



# Mooseheart Child City & School

## Student Handbook

# 2025-2026

Items in this handbook may change. Items are superseded by those of the U.S. and Illinois Constitution's, the Illinois State Board of Education, and Mooseheart Board of Governors (Supreme Lodge).

The school agrees to comply with any other applicable State or federal law or regulatory requirement.

# Mooseheart Governance

The campus hierarchy includes a superintendent/principal (in school), who answers to an Executive Director (oversees all departments on campus). The superintendent supervises a assistant principal/guidance counselor, two behavioral interventionists, and 25 FTE teaching staff.

Student and staff handbooks are reviewed annually and available in electronic format. The student handbook is available on our Learning Management System “Schoology”. School policy are campus policies and oversight is maintained by Quality Improvement. Specific requirements for staff are in accordance DCFS and campus policy.

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Best way to stay informed about what is happening in the Mooseheart School is to connect regularly with our new system learning management (LMS) Schoology. We are also moving towards a check out system for HS computers. Staff noted too many learners were being distracted and off-task due in part to their computer. Please e-mail the principal at [jseput@mooseheart.org](mailto:jseput@mooseheart.org) with questions or concerns.

# CHAPTER 1: General Information

## 1.1 Mooseheart School Mission/ Vision Statements

### MOOSEHEART MOTTO

Enter to learn ♥ Leave to serve



Mooseheart is dedicated to values that illustrate our commitment to both the children and families we serve, as well as the staff that carry out our mission.

<p><b>Love</b> Creating a sense of Belonging for every member of the community--youth and staff alike.</p> <p><b>E</b>ducation Preparing youth for successful futures by providing a well-rounded academic experience.</p> <p><b>A</b>chievement Helping youth and families reach their full potential by teaching skills that will promote independence.</p> <p><b>R</b>espect Upholding youth and staff rights; preserving the dignity and self-worth of all community members.</p> <p><b>N</b>urturing community Providing a safe, secure and healthy environment in which all can grow and develop.</p>	<p><b>S</b>ervice Instilling generosity by encouraging commitment to social interest and volunteerism.</p> <p><b>E</b>xcellence Maintaining high standards for the qualifications, training and performance of our staff.</p> <p><b>R</b>ecognition of strengths Celebrating the individual gifts, talents and accomplishments of each member of our community.</p> <p><b>V</b>alues Providing a strong moral culture by teaching values and operating with integrity.</p> <p><b>E</b>nrichment Promoting growth of the whole individual by meeting physical, emotional, behavior and spiritual needs.</p>
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**School Belief Statement-** We believe in 1) developing responsibility; 2) creating a safe and healthy learning environment; 3) growing socially, emotionally, and academically; and 4) making a difference through relationships and service.

## 1.2 Accreditation by Cognia

The Illinois State Board of Education (October 2021) and Cognia accredits Mooseheart Schools. Cognia approved Mooseheart for a 6-year period through March 31, 2028. This means that course credits earned by our students are acceptable to all colleges in the United States. Mooseheart high school courses are also submitted to the NCAA clearinghouse for approval.

## 1.3 Mooseheart Motto

We value the principles of  
**“ENTER TO LEARN—LEAVE TO SERVE”**

**MOOSEHEART SCHOOL MISSION STATEMENT:**

**To provide students with the relationship and resources to support success.**

**1.4 Youth Rights**

Every youth are guaranteed the rights of:

- NOURISHMENT
- COMMUNICATION WITH OTHERS
- RESPECT OF BODY AND PERSON
- PRIVACY
- KNOWLEDGE OF AND DISAGREEMENT WITH FILE MATERIAL
- AVOIDANCE OF MEANINGLESS WORK
- EARNING PRIVILEGES AT ANY REASONABLE TIME
- BASIC CLOTHING NECESSITIES
- NATURAL ELEMENTS
- SLEEPING IN ONE’S OWN BED
- INTERACTION WITH OTHERS
- LEAVE PROGRAM AND RETURN TO LESS RESTRICTIVE SETTING
- OWN POSSESSIONS
- FREEDOM OF MOVEMENT

**1.5 Educational Philosophy of Mooseheart**

To maintain an educational program that shall provide not only a complete formal and academic education, but also sufficient, practical vocational training to enable its graduates to sustain themselves economically in the society into which they are graduated. Furthermore, in this general educational program, the child’s education shall receive due and liberal emphasis. This education is to embrace the head, the hand, and the heart of every Mooseheart student.

We, the school Administration and Faculty believe that...

- ◆ Students have unique qualities and learning styles.
- ◆ Education improves in a climate of trust and respect.
- ◆ Students understand and accept the responsibility of good citizenship.
- ◆ Students will develop a positive self-concept.
- ◆ Students will make a commitment to take advantage of the opportunities, which are provided at Mooseheart.
- ◆ Students respect the importance of physical well-being.
- ◆ Students have the ability to cope with change.

**PREPARATION FOR THE FUTURE**

- ◆ Set High Academic Goals
- ◆ Be Respectful Towards Others
- ◆ Apply Maximum Effort into our work
- ◆ Complete Homework Assignments
- ◆ Be On Time

## **EVERYONE MATTERS AND COUNTS**

- ◆ Make sure you are treated this way
- ◆ Make sure you treat everyone this way
- ◆ Make sure you treat yourself this way

## **STUDENTS' RIGHTS AND RESPONSIBILITIES**

### **I HAVE THE RIGHT TO:**

- ◆ Be happy - this means no one will laugh at me or hurt my feelings.
- ◆ Be myself - this means I will not be treated unfairly because I am over-weight, thin, tall, short, boy or girl.
- ◆ Be educated - this means I have the right to learn the curriculum that is appropriate for my grade level and learning ability.
- ◆ Be safe - this means I can expect myself and my property to be safe in this school.
- ◆ Be respected - this means I will be valued and treated with dignity by students and faculty.

### **I HAVE THE RESPONSIBILITY TO:**

- ◆ Not laugh at, tease, or try to hurt the feelings of others.
- ◆ Respect others as individuals and not to treat others unfairly, because they are over-weight, thin, tall, short, boy or girl.
- ◆ Show my best effort to learn through class participation, class assignments, and testing.
- ◆ Make the school safe by not hitting, kicking, pushing, threatening, or hurting anyone AND by not stealing or destroying the property of others or the school's.
- ◆ Treat peers and authority figures with dignity and respect.

## **1.6 Traditional Social Activities**

The following are provided each year for Mooseheart students:

**Back to School Bash** - This celebration activity kicks off the start of a new school year and includes a cookout and other activities. This activity is scheduled the days before the first day of school. All Mooseheart students and staff are invited to attend.

**Homecoming Dance** - Open to all IHSA eligible 9-12<sup>th</sup> grade students. Mooseheart high school students and campus students attending Batavia HS are invited. The dance will be held on Friday, September 15<sup>th</sup> at the PJO from 5:00-7:00.

**Military Ball** - The Military Ball is organized by the Mooseheart NJROTC Program and is now sponsored by the Nevada/California Moose Association. All 8<sup>th</sup> - 12<sup>th</sup> grade students are **required** to attend. It is sponsored by the U.S. Navy and the California/Nevada Moose Association. Mooseheart campus students attending Batavia HS are invited. This school year the activity will be held in March at the PJO from 7-9 p.m.

**Junior/Senior Prom** - The Prom is sponsored by the junior class. The Junior/Senior Prom is mandatory for all IHSA eligible Junior and Senior. Mooseheart high school student attending Batavia HS are expected to attend. The date chosen is normal in mid to late April. Past years it has been held both on and off campus from 7-9 p.m. on a Saturday.

## **1.7 School Pictures**

Our school photos are taken during the first few weeks of the school year. This year they will be taken on Thursday September 7<sup>th</sup>. All students attending Mooseheart School is required to get a photo. Photos are used

for publications (Yearbook) Student ID cards, and permanent record cards. Students usually receive a small packet of pictures to share with their guardians. Photo packages normally arrive before Christmas. Senior photos will also be taken on this day and be used for the portrait package which will be given during the Wisconsin day luncheon on December 2<sup>nd</sup> at the fieldhouse.

### 1.8 Nickname, Colors, Mascot and Logo

The Mooseheart School's nickname is "Red Ramblers".

The Mooseheart School's colors are red, white, and black.

The Mooseheart School's mascot is "Fighting Moose" (circa 2014).



School Athletic Logo



School Logos



### 1.9 Customs and Traditions

**Spirit Week** - The week of Homecoming. The student body participates in various activities during the week, ending the week with a pep rally and soccer match.

**Founders' Day** - October 27, celebrates the birth of the founder of Mooseheart, James J. Davis. On that weekend each year the Mooseheart community and guests gather at the House of God to celebrate this special date. The history of Mooseheart is read by our senior class. That is also Ohio/Michigan weekend. Members from those two great states ascend on campus - Greenville, OH Lodge & Indian Lakes Moose Lodge present Letter jackets and the Michigan Moose present seniors with a watch.

**National Holidays** - The student body participates in appropriate programs to commemorate Veterans' Day, Christmas Day and Memorial Day.

**Senior Events** - Traditional Senior events include the Ring Ceremony (last Sunday in September), Senior Watch presentation (Founder's Day weekend), Senior Portrait Lunch (Wisconsin Moose Association), W.O.T.M. Scholarship Dinner, Higher Degree Luggage Ceremony, and various other activities.

**Veterans Day & Memorial Day** - Programs presented by NJROTC Juniors/Seniors at the House of God.

**Pilgrim Degree March** - The highest degree a Moose member can earn and our students help the celebration by escorting them to the House of God in a march on graduation day at 11:45.

**NJROTC** - Change of Command and Award Ceremony usually occurs the first Friday in May.

**NJROTC AMI** - The Area Managers Inspection involving the inspection and review of the troops by a high-ranking Officer in the Navy. This year it is scheduled for January 23<sup>rd</sup>, but may get rescheduled by the Navy.

**PROMOTION Ceremony** - Our promotion ceremony is for students who will advance to 6<sup>th</sup> grade (Middle School) and 9<sup>th</sup> grade (High School). Promotion is held in the field house the Friday afternoon before graduation at 2:00. In 2025 it will be held May 23<sup>rd</sup>.

### **Read Across America Celebration**-Elementary Students

Each year around the first week of March, the elementary students are invited to participate in a variety of activities celebrating Reading and Dr. Seuss' birthday (March 2, 1904). The event will last one week and behavior will be tied to the final day's activities/incentive. The Librarian will notify teachers and homes about the activities and requirements to participate.

#### **1.10 Mooseheart The Happiest song**

In the 1919 "Senior Book" the song about Mooseheart was published. This song is sung at several Moose events. We also sing this song for Promotion and Graduation exercises at the end of each school year. Music by Albert W. Bendig and Words by Mary Putnam Hart

"We come from the prairies; we come from the hills;  
From cities of toilers, in furnace and mills;  
From Northland to Southland, from river to sea;  
Humanity sends and confides us to thee.  
Mooseheart, O Mooseheart, we'll roll thy name along;  
From ocean to ocean, in glad melodious song;  
'Till ringing in triumph, From East to Golden West;  
the chorus re-echoes...Mooseheart, O Mooseheart, the Happiest."

#### **1.11 Mooseheart Spirit Song**

Go and fight them, Mooseheart High School!  
You're the good old fighting and the spirit team!  
**RAH! RAH!**  
You're the best team on the prairies,  
And you leave the other high schools far behind!  
**RAH! RAH!**  
Use the spirit Mooseheart High has  
And you'll always win the games you know you will!  
So go and fight them and never spite them,  
And always use your good old spirit Mooseheart High! **HEY!**

#### **1.12 School Property**

Mooseheart School can be best described as a private school situated on a 1,000 plus acre residential community. Because we work closely with residential living, discipline often crosses from Home to School. Contraband and code violations are usually shared with school personnel.

Students are expected to respect school property (including lockers, books, desks, chairs, computers, and uniforms). Students show respect by keeping the school as clean and orderly as possible: lockers should be shut completely with nothing sticking out of them, trash should be placed in the appropriate containers, and nothing should be taped on school property without permission from the Dean of Students, Assistant Principal or Principal.

### **1.13 Lost and Found**

Articles found should be taken to the Dean's Office. If you lose anything, please check with the Dean's Office to see if the item was turned in. You should also report if you have anything missing or believed stolen to the Dean of Students. Lost and Found items are donated / disposed of at the end of each semester. Items left in the gym, hallways, classrooms, bathroom/locker rooms will be part of these donated items.

### **1.14 Distribution of Written Materials**

No written or printed material may be distributed or posted in the school building or on school grounds unless it is first submitted to the principal for purpose of determining whether the content, place, time or manner of distribution or posting is acceptable.

### **1.15 Value of the Month**

Each month since 2017, the campus has designated a Value to be focused on when possible. This could result in lesson design, projects, bulletin boards, or sermons. This year the following were the values chosen by the committee:

# CHAPTER 2: Daily Routine

## 2.1 Bell Schedules

**2025-2026**

## **Daily Bell Schedule**

<b>PERIOD</b>	<b>START</b>	<b>FINISH</b>	
<b>1 (A)</b>	<b>8:00</b>	<b>8:17</b>	<b>Advisory</b>
<b>2 (B)</b>	<b>8:20</b>	<b>9:00</b>	
<b>3 (C)</b>	<b>9:03</b>	<b>9:43</b>	
<b>4 (D)</b>	<b>9:46</b>	<b>10:26</b>	
<b>5 (E)</b>	<b>10:29</b>	<b>11:09</b>	
<b>6 (F)</b>	<b>11:12</b>	<b>11:52</b>	<b>Lunch K-8</b>
<b>7 (G)</b>	<b>11:55</b>	<b>12:35</b>	<b>HS Lunch</b>
<b>8 (H)</b>	<b>12:38</b>	<b>1:18</b>	
<b>9 (I)</b>	<b>1:21</b>	<b>2:01</b>	
<b>10 (J)</b>	<b>2:04</b>	<b>2:44</b>	<b>K-5 Dismissed at 2:47</b>
<b>11 (K)</b>	<b>2:47</b>	<b>3:27</b>	

**Religion classes meet weekly on Tuesdays**

## **LATE START SCHEDULE**

<b>PERIOD</b>	<b>START</b>	<b>FINISH</b>	
<b>1</b>	<b>17-min</b>	<b>8:30</b>	<b>6-12 Advisory</b>
<b>2</b>	<b>35-min</b>	<b>8:50</b>	
<b>3</b>	<b>35-min</b>	<b>9:28</b>	
<b>4</b>	<b>35-min</b>	<b>10:06</b>	
<b>5</b>	<b>35-min</b>	<b>10:44</b>	
<b>6</b>	<b>42 min</b>	<b>11:22</b>	<b>Lunch K-8</b>
<b>7</b>	<b>42 min</b>	<b>12:07</b>	<b>HS Lunch</b>
<b>8</b>	<b>35-min</b>	<b>12:52</b>	
<b>9</b>	<b>35-min</b>	<b>1:30</b>	
<b>10</b>	<b>35-min</b>	<b>2:08</b>	
<b>11</b>	<b>41-min</b>	<b>2:46</b>	

**\*\*Elementary dismissed at 2:47**

## 2.2. School & Community Calendar

### 2.3 Institute and In-Service Days

Several times each year, the Mooseheart teaching staff will have training days to help best meet the needs of our students. These include 3-days to start the school year and one full day each semester. In addition, **Wednesday Late Starts** enable the teacher's ongoing staff communication, Professional Learning Community (PLC) and organizational time. On these days (indicated by arrows on the school calendar, we will use the Late Start Bell Schedule and period 1 will be delayed until 8:30 a.m.

### 2.4 Band Calendar

Pep Rally	Dress: School Colors
Indiana Day (Sunday in September)	Dress: Black Pants / Polo
Veterans Day Program*	Dress: ROTC/Black & White
Christmas Concert	Dress: Black Pants / Polo
IHSA Solo/Ensemble Contest	Dress: Black & White
Spring Concert	Dress: Black Pants / Polo
Memorial Day Program	Dress: Black Pants / Polo
Promotion	Dress: Black Pants / Polo
Graduation Ceremony	Dress: Black Pants / Polo

This calendar will be updated if any changes occur. In addition to these performances, there will be a number of performances at local Moose Lodges and Nursing Homes. These performances will be by smaller groups, and scheduled by the Mooseheart Band Instructor as they near.

### 2.5 Bathroom procedures

The bathroom procedures were reviewed and modified following an incident during the 2017-8 school year. These procedures may seem cumbersome and we acknowledge the loss of instructional minutes due to their implementation. However, the health and well-being of our students needs to remain a primary focus.

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#### Adult Use of Restrooms

There are five areas for staff to use restrooms.

- 1) Upstairs in room 201. This is a single use co-ed toilet facility. It is also large enough to accommodate a mother that needs to nurse.
- Downstairs –
2. Adjacent to the teacher's lunch room.
3. In the former principal office
4. In the Family & Consumer Science Room (nearest room 106). Be sure to lock both the bathroom door and the FACS door after use.
5. Across from the Athletic Director's office (staff/student restroom)
  - a. Announce yourself
  - b. After you receive no answer enter the bathroom and toggle the lock to secure the room from youth.

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#### Elementary (preK-5) Student Use of Restrooms

Elementary students are NEVER to be sent to the bathrooms without supervision in the hallway. Best practice is to take the entire class and let a small number of students use the restroom at time. Pre-teach about how long it should take and what they should be doing.

If a student needs to use the restroom during a period the teacher should notify the Dean's office and await a response. Someone from the office will meet the youth in the hallway and supervise the area until the student finishes and goes back to class.

**Elementary students can use the following restrooms**

1. near the elementary gym (during P.E. & lunch); the bathrooms near
2. near the library (during art & library time)
3. across from the Dean's office

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### Secondary (6-12) Student Use of Restrooms

Teacher will need to keep a sign out sheet for this purpose in their rooms. When a 6<sup>th</sup>-12<sup>th</sup> grade student needs to use the restroom they will make the request and get an affirmative from the teacher (this can be with an irresponsible attached). When they return teachers will note the time returning. Teachers will be responsible to turn these sheets in to the Dean's office by 7:45 a.m. the next business day.

### 2.6 Daily Announcements (*Schoology.com and Rambler & Content Support bulletins*)

All official bulletins, announcements, and policy communications will come from the School Office. The school will print all related material in a Daily "**Rambler**" bulletin, which e-mailed out each morning to Homes and employees, and it will be posted on "*Schoology*" and archived for the remainder of the week.

There is also an afternoon bulletin identified as the "**Content Support** bulletin" that provides information to students and teachers about academic support needed for students, activities committee meeting times, and R.A.P. activity information. This bulletin is posted about 2:00 p.m. on *Schoology* each school day.

### 2.7 Cosmetology Room Procedures

All students must observe the following rules:

1. Students, Nursery through 8<sup>th</sup> grade, will receive haircuts once a month.
2. An Elementary student needs a note from his/her guardian if there is a specific cut to be done if it is different from the usual or if the guardian does not want the student's hair cut!
3. For Middle/High School girls only – If a perm or a color (2 shades lighter or darker than natural) is requested, the student needs to get a permission form from their Family-Teachers and bring a signed note. An appointment needs to be made to have this done.
4. A student can make an appointment to get a service done during 11<sup>th</sup> period but must not be on the D/F list and must be listed on the 11<sup>th</sup> Period Bulletin.
5. High school boys will receive haircuts every 2 weeks to maintain ROTC cut standards.
6. If hair is done off campus and does not follow Mooseheart guidelines, the student will be sent to the Cosmetology room to have it altered to conform to Mooseheart standards (example – color, braids, etc.).
7. If coming to the Cosmetology room, students need to have a pass signed by the teacher of the class they are in at that time. **NO PASS = NO SERVICE!**
8. Students are to sit in chairs when not receiving services. There is to be no playing with cosmetology equipment. Equipment is costly and thus any damage will be the responsibility of that youth that damaged the equipment.
9. If a haircut is to be skipped, it needs to be cleared with the cosmetology instructor.

10. There are no under cuts, Mohawks, or unusual haircuts (braids for boys, hair color for boys, etc.).
11. Do not disturb student stylists while they are cutting. Every cut will be discussed with the cosmetology teacher and checked upon completion.
12. The cost for hair colorings, perm solutions, other chemical and or/services will be \$15.00; if the hair is long it will be an extra \$5.00. There will be a service menu sent to the homes and posted in the Cosmetology room so you know what other services cost. The Cosmetology Instructor will set prices.

**Remember: Haircuts are done by students who are learning. You are contributing to their education by being models – if not satisfied let us know, we will rectify the problem.**

## 2.8 Content Support

All 6<sup>th</sup>-12<sup>th</sup> grade students must report to their assigned Content Support location at the beginning of the 11<sup>th</sup> period. Students should not be given permission to report to another content support location. The Content Support atmosphere will be quiet, relaxed and conducive to study. In 2023-4 a new Google Document will be used to assign 6-12 students.

Books and other materials must be brought to the Content Support location with the student at the beginning of the period. If students do not report “prepared for class”, teachers will teach to that behavior.

### **PROCEDURES:**

1. You **MUST** bring schoolwork to Content Support.
2. Passes **WILL NOT** be given to students to attend a different content support. Only students who have assigned haircut appointments by the Cosmetology Instructor, will be authorized to be out of their content support **AND/OR** students listed on the 11<sup>th</sup> Period Bulletin.
3. Pick up garbage and straighten desks before leaving.
- 4.

## 2.9 Library

Students are expected to follow all school rules while in the library. Behavior expectations are posted in both libraries and students are expected to follow these expectations. Listed below are specific policies and guidelines for the library. The school library is open from 7:45-3:40 each school day.

- 1.) Middle and High school students should not enter the elementary library unless accompanied by a teacher. All students are welcome to check out books in the elementary library, but MS/HS students should request permission before entering.
- 2.) No student should enter the library if the door is closed or the lights are off. If a class is meeting in the library, students should wait in the hallway for the teacher.
- 3.) Lunch Library: students assigned (or requesting) to be in the library during lunch should enter and check-in at the desk. Library lunch rules are slightly different and students should adhere to the lunch rules during 5B.

### **Loan Periods:**

MS/HS Students are allowed to check out 2 books at a time, however, in cases of research projects, students may obtain more materials (quantity will depend upon check out history). Books are due every 2 weeks, books for projects will not be considered overdue until the project is complete. Overdue fines

are not charged at Mooseheart. MS/HS students are brought to the library every 2 weeks with their English/Language Arts teachers and are expected to use that time to return/renew/check out materials. Failure to do so may result in an irresponsible as this is part of the class for that day. Elementary students are allowed to check out 2 books at a time. It is expected that students will return at least 1 book each week in order to participate in the check-out part of library class. Failure to return and check out will result in an irresponsible 13.

**Overdue/Lost Materials:** Students are not charged overdue fines at Mooseheart. Students are charged the replacement cost of Lost Materials. Library accounts can be suspended for a period of time if overdue/lost materials are not taken care of quickly. Account suspension is at the discretion of the librarian.

**Library computers:** Students requesting to use computers in the school library need to adhere to the following expectations:

Check-in with the Librarian. Obtain a clipboard. Sign-in on the clipboard and go to that computer. During the school day (not lunch) the expectation is that students are doing school related work. GAMES and MUSIC are NOT ALLOWED during the regular school day. Students should ask to print school related materials (one copy is the expectation). If a student should have an issue with the computer or the printer, he/she should obtain assistance from the librarian. Students should NOT be on any computer without supervision.

**Library Lunch:** Students assigned to (or requesting) the library during their lunch period are granted these privileges unless they are revoked for misbehavior.

Use of the library computers for school appropriate games and music.

(clipboard use is still required)

Use of library games, cards, and puzzles.

Use of magazines and other fun reading materials.

Ability to check out books and move about the library.

Students are expected to check in at the desk upon arrival and follow the rules for bathroom use.

**Mooseheart Library Check out Policy -**

PreK-1<sup>st</sup> grade: Everybody books, Junie B. Jones, Bad Kitty,  
A-Z series.

2<sup>nd</sup>-4<sup>th</sup> grade: Anything in elementary library

5<sup>th</sup> grade: Anything in elementary library and select  
Materials from MS/HS library: Caudills,  
Rick Riordan, 39 Clues, Korman, Lupica,  
Green, Hahn, others deemed appropriate by the Librarian.

6-8<sup>th</sup> grade: Anything in elementary library. MS/HS  
Library materials EXCEPT YA. Some YA are  
Marked 7+ or 8+.

9<sup>th</sup>-12<sup>th</sup> grade: Anything in elementary and MS/HS libraries.  
Only exception is very few 10+.

YA ratings are determined by careful review from School Library Journal and Book List. These ratings are nationally accepted by Library Personnel because they have been approved by the American Library Association. The ratings are based upon: language, sexual situations, violent

situations, and adult themes. This library does not rely on Common Sense Media since their ratings are nationally accepted by The American Library Association.

### **Batavia Public Library Checkout Procedures-**

Pre-K -8<sup>th</sup> grade: All books in the Children's Library: Basement level

9<sup>th</sup>-12<sup>th</sup> grade: All books in the Adult Library: First floor including YA

Regardless of age, Family Teachers should review ALL books checked out by youth. Please review the synopsis of the book by reading the back or inside cover of the book. If the content looks questionable, Family Teachers should feel free to tell the youth they cannot check out the book. Family Teachers are welcome to use the website Common Sense Media to get a review of the book to talk with youth about the book if there is questionable content.

\*There may be books at the MH library that are marked YA7 or YA8. Even though the Batavia Library does not follow the same system, Middle School youth may not check out ANY YA books at the Batavia Library.

**Computer check out procedure:** Computers can only be checked out with permission granted from Family Teacher and either the librarian or by the office.

## **2.10 School Lunch Room Procedures**

Each student is assigned 20-minute period of the day to eat lunch. Students in elementary (PreK-5) will eat separately from middle school (6-8) during 6<sup>th</sup> period. Grades 9 & 10 and grades 11 & 12 will eat during 7<sup>th</sup> period. Students are to wait at the door and enter the lunchroom in an orderly fashion and be seated (some will have assigned seats). When a table is called up to get a lunch, they should disinfect their hands first, then enter the service line. Students should review the lunch menu in the Rambler as to know what they wish to select or omit. Student should inform the servers what items they DO NOT want on their plate. Students are offered a choice of one entree, starch or vegetable, fruit or dessert and a maximum of two milks. Substitutions: A small chicken salad may be substituted for the entrée, starch, vegetable or dessert. Seconds: Vegetables and fresh fruit may also be available for seconds. They are to select at least three (3) items and one must be a fruit. An adult should check that they received a lunch. No student can receive consequences for not eating a lunch, but all students are required to take a lunch and be seated.

**After 10 minutes, students may discard their lunch in the trash.** A note should be made on the School Note so that any health concerns that may result late (low blood sugar, etc.) are noted by the FT or nurse.

Once students finish their lunch, they are to remain at the table until dismissed by a lunch supervisor. Often disinfecting cloths will be distributed so that the tables can be sanitized for the group to follow. Students may also be asked to discard garbage in the dumpster outside of door #4.

