FORWARD
(Even Year - Graduation Year)

The time spent by students and parents reviewing the information contained in this booklet is an important factor in ensuring academic success. Take time to consider your post-secondary goals and select courses that will best prepare you to meet those future challenges. The guidance counselor, principal, and faculty will do their best to help you in reaching these decisions.

Choose courses that offer a realistic challenge. Classes that stimulate your mind will be more interesting and rewarding. They will make school worthwhile. However, you must be careful not to overextend yourself. Not all courses are within the ability of every student.

Students are expected to schedule at least 7 periods of class and must have permission to schedule any less. This will allow the student to get full value from the time spent in school.

Several courses have been designated as "Honors Classes." These are the most advanced, most challenging courses offered at Southeastern High School. Those courses are:

- Advanced Placement English
- Honors Physics
- Advanced Placement US History
- Honors Anatomy and Physiology
- Advanced Placement Statistics
- Honors Advanced Biology
- Advanced Placement Calculus
- Honors Pre-Calculus
- Honors Spanish III/IV

Any student taking an AP class **may register to take** the AP exam. (Cost Approximately $90)

Please consider your course selections carefully. It's your future. Make the most of it! We expect you to ***"Strive for Excellence"*** in every course you choose.

Sincerely,

PJ Bertemes
Principal

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BUSINESS EDUCATION

YEARBOOK - 6190 - 1 credit
Full-Year Course Grades 9-12
This course is designed to produce a yearbook for the students of Southeastern High School. Students utilize a broad range of communication skills: marketing, graphic design, and composition. Counts as a fine art credit toward graduation.
Prerequisite: Instructor Permission

DIGITAL PHOTOGRAPHY - 6137 - 0.5 credit
GRADES 9-12
In this class, students will experience the digital side of photography. Numerous challenging activities will include composition and exposure of digital pictures and mastery of photo editing software. Students will acquire skills including manipulation of aperture and shutter speed for photographic results. Various types of photography may include, natural light, sports, astro, landscape, portraits and candids, still, and existing lighting. Lastly, there will be a design aspect to many of the photography projects, utilizing group collaboration to create a polished finished product.
Prerequisite: There are no prerequisites for this class.

AP COMPUTER SCIENCE PRINCIPLES - 6318 - 1 credit
Grades 11-12
Computer Science Principles (CSP) curriculum is a full-year, rigorous, entry-level course that introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. The course is designed for typical school settings with teachers in classrooms. All teacher and student materials are provided for free online.
Prerequisite: Computer Programming or Intro to Computer Science

INTRO TO COMPUTER SCIENCE - 6122 - 0.5 credit
Grades 9-12
This class will focus on an introduction to the different programming languages such as HTML, Javascript, Python, C++, CSS, etc. Students will learn the basics of programming through a list of online lessons. The course takes a wide lens on computer science by covering topics such as programming, physical computing, HTML/CSS, and data. Students engage with computer science as a medium for creativity, communication, problem solving, and fun. The course inspires students as they build their own websites, apps, games, and physical computing devices.

21ST CENTURY TECHNOLOGY - 6136 - 0.5 credit
Grades 9-12
This class will focus on different aspects of modern technology such as blogging, video editing, social media, news reporting, etc. Students in this class will help manage the Trojan Wall by writing news articles, posting video reports, managing the Trojan Wall blog, and running the Trojan Wall social media accounts. Students will learn how to use video editing software, photo editing software, digital cameras, write professional blog articles, and formulate a student newspaper using the combination of Chromebooks, iPads, mobile phones, digital SLR cameras, and more.

ENGLISH DEPARTMENT

ENGLISH 9 - 1121 - 1 credit
This course covers the common core standards, which include: reading, writing, listening, speaking, viewing, researching, and critical thinking. The course is composed of an introduction to a variety of literary genres including the short story, poetry, drama, and the novel. Summer reading is required.

ADVANCED ENGLISH 9 - 1122 - 1 credit
Exemplary performance in English 7 & 8 qualifies students for this fast-paced, advanced course. Units include: Short story, nonfiction reading, Ancient Roots & *The Odyssey*, *Romeo & Juliet*, and *To Kill A Mockingbird*. Summer reading is required.

ENGLISH 10 - 1221 - 1 credit
This course covers a broad range of skills including: reading, writing, listening, speaking, viewing, researching, and critical thinking. Students will read novels, short stories, and plays from around the world. Writing and research skills are emphasized. Preparation for graduation exams is also included in this course. Ohio's New Learning Standards are emphasized. Summer reading is required.

ADVANCED ENGLISH 10 - 1224 - 1 credit
This advanced course covers a broad range of skills including: reading, writing, listening, speaking, viewing, researching, and critical thinking. Students will read novels, short stories, and plays from around the world. Writing and research skills are emphasized. Preparation for graduation exams is also included in this course. This course moves at a quicker pace than English 10. Ohio's New Learning Standards are emphasized. Summer reading is required.
Prerequisite: A B average in Advanced English 9 or teacher recommendation is required.

ENGLISH 11 - 1310 - 1 credit
This American Literature and College Composition course covers a broad range of communication skills: reading, writing, listening, speaking, viewing and critical thinking. This course emphasizes vocabulary acquisition, grammar, and modern American literature. Common core standards are emphasized; summer reading, required. College Credit Available for English 1111 - 3 credits.

ADVANCED ENGLISH 11 - 1311 - 1 credit
This American Literature and College Composition course moves at a fast-paced providing the opportunity for students to earn six college credits and complete the college freshman English composition requirement. Students hone a broad range of communication skills: reading, writing, listening, speaking, viewing, researching, vocabulary acquisition, and critical thinking with an emphasis on college-level composition. Students may earn six Clark State College credits (English 1111 and 1112) for successfully completing this course and meeting score requirements on the COMPASS or ACT test. Summer reading required.
Prerequisite: A B average in Advanced English 10 or teacher recommendation is required.

ENGLISH 12 - 1410 - 1 credit
Read world literature and earn the second semester of required college composition (English 1112) in this college credit plus course. This course is writing intensive with an individualized pace. In addition to writing extensively, students read memoirs and classics including *The Glass Castle, Frankenstein,* and *The Kite Runner*.

AP ENGLISH 12 (LANGUAGE & COMPOSITION) - 1421 - 1 credit
Advanced Placement English is an advanced composition and rhetoric course. Included are selected novels, advanced vocabulary, college composition practice, and individual research. Registration is open to junior and senior students with a 3.25 G.P.A. and teacher/counselor recommendation. Summer reading and writing are required. The Advanced Placement English Test of the College Board is optional at the completion of the course. The fee for this test is approximately $90 and is student paid. Summer reading and writing is required.
Prerequisite: A B+ average in Advanced English 11 is required.

FANTASY LITERATURE AND FILM -1227 - .5 credits
Grades 9-12
This college prep course will include the study of fantasy literature and film. We will complete a study of the genre of fantasy, including foundational works of literature and film in the fantasy genre. There will be research projects and writing required. This course uses Ohio's New Learning Standards. Offered every other year.

FILM STUDIES - 1134 - .5 credits
Grades 9-12
This college prep course will study the history of films and the many different genres in film. These genres include silent films, black and white films, western films, horror, action, comedy, and more. We will view partial and complete films and write reviews and analyses of these films. Research, reading, writing, and presentations should be expected throughout the course. This course uses Ohio's New Learning Standards. Offered every other year.

FINE ARTS DEPARTMENT

INTRODUCTION TO ART - 8110 - 0.5 credit
Grades 9-12
This course is designed to introduce students to the basic elements of art, principles of design, and color theory, as well as to develop an understanding of art careers and general art history. Students will obtain an overall view of the areas of art; drawing, painting, 3-dimensional, graphic design, and illustration. Many different materials and tools will be explored, such as, pencils, pens, fabrics, wood, paint, pastels, and ink. Students will experiment with a wide variety of art forms. Some library research is required.
Fees include sketchbook and basic supplies.

CRAFTS - 8112 - 0.5 credit
Grades 9-12
Create a variety of decorative and useful artworks, utilizing materials such as paper, paint, fabrics, fibers, clay, plaster, wood, and metal. Students will participate in hands-on activities and develop techniques and skills used by craftsmen all over the world. Explore various cultures through the creation of their traditional crafts. Some library research required.
Fees include basic supplies.

DRAWING/PAINTING - 8111 - 1 credit
Grades 9-12
Tackle the basics of drawing by examining objects and learn how to transfer what is real into a drawing surface. Many technical and design skills will be covered such as shading, proportion, perspective, composition, texture, value, and creating visual impact. Expand upon drawing skills to use various paint mediums: ink, watercolor, and acrylics. Learn special effect techniques and paint a wide variety of subjects including landscape, portraits, and still life. Develop blending, shading, and color mixing abilities. Some library research is required. Students will choose to draw or paint on each project. Many mediums will be explored such as pencils, pen and ink, charcoal, colored pencils, watercolors, acrylics, and oil paints. Some library research is required.
Prerequisite: It is recommended that a student take Intro to art before taking Drawing and Painting.
Fees include sketchbook and basic supplies.

CERAMICS/3-D DESIGN - 8113 - 1 credit
Grades 9-12
Basic facts about clay…..its personality and versatility as an art medium will be covered. Students will learn to make clay, prepare it, and submit design ideas for approval….then hand build three-dimensional art forms. Glazing and painting will also be covered and some library research is required. Through the use of various 3-D art materials, including paper-mache, plaster, and wire, students will experience and experiment with the total artistic process. Utilizing both creative and analytical thought processes students are called upon to design, problem solve, and manipulate various tools, materials, and mediums. It is recommended that a student take Crafts or Intro to Art before taking Ceramics. **Prerequisite for freshmen only: Art teacher approval**
Fees include clay, glazes, and basic supplies.

