



STUDENT HANDBOOK
2009-2010

1900 Lake Valentine Road
Arden Hills, MN 55112
651-621-7100

www.moundviewschools.org/moundsview

*Building an inclusive community of responsible, respectful
and resourceful citizens who value learning*

Student Name: _____

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SCHOOL CLOSINGS

Announcements regarding school closings due to inclement weather or hazardous conditions will be delivered via a Mounds View Messaging phone message, accompanied by an e-mail message. Most announcements will come within 30 minutes of a determination to close schools. Information will also be posted at www.moundsvIEWSchools.org and on Cable Access Channel 20. Families may also access local television and radio outlets, however no guarantee is made that media will share our information or deliver it in a timely manner. Families are encouraged to keep their contact information up-to-date with their children's schools to ensure receipt of voice mail and e-mail messages. Families should always assume that schools are open unless they hear differently.

AUTOMATED PHONE MESSAGES

On occasion, Mounds View Public Schools will send voice mail messages to families. These notifications may include news about school closings, helpful reminders or announcements, and notices regarding student absences and lunch account balances. With the exception of emergency calls, all messages are sent to the family's primary phone number on record with the school. Emergency calls will often be sent to all of the family's home, work and cell phone numbers provided to the school. Parents who wish to opt out can do so by sending an e-mail message to webmaster@moundsvIEWSchools.org with the phone number(s) they wish to be blocked.

POLICY INFORMATION

The following policies and accompanying regulations are referenced in this handbook. To view these policies and accompanying regulations or other policies and regulations in their entirety log on to: the District's home page at www.moundsvIEWSchools.org and find the School Board's web page. Policy page is www.moundsvIEWSchools.org/sb_policies.asp. They are under the title of Policy-Ends and Goals or Regulations-Ends and Goals.

TENNESSEN WARNING TO STUDENTS AND PARENTS

Students and parents are advised that:

1. Students attending school in the school district will be asked to supply information to school personnel. Examples of such information requests include homework assignments, test questions, and questions during the course of classroom activities.

2. The information will be collected by the school district in order to evaluate the student's current level of performance with respect to his or her education program, to maintain discipline within the school, and to determine the student's needs and preferences relating to his or her education program.
3. Students are not required by law or regulation to supply data. However, the school district expects and requires that students will participate fully in their educational program by completing homework assignments and tests. Moreover, the student's refusal to supply data may prevent the school district from assessing the student's needs and incorporating the student's preferences in the student's educational program. Refusal to supply information used to evaluate a student, including homework assignments and tests, will result in a failing grade being given for the assignment. Continued failure to supply information will result in a failing grade for a particular course, and a failing grade for the year. Refusal to supply information to a school district employee investigating an alleged rule violation may result in action being taken without benefit of information the student could have provided.
4. Data collected will be provided to school personnel having a legitimate educational interest in obtaining access to the data, and to state and federal authorities having statutory rights of access to the data.

EQUAL OPPORTUNITY (Policy and Regulations EG-3111)

Mounds View Public Schools will provide equal opportunity for all students and staff and will not discriminate on the basis of race, color, national origin, creed, religion, sex, marital status, economic status or public assistance, disability, sexual orientation, age, or other protected class status in compliance with State and Federal law.

STUDENTS WITH DISABILITIES

Mounds View Public Schools is committed to providing all students with an opportunity to be successful. This commitment is consistent with Minnesota Rule 125A.55 Accommodating Students with Disabilities Act which states that: "A school or school district shall provide a student, "who is an individual with a disability," under Section 504 of the Rehabilitation Act of 1973, United States Code, Title 29, Section 794, or under the Americans with Disabilities Act, Public Law Number 101-336, with reasonable accommodations or modifications in programs." Contact Ann Bettenburg Director of Student Services 651-621-6048.

TRANSPORTATION (Policy and Regulations EG-0103)

Mounds View Public Schools complies with all applicable Minnesota Law relative to the transportation of students. Riding the bus is a privilege for those students who choose to do so either by residing more than two miles from school or by paying a fee for transportation. All K-12 students will be provided with school bus safety training. It is expected that students will conduct themselves in a respectful manner and not compromise the safety of others on the bus. Behavior problems on the bus will result in consequences ranging from a warning to loss of riding privileges.

STUDENT ACHIEVEMENT/CURRICULUM AND INSTRUCTION (Policy and Regulations EG-1100 to 1104 and EG-2101)

Mounds View Public Schools will seek to fulfill the Mission Statement, and strive to fully develop the learning potential for all learners and will be accountable for the measurement, assessment and achievement of student learning. Instruction will be based on sound pedagogy, approved Learner Outcomes and will be modified by evaluation of student achievement. Curriculum and instruction must: Actively engage students in learning; Deliver essential Learner Outcomes; Challenge students to meet high standards of achievement; Assure that all students possess core knowledge. Specific academic programs include: Graduation Requirements EG-1102, Credit for Learning Reg. EG 2101, etc.).

HEALTH AND SAFETY (Policy and Regulations EG-3102, 3103 and 3106)

Mounds View Public Schools will provide and promote an environment that is healthy and safe for staff, students and the public. The physical environment and facilities will be established and maintained in accordance with widely accepted standards and practices for use of facilities, and all applicable State and Federal Laws. All individuals, students, staff, parents and the public who are in district facilities are expected to conduct themselves in a manner that is not disruptive or hazardous to the health and safety of self and others, and must not break any laws. Conduct which violates the expectations above will be regulated by the District and could result in loss of privilege to access a facility or school site. A comprehensive School Safety and Crisis Response Plan will be maintained by the School District and individual school facilities.

School personnel are mandatory reporters under the Maltreatment of Minors Act, Minnesota Statutes 626.556 et al. We are required to report

to child welfare authorities if we know, or have reason to believe a child is being physically or sexual abused or neglected.

Students who are on medications or are suffering from communicable disease or illness will be treated according to applicable State and Federal law.

STUDENT CONDUCT (Policy and Regulation EG-3101)

Student conduct must not be disruptive, hazardous to the health and/or safety of self or others, or break any laws.

SCHOOL SAFETY AND CRISIS RESPONSE (Policy and Regulation EG-3103)

Mounds View Public Schools will develop and maintain a comprehensive School Safety and Crisis Response Plan and system for school-sponsored activities as defined:

School-Sponsored Activity: School-sponsored activities include all activities scheduled and supported by the Mounds View Public Schools. Examples include regular classes, inter-scholastic athletic and fine arts events, intramural programs, classes sponsored by Community Education.

Non- School-Sponsored Activities: Park and Recreation, community groups, non-residents, commercial enterprises, PTO and PTA groups whose programs schedule and utilize Mounds View Public Schools' facilities through Community Education are not school-sponsored activities.

The Plan and system will identify and:

- a. Define actions to be taken by staff and school administration to minimize potential risk of harm to persons utilizing individual buildings for school-sponsored activities.
- b. Assure communication between school administration and local law enforcement regarding preventive safety strategies and crisis response plans.
- c. Assure easy identification of authorized presence of individuals in schools.
- d. Provide for periodic updating procedures relative to school safety.

STUDENT RIGHTS AND RESPONSIBILITIES (Policy and Regulation EG-3109)

Mounds View Public Schools will maintain a respectful and safe learning environment that appropriately balances student rights with expectations for student behavior. Procedures will be consistent with State and Federal laws defining student behavior expectations as well as potential consequences.

HARASSMENT, INTIMIDATION, BULLYING, VIOLENCE AND OTHE FORMS OF PERSONAL ATTACK (Policy and Regulation EG-3104)

Mounds View Public Schools will maintain a learning and working environment that is free from hazing, bullying, intimidation or violence of any type, including without limitation, religious, racial or sexual harassment, bullying, intimidation or violence. Procedures will be developed consistent with Minnesota Statutes 121A.03, 121A.0695 and 363.01 to 363.15 to ensure this environment. Consequences for disruptive, harassing, bullying, intimidating or hazardous behavior range from a warning to expulsion/exclusion from school.

The foregoing prohibitions and definitions of harassment, intimidation, bullying, violence, hazing and other forms of personal attack apply to any format. This includes but is not limited to, physical contact, art work, unauthorized use of photographs, use of words, text messages or other written materials, use of the internet or other electronic communication formats such as social networking pages, etc.

PROTECTION AND PRIVACY OF STUDENT RECORDS (Policy and Regulation EG-3110)

Mounds View Public Schools will abide by all applicable State and Federal law regarding data privacy of student and employee records. Procedures will be consistent with State and Federal law to ensure the privacy of these records. An annual notice will be provided to all parents and guardians with regard to this policy and accompanying procedures.

Criminal Background Checks - The Mounds View Public Schools performs criminal background checks on all employees including coaches and advisors and volunteer coaches and advisors at the expense of the individual. Mounds View Public Schools may deny employment or volunteer opportunities if anything should appear on the background check or if an applicant fails to disclose the existence of a criminal record where one is present.