## **2.105 USDA Breakfast Program-~~DISCONTINUED IN 2023~~ - Students eat in the Home**

## **2.11 Student Expectations**

# **STUDENT ACCOUNTABILITY BEFORE AND AFTER SCHOOL**

## GUIDELINES FOR TEACHERS AND FAMILY TEACHERS

1. All Middle and High School students should enter school in the mornings only through **Door #9** (Main Office entrance.) **Door #1 and Door #8 are exit doors only.** Elementary students may enter **Door #3** or **Door #9.**
2. Students must be accompanied to school by an adult for breakfast. The school personnel are not on duty until 7:45 and usually unable to assist students **before 7:50 a.m.**
3. Primary students (grade 1-3) will be walked to and from school by Family Teachers. Any primary home that sends students by car must accompany and supervise those students at school unless students are dropped off just before the beginning of school.
4. If a student comes to a teacher after school for help without prior approval, the teacher must request permission from the Student's Home. If permission is granted, the teacher will call the students home and write the student a pink pass upon dismissal from school to the student's home. Students who do not receive permission from their Family Teacher will be sent home.
5. Students remaining at school past 3:27 p.m. – teachers are to contact the Family Teacher to request permission and inform them as to when the youth will be dismissed.
6. Teachers need to call a student's home prior to dismissing them after the end of the school day. Students should be issued a pink permit to their home, with the dismissal time clearly marked. Permits from after school to other activities (i.e. athletic events, 4-H, NJROTC, etc.,) should be cleared through the Family Teacher of the respective student.
7. If any student is dismissed during after school hours and is in an agitated state, the teacher must contact the Family Teacher and advise them of the situation. Conversely, Family Teachers should notify the school if a student leaves for school in an agitated state. If the student's emotional state has elevated to a degree of being non-compliant in either the home or at school, the child should not be released, and the school or home is to be notified.
8. Band students practice at 7:30 a.m. This is to be considered the beginning of their school day. If they are late, students are to expect the same consequences they would receive if late to school during regular hours. If a student misses' band, it is considered skipping a class. Early band students should enter through **Door #9.**
9. Armed Drill students will have early morning practice at 7:15am. This should be treated as a commitment and timeliness to this practice is important. Students that participate should enter through **Door #9.**
10. Athletics **MAY** be considered as a 12<sup>th</sup> period to our school day. If a coach holds practice right after school (3:40 in elementary or WOTM gym, or 3:50 at the fieldhouse) a snack should be provided and students are allowed to change in a locker room facility.

### 2.12 Textbooks

Mooseheart will supply all necessary books for each student. It is the student's responsibility to keep the books in the best possible condition for future use by younger students. Students will be charged for lost books and/or damage done to a book while in their possession. This fee ranges from \$5-\$75.

### 2.13 Hallways

Students are not to be in the hallways during class periods as this disrupts other classes in progress. Students who are in the hallways during class periods must have an approved **pink permit or green**

**pass only.** Students returning to the school building after attending a class outside the building (P.E., Auto Mechanics) must wait in the School Main Office (door #9) until the bell rings. **High School or Middle School** students are **ONLY** allowed in the Elementary wing to use the Elementary Computer Lab and a teacher must be with them at all times. Other exceptions are when there are events at the House of God or permitted by a School Administrator.

#### 2.14 Food/Drinks -

No food and/or drinks (**OTHER THAN WATER**), are allowed in school. No gum or candy is allowed. These items are often discarded in the hallway or left in lockers. Ants and other insects are then attracted into these areas.

Party invitations or gifts for classmates should not be brought to school to be distributed. Items such as these are of a personal nature. Baked goods and other food items will not be allowed in school.

**1. First Offense** - Item will be confiscated by teacher/administration and turned into Dean's Office to be picked up at the end of the day. An irresponsible 14 will also be placed on their school card.

**2. Second Offense** - Item will be confiscated and an office referral will occur.

#### 2.15 Bicycles/Skateboards/Scooters

All bicycles must be parked in the available bike rack. The bike rack is located in front of the school near door #9. School video cameras are operating 24/7 in that location and can help identify persons who damage or steal a bike. The school is not responsible for stolen, borrowed, or damaged bicycles. It is the student's responsibility to lock the bike to the rack. Skateboards or Scooters are not allowed to be brought into school and must be left in the foyer by door #9.

#### 2.16 Hats/Coats

All hats are to be removed upon entering the school building(s) this includes NJROTC uniform hat. The only time hats are allowed to be worn in the building(s) is during NJROTC inspection. Coats, jackets and other outside apparel shall remain in the student's locker until leaving the building or room conditions warrant otherwise. Refer to the School Dress Code for complete guide to appropriate school dress.

#### 2.17 Lockers

Each student is provided **one** locker (High School) / **one** locker (Middle School). Students **should only** use the locker assigned to them. An additional locker may be issued on merit by the office. Lockers must be shut flat with nothing sticking out of them. Students will earn an "irresponsible" on their school note for locker violations. **Personal pictures, quotes, birthday notes, or other taped items will not be allowed on the outside of lockers other than those approved by administration or are part of the PBIS/PR Council activities.**

**School lockers are not actually "locked", and they are the property of the school, therefore students should not leave money or other valuable personal property in a locker.** Lockers will periodically be searched or inspected at the discretion of school administration. Students are responsible for the content and proper function of lockers. Trouble with a locker should be reported to the Dean's Office.

Lockers are not to be hit, defaced, or otherwise damaged. Book bags and other items left outside a locker will be confiscated. Students will earn an irresponsible for not following school rules when the sports bag, book bag, etc. are picked up. **Sports bags should be brought to the principal's office and will be kept in storage until a youth needs to leave for their designated event. Any bag left in hallway will be removed and placed in Dean's office until youth leaves for event. Bags will no longer be kept in classrooms for storage.**

## 2.18 After School

At 2:47 elementary students are to be passed off to Family Teachers after quickly checking in to inform them of a student's day. For students in grades 6-12, they are dismissed at 3:27 and are to gather up their items for home and leave the building immediately. Exceptions are made if they have athletic or recreation events. If a student is staying with a teacher for after school help, a telephone to the home is required.

## 2.19 Assemblies/Concerts/Church/Special Functions

### Assembly Behavior

There is a difference from a pep rally and assembly. We have assemblies as a method to get a large group of people together to have a common experience in a short amount of time. The skill of proper assembly behavior is necessary for attending college classes in an amphitheater, celebrating personal and group accomplishments, and to be entertained like at a concert or play.

Following four simple procedures will help these gatherings are safe for all and show the presenter(s) the respect they deserve from our staff and students:

- 1) **Enter and leave quietly.** Minimize talk and enter and leave in a respectful manner. Pay attention to instructions by staff member regarding what to do or where to sit. By staying on task and following instructions, the assigned program / function will get started on time, as well as ensure a safe entrance and exit.
- 2) **Give the presenter(s) your undivided attention.** Talking to your neighbors, turning around in your seat, leaning back on a chair or leaving during a short performance is not acceptable behavior. It is not appropriate to work on homework or clear your emails during an assembly. It is disrespectful to the presenter and to those who are in the room paying attention.
- 3) **Don't scream, whistle, or yell out during the assembly.** Applause is the appropriate response to show your appreciation. If the presenter asks for audience participation we hope you want to participate, but you are not obligated to if it compromises your belief or makes you uncomfortable. When presenters do request participation, they almost always tell you exactly what they want...follow directions. If they say raise your hand if you have a question and I will call on you, and then do just that. If they need volunteers the speaker will usually point out individuals who are raising their hands.

That's it...nothing too hard about being a good audience member.

Due to a potential inability to provide adequate school supervision, when assemblies, concerts, or other special functions result in a dismissal from the school building, and those functions end after 3:27 p.m., students may not be permitted to re-enter the school building to retrieve personal items or homework. Students should plan ahead and remove such items before they leave the school building.

## 2.20 School Dress Code (REVISED 2019-2020):

A student's dress and grooming must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety, modesty and decency as determined by the Dean's Office or Building Principal/Superintendent. A student can be sent home at any time if what is worn is deemed inappropriate for the learning environment by the Dean or other school Administrators.

### Coordinated Clothing:

Outside of days for ROTC dress or "special days" approved by the principal, the students should be in the following clothing items:

**Pants/shorts - Khaki, Black, Brown, Gray, or Navy Blue only!** Pants and shorts should be of cotton or chino material. Example: Denim in any color is not permitted (*rivets on pockets indicate denim material*). Cargo Pants are not allowed and defined as pants or shorts with more than 4 pockets. Shorts for girls should be no more than two inches above their knees. No athletic shorts. Weather permitting: Shorts can be worn until October 14th, and not worn again until April 18th.

**Belts** - boys are required to wear belts.

**Shirts :** Starting in 2018- MS.HS students were issued school gear to wear on all days. Exceptions are made for "spirit days" and for NJROTC clothed days. Shirts do not need to be tucked in. If the long sleeved items are worn a polo shirt does NOT need to be worn underneath. However, if the long sleeve items is removed, a school polo will need to be in its place or a dress code violation will result.

### GENERAL GUIDELINES:

**Accessories** - solid-colored band for girls only. No bandanas, athletic headbands, wristbands, or other head coverings can be worn, unless noted by the Cosmetology teacher or Deans. No colored hair accessories (clip in hair extension). No jewelry with spikes, chains, or sharp edges; loud or garish jewelry; large hoops, bracelets, necklaces, etc. as deemed a distraction to the learning environment. No sunglasses. No styling combs or picks in hair.

**Grooming Standards** - While we follow NAVY regulation grooming standards for all 6-12 grade students - **THESE ARE THE MOOSEHEART GROOMING STANDARDS.** Violation of grooming standards will fall under the same consequences as a dress code violation.

**Outerwear** is not to be worn in school at any time (includes, but is not limited to: jackets, coats, scarves, mittens, gloves, hats, earmuffs, etc.)

**Shoes** - gym shoes only. Snow boots, work boots, etc., cannot be worn for regular school shoes, and gym shoes should be brought to change into.

No camouflage

No writing on any part of the body.

Clothing may not depict violence, gang activity, drugs or alcohol, or any other negative image (words or phrases carrying a negative connotation) that is determined by a teacher or Dean to be inappropriate.

Any student that enters with visible tattoos will need to keep them covered at all times.

All clothing must have hems (cuffs, collars, etc.) - no cut-offs.

*Spirit Days/Dress Down Days - No Leggings, yoga pants, sweat pants or pajama pants. Denim may be worn. Students must follow general guidelines. Specific themes must be followed.*

**Discipline procedure for Dress Code Violations:**

ODD number Violation - Item will be asked to be removed, placed in locker, and an **irresponsible 12** will be placed on school card.

EVEN numbered Violation - An **Office Referral** will occur.

Changes to the dress code resulted in a 50% reduction in violations from the previous year! Way to go.

### 2.21 Classroom Visitation

We **encourage** visits by Family Teachers in the same way all schools encourage parents to visit. We are all here for the same reason, and that is to serve our children in the very best way.

If a Family Teacher would like to visit a classroom, please check in with the Principal's Office in advance. This way we can coordinate a time which will provide the visitor maximum input during their visit.

If a Family Teacher would like to visit without advance notice, please check in with the Principal's Office first. We can then provide the teacher with information that a visit is being requested, and the teacher can provide us with what activity is taking place at that time so it can be determined if the visit will be beneficial. For example, it may or may not be beneficial if a test is scheduled, students are doing seatwork, or an educational video is being shown.

We realize that perhaps an issue may have come up with the child in the home whereby it would be advantageous for an observation regardless of what is taking place in the classroom. We would like to accommodate residential in whatever way we can to be of help. Once again, please check in with the Principal's Office so we can advise the teacher of your visit.

### 2.22 General Classroom Rules

1. Be in your assigned classroom before the second bell rings.
2. Stay in your seat unless you have permission to leave it.
3. Raise your hand and wait until you are called upon.
4. Be polite and respectful of other students' belongings, desire to learn, and their feelings as well as be respectful to the teacher and their teaching environment.
5. Turn in complete & neatly written assignments by the deadline (Use Schoology).
6. Participate in classroom activities and discussion as instructed.
7. All students are expected to comply with the appropriate responses to the social skills taught in the home and school.

# CHAPTER 3: Curriculum & Grading

## 3.1 Course Description and Information (HS descriptions 2022-2023)

### COURSE DESCRIPTION AND INFORMATION

Not all classes will be offered. Course offerings depend on teacher availability and student interest.

### **Mooseheart Requirements for a Diploma**

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Mooseheart has established the following graduation requirements, which comply with and exceed the Illinois State Board of Education Graduation Requirements. College entrance requirements differ greatly and often exceed high school graduation requirements. The table below indicates the Mooseheart minimum graduation requirements for the class of 2020 and beyond.

Department	Mooseheart Graduation Requirements Credits Required	Mooseheart Recommended College Admissions Course work Credits Required
English	5	4
Math	3	4
Science	2	3-4
History	3	3-4
Foreign Language	0	0-4
Physical Education (ROTC)	4	4
Health	0.5	0.5
Consumer Education	0.5	0.5
Fine Arts	-----	0-2
Electives	3-10	3-10
Required Credits	28	

### **Course Enrollment Change Period (add/drop)**

**With Permission from the Guidance Counselor and/or Principal, students may request a course be added or dropped from their schedule within the first 2 weeks of each semester. Classroom space will be considered, along with required graduation credits, when making a decision.**

## ADDITIONAL MOOSEHEART REQUIRED CLASSES

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Freshman Year	Sophomore Year	Junior Year	Senior Year
<b>Freshman Seminar</b> <b>Speech and Study Skills</b> <b>Health</b> <b>Religion</b>	<b>Religion</b>	<b>Religion</b>	<b>Consumer Ed</b> <b>Senior Seminar</b> <b>Religion</b>

**Freshman Seminar – 0.5 credits (1 semester)**

**Freshman Requirement**

**Grade Level:** 9

**Prerequisite:** None

Students will have an opportunity to explore a variety of areas in business prior to selecting their vocation. This course will be beneficial to students by exposing them to personal finance, time management, organizational skills and goal setting. **Areas to be covered:** Economic Decision Making, saving and investing, managing your money, spending and borrowing, career exploration, digital safety, digital storytelling and an introduction to excel. This class is divided into 2 quarters.

**Speech and Study Skills- 0.5 credit (1 semester)**

**Freshman Requirement**

**Grade Level:** 9

**Prerequisite:** None

This is a freshmen level course, intro to high school class. The skills taught include:

- “Schoolology”, time management, Note-taking, Making a speech/speaking in front of the class
- Finding sources for research, completing a research project
- Test taking and studying strategies

And many other skills to help you succeed in H.S. and beyond

**High School Health – 0.5 Credit (1 Semester)**

**Freshman Requirement**

**Grade Level:** 9

**Prerequisite:** None

Upon the completion of this course, students will have the ability to understand the functioning of their bodies and the importance of making wise decisions to protect their health, well-being and future. The foundation of a healthy teenager is the knowledge that their health is in their own hands and based on their daily decisions. The following topics will be discussed: drugs, tobacco, alcohol, sexual relationships, diet and exercise allowing students the ability to make decisions based on facts rather than myths that they have heard from friends and media. Students will learn how to properly administer infant, child, and adult CPR along with helping someone choking, and basic first aid based on the American Red Cross standards. Students will always have the opportunity to ask questions and have open and honest discussions.

**Senior Seminar – 0.5 credit (1 semester)**

**Senior Requirement**

**Grade Level: 12**

\*Class is only offered in the Fall

The primary focus of the class will be on career development. Topics covered will include understanding the world of work, analysis of your own aptitudes and abilities, entrepreneurship, developing a career plan, creating job application materials, interviewing, developing skills for success in your career and leadership in the workplace. Creating a plan for life immediately after Mooseheart, scholarships and applications for Federal Student Aid will also be addressed.

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**Consumer Education – 0.5 credit (1 semester)**

**Senior Requirement**

**Grade Level: 12**

This class is required for graduation. Students will learn about the U.S. Economy, their rights and responsibilities as a consumer, creating and maintaining a budget, banking tools, building and using credit, investing, taxes, insurance and purchasing high-value items such as cars and housing.

**NJROTC  
(Naval Junior Reserve Officer Training Corps)**

<b>8<sup>th</sup> Grade NJROTC</b>	<b>NJROTC Freshman Year</b>	<b>NJROTC Sophomore Year</b>	<b>NJROTC Junior Year</b>	<b>NJROTC Senior Year</b>
<b>Required:</b>	<b>Required:</b>	<b>Required:</b>	<b>Required:</b>	<b>Required:</b>
NJROTC Indoctrination	Naval Science I	Naval Science II	Naval Science III	Naval Science IV

**NJROTC  
(NAVAL JUNIOR RESERVE OFFICER TRAINING CORPS)**

The Chief of Naval Education and Training, Naval Air Station, Pensacola, Florida prescribes the curriculum for four years of courses in Naval Science instruction for all NJROTC units. Satisfactory completion of NJROTC course of instruction for each year of attendance at Mooseheart is required for graduation. Throughout the four years of NJROTC classes, course content and time allotted to each topic may vary based on the ability and the needs of each class. Success in NJROTC is based on a combination of academic excellence, military aptitude, physical fitness, uniform inspections and participation in extra-curricular activities such as drill, color guard, rifle, and academic teams. Students who do well in NJROTC generally succeed in many other areas of their lives.

**NJROTC Indoctrination**

**Grade level: 8**

All 8<sup>th</sup> grade students will participate in 8<sup>th</sup> grade NJROTC indoctrination. Instruction will be conducted during the final quarter of the school year and will consist of learning basic facing movements and marching skills, how to salute and how to address a senior cadet or one of the instructors properly.

Uniforms will be issued prior to the close of the year and incoming cadets will participate in the Change of Command and Memorial Day ceremonies.

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**Naval Science I – 1 credit (2 semesters)**

**Graduation Requirement**

**Grad level: 9**

Naval Science I is a required class for freshman students. Students are introduced to the precepts of citizenship, the elements of leadership and the value of scholarship in attaining life goals. This course is also designed to engender a sound appreciation for the heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America's future and develop in each cadet a growing sense of pride in his/her organization, associates and self.

These elements are pursued at a fundamental level as follows: goals of NJROTC, Naval leadership and followership traits, U.S. Government as it relates to naval missions and organization, and sea power. Students are also introduced to various participatory events such as uniform wear and inspection procedures, military close order, unarmed and armed drill, display and treatment of flags and standards, physical fitness and exercise, orienteering, first aid fundamentals, and fundamentals of survival.

**Naval Science II – 1 credit (2 semesters)**

**Graduation Requirement**

**Grade level: 10**

Naval Science II is a required class for sophomore students. This course builds on the general instruction provided in Naval Science I, to further develop the traits of citizenship and leadership in students, introduce cadets to the historical context from which our navy of today has its roots, and delve into some of the technical areas of various sciences used by naval officers. The first semester will cover naval history from early western civilization up to the present. The second semester will cover the sciences of maritime geography, oceanography, meteorology, astronomy, and physical sciences such as motion force, aerodynamics, buoyancy, basic electricity, electronics and sound and sonar.

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**Naval Science III – 1 credit (2 semesters)**

**Graduation Requirement**

**Grade Level: 11**

Naval Science III is a required class for junior students. The understanding of students in the operative principles of military leadership is broadened in the concept and significance of teamwork. Students in their junior year may begin to hold significant positions of responsibility within the cadet command structure. The course curriculum focuses on naval knowledge during the first semester. Topics covered include sea power and national security, naval operations and support functions, military law and international law and the sea. The second semester focuses on naval skills. Topics covered include ship construction and damage control, shipboard organization and watchstanding, basic seamanship, marine navigation, rules of the road and maneuvering board, and naval weapons and aircraft.

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**Naval Science IV – 1 credit (2 semesters)**

**Graduation Requirement**

**Grade Level: 12**

Naval Science IV is a required class for senior students and functions as a leadership practicum based on the foundations of the first three courses. The fourth year of NJROTC provides cadets the opportunity to

exercise the leadership skills they have learned over the first three years. Many fourth year students will have positions of responsibility and authority within the corps of cadets. They are responsible for training and leading incoming cadets in the basics of NJROTC. This course will review a number of aspects of environment and different books on leadership will be utilized to give the student a well-rounded view of the challenges and benefits of becoming an effective leader within one's sphere of influence. In addition, the course will use clips from various movies to observe successes and failures in leadership. Discussion and personal involvement is pivotal to being successful in this class.

## English Courses

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English Freshman Year	English Sophomore Year	English Junior Year	English Senior Year
<b>Elements of Fiction (required)</b> <b>English Composition (required)</b> <b>Creative Writing (required)</b>	<b>All Sophomores must select 2 elective English courses, one per semester.</b>	<b>All Juniors must select 2 elective English courses, one per semester.</b>	<b>All Seniors must select one elective and one required research course</b> <b>Writing and Research</b> <b>OR</b> <b>College Prep Research*</b> Pre-Requisite: Teacher Recommendation
Elective: (Must select 1) Literature of a Genre: YA Literature  Literature of a Genre: Mythology	Literature of a Genre: YA Literature (elective)  English/Language Arts (elective)  Reader's Workshop (elective)  Literature of a Genre: Mystery (elective)  Literature of a Genre:	Literature of an Author: Shakespeare (elective)*  Literature of a Genre: Poetry (elective)*  Literature of a Genre: Modern Literature (elective)*  Literature of a Place: British Novel (elective)	Literature of an Author: Shakespeare (elective)*  Literature of a Genre: Poetry (elective)*  Literature of a Genre: Modern Literature (elective)*  Literature of a Place: British Novel (elective)

	Mythology (elective)	Writer's Workshop (elective)  (Re) Write Your Life (elective)	Writer's Workshop (elective)  (Re) Write Your Life (elective)
ELL HS English A: Newcomer Prerequisite: teacher recommendation	ELL HS English A: Newcomer Prerequisite: teacher recommendation	ELL HS English A: Newcomer Prerequisite: teacher recommendation	ELL HS English A: Newcomer Prerequisite: teacher recommendation
ELL HS English B: Developing English Prerequisite: teacher recommendation	ELL HS English B: Developing English Prerequisite: teacher recommendation	ELL HS English B: Developing English Prerequisite: teacher recommendation	ELL HS English B: Developing English Prerequisite: teacher recommendation
ELL HS English C: Emerging English Prerequisite: teacher recommendation	ELL HS English C: Emerging English Prerequisite: teacher recommendation	ELL HS English C: Emerging English Prerequisite: teacher recommendation	ELL HS English C: Emerging English Prerequisite: teacher recommendation
ELL Literacy 9-10 Prerequisite: teacher recommendation	ELL Literacy 9-10 Prerequisite: teacher recommendation	ELL Literacy 11-12 Prerequisite: teacher recommendation	ELL Literacy 11-12 Prerequisite: teacher recommendation

\* indicates recommended for college bound students

The appropriate course load for English classes is 2 per semester during Ninth grade, and 1 per semester in Tenth, Eleventh, and Twelfth grades.

- In Grade 9, students must take English Composition in semester 1, and Creative Writing in semester 2.
- Also in Grade 9, students must take Elements of Fiction in semester 1, and they must choose either Mythology or Young Adult Literature during semester 2.
- Students in Grades 11 must choose an elective English course each semester.
- Grade 12 students must take a research course and at least 1 additional English elective. The research class will be either College Prep Research or Writing Research and will be a class that is recommended by teacher.

All Mooseheart English courses are rigorous high school level courses which meet the Common Core State Standards. Differentiation is provided as needed. Students who hope to attend a four year college are encouraged to choose the electives marked with an asterisk.

**English Learners (ELL) Qualified Students:**

- All ELL courses are an elective credit and would replace former content supports or interventions.

- With recommendation, students who are classified as ELL will take **ELL B in Grades 9 or 10** and **C in Grades 11 or 12**.
- ELL Newcomers (based on proficiency level) may be required to take **ELL English A** for 2 semesters and **ELL Literacy** concurrently at grade level.

## English Course Descriptions

*5 credits required for high school diploma*

*English Composition, English/Literature: Elements of Fiction, and creative writing mandatory 9<sup>th</sup> grade  
Writing and Research OR College Prep Research mandatory 12<sup>th</sup> grade*

### **English Composition – 0.5 credit (1 semester)**

### **Graduation Requirement**

**Grade Level:** 9

**Prerequisite:** none

Discover the writer inside of you in this writing course. Explore what it means to be a writer and develop the tools that every writer has in their toolbox through a variety of mini-lessons, quick writes, and writing projects. In a writer’s workshop setting, students will conference with the teacher one on one regularly in order to sharpen their writing skills.

### **Creative Writing – 0.5 credit (1 semester)**

### **Graduation Requirement**

**Grade Level:** 9

**Prerequisite:** Successful Completion of English Composition

Want to sharpen your writing tools in creative and different ways? We will explore a variety of fun writing activities in a writer’s workshop setting. Multiple forms of poetry, fiction, and non-fiction writing will be a part of your writer’s toolbox when you are finished with this course. Not only will this course help you become a stronger writer, it will inspire you to write outside of school and into the future!

### **English/Literature: Elements of Fiction – 0.5 credit (1 semester)**

### **Graduation Requirement**

**Grade Level:** 9

**Prerequisite:** None

Students will understand the essential elements of fiction, and will be able to analyze an author’s choices with regards to plot, setting, theme, characterization, point of view and literary technique. Texts will include *Things Fall Apart*, *The Crucible*, a free choice novel, and short stories.

### **Writing and Research – 0.5 credit (1 semester)**

### **Graduation Requirement**

**Grade Level:** 12

**Prerequisite:** Student was not recommended for College Prep Research

Designed for the student who does not plan to continue on to higher academic work, this course provides research skills for real life. Students will find information and read about high-interest, sometimes controversial topics, and will form opinions based on fact. They will then set out to persuade others in a

variety of media, including letter-writing, short argument essays, and presentations. Avoiding plagiarism by paraphrasing is an essential element of the course.

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**College Prep Research – 0.5 credit (1 semester)**

**Graduation Requirement**

**Grade Level:** 12

**Prerequisite:** Teacher Recommendation

**Note:** This course is only offered 1<sup>st</sup> semester.

Designed for those who aspire to attend a 4-year college in the future, this course will prepare students to write the kinds of papers expected by professors. Students will study the techniques of argument and avoiding logical fallacies. They will use quality peer-reviewed research from databases to learn about a topic in-depth, formulate a thesis, and write a 10-page argumentative research paper with in-text citations and a works cited list. Avoiding plagiarism is an essential element of the course.

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**English/Language Arts – 0.5 credit (1 semester)**

**Elective**

**Grade Level:** 10

**Prerequisite:** Successful Completion of Elements of Fiction

This course is designed to develop and inspire a love of language through a balanced focus on reading, writing, speaking and listening. While contemporary (*The Boy in the Black Suit*) and classic (*Of Mice and Men*) novels are studied as a whole class, independent reading of the student's choice is also part of the curriculum. Shorter pieces (poems, stories, films) are also covered.

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**Reader's Workshop – 0.5 credit (1 semester)**

**Elective**

**Grade Level:** 10

**Prerequisite:** Successful Completion of Freshman English Courses

This course is designed for students still developing strong reading skills, and also for strong readers looking to strengthen the skills they already possess. Besides short texts selected by the teacher, most of the reading in this course is student selected, driven by interest and guidance from the teacher. Through whole class mini-lessons and one on one conferences with the teacher, students will keep reading logs, build reading stamina and use strategies for evaluating and comprehending the important points of a text.

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**Writer's Workshop – 0.5 credit (1 semester)**

**Elective**

**Grade Level:** 11 - 12

**Prerequisite:** Successful Completion of Freshman English Courses

This course is designed for students still developing strong writing skills, and also for strong writers looking to strengthen the skills they already possess. Students will work on expanding expertise in specific genres, and explore different types of writing in greater detail. Writing conferences serve as the backbone of this course, as the teacher helps guide students to creating a writing portfolio by the end of the semester.

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**(Re) Write Your Life – 0.5 credit (1 semester)**

**Elective**

**Grade Level:** 11 - 12

**Prerequisite:** Successful Completion of Freshman English Courses

This course is designed for those interested in personal writing and how writing about your life can help and heal. Partially based on the book *Rewrite Your Life* by Jess Lourey, students not only get to write about their life, but also explore ways to “rewrite” their lives through fiction. Through memoir, poetry, journaling, quick writes and various other writing projects, students realize that their lives are important, worth writing about and sharing.