ADVANCED CERAMICS - 8213 - 1 credit
Grades 10-12
Designed for students who have completed Ceramics/3-D Design. This course explores the endless possibilities of hand-built clay work, as well as wheel-thrown pottery. Students will also investigate other sculptural mediums such as plaster, wood, and fabrics. An emphasis is placed on creative ideas and use of imagination in 3-D work. Some library research is required. This is an independent class that takes place during the beginning Ceramics class. Student must be capable of working independently! **Prerequisite: B- or above in Ceramics/3-D Design.**

ADVANCED TWO DIMENSIONAL ART - 8214 - 1 credit
Grades 10-12
This course is designed for the art student who has taken Drawing and/or Painting courses, and wishes to continue with art experiences. Students will explore drawing and other 2-D art techniques such as painting, printmaking, calligraphy, and computer graphics. Materials used are typically those used in previous courses, but subjects become more involved, and students will be required to work more independently, developing a portfolio as a final result of the completed course work.
Prerequisite: C+ or above in Drawing/Painting

CONCERT BAND WITH MARCHING BAND - 8805 - 1.5 credit
Grades 9-12
This course will provide a large ensemble setting for students who wish to continue to develop both their own instrumental skills and that of an ensemble member interested in participating in both the Concert Band and Marching Band setting.

Concert Band - An ensemble devoted to the training of musicians in the improvement of musical skills, like tone quality and technical ability. Through the playing of concert music repertoire, students will also explore music theory, articulation, sight-reading, and other performance skills. Students will participate in concert performances throughout the year.

Marching Band - An ensemble devoted to developing a disciplined unit that will perform halftime shows for the football games as well as community parades and events. An effort is made to instill pride, cooperation, effective leadership, and personal confidence among the ensemble members. Students are required to participate in a one week pre-camp and one week band camp held in summer before the season begins as well as weekly practices throughout the fall.
Prerequisite for the class is completion of Jr. High Band or by director approval.

CONCERT BAND - 8801 - 1 credit
Grades 9-12
This course will be a Concert Band setting only option for students who wish to continue to perform on their instruments, and only perform during concert band season. Concert Band - An ensemble devoted to the training of musicians in the improvement of musical skills, like tone quality and technical ability. Through the playing of concert music repertoire, students will also explore music theory, articulation, sight-reading, and other performance skills. Students will participate in concert performances throughout the year.
Prerequisite for the class is completion of Jr. High Band or by director approval.

CONCERT CHOIR - 8802A or 8802B - 0.5 credit
Grades 9-12
The choir sings contemporary, sacred, and other musical literature spanning many various styles. The main objectives of the class are sight-reading, diction, enunciation, rhythm, and an appreciation of choral music. The choir participates in various concerts and civic events throughout the year. Participation in concerts and comparable activities is a required part of this course.

SYMPHONIC CHOIR - 8806A or 8806B - 0.5 credit
Grades 9-12
This course is for students who know the basics and want to sing more challenging songs than concert/women's choir. Those involved must be able to sight read, and pick up melody and harmony quickly. The class moves at a fast pace. Students must understand music-lingo and MUST have the ability to sing alone or in a quartet when asked. This choir participates in various concerts and civic events throughout the year. Participation in concerts and comparable activities is a required part of this course. **Prerequisite for the class is involvement in 2018-2019 Symphonic Choir or by audition.**

FOREIGN LANGUAGE DEPARTMENT

SPANISH I - 5421 - 1 credit
GRADES 9-12
This elementary course offers an introduction to Spanish language and culture with practice in the basic skills of the language. Students must have a strong work ethic and a willingness to study.
Suggested Prerequisite: A or B in English.

SPANISH II - 5422 - 1 credit
GRADES 10-12
A continuation of Spanish I which offers a more in-depth study of the fundamentals of the Spanish language. Culture again will be continuously blended in with the study of vocabulary and grammar
Prerequisite: Spanish I, earning a C or better for the second half of the course.

HONORS SPANISH III - 5423 - 1 credit
GRADES 11-12
This intermediate course offers a higher learning of the Spanish language and culture through advanced studies of the language. This course also provides an introduction to literature and the arts.
Prerequisite: Spanish II, earning a C or better for the second half of the course.

HONORS SPANISH IV - 5424 - 1 credit
GRADE 12
This advanced course offers the acquisition of a complex vocabulary and the study of complex grammatical concepts of the Spanish language. Currents events, as well as film, art, literature, and dialectology will be studied in this course.
Prerequisite: Spanish III, earning a C or better for the second half of the course.

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

HEALTH - 7211 - 0.5 credit

Grades 9-12

The basic areas of study are:

- Personal Health - exercise, diet, rest, hygiene.
- Safety and First Aid - fire/tornado rules, burns, shock, CPR, and other first aid treatments.
- Family and Social Health - friendships, family living, aging, decision making, abuse.
- Nutrition - food groups, nutrients.
- Growth and Development - body systems, reproduction, birth control, STD's Pregnancy, personal values.
- Mental and Emotional Health - self-concept, personality, behavior, values, suicide.
- Substance Abuse - alcohol, tobacco, substance abuse, drinking and driving, treatment, including a DARE Program coordinated with the Clark County Sheriff's Department.
- Disease and Disorders - transmission, communicable and non-communicable disease.
- Consumer Health - career, media, health care.
- Community and Environmental Health - services, population, pollution.
- Series on teen violence.

PHYSICAL EDUCATION - 7100 - 0.25 credit

Grades 9-12

Physical Education is concerned with educating the total individual to his/her highest potential. The physical objectives are achieved through participation in both small and large muscle activities. Emphasis on good sportsmanship, fair play, and teamwork attempts to fulfill the social-emotional objective. The activities aim to give the student a favorable attitude concerning lifelong physical fitness, to contribute to the development of fundamental skills for both vigorous sport activities and leisure time activities, and to guide in the development of good citizenship.

Team and Individual Activities (Co-Educational)

Soccer	Flag Football	Aerobic Exercise
Kickball	Speedball	Corn Hole
Dodgeball	Basketball	Ping Pong
Wiffle Ball	Volleyball	Indoor Soccer

Cardiovascular

Personal Fitness	Conditioning
Skill	Weight room
Exercise	Flexibility

PE WAIVER - 7112 - 0 CREDIT

Grades 9-11

Students who participate in 2 full seasons of a sport may have their PE requirement waived. Students must fill out the appropriate paperwork (See attached) and be approved by the Athletic Director and School Counselor.

INDUSTRIAL TECHNOLOGY DEPARTMENT

INTRODUCTION TO ENGINEERING DESIGN - PLTW - 8127 - 1 credit
Grades 9-12

This course emphasizes the development of a design from an engineering standpoint. Students will use a problem-solving model to improve existing products and invent new ones. Computer software is utilized to produce, analyze, and evaluate the problem and design solution. State of the art technology will be used to translate conceptual design into reproducible products. Emphasis will be placed on the design process, team approaches, adaptive design concepts, interpretation, mass property calculations, cost analysis, and marketing.

This class may earn college credits from Clark State which may be articulated to other colleges and universities.

CIVIL ENGINEERING & ARCHITECTURE - 8126 - 1 credit
Grades 10-12

This course introduces students to the fields of Civil Engineering and Architecture, with an emphasis on residential design and commercial buildings and applications. The class demonstrates the interrelationship and dependence of both fields on each other. Students will be using state of the art software to solve real world problems and communicate solutions for hands on projects and activities. Some of the activities include:-landscaping-soil investigation-structural beam analysis and design-building codes & systems-utilities-low impact development-topography-site analysis.

Prerequisite: Completion of Introduction to Engineering Design with a C+ or better.
This class will earn college credits from Clark State which may be articulated to other colleges and universities.

DIGITAL ELECTRONICS - PLTW - 8130 - 1 credit
Grades 11-12

This course introduces students to applied digital logic, a key element of careers in engineering and engineering technology. It also explores the smart circuits found in watches, calculators, video games, and computers. Students use industry-standards computer software in testing and analyzing digital circuitry. Students will begin with a study of basic electrical theory then move on to learn the basic principles and theories of digital circuits. Students use mathematics and science in solving real-world engineering problems. This course covers several topics, including:

- Analog and digital fundamentals
- Number systems and binary addition
- Logic gates and functions
- Boolean algebra and circuit design
- Decoders, multiplexers and de-multiplexer

PRINCIPLES OF ENGINEERING - PLTW - 8129 - 1 credit
Grade 12

This course is intended to help students understand the vast field of engineering and technology. They will explore the wide variety of technology and manufacturing processes using activities, projects and problems. Students learn first hand how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

This class may earn college credits from Clark State which may be articulated to other colleges and universities.

INTRO TO WOODWORKING - 8128 - .5 CREDIT
Grade 9-12

This course gives the student first-hand experience in designing and building custom- made manufactured products using wood as the primary source of material. Students will learn how to follow laboratory safety guidelines and encourage their peers to perform all activities in a safe manner. Also, the student will learn how to figure board feet, identify the parts of a board, identify common hardwoods and softwoods, identify common hand woodworking tools, understand and use some of the power machinery in the laboratory. Mass production methods are utilized and management skills are sharpened un the 2nd half of the class. This course is not designed to make the students ready to be cabinetmakers, but to give them a broad knowledge of woodworking.

