



H I G H S C H O O L

Student/Parent Handbook
2025 - 2026



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INTRODUCTION

LETTER TO THE STUDENTS AND PARENTS

This handbook serves as a useful guide for all Pella High School students and parents. Students are expected to know the provisions of this handbook, which include a description of the policies and procedures under which our high school operates. This is essential if our school is to function smoothly and efficiently for the benefit of all. The ultimate purpose of education is to help each student maximize life's opportunities. Learning to develop and accept the responsibilities and obligations of good citizenship will help us to participate successfully in the 21st century. We hope that you will be involved in varied activities within our school. Remember your success in Pella High School will be directly proportional to your efforts.

Sincerely,

Mr. Josh Manning
High School Principal
Pella High School

Mr. Derek Schulte
High School Assistant Principal
Pella High School

Mr. Matt Fouch
High School Activities Director
Pella High School



PREPARING EVERYONE TO
LEARN | LEAD | ACHIEVE

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FACULTY AND STAFF

E-MAIL ADDRESS(S)

To communicate with staff members by email, use the staff members:

firstname.lastname@pellaschools.org

SCHOOL WEBSITE

This is an excellent resource for various information regarding the district and all the buildings K-12.

The district website is: www.pellaschools.org

INFINITE CAMPUS

Infinite Campus is our student management system that allows parents to attain student information, such as attendance, grades, or homework, online at any time. Parents can log on through the district website and access attendance and grade information for their child through your [Infinite Campus Parent Portal](#). Log-in information can be obtained through the High School Guidance office.

STUDENT SUPPORT SERVICES

GIFTED/TALENTED(G/T) - Board Policy 604.3

Gifted and Talented students require challenging and differentiated curriculum, as well as effective support. PCSDD will provide a comprehensive GT program to enrich and accelerate each student at his or her academic and affective level. Here is the link for more information about the [High School G/T program](#).

GUIDANCE OFFICE - Board Policy 607.1

The Pella High School Guidance Department is available to assist students and families in many life circumstances that could affect a student's schooling. The services include academic assistance and planning, career and college planning, and personal or social situations. Students and parents are encouraged to contact the guidance office to assist with situations that arise. It is beneficial to the students when the staff and families can work together as a team. There are also many community resources the guidance staff can suggest for any further assistance needed. Here is the link for more information about the [HS Guidance Office](#)

HEALTH SERVICES - Board Policy 607.2

The school nurse will be at the high school on a rotating basis. Please check in the office for a schedule. If a student becomes ill in school, he/she should report to the nurse who will decide what should be done. If the nurse is not available, students are to report to the high school office.

Students must not leave the building because of illness without authorization. The parents will be notified before a student is dismissed from the school due to illness or injury. Students who are in the nurse's office instead of class will be considered absent from class.

LIBRARY SERVICES

The main objective of the library is to support classroom curriculum and to provide a place for research. Also, the library provides books, and other materials, which one can use for their reading pleasure. The library will also house our technology integration services and our iStudy center(s). The library is designed as a quiet learning environment. If students use common sense, are courteous, and have consideration of others, they should have no problems in having a pleasant stay in the library.

Admittance to the Library

The library is accessible to all students throughout the school day as well as before and after school. The library will be open from 7:30am-3:30pm each day. Students are not to remain in the library area unless they are accessing the library to conduct research/class projects.

Circulation Periods

Books can be checked out for three (3) weeks
Audiovisual materials three (3) days

All materials should be returned to the "BOOK RETURN" slot right inside the main entrance.

Library Behavior Expectations

Students are expected to maintain respectful behavior when accessing library services. If behavior is in question by staff, students will be asked to leave the library area for the day. If negative behavior continues, student library privileges may be suspended/revoked for an extended period of time up to removal for the remainder of the semester.

PROGRAM FOR AT-RISK STUDENTS - Board Policy 604.4

The board recognizes some students require additional assistance in order to both graduate from the regular education program and meet national proficiency expectations. Students who are in danger of not graduating with their class can participate in this program. Intensive assistance is provided for students in this program to help them earn a diploma.

SPECIAL EDUCATION & RELATED SERVICES - Board Policy 603.3

The Pella Community School District strives to make every student's educational experience a successful one. To ensure the success of all students, we sometimes must make accommodations and/or modifications for particular students. These modifications and accommodations are referred to as general education interventions. They involve attempts to correct a student's academic or behavioral difficulties in a systematic fashion in a student's regular classroom. Teachers sometimes working with a team of teachers from their building, develop interventions to provide for a student's difficulties. If initial interventions are ineffective at correcting the difficulty, further interventions may be attempted or a child's parent(s) may be contacted about the possibility of a full and individual evaluation for their child. The school often enlists the support of professional staff from Area Education Agency to assist in developing these accommodations and modifications. Professional staff from the AEA consists of Speech-Language Pathologists, Hearing and Vision Teachers, Occupational Therapists, Transition/Work Experience Instructors, School Social Workers, and School Psychologists. Prior to any direct involvement of the AEA staff with a particular student, a parent's permission must be secured through their signing of an "Informed

Consent" form. If you would like to get in touch with the District Coordinator of Special Education please call 628-1111.

If a student is identified for special education and related services, the board shall provide an appropriate educational program to meet their needs. The special education services will be provided from birth until the appropriate education is completed, age twenty-one or to the maximum age allowable in accordance with the law. Students requiring special education shall attend regular education classes, participate in extracurricular activities and receive services in a regular education setting to the maximum extent possible. The appropriate education for each student shall be written in the student's Individualized Education Program (IEP).

STUDENT ASSISTANCE TEAM (SAT)

In addition to the counselors, members of the SAT work to identify students who are having difficulties in their academics, social relations, and/or behavior. Team members will meet with students who are referred to them by other staff members in hopes of resolving issues that are interfering with the student's academic success. Team members include but are not limited to: School administrator, guidance counselor, general education teacher, special education teacher, At-risk coordinator, AEA personnel.

BUILDING SCHEDULES

[Link to HS building Schedule](#)

SCHOOL CANCELLATIONS

The cancellation of school for any reason will be announced over local radio station(s) KNIA/KRLS (92.1 FM) and KCWN (99.9 FM), and WHO (1040 AM) as soon as such a decision is made. The district has established an e-mail alert system through Iowa School Alerts. You can receive notices via email, cell phones, or e-mail-capable PDAs (Personal Digital Assistant), and can sign up to as many addresses as you like. The following TV stations also offer FREE email and text message alerts:

- WHO-TV Channel 13 school closing alerts – Register at www.WHOtv.com
- KCCI-TV Channel 8 school closing alerts – Register at www.kcci.com

STUDENT ATTENDANCE

PCSD Absence Policies - [Board Policy 501.9](#) & [Senate File 2435](#)

Daily, punctual attendance is an integral part of the learning experience and is required of all students to receive the maximum benefit of the educational program. The habit of good attendance established early is one which helps a person be successful throughout their lifetime. More and more, employers, colleges and vocational schools expect good attendance and are checking attendance records for absences. They are aware that good and prompt attendance indicates dependability in a student.

The education that goes on in the classroom builds from day to day and as a result, absences always cause some disruption in the educational progress of the absent student. Students who are absent may not understand what the teacher is currently presenting, and may also become discouraged with the double burden of keeping current and making up missed work. In order to maintain adequate learning, students should not expect to be absent any more than is absolutely necessary. Irregular attendance by students not only negatively impacts their own studies, but also interferes with the progress of those students who are regular and prompt in attendance.

Attendance is a shared responsibility that requires cooperation and communication among students, parents and school.

Absences: Please email the office at hsoffice@pellaschools.org or call 641-628-3870 before **9:00am** for each day absent.

Chronic Absenteeism/Truancy

Chronically absent means any absence (excused or unexcused absence that does not meet the exempted absence criteria) from school for more than ten percent of the days in the grading period. Truant is defined as any child of compulsory attendance age who does not qualify for the specified exemptions listed in Senate File 2435, fails to follow the school board's attendance policy, lacks a reasonable excuse for their absence, and has been absent from school for at least 20% of the days or hours in the grading period.

After 6 accumulated absences per grading period:

- A letter may be generated and shared with the student's guardians.
- An entry may be logged in Infinite Campus to note that contact has been made in regard to the student's absences.

After 10% accumulated absences per grading period:

- A letter will be generated and shared with the student's guardians.
- Administration may call the student's parent(s) to notify them that another letter has been sent.
- An entry will be logged in Infinite Campus to note that contact has been made in regard to the student's absences.
- An engagement meeting may be held to discuss the student's excessive absences to determine appropriate action.
- High School - Students may be placed on academic probation.

After 15% accumulated absences per grading period:

- An engagement meeting may be held to discuss the student's excessive absences and determine appropriate action.
- Chronically absenteeism may result in an attendance contract after 15% accumulated absences in a grading period. An engagement meeting may be held and terms of the contract will be agreed upon. Violation of the attendance contract may result in loss of credit for courses.
- An entry will be logged in Infinite Campus by the administrator to note the outcome of the meeting.

At 20% accumulated absences (per grading period), the school may notify the Marion County attorney/truancy officer. The truancy officer must promptly take legal action against anyone violating attendance laws.

TARDIES

A tardy is defined as being up to 10 minutes late to class. A student who comes to class late but has a pass from the office or a teacher excusing his/her being late will not be counted tardy. Teachers will emphasize the importance of being on time and explain the classroom rules and procedures for tardies.

Five (5) tardies in a class during a semester will result in a detention. There will be an additional detention for every tardy in that class after five (5) tardies.

OFFICIAL ATTENDANCE RECORD - Board Policy 501.8

As part of the school district's records, the daily attendance of each student shall be recorded and maintained on file with the permanent records of the board secretary.

SENIOR RELEASE - Board Policy-501.11

Seniors Release is a PRIVILEGE granted to seniors who demonstrate exceptional attendance, academic performance, and character. Seniors who earn this privilege are not required to report to school until they have a scheduled class and may leave school when they are not scheduled for a class. Seniors who have earned senior release privileges are to be in the lobby or commons during their release time or leave the building. It is understood that open campus is a privilege, which can be terminated by the school and/or parent/guardian. Revoking of open campus means automatic assignment to study hall. A senior may have open campus privileges revoked for a period of three (3) weeks or more if one or more of the following violations occur:

1. A student is not passing all their classes. Grades will be posted every three weeks and at the mid-term of each semester.
2. A student with six (6) non-school related absences per semester is considered excessively absent.
3. A student accumulates five unexcused tardies within a class or ten unexcused cumulative tardies from all classes for the semester
4. A student is suspended from school
5. A student is delinquent in paying any school-related debts/fines (registration, laptop fines, parking fines etc.).

**Criteria for determining eligibility for senior release to begin the school year will be based upon the above criteria from the 2nd semester of their junior year.*

SOPHOMORE & JUNIOR WORK RELEASE - Board Policy-501.11

Juniors or Sophomores may only be excused first or eighth hour, for the purpose of work providing the following conditions are met:

1. Originally, a [work permit](#) must be applied for by the student.
2. The work permit is signed by the employer, the parent, and the school.
3. The work permit is renewed each quarter of the school year.
4. The work permit will be revoked if the student is failing a class, has poor attendance, or has frequent absenteeism/tardies.

A Work Permit must be obtained from the Assistant Principal and returned before work release can be granted. Work Release can be revoked if the student is failing a class, has poor attendance or is excessively absent, or is not in good behavioral standing. If an unusual or pressing need arises for any student in grades 9/10 to work outside of school during the regular school hours, the parent should meet with the high school administration. Permission to be excused for work on a regular basis may be granted only if a pressing need is presented.

LEAVING SCHOOL GROUNDS - Board Policy 501.18

Students are not to leave school grounds without permission. Junior and senior high school students may earn open campus privileges during the lunch period which means that students may leave the building and school grounds (seniors who qualify for senior release may also leave the building and school grounds during their open period(s). Students who leave without permission will be considered unexcused and will receive the appropriate consequence. Seniors or

juniors who have earned open campus privileges AND students enrolled in classes that meet in alternate locations (e.g Central College, Pella Regional, etc.), may drive or ride in or on a motor vehicle during school hours. Students are not to be loitering in the school parking lot before, during or after school. All students are expected to respect the property rights of homeowners who live near the school. Students are not to walk across yards, litter, block traffic, or tamper with mailboxes.

SIGNING IN/OUT OF THE BUILDING

All students will be expected to sign in/out of the building when arriving after the school day begins or leaving prior to the end of the school day. Students who have earned open campus privileges during SMART lunch (juniors and seniors only) must sign-OUT in the HS main office OR the east entrance and also sign-IN when returning to the building. Leaving school without permission is classified as truancy. If an illness/accident occurs during the school day, the student must have parent permission to leave the building. Students will be issued color-coded ID badges (Seniors = Green, Juniors = Blue, Sophomores = Orange, and Freshmen = Red). These ID badges will serve multiple purposes, one being signing in and out of school during lunch or instructional times. The color coded badge will serve as a visual cue that a student has open campus privileges as they scan in or out using the tablets located in the high school offices. Without an ID, students may be denied open campus privileges until an ID can be produced. Students abusing open campus privileges will be referred to the student discipline policies.

STUDENT DISCIPLINE

STATEMENT OF STUDENT DISCIPLINE

Good discipline is extremely important to the total educational process. Pella High School is fortunate to have relatively few serious discipline problems. Even though the majority of students are well behaved it is important to have a process in place to deal with discipline concerns. The following information will provide insight on how discipline will be handled at Pella High School.

STUDENT CONDUCT - Board Policy 503.1

The board believes inappropriate student conduct causes material and substantial disruption to the school environment, interferes with the rights of others, or presents a threat to the health and safety of students, employees, and visitors on school premises.

Students shall conduct themselves in a manner befitting to their age level and maturity and with respect and consideration for the rights of others while on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered buses; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district.

Students who fail to abide by this policy and the administrative regulations supporting it may be disciplined for conduct which disrupts or interferes with the education program; conduct which disrupts the orderly and efficient operation of the school district or school activity; conduct which disrupts the rights of other students to participate in or obtain their education; conduct that is violent or destructive; or conduct which interrupts the maintenance of a disciplined atmosphere. Disciplinary measures include, but are not limited to, removal from the classroom, detention, suspension, probation, and expulsion.

A student who commits an assault against an employee on school district property or on property within the jurisdiction of the school district; while on school-owned or school-operated chartered buses; while attending or engaged in school district activities shall be suspended by administration. Notice of the suspension shall be sent to the board president. The board shall review the suspension to determine whether to impose further sanctions against the student, which may include expulsion. Assault for purposes of this section of this policy is defined as:

- An act that is intended to cause pain or injury which is intended to result in physical contact will be considered an offensive act against another individual and could be coupled with the ability to execute the act; or
- Any act which is intended to place another in fear of immediate physical contact which will be painful, injurious, insulting or offensive, coupled with the apparent ability to execute the act; or
- Intentionally points any firearm toward another or displays in a threatening manner any dangerous weapon toward another.