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**Literature of a Genre: Mystery – 0.5 credit (1 semester)**                      **Elective**

**Grade Level:** 10

**Prerequisite:** Successful Completion of Freshman English Courses

Have you ever wondered why almost everyone loves a good mystery? In addition to delving into this big question, students will also study the history of detective fiction and its influence on society today. Through literature (short stories and a play), film, podcasts and TED Talks, we will explore what makes a good mystery and solve some along the way.

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**Literature of a Genre: Mythology – 0.5 credit (1 semester)**                      **Elective**

**Grade Level:** 9 - 10

**Prerequisite:** None

Focused on the essential question, “*Why study mythology?*” students will focus on Greek origin myths, the Olympians, and *The Odyssey*. World mythology will also be addressed for comparison purposes. Students will learn the names, domains, and symbols of the Olympians, and will be evaluated using both tests and individual projects.

---

**Literature of a Genre: Young Adult Literature – 0.5 credit (1 semester)**

**Grade Level:** 9 – 10

**Elective**

**Prerequisite:** None

Students will read and analyze a wide variety of YA fiction, from its origins to today’s popular dystopian novels. Selections may include *The Golden Compass*, *The Chronicles of Narnia*, *Harry Potter*, *The Hunger Games*, and the *Divergent* series, along with other less well-known works. We will also research the authors of these works and consider their motivations and techniques. Analytical skills will be developed as we ask the question “*What makes these books popular with children and adults alike?*” and consider which of the modern books will withstand the test of time.

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**Literature of an Author: Shakespeare – 0.5 credit (1 semester)**

**Grade Level:** 11 – 12

**Elective**

**Prerequisite:** Elements of Fiction or equivalent 9<sup>th</sup> grade English course

Focusing on the texts *Romeo and Juliet* and *Macbeth*, students will become familiar with Shakespeare’s language, techniques, and themes. The Elizabethan Era will be studied, and that knowledge applied to student’s understanding of the literature. This is an active class with plenty of opportunities for students to work together, get out of their seats and speak like an Elizabethan.

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**Literature of a Genre: Poetry – 0.5 credit (1 semester)** **Elective**

**Grade Level:** 11- 12

**Prerequisite:** Elements of Fiction or equivalent 9<sup>th</sup> grade English course

This class will involve both reading and writing poetry. Poetic Structure and Devices will be studied in-depth. Students will compare old poems to new and trace the influence of culture and history on poetic writing. Special focus will be on Whitman and Dickinson and how they revolutionized poetry. Recitation and competitive poetry writing (slam) will be an essential element of the class.

---

**Literature of a Genre: Modern Literature – 0.5 credit (1 semester)**

**Grade Level:** 11 - 12

**Elective**

**Prerequisite:** Elements of Fiction or equivalent 9<sup>th</sup> grade English course

This course seeks to characterize the rich literary period from 1910-1950, otherwise known as the Modern Era. Students will discover the effect that World War I had on literature and modern thinking. Novels studied will include *The Great Gatsby*, *The Grapes of Wrath*, and *Catcher in the Rye*. Works by Hemingway, Stein, and Eliot will round out the course.

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**Literature of a Place: British Novel – 0.5 credit (1 semester)**

**Grade Level:** 11– 12

**Elective**

**Prerequisite:** Elements of Fiction or equivalent 9<sup>th</sup> grade English course

This course is for students who love stories—the longer and more complicated, the better. We will study 3 novels: *Great Expectations*, *Pride and Prejudice*, and *Brave New World*, focusing on the relevant cultural and historical influences. We will trace themes and character development, and draw conclusions about British identity through these 3 major works.

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**ELL/ESL: English Learners**

**ELL HS English A: NEWCOMER- 1.0 credit (0.5 credit per semester)**

**Grade Level:** 9-12

**Elective**

**Prerequisite:** (Level 1.0-2.9 ACCESS placement)

English learners, new to the language and culture, are introduced to basic language. Students will develop proficiency in functional English and begin communicating successfully. Lessons are presented in themes and focus on developing reading, writing, speaking and listening in English. Additionally, students will learn about daily routines, rules, and school expectations. Instruction is tailored to meet the needs of individuals from various cultures and backgrounds. After developing functional communication in English, students are introduced to new vocabulary, grammar, reading strategies, sentence and paragraph structures, phonics and spelling, and more. Instruction is tailored to meet the needs of individuals from various cultures and backgrounds.

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**ELL HS English B – 1.0 credit FULL YEAR (0.5 credit per semester)**

**Grade Level:** 9-10

**Elective**

**Prerequisite:** GRADE LEVEL 9-10 & ACCESS LEVEL 3.0 -4.9

English learners, with an ability to communicate in English and attend mainstream classes independently, will receive explicit instruction in new vocabulary and grammar while also improving reading, writing, listening and speaking in English to help students become more independent learners. Lessons will be presented in themes and tailored to meet the needs of individuals from a variety of cultures.  
 (Grades 9-10) THIS COURSE IS A HIGH SCHOOL ENGLISH ELECTIVE AND WOULD REPLACE FORMER ELL INTERVENTIONS

**ELL HS English C – 1.0 credit FULL YEAR (0.5 credit per semester)**

**Grade Level:** 11-12 **Elective**

**Prerequisite:** GRADE LEVEL 11-12 & ACCESS LEVEL 3.0-4.9

English learners, with an ability to communicate in English and attend mainstream classes, will receive explicit instruction in new vocabulary and grammar while also improving reading, writing, listening and speaking in English to help students become more independent learners. Lessons will be presented in themes and tailored to meet the needs of individuals from a variety of cultures.  
 (Grades 11-12) THIS COURSE IS A HIGH SCHOOL ENGLISH ELECTIVE AND WOULD REPLACE FORMER ELL INTERVENTIONS

**ELL Literacy: GRADES 9-10- 1.0 credit (0.5 credit per semester)**

**Grade Level:** 9-10 **Elective**

**Prerequisite:** teacher recommendation

English learners, new to the language and culture, focus on literacy skills in addition to themes, concepts, and requirements according to the Common Core State Standards using simplified language and scaffolding.

**ELL Literacy: GRADES 11-12 – 1.0 credit (0.5 credit per semester)**

**Grade Level:** 11-12 **Elective**

**Prerequisite:** teacher recommendation

English learners, new to the language and culture, focus on literacy skills in addition to themes, concepts, and requirements according to the Common Core State Standards using simplified language and scaffolding.

## Math Courses

Note: History of Math and Business Math do not prepare you for college level courses. We do not recommend taking these two classes if student is planning on going to college.

8 <sup>th</sup> Grade	Math Freshman Year	Math Sophomore Year	Math Junior Year	Math Senior Year
Intermediate Pre-Algebra	Intermediate Algebra 1	Geometry Prerequisite: Intermediate Algebra 1	Algebra 1 extension Prerequisite: Intermediate Algebra 1	Algebra 1 extension Prerequisite: Intermediate Algebra 1 <b>Intermediate Algebra 2</b>

		<b>Algebra 1 extension</b> Prerequisite: Intermediate Algebra 1	<b>Intermediate algebra 2</b> Prerequisite: Algebra 1 extension  <b>Business Math</b> Prerequisite: Intermediate Algebra 1 and Geometry	Prerequisite: Intermediate Algebra 1 extension <b>Business Math</b> Prerequisite: Intermediate Algebra 1 and Geometry <b>Intro to Trigonometry</b> Prerequisite: Intermediate Algebra 2
<b>Pre-Algebra</b>	<b>Algebra 1</b>	<b>Geometry</b> Prerequisite: Algebra 1 <b>Algebra 1 extension</b> Prerequisite: teacher recommendation	<b>Algebra 2</b> Prerequisite: Algebra 1 and Geometry (C or higher) <b>Business Math</b> Prerequisite: Intermediate Algebra 1 And Geometry	<b>Pre-calculus 3 semesters</b> Prerequisite: Algebra 2 <b>Business Math</b> Prerequisite: Intermediate Algebra 1 And Geometry
<b>Algebra 1</b>	<b>Geometry</b> Prerequisite: Algebra 1	<b>Algebra 2</b> Prerequisite: Algebra 1 and Geometry <b>Business Math</b> Prerequisite: Intermediate Algebra 1	<b>Pre-calculus</b> Prerequisite: Algebra 2 <b>Business Math</b> Prerequisite: Intermediate Algebra 1 And Geometry	<b>Calculus</b> Prerequisite: Pre-calculus (3 semesters) <b>Business Math</b> Prerequisite: Intermediate Algebra 1 And Geometry

## Math Course Descriptions

*3 credits required for high school diploma*

*Algebra 1 and Geometry mandatory*

### Algebra I – 1 credit (2 semesters)

### Graduation Requirement

**Grade Level:** 9

**Pre-requirements:** Pre- Algebra

In the first semester, the properties of the real number system will be studied. Operations with real numbers are performed. Time is spent learning the language of algebra. Equations are solved as well as inequalities. Functions and relations are studied. Linear equations in two variables are graphed. Systems of linear equations in two variables are solved by graphing, the addition method, and the substitution method. Problem solving is studied. The second semester deals with exponents, polynomials, factoring, rational expressions, and radicals. Quadratic equations are studied, if time permits. Calculator usage is taught.

### Intermediate Algebra I – 1 credit (2 semesters)

### Graduation Requirement

**Grade Level:** 9

**Pre-requirements:** Pre -Algebra

This algebra class is geared for struggling math students, but still includes all the concepts of algebra. First semester topics include: operations with real numbers, solving equations, graphing linear equations and inequalities. During second semester, factoring and solving quadratic equations is the main focus, while solving systems of equations, exponents, polynomials and radical expressions are also taught. The use of a calculator is recommended for most of the course.

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**Geometry – 1 credit (2 semesters)**

**Graduation Requirement**

**Grade Level:** 9-10

**Pre-requirements:** Algebra 1 or intermediate Algebra 1 with a C or higher

This is a traditional plane geometry course. This class covers the fundamental geometric shapes such as points, segments, rays and lines. It also covers angles, triangles, polygons, circles and three-dimensional shapes. Perimeter and area are taught for two-dimensional shapes. Lateral area, surface area and volume are studied for three-dimensional figures. Right triangle trigonometry is also studied. Transformations are completed using constructions and also the coordinate plane. Triangle congruence is taught using a flow-proof method. Similarity of figures is also studied in this course.

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**Algebra 1 Extension – 0.5 credit (1 semester)**

**Elective**

**Grade Level:** 10-12

**Pre-requirement:** Algebra 1 or intermediate Algebra 1

This semester long course is designed to help solidify student understanding of solving equations, using exponents and dealing with linear functions. Enrichment and problem solving activities will be used to help with student understanding.

\*\* This course can be taken concurrently with geometry.

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**Intermediate Algebra II – 1 credit (2 semesters)**

**Elective**

**Grade Level:** 11 - 12

**Prerequisite:** Algebra I, Algebra I Extension, or Intermediate Algebra 1 (80% or higher or by teacher recommendation)

**The first semester** of this course covers systems of linear equations and matrices, exponents, polynomials and polynomial functions. Factoring, rational expressions and functions, roots, radicals and root functions will also be taught. **In the second semester** quadratic equations and inequalities, additional types of graphs or functions and relations, inverse, exponential and logarithmic functions, polynomial and rational functions and conic sections and nonlinear systems will be studied. Students will be using Scientific and or TI-83 calculators.

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**Advanced Intermediate Algebra II – 1 credit (2 semesters)**

**Elective**

**Grade Level:** 11 - 12

**Prerequisite:** Algebra I (75% or higher or by teacher recommendation)

In the first semester of this course students will study expressions, linear equations and inequalities. Relations, functions and direct variation will also be studied. Students will graph and write equations for linear and absolute value functions. Transformations are heavily emphasized through observation of graphs tables and equations. Students will solve linear systems using multiple methods including matrices. First semester concludes with the study of quadratic functions and equations. Second semester of this course includes the study of polynomials and polynomial and radical functions. Rational exponents, exponential and logarithmic functions and rational functions will also be taught. The TI-84 calculator will be used in this course.

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**Introduction to Trigonometry- 1.0 credit (2 semesters)****Elective****Grade Level:** 12**Prerequisite:** Intermediate Algebra II (75% or higher in semester 1 or teacher recommendation)

\*\*This course is a one semester course. It should be taken consecutively with the second semester of intermediate algebra II.

This course will include trigonometric functions, radian measure and circular functions, graphs of circular functions, trigonometric identities. Time permitting we will also cover inverse circular functions, trigonometric equations and oblique triangles and vectors. Students will be using either a TI-83 or TI-84 calculator for this course.

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**PreCalculus – 1.5 credit (3 semesters)****Elective****Grade Level:** 12**Prerequisite:** Prentice Hall Algebra II (75% or higher or by teacher recommendation)

\*\*PreCalculus is a three semester class, intended to be completed over consecutive semesters.

\*\* The third semester of this course should be taken consecutively with Intro to Calculus.

In the first semester, students will study functions and graphs, polynomial and rational functions and exponential and logarithmic functions. In the second semester trigonometric functions, analytic trigonometry and additional topics in trigonometry such as law of sines and cosines, polar coordinates, vectors and dot product will be studied. The third semester includes systems of equations and inequalities, matrices and determinants, conic sections and analytic geometry, sequences, induction and probability. The TI-84 calculator will be used in this course.

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**Intro to Calculus - 0.5 credit (1 semester)****Elective****Grade Level:** 12**Prerequisite:** All 3 semester of PreCalculus (75% or higher or by teacher recommendation)

Topics studied in this course include differentiation, applications of differentiation, exponential and logarithmic functions, and integration. Time permitting applications of integration will be covered. A TI-84 calculator will be used in this course.

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**Business Math – 0.5 credit (1 semester)****Elective****Grade Level:** 10-12**Pre-requirements:** Algebra 1 and Geometry

Business math courses reinforce general math skills, emphasize speed and accuracy in computations, and use these skills in a variety of business applications. Business math courses reinforce general math topics such as arithmetic, measurement, statistics, ratio and proportion, exponents, formulas, and simple equations. By applying those skills to business problems such as wages, hourly rates, payroll deductions, sales, receipts, accounts payable and receivable, financial reports, discounts, and interest.

## Science Courses

Science Freshman Year	Science Sophomore Year	Science Junior Year	Science Senior Year
	<b>Required:</b> <b>Microbiology</b> Prerequisite: None <b>Macro Biology</b> Prerequisite: None		
<p style="text-align: center;"><b>Elective:</b></p> <p><b>Earth Science Formation of the Earth</b> Prerequisite: None</p> <p><b>Earth Science Oceans, Weather and Space</b> Prerequisite: None</p> <p><b>Physical Science</b> Prerequisites: None; enrollment in mathematics</p>	<p><b>Elective:</b></p> <p><b>Earth Science Formation of the Earth</b> Prerequisite: None</p> <p><b>Earth Science Oceans, Weather and Space</b> Prerequisite: None</p>	<p style="text-align: center;"><b>Elective:</b></p> <p><b>Chemistry</b> Prerequisites: biology, algebra.</p> <p><b>Advanced Microbiology</b> Prerequisite: of A or B in both Microbiology and Macro Biology</p> <p><b>Advanced Macro Biology</b> Prerequisite: of A or B in both Microbiology and Macro Biology</p> <p><b>Earth Science Formation of the Earth</b> Prerequisite: None</p> <p><b>Earth Science Oceans, Weather and Space</b> Prerequisite: None</p> <p><b>Physical Science</b> Prerequisites: None; enrollment in mathematics</p>	<p style="text-align: center;"><b>Elective:</b></p> <p><b>Advanced Chemistry</b> Prerequisites: Chemistry</p> <p><b>Advanced Microbiology</b> Prerequisite: of A or B in both Microbiology and Macro Biology</p> <p><b>Advanced Macro Biology</b> Prerequisite: of A or B in both Microbiology and Macro Biology</p> <p><b>Physics</b> Prerequisites: biology, algebra, and chemistry. enrollment in algebra 2 or senior math</p> <p><b>Earth Science Formation of the Earth</b> Prerequisite: None</p> <p><b>Earth Science Oceans, Weather and Space</b> Prerequisite: None</p> <p><b>Physical Science</b> Prerequisites: None; enrollment in mathematics</p>

# Science Course Descriptions

*2 credits required for high school diploma*

*Biology mandatory*

## **Microbiology- 0.5 credits (1 semester)**

**Graduation Requirement**

**Grade Level:** 10

**Prerequisite:** None

Exploring Biology on a microscopic level. Here we study the scientific method, cell, cellular reproduction, viruses, bacteria, and chromosomes.

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## **Macro Biology- 0.5 credits (1 semester)**

**Graduation Requirement**

**Grade Level:** 10

**Prerequisite:** None

Looking at life on a larger level. We study human genetics, grouping and organization, and various ideas of ecology. We also study the idea of evolution and how scientists think humans evolved.

**\* Class is only offered in the spring**

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## **Advanced Microbiology- 0.5 credits (1 semester)**

**Elective**

**Grade Level:** 11-12

**Prerequisite:** Report card grade of A or B in both Microbiology and Macro Biology

In this class we take a detailed look at the scientific method, cell, cellular reproduction, homeostasis, chromosomes, and Mendel's contributions to heredity.

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## **Advanced Macro Biology- 0.5 credits (1 semester)**

**Elective**

**Grade Level:** 11-12

**Prerequisite:** Report card grade of A or B in both Microbiology and Macro Biology

We take a step back and look at science on how it relates on a larger scale. We study ecology, understanding populations, how species interact, the relationship between humans and the environment, how bacteria and viruses evolved and influence the world, and finally how plants interact with all other living things. The key to this class is to understanding that all things are interconnected.

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## **Earth Science Formation of the Earth – 0.5 credits (1 semester)**

**Grade Level:** 9-12

**Elective**

**Prerequisite:** None.

Earth Science Semester 1 is recommended as an alternative science course for high school students. Students in this course will investigate the formation of the Earth, its composition and its geological story. Major areas of exploration include: Dynamic Earth (plate tectonics, deformation of the crust, earthquakes, volcanoes), Composition of the Earth (earth chemistry, minerals of the Earth's crust, rocks), Weathering and Erosion (water and erosion, groundwater and erosion, glaciers, erosion by wind and waves), and Oceans (ocean basins, ocean water, movement of the oceans).

There are no prerequisites for this class, but laboratory skills, study skills, note-taking and interactive skills are reinforced.

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**Earth Science Oceans, Weather and Space – 0.5 credits (1 semester)**

**Grade Level:** 9-12

**Elective**

**Prerequisite:** None

There are no prerequisites for this class, but laboratory skills, study skills, note-taking and interactive skills are reinforced.

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**Earth Science 2 – 0.5 credits** (1 semester) This course is recommended as an alternative science course for high school students. Students in this course will investigate the nature of the oceans, the interaction of atmosphere and water to create weather and space. Major areas of exploration include: Weather (atmosphere, water in the atmosphere, weather, and climate) and Space (stars and galaxies and our solar system)**Physical Science - 1 credit (2 semesters)**

**Elective**

**Grade Level:** 9 - 12

**Prerequisites:** None; concurrent enrollment in mathematics is recommended

Physical Science Semester 1 is recommended as a first science course for high school students. Students in this course will investigate the physical nature of the world. Major areas of exploration include; Physical science basics, nature and methods of science, forces, motion, energy. Physical Science Semester 2. Students in this course will investigate the physical and chemical nature of the world with applications to modern life. Major areas of exploration include; nature of matter, atomic structure, and interactions of matter.

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**Chemistry - 1 credit (2 semesters)**

**Elective**

**Grade Level:** 11-12

**Prerequisites:** Successful completion of biology, algebra.

Chemistry is recommended for juniors who are planning to continue their education after graduation. Chemistry students will investigate the chemical nature of the universe. **Topics for semester 1** include: Nature of Chemistry (scientific method, measuring in chemistry, chemical math), Atoms (history of atoms, atomic structure, counting atoms), Arrangement of electrons (atomic model, quantum model, electron configuration) and Periodic Law (history of periodic law and table, relationship between electron configuration and periodic table, periodic trends of the elements).

**Topics for semester 2 include:** Chemical bonding (what and why of bonding, types of bonds, molecular chemistry), Chemical formulas (naming chemicals and writing their formulas, using chemical formulas, determining chemical formulas from percent composition), Chemical reactions (describing chemical reactions, types of chemical reactions, writing chemical reactions as chemical equations), Stoichiometry chemistry (mole stoichiometry, ideal stoichiometry calculations) and Nuclear chemistry (nuclear vs. chemical reactions, radiation, nuclear decay, half-life, nuclear project).

**Prerequisites for semester 2** are successful completion of biology, algebra, and chemistry semester. In addition to the traditional classroom work students will be performing laboratory investigations, which include self-designed laboratory procedures, and conclusion supported by collected data.

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**Advanced Chemistry - .05 credit (1 semester)**

**Elective**

**Grade Level:** 12

**Prerequisites:** Successful completion of Chemistry

Advanced Chemistry is recommended for seniors who are planning to continue their education after graduation and want to expand their knowledge of chemistry. **Topics for semester 3** include: Nature of Gases (properties of gases, ideal gas, gas laws, ideal gas law), Nature of solids and liquids (kinetic theory of matter, properties of solids and liquids, water a unique substance), Solutions (solution process, concentrations of solutions, colligative properties of solutions), and Carbon and Hydrocarbons (organic compounds, saturated and unsaturated compounds).

**Prerequisites for semester 3** are successful completion of biology, algebra, and chemistry semesters 1 and 2. In addition to the traditional classroom work students will be performing laboratory investigations, which include self-designed laboratory procedures, and conclusion supported by collected data.

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**Physics – 1 credit (2 semesters)**

**Elective**

**Grade Level:** 12

**Prerequisites:** Successful completion of biology, algebra, and chemistry. Concurrent enrollment in algebra 2 or senior math is recommended.

Physics is recommended for seniors who are planning to continue their education after graduation. Physics students will investigate the physical nature of the universe with applications to everyday life.

**Topics for semester 1** include: Motion (linear motion, projectile motion, Newton's Laws of Motion, Force and Acceleration, momentum), Energy (energy, circular motion, universal gravity, gravitational interactions, relativity).

In addition to the traditional classroom work students will be performing laboratory investigations, which include self-designed laboratory procedures, and conclusion supported by collected data.

**Topics for semester 2** may include: Properties of Matter (atomic nature of matter, solids, liquids, gases), Heat (temperature, heat and expansion, thermodynamics), Sound and Light (vibrations and waves, sound, light, color, reflection and refraction), Electricity and Magnetism, Atomic and Nuclear Physics, and Modern Physics.

## History Courses

History Freshman Year	History Sophomore Year	History Junior Year	History Senior Year
<b>Required:</b> <b>World Geography</b> Prerequisite: None <b>OR</b> <b>World History</b> Prerequisite: None	<b>Required:</b> <b>U.S. Government Comprehensive</b> Prerequisite: None  <b>Civics</b> Prerequisite: None	<b>Required:</b> <b>U.S. History</b> Prerequisite: None	<b>Required:</b>
<b>Elective:</b> <b>Particular Topics in Geography</b> Prerequisite: None  <b>Ancient and Medieval History</b> Prerequisite: None	<b>Elective:</b> <b>Ancient and Medieval History</b> Prerequisite: None  <b>Particular Topics in Geography</b> Prerequisite: None	<b>Elective:</b> <b>Particular Topics in U.S. History</b> Prerequisite: None  <b>Ancient and Medieval History</b> Prerequisite: None  <b>Particular Topics in Geography</b> Prerequisite: None  <b>Contemporary World Issues</b> Prerequisite: None	<b>Elective:</b> <b>Ancient and Medieval History</b> Prerequisite: None  <b>Particular Topics in U.S. History</b> Prerequisite: None  <b>Particular Topics in Geography</b> Prerequisite: None  <b>Contemporary World Issues</b> Prerequisite: None

## History Course Descriptions

*3 credits required for high school diploma*

*World Geography OR World History, U.S. Government, Civics, Early U.S. History Early, and Modern U.S. History mandatory*

### World Geography- 1 Credit (2 Semesters)

**Meets Graduation**

#### **Requirement**

**Grade Level:** 9

**Prerequisite:** None

In first semester World Geography courses provide students with an overview of world geography, but may vary widely in the topics they cover. Topics typically include the physical environment; the political landscape; the relationship between people and the land; economic production and development; and the movement of people, goods, and ideas.

In second semester the course will introduce students to the systematic study of patterns and processes that have shaped the ways in which humans understand, use, and alter the earth's surface. Students use spatial concepts and landscape analysis to examine human social organization and its environmental consequences and also learn about the methods and tools geographers use in their science and practice.

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**World History- 1 Credit (2 Semesters)**

**Meets Graduation Requirement**

**Grade Level:** 9

**Prerequisite:** None

The first Semester will cover World History from Prehistory to the fall of the Roman Empire around 450 AD/CE. Starting in the Stone Age, students will be shown the major civilizations that helped play a part in the Global Stage. Focuses mainly on the Middle East, Europe, Asia, and Africa. Utilizes Primary and Secondary Sources to help students achieve mastery at Historical Analysis and Interpretation. Students will also write Essays on their research and findings.

Second semester will cover World History picking up from the fall of the Western World and ending in the Modern Era. Students will study the dominant kingdoms and empires of the “Dark Ages” and through analysis of primary and secondary sources be able to interpret how each rose and declined. Students will also be able to interpret how the world was constantly changing throughout History. Students will also see how the various civilizations interacted with each other and be able to compare that with how countries interact today. Students will also write Essays on their research and findings.

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**U.S. Government-Comprehensive – 0.5 Credit (1 Semester)**

**Graduation Requirement**

**Grade Level:** 10

**Prerequisite:** None

U.S. Government-Comprehensive courses provide an overview of the structure and functions of the U.S. government and political institutions and examine constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. These courses may examine the structure and function of state and local governments and may cover certain economic and legal topics.

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**Civics- 0.5 Credit (1 Semester)**

**Graduation Requirement**

**Grade Level:** 10

**Prerequisite:** None

Civics courses seek to broaden our understanding of what it means to be a citizen. To do so, we look at the biological and social causes for the emotions of: love, pleasure, fear, and hate. While we examine the different reasons for our emotions, we use this information to help explain why people act in the ways that they do. In addition to explaining why people act in the ways that they do, civics courses examine different topics of society. Crime, punishment, privacy, and responsibility are each dissected and analyzed to further our understandings of society and the reasons why we have certain beliefs about our society.

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**U.S. History - 1 Credit (2 Semesters)**

**Graduation Requirement**

**Grade Level:** 11

**Prerequisite:** None

In the first semester of U.S. History, we begin with brief attention to the Civil War, before looking at the period of Reconstruction that followed the war. With that complete, we move forward to the late 1890s to begin an examination of the Progressive Era. In this, we look at different reform movements, why they occurred, and what occurred because of them. In the spirit of improvement, we continue our examination of the Progressive Era with a look at Eugenics. With Eugenics, we look at different ethical questions about the right to birth, how fear motivates actions, and other similar topics.

In the second semester, we expand our coverage of U.S. History to places outside of the United States, as well as inside. We begin by broadening our knowledge of the Cold War and Communism, by looking at how those two topics affected life in the United States. Next, we take our learning abroad to Guatemala. Guatemala serves to illuminate how policies in the United States affect other countries. We live in a global community and rarely does any country's actions not have some effect on the other countries in that community. Finally, to answer the question: "How did we get to where we are today?" we learn about various events from the 1950s and onward, such as the multiple civil rights movements, the continuation of the Cold War, international relations, domestic policies that shaped U.S. society, and other topics of students' choosing.

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**Particular Topics in Geography - 0.5 Credit (1 Semester)**      **Elective**

**Grade Level:** 9 - 12

**Prerequisite:** None

In this course, students will study world events through the lens of geography. They will look at specific events and issues in both history and the modern world through the lens of geography. Primary and secondary sources will be analyzed to determine how the physical and political geography of a region influences the events, people, and ideas there.