MATH DEPARTMENT

CORE STANDARDS MATH

ALGEBRA 1A - 3231 - 1 credit
Grade 8
This course teaches the foundations of algebra, solving equations and inequalities, relations and functions, linear relationships, and systems of equations. Algebraic reasoning will be developed. In this course the foundations for understanding science and higher level mathematics will be laid. The aim of this course is to analyze a problem situation, translate it into mathematical language, and then use algebraic skills to solve it.
Prerequisites: Successfully completed 7th Grade Math

ALGEBRA 1B - 3331 - 1 credit
Grade 9
This course continues the study of the foundations of Algebra. The course teaches an understanding of Algebra through various types of functions. The course content covers exponents and polynomials, factoring, quadratic functions, data analysis and probability, exponential and radical functions, and rational functions. The aim of this course is to analyze a problem situation, translate it into mathematical language, and then use algebraic skills to solve it. Graphing calculator is recommended.
Prerequisites: Successfully completed Algebra 1A

GEOMETRY - 3211 - 1 credit
Grade 10
This course teaches basic structure of geometry, plane and solid, and uses and strengthens algebraic skill. It also develops an understanding of deductive proofs. The course covers elements of geometry, induction, deduction and proof, angle relationships and perpendicular lines, parallel lines and planes, congruency and similarity, circles, construction and loci, coordinate geometry, and areas and volume.
Prerequisites: Successfully completed Algebra 1 or Algebra 1A & B

ALGEBRA II - 3311 - 1 credit
Grade 11-12
This course teaches an understanding of Algebra as a study of the systems of real and complex numbers. Course content covers axioms, open sentences in one variable, linear equations, and systems, polynomials and factoring, relations and functions, irrational numbers and quadratic equations, quadratic relations and systems. Use of a graphing calculator is introduced and applied.
Prerequisites: Successfully completed Geometry

ACCELERATED MATH

ALGEBRA I - 3111 - 1 credit
Grade 8
Algebra I is the study of mathematics that introduces the concept of a variable and the skills used to work with expressions containing variables. It is the foundation for further study of mathematics and science. The aim of this course is to analyze a problem situation, translate it into mathematical language, and then use algebraic skills to solve it. A graphing calculator is needed for this course.
Prerequisite: Final grade of B or higher in seventh grade math and a qualifying score on an algebra screening assessment for freshmen.

ADVANCED GEOMETRY - 3212 - 1 credit
Grade 9
This course teaches basic structure of geometry, plane and solid, and uses and strengthens algebraic skill. It also develops an understanding of deductive proofs. The course covers elements of geometry, induction, deduction and proof, angle relationships and perpendicular lines, parallel lines and planes, congruency and similarity, circles, construction and loci, coordinate geometry, and areas and volume.
Prerequisites: Successfully completed Algebra 1

ADVANCED ALGEBRA II - 3312 - 1 credit
Grade 10
This course teaches an understanding of Algebra as a study of the systems of real and complex numbers. It enables the student to perceive the role of deductive reasoning in Algebra. Course content covers axioms, open sentences in one variable, linear equations, and systems, polynomials and factoring, relations and functions, irrational numbers and quadratic equations, quadratic relations and systems, complex numbers, logarithms, trigonometry, and matrices. Use of a graphing calculator is needed for this course.
Prerequisites: Successfully completed Algebra 1 & Geometry or Algebra 1A&B & Geometry with a final grade of a B or higher or recommendation from the teacher.

ALGEBRA III - 3333 - 1 credit
GRADES 11-12
This course is designed for students who have completed Algebra I, Algebra II, and Geometry. This course will review and extend algebra and geometry topics and their applications. At the end of this course the student should be able to graph and evaluate functions, find the model of a function, transform graphs and functions, identify and use trigonometric relationships, in addition to solving problems involving roots, logarithms, exponents, sequences, polynomials, combinations and probability. The course is designed for the student wanting more preparation before taking pre-calculus or college mathematics.
Prerequisite: Algebra I, Algebra II, and Geometry earning a C or better for the second half of the courses.

HONORS PRE-CALCULUS - 3411 - 1 credit
Grade 11
This course presents and develops all the necessary topics for a pre-calculus course. This course covers complex numbers, functions (algebraic, logarithmic, and exponential), some analytic geometry, trigonometry, vectors, and advanced topics in curve sketching. It also introduces students to beginning topics of calculus including limits. Graphing calculator required.
Prerequisites: Successfully completed Algebra 2

AP CALCULUS - 3461 - 1 credit
Grade 12
Mathematics course covering the beginning topics of calculus. The study of elementary functions includes properties of functions and limits. Differential calculus study involves the derivative and applications of the derivative. The course concludes with the study of integral calculus, which includes antiderivatives and their applications, techniques of integration, the definite integral, and applications of the integral. The semester exam is required for this course. A graphing calculator is needed for this course.
Prerequisites: Pre-Calculus or Algebra II (with recommendation from the teacher)

AP PROBABILITY & STATISTICS - 3412 - 1 credit
Grade 12
The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data .
Students are exposed to four broad conceptual themes:
1 . Exploring Data: Describing patterns and departures from patterns
2 . Sampling and Experimentation: Planning and conducting a study
3 . Anticipating Patterns: Exploring random phenomena using probability and simulation
4 . Statistical Inference: Estimating population parameters and testing hypotheses
The semester exam is required for this course. A graphing calculator is needed for this course.
Prerequisites: Successfully completed Algebra 2 and/or Pre-Calculus or Algebra III

SCIENCE DEPARTMENT

PHYSICAL SCIENCE - 4111 - 1 credit
Grades 8-10
Physical science is generally a eighth & ninth grade course covering the topics of matter and energy, spaces and earth science. Energy topics of motion, electromagnetic waves, and thermal energy are emphasized. Concerning matter, the study of elements and compounds, their structures, properties and relationship to the periodic table of elements will be emphasized. How the topics in matter and energy affect our earth and space will drive the content of the earth and space science units. This course has a strong emphasis on preparation for the science portion of the OGT.

BIOLOGY - 4210 - 1 credit
Grades 9-10
An overview of the characteristics of living things including the Characteristics & Structure of Life, Heredity, Diversity & Interdependence of Life, Evolutionary Theory, & Historical Perspectives & Scientific Revolutions with the integration of concepts from Earth & space sciences and physical sciences. This course is designed to meet the Ohio Core Biology Academic Content Standards.
Lab Fee

ENVIRONMENTAL SCIENCE - 4110 - 1 credit
Grades 10-12
Environmental Science is a course, which studies the ecological concerns of the environment. It investigates how nature sustains life and will also discuss human's detrimental effects on our environment. The biological concepts behind these issues will be emphasized.
Prerequisite: General Physical Science and Biology

ADVANCED BIOLOGY - 4211 - 1 credit
Grades 9-11
An overview of the characteristics of living things including the Characteristics & Structure of Life, Heredity, Diversity & Interdependence of Life, Evolutionary Theory, & Historical Perspectives & Scientific Revolutions with the integration of concepts from Earth & space science and physical sciences. This course is designed to meet and exceed the Ohio Core Biology Academic Content Standards by developing skills necessary for success at the collegiate level. **Lab Fee**

CHEMISTRY - 4311 - 1 credit
Grades 10-12
Chemistry is a fundamental science recommended for all students planning to attend college or related fields in a technical school. Chemistry involves an in-depth look at the study of matter. Concepts covered will include classifying matter, changes in matter, mole concept, the periodic table, gases laws, organic chemistry, acid and bases.
Prerequisite: One year of Algebra I and one year of any other college-prep science with a "C" or better average in both. Lab fee. College in the Classroom (CITC) credit is available through Clark State with student payment of tuition.

HONORS ADVANCED BIOLOGY II - 4312 - 1 credit
GRADES 11-12

Advanced Biology is taught on a pre-college level, stressing modern scientific theories, research, oral reports and laboratory experiments. An independent project is required. Areas of study are microbiology, invertebrate & vertebrate zoology, botany, genetics, biochemistry, and evolution.

Prerequisite: C or better in Advanced Biology I or instructor's written permission. Offered alternate years only, alternating with Honors Anatomy and Physiology. Lab fee.

HONORS PHYSICS - 4411 - 1 credit
Grades 11-12

Physics is designed primarily for college-bound students. Basic concepts and principles of physics are presented. In addition, laboratory investigations, problem solving, and discussion questions are used to stimulate observation and scientific inquiry. Specific topics covered include mechanics, heat, electricity and magnetism, the energy of waves, and modern physics.

Prerequisite: Completion of Algebra II and Chemistry or concurrent registration.

SOCIAL STUDIES DEPARTMENT

AMERICAN GOVERNMENT - 2421 - 1 credit
Grades 11-12
The study of the American political system. The areas covered are state, local, and national government. All three branches of government are covered: legislative, executive, and judicial, and their powers. An in-depth look at the Constitution and Bill of Rights. Major economic concepts will also be covered as they apply to our political system.

WORLD HISTORY (formally SSI) - 2121 - 1 credit
Grades 9-12
This social studies course will engage students in interpreting information, evaluating world events, and analyzing concepts from the various fields of social studies of the time period beginning in the 17th century to the present. Major points of emphasis will include the Enlightenment, the French Revolution, the Industrial Revolution, Nationalism, Imperialism, and both World Wars, and the Cold War. The class will emphasize concepts and skills as determined by the State of Ohio standards.

