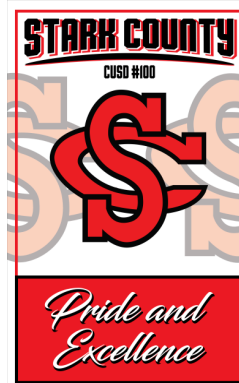


# STARK COUNTY JUNIOR SENIOR HIGH SCHOOL

*"PRIDE AND EXCELLENCE"*

HOME OF THE REBELS



**2026 - 2027**

## **HS CURRICULUM GUIDE**

Principal: Miss Megan McGann

Assistant Principal: Mr. Michael Jenkins

Special Education Coordinator: Mrs. Marci Jett

**STARK COUNTY JUNIOR SENIOR HIGH SCHOOL**

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**2026-2027 CURRICULUM GUIDE**

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**TABLE OF CONTENTS**

Mission, Vision, Stark County Education Foundation	3	Textbook, Book Fees	16
Response to Intervention - RtI	3	SC High School Course Offerings	17
Course Selection/Sequencing of Courses	3	Health/PE Waiver Process	38
Student Classification	4	PE Exemption Form	40
Summer Learning   Innovation Lab	5		
Driver's Education	6		
English Learners	6		
Exchange Students	6		
Physical Education Exemptions	6		
Dual Credit: Courses, Payment, Scheduling	7		
Graduation Requirements	8		
Late Start/Early Release	8		
Graduation Requirements for Transfer Students	8		
Home School Policy	8		
Requirements for Graduation	9		
Early Graduation	9		
FAFSA	10		
NCAA Eligibility	10		
Transcripts/Parchment	10		
Grading Scale	11		
SC Grading Policy	11		
Plagiarism/Cheating	13		
Honors, Top Academic Students, Class Rank	12		
Attendance Policy	14		
Home and Hospital Instruction	14		

### **MISSION STATEMENT**

Here at Stark County Junior Senior High School, a diverse community of learners with a rich tradition of excellence, I will actively participate in a safe and engaging learning environment where my needs and aspirations are customized. I will accomplish academic success, experience personal growth and increase social responsibility.

### **STARK COUNTY HIGH SCHOOL VISION STATEMENT**

I will graduate Stark County Schools ready to positively contribute to a global society. I am the Pride and Excellence of Stark County.

### **STARK COUNTY EDUCATION FOUNDATION**

The Stark County Education Foundation was founded to support and enhance district programs. The Foundation has a three-fold mission. First, it provides grants to teachers for innovative instructional programs. Second, it provides scholarships for graduates planning post-secondary education. Third, it provides funds so that no Stark County student is prevented from participating in educational activities for financial reasons. The Foundation Board meets four times each year. Anyone interested in being on or working with the Foundation Board should contact the school principal for information.

### **RESPONSE TO INTERVENTION (RtI)**

Response to Intervention (RtI) is a government mandated early prevention program designed to prevent school failure. If a student is struggling academically or behaviorally, grade level teams will determine interventions. If more intense interventions are needed, a meeting notice will be sent to gather as a team to review the case. Parents will be invited to become part of the problem-solving team. Team members for each Tier 3 case may include appropriate grade level teachers, other staff who may provide interventions, Henry Stark personnel, parents, and the building principal.

The student will be progress monitored from the time interventions are put in place. Special education placement will be considered if interventions do not promote adequate progress. **REMEMBER - this is a general education mandate.** Testing will be done at the time of referral to determine services in these areas. **Any students considered for retention should be placed in RtI by second semester and prior to that recommendation.**

### **COURSE SELECTION (9th-12th)**

A program of classes for the freshman year is decided when a counselor has an individual conference with the student prior to entering high school. Unless the student or parents contact the counselor about a change, the program of courses for the first year will be the one agreed upon during the registration process. A student's schedule will be determined via a conference with the counselor yearly.

### **COURSE SELECTION/SEQUENCING OF COURSES**

All Stark County students must have a full-time schedule approved by the Principal. SCHS course requests will be limited to courses listed on the Master Schedule or those approved through the scheduling process.

All classes will be expected to meet the established minimum and maximum enrollment requirements in order to exist each semester. **Students may not withdraw from or add a course if it causes the class to fall below the established minimum enrollment requirement or exceed the established maximum enrollment requirement. Please understand that once you have selected this course, you will not be able to drop this course from your schedule.** This provision supersedes all additional criteria stated herein, which may allow a student to add or drop a course.

Students will select their courses of study in spring registration during the second semester for the full upcoming academic year. A course selected by a student cannot be dropped nor can a new selection be made without consent

**STARK COUNTY CUSD #100**  
**STARK COUNTY JUNIOR | SENIOR HIGH SCHOOL**  
**2026-2027 CURRICULUM GUIDE**

of the principal. Course schedule requests will not be made during the second semester unless the student failed the first semester course or his/her schedule needs to be changed for a course required for graduation. Change of course requests for DUAL CREDIT courses must be made before the first scheduled HS progress report of the semester. Subjects cannot be changed or dropped after that time, unless approved by BHE and the school principal.

If a student is allowed to drop a course after the drop period, a grade of “WF” (zero) shall be recorded for the semester and calculated into their grade point average (GPA). Students that have approved course changes will retain their current course grade percentage, which will follow them as they are assigned to the new (in-progress) course. Example: *Tom has a grade of 58% and is approved to drop the class and begin a new course. As Tom enters the new course, he will start with the 58% grade and be expected to engage in the new coursework immediately.*

Counselors will meet with each class yearly to discuss the registration process. Students will have the best opportunity for obtaining the courses they need if they make carefully considered decisions at the time they submit their course requests for the next school year. Academic counselors have been assigned to each student to assist them in this process. Students are encouraged to consult their counselor, parents, and the curriculum guide when making class selections. Students are also encouraged to research the admissions requirements for any postsecondary program of interest. Before finalizing the registration process students are required to meet with their counselor to discuss their requests. Early planning cannot be over-emphasized. Students and parents are responsible for their course selection decisions. Stark County High School will expect students to honor their class choices. Ultimately, class selection and schedule changes are at the discretion of the high school administration.

Course prerequisites are meant to help the selection of appropriate courses and levels. Students who have not met course prerequisites based on the level of previous coursework should speak with their teachers and counselor to see if placement would be appropriate.

**STUDENT CLASSIFICATION/CLASS DESIGNATION**

In order to classify students as freshmen, sophomores, juniors and seniors, only the following credit system will be used. This chart indicates the expected trajectory a student should follow in relation to credits earned and current grade level.

Class	End of Year On Track Credits	<b>Retained</b> Students with this number of credits or less at the end of the school year will remain at grade level.	<b>Reclassified</b> Students who were retained can progress in class placement by achieving this number of credits or more by the end of the semester.
Freshmen	5.5	3.5 or less	6.5 or more
Sophomores	11.5	9.5 or less	12.5 or more
Juniors	17.5	15.5 or less	18.5 or more
Seniors	24		

Class designation determines locker placement, Prom attendance (Juniors and Seniors may attend through purchasing tickets, while Freshmen and Sophomores must be asked to Prom to attend), and course selection availability.

**Freshman:** At the end of the spring semester, a freshman student that is on track to graduate will have accumulated a minimum total of 5.5 credit hours. Students that have earned 3.5 credits or less will be considered a freshman again the following school year unless they earn the appropriate credits prior to the start of the following school year through an approved credit recovery course. Credit recovery transcripts and/or credit verification must be turned in to the counselor prior to a change in status. A student who has been retained in the freshman class can be reclassified as a sophomore after the fall semester if they have earned a minimum total of 6.5 credit hours. All Freshmen are required to take a full course schedule both semesters.

**Sophomore:** At the end of the spring semester, a sophomore student that is on track to graduate will have accumulated a minimum total of 11.5 credit hours. Students that have earned 9.5 credits or less will be considered a sophomore again the following school year unless they earn the appropriate credits prior to the start of the following school year through an approved credit recovery course. Credit recovery transcripts and/or credit verification must be turned in to the counselor prior to a change in status. A student who has been retained in the sophomore class can be reclassified as a junior after the fall semester if they have earned a minimum total of 12.5 credit hours. All Sophomores are required to take a full course schedule both semesters.

**Junior:** At the end of the spring semester, a junior student that is on track to graduate will have accumulated a minimum total of 17.5 credit hours. Students that have earned 15.5 credits or less will be considered a junior again the following school year unless they earn the appropriate credits prior to the start of the following school year through an approved credit recovery course. Credit recovery transcripts and/or credit verification must be turned in to the counselor prior to a change in status. A student who has been retained in the junior class can be reclassified as a senior after the fall semester if they have earned a minimum total of 18.5 credit hours. All Juniors are required to take a full 7 course schedule both semesters. Early release and/or late start may be granted to Juniors based on Dual Credit offerings and determined on an individual basis.

**Senior:** Seniors enter their final year of high school on track to graduate if they have a minimum of 17.5 credit hours. Students with 16-17 credits may still be considered seniors, but are not on track to graduate and will have to complete the necessary credit recovery coursework simultaneously with their traditional coursework if they wish to graduate with their class on time. All Seniors must take a minimum of four (4) on-campus classes, pending course availability and student scheduling needs.

