

The G-Star School of the Arts

For Motion Pictures and Broadcasting

Student Handbook

Greg Hauptner, Founder

Reno Boffice, Principal

Mission Statement

The mission of The G-Star School as a professional learning community is to prepare and educate students to demonstrate mastery in the arts and academics (“artademics”), to achieve physical, social, emotional, and intellectual wellness, and to implement career goals and strategies.

The G-Star Vision Statement

1. G-Star students and staff will collaborate in the educational process.
2. G-Star students and staff will actively participate in their own educational growth and development.
3. G-Star students will demonstrate artistic and academic ability, career and creative focus, and sustaining life skills.
4. G-Star graduates will be successful, professional leaders in the film and television industries.
5. G-Star talent will meet the needs and demands of local film and television industries.
6. G-Star will become a high-achieving and nationally recognized model for “artademics.”
7. G-Star will develop collaborative partnerships with Palm Beach County institutes of higher learning and the film and television industries.

Culture Statement for G-Star, G-Star School of the Arts, and all Other Subsidiaries

1. We are committed to providing the highest level of education and service to our students and collaborators in a happy and nurturing environment where all can develop to their fullest potential.
2. We are committed to conducting ourselves with integrity and applying the highest ethical standards within our professional learning community.
3. We are committed to fostering an environment that encourages creative thinking and problem solving.
4. We are committed to stretching ourselves to reach measurable goals while recognizing and rewarding outstanding results.
5. We are committed to individually and collectively accepting responsibility for our actions and learning from our experiences.
6. We are committed to working together as a team acknowledging our diverse roles and expertise.
7. We are committed to the respect and support of each other.
8. We are committed to an open environment and a transparent organization.

The G-Star School Administration and Faculty

2065 Prairie Rd. West Palm Beach, FL 33406 Bldg. J

Phone # (561) 967-2023 Fax # (561) 963-8975

ADMINISTRATION

Greg Hauptner	Founder
Reno Boffice	Principal
Kim Collins	Assistant Principal

SUPPORT STAFF

Diana Bonacci	Admissions Director
Nilba Diez	Administrative Secretary
Sue Hagler	Bookkeeper
Travis Hagler	Data Processor

FACULTY

Math

Marie Hudson	Algebra
Jhamilet Hawkins	Geometry
Shea Woodside	Algebra
Jill Weitz*	Geometry/Pre-Cal

Language Arts

Tina Angelone	L/A III & A.P. Literature & Composition
Joel Barham	L/A I & III
Theresa Huljack	L/A II
Carrie Simpson	L/A I
Steve Weiss	L/A II

Social Studies

Robert Laminsky*	World History & AP U.S. History
Cassandra Tanenbaum	Economics & American Government
Elliot Berger	World History
Steve Shahin	U.S. History

Science

Stephen Leccia*	Biology, A.P. Env. Science
Leonard Tannen	Chemistry
Teodoro Urena	Integrated Science
Loretta Borden	Biology & Int. Science

Foreign Language

Aurora Arguedos	Spanish I & II
Jean-Francois D'Halluin	French I, II & III
Irene Perazzo*	Spanish II & III
Steve Weiss	French I

Film /T.V. Production

Alan Benjamin	Introduction to Motion Picture/Film Business
Larry DeCarmine*	Film I, II & III
Richard Korn	T.V. Production I & II
Wilson Plumb*	T.V. Production I & III
Afgen Sheik	Film I & II

Drama

Jeff Bower	Acting I, III & Theatre History
Ray Conrad*	Acting II
Clint Merritt	Acting I & Theatre History

Physical Education

Jane Murphy	Health & P.E.
Kimberle Teper	Health & P.E.

* Department Chairperson

At the G-Star School we Strive for:

CHARACTER

COURAGE

DECENCY

HONESTY

SELF-DISCIPLINE

LOYALTY

KAIZEN

KARMA

PERSISTENCE

BECOMING A NET PLAYER IN LIFE

CODES AND POLICIES

Honesty and Responsibility

Cheating, stealing, vandalism, etc., at anytime for any reason, in any fashion, will not be acceptable. Consequences will be determined after a thorough investigation.

Attendance Policy

All students are expected to be in class on time and to attend school regularly. Excessive absenteeism will have an adverse affect on the learning process. Please refer to SD of the Palm Beach County Student Handbook.

School starts: 7:30 AM

School ends: 2:25 PM

Tardies are unexcused except for late school bus arrival or medical appointment. Unexcused tardies may lead to administrative action.