The act is not an assault when the person doing any of the aforementioned and the other person are voluntary participants in a sport, social or other activity, not in itself criminal, when the act is a reasonably foreseeable incident of such sport or activity, and does not create an unreasonable risk of serious injury or breach of the peace.

Building administration can develop discipline procedures, as needed which are consistent with board policies and are reasonable. The procedures may include but are not limited to the following:

Levels of Discipline - Board Policy 503.8

Dismissal from a class or activity

The administration can remove a student from a class or activity in which the student has been a discipline problem. Removal from the classroom means a student is sent to the administration office. It shall be within the discretion of the person in charge of the classroom to remove the student.

Detention

Detention means the student's presence is required during non-instructional hours for disciplinary purposes. The student can be required to appear prior to the beginning of the school day, after school has been dismissed for the day, or on a non-school day. Students living in the country and regularly ride the bus to and from school will be given 24 hours to make arrangements for transportation. Failure to make up and/or failure to be on time can result in an in-school suspension. Whether a student will serve detention, and the length of the detention, shall be within the discretion of the licensed employee disciplining the student or the building administration. The cell phone policy is in place during detention time.

Extended school year

A student may be assigned detention beyond the normal year ending date for the student.

Fines

Students may be assessed fines or fees for school issued items issued to them such as textbooks, technology equipment etc. Students may also be assessed fines for parking lot violations.

Payment for damage to equipment or buildings

In case of intended damage, a student and/or parent-guardian can be assessed for the repairs needed, and the student may be expected to repair the damage.

Community Service

In lieu of using some other method of discipline, a student may be assigned to a school work project after the school day has ended, on Saturday, or after the school year has ended.

Probation - Board Policy 503.1R1

Probation means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension shall mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms shall result in immediate reinstatement of the penalty.

Suspension - Board Policy 503.1R1

Suspension means an in-school suspension, out-of-school suspension, and a restriction from activities or loss of eligibility. An in-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision.

- While on in-school suspension the student may complete and receive credit for all assigned schoolwork. A student may practice with the team or activity, but may not perform in events representing the school following determination of guilt (see activities good conduct policy and non-activities student eligibility policy). An in-school suspension will not exceed ten consecutive school days.
- An out-of-school suspension means the student is removed from the school environment, which includes school classes and activities. An out-of-school suspension may be one (1) to ten (10) days in length. All class work may be made up while on out-of-school suspension. Any student on out-of-school suspension is NOT to be at school at any time during the suspension period. A student on out-of-school suspension may not participate in school activities.
- A restriction from school activities means a student will attend classes and practice but will be removed from school activity(s) or banned from attending succeeding school activities. The administration can deny a student the right to be present at school events, if previous action by the student has been detrimental to the student body, to the faculty/staff or crowd attitude and control.

Alternative Educational placement

An Alternative Education Program means an alternative program that is a temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions. The purposes of these regulations are to: (1) provide a safe and orderly learning environment for the education of all students in the Pella school district and (2) meet the educational needs of disruptive students through the development of alternative education programs.

Expulsion - Board Policy - 502.3

Expulsion means an action by the board to remove a student from the school environment, which

includes, but is not limited to, classes and activities, for a period of time set by the board. Students may be expelled for violations of board policy, school rules or the law. It shall be within the discretion of the board to discipline a student by using an expulsion for a single offense or for a series of offenses depending on the nature of the offense and the circumstances surrounding the offense.

Following the suspension of a special education student, an informal evaluation of the student's placement shall take place. The Individual Education Program (IEP) shall be evaluated to determine whether it needs to be changed or modified in response to the behavior that led to the suspension. If a special education student's suspensions, either in or out of school, equal ten days on a cumulative basis, a staffing team shall meet to determine whether the IEP is appropriate. It shall be the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

Due Process for Students

1. Due process involves doing the following:
 - a. Students shall be given oral or written notice of what the student did.
 - b. Students shall be told of the basis for the accusation.
 - c. Students shall be given an opportunity to explain his/her side of the issue.
2. It is readily apparent that in most school discipline cases, due process is automatically followed due to the way school personnel work with students.
3. Due process procedures must be followed by school personnel when the discipline involves removing the student for more than one school day from a class or activity, or for suspending from school. The student action to cause discipline and the usage of due process procedures by the school personnel should be validated in writing and retained on file. Administering due process procedures may be delayed when the student attitude is such that the continued presence of the student may endanger the individual, school personnel, or other students.
4. Expulsion from school by the Board of Education: Upon recommendation of the superintendent or a designated principal, the board may expel a student for gross or repeated misconduct, after holding a hearing to have information and documents presented.

STUDENT EXPECTATIONS

PHS CORE VALUES

At Pella High School, our core values are the foundation of how we perform and conduct ourselves. These are the driving force behind the social and academic expectations of the high school community.

Pella P.R.I.D.E.

"PRIDE": We honor our traditions and are proud of ourselves, our school, and our community

P - Purpose: We discover our voice and pursue our passions

R - Relationships: We foster a sense of belonging that cultivates caring relationships

I - Integrity: We value honesty and good character

D - Determination: We overcome challenges and grow from adversity

E - Excellence: We do our best work individually and as a team

ACADEMIC HONESTY/INTEGRITY

Academic honesty will be required of all Pella High School students. Academic dishonesty will be divided into instances in which a staff member simply suspects that cheating may have taken place and those in which there is substantive evidence of or witness to cheating. Academic dishonesty can be divided roughly into three broad categories: Plagiarism – misrepresenting someone else’s work as one’s own; Cheating – attempting to violate the academic rules of the classroom by deceiving the teacher; AI - Generating essays, assignments or other written work using AI and passing it off as your own work or the use of AI outside of teacher approval for the assignment. Plagiarism involves verbatim use of material from a published source or from another student’s work previously submitted for credit in a course. Plagiarism could also be presenting a direct quote as a paraphrase or not giving credit to a direct quote or paraphrase. Plagiarism does not have to occur in the entire paper. It may be only a page, a paragraph or a section. Cheating is demonstrated by the copying of another’s answers, the use of notes during an exam, the copying of someone’s homework assignment, or the sharing of information to obtain or give an unfair advantage on an exam. Plagiarism and cheating diminish the quality of the educational experience for all and reduce the value of honesty-earned grades and diplomas. Use of personal or school issued technology devices to reproduce, share, or send material to other students constitutes cheating. Within those categories the following actions may take place:

Plagiarism

- Substantiated: May lose credit for the assessment/assignment
- Suspected: Require student to rework the assignment or substitute assignment

Cheating

- Substantiated:
 - Cheating on an assessment/assignment: May lose credit for the assessment/exam
- Suspected:
 - Cheating on an assessment/assignment: Require student to rework the exam or substitute exam
- Multiple Offenses
 - Student may lose credit in the class

[AI \(Artificial Intelligence\)](#) - Generating essays, assignments or other written work using AI and passing it off as your own work or use of AI outside of teacher approval for the assignment.

- Substantiated
 - May lose credit for the assignment or assessment
- Suspected
 - Require student to rework the assessment/assignment or substitute assessment/assignment
- Multiple Offenses
 - Student may lose credit in the class

ALCOHOL/DRUGS/TOBACCO - Board Policy - 502.7

Students are prohibited from distributing, dispensing, manufacturing, possessing, using, and being under the influence of, while on school district property or on property within the jurisdiction of the school district; on school grounds, in school vehicles, or at school events.

Possession/use of illegal substances, including but not limited to, alcohol, drugs, or other controlled substances is a violation of this policy. Violation of this policy by students will result in disciplinary action, including, but not limited to, suspension or expulsion. Students found in violation will be

referred to local law enforcement for further action. In addition, our Activities Director will be notified for violation of the Good Conduct Rule.

In accordance with board policy, school administration will take the appropriate steps to ensure a safe learning environment and establish policies/procedures to handle situations of suspected drug use/being under the influence of controlled substances.

[Suspected Drug Use Policy](#)

DRESS & HYGIENE - Board Policy - 502.1

There is a strong connection between academic performance, students' appearance and students' conduct. Inappropriate student appearance may cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees and visitors on school grounds. Students are expected to adhere to reasonable levels of cleanliness and modesty.

- Hats and any other clothing that promote alcohol, tobacco, or controlled substances or display obscene material, profanity, gang symbols, hate messages, and violence are considered a violation of this policy.
- All students must wear shoes or sandals.
- It is inappropriate to wear pieces of clothing that intentionally expose cleavage, midriff (2 horizontal fingers of exposure), and/or undergarments.
- Skirts and shorts must be long enough to avoid any exposed pockets and/or reveal anatomical details.

CONSEQUENCES:

Students will be asked to find alternative clothing and/or change their attire. Additional disciplinary action may be taken if the situation is not corrected and/or the student has multiple offenses violating the student dress code.

Graduation Dress Requirements - Board Policy - 505.7

All students must be dressed properly and in a cap and gown to receive their diploma at graduation. Corsages and boutonnieres are not to be worn on the gown. Caps should be worn so the mortarboard is horizontal. Nothing is allowed on the cap or gown. If there is something added to your cap or gown, graduates will have to remove it to participate in the ceremony. This is a ceremonious occasion with the gown, so please dress accordingly.

SCHOOL DANCES-RULES AND PROCEDURES

Pella Community High conducts 3 scheduled dances throughout the school year. (homecoming, winter formal and prom) Our intent is to provide a safe and healthy setting within the school environment to allow the students to enjoy the social atmosphere. These rules must be followed:

1. The organization sponsoring the dance must have four adults at the dance. Included in this

- group are a minimum of 2 staff members.
2. Once a student enters the dance, he or she must remain at the dance. If the student leaves the dance, he or she may not return to the dance.
 3. Pella students wishing to attend a high school dance must be enrolled in grades 9-12. No student 8th grade or below will be allowed to attend a high school dance.
 4. The organization sponsoring the dance must have four adults at the dance. Assigned class sponsors will attend the event and assist with student supervision.
 5. Guests/dates may attend high school dances only if they are a guest of a current Pella high school student. Guests from other schools must complete and turn in a [Pella High School Guest Request Form](#) verifying they are a student of another district and are in good standing. Only one guest will be allowed per PHS student. Guests may be required to provide a current photo ID. Guests who are no longer in high school (graduates) may attend but must be 20 years of age or younger at the time of the dance. (no one 21 or older may attend)
 6. Juniors and Seniors currently attending Pella High School are invited to attend prom. Underclassmen (grade 9 or 10) may attend if attending with a Junior or Senior.
 7. Anyone causing a disturbance at the dance will be asked to leave by the sponsors. If students are removed from a dance parents will be notified.
 8. Any illegal activities, including, but not limited to drug or alcohol use or possession, will result in disciplinary action. The parent(s) will be contacted as well as the local law enforcement agency. Any student suspended from a school dance as a result of any misconduct at the dance may be denied attendance to additional school dances for the remainder of the school year depending on the severity of the infraction.
 9. Dress must be tasteful and appropriate at all school dances. Attire is to meet normal dress code requirements for school.
 10. Any dancing or behavior a chaperone, security officer, or administrator deems improper and/or indecent will not be permitted. An example of inappropriate dancing would be slam-dancing, carrying another student on a student's shoulders, sexually explicit gestures/contact, etc. A student will be warned for inappropriate dancing. If the behavior persists, the student will be asked to leave the dance.

STUDENT CONDUCT ON SCHOOL TRANSPORTATION - Board Policy - 711.2

Students utilizing school transportation shall conduct themselves in an orderly manner fitting to their age level and maturity with mutual respect and consideration for the rights of the school vehicle driver and the other passengers. Students who fail to behave in an orderly manner will be subject to disciplinary measures. The driver shall have the authority to maintain order on the school vehicle. It shall be the responsibility of the driver to report misconduct to the building administrator and/or transportation supervisor..

The board supports the use of video cameras on school buses used for transportation to and from school as well as for field trips, curricular or extracurricular events. The video cameras will be used to monitor student behavior and may be used as evidence in a student disciplinary proceeding. The videotapes are student records subject to school district confidentiality, board policy and administrative regulations.

STUDENT INTERPERSONAL RELATIONS

The school setting is to be a setting conducive to education and resemble a professional environment. Self-respect and having respect for others does not include public displays of affection. Discretion and good taste are expected from everyone. Public displays of affection will be limited to holding hands and friendly greetings.

iStudy Center (individualized study center)

The purpose of iStudy period is to provide students with additional support in meeting their academic expectations. Students will be scheduled into a center if they have an open period in their schedule. The library area(s) will be utilized for iStudy along with additional area(s) of the bldg as determined by space and class size. Students are expected to abide by the following expectations when attending an iStudy center.

1. Come prepared with academic work to be completed or an activity to complete
2. Students will be expected to check their daily assignment calendar and set priorities each day
3. Students will be expected to communicate on a regular basis with the iStudy supervisor about grades, school work, and other items related to their overall academic success.
4. Students will be allowed to check out to the following areas:
 - a. To a teacher to receive academic support
 - b. To the guidance office (pre arranged meeting is preferred)
 - c. Main office
 - d. To use restroom facilities
 - e. Access to library for reference materials
 - f. Access the Student Help Center with repair needs for 1:1 device
5. All students are to sign in/out of the iStudy center if they go to an alternate location
6. All students are to conduct themselves in a manner that is conducive to a purposeful learning environment and meets the classroom expectations of the iStudy supervisor.

VANDALISM - Board Policy - 502.2

Students are expected to treat school property with care and respect. Students found to have deliberately damaged or destroyed school property will be required to reimburse the school as well as being subject to additional discipline. Such students may also be turned over to local law enforcement authorities.

Vandalism is considered, but is not limited to, any alterations in any unauthorized manner, possibly causing school personnel unnecessary labor.

WEAPONS - Board Policy - 502.6

Weapons (including, but not limited to, knives, guns, explosives, or any item that's main function is to inflict harm), and other dangerous objects (items without a legitimate school function that could be used to harm or threaten another), and look-alikes in school district facilities cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees, and visitors on the school district premises or property within the jurisdiction of the school district. Students in possession of weapons or dangerous objects will be subject to disciplinary action including suspension or expulsion and may be reported to law enforcement officials. Students bringing firearms to school or knowingly possessing firearms at school shall face expulsion from school. The administration may allow authorized persons to display weapons or other dangerous objects or look-alikes for educational purposes. Such a display shall also be exempt from this policy but must be pre-approved by the building administration.

**The Pella Shooting Club has procedures in place to ensure students participating in this club/activity do not possess firearms on school grounds. Students in this program are required to follow these procedures or may face disciplinary action under this policy.*

POLICIES AND PROCEDURES

ADMINISTERING MEDICATIONS TO STUDENTS - Board Policy - 507.2

Some students may need prescription and non-prescription medication to participate in their educational program.

Medication shall be administered when the student's parent or guardian (hereafter "parent") provides a signed and dated written statement requesting medication administration and the medication is in the original, labeled container, either as dispensed or in the manufacturer's container.