### **CREDIT RECOVERY, INNOVATION LAB, SUPPORT HOUR**

- **Credit Recovery:** Students at risk of not graduating may be required to attend summer school for additional credit and/or academic intervention for the purpose of continuing current class work. High school students that fail two or more required core classes may be required to revise their semester schedule and be scheduled to the Innovation Lab to recover the credit via the online credit recovery platform. If students fail a required course, they will be required to retake the course in person with the classroom teacher. If completion of the course is not possible, other modes of completion will be considered to accommodate the student's needs and high school graduation completion
- **Innovation Lab:** Students with a cumulative grade point average at the end of the Spring Semester of a 2.0 or below may be required to take an additional course with school interventionist (in addition to their Support Hour) in their schedule during the next academic year. Review of GPA will take place after each semester.
- **Support Hour:** All 6-12 students will be assigned a support hour or academic study hall. This is a required course for all students. The course is not graded and designated to be used for academic purposes only.

### **COLLEGE COURSES & CORRESPONDENCE COURSES**

With prior approval of the high school principal, credit towards graduation will be granted for college courses from an accredited institution. Pre-approved correspondence course credit must be received and completed by May 1 to be considered for graduation.

### **DRIVER'S EDUCATION**

Driver's Education fees are \$75.00. Pursuant to Section 27-24.2 of the School Code, no student shall be permitted to enroll in a driver education course provided by a public school district or a nonpublic school unless he or she has either:

1. received a passing grade in at least eight courses (which may include courses completed in grade 8) during the previous two semester
2. received a waiver of this requirement, pursuant to Section 27-24.2 of the School Code, from the superintendent of the public school district or the chief administrator of the nonpublic school in which the students is or will be enrolled full time during the semester for which enrollment in driver education sought.

### **ENGLISH LEARNERS**

The school offers opportunities for English Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain. Parents/guardians of English Learners will be: (1) given an opportunity to provide input to the program, and (2) provided notification regarding their child's placement in, and information about, the District's English Learners programs. For questions related to this program or to express input in the school's English Learner's program, contact your building principal.

### **EXCHANGE STUDENTS**

Exchange students are guests of Stark County High School. Stark County High School credits will be transferred to home high school to determine credit and class status.

- A. Exchange students will not be accepted as second semester only students.
- B. Stark County High School officials should be informed of placement by June 1st of previous school year.
- C. Proficiency in English is preferred.
- D. Exchange students must be within one (1) year of graduation in their home country.
- E. Exchange students would be responsible for all fees incurred by Stark County High School.
- F. An exchange student will not be granted a diploma. The Board may grant a certificate of attendance to exchange students.

### **PHYS ED EXEMPTION MEDICAL OR RELIGIOUS GROUNDS**

A student in grades 9-12 may submit a written request to the building principal requesting to be excused from physical education courses for the reasons stated below.

1. Enrollment in a marching band program for credit;
2. Enrollment in Reserve Officers Training Corps (ROTC) program sponsored by the District;
3. Ongoing participation in a Varsity interscholastic athletic program (student must be in the 11th or 12th grade)
4. Enrollment in academic classes that are required for admission to an institution of higher learning (student must be in the 11th or 12th grade); or
5. Enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in the student being unable to graduate (student must be in the 11th or 12th grade).

Students may also be excused from physical education courses based on medical or religious prohibitions. Excusal requests based on medical prohibitions must be in writing and must include a signed statement from a person licensed under the Medical Practices Act corroborating the medical basis for the request. Excusal requests based on religious prohibitions must be in writing and must include a signed statement from a member of the clergy corroborating the religious basis for the request. Excusal requests based on medical or religious prohibitions will be reviewed on an individual basis in accordance with State and Federal law.

### **DUAL CREDIT/BLACK HAWK COURSES**

***Note to Students: \*\*Dual Credit Courses are college level courses with a high level of commitment expected for success. Consideration of the level of expectations and amount of time and effort needed for each course should be considered before enrollment. All dual credit course grades are factored into a student's high school GPA. Students must follow all registration, attendance, and grading policies of the assigned college/university.***

1. All dual credit course requests (including summer school, distance learning or on-line courses) must be approved in advance by the principal. See the counselor for course options.
2. Dual credit course requests will not be approved until after HS courses are scheduled. Required HS courses will always have priority over dual credit courses.
3. Books & Fees – Course fees and the purchase of textbooks for Black Hawk courses will be the sole responsibility of the student.
4. Any student enrolling in Black Hawk East courses as an extension of Stark County High School who successfully completes the course work either at Black Hawk East Campus or in a class at Stark County High School, will earn dual credit. Dual credit will be recorded as .5 credits per class for Stark County High School and college credit as determined by Black Hawk East College.
5. Students entering the building after their BHE class, but prior to the start of their HS class period, should sign in at the office and then go to the Library.
6. Change of course request for dual credit courses must be made before the first scheduled HS progress report of the semester (4.5 weeks into the semester). Courses dropped after this deadline will be recorded as an "F" for the semester on the student's HS transcript. Students that have approved course changes will retain their current class grade percentage if they are assigned to the new (in-progress) course. Example: Tom has a grade of 58% and is approved to drop the class, and begin a new course. As Tom enters the new course, he will start with the 58% grade and be expected to engage in the new coursework immediately.
7. All dual credit courses and grades are factored into a student's high school GPA when taken during the SCHS Fall and Spring semesters. If a student is taking a class that falls outside of the SC Fall/Winter semester independently, it is the responsibility of the student to request a transcript be sent by Black Hawk College to Stark County High School. All classes on the transcript will be added to the Stark County High School transcript.

NOTE: Dual credit courses will not be approved prior to the HS master schedule creation, normally in April/May of each year, and must meet HS scheduling guidelines.

### **PAYMENT OF DUAL CREDIT BLACK HAWK COURSES**

Stark County CUSD #100 will pay tuition fees for up to six (6) credit hours per student per year (excluding books and course/lab fees). Students must successfully complete each course with a **grade of C or better** to remain eligible for district-paid tuition. **If a student earns a grade below a C or withdraws from a course**, the student will be required to reimburse the school district for any tuition paid on their behalf, including courses dropped after the BHE reimbursement deadline.

Enrollment in certification programs (e.g., CNA, Welding) will have tuition and lab fees paid by the Board for the entire program. All other dual credit certification programs may be submitted for approval and review by the Board of Education for tuition reimbursement prior to the start of the semester.

### **DUAL CREDIT SCHEDULING GUIDELINES**

1. HS graduation requirements/scheduling have top priority over dual credit requests.
2. All students must have a full-time schedule approved by the Principal. SCHS course requests will be limited to courses listed on the Master Schedule or those approved through the High School Counselor. **For Stark**

**County, a full-time schedule is defined as enrollment in a minimum of four (4) on-campus classes, subject to course availability.** Students participating in IHSA activities are required to be enrolled in a minimum of five (5) courses.

3. Independent Study courses are strongly discouraged due to contractual and supervision issues.
4. Dual credit classes must be a minimum of 3 credit hours, during the school day.
5. Online dual credit courses are allowed.
6. Off campus courses will be scheduled with a minimum of 20 minutes travel time included for safety reasons.
7. Courses outside of the Fall/Winter semester may be approved by administration, as requested.
8. Any homeschool student intending to take a Dual Credit class must be enrolled in in person classes as a full time student for district reimbursement (minimum 4 classes).

### **GRADUATION REQUIREMENTS**

Each course is worth 0.5 units of credit per semester per subject. Each student will be required to earn a set number of credits in order to graduate from Stark County High School (24). Summer school course for credit recovery or BHE dual credit may be available, if approved.

### **LATE START | EARLY RELEASE**

Seniors may petition the Principal for a request for a shortened daily schedule.

### **GRADUATION REQUIREMENTS FOR TRANSFER STUDENTS**

The graduation requirements for a student transferring into Stark County High School will be consistent with all other Stark County High School students. Acceptance of previously earned credits will be made on a case by case basis subject to administrative determination and Board of Education policy.

### **HOME SCHOOL POLICY**

Grade placement by, and academic credits earned at, a nonpublic school will be accepted if the school has a Certificate of Nonpublic School Recognition for the Illinois State Board of Education, or, if outside Illinois, if the school is accredited by the state agency governing education.

A student who, after receiving instruction in a non-recognized or non-accredited school, enrolls in the District will: (1) be assigned to a grade level according to academic proficiency, and/or (2) have academic credits recognized by the District if the student demonstrates appropriate academic proficiency to the school administration. Any portion of a student's transcript relating to such instruction will not be considered for placement on the honor roll or computation in class rank.

Recognition of grade placement and academic credits awarded by a nonpublic school is at the sole discretion of the District. All school and class assignments will be made according to Board policy 7:30 and 7:40, Student Assignment, as well as administrative procedures implementing this policy.

### **UNIT REQUIREMENTS FOR GRADUATION**

To graduate from high school, unless otherwise exempted, each student is responsible for:

1. Completing all State mandated graduation requirements listed below.
2. Completing all District graduation requirements that are in addition to State graduation requirements.
3. Passing an examination on patriotism and principles of representative government, proper use of the flag, methods of voting, and the Pledge of Allegiance.
4. Participating in the State assessment required for graduation.
5. As a prerequisite to receiving a high school diploma, the parent or guardian of each student or, if a student is at least 18 years of age or legally emancipated, the student must comply with either of the following:

**STARK COUNTY CUSD #100**  
**STARK COUNTY JUNIOR | SENIOR HIGH SCHOOL**  
**2026-2027 CURRICULUM GUIDE**

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- File a FAFSA with the United States Department of Education or, if applicable, an application for State financial aid.
- File a waiver indicating that the parent or guardian or, if applicable, the student understands what the FAFSA and application for State financial aid are and has chosen not to file an application.

Upon request, the school will provide a student and his or her parent or guardian any support or assistance necessary to comply with this requirement

A school district may award a high school diploma to a student who is unable to meet this requirement due to extenuating circumstances, as determined by the school district.