Dress Code

Students are expected to dress in a professional manner. Closed toe and closed heel shoes should be worn in the studio labs, production rooms, and during acting classes for safety purposes. Also, students are expected to refrain from wearing any type of headgear in class and exposing midriffs or undergarments. Shoulders must be covered, and inappropriate and offensive language, images, etc. are not permitted on clothing. Should this occur, parents will be notified, and the student will be sent home.

Food/Drink Policy

Students are expected to refrain from eating and drinking in classrooms and studios.

Socialization Policy

Inappropriate or threatening physical contact on campus or during school activities will not be tolerated. Respect for self and others are expected at all times. G-Star climate and culture expects that all members of the Professional Learning Community be supportive of our mission and vision.

Use and Care of Equipment

All equipment and materials must be treated with the utmost of professional care and respect. This includes, but is not limited to: textbooks, scripts, furniture, cameras, computers, calculators, videotapes, and labs.

Conduct/Discipline

Discipline is a way of life. It is not a punishment. Parental support is expected if and when teachers and/or administration has concerns regarding a student's conduct.

Progressive Discipline Procedures

1. Warning/detention
2. Student/teacher conference with a time sensitive contract (parent signature required).
3. Phone call home.
4. Parent/teacher/student conferences
5. School service
6. Dismissed from G-Star and return to his/her home school.

A severe infraction could result in immediate dismissal. This includes, but is not limited to:

- Weapon/drugs on campus
- Battery to any member of the Professional Learning Community
- Vandalism/theft

Nobody will violate the rights or personal property of anyone in the Professional Learning Community.

Positive and productive classroom behavior is essential for maximum learning to take place.

Teacher's Lounge

Teacher's lounges and workrooms are for faculty use only. Students are not permitted in these areas without written permission from a faculty member.

Textbooks

Textbooks will be distributed and collected at the end of the school year. A fee will be charged for any textbook that is not returned or damaged. Please refer to SD of the Palm Beach County Student Handbook.

Personal Property

Beepers, radios, electronic games, CD players, and other electronic devices are not allowed in the classroom, lunchroom, or studios. Cell phones must be turned OFF at all times and personally secured by the student. Picture cell phones are not allowed on campus at any time. G-Star is not responsible for the loss and/or damage of any personal property brought to school.

Closed Campus

Students shall remain in their designated areas throughout the day, and are not permitted to leave campus at anytime.

Morning Procedures

Students will only be allowed in the building starting at 7:15 AM. If students come to school earlier than 7:15 AM, they must stay in the closed campus area until 7:15 AM.

Dismissal Procedures

All students will be dismissed at 2:25 PM. Early dismissals must be arranged in advanced. Students cannot be dismissed between 1:30 P.M. and 2:25 PM. The school will not be responsible for your child after school is dismissed at 2:25 PM.

Lunch Policy

Students are to stay in the cafeteria or stay in the closed campus areas. Students are not to return to the classrooms until their lunch period is completed.

School Sponsored Field Trip Policy

All behavior rules and guidelines apply to off-campus or out-of-county school-related activities. Any infractions will result in a referral to administration and suspension of further travel privileges.

Rehearsal Etiquette

If students are part of a production they will attend all rehearsals. If not, they may be removed from the production. Parents are expected to pick students up at the designated time when rehearsals end. Teachers will not be responsible for your child after rehearsal hours.

Student Contract

Students must submit the signed contract agreeing to all guidelines and expectations discussed in this handbook.

The G-Star School of the Arts

Mr. Hauptner, Founder

Mr. Boffice Principal

Field Trip Permission/Health Form

Destination: Various School Field Trips/Festivals/Conferences

Dates: 2005-2006 School Year

My child _____, _____
(Last name) (First name) (Middle initial)

has permission to attend.

Parents' telephone numbers:

Home: _____

Cell: _____

Work: _____

Emergency telephone numbers

Home Address:

I authorize emergency medical treatment for my child in the event of accident or illness during any field trip. I guarantee payment of all charges incurred during this treatment.

Physician's Name _____

Tel. # _____

Health Insurance Company _____

Policy Number _____

Tel. # _____

Date of Last Tetanus Shot _____

Continuing Medication _____

What else do we need to know about your child? (allergies, medications, etc.)

Students should be properly insured. G-Star and/or sponsoring faculty member(s)/administrator(s) will not be held liable for accidents occurring during the school year. Parents are reminded that the "at school" student activity insurance available through schools does not cover overnight field trips. Parents should have "24 hour" or "around-the-clock" insurance coverage available through the schools or their own agent to insure proper coverage on overnight trips.