When administration of the medication requires ongoing professional health judgment, an individual health plan shall be developed by the licensed health personnel with the student and the student's parent. Students who have demonstrated competence in administering their own medication may self-administer their medication. A written statement by the student's parent shall be on file requesting co-administration of medication, when competence has been demonstrated. By law, students with asthma or other airway constriction diseases may self-administer their medication upon approval of their parents and prescribing physician, regardless of competency.

ANNOUNCEMENTS

Announcements will be read, in the classroom, at the beginning of a designated period each school day. All students are expected to be attentive while announcements are being read. Announcements will also be posted in designated area(s) throughout the building, on the Pella High School website, and in the office.

STUDENT IDs

Each student will be issued a color-coded ID. Each grade level will have a specific color code that will be used to help monitor our open campus policy (see Open Campus). IDs will also be used to help improve the efficiency of our school lunch line as students will be able to scan their ID to pay for lunch. If students have forgotten their ID they may proceed in a designated line where students may punch in their student number. This line may not be as efficient as lines equipped with ID scanners. ID scanners may be utilized in other various areas of the school, such as the library for book check out. IDs will be required to exit the building during instructional time. Without an ID, students may be denied open campus.

BACKPACKS/BOOKBAGS

- Students are **not allowed** to carry backpacks/bookbags (*i.e. such as satchels, totes, and or cross-body bags*) during the school day and should remain in lockers. We do not allow backpacks/bookbags for multiple reasons including school safety and limited classroom space. Handbags smaller than a school textbook may be carried (small purses, pencil pouches etc.).
- Exceptions may be made for students who are transporting gym clothes but it is encouraged that those items be stored in the students' athletic locker.
- Exceptions may be made for students with specific needs that require use of a personal bag/carrier due to medical reasons or under a "504 Plan," pursuant to Section 504 of the Rehabilitation Act of 1973, as amended; as per their Individualized Education Plan "IEP", or a Student Health Plan. These decisions will be made by the appropriate team of decision

makers or each circumstance (i.e. Building SAT team, IEP team etc.) *Please see the office or school nurse for questions or backpack/bookbag needs.

CARE OF THE BUILDING AND PROPERTY - Board Policy - 502.2

Students are expected to treat the building and equipment with appropriate care. Cleaning up after oneself is a reasonable expectation. In some classes, a student-cleaning schedule will be assigned as part of the class routine. In other situations such as lunch, students are expected to properly dispose of dirty trays, silverware, napkins, etc. Students are to dispose of their bottles, cans, and other trash in the lobby trash containers. Any student who breaks or damages school property shall be held responsible for its replacement. Disciplinary action may also be invoked. Students are not allowed on school property after school hours unless supervised by school personnel.

CHANGE OF ADDRESS

Please inform the office of any change in name, address, email, telephone or cell phone numbers at any time during the school year. You may also update this information by accessing Infinite Campus Parent Portal.

COMMENCEMENT EXERCISES (graduation) - Board Policy - 505.7

Students who are in good standing and who meet the graduation requirements set by the board are eligible to participate in commencement exercises. Students who are short of the required number of credits to graduate will not be allowed to participate in commencement exercises. It is possible that students may not be allowed to participate in commencement exercises as a result of disciplinary violations, unpaid fees/fines or other behavior that warrants a loss of this privilege. Commencement exercises are a privilege and students are not required to participate in the ceremony in order to graduate. A baccalaureate exercise is conducted through the local pastoral organization. Participation in baccalaureate exercises is voluntary.

DELIVERIES TO STUDENTS

The office will not contact students about flowers, balloons, etc. delivered to the school. Deliveries will be placed on a table in the lower main lobby. The school will not be responsible for any lost or damaged items. Deliveries of food can only be made during the student's designated lunch period. All deliveries are to be picked by the student at the front doors of the bldg. The office will not handle payment for delivered items. All delivered food items are to be eaten in approved designated eating areas for lunch.

DISTRIBUTION OF MATERIALS - Board Policy - 903.5

The board recognizes that students, employees, parents or citizens may want to distribute materials within the school district that are non-curricular. Non-curricular materials to be distributed must be approved by the building principal and meet certain standards prior to their distribution.

Students who wish to post or distribute information in the school building must receive permission from building administration before the posting or distribution. This applies whether the information deals with school-sponsored or non-school-sponsored activities.

EMERGENCY DRILLS - Board Policy - 507.5

Emergency drills will be conducted at regular intervals as required by state law. Students are asked to observe the evacuation or lockdown procedures, which are posted in each room for the

appropriate drill. Teachers will also give the appropriate instructions when the drill is initiated. Teachers will move with their class to the designated place of safety.

Students who pull the fire alarm or call in false alarms, in addition to being disciplined under the school district's policies, rules and regulations, may be reported to law enforcement officials.

FOOD AND DRINK

- Students are allowed drinks (i.e. water, energy drinks, or flavored water, etc.) in the classroom.
- The teacher/staff may allow food and drink for special occasions or for students who ask permission.
- Exceptions will be made during 1st and 2nd period for breakfast items to be eaten during this time.
- Students are responsible for cleaning up their own spill.

GYM AND WEIGHT ROOM USE

During the school day, these area(s) are utilized by physical education classes the majority of the day. Outside school hours, the weight/fitness and gym area(s) will be open at various times. Pella High School extra curricular activities are the priority for uses of these facilities. Students with staff supervision may use the weight/fitness room(s) and gym area(s). Use of these facilities by outside individuals/groups must be approved by the administration.

Use of Personal Electronic Devices by Students - Board Policy 503.9

It is the policy of the Pella Community School District that students may not use or possess personal electronic devices at any time during the school day. The "school day" is when school is officially in session, or from the first bell to the last bell of the instructional day. A student's personal electronic device, not otherwise allowed to be used under this policy, must be securely stored at all times in the student's academic locker. Students with open campus or open lunch, may possess their personal electronic device for use outside of the school building.

Definitions

For purposes of this policy, a "personal electronic device" is a device that is used by a student to send or receive information or create or review content, including cellular and mobile phones, watches or other wearable devices in a receive or transmit mode, non issued school laptop or notebook computers, tablets, video game devices, portable media players, and any applications or programs installed by the student on a school-owned or issued device. A "personal electronic device" does not include a device possessed by the student for documented legal, health, and safety purposes and used solely for those purposes.

The following are the district-provided educational technologies and devices that will be made available to students for instructional purposes:

A student's personal electronic device may be used for instructional purposes under the following conditions: a member of the school's instructional staff permits use of personal electronic devices for a specific instructional purpose or activity or a course policy, syllabus, or handbook indicates that personal electronic devices are permitted in the course for a specific purpose or purposes.

Communication

A parent or guardian, after verification by school officials, may communicate with a student through the school office at 641-628-3870. If there is an emergency requiring the student's immediate attention, a parent or guardian may contact the school office or administration.

In the event of a school-related individual circumstance, the school will contact the parent or guardian by the preferred method listed in the school's student information system. In the event of an emergency involving the broader school community, the school will contact parents and guardians by district communications.

Violations of Policy

Cell phones, or related personal electronic devices "used, seen, or heard" in the building during the school day.

Smart watches or wearable personal electronic devices may be worn if notifications are turned off. If these devices are "used or heard" during the school day, this will constitute a violation.

For the first violation in a school year, the student will surrender the device to staff, to be returned to the student at the end of the school day. Confiscated devices will be documented in the student information system and secured in the main office.

For the second violation of this policy in a school year, the student will surrender the device to staff, to be returned to the student by administration or office personnel, after the end of the school day during normal business hours. Confiscated devices will be documented in the student information system and secured in the main office. The student device will spend five consecutive school days in the office. If a day is missed for an unexcused reason, the five consecutive days will start over.

For third or subsequent violation of this policy, the student will surrender the device to staff, to be returned to the student's verified parent or guardian by administration or office personnel, after the end of the school day during normal business hours. Confiscated devices will be documented in the student information system and secured in the main office. The student device will spend 30 consecutive school days in the office. If a day is missed for an unexcused reason, the 30 consecutive days will start over, and we will consider further restrictions on the student's use of personal electronic devices while at school.

Assessment & Academic Honesty Violations

If the student uses a personal electronic device during the administration of any assessment, the student will be in violation of our Academic Honesty Policy and may result in the consequences outlined in the student handbook. If the student uses a personal electronic device in a state or federal mandated assessment, the school will follow any protocols for that assessment's security.

Student-Specific Exceptions to Policy

Petition by Parent or Guardian. A parent or guardian of a student may petition to allow their child to maintain access to a personal electronic device for a legitimate reason related to the student's physical or mental health, based on the unique facts of the student's case. The petition shall be addressed to the building principal. If not granted, a parent or guardian may appeal to the superintendent or designee, whose decision shall be final. A parent or guardian has the burden of providing a legitimate reason for allowing the child to maintain access to a personal electronic device contrary to the policy.

Student Plans. A student who has a current Individualized Education Program, a plan under section 504 of the federal Rehabilitation Act, or health plan may maintain access to a personal device during an appropriate portion of the school day as documented in the plan. The device should be used solely in the manner necessary and documented.

ACCEPTABLE USE POLICY - Board Policy - 605.6

The Pella Community School District is taking innovative steps to dramatically transform teaching and learning. By infusing, integrating and making technology accessible to every student, the Pella Community School District will become a model for K-12 education in the 21st Century. Technology is an integral component in the lives of students; Technology also directly impacts the future of students. All students must have access to technology and technology must be a safe and appropriate tool for learning. A sound technology foundation for each and every student needs to be based on continual professional development, appropriate acquisition and maintenance of technological resources.

Expectation of Privacy

The District retains control, and supervision of all technology including computers, networks, and Internet services owned or leased by the school. The District reserves the right to monitor all use of technology.

Each person has no expectation of privacy in their use of the District technology, including email and stored files. All communications and information received via the district technology shall be considered the property of the district. Each person will respect the rights of others to the protection of the files they store on a computer and will not alter or damage such files.

Acceptable Uses

Access to the District's technology is provided for educational purposes and research consistent with the school district's educational mission, curriculum and instructional goals. The same rules and expectations which govern conduct and communication shall also govern individual use of technology. Individuals are further expected to comply with these rules and all specific instructions utilizing the school district's technology. Technology use is a privilege, not a right.

Unacceptable Uses

Examples of unacceptable uses that are expressly prohibited include, but are not limited to, the following:

- **Inappropriate Use of Technology (24/7)** - Accessing, submitting, posting, publishing, forwarding, downloading, scanning or displaying materials that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal;
- **Inappropriate Use of Technology During the School Day** - Accessing sites for personal financial gain (i.e. online gambling), commercial transactions (i.e. online shopping, eBay, etc.), or gaming software or sites except with direct teacher authorization;
- **Unauthorized access to Social Networking/Chat Rooms/News Groups During the School Day** - Accessing social networking sites or software, chat rooms or newsgroups without specific authorization;
- **Inappropriate Use of Cameras or Other Recording Devices** - Computers and other technology are not to be used to take pictures or video without the consent of all persons being photographed or recorded;
- **Illegal Activities** - Using the District's technology, including computers, networks, Internet

services and other technology equipment for any illegal activity or that violates other Board policies, procedures and/or school rules;

- **Violating Copyrights** - Copying or downloading copyrighted material without the owner's permission (i.e. using copyrighted music in a project);
- **Plagiarism** - Representing as one's own work any material obtained from other sources (such as term papers, articles, etc). When Internet sources are used, the author, publisher and Web site must be identified;
- **Copying Software/Media Files** - Copying or downloading unauthorized software; illegally downloading music, photos, movies, games or other such files;
- **Misuse of Passwords/Unauthorized Access** - Sharing passwords, using other users' passwords without permission and/or accessing other user accounts;
- **Malicious Use/Vandalism** - Any malicious use, disruption or harm to the District's computers, networks, Internet services, and technology resources, including but not limited to hacking activities and creation/uploading of computer viruses;

For more information on the Pella 1:1 device initiative, refer to the [Student 1:1 Handbook](#)

INTERVIEWS OF STUDENTS BY OUTSIDE AGENCIES - Board Policy - 502.9

As a general rule, individuals from outside of the school district may not interrogate students. If an individual, such as a law enforcement officer wishes to interrogate a student, the request must come through the administrative office. Such a request will be granted only when, in the discretion of the administration, such action is in the best interest of the student's welfare, when a child abuse investigator makes the request, or when such interrogation request is supported by a court order. Prior to allowing the interrogation, the administrator shall attempt to contact the parent or guardian of the child and inform them of the request and ask if they wish to be present.

LOCKERS - Board Policy - 502.5

Each student will be assigned an academic locker. Students shall use the lockers assigned to them by the school district for storing their school materials including 1:1 devices, textbooks, backpacks and other personal belongings necessary for attendance at school. It shall be the responsibility of each student to keep his or her assigned lockers clean and undamaged. All lockers are equipped with lock combination locks. The school discourages students from placing personal valuable items in their lockers. At no time are food and liquids to be stored in student lockers. All students will be assigned a locker and remain in that locker for the duration of their High School experience. Students are not to switch or trade assigned lockers during the school year unless permission to relocate is obtained from the office. Students are not to share their locker combinations or jam their lockers in order to keep it unlocked. Lockers for students in physical education and in extra curricular activities will be made available by the PE instructor/head coach during the semester a student is enrolled in a PE course or during the student's extracurricular activity. School issued padlocks will be provided for use. Only school issued locking devices are to be used on school issued lockers. Students are responsible for returning school issued locks at the end of the semester/year and are subject to a replacement fee if not returned. Students are strongly encouraged to lock any valuable items in their locker when unattended in the locker room area(s). The school is not responsible for lost or stolen items. All lockers are the property of Pella Community Schools and may be searched in compliance with board policy regulating search and seizure.

RELEASING STUDENT DIRECTORY INFORMATION - Board Policy - 506.2

Student directory information is designed to be used internally within the school district. Directory information shall be defined in the annual notice. It may include the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, photograph and other likeness, and other similar information.

Prior to developing a student directory or to giving general information to the public, parents will be given notice annually of the intent to develop a directory or to give out general information and have the opportunity to deny the inclusion of their child's information in the directory or in the general information about the students. If the student's parent(s) desires to make such a refusal, please contact the building administration.

SCHOOL LUNCHES - Board Policy - 701.1 - 701.4

Pella Schools will manage our school lunch system through Infinite Campus student management system. All students will have an account and lunches purchased are automatically deducted from their account. Students will be issued a 4 digit code to access their lunch account each day. High school students also have the option of eating from the a la carte menu and prices vary by the item selected. Students and parents are responsible for keeping an adequate balance in their lunch account to avoid carrying a negative lunch balance. Notification will be given to students and parents when they have a negative balance in their account. If a student reaches a negative balance of \$45.00, the student will not be allowed to access the school lunch program. Money can be added to a student's lunch account through their Infinite Campus Portal. Our school district participates in the Federal Lunch Assistance Program for children from low-income families. You will receive additional information concerning this program at registration. All families who believe they would qualify for this program or want more information are to contact Connie Boldt at Jefferson Elementary.