2009-10 District Calendar

KEY

T = Teacher workday/ student assessment and reporting
 N = New teacher workday
 C = Curriculum dev. NO SCHOOL
 OC = Off calendar teacher workday - NO SCHOOL
 ET = Elementary Transition - NO SCHOOL FOR ELEMENTARY
 ST = Secondary transition - NO SCHOOL FOR SECONDARY
 kc = Kindergarten conf.- no school for K
 [shaded box] = Holidays/non-school
 R₁ = Early release for students/no school for PM kindergarten
 R₂ = Early release for students/no school for AM kindergarten (PM kindergarten attends in the morning)

January 28 & 29

ELEMENTARY
 January 28
 Quarter End
 School in session

January 29
 Teacher work day
 No school for elem.

SECONDARY
 January 28
 Early release, no school p.m. for secondary

January 29
 Quarter End
 Teacher Workday
 Early release, no school p.m. for secondary

June 10 & 11

ELEMENTARY
 June 10
 T - No school

June 11
 ET - No School

SECONDARY
 June 10 & 11
 Early release, no school p.m., teacher work day p.m.

June 11 is last secondary day

July 2009

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

August

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	N	N	N
31				

September

	C	T	T	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October

	1	2
5	6	7
12	13	14
19	20	21
26	27	28

November

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January 2010

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

March

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April

	1	2
5	6	7
12	13	14
19	20	21
26	27	28

May

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

June

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		



Adopted: 3-10-09

Pledge of Allegiance

"I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."

Minnesota Statute 121A.11 mandates the following provision be included in our handbook: "Anyone who does not wish to participate in reciting the pledge of allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice."

Daily Time Schedule 2009-2010

7:25.....Five minute warning bell
 7:30 – 8:25.....Period 1
 PASSING 8:25 – 8:32
 8:32 – 9:26.....Period 2
 PASSING 9:26 – 9:33
 9:33 – 10:27.....Period 3
 PASSING 10:27 – 10:34

Periods 4, 5, and lunches

A Lunch – 10:27 – 11:03 Period 4-11:03-11:58 * Period 5-12:05-12:59
 Period 4-10:34-11:01 B Lunch-11:01-11:31 Period 4-11:31-11:58 * Period 5-12:05-12:59
 Period 4-10:34-11:29 C Lunch 11:29-12:05 Period 5-12:05-12:59
 Period 4-10:34-11:28* Period 5-11:35-12:05 D Lunch-12:05-12:35 Period 5-12:35-12:59

PASSING 12:59-1:06
 1:06 - 2:00.....Period 6
 Regular buses leave at 2:07pm
 Late bus leaves at 3:00pm on Mondays and Wednesdays

Half-Day Early Release Class Schedule

7:30 - 7:54.....Period 1
 PASSING 7:54 - 8:01
 8:01 - 8:25.....Period 2
 PASSING 8:25 - 8:32
 8:32 - 8:56.....Period 3
 PASSING 8:56 - 9:03
 9:03 - 9:27.....Period 4
 PASSING 9:27 – 9:34
 9:34 – 9:58.....Period 5
 PASSING 9:58 – 10:05
 10:05 – 10:30.....Period 6
 Early Release at 10:30

2-Hour Late Start Schedule

9:30 – 10:05.....Period 1
 PASSING 10:05 – 10:12
 10:12 – 10:47.....Period 2
 PASSING 10:47 – 10:54
 10:54 – 11:29.....Period 3
 PASSING 11:29 – 11:36

Periods 4, 5, and lunches

A	(11:29 – 12:00)	12:00 – 12:36 *	12:43 – 1:19
B	11:36 – 11:51	(11:51 – 12:21) 12:21 – 12:36 *	12:43 – 1:19
C	11:36 – 12:12	(12:12 – 12:43)	12:43 – 1:19
D	11:36 – 12:09	* 12:16 – 12:32 (12:32 – 1:02)	1:02 – 1:19

1:26 – 2:00.....Period 6

* DENOTES PASSING BETWEEN PERIODS 4 & 5

ASAP (1-Hour Late Start) Time Schedule

8:25.....Five minute warning bell
8:30 - 9:15.....Period 1
 PASSING 9:15 - 9:22
9:22 - 10:07..... Period 2
 PASSING 10:07 - 10:14
10:14 - 10:59..... Period 3
 PASSING 10:59 - 11:06

Periods 4, 5, and lunches

A Lunch - 10:59 - 11:29 Period 4-11:29-12:14 *Period 5-12:21-1:06
Period 4-11:06-11:25 B Lunch-11:25 - 11:55 Period 4-11:55-12:14 * Period 5-12:21-1:06
Period 4-11:06-11:51 C Lunch 11:51-12:21 Period 5-12:21-1:06
Period 4-11:06-11:51* Period 5-11:58-12:14 D Lunch-12:14-12:44 Period 5-12:44-1:06

 PASSING 1:06-1:13
1:13 - 2:00..... Period 6

Last Hour Program/Pepfest

7:30 – 8:09.....Period 1
 PASSING 8:09 – 8:16
8:16 – 8:56.....Period 2
 PASSING 8:56 – 9:03
9:03 – 9:42.....Period 3
 PASSING 9:42 – 9:49
9:49 – 10:27.....Period 6
 PASSING 10:27 – 10:34

4th and 5th Period classes and lunches

A Lunch – 10:27 – 11:03 Period 4-11:03-11:58 * Period 5-12:05-12:59
Period 4-10:34-11:01 B Lunch-11:01-11:31 Period 4-11:31-11:58 * Period 5-12:05-12:59
Period 4-10:34-11:29 C Lunch 11:29-12:05 Period 5-12:05-12:59
Period 4-10:34-11:28* Period 5-11:35-12:05 D Lunch-12:05-12:35 Period 5-12:35-12:59

 PASSING 12:59-1:06
1:06-2:00..... Program/Pepfest

* DENOTES PASSING BETWEEN PERIODS 4 & 5

BUILDING HOURS

Monday – Friday 6:00am – 9:00pm (unless evening event scheduled)

Saturday- 7:00am – 3:00pm (exceptions are vacations or holiday periods)

Sunday – CLOSED

ATTENDANCE

REPORTING AN ABSENCE

1. Parent/guardian is to call the Attendance Office (651-621-7101) before 9:00am each day the student is absent. **You may call the Attendance line 24 hours a day.**
2. If no contact has been made with the Attendance Office prior to student's return to school, the parent/guardian must send a signed note to school with the student's name, grade and date(s) and reason (s) for the absence. The note must be turned in to the Attendance Office before school starts. Failure to bring in a note may result in an unexcused absence.

The 24 hour Attendance Line phone number is 651-621-7101.

EXCUSED ABSENCES (PER DISTRICT REG. EG3109)

Full day excused absences are those excused by both the school and parents:

1. Illness – excused with phone call or note
2. Family Emergency – excused with phone call or note
3. Religious Holiday – excused with phone call or note

Partial day excused absences are those excused by both the school and parents:

1. Medical, Dental and/or Professional Appointments – **every effort should be made to schedule appointments outside the school day. If this is not possible the student should:**
 - a. Submit a note to the Attendance Office to obtain a Medical Appointment Pass.
 - b. Have the Medical Appointment Pass signed by the medical person seen and return the pass to the Attendance Office upon returning to school.
2. Illness or Injury during the School day – Student must check out through the Health Office.
3. Emergency during the School day – Student must check out through the Attendance Office.

UNAPPROVED ABSENCES

Unapproved Absences are those absences which are approved by the parent/guardian and unapproved by the school, i.e. vacation, driver's test, college visits. A note or call from the parent/guardian is required or the student will be unexcused.

PRE-ARRANGED ABSENCES

Student should present a signed note from a parent/guardian to the Attendance Office and pick up an Advance Request Form. The purpose of completing this form is to allow the student and teacher to make arrangements for completing school that is missed during the absence. **Failure to do this in advance may negatively impact a student's grade in their classes.**

UNEXCUSED ABSENCES

A student is considered unexcused from school when he/she:

1. Has an all day absence that is not approved by the parent/guardian and the school.
2. Leaves school building at any time for any reason without checking out or notifying the Principal, Dean, Attendance Office or Health Office.
3. Reports to class after the first 10 minutes of class without a signed pass from the Attendance Office or Dean.
4. Does not report to a class and has not been previously excused by a parent/guardian and the school.
5. Reports to a class but leaves without permission.
6. Misses class time due to over sleeping, car trouble, missed bus, babysitting, work, college fair, rumored skip days, tournaments (not following school guidelines), or other activities deemed by the administration to be unexcused, regardless of whether they are approved by the parent/guardian.

Parents will be notified of repeated unexcused absences. School may assign consequences such as, Saturday School, detention, Modified Learning Center (MLC), TRY, parent conference, suspension of hall pass privileges and/or parking permit. Continued unexcused absences will result in a referral to the Ramsey County Truancy Intervention Program (TIP). **Unexcused absences are cumulative from Semester I to Semester II.**

No credit will be given for work missed due to unexcused absences. A large part of what happens in the classroom cannot be replicated and is lost whether the absence is excused or unexcused. It is still in the

student's best interest to make up the work, despite no credit being given, so that they will not be missing knowledge and information that they will be held accountable for the duration of the class.