AMERICAN HISTORY (formally SSII) - 2221 - 1 credit
Grades 10-12
This social studies course will engage students in interpreting information, evaluating events, and analyzing concepts from the various fields of social studies during the time period from 1877 to the present. Major units of study will include Industrialization, the Progressive Movement, the Spanish American War, World War I, the Roaring 20's, The Great Depression, World War II, the Cold War, the Civil Rights Movement, and the Vietnam War. The class will emphasize Common Core concepts, skills and standards as determined by the State of Ohio.

AP U.S. HISTORY - 2423 - 1 credit
Grades 11-12
This class is equivalent to a full-year introductory college course in United States history on the period from the first European explorations of the Americas to the present. The course combines a general survey of American history with in-depth analysis of critical events, themes, and persons. The goals of an advanced placement class include: to prepare for the AP Examination in United States history as prepared by the College Board; to reinforce study skills and to encourage students who are assumed to possess a high degree of motivation to test the limits of their intellectual capacities; and, to create a greater awareness of both the world role of a major nation and the individual role of a responsible citizen. The Advanced Placement U.S. History Test of the College Board is mandatory at the completion of the course. The fee for this course is approximately $90 and is student paid. The semester exam is required for this course.
Prerequisite: Registration is open to juniors and seniors who have successfully completed Social Studies I, Social Studies II and Government with an "A" in all three courses; teacher/counselor recommendations may be required upon request.

PSYCHOLOGY - 2311 - (.5)
Grades 9-12
The study of the ways in which people's thoughts, feelings, and behaviors are affected by other people and their environment. Topics include perception, emotions, human development and personality development. The class will emphasize Common Core concepts, skills and standards as determined by the State of Ohio. This class is recommended for college-prep students.

GLOBAL AWARENESS - 2111 - (.5)
Grades 9-12
This course is designed for students to study and examine local, state, national, and international events. The course will combine television, newspapers, magazines, and research to help students understand what is happening, why it is happening, and possible effects of these events. The class will emphasize Common Core concepts, skills and standards as determined by the State of Ohio.

WORLD GEOGRAPHY - 2116 - (.5)
Grades 9-12
This course provides opportunities for students to study the basic geography, economy, and natural resources of the seven continents. These regions are studied in relationship to the United States and the problems facing our nation in today's global society.

19th CENTURY US HISTORY - 2425 - (.5)
Grades 9-12
This class will cover American history from 1800-1899. Major topics will include; The War of 1812, The Mexican-American War, Civil War, Reconstruction, Westward Expansion, Spanish American War. The course will also cover major inventors including, Eli Whitney, Samuel Colt, Thomas Edison….. This class will also have lab days which will give students the opportunity to make 19th century foods and use tools and technologies first developed at this time in American history. The course will also detail the way of life of the Plains Indians and their interaction with white Americans with the Transcontinental Railroad and destruction of Bison herds toward the end of the 19th Century. The course will wrap up with a look at the Frontier Thesis written by Frederick Jackson Turner.

AGRICULTURAL EDUCATION/BUSINESS AND PRODUCTION SYSTEMS

All students in ANY Ag Course WILL be required to maintain a project and keep records in at least one or more of the following areas; failure to do so will result in an incomplete/failure for the course:

-small and large animals (steers, chickens, rabbits, hogs, dairy, lambs, etc.)
-crops (corn, soybeans, wheat, hay, etc.)
-vegetable gardens, orchards, etc.
-exotic projects such as maple syrup, honey bees, Christmas trees, etc.
-job placement in an ag-related business
-other options with approval of instructor (e.g. research, ag. business, agscience fair, etc.)

All courses are 1.25 credits (pending completion of a project as outlined above).

AGRICULTURE, FOOD AND NATURAL RESOURCES - 8131- 1.25 credit
Grades 9-11

This first course in the career field is an introduction to Agricultural and Environmental Systems. They will examine principles of food science, natural resource management, animal science & management, plant & horticultural science, power technology and bioscience. Students will examine the FFA organization and Supervised Agricultural Experience programs. Throughout the course, students will develop communication, leadership and business skills essential to the agriculture industry.

ANIMAL & PLANT SCIENCE - 8141 - 1.25 credit
Grades 10-12

Students will apply knowledge of animal and plant science to the agriculture industry. They will be introduced to the value of production animals relative to the agricultural marketplace. Students will engage in animal classification and selection, body systems, along with animal welfare and behavior in relation to the production of animals. Students will learn principles of plant anatomy and physiology, and the role of nutrition, deficiencies and growing environment on plant production. Throughout the course, business principles and professional skills will be examined.

Prerequisite: Agriculture, Food and Natural Resources

AG & INDUSTRIAL POWER - 8155 - 1.25 credit
Grades 10-12

In this first course, students will learn the breadth of the Agricultural and Industrial Power Technology pathway. Students will learn the principles of power technology equipment systems which will include electronic and electrical systems, engines and fuels, hydraulic systems and power train components. Additionally, students will learn to safely operate and maintain machinery and equipment along with the principles of welding and metal fabrication.

Prerequisite: Agriculture, Food and Natural Resources

PRINCIPLES OF BIOSCIENCE - 8157 - 1.25 Credit
Grades 10-12
Students will use concepts, procedures, and equipment common to a professional laboratory for agricultural product development and research. Students conduct problem-based studies, and apply scientific methodology. Students will follow procedures and protocols for handling, transporting, storing, and preparing plant and animal specimens. Further, students will perform techniques including chemical separations, centrifugation, distillation and filtration. Emphasis is given to demonstrating safe, professional and ethical behavior associated with the field.
Prerequisite: Agriculture, Food and Natural Resources

AGRONOMIC SYSTEMS - 8156 - 1.25 Credit
Grades 10-12
Students will apply knowledge and skills required to research, develop, produce and market major agricultural and horticultural crops. Cultural and sustainable production practices will be examined while students apply scientific knowledge of plant development, nutrition and growth regulation. The knowledge and skills needed to manage water, soils, and pests related to agronomic crops will be assessed. Students will employ technological advances, communication, business, and management strategies appropriate for the industry.
Prerequisite: Agriculture, Food and Natural Resources

ANIMAL & PLANT BIOTECHNOLOGY - 8150 - (1.25)
Grades 10-12
Learners will apply principles of chemistry, microbiology and genetics to plant and animal research and product development. Students will apply genetic principles to determine genotypes and phenotypes. Students will describe the parts and functions of animal and plant cells and their importance in biochemistry. They will perform restrictive enzyme digests, Polymerase Chain Reactions and apply principles of nucleic acid blotting. This course will examine applications of Central Dogma Theory and other Molecular-Genetics Technologies.
Prerequisite: Agriculture, Food and Natural Resources

AGRONOMIC SYSTEMS - 8156 - 1.25 credit
Grades 10-12
Students will apply knowledge and skills required to research, develop, produce and market major agricultural and horticultural crops. Cultural and sustainable production practices will be examined while students apply scientific knowledge of plant development, nutrition and growth regulation. The knowledge and skills needed to manage water, soils, and pests related to agronomic crops will be assessed. Students will employ technological advances, communication, business, and management strategies appropriate for the industry. This will also include a unit on precision agriculture.
Prerequisite: Agriculture, Food and Natural Resources

ENV. SCIENCE FOR AG. & NAT. RESOURCES - 8145 - 1.25 credit
Grades 10-12
Students will study relationships between organisms and their environment. Principles of biogeochemical cycles, air-water-land relationships, non-point pollution, and wetlands will be applied. Students will examine fundamentals of resource development, agriculture sustainability, energy needs and pollution control. They will analyze and interpret data gathered from studies on the ecosystem. Throughout this course, students will develop responses to environmental problems and develop management strategies for responsible conservation and resource development.
Prerequisite: Agriculture, Food and Natural Resources

BUSINESS MGMT. FOR AG. & ENV. SYSTEMS - 8147 - 1.25 credit
Grades: 10-12
Students will examine elements of business, identify organizational structures and apply management skills while developing business plans, financial reports and strategic goals for new ventures or existing businesses. Learners will use marketing concepts to evaluate the marketing environment and develop a marketing plan with marketing channels, product approaches, promotion and pricing strategies. Throughout the course, students will apply concepts of ethics and professionalism while implications of business regulations will be identified.
Prerequisite: Agriculture, Food and Natural Resources

ANIMAL ANATOMY & PHYSIOLOGY - 8132 - 1.25 credit
Grades: 10-12
Students will examine the structure and function of the major organ systems as well as the function and principle of blood flow in animals. Students will study internal and external anatomical parts, their functions, and will investigate the relationship among these parts and systems within the body of animal. Throughout the course, students will apply the internal functions of anatomical structures to the business and industry principles of the animal industry.
Prerequisite: Agriculture, Food and Natural Resources

FAMILY AND CONSUMER SCIENCE DEPARTMENT

PRINCIPLES OF FOOD - 8309 - .625 credit
Grades 9-12
In this course, students will gain knowledge in food selection criteria and apply preparation methods to promote a healthy lifestyle. Students will apply cooking methods, ingredient selection and nutritional information in the context of selected food dishes. Throughout the course, basic food safety and sanitation techniques will be emphasized.
Action projects, which extend learning from the classroom to the home and community, are required.

CONSUMER ECONOMICS - 8318 - .5 credit
Grades 11-12
In this course, students will study public policy and consumer behavior related to consumer economics. Throughout the course, students will examine laws and regulations that affect the consumer. Additional topics will include consumer expenditures, consumer fraud, global economy, large purchases, and contracts.

