

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

LIBRARY SERVICES AT CAL POLY POMONA

IPoly students have the privilege to use the Cal Poly Library. The library has a treasure trove of materials for student use. The Library's special facilities and services include an online public access catalog and computer-assisted search services. Personal assistance is available at four service desks and by appointment with reference and instructional services staff. The URL for the Cal Poly Library is: <http://www.cpp.edu/~library/>

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



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

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

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

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

LOST AND FOUND

Lost and found articles should be turned in to the IPoly office. Unclaimed items will be given to charity on the first day of each month.

EDUCATIONAL BENEFITS OF TITAN PROGRAM APPLICATION

IPoly students may obtain lunch from Cal Poly Pomona Dining (all food vending operations are open to IPoly students). Los Angeles County Office of Education (LACOE) will be implementing the LINQ program on campus to provide breakfast and lunch. It is important to fill out the LINQ application online before each school year begins, because it will enable qualified students to receive fee waivers.

The online LINQ application will need to be filled out before the start of the 2024-2025 school year. The completion of LINQ application is confined during registration week. Any LINQ-related questions are also addressed during registration.

LUNCH AND NUTRITION BREAKS

Lunch break is 42 minutes and occurs 1:08–1:50pm. Students may bring lunch or purchase lunch at Cal Poly food service outlets. There are two 10-minute passing periods during the morning sessions and a 10-minute passing after lunch. Students are encouraged to bring a nutritious snack. **Students are not allowed to leave campus during passing periods. Remember: this includes no students leaving IPoly for Young Scholar business nor IPoly students going to their cars.** Note: Students are not allowed to leave IPoly campus between the hours of 8:30am and 1:08pm. Young Scholar business needs to be conducted outside these hours. Additionally, **students are not permitted to leave campus and access their cars without permission and an office pass.** Time for lunch may vary according to flex scheduling or special events. All IPoly students are offered breakfast and lunch at no cost.

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

MEDICAL CONDITIONS

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

OUTSTANDING DEBTS AND OBLIGATIONS

Students who fail to settle their debts and/or obligations with CPP library or textbooks, borrowed calculators and other school-loaned items can lose their extracurricular privileges, including ASB activities (dances, pep rallies, fundraisers, festivals, movie nights, etc.) Grade reports and transcripts

may also be withheld. The office can setup a payment plan in situations of financial hardship.

PARKING

Parking permits are required at all times, including presentations. All visitors, including parents, guardians to IPoly are subject to the parking procedures and restrictions of Cal Poly Pomona. Six 30-minute spaces are available in Parking Lot K for short-term business at IPoly. All visitors planning to stay beyond 30 minutes must obtain a parking permit (\$2/hour; \$8/day). Cal Poly parking enforcement officers will ticket (\$48) any vehicle not displaying a valid parking permit. The parking permit machines are yellow and located in parking lot K in front of IPoly and in the parking structure.

Permits must be clearly displayed on the dash. If permit vending machine near IPoly malfunctions, students must obtain parking permits from machines located elsewhere on Cal Poly campus. Alternatively, you may download a CPP parking app and make payment through the app.

There are 24 electric-vehicle charging stations in the parking structure (8 spaces per level). The maximum time allowed is 4 hours while charging; one time per day. The vehicle must be moved within 4 hours or subject to a \$43 citation. Students must obtain a pass from the front office to access the parking structure.

Semester parking permit:

Discounted parking permits is \$231 per semester and can be purchased online:

<https://csupomona.t2hosted.com/Account/Portal>

More parking information: Cal Poly Parking Services

<https://www.cpp.edu/parking/index.shtml>

STUDENT DROP OFF/PICK UP:

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

HALL & RESTROOM PASSES

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

pass privileges or altering passes will be subject to disciplinary consequences. Students on a pass will be expected to return to class within 10 minutes. All students must have a hall pass if called out of class and must obtain a written note from office staff before returning to class.

PARENT PORTAL

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

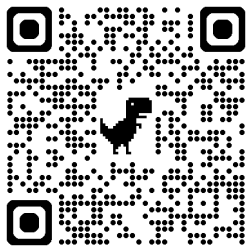
COMMUNICATION PORTALS

IPoly has an online communication tool called ParentSquare. All parents are asked to register through the Aeries Parent Portal account. This online dashboard will be a repository for all communication from IPoly, such as newsletters, email, emergency information, surveys/polls for parents, and links to all parent resources. Parents'/guardians' contact information is automatically linked from Aeries; language preferences and modes of communication are requested. ParentSquare features are accessible through an app on a smart phone. Parents and guardians have complete control of what messages are sent and how they are sent—whether it's email, text, or recorded phone message.

ELECTRONIC DEVICES & TELEPHONES

Students must have staff or administration permission to use the office telephones. During class time, cellphones must be inactive and kept in students' backpacks or designated location in the classroom, unless given permission by IPoly Staff. Photography and videography are not permitted without IPoly faculty and staff authorization. Students should maintain careful control of their cell phones at all times, as neither IPoly nor Cal Poly assume responsibility for loss of electronic equipment, including cell phones. There is a blue emergency phone kiosk at the east and west end of IPoly.

Student Support Form



Students may not use a wifi 'hot spot' of any kind, including cellphone as a hot spot.

STATE AND COUNTY HEALTH MANDATES

Due to the changing health guidelines and mandates for Los Angeles County Department of Public Health, all current safety and procedures are updated periodically on IPoly's website and posted in the school office.

IPOLY'S STUDENT SUPPORT FORM

IPoly's Student Support Form is an easy way for students, staff, and parents to report incidents of concern or to ask for support. For the school, knowing what's going on can help the staff select appropriate prevention and response strategies, as well as provide comprehensive support to our students. We look forward to using your feedback to make your school experience better.

The information shared in this form is completely **CONFIDENTIAL** and will **ONLY** be shared with **NECESSARY** IPoly staff.

COMPLAINT PROCEDURES

IPoly strives for an open and caring environment. In the event that a concern occurs, students and parents are welcome to contact the instructors, counselor, or administrator. Most concerns are resolved by meeting with staff. However, in case a formal complaint is necessary, the Los Angeles County Office of Education Compliance Support Services should be contacted. Call the IPoly office for details. To file a UCP complaint, please contact Jose Gonzalez, director of student programs at the LACOE district office. Contact information is:

562/803-8450

Gonzalez_Jose@laoe.edu

Students, with the faculty's help, plan and carry out the many activities and events which make IPoly a great school. There are a variety of opportunities

ASSOCIATED STUDENT BODY (ASB) & STUDENT ACTIVITIES

for students to get involved in student government.

ASB is operated for and by the students under the supervision of their ASB and grade-level advisors. ASB promotes positive student morale and to plan, fund, and sponsor events throughout the year. ASB works in conjunction with PTSA.

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

ASB is planning a wonderful year filled with activities which include: Prom, Winter Formal, casual dances, pep rallies, and noontime activities. Students are encouraged to organize clubs on campus. See an ASB officer or ASB advisor for details.

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

ASB LEADERSHIP & STRUCTURE

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

Students may participate in a variety of roles in ASB. The distributed leadership model allows multiple students an opportunity to develop their leadership skills while serving to create a positive school climate and culture. ASB Commissioners positions are as followed: Executive Commissioner, Commissioner of Finance, Commissioner of Athletics, Commissioner of School Spirit, Commissioner of Student Support and Clubs, Commissioner of Activities, Commissioner of Media, Commissioner of Public Relations. ASB meets on Tuesday and Friday during the elective block. Additionally, all members are required to participate on the assigned committees, attend meetings, connect with students to represent their interest, participate in

all ASB activities and support school events.

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 and will not receive a refund.

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

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

Dances are one of the main activities sponsored by ASB, they are held 7–10PM unless otherwise stated. Formal dances are usually off campus and end at 11PM. Guest passes for dances must be submitted seven days prior to the dance. Guest must be under the age of 21. Parents must pick up their students promptly at the end of the dance; not doing so will forfeit their students' privilege to attend the next dance.

FIELD TRIPS

Educational study trips are available to IPoly students. These include walking trips, trips by private and district vehicles, buses or other public transportation. All trips, except those that take place on Cal Poly campus, require written consent from parents (permission forms are given by the instructor). The student must inform all of their instructors prior to participation and make up all work missed as a result of the trip.

COMMITMENT TO SAFETY

'School' is defined as the IPoly/Cal Poly campus. IPoly is committed to ensuring that a safe environment is maintained for all students. Therefore, IPoly has a policy of promptly responding to situations that include but are not limited to:

- acts of violence
- transport of a weapon to or from school
- possession of a weapon on school grounds

SAFETY & EMERGENCY PROCEDURES

- use or sales of drugs at school or school events
- other crime-related issues
- inappropriate physical or sexual behavior

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

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

EMERGENCY PROCEDURES

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

Four Emergency Responses:

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

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

3. Cal Poly Campus:

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

4. Off Cal Poly/IPoly Campus (community service, field trip, etc.):

Students are to report to their supervising instructor/advisor/mentor. Supervising personnel will call IPoly's main office and report any absences.