SCHOOL OFFICER LIAISON

Pella High School and the Pella Police Department are partners in the educational development of students. A School Resource Officer (SRO) will promote positive relationships with students. In addition, the SRO will assist with educational programs by making themselves available as a resource and a guest speaker in classes. School officials look to the officer to also interact with students in an advisory/educational capacity in most problematic situations. However, the School Resource Officer will fill the role of police officer in certain circumstances.

SEARCH AND SEIZURE - Board Policy - 502.8

School authorities may, without a search warrant, search a student, student lockers, desks, work areas or protected student area(s) (protected student area(s) include but are not limited to; *clothing worn or carried by a student, container used by a student for holding or carrying personal belongings in the possession and immediate proximity of the student, automobiles etc.*) based on a reasonable suspicion under the circumstances and in a manner reasonable in scope to maintain order and discipline in the schools, promote a safe educational environment, and protect the safety and welfare of students and school personnel. School authorities may also seize any illegal, unauthorized or contraband materials discovered in the search. Items of contraband may include but are not limited to non-prescription controlled substances, such as marijuana, cocaine, amphetamines, barbiturates, apparatus used for the administration of controlled substances, alcoholic beverages, tobacco, weapons, explosives, poisons and stolen property. Personal possession of such items will be grounds for disciplinary action and may be grounds for reporting

to local law enforcement authorities. School authorities may conduct random searches of school facilities or spaces owned by the school such as a locker or desk. Searches and inspections of spaces or facilities owned by the school may be conducted without prior notification but will be done in the presence of the student(s) or at least one other person. Periodic inspections of school lockers, desks or other facilities or spaces owned by the school and provided as a courtesy to a student may be conducted with or without the use of a drug-sniffing animal. Automobiles that are parked on school premises are subject to search if the administration has reasonable suspicion.

SECURITY CAMERAS

Pella High School utilizes security cameras to ensure a certain level of safety and security. Cameras are operational 24 hours a day both inside the building and in parking and outdoor area(s) surrounding the building. Camera footage can be used to assist in confirming suspected rule/policy infractions. The Pella School District reserves the right to use this footage for legal/criminal evidence if such a need does arise.

STUDENT I.D. CARDS

At the beginning of the school year each student will be issued a photo I.D. card. This card must be presented when checking out books at the library and attending athletic events and/or other school related functions. Replacement for lost I.D. cards will cost \$5.00 and may be secured at the High School Activities office. I.D. cards are not transferable.

USE OF MOTOR VEHICLES - Board Policy - 502.11

The board recognizes the convenience to families and students of having students drive to and park at their school attendance center. Driving a motor vehicle to school with a school permit is a privilege. Parking at school, regardless of a student's license status, is also a privilege.

Students who drive to and park at their school attendance center shall only drive to and park at their designated attendance center. Students may not loiter around or be in their vehicle during the school day without permission from school administration. Students shall leave their attendance center when there is no longer a legitimate reason for them to be at their attendance center. Students who drive shall enter and leave the parking lot by the routes designated.

Students who wish to drive to and park at their school attendance center shall comply with the rules and regulations established by the building principal. Failure to comply with this policy or the school district rules shall be reason for revocation of a school driving permit and parking privileges as well as other disciplinary action including suspension and expulsion.

Parking/Vehicles

1. All students must register and obtain a parking tag in order to park on school grounds. Parking permits will be issued at the beginning of each school year at a cost \$5 and can be paid for online after July 1. Vehicle information should be entered under the transportation tab when registering students for school. Freshmen are not eligible for a parking permit. A parking permit grants a student access to campus parking but does NOT guarantee a parking space, as parking is limited on campus.
2. Students are to park in designated student parking lots/areas only. All student parking is located east and south of the HS building in the designated student parking areas. Students

are prohibited from parking in faculty/staff areas. Parking at the Career Academy is reserved for faculty/staff and students from neighboring districts enrolled for classes. [\(See map\)](#)

3. All students who are not issued a parking permit must park off of school grounds. Off campus parking is available at Caldwell Park or legal street parking. For safety and security purposes, Faith Church does require students using their parking lot to register their vehicle and purchase a parking tag. The cost of a Faith church parking tag is \$20 for the year. Stop in at the Faith Church office to purchase your parking pass for the Faith Church parking lot.
4. Students who park in school parking lots without a permit or park in “no parking” or “reserved parking” areas may have their permits revoked, be fined, and/or towed at their expense. Fines for illegal parking are \$15 for each offense. If a student consistently parks illegally or does not pay their parking fines, then they may lose additional privileges (open campus privileges, work release, parking privileges etc.) Students who drive in an unsafe manner may have their permit revoked, be fined or other disciplinary action(s) including suspension.
5. The school IS NOT responsible for lost items, stolen items, or vandalism to vehicles in the parking areas.

Parking Areas Defined

- Student Parking
 - Lower East Lot
 - Upper East Lot
 - South Lot by Gymnasium
 - Tennis Court Lot
 - Lower Career Academy
 - Caldwell Park Lot (public)
 - Freshmen - Faith Church
- Faculty/Staff Parking
 - South Lot (Bus Pick up & Drop off)
 - Upper Career Academy
 - Activities Entrance Lot
 - University Street
- Visitor Parking
 - South Lot (Bus Pick up & Drop off)
 - Activities Entrance Lot

VALUABLES IN SCHOOL

The carrying of large sums of money and valuable items of any kind to school is strongly discouraged. All valuable articles should be in the possession of the owner at all times. The school cannot accept responsibility for stolen money or other articles. Students are encouraged to contact their insurance carrier to see if theft loss is covered by the parent(s') policies.

VISITOR TO THE SCHOOL - Board Policy - 903.5

Any visitor to Pella High School during the school day must get approved to visit school or attend a school-sponsored function. Visitors, which include persons other than employees or students, must notify the principal of their presence in the facility upon arrival. All visitors entering the

building during the school day are to check in at the front office. Visitors will be issued a visitor pass and will be asked to check out of the office when leaving the building.

ATHLETICS AND ACTIVITIES

Participation in any activity is a choice made by the student and the participation shall be considered a privilege. This privilege is granted to students displaying the interest and dedication that the activity requires. The Pella School District has set forth a set of expectations for all participants. These expectations shall be defined as follows:

Participants will:

- demonstrate principles of justice and compassion.
- respect rules and authority.
- respect the rights of other persons.
- respect everyone's physical and emotional well being, to include his/her own.
- respect and demonstrate good sportsmanship.
- demonstrate a sense of school pride.
- demonstrate understanding and application of the concepts of teamwork and leadership.
- demonstrate a sense of commitment and dedication to the achievement of excellence.

These expectations are designed to exemplify and encourage responsible citizenship among all students. Participating students serve as representatives of the district to their peers and to the public in and out of the district. Because of the responsibility inherent in representing the Pella Community School District, a high level of conduct is expected of all students.

The Pella Community School District defines the following:

- A co-curricular activity is an extended requirement beyond the regular school day associated with accredited class which meets during the regular school day. Participation in such activities is an extension of the classroom and the concerts, competitions are a graded activity for the class.
- An extracurricular activity are those activities which meet outside of the regular school day and are not an extension of a class
- A school-sponsored activity is a club or organization that has a designated staff as their sponsor and meets outside the normal school day

ACTIVITIES

Intramural Activities - Board Policy - 504.11

A high school intramural athletic program will be developed in various sports when there is demand and when it is feasible to schedule a program.

Student Council - Board Policy - 504.1

Student Council members for the next school year will be elected in the spring by grades nine through eleven. Each class elects four representatives to the council. Members who attend 80% of the previous year's meetings will be automatically retained. At least 2 new members per class may be elected each year. More than 2 may be elected if a class has fewer members than its allotment (4 Freshmen, 6 Sophomores, 8 Juniors, 10 Seniors). A Student Body president and vice president shall be elected. In addition, each class will have a President, Vice-president, secretary, and treasurer.

Student Council Election Process

1. Officer to be elected

- a. Student Body President
 - b. Student Body Vice-President
 - c. President
 - d. Vice-President
 - e. Secretary
 - f. Treasurer
2. All candidates must pick up nomination forms (paragraph of credentials) from the student council advisor.
3. Nomination papers for all candidates must be turned into the student council advisor.
4. During the week of the election, candidates may place campaign posters in the school.

ACTIVITY TICKETS

Students may purchase an annual activity ticket, which is good for most home sponsored events. Activity tickets do not admit students to playoff/district competitions outside the regular season. Activity tickets are non-transferable under penalty of confiscation.

ACTIVITY AWARDS -(Board Policy - 504.71

Students are selected for certificates, awards and letters for extra-curricular and co-curricular activities and athletics according to the rules and regulations of the activity or sport. The club sponsor, activity sponsor or coach will inform students of the requirements for the awards

ACTIVITY RULES

A sponsor/coach may have rules that pertain to that particular activity if they are approved in advance by the administration. These rules apply only during the activity in progress and need to be in writing, distributed to participants/parents, and approved by the Activities Director. All coaches will conduct a parent meeting prior to each season where team rules and other miscellaneous information will be shared.

LEVELS OF COMPETITION

The athletic program is one that affords every girl/boy in Pella High the opportunity to learn the game and to develop skills for the sport. IT IS DESIGNED FOR EQUAL OPPORTUNITY BUT NOT FOR EQUAL PLAYING TIME. The varsity sport program is for those who are more talented. Intramurals provide for equal participation. Based on the player's attitude, abilities, performance in practice, and the judgment of the coach, some players will participate in games more than others. The issue of playing time is between the coach and his/her players.

Any player from grades 9 through 12 is eligible for varsity competition. Only 9th graders may participate on the freshman team level. Students may be able to participate at a higher level of competition only if it benefits both the individual and the overall program.

The focus on participation lessens as the individual progresses from ninth grade to twelfth grade, but attempts to schedule additional contests are made even at the high school level as numbers dictate. Certain activities have squad size determined by factors such as state association rule, conference rule, budget restraints, or program manageability. A summary of philosophy for different grades of age levels follows.

Some ninth grade athletes are more talented skill wise and more aware of the cognitive aspects of interscholastic athletic competition. Therefore, while effort is made to allow as many students as possible to compete, the more advanced athletes receive the majority of participation time. Other

team members may be offered the opportunity to participate in a schedule that demands lesser skill development. Example: "A" games with additional quarters to allow more opportunity or if enough participants from both schools, a separate "B" game.

The junior varsity/sophomore programs will help develop athletes for varsity competition and utilize those who show the greatest ability in a variety of skills. Role specialization of athletes may become more evident at this level. Those who are more able will be the primary participants.

The varsity team is for those who have learned the basic skills well and demonstrate them both in practice and in interscholastic competition. Role specialization is often a necessity at this level and athletes may be used in specific roles for the benefit of the entire team.

Athletes at all levels who display leadership and/or enthusiasm, in combination with skill development, may enhance their opportunity to participate.

PHYSICALS / CONCUSSION FORMS FOR ATHLETICS

Students participating in athletics are required to provide a school district physical examination form signed by the student's doctor stating the student is physically fit to perform in athletics prior to the start of the sport. Students must also submit a parent signed copy of the Concussion Awareness form. Failure to provide proof of a physical examination and concussion form makes the student ineligible to practice or compete.

PROCEDURES FOR RESOLVING CONCERNS FROM STUDENTS AND/OR PARENTS

Pella Community School District's goal in education-based activities is to create and develop well-formed adult citizens that are prepared for life after high school. This goal starts with teaching participants to advocate for themselves with their coaches, sponsors and directors. Issues may come up that cause concern for students and parents. Communication and concerns are best resolved at the level closest to the issue. Should an understanding not be achieved at that level, the next level may be pursued. All communication must be scheduled ahead of time. It is not acceptable for a parent to approach a coach or director before or after a performance, competition or practice to discuss concerns. Before any meeting at any of the levels below take place, the organizer of the meeting is expected to communicate the goal of the conversation. The goal must correspond with one of the appropriate topics for discussion, indicated below. At the conclusion of the conversation, the goal will be revisited to keep the meeting productive and on topic.

Meetings will only take place with the concerned student and their parent(s)/guardian(s). There will not be more than one family in a meeting to discuss a concern.

Concerns that are not appropriate for discussion with a director or coach:

- 1) Playing or performance time
- 2) Team or group strategy
- 3) Play calling (for applicable activities)
- 4) Other students' Performance
- 5) Statistics (for applicable activities)

Appropriate concerns to discuss with a director or coach in a scheduled meeting:

- 1) The mental and physical treatment of the student
- 2) What the student needs to do to improve
- 3) Concerns about the student's behavior

Should concerns surface that are appropriate to discuss, the following levels are to be followed in the prescribed order. Students, parents and staff members will be referred to the appropriate level if a step is bypassed.

- A “direct level director/coach” is defined as the director or coach of that specific group.
 - Ex: A JV2 player’s direct level coach would be the head JV2 coach.

Level 1: Student and direct level director/coach

Level 2: Student, direct level director/coach and program director/varsity coach

Level 3: Student, parent, direct level director/coach and/or program director/varsity coach

Level 4: Student, parent, direct level director/coach, program director/varsity coach and activities director

Level 5: Student, parent, direct level director/coach, program director/varsity coach, activities director and principal.

- Each new concern will revert back to Level 1.

Any person who violates these policies may be banned from Pella School District property or prohibited from attending future events. This decision is at the discretion of the administration.

It is the expectation that Pella’s spectators, coaches, directors, students, parents and administration will conduct themselves with character, integrity and class. It is important to the success of each student’s experience that each and every individual does his/her part in contributing to this expectation.

RIDING TO SCHOOL EVENTS AS A PARTICIPANT - Board Policy 504.9/711.3

Any student riding on a school vehicle to attend/participate in an event must also make the return trip in the bus unless a written parental excuse is presented to the chaperone before the bus leaves Pella or the parent takes the student home from the contest themselves. Students may ride with their parents by notifying the coach/director and checking them out at the conclusion of the event. A student may be permitted to ride home with another parent/adult if the student’s parent submits a written request to the coach/director permitting their student to ride home with another parent. The parent/adult assuming responsibility for the student is to check out the student at the conclusion of the event. Students may not drive a personal vehicle to participate in an event unless a special situation requires it and is agreed upon among the participant, parent, coach/director and administration.

SPORTSMANSHIP

Good sportsmanship is something one should constantly strive to maintain. Please abide by the following guidelines.

1. Items are not to be thrown onto the floor/field.
2. Opposing players and fans are to be treated with respect and not taunted in any way.
3. The Iowa High School Athletic Association has stated that during tournaments all spectators must wear a shirt. Pella Community Schools will also follow this rule through the regular season. Any student attending a contest at home or away is to wear a shirt.
4. Spectator Conduct Policy: Individuals disrupting school district activities will be asked to stop the disruption and may be asked to leave the school district grounds, temporarily or permanently. (Iowa Code 716.7)

ELIGIBILITY

ACADEMIC/ACTIVITY ELIGIBILITY - Board Policy 504.8

A student must be a full time student to participate in interscholastic school-sponsored activities. A full time student is defined as one who is enrolled in 6 (six - upperclassmen)) or 7 (seven - underclassmen) full credit courses per semester. The exception to this rule is 8th grade students are eligible to participate in High School softball and baseball.