TEXTILE AND INTERIOR DESIGN - 8312 - .625 credit
Grades 9-12
In this course students will explore a broad range of topics relating to the various aspects and career opportunities available in the field of textiles and design. The emphasis will be given to textiles project development and developing strategies to maintain the home. Additional topics will include project collaboration, design techniques and environmental sustainability. Action projects, which extend learning from the classroom to the home and community, are required.

LEADERSHIP AND COMMUNITY ENGAGEMENT - 8135 - 1.25 credit
Grades 11-12
In this course, students will learn how to become an active community member and citizen. An emphasis will be placed on in-service learning, leadership training and teambuilding opportunities. Additional topics will include public policy issues, community and global engagement. Action projects, which extend learning from the classroom to the home and community, are required.

INTRO TO FAMILY AND CONSUMER SCIENCE - 8321 - (.625)
Grade 9-12
This course will provide students with an overview of Family and Consumer Sciences. Students will be introduced to child development and family relationship concepts. An introduction to food preparation, safety and sanitation and nutritional meal choices. Additionally, students will identify financial literacy and consumer economic principles. Students will understand the concepts of design through textiles for personal and home use. Throughout the course, students will develop communication, leadership and career investigation skills. **As a project based learning classroom, projects, which extend learning from the classroom to the home and community, are required.**

PERSONAL WELLNESS - 8322 - (.625)
Grade 9-12
In this course students will analyze personal physical, emotional, social and intellectual growth for a healthy lifestyle. An emphasis will be placed on lifespan wellness by managing stress through relaxation, hobbies, physical activity and sleep. Additional topics will include human growth and development, mental health management, personal hygiene and preparing for emergency medical situations. **As a project based learning classroom, projects, which extend learning from the classroom to the home and community, are required.**

EDUCATIONAL OPTIONS

The Southeastern Board of Education supports and encourages the development of basic skills but also advocates that many students have exceeded minimum competencies and should be afforded more in-depth instructional opportunities. The intent of the educational options program is to expand the instructional possibilities both to students whose situation is unique and may require educational approaches beyond those of the normal program in order to achieve basic skills and to students whose abilities exceed the offerings of the normal curriculum.

According to Rule 3301-35-01 (D) of the Minimum Standards of Elementary and Secondary Schools and in compliance with other board policies that address specific educational options, options may be offered in the following categories:

- correspondence courses
- educational travel
- independent study (see Board Policy 9.52)
- mentor program
- tutorial program (see Board Policy 9.26)
- college or university courses (see Board Policy 9.48)
- other options

In accordance with Rule 3301-35-02 © of the Minimum Standards for Elementary and Secondary Schools, the superintendent is authorized to approve educational options upon evidence of the following criteria:

1. The parent has approved participation.
1. An instructional plan has been submitted to the principal for approval prior to student participation. The instructional plan shall include:
   a) instructional objectives
   b) an outline including major instructional activities, materials, and environment
   c) a description of criteria and methods for assessing student performance
3. A certified teacher shall provide instruction and evaluate student performance in correspondence courses, educational travel, and mentor programs

Promotion and retention decisions regarding students in kindergarten through eighth grade shall consider student performance relative to the objectives of an option.

- A maximum of six (6) units of credit may be applied toward the graduation requirements.

Options may not be utilized by a student to avoid taking required courses offered in the school's regular program. Credit will be granted to the student upon complete evaluation of the program. The credit shall be placed on the student transcript. The credit counting toward graduation shall comply with the State standards.

Graduation Requirements For The Classes of 2020 & Beyond

4	**English**	
4	**Math**	must include 1 unit of Algebra II or the equivalent
3	**Science**	must include 1 unit of Physical Science, 1 unit of life science (biology), and 1 unit advanced study in one or more of the following sciences: Chemistry, Physics, or other Physical Science, Advanced Biology or other Life Science; Astronomy, physical geology or other Earth or Space Science
3	**Social Studies**	1 American History (S. Studies II), 1 Government
½	**PE**	2 semester long classes or 2 full season with a PE waiver
½	**Health**	
½	**Consumer Economics**	
1	**Fine Art**	
5	**Electives**	must include 1 or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education. All students (except career-technical students) must complete at least two semesters of fine arts.

22 TOTAL CREDITS

The classes of 2018 & beyond must earn a cumulative passing score of 18, using 7 end-of-course state tests. Students must earn a minimum score of 4 points in math and English, and 6 points across science and social studies. End-of-course exams are in Algebra I, Geometry, Biology, American History, American Government, English I and English II. Students may also graduate by earning and Industry Credential or a "remediation-free" score in English and mathematics on a nationally recognized college admission exam.

***See Mr. Banion regarding credit status, Honors Diploma requirements and any other questions.**

***5.5 credits per year for promotion to the next grade level.**

Academic Honors Diploma

High school students can gain state recognition for exceeding Ohio's graduation requirements through an Academic Honors Diploma. High-level coursework, college and career readiness tests and real-world experiences challenge students.

Students must meet *all but one* of the following criteria, unless it is a minimum graduation requirement, which are here for the class of 2017 and here for the classes of 2018 and beyond. Students must meet general graduation requirements to qualify for honors diplomas.

ACADEMIC HONORS DIPLOMA	
Math	4 units
Science	4 units, including 2 units of advanced science
Social Studies	4 units
World Languages	3 units of one world language, or no less than 2 units of each of two world languages studied
Fine Arts	1 unit
GPA	3.5 on a 4.0 scale
ACT/SAT	ACT: 27 or higher/SAT: 1280 or higher

Guidance

To be eligible, students must complete units, or credits, in specific subjects (see above chart). They can use Advanced Placement, International Baccalaureate, College Credit Plus and Credit Flexibility coursework to meet the unit requirements of an honors diploma. A single course can meet multiple criteria if it fits under multiple subject areas.

Students also can design their own independent study courses. This requires that someone with proper licensure in the subject area must teach or co-teach the courses used for an honors diploma.

Math – Students must take algebra I, geometry, algebra II (or equivalent), and one other higher level course OR a four-course sequence that contains equivalent or higher content.

Science – Advanced science refers to courses that are inquiry based with laboratory experiences. They must align with the grades 11/12 standards (or above) or with an Advanced Placement science course or entry-level college course (clearly preparing students for a college freshman-level science class, such as anatomy, botany or astronomy).

Social Studies – Students may get credit for both an American history course and/or the Advanced Placement or International Baccalaureate American history course (same for government and world history). If a district counts financial literacy as a social studies course, students can use it as an elective to meet the requirement. If the district counts financial literacy as a family consumer science or business education elective, it does not count.

World Language – Only credits from courses that are sequential and proficiency based (e.g., Spanish levels I, II, III or German I and II and French I and II) fulfill the honors diploma requirement. Sequential classical (e.g., Latin, Ancient Greek) and visual (e.g., American Sign Language) languages DO fulfill the honors diploma requirement. No units from language courses coded as "Foreign Language Exploratory" can count toward the honors diploma requirement. No units from culture-based courses can count toward the honors diploma requirements.

If a student opts to complete this criterion by taking *two units each of two world languages studied*, a student must complete a total of four world language units. This means two sequential, proficiency-based units in two different languages.

Fine Arts – Courses taken in middle school may meet the general graduation requirement of two semesters of fine arts, but a course must count for high school credit (be high school level work or above) to count for the honors diploma. Dance, drama/theatre, music and visual art courses all count as fine arts courses.

GPA – GPAs must be calculated on an unweighted 4.0 scale.

ACT and SAT score requirements – Students must have scores of 27 or higher on the ACT or 1280 or higher on the 2016 SAT or their equivalents on previous or future versions of the tests. The score for SAT was updated due to the new SAT exam. For students who took the SAT before March 1, 2016, concordance tables can be found here, and further information can be found on the College Board's website. The ACT writing and SAT essay sections are not included.

SPRINGFIELD-CLARK (CTC)

The CTC gives students the opportunity to study in depth a vocational field

I. CTC Requirements
   A. The student considering attending the Springfield-Clark CTC his/her junior year must remember that he/she is responsible for the 22 credits he/she needs to graduate.
   B. Courses that must be completed at Southeastern before you can attend the career center include:
      1. Two (2) credits of English
      2. Two (2) credits of math
      3. Two (2) credits of science
      4. Two (2) credits of social studies
      5. One-half (1/2) credit of health
      6. One-half (1/2) credit of physical education

SPRINGFIELD-CLARK CAREER TECHNOLOGY CENTER
Your Path to Success!

The primary goal of the Springfield-Clark CTC is to assist students in obtaining skills that will allow them to enter the job market or to pursue further training in colleges, universities or technical schools. The CTC offers a variety of programs that provide career-related training. To better serve the education and career development needs of the students at Springfield Clark CTC, the administration has re-structured the classes and assembled them into specific schools. The schools are as follows:

- **The School of Manufacturing, Transportation, Engineering, and Construction (M-TEC)**
- **The School of Information Technology, Education, Communications and Hospitality (I-TECH)**
- **The School of Health & Human Services (HHS)**

CTC Schedule Options
The CTC offers both full-day and half-day programs. Half-day programs allow students to attend the career center for half of the school day and complete academic classes at their associate school. Some associate high schools provide transportation to and from the career center.

Apprenticeship Option
Apprenticeships are available in virtually every career-related program offered at the career center. Apprentices are paid wages while participating employers teach them real-life work skills on the job site. Students attend academic and related classes at the career center and participate in co-op, work-site learning in coordination with the apprenticeship.