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**Contemporary World Issues - 0.5 Credit (1 Semester)**

**Grade Level:** 11 - 12

**Elective**

**Prerequisite:** None

World Issues courses enable students to study political, economic, and social issues facing the world. These courses may focus on current issues, examine selected issues throughout the 20th century, and look at historical causes or possible solutions.

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**Particular Topics in U.S. History – 0.5 Credit (1 Semester)**      **Elective**

**Grade Level:** 11 - 12

**Prerequisite:** None

These courses examine a particular topic in U.S. History, such as particular time periods in the history of the United States, or they may focus on the history of particular U.S. regions rather than provide an overview of the subject.

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**Ancient and Medieval History - 0.5 Credit(1 semester)**      **Elective**

**Grade Level:** 9 – 12

**Prerequisite:** None

In this course, students will focus on European society during the Middle Ages. The course begins with the fall of Rome and progresses through to the Renaissance. Students will analyze primary and secondary sources to determine how European society developed and changed throughout this time period. Major points of emphasis will be government, everyday life, religion, and warfare.

## Spanish Courses

Spanish Freshman Year	Spanish Sophomore Year	Spanish Junior Year	Spanish Senior Year
<b>Spanish 1</b> Prerequisite: None	<b>Spanish 1</b> Prerequisite: None	<b>Spanish 1</b> Prerequisite: None	<b>Spanish 1</b> Prerequisite: None
<b>Spanish 2</b> Prerequisite: Spanish 1; placement test	<b>Spanish 2</b> Prerequisite: Spanish 1; placement test	<b>Spanish 2</b> Prerequisite: Spanish 1; placement test	<b>Spanish 2</b> Prerequisite: Spanish 1; placement test
	<b>Spanish 3</b> Prerequisite: Spanish 2; teacher recommendation	<b>Spanish 3</b> Prerequisite: Spanish 2; teacher recommendation	<b>Spanish 3</b> Prerequisite: Spanish 2; teacher recommendation
		<b>Spanish 4</b> Prerequisite: Spanish 3	<b>Spanish 4</b> Prerequisite: Spanish 3

## Spanish Course Descriptions

**Spanish 1 – 1.0 Credit (2 semesters)**

Elective

**Grade Level:** 9 -12

**Prerequisite:** None

Spanish I introduces students to communicative skills in basic grammar, listening, reading, and speaking. This class enables them to use simple sentences and engage them in everyday conversation. Students will learn about culture in Mexico and Puerto Rico. Success depends on participation and self-disciplined study skills. **In the first Semester** students will learn about clothing, family, the calendar, introductions, descriptions and use of some verbs. **Second semester** includes sports, school, conversing on the phone, expressing emotions and using the present progressive tense. **Note:** Students who took Spanish in the middle school may test out of Spanish 1 by passing a written and oral test.

**Spanish 2 – 1.0 Credit (2 semesters)**

Elective

**Grade Level:** 9 -12

**Prerequisite:** Prerequisite: Spanish 1 or based on placement test

The purpose of Spanish II is to reinforce the language skills learned in Spanish I by continuing to expand on intermediate grammar and vocabulary usage. Language skills learned will be reinforced by practicing with a partner or in a group. Students are required to be actively involved in all phases of classroom activities - discussion in Spanish, listening, reading, and written exercises. In the first semester students will learn about the use of accents, weather, transportation, directions and irregular verbs. Semester 2 students will learn about the market, food, daily routine, the farm, travel, past and imperfect tenses.

**Spanish 3 – 1 Credit (2 semesters)**

**Elective**

**Grade Level:** 10 -12

**Prerequisite:** Spanish 2 or based on teacher recommendation

The purpose of Spanish 3 is reinforcing the language skills learned in Spanish 2. At the end of this course the students will be able to use a variety of verb tenses and continue to expand on intermediate grammar and vocabulary usage. Daily assignments and assessments will reinforce listening and reading but a stronger emphasis will be on speaking, and writing in the target language. **Semester 1 includes** health, travel, expressions of time, and the subjunctive tense. **Semester two covers** the jungle, the environment, weather reporting, conditional, irregular subjunctive, past participle and reported speech.

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**Spanish 4 – 1 credits (2 semesters)**

**Elective**

**Grade Level:** 11 - 12

**Prerequisite:** Spanish 3

This course is designed to help engage students in an exploration of Latin American cultures through video and movies integrating real life events in Spanish speaking countries. Grammar mechanics are reviewed in each unit. Students will speak the target language exclusively when participating in class discussion, oral presentations, and written assignments. **Semester 1** will cover Family and the Communities, Beauty and Self Esteem, Science Technology, and Global Citizenship. **Semester 2** will include Contemporary Life, Personal and Public Identity, and World Challenges.

# Commercial Arts Vocation and Electives

*To earn Mooseheart Certificate in Commercial Arts, students must complete the required classes for two years.*

**Required courses for Commercial Art Vocation are:**

**Beginning Digital Graphics**

Prerequisite: None

**Communication Technology**

Prerequisite: None

**Commercial & Advertising Art 1**

Prerequisite: Beginning Digital Graphics or Communication Technology

**Commercial & Advertising Art 2**

Prerequisite:

Beginning Digital  
Graphics and Commercial &  
Advertising Art 1

<b>Commercial Art Vocation Freshman Year</b>	<b>Commercial Art Vocation Sophomore Year</b>	<b>Commercial Art Vocation Junior Year</b>	<b>Commercial Art Vocation Senior Year</b>
<p style="text-align: center;"><b>Elective:</b> <b>Beginning Digital Graphics</b> Prerequisite: None</p> <p style="text-align: center;">And</p> <p style="text-align: center;"><b>Communication Technology</b> Prerequisite: None</p>	<p style="text-align: center;"><b>Elective:</b> <b>Beginning Digital Graphics</b> Prerequisite: None</p> <p style="text-align: center;">And</p> <p style="text-align: center;"><b>Communication Technology</b> Prerequisite: None</p> <p style="text-align: center;"><b>Commercial &amp; Advertising Art 1</b> Prerequisite: Beginning Digital Graphics or Communication Technology</p> <p style="text-align: center;">And</p> <p style="text-align: center;"><b>Commercial &amp; Advertising Art 2</b> Prerequisite: Beginning Digital Graphics and Commercial &amp; Advertising Art 1</p>	<p style="text-align: center;"><b>Elective:</b> <b>Beginning Digital Graphics</b> Prerequisite: None</p> <p style="text-align: center;"><b>Communication Technology</b> Prerequisite: None</p> <p style="text-align: center;"><b>Commercial &amp; Advertising Art 1</b> Prerequisite: Beginning Digital Graphics or Communication Technology</p> <p style="text-align: center;">And</p> <p style="text-align: center;"><b>Commercial &amp; Advertising Art 2</b> Prerequisite: Beginning Digital Graphics and Commercial &amp; Advertising Art 1</p>	<p style="text-align: center;"><b>Elective:</b> <b>Beginning Digital Graphics</b> Prerequisite: None</p> <p style="text-align: center;"><b>Communication Technology</b> Prerequisite: None</p> <p style="text-align: center;"><b>Commercial &amp; Advertising Art 1</b> Prerequisite: Beginning Digital Graphics or Communication Technology</p> <p style="text-align: center;"><b>Commercial &amp; Advertising Art 2</b> Prerequisite: Beginning Digital Graphics and Commercial &amp; Advertising Art 1</p>

# Commercial Arts Course Descriptions

**Beginning Digital Graphics – 0.5 credit (1 semester)**      **Vocation Graduation Requirement;**

**Elective**

**Grade Level:** 9 -12

**Prerequisite:** None

Beginning Digital Graphics course provides students with the opportunity to explore the capability of the computer to produce visual imagery and to apply graphic techniques to various fields, such as advertising, media, and architecture. Typical course topics include modeling, simulation, animation, and image retouching. Student will learn how to design, create, and export graphics using Adobe Software.

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**Communication Technology –0.5 credit (1 semester)**      **Vocation Graduation Requirement;**

**Elective**

**Grade Level:** 9 -12

**Prerequisite:** None

Communication technology course is designed to create an awareness and understanding of the technologies used to communicate in our modern society. Students gain experience in the areas of design and drafting, communication, photography, and the graphic design industry.

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**Commercial & Advertising Art 1- 0.5 credit (1 semester)**      **Vocation Graduation Requirement**

**Grade Level:** 10 - 12

**Prerequisite:** Beginning Digital Graphics or Communication Technology

This course is designed to provide students with the skills needed for a career in the fields of advertising, commercial art, graphic design, website development, and graphic illustrator. Students learn to apply artistic design and layout principles along with text, graphics, drawing, rendering, sound, to develop various print, video, and digital products. Students use hardware and software programs to create, manipulate, color, paint, and layer scanned images, computer graphics, and original artwork. Students use hardware and software to capture, edit, create graphic images and designs. Students will use hardware and software to create animated text, graphics, and images. Students apply artistic techniques to design and create advertisements, displays, publications, technical illustrations, marketing brochures, logos, trademarks, packaging, video graphics, and computer-generated media.

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**Commercial & Advertising Art 2 – 0.5 credit (1 semesters)**      **Meet State Certification**

**Requirements**

**Grade Level:** 10 - 12

**Prerequisite:** Beginning Digital Graphics or Communication Technology and Commercial & Advertising Art 1 Courses

This course continues to build on the concepts and skills introduced in Commercial and Advertising Art I. In addition to expanding on the activities explored in Commercial and Advertising Art I, students work in a project-based environment to create a variety of interactive online and advertising products such as

websites, catalogs, publications, marketing materials, presentations, and educational/training programs. Students create graphic sketches, designs, and layouts for online content. Instruction includes how to determine size and arrangement of illustrative material and copy, select style and size of type, and arrange layout based upon available space. Students learn how to capture and edit images, sound, and video, and combine them with text and animation. Instruction includes client interviewing skills, product proposal development, and product presentation techniques. Students also learn how to create a product portfolio. Resource: <https://www.isbe.net/Documents/comm-adver-art-500402.pdf>

## Business Education Vocation and Electives

*To earn Mooseheart Certificate in Business, students must complete the required classes for two years.*

<b><u>Required Courses for Business Vocation:</u></b>			
<b>Introduction to Business</b>			
<b>Accounting</b>			
<b>Business Law</b>			
<b>Business Vocation Freshman Year</b>	<b>Business Vocation Sophomore Year</b>	<b>Business Vocation Junior Year</b>	<b>Business Vocation Senior Year</b>
<b>Electives:</b>	<b>Electives:</b>	<b>Electives:</b>	<b>Electives:</b>
	<b>Introduction to Business</b> Prerequisite: None	<b>Introduction to Business</b> Prerequisite: None	<b>Introduction to Business</b> Prerequisite: None
	<b>Entrepreneurship in the Classroom</b> Prerequisite: Intro to Business	<b>Entrepreneurship in the Classroom</b> Prerequisite: Intro to Business	<b>Entrepreneurship in the Classroom</b> Prerequisite: Intro to Business
	<b>Record Keeping</b> Prerequisite: Basic math or Business Math	<b>Record Keeping</b> Prerequisite: Basic Math or Business Math	<b>Record Keeping</b> Prerequisite: Basic Math or Business Math
		<b>Marketing (Year A)</b> *offered every other year Prerequisite: Intro to Business	<b>Marketing (Year A)</b> *offered every other year Prerequisite: Intro to Business
		<b>Business Law (Year A)</b> *offered every other year Prerequisite: Intro to Business	<b>Business Law (Year A)</b> *offered every other year Prerequisite: Intro to Business
		<b>Accounting (Year B)</b> *offered every other year Prerequisite: Intro to Business and Algebra I	<b>Accounting (Year B)</b> *offered every other year Prerequisite: Intro to Business and Algebra I
<b>Year A: begins 2020-21</b> <b>Year B: begins 2021-22</b>			

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## Business Education Course Descriptions

**Intro to Business- 0.5 Credits (1 semester)**  
**Grade Level: 10 - 12**  
**Prerequisite: None**

**Vocation Graduation Requirement; Elective**

This orientation course will provide an overview of all aspects of business, marketing and management, including the concepts, functions, and skills required for meeting the challenges of operating a business in a global economy. Topics covered will include the various forms of business ownership, including entrepreneurship, as well as the basic functional areas of business. Students will learn about economic activity, consumer decisions, credit and, the role of the government.

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**Accounting – 1 credit (2 semesters)**  
**Requirements**  
**Grade Level: 11 - 12**  
**Prerequisite: Intro to Business and Algebra I**

**Vocation Graduation Requirement; Elective**  
 \*Offered every other year (Year B-starting 2021-22)

Accounting part 1 assists students pursuing a career in business, marketing, and management. This course includes learning experiences that develop initial and basic skills used in computing, classifying, recording, verifying and maintaining numerical data involved in financial and product control records including the paying and receiving of money. Instruction includes information on keeping financial records, summarizing them for interpretation, and analyzing them to provide assistance to management decision making.

Part 2 presents a complete accounting cycle for a merchandising business organized as a corporation. The primary differences between a merchandising business and a service business are that a merchandising business purchases merchandise for resale, charges sales tax on sales of merchandise, and includes a cost of merchandise sold section on the income statement. The corporation form of business organization requires different equity accounts and an additional financial statement.

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**Record Keeping – 1 credit (2 semesters)**  
**Grade Level: 10 – 12**  
**Prerequisite: Business Math or Basic Math**

**Elective**  
 \*Business Vocation students should take Accounting instead

Develops understanding and skill in maintaining accurate records; includes skills used in everyday business activities both for personal and professional use; provides opportunity to develop skills related to personal financial management as well as budgeting, financial planning, cashier’s records, handling of money, and tasks common to simple office practices.

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**Entrepreneurship in the Classroom- 0.5 Credits (1 semester)**    **Elective**  
**Grade Level: 10 - 12**  
**Prerequisite: Intro to Business**

This course will teach students the skills/steps needed to become successful entrepreneurs. It provides the background information and resources to teach students how to start their own business. Students will make economic decisions using knowledge learned in the Intro to Business and Publisher classes. **Create Your Own Business Project**

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**Marketing – 0.5 credit (1 semester)**

**Elective**

**Grade Level: 11 – 12**

\*Offered every other year (Year A-starting 2020-21)

**Prerequisite: Intro to Business**

This course explores the basic principles of marketing such as the creation of concepts, strategies, and the development of marketing plans. Students learn about the components of the marketing mix, target marketing, sponsorship, event marketing, promotions, proposals, and execution of planning. This course emphasizes strong decision-making, critical thinking, and collaborative skills to complete group marketing projects through the semester.

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**Business Law – 0.5 credits (1 semester)**

**Elective**

**Grade Level: 11 – 12**

\*Offered every other year (Year A-starting 2020-21)

**Prerequisite: Intro to Business**

Introduces law and the origins and necessity of the legal system; provides insight into the evolution and development of laws that govern business in our society; develops an understanding of how organization and operation the legal system impact business; develops an understanding of rights and duties within business environment; and includes contractual responsibility, protect of individual rights in legal relationships relative to warranties, product liability, employer-employee relations, property ownership and insurance laws.

# Computer Vocation and Electives

*To earn Mooseheart Certificate in Computers, students must complete the required classes for two years.*

**Required Courses for Computer Vocation:**

**Computer Applications**

Prerequisite: None

**Introduction to Manufacturing and Design**

Prerequisite: None

**Introduction to Programming**

Prerequisite: C or better in Algebra 1

**Computer Science Principles**

Prerequisite: C or better in Introduction to Programming

Computer Vocation Freshman Year	Computer Vocation Sophomore Year	Computer Vocation Junior Year	Computer Vocation Senior Year
<p style="text-align: center;"><b>Electives:</b></p> <p><b>Computer Applications</b> Prerequisite: None</p> <p><b>Introduction to Manufacturing and Design</b> Prerequisite: 'C' or better in Algebra I.</p>	<p style="text-align: center;"><b>Electives:</b></p> <p><b>Computer Applications</b> Prerequisite: None</p> <p><b>Introduction to Manufacturing and Design</b> Prerequisite: C or better in Algebra I.</p> <p><b>Introduction to Programming</b> Prerequisite: C or better in Algebra 1</p> <p><b>Computer Science Principles</b> Prerequisite: None</p>	<p style="text-align: center;"><b>Electives:</b></p> <p><b>Computer Applications</b> Prerequisite: None</p> <p><b>Introduction to Manufacturing and Design</b> Prerequisite: C or better in Algebra I.</p> <p><b>Video Game Design</b> Prerequisite: C or better in Introduction to Programming</p> <p><b>Programming with Alice</b> Prerequisite: C or better in Introduction to Programming</p> <p><b>Introduction to Programming</b> Prerequisite: C or better in Algebra 1</p> <p><b>Computer Science Principles</b> Prerequisite: None</p> <p><b>Robotics</b> Prerequisite: C or better in Introduction to Programming</p> <p><b>Intro to Web Design</b> Prerequisite: C or better in Introduction to Programming</p>	<p style="text-align: center;"><b>Electives:</b></p> <p><b>Computer Applications</b> Prerequisite: None</p> <p><b>Computer Science Principles</b> Prerequisite: none</p> <p><b>Introduction to Manufacturing and Design</b> Prerequisite: C or better in Algebra I.</p> <p><b>Introduction to Programming</b> Prerequisite: C or better in Algebra 1</p> <p><b>Introduction to Web Design</b> Prerequisite: C or better in Introduction to Programming</p> <p><b>Video Game Design</b> Prerequisite: C or better in Introduction to Programming</p> <p><b>Programming with Alice</b> Prerequisite: C or better in Introduction to Programming</p> <p><b>Robotics</b> Prerequisite: C or better in Introduction to Programming</p>

# Computer Course Descriptions

**Computer Applications – 0.5 credit (1 semester)**     **Vocation Graduation Requirement; Elective**

**Grade Level:** 9-12

**Prerequisites:** None

Computer Applications is an orientation-level course designed to develop awareness and understanding of application software and equipment used by employees to perform tasks in business, marketing and management in the field of Information Technology. Students will demonstrate digital literacy through the application of problem-solving skills to hands-on, real-life situations using a variety of software applications, such as word processing, spreadsheets, presentation, and desktop publishing. Microsoft Office Suite will be used in this course.

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**Introduction to Manufacturing and Design – 0.5 credit (1 semester)**

**Grade Level:** 9-12

**Vocation Graduation Requirement;**

**Elective**

**Prerequisites:** C or better in Algebra I

Virtual Reality is a rapidly growing technology with applications in several different fields. In this course, students will learn how to build their very own virtual reality worlds using HTML and the A-Frame JavaScript library. Later, students will apply VR concepts to 3D printing as students will be provided with a basic understanding of the design process, using the 3D printer capability to obtain hands-on experience in producing a design from concept to prototype.

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**Introduction to Programming (1 semester)**

**Grade Level:** 10-12

**Vocation Graduation Requirement; Elective**

**Prerequisites:** Successful completion of Algebra I with a C or better

Students explore the fundamental topics of programming, algorithms, and abstraction as they learn to programmatically draw shapes and images using a virtual “turtle.” As they’re introduced to more complex commands and programming constructs, students learn to break down programming problems into manageable chunks. The students’ ability to program in the JavaScript language will be enhanced using App Lab. Students create a series of simple applications, each highlighting a core concept of programming. The semester will conclude with a self-directed project in which students apply the programming skills and concepts they’ve learned in the course. This course uses a block method, but students are able to enter text if they prefer.

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**Computer Science Principles (1 semester)**

**Grade Level:** 10-12

**Vocation Graduation Requirement; Elective**

**Prerequisite:** none.

This course introduces students to the foundational concepts of computer science and explores the impact computing and technology have on our society. With a unique focus on creative problem solving and real-world applications, this course gives students the opportunity to explore several important topics of computing using their own ideas and creativity, use the power of computing to create artifacts of personal value, and develop an interest in computer science that will foster further endeavors in the field.

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***Introduction to Web Design– 0.5 credit (1 semester)***

**Grade Level:** 11-12

**Vocation Graduation Requirement; Elective**

**Prerequisites:** *C or better in Introduction to Programming*

This is a project-based course that teaches students how to build their own web pages. Students will learn the languages HTML and CSS and will create their own live homepages to serve as portfolios of their creations. Students will finish this course with a published website of their own.

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***Robotics - 0.5 credit (1 semester)***

***Vocation Graduation Requirement;***

***Elective***

**Grade Level:** 11-12

**Prerequisite:** *C or better in Introduction to Programming*

Students will use core computer programming logic and reasoning skills using a robotics engineering context. Students will build their robot using the Lego Mindstorms Kits and complete various challenges.

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***Video Game Design – 0.5 credit (1 semester)***

***Elective***

**Grade Level:** 11-12

**Prerequisites:** *C or better in Introduction to Programming*

Students write code (not drag-and-drop) to create programs and games in JavaScript. Programming will be more complex than the Introduction class. Games may include: Guess the Number, Crazy Ball, Breakout, Fun Snake, Tic-Tac-Toe, Mastermind and Connect Four. The course will end with students designing and coding their own game. This class is highly visual, dynamic, and interactive.

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***Programming with Alice – 0.5 credit (1 semester)***

***Elective***

**Grade Level:** 11-12

**Prerequisites:** *C or better in Introduction to Programming*

This course combines programming with animation, using the programming environment Alice. You will first learn to tell 3D animated stories by programming Alice's 3D objects. In particular you will learn how to set up a scene, to tell a story using storyboarding, to move the camera, and how to move and rotate objects. You will learn programming concepts such as writing your own instructions, repetition, making decisions, and grouping similar objects together. Later you will combine the topics you have learned with event programming to build 3D games you and your friends can play.

## Cosmetology Vocation and Electives

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<u>Required Courses for Mooseheart Cosmetology Vocation:</u>			
Cosmetology 2, 3, and 4			
Cosmetology Vocation Freshman Year	Cosmetology Vocation Sophomore Year	Cosmetology Vocation Junior Year	Cosmetology Vocation Senior Year
<b>Required Course if getting State Certificate:</b>	<b>Required Course if getting State Certificate:</b>	<b>Required Course if getting State Certificate:</b>	<b>Required Course if getting State Certificate:</b>
<b>Cosmo 1</b> Prerequisites: None	<b>Cosmo 2</b> Prerequisites: none	<b>Cosmo 3-</b> Prerequisites: Cosmo 2 And <b>Clinic Lab (10<sup>th</sup> period)</b>	<b>Cosmo 4-Advanced Cosmetology</b> Prerequisites: Cosmo 2 & 3 And <b>Clinic Lab (10<sup>th</sup> period)</b>

Electives:	Electives:	Electives:	Electives:
<b>Cosmo 1</b> Prerequisites: None	<b>Cosmo 2</b> Prerequisites: None	<b>Introduction to Skin/ Makeup</b> Prerequisites: None	<b>Introduction to Skin/ Makeup</b> Prerequisites: None
<b>Introduction to Skin/ Makeup</b> Prerequisites: None	<b>Introduction to Skin/ Makeup</b> Prerequisites: None	<b>Explanation of Nails</b> Prerequisites: None	<b>Explanation of Nails</b> Prerequisites: None
<b>Explanation of Nails</b> Prerequisites: None	<b>Explanation of Nails</b> Prerequisites: None	<b>Manners &amp; Modeling</b> Prerequisites: None	<b>Manners &amp; Modeling</b> Prerequisites: None
<b>Manners &amp; Modeling</b> Prerequisites: None	<b>Manners &amp; Modeling</b> Prerequisites: None	<b>Cosmo 2</b> Prerequisites: None	<b>Cosmo 2</b> Prerequisites: None
		<b>Cosmo 3</b> Prerequisites: Cosmo 2	<b>Cosmo 3</b> Prerequisites: Cosmo 2

# Cosmetology Course Descriptions

## **Cosmo 1- 0.5 credit (1semester/1period)**

**Grade Level:** 9-12

**Elective**

**Prerequisites:** None

Philosophies of Hairstyling

The objective of this class will be to focus knowledge on the fundamentals of hairstyling. You will gain knowledge of the historical facts of hair styling. We will learn the facets of all the tools new and old, how they work to create beautiful hair looks. We will introduce braiding and learn how to communicate with clients to gain understanding of what their expectation is of the final look.

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## **Cosmo 2 – 1.0 credit (2 semesters/1 period)**

**Vocation Graduation Requirement; Elective**

**Grade Level:** 10-12

**Prerequisite:** Cosmo 1

In this class we will be covering the aspects of coloring hair. You will learn many different color techniques along with 9 different basic haircuts. You will discover how the color wheel works and how it can be applied to many facets in your life such as; makeup, clothing, skin and design concepts. We will also explore foiling and highlighting hair with live applications.

This class will explore all facets of texture. This will include several types of perming techniques including some advanced techniques. We will also look at relaxers and how that chemical process works. We will also discover effects both processes have on the hair. This will also include live applications.

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## **Cosmo 3- 2.0 credits (2 semesters/2 periods each)**

**State Certificate Requirement**

**Grade Level:** 11-12

**Prerequisite:** Cosmo 2 \*Must do Clinical Lab during 10<sup>th</sup> period

This class is more advanced area about color and cutting. Each learner will gain a better understanding of more advanced color techniques. We will also explore new cutting techniques and how they apply to the already learned concepts. Students will develop skills on how each cut works better with certain colors along with how color and cutting can change a person facial shape. We will explore makeup during this course as well.

This course covers advanced techniques of makeup. More theatrical looks and how makeup can change the face shape by contouring for the shape. Students will be creating your own design on color applications with hair and makeup. You will also learn how to get inspiration and developing formulas for corrective hair color.

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## **Cosmo 4- 2.0 credits (2 semesters/2 periods each)**

**State Certificate Requirement**

**Grade Level:** 12

**Prerequisites:** Cosmo 2 & 3 \*Must do Clinical Lab during 10<sup>th</sup> period

Learn salon management, how the salon mechanics works, and what owners/managers expect from employees. Review all practical applications through the use of projects that will help you prepare for the state exam. Develop skills on how a runway show works and prep for developing one with a team. Go through a mock state board to prepare for licensing.

Perfect your practical skills with hands on applications to prepare for state exam. Prepare for state written exams through study and testing. Develop a final project of a 3D salon along with creating a runway show with a team. The main focus will be preparing to take the state exam: tracking hours, testing, studying, and developing your own way to grasp those skills needed to take the state exam.

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**Introduction to Skin/Makeup – 0.5 credit (1semester /1 period)**

**Grade Level:** 9 – 12

**Vocation Graduation Requirement;**

**Elective**

**Prerequisites:** None

Discover how the skin works, how conducting regular facials will help with problems in the skin. Learn about problems in the skin and how to correct them either through diet and nutrition or other ways. Learn basic application of makeup, contouring, fantasy and theatrical designs as they apply to makeup.

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**Explanation of Nails – 0.5 credit (1 semester/1 period)**

**Vocation Graduation Requirement;**

**Elective**

**Grade Level:** 9 - 12

**Prerequisite:** None

This class will explore nail growth, structure, and design mechanics. Learn manicures and pedicures of all different types and how they work in a spa atmosphere. We will create all types of artificial nails and the techniques to apply them to clients.

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**Manners/Modeling – 0.5 credit (1 semester/1 period)**

**Grade Level:** 9-12

**Elective**

**Prerequisite:** none

This course will explore many facets of manners and proper etiquette in today's world. Explore manners in the beauty industry, and beyond. Learn about code of ethics, common social and business situations,. Discover how to properly create good correspondence, entertaining and how to keep social life separate from work life. Learn how to work with models, backstage presentation, work ethic, posing, walking, proper wardrobe, and types of modeling. Learn how to research agencies, professionalism, and healthy habits. The final project for this class will be starting a portfolio.

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**Clinic Lab – 1 credit (2 semesters/1 period)**

**State Certificate Requirement;**

**Elective**

**Prerequisite:** All classes and must have at least 175 hours approval from Cosmo teacher

During this course all students will be conducting services on clients. You will learn and apply customer service aspects as if in a real salon. This is where you can apply the concepts that you have learned in classes. In order to work in the lab you must have at least 175 hours. Students that have only taken nails or skin can only work on those skills they have and nothing more.