A full credit course is considered to be a class that meets on a daily basis with the exception of post secondary correspondence **unless an online course is approved by an SAT Team.*

ATTENDANCE ELIGIBILITY - Board Policy 501.9

In order for a student to participate in an interscholastic event, the student must attend all classes and study halls on a normal school day of the event. **A school- approved absence the day of an event must be submitted to the office by 9:00am of the day of the absence.** If an absence occurs and there is no communication and approval prior to 9:00 am, documentation of an excused appointment is required in order for that student to be eligible to participate in an event that day. Failure to comply with this regulation will result in being ineligible for participation in any extracurricular event/performance on the day they were absent.

Any student serving an in-school or out-of-school suspension will be ineligible to practice or perform in an event for the day(s) they are suspended. A student serving an out-of-school suspension is not allowed on school property or allowed to attend school events, home and away until reinstated by administration.

IOWA DEPARTMENT OF EDUCATION ELIGIBILITY - Iowa Code: Scholarship Rule 281

The Iowa Department of Education in accordance with Scholarship Rule 36.15 (2) requires a student must have passed all subjects and make adequate progress toward graduation to remain eligible at the end of a semester. If not passing all at the end of a semester, then the student is ineligible for the next 20 calendar days effective on the day grades are submitted to the office at the end of each semester for student athletes that are in season OR the first allowable date of competition for students not currently in season. This date is determined by the girls/boys state association(s) (Iowa High School Athletic Association-IHSAA, www.iahsaa.org/; Iowa Girls High School Athletic Union-IGHSAU, www.ighsau.org) in the interscholastic athletic event. If they are passing all classes after the 20 calendar days of ineligibility, then they will become eligible to participate in interscholastic activities. To regain ineligibility, a student is to submit a grade report to the Activities Director verifying a passing grade to regain eligibility. (local rule). Updated guidance on the state [Scholarship Rule 36.15 \(2\)](#)

PELLA CSD ATHLETIC/ACTIVITY ELIGIBILITY - Board Policy 504.8

Pella Community High School requires a student to have passed the equivalent of four (4) full credit courses at the midterm of each semester to be eligible to participate in an extracurricular activity/contest. A student who did not pass the equivalent of four (4) full credit courses may regain eligibility after 20 calendar days if they are passing the equivalent of four (4) full credit courses. The student must produce a grade report to administration indicating he/she is passing four (4) full credit courses to regain his/her eligibility at the end 20 calendar days. If the student is not passing four (4) full credit courses at the end of 20 calendar days, they may regain eligibility as soon as they produce a grade report indicating they are passing. To regain ineligibility, a student is to submit a grade report to the Activities Director verifying a passing grade to regain eligibility. (local rule).

**A full credit course is considered to be a class that meets on a daily basis with the exception of post secondary correspondence.*

STATE ASSOCIATION NON-ATHLETIC ACTIVITY POLICY

State association non-athletic activity policies (Iowa High School Speech Association:

<http://www.ihssa.org/>, Iowa High School Music Association: <http://www.ihsma.org/>, Iowa State Drill Team Association: <http://www.isdta.net/>, Iowa Cheerleading Coaches Association: <http://www.iowacheercoaches.org/>), require a student must have passed all subjects and make adequate progress toward graduation to remain eligible at the end of a semester. If not passing all at the end of a semester, then the student is ineligible for the next 20 calendar days effective on the first day of the next semester season is currently in session OR effective on the first allowable date competition as determined by locally (the state associations listed above do not determined official start days like the Boys and Girls High School Athletic Unions) in any competitive school activity. If they are passing all classes after the 20 days of ineligibility, then they will become eligible to participate in interscholastic activities.

STUDENTS ON ATHLETIC TEAMS PARTICIPATING IN NON-SCHOOL SPORTS - Board Policy - 504.10

A high school student who participates in a school-sponsored sport may participate in that same non-school sponsored sport during the same season. Such outside participation shall not conflict with the school athletic activity.

TRANSFER STUDENT ELIGIBILITY

Students transferring into the Pella Community School District are immediately governed by all policies of this district, including the policies on student discipline. Any student declared ineligible to participate in any sport or other activity by his/her prior district, and being ineligible at the time of transfer to the Pella Community School District, will remain ineligible for that sport or activity until the full period of ineligibility has been completed according to the policies of the Pella Community School District. Once the period of ineligibility has been completed, the student will regain eligibility according to the policies of the Pella Community School District and the transfer student policy(s) of the IHSAA and IGHS AU.

GOOD CONDUCT RULE (GCR) - School Board Policy - 503.4

Students of the Pella Community School District are encouraged to participate in extracurricular and other school-sponsored activities so that they might gain from the positive educational benefits of participation in these activities. Among the benefits of participation is the development of constructive attitudes for future citizenship including the principles of fair play and sportsmanship, respect for others, rules, authority, for one's own health and well being, and the development of leadership, group pride, teamwork, self-discipline, and the values of self-sacrifice.

Students who participate in extracurricular and other school-sponsored activities represent our school and their conduct is one factor by which our school is judged. To encourage a high standard of conduct on the part of students and to ensure the reputation, integrity, and high standing of our school system, students participating in extracurricular and other school-sponsored activities must meet certain standards. Their failure to do so directly affects the reputation and character of the Pella school system.

The following activities are covered by the board's policy and GCR: Athletics, instrumental and vocal music contests, jazz band, show choir, drama productions, FORTE, color guard, speech, debate, cheerleading, mock trial, school-sponsored clubs (e.g. Art Club, Spanish Club, FFA), all honorary offices (e.g. Student Government, National Honor Society, and Homecoming/Prom Courts, graduation speakers), The Showcase event, state contests, or any other activity where the student represents the school district and is not directly tied to a course grade. Direct extensions of the curriculum that are not extracurricular contests or competitions will not be subject to the Good

Conduct Rule (local concerts that are an extension of the classroom). Students wanting to participate in school activities must meet the requirements set out by the school district for participation in the activity. Students who participate in the student activities program are also subject to the policies of the Iowa High School Athletic Association, Iowa Girls High School Athletic Union, Iowa High School Music Association, and the Iowa High School Speech Association. All coaches/sponsors will review this policy with all participants at the beginning of each season/activity.

Conduct Leading to Suspension/ineligibility

A student may lose eligibility for any of the following behaviors:

1. Referred by law enforcement for possession, use, or purchase of tobacco products, regardless of the student's age;
2. Students are prohibited from possessing or using any "look alike" substances or substitutes that appear to be tobacco, alcohol, or controlled substances in any form while in school buildings, on school grounds, in school vehicles, or at school events. Possession/use of devices such as "e-cigarettes" constitute "look alike" contraband and are a violation of this policy, regardless of the substance in the device.
3. Referred by law enforcement for possession, use, or purchase of alcoholic beverages, including beer and wine or participation with other students in such activities;
4. Referred by law enforcement for possession of a controlled substance and/or drug paraphernalia as defined by the Code of Iowa, without a legal prescription, and with knowledge, intent, and control thereof. Use or purchase of a controlled substance, as they are defined by the Code of Iowa, and without legal prescription;
5. In the presence where drugs or alcohol are being used or possessed illegally by minors even if they, themselves, are not actively drinking or using illegal drugs. It is the belief that students who represent Pella High School are looked up to and emulated by others, including younger children, and he or she should not appear to condone illegal, unhealthy, and/or dangerous activities or enable other students to engage in them
6. Illegal possession or use of weapons or other dangerous objects;
7. Engaging in any act that would be grounds for conviction in Iowa's criminal justice system or a finding that a student has committed a delinquent act by Iowa juvenile justice system, excluding minor traffic offenses (e.g. but not limited to, theft, vandalism of private, school or other public property, engaging or associating oneself with illegal activities)
8. Any conduct that is in violation of student-to-student harassment Policy 502.10;

For the purposes of this policy:

** Having the odor of alcohol on one's breath is evidence of "use".*

** "Possession" includes actual possession and constructive possession where the item is within reach of the student or in close proximity to the student and/or otherwise subject to the student's immediate control (e.g. alcohol placed in the trunk of a car by a student who is operating the car).*

** Students suspended from school (both in-school and out-of-school) are not eligible to participate (practice or otherwise) or compete during the days they are suspended. A violation that warrants a suspension will not be not be categorized as a code of conduct violation unless it meets the criteria listed above.*

Enforcement

Suspected violations of the GCR should be reported to the Activities Director. If there is a clear violation of the GCR, (student self-admits or there has been notification provided to law enforcement, the parent of the student, and/or self-admission) the student will be informed of the

violation and appropriate consequences will be imposed. If there is a suspected violation of the Good Conduct Rule, the student will be interviewed by the assistant principal. The assistant principal will collect all relevant information and bring this information to the Good Conduct Committee. (See *Good Conduct Committee below*) Students will be encouraged to present information in a straightforward and honest manner. The assistant principal will consider facts/information through the following avenues:

1. The student or the parent/legal guardian of the student self report or admit to an offense (see “Reduction in Penalty” section);
2. The administration has been notified by law enforcement, juvenile court officer(s), or other law enforcement agency of conduct in violation of the GCR(video/picture evidence can be used in determining if a violation has occurred). A student does not need to be formally charged by law enforcement in order to be considered in violation of the GCR.
3. The conduct was witnessed by a school employee or otherwise verified by a school employee
** with violations involving participation and/or presence at a party, if there is video/picture evidence of student(s) in violation of subsection “d” above under “Conduct leading to suspension” this can be used to determine if a violation of the GCR has occurred*

Good Conduct Committee

Whenever a student is alleged to have violated the GCR, the assistant principal shall investigate the facts concerning such allegations. The student shall be given notice of the alleged violation and be provided an opportunity to respond. If the student denies the charges, an explanation shall be given of the evidence against him/her. Once the assistant principal has met with the student, a neutral committee will be established made up of high school staff with the purpose being to review the information and determine if a violation has occurred. The review of facts by the Good Conduct Committee is not required and will not be utilized if the student has been cited, arrested, convicted or adjudicated by law enforcement or juvenile court officer(s). This provision is only necessary in situations where the violation is uncertain/unclear.

1. The Good Conduct Committee will be appointed by the assistant principal and consist of:
 - a. Activities Director
 - b. Four (4) staff member non-coaches
 - c. One administrator (assistant principal)
 - i. The assistant principal will act as a mediator and a presenter of information for the committee. The committee will vote to determine whether the offense was/was not a violation of the GCR.
2. The purpose of the Good Conduct Committee is to review the preponderance of evidence and determine if there was a violation of student conduct warranting a code of conduct violation. If it is determined a violation has occurred, the assistant principal will notify the student and parents of the violation and inform them of the consequence.
3. The Good Conduct Committee will consider, but not be limited to the following factors:
 - a. preponderance of the evidence presented
 - b. Proximity to school grounds or activities
 - c. Degree of involvement
 - d. Admission to the violation when asked
 - e. Multiple offenses (1st, 2nd, 3rd offense)
4. The Good Conduct Committee is responsible for determining if a student is in violation of the GCR. Once a determination has been made the committee will determine

consequences within guidelines of this policy.

5. Because it is impossible to foresee all possible scenarios, administration may choose to consult with legal counsel, Board of Education and law enforcement, to determine whether or not the GCR will be imposed.

Consequences of Prohibited Conduct

- First Offense: Suspended for an amount equivalent to 25% of the regular season schedule of which the student participant; and/or one (1) major performing arts activity. For individuals who self-report to coach or administrator within 48 hours of the incident, the penalty will be reduced to 10% of the total regular season games, with a mandatory minimum of 1 event/activity.
- Second Offense: Suspended for an amount equivalent to 50% of the regular season schedule of which the student participant; and/or two (2) major performing arts activities. For individuals who self-report to coach or administrator within 48 hours of the incident, the penalty will be reduced to 33% of the total regular season games.
- Third Offense: Suspended for one (1) calendar year. If the third offense has been more than eighteen(18) months from the previous offense, the Good Conduct Committee will review the situation and has the authority to reduce to either 1st or 2nd offense consequences.
- Fourth Offense: A fourth violation of the GCR will result in being suspended for the remainder of the student's high school career. Four (4) total offenses, regardless of the length between offenses, is considered behavior no longer deserving of the privilege of representing the Pella School District through extra-curricular and/or school sponsored activities.
- Consequence Escalation - While typically the first, second and third offense process will be followed, administration reserves the right to escalate the consequence based on the severity of the violation.

Discipline Process

1. The student is ineligible (suspended) beginning with the first event following the determination of a violation. If the student is not currently involved in an activity that is in season, the student's period of ineligibility will begin at the beginning of the season of the first activity for the student.
2. Students involved in multiple activities will be ineligible for all such activities in the order in which they occur, if the competition seasons of the activities occur at the same time. If the student is involved in more than one event/activity, the penalty will be calculated off the activity with the most events in the season. The penalty will then be applied to both/all activities which student is currently participating. An example of this would be if a student were in volleyball and marching band. If the student must miss 25% of the events, the 25% would be calculated against the number of volleyball contests, as there are more of those than marching band competitions. Once that number is determined, the actual events/contests to be missed will be the events that occur in order of their occurrence after the determination of violation has happened regardless of the activity. Therefore, a person may miss one event in one activity and three events in another should the penalty be four events.
3. Students with a violation who then commit another violation prior to completing the period of ineligibility from the previous violation will have both penalties added together and these periods of ineligibility will be served consecutively.
4. Students who are academically ineligible will serve the full period of ineligibility for a violation of the GCR upon regaining academic eligibility.

5. The minimum penalty for any good conduct violation is one (1) event/performance regardless of the percentage of the punishment determined. The math rules of rounding will be applied in all cases. *(For example, if the season is 14 games and the student is to sit out 25% of the season, $14 \times .25 = 3.5$ the student will sit 4 games.)*
6. The student must continue participating in practices for the duration of the ineligibility period and must finish the activity in good standing with the coach/sponsor of the activity. Failure to do so will result in the full penalty being applied to the next season/activity in which the student participates. Should a student not finish his/her ineligibility before an activity is finished, the number of events remaining of the ineligibility not completed shall be carried over to the next season/activity in which the student participates.
7. When a student participates at more than one level of competition (e.g. - JV and varsity) the period of ineligibility is measured against the higher level of competition at which the student participates. The period of ineligibility will be served at that level of competition and will include all other contests in the interim at any level of competition. If the higher level of competition plays an abbreviated schedule (e.g. - sometimes only a few games may be scheduled at the JV level in a sport which generally schedules several more games) the period of ineligibility will be measured against the more full schedule of the lower level competition.
8. Students who participate in summer activities and violate school policies will face the same consequences as students violating the policy during the year. The GCR applies 365 days a year and everywhere that students are located.
9. Students found in violation of the GCR may not register for a new activity after the state mandated or district defined start date in order to avoid the penalty hereunder being applied at a later time to another activity.
10. An ineligibility period will include postseason competitions/events, if the determined number of events would include post-season play.
11. Pella High School will honor any good conduct violation from other schools. Any student entering our district under suspension will have to complete that suspension before participating for Pella High School.