Academics
In addition to learning career-related skills students may also take English, Government, History, Math and Science courses. We offer both general and advanced academics like CP English, Chemistry, Algebra II, Physics and Calculus. Academic courses teach concepts that are directly related to a student's technical program and fulfill requirements for graduation and college admission.

Credits
Students at the career center may earn up to fourteen credits toward graduation depending on the program in which they choose to enroll.

College Credit at CTC
CTC has articulation agreements with Clark State Community College, Northwestern College, Columbus State

Community College, The Nashville Auto-Diesel College, and Sinclair Community College to just name a few. These articulation agreements allow students to earn college credit while attending the career center. Post-secondary options are available to students who qualify.

Fees
Students of local high schools may attend the career center tuition-free. However, depending on the program, students may be required to pay for tools, uniforms and a school fee. Scholarships, fee assistance and payment plans are available to student who qualifies financially.

Transportation
The Associate high school will bus students to and from the CTC. Students may choose to provide their own transportation.

Extra-curricular Activities at CTC
The CTC daily schedule allows students to participate in extra-curricular activities like sports, band, and cheerleading at their associate high school. In addition to participation in various activities available at the associate high school, CTC students may get involved in the following national student organizations, which help develop leadership skills:

BPA – Business Professionals of America

FCCLA – Family, Community & Career Leaders of America

H2O Club - (similar to student council)

NHS – National Honor Society

SkillsUSA – The largest Career Technical Student Organization in the USA

Many of the clubs offer leadership opportunities and skill competitions that challenge students to compete for awards by mastering skills in their career technical program.

Graduation
Upon successful completions of the CTC program and academic courses, CTC students will graduate and receive a high school diploma from their associate high school. CTC students will also attend the Convocation Ceremony that is held on the last day of school. Students who successfully complete their career technical program receive a certificate of completion and a Career Passport

Springfield-Clark CTC
Career Fields and Programs

Ag & Environmental Systems
Animal Science & Management
Natural Resource Management

Arts & Communication
Computer Graphic Arts

Construction Technologies
Carpentry
Electrical Trades
Heating & Air Technology

Education and Training
Early Childhood Education & Care

Engineering and Science Technologies
Computer Aided Drafting & Design
Engineering

Health Science
Dental Assisting
Health Academy
- Health Occupations Technology
- Medical Assisting
- Nurse Assisting

Hospitality and Tourism
Culinary Arts
Hospitality & Tourism

Human Services
Cosmetology

Information Technology
Computer Networking & Cyber Security
Computer Programing & Game Design
Multimedia Production

Manufacturing Technologies
Welding & Fabrication

Transportation Systems
Auto Body Collision Repair
Auto Services
Auto Technology

Withdrawal-Transfer Policy
If students who have been accepted at the CTC change their mind prior to June 1st the following steps should be completed in order to re-enroll at their local high school:

1. Notify the Associate Schools Coordinator at 325-7368 ext. 113 that they will **not** be attending the CTC.
2. Call the associate high school and schedule an appointment with their counselor to prepare a class schedule.

Students who do not withdraw from the CTC by June 1st may transfer back to their associate high school under the following guidelines:

1. Students are required to attend the CTC for a one-week trial period (five school days).
2. The final decision to return to the associate high school must be made before the tenth day of school at the CTC.
3. ***After the tenth day of school students are obligated to complete the year at the CTC***

Revised: 12/14/15

Early Graduation

The Board of Education acknowledges that some students seek to pursue educational goals that include graduation from high school at an earlier date than their designated class.

A student who completes the requirements for early high school graduation may participate in the graduation ceremonies with his/her designated class or the class graduating in the year in which s/he completes the District's requirements for high school graduation.

Early High School Graduation - General

Application for early high school graduation must be submitted to the high school principal.

The principal may honor this request if all conditions for high school graduation are met and the student fulfills the high school graduation requirements.

Early High School Graduation – Advanced Learners

Any student residing in the District may be referred for early high school graduation by a staff member or parent/guardian to the principal of his/her school. Students may refer themselves or a peer through a staff member who has knowledge of the referred child's abilities. Copies of referral forms will be available at each school building. The principal of each school (or his/her designee) will solicit referrals of students for early high school graduation annually, and will notify all staff s/he supervises the referral process.

Students referred for early high school graduation will be evaluated in a prompt manner. The building principal will schedule the evaluations. Normally, changes in a student's schedule will only occur at the start of a semester.

Before a student is evaluated for early high school graduation, the principal (or his/her designee) must obtain written permission from the student's parent/guardian.

Evaluations related to referrals that occur during the school year will ordinarily be completed and a written report issued within forty-five (45) calendar days. Evaluations related to referrals that occur at the end of a school year or during the summer will be completed and a written report issued either before the end of the school year, if possible, or within forty-five (45) calendar days of the start of the next school year.

Upon referral, the student's principal (or his/her designee) shall convene an acceleration evaluation committee to determine the appropriateness of early high school graduation for the student. The committee shall include the following:

A. a parent/legal guardian of the referred student

B. a gifted education coordinator or gifted intervention specialist, or, if neither is available, a school psychologist or guidance counselor with expertise in early high school graduation

C. a principal or assistant principal from the student's current school

D. a current teacher of the referred student

The acceleration evaluation committee shall be responsible for conducting a fair and thorough evaluation of the student.

Students referred for early high school graduation shall be evaluated based on past academic performance, measures of achievement based on State academic content standards, and successful completion of State mandated graduation requirements. The acceleration evaluation committee will consider the student's own thoughts on possible accelerated placement in its deliberations.

The acceleration evaluation committee shall issue a written decision on the outcome of the evaluation process to the principal and the student's parent/guardian. This notification shall include instructions for appealing the decision.

Appeals must be made in writing to the Superintendent within thirty (30) calendar days of the parent/guardian receiving the committee's decision. The Superintendent or his/her designee shall review the appeal and notify the parent/guardian of his/her final decision within thirty (30) calendar days of receiving the appeal. The Superintendent or his/her designee's decision shall be final.

If the student is recommended for early high school graduation, the acceleration evaluation committee will develop a written acceleration plan designed to allow the student to complete high school graduation requirements on an accelerated basis. The plan may include the provision of educational options in accordance with A.C. 3301-35-06(G), waiving District graduation requirements that exceed those by the State, and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test.

A staff member will be assigned to oversee implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.

R.C. 3324.10

Revised 8/15/06
Revised 10/16/07

Southeastern Local School District
Credit Flexibility
Overview & Guidelines

Ohio Senate Bill 311 allows alternate pathways for those students who are eligible to receive high school credit through the use of Credit Flexibility Plans (CFP). Ohio students are able to earn high school credit in three ways, or in a combination of these ways:

1. By completing traditional coursework
2. By testing out by demonstrating mastery of the course content; or
3. By pursuing one or more "educational options" (e.g., distance learning, educational travel, independent study, internship, music, arts, after school program, community service, or engagement project).

Ohio's plan for credit flexibility is designed to broaden the score of curricular options available to students, increase the depth of study available for a particular subject and tailor the learning time or conditions needed (to shorten or lengthen the time necessary to complete a high school diploma and/or postsecondary degree). In these ways, students can customize aspects of their learning around more of their interests and needs.

The purpose of this program is to provide an opportunity to gain knowledge and skills outside of the traditional school setting and one that is generated on the part of an individual student. Students approved for off-campus CFP are required to adhere to the Southeastern Local Student Code of Conduct. The Southeastern Local School District is not responsible for developing a Credit Flexibility Plan (CFP) for a student or for any cost incurred by a student's participation in a CFP.

High school students who receive credit for a CFP will have completed a detailed application process outlining learning goals and expectations; received prior approval from the principal or a panel for their learning activity; stayed within the agreed upon timetable, and met rigorous, measurable standards as defined in course competencies or ones specific to their particular CFP.

A review panel established by the principal or his/her designee consisting of representation from the learning experiences content area, school counseling department, administration, and other staff as appropriate will determine the final awarding of credit. Appeals of all decisions will be directed to the Clark County Educational Service Center.

Southeastern Local School District Credit Flexibility Application

Eligible Credit Flexibility Plans

Credit Flexibility Plans (CFP) are educational experiences where the primary acquisition of knowledge and skills takes place outside of a traditional classroom setting. These opportunities may include but not be limited to: independent study, private instruction, performing groups, internships, community service, apprenticeship, work-study and online courses.
The Southeastern Local School District is not responsible for any cost incurred from a student's participation in a CFP. Students are required to have prior approval for the CFP before the experience is initiated.

A team of subject-related school personnel, by appointment of the principal or his/her designee, will comprise a review panel. The panel's role will be to approve and set expectations utilizing the CFP Review Panel Assessment Report. At the conclusion of the experience mastery of learning objectives must be demonstrated as defined by the approved CFP.

Earned Credit from Credit Flexibility Plans

Students may use a CFP to earn credit and/or gain promotion in a course sequence. High schools will award a minimum of .5 credits (electives only) and a maximum of 1 credit for an individual CFP. Exceptions may be granted to students on a case-by-case basis approved by the principal or his/her designee.

Earned credit for a CFP will be based on rigorous and measurable standards as defined in course competencies and student expectations outlined in the approved CFP. Successful completion of a CFP will be documented on a student's transcript in the same manner as traditionally earned credit.

Choice of Testing Out Process

Traditional: Student and parent schedule a meeting with principal or guidance counselor to present the completed application for Testing Out with payment ($80 per course). The principal or guidance counselor will present the student with the course syllabus, course textbook and make the course workbook (or other course materials) available for the student at the student/parents' cost (if applicable). The student will be required to take the semester and final exams as well as the three short cycle assessments (SCAs) in the core area courses or three quarter tests in noncore area courses. Student must make arrangement for testing within the agreed upon timelines of the testing out process.