**Graduation Requirements: Minimum Credits for HS Graduation: 24**

- 4 Years of Language Arts
  - Speech requirement will be embedded within ELA/SS course instruction
  - Sophomore and Junior English will be writing intensive
- 3 Years of Mathematics
  - Must include Algebra 1 and Geometry content
- 3 Years of Social Studies
  - Must include US History, Government, with a recommended third choice
  - Must pass US and IL Constitution Tests
- 3 Years of Science
  - Must include Biology
  - Must include at least one year of Life Science and at least one year of Physical Science
  - Must include two years of laboratory science; no content specified
- 1 Year of Special Areas
  - Includes 1.0 credit selected from Art, Foreign Language, Music, or Vocational Education
- 1 Semester of Consumer Education
- 1 Semester of Senior Seminar
- 4 Years of Physical Education (may include Driver's Education & Health)
  - Counts towards GPA unless waived per state guidelines
  - See PE Exclusions
- Electives (minimum of 7 credits)

Admission requirements for private colleges and universities vary. Each must be contacted separately for information about its requirements. All [Illinois Graduation Requirements](#) will be reviewed and implemented per graduating class as needed.

**College Bound Course Recommendations**

- 4 Years of English (Speech may not count as an English course at every post-secondary institution)
- 4 years of Math
- 3 Years of Social Studies
- 4 Years of Science
- Minimum of 2 years of the same Foreign Language

**EARLY GRADUATION REQUIREMENTS AND RESTRICTIONS**

The Board of Education, administration and teaching staff encourage the full four (4) years of participation in high school. However, when it is determined to be in the best interest of a student, it shall be the policy of this school district to consider early graduation from the high school only when the following criteria have been met and the principal recommends approval:

1. All graduation requirements have been fulfilled.

**STARK COUNTY CUSD #100**  
**STARK COUNTY JUNIOR | SENIOR HIGH SCHOOL**  
**2026-2027 CURRICULUM GUIDE**

---

2. A student desiring to graduate from Stark County High School before the completion of four (4) years of study, must file a written request with the high school principal by the end of their sixth semester. A student may not graduate before completing seven (7) semesters of work.
3. The principal shall schedule a conference with the parent, guidance counselor and student to review the request for early graduation.
4. The student must make a formal request to waive a semester of physical education.
5. Those students approved to graduate after seven semesters by the Board of Education, may be eligible for senior awards such as valedictorian or salutatorian.

\*Extenuating circumstances with a potential graduate before 7 semesters may be considered with Principal recommendation and Board of Education approval.

### **FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA) - *Graduation Requirement***

As a prerequisite to receiving a high school diploma, the parent or guardian of each student or, if a student is at least 18 years of age or legally emancipated, the student must comply with either of the following:

- File a FAFSA with the United States Department of Education or, if applicable, an application for State financial aid.
- File a waiver (FAFSA Nonparticipation Form) indicating that the parent or guardian or, if applicable, the student understands what the FAFSA and application for State financial aid are and has chosen not to file an application.

Upon request, the school will provide a student and his or her parent or guardian any support or assistance necessary to comply with this requirement

- A high school diploma may be awarded to a student who is unable to meet this requirement due to extenuating circumstances, as determined by the school district, if (i) the student has met all other graduation requirements, and (ii) the Principal attests that the school district has made a good faith effort to assist the student or, if applicable, his or her parent or guardian in filing an application or a waiver.

### **NCAA ELIGIBILITY & APPROVED CORE COURSES**

It is important to know that if your student is planning to participate in Division I or II collegiate athletics, you will need to refer to the NCAA Eligibility Center website [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net) in order to verify that requirements have been met for their initial-eligibility standards. Currently, the courses listed below have been approved by the NCAA Clearinghouse and can be used for athletic eligibility as determined by the NCAA.

Generally, students will need to have at least 16 core courses from the following categories: English, Mathematics, Social Science, Natural/Physical Science, and Additional Core Courses (this includes Foreign Language). You can go to [www.ncaa.org/courselist](http://www.ncaa.org/courselist) in order to verify the courses that have been approved. Stark County High School's NCAA high school code is 144145.

Communication to your student's counselor is needed to ensure class selection aligns with NCAA eligibility requirements, although it is the student's responsibility to plan for NCAA eligibility. Stark County High School does not make the eligibility determination nor determine the classes that will count toward the core requirement.

### **STATE TESTING**

State-wide assessments, such as IAR, SAT, ACT, and the Illinois Science Assessments, are mandated at specific grade levels.

### **TRANSCRIPTS**

A transcript is a student's official high school academic and attendance record. It includes a name and level of each subject taken and the corresponding grades. It also includes the semester period of credit earned, the grade point average, the class rank, and the number of days absent each semester. Standardized test scores, including PSAT

**STARK COUNTY CUSD #100**  
**STARK COUNTY JUNIOR | SENIOR HIGH SCHOOL**  
**2026-2027 CURRICULUM GUIDE**

---

9/10 or PreACT 9/10, will be included. Identifying information includes student's name, home address, birthdate, name of guardian, home telephone number, dates of entrance and withdrawal of and graduation date.

Only official transcripts carrying the school seal and the signature of an authorized school official are sent to colleges and employers. No official transcript may be sent without a release of information form signed by a parent or by the student if the student is 18 years old or older. Transcripts will not be sent unless requested by the students/parents themselves. However, the school does not make/keep a copy of student diplomas. Transcript orders are completed online via our Parchment account. To request transcripts, please visit the *SCJSHS School Website: Alumni Information* to order your transcript through Parchment.

### **GRADING SCALE**

A 90 - 100	WF - Withdraw/Failing
B 80 - 89	P - Pass
C 70 - 79	M - Medical Excuse (PE)
D 60 - 69	E - Exempt (PE)
F 0 - 59	I - Incomplete

### **MAKEUP WORK**

It is the responsibility of the student to request that teachers supply the necessary information and assignments that were missed on the day(s) of an absence. If a student has been absent one (1) day, the student will have one (1) additional day unless arrangements have been made with his/her teacher.

### **GRADE CARDS/PROGRESS REPORTS**

Grade cards are issued to students and/or posted every nine weeks (four times a year). The letter grades A, B, C, D, and F are used to indicate student achievement. Special grade notices (Progress Reports 2-4) are posted to the student portfolio in Skyward for each student in a course. These progress reports are posted during the fifth week of the nine-week period. Registered parent/guardian users have access to view the student portfolios in Skyward.

### **GRADE EXPECTATIONS**

#### **SCJSHS GRADING POLICY**

*SC 100 believes that grades are a reflection of mastery. Grades will be recorded in Skyward on a consistent and regular basis over the course of the grading period. This provides information for teachers to aid in planning instruction; for students to know where they are at in their learning; for families to gauge progress; and for teachers to drive PLC discussion.*

#### **SCJSHS Grading Policy:**

1. No participation, completion, compliance, or extra credit grades will be documented in Skyward. Homework will be documented in Skyward under the "Practice" category. Teachers *may* utilize the 5% Practice category at their discretion.
2. Students will have at least one Formative and/or Summative grade entered into Skyward per week. Practice grades do not meet the one grade per week criteria. ***There will be a minimum of two Summative grades per quarter.*** Academic eligibility will run each Friday at 3:15 pm.
3. Courses will implement Weighted Categories:

**a. Junior High:** Teachers will implement a [5/35/60%] practice/formative/summative or [40/60%] formative/summative weighted category based on their own classroom requirements.

**b. High School:** Teachers may choose either [5/35/60%] or [5/25/70%] practice/formative/summative or [40/60%] or [30/70%] formative/summative weighted categories based on their own classroom requirements. i. Individual Summative Assessments will make up the higher percentage of the ratio.

**c. Dual Credit:** Dual Credit teachers will implement set grading criteria required by the Dual Credit University/College.

**d. Junior High/High School Exemption:** Performance based/Individualized Education classrooms (Fine Arts, PE/Weights, Special Education, JH Electives) may implement an adjusted grading system based on their course content and students' needs with administrative approval prior to the start of the school year. Performance based/IEP classrooms will follow all weekly grading input expectations and students will receive at least one Formative and/or Summative grade per week.

4. **No changes to Skyward Gradebook will be made once a course has begun.** All course details will be stated in the teacher's course syllabus at the beginning of the year and followed with fidelity. Students and Parents/Guardians will receive all relevant course-specific grading guidelines (syllabus, beginning of course handouts, etc.) at the beginning of the course.
5. **Grades will be calculated as a semester average.** Fall semester grading will end on the last day of school in December, and spring semester grading will end on the last day of school in May. Semester honor roll will be determined at the end of each semester.

#### **SCJSHS Reassessment Policy:**

- **Summative Assessments:** Students will be provided the opportunity to reassess on all summative evaluations. While the availability of reassessment is a universal requirement, individual instructors maintain the discretion to define specific parameters, including formats and timelines.
- **Formative Assessments:** Reassessment for formative evaluations is offered at the sole discretion of the classroom teacher.
- **Excused Absences:** In accordance with the school's attendance policy, students may complete missed formative and summative assessments for full credit.
- **Unexcused Absences:** Missed formative assessments will be assigned the minimum passing grade (JH missed formatives due to unexcused will result in a 40, HS missed formatives due to unexcused will result in the course's lowest scale value) defined for the course. Summative assessments remain eligible for make-up at full credit.
- Individual instructors will communicate specific procedures for reassessments, late work, and make-up assignments within their course syllabi, to be distributed at the start of the academic year.