Notice to Student

The assistant principal and/or activities director, upon receiving determination that a student has violated the GCR, shall promptly deliver to the student's parent(s) or guardian(s) (or to the student if 18 years of age or older and not residing with a parent or guardian) a written Notice of Violation of The GCR which shall contain the following:

1. The student's name and the names and addresses of the student's parent(s) or guardian(s).
2. A statement as to the time, place, and circumstances of the violation the student is determined to have committed.
3. A statement describing the consequence to be imposed upon the student for violating the GCR and the effective date on which such consequence shall commence.
4. A statement outlining the review process of any decision of violation of the GCR.

Review Process

When a student is found in violation of the GCR the student may choose to have the violation reviewed by submitting a ["request for review"](#) form within three (3) calendar days of the decision of misconduct. The review will be presented to the HS principal and he/she will determine:

1. If the discipline process was followed properly and/or
2. If the consequence was within the guidelines of the good conduct rule.

The student may wish to have further reviews made by the superintendent and finally to the Board.

A request for further reviews must be made within three (3) calendar days of receiving the previous decision. Decisions rendered by the School Board shall be considered the final decision. If consequences are imposed by the administration, and this decision is reviewed, the suspension remains in effect during the interim.

Reduction in Penalty:

1. Evaluation and Treatment: A student who has a second violation of the alcohol or drug provision of the GCR may elect to seek an evaluation and, if recommended, treatment from a recognized substance abuse facility at the student's, or student's family's expense. If the student seeks evaluation and agrees to waive confidentiality to allow the evaluating facility to report back to the superintendent or designee regarding recommendations for treatment or follow up care, the student's penalty for the second violation may be reduced to 25% of the total number of events (reduced from 50%). This reduction is not available for first or third violation(s).
 2. Admission Prior to Determination (honesty provision): If a student comes forward to a coach, administrator, or activity sponsor to admit (self-report) a violation of the GCR within 48 hours of the violation, the student's penalty may be reduced to 10% for the first violation and 33% for the second violation. The honesty provision may not be applied for a third offense.
 3. A student who violates subsection "4" (mere presence) under ["Conduct Leading to Suspension/ineligibility"](#) may be granted a deferred punishment for the first offense as long as the student is willing to enter into a ["Behavior Agreement"](#) stating they will refrain from a future violation of the GCR. The terms shall be in writing, include an admission to being the presence of illegal substances, and an agreement to avoid future GCR violations. This agreement will be in effect for the remainder of the student's high school career.
 - a. * *If the student violates the term(s) of the Behavior Agreement and/or is found to be in violation of the GCR again, the initial violation will count as the student's 1st GCR violation and the full punishment of 50% will be applied to the 2nd violation.*
1. All items in this section may **not** be combined for any single office in reduction of the penalty.

Requesting Assistance for Substance Abuse:

If a student, in good faith, suspects that he/she needs assistance in dealing with a personal substance abuse problem before it is known to the school (not as a result or is linked to a pending GCR violation), he/she may request assistance from the school administration, guidance counselor, coach or sponsor of an activity, student advocate, or student assistance team without fear of penalty under the GCR. The student must, at his or her own expense, enter and follow a prescribed program of assessment, evaluation or treatment provided by a non-school agency, and must make the Activities Director aware of his or her participation in such a program by providing a written confirmation from the agency providing the service.

ACADEMICS

ACADEMIC GRADES-PROGRESS -

Student grades are visible through the parent Infinite Campus Portal. Teachers are expected to post grades every three (3) weeks and keep grades updated in a timely manner. These updated grades can be viewed on Infinite Campus. Parents are urged to contact teachers to discuss the progress of their student in a particular course.

Accessing Grades/assignments:

The following codes are used in Infinite Campus to provide further information with regard to

student assignments:

- *Turned in* - The assignment was received by the teacher but has not yet graded the assignment. This feature is primarily used for major projects/papers that take more time to assess.
- *Missing* - The assignment was never turned in by the student and has never been seen by the teacher. Credit may or may not still be available for the assignment. Missing automatically enters a "0" for the score.
- *Late* - The assignment was turned in after the assigned due date and received the score marked in the grade book, penalties included.
- *Zero* - The assignment was turned in and received no credit. This could be completion issues or quality of work.

Report Cards

Grades are calculated at the end of each academic semester. GPA is calculated at the end of each semester. Both current and cumulative GPA will be included in the report. Report cards will not be distributed to students for parents in printed format. All grades are accessible online through the [Infinite Campus Parent Portal](#). Parents may request a copy of a grade report by contacting the high school guidance office.

CAREER ACADEMY of PELLA

A portion of the Pella High School courses are housed under the umbrella of the Pella Career Academy. Through cooperation of local businesses and industry, city municipalities, Des Moines Area Community College(DMACC), Central College and surrounding school districts, these courses will allow students to gain quality work-related experiences in career and technical education. A complete listing of courses can be found the [Pella Career Academy](#) website, or refer the [High School Course Guide](#) for information on course offerings.

COLLEGE/MILITARY CONTACT

Any representative from a college or the military will be allowed to come into the high school to visit with our students. The protocol will be:

*One group visit (lunch room visit) per semester

*One individual visit with a student per semester

(by making an appointment with the student during their open period)

All testing and other visits will need to be outside of the school day and off-campus.

A parent must notify the school if they do not want their son/daughter contacted by the military.

DISTINGUISHED SERVICE PROGRAM - Board Policy - 505.3

Pella High School Distinguished Service Program is an opportunity for students in our school to be recognized for volunteer hours they perform within the community of Pella. The purpose of the program is to encourage giving back to the community in which you live. Participation is not required. Those who choose to partake and who serve 100 hours (approx 25 per year) or more throughout their four years at Pella High School will receive a Distinguished Service Award and a special cord to wear at graduation to denote their volunteerism.

The following outlines the guidelines for a distinguished service recognition:

1. Volunteer hours are completed during the student's four years in high school
2. The volunteer hours are performed in Pella
3. Routines chores and family tasks do **NOT** qualify for community volunteerism
4. Students may not earn monetary compensation or be associated with class credit/court ordered community service etc.

Students will need to complete an "Hours Log" (including a supervisor's signature) to validate the hours they have served. Hours will be collected at the end of each quarter. Hours logs can be obtained from the High School office or online on the High School website under ["forms & resources"](#)

DRIVERS EDUCATION

Drivers Education is provided by Street Smarts and Training Wheels. Class sessions are held in Pella during the summer, fall, and spring. Registration forms can be picked up in the high school office. For more information, go to their website: <https://streetsmartsdriversed.com/> or [contact Street Smarts](#).

ENROLLMENT

There are various ways a student may be enrolled at Pella High School. 1) Being a full time resident student. 2) Being a full time open enrolled student. 3) Being a Dual Enrolled Student. A full time resident student is a student who resides in the Pella school district, is enrolled and attends a minimum of six(6) full credit courses. These students are attempting to attain a Pella High School diploma by successfully completing the required number of board approved full credit courses. A full time open enrolled student must also meet the criteria of full time resident student and follow the procedure of open enrollment as defined by the state of Iowa. Dual enrollment is enrollment with a public school district of a child who is receiving Competent Private Instruction (CPI), usually for the purpose of attending one or more courses or extracurricular activities offered by the district. Iowa Code section 299A.8; 281 IAC r. 31.6. Dual enrollment provides flexibility based on student needs. A child under dual enrollment may participate in academic or instructional programs of the district on the same basis as any regularly enrolled student. A child under dual enrollment also is eligible to enroll in courses that offer secondary and postsecondary credit on the same basis as any regularly enrolled student. A child under dual enrollment must receive at least one-quarter of the child's instruction by way of CPI and no more than three-quarters by way of the district's academic programs.

GRADUATION REQUIREMENTS - Board Policy - 505.5

A total of 46 credits are required as a minimum for graduation. A total of 34 credits are required to earn a CORE diploma. The following must be included in the total(s):

Pella Community High Regular Graduation Requirements

** See [High School Course Guide](#) for a detailed description of requirements within each area of study and requirements for a CORE diploma*

***No more than eight (8) elective credits of Band/Orchestra and/or vocal may apply toward graduation.*

COMMENCEMENT RECOGNITION

All graduating seniors who have earned a cumulative GPA of 3.2 or higher through seven (7) semesters of their high school career will receive an honor medal to be worn for commencement exercises. All students who earn a Distinguished Service Award will be issued a special cord to wear at commencement to denote their volunteerism. All students earning membership to the National Honor Society (NHS) will be recognized with "*" in the commencement program. Any other individual awards or recognitions will be recognized at program specific extra-curricular banquets or during the annual senior awards night ceremony.

GRADE POINT CALCULATION

4 Point Scale		4.5 Point Scale	
Grade	Points	Grade	Points
A	4.00	A	4.50
A-	3.67	A-	4.17
B+	3.33	B+	3.83
B	3.00	B	3.50
B-	2.67	B-	3.17
C+	2.33	C+	2.83
C	2.00	C	2.50
C-	1.67	C-	2.17
D+	1.33	D+	1.83
D	1.00	D	1.50
D-	0.67	D-	1.17
F	0.00	F	0.00

HEALTHY KIDS ACT

The purpose of the [Healthy Kids Act](#) is to establish physical activity requirements for students in kindergarten through 12th grade and to establish nutritional content standards for food and beverages sold on, or provided on school grounds during the school day. (first bell to last bell).

Beginning July 1, 2009, school districts must ensure that physically able pupils in grades 6 through 12 shall engage in physical activity for a minimum of 120 minutes per week in which there are at least five school days of school. Physical activity means “any movement, manipulation, or exertion of the body that can lead to improved levels of physical fitness and quality of life.” Students in grades 9 through 12 may meet the 120-minute physical activity requirement by participation in the following activities including, but not limited to:

- Interscholastic athletics sponsored by the Iowa High School Athletic Association or Iowa Girls High School Athletic Union
- School-sponsored marching band, show choir, dance, drill team, or similar activities
- Non-school gymnastics, dance, team sports, individual sports
- Similar endeavors that involve movement, manipulation, or exertion of the body (This may include work activities, such as on the family farm or local business, if work meeting the above definition of physical activity is involved.)

If the physical activity is to be met in full or in part by a student using one or more non-school activities, then the school shall enter into a written agreement with the student. This agreement is part of the school registration process. The written physical activity agreement must meet the following requirements:

1. It shall state the nature of the activity and the starting and ending dates of the activity, and shall provide sufficient information about the duration of time of the activity each week.
2. It shall be signed by at least one parent or guardian of the student if the student is a minor.
3. The student, regardless of the student's age, shall sign it.
4. The agreement may be no longer than one school year.

If the student's parent or guardian files a written statement with the school principal that the physical activity requirement conflicts with the student's religious beliefs, then the school shall not require the performance of such activities.

COURSEWORK - RECOMMENDED PRACTICE

Teachers assign activities, assignments, or other school work as necessary to formatively assess student progress toward achieving desired outcomes in a chapter or unit. Recommended practice is an opportunity for students to practice skills and activities, to share and discuss ideas, to review materials, to become acquainted with resources, to organize thoughts, to prepare for classroom activities or to make up for incomplete class work.

HONOR ROLL

A semester honor roll is published twice a year using only semester final grades. A G.P.A. of 3.20 on a 4.00 scale, must be earned to qualify. All courses given a letter grade, with the exception of Drivers Education, will be included in the G.P.A.

INCOMPLETE GRADES

When a student, due to reasons out of their control, has failed to complete minimum requirements or those set up by the teacher by the end of the term, the assignments will be marked as “missing” in the gradebook and semester grades/percentages will be omitted until expectations are completed.. An “incomplete grade” will become an “F” if the work is not made up two (2) weeks/ten(10) school days after the grade report period. In case of illness or a doctor's recommendation, special consideration may be given. Anything beyond the (2) weeks/ten (10) days will be approved by the Student Assistance Team (SAT). The teacher(s) and the student will create an action plan for completing the work. The teacher will communicate the plan to the student's parent and/or counselor. For ineligibility purposes, an incomplete grade shall be considered a passing grade until the two (2) weeks/ten (10) days have passed or SAT determines the finalization of the grade.

MAKE UP WORK - Board Policy - 501.10, 501.10R1

Students shall be granted an opportunity to make up missed work due to absences from school. In cases of excessive truancy, it shall be within the discretion of the principal to determine, in light of the circumstances, whether a student may make up work missed because of truancy. When a student is aware that he/she will be absent from class, he/she is expected to meet with his/her teacher(s) to receive the assignments that will be missed and to establish deadlines for completion of the work with the teacher. In the case of an absence, the student will have the opportunity to make up the work missed and receive full credit for the missed schoolwork. It is the opinion of the Board, the administration, and the staff of the Pella Community School District, however, that “make up work” does not replace the educational benefits gained from actual attendance in the scheduled class.

Each teacher will have guidelines in their classroom expectations regarding their policy on late/missing student work. The time allowed for make-up work may be extended at the discretion of the teacher. Extended illnesses/hospitalizations will be handled on a case-by-case basis. If an absence is anticipated (known in advance) work is to be made up IN ADVANCE OF BEING ABSENT OR AT TEACHER DISCRETION.

All teachers post assignments and classroom expectations online. It is an expectation that students use this as a way to access classroom work when absent from school. Communication with teachers Through school issued email accounts is also strongly encouraged.

Students who do not complete their assignments may be required by a teacher to schedule times

before/after school to complete assignments with the teacher. **Academic work takes priority over other extra-curricular or school related activities and should be completed prior to attending extra-curricular/school sponsored practices/rehearsals.**

NATIONAL HONOR SOCIETY

The National Honor Society (NHS) is one of the nation's premier organizations established to recognize outstanding high school students. More than just an honor roll, NHS serves to honor those students who have demonstrated excellence in the areas of Scholarship, Leadership, Service, and Character. These characteristics have been associated with membership in the organization since its inception in 1921. For more information see the official website at: <http://www.nhs.us>
A student's induction into the National Honor Society is based on three criteria.

- A student must have a cumulative G.P.A. of at least 3.6 after three semesters and must maintain a 3.6 G.P.A.
- A student must return a self-evaluation form describing how a student represents the four qualities of a National Honor Society member. The four qualities are scholarship, meaning a commitment to learning; service, a willingness to help others; leadership, exerts a wholesome influence on the school and community; and character, the force within each individual, which distinguishes that person from others.
- A faculty committee of Pella High School teachers must select the student.