## Commercial Music and Electives

*To earn Mooseheart Certificate in Commercial Music, students must complete the required classes listed below*

*NOTE: This vocation meets for 2 period a day.*

<b><u>Required Courses for Mooseheart Commercial Music:</u></b> Applied Contemporary Music I Prerequisite: None Applied Contemporary Music II Prerequisite: Applied Contemporary Music I Intro to DAW Prerequisite: None			
<b>Commercial Music Freshman Year</b>	<b>Commercial Music Sophomore Year</b>	<b>Commercial Music Junior Year</b>	<b>Commercial Music Senior Year Year</b>
<p style="text-align: center;"><b>Electives:</b> <b>Applied Contemp Music I</b> Prerequisite: None</p> <p style="text-align: center;"><b>Applied Contemp Music II</b> Prerequisite: Applied Contemporary Music I</p> <p style="text-align: center;"><b>Intro to DAW</b> Prerequisite: None</p> <p style="text-align: center;"><b>Songwriting</b> Prerequisite: Permission of Instructor</p>	<p style="text-align: center;"><b>Electives:</b> <b>Applied Contemp Music I</b> Prerequisite: None</p> <p style="text-align: center;"><b>Applied Contemp Music II</b> Prerequisite: Applied Contemporary Music I</p> <p style="text-align: center;"><b>Intro to DAW</b> Prerequisite: None</p> <p style="text-align: center;"><b>Songwriting</b> Prerequisite: Permission of Instructor</p>	<p style="text-align: center;"><b>Electives:</b> <b>Applied Contemp Music I</b> Prerequisite: None</p> <p style="text-align: center;"><b>Applied Contemp Music II</b> Prerequisite: Applied Contemporary Music I</p> <p style="text-align: center;"><b>Applied Contemp Music III</b> Prerequisite: Applied Music II</p> <p style="text-align: center;"><b>Applied Contemp Music IV</b> Prerequisite: Applied Contemporary Music III</p> <p style="text-align: center;"><b>Intro to DAW</b> Prerequisite: None</p> <p style="text-align: center;"><b>Advanced DAW</b> Prerequisite: Intro to DAW</p> <p style="text-align: center;"><b>Songwriting</b> Prerequisite: Permission of Instructor</p>	<p style="text-align: center;"><b>Electives:</b> <b>Applied Contemp Music I</b> Prerequisite: None</p> <p style="text-align: center;"><b>Applied Contemp Music II</b> Prerequisite: Applied Contemp Music I</p> <p style="text-align: center;"><b>Applied Contemp Music III</b> Prerequisite: Applied Contemp Music II</p> <p style="text-align: center;"><b>Applied Contemp Music IV</b> Prerequisite: Applied Contemp Music III</p> <p style="text-align: center;"><b>Intro to DAW</b> Prerequisite: None</p> <p style="text-align: center;"><b>Advanced DAW</b> Prerequisite: Intro to DAW</p> <p style="text-align: center;"><b>Songwriting</b> Prerequisite: Permission of Instructor</p>

## Commercial Music Course Descriptions

**Applied Contemporary Music I - 0.5 credit** (1 semester) **Vocation Graduation Requirement;**  
**Elective**

**Grade Level:** 10-12

**Prerequisite:** None

Students will receive instruction on a principal contemporary instrument (guitar, bass, piano/keyboard or drum set). Students will explore musical concepts and terminology, especially chords and scales, build listening and technical skills, study appropriate artists and repertoire for their instrument, learn effective practice habits, develop musical style and interpretation and prepare for public performance. Learning will take place in both an individual and group setting. Students are expected to participate in one concert each quarter as a major part of their grade.

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**Applied Contemporary Music II - 0.5 credit** (1 semester) **Vocation Graduation Requirement;**  
**Elective**

**Grade Level:** 10-12

**Prerequisite:** Applied Contemporary Music I

Students will build on the progress made in Applied Contemporary Music I on their principal contemporary instrument (guitar, bass, piano/keyboard or drum set). Students will especially gain more knowledge in the areas of chords and scales as they apply to performing in a variety of contemporary music genres. Learning will take place in both an individual and group setting. Students are expected to participate in one concert each quarter as a major part of their grade.

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**Intro to DAW (Digital Audio Workstation) - 0.5 credit** (1 semester)

**Grade Level:** 10-12

**Vocation Graduation Requirement;**

**Elective**

**Prerequisite:** None

Students will learn a basic understanding of, and a basic level of implementation of, the various elements of the modern music studio, including digital recording software, digital sequencing and looping software, pad and keyboard controllers, mixing and mastering. Final grade will be heavily based on a final project consisting of a recording done in Pro Tools software.

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**Applied Contemporary Music III- 0.5 credit** (1 semester) **Elective**

**Grade Level:** 11-12

**Prerequisite:** Applied Contemporary Music II

Students will build on the progress made in Applied Contemporary Music I and II on their principal contemporary instrument (guitar, bass, piano/keyboard or drum set). Guitar, bass and drum set players will also learn piano, and piano players will learn also guitar. Students will especially gain more knowledge in the areas of chords and scales as they apply to performing in a variety of contemporary music genres. Learning will take place in both an individual and group setting. Students are expected to participate in one concert each quarter as a major part of their grade.

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**Applied Contemporary Music IV- 0.5 credit** (1 semester) **Elective**

**Grade Level:** 11-12

**Prerequisite:** Applied Contemporary Music III

Students will build on the progress made in Applied Contemporary Music I, II and III on their principal contemporary instrument (guitar, bass, piano/keyboard or drum set). Guitar, bass and drum set players

will continue to learn piano, and piano players will continue to learn guitar. Students will especially gain more knowledge in the areas of chords and scales as they apply to performing in a variety of contemporary music genres. Learning will take place in both an individual and group setting. Students are expected to participate in one concert each quarter as a major part of their grade.

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**Advanced DAW (Digital Audio Workstation) - 0.5 credit (1 semester)**

**Grade Level:** 11-12

**Elective**

**Prerequisite:** Introduction to DAW

Students will build on the knowledge and techniques gained in Introduction to DAW and be able to implement the various elements of the modern music studio, including digital recording software, digital sequencing and looping software, pad and keyboard controllers, mixing and mastering. Final grade will be heavily based on a final project consisting of a recording done in Pro Tools software.

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**Songwriting - 0.5 credit (1 semester)**

**Elective**

**Grade Level:** 10-12

**Prerequisite:** Permission of Instructor

Songwriting is a rewarding form of expression. This class provides the novice with basic tools and creativity exercises to get started songwriting. Basics of harmony, lyric writing, melody and song form are discussed. Knowledge of a chordal instrument (guitar, piano, ukelele) is helpful but not required. Projects, in lead sheet format, will cover a variety of styles. Students are expected to participate in one concert each quarter as a major part of their grade.

## **DRIVER'S EDUCATION**

**Driver's Education (Grade 11 - 12)** -Currently Mooseheart contracts with an outside company for both the classroom instruction and behind the wheel (*Drive Safely*). Classroom instruction is held during 11<sup>th</sup> period.

The Driver Education program consists of two phases - classroom instruction and behind the wheel (laboratory phase), emphasizing defensive driving and actual road experience. Class activities emphasize the observance of traffic laws and interaction with other highway users. In most cases, students will be scheduled for the behind-the-wheel phase concurrently with the classroom phase.

Getting a driver's license is a privilege. Illinois law requires students to have a minimum of 30 hours of classroom instruction and a minimum of 6 hours of behind-the-wheel driving time. Students must fulfill these state requirements in order to be eligible to take the driving and written exams.

Illinois law requires all students to pass, at least eight (8) full academic courses during the previous two semesters in order to be eligible to enroll in driver's education.

## **CAMPUS MINISTRIES (RELIGION)**

Casey Beckley (Protestant Chaplain) and Mr. Mike Zak (Catholic Services) are the instructors for both the middle and high school religious education program. Students attend the scheduled events and/or

complete the work assigned, in order to fulfill their religion class requirement. Protestant Classes will be held in room 202 and Catholic classes in room 210.

### Fall 2024 Religion Classes

	<b>3<sup>rd</sup> Period 903-943am</b>	<b>4<sup>th</sup> Period 946-1026am</b>	<b>5<sup>th</sup> Period 1029-1109am</b>
<b>9/3</b>			
<b>9/10</b>			
<b>9/12</b>			
<b>9/24</b>			
<b>10/1</b>			
<b>10/15</b>			
<b>10/22</b>			
<b>10/29</b>			
<b>11/5</b>			
<b>11/12</b>			
<b>11/19</b>			
<b>12/3</b>			
<b>12/10</b>			
<b>12/17</b>			
<b>1/7</b>			

## College Course Work Required

Most 4-year schools will not accept any basic, applied or remedial courses. Your best source of actual college entrance requirements is the catalog of the college of your choice. Minimum high school course work requirements for many four-year college admissions to a public university in the state of Illinois are as follows.

English	4 years - emphasizing written, oral communication and literature
Science	2 years - At Mooseheart 1 year must be <b>Biology</b>
Social Studies	3 years - emphasizing history and government
Math	3 years - <b>Algebra I</b> , Algebra II, <b>Geometry</b> , Trigonometry or fundamentals of computer programming - Basic Math, Intermediate Algebra and Pre-Algebra <u>do not count</u> .
Electives	3 years - Band, Foreign Language (Spanish), Vocational Education

### Minimum Graduation Requirements from the State of Illinois as of January 2016:

Graduation Date	Mathematics	Writing	Language Arts	Science	Social Science	Electives
<b>2016 and beyond</b>	Of <b>3 years</b> , 1 year must be Algebra I and 1 year must be a course that includes geometry content.	<b>2 years</b> ; 1 year must be an English course and 1 year may be provided as a part of any course offered.	<b>4 years</b> ; no content specified.	<b>2 years</b> ; no content specified.	<b>2 years</b> ; must include 1 year of U.S. history or combination of U.S. history and American government and 1 semester civics	<b>1 year</b> ; includes art, music, foreign language, or <b>vocational education</b> .
<b>Total</b>	<b>3 years</b>	<b>2 years</b>	<b>4 years</b>	<b>2 years</b>	<b>2 years</b>	<b>1 year</b>

## Admission to Community College

Frequently students are choosing a community college because of the proximity and low cost. A community college can supply a student with two years of required courses to allow the student to transfer successfully to a 4-year college or university to complete the requirements for a 4-year degree.

A community college can also offer an Associate in Arts or an Associate in Science Degree for students who are interested in only two years of college work. One of the most important innovations by community colleges has been offering a multitude of one and two year occupational and vocational programs, providing a certificate or Applied Associate Degree.

# MIDDLE SCHOOL COURSE DESCRIPTIONS

## MATHEMATICS

### Middle School:

#### **Course 1** (Full year, 1 credit)

Included in this course is a mastery of addition, subtraction, multiplication, and division of whole numbers. Developing a better foundation on decimals, fractions, and percent's is also included. Other topics will be basic equations, statistics, measurements, and simple geometric applications. This course is offered during 6<sup>th</sup> grade.

#### **Course 2** (Full year, 1 credit)

Included in this course is a mastery of decimals and fractions. Developing a better foundation of integers and solving equations is also included. Other topics addressed include real world applications, statistics, geometric application, ratio, and proportions. This course is offered during 7<sup>th</sup> grade.

#### **Intermediate Pre-Algebra** (Full year, 1 credit)

Included in this course is a review of addition, subtraction, multiplication and division of whole numbers, fractions and decimals. Developing a better foundation on using percents, proportions, simple statistics and probability. Other topics include graphing and graph interpretation, simple geometric applications, and introduction to equations.

## MATH POLICY

Teacher feedback and individual circumstances will determine whether or not a student receiving an F the first semester will remain in the same math class second semester, or will be rescheduled to an appropriate lower level math course.

Students who fail the second semester will take the class over the following year, or in summer school. They may also request to take a correspondence or online course. Although they may have passed the first semester they will need to repeat for no credit as a preparation for the second semester.

## SCIENCE

Middle School students learn the basics of Life Science, Physical Science, and Earth Science. The subjects are interwoven and thematic in design.

## SOCIAL STUDIES

Middle School students learn the will have the basics of government, geography, and history while traveling through grades 6-8. The U.S. and Illinois Constitutions are both taught and a required assessment given during the second semester of their 8<sup>th</sup> grade year. An instructor must assess the 8<sup>th</sup> grade student as proficient on a Constitution assessment before a student is allowed to participate in the promotion exercise.

# BAND

## BAND POLICIES AND PROCEDURES

### Joining Band

Any student 6<sup>th</sup> grade and above may join band. Band Instructor meets with new middle school students at the beginning of the school year to demonstrate instruments and have students give their 1<sup>st</sup> and 2<sup>nd</sup> instrument choices. Band Instructor assigns instruments based on the need to balance instrumentation in the band, availability of instruments, and physical traits of student. Older students or students arriving during the school year may join band by completing a band contract and contacting both the Band Instructor and the Guidance Counselor.

### Rehearsals

Any second year band student in 6<sup>th</sup> - 12<sup>th</sup> grade, who has committed to Concert Band, will attend rehearsals Monday through Friday in the Band Room during 11<sup>th</sup> period. Once a student has committed to participating in Concert Band, attendance is mandatory.

Once a student has demonstrated a high enough skill level, they are eligible for 11<sup>th</sup> period Concert Band. Before a student can begin attending Concert Band 11<sup>th</sup> period, the student needs to complete a band contract and contact both Band Instructor and the Guidance Counselor.

### Classroom Management

Due to the number of students in Concert Band, students in this large rehearsal do not receive as thorough an implementation of the Mooseheart Model as those in other classes. At the beginning of the year, expectations are clearly communicated, and requisite skills are practiced. Classroom rules are few and are communicated and practiced repeatedly throughout the year. Tolerances are extremely low, and students receive irresponsibles on their school note quickly and consistently if they choose not to follow band rules.

Due to the larger class size, there are fewer rationales and teaching interactions then would normally occur when implementing the Mooseheart Model of Care. Students are informed at the beginning of the school year, so they are not surprised.

### Home Practice

Even though students are not required to practice in the home, students are encouraged to take their instruments home and practice.

### Dropping Band

Once students have made a commitment to band, they are not allowed to drop. This band commitment is for the duration of the school year. When a student's academic progress or behavioral issues warrant reconsideration of a student's placement in band, the Band Instructor will work with the guidance counselor and the Family Teachers to come to a solution that is in the best interest of the youth.

### Performances

All band members are required to participate at all performances. A schedule of performances is sent out at the beginning of the school year. Any additional performances will be announced as they are scheduled. These are typically smaller groups and take place at local venues such as Moose Lodges and nursing homes.

### Communication

Family Teachers can contact the Band Instructor at extension #3931. Please contact him as soon as any concern arises. Family Teachers are encouraged to attend rehearsals or lessons any time they desire. Drop ins are welcome! Students are more successful when there is regular contact between the Band Instructor and Family Teachers

## PHYSICAL EDUCATION CLASS

For Elementary and Middle School students gym shoes are to be worn for all PE classes unless otherwise directed by the teacher. If gym shoes are not worn to school, a pair should be placed in their locker for use during PE classes. Students are expected to refrain from chewing gum or eating any kind of food in the gym as well as other classes. Good sportsmanship should always be demonstrated.

## NJROTC

### (NAVAL JUNIOR RESERVE OFFICER TRAINING CORPS)

#### **8<sup>th</sup> Grade NJROTC Indoctrination**

All 8<sup>th</sup> grade students will participate in 8<sup>th</sup> grade NJROTC indoctrination. Instruction will be conducted during the final quarter of the school year and will consist of learning basic facing movements and marching skills, how to salute and how to address a senior cadet or one of the instructors properly. Uniforms will be issued prior to the close of the year and incoming cadets will participate in the Change of Command and Memorial Day ceremonies.

### **3.2. Self-Paced Work (online or correspondence classes)**

Self-Paced courses (SPC) have been available to Mooseheart students since 2013. Courses are self-directed and typically completed outside the normal school day. Even though students are able to email instructors asking questions and/or clarifying instructions, self-paced courses require a substantial amount of self-discipline and are made available for students looking to enhance Mooseheart's selection of electives, or as an opportunity for credit recovery.

#### **Requirements:**

1. Students requesting Self-Paced courses for an elective must have grades of a "C" or better in all their previous semester classes.
2. Students are not eligible for any Self-Paced Course work until the summer between their freshman and sophomore years.
3. Students taking a Self-Paced course for credit recovery are required to pay all fees and tuition associated with the class prior to enrollment. (Rationale: the school provided an instructor/materials etc. the first time AND we don't want to encourage an attitude of "I'll just take the self-paced class because it is easier".) This fee is non-refundable.

4. Students taking a Self-Paced course as an *elective* will have the fee paid for by Mooseheart and reimbursement will be at the conclusion of the class and on a sliding scale based on final grade:
  - “A” (91-100%) at 90%
  - “B” (81-90%) at 75%
  - “C” (70-80%) at 50%;
  - “D” or “F” (69.99% or less) are not reimbursable. (Note: All money collected will be used for tuition for these programs).
5. Students must meet all prerequisites for Mooseheart and the Self-Paced Courses in which they request enrollment. Example: a student will not be allowed to enroll in Geometry before passing Mooseheart’s Algebra I course.
6. Only one Self-Paced Courses will be allowed at a time for Mooseheart students. A student may petition the principal for more course work.
7. For Self-Paced Coursework to count, all assessments (quizzes and tests) must be completed at school or at the Mooseheart Home (with school prior consent).
8. Mooseheart Scholarship money has NOT been approved for the use of Self-Paced Courses.
9. Mooseheart School has the discretion to suspend SPC if budget warrants.

### 3.3 CPR & AED training

In compliance with the ISBE requirement Public Act 98-0632 amends the Critical Health Problems and Comprehensive Health Education Act so that beginning with the 2014-2015 school year, training on how to properly administer cardiopulmonary resuscitation (CPR) and how to use an automated external defibrillator (AED) be included in curricula for all secondary schools within the state. Mooseheart High School students will have instruction completed by a certified American Heart Association certified instructor during their high school career. Instruction is usually completed by one of the Dean’s. Students and parents are encouraged to view the video on hands-only cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED), which are available on the Illinois High School Association’s website at and the Illinois State Board of Education’s website at:

<https://www.ihsa.org/Resources/SportsMedicine/CPRTTraining.aspx>  
<https://www.isbe.net/Pages/School-Health-Issues.aspx>

### 3.4 Drivers Education

Mooseheart High School sub-contracts with a company to deliver the classroom and behind the wheel requirements to earn an Illinois driver’s license.

### 3.5 Work Permits

### 3.6 Grading

Mooseheart grades should include information specific enough to help those not in the room determine how a student is doing in the classroom. We encourage staff to use the School Note as a tool to inform Homes on a student’s daily behavior.

### 3.7 Grading System

Mooseheart elementary uses a “Standards-based” grading practice. This informs others on what a child can show or do and rates them against a predetermined standard. Our middle and high school use traditional grading practices that take a number and translate that into an A-B-C-D or F.

### 3.8 Achievement

#### ACHIEVEMENT GRADES

Teachers, to decide on grades for homework, test/quizzes, reports, projects, quarter, semester and exams, use the grading scale listed below:

## Explanation of Achievement Grades

The 6<sup>th</sup>-12<sup>th</sup> grade semester grades are determined as follows: 1<sup>st</sup> and 3<sup>rd</sup> quarter grade are valued at 40% of the overall grade, and the 2<sup>nd</sup> and 4<sup>th</sup> quarter grades accounts for 60% of the overall grade. Classes may or may not include final exams or end of term projects during the 2<sup>nd</sup> and 4<sup>th</sup> quarters. (Revised 2016-17)

Grades for yearlong courses will be issued on a semester basis with no connection between the two semester grades. Failing a required class will result in repeating the course.

**Letter grades (not percentages) have be recorded on reports starting with the Class of 2018**  
(Revised 2014-15)

90-100%	4.0	A	Distinguished
80-99%	3.0	B	Proficient
70-79%	2.0	C	Basic
60-69%	1.0	D	Below Basic
59%-Below	0.0	F	Failure
Insufficient data		I	Incomplete

Final exams/projects **can** be given at the end of each semester. The exam/projects **may** count up to but not exceed 20% of the semester grade. It is a student's responsibility to meet the exam schedule. Students who are excused absent from exams will be expected to take a make-up exam on the day they return to school.

### 3.9 Effort

## EFFORT GRADES

The following scale is used to determine level of effort:

- 1 = Excellent Effort
- 2 = Satisfactory Effort
- 3 = Needs Improvement

### 3.10 Citizenship Grades

## CITIZENSHIP GRADES

Students are expected to behave in an appropriate manner in school and during out-of-school activities. Examples of acceptable behavior include the following: Following Instructions, Accepting Feedback or Consequences, Staying On Task, Being on Time, etc. In addition, students will strive to meet their individual Target skills.

- 1 = Exemplary Citizen
- 2 = Satisfactory Citizen
- 3 = Needs Improvement

### 3.11 Report Cards

#### Elementary Students:

Report Cards are given out one week after the end of each nine-week quarter. A Standards-based report card is used preK-5. A copy of the report card, along with a quarterly progress report generated by Residential Living is sent at the end of each grading period. Lodges receive an email copy of reports cards in January and June.

#### Middle/High School Students:

Report Cards are distributed one week after the end of each nine-week quarter. A copy of the report card, along with a quarterly progress report generated by Residential Living is sent at the end of each grading period. Lodges receive an email copy of report cards in January and June. If a student has been deemed 'ineligible' during the previous semester can become re-eligible when report cards are distributed.

### 3.12 All "A" Honor Roll - "A-B" Honors Roll

Students in grade 6 through 12 are eligible for the academic honor roll. Students can receive an "All 'A' certificate" or an "A-B" certificate for each quarter in attendance. Those students receiving any "incompletes", C's, D's, or F's are not eligible. (Revised in 2015-16)

### 3.13 Determining Valedictorian and Salutatorian

The Valedictorian is the student who has earned the highest grade point average in the graduating class over eight semesters of coursework. The Salutatorian is the student who has earned the second highest grade point average in the graduating class over eight semesters of coursework. If there is a statistical tie, grades after 15<sup>th</sup> quarters will be used to determine the students to give the speech at graduation.

### 3.14 Graduation Requirements for a Diploma

## **Mooseheart Requirements for a Diploma**

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To receive a Mooseheart academic diploma, the student must have a minimum of twenty-eight earned credits in grades 9-12. A unit of credit is earned when the student satisfactorily completes one year of work in either an academic or vocational course. These twenty-eight credits must include the following:

1. English 5 credits
  - a. English/ Literature Elements of Fiction (mandatory)
  - b. English Composition (mandatory)
  - c. Creative Writing (mandatory)
  - d. Writing and Research OR College Prep Research (mandatory)
  - e. English Elective
2. Math 3 credits
  - a. Algebra 1 or Intermediate Algebra 1 (Mandatory)
  - b. Geometry (mandatory)
  - c. Math Elective

3. Science 2 Credits
  - a. Micro and Macro Biology (mandatory)
  - b. Science Elective
4. History 3 credits
  - a. World History OR World Geography (mandatory)
  - b. Civics (mandatory 0.5 credits)
  - c. American Government (mandatory 0.5 credits)
  - d. U.S. History (mandatory)
5. NROTC 4 credits
6. Religion (Mandatory)
7. Health Education 0.5 credits
8. Consumer Education 0.5 credits
9. Vocation Education minimum 2.5 credits
10. Electives 3-10 credits
11. Students must be able to recite the Pledge of Allegiance, pass an assessment of the U.S. and Illinois Constitution, and Declaration of Independence. [105 ILCS 5/27-1, 27-3, and 27-4.]

### 3.15 Service Learning

Service Learning: Mooseheart has followed the philosophy of “Enter to Learn. Leave to Serve.” Beginning with the 2016-17 school year, our expectation is every student enrolled in the high school needs to document 25 hours of service learning each year. The documentation needs to be approved by a Mooseheart employee who knows the work was completed and how many hours were spent. Service Learning is when students use knowledge and skills to address genuine community needs. These are not completion of chores or required activities. Students gain credit hours by consciously choosing to do an activity that benefits others. Activities include but are not limited to: ministry work not assigned (Working at *Feed My Starving Children* would be an example), volunteering to work a Moose function not required of students (Helping the Mooseheart Lodge #2655 in the running of the Car Show in July is an example), donating blood, shoveling snow in an area not assigned but in need of clearing, helping with fund raising for a charitable organization outside of Mooseheart. Ideas are not limited to those categories above. Final approval for hours will be made by consultants, Mrs. Daneels, Mr. Urwiler and Dr. Szymczak. All hours must be signed off on by a students’ Family Teacher, or an adult working at Mooseheart and then brought to the office for Dr. Szymczak’s approval.

### 3.16 Academic Eligibility

Mooseheart eligibility is determined by the quarter grades of the student. A student failing three subjects for the week is Mooseheart ineligible. Mooseheart ineligibility means a student is not allowed to participate in extracurricular activities (athletics, clubs, school committees, homecoming dances, etc.) happening for a period of one complete week. 60-69% is the letter grade “D”, and 59% or lower is the failing letter grade “F”.

IHSA eligibility is determined by the current semester grades. Students failing three or more subjects for the semester are considered to be IHSA ineligible. The student will remain ineligible for the entire semester. Reinstatement will occur on the day report cards are distributed for the next semester.

Students with prolonged academic problems may be considered ineligible. School Administration, will make all final decisions concerning eligibility.

### 3.17

The Weekly Reward for Academic Progress List is for 6<sup>th</sup> through 12<sup>th</sup> grade students who have weekly grades above a “C” and have no office referrals from the previous week. Once the teacher has turned in grades for the week, they cannot be changed to add a student to the list. Those students will need to wait till the following week.

### 3.18 National Honor Society selection

Mooseheart is proud to hold the 5<sup>th</sup> Charter of the National Honor Society. Membership in the National Honor Society is based upon demonstration of character, scholarship, leadership, service and positive attitude. To qualify, a student must be a Junior or Senior, have a minimum cumulative grade point and core curricular average of 3.2, meet/exceed the current ACT national average composite score (currently 21) and be invited and interviewed by the faculty committee and make a commitment to uphold the high ideals of the society. Students participate in both individual and group projects; attend seminars and work to build a positive learning experience. 25 + Community Service hours are required each year. Formal acceptance and membership becomes effective at graduation and carries with it a prestige that is recognized and highly valued by all. There have been 446 students honored in being enrolled at Mooseheart since 1921. For information, contact Mrs. Stewart.

### 3.19 Promotion/Retention

Students will progress annually from grade to grade. Grade level, advancement, and promotion shall be based solely upon successful completion of the curriculum, attendance, or measured performance on assessment program tests, or any other criteria established by the Board of Education. A student shall not be promoted based upon age or any other social reason not related to academic performance. The district shall provide remedial assistance to students who are not promoted to the next higher grade. When retention of a student is a possibility, the student’s parents/guardians/Family Teachers will be notified and will be involved in the placement process. This notification will usually occur before the beginning of the second semester. The parents/guardians/ Family Teachers will also receive an explanation before a final decision on retention is made and will be given an opportunity to participate in a final placement conference.

Retention is only relevant for grades K-8. High School students are bound by credit hours.

### 3.20 Student Store (new in 2023-4)

Students in high school can earn 1-point per day for a clean School Note (no negatives or ORWs, or ORs) and for staying off the D/F list. These points will be calculated in the Dean’s office (each week) and be entered in a spreadsheet. Points can accumulate and them be spent in the Student Store (located near the WOTM gym) a regular basis. Items for sale will include logo t-shirts, polo shirts, and hoodies. These products can be worn to school and during class (hoods need to stay down or privilege may be revoked). Other items like water bottles and notebooks are available. Items will be added to store if there is adequate demand.