#### **Junior High Non-Zero Policy**

For the 2026-27 academic year, SCJSHS will pilot a "Non-Zero Policy" for Junior High formative and summative assessments. This initiative aligns with our core belief that grades should accurately reflect a student's mastery of course content.

Under this pilot, missed assessments will no longer result in a zero (0). Instead, they will be assigned a minimum scale value to ensure the gradebook remains an informative tool for instruction while preventing a single missing score from mathematically precluding a student's ability to show growth.

### Grading Scale for Assessments:

- **No Attempt:** 40%
- **Attempted / No Mastery:** 50%

*Note: Standard practice assignments that are missing or not attempted will continue to receive a 0.*

**Accountability Provision:** Please note that the "Non-Zero" floor applies to students who are making a good-faith effort to engage with the curriculum. A grade of zero (0) may still be recorded in instances where a student refuses to participate, explicitly declines to attempt an assignment, or fails to submit work after all intervention and make-up opportunities have been exhausted.

### PLAGIARISM/CHEATING

**Plagiarism** means passing off someone else's work, ideas, or writing style as your own. It doesn't matter if you did it on purpose or by accident—if you don't give credit to the original creator, it's plagiarism.

**Using AI Tools (like ChatGPT)** AI can be a great way to learn, but it shouldn't do your thinking for you. To keep things fair:

- **Do your own work:** You cannot turn in AI-generated text, images, or code as your own.
- **Ask first:** Only use AI for assignments if your teacher or administrator says it's okay.
- **Follow the rules:** AI should never be used to cheat on tests or break school policies.
- **Trust but verify:** Teachers may use detection software to check if your work is original.

We value your original thoughts! Cheating or plagiarizing will lead to a meeting with the administration and disciplinary action. If you're ever unsure if you can use a tool, just ask your teacher.

### HONORS

Recognition will be given for superior achievements in scholarship. A student is not eligible for honors if he/she has a grade lower than "C" or an incomplete in any subject.

Principal's List	4.00
High Honors	3.65 - 3.99
Honors	3.25 - 3.64

### TOP ACADEMIC STUDENTS/CLASS RANK

The seniors with the highest grade point averages after eight (8) semesters will be honored as the Top Academic Students. Each student must have at least a 3.00 GPA. Grade averaging for class rank is figured twice annually (after 1st semester and the end of year). The class rank is simply a score ranking of the grade point averages of all of the students in the class. This ranking is important for students, parents, and teachers to see how the students compare academically with their peers. The grades used to figure class rank are the semester grades of all full credit (courses that receive 1/2 credit per semester) subjects.

### SCHOOL ATTENDANCE

Regular attendance at school is the responsibility of each individual student and his/her parents or guardian. The Illinois School Code states: "whoever has custody or control of any child between six (by September 1st) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the

**STARK COUNTY CUSD #100**  
**STARK COUNTY JUNIOR | SENIOR HIGH SCHOOL**  
**2026-2027 CURRICULUM GUIDE**

---

entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session.

There are certain exceptions to the attendance requirement for children who: attend private school, are physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), are lawfully and necessarily employed, are between the ages of 12 and 14 while in confirmation classes, have a religious reason requiring absence, or are 16 or older and employed and enrolled in a graduation incentive program.”

#### GENERAL ATTENDANCE POLICIES

1. Three (3) or more consecutive days of absence from school may require a doctor's excuse to return to school.
2. A student CANNOT enter or leave the school facilities during the school day without securing permission from the main office.
3. A student may not attend or participate in an extra-curricular activity unless he/she has attended school for at least the second half of the school day. A student must arrive in time for the beginning of his/her fifth period class.

#### **ABSENCE**

**Excused Absence** - The student is absent from school with a valid reason for which the school approves. Excused absences include: illness, observance of a religious holiday or event, death in the immediate family, family emergency, situation beyond the control of the student, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAPS, or other reason as approved by the building principal. All absences must be called in to the office for "excused" approval. Stark County Schools recognize that on occasion students may miss school for extenuating circumstances, other than illness or a death in the immediate family. If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit. The student will be allowed one day for every day missed to complete assignments. Alternatives for performance based assignments will be subject to teacher discretion. Each year, students will be allowed nine (9) incidents of absence due to medical reasons that may be certified by a parent note or phone call. Any additional absences will require a physician's excuse, per each event, or the absence will be classified as unexcused. Absences not confirmed "excused" by a parent call or doctor's note within 48 hours will remain "unexcused". Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school. All other absences are considered unexcused. Pre-arranged excused absences must be approved by the building Principal.

**Unexcused Absence** - Chronic or habitual truant shall be defined as a child who is subject to compulsory school attendance and who is absent without valid cause from such attendance for 5% or more of the previous 180 regular attendance days (equivalent to 9 school days). After 9 total absences for the year, a letter is sent to parents stating the status of current absences, and all further absences will require a physician's note in order to be "excused". If excessive or unexcused absences continue, a letter will be sent to the parents at 5 days, 10 days. At 15 and 20 days, a letter, home visit, and home contact will be completed. At 20 absences, students are at risk of having their enrollment dropped at their assigned school and administration may notify the Regional Office of Education's Truancy

**STARK COUNTY CUSD #100**  
**STARK COUNTY JUNIOR | SENIOR HIGH SCHOOL**  
**2026-2027 CURRICULUM GUIDE**

---

Office. Students will be automatically dropped from enrollment due to non-attendance after 15 consecutive days of unexcused absences. Before taking this action, the school must exhaust all available supportive services, attempt to locate the student, and provide a due process notification. Finally, the school district reserves the right to deny re-enrollment for one semester to any student 17 or older who failed to meet minimum attendance standards by missing 20% or more of the previous semester

**College Visits** - A senior is allowed three college visit days and a junior two college visit days. All visits must be pre-arranged and verifiable by the Assistant Principal or Principal. Students should spend time with their counselors prior to visiting any college, so that the time on this visit is well spent. Students are encouraged to visit colleges during their vacation days because most colleges are in session during many of these times. If a student is unable to arrange their college visit during a vacation, the procedures for a pre-planned absence should be followed.

**Pre-Arranged Absence** - Pre-arranged (approved) absences will be considered as one (1) "Parent Approved" absence day. The Pre-Arranged Request form must be filled out and approved prior to the date of absence. This form is available on our stark100.com website, under the PARENT & COMMUNITY and FORMS tab. Pre-arranged absences will be granted under the following guidelines: The Request for Pre-Arranged Absence Form is completed and returned to the office at least 48 hours prior to the absence. Excused absences will be limited to five (5) days total for the school year for non-illness related requests. Previously assigned work that is due during this period of absence is due to the teacher on or before the day of the absence. All work/assignments sent with the student is due on the day of the return. Tests covering assignments completed during the period of absence must be taken on the first day the student returns. Pre-arranged absences must be approved by the Principal. Absences beyond 5 days will be listed as "unexcused". Due to the changing nature of the school work, providing all homework in advance may not be possible. Your child's teachers may choose to provide some homework in advance and complete the remainder upon your child's return to school. This is due to specific active learning experiences that cannot translate into paper/pencil activities.

### **HOME AND HOSPITAL INSTRUCTION**

A student who is absent or whose physician anticipates his or her absence from school for an extended period of time, or has ongoing intermittent absences because of a medical condition, may be eligible for instruction in the student's home or hospital. A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before the birth of the child when the student's physician indicates, in writing, that she is medically unable to attend regular classroom instruction as well as for up to 3 months after the child's birth or a miscarriage.

Students that are placed on Home/Hospital Instruction for the full semester and/or full academic year per the approved [ISBE Medical Certification for Home/Hospital Form](#) will only be enrolled in course equivalent online learning courses monitored by an assigned Homebound tutor. All online learning courses will be graded as Pass/Fail. Students on homebound instruction will not be included in class rank or GPA calculation. For information on home or hospital instruction, contact the school office.

**Attendance and Engagement** Students enrolled in HHI must maintain consistent engagement, which is monitored by the homebound tutor. After 9 days of inactivity or failure to log on without prior communication to the tutor or school administration will be recorded as unexcused absences. Students will be dropped from HHI enrollment after 20 unexcused absences without communication and approval of absence by SC Administration. If a student fails/drops a class, the student will reimburse the school district for any tuition the school paid for the failed/dropped class.

**Academic Requirements** All HHI online classes will be reported on Stark County transcripts as Pass/Fail. To receive a Pass/Fail grade for the semester, students must achieve 100% course completion with a passing grade via the online platform.

**HHI/Extracurriculars:** Students actively enrolled in HHI are excluded from all Stark County extracurriculars and activities, including school dances. Students enrolled in HHI for more than one semester of their Senior year, may be excluded from graduation participation and Senior events. Students fulfilling graduation requirements through HHI may earn a Stark County High School diploma.

### **TEXTBOOK CARE**

Students are expected to take good care of textbooks. New textbooks usually cost \$90.00 - \$130.00. Students who lose books or make them unusable must pay a new cost price. Damaged textbooks will be assessed half the new price as a fine. Students are responsible for their books and any resulting fines or replacement costs. Grades and school records may be held by the school when books are not returned or damage not paid for.

### **BOOK FEES**

Fees for textbooks & other instructional materials are waived for students who meet the eligibility criteria for fee waiver. In order that no student is denied educational services or academic credit due to the inability of parents/guardians to pay fees and charges, the Superintendent will recommend to the Board for adoption what additional fees, if any, the District will waive for students who meet the eligibility criteria for fee waiver. Students receiving a fee waiver are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment. Mandatory yearly textbook/resource fees are (JH: \$55.00) and (HS: \$65.00).

**NOTIFICATION** – The Superintendent shall ensure that applications for fee waivers are widely available and distributed according to State law and ISBE rule and that provisions for assisting parents/guardians in completing the application are available.