VERIFICATION OF ABSENCES

Attendance Clerks may verify called in absences and follow up on other absences. In cases of suspected or actual unexcused or unapproved absences, the student may be referred to the Administration. Each day a student is reported absent from school an automated system will call the student's home with the information.

TARDIES

Getting to class on time is essential for the learning process. Teacher's may have point earning activities at the beginning of class, which cannot be made up by students with unexcused tardies. Being late to class reflects a lack of respect for the teacher and other students in the classroom. Tardies are a part of the schools attendance record. Excessive tardies to class may result in school consequences including:

- Suspension of parking privileges
- Suspension of after school activities
- Saturday School
- Modified Learning Center (MLC)
- Detention

A student who reports to class within the first 10 minutes of each period **without** one of the following will have an **unexcused tardy**:

1. A note from the student's parent/guardian stating that the tardy was due to illness, or an immediate emergency which could not have been arranged for in advance.
2. A signed pass from the Attendance Office, for first hour only. Students reporting later than 10 minutes into the class period will be considered having an unexcused absence.

PERFECT ATTENDANCE

Any absence other than for a school activity will eliminate a student from Perfect Attendance. Three (3) tardies will eliminate a student from Perfect Attendance. Tardies are cumulative and carry over from Semester I to Semester II. Students who are homeschooled or enrolled in a (Post-Secondary Enrollment Option) PSEO program do not qualify for Perfect Attendance.

MAKE-UP WORK

Excused and Unapproved absences will not arbitrarily result in a reduction in grades, but failure to complete work will affect grades. Students and/or parent/guardian are responsible for requesting makeup work for each day's absence. The responsibility for completing this work rests with the student.

1. Students will be allowed two school days make-up time for each day of excused absence with the exception of long-term assignments or 10 or more school days. Long term assignments are due the day the student returns to school. These times may be extended at the discretion of the teacher.
2. For Unapproved absences, students will be allowed one day to make up their work.

Teachers are responsible for providing assignments after a student or parent/guardian request.

No credit will be given for work missed due to unexcused absence.

ACTIVITY PARTICIPATION

A student must be in attendance a full day in order to be allowed to participate in after-school activities that day. Excessive tardies will also affect after school activity participation. Partial school attendance must be approved in advance by the Activities Director.

STATE TOURNAMENT ATTENDANCE PROCEDURES

Students can be excused from school to attend "AA" State Tournaments only. The Principal and Athletic Director will establish a release time during the day.

1. State and Regional Tournaments with a Mounds View team in competition, fans will be excused following these procedures:

A parent/guardian note or call will be done through the Attendance Office. Notes will be accepted after school on the day before the event, or prior to first hour on the day of the event.

2. For State/Regional Tournaments with no Mounds View team in competition or with an individual team member in competition, fans are not excused from school. The procedure to attend the event is:

Prior to the tournament a parent/guardian must call/or bring a note to the Attendance Office.

INDEPENDENT STUDENT

To achieve independent student status at Mounds View High School a student must first have a parent/guardian sign an affidavit indicating that the student does not live at home, that the parent/guardian are no longer executing their parental rights over this student, and that the student is no longer under their care or supervision. The document must be cleared with the Principal. An independent student may only write his/her own notes regarding absences, requests for medical appointments, etc., after he/she has been cleared by the principal. For independent students, all school correspondence, grade reports, attendance/tardy record, and behavioral record shall no longer be directed to a student's parents/ guardians.

Law for 18-Year-Old Students

The Minnesota State MSA 102.06 indicates that The Board of Education of any school district may require that students aged 18 and over adhere to the rules and regulations applicable to students under the age of 18. Mounds View Schools require that all students, regardless of age, must adhere to the policies of the school.

ASSEMBLIES AND PEPFESTS

Attendance at all-school assemblies is optional. All-school assemblies are scheduled during Homecoming Week and Sno-Daze Week. Students who do not attend optional assemblies may go to a supervised area in the cafeteria. Students who have their own transportation may leave the campus and go home. Assemblies for specific activities or for specific groups of students are school functions and attendance is required. Common rules of courtesy are to be practiced.

STUDENT VISITORS

Prospective students are welcome to visit Mounds View High School during the school day. The prospective student and parent will meet with a dean, and the student is then assigned to a peer helper and may sign up for three classes. Arrangements must be made in advance by calling the Student Services office. Mounds View students may not bring visitors to school for a day due to space limitations.

CITIZENSHIP

OVERVIEW

Mounds View students are responsible for their own actions and behavior. Students are expected to be courteous, respectful, and cooperative. Students are to respect others and the property of others at

all times. Student conduct must show respect for the differences in others.

Mounds View High School recognizes that it is all but impossible to list behaviors that are unacceptable in a learning community such as ours. By necessity, the school must reserve the right to disallow any behaviors or dress that, in our best judgment, are not acceptable.

Students are expected to solve individual differences in a non-violent manner. Physical confrontation of any type will not be tolerated.

Students who violate this code of conduct are subject to school disciplinary action including exclusion and/or expulsion, as well as referral to local authorities for possible criminal prosecution. The principal may impose or recommend suspension, expulsion, or other discipline as appropriate on a case-by-case basis. Mounds View High School uses a progressive discipline system to address recurring and inappropriate behaviors.

DRESS CODE

Purpose: This policy establishes an expectation of dress and grooming consistent with the Mounds View High School mission of respect, responsibility and resourcefulness. The dress code creates an environment conducive to learning and reflects attire appropriate for an educational setting.

Student clothing must:

- Cover both shoulders, backs, chest, stomach and midriffs, all underwear, including under garments worn as outer garments, buttocks and upper thighs. Skirts and shorts must come to mid-thigh. Examples of inappropriate clothing may include, but are not limited to, strapless tops, halter tops, spaghetti straps, pants below the hip line, muscle tops, see-through or transparent clothing, skirts or shorts falling above mid-thigh.
- Allow identification of the student (examples: no masks, sunglasses, face paint or other disguises).

Jewelry that presents a safety hazard to self and/or others may not be worn or brought to school. Examples are, but not limited to chains, spike rings, spike collars or bracelets.

Hats, caps, bandanas, hoods and other headwear may not be worn during the school day. Exceptions may be made for religious and medical reasons. Questions about this may be directed to the high school office.

Clothing or accessories with words, graphics or innuendo, that are obscene, vulgar, abusive or discriminatory, may not be worn or brought to school. Examples are, but not limited to ethnic, racist, sexual or sexist remarks/images, such as swastikas, confederate flags or Playboy bunny or Hooters logos.

Clothing or accessories that promote or advertise alcohol, chemicals, tobacco, or any product that is illegal for use by minors may not be worn or brought to school. Examples are, but not limited to, are alcohol logos and tobacco logos. "Look alike" logos are also unacceptable.

Procedures:

First offense: Office referral; Written referral sent home and filed. Student will change or modify clothing.

Second offense: Office referral; Parent phone call; Student will change clothing or modify or be sent home.

Third offense: Office Referral; Parent conference prior to returning to class.

LOCKER POLICY

Mounds View High School provides each student with a locker and lock. It is the policy of District #621 that school lockers are the property of the School District. At no time does the District relinquish its exclusive control of lockers provided for the convenience of students. Inspections of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without search warrant. The personal possessions of students within a school locker may be searched when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. (Also see district regulation EG 3109) **Valuable items should not be kept in lockers.** School locks must be used on lockers. Locks are replaced at a cost of \$6.00. Students who do not clean out their locker by the last day of school or who have damaged the locker will be assessed the following fines as determined by the custodians.

<u>Locker Condition</u>	<u>Fine</u>
Needing Major Repainting/Cleaning	\$25.00
Scratches, Marks, Magic Markers, Pens	\$15.00
Decals, Stickers	\$ 5.00
General Clean Out, Paper, Books, etc.	\$ 5.00

STUDENT BEHAVIOR

The following behaviors are considered unacceptable at Mounds View High School:

1. Gambling/card playing
2. Public displays of affection
3. Teasing, harassing or bullying
4. Using obscene or foul language
5. Using language that is threatening or demeaning

INSUBORDINATION

"Insubordination" is refusing to comply with a reasonable request or directive of a staff member. Consequences may include a conference with staff member and dean, parent/guardian notification, suspension, or other appropriate disciplinary action.

DISRUPTIONS

In order to maintain an environment conducive to learning, student behavior is expected to not interfere with teaching, learning, or the orderly operation of the classroom or building. Student behavior resulting in a disruption can be subject to school disciplinary action as well as referral to local authorities. Shouting, yelling, and games, like hacky sack and others, which can be disruptive to the educational process, are prohibited in the school building.

Electronic Devices Electronic devices such as, but not limited to, cell phones and MP3 players, can create distractions to teaching and learning. Students may not access electronic devices in any academic setting, including, but not limited to, classrooms, the Media Center, computer labs, office areas, and locker rooms. In addition, there may be situations where students will be directed not to use electronic devices, even if they are not in an academic setting.