EMERGENCY DRILLS

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

SAFETY GUIDELINES

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

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CRISIS RESPONSE TEAM

The IPoly Crisis Response Team (IPoly-CRT) is dedicated to restoring and maintaining a safe and healthy learning environment for students and staff after critical incidents on or near the school campus. IPoly-CRT builds the capacity of district staff to implement prevention strategies, mitigate risk, and reduce the impact of school and community crises. IPoly-CRT is composed of the administrator(s), social worker, school counselor, school nurse, and a teacher. School-based teams provide prevention information, intervention, and support to school staff, students, and parents during and in the aftermath of a crisis or traumatic event. This team is also responsible for deciding if additional support is needed from the Central Crisis Team.

Types of Services

- Supports school site during crisis
- Provides consultation related to suicide/threat risk assessments, workplace violence prevention, and crisis response and intervention
- Provides professional development trainings to IPoly stakeholders
- Works in collaboration with law enforcement to provide support to schools and students
- Works with Student Support Team to provide case management and linkage to community services for high-risk students

INSTRUCTIONS FOR SEVERE WEATHER CONDITIONS

Severe weather conditions (tornado, lightning, wind, flood) create safety problems: fallen trees, branches, power lines, light poles, etc. In such circumstances, the safest location is inside a building or remain inside of your vehicle.

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

FIRST-AID SERVICES

Breanna Moya is IPoly's full-time nurse. She is available 8:30am–3:30pm.

Procedures: Students in need of health services during class time should check out of class through

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

IPoly High School has forms for the physician and parent to sign when a student must take medication at school. Medication must be contained in a pharmaceutical container labeled with the student's full name, physician's name, and the name of the medication, dosage and time to be administered clearly labeled. The same directions apply for over-the-counter medications such as aspirin, Tylenol, and Midol. Students are PROHIBITED from carrying medication of any kind. The exception to this policy is the use of inhalers with doctor's authorization for self-administration. Students may not offer their medication to anyone at any time. Students who feel that they need medication must come to the Main office where the office staff will assist them in reaching a parent or guardian.

IMMUNIZATIONS

California law requires students to be current on all immunizations **prior to the start of school**. A copy of student immunization record must be provided to the main office during registration. All immunization records must be complete and up to date prior to the start of school. In the event that immunizations are not up to date, the student must be immunized within 30 days of the start of school. Failure to adhere to this mandate may result termination of enrollment at IPoly High School.

According to California SB277, personal and religious belief exemptions are not allowed in California. Medical exemptions can only be issued through the California Immunization Registry-Medical Exemption website (CAIR-ME) by physicians licensed in California. Schools and child care facilities may only accept new medical exemptions that are issued using CAIR-ME.

COMMUNICABLE/INFECTIOUS DISEASE PREVENTION/CONTROL

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

Symptoms of a contagious illness may include:

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

For physical injury or illness that lasts three days or more, a doctor's note is required. Turn to the following page for more information.

STUDENT RE-ENTRY GUIDELINES

Students who have made a suicide attempt are at increased risk to attempt to harm themselves again. Appropriate handling of the re-entry process following a suicide attempt is an important part of suicide prevention. School personnel can help returning students by directly involving them in planning for their return to school. This involvement helps the student to regain some sense of control.

Confidentiality is extremely important in protecting the student and enabling school personnel to render assistance. If student has been out of school for any length of time following reported suicidal

ideation, including mental health hospitalization, please contact IPoly's Principal or School Social Worker. See below for information on protocol **prior to the student's return** to school.

1. Parent(s) or caregiver(s) must provide discharge documents from the hospital with medical clearance for the student to safely return to school.
2. A re-entry meeting between parents, student, school social worker, school nurse, and other designated staff trusted by student and parent/caregiver(s) should be scheduled to discuss possible arrangements for support services and to create an individualized re-entry plan
 - a. In the re-entry meeting, designated school staff will review medical discharge documents as part of the student's confidential health record, understand what precipitated the suicide attempt in order to be alert of what stressors the students might have, and be familiar with practical aspects of the circumstances, i.e., medications, full vs. partial study load recommendations.
 - b. Identify ongoing mental health resources outside the school as well as student support within the school (e.g., mental health check-ins, tutoring, academic support, etc.)
 - c. Help the student through re-admission procedures (safety planning), monitor re-entry, and serve as a contract for other staff members who need to be alerted to warning signs
3. Discussion of the case among personnel will be strictly on a 'need to know' basis and will only be directly related to supporting the student's needs.

SKATEBOARD & SCOOTER RULES

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

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

If a student is found skateboarding or riding a scooter on IPoly campus, the consequences on the sidebar will apply.

SKATEBOARD & SCOOTER RULES

1st Violation: Skateboard/scooter will be confiscated and locked on the rack with a school lock. Student must come to the office to collect it at the end of the day.

2nd Violation: The above consequences with a Restorative Conference are given in addition to the parent and/or guardian must come to the office to collect the skateboard/scooter.

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

ATTENDANCE POLICY

ATTENDANCE & TARDY POLICY

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

Definitions

Excused Absences:

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

- illnesses, medical/dental appointments
- school field trips
- academic events
- school office appointments
- court appearances
- holidays or ceremonies specific to a family's customs or beliefs
- verified family emergencies
- funeral services

Unexcused Absences:

Unexcused absences include:

- unverified absence
- trancies (including leaving the immediate IPoly vicinity without permission)
- family vacations

Procedure for Verifying/Excusing Absences

When a student is absent from school, the parent must notify the school by calling the attendance clerk at 909/839-2320 or sending a note to indicate the reason for the absence. Each tardy of thirty (30) minutes or more is an absence. Student absences are to be verified/excused through the attendance

clerk, **no later than three school days after the absence. All unverified/unexcused absences will be considered as truant.**

Returning from Absences:

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

Long-term Absences:

The IPoly approach to learning works best when each student attends each day. Although occasional absences are unavoidable, long-term absences pose a special challenge to learning. **Class participation and group projects are vital components to the IPoly program, and a student's long-term absence will seriously impact his/her mastery of important course concepts and skills.** Parents/guardians of a student who is absent for an extended period of 5 days or more due to illness, injury, or family emergency should contact the assistant principal at 909/839-2320, with an estimate of the student's absence, before the absence occurs so a contract can be put in place.

Students who are aware of upcoming absences should speak with their teachers prior to the absence to determine what school work can be completed in advance, during, and/or after the absence; it is a teacher's option to permit make-up work under these circumstances. A student returning from an extended absence may require supplemental tutoring and/or remediation beyond what IPoly can offer in order to attain proficiency. Such an absence will be considered 'Verified,' not 'Excused' for attendance purposes. Parents are strongly encouraged to arrange student appointments outside of school hours.

Tardies

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

Students who are tardy must report to the office to receive a time-stamped readmit. Students are responsible to provide their tardy slip to the teacher. Excessive tardiness will result in disciplinary action. An automated phone call will report tardies and absences daily to parents.

Excused Tardies:

Excused tardies include: illnesses, extreme weather conditions, medical/dental appointments or late busses (students must be on the bus list to qualify).

Unexcused Tardies:

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

Truancies/Unexcused Absences

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

Attendance Procedure/Policy

Student tardies and absences directly impact student learning and success. In order to ensure student success the policies and procedures regarding tardies and attendance are as follows:

Excused/unexcused absences as well as tardies equal missed instructional time. Any combination of absences and tardies can result in student being required to attend IPoly restorative programs.

If a student misses 10% of the required 180 school days, they'd have missed 18 days and are considered chronically absent and must be reported to the state.

If a student fails to schedule and complete a restorative conference, return attendance letter or meet counselor, this will result in a loss of privileges (pep rally, lunch activities, dances etc./school-based activities student will spend in alternative location).

Level 1

Upon any combination of tardies and absences that equals 6 absences:

- parent to be contacted by phone and email

- student to meet counselor
- Letter sent home to be signed by parent/guardian and returned (Counselor will provide letter / student will return to Equity & Access Coordinator)
- Student must complete a restorative conference

Level 2

Upon any combination of tardies and absences that equals 10 absences:

- Parent contacted by phone and email
- Student to meet counselor
- Student must complete restorative conference
- Loss of privileges—pep rally, lunch activities, dances, etc. to be spent in office or alternate location
- 2nd letter sent home to be signed by parent/guardian and returned (Counselor will provide letter/student will return to Equity & Access Coordinator)
- Parent Student Attendance Meeting

Level 3

Upon any combination of tardies and absences that equals 15 absences would result in Student Attendance Panel.

Administrative Action:

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

Student Contracts:

A student contract outlines an individual plan of action to maximize the student's potential for success. The contract is a jointly developed agreement between the student, parent, teaching team, and administration. A student contract may be issued in the area of academics, behavior, and/or attendance. Student contracts may result in loss of privileges including, but not limited to, ASB and grade-level activities, loss of work permit, off-campus privileges, etc. Non-completion or violation of the contract may result in dismissal from IPoly High School.