### 3.21 Mooseheart Scholarship

<b>Moose International Scholarship for Mooseheart Graduates starting June 2001</b>
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A **Level A+ student** = a student admitted to Mooseheart before the end of the first semester of their freshman year;

A **Level A student** = a student admitted to Mooseheart before the end of the first semester of their freshman year;

A **Level B student** = a student admitted to Mooseheart as a second semester freshman or first semester sophomore;

A **Level C student** = a second semester sophomore or first semester junior;

\*\* Moose International Scholarships for students admitted to Mooseheart after the first semester of their junior year are decided on a case-by-case basis. .

<u>LEVEL A+ Scholarship</u>	<u>LEVEL A Scholarship</u>	<u>LEVEL B Scholarship</u>	<u>LEVEL C Scholarship</u>
4-year \$10,500 PER YEAR 3.2 GPA, 3.0 CORE GPA \$42,000 FOR 4 YRS ** ACT 25 or above ** SAT 1200 or above	4-year 9,000 PER YEAR 3.0 GPA, 2.8 CORE GPA \$36,000 FOR 4 YRS	4-year \$6,000 PER YEAR 3.0 GPA, 2.9 CORE GPA \$24,000 FOR 4 YRS	4-year \$4,000 PER YEAR 3.0 GPA, 3.0 CORE GPA \$16,000 FOR 4 YRS
	2-year \$7,000 PER YEAR 2.0 GPA \$14,000 FOR 2 YRS	2-year \$4,500 PER YEAR 2.25 GPA \$9,000 FOR 2 YRS	2-year \$2,500 PER YEAR 2.50 GPA \$5,000 FOR 2 YRS

#### Requirements:

A student must enroll as a full time student (at least 12 credit hours) in college / university and successfully complete, at least, 12 college credits; meet the guidelines for the Academic Scholarship Requirements per Scholarship Committee policy.

Mooseheart Graduates receiving a Level B or Level C scholarship have the opportunity to request additional funds from the scholarship committee once the scholarship awarded has been exhausted. Please contact the Scholarship Coordinator for additional information regarding the request of additional scholarship assistance.

Service Learning hour requirements must be earned each year in high school. Failure to earn the required service learning hours each year will reduce your scholarship amount by one year for each year the minimum service learning hours were not earned.

# CHAPTER 4: Health & Safety

## 4.1 Accidents

There is the possibility that a student may hurt himself/herself during the school day whether in an academic class, a P.E. class, a vocational class or a co-curricular activity.

1. Report all accidents to the supervising Teacher or Coach. \*
2. If medical attention is needed, seek it without delay (students should respond to adult direction).
3. Follow through with the prescribed treatment plan.
4. Any injuries of concern will be relayed to the Health Center.
5. Students suspected of having a concussion are not to walk alone without adult guidance to health center or homes.

When a student is injured at school, the school nurse may/will be called to evaluate any situation. An incident report should also be filed by the party that was witness to injury (Teacher, Coach, and Administrative Personnel).

## 4.2 Student Illness/Injury

If a student is ill before school, the Family Teacher should call the Dean's Office **PROMPTLY** in the morning to report the absence. Family Teachers should accompany sick or injured youth to see the nurse at the Health Center **BEFORE** school if there is a concern about whether the student needs to stay home, or may need prompt medical evaluation. **UNDER NO CIRCUMSTANCES SHOULD STUDENTS COME TO THE HEALTH CENTER ALONE WITHOUT A FAMILY TEACHER BEFORE SCHOOL.**

MINOR health issues that do not require attention prior to the school day, will be handled during lunch or after school to avoid students missing class. Family Teachers should contact the nurse directly about the minor health condition. The nurse will notify the Dean's Office directly of students who need to be seen during lunch.

Family Teachers are asked to refrain from writing on the school note that student needs to see the nurse. Students will obtain a pink pass to see the nurse during lunch.

Visits to the nurse will be communicated to Family Teachers by phone or e-mail. Limited information will be on the school note to protect confidentiality.

### TIPS FOR HAVING A HEALTHY SCHOOL DAY:

1. Students are encouraged to have breakfast to avoid fatigue, weakness and inability to concentrate in school.
2. CLEAR water bottles labeled with the student's name are allowed and encouraged to prevent dehydration and control coughs.
3. Cough drops are permitted if a student has a cold or sore throat. The Dean's Office has an emergency supply only. Cough drops are supplied by the home.
4. Cough and cold medication, medication for menstrual cramps, allergy medication should be given by Family Teachers **BEFORE** school to control symptoms, and minimize time out of class.

5. Developing Healthy habits – good hygiene, healthy meals and snacks, daily physical activity, adequate sleep, staying hydrated, and managing stress can greatly impact school performance and reduce episodes and severity of illness.

#### 4.3 Guidelines for Sick Youth – When to stay home

**FEVER** – Stay home if the temperature is 100 degrees or >. This is the reading on the thermometer BEFORE giving Tylenol or Ibuprofen. Students must have a temperature of < 100 for 24 hours without taking ibuprofen or Tylenol. Any exceptions must be cleared by the nurse

**VOMITING** - Students should stay home 24 hours after vomiting, unless cleared by the nurse. Students should be able to have a light breakfast (i.e. toast and juice) without increased nausea and vomiting before returning to school.

**DIARRHEA** - Students should stay home if they have a fever, abdominal pain, and/or need to make multiple trips to the bathroom. They should also stay home if they will not be reliable to practice good hygiene habits such as washing hands and toileting.

**COLDS** – See fever instructions. Students should stay home if they are fatigued, and cold symptoms are not well-controlled by medicine. Clear water bottles are encouraged, and occasional cough drops are fine to bring to school. A cold that is persistent or worsening should be evaluated by the nurse.

**ASTHMA** – Family Teachers and School Staff should contact the nurse to evaluate students with asthma who are coughing and or wheezing. Reliable age-appropriate students may keep rescue inhalers on their persons. The Dean’s Office may also be asked to keep rescue inhalers. Any student who complains of difficulty breathing, or needs to use their rescue inhaler more than prescribed for relief should see the nurse.

**STREP THORAT** – Antibiotics are given for 24 hours before returning to school. The student must also be free of fever and should not be sent to school if they continue to have severe pain or difficulty swallowing.

**EYE INFECTIONS** – Antibiotics are given for 24 hours prior to return to school, unless cleared by the nurse or doctor. There must also be minimal eye drainage and the youth must be reliable enough to wash hands and restrain from rubbing eyes.

**RASHES** – The nurse should see students before school for rashes that are spreading and/or accompanied by a fever, sore throat, student is ill appearing or showing signs of hives and possible allergic reaction.

**LICE** – Youth with live lice should have a shampoo, combing, and change into clean clothes before returning to school. The cosmetology teacher or nurse will examine the student before returning to school, and again in 1 week. Youth with nits are NOT automatically excluded from school and should be referred to the nurse or cosmetology teacher to be checked. Any youth missing more than 1 day of school due to lice should be referred to the nurse to avoid unnecessary absence from school.

**PAIN** – Students are expected to attend school with minor aches or pains. The nurse or clinic should be notified of any pain that is severe, persists, or worsens. Monthly severe menstrual cramps should be brought to the attention of the nurse or clinic. Family Teachers should notify the nurse of any illness or sports injuries that require a clinic or an emergency room visit. Students are required to bring a “return to PE note” from the doctor’s office or emergency room after being seen for sports injuries.

#### 4.4 Student Injury

Minor health issues will be taken care of as much as possible by the Dean's Office. Students will receive basic first aid, water, ice, snack, and a place to lie down as needed. Over the counter medicines will not be distributed by the Dean's Office. Students reporting vomiting will be sent home unless directed otherwise by the nurse. The Dean's Office has the authority to send a student home without first seeing the nurse. The nurse will be contacted for emergencies, evaluation of the severity of illness or injury, infection control, and to administer over the counter medication.

Staff has the authority to call 9-1-1 for emergencies before contacting the nurse. 9-1-1 should be called for any student whose condition is not improving or worsens while waiting for the nurse to arrive.

Students requesting to see the nurse for minor illness/injury are seen during lunch, 9<sup>th</sup> period or after school. School staff and/or the nurse will notify Family Teachers regarding illness or injury at school. This includes any medications that were given at school by the nurse and follow-up home care instructions.

#### 4.5 Medication

Students (age-appropriate) are permitted to carry cough drops, lip balms, rescue inhalers, emergency allergy medications, salt water nasal spray, creams approved by the nurse, on their persons provided they act responsibly.

All prescription medications given at school are under the supervision of the nurse. Under no circumstances should Family Teachers give the Dean's Office medications to administer without consulting the nurse.

Only authorized school staff will administer prescription or over the counter medicine at school.

The Dean's Office will administer daily 12 noon medications at school. Family Teachers are to bring medications to the Dean's Office in pharmacy labeled bags and the nurse will provide the medication sign-off sheets. Discrepancies should be reported immediately to the nurse.

Medications will be stored in the Dean's Office in a locked cabinet. Exception: emergency asthma and allergy emergency will be stored in a safe and secure place that can easily be accessed.

Family Teachers requesting medication be given during off campus events should contact the teacher or coach directly, place the medication in a clearly labeled container, and provide a sign-off sheet for the person administering the dose of medication.

#### 4.55 Self-Administration of Medication

A student may possess an epinephrine injector (EpiPen®) and/or an asthma inhaler prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form. The school and district shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or epinephrine injector or the storage of any medication by school personnel. A student's parent/guardian must agree to indemnify and hold harmless the Mooseheart and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector and/or asthma inhaler, or the storage of any medication by school personnel.

POLICY FOR: STUDENT CARRY AND USE OF PRESCRIBED ALBUTEROL INHALER

INDICATION: Youth with prescribed albuterol inhaler who have demonstrated responsibility and understanding of when and how to use their inhaler may self-carry their prescribed inhaler at school.

All other students will not be allowed to self-carry their inhaler.

Self-carry students will be educated to seek the care of school personnel if medication is not successfully controlling his/her asthma symptoms.

Kelsey Zollinger, RN, MSN  
Mooseheart Community Nurse

Jennifer Kleinfeld, MD  
Reviewed: 5/5/2021

#### 4.6 Procedures for visiting the Health Center

Any student who is not feeling well needs to check in with the Dean's office and a determination will be made as to whether a visit to the Health Center is warranted.

#### 4.7 Mooseheart Weather Alerts

##### **Omnalert will be used to notify staff - staff will notify students.**

Mooseheart, like any other community, is concerned for the safety of all residents and employees. The tornado siren is operated from our Communications Center. For the safety of both students and staff, we have designated the two weather alerts here at Mooseheart as: **SEVERE WEATHER WATCH** - that includes a tornado watch, a storm watch and a severe temperature watch (Extreme Cold: below zero and/or Wind Chill: -35 degrees or lower. Extreme Heat: over 100 degrees Heat Index). **TORNADO WARNING** - weather conditions are present where there is the possibility of a tornado in our immediate area.

If any of the above **SEVERE WEATHER WATCH** conditions are announced by the weather service the Mooseheart Manager Team and/or Communications will do the following: call the Directors of Residential Living informing them of the weather condition broadcast.

If we receive a weather alert from the National Weather Services for **TORNADO WARNING**, the Communications Operator on duty will sound the siren with three (3) - one (1) minute blasts. When our tornado siren is sounded, everyone on the Mooseheart Campus must take cover in the nearest structurally sound building. **NOTE:** The horse barn, the Texas building, the lawn mower shop and the Horticulture building as well as a few other buildings should not be used for shelter.

When at home or in school, students and staff must go to the assigned safe area as designated during practice drills. When not at home or school, all students and staff should go to the basement (if there is one) of the building they are in, or to an inside room away from windows, providing the best protection from danger. Each Manager on duty should also account for each of their employees.

#### 4.8 Emergency Plan Guidelines

Mooseheart School has never experienced a catastrophe of any magnitude during its history. This fact has a tendency to give both staff and students a false sense of security. It is important to remember, in an emergency, the prime responsibility of staff is the safety and welfare of the student body. It is, therefore, necessary for our faculty to review the information that follows, and to properly inform students of these guidelines. Fire, explosions, and other emergencies that necessitate the evacuation of the building or movement of students within the building require strict adherence to the procedures outlined below. Drills will be held during the school year in accordance with state law.

##### Preparation in advance of drills or emergencies

1. Faculty members should make sure there is an instruction sign posted in their room which directs students to a given exit or location should an emergency arise. (NOTE: Notify the Principal immediately if there is no such sign in your room.)
2. Students are to be instructed to follow the directions on the sign should the need arise.
3. Students should be alerted to the fact that re-routing of the line of exit may be required if the assigned exit is blocked. Students should be kept under control with minimum conversation so that any announcements over the P.A. system can be heard.

##### When an alarm is sounded

1. Students should leave their books in the classroom and exit as rapidly as possible. Teachers are to move with their class and stay with the students during the entire situation. All students should meet in a pre-designated area, teachers should take attendance, and absences should be reported to the administration. The teacher should take their grade book to facilitate attendance. Promptness is highly important, but good order even more so.
2. All teachers, support staff, and other employees are to participate in the procedure.
3. If congestion or confusion exists in the area, teachers will be responsible to correct the problem.
4. Teachers on planning periods at the time of an alarm will help supervise the movement of students.
5. The signal for returning to the classroom will be the ringing of the bells or an announcement over the P.A. system.
6. Any alarm that is sounded should be considered an authentic emergency and the appropriate procedures should be followed.
7. Elementary Only - Special area teachers (Art, Computers, Library and PE) are to accompany their class to the designated route outdoors. The regular teacher is to join his/her class at their outdoor location.

#### 4.9 Tornado Warning System

**Omnalert will be used to notify staff - staff will notify students.**

##### Basic Philosophy:

Our goal is to educate students so that in a tornado/serious weather situation, in or out of school, they will remain calm and be knowledgeable about proper procedures to follow.

##### General Instructions:

When the alarm sounds (an announcement over the P.A. system):

- High School, Middle School and Elementary students and staff are to pass promptly in a quiet and orderly manner to the school basement.

The following rules must be followed:

1. Talking is not permitted.
2. Teachers will check to make certain his/her room is clear of all students.
3. Students are to sit in their designated areas in the Air Rifle room with their legs crossed and their heads covered by hands.
4. All North windows and all classroom doors are to remain open.
5. At the all clear signal (another announcement), all students should promptly return to their classes.

**Specific Instructions for Tornado Drills:**

**WOTM Gym:** Pass quickly and quietly to the basement near door #1 and await staff directions.

**Vocational Building:** Go to the 1<sup>st</sup> floor Machine Shop Bathroom area.

**High School:** Pass quickly and quietly to the basement near door #1 and await staff directions.

**Middle School:** Pass quickly and quietly to the basement near door #1 and await staff directions.

**Elementary:** Pass quickly and quietly to the basement near door #1 and await staff directions.

**Field House:** Proceed to foyer area by concession stand.

**4.10 Fire Drills (revised 2013-4):**

Our goal is to educate students so that in any fire situation, in or out of school, they will remain calm and proceed out the nearest exit in a prompt and orderly manner. Promptness is highly important, but good order even more so. Students and teachers are to leave promptly at the signal. Progress to exits must be direct and brisk. We will hold a minimum of three fire drills per year (one of which will be run by the Batavia Fire District).

**Basic Philosophy:**

Students should be aware that in any fire situation, they should remain calm and proceed out the nearest exit in a prompt and orderly manner. Promptness is highly important, but good order even more so.

**General Instructions:**

Students and teachers are to leave promptly at the signal. Stopping for books or your locker is **NOT** permitted. Progress to exits must be direct and brisk. Each classroom has a floor plan indicating the designated exit. Students must not bunch up at the entrances. Go 500 feet away so that everyone can exit the building easily. Always stay away from the emergency vehicles.

These instructions and rules are to be followed:

1. If a regular exit is blocked, use an alternate route.
2. Stopping for books, coats, purses or backpacks is not permitted. Students and teachers are to proceed directly to exits.
3. Jostling and play will not be tolerated. Talking is not permitted.
4. Students are to move 500 feet away from the building. Students are not to block entrances. The middle and high school should walk across the street towards Administration building.

Elementary move towards House of God. If there is inclement weather we will assemble in the House of God until the building is declared safe.

5. Students are to stay away from emergency vehicles.
6. The Teacher will accompany, supervise and account for their class. Each teacher will take roll call after the evacuation and report any missing students.
7. Teachers should hold up a “**RED CARD**” if they have additional student(s) or are missing student(s) or a “**GREEN CARD**” if all are accounted for on their roster.
8. The all-clear signal will be the tones of the school bell or a signal from administration.

Listed below are the school buildings and specific instructions for fire drills, which Students and Teachers are to follow:

- ◆ Main School Building, Illinois Gym Building and Vocational Building – Walk together with teacher in an orderly manner to the safest location 500 feet from the building.

#### 4.11 CRISIS INFORMATION

##### We are an A.L.i.C.E. informed campus (as of 4/2019)

<u>Old Term</u>	<u>New Term</u>	<u>Description</u>
Soft Lockdown	Lockout	Threat Outside Of The Building (no one may enter or exit)
Hard Lockdown	Lockdown	Threat Within The Building: Run (k-12), Hide (K-12), Fight (HS only)
Fire Drill	Evacuate	Staff & Students Need To Exit the Building
Tornado Drill	Shelter	Staff & Students Need To Find A Safe Place Within The Building

Intruder drills with students at Mooseheart School will be conducted each semester. Drills will consist of mental exercises where teachers will explain and discuss appropriate response options, including escape routes, door barricades, and other countermeasures. Mooseheart believes being mentally prepared for a threat in school will translate as a life-skill for life beyond Mooseheart. Skills taught on campus will prepare students in the unlikely event of a threat invading a workspace, house of worship, entertainment facility, or in their homes.

Every incident is different and dynamic, so it is important for teachers and students to have options to be safe, which include running, hiding, and possibly fighting intruders. To learn more about the principles and concepts these procedures are based on, please see resources from the [Department of Homeland Security](#) and the [ALICE Training Institute](#).

We will continue to refine our procedures and implement proper actions based on these drills and input we receive from local first responders.

Keeping students and staff safe is our first priority. Thank you for your understanding and assistance.

#### 4.12 Response to minor alerts

A **Minor Alert** will mostly include the following: Errant Students who may potentially pose a threat to faculty and/or students, but other situations may also elicit a Minor Alert requiring a

**Soft Lock-Down.** This will also occur if there is a health concern and we want to keep hallways clear for first responders or on staff medical personnel.

### **Intercom Announcement**

“Staff this is lockdown alert. There is a (medical emergency/law enforcement emergency/contamination clean up/etc.). All students and staff are to remain in your room until further notified by the office.”

- a. Close and **LOCK** your classroom door(s) promptly.
- b. Conduct class as normal.
- c. **DO NOT** let students out of the classroom for any reason until an “ALL CLEAR” or safe instruction signal has been issued.
- d. Keep students away from the doors.

#### 4.13 Response to a major alert

#### 4.14 Hard Lock Down

A hard lock down will be used in non-life threatening situations that require individuals to stay in classrooms for the safety and welfare of themselves and others. This could be due to a medical emergency to keep the hallways clear for EMTs, searches by the K-9 patrol from the sheriff's department, a student in crisis, or other situations that require a level of isolation. Announcements for these type situation may be specific or general in nature depending on circumstance. There is no need to take any action other than lock the classroom door and stay in the room until notified by the office.

#### 4.15 ALiCE protocols



### **RESPONSE TO MAJOR ALERTS**

**Intruder, Crisis, Threat known as Violent Critical Incidents (V.C.I.) Beginning in the spring of 2019, Mooseheart began using A.L.i.C.E. protocols to handle major alerts. Law enforcement data tells us 1<sup>st</sup> responders may be 5-10 minutes from responding to a VCI. “Something is better than nothing.”**

**A Major Alert means the following:** Intruder/confrontational person, intruder with weapon, shooting incident, bomb threat, and/or hostage situation, intruder on the campus outside school. Unlike in the past, these call for educators to pre-think strategies before a situation occurs and allows individuals to make decision based of the situation. A.L.I.C.E. strategies include **locking down** (barricading in a room); **evacuating** and reporting to a pre-determined rally point(s) PJO or STUDENT CENTER; or as a last resort, **countering an attacker (High School Age ONLY).**

Intercom Announcement:

**Specific information may be relayed over the PA system. This could include a description of an intruder (or even a name); location in or outside the building; are**

**they armed (and with what); the direction they are heading; and any other information that may be helpful.**

1. Best practice is to keep door in locked position. Fine motor skills can fail in emergency situations.
2. Know your room. Set up your room so that items can be used to barricade in the event it becomes necessary. Teach with your face toward the door as frequently as possible. Best location for your desk is away from door. You are of no use if first one to be hurt. Drywall can be kicked out (near electrical outlets) and windows broken to exit (high & in corners). Clear broken glass away before exiting.
3. Run to reunification point(s) on campus as fast as you can (PJO or Student Center).
4. Avoid parking lots – these will be used by first responders to coordinate response.

#### 4.16 Concussion Protocols

It is mandated by the State of Illinois law (PA 99-0245) that a student who is experiencing concussion-like symptoms may not return to practice or compete in a contest until the student has been examined by a physician.

#### 4.17 Post-concussion return to learn (RTL) & Return to Play (RTP) guidelines

A student's best chance of full recovery from a concussion involves two critical components: cognitive and physical rest. Continued research has focused on the fact that cognitive rest is essential to the quick resolution of concussion symptom. Cognitive stimulation includes: driving, video games, computers, text messaging, cell phone use, loud and/ or bright environments, television, reading and studying; these must be limited, and in most cases, completely avoided. Physical activity such as physical education, sports, activities, and strength or cardiovascular conditioning must be regulated or avoided while recovering from a concussion.

#### **Points of Emphasis:**

- It is important to note that the recovery from a concussion is a very individualized process. Caution must be taken not to compare students with concussions as they progress through the recovery process. The information below is provided to physicians, certified athletic trainers, teachers, parents and students as a guide to assist with concussion recovery.
- It is mandated by the State of Illinois Law (Public Act 99-0245) that a student who is experiencing concussion-like symptoms may not return to practice or compete again until the student has been examined by their physician or a certified athletic trainer working under the supervision of a physician.
- For the academic Return to Learn (RTL) protocol to be initiated, the student must be evaluated by a physician or an athletic trainer working under the supervision of a physician and documentation must be provided to the school. The documentation must include a prescribed stage per Serena CUSD 2 RTL and RTP (Return to Play) protocol.
- The Mooseheart Doctor and Kelsey Zollinger will determine the initial stage of the protocol and progression through the stages.

- The student will be granted adequate time to complete missed academic work based on the amount of time needed for complete recovery. In cooperation with guidance counselor and teachers, a plan will be created for possible modification and the gradual completion of missed tests, quizzes, and homework for all courses of student's schedule.
- The teacher has the option of assigning the student a grade of incomplete (I) for the quarter, final and/or semester grade.
- For the student athlete: the student will report to the campus nurse daily to monitor symptom. The athletic trainer may determine progression to the next stage within the RTL and RTP. This includes all student athletes, even if they are not in season.
- For the non-athlete student: the student will report only to the school nurse daily. The physician will determine the progression to the next stage within the concussion care protocol. If the nurse assessment supports consultation with physician or designee prior to reevaluation date/ doctor's appointment the school nurse will contact physician's office for recommendations if a signed release is provided by the parent.
- **All athletes must be approved in writing by a physician to return to athletic participation.**

#### Concussion Protocol on Mooseheart Campus

According to Mark E. Halstead, Karen McAvoy, Cynthia D. Devore, Rebecca Carl, Michael Lee, Kelsey Logan, Council on Sports Medicine and Fitness and Council on School Health in an online article: (Pediatrics November 2013, 132 (5) 948-957; DOI: <https://doi.org/10.1542/peds.2013-2867>) Following a concussion, it is common for children and adolescents to experience difficulties in the school setting. Cognitive difficulties, such as learning new tasks or remembering previously learned material, may pose challenges in the classroom.

The school environment may also increase symptoms with exposure to bright lights and screens or noisy cafeterias and hallways. Unfortunately, because most children and adolescents look physically normal after a concussion, school officials often fail to recognize the need for academic or environmental adjustments. Appropriate guidance and recommendations from the pediatrician may ease the transition back to the school environment and facilitate the recovery of the child or adolescent.

At Mooseheart, possible brain trauma injuries are taken very seriously. In order to objectively evaluate a middle school or high school athlete who may have suffered a brain trauma injury, including a concussion, the school has worked out the following protocol with our residential community, our campus nurse and our pediatrician.

The principal-appointed committee includes the athletic director; a high school coach; the campus nurse; our school certified trainer, and a member of our residential community. This oversight team has created a conservative plan to get a student who has been diagnosed with a concussion back to both the classroom and the playing field. The campus works in concert with our pediatrician, school nurse and family teachers (Parents) in creating and abiding to procedures that are best practices in returning students safely back to the classroom and eventually back to the playing field. Our athletic director will stay in communication with our campus nurse (designated point person) and both monitor and ensure enforcement of the campus policy.

If the injury is suspected, the brain trauma should be assumed until a medical professional rules it out. A student if at practice or at a home activity the student should be escorted to a safe location and an adult should remain with them until a family teacher (FT) is contacted to take them home or to get immediate medical help. If a coach is at an away activity, notify the family teacher or consultant immediately, and monitor the student until greeting the FT on campus. Residential will make a decision on seeking medical attention if the coach already has not.

The campus nurse will see the student the next morning and evaluate the need for further medical attention and work with the Mooseheart pediatrician on creating a care plan. Upon receiving a diagnosis of concussion, the Athletic Director will notify the IHSA.

#### **4.18 Video and audio recording**

A video and/ or audio monitoring system will be in use in school. These systems have been put in place to protect students, staff, visitors and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel.

# CHAPTER 5: Discipline, Conduct, and Procedures

## 5.1 Student Expectations

**Announcements:** When announcements are made over the intercom, it is important all students and staff immediately stop what they are doing and listen. Students in the hallway should also stop and listen to the announcement before continuing to their destination. Announcements during the school day are kept to a minimum. When an announcement is necessary, there will be an appropriate pause before calling attention, to allow time to complete a sentence or comment.

## 5.2 Student Behavior

Specific information can be found in section 2.11 of this handbook. Mooseheart students are expected to follow the guidelines set up through the Mooseheart Model of Care teaching that all departments are to follow. Student behaviors are modified using an age appropriate system using specific steps to inform a student of the infraction (due process) and give the youth opportunity to change the behavior (it may not be immediately). In most cases, students are offered progressive discipline. A request to stop the behavior is made, then an office referral warning given (ORW), then an office referral issued by the Dean (OR). There are times where an Office Referral is more immediate due to the infraction. In addition, repeating the same infraction may result in an OR (tardies and dress code for instance).

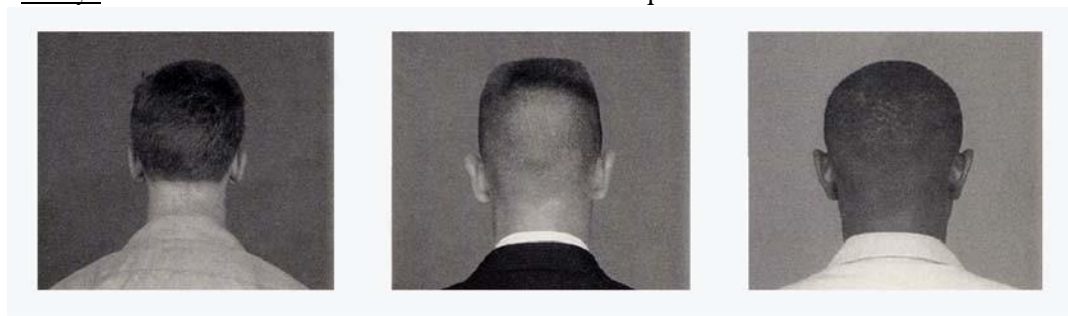
## 5.3 Dress Code and Grooming

To simplify the dress code, beginning in 2017, Mooseheart developed an approved top to be coordinated with slacks and tennis shoes each day. The top has the Mooseheart school logo the specifics of the dress code are listed in section 2.3 of this handbook.