**ELIGIBILITY CRITERIA** – A student shall be eligible for a fee waiver when:

1. The student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government.

### **Class Attendance Waiver**

According to State law, no student is required to take or participate in these classes or courses listed below. There is no penalty for refusing to take or participate in such a course or program.

- Comprehensive sex education, including in grades 6-12, instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS
- Family life instruction, including in grades 6-12, instruction on the prevention, transmission and spread of AIDS Instruction on diseases
- Recognizing and avoiding sexual abuse
- Instruction on donor programs for organ/tissue, blood donor, and transplantation

# STARK COUNTY HIGH SCHOOL COURSE OFFERINGS

*Course offerings for each semester will be based on student course requests and teacher availability. All courses listed and offerings are subject to change.*

<b>ENGLISH LANGUAGE ARTS (4)</b>			
<b>Freshmen</b>	<b>Sophomores</b>	<b>Juniors</b>	<b>Seniors</b>
<b>English 1</b>	<b>English 2</b>	<b>English 3</b>	<b>English 4</b>
Mystery and True Crime	Mystery and True Crime	Mystery and True Crime	Mystery and True Crime

## ENGLISH/LANGUAGE ARTS I

Length of Course: Two Semesters

Credit Granted: 0.5 per semester

Prerequisite: None

Offered to: Freshmen

**English/Language Arts I** builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually include the four aspects of language use: reading, writing, speaking, and listening. Typically, these courses introduce and define various genres of literature, with writing exercises often linked to reading selections.

## ENGLISH/LANGUAGE ARTS II

Length of Course: Two Semesters

Credit Granted: 0.5 per semester

Prerequisite: English II

Offered to: Sophomores

**English/Language Arts II** is designed for students to begin analyzing different types of literature, such as podcasts, books, and audiobooks, through analytical lenses. These courses focus on critical analysis, composition, and improving comprehension skills. There is also an increased emphasis on determining theme, author's intent, and character development in preparation for the PSAT.

## ENGLISH/LANGUAGE ARTS III

Length of Course: Two Semesters

Credit Granted: 0.5 per semester

Prerequisite: English I, English II

Offered to: Juniors

**English/Language Arts III** continues to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing

assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses. 01003A000

#### **ENGLISH/LANGUAGE ARTS IV**

Length of Course: Two Semesters

Credit Granted: 0.5 per semester

Prerequisite: English I, English II, English III

Offered to: Seniors

**English/Language Arts IV** blends composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. Written works will be composed of literature from all over the world. Typically, students primarily write multi-paragraph essays, but they may also write one or more major research papers.

#### **MYSTERY AND TRUE CRIME**

Credit Granted: 0.5 per semester

Length of course: Two Semesters

Prerequisite: English/Language Arts II

Offered to: Sophomores, Juniors, Seniors

**Mystery and True Crime** explores the key attributes of detective/mystery fiction and true crime, and then examines a sampling of works in the genres. Students will analyze the characterization of detectives, suspects, and criminals, and consider the author's plotting, building of tension, and inclusion of clues. The course will include two units: Detective and Mystery Fiction, and True Crime. In the True Crime unit, students will examine true crime through podcasts, informational texts, primary sources, and documentaries. Throughout the coursework, students will be engaged in oral discussion, hands-on projects, and various writing tasks.

STARK COUNTY CUSD #100  
STARK COUNTY JUNIOR | SENIOR HIGH SCHOOL  
2026-2027 CURRICULUM GUIDE

<b>MATHEMATICS (3)</b>			
<b>Freshmen</b>	<b>Sophomores</b>	<b>Juniors</b>	<b>Seniors</b>
Pre-Algebra <b>Algebra 1</b>	<b>Algebra 1</b> <b>Geometry</b> Algebra 2	Intermediate Algebra Algebra 2 Pre-Calculus	Intermediate Algebra Math Literacy Senior Math Algebra 2 Pre-Calculus

**ALGEBRA I - *Required***

Length of Course: Two Semesters

Credit Granted: 0.5 per semester

Prerequisite: None

Offered to: Freshmen, Sophomores

**Algebra I** involves the study of linear and exponential functions (with domains in the integers), including application and interpretation of statistics and real-world situations. Students reason about functions and the number and nature of solutions to equations, systems of equations, inequalities and systems of inequalities. Students define congruence using transformational geometry. Students apply transformations to linear, exponential, piece-wise, absolute value, square root and cube root functions. They explore these function types represented algebraically, graphically, numerically in tables, and by verbal descriptions.

**ALGEBRA II**

Length of Course: Two Semesters

Credit Granted: 0.5 per semester

Prerequisite: Algebra I

Offered to: Sophomores, Juniors

**Algebra II** involves the study of quadratic and exponential functions represented algebraically, graphically, numerically in tables and by verbal descriptions. Students write equivalent radical, rational and quadratic expressions to reveal information using properties of exponents, completing the square, and/or factoring. Students define similarity using transformational geometry and use this definition to prove geometric theorems. Students learn and apply trigonometric ratios, the Pythagorean Theorem and the relationship between sine and cosine to solve problems. Students recognize, calculate and use conditional probability and independence.

**GEOMETRY - *Required***

Length of Course: Two Semesters

Credit Granted: 0.5 per semester

Prerequisite: Algebra I

Offered to: Sophomores, Juniors

**Geometry** is a course that studies the properties and application of common geometric figures in two and three dimensions. This includes the study of right triangle trigonometry, similarity and transformations. Problem solving and real world applications will be emphasized, with students using both inductive and deductive reasoning skills. Students will learn how to construct proofs to solve properties of figures. Properties of parallel and perpendicular lines, area and volume will also be covered in this course.

### **INTERMEDIATE ALGEBRA**

Length of Course: Two Semesters

Credit Granted: 0.5 per semester

Prerequisite: Algebra I, Geometry

Offered to: Juniors, Seniors

**Intermediate Algebra** is designed as a bridge between Algebra I and Algebra II to reinforce the skills needed to be successful in Algebra II. Intermediate Algebra will focus on reinforcement of skills introduced and practiced in Algebra I. Specifically students will reason about functions and the number and nature of solutions to equations, systems of equations, inequalities and systems of inequalities. It will focus on the Illinois Learning Standard - The Heart of Algebra which focuses on linear equations, systems of linear equations, and functions with an emphasis on creating equations that represent a situation, solve equations and systems of equations, and make connections between different representations of linear relationships.

### **MATH LITERACY FOR COLLEGE I**

Length of Course: One Semester

Credit Granted: 0.5 per semester

Prerequisite: Algebra 2

Offered to: Seniors

**Math Literacy for College 1** focuses on numerical operations with integers and fractions; plotting ordered pairs; ratios and proportions; converting units; percent change; basic algebraic and function terminology; using operators and objects correctly; order of operations; adding polynomials; applying commutative, associative, and distributive properties; equivalent expressions; solving one-step, two-step, and multi-step equations, scatter plots and curve fitting; linear and exponential change; basic exponent rules; number patterns and sequences; probability basics; visual representations of data; basic statistical measures of central tendency; finding perimeter, area, surface area, and volume; and using the Pythagorean Theorem.

### **MATH LITERACY FOR COLLEGE II**

Length of Course: One Semester

Credit Granted: 0.5 per semester

Prerequisite: Algebra 2 and Math Literacy for College I

Offered to: Seniors

**Math Literacy for College II** focuses on linear correlation; linear relationships and equations; slope-intercept form of a linear equation; distance formula; writing linear equations; definition of a function and function notation; domain and range of functions; exponential functions; solving nonlinear equations; rewriting formulas; greatest common factors; factoring quadratic expressions; using the quadratic formula; solving 2x2 linear systems by graphing, substitution, and elimination methods; identifying quadratic patterns in data; dimensional analysis; scientific and engineering notation; negative exponents; standard deviation;

using logarithmic scales; direct and inverse variation; vertex form of a quadratic function; and trigonometric functions.

### **PRE-ALGEBRA**

Length of Course: Two Semesters

Credit Granted: 0.5 per semester

Prerequisite: Teacher Recommendation Only

Offered to: Freshmen

In **Pre-Algebra**, various methods will be utilized to instruct the preparation of the Algebra I curriculum.

Reinforcement of real life math skills is included. Algebraic topics introduced include solving equations, simplifying expressions, and the study of real numbers.

### **PRE-CALCULUS**

Length of Course: Two Semesters

Credit Granted: 0.5 per semester\*

Prerequisite: Algebra II

Offered to: Seniors

**Pre-Calculus** courses combine the study of Trigonometry, Elementary Functions, Analytic Geometry, and Math Analysis topics as preparation for calculus. Topics typically include the study of complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions, and their relations, inverses and graphs; trigonometric identities and equations; solutions of right and oblique triangles; vectors; the polar coordinate system; conic sections; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity.

STARK COUNTY CUSD #100  
STARK COUNTY JUNIOR | SENIOR HIGH SCHOOL  
2026-2027 CURRICULUM GUIDE

<b>SCIENCE (3)</b>			
<b>Freshmen</b>	<b>Sophomores</b>	<b>Juniors</b>	<b>Seniors</b>
<b>Biology</b>	<b>Int. Physical Science</b>  Chemistry	Chemistry  Advanced Biology  Human Biology  Physics	Chemistry  Advanced Biology  Human Biology  Physics

**ADVANCED BIOLOGY**

Length of Course: Two Semesters

Credit Granted: 0.5 per semester

Prerequisite: Biology

Offered to: Juniors, Seniors

**Advanced Biology** covers topics related to plant structure and function, along with some plant/tree identification. This course includes the zoology of different animal phyla that involve organismal structure/function. There is a great deal of dissection in the lab. Conservation and the evolution/adaptation of organisms are also studied.