Violations of these expectations for electronic devices will be handled as follows. On the first occasion, the item is turned in to the Student Services Office, a warning is recorded, and the item is returned to the student at the end of the day after a dean conference. On subsequent occasions, the item is turned in to the Student Services Office and held for a parent conference and parent pick-up.

Please be aware that electronic devices brought to school are the sole responsibility of the student. Mounds View High School cannot take responsibility for the safety and security of students' electronic equipment.

Automated External Defibrillators Mounds View High School is fortunate to be equipped with Automated External Defibrillator (AED) devices. Students tampering with these devices or their containers may be fined \$25.

Sprays At Mounds View High School, many students and staff have medical conditions affected by fragrances or aerosol propellants. Therefore, hair spray, perfume, cologne, or other pump or aerosol sprays should not be applied in classrooms or hallways.

MODIFIED LEARNING CENTER (MLC)

Students violating school rules and regulations may be placed in the Modified Learning Center for varying lengths of time. The MLC is an alternative learning environment that provides students opportunities for continuing the educational program and for personal reflection. Students assigned to the MLC are typically not eligible to participate in school activities that day.

DETENTION

Students may be assigned to after-school detention or Saturday School by administrative staff. Detention will begin at 2:05pm and will end at 3:00pm. Failure to attend detention will result in Saturday School. Saturday School will begin at 8:00am and end at 11:00am. Students will not be excused from detention for participation in any extracurricular activity, after-school or weekend work.

SUSPENSIONS TO PARENTS/LEGAL GUARDIANS AND TRY PROGRAM ASSIGNMENTS

Parents/guardians will be notified in writing and by telephone when their son/daughter is suspended/assigned to TRY (To Re-evaluate Yourself). In some cases, a student may be assigned to the Modified Learning Center (MLC) before a parent/guardian is contacted, should we not be able to reach his/her parent/guardian. When a student is suspended/assigned to TRY, a plan will be developed with the parents/guardians for the student's re-entry into a regular school program.

A student who is suspended from school or assigned to TRY is not to be on school grounds and may not be present at any school related activities.

The TRY Program (To Re-evaluate Yourself) is typically used as a replacement for 2-5 days out-of-building suspensions, or longer if necessary. Students continue the educational process as homework is provided. Students also have an opportunity to reflect on behavior that

resulted in the TRY assignment. The program is housed at Oak Grove High School and transportation is provided. Students arrive by bus between 9:30–10:00am and leave between 4:00-4:15pm.

DISPLAY & DISTRIBUTION OF MATERIALS

In order to provide a safe and orderly environment, protect school property, and maintain an attractive building, posters, pictures, and similar material must have the principal's or activities director's authorization before being posted or distributed. Items posted without this authorization will be removed.

FOOD & BEVERAGES

In an effort to provide a clean, welcoming environment, students are expected to not consume food and beverages (except water) in the hallways during the school day. Students carrying food or beverages in the halls are expected to have it in closed containers or put away.

LUNCH POLICY

Mounds View High School is a closed campus. Students are not to leave the building at any time without permission from the office. Mounds View High School uses an automated pay system for lunches. Account deposits left in the collection box (located in the cafeteria) by 9:30am will be credited to students' accounts by lunchtime. Deposits must include student's full name, PIN number and amount written on the check, or sealed envelope for cash deposits. Lunches cannot be charged at the secondary level. Students should keep their PIN numbers confidential. Report lost PIN numbers as soon as possible. Menus are posted on the district website and at the entrance to the cafeteria. In addition to the regular menu, Mounds View High School students are offered a variety of specialty items. (i.e.: salad bar, ale la cart, etc.). Meal items available from each serving line will be posted on signs located at the entrance of the serving area.

Expected Behavior- Students are to observe the following rules when in the cafeteria:

1. Enter and leave the Cafeteria by the designated doors only.
2. Cafeteria food and beverages may not be taken out of the cafeteria.
3. Tables, chairs and floor should be left in a clean condition.
4. Return trays to the dishwashing windows. Dispose of trash properly.
5. Be respectful of self and others.
6. Under no circumstances should anything be thrown when in the Cafeteria. Students may not have meals delivered to school due

to the opportunity to purchase a variety of menu items in the cafeteria.

7. Students are expected to remain in the Cafeteria during their lunches.

INCORRECT DOCUMENTATION

Incorrect documentation is an attempt at giving credit to a source, using insufficient or incorrect information. Incidents of incorrect documentation shall be cumulative across and including all classes and activities, all semesters, and all years of enrollment at Mounds View High School.

1st offense-- The student will be asked to correct the work. The teacher will determine the credit value of the corrected work.

Further Offenses-- Any further offense will be regarded as plagiarism, which is a violation of the academic honesty policy.

ACADEMIC HONESTY POLICY

Mounds View students are expected to achieve success with integrity. Academic dishonesty is a serious violation of scholarship standard at Mounds View High School. Any act that misrepresents a student's schoolwork or that abridges the rights of other students to fair competition is forbidden. Academic dishonesty includes, but is not limited to, cheating on assignments or exams, plagiarizing (misrepresenting another's work as one's own original creation), submitting the same (or substantially the same) paper in more than one course without prior consent of all instructors concerned, depriving others of necessary academic courses, sabotaging another student's work, providing work or answers to another student, and using without attribution a computer concept or program. Written reports of academic dishonesty may be submitted by any faculty member. A substantiated report of academic dishonesty will result in one of the following consequences:

First offense-- Grade of "F" on assignment/test/activity/project on which academic dishonesty occurred.

Second offense—Student will receive a zero (0) for the assignment and all grades received in the academic/calendar quarter in which the second offense occurred will be changed to an "F".

Third offense-- Failure of the semester in the class in which the incident of academic dishonesty occurred. On the event of a third offense, the student will be immediately removed from the class or activity involved

and a final grade of "F" will be assigned. A student may not enroll in another class or activity until the semester following the removal.

The above consequences will apply to current or completed classes. All written, substantiated reports of academic dishonesty shall become a part of the student's disciplinary file. Incidents of academic dishonesty shall be cumulative across and including all classes and activities, all semesters, and all years of enrollment at Mounds View High School. Parents/guardians will be informed of each incident and its consequences at the time the report is received.

HARASSMENT & VIOLENCE

Harassment is the violation of the reasonable physical or psychological boundaries of another person. The boundaries of people vary, but if the action makes a person feel oppressed, persecuted or intimidated, the conduct could be deemed harassment. Harassment is "**in the eye of the beholder.**" Harassment is always unwelcome and unwanted. It causes discomfort and impacts behavior, performance and psychological well-being. It can take the form of facial expressions, gestures, body position, posture, physical contact, comments, jokes, innuendo's, accusations, labeling and exclusion.

Individuals at Mounds View High School have a right to feel comfortable and to be treated with respect. Harassment can interfere with a student's right to an education. Therefore, harassment will not be tolerated and can lead to teacher detention, suspension, and/or parent/guardian conferences. Harassment can also lead to a court referral. According to Minn. Stat. 609.8748, subd. 1 (a), harassment also includes "repeated, intrusive, or unwanted acts, words, or gestures that are intended to adversely affect the safety, security or privacy of another, regardless of the relationship between the actor and the intended target."

Mounds View Public Schools has a policy regarding specific forms of harassment. Following is an abridged version of the policy. To view the complete version go to www.moundsvIEWSchools.org and find the School Board's web pages.

MOUNDS VIEW PUBLIC SCHOOLS ENDS AND GOALS **REGULATION EG-3104 HARASSMENT AND VIOLENCE** **(ABRIDGED)**

Mounds View Public Schools will maintain a learning and working environment that is free from religious, racial, or sexual harassment, violence, hazing and other forms of personal attack.

It will be a violation of this policy for any pupil, teacher, administrator or other school personnel to harass a pupil, teacher, administrator or other school personnel through conduct or communication of a sexual nature or regarding religion, race, disability, sexual orientation or other group affiliation as defined by this policy.

For purposes of this policy, school personnel includes School Board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of Mounds View Public Schools.

It will be a violation of this policy for any pupil, teacher, administrator or other school personnel of Mounds View Public Schools to inflict, threaten to inflict, or attempt to inflict religious, racial, or sexual violence upon any pupil, teacher, administrator or other school personnel.

It will be a violation of this policy for pupils or school personnel to plan, direct, aid or engage in hazing. School personnel will not permit, condone or tolerate hazing. Apparent consent by a person being hazed does not lessen the prohibitions contained in this policy, which applies to behavior occurring on or off school property and during and after school hours.

It will be a violation of this policy for pupils or school personnel to enact anonymous threats on other pupils or on school personnel. Mounds View Public Schools will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial, or sexual harassment, violence, hazing or other forms of personal attack and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel found to have violated this policy.

Definitions:

Sexual Harassment:

Consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature.

Racial, Religious, and Disability Harassment:

Consists of physical or verbal conduct relating to an individual's race, religion, or disability.

Sexual Violence:

Sexual violence is a physical act of aggression or force or the threat thereof, which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts.

Racial, Religious and Disability Violence:

Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race, religion, or disability.

Hazing:

Hazing means committing an act against a student, or coercing a student into committing an act that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose.