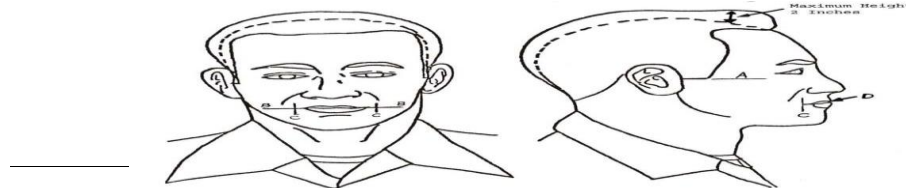
### MOOSEHART Grooming standards:

Violation of grooming standards will fall under the same consequences as a dress code violation.

- Boys are always to be clean shaved while a resident on campus.



GROOMING STANDARDS FOR MALES

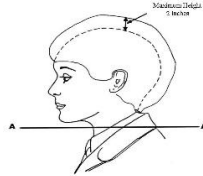


## GROOMING STANDARDS FOR WOMEN:

Hair: Clean, neatly shaped, and presents a well-groomed appearance. Lopsided and extremely asymmetrical haircuts and hair styles are not authorized.

Braids, if worn, must be neatly and inconspicuously secured at all points to the head, and may not dangle free at any point. May touch, but cannot fall below the horizontal line level with the lower edge of the back of the collar as indicated by line "A" in the drawing below. Must not show under the front brim of any cap. The bulk of the hair shall not exceed approximately 2 inches, nor interfere with the proper wearing of your cap.

Hair Color: Hair colors are allowed to only resemble a natural **hair color** (blonde, brunette, brown, black, red, gray).



### 5.4 Discipline Policies

Discipline procedures at the school follow closely with those at the home. Students are to use the School Note each class period and students in grade 3 and up should be old enough to make their own notations as indicated by a staff member.

### 5.5 School Note Card

Students are to make every attempt to display responsible behaviors. School Notes should be brought to school each day from home signed by the Family Teacher. They are to be kept with the student all day. They should be placed on the student's desk and filled in as directed by the teacher. School Notes should be taken home on a daily basis. Any time students leave their classroom, they must have their school note with them. This applies to passing periods, trips to the Dean's Office, lunch periods, etc. Failure to have your school note, whether it is actually somewhere else or not, will be treated as "not having appropriate supplies", and a negative phone call will be made to inform Family Teachers **regardless of students' grade level.**

School notes are the recognized "currency" for our school—not the report card grade. All behavior modification should travel through this device.

If a student earns an irresponsible he/she feels is unfair, he/she is still required to show respect and display self-control by accepting the consequences and feedback as they are issued. Disagreeing appropriately with a school teacher/staff can be done no sooner than after school on that day, by making an appointment with that teacher.

During corrective teaching, students should only say, "ok". Asking things like, "can I disagree appropriately later?" during corrective teaching, is a form of arguing. Such students are not accepting feedback, and they will earn more corrective teaching. Students who earn irresponsibles during passing periods also run the risk of being tardy unexcused to their next class.

## 5.6 Truancy/Tardy/Absences

Punctual and **required attendance is** mandatory. Required attendance in school is the joint responsibility of the student and Family Teachers. Our responsibility is to provide each student with quality instruction and inform Family Teachers if their youth is absent. The State of Illinois recognizes 5% or more of days missed within 365 days as "truant".

Illinois law requires that any child between six (by September 1<sup>st</sup>) and seventeen years of age shall attend school during the entire time school is in session (unless the child has already graduated from high school).

a) Except for shortened school days, all students shall be required to be in attendance for at least five (5) clock hours to receive credit for a full day of attendance. On shortened school days, no more than one and one-half (1½) hours may be missed by a student for the student to receive credit for a full day of attendance.

b) Except for shortened school days, all students shall be required to be in attendance for at least two and one-half (2½) hours to receive credit for one-half day of attendance. On shortened school days, no more than four (4) hours of school may be missed by a student for the student to receive credit for one-half(½) day of attendance.

Students who miss more than 1% but less than 5% of the prior 180 regular days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without a valid cause (a recognized excuse) are considered chronic truants. If chronic truancy persists after support services and other resources are made available, the school and residential may take further action, including:

- a) Referral to the truancy officer
- b) Reporting to officials under the Juvenile Court Act
- c) Referral to the State's Attorney
- d) Appropriate school discipline

## GENERAL ATTENDANCE RULES

1. Any student who is tardy or who must leave school prior to regular dismissal time **MUST** check in/out with the Dean's Office or Main Office.
2. If a student misses school in order to attend a non-school function, his/her absence will be considered as unexcused unless he/she has received prior permission from the Principal.
3. Students participating in a contest event will attend school for the full or ½ day in order to participate. The Dean or Principal must approve any exception.
4. Disciplinary actions for excessive absences, unexcused absences, tardiness and trancies will be handled by the school administrators.
5. If students are dismissed from school before lunch, due to an appointment, etc., the Family Teacher needs to inform a Main Office staff member if a lunch needs to be saved for the student. Otherwise, lunch service is the responsibility of the Family Teacher if the student is returned to school after school lunch service has concluded.

## DEFINITION OF TERMS

**Excused Absences (these absences are still recorded as missed school days and subject to "truancy" by the IBSE):**

- ◇ Personal Illness – It is recommended the student see a physician if 3 consecutive days of absences occur due to illness.
- ◇ Death in the immediate family – includes parents, grandparents, brother, sister, aunt, uncle or legal guardians. Absences of this nature should not exceed 5 days.
- ◇ Student's medical, dental or counseling appointments.
- ◇ Prearranged absences. (e.g. non-Christian Religious holidays)
- ◇ An administrator may excuse extreme emergencies.
- ◇ Visit to college or university for juniors or seniors (48 hour pre-approval required).

**Unexcused Absences (even with Guardian consent):**

- ◇ Oversleeping
- ◇ Chores (could include shoveling)
- ◇ Dress Code Violations
- ◇ Shopping
- ◇ Personal appointment (vacation; want to avoid traffic; train issues; etc.)
- ◇ Other avoidable absences

The Family Teachers and school staff have reviewed the calendar and have set the schedule to be most convenient for students to return home during Thanksgiving, Christmas, and Spring Break. **STUDENTS WILL NOT BE ALLOWED TO EXTEND VACATION TIMES.**

Any doubt about whether an absence is excused or unexcused will be determined by the Principal or Assistant Principal and should be checked in advance.

## TARDINESS

Each classroom teacher must record in POWER SCHOOL/attendance slips when a student is late for class. After the attendance slip has been collected or POWER SCHOOL attendance has been completed, the teacher must issue an irresponsible 10 and contact the Dean's office. We will be tracking each student's record. Tardiness may result in disciplinary action by the school administrators.

## EXCESSIVE TARDIES

A student who is tardy unexcused will earn corrective teaching and an irresponsible for not being on time.

**Any student tardy - unexcused to school three (3) times will earn an office referral.**

Teaching to excessive tardiness and defining other instances of excessive tardiness, are at the discretion of the Dean of Students.

**Family Teachers should call the Main Office, x3646 to report any student who will be late to school. If the Family Teacher does not call in the student tardiness, the student will automatically be considered tardy unexcused.**

### 5.7 Procedure for a student to miss class

Notification to teachers that a student will not be in class is an important step in providing accommodations to ensure their continued success. Notification to the school should be made a minimum of two school days prior to absence. Exceptions can be made if circumstances warrant. The procedure for ALL planned absences in order of student action is as follows:

1. **Student informs Family Teacher** of conflict with attending school. FT agrees with the need to miss school or denies request.
2. **Student writes letter to principal** describing what the conflict is, why they cannot take care of conflict outside of school hours and when they plan to miss school (include time/date of departure and arrival).
3. **The student needs to sign this letter** (This step is often forgotten).
4. **The Family Teacher needs to sign** this letter (FT can email if inside of 48 hours).
5. **Letter needs to be presented** to principal or assistant principal by the student.
6. In exchange for the signed letter **the office will give the student** a "*Permission request to be excused from school*" form.
7. **Student needs a signature** from each teacher whose class will be missed.
8. **Return signed form to office** for final signature of principal.
9. **Student will be informed of approval.** (FT will be informed if teacher(s) or principal do not sign off on absence.)

This does not automatically create an excused absence. Circumstances of individual case will dictate determination of excused or unexcused.

### 5.8 Administrative Intervention

Any student who earns an Office Referral or an In School Suspension, or who displays grossly inappropriate behavior that is not able to be managed in the classroom, will meet with the Dean.

The Administrative Intervention process involves joint efforts and cooperation between the teacher and Dean of Students. The main goal of the process is to help the student regain self-control and

teach alternative behaviors to replace those which resulted in the student's removal from the classroom. Although the immediate teaching agenda focuses on what happened in the classroom, the long-range goal is to teach skills the student can use to control his or her behavior under any condition, thereby avoiding negative outcomes such as Office Referrals, fights, or damaged relationships. p. 123, Connolly, T., Dowd, T., Criste, A., Nelson, C., & Tobias, L. (1995). *The Well-Managed Classroom*. Boys Town, NE: The Boys Town Press.

The specific processes and activities completed during an Administrative Intervention will depend upon the reason the student was removed from the classroom, as well as the student's cooperation during the intervention. The ultimate goal is for the student to successfully re-enter the classroom to prevent the loss of valuable academic instruction time.

As an organization that is recognized by the Illinois State Board of Education all personnel are required to notify the principal or his/her designee instances of drug violations [23 Ill. Adm. Code 425.30 (a)(1)(E)] [105 ILCS 127] or firearms [23 Ill. Adm. Code 425.30 (a)(1)(F)]. The principal will notify local law enforcement and file a report with the School Incident Reporting System (SIRS). In addition, if a member of the school files a written complaint notifying school administration of being battered at the school, the principal shall notify the Illinois State Police within three days through SIRS (23 Ill. Adm. Code 425.30 (a)(1)(G)) [105 ILCS 5/10-21.7]

### 5.9 In School Suspension/Serious Offense

The following behaviors are examples that may warrant interventions in the Dean's Office:

- ❖ being out of location (in an area without permission)
- ❖ possession of knives or other weapons
- ❖ intentionally damaging school property (students will be responsible to pay restitution)
- ❖ sale, use, possession, or being under the influence of illegal drugs or controlled substances (i.e., marijuana, tobacco, alcohol, etc)
- ❖ hitting, fighting, or bullying (repeated teasing/name calling/threatening/acts or verbalizations of intolerance)
- ❖ throwing any object (unless it is part of instructions/rules for the activity at that time)
- ❖ computer usage violation (inappropriate use or inappropriate content)
- ❖ academic integrity violation
- ❖ public/physical display of affection
- ❖ interference with school personnel in the performance of their assigned duties
- ❖ refusal to comply with reasonable instructions or decisions from school personnel
- ❖ refusal to identify one-self as party who violated rule/procedure
- ❖ use of vulgar, lewd, violent, gang-related, or obscene language (orally or written), gestures, drawings, or behavior
- ❖ creating false emergencies (fire alarm, etc.)
- ❖ theft
- ❖ excessively disrespectful behavior with school personnel or guests of the school
- ❖ threatened or actual infliction of bodily harm or physical violence upon the person of any student or employee
- ❖ possession of unauthorized electronic devices

### **Office Referral Definitions:**

**Office Intervention:** An Office Intervention occurs when determined between the Dean's Office and teacher the behavior does not warrant an Office Referral, but rather a review of skills necessary to be an appropriate participant in class or an activity. This may happen for youth that have first time offenses to behaviors, conflicting reports, or other reasons that make it logical to use proactive teaching with the student. The student will still complete a behavior contract and make apologies as needed; it is just not a mark against them in terms of weekly earned activities (i.e. Weekly **R**eward for **A**cademic **P**rogress List)

**Office Referral:** An Office Referral is earned when the student displays a continual progression of non-acceptable behaviors. The teaching interaction could look something like: (-1, -5, -5ORW, -5 OR) on their school note which would warrant being sent to the Dean's office. While in the Dean's Office, the student will work on skills that help them regain composure to be back in the learning environment.

**In School Suspensions** are earned at the discretion of a Dean. I.S.S. is usually earned for breaking a contract or for earning more than one Office Referral for the same offense in a single day. An I.S.S. is a much more serious and lengthy consequence than an Office Referral, and thus, it is usually served by a student doing extensive practice of behavioral skills to participating in multiple teaching interactions.

### **5.10 Out of School Suspension**

All Out of School Suspensions are determined by the Superintendent of Education, Executive Director of Mooseheart, and Directors of Residential Living. O.S.S. is an earned consequence for grossly irresponsible behaviors, which include, but are not limited to:

- a. Posing a legitimate threat to safety of self or others or posing a legitimate threat to the orderly conduct of daily school business or class schedules.
- b. Illegal activities, which would require police action in the public sphere.
- c. Multiple and voluntary repetitions of irresponsible behaviors, earning multiple O.R. or I.S.S. consequences, with little to no display of progress.
- d. Students returning from an out of school suspension will have the equal number of days in which they were out to make up all missing work. Otherwise, each assignment/test/quiz not turned in may result in an "F."

### **5.11 Non-Tolerated Behaviors**

The following behaviors will **NOT** be tolerated among students of either the opposite or same sex on the Mooseheart Campus:

- ◆ Blankets or coats covering bodies
- ◆ Public Displays of Affection (PDA) are not allowed on campus. Those students that have siblings at Mooseheart School can hug or show signs of endearment as it is a healthy way of keeping familial relationships together.
- ◆ Sitting on laps or lying on top of each other
- ◆ Entwining of legs
- ◆ Touching, grabbing or hitting private areas
- ◆ Sexual activity of any kind
- ◆ Cursing or foul (sexually inappropriate) language
- ◆ Boundaries - Heads, faces, or hands inside another person's clothing or personal space

- ◆ Kissing and hugging
- ◆ Physical/sexual/emotional abuse
- ◆ Sexual Harassment including Sexual Innuendoes
- ◆ Bullying (physical/emotional/cyber)

### 5.12 Response to Bullying

At Mooseheart school we believe in and exercise a zero tolerance when it comes to facing and dealing with handling BULLYING. We are focused on teaching and reminding youth:

1. About the different types of bullying
2. How to best handle verbal, physical, social bullying
3. The impact of bullying on others
4. How to intervene when you are the bystander
5. The use of electronic media as a method of bullying (cyber-bullying)

#### Elementary:

During our daily assembly, we and the teachers decided to designate Fridays as the days where we can talk to our youth about Bullying and how to deal with it; and how to defeat youth who are bullying their peers.

#### Middle/High Schools:

- PBIS will focus on school activities such invite a speaker or keep making designs to fight bullying.

### 5.13 Harassment and Teen Dating Violence

Students and employees should be free from sexual harassment in order to promote appropriate social interaction in the classroom. Sexual harassment is defined as “unwelcome” sexual advances, requests for sexual favors, or any conduct of a sexual nature, such as:

1. Crude or suggestive remarks directed at an individual based on gender;
2. Sexual advances; or
3. Requesting sexual favor by threat.

Sexual harassment occurs when such conduct interferes with an individual’s performance or creates an intimidating, hostile or offensive academic environment. Any Mooseheart employee or student who, after an investigation, is determined to have engaged in sexual harassment in violation of the Mooseheart policy, is subject to disciplinary action.

### 5.1 Search and Seizure

There are times when contraband is suspected or an article that has believed to have been stolen in a student’s possession or in their locker. In these cases, a student may be asked to empty their pockets, a purse, or a backpack. Students will be asked to volunteer these contents. Administration or teaching staff will not summarily search a student’s possession. If items are thought to be in a locker – a search can occur without their presence by at least 2 adults. One adult will check contents and the other will make a note of what is found.

### 5.15 Academic Dishonesty

**Plagiarism is most simply defined as cheating.** Any work submitted by students must be a product of his/her own original efforts. To plagiarize means to copy and pass off as one's own ideas, writings, etc. of another. Students should document the source of any material that they choose to copy or paraphrase. Any kind of student work, assignment, or project that contains undocumented copying or paraphrasing in any amount, will result in a zero on the assignment and an office referral. The student may be able to request an opportunity to re-do the assignment for credit, after discussion with the teacher.

**Artificial Intelligence is having a powerful influence on many fields, and academics are no exception. Students will receive instruction from their English teachers and other staff about the appropriate use of artificial intelligence in academic work. Students should always follow guidelines provided by teachers about when and how to use AI. Unauthorized, inappropriate, or undocumented use of AI will be considered Academic Dishonesty and will carry the same penalties as plagiarism.**

### 5.16 Backpack and Purses

Backpacks and purses are allowed to and from the building but are not allowed in classrooms and must be stored in lockers and not on the floor in the hallway. Small clutch purses are allowed for feminine hygiene products only.

### 5.17 Personal Electronic Devices

Mooseheart continues to work with residential and does NOT allow phones or personal tablets to be used at school or at school functions. Students should follow all campus restrictions on using electronic devices not issue to them by Mooseheart.

### 5.18 Campus Drug Testing Policy

Starting in the 2019-2020 school year, all students enrolled as a Mooseheart Student have had to agree to remain drug-free while a member of our campus. Students can be given random drug testing through residential. If a student is found to have tested positive they incur consequences as a resident of Mooseheart and be required to attend counseling for substance abuse. As this policy pertains to Student-Athletes, Mooseheart will follow the Penalties for Violations (see section 7.15) to determine the students assertive discipline plan.

### 5.19 Student Accountability Before and After School

Students who have activities in the morning should have their names in the Rambler the day before.

# CHAPTER 6: Internet, Technology, and Publications

## 6.1 Internet Policy

### Statement of Purpose

To help safeguard Mooseheart School students and staff when they access the Internet, we have created this Internet policy. This policy will serve to inform staff, students, parents and guardians about the proper – and improper – use of the school’s computer network and the Internet on the school’s premises. The purpose of this document is to set guidelines for exploring and using resources to enhance learning and teaching activities. Acceptable use of these resources shall be consistent with the philosophy, goals, and objective of Mooseheart School.

## 6.2 Acceptable Use

All users of the Network Computer System must comply with Mooseheart’s Acceptable Use Guidelines, as amended from time to time.

The “System” shall include all computer hardware and software owned or operated by Mooseheart and electronic mail. “Use” of the System shall include use of or obtaining access to the System from any computer terminal whether owned or operated by Mooseheart.

Students have no expectation of privacy in their use of the System. Mooseheart has the right to and does monitor use of the System by students, including students’ access to the Internet, as part of system maintenance and to determine whether the use is consistent with federal and state laws and Mooseheart policies and guidelines.

## 6.3 Privileges and User Responsibilities

The use of the Internet as part of an educational program is a privilege, not a right, and inappropriate or unauthorized use of safety violations could result in revocation and suspension of that privilege.

1. Users are reminded that they are representatives of their school and they must conduct themselves in accordance with the policies thereof.
2. Access only materials for fulfilling school assignments. Users are cautioned that there may be materials on the Internet that may be deemed inappropriate for young people, and access to this type of material for any reason is unacceptable.
3. Adhere to copyright rules and licensing agreements when accessing materials.
4. Student users are not to engage in free and open search of the Internet unless teacher or other supervising staff strictly monitors this.
5. Students are expected to follow all rules and regulations while in lab:
  - Abuse of software or hardware
  - Violating another student’s file
  - General misbehavior
  - Leaving the lab without permission
    - Game-playing software may not be used in the lab during school
  - Users must abide by U.S. Copyright Laws.

- Students may not access the Internet without teacher or Family Teacher permission and direct supervision.
- **Students are not allowed to e-mail using external addresses**

#### 6.4 Prohibited Use

The uses of the System listed below are prohibited and may result in discipline or other consequences. The System shall **not** be used to:

1. Engage in activities which are not related to Mooseheart School educational purposes or which are contrary to the instructions from the supervising employees as to the System's use.
2. Open e-mail accounts, access e-mail accounts of others, Facebook.com is totally off-limits during school hours or any other non-Mooseheart Child City & School Accounts.
3. Access any type of chat or instant messaging system.
4. Access, retrieve, or view obscene, profane or indecent materials.
5. Transfer or download any software without authorization.
6. Engage in for profit or non-school sponsored commercial activities, including advertising or sales.
7. Downloading, uploading and/or executing viruses.
8. Illegally accessing or attempting to access the data or files of another user.
9. Gain unauthorized access to or vandalize the System or the computer system of any other individual or organization.
10. Executing non-educational gaming.
11. Using Internet based programs without direct adult supervision. This includes sites like YouTube, Hulu, Netflix, or any other media web portals. Students are **not** to use subscription sites.
12. Any type of slander, threatening/malicious or lewd comments on the Internet will result in immediate Disciplinary Action by the Mooseheart Administration, and if necessary by local law enforcement.

#### 6.5 Consequences for Violations

A student who engages in any of the prohibited acts listed above shall be subject to discipline, which include but not limited to (1) **Office Referral**, (2) **suspension or revocation of System privileges**, (3) other discipline including suspension or expulsion from school, and (4) referral to law enforcement authorities or other legal action in appropriate cases. Each summer, technology staff will "scrub" laptops for inappropriate sites and in the fall revoked privileges will be assessed by administration. Suspension of laptops typically range from 2 - 6 weeks.

#### 6.6 Liability and Disclaimer

There are no guarantees that the System will function at all times. Loss of data, no delivery, or service interruptions is always possible. Use of the System, as well as any information obtained via the System is at the user's own risk. Accuracy and quality of information obtained through the Internet is not guaranteed.

#### 6.7 Filtering Software

Filtering software is not foolproof and does not guarantee students will not be able to access inappropriate sites. Mooseheart is not responsible for any user's intentional or unintentional access of material on the Internet, which may be obscene, indecent, or of an inappropriate nature.

## 6.8 Electronic Devices

The following items are prohibited in school and to and from classes that are in other buildings. These items include, but are not limited to: Cell Phones, MP3 Players (iPods, iPads), digital cameras, video cameras, handheld video games, etc. These items will be confiscated and given to the Dean's Office. The Dean's Office will contact the Family Teachers and request they pick up the confiscated item and an office referral will occur. Digital Readers are allowed if screened and pre-approved by FTs and Librarian. Students that require headphones for a class should ASK TEACHER for permission or check out headphones that are provided by the school. HS students will be allowed ear buds only when prompted by a teacher to use with their 1:1 device. School Administration will make the final decision regarding items that are prohibited from school.

## 6.9 Mooseheart School 1 to1 Computer policy

### Mooseheart School 1:1 Computing Student/Guardian Agreement

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Mooseheart School (Child City & School) will provide students in grades 1<sup>st</sup> -12<sup>th</sup> a personal laptop for all grades (Mention hereafter, includes keyboards, styli, power cord/charger and case) for use both at school and at home to support learning. This device is the property of Mooseheart Child City & School and the student assumes no privacy rights as to the content on the computer or rights of ownership of the computer. This is part of Mooseheart's Digital Transformation Initiative. This document provides guidelines and expectations for students and families who are issued Mooseheart Computer.

All students must comply with existing Mooseheart policies, including but not limited to the **MOOSEHEART SCHOOL INTERNET POLICY AND GUIDELINES**. Our expectation and belief is all students will continue to responsibly use Mooseheart technology and students understand the acceptable use of both the technology and campus networks. We also expect students will keep the Mooseheart issued devices safe, secure and in good working order. Confiscation of the computer is not subject to a youth right violation. Additional responsibilities and guidelines specific to the 1:1 computer are listed below.

**RESPONSIBILITIES:** The student will:

1. **Ensure the computer issued shall not for any reason; leave the Mooseheart campus, without express written consent of the Executive Director;**
2. Adhere to these guidelines each time the device is used in the Mooseheart Home and at school;
3. Turn in their device each evening to their Family Teacher so it can be charged and secure overnight;
4. Use appropriate language in all communications avoiding profanity, obscenity and offensive or inflammatory speech. Cyber bullying, including personal attacks or threats toward anyone made while using either Mooseheart owned or personally-owned technology, is to be reported to responsible residential/school personnel. Communication should be conducted in a responsible, ethical and polite manner;
5. Respect the Internet filtering and security measures included on all Mooseheart devices and student accounts. All student 1:1 computing devices provided by Mooseheart are configured so that Internet content is filtered whenever the student logs in;
6. Use technology only for school-related purposes during the instructional day while refraining from use related to personal, commercial, or political purposes;

7. Follow copyright laws and fair-use guidelines. Students are not allowed to download music, video or other content which is not related to classroom assignments and which students are not authorized or legally permitted to use;
8. Understand that Mooseheart technology, student files, and student activity may be viewed, monitored or archived by Mooseheart at any time. You must make your 1:1 device available for inspection if requested by any administrator or teacher;
9. Students are expected to report any damage to their digital device as soon as possible. This means no later than the next school day;
10. When a student leaves Mooseheart, or at the end of each school year, they must return the digital device, case, and all ancillary equipment, including chargers, power cords, and ear buds, in good working order as determined by the school technology staff;
11. Use the provided carrying case for the computer when moving between classrooms or to/from Mooseheart student homes;
12. Use laptops in the classrooms as directed by teachers and at home only under direction of the Family Teacher.

**RESTRICTIONS:** The student **will not**:

1. Mark, deface, or place stickers on the Computer, or related accessories;
2. Reveal or post identifying personal information, files or communications to unknown persons through email or the Internet;
3. Attempt to override, bypass or otherwise change the Internet filtering software, device settings, or network configurations. This includes but is not limited to creating Virtual Private Networks (VPNs);
4. Attempt access to networks and other technologies beyond their authorized access. This includes attempts to use another person's account and/or password or access secured wireless networks. Students may not loan digital device components to other students for any reason. Students who do so are responsible for any loss of components. Again, **do not loan your 1:1 device or charger and cords to anyone else**;
5. Share passwords or attempt to discover passwords. Sharing a password is not permitted and could make you subject to disciplinary action and liable for the actions of others if problems arise with unauthorized use;
6. Download and/or install any programs, files, or games from the Internet or other sources onto any Mooseheart owned technology. This includes the intentional introduction of computer viruses and other malicious software;
7. Tamper with computer hardware or software, attempt unauthorized entry into computers, and/or vandalize or destroy the computer or computer files. Intentional or negligent damage to computers or software may result in criminal charges;
8. Attempt to locate, view, share, or store any materials that are unacceptable in a Mooseheart setting. This includes but is not limited to pornographic, obscene, graphically violent, or vulgar images, sounds, music, profane or offensive language, video or other materials.

Despite these restrictions, students sometimes choose to tamper with the security and software settings on their devices. In addition to the workload placed on Mooseheart and Moose International staff to repair or restore these devices, this misbehavior directly impacts student learning, as students who tamper with their devices are often unable to do assigned classwork both in the classroom and at home.

In addition to the specific requirements and restrictions detailed above, it is expected students will apply common sense to the care and maintenance of the Mooseheart-provided 1:1

technology. In order to keep the Microsoft Surface Pro 4 secure and damage-free, students MUST follow these additional guidelines:

- Avoid having the device in any extreme hot/cold temperatures; Do not leave the 1:1 device unattended unless it is in your school locker during school hours or in the charging cabinet at school or in the home;
- Do not eat or drink while using the 1:1 device or have food or drinks in close proximity, or use near water;
- Keep your 1:1 device away from locations like table edges, off floors, seats, or the bottom of a locker;
- Do not stack objects on top of your 1:1 device, or leave it outside.
- Mooseheart provides charging stations in the homes. Students should charge their computers at night in the homes. Only approved chargers are to be used. Use off knockoff brand chargers will damage the laptops ability to hold a charge. Replacement chargers are \$40 each.