Early Release

All 11th and 12th grade students must carry a full academic schedule. To qualify for 'Early Release' (1:08pm), a student must be enrolled in the required number of courses (see Graduation Requirements on page 40) and have an *Outside Course Approval* form on file in the Main Office.

ASSESSMENT PROCESS

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

INTERNATIONAL POLYTECHNIC HIGH SCHOOL ASSESSMENT CONTINUUM

Advanced (A): To attain this rating, a student must demonstrate a comprehensive and complex understanding of the knowledge and skills.

Proficient (B): To attain this rating, a student must demonstrate competent and adequate understanding of the knowledge and skills.

Basic (C): To attain this rating, a student must demonstrate partial and rudimentary understanding of the knowledge and skills.

Below Basic (D): A rating of 'D' is reserved for a student who exhibits insufficient evidence to meet criteria set forth by the instructor(s).

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

A = 4.0 90–100%

B = 3.0 80–89%

C = 2.0 70–79%

D = 1.0 60–69%

F = 0.0 ≤ 59%

STUDENT PROJECT PACKET

Each semester, students will receive a project that conforms to the categories outlined below:

Project Description	A general introduction to the project.
Essential Questions	Important questions that provide direction, depth and meaning; all of which helps the student to complete and understand the project.
Project Components	A brief description of each component of the project, that is, what students will be expected to produce, either individually or as members of a group.
Timeline & Due Dates	This is a list of the dates on which each component of the project is due. This list will be accompanied by a calendar that also indicates when project components are due.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

MTSS is a framework that helps educators provide academic and behavioral strategies for students who need various levels of support. MTSS takes a proactive approach to identifying students in need of academic and/or social/emotional support. Key components of MTSS include

Progress monitoring of all students throughout the school year.

Tiers of interventions that can be adjusted in response to students' level of need.

Educators carefully monitor student progress, work to ensure that all students receive effective instruction and provide more targeted or individualized support when needed.

Tiered instruction can be described as layers of support available to every student. For many students, the regular daily classroom instruction is sufficient for them to successfully meet grade level expectations. However, just like anyone learning a new skill or concept, some students may need more support to be successful. Because of this, IPoly staff is prepared to provide additional support, based on what students need, when they need it.

Tier 1 support refers to what is provided to all students, and is what every student in a classroom, grade level, or course is taught during the school day. Examples include after-school tutoring, regularly scheduled in-class mental health presentations, and weekly grade-level teacher meetings in which students' progress is discussed.

Tier 2 interventions are typically organized by a targeted area of need and delivered to students with progress monitored over time. Tier 2 supports are always provided in addition to Tier 1, and for as long as necessary for students to get and remain on track toward mastery of grade-level expectations. Examples include meeting with your counselor to identify needed academic supports, a small-group counseling meeting, to support emotional well-being, or a restorative conference after a disciplinary referral.

Tier 3 interventions are the most intensive level of tiered supports and in most cases are provided when effective Tier 1 and Tier 2 aren't enough for a student to master grade-level expectations.

These supports are designed for individual students and are often based on results of additional assessments that identify specific skill strengths and areas of need. Examples include the development of an individual academic support plan for a student who continues to struggle academically, individual meetings with our mental health team, or meetings with school administrators to support attendance or behavioral issues.

IPoly staff engages in data-based problem solving to ensure that instruction and intervention support are matched to student needs. This involves staff using data to identify problem areas, determine why those problems exist, develop and implement an instruction or intervention plan, and then monitor student progress to see if students are improving or if additional adjustments are needed.

You and your family can help. When schools and families collaborate to support student learning, student outcomes are improved. We encourage you to reach out to your teachers and staff about your academic, and social emotional needs. Whether you are meeting grade-level expectations, working on an accelerated curriculum, or receiving additional support, understanding how MTSS works to support you on the IPoly campus is beneficial.

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

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

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

STUDENT CONTRACT POLICY

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

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

BULLYING/HARASSMENT POLICIES

No students or groups of students shall, through

physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel. Any and all of these acts of hostility will not be tolerated and will result in disciplinary action, including suspension and possible dismissal from IPoly. Cyberbullying is an act of intimidation committed through any electronic communication devices. Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies involving any wired or wireless device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

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

- Verbal harassment: offensive comments, jokes or slurs, graphic verbal comments about an individual's body, and graphic or verbal comments of a sexual nature.
- Visual harassment: offensive posters, cards, cartoons, graffiti, drawings, objects, or gestures.
- Physical harassment: Unwelcome or offensive contact or impeding of movement. Sexual harassment is also defined as unwelcome sexual advances, requests, or demands for sexual favors with other verbal or physical conduct of sexual nature.

REPORTING SEXUAL HARASSMENT

Students who believe they have been the victim of sexual harassment are urged to report immediately to an instructor, counselor, or administrator so

that appropriate action may be taken. Such reports should ordinarily be brought to the attention of the school's administrators, who are responsible for maintaining a suitable learning environment on campus. They are trained to investigate misconduct, and are authorized to impose appropriate disciplinary action. However, IPoly High School recognizes that, due to the possible embarrassing nature of sexual harassment, individual students may instead choose to make such a report to another trusted adult such as a counselor, instructor, campus police, or staff member. Any employee who learns of incidents of sexual harassment must report the situation to the administration.

CONSEQUENCES OF SEXUAL HARASSMENT

(Education Code 48900.2 and 48900.5) Any student who has committed sexual harassment may be suspended. This may also result in a recommendation for dismissal from IPoly.

HATE CRIME AND BIGOTRY

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

SOCIAL MEDIA GUIDELINES

IPoly recognizes the rights of students who participate in online social networking. Our guidelines are designed to create an atmosphere of good will, honesty, and individual accountability. IPoly students should always keep in mind that information produced, shared, and retrieved by them is a reflection on the school community and is subject to the School's policies. When accessing, creating, or contributing to any blogs, wikis, podcasts, or other social media for classroom or personal use, we expect you to keep these guidelines in mind.

- Social media venues are public and information can be shared beyond your control.
- Be conscious and responsible of what you post online as you will leave a long-lasting impression on many different audiences.

- Do not post or link anything (photos, videos, web pages) to your social networking sites that you wouldn't want friends, peers, parents, teachers, college admissions officers, or future employers to access. What you present on social networking forums represents you forever.
- Electronic Communication between IPoly students and staff should be aligned through district email, educational links that teachers have provided to support student learning.
- Students should not send a 'friend request' through a private social network website to an IPoly staff member.
- If responding to someone with whom you disagree, remember to be respectful. Make sure that criticism is constructive and not hurtful.
- Only accept social network invitations from people you know. Online stalkers and identity thieves are a real threat. Never share personal information.
- Do not misrepresent yourself by using someone else's identity.
- Cyberbullying is considered an act of harassment and bullying and may result in loss of school computer privileges and/or suspension from school.
- No use of IPoly name, image, etc without principal approval.

PROGRESSIVE DISCIPLINE

Progressive discipline is a school-wide practice that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behavior, with a focus on promoting and fostering positive behaviors. The progressive discipline approach is intended to be bias-free, in that disciplinary consequences are applied in a fair and timely manner for all students, while considering students' individual circumstances and differences, including mitigating factors for the inappropriate behavior.

The chart on the following pages details IPoly's progressive response to disciplinary infractions on campus. There are five levels of discipline as outlined in the chart.

RESTORATIVE PRACTICES

Restorative practices are a non-adversarial intervention and approach to conflict resolution where pupil(s) who have done wrong in a given situation become accountable for the harm that has been done. Restorative Practices include community circles and restorative conferences, and seek to achieve agreement and reparation through dialogue between those involved in an incident where harm has occurred.

Restorative Practices are used throughout IPoly's progressive discipline continuum, as a way to facilitate an opportunity for students to address a specific incident, review the impact of their choices, identify positive alternative actions, and repair relationships while reintegrating into the school community in the aftermath of a disciplinary action.

Restorative conferences are held at time and day specified by school administration including identified Saturdays.

Levels of Disciplinary Responses and Behavior Intervention

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

1 This list of behavior interventions offer students the opportunity to review and modify their choices. Teachers are encouraged to try a variety of teaching and classroom management strategies

2 This list of behavior interventions are used in response to an office discipline referral; the behavior interventions offer an opportunity for the student to review and reflect while continuing in-person academic instruction.

3 This list of interventions involve the school environment due to the behavior; interventions failed to bring about proper behavior; interventions are still able to be applied

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

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

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

POSSIBLE CONSEQUENCES

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

Harassment (*EC 48900k, o*)

Harassing, intimidating, threatening a pupil or school employee, or causing emotional distress or effects of:

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

Harassment – Sexual/Offensive Behavior *EC 48900l*

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

Lying/Academic Dishonesty

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

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

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

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

Property Misuse/Damage *EC 48900f*

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

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

removal of a student from
 behavior or when Level 1 & 2
 conduct. Level 1 & 2

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

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

CONSEQUENCES

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

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

Director, Psychologist, Nurse, etc.)