Student Organization means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

Reporting Incidents of Harassment, Violence, Hazing and Other Forms of Personal Attack

Any person who believes he or she has been the victim of religious, racial, or sexual harassment, violence, or hazing or other form of personal attack by a pupil, teacher, administrator, or other school personnel of the School District, or any person with knowledge or belief of conduct which may constitute religious, racial, or sexual harassment, violence, or hazing or other form of personal attack toward a pupil, teacher, administrator, or other school personnel should report the alleged acts immediately to an appropriate School District official designated in accompanying Regulation EG-3104. The School District encourages the reporting party or complainant to use Report Form EG-3104 available from all principals or from the School District office, but oral reports will be considered complaints as well. Nothing in this policy will prevent any person from reporting harassment, or violence, or hazing or other forms of personal attack directly to a District Human Rights Officer or to the Superintendent.

The School District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the School District's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

Reprisal

Submission of a good faith complaint or report of religious, racial, or sexual harassment or violence will not affect the complainant or

reporter's future employment, grades, or work assignments. The School District will discipline or take appropriate action against any pupil, teacher, administrator, or other school personnel who retaliates against any person who reports alleged religious, racial, or sexual harassment, violence, hazing or other forms of personal attack or any person who testifies, assists, or participates in an investigation, or who testifies, assists, or participates in a proceeding or hearing relating to such harassment, violence, hazing or other forms of personal attack. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

Complaints Involving Criminal Actions

Any student or employee who believes he or she is the victim of a criminal act should immediately contact local law enforcement officials. If the District Human Rights Officer or the Director of Human Resources believes a criminal act has been committed, he/she should immediately contact local law enforcement officials.

Assistance in Resolving Complaints

The District Human Rights Officer and the Director of Human Resources will be available to provide information and assistance to administrators and supervisors regarding these procedures.

Ref:

M.S. 121A Student Rights, Responsibilities and Behavior

September 9, 2002

April 21, 2003 - Revised

TOBACCO

Mounds View High School is a tobacco-free high school. The use and possession of tobacco is not allowed in or near the school building, on the campus, or at the school-sponsored functions. This regulation also prohibits the use of smokeless tobacco.

Smoking is defined as possession of cigarettes, lighting a cigarette, holding a cigarette, lit or unlit, inhaling or exhaling smoke, and circumstantial evidence of smoking involving limited locale, persons, and presence of lighted cigarette, possession or smoke.

The use of tobacco look-alike products may also be considered a violation of the school's tobacco-free policy. Examples of these types of products include, but are not limited to, non-nicotine cigarettes, cigars or snuff, beef jerky or other edible snuffs, and other substances, which closely resemble the use, texture or packaging of tobacco products.

First offense- One (1) detention, confiscate items, call parent/guardian
Second offense- Refer to Ramsey County and Saturday School, confiscate items, call parent/guardian
Subsequent violations- Ticket issued (\$90 fine), one (1) day at TRY, refer to chemical education specialist, confiscate items, call parent/guardian

CONTROLLED SUBSTANCES

The use, possession, or distribution of controlled substances including alcohol, marijuana, and all illegal drugs in or around the school premises is prohibited. This includes school days and all school activities (i.e. dances, athletic events, and concerts). This also applies to consumption prior to arrival and the possession of paraphernalia (pipes, papers, bottles, etc.) associated with the use of controlled substances. Students who violate these rules shall be subject to the following disciplinary measures:

1. Confiscation of substance and any paraphernalia.
2. Suspension/TRY Assignment (Depending on the severity of the violation, consequences may move to next level).
 - a. First offense- 3 days.
 - b. Second offense- 5 days.
 - c. Third offense- 5 days and must have a chemical dependency evaluation.
3. Parent/Guardian Conference.
4. Report to police.

WEAPONS & EXPLOSIVES

The possession, use, and distribution of weapons and explosives (including fireworks) are prohibited and can be considered a felony in the state of Minnesota. "Weapons" include any firearm, whether loaded or unloaded, any device designed as a weapon or through its use is capable of producing bodily harm or death, or any device or instrument which is used to threaten or cause bodily harm or death. Examples of weapons include but are not limited to: guns, including air guns; knives; clubs; brass knuckles, numchucks; throwing stars; and ammunition.

Examples of explosives include but are not limited to firecrackers and smoke bombs. "Possession" includes having a weapon or explosive on one's person or in any area subject to one's control, at school, on or near school premises, or at school-sponsored activities. Responses to the violation are as follows:

1. The weapon will be confiscated.
2. The student will be immediately suspended.

3. The police and other appropriate authorities will be notified.
4. In the case of firearms, the student will be expelled for one year. This requirement may be modified by the school board on a case-by-case basis. If expulsion is being considered for possession of weapons other than firearms, the Principal and the Superintendent 's designee will investigate the incident and recommend to the Superintendent appropriate discipline pursuant to school regulations in compliance with the Pupil Fair Dismissal Act. The above policy includes "look like" weapons (see district regulation EG-3109).

SCHOOL DANCES

School dances are scheduled each year. They are held in the cafeteria or gymnasium on Friday or Saturday nights. Most of the school dances are informal, and students may dress accordingly. Some dances are formal, or provide the student the opportunity to dress in costume.

1. Dances are for students registered for classes at Mounds View High School.
2. A Mounds View High School ID is required at the door.
3. **Guests** When guests are allowed at a dance (most date dances), a guest form must be completed by the guest and the guest's school and returned to the high school office by the Wednesday preceding the dance. Forms are available in the attendance office. A Mounds View student is entitled to bring one guest only. The guest must be no younger than 9th grade and under 21 years of age. A list of approved guests will be posted in the office on the Thursday prior to the dance. The Mounds View student is responsible for checking the list to confirm that his/her guest's paperwork has been received. Guests must also produce a picture ID at the dance.
4. All students and guests will be subject to an alcohol check at every dance.
5. No beverage bottles or containers may be brought into the dance.
6. All school rules will be enforced at dances.
7. Tickets to all dances except Prom may be purchased at the door.
8. Once a student has been admitted to a dance, he/she may not leave and return to the dance.
9. Student lockers will not be accessible. Students must stay within the designated dance areas of the school or dance site.
10. Students are expected to dress appropriately. This includes costumes. Hats may be allowed.

11. Appropriate dancing will be enforced. Failure to respond positively to a chaperone's request to cease inappropriate dancing will result in removal from the dance. Unacceptable/unsafe behavior such as slam dancing will result in removal from the dance. No refund of admission is will be given to anyone removed from a dance.
12. Students must leave the school immediately following the dance. Ride arrangements are the responsibility of the student and parents. Parents/guardians please note: all dances with the exception of prom, end at 11:00pm (prom ends at 12:00 midnight).

BUS TRANSPORTATION

Mounds View Public Schools complies with all applicable Minnesota Law relative to the transportation of students. Riding the bus is a privilege for those students who choose to do so either by residing more than two miles from school or by paying a fee for transportation. It is expected that students will conduct themselves in a respectful manner and not compromise the safety of others on the bus. Violation of school rules while on a bus may result in the loss of bus privileges and other disciplinary consequences. If criminal conduct occurs, local law enforcement officials and the Department of Public Safety may be informed.

Most of the School District's buses contain video recorders. The purpose of the video recorders is to monitor student conduct on buses, assist in the enforcement of school bus safety rules, and enhance school bus safety. When riding the bus, students should be aware that their actions and conversations may be recorded.

For additional transportation information, see Policy and Regulations EG-3111.

TECHNOLOGY USE

Mounds View High School is committed to providing quality technology services in a safe and appropriate educational setting. The policy is to help assure this kind of setting is available for all students.

Misuse, Damage, or Unauthorized Access

The District Computer System consists of all School District computers and communications equipment, including Internet access, email, voice mail, servers, and all other audio or video systems. Use of the District Computer System is a privilege and not a right. There is no expectation of privacy. The District's System may only be used for appropriate educational purposes.

The following behaviors violate student expectations:

- Damaging hardware, including computers, printers, scanners, digital cameras and floppy drives,
- Sending or receiving inappropriate messages, pictures or documents,
- Using software that is destructive or damaging to a computer or computer network,
- Installing software on the District System without authorization,
- Concealing or altering their identity when sending messages or other electronic communications.
- Downloading executable programs.
- Saving files not related to schoolwork to the student server or to workstations.

Consequences for violation of this policy may include:

- Suspension or termination of access to the District System,
- Immediate suspension,
- Referral to law enforcement for possible criminal prosecution,
- Restitution for any damage, and/or
- Possible exclusion or expulsion

(See district regulation EG-3109).

PARKING/PERMIT POLICIES

Please respect the rights of our neighbors. 'No Parking' and 'Two Hour Parking' signs are posted by the City of Arden Hills to limit students on side streets adjacent to the school property. Parking laws are enforced by the Ramsey County Sheriff Department.