**BIOLOGY - *Required***

Length of Course: Two Semesters

Credit Granted: 0.5 per semester

Prerequisite: None

Offered to: Freshmen

**Biology** courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) cell structure and function, photosynthesis, cellular respiration, DNA/protein synthesis, DNA replication, genetics, evolution, ecosystems, food webs and conservation.

**CHEMISTRY**

Length of Course: Two Semesters

Credit Granted: 0.5 per semester

Prerequisite: Biology

Offered to: Sophomores, Juniors, Seniors

**Chemistry** involves studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gasses; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas, equations, and reactions are studied. *\*Chemistry meets the Physical Science requirements for graduation.*

**HUMAN BIOLOGY**

Length of Course: Two Semesters

Credit Granted: 0.5 per semester

Prerequisite: Biology & Chemistry

Offered to: Juniors, Seniors

**Human Biology** presents an in-depth study of the human body and biological systems. (anatomy & physiology) Students study such topics as anatomical terminology, cells, tissues and typically explore functional systems such as skeletal, muscular, circulatory, respiratory, digestive, reproductive, and nervous systems. This course includes a great deal of dissection.

### **INTEGRATED PHYSICAL SCIENCE**

Length of Course: Two Semesters

Credit Granted: 0.5 per semester

Prerequisite: None

Offered to: Sophomores

**Integrated Physical Science** involves study of the structures and states of matter. Offered as introductory survey courses, they may include such topics as forms of energy, wave phenomenon, electromagnetism, earth and space science, and physical and chemical interactions.

### **PHYSICS**

Length of Course: Two Semesters

Credit Granted: 0.5 per semester\*

Prerequisite: Biology, Chemistry

Offered to: Juniors, Seniors

Course Fee: BHE Fees applied

**Physics** involves the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics also includes examination of sound, light, magnetic, and electric phenomena.

STARK COUNTY CUSD #100  
STARK COUNTY JUNIOR | SENIOR HIGH SCHOOL  
2026-2027 CURRICULUM GUIDE

<b>SOCIAL STUDIES (3)</b>			
<b>Freshmen</b>	<b>Sophomores</b>	<b>Juniors</b>	<b>Seniors</b>
Early American History	<b>US Government*</b>	<b>US History*</b>  Psychology	Senior Seminar (0.5)  Psychology  SC News

**EARLY AMERICAN HISTORY**

Length of Course: Two Semesters

Credit Granted: 0.5 per semester

Prerequisite: None

Offered to: Freshman

**Early American History** is an overview of the history of the United States, examining time periods from the Age of Exploration to the Gilded Age. These courses typically include a historical overview of political, military, scientific, and social developments.

**GOVERNMENT - *Required***

Length of Course: Two Semesters

Credit Granted: 0.5 per semester

Prerequisite: None

Offered to: Sophomores

**Government** is an overview of the structure and functions of the U.S. government, political institutions, constitutional principles, the concepts of rights and responsibilities, and the role of political parties. The importance of civic participation in the democratic process is stressed as well. It will also examine the structure and function of state and local governments and may cover certain economic and legal topics.

**SENIOR SEMINAR - *Required***

Length of Course: One Semester

Credit Granted: 0.5 per semester

Prerequisite: None

Corequisite: Resource Management

Offered to: Seniors

In **Senior Creators**, students have an opportunity to reflect back on their academic career and how it has shaped what they have become and potentially could be. This project based course will guide seniors into the creation of a senior portfolio that highlights their academic work, extracurricular achievements, and personal growth. This course will be largely independently driven with the chance to collaborate with each other as well as your teachers. Many of the assignments and tasks will be self guided giving students the freedom to work at their own pace.

## PSYCHOLOGY

Length of Course: Two Semesters

Credit Granted: 0.5 per semester

Prerequisite: None

Offered to: Juniors and Seniors

**Psychology** courses introduce students to the study of individual human behavior. Course content typically includes (but is not limited to) an overview of the field of psychology, topics in human growth and development, personality and behavior, and abnormal psychology.

## STARK COUNTY NEWS

Length of Course: Two Semesters

Credit Granted: 1.0 per semester

Prerequisite: [SC News Student Application](#)

Offered to: Seniors

**Stark County News** is a current events and reporting class. Students will learn public speaking skills, video editing, and use of technology. News videos will be about events happening in the school district, the reading of announcements, teenage trends, etc. It is the expectation for the news videos to be released once per week.

## US HISTORY - *Required*

Length of Course: Two Semesters

Credit Granted: 0.5 per semester

Prerequisite: None

Offered to: Juniors

**US History** is an overview of the history of the United States, examining time periods from 1900-9/11. These courses typically include a historical overview of political, military, scientific, and social developments.

STARK COUNTY CUSD #100  
 STARK COUNTY JUNIOR | SENIOR HIGH SCHOOL  
 2026-2027 CURRICULUM GUIDE

<b>FOREIGN LANGUAGE</b>			
<b>Freshmen</b>	<b>Sophomores</b>	<b>Juniors</b>	<b>Seniors</b>
Spanish 1	Spanish 1	Spanish 1	Spanish 1
	Spanish 2	Spanish 2	Spanish 2

**SPANISH I**

Length of Course: Two Semesters

Credit Granted: 0.5 per semester

Prerequisite: None

Offered to: Freshmen and Sophomores

**Spanish I** is a basic course with the emphasis placed upon conversation, pronunciation, reading and writing. Elementary grammar and basic vocabulary are presented. The culture of the Spanish speaking world is included.

**SPANISH II**

Length of Course: Two Semesters

Credit Granted: 0.5 per semester

Prerequisite: Spanish I (C or better)

Offered to: Sophomores, Juniors, or Seniors

**Spanish II** is a course that focuses on expanding upon the speaking, listening, reading, and writing skills developed in Spanish I. Increasingly complex grammar and vocabulary are presented. The cultures of the Spanish speaking world are included.

STARK COUNTY CUSD #100  
STARK COUNTY JUNIOR | SENIOR HIGH SCHOOL  
2026-2027 CURRICULUM GUIDE

<b><u>AGRICULTURE</u></b>			
<b>Freshmen</b>	<b>Sophomores</b>	<b>Juniors</b>	<b>Seniors</b>
Intro to Ag   Ag Communications	Intro to Ag   Ag Communications  Ag Mechanics 1	Food Science   Food Manufacturing & Management  Intro to Hort   Intro to Floral  Ag Mechanics 1  Ag Mechanics 2  Ag Mechanics 3  BSAA Ag Issues & Topics (Agriscience Research)	Food Science   Food Manufacturing & Management  Intro to Hort   Intro to Floral  Ag Mechanics 1  Ag Mechanics 2  Ag Mechanics 3  BSAA Ag Issues & Topics (Agriscience Research)

**AGRICULTURAL COMMUNICATIONS**

Length of Course: One Semester

Credit Granted: 0.5 per semester

Prerequisite: Introduction to Agricultural Industry

Corequisite: Introduction to Agricultural Industry

Offered to : Freshmen

**Agricultural Communications** introduces the broad field of agricultural communications and provides for the development of knowledge and skill in specific areas related to communications theory and practice. Content includes the meaning and process of communication, the role and history of print and electronic media, legal aspects of agricultural communications, news and feature writing in agriculture, news photography, layout and design, and ethics in agricultural communications.

**AGRICULTURAL FOOD SCIENCE**

Length of Course: One Semester

Credit Granted: 0.5 per semester

Prerequisite: Chemistry

Corequisite: Food Management & Manufacturing

Offered to: Juniors, Seniors

**Agricultural Food Science** demonstrates how the laws of science are at work in producing, processing, preparing, preserving, and metabolizing food. Students learn how cooking, health, and storage tips connect science basics to daily food encounters. It covers the basic laws of chemistry, microbiology, and physics as they relate to food components and complex food systems. Students learn scientific facts and principles that they can apply to a future food science career and to more-creative, nutritious home cooking. The

requirements and opportunities for obtaining a food science career are explored as well as the impact of this career path on local, national, and global economies. \*This course may qualify as a fourth year Science credit.

### **AG TOPICS & ISSUES (AGRISCIENCE) - BSAA 1/BSAA 2**

Length of Course: Two Semesters

Credit Granted: 0.5 per semester

Prerequisite: Intro to Ag

Offered to: Sophomores, Juniors, Seniors

**Ag Topics & Issues** is designed to provide information regarding the fundamental concepts of life and life processes as related to the local environment. Course topics may include nature appreciation, local flora and fauna, biology, and zoology. The course will be valuable preparation for further education and will increase the relevance of science through the applied setting of agriculture by enhancing literacy in science and the scientific process. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects are an integral course component for leadership development, career exploration, and reinforcement of academic concepts.

### **FOOD MANUFACTURING & MANAGEMENT**

Length of Course: One Semester (Spring)

Credit Granted: 0.5 per semester

Prerequisite: Chemistry

Corequisite: Food Science

Offered to: Sophomores, Juniors, Seniors

**Food Manufacturing & Management** will demonstrate principles and practices of food safety, processing, and packaging to develop solutions for problems in food production, handling, and storage. Learners will examine the full range of food processing techniques. Learners will examine the process of food product development and techniques used to measure food sensory aspects, shelf life, and food stability. Learners will examine government regulation's impact on labeling, new packaging technologies, harvesting, transportation, and the environment. Food laws, regulations, and regulatory and commercial grading standards will be examined. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects are an integral course component for leadership development, career exploration, and reinforcement of academic concepts. \*This course may qualify as a fourth year Science credit.