Advance Placement Testing for high school credit: Students who score a 3, 4 or 5 and provided the verification letter to the high school qualify for high school and at most colleges, college credit in one or more classes. Advance Testing Exams are scheduled by the National Testing Service for a specific national testing date and time in May. Interested students must contact the AP Testing Coordinator (high school guidance counselor) prior to March 15. The cost for an AP Test must be paid when the test is requested. Students who qualify for Free and Reduced Lunch may qualify for cost reductions and may identify themselves as eligible prior to making arrangements to pay for the test. For more information go to http://www.collegeboard.com/student/testing/ap/cal/cal2.html or call 877-225-5427.

Application Process

A student considering a CFP should discuss the possibility with their school counselor and teachers early in the process. It is expected that the formal proposal will be thoroughly and thoughtfully researched. A completed application will be submitted directly to the guidance office.

1. The application is to be completed by the student/parent/guardian seeking approval for the extended learning opportunity.

2. CFP applications must be submitted for approval thirty (30) school days prior to the beginning of the semester in which the CFP is to be completed. However, the Board recognizes that short-term notice opportunities may present themselves to students from time to time. As such, the Principal may grant waivers to the timeline submission requirement at his/her discretion, provided all other application criteria are satisfied. Such waivers will be considered only in cases of hardship/extenuating circumstances and granted on a case-by-case basis. All required information must be attached to the application and submitted to the Principal.

3. The application will be reviewed by the CFP Review Panel and a decision will be made within fifteen *(15)* school days of receipt of the application. The student will be notified in writing of the status of the application. If additional information is requested, the information must be submitted within one week of the request.

4. It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to earn credit for the course. The student and parent/guardian recognize that in the event the student withdraws from an approved program, the high school cannot guarantee placement in an equivalent district-offered course.

Newly Enrolled Students

Students newly enrolled in the Southeastern Local School District after the established timelines for application submission will have ten (10) school days to submit a CFP for approval. Students who were working under a CFP at their previous school may submit that plan within ten (10) days of enrolling in the Southeastern Local School District. Approval of CFPs from other districts is not guaranteed. Plans that are not approved are eligible for the appeal process as outlined.

Timeline

Students who do not complete the requirements of the CFP in the agreed upon timeframe may request an extension in writing to the principal. Extensions will be granted only in the presence of extenuating circumstances. The request will be reviewed by the review panel who will notify the student, parent, and school counselor of the panel's decision regarding the request.

Final Evaluation Guidelines

A CFP may take on a variety of experiences; therefore, there is no single method of final evaluation. Final evaluations will be determined during the application process and may include a panel presentation by the student, a research paper, a demonstration, a culminating course grade, a final project or artifact, a portfolio, a performance, or mastery performance on a core competency assessment, such as short cycle assessments (SCAs), course tests or exams. The final evaluation for any CFP that results in a product to be assessed by the Review Panel will be determined by the average of all rubric (or similar) scores used by the Review Panel. A copy of the evaluative rubric will be made available at the time of CFP approval. A copy of all submissions will become the property of the high school.

Students choosing to test out to gain credit under a CFP will take the semester and final exams as well as the three short cycle assessments for the core area courses or three tests for the noncore area courses within the 60 day timeline listed on the application. The student's grade will be determined by averaging the grades from all of the tests taken. A minimum grade of **88%** is required in order for the student to earn credit and/or be promoted to the next course in the sequence.

Students who complete an approved CFP but are unable to demonstrate content mastery through their Final Evaluation may submit an alternate CFP or may schedule into a corresponding traditional course, if available. A failed CFP will appear on the student's transcript as a failed attempt at the course.

Program Integrity

In order to ensure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress and attendance. The principal will be responsible for certifying course completion and the award of credits consistent with the District's policies on graduation.

If a student is unable to complete the CFP for valid reasons, the Principal or his/her designee, or assigned certified teacher will evaluate the experience completed to date and may recommend an alternative experience to enable the student to earn the credit.

If a student ceases to attend or is unable to complete the CFP for insufficient reasons (lack of effort, failure to follow through, indecision, etc,), the student's transcript may be adjusted to reflect the experience as a failure.

In order to certify completion of co-curricular programs and activities based upon specific instructional objectives aligned to the standards, the school will develop appropriate mechanisms to document student progress and program completion on student personnel records.

Appeals

Appeals of all decisions must be made in writing to the Clark County Educational Service Center no later than 7 days after notification.

Guidelines for CFP Final Evaluation

The following are examples of CFP final evaluations. Students may use one or more of these summative assessments to demonstrate learning from the CFP experience.

Panel Presentations	The student will be required to explain his/her project and its outcome in detail to the panel. Student learning as well as presentation skills will be part of the evaluation.
Research Paper	The student will be required to submit to the panel a research paper which meets the specific criteria (to include content, reference, and format) agreed upon at the time of the CFP approval.
Demonstration	The student will be required to make an outward display or show by example to the panel what knowledge and/or skills were acquired through the CFP.
Course Grade	The student will provide an official transcript from the accredited school. A minimum grade of 88% is required in order for the student to earn credit or to be promoted to the next course in the sequence. As an example, a grade of 88% or better will be required for the student to earn credit for Algebra I and move on to Geometry.
Project or Artifact	The student will present a culminating project or artifact of their learning opportunity to the panel and answer questions specific to the process and the final product.
Portfolio	The student will submit artifacts, reproductions, productions, learning log, and/or reflections in an organized and focused format to provide evidence of learning that meets the criteria established at the time of CFP approval. A **portfolio may be a required component of other methods used to demonstrate learning. See the following page for portfolio recommendations.**
Performance	The student will demonstrate learning through a performance assessment determined by the review panel at the time of CFP approval.
Core Competency	In courses where there is an existing core course competency, the student may demonstrate learning through the final competency assessments (Exams and Tests).

Guidelines for Portfolio Development

The following components are essential to the development of an assessment portfolio:

Table of Contents	The portfolios table of contents will give the student and reader a view of the whole collection.
Project Proposal	The student will provide a detailed description of his/her project. The purpose and goals of the project must be clearly defined. The narrative will include the purpose of the project, supporting research, references, educational goals, and evidence of alignment with academic content standards.
Assessment Criteria	The student and the review panel will have to determine what evidence will be sufficient to document learning. An assessment rubric must be included as part of the portfolio.
Mentor Assessment	Mentor final assessment (if applicable)
Evidence	When collecting evidence of learning, select items that add new information related to the attainment of the learning goals. The collection of artifacts must be well organized and represent *best efforts* of the participant. Evidence can include learning logs, documentation of interviews or activities, statements and observations about the participant, drawings, photos, laboratory results, video, audio, written work samples, copies of specific tests, data, reading logs, self-assessment, a log of clock hours etc. It may be pertinent for the student to include evidence documenting growth over time toward mastery of a goal.
Reflection	The student will show thoughtful reflection and evaluation of his/her CFP. The student will discuss how this learning opportunity fit his/her personal learning style. The student will include in his/her discussion the high and low points of the experience and how the experience could be improved upon. The student will discuss how he/she may have modified his/her initial goals and what resources were particularly helpful. The student will include how he/she will apply the new skills or knowledge to real-life situations.

Credit Flexibility Plan (CFP) Application

Credit Flexibility Plans (CFP) are educational experiences where the primary acquisition of knowledge and skills takes place outside of the Southeastern Local School District classrooms. These opportunities may include but not be limited to: independent study, private instruction, performing groups, internships, community service, apprenticeship, work-study, and online courses.

Please complete the following application in detail using the online form available at the district website. Attach any additional documentation you feel will clarify your proposal. This application is to be submitted directly to the principal or his/her designee.

Name _____ **Grade** _____

Home Address _____

Home Telephone Number _____ **Email** _____

Project Title _____

Number of Credits To Be Earned _____

School Counselor Signature _____ **Date** _____

Is this your first CFP? Have you already earned **CFP** credit for another project/learning experience? Explain.

Project Description: Describe the project/learning experience in detail. What are the personal learning goals which you hope to achieve by this opportunity?

Project Rationale: Explain how this will be a valuable learning experience for you.

List and explain the competencies you will achieve through this learning experience.

Name of the private institution or mentor: As it applies, attach documentation of accreditation of the program, a course syllabus, and instructor credentials. Please include a letter from your mentor stating that s/he understands and agrees to the role they will perform in this process.

What assistance do you expect from your mentor?

What assistance do you expect from the high school?

What materials, supplies, and resources will you use?

Tentative timeline and completion date for this learning experience: Break down your project into small timeframes. What measurable outcomes will be expected at each check-in point? (This is very important for athletic eligibility)

How do you plan to demonstrate your learning?

Signatures required: Your signature documents that you have read the CFP application and agree with the purpose and contents of this specific proposal.

Student _____ Date _____

Parent/Guardian _____ Date _____

Review Panel Assessment Report

Student Name _____

Project _____

1. Does the high school offer a prerequisite or another course in this course sequence?

2. How many credits will be awarded for this CFP? If different from number requested, explain your decision.

3. Does this course have an SHS Course of Study and/or End-of-course Exam? If yes, will this learning experience meet the pre-established competencies? Will the student complete the End-of course Exam?

4. Are you satisfied with the way the student plans to demonstrate learning?

5. Who, in addition to the Review Panel, will evaluate this CFP?

6. Do you have recommendations for changes to the proposal and/or additional requirements?

7) If applicable, attach the rubric which will be used in the evaluation.