Our student parking is only in the designated area at the east end of the large parking lot. Signs and a double line mark the designation between the student and staff sections of the parking lot. Students drive to school and park at their own risk. The school is not responsible for loss or damage to vehicles or their contents and does not carry liability insurance for this purpose. Parking is a privilege and not a right. The speed limit in the parking lot is 10 mph. Reckless and careless driving may result in suspension of the privilege to drive on campus and a referral to the Ramsey County Sheriff Department. Vehicles parked in areas other than the student lot and vehicles parked without valid permits properly displayed may be towed or immobilized without warning at the owner's expense. A fine of \$25.00 may be charged to remove an immobilizing device.

1. All students driving to school must have a valid permit displayed from the rear view mirror of the vehicle. All vehicles must be registered in the office.
2. Permits must be displayed only on the vehicles identified on the application form, which should be updated as necessary. Use of non-registered vehicles must be brought to the attention of the office immediately or the owner must purchase a daily permit.
3. The parking permit fee is a district fee and does not guarantee the continued opportunity to drive to school should a permit be removed for parking violations or other disciplinary actions. School rules broken in connection with use of a permit may result in suspension of permit. For example, students arriving late to school may face a permit suspension. Permit fees are not refunded for suspended permits.
4. If a permit is lost or forgotten, it is the responsibility of the permit owner(s) to purchase a one-day permit before school until the permit is retrieved. Replacement cost is \$25.
5. A limited number of one-day permits will be issued in the main office for \$2.00. These permits must be picked up the day before their use and are on a first come, first serve basis. Permits are sold to users only. A student may not purchase a daily permit for more than three consecutive days.
6. Fees charged for parking are not attributable to the family maximum activity fee per year.
7. A district fee per semester will be charged for each permit. Permits are non-transferable.
8. Permits will be issued separately for first semester and for second semester. A separate application must be made for each semester. Application forms will be available before the start of each semester.

Permit Priority System

We understand that many Mounds View High School students would like to have the opportunity to drive to school and park on campus. In order to accommodate as many requests as possible with our limited number of spaces, a priority system was developed by a committee of students, parents, and staff.

Seasonal Permits

A limited number of seasonal permits are assigned through the Activities Office for students who are licensed drivers participating in co-curricular activities. Coaches and advisors typically distribute seasonal permits after school starts.

Semester Permits

Priority 1: Off-Campus Programs: Students who are licensed drivers enrolled in programs that require transportation during the school day for which no district transportation is provided. Examples may include work

programs, PSEO, Mentor Connection, and 916 (not 1st Block – periods 1-3). Consult your teacher responsible for your program to apply for a permit at this priority level.

Priority 2: Carpools of 3 licensed drivers by seniority in the following order:

3 Seniors, 2 Seniors and 1 Junior, 1 Senior and 2 Juniors, 3 Juniors, 2 Juniors and 1 Sophomore, 1 Junior and 2 Sophomores and 3 Sophomores.

Priority 3: Carpools of 2 licensed drivers by seniority in the following order:

2 Seniors, 1 Senior and 1 Junior, 2 Juniors, 1 Junior and 1 Sophomore and 2 Sophomores.

Priority 4: One licensed driver by seniority in the following order:

1 Senior, 1 Junior and 1 Sophomore.

ACTIVITIES

Mounds View High School is a member of the Minnesota State High School League and offers an array of athletic and fine art activity opportunities for our students. Registration forms, state dates, fees required, and advisor names are all available in the Activities Office. Students intending to be in athletics should note that they need to have a **physical on file in the Health Office that is dated within the last three years.**

During the school year, Mounds View High School offers an Activities Hotline, which provides a recording of activities for the day, their time and directions to the events. The number for the Hotline is 651-621-7295.

Academic Standing & Minnesota State High School League Eligibility

Bylaw 407.00 of the Minnesota State High School League requires that students be making “satisfactory progress toward graduation” in order to be eligible for participation in league sanctioned events. Satisfactory progress is determined by the local school district. In the Mounds View District a *de facto* definition exists in the graduation requirements (22 credits) and the four year, six period day schedule (24 periods). Satisfactory progress is determined by comparing the periods yet remaining in the regular four year schedule. For example: a student beginning his/her senior (grade 12) year must have 16 credits earned since only six class periods remain to complete the 22 credit requirement. A student having fewer than 16 credits at the beginning of the senior year is not making satisfactory progress toward graduation. Credit is earned in .5 increments on a semester (1/2 year) basis.

Satisfactory progress is determined at the conclusion of each semester. Below is the monitoring schedule and academic criteria for determining student eligibility for participation in Minnesota State High School League sanctioned events.

Grade	End of Semester	Completed Credits Required
12.....	1.....	19.....
11.....	2.....	16.....
11.....	1.....	13.....
10.....	2.....	10.....
10.....	1.....	7.....
9.....	2.....	4.....
9.....	1.....	1.....

PROTECTIVE DRILLS (FIRE, SEVERE STORMS, CIVIL DEFENSE)

Protective drills are conducted several times throughout the school year. Each classroom will have a sign posted telling the students where they should report for severe storms and civil defense emergencies, and how they should leave the building if it needs to be evacuated (fire, gas leak, broken water main, electrical outages, etc.). Classroom teachers will also inform the students where they should report, and how they should leave the building, should one of these emergency actions become necessary.

Severe Storm Drills- Severe Storm Drills and warnings will be announced over the intercom. When drills are announced, teachers will take their classes to the assigned shelter areas. Students are to remain together as a class. The students are to stand against the wall. In case of an actual severe storm, students should sit on the floor and cover their heads for protection from flying glass and objects. No talking is allowed. Silence is necessary for all to hear intercom announcements.

Fire and Civil Defense Drills- (School Evacuation)- During these drills, students will be required to leave the building. They are to remain together as a class. The classroom teacher will lead them to the assigned exit. They are to **walk** in an orderly manner at a rapid pace. Once outside the building, they should move approximately 100 feet away. Coats and books should be left behind. Students will return to the classroom they left when the bell rings. **Students should not leave the school grounds during a school evacuation.**

FALSE FIRE ALARMS constitute sufficient disruption of the educational process to merit immediate suspension. Violators will also be charged with a misdemeanor in keeping with state law. ALL DRILLS ARE SERIOUS MATTERS AND SHOULD BE TREATED AS SUCH.

SAFE & SECURE ENVIRONMENT

Mounds View High School employs a number of strategies to maintain a safe and secure environment including, providing building and grounds supervision, using video cameras, and securing doors. In addition, after school, we make the building and grounds available to students only when they are involved in scheduled activities with adult supervision. The commons is available for students completing an activity and waiting for rides.

COUNSELING/STUDENT SERVICES

Assignments are posted in Student Services. Usually you see the dean to whom you are assigned. Requests to change deans must be approved by the principal.

HOW TO SEE YOUR DEAN

Appointments are recommended and may be made with the student services clerk. Students are encouraged to schedule appointments during times when they are not in a class. Passes are not given to excuse students from class except in emergencies. The career resource center in the student services office contains a browsing area for student use. Materials in this area include college and vocational school bulletins, occupational and vocational information, filmstrips and videos on pertinent topics such as applying for a job, college entrance exams, drug use and abuse. At times, deans will meet with students individually or in small groups to give information on how to apply to colleges, vocational schools or how to apply for financial aid, etc. Students will be given a passes notifying them of their appointments for these special conferences.

CLASS SCHEDULES

Students are given adequate time to select the courses of their choice. All efforts are made to assign the courses requested. Staffing allocations are based on student registration. Scheduling errors made by the school will be corrected. For a student who fails a course affecting graduation requirements, every effort is made to replace the requirement in the student's schedule. Due to large class sizes, other schedule changes are

not possible. Any exceptions to the above may be made if circumstances are unique, and there is mutual agreement between administration, teachers and the family.

POST-SECONDARY ENROLLMENT OPTIONS (PSEO)

Students have the opportunity to enroll in Post Secondary Programs for high school credit. Students must see their deans to discuss the options and criteria for participation in the program. Class rank will be a factor.

Writing Style Manual

MLA DOCUMENT STYLE

Name Teacher Course Date	Last Name 1	Last Name 2
Title Centered Begin the paper here. The title should be somewhat creative, not underlined or in bold print or italicized. The paper should always be double spaced unless your teacher instructs otherwise. Do not add extra lines between paragraphs.		Every new paragraph should be indented. The margins should be 1" all around, except the top, which should be 1.5". Other rules to remember include numbers – under ten should be written out, over ten, 11, 54, 325, numerals should be used except if the number starts a sentence.

MLA DOCUMENTATION

To see a completed sample paper go to

www.dianahacker.com/resdoc/

You need to document:

1. Any direct quotes, including complete sentences and partial sentences
a. Paraphrases (rephrased or summarized material in your own words)
2. Words specific or unique to the author's research, theories, or ideas; a phrase the author 'coined' to describe something
3. Use of an author's argument or line of thinking
4. Historical, statistical, or scientific facts that are not commonly known or generally accepted as fact
5. Articles or studies you refer to within your text

You do not need to document:

1. Proverbs, axioms, and sayings ("A stitch in time saves nine.")
2. Well-known quotations ("The personal is political.")
3. Common knowledge (Thomas Edison invented the phonograph, or oxygen has an atomic number of 8, or The Starry Night was painted by Vincent Van Gogh.)
4. Generally accepted historical fact (the Civil War began in 1861)

Parenthetical Documentation in MLA

*Place the appropriate information, usually the author and page #, in parentheses after the inserted information, FOLLOWED by any needed punctuation marks. Some common parenthetical documentation:

Author in text

Hemingway meant to cause discomfort by using short sentences such as, "It was fine. He was fine" (42).