OPEN ENROLLMENT - Board Policy - 501.14, 501.15

Parents who wish to transfer their child out of the district under Open Enrollment may pick up appropriate forms in the office of the superintendent at any time during the school year. A change in the status of a child includes a change in the child's residence due to a change in the family residence, a change in the state in which the family residence is located, a change in a child's parents' marital status, a guardianship proceeding, placement in foster care, adoption, participation in a foreign exchange program, participation in a substance abuse or mental health treatment program, or a similar set of circumstances consistent with the definition of good cause. A change in the status of the resident district includes failure of negotiations for a whole-grade sharing reorganization plan, or a similar set of circumstances consistent with the definition of good cause. If a good cause relates to a change in the status of a child's school district of residence however, action by a parent must be taken to file the notification within forty-five days of the first board action or within thirty days of the certification of the election, whichever is applicable to the circumstances. For more information regarding open enrollment visit [Iowa Dept of Education Open Enrollment](#) website.

PARENT/TEACHER CONFERENCES

Parent/teacher conferences will be held at various times throughout the school year. This is an opportunity to discuss your son/daughter's progress in the course(s) he/she is enrolled in, address concerns and work with your child's teacher in order to maximize his/her opportunities in earning a quality education. We strongly encourage all parents to take advantage of these opportunities.

SCHEDULE CHANGES

At the beginning of each semester, students will be allowed five(5) school days in which to add or drop a course. After the 5th school day, a course which is dropped will be assigned a grade of "F" unless approved by administration. *College credit courses will follow the college's add/drop dates.

SEMESTER ASSESSMENTS

Each instructor will develop and incorporate into his/her grading system a semester assessment to be completed near the end of each semester that will provide closure for that semester and will account for between 5% and 15% of the semester grade. Teachers have the flexibility to determine the exact percentage and when assessments will be completed. Most semester assessments will be administered to students using the last few days of each semester. A special schedule will be implemented for these sessions to accommodate assessment procedures. Some basic guidelines are as follows:

- Students will be required to be in attendance only during the periods he/she is scheduled for assessments.
- The commons and library will be utilized as study areas for those students remaining in the building during non-testing times.
- Students will remain in the testing session the entire time block.
- Students must take exams at established times.
- If work or appointments conflict with an exam, school must take precedence.
- Failure to show up for a final exam may result in the student receiving no credit for the test, which will be averaged into the student's semester grade.
- Parents must call the school in advance or on the day of an exam to excuse a student from the final exam when he or she is ill.

SENIOR YEAR (SYP)

Senior Year Plus (SYP) serves as an umbrella for a variety of programs designed to provide high school students access to courses that have the potential to generate college credit. Refer to the [Senior Year Plus \(SYP\)](#) guidance document or contact the HS guidance office for more information.

Advanced Placement (AP)

Advanced Placement (AP) offers motivated students an exciting learning opportunity to pursue college level studies in high school. Those who choose to participate may be eligible to receive advanced placement standing, credit, or both when they enter college. An AP course usually takes a full school year in which to prepare for the exam(s) given every May. Students enrolled in these courses are strongly encouraged to take the Advanced Placement exam. Exams are voluntary and paid for by the student. Refer to the [Advanced Placement guidance from the Iowa Dept of Education](#) or see the guidance office and/or course guide for further information regarding AP courses and offerings.

Correspondence Courses

Correspondence courses are available to students who fail a required course from a previous semester or have an unavoidable scheduling conflict during their senior year. Students may only count five(5) correspondence courses toward graduation. Special circumstances will be reviewed on an individual basis by the Student Assistance Team. Prior to taking the correspondence course through an approved Pella Schools virtual provider, students must receive the approval of the At-Risk Coordinator and/or administration to receive credit toward graduation requirements set out by the board of education. Students on track for a Core Diploma may count 10 correspondence courses. If enrollment at Pella High School is interrupted, and credits are earned through virtual institutions, those credits must be approved through the SAT prior to those credits being applied toward graduation requirements. The district may deny credits earned outside of this protocol. Strictly under SAT approval, a student may receive FLEX interventions and may take more than 10 correspondence courses.

Dual Credit

Local Community Colleges and Universities and our high school have formed a partnership to offer junior and senior students the opportunity to earn college credit in some courses and programs. Tuition for these courses is covered through an agreement with the Pella Community School District and cooperating institutions. Students may transfer these earned credits to a four-year institution. It is the responsibility of the student to communicate with other colleges to decide if and how credit will be accepted. See the guidance office or refer to [course guide](#) for dual classes offered through Pella High School.

Post-Secondary Enrollment Options (PSEO) - Board Policy - 604.6

The Post-secondary Enrollment Options Act was enacted in 1987 to promote rigorous academic pursuits by providing high school students access to enroll part-time in nonsectarian courses in eligible postsecondary institutions. Now offered through Senior Year Plus, the program is available to eligible juniors and seniors as well as freshmen and sophomores who are identified as gifted and talented according to the school district's criteria and procedures.

Students in grades nine through twelve may receive class or vocational-technical credits that count toward graduation requirements for successfully completed courses at community colleges, private colleges or state universities. The school district pays only for courses that are not offered by the high school and which are offered during the regular school year by the community college, private college or state university. The school district does not pay for the costs of summer school classes.

Students who fail the course or fail to receive credit in the course paid for by the school district, must reimburse the school district for all costs directly related to the course. Before enrolling in a course, students age 18 or over or the parents of students under age 18, shall sign a form indicating they are responsible for the costs of the course should the student fail the course or fail to receive credit for the course. The school district may waive the cost of the course for students who fail the course for reasons beyond their control, including, but not limited to, the student's incapacity, death in the family, or a move to another school district. Students will be responsible for their own transportation and other costs. Refer to the [PSEO vs Concurrent Enrollment](#) document from the Iowa Dept of Education or see the guidance office and/or course guide for further information regarding AP courses and offerings.

TESTING

The Iowa Assessments will be given to all 9th, 10th and 11th grade students each year. Other assessments will be given to various sub-groups in order to determine student aptitudes and interests as it relates to student interventions, post-secondary education, and vocational choices. It is very important that students attend school during these testing time(s). Information regarding testing can be obtained through the guidance office or curriculum office.

ACT Information

Please see the counselors for dates of ACTs or other tests or check the website (www.act.org) or contact the guidance office for more information.

TEXTBOOKS AND WORKBOOKS

Students are furnished textbooks. Books are signed out to students and returned to the instructor by the students upon completion of the subject. If the book has had more than average wear, the

student is expected to pay a fine in proportion to the damage. The student issued the textbook is solely responsible for the textbook. All books lost must be paid for at the replacement cost of that book.

WEIGHTED GRADES

College credit and AP classes will have weighted grading using a 4.5-point scale. Not all college credit courses will have a weighted grading scale. Refer to the [High School Course Guide](#) or see a guidance counselor for further details.

NOTICES

ASBESTOS HAZARD EMERGENCY RESPONSE - Board Policy - 804.4

Response Act of 1986 (referred to as AHERA) was enacted by Congress to determine the extent of and develop solutions to any problems schools may have with asbestos. Asbestos has been used as a building material for years. It is a naturally occurring mineral. Asbestos properties made it an ideal building material for insulating, sound absorption, decorative plasters, fireproofing and a variety of miscellaneous uses. The EPA began action to limit uses of asbestos products in 1973 and most uses of asbestos products as building materials were banned in 1978.

Beginning in 1982, the facility was inspected and sampled for asbestos. Due to changing federal regulations, in 1987-88 more detailed inspections were conducted and the CHART Association of Des Moines tested samples of potential hazardous asbestos items, a professional firm certified to do asbestos inspections and to develop management plans.

The Management Planner has developed an asbestos management plan for the facilities, which includes: a notification letter, education and training employees, and a set of plans and procedures designed to minimize the disturbance of asbestos containing materials.

A copy of the asbestos management plan is available for your inspection in the administrative office. Chris Wimmer, Building and Maintenance Supervisor, is the Asbestos Program manager and all inquiries regarding the plan should be directed to him.

The Jefferson building, warehouse, the 1991 and 1997 additions to the High School and the 1997 addition to the Middle School are asbestos free.

The district is intent on not only complying with, but also exceeding federal state and local regulations in this area. The district plans on taking whatever steps are necessary to insure our students and employees have a healthy, safe environment in which to learn and work. The district has a periodic surveillance conducted every six months and will inform the public of any other asbestos activity that takes place.

COMPLIANCE GRIEVANCE PROCEDURE - Board Policy - 102

It is the policy of the Pella Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact Linda Russell at 212 East University Ave. or at linda.russell@pellaschools.org.

Students, parents of students, employees, and applicants for employment in the school district have the right to file a formal complaint alleging discrimination. The district has policies and procedures in place to identify and investigate complaints alleging discrimination. If appropriate, the district will take steps to prevent the recurrence of discrimination and to correct its discriminatory effects on the Complainant and others.

A Complainant may attempt to resolve the problem informally by discussing the matter with a building principal or a direct supervisor. However, the Complainant has the right to end the informal process at any time and pursue the formal grievance procedures outlined below. Use of the informal or formal grievance procedure is not a prerequisite to the pursuit of other remedies. Please note that informal processes and procedures are not to be used in certain circumstances (e.g., sexual harassment and sexual assault).

Filing a Complaint

A Complainant who wishes to avail himself/herself of this grievance procedure may do so by filing a complaint with the equity coordinator(s). An alternate will be designated in the event it is claimed that the equity coordinator or superintendent committed the alleged discrimination or some other conflict of interest exists. Complaints shall be filed within 180 days of the event giving rise to the complaint or from the date the Complainant could reasonably become aware of such occurrence. The Complainant will state the nature of the complaint and the remedy requested. The equity coordinator(s) shall assist the Complainant as needed.

Investigation

Within 15 working days, the equity coordinator will begin the investigation of the complaint or appoint a qualified person to undertake the investigation (hereinafter “equity coordinator”). If the Complainant is under 18 years of age, the equity coordinator shall notify his or her parent(s)/guardian(s) that they may attend investigatory meetings in which the Complainant is involved. The complaint and the identity of the Complainant, Respondent, or witnesses will only be disclosed as reasonably necessary in connection with the investigation or as required by law or policy. The investigation may include, but is not limited to the following:

- A request for the Complainant to provide a written statement regarding the nature of the complaint;
- A request for the individual named in the complaint to provide a written statement;
- A request for witnesses identified during the course of the investigation to provide a written statement;
- Interviews of the Complainant, Respondent, or witnesses;
- An opportunity to present witnesses or other relevant information; and
- Review and collection of documentation or information deemed relevant to the investigation.

Within 30 working days, the equity coordinator shall complete the investigation and issue a report with respect to the findings.

The equity coordinator shall notify the Complainant and Respondent of the decision within 5 working days of completing the written report. Notification shall be by U.S. mail, first class.

Decision and Appeal

The complaint is closed after the equity coordinator has issued the report, unless within 10 working days after receiving the decision, either party appeals the decision to the superintendent by making a written request detailing why he/she believes the decision should be reconsidered. The equity coordinator shall promptly forward all materials relative to the complaint and appeal to the superintendent. Within 30 working days, the superintendent shall affirm, reverse, amend the decision, or direct the equity coordinator to gather additional information. The superintendent shall notify the Complainant, Respondent, and the equity coordinator of the decision within 5 working days of the decision. Notification shall be by U.S. mail, first class.

The decision of the superintendent shall be final. The decision of the superintendent, in no way, prejudices a party from seeking redress through state or federal agencies as provided by law.

This policy and procedures are to be used for complaints of discrimination, in lieu of any other general complaint policies or procedures that may be available.

If any of the stated time frames cannot be met by the district, the district will notify the parties and pursue completion as promptly as possible.

Retaliation against any person, because the person has filed a complaint or assisted or participated in an investigation, is prohibited. Persons found to have engaged in retaliation shall be subject to discipline by appropriate measures.

Educational Records - Board Policy 506.1

The Pella Community School District maintains records of each student in order to facilitate the instruction, guidance and educational progress of the student. The records contain information about the student and his or her education and may include, but are not limited to the following types of records: identification data, attendance data, record of achievement, family background data, aptitude tests, educational/occupational plans, honors and activities, discipline data, objective counselor or teacher ratings and observations and external agency reports. These records are maintained in the student information system Infinite Campus, as well as the Panorama Student Success system.

Parents of students under age 18, may exercise the opportunity to review education records of the student, to obtain copies of the records, to write a response to material in the record, to challenge the content of the record on grounds of inappropriateness, inaccuracy or an invasion of privacy and to have the records explained.

Title VI, Title IX and Section 504 Compliance Officer:

The Pella CSD does not discriminate in its educational programs and activities on the basis of a student's disability. It has been determined that your child has a qualifying disability for which accommodations may need to be made to meet his or her individual needs as adequately as the needs of other students. As a parent, you have the right to the following:

- Participation of your child in school district programs and activities, including extracurricular programs and activities, to the maximum extent appropriate, free of discrimination based upon the student's disability and at the same level as students without disabilities;
- Receipt of free educational services to the extent they are provided students without disabilities;
- Receipt of information about your child and your child's educational programs and activities in your native language;

- Notice of identification of your child as having a qualifying disability for which accommodations may need to be made and notice prior to evaluation and placement of your child and right to periodically request a re-evaluation of your child;
- Inspect and review your child's educational records including a right to copy those records for a reasonable fee; you also have a right to ask the school district to amend your child's educational records if you feel the information in the records is misleading or inaccurate; should the school district refuse to amend the records, you have a right to a hearing and to place an explanatory letter in your child's file explaining why you feel the records are misleading or inaccurate; and,
- Hearing before an impartial hearing officer if you disagree with your child's evaluation or placement; you have a right to counsel at the hearing and have the decision of the impartial hearing officer reviewed.

It is the policy of the Pella Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact Lindat Russell at Pella High School, 212 East University Ave. or at linda.russell@pellaschools.org.

CORPORAL PUNISHMENT, RESTRAINT, PHYSICAL CONFINEMENT, AND DETENTION

State law forbids schools employees from using corporal punishment against any student. Certain actions by school employees are not considered corporal punishment. Additionally, school employees may use “reasonable and necessary force, not designed or intended to cause pain” to do certain things, such as prevent harm to persons or property.

State law also places limits for school employees’ abilities to restrain or confine and detain any student. The law limits why, how, where, and for how long a school employee may restrain or confine and detain a child. If a child is restrained or confined and detained, the school must maintain documentation and must provide certain types of notice to the child’s parent.

If you have any questions about this state law, please contact your school. The complete text of the law and additional information is available on the [Iowa Department of Education's website](#).

NON-DISCRIMINATION POLICY STATEMENT - Board Policy - 102

Pella Community Schools offers career and technical programs in the following service areas: Agriculture Education, Business Education, Family and Consumer Science Education, Industrial Education. It is the policy of the Pella Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district’s Equity Coordinator, 212 E. University Street, Pella, Iowa 641-628-3970, Email linda.russell@pellaschools.org or Director of the Office for Civil Rights U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-7204, Telephone: (312) 730-1560 Facsimile: (312) 730-1576, Email: OCR.Chicago@ed.gov

For further guidance, visit the Iowa Department of Education website - [Equity Guidance](#) webinar

It is also the policy of this district that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and opportunities open to women and men in our society. One of the objectives of the total curriculum and teaching strategies is to eliminate stereotyping and bias on the basis of, and including but not limited to, age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. The curriculum should foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a pluralistic society.