Despite these safeguards, we understand there is always a risk the Mooseheart-provided 1:1 technology may be damaged, lost or stolen. As with any Mooseheart issued resource, students are financially responsible for loss/theft, or damage of the 1:1 device through neglect or malicious behaviors. Intentionally damaged or damage due to negligence may result in the replacement cost of the device (could be up to \$1,000.00).

**Use of the Computer is a privilege and not a right.** By signing this policy, you agree to abide by the conditions listed above and assume responsibility for the care and proper use of the Mooseheart issued technology. You understand should you fail to honor all the terms of this Policy, access to 1:1 technology, the Internet, and other electronic media may be denied in the future. Furthermore, students may be subject to disciplinary action outlined in the Mooseheart School Handbook under MOOSEHEART SCHOOL INTERNET POLICY AND GUIDELINES.

Signature pages on actual form signed at intake or upon return to campus.

## **CHAPTER 7: Athletics & Extracurricular Clubs and Activities**

### **7.1 Activities**

All students are encouraged to participate in some form of student activity through the school year. Extra-curricular activities are a very important aspect of a student's education. Students may wish to participate in an activity which he/she has already demonstrated some proficiency or even try something new. Students must remember, however, that schoolwork assumes the highest priority. Extra-curricular activities cannot interfere with your academic progress.

### **7.2 Clubs and Organizations**

**Democracy School Reps** - Democracy School is an organization that provides a representative group to help drive school decision making. The program started in 2017 with high school and in 2024 will add middle and elementary students.

**National Honor Society (N.H.S.)** - Mooseheart is proud to hold the 5<sup>th</sup> Charter of the National Honor Society. Membership in the National Honor Society is based upon demonstration of character, scholarship, leadership, service and positive attitude. To qualify, a student must be a Junior or Senior, have a minimum cumulative grade point and core curricular average of 3.2, meet/exceed the current ACT composite national average (currently about a 21) and be invited and interviewed by the faculty committee and make a commitment to uphold the high ideals of the society. Students participate in both individual and group projects; attend seminars and work to build a positive learning experience. 25 + Community Service hours are required each year. Formal acceptance and membership becomes effective at graduation and carries with it a prestige that is recognized and highly valued by all. There have been 446 students honored in being enrolled at Mooseheart since 1921. For information, contact Mrs. Stewart.

**Yearbook Staff** - The Yearbook staff is open to all High School students. The staff is responsible for producing the school yearbook from start to finish; page layout, pictures, body copy and captions. Meetings will be held during the HS lunch period and photographing school events will be required.

**Ambassadors** - in 2018, Mooseheart HS became the 75<sup>th</sup> school in Illinois to be accepted as a Democracy School by the McCormick Foundation. Ambassadors are elected by their Advisory classes to represent the school under this banner. Monthly meetings of Ambassadors to help set direction for the HS and add voice to the decisions being made. Meetings are held in the WOTM gym during Advisory.

**Louder Than A Bomb (LTAB)-High School students (Currently not participating in this event)** - All high school students are welcome to participate in monthly Word Play meetings held on the Mooseheart campus. Word Play meets one evening a month for 2 hours in the school library. Students from the Word Play sessions will be invited to participate on the *Louder Than A Bomb* poetry slam team. Students on the LTAB Team must meet certain behavior requirements as the events are held off campus on weekends. The Librarian and High School English teachers are the sponsors of this event.  
Anime Club

**7.3 Athletic Policies:** Mooseheart athletic policies are developed in collaboration with the principal, athletic director, dean of students, coaches, family teachers, and directors of residential living. Items that occur on campus or off can impact youth participation. Being out of location or participating in at-risk behavior can result in the removal from a team. Awards and eligibility rules are guided by IHSA policy and adult input on campus.

#### **7.4 Middle School Athletics**

##### **Soccer (Boys) - Open to Grades 6 - 8**

This activity is designed to increase individual fitness, self-esteem and develop the skills, knowledge and appreciation of the game. Players are expected to participate in practices and play in games when appropriate. The ideals of team concept, good sportsmanship and safe play are emphasized.

##### **Volleyball (Girls) - Open to Grades 6 - 8**

This activity will focus on basic set formations, conditioning, and elementary fundamental skills such as bumping, setting and the underhand serve. It will also focus on basic knowledge of the rules and responsibilities of being associated with a team sport. The development of good sportsmanship will be emphasized.

##### **Basketball (Boys & Girls) - Open to Grades 6 - 8**

In this activity, the students will focus on basic knowledge of the rules of basketball. Students will also begin developing offensive and defensive skills necessary to play the game. Each student will be given playing time in each game and expected to attend all practices. The concept of "fair play" will be stressed.

##### **Track (Boys & Girls) - Open to Grades 6 - 8**

In this activity, students will be required to compete in 12 different events. The season will emphasize exploration of track events, and respect for opponents and rely on improving times/distances as evaluation of individual progress.

#### **7.5 High School Athletics**

##### **Soccer (Boys) - Open to all IHSA eligible students, Grades 9 - 12**

In this activity, team cooperation and learning to be responsible to other teammates will be the focus. Players are expected to participate in practices and play in games when appropriate. The ideals of team concept, good sportsmanship and safe play are emphasized.

##### ~~**Cross Country (Girls) - Open to all IHSA eligible students, Grades 9 - 12 (Currently not fielding a team)**~~

~~The emphasis of this activity is to increase cardiovascular and muscular strength while building a life long love for running. Girls will participate in the conference meet and may be eligible to compete at the state level in October.~~

##### **Volleyball (Girls) - Open to all IHSA eligible students, Grades 9 - 12**

The emphasis will focus on team cooperation, conditioning and skill development. The offense will be a 6:2 pass right for the Varsity level and 6:2 pass middle for the JV level. Teams will be chosen according to skill development, team cooperation and level of participation. Instruction will include advanced style of play that will execute an aggressive offensive and defensive type play. Each player shall exhibit proper sportsmanship and enthusiasm to learn various types of play through team cooperation.

##### **Basketball (Boys) - Open to all IHSA eligible students, Grades 9 - 12**

Players will set individual and team goals. The program is based on a team concept and players will successfully interact as an integral part of the team. Players will develop their team pride and self-esteem. Basic techniques in offense and defense will be taught.

**Bowling (Girls) – Open to all IHSA eligible students, Grades 9 – 12**

The emphasis will focus on team cooperation, conditioning and skill development. Bowling is a great life sport. The program will help with technique, scoring, etiquette, understanding equipment, and aiming principles.

**Wrestling (Boys) – Open to all IHSA eligible students, Grades 9 – 12**

This program emphasizes conditioning, sportsmanship and complex moves. Focus will be on dedication, self-discipline and success through practice and repetition of drills. Students should be able to apply lessons learned to real life situations.

**Track (Boys & Girls) – Open to all IHSA eligible students, Grades 9 – 12**

Participation in track is designed to promote individual fitness, and develop physical/mental skills needed to increase self-esteem. Track participants are required to complete daily workouts and compete in meets.

## 7.6 Athletic Program Philosophy

Athletic competition is a humanizing experience. It teaches lessons that help create successful individuals for life. The Mooseheart Athletic Program is intended to serve athletes of all ability levels. Every individual on the team is an essential member to the team and its success. This includes players, coaches, and community. Our mission is to ensure every player reaches his/her true potential and has a positive experience as a student-athlete.

## 7.7 Values

Mooseheart athletes are to display the values taught on campus. Participation and effort are of the utmost importance. We expect athletes to win without arrogance and lose without alibies. Give 100% effort and know in the end that your gave it your all and tried your best.

## 7.8 Academics

Our athletic values also apply to the classroom. We strive to make good student-athletes. Our coaching staff consists of some of the finest teachers and professionals in the business. We all understand the importance of academics and will always keep it first in priority.

There are often times when students need to see teachers outside of the classroom. This is an important part of academics. It is expected the players will make every attempt possible to see instructors in the morning before school or during school hours to seek extra assistance. Should a student-athlete need to get help after school, he/she must bring a pass/permit to practice, signifying the player's whereabouts.

## 7.9 Athletic Eligibility

Throughout the school year, a variety of team sports are offered in which students are invited to participate. (Examples: football, volleyball, basketball, wrestling, and track.) The Illinois High School Association (IHSA) rules must be followed in all cases of athletic eligibility: physical examinations, starting dates, use of school equipment, etc. A complete guide listing all IHSA rules and regulations are available in the Athletic Director's Office. In addition to the IHSA rules, these additional guidelines are followed:

**Middle School/High School** – Student athletes must have no more than two (2) "F's to maintain their eligibility.

**High School** – IHSA Rules:

- ◇ A student shall be eligible through age 20.
- ◇ A student shall be doing passing work in at least 25 credit hours per week.
- ◇ A student shall have credit on the school record for 25 credit hours for the previous semester.

### 7.10 Weekly Eligibility

IHSA eligibility is determined by the current quarter grades. Students failing three subjects for the quarter are considered to be IHSA ineligible. The letters “IHSA” will be denoted in the last column and the student will remain ineligible for the entire week with no exceptions.

Students failing three subjects at the end of the semester are ineligible for the next semester. Their names will be followed by “IHSA Semester”.

Students with prolonged academic problems may be considered ineligible. The Dean of Students, in consultation with School Administration, will make all final decisions concerning eligibility.

### 7.11 School Athletic Code

The primary goal and purpose of the Mooseheart Athletic Code of Conduct is to create an environment at Mooseheart that supports and encourages student athletes to make responsible, healthy, legal, and appropriate choices. Placing yourself and/or someone else in danger, being part of an illegal act, using mood altering chemicals or controlled substances, misusing prescription drugs, and/or engaging in any sexual activity among adolescents can result in obstructing this philosophy. A positive social climate, proper physical development and appropriate behavior **CANNOT** be compromised. Involvement in these types of dangerous behaviors can adversely affect the student, his/her teammates, the school and the community. Each student who attends Mooseheart is bound to the Athletic Code of Conduct for the length of his/her residency.

**Residency** – The Athletic Department considers students who are currently enrolled in school as residents of Mooseheart. All students are accountable for their behavior through the school year, summer break, including home visits, town passes, etc.

#### **Statement of Purpose:**

1. To provide consistency with existing Mooseheart policies and philosophy;
2. To emphasize Mooseheart’s commitment to raise students in a healthy, safe and educational environment;
3. To promote a sense of order and discipline among students;
4. To adhere to state and federal laws in regard to mood altering chemicals, and or sexual activity among minors;
5. To establish examples of conduct for those students who are leaders and standard bearers among their peers; and
6. To support the teachers of Mooseheart School

**Prescribed Medicines** – It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student’s use by his/her doctor or the Health Center. However, abuse of such medicine by the student or another student is a violation of this Athletic Code.

## 7.12 Code of Conduct for Athletic Events

(The following rules apply for all contests, whether at home or away.)

- No hats are to be worn in the Field House, WOTM Gym, etc.
- No portable stereo equipment allowed (i.e., cell phones, iPods, etc).
- No sporting equipment allowed (i.e., footballs, basketballs, etc.)
- Spectators on the Daily or Weekly motivational point system must:
  - Be chaperoned/supervised by their Family Teacher.
  - Sit with their Family Teacher during the athletic event
- Any student who is on the school ineligible list must sit next to their Family Teacher or chaperone for the duration of the event.
- Absolutely no food or drinks allowed in the stands or court area
- Concession and vending machine items may be purchased between quarters, during half time, and between games.
- Students are to be in the bleachers while games are being played.
- All members of a home must walk to and from the activity together.
- All student spectators are expected to watch the game and show good sportsmanship (i.e., no booing or ridiculing coaches or players, no yelling at officials, etc.)

## 7.13 Expectation & Team Concept

Everything we do day to day becomes habitual. There are good and bad habits. We must concentrate on the good habits that take us to the next level. The winning mentality is a good habit and must be practiced every day.

*Win without arrogance and lose without alibis.*

The coaches expect every student-athlete to follow these concepts:

- Be mentally and physically prepared for practice and games;
- Be dressed appropriately with all required equipment;
- No individual type of clothing or paraphernalia will be worn, we walk and play as a team;
- Players will treat teammates, coaches, officials, teachers, students, parents and fans with respect;
- Everything we do reflects on our program.

The goal of the coaching staff is to find a place where every player can contribute to the team. The coaching staff does everything in its power to give each player the chance to contribute. All players must understand the best players will play. When a non-starter (player) receives an opportunity, it becomes their responsibility to take full advantage of that moment. All players will be treated in a fair manner, appropriate for their circumstance.

Being a member of the team is a privilege. It takes a special person to do the things you will be asked to do. As a member of the team, you represent your teammates, coaches and community at all times. We are all constantly faced with choices: study or don't study, play hard or take a break, lead or follow. The overall rule: make the appropriate decision. We expect the decisions you make on a daily basis will be in the best interest of yourself, the team and for the benefit of the Mooseheart Community.

### Playing Time and Starters

The starters for a game are based on several criteria. The following are some examples of the traits a coach looks for in determining a starter.

- Knowledge of assignments
- Ability to execute assignment, compared to his/her teammates
- Mastery of skills to his/her position, compared to his/her teammates
- Ability to work and communicate with teammates
- Physical strength and speed
- Behavior on and off the field/court, in the school and community

These are only a few exceptions.

### Players Who Have Jobs or Home Visits

The decision to obtain employment during the season is a choice made by a student athlete and his/her Family Teacher. **Having a job or being on a home visit DOES NOT excuse you from being on time for practice or any other scheduled function.** Even though having a job can help teach some of the same values we think are important, it can also put a strain on a student's athletic and academic commitments. You will have the next 40 plus years to work; you may never have the opportunity to play high school sports again! We also understand the importance of home visits and encourage all of our student-athletes to be responsible in understanding the practice and game schedule. There should never be any conflicts, unless a family emergency arises. Invite your family/guardian to the sporting event, and then start your home visit at the conclusion of the event.

### Practice and Attendance

Attendance at daily practice is mandatory. Attendance will be considered when determining starters. You will receive a practice schedule at the beginning of the season. Talk with a coach if you have any questions. Athletics **MAY** be considered as a 12<sup>th</sup> period to our school day. If a coach holds practice right after school (3:40 in elementary or WOTM gym, or 3:50 at the fieldhouse) a snack should be provided and students are allowed to change in a locker room facility.

1. Tardiness to practice or team meetings will result in immediate consequence and limited playing time;
2. There are no unexcused absences, players need to be responsible and inform the coaching staff when emergencies arise;
3. Players must dress for a minimum of 2 practices a week to dress for a game. No relation to playing time;
4. Players will dress for every practice regardless of sickness or injury unless excused by a coach;
5. Chronic absences or not being a good citizen of the Mooseheart Community may result in dismissal from the team; and
6. Playing sports involves bumps and bruises; you will sometimes have to play through pain.

### Rules on the Field/Court

1. Equipment is to be worn at all times and only removed with the permission from the coach;
2. Play hard and physical within the guidelines and rules of the IHSA;
3. Never walk between stations in practice, **HUSTLE AND MOVE** quickly;
4. Have a good attitude and encourage your teammates;
5. When you get knocked down, get back up and try again, without talking;
6. Players will never talk back to an official, member of the opposing team, fan or coach;
7. Coaches will not tolerate any poor representation of Mooseheart;
8. Players who receive unsportsmanlike penalties during a game will receive a consequence;
9. Players acting as individuals will not be tolerated;

### **Locker Room and School**

1. Players must use assigned lockers and locks only;
2. Respect personal belongings of others and be responsible for your own equipment;
3. No cleats allowed in the locker room (Soccer Only);
4. Lock on lockers are not required but are strongly encouraged;
5. No equipment goes home with a player unless authorized by a coach;
6. Keep locker room neat and clean;
7. No one else may wear a player's jersey unless authorized by the head coach, absolutely no girl friends or boyfriends.
8. Players have 10 minutes after practice to clear the locker room.

### **Contracts and Quit Date**

Every player is required to sign a contract of participation. If a player should desire to quit, the deadline date for this is the end of the 3<sup>rd</sup> date of practice. They must first talk it over with their Family Teachers and coaching staff. Once a player signs a contract of participation, the contract will be honored for the entire season, unless medically advised.

### **Injury and Illness**

All athletes get bumped and bruised. It is part of the game. While the coaches never want players to practice or play injured, you must play while bumped and bruised (including being sore). A doctor's note will excuse you from practicing, but only the coach can excuse you from attending.

### **Games**

All players will be traveling and attending all games unless otherwise advised by coaching staff. If injured and on doctor's restriction, players are still required to attend and support the team.

During the games, all players on the sidelines will face the game and not gesture or talk with the fans. Your attention should be with the team.

### **Game Time**

Depending on whether the game is home or away, the coaches will have assigned meeting places prior to the game. Be sure you are on time and prepared for them. The coaches will be preparing for any last minute details prior to the game, all players are asked to follow instructions and stay in the locker room until dismissed for warm ups. The coaching staff will respect your space and time of preparation in the locker room, we ask the same of you when we are meeting in the office.

### **Bus & Transportation**

All bus and safety rules apply when on the bus. Make sure the bus is as clean as it was when you entered it. When traveling to a game, the bus should be quiet and players should be focused mentally on the game. All players will ride the team bus to and from games. Headphones will be allowed but only for a short period of time. The coach will inform you of the expectations before leaving for each contest.

### **Officials**

Officials have an important job. Treat them with respect. Your mannerisms, speech and appearance have an effect on them. Officials are supposed to be objective, however they are human and may react to how you act, look and speak to them on the field/court. You are expected to treat them with the same respect and dignity as you do with your coaches. Remember you represent the Mooseheart Community.

### Equipment

Players will solely be responsible for their own issued equipment. Any equipment not returned at the conclusion of the season will be charged to that individual's account. Do not share or place your equipment in the hands of anyone else. If you should be missing a piece of equipment, make sure you see a coach before practice **NOT DURING PRACTICE**.

### Awards

Every player will receive some type of an award at the conclusion of the season. Those players who finish the season in good standing and have positively contributed both in practices and games, attended all practices, and upheld the values and expectations of the team will receive a major award. Minor awards will be given to those players at the discretion of the coaching staff. Also certificate of participation will be awarded to every player. All awards are at the discretion of the coaching staff, if a player should not agree with our decision, they may come and disagree appropriately about it either before/after school, before practice or after practice.

## 7.14 Athletic Rules

As a member of the IHSA, we follow all guidelines prescribed in their by-laws regarding drug and alcohol abuse.

During a student athlete's residency at Mooseheart, regardless of the amount involved or age of the student, an athlete shall **NOT**, for any reason:

1. Use or have possession of any beverage containing alcohol;
2. Use tobacco or tobacco products;
3. Use, consume, possess, buy, sell, or give away any controlled substance or "look alike" drugs;
4. Be involved in sexual activity with another student;
5. At any time place yourself or those around you in danger;
6. At any time commit an illegal act that compromises the school's integrity.

### Profanity

Participating in athletic competitions can be a very emotional experience. Student-athletics are required to keep their composure at all times. Taunting or disrespect to fans, coaches, officials, and opposing players will not be tolerated. Reacting to either good or bad situations with profanity is unacceptable. Both the team and Mooseheart are based on character, integrity and good social skills. Acting against these values is unacceptable.

### Theft or Drugs

Theft or using drugs/alcohol are signs of poor decision-making and will not be tolerated. The Executive Director of Mooseheart, Directors of Residential Living, and Superintendent of Education will determine consequences for such poor decision-making.

## 7.15 Penalties for Rule Violation

The consequence for placing yourself and/or someone else in danger, being part of an illegal act, the abuse or misuse of any drug and/or the involvement in a sexual activity with another student will result in a suspension of one-third (1/3) of the season. For a second offense the consequence will be one full season (the student-athlete can practice, but not play in any contests). The student athlete having a third violation will no longer be allowed to participate in high school athletics.

### 7.16 Activity Eligibility

IHSA ineligible students may attend school activities held during the school hours (7:45 to 3:45). This does not include co-curricular activities occurring after school (band or NJROTC). The instructor of those activities can make a determination on participation on a case by case basis.

## CHAPTER 8: State of Illinois Required statements

### 8.1 State of Illinois Minimum Graduation Requirements

Minimum Graduation Requirements from the State of Illinois as of January 2016:

Graduation Date	Mathematics	Writing	Language Arts	Science	Social Science	Electives
2016 and beyond	Of <i>3 years</i> , 1 year must be Algebra I and 1 year must be a course that includes geometry content.	<i>2 years</i> ; 1 year must be an English course and 1 year may be provided as a part of any course offered.	<i>4 years</i> ; no content specified.	<i>2 years</i> ; no content specified.	<i>2 years</i> ; must include 1 year of U.S. history or combination of U.S. history and American government and 1 semester civics	<i>1 year</i> ; includes art, music, foreign language, or <b>vocational education</b> .
<b>Total</b>	<b>3 years</b>	<b>2 years</b>	<b>4 years</b>	<b>2 years</b>	<b>2 years</b>	<b>1 year</b>

### 8.2 Written Confirmation of Suspected Child Abuse/Neglect Report

Form is used to confirm, in writing, an oral report of suspected child abuse or child neglect. DCFS Hotline is 1-800-252-2873. Each member of the Mooseheart Community is a mandated reporter and is required annual to sign a statement each year acknowledging this obligation.

### 8.3 Missing Children Records Act/Student Records

Pursuant to 325 ILCS 50/5 a-c: Upon admission to Mooseheart, administration flags any request of any current or former student reported as missing by the Illinois State Police. Mooseheart administration also keeps certified copies of Birth Certificates for each child enrolled. Student records are requested within 14 days of enrollment and departing students have unofficial records sent within 10 days of a request being made another school public or private.

### 8.4 Reporting Drug Violations to local law enforcement

The Superintendent/Principal is required to report instances of drug violations to the North Aurora Police Department as required by the School Reporting of Drug Violations Act (105 ILCS 127).

### 8.5 Reporting Firearm incidents to local law enforcement

The Superintendent/Principal is required to report instances of firearm to the North Aurora Police Department as required by the School Code (105 ILCS 5/10-27.1A & 10-27 1B).

### 8.6 Reporting written complaints of battery committed against school personnel

The Superintendent/Principal is required to report instances of complaints of battery committed against school personnel while at the school to the North Aurora Police Department as required by the School Code (105 ILCS 5/10-21.7).

### 8.7 Mooseheart Non-Discrimination Policy:

Mooseheart admits students of any race, color, creed, national origin or ancestry to all rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, creed, national origin or ancestry in the administration of its educational policies, scholarships, athletic and other school administered programs. Mooseheart does not discriminate on the basis of race, creed, color, national origin or ancestry in its employment of qualified faculty and staff. Mooseheart admits students of any race, color, creed, national origin or ancestry to all rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, creed, national origin or ancestry in the administration of its educational policies, scholarships, athletic and other school administered programs.

## 8.8 Custodial Parents Rights

Legal custody rights allow a parent to make major life decisions on behalf of the child. These decisions typically concern important aspects of the child's health, safety, and welfare, such as schooling decisions, medical care, and what type of religious instruction the child receives. At Mooseheart admission requires a custodial parent to choose placement after a review and understanding what placement means. While we work closely with residential living staff on campus, we acknowledge the rights of the custodial parent and will work and communicate with them to reach favorable outcomes with their child. While we may not communicate daily with custodial parents, they are encouraged to ask for virtual or actual teacher meetings and offered a portal into ItLearning.com (our Learning Management System) to track student progress. Parents are still afforded Due Process hearings on discipline hearings when the offense happens during or at school events.

## 8.9 Sex Offender Notification (Illinois State Police website is [www.isp.state.il.us](http://www.isp.state.il.us) )

The Sex Offender web site is reviewed regularly by Human Resources and administration. Mooseheart also received monthly updates for the Regional Office of Education in Kane County that flags any educational personnel who has had their teaching certification suspended or revoked.

## 8.10 Equal Educational Opportunities and Sex Equity Policy

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the district will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the district remains viewpoint neutral when granting access to school facilities. Individuals may file a discrimination grievance with the Human Resource Department. No student shall, on the basis of his/her sex, sexual orientation, or gender identity, be denied equal access to programs, activities, services, or benefits, or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Individuals may appeal the complaint to the Regional Superintendent (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

## 8.11 Title IX: Rights of All Students

Equal educational and extracurricular opportunities, including programs, activities, services or benefits, shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Inquiries concerning the implementation of Title VII of the Civil Rights of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, 42 U.S.C. 12111 et seq., should be directed to the principal or district administration. It is the policy of the Mooseheart, no to discriminate on the basis of sex in its educational programs, activities, or employment policies as required by Title IX of the 1972 education amendments. Inquiries regarding compliance with Title IX may be directed to any of the following administrators:

James Seput, Superintendent /Principal  
255 James J. Davis  
Mooseheart, IL 60539  
Phone: 630-906-3646 ext. 2079

Laura Zefo, Assistant Principal  
255 James J. Davis  
Mooseheart, IL 60539  
Phone: 630-906-3646 ext. 2656

or to the Director of the Office a/Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

## 8.12 Student Records Act

Student records are defined as any written or recorded information, maintained by the district, by which a student may be individually identified. Information, maintained by a staff member for personal use, is not considered a part of the student record. The district keeps records of its students in two files, a “permanent record” file, and a “temporary record” file. Records are kept in compliance with the Family Educational Rights and Privacy Act of 1974, and the Illinois School Student Records Act. The following information constitutes a summary of the student records procedures followed at Mooseheart. Most non-grade level files are held at the Mooseheart Administrative Building.

Student Permanent Record shall consist of the following information.

1. Basic identifying information, including the student’s name and address, birth date and place, and gender, and the names and addresses of the student’s parents
2. Birth certificate;
3. Academic transcript, including grades, graduation date, and grade level achieved, scores received on college entrance examinations if that inclusion is requested in writing by a student, parent, or person who enrolled the student;
4. Attendance record;
5. Health record;
6. Record of release of permanent record information;

The Record may also consist of the following information:

1. Honors and awards received
2. Information concerning participation in school-sponsored activities or athletics, and/or offices held in school sponsored organizations

Student Temporary Record:

4. The records custodian is responsible for maintaining and updating all student records.
5. Upon graduation, transfer, or permanent withdrawal of a student from a school, the school shall notify the parents/guardians and the student of the destruction schedule for the student’s permanent and temporary records and of the right to request a copy of such records at any time prior to their destruction.
6. Upon graduation or permanent withdrawal of a student with a disability (as defined in Article 14 of the School Code (105 ILCS 5/14) and the Illinois State Board of Education special education rules (23 Ill. Admin. Code Part 226)) special education files and other information contained in the student temporary records that may be of continued assistance to the student may, after five (5) years, be transferred to the custody of the parent/guardian or to the student if the student has succeeded to the rights of the parents/guardians. The school shall explain to the student and the parent/guardian the future usefulness of these records.

## 8.13 Statement on medical cannabis

The Mooseheart campus is a licensed DCFS childcare facility caring for youth from newborns to 21 years of age. Because of this relationship we are currently NOT allowing medical or recreational cannabis on our campus. If this substance is medically requested, there would be a hearing held including the child’s physician, the Executive Director of Mooseheart, the custodial parent, Director of Residential Living, and the Superintendent of Schools to determine if we would waive the current policy.

## 8.14 Statement on medical protocol for suspected Opioid Overdose

The Community Nurse will ensure that medication is readily available for use. A supply will be kept in the Dean’s Office as well as the Community Nurse’s Office. The ISBE is notified that the school maintains a supply. The Community Nurse will notify the Medical Director within 24 hours of medication used. The Medical Director will provide a new prescription for the replacement of Naloxone as needed. The Community Nurse will immediately notify appropriate staff of Mooseheart School and Residential Living after Naloxone use.