### **INTRODUCTION TO AGRICULTURAL INDUSTRY**

Length of Course: Two Semesters

Credit Granted: 0.5 per semester

Prerequisite: None

Offered to: Freshmen, Sophomores

**Introduction to the Agricultural Industry** provides an opportunity for students to learn how the agricultural industry is organized; its major components; the economic influence of agriculture at state, national and international levels; and the scope and types of job opportunities in the agricultural field. Basic

concepts in animal science, plant science, soil science, horticulture, natural resources, agribusiness management, and agricultural mechanics, will be presented. Improving computer and workplace skills will be a focus. The second semester builds on basic skills and knowledge gained in the fall semester. Major units of instruction include agricultural research, soil science, advanced plant science, biotechnology, advanced animal science. Applied science and math skills and concepts will be stressed throughout the course as they relate to each area. Improving computer and workplace skills will be a focus.

### **INTRODUCTION TO FLORAL DESIGN (HORT 191: Dual Credit - BHE)**

Length of Course: One Semester (Spring)

Credit Granted: 0.5 per semester

Prerequisite: **BHE fees applied**

Corequisite: Introduction to Horticulture (HORT 284)

Offered to: Juniors, Seniors

**HORT 191: Introduction to Floral Design** uses the principles of design using flowers and foliage are discussed with emphasis on how these principles of design impact everyday life. (1.2) HORT 191 Beginning Floral Design 3 cr. hrs.; 3 lecture hours; 0 lab hours per week.

### **INTRODUCTION TO HORTICULTURE (HORT 284: Dual Credit - BHE)**

Length of Course: One Semester (Fall)

Credit Granted: 0.5 per semester

Prerequisite: **BHE fees applied**

Corequisite: Introduction to Floral Design (HORT 191)

Offered to: Juniors, Seniors

**HORT 284: Introduction to Horticulture** is an introduction to the principles and practices involved in the development, production and use of horticultural crops (fruits, vegetables, greenhouse, turf, nursery, floral and landscape). IAI: AG 905 (1.1) HORT 284 Intro to Horticultural Science 3 cr. hrs.; 3 lecture hours; 0 lab hours per week.

### **AG MECHANICS 1**

Length of Course: Two Semesters

Credit Granted: 0.5 per semester

Prerequisite: Intro to Ag

Offered to: Sophomores, Juniors, Seniors

**Agricultural Mechanics 1** provides theory and hands-on experiences for students to develop basic knowledge and skills in agricultural mechanics. Instructional areas include the basic shop safety, hand and power tool knowledge, fasteners, basic fundamentals of maintaining and repairing small gasoline engines, basic electricity, basic plumbing, concrete, welding, construction, and operating agricultural equipment safely. Improving workplace and computer skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

### **AG MECHANICS 2**

Length of Course: Two Semesters

Credit Granted: 0.5 per semester

Prerequisite: Intro to Ag+Ag Mech 1

Offered to: Juniors, Seniors

**Ag Mechanics 2** will concentrate on expanding student's knowledge and experiences with agricultural mechanics technologies utilized in the agricultural industry. Units of instruction included are: design, construction, fabrication, maintenance, welding, electricity/electronics, internal combustion engines, hydraulics, and employability skills. Careers of agricultural construction engineer, electrician, plumber, welder, equipment designer, parts manager, safety inspector, welder, and other related occupations will be examined. Improving workplace and computer skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

### **AG MECHANICS 3**

Length of Course: One Semester Each (2 total)

Credit Granted: 0.5 per semester

Prerequisite: Intro to Ag+Ag Mech 1+2

Offered to: Juniors, Seniors

**(Ag Computer+Tech) Semester 1:** assist students develop knowledge and skills in using computers and other technology to operate and manage agriculture businesses. This course allows students to use computer software, hardware, and the internet to find information, record and analyze data, forecast economic and market trends, and monitor weather. Participation in FFA and SAE are incorporated into the course as well. **(Precision Ag) Semester 2:** will provide a fundamental understanding of the principles of precision agriculture. Topics may include GPS, GIS, yield monitors, remote sensing, drones, grid soil sampling, variable rate application, navigation assistance, to make informed production management decisions. These courses may use spatial analysis models and guidelines for integrating, interpreting, analyzing, and synthesizing geographic information. Participation in FFA and SAE are incorporated into the course as well.

STARK COUNTY CUSD #100  
STARK COUNTY JUNIOR | SENIOR HIGH SCHOOL  
2026-2027 CURRICULUM GUIDE

<b><u>FAMILY and CONSUMER SCIENCE</u></b>			
<b>Freshmen</b>	<b>Sophomores</b>	<b>Juniors</b>	<b>Seniors</b>
Child Development   FACS	Child Development   FACS  Educational Methodology   Classroom Management	Child Development   FACS  Educational Methodology   Classroom Management	Child Development   FACS  Educational Methodology   Classroom Management  <b>Consumer Economics &amp; Personal Finance (0.5)</b>  Workplace Experience

**CHILD DEVELOPMENT**

Length of Course: One Semester

Credit Granted: 0.5 per semester

Corequisite: Family & Consumer Sciences

Offered to: Freshmen, Sophomores, Juniors, Seniors

**Child Development** focuses on research based nurturing and parenting practices and skills, including brain development research, that support positive development of children. This course is also designed to help students think through the responsibilities, stresses, and satisfactions of parenthood. This course is also a general introduction to the area of developmental processes that influence the growth of the physical, intellectual, and socio-emotional aspects of the child from conception through middle childhood.

**CONSUMER ECONOMICS AND PERSONAL FINANCE - *Required***

Length of Course: One Semester

Credit Granted: 0.5 per semester

Corequisite: Independent Digital Creations

Offered to: Seniors

**Consumer Economics and Personal Finance** focuses on the identification and management of personal and family resources to meet the needs, values, and wants of individuals and families throughout the life cycle. The course utilizes a variety of project-based experiences and service learning opportunities to gain knowledge and expertise in understanding and applying management skills, with consideration to diverse social, economic, technological, environmental, and cultural characteristics of individuals and families  
Topics include: consumer rights and responsibilities in the marketplace; financial responsibility and decision making; planning and money management; credit and debt; risk management and insurance; saving and investment; homeownership; state and federal taxes; electronic banking; and current issues in the economy. *This course meets the requirement for consumer education instruction as required by the School Code of Illinois. (Section 27-12.1.)*

## **FAMILY AND CONSUMER SCIENCE**

Length of Course: One Semester

Credit Granted: 0.5 per semester

Prerequisite: Child Development

Offered to: Freshmen, Sophomores, Juniors, Seniors

**Family & Consumer Science** help students develop the knowledge and skills that are used to manage one's family and career efficiently and productively. Course topics include foods and nutrition; apparel; child care and development; housing; interior design and maintenance; consumer decisions; personal financial management; interpersonal relationships; and careers available in family and consumer sciences.

## **WORKPLACE EXPERIENCE**

Length of Course: Two Semesters

Credit Granted: 0.5-1.5 per semester

Prerequisite: [Workplace Experience Student Application](#)

Corequisite: Workplace Experience

Offered to: Seniors

**Workplace Experience** is a capstone course designed to assist students in the development of effective skills and attitudes through practical, advanced instruction in school and on the job through cooperative education. Students are released from school for their workplace experience and participate in related classroom instruction. Workplace Experience courses offer students the opportunity to explore careers and understand the nature of work through exposure to the workplace, whether in-person, virtually, or in a simulated workplace environment. These opportunities could be offered through virtual and/or simulated workplace environments and in various formats. The coordinator, student, and employer assume compliance with federal, state, and local laws and regulations. *This course meets the requirement for consumer education instruction as required by the School Code of Illinois. (Section 27-12.1.)*

STARK COUNTY CUSD #100  
 STARK COUNTY JUNIOR | SENIOR HIGH SCHOOL  
 2026-2027 CURRICULUM GUIDE

<b><u>PERFORMING ARTS</u></b>			
<b>Freshmen</b>	<b>Sophomores</b>	<b>Juniors</b>	<b>Seniors</b>
Band	Band	Band	Band
Choir	Choir	Choir	Choir

**BAND**

Length of Course: Two Semesters

Credit Granted: 0.5 per semester

Prerequisite: JH Band

Offered to: Freshmen, Sophomores, Juniors, and Seniors

**Band** is intended to develop students’ technique for playing various wind band instruments focusing on personal and ensemble growth, as well as overall musicianship. Band literature styles covered include, but are not limited to, marching, concert, jazz, small ensemble, and solo playing.

**CHORUS**

Length of Course: Two Semesters

Credit Granted: 0.5 per semester

Prerequisite: None

Offered to: Freshmen, Sophomores, Juniors, and Seniors

**Chorus** provides the opportunity to sing a variety of choral literature styles for men’s and/or women’s voices and are designed to develop vocal techniques and the ability to sing parts.