Author not in text

After returning from Munich, Chamberlain declared he had achieved "peace in our time"(Palmer 571)

Two or Three Authors

The increase in greenhouse gases has led to a reduction of glaciers and polar caps by 16.7% in the last four years (Joust and Smith 412)

For additional examples see www.unc.edu/depts/wcweb.

Rules for Works Cited page

The Works Cited page includes all sources referenced in your writing. It does not include sources you may have read but did not cite in your paper. The Works Cited page follows the format below:

Two on-line resources to help guide you through the Works Cited process are <http://www.easybib.com> and <http://www.citationmachine.net>. In order to use these correctly, you are going to have to know as much about your sources as possible. This would include

- a. Author's first and last name (if there is more than one author, get them all written down)
- b. Title of the article/column/page you are reading
- c. Name of the book/website/newspaper/magazine the article is found
- d. Date the information was published
- e. For books, the city of publication and the name of the publisher
- f. For online resources, the date the information was accessed
- g. For online resources, the complete web address/URL

Last name	8
Works Cited <i>(Title centered)</i>	
Sources listed in alphabetical order according to first word in source.	
The entire page is double-spaced with no extra spaces between entries.	
Entries are not numbered.	
See http://writing.umn.edu/sws/quicktips.htm for additional bibliographic resources.	

APA STYLE This paper format is commonly required in science and social science courses. It differs from MLA in a number of aspects.

1. There is usually a title page that looks like the following:
2. Page two is an abstract, a common feature of APA papers.

The True Cost of Living 1
<p>The True Cost of Living Economics in the 21st Century Bill Doe Johnson High School</p>
The True Cost of Living 1
<p>Abstract</p> <p>This study examined the cost of living of a variety of people using an altered “basket of goods” that each person would purchase in a given year. It was expected the depending on a person’s class, the effects of the altered basket would show a more complex and deeply varied affect of inflation. This proved to be the case, with the upper 10% of the population being virtually unaffected and the lower 20% being heavily impacted by price increases in goods and services.</p>

For a complete sample paper go to:

www.dianahacker.com/resdoc/

For a complete guide on how to write an annotated bibliography

see

<http://www.wisc.edu/writing/Handbook/AnnotatedBibliography.html>

or a review of literature see

<http://www.wisc.edu/writing/Handbook/ReviewofLiterature.html>

In-text citations in APA take form in one of three ways.

1. Paraphrase (one option): Author, followed by the date in parentheses, continuing with the rest of the sentence, and then ending the sentence with the page number in parentheses.

Example: Havid (1999) from Johns Hopkins University found that patient contentment rose (p. 5).

2. Paraphrase (another option): Author and date are mentioned in the sentence. This may occur when you don't mention the research the author has done but quote directly from her/him.

Example: In Havid's 1999 study, he found the rise of patient contentment rose with doctor involvement (p. 5).

3. Direct quote from text: Author, date, and page number in parentheses all follow the quoted material.

Example: It has been noted "patient satisfaction rises with increased doctor-patient interaction" (Havid, 1999, p. 5).

Electronic Sources:

These sources are slightly different; because many electronic sources do not provide page numbers, you will want to cite either the paragraph number or the heading information (APA Manual, 2001, p. 120).

1. Cite the paragraph number after the year of publication and within the parenthesis.

Example: As Myers (2000, 5) aptly phrased it, "positive emotions are both an end-better to live fulfilled, with joy [and other positive emotions]-and a means to a more caring and healthy society."

2. Cite heading information after date of publication and before the page number.

Example: "The current system of managed care and the current approach to defining empirically supported treatments are shortsighted" (Beutler, 2000, Conclusion section, 1).

How to Create the Reference Page

The APA the Reference page, entitled "References" instead of the "Works Cited", will appear near the end of your written document--that is, after your study, report, conclusion, or literature review. The References page lists the bibliographic information for all the sources that you cited in your paper, not all works you have merely consulted. This page is not necessarily the last page in your paper; tables and/or appendices, if you have them, will come after the References page.

Example page

- The reference page is numbered in the upper right corner
- Everything on the page is double spaced
- Each entry begins on the far left, with each additional line in an entry is indented five spaces
- First names are not important, only last names and first initial
- Date of publication is after author's name
- Capitalize only first word of the title
- Titles of journals, newspapers, magazines are all capitalized and italicized
- Use only publishing company name, not "Inc." etc.
- See easybib.com for other APA format issues.

The true cost of living 11

References (centered)

Adams, A. (2002, 2/23). Horse of a different color. The New York Times. pp. A21-22.

See <http://www.citationmachine.net> or <http://owl.english.purdue.edu/owl/resource/560/10/> for complete APA format for all types of entries.

Also see moundviewschools.org for listing of other bibliographic resources.

Other APA hints:

- Use a zero before the decimal point when numbers are less than one.
 - List statistics (Sections 3.52-3.61), tables (Sections 3.62-3.74), and charts (Sections 3.77-3.86) in a specific way.
 - Cite personal communications, like letters, memos, and personal interviews, within the text only and not in the Reference list because the data is considered unrecoverable. (Section 3.102)
-

MECHANICS

- When **paragraphing**, you have two options: either indent the first line OR put a space between paragraphs. You do not need to do both.
- **Capitalize** the first letter of every sentence.
- Follow introductory phrases or clauses with a comma. For example: In Britain, people call the trunk of the car the *boot*.
- When you are writing a series of three or more nouns, please use commas between ALL items in the series, including the one before the FANBOYS (*for, and, nor, but, or, yet, should*).
- When using two or more adjectives to describe the noun that follows, separate them with a comma.
- Avoid comma splices: I went over to John's house yesterday, it was a lot of fun.
- Do not end sentences with prepositions unless it greatly harms your prose to do otherwise
- Introduce all quotes. In other words, always have some sort of signal phrase for your quotes. Dr. Johnson says, "Hey!"
- Avoid faulty parallelism. I like potato chips, friendly, and to run.
- Avoid faulty comparison. A man's brain weighs three-tenths as much as an elephant.
- Avoid run-ons: I like broccoli I hate brussel sprouts.
- Avoid fused sentences. I like cheese since I can't afford to buy the really expensive kind which I like more than the store brands.
- Avoid sentence fragments: The man with the red shoes. Because you love her.
- Great source for advice: <http://writing.umn.edu/sws/quicktips.htm>
- Avoid dangling modifiers: Wearing a nightgown, the shopping Katie performed was after midnight.

- Avoid misplaced modifiers: They brought cookies to the patients with M&M's in them.
- Avoid a shift in point of view. Formal papers should be in third person. One never knows what they may believe later in life.
- Avoid verb tense shifts. Yesterday, I will go to the store.
- Make sure your subject and verb agree. Wrong: One of us have to choose.
- Make sure your subject and your pronoun agree. Wrong: One of the crew wanted their own trailer.
- Avoid unclear pronoun antecedents. Wrong: He put the potato in the bag. It was brown.
- Great source for advice: <http://writing.umn.edu/sws/quicktips.htm>

Sentence Writing

- Do not begin sentences with FANBOYS
- Spell out abbreviations; for example, U.S. should be United States.
- Use quotation marks around all quotations. The **only** time to use single quotations marks is for a quote within a quote.
- Titles of books, films, TV series, radio shows, plays, newspaper names, magazine names, music albums, airplane and ship names, and art works should be italicized.
- Titles of short stories, essays, TV episodes, short films, poems, newspaper or magazine articles, book chapters, radio programs, and songs should be in quotation marks.
- The title of your own essay, however, should never be bolded, italicized, underlined, in quotation marks or in a larger or different font.
- Great source for advice: <http://writing.umn.edu/sws/quicktips.htm>

Guidelines For The Process of Writing

[\[http://www.lib.umn.edu/help/calculator/\]](http://www.lib.umn.edu/help/calculator/) **Great planning guide!**

Prewriting/Brainstorming

1. Select a topic that interests you.
2. Use free writing, webbing, mapping or brainstorming to gather ideas and supporting points.
3. Decide on your purpose and audience.
4. A great source for paper planning: <http://writing.umn.edu/sws/quicktips.htm>

Note cards

Make bibliography and note cards following the format given below:

1. When preparing note cards DO NOT copy information directly from sources unless using quotation marks and citing source.
2. Group note cards according to subject headings.
3. Use subject headings on note cards as main ideas in outline.
4. Decide which note cards you will use as evidence for main topics.