It is also the policy of this agency to provide a fair and supportive work environment for all employees regardless of, and including but not limited to, their age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. Harassment of a sexual nature or with demeaning intent related to, and including but not limited to, age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status made by one employee to another is a violation of this policy.

Inquiries regarding compliance with Title IX, Title VI, or Section 504 may be directed to Lowell Ernst, 212 E. University Street, Pella, Iowa 641-628-3870, Email: lowell.ernst@pella.k12.ia.us, or to the Director of the Office for Civil Rights U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-7204, Telephone: (312) 730-1560 Facsimile: (312) 730-1576, Email: OCR.Chicago@ed.gov.

Updated: 11/1/16

FEE WAIVER - Board policy - 710.2

Students whose families meet the income guidelines for free or reduced priced lunch, the Family Investment Program (FIP), Supplemental Security Income (SSI), transportation assistance under open enrollment, or who are in foster care are eligible to have their student fees waived or partially waived. Students whose families are experiencing a temporary financial difficulty may be eligible for a temporary waiver of fees. Parents or students who believe they may qualify for temporary financial hardship should contact the Superintendent's office for a waiver form. This waiver does not carry over from year to year and must be completed annually.

DISCRIMINATION AND HARASSMENT BASED ON SEX PROHIBITED - Board Policy 502.10

In accordance with Title IX of the Education Amendments Act of 1972, the Pella Community School District prohibits sex discrimination, including sexual harassment as defined by the regulations implementing Title IX (34 C.F.R. § 106.30), against any individual participating in any education program or activity of the District. This prohibition on discrimination applies to students, employees, and applicants for employment.

The Board authorizes the Superintendent to adopt procedures for any individual to report sexual harassment to the District's Title IX Coordinator, for the provision of supportive measures to anyone who has been subjected to sexual harassment whether or not they proceed with a formal

complaint under those procedures, and for the investigation and resolution of such complaints, as required by Title IX. This Title IX grievance process shall be used to respond to all complaints of sexual harassment that fall within the scope of Title IX. For complaints of sexual harassment that do not fall within the scope of Title IX, the District may still offer supportive measures to the subject of such conduct and shall apply any other policy or procedure applicable to the alleged conduct.

Any individual with questions about the District's Title IX policy and procedures, or who would like to make a report or file a formal complaint of sex discrimination or sexual harassment may contact the District's designated Title Coordinator, *Linda Russell, Director of Human Resources/Title IX Coordinator; Pella Community School District; 210 E. University St., Pella, IA 50219; Ph: 641-628-1111; Email: lrussell@pellaschools.org*

Retaliation against a person who made a report or complaint of sexual harassment, assisted, or participated in any manner in an investigation or resolution of a sexual harassment report or complaint is strictly prohibited. Retaliation includes threats, coercion, discrimination, intimidation, reprisals, and/or adverse actions related to employment or education. Any individual who believes they have been retaliated against in violation of this Policy should immediately contact the District's Title IX Coordinator.

GENERAL EDUCATION INTERVENTION - IAC 281.Chap 41.111, 312

As a component of efficient and effective, high-quality general education instruction, it is the responsibility of Pella High School to provide additional support and assistance to all students who may need such additional support and assistance to attain the educational standards of the district. These interventions may occur at any time throughout the school year. General education interventions; 1) are documented, 2) include measurable and goal-directed attempts to resolve the presenting problem or behaviors of concern, 3) communication with parents, 4) collection of data related to the presenting problem or behaviors of concern, 5) intervention design and implementation 6) systematic progress monitoring to measure the effects of the interventions.

ANTI BULLYING/HARASSMENT - Board Policy - 104

Harassment and bullying of students and employees are against federal, state and local policy, and are not tolerated by the board. The board is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, the board has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment. Bullying and harassment of students by other students, by school employees, and by volunteers who have direct contact with students will not be tolerated in the school or school district.

When looking at the totality of the circumstances, harassment and bullying mean any electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following conditions:

- Places the student in reasonable fear of harm to the student's person or property;
- Has a substantially detrimental effect on the student's physical or mental health;
- Has the effect of substantially interfering with the student's academic performance; or,
- Has the effect of substantially interfering with the student's ability to participate in, or benefit from, the services, activities, or privileges provided by a school.

Harassment and bullying may include, but are not limited to, the following behaviors and circumstances:

- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, property, etc.;
- Demeaning jokes, stories, or activities directed at the student; and/or,
- Unreasonable interference with a student's performance.

Sexual harassment of a student by an employee means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made either implicitly or explicitly a term or condition of the student's education or benefits;
- Submission to or rejection of the conduct is used as the basis for academic decisions affecting that student; or,
- The conduct has the purpose or effect of substantially interfering with the student's academic performance by creating an intimidating, hostile, or offensive educational environment.

Complaint Procedure

An employee or student who believes that he/she has been harassed shall notify the building principal. The building principal will notify the designated investigator. The Pella community school district has appointed a level-one investigator and alternate, and has arranged for an experienced professional to serve as the level-two investigator. The level-one investigator for the district is the Assistant High School Principal, Derek Schulte. The level-one alternate investigator is the district nurse, Lacey Henderson. Both can be reached at 641-628-3870. Our experienced professional designated to serve as the level-two investigator is Paul Haase, Lieutenant of the Pella Police Department. To report an incident of abuse or harassment one may contact your building principal. The investigator may request that the employee or student complete the Harassment Complaint Form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. Information received during the investigation shall be kept confidential to the extent possible.

The investigator, with the approval of the superintendent, or the superintendent, has the authority to initiate a harassment investigation in the absence of a written complaint.

Investigation Procedure

The investigator shall reasonably and promptly commence the investigation upon receipt of the complaint. The investigator shall interview the complainant and the alleged harasser. The alleged harasser may file a written statement refuting or explaining the behavior outlined in the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator shall report to the superintendent. The investigator will outline the findings of the investigation to the superintendent.

Resolution of the complaint

The superintendent will complete the next step in the investigation reasonably and promptly upon receipt of the investigator's report. Following the investigator's report, the superintendent may investigate further, if deemed necessary, and make a determination of the appropriate next step which may include discipline up to and including discharge.

Prior to the determination of the appropriate remedial action, the superintendent may, at the superintendent's discretion, interview the complainant and the alleged harasser. The

superintendent shall file a written report closing the case. The complainant, the alleged harasser, and the investigator shall receive notice as to the conclusion of the investigation. If the decision is not satisfactory, it may be appealed to the Board of Education for final resolution.

It is the policy of the Pella community school district that school employees not commit acts of physical or sexual abuse, including inappropriate and intentional sexual behavior, toward students. Any school employee who commits such acts is subject to disciplinary sanctions up to and including discharge.

It is the policy of the Pella community school district to respond promptly to allegations of abuse of students by school employees by investigating or arranging for full investigation of any allegation, and to do so in a reasonably prudent manner. The processing of a complaint or allegation will be handled confidentially to the maximum extent possible. All employees are required to assist in the investigation when requested to provide information, and to maintain the confidentiality of the reporting and investigating process.

HARASSMENT - STUDENT TO STUDENT

The anti-bullying/anti-harassment law is in Iowa Code section 280.28. That law was enacted primarily to protect students who are the targets of bullying behavior. Harassment and bullying of students is against the law(s) of the State of Iowa as well as the policies of the Pella Community School District. The District shall promote procedures and practices to reduce and eliminate harassment, bullying, hazing, or any other victimization, of students, based on any of the following actual or perceived traits or characteristics, including but not limited to, age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. This policy is in effect while students are on school grounds, school district property, or on property within the jurisdiction of the school district; while on school-owned and/or school-operated buses, vehicles or chartered buses; while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school district.

"'Harassment' and 'bullying' shall be construed to mean any electronic (such as emails or instant messages), written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following conditions:

- (1) Places the student in reasonable fear of harm to the student's person or property.
- (2) Has a substantially detrimental effect on the student's physical or mental health.
- (3) Has the effect of substantially interfering with a student's academic performance.
- (4) Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school."

Bullying involves repeated infliction of harm by a student more physically or psychologically powerful than his/her victim. Examples of prohibited behavior may include, but are not limited to the following:

- unwelcome touching;
- inappropriate or demeaning remarks, jokes, stories, activities, symbols, signs or posters;
- implied or explicit threats concerning grades, awards, property or opportunities;
- requiring, explicitly or implicitly, that a student submit to harassment or bullying as a term or condition of the student's participation in any educational program or activity.

Sexual Harassment: It is the policy of the Pella Community School District to maintain a learning environment that is free from sexual harassment. All employees, visitors and students must avoid any action or conduct which could reasonably be perceived as sexual harassment. It shall be a violation of this policy for any person to harass a student through conduct or communications of a sexual nature as defined in this policy.

Definition. Sexual harassment shall consist of unwelcome sexual advances, requests for sexual acts or favors, and other verbal or physical conduct of a sexual nature. Sexual harassment may include, but is not limited to the following:

- requests or pressure for sexual activity;
- unwelcome touching;
- other verbal or physical conduct of a sexual nature, such as inappropriate jokes, symbols, signs or posters of a sexual nature;
- repeated remarks to or about a person with sexual or demeaning implications.

Investigation Procedures

There is a three(3) step process for dealing with alleged issues of harassment. If, at any time, the situation needs to be elevated to the next step, contact a building administrator.

Step 1

If a student reports an issue of bullying/harassment to a teacher or counselor, the student is encouraged by his/her teacher/counselor to either; communicate to the harasser or bully that the he/she expects the behavior to stop, if the student is comfortable doing so, OR if the student needs assistance communicating with the harasser or bully, the student should ask a teacher or counselor to assist them in mediating the situation. **If the harassment or bullying does not stop after the alleged harasser has been told to stop, the teacher or counselor will report the issue to building administration. Staff will document the issue and provide this information to administration**

- Record exactly what happened by completing the "[Teacher/Support Staff Harassment Log](#)" Keep a copy and give another copy to the teacher, counselor/dean including;
 - what, when and where it happened;
 - who was involved;
 - exactly what was said or what the harasser or bully did;
 - witness(es) to the harassment or bullying;
 - what the student said or did, either at the time or later;
 - how the student felt; and
 - how the harasser or bullying responded.

Step 2:

The following steps will be followed after the student and/or classroom teacher has sufficiently intervened or if the situation requires immediate administrative intervention. The staff member involved in the initial intervention (teacher or counselor) documents any conversation with students dealing with possible harassment.

- The alleged victim meets with the assistant principal
- Assistant principal investigates the incident (talks to witnesses, accused harasser, teachers etc.)
- The accused harasser(s) will meet assistant principal
- Discuss possible future steps and/or consequences.
- Assistant principal documents the incident and reports to parent(s).

If harassment/bullying does NOT STOP:

- Harassing student(s) and parent(s) will meet with the assistant principal

- Student consequences will be determined which may include detention, suspension etc.
- Assistant principal will document the incident as a case bullying/harassment

Step 3:

If harassment/bullying does NOT STOP

- The harassing student(s) and parent(s) will meet with the principal, assistant principal and/or school resource officer
- Student consequences will be determined which may include detention, suspension. Student(s) may also be considered for expulsion or referred to an interim educational placement.
- The School Resource Officer along with parents of the victim will consider if charges are to be filed with the police.

HOMELESS CHILDREN AND YOUTH

The board will make reasonable efforts to identify homeless children and youth within the district, encourage their enrollment and eliminate existing barriers to their receiving an education which may exist in district policies or practices. The designated coordinator for identification of homeless children and for tracking and monitoring programs and activities for these children is the assistant high school principal. 641-628-3870.

Education for Homeless

Iowa Administrative Code - IAC [281] Ch. 33

- A homeless child or youth ages 3-21;
- A child who lacks a fixed, regular and adequate nighttime residence and includes the following;
 - A child who is sharing the housing of others (includes doubled-up families) due to loss of housing, economic hardship, or a similar reason; is living in a motel, hotel, or camping grounds due to the lack of alternative accommodations; is living in an emergency or transitional shelter; is abandoned in a hospital, or is awaiting foster care placement.
 - A child who has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for humans.
 - A child who is living in a car, park, abandoned building, substandard housing, bus or train station, or similar setting; or
 - A migratory child/youth who qualifies as homeless because of the living circumstances described above
 - Includes youth who have run away or youth being forced to leave home.

Visit the following link(s) with additional information: [Iowa Department of Education-Homeless Homeless Education Brochure](#)

HUMAN GROWTH AND DEVELOPMENT - Board Policy - 603.5

Students shall receive, as part of their health education, instruction about personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; human growth and development; substance abuse and non-use, including the effects of alcohol, tobacco, drugs and poisons on the human body; human sexuality; self-esteem; stress management; interpersonal relationships; emotional and social health; health resources; prevention and control of disease; and communicable diseases, including acquired immune deficiency syndrome. The purpose of the health education program is to help each student protect, improve and maintain

physical, emotional and social well-being. The areas stated above shall be included in health education and the instruction shall be adapted at each grade level to aid understanding by the students. Parents are welcomed to inspect the curriculum and have their son/daughter excused from the instruction if they feel the need. Parents who object to health education instruction in human growth and development may file a written request that the student be excused from the instruction. Parents should contact the building principal or curriculum director if they wish to review the curriculum or obtain an Excuse Form to excuse their son/daughter from instruction.

MULTI-CULTURAL AND NON SEXISM EDUCATION - Board Policy - 102.1, 603.4

It is the policy of the Pella Community School District that the curriculum content and instructional materials reflect the cultural and racial diversity found in the world. The goal of the teaching strategy is to eliminate the stereotyping bias on the basis of age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.

The education program shall be free of discrimination and provide equal opportunity for the students. The education program shall foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. It shall also reflect the wide variety of roles open to both men and women and provide equal opportunity to both sexes.

SECTION 504

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. The Pella Community School District has the obligations under Section 504 to identify, evaluate, and, if the student is determined to be eligible, to afford access to appropriate educational services. If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to a hearing with an impartial hearing officer.

VOCATIONAL EDUCATIONAL EQUITY STATEMENT - Board Policy - 102

It is the policy of the Pella Community Schools that Vocational Educational Opportunities will be offered without regard to, and including but not limited to, age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.

Any questions may be directed to Linda Russell, Coordinator for Title IX and Section 504, Pella High School, 212 East University Ave.

WELLNESS PLAN

The Pella CSD Board of Education is committed to the optimal development of every student. The board believes for students to have the opportunity to achieve personal, academic, developmental, and social success, there needs to be a positive, safe, and health-promoting learning environment at every level, in every setting. A copy of the district plan is linked [here](#).

The Pella High School may update this handbook if deemed necessary and approved by the school board. Updates will be communicated via the High School website announcements, building announcements, Infinite Campus, email, and/or other school announcements.