**STARK COUNTY CUSD #100  
STARK COUNTY JUNIOR | SENIOR HIGH SCHOOL  
2026-2027 CURRICULUM GUIDE**

<b>FINE ARTS</b>			
<b>Freshmen</b>	<b>Sophomores</b>	<b>Juniors</b>	<b>Seniors</b>
Intro to Art   Hands on Art History	Intro to Art   Hands on Art History  Advanced 2D Art   3D Art	Advanced 2D Art   3D Art  Functional Art   Discovery Art	Advanced 2D Art   3D Art  Functional Art   Discovery Art

**ADVANCED 2D ART**

Length of Course: One Semesters

Credit Granted: 0.5 per semester

Prerequisite: Intro to Art/ Hands on Art History or Multicultural Art/Ceramics

Corequisite: Advanced 3D Art

Offered to: Sophomores, Juniors, Seniors

**Advanced 2D Art** will allow for a deeper opportunity to explore different styles, techniques and special effects in Drawing, painting, printmaking and still photography/ video. A phone camera is needed for the photography units

**ADVANCED 3D ART**

Credit Granted: .0.5 per semester

Prerequisite: Intro to Art/ Hands on Art History or Multicultural Art/Ceramics

Corequisite: Advanced 2D Art

Offered to: Sophomores, Juniors, Seniors

**Advanced 3D Art** will allow for a deeper opportunity to explore different styles, techniques and special effects in Drawing, painting, printmaking and still photography/ video. A phone camera is needed for the photography units..Second semester will consist of opportunities using 3D supplies, including basic ceramics.

**INTRODUCTION TO ART**

Length of Course: One Semester

Credit Granted: 0.5 per semester

Prerequisite: None

Corequisite: Trending Art Through the Decades

Offered to: Freshmen, Sophomores, Juniors, Seniors

**Intro to Art** is an intro hands on class applying art vocabulary through the exploration of a variety of supplies in 2D and 3D.

**HANDS ON ART HISTORY**

Length of Course: One Semester

Credit Granted: 0.5 per semester

Prerequisite: Intro to Art

Offered to Freshman, Sophomore, Juniors, and Seniors

**Hands on Art History** explores the characteristics of the different art periods through history while making art in a variety of supplies.

### **FUNCTIONAL ART**

Length of Course: One Semester

Credit Granted: 0.5 per semester

Prerequisite: Intro to Art, Multicultural Art, Ceramics, Hands on Art History

Corequisite: Discovery Art

Offered to: Juniors, Seniors

**Functional Art** is a hands-on art class that focuses on art that can be used in everyday life. Basketmaking, soap making, candle art, jewelry, pottery, paper making, weaving etc...

### **DISCOVERY ART**

Length of Course: One Semester

Credit Granted: 0.5 per semester

Prerequisite: Intro to Art, Multicultural, Ceramics, Hands on Art History, Functional Art

Offered to: Juniors, Seniors

**Discovery Art** digs deep into self discovery of you own artistic style and meanings of your art intended and universal.

STARK COUNTY CUSD #100  
STARK COUNTY JUNIOR | SENIOR HIGH SCHOOL  
2026-2027 CURRICULUM GUIDE

<b>PHYSICAL EDUCATION (4)</b>			
<b>Freshmen</b>	<b>Sophomores</b>	<b>Juniors</b>	<b>Seniors</b>
<b>Health   Driver's Education</b>	Physical Education Weights	Physical Education Weights	Physical Education Weights

**DRIVER'S EDUCATION - *Required***

Length of Course: One Semester

Credit Granted: 0.5 per semester

Prerequisite: Passing of 5+ classes prior semester, 15 years old

Offered to: Freshmen, Sophomores

Course Fee: **Required - \$75.00**

**Drivers' Education—Classroom and Laboratory Drivers' Education** provides students with the knowledge and experience to become safe drivers and passengers of automobiles on America's roadways. Topics in these courses cover legal obligations and responsibility, rules of the road and traffic procedures, safe driving strategies and practices, and the physical and mental factors affecting the driver's capability (including alcohol, drugs and distracted driving). Experience in driving a vehicle is an essential component of these courses.

**HEALTH EDUCATION - *Required***

Length of Course: One Semester

Credit Granted: 0.5 per semester

Prerequisite: None

Corequisite: Driver's Education

Offered to: Freshmen

**Health Education** covers a wide variety of topics, but typically include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The courses may also include brief studies of environmental health, personal development, and/or community resources.

**PHYSICAL EDUCATION**

Length of Course: Two Semesters

Credit Granted: 0.5 per semester

Prerequisite: None

Corequisite: Physical Education or Weights

Offered to: Sophomores, Juniors, Seniors

**Physical Education** provides students with knowledge, experience, and an opportunity to develop skills in more than one of the following sports or activities: team sports, individual/dual sports, recreational sports, and fitness/conditioning activities. Fitnessgram testing will be done quarterly to track our progress.

**WEIGHTS**

Length of Course: One Semester

Credit Granted: 0.5 per semester

Prerequisite: Approval from teacher

Corequisite: Physical Education or Weights

Offered to: Sophomores, Juniors, Seniors

**Weights** is a combination of olympic lifts, plyometrics, sprinting, and agilities. There is an emphasis on getting faster, stronger, and more explosive. Physical tests will be completed on a regular basis to track our progress.

### **UNIFIED PHYSICAL EDUCATION 08049A000**

Length of Course: Two Semesters

Credit Granted: 0.5 per semester

Prerequisite: Student Application and Student Contract

Offered to: Sophomores, Juniors, Seniors

**Unified Physical Education (P.E.)** provides a unique opportunity for students with and without disabilities to come together through ongoing physical activities. The class supports the development of leadership skills for all students as well as the empowerment of ALL students to foster an inclusive class and school-wide environment. Unified PE provides opportunities to demonstrate courage, experience joy, and gain friendships with their classmates while developing their physical fitness. This class is offered to students needing adapted PE and any sophomore, junior or senior per teacher approval.

#### Additional class details:

1. General education students that would like to be a peer buddy will go through an application process that may include a series of questions to answer and submit.
2. Unified PE staff may conduct interviews to finalize the peer buddy selection process.
3. Unified PE staff will also take attendance, behavior, and grades into consideration during the selection process.
4. Peer buddies will complete training with staff to help answer any questions they may have about assisting students

## STARK COUNTY HIGH SCHOOL HEALTH AND PHYSICAL EDUCATION WAIVER PROCESS

All students at Stark County High School must be enrolled in PE each of their four years in high school unless exempted. Exceptions include any student who qualifies for a medical waiver, or who meets one of the PE Exemption Provisions. Any student requesting an exemption from PE should fill out the Stark County High School Request for Physical Exemption Form. Health education and Driver's Education Classroom is a requirement for all students, which will take the place of PE during their enrollment in those courses.

### Stark County High School Request for Physical Education Exemption

**PROVISIONS** The following provisions allow a student exemption from PE: Students who are in a sport, in band, who are at risk for not graduating, who are enrolled in a partial day **program** like Dual Credit, Co-Op, and etc. will receive a waiver for PE, if they so choose.

#### PROVISION #1 - STUDENT ATHLETE

A. Student athletes will receive a waiver from physical education during the semester that their sport competes if they complete the attached form. This exemption can be utilized as a study hall or a semester course.

B. A one-semester student athlete may request to be exempt from physical education for a year-long course, if the substituted course is year-long, regardless of the semester during which they compete, only if the student registers for at least 6 classes with no study hall.

C. The physical education graduation requirement of a student athlete who has been granted a waiver from physical education in order to take a full schedule of academic classes shall be reduced one semester or one-quarter credit per semester for each approved waiver if the student meets at least one (1) of the following criteria: i. The student athlete completes a full season as a team member in at least one sport during the semester for which the waiver is granted. ii. The student athlete completes part of a season as a team member in at least one sport during the semester for which the waiver is granted, but he/she is unable to participate in the full season due to injury.

#### PROVISION #2 - COLLEGE ADMISSION REQUIREMENTS

A student may be waived from PE in order to be able to take a course or courses which are specifically required for admission to their college of choice if the student completes the attached form.

#### PROVISION #3 - LOCAL GRADUATION REQUIREMENTS

A student who lacks sufficient course credit of one or more courses required by state statute or local school board policies for graduation may request a waiver from physical education in order to register for a full schedule, defined as at least 6 classes with no study hall, if this will allow them to fulfill Stark County CUSD #100 graduation requirements. Students who have failed required courses, transferred into the district with deficient credits, or who lack credits due to other causes will be eligible to apply for the above exemption.

#### **PROVISION #4 – PEP BAND**

A student in pep band will receive a waiver from physical education during the fall semester if they complete the attached form. This exemption can be utilized as a semester course. A pep band student may request to be exempt from physical education for the entire school year, only if they register for a full academic schedule, defined as at least 6 classes with no study hall.

#### **PROVISION #5-ENROLLMENT IN PARTIAL DAY PROGRAMS**

Seniors enrolled in more than one Dual Credit, Co-Op, Work Based Learning will be issued a physical education waiver if the student completes the attached form. If a student is not a senior and is enrolled in Dual Credit, Co-Op, Work Based Learning program and he or she lacks sufficient course credit of one or more courses required by state statute or local school board policies for graduation, a physical education waiver will be issued if the student completes the attached form.

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**Stark County High School**  
**Physical Education Exemption Form**

**Student's Name:** \_\_\_\_\_ **School Year:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**Please check the provision that applies to you:**

- \_\_\_ Student Athlete
- \_\_\_ College Admissions Requirements
- \_\_\_ Local Graduation Requirements
- \_\_\_ Pep Band
- \_\_\_ Enrollment In Partial Day Programs (2 or more Dual Credit classes)

**Coach or Band Instructor Participation Verification (if applicable):**

**Activity:** \_\_\_\_\_ **Season (Fall/Winter/Spring):** \_\_\_\_\_

\*Winter season sport participation covers time during both 1st and 2nd semester. Because of this, winter season athletes can choose which semester they are requesting their PE exemption. If you are a winter season athlete, please list the semester you would like the exemption.

(Fall/Spring): \_\_\_\_\_

**Signature of Coach/Band Director:** \_\_\_\_\_