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

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

CURRICULUM & INSTRUCTION

The function of education is to teach one to think intensively and to think critically. Intelligence plus character—that is the goal of true education.

—Martin Luther King Jr.

THE IPOLY LEARNING APPROACH—

Inquiry, International, and Interdisciplinary Education

Traditional educational institutions maintain a system where ideas and information are separated, and assessment takes place in groups. These individual strands of facts and figures remain largely ‘unquestioned and uncombined’ because they are not deliberately woven together.

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

INQUIRY LEARNING

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

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

INTERNATIONAL EDUCATION

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

The goal of our curriculum is to inspire students to gain 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 with each other through cooperation, competition, and conflict.

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

Dimension 1

Perspective Consciousness

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

Dimension 2

State-of-the-Planet Awareness

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

Dimension 3

Cross-Cultural Awareness

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

Dimension 4

Knowledge of Global Dynamics

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

Dimension 5

Awareness of Human Choices

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

INTERDISCIPLINARY EDUCATION

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

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

INTERDISCIPLINARY PROJECTS

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

EXHIBITIONS

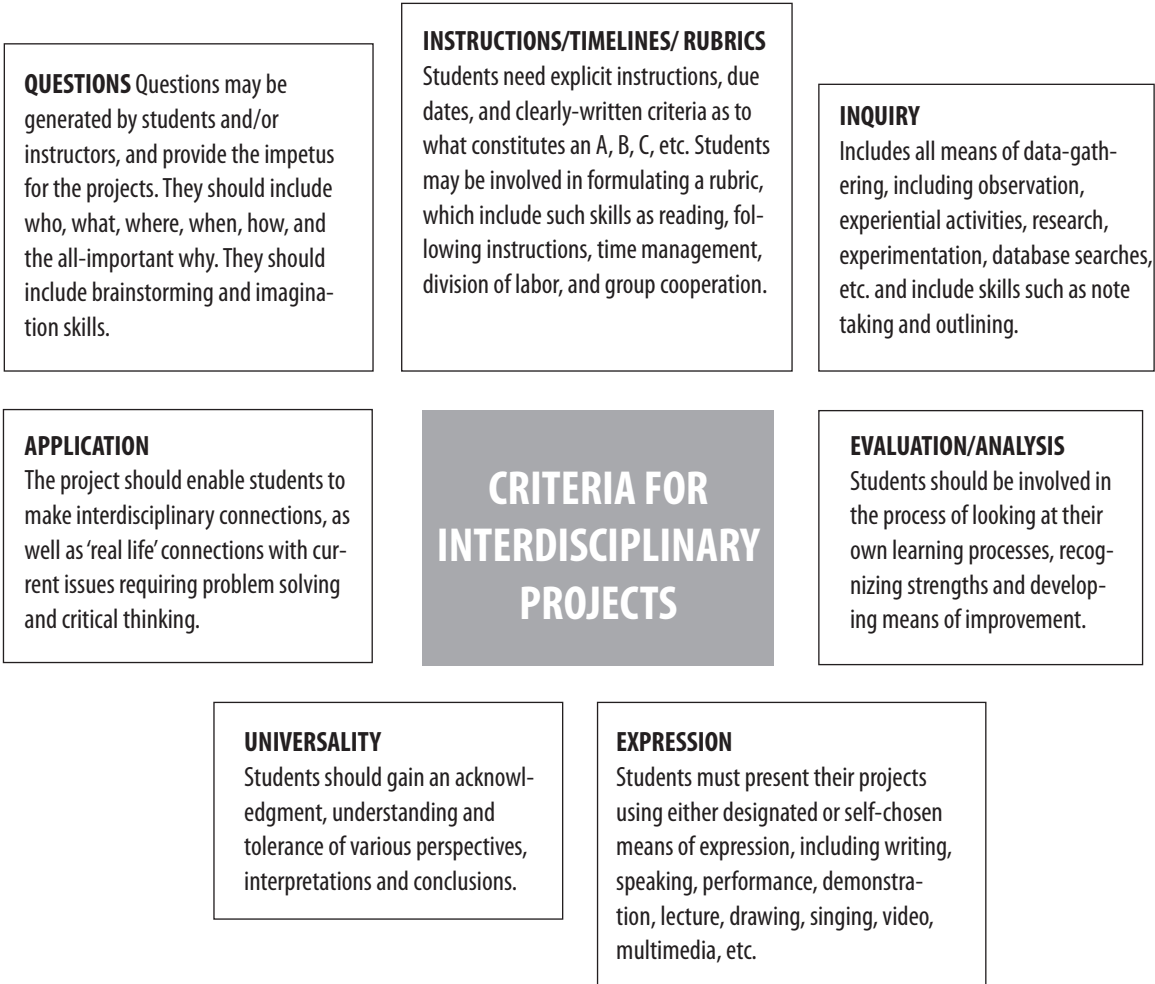
Final presentations are special events at IPoly. They may include exhibitions, simulations, debates, stage shows, and other significant performances. Presentations generally have three major components including written, visual and live presentation/demonstration. Group-project presentations occur in all grade levels. 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.

ATHLETICS

IPoly has a unique opportunity to partner with a local private high school, Southlands Christian. IPoly students can sign up to try out for one of their competitive teams. Southlands Christian competes in the following CIF sports: Football, Volleyball, Cross Country, Girls Basketball, Boys Basketball, Baseball, Softball, and Track. IPoly does its best to support families by providing bus service to/from practices Monday–Friday, but families assume

Students must contact Southlands Christian if interested in participating. Parents and students are responsible for all costs associated with the activity including transportation to and from practices and competitions. Once team rosters are available they are sent to IPoly. If a student must leave early for a game, they must be signed out of IPoly by an approved adult or the student must submit written approval to leave early.

CRITERIA FOR INTERDISCIPLINARY PROJECTS



TEXTBOOKS

IPoly uses a variety of resources for research, therefore, students may not necessarily be assigned a textbook for every class. Textbooks are issued by instructors as needed. Students are responsible for the textbooks issued to them. Charges resulting from lost or damaged textbook are students' sole responsibility. Report lost books immediately, pay charges, and obtain replacements. Failure to do so can result in the loss of extracurricular privileges, including ASB activities. The office can setup a payment plan to accommodate financial hardship.

Failure to return textbooks may delay the receipt of grade assessments or in future check-out of textbooks and other instructional materials. Grade assessments, transcripts, and diplomas will be held until books are returned or replacement fees paid. If a damaged book is returned, the student will be required to replace it or pay for the damage.

ACADEMIC HONESTY/PLAGIARISM

Academic Honesty is a fundamental principle of scholarship. The work produced by students as a result of their study and research is expected to clearly distinguish a student's own ideas from those of published works. 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.

Academic dishonesty falls into two categories:

1. Possession/distribution of answers for hard copy or online assessments and/or other such digital records.
2. Copying or plagiarism of schoolwork/homework. Students are taught about academic honesty as well as the different types of plagiarism and reminded and expected to avoid them through their time at IPoly. If a student is caught copying or plagiarizing, the following are first-offense consequences:

- Teacher/student conference
- Parent/guardian notification
- Zero on the copied/plagiarized assignment
- Documentation in Aeries

Repeated offenses will result in the consequences outlined in IPoly's discipline chart.

USE OF ARTIFICIAL INTELLIGENCE

Artificial Intelligence ('AI') has become increasingly prevalent in many areas, including the education sector. The use of AI can, when used appropriately, enhance student learning by improving the efficiency of education, providing new and creative ways to support learning, and encourage independent research, curiosity, critical thinking, and problem solving. AI has the potential to serve as a supplemental tool to support and expand on classroom instruction, facilitate personalized learning opportunities, and increase educational and learning opportunities.

IPoly, in conjunction with Los Angeles County Office of Education (LACOE), has developed the following guidelines and protocols for the use of AI:

1. Any use of AI in the classroom or on class assignments must align with the teacher's instructions and use expectations.
2. Any student use of AI on schoolwork must be cited, and may not be submitted as the student's original work.
3. Students should not rely on AI tools as a fact-checker to confirm their work or research as AI may not always provide accurate or up-to-date information.
4. Students are prohibited from using any AI system to access, create, or display harmful, deceptive, or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs or interact with the AI in a manner that supports any of the above.

5. Students shall not share confidential information or personally identifiable information with an open AI system of themselves, another student, staff member, or other person. Personally identifiable information includes, but is not limited to, a person's name, address, email address, telephone number, Social Security number, or other personally identifiable information.

6. Students shall not adjust any privacy settings on an AI tool unless directed to do so by a teacher or staff member.

Students are not permitted to access AI for assistance with assignments or research unless done under the guidance and approval of an IPoly staff member. Unpermitted use of AI may lead to penalties for academic misconduct. Inappropriate use may also result in disciplinary action and/or legal action in accordance with the law and LACOE Board Policies.