Credit Flexibility Plan: Approved _____ **Not Approved** _____ **Date**_____

Review Panel

Name (Print)	Signature	Date

If, as a team, you have determined that this CFP proposal cannot be approved, clearly state why this proposal has been rejected.

Credit Flexibility Plan (CFP)
Mentor Responsibilities and Report (if applicable)

Credit Flexibility Plans (CFP) are educational experiences where the primary acquisition of knowledge and skills takes place outside of the high school's classrooms. These opportunities may include but not be limited to: independent study, private instruction, performing groups, internships, community service, apprenticeship, work study, and online courses. You have agreed to mentor a student through their CFP process. Please complete the following form which will be part of the student's final evaluation.

Your Name _____ Title _____

Student Name _____ Date _____

1. Briefly describe your role as Mentor for this project. How did you assist the student? What was asked of you? How were your talents used?

2. Briefly describe how well the student followed the process for the project. Did the student meet deadlines? Did the student complete all the required work?

3. In your opinion, what were the student's strengths and weakness as they relate to this project?

4. Are you familiar with the national and state standards for this particular area of study? If yes, did the student meet the objectives?

5. For what reasons would you pass or fail this student's project?

Mentor Signature _____ Date _____

Please check one: Pass _____ **Fail** _____

Southeastern Local School District
Test-Out Application

Student _____ Grade_____ Date_____

Address_____, Ohio Zip _____

Home Phone _____ Cell Phone _____

Parent or Guardian Signature _____

Principal Signature _____

Guidance Counselor Signature _____

Class Testing Out _____

Payment Method ($80) Check#_____ Cash____ Receipt#_____

Timeline for Start and Completion _____

Grades: Semester Exam_____ Final Exam_____

SCA or Test1_____ SCA or Test 2_____ SCA or Test 3_____

Final Grade _____ (Must be 88% or better to get credit)

Traditional: Student and parent schedule a meeting with principal or guidance counselor to present the completed application for Testing Out with payment. ($80 per course) The principal or guidance counselor will present the student with course syllabus course textbook and make the course workbook available for the students at student's cost (if applicable). The student will be required to take the semester and final exams as well as the three short cycle assessments (SCAs) in the core area courses or three quarter tests in noncore area courses. Student must make arrangement for testing within the agreed to timelines of the testing out process.

Advance Placement Testing for high school credit: Students who score a 3, 4 or 5 and provided the verification letter to the high school qualify for high school and at most colleges, college credit in one or more classes. Advance Testing Exams are scheduled by the National Testing Service for a specific national testing date and time in May. Interested students must contact the AP Testing Coordinator (high school guidance counselor) prior to March 15th. The cost for an AP Test must be paid when the test is requested. Students who qualify for Free and Reduced Lunch may qualify for cost reductions and may identify themselves as eligible prior to making arrangements to pay for the test. For more information go to http://www.collegeboard.com/student/testing/ap/cal/cal2.html or call 877-225-5427.

College Credit Plus Courses Offered at Southeastern

Students will have the option to earn college credit from Clark State Community College through several courses offered at Southeastern High School. Below you will find a list of courses offered at Southeastern and the college semester hours that may be earned upon successful completion of the course. It is important to note that in order for students to receive college credit for the courses listed below, they must meet the placement requirements set forth by Clark State. Placement scores are met through participation in Clark State's Compass Test, or through the ACT or SAT.

Teacher	High School Course	Clark State Course	Credit Hrs	Pre-Req's	Accuplacer Scores Needed	Compass Test score Needed	ACT Score	SAT Score
Dave Morrow	Intro to Engineering Design	ENT 2600 CAD 2100	6.0	CPE 0200 CPE 0500	Reading: 60 Arithmetic: 66 Elem Alg: 37	Reading: 70 Pre-Algebra:47 Algebra: 24	ACTR: 20 ACTM: 21	SATV: 500 SATM: 520
Dave Morrow	Civil Engineering & Arch.	CAD 1301	3.0	CPE 0200	Reading: 60	Reading: 70	ACTR 21	SATV: 450
Kathy Mercer	AP Statistics	STT 2640 STT 2650	5.0	STT 2640 STT 2650	Reading: 46 Arithmetic: 66 Elem Alg: 100	Reading: 52 Pre-Algebra: 47 Algebra: 53	ACTR: 20 ACTM: 22	SATV: 410 SATM: 520
Kathy Mercer	AP Calculus AB	MTH 2200	5.0	MTH 2200	Reading: 46 Arithmetic: 66 Elem Alg: 100 College Alg: 70	Reading: 52 Pre-Algebra: 47 Algebra:53 College Alg: 50 Trig: 50	ACTR: 20 ACTM: 26	SATV: 410 SATM: 570
Kathy Mercer	Adv. Algebra II	MTH 1280	4.0	MTH 1280	Reading: 46 Arithmetic: 66 Elem Alg: 100	Reading: 52 Pre-Algebra: 47 Algebra: 53	ACTR: 20 ACTM: 22	SATV: 410 SATM: 520
Steve Lenk	Chemistry	CHM 1150	4.0	CHM 1150	Writing: 5 Arithmetic: 66 Elem Alg: 100	Writing: 70 Pre-Algebra: 47 Algebra: 53	ACTE: 18 ACTM: 22	SATW: 430 SATM: 520
Kristen O'Hara	Advanced English 11	ENG 1111 ENG 1112	6.0	ENG 1111 ENG 1112	Reading: 60 Writing: 5	Reading: 70 Writing: 70	ACTR: 21 ACTE: 18	SATV: 450 SATW: 430
Kristen O'Hara	English 12	ENG 1112	3.0	ENG 1112	Reading: 60 Writing: 5	Reading: 70 Writing: 70	ACTR: 21 ACTE: 18	SATV: 450 SATW: 430
Kristen O'Hara	English 11	ENG 1111	3.0	ENG 1111	Reading: 60 Writing: 5	Reading: 70 Writing: 70	ACTR: 21 ACTE: 18	SATV: 450 SATW: 43

PHYSICAL EDUCATION WAIVER APPLICATION

In the State of Ohio, students are required to complete one-half unit of physical education for graduation. One-half unit requires a minimum of 120 hours of course instruction. At Southeastern High School, this graduation requirement is met when a student completes two semester courses, each worth a quarter credit.

Beginning with the 2019-2020 school year, students in grades 9-11 who successfully complete two full seasons of recognized school activities as outlined below may be excused from the high school physical education graduation requirement. However, prior participation in recognized activities cannot be retroactively used to fulfill waiver requirements. In addition, students entering their senior year who have not completed ALL waiver requirements will be placed in physical education classes immediately in order to fulfill graduation requirements.

The "Two Full Seasons" requirement can be completed within a single school year. According to Ohio Revised Code, boards of education may NOT provide for partial completion of the high school physical education requirement; therefore, the one-half unit requirement cannot be partially exempted. For example, it is not possible to combine one semester of a physical education course with successful completion of one athletic, marching band, or cheerleading season to meet the physical education graduation requirement.

IMPACT ON OVERALL GRADUATION REQUIREMENTS

Those students utilizing the P.E. Exemption are still required to meet all other graduation requirements established by Southeastern High School, including the completion of 22 credits required for graduation. Please note that students will not earn a letter grade when utilizing the P.E. exemption waiver.

RECOGNIZED ACTIVITIES

Southeastern High School recognizes that "Two Full Seasons" of appropriate participation in the following activities may be used to satisfy P.E. Waiver requirements:

Baseball	Cross Country	Soccer	Volleyball
Basketball	Football	Softball	Wrestling
Bowling	Golf	Tennis	
Cheerleading	Marching Band	Track	

Intramural sports or other club/non-school sponsored activities will not be approved
Students who do not complete a FULL season may lose the ability to use a P.E. waiver

PROCESS FOR PHYSICAL EDUCATION EXEMPTION

1. Student indicates a desire to be exempt from physical education courses by choosing the P.E. waiver option during course selection.

2. Once the student has completed a full season, the Physical Education Exemption Form must be turned in to the guidance office by the end of the semester following the season. For example, fall athletes will turn in a waiver by the end of the 1st semester and winter/spring athletes by the end of the 2nd semester. It is the student's responsibility to fill out and turn in the P.E. waiver by the end of the semester following the season of activity.

3. Once the appropriate exemption waiver documentation is approved, students will have fulfilled the necessary requirements for exemption.

****Please be aware that this exemption may not transfer should a student transfer to a different school district with different policies****

****The student is expected to complete an exemption form for each season for which a waiver is being used. Therefore, a student must have two completed waiver forms on file in order to graduate. It is the responsibility of the student to turn the form in. THIS WILL NOT BE DONE AUTOMATICALLY FOR THE STUDENT****

PHYSICAL EDUCATION WAIVER FORM

Southeastern High School

Date_____

Student Name_____ Grade Level_____

In making this request for exemption from physical education as a graduation requirement, I understand the following conditions apply:

1. Approval will be granted for sports/activities starting with the 2019-2020 school year.
2. Students must successfully complete **2 FULL seasons** of approved sports/activities during their first 3 years of high school to be eligible for alternative P.E. credit.
3. A P.E. class may **NOT** be combined with a sport/activity to equal one-half credit for P.E.

Sport _____ Coach_____ Year_____

Parent/Guardian_____ Date_____

Student _____ Date_____

Postseason Signatures:

Athletic Director_____ Date_____

School Counselor_____ Date_____