Outlining/Organizing for expository essays

1. Thesis: develop a strong thesis that is the controlling idea for your paper
2. Develop main ideas to support thesis.
3. Gather examples, evidence and reasons to support each main idea.
4. Use information from note cards to fill in outline
5. Check school web site, www.moundsviewschools.org for outline forms

Revision

After you have written rough draft follow these suggestions:

1. Did you stick to your topic?
2. Revisit and possibly rewrite your thesis. Does your essay support your thesis?
3. Make sure each paragraphs has a topic and concluding sentence.
4. Do the topic sentences expand upon the thesis statement? Are they clear?
5. Do you introduce supporting detail to prove topic sentences?

Editing Checklist

Content

1. Have you done everything the assignment requires?
2. Is your supporting evidence accurate?
3. Have you appropriately cited quotes, paraphrases, and ideas from sources?
4. Does your paper have an introduction and conclusion?
5. Are the paragraphs arranged in a logical sequence?
6. Have you made clear transitions between paragraphs?

Mechanics

1. Make sure to use complete sentences.
2. Check word usage and spelling.
3. Check for correct punctuation.
4. Did you follow the assignment guidelines for formatting?
5. Check school web site, www.moundsviewschools.org for commonly misspelled word list and often confused word list.
6. Choosing the right word is easy with <http://thesaurus.reference.com/>; this is an on-line dictionary/thesaurus
7. The best source for grammar issues see: <http://writing.umn.edu/sws/quicktips.htm>

Paper Map

Source card

Source 1
Grant, James. The Goals 2005 Plan.
Atlanta, GA: Laurel Kraft
Publishers, 2004.

Note card

Source 1
Senators and congressmen from
wealthier Southern states formed a
group to create the "Goals 2005 plan"
Page 76

Paper

Because the South has always invested more of its resources on agriculture and farming, the education in these states is not usually rated as highly as some Northern states (**Jenson 47**). Recently, more of the more affluent Southern states have worked to raise standards of performance in their states' education by implementing the "Goals 2005" plan proposed by a coalition of senators and congressmen (**Grant 76**). Hopefully this new plan will cause academic scores to go up in these states.

Grant, James. The Goals 2005 Plan. Atlanta, GA: Laurel Kraft Publishers, 2004.
Jenson, Sandra. "Southern Priorities." Atlanta Constitution and Journal 14 Oct. 2000.

Academic Honesty

Plagiarism means taking someone else's words, ideas, or specialized information and passing them off as one's own; it is intellectual theft.

1. Whenever you use more than four words in a row that occurred exactly in the same order in your source material, put the words into quotation marks and use a parenthetical note to give credit to your source.

Source: By the last stanza, however, we realize that the poet is talking about something more than the choice of paths in a wood, for such a choice would be relatively unimportant.

Your Essay: The poem "The Road Not Taken" is structured by a symbol, for the roads referred to are more important than just "the choice of paths in a wood" (Perrine 38).

2. If the words are your own, but the idea comes from your source, you do not need quotation marks. You do need to give credit to your source parenthetically and you need to supply a lead-in which tells whose idea it is.

Source: See example #1

Your Essay: Symbolism is important in the poem "The Road Not Taken" because, as Laurence Perrine indicated, by the end of the poem the reader realizes that Frost is concerned with something more important than deciding which path to choose in the wood where he was walking (38).

3. You must not just put a parenthetical note at the end of a paragraph to indicate that all the ideas in that paragraph come from a source. The reader has no way of knowing whether just the last sentence or the last several words or the whole paragraph is someone else's idea. Your lead shows where your summary/paraphrase starts.

Any information you use in your paper that is not general knowledge requires you to give credit to a source. *When in doubt, cite your source.*

If you copy and paste *anything*, whether it be from a website or article, you must put quotation marks (" ") around it.

For further information concerning academic honesty see:

<http://education.indiana.edu/%7Etedfrick/plagiarism/>

<http://www.wisc.edu/writing/Handbook/QuotingSources.html>

	Exceptional	Proficient
Ideas & Content	Ideas are appropriate, well-developed, supported with meaningful information (research or specific examples). Relationships between ideas and examples are clear and powerful.	Ideas are appropriate, although somewhat less well-developed. Support is limited but helpful. Relationships between ideas and support are generally clear.
Organization	Main idea is clearly expressed; supporting information is presented in a logical, effective sequence. Transitions are smooth. Introduction begins with effective attention getter that leads into thesis. Conclusion is satisfying. All body paragraphs have topic sentences that borrow language from the thesis.	Main idea is identified and supported. Presentation of support material may seem less purposeful. Transitions and sequencing are adequate.
Voice	It has the ring of conviction. The reader feels a strong sense of interaction with the writer. Voice is appropriate for the purpose and audience (3 rd person point-of-view and formal voice).	Writing seems earnest. Expression is not polished, but personality keeps audience interested. Author is willing to reach the audience.
Word Choice	Specific and accurate. Imagery is strong. Language is vivid or energetic in appropriate measure. Creative use of language. Uses lively verbs (does not rely on "be" verbs) and precise nouns and modifiers.	Words are nearly correct. Language is functional, occasionally fresh or creative. Attempts at energetic, vivid language are generally good.
Sentence Fluency	Sentence structure reflects logic and sense, helping to show how ideas relate. Sentences flow naturally and are varied in structure and length.	Writing shows good control over simple sentences. Occasional variations in structure add interest. Sentences move naturally from one to the next.
Mechanics	Paragraphs create sound structure. Grammar and usage are correct. Punctuation is smooth and guide the reader. Spelling is correct. Sources are documented in correct MLA or APA style.	Paragraphs are appropriate. A few minor errors in grammar, punctuation and spelling are present but do not interrupt the reading.

Approaching Proficiency	Unacceptable
Ideas are too general, vague, abstract; little support offered. Support is not effectively organized.	Ideas are severely limited and unclear. Text is repetitive or random. There is no controlling idea or theme. Topic is ill-defined with little or no supporting detail.
Introduction and conclusion are present but need further organization. Connections between ideas are limited. Relationship of major and minor points are awkward or inappropriate.	No real introduction or conclusion. Connections between ideas are incomplete or confused. Sequencing needs work.
Writing seems general with frequent use of vague, tentative or abstract language. Writer seems limited and at times distant from topic and audience.	Writer does not reach out to audience. Tone is flat with change in emphasis or intensity. Writing is functional without personal quality.
Word choice is inappropriate. Attempts at expanded or creative vocabulary often miss the mark. Writer often relies on clichés or slang.	Language is vague and abstract, only the most general information comes through. Redundancy clouds message. Clichés or jargon are frequent.
Sentences tend to be simple and fall into the same pattern. They tend to be awkward, choppy or run on, but do communicate essential ideas.	Sentences do not sound natural. Structures tend to obscure meaning. Word patterns are choppy.
Paragraphs are attempted but inappropriate. Frequent problems with grammar, punctuation or spelling interrupt the reading.	Troublesome errors in spelling, punctuation, usage obscure the meaning. Paragraphs are irregular or missing.

	Exceptional	Proficient
Content	Shows a full understanding of the topic. Ideas -appropriate to assignment, good information. Sequence -logical. Support for ideas (evidence/research/examples)	Shows a good understanding of the topic. Ideas mostly relate to argument. Some support.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.
Preparation	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.
Speaks Clearly	Speaks clearly and distinctly all the time, and mispronounces no words.	Speaks clearly and distinctly the majority of the time, and mispronounces one word.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions/ body language sometimes generate an interest about the topic in others.
Time-Limit	Presentation fits within required time limits.	Presentation is slightly under/over time requirements.

Approaching Proficiency	Unacceptable
Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well. Sequence illogical. No support.
Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
Speaks clearly and distinctly most of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Presentation is under/over time requirements.	Presentation is significantly under/over time requirements.

Depth	Mentions themes; analytical not summative; ties themes of this story to other books or/ and worldly issues	Mentions a theme; does some in-depth analysis; somewhat discusses larger implications of the work.
Support	Discusses literary technique, conventions, craft of the writing; specific references cited from the text to support arguments and to themes addressed; use examples from other sources; consider whole text	Some reference to literary technique and style; some specific references from text; arguments fairly thorough; some outside references
Demonstrate learning	Uses lens correctly; theme discussed consistent with lens; Reacts to teacher/class comments; demonstrate reading skills and information gained in class	Some use of lens; recognition of class discussion;
Original thought	Have 'ah ha!' moments of discovery; move beyond classroom discussion; try out risky arguments [based on evidence]; attach personal life experience as proof; try different topics, approaches, techniques; outside sources used effectively	An original insight or two about the text; arguments follow direction of class discussion; some evidence of outside sources; small variety of techniques applied

Depth	Some analysis that is not extensive; Takes into account some of the story, doesn't recognize important issues or larger implications	Mostly summative; little or no analysis; focus is on a section of the story in isolation
Support	A few references to text or discussion; little or not outside references used as proof; shaky logic	Little or no textual support for arguments; uses vague references from book or discussions; larger issues missing
Demonstrate learning	Little or incorrect use of lens, classroom discussion	No use of lens, classroom discussion
Original thought	Somewhat original idea expressed about text; follows direction of classroom discussion;	No new or individual thought mentioned
Group: <hr/> <hr/> <hr/> <hr/>		Group Presentation Rubric