Students violating IPoly's AI Policy are subject to consequences as described in IPoly's Behavior Intervention Matrix.

STUDENT OBLIGATIONS

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

IPOLY'S SPANISH PROGRAM

IPoly offers Spanish levels I, II and III. All freshmen are assigned to level one. All Sophomores are assigned to level II. Juniors have the option to take level III Spanish, which is an advanced class and has the prerequisite of proficiency at the prior levels, I and II, and a teacher recommendation. If students desire to study a language other than

Spanish, they may register for a college course beginning their junior or senior year.

Students begin their introduction to Spanish by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. IPOLY Spanish courses represent an ideal blend of language learning pedagogy and CI-Comprehensible Input. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning; become familiar with common vocabulary terms and phrases; comprehend a wide range of grammar patterns; participate in simple conversations and respond appropriately to basic conversational prompts; analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language progression can be monitored. Each course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

It is also essential to note the importance of attendance. Each class session, which is only twice per week, offers the opportunity to engage in the utilization of our acquired language skills. Absenteeism simply precludes a student from actually engaging in the learning process.

In addition, “The study of foreign language is a distinct advantage in the professional world. Job candidates who are proficient in more than one language are extremely valuable and have a competitive edge in the U.S. economy, where a large proportion of jobs involve work with immigrants and/or are the result of trade with foreign countries. Students who have studied foreign language have more job opportunities available to them both at home and abroad, in an increasingly global society.”

Finally, according to Ithaca college, “The study of foreign languages enhances listening skills and memory, increases analytical abilities, and builds aptitude in problem solving and working with abstract concepts. It has been shown to enhance the study of other subjects. Abilities in math and English increase, and creativity grows.”

PHYSICAL EDUCATION PROGRAM

The IPoly PE program is supported by Cal Poly’s Department of Kinesiology & Health Promotion and the Los Angeles County Office of Education. It meets the State Department of Education’s high school graduation requirements. The IPoly PE experience is designed to exceed the minimum standards for a quality PE program. Ninth and tenth grade students are required to participate in the program unless excused or exempt under Education Code 51241. Eleventh and twelfth grade students may enroll in physical education as an elective. All students who have not met the two-year requirement prior to entering IPoly will also be enrolled in a PE course until the PE requirement for graduation has been met.

Schools that operate grades 7–12 are required to have 400 minutes of PE every ten school days (SB601). Students must also pass the Physical Fitness Test (PFT). Students are required to pass 5 out of 6 fitness zone areas. Students who have not passed the state mandated PFT during the ninth grade year will be reassessed in their tenth grade year. Students must enroll in physical fitness education until they successfully pass the mandated PFT. This assessment will have no impact on the student receiving their high school diploma.

IPoly’s multifaceted PE program covers a wide range of skills, attitudes and appropriate knowledge base. The aim of the program is for students to become physically educated, able to enjoy a wide variety of physical activities, and become committed to lifelong health and physical well-being.

Lost and Found

Students are required to vacate their PE lockers upon check out during the last week of each semester. Items left inside the lockers will be stored no longer than three weeks after the semester ends. Unclaimed items and items found outside of lockers will be donated to charity.

Guidelines for Student Success

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

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

Locker Room Policy

Students share the locker rooms with Cal Poly students, faculty, and staff. Students will be given sufficient time to change clothes before and after their PE class. No loitering inside the building is allowed. Students are to report directly to instructors at the class location according to the location schedule provided by the PE instructors.

Optional showers are provided. Shower privileges can be revoked at any time especially if showers are left on after being warned to turn them off. Lockers are issued during the first two weeks of school. Students must bring a combination lock to use. Locks and lockers are checked periodically. Students are not, under any circumstances, to share lockers or lock combinations. Any student found sharing lockers will be subject to discipline as described in the PE discipline policies below.

Students are to place all belongings in their locker during PE classes. Students are required to ensure that the locker is secure and locked. If backpacks, grooming items, purses, cell phones, or other personal items are brought to PE classes, student will be sent back to the locker room to place them in the PE locker. An unexcused tardy will be recorded.

Students who fail to secure an assigned locker by the second week of school will be subject to disciplinary actions as this is considered 'defiance' and will be referred to the principal for consequences.

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

To ensure IPoly's continued use of the Cal Poly facilities, students must comply with the following:

- No running or yelling inside of the buildings.
- Do not change clothes in restroom stalls.
- Turn off showers when finished.
- Provide your identification promptly and respectfully if asked by any Cal Poly staff. Also respond to their request respectfully.
- No eating and no food storage in the PE facility.
- Do not place any stickers on or write on the lockers. Do not kick or abuse lockers.
- Any abuse of Cal Poly facilities/equipment could result in loss of PE privileges, a 'No Credit' assessment, and possible removal from IPoly.

Student Dress Policy

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

Students are to dress in the required PE clothing:

- IPoly t-shirt, shorts, tennis shoes and white socks. Black-soled tennis shoes are prohibited, as they leave permanent marks on floors and courts.
- Students may wear optional IPoly sweatshirt and sweatpants. Black Capri (yoga) pants with the IPoly logo may be worn in place of shorts. Only clothing with the IPoly logo may be worn to class for uniform credit. All other clothing will result in a lowered score for the day.
- Failure to dress will lower semester assessment. Excessive violation will be referred to administration for discipline/consequences.
- Students who refuse to dress in the appropriate PE uniform will be referred to the office, parents will be called, and student may be given restorative conference time after school or Saturday.

Written Notes

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

- Parent note can excuse a student from activity for one to three class meetings (one and a half weeks), depending upon the reason.
- If the student requires more than three class meetings of no activity, a doctor's note is required and must contain reason for inactivity and recommendations for alternative activities.
- The second note from a parent to excuse from PE activities in the same semester requires a PE instructor/parent phone conference.
- Notes from instructors or office staff without advanced permission from PE instructors will not be accepted. Student may be required to make up missed time after school, unless excused by the principal or designee.

CAREER TECHNOLOGY EDUCATION (CTE)

IPoly offers two UC-approved CTE courses: Digital Photography and Graphic Design. Students who complete the required number of hours and assignments earn a CTE certificate of completion. Both courses meet twice a week: Digital Photography meets Monday/Wednesday during fourth and fifth blocks in the Media Lab, while Graphic Design follows the Tuesday/Friday elective schedule and meet in the computer lab.

Parents/guardians shall pick up students promptly as fifth block ends, as supervision is not provided after class dismissal. Students should wait at the Cal Poly Library if a parent/guardian is unable to pick him/her up promptly.

UC Approval/State Standard Alignment: CTE courses align and/or incorporate the CTE Model Curriculum Standards in addition to following the CTE Framework for California Public Schools. These courses, are also UC approved in the Visual Performing Arts (VPA) in the 'F' category.

CTE Course Descriptions

Graphic Communication will explore the key elements and principles of design in relation to Entertainment & Production Design. This course

will explore the fundamentals of illustration, color theory, composition, and other key elements needed to compose an appealing design/project. Once fundamentals have been established, students will have the opportunity to display their skills in projects such as: character concept and design, environmental design, logo design, and many more. Professionals use the concepts explored in this course in advertising, graphic design, character designer, fashion illustration, prop design, photography, and video game design.

Graphic Design prepares students for entry-level positions in a design studio or advertising agency. Training in typography and layout utilizing visual design software such as Adobe Illustrator, InDesign, and Photoshop is provided to produce effective visual-communication—whether it's on screen or on paper.

TESTING & ACCOUNTABILITY

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP) SYSTEM

On January 1, 2014, California Education Code Section 60640 established the CAASPP System of assessments. The CAASPP—CalEdFacts Web page provides a more detailed overview of the system at www.cde.ca.gov/ta/tg/ai/cefcaaspp.asp. California is implementing a new science assessment named California Science Assessment Test (CAST), which is based on the Next Generation Science Standards for California Public Schools.

PSAT (Preliminary Scholastic Assessment Test)

9TH GRADE STUDENTS

The PSAT 8/9 is offered to all 9th graders in March. The purpose is to give students an idea of their college and career readiness.

The PSAT 8/9 tests three areas: Reading, Writing & language, and Math. The reading and writing subject areas are combined for an Evidence-based Reading and Writing section score. Math has its own separate section score.

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

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

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

In addition to regular section scores, students will be given Cross-test scores which analyze questions across the three subject areas and separate them into a score for Analysis in History/Social Studies and a score for Analysis in Science. Each of these scores ranges from 6 to 36. The subject areas are broken down into six additional subscores.

SAT SUITE OF ASSESSMENTS/ACT

By spring of the junior year, students should take the SAT or ACT. Seniors can test in the fall and winter. Seniors should check college admission materials which indicate when ACT/SAT Reasoning Exams must be completed, as well as target scores for their desired college. Students may retake exams if desired, since most colleges will accept the higher composite scores. A copy of the test schedule can be obtained in the Connection Center.

FITNESSGRAM

All California schools administer the Physical Fitness Test (PFT). The main goal of the test is to help students begin lifelong habits of regular physical activity. All 9th grade students are required to take the test between February and May. Although two-years of Physical Education classes are required for graduation, students must be enrolled in Physical Education until they have passed the PFT.

Family Educational Rights and Privacy ACT (FERPA)

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

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

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or

eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

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

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

IPOLY GRADUATION REQUIREMENTS

Required Academic Content:

Students must complete a minimum of 240 credits and meet the UC/CSU A–G entrance requirements to earn an IPoly diploma. This includes 210 credits of required core courses and a minimum of 30 units in additional courses. IPoly core course sequence includes the A–G requirements.

Category	Credits
English/Language Arts	40
Mathematics	40
Science	40
Social Science*	40
Foreign Language	20
Physical Education	20
Visual & Performing Arts	10
Additional Required Electives	30

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

Students in grades 9–11 must be enrolled in seven (7) courses per semester, and students in grade 12 must be enrolled in six (6) courses.

Grade-Level Projects

Students must pass grade level project each semester with a grade of 60% or better.

Community Service Hours

Students must complete 100 hours of community service in order to graduate with an IPoly diploma. Community service hours must be obtained by volunteering for a verified non-profit organization. For more information please refer to page 32 of this handbook.

The suggested distribution of required community service hours are as follows:

grade	hours
9	10
10	20
11	30
12	40

University of California & California State University A–G Requirements

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

The IPoly sequence of courses includes the UC/CSU A–G requirements. Students are required to pass all A–G requirements and to make up any failed A–G course at an accredited institution offering college-preparatory courses. Any grade lower than a C is not accepted for the UC/CSU admission. UC/CSU does not factor plus or minus grades into GPA calculation.

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

Elective Options for 11 & 12 Graders

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

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

4th-block class, CTE, or Concurrent College Enrollment[†]

* Examples of ‘both semesters in the same subject’ include: Film Creation & Film Appreciation; year-long CTE classes.

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

^{††} Recommended for UC admissions.

COMMUNITY SERVICE/SERVICE LEARNING

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

—Mahatma Gandhi

COMMUNITY SERVICE REQUIREMENTS

Each student is required to complete at least 100 hours of Community Service in order to graduate from International Polytechnic High School. Transfer students are required to provide the equivalent of 25 hours per year while attending IPoly, rather than the full 100 hours.

grade	hours
9	10
10	20
11	30
12	40

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

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

Community service is defined as a student taking his/her skills, knowledge, and abilities back to the community (neighborhoods, churches, retail and civic and service organizations) and volunteering time and energy to make the community a better place. Examples of Community Service include tutoring at local schools and libraries and working for community programs. Community Service

is performed at any non-profit organization. Best choices include serving several hours per year, indicating both interest and passion for the volunteer choice that is made. Service Learning is also a volunteer opportunity.

TRACKING COMMUNITY SERVICE/ SERVICE LEARNING HOURS

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

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

CONCURRENT COLLEGE PROGRAMS

There are three concurrent college programs which enable IPoly students in grades 10–12 to take college courses: Dual Enrollment, Special Admit, and Young Scholars. Each college sets its own requirements and application procedures. Students may take courses for which they meet the prerequisites and are allowed to take a maximum of two courses per semester. Online classes are not approved. Ideally the courses selected are also transferrable to a four-year university in which students will earn both college credit and high school elective credit and will be reflected on the high school transcript. Each program has different costs associated with attending, ranging from tuition to books and material fees. Each program has different deadlines and procedures as well as a specific IPoly contact person. In order to participate, appropriate forms must be filled out in advance.

MT. SAC DUAL ENROLLMENT

Through a dynamic partnership with Mt. SAC, IPoly 10–12 grade students are able to take core general education college classes in English, math and humanities. Classes are taught by Mt. SAC professors and follow all procedures and requirements of a typical class held on the Mt. SAC campus. Classes are offered on IPoly campus between 2:15 and 5:45pm, Monday through Thursday. There is no cost for tuition or course materials including books. Most classes are UC/CSU transferrable thereby earning college credit, IPoly elective credit and indicating rigor to colleges for admission.

SPECIAL ADMIT

The Special Admit program allows IPoly students in grades 10–12 to take college classes at community colleges. To be eligible, students must have a minimum 2.5 GPA and have completed the proper English and math assessments for the chosen school. Students must complete the Outside-Course-Approval/Special Admit form which includes the actual course selected. Once the form is completed, it is turned in to the student's assigned counselor for approval and signature. Once all approvals have been secured students will then take classes on the college campus and pay the \$10 tuition/registration fee. There will be an additional cost for textbooks and materials.

YOUNG SCHOLARS

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

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

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

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

Procedures for registration are as follows:

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

CLASS SCHEDULE

9

Monday–Thursday

Monday - Thursday						
Block	Time	House	Monday	Tuesday	Wednesday	Thursday
1	8:30-9:56	N	Caraza-Rm 1035	Cancino-Rm 1036	Thinnes-Rm 2016	Caraza-Rm 1035
		E	Thinnes-Rm 2016	Caraza-Rm 1035	Strand-Rm 1044	Thinnes-Rm 2016
		W	Strand-Rm 1044	Thinnes-Rm 2016	Cancino-Rm 1036	Strand-Rm 1044
		S	Cancino-Rm 1036	Strand-Rm 1044	Caraza-Rm 1035	Cancino-Rm 1036
Passing 9:56-10:06						
2	10:06-11:32	E/S	PE	Foreign Language	PE	Foreign Language
		N/W	Foreign Language	PE	Foreign Language	PE
Passing 11:32-11:42						
3	11:42-1:08	N	Thinnes-Rm 2016	Elective	Strand-Rm 1044	Thinnes-Rm 2016
		E	Strand-Rm 1044		Cancino-Rm 1036	Strand-Rm 1044
		W	Cancino-Rm 1036		Caraza-Rm 1035	Cancino-Rm 1036
		S	Caraza-Rm 1035		Thinnes-Rm 2016	Caraza-Rm 1035
Lunch 1:08-1:50						
Passing 1:50-2:00						
4	2:00-3:30	N	Strand-Rm 1044	Caraza-Rm 1035	Cancino-Rm 1036	Strand-Rm 1044
		E	Cancino-Rm 1036	Thinnes-Rm 2016	Caraza-Rm 1035	Cancino-Rm 1036
		W	Caraza-Rm 1035	Strand-Rm 1044	Thinnes-Rm 2016	Caraza-Rm 1035
		S	Thinnes-Rm 2016	Cancino-Rm 1036	Strand-Rm 1044	Thinnes-Rm 2016

Friday

Friday			
Block	Time	House	Friday
1	8:30–9:56	N	Cancino–Rm 1036
		E	Caraza–Rm 1035
		W	Thinnes–Rm 2016
		S	Strand–Rm 1044
Passing 9:56–10:01			
2	10:01–11:11	all	Elective
Passing 11:11–11:16			
3	11:16–12:16	E, S/N, W	PE/Foreign Language*
Passing 12:16–12:21			
4	12:21–1:21	all	House

*Houses alternate PE and Foreign Language every other week

N	Ms Caraza	Language Arts	Rm 1035
E	Ms Thinnes	Math	Rm 2016
W	Mr Strand	Social Science	Rm 1044
S	Ms Cancino	Science	Rm 1036
Spanish I (E/W)	Ms Anticono		Rm 2006
Spanish I (N/S)	Ms Poskitt		Rm 2005
PE (N/S)	Ms Stevens		
PE (E/W)	Mr Hanke		

10

Monday–Thursday

Monday – Tuesday						
Block	Time	House	Monday	Tuesday	Wednesday	Thursday
1	8:30–9:56	S/E	PE	Foreign Language	PE	Foreign Language
		N/W	Foreign Language	PE	Foreign Language	PE
Passing 9:56–10:06						
2	10:06–11:32	N	Pellegrini–Rm 1033	Estrada–Rm 1034	TBA–Rm 1045	Pellegrini–Rm 1033
		S	TBA–Rm 1045	Pellegrini–Rm 1033	Aguado–Rm 2015	TBA–Rm 1045
		E	Estrada–Rm 1034	Aguado–Rm 2015	Pellegrini–Rm 1033	Estrada–Rm 1034
		W	Aguado–Rm 2015	TBA–Rm 1045	Estrada–Rm 1034	Aguado–Rm 2015
Passing 11:32–11:42						
3	11:42–1:08	N	TBA–Rm 1045	Elective	Aguado–Rm 2015	TBA–Rm 1045
		S	Aguado–Rm 2015		Estrada–Rm 1034	Aguado–Rm 2015
		E	Pellegrini–Rm 1033		TBA–Rm 1045	Pellegrini–Rm 1033
		W	Estrada–Rm 1034		Pellegrini–Rm 1033	Estrada–Rm 1034
Lunch 1:08–1:50						
Passing 1:50–2:00						
4	2:00–3:30	N	Aguado–Rm 2015	Pellegrini–Rm 1033	Estrada–Rm 1034	Aguado–Rm 2015
		S	Estrada–Rm 1034	TBA–Rm 1045	Pellegrini–Rm 1033	Estrada–Rm 1034
		E	TBA–Rm 1045	Estrada–Rm 1034	Aguado–Rm 2015	TBA–Rm 1045
		W	Pellegrini–Rm 1033	Aguado–Rm 2015	TBA–Rm 1045	Pellegrini–Rm 1033

Friday

Block	Time	House	
1	8:30–9:56	N	Estrada–Rm 1034
		S	Pellegrini–Rm 1033
		E	Aguado–Rm 2015
		W	TBA–Rm 1045
Passing 9:56–10:01			
2	10:01–11:11	all	Elective
Passing 11:11–11:16			
3	11:16–12:16	all	House
Passing 12:16–12:21			
4	12:21–1:21	N, W/S, E	PE/Foreign Language*

*Houses alternate PE and Foreign Language every other week

N	Ms Pellegrini	Language Arts	Rm 1033
S	TBA	Science	Rm 1045
E	Mr Estrada	Math	Rm 1034
W	Mr Aguado	World History	Rm 2015
Spanish II (E/W)	Ms Anticono		Rm 2006
Spanish II (N/S)	Ms Poskitt		Rm 2005
PE (N/S)	Ms Stevens		
PE (E/W)	Mr Hanke		

11

Monday–Thursday

Monday – Thursday						
Block	Time	House	Monday	Tuesday	Wednesday	Thursday
1	8:30–9:56	N	Edwards–Rm 2008	Pang–Rm 2011	Ms Kim–Rm 1043	Edwards–Rm 2008
		S	Pang–Rm 2011	Navaroli–Rm 2010	Edwards–Rm 2008	Pang–Rm 2011
		E	Ms Kim–Rm 1043	Edwards–Rm 2008	Navaroli–Rm 2010	Ms Kim–Rm 1043
		W	Navaroli–Rm 2010	Ms Kim–Rm 1043	Pang–Rm 2011	Navaroli–Rm 2010
Passing 9:56–10:06						
2	10:06–11:32	N	Ms Kim–Rm 1043	Edwards–Rm 2008	Navaroli–Rm 2010	Ms Kim–Rm 1043
		S	Edwards–Rm 2008	Pang–Rm 2011	Ms Kim–Rm 1043	Edwards–Rm 2008
		E	Navaroli–Rm 2010	Ms Kim–Rm 1043	Pang–Rm 2011	Navaroli–Rm 2010
		W	Pang–Rm 2011	Navaroli–Rm 2010	Edwards–Rm 2008	Pang–Rm 2011
Passing 11:32–11:42						
3	11:42–1:08	N	Navaroli–Rm 2010	Elective	Pang–Rm 2011	Navaroli–Rm 2010
		S	Ms Kim–Rm 1043		Navaroli–Rm 2010	Ms Kim–Rm 1043
		E	Pang–Rm 2011		Edwards–Rm 2008	Pang–Rm 2011
		W	Edwards–Rm 2008		Ms Kim–Rm 1043	Edwards–Rm 2008
Lunch 1:08–1:50						
Passing 1:50–2:00						
4	2:00–3:30	all	PE, Foreign Language, Young Scholars, CTE	PE, Foreign Language, Young Scholars, CTE	PE, Foreign Language, Young Scholars, CTE	PE, Foreign Language, Young Scholars, CTE

Friday

Block	Time	House	Friday
1	8:30–9:56	N	Pang–Rm 2011
		S	Navaroli–Rm 2010
		E	Edwards–Rm 2008
		W	Ms Kim–Rm 1043
Passing 9:56–10:01			
2	10:01–11:11	all	Elective
Passing 11:11–11:16			
3	11:16–12:16	all	House
Passing 12:16–12:21			
4	12:21–1:21	all	Project

N	Ms Edwards	Language Arts	Rm 2008
S	Mr Pang	Science	Rm 2011
E	Ms Kim	Math	Rm 1043
W	Mr Navaroli	US History	Rm 2010
Spanish III (E/W)	Ms Anticono		Rm 2006
Spanish III (N/S)	Ms Poskitt		Rm 2005
PE (N/S)	Ms Stevens		
PE (E/W)	Mr Hanke		

12

Monday–Thursday

Monday–Thursday						
Block	Time	House	Monday	Tuesday	Wednesday	Thursday
1	8:30–9:56	S	Schiller–RM 2018	McKinney–Rm 2017	Ortega–Rm 1042	Schiller–RM 2018
		W	McKinney–Rm 2017	Park–Rm 2009	Schiller–RM 2018	McKinney–Rm 2017
		E	Park–Rm 2009	Ortega–Rm 1042	McKinney–Rm 2017	Park–Rm 2009
		N	Ortega–Rm 1042	Schiller–RM 2018	Park–Rm 2009	Ortega–Rm 1042
Passing 9:56–10:06						
2	10:06–11:32	S	Ortega–Rm 1042	Schiller–RM 2018	Park–Rm 2009	Ortega–Rm 1042
		W	Schiller–RM 2018	McKinney–RM 2017	Ortega–Rm 1042	Schiller–RM 2018
		E	McKinney–Rm 2017	Park–Rm 2009	Schiller–RM 2018	McKinney–RM 2017
		N	Park–Rm 2009	Ortega–Rm 1042	McKinney–RM 2017	Park–Rm 2009
Passing 11:32–11:42						
3	11:42–1:08	S	Park–Rm 2009	Elective	McKinney–Rm 2017	Park–Rm 2009
		W	Ortega–Rm 1042		Park–Rm 2009	Ortega–Rm 1042
		E	Schiller–RM 2018		Ortega–Rm 1042	Schiller–RM 2018
		N	McKinney–Rm 2017		Schiller–RM 2018	McKinney–Rm 2017
Lunch 1:08–1:50						
Passing 1:50–2:00						
4	2:00–3:30	all	Off-campus courses, Young Scholars, CTE, Community Service, or Service Learning	Off-campus courses, Young Scholars, CTE, Community Service, or Service Learning	Off-campus courses, Young Scholars, CTE, Community Service, or Service Learning	Off-campus courses, Young Scholars, CTE, Community Service, or Service Learning

Friday

Friday			
Block	Time	House	Friday
1	8:30–9:56	S	McKinney–Rm 2017
		W	Park–Rm 2009
		E	Ortega–Rm 1042
		N	Schiller–RM 2018
Passing 9:56–10:01			
2	10:01–11:11	all	Elective
Passing 11:11–11:16			
3	11:16–12:16	all	House/Project
Passing 12:16–12:21			
4	12:21–1:21	all	House/Project

S	Ms Schiller	Science	Rm 2018
W	Mr McKinney	Government/Econ	Rm 2017
E	Mr Park	Math	Rm 2009
N	Ms Ortega	Language Arts	Rm 1042

COMMUNITY MAINTENANCE

Instructors, administrators, staff, and students at IPoly are committed to maintaining a safe, nurturing, rewarding, and respectful community for exploration and discovery. As a guest on the Cal Poly campus, student attitude and behavior directly impact both the IPoly and Cal Poly communities. No matter where students go on or off campus, they represent IPoly and are expected to exercise wise judgment in both words and actions.

Therefore, throughout their time at IPoly, students will be expected to focus on mastering the components of the 6Cs. The IPoly staff will provide opportunities, guidance and mentorship to successfully reach their goal of mastery in each category.

IPOLY CITIZENS

1. Think Critically

- Solve Problems
- Interpret Information
- Analyze Meaning
- Evaluate Alternatives
- Synthesize Ideas
- Exercise Self-Awareness

2. Communicate Effectively

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

3. Work Collaboratively

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

4. Embrace Culture

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

5. Demonstrate Character

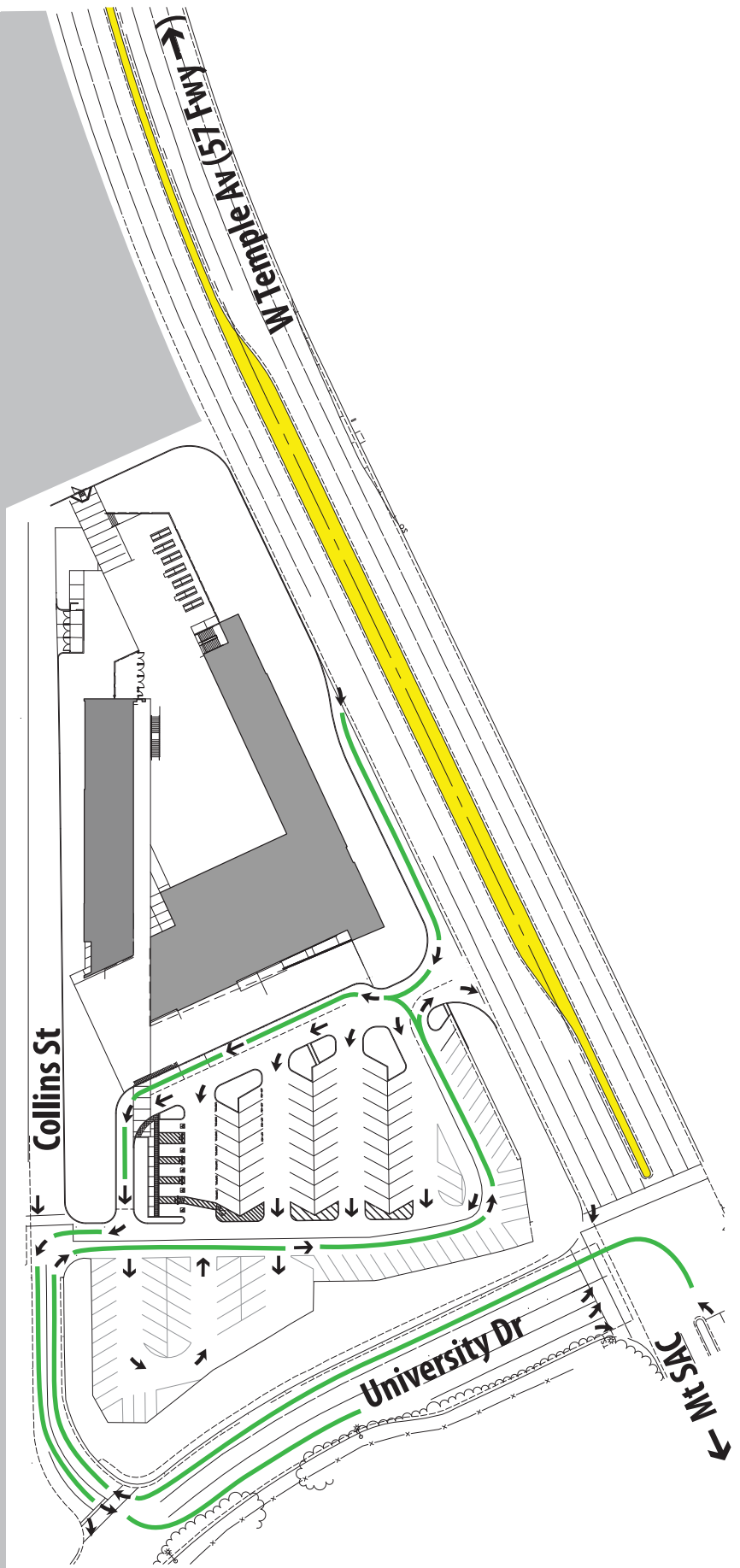
- Take Responsibility
- Reciprocate Respect
- Exemplify Integrity
- Extend Forgiveness
- Act with Fairness
- Build Connections

6. Develop Creativity

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

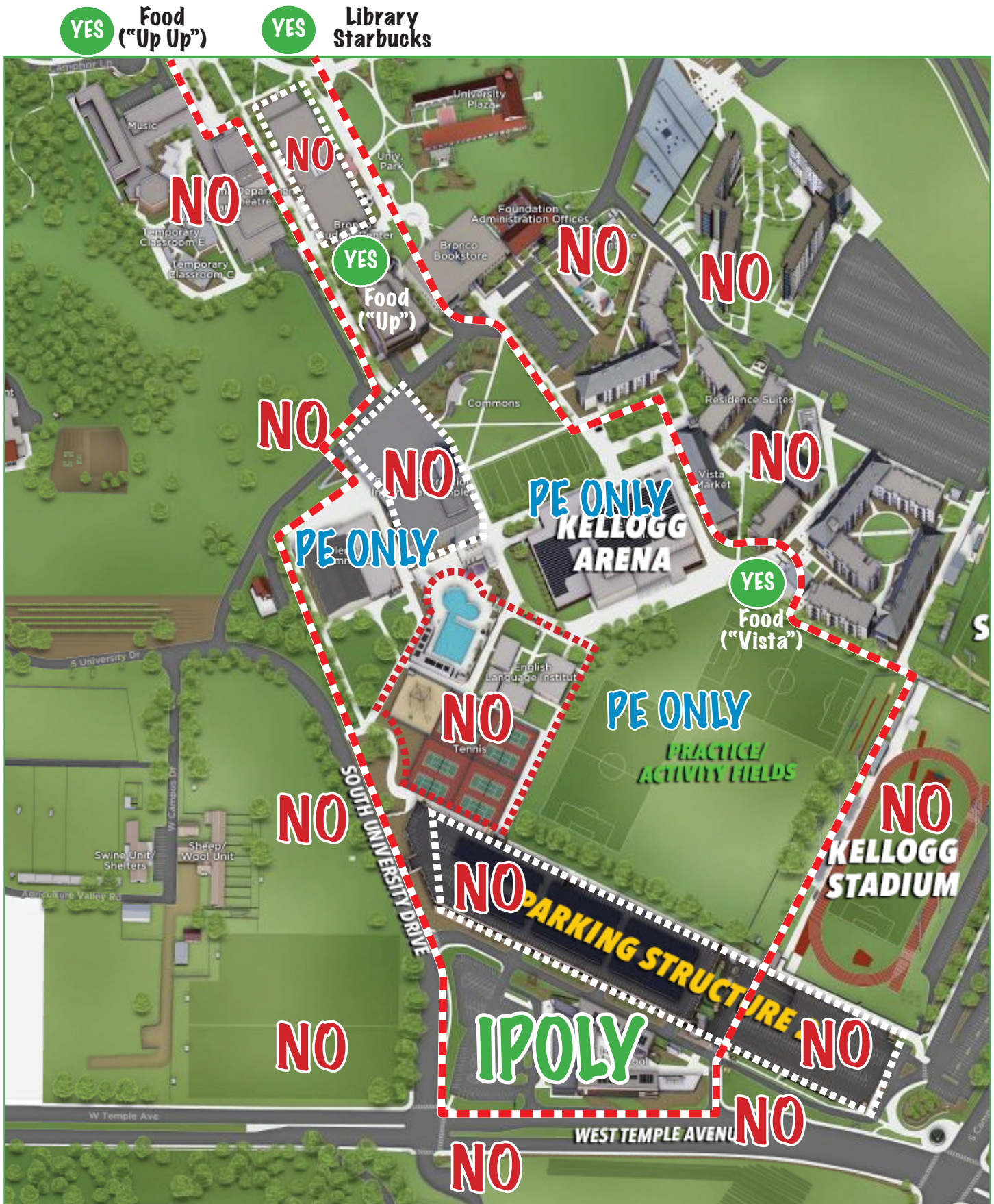
IPOLY PARKING/CIRCULATION MAP

Multi-level Parking Structure



PERMITTED & RESTRICTED AREAS

at IPoly/Cal Poly Pomona



INDEX

ASB.....	10
Academic Honesty.....	26
Assessment Process.....	16
Use of Artificial Intelligence (AI).....	27
Attendance Policy.....	14–15
Bullying/Harassment Policies.....	19
Cal Poly Campus Restrictions.....	6–7
Career Technical Education (CTE).....	30
Class Schedule.....	36–37
Community Service.....	34
Complaint Procedures.....	9
Communicable Disease Prevention/Control.....	13
Community Maintenance.....	38
Concurrent College Programs.....	35
Dance Regulations.....	10
Discipline Chart.....	22–23
Dual-Enrollment Program (Mt SAC classes @IPoly).....	35
Emergency Drills/Procedures.....	11
Early Release.....	15
Electronic Devices/Telephones.....	8–9
Field Trips.....	10
First-Aid Services.....	12
Graduation Requirements.....	33
Hate Crime and Bigotry.....	20
Identification Cards.....	5
IPoly Graduation Requirements.....	33
Library-related Information.....	6–7
Lost and Found.....	7, 26
Lunch and Nutrition Break.....	5, 7
Meals at IPoly.....	7
Multi-tiered System of Supports (MTSS).....	18
Open-campus/Off-campus Lunch Privilege for Seniors.....	5
Parent Portal/Communication Portals.....	8
Parking/Circulation (Drop-off & Pick-up).....	37
Parking Permits.....	8
Physical Education.....	28
Rights and Responsibilities of Students Age 18+.....	5
Social Media Guidelines.....	20
Spanish Program.....	27–28
State & County Health Mandates.....	9
Student Contract/Restorative Conference Policies.....	19–20
Student Dress Code.....	5
Student Guest Pass.....	5
Student Project Packet.....	17
Student Supervision.....	5
Testing & Accountability.....	31–32
Textbooks.....	26
UC & CSU A-G Requirements.....	33
Young Scholars Program.....	35

Think Critically

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

Communicate Effectively

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

Develop Creativity

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

Demonstrate Character

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

6C
of
IPoly
High
School

Embrace Culture

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

Work Collaboratively

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