The School District recognizes its responsibility for its negligent acts subject to the limits of Section 768.28 Florida Statutes. The undersigned understands and accepts the risks associated with a trip of this nature and assumes all responsibility for the liabilities due to the undersigned child's behavior or conduct.

Signature of Parent/Guardian Date _____

Printed Name of Parent/Guardian Date _____

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Media Release Form

Student's Name _____

Due to the nature of the art your child will be studying, they will be required to view and analyze different types of films and documentaries. During the course of the year, it is possible they will watch a movie that has a rating of R. By signing below, you give your child permission to watch R rated movies. These movies will be shown to the students for educational purposes only. If you decide that this is something that you do not want your child to participate in, please sign on the appropriate line.

I **do** give my child permission to watch rated R movies in class.

Signature: _____ Date _____

I **do not** give my child permission to watch rated R movies in class.

Signature: _____ Date _____

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2005-2006 Student/Parent Contract

I have read The G-Star School of the Arts for Motion Pictures and Television Student Handbook. I will conduct myself in a manner that is conducive to learning and will adhere to the guidelines and codes that are expected to be followed. I understand that my enrollment with The G-Star School can be terminated, and I would have to return to my home high school if the school policies are not followed. Any and all discipline referrals will be forwarded to my home high school and will become part of my permanent high school record.

Name of Student _____ Date _____

Signature of Student _____

Name of Parent/Guardian _____

Signature of Parent/Guardian _____

Home Phone _____ Cell Phone _____

Work Phone _____ E-mail address _____

Graduation Requirements

Graduation Requirements for a Standard Diploma

1. Students enrolled in the ninth grade in the 1999-2000 school year and thereafter, who will receive a standard diploma, must achieve a passing score in the Florida Comprehensive Assessment Test (FCAT) administered in Grade 10, or subsequently thereafter. Students must also satisfy student performance standards for each course in grades 9-12 for which credit toward graduation is awarded. Students enrolled in grade 10 in the 1999-2000 school year, who have been continuously enrolled in high school, may meet graduation requirement by passing either the HSCT or the FCAT.

FCAT Waiver for ESE Students

For ESE students graduating in 2003 and thereafter, a waiver is provided from the FCAT graduation requirement under the following conditions:

- The students are high school seniors with Individual Education Plans (IEPs)
- The students have taken the FCAT at least once in 10th grade and once in 11th grade, but have not attained a passing score.
- The IEP team determines that the FCAT cannot accurately measure the students' abilities, taking into consideration allowable accommodations.
- The students have met the requirements for a regular diploma listed below.

2. Students entering grade nine in the 2000-2001 school year (class of 2004) and thereafter must earn a grade point average (GPA) of 2.0 on a 4.0 scale for all credits attempted except for those replaced according to the forgiveness policy.

Students who entered grade nine from 1996-1997 school year (class of 2000) through the 1999-2000 (class of 2003) must earn a grade point average (GPA) of 2.0 on a 4.0 scale for the 24 credits required to meet graduation requirements.

For all students who entered grade nine prior to the 1996-1997 school year, Florida Statute 1003.43 provides the following two options for meeting the required minimum GPA for graduation.

Option 1: The student must have a GPA of 1.5 on a 4.0 scale or its equivalent in the 24 credits required for graduation **and** earn a GPA of 2.0 on a 4.0 scale for credits taken after July 1, 1997, that apply to the 24 credits required for high school graduation; **OR**

Option 2: The student must have a 1.5 on a 4.0 scale or its equivalent in the 24 credits required for graduation and an overall cumulative GPA of 2.0 or above on a 4.0 scale for all courses taken except in those courses to which a forgiveness policy has been applied.

3. Required credits:

Option A – Twenty-four (24) credits earned in grades 9-12.

- **English** – 4 credits (English I, II, III, and IV)

- **Mathematics** – 3 credits – Effective for students entering the ninth grade in the 1997-1998 school year and thereafter, one of the three mathematics credits required for graduation must be in Algebra I or a series of courses equivalent to Algebra I, **OR** a higher level mathematics course. Effective for students entering the ninth grade in the 1998-1999 school year and thereafter, the 3 required mathematics credits must be earned in grades 9-12. However, students who score a minimum of 550 on the mathematics portion of the Scholastic Assessment Test (SAT I) or a minimum of 24 on the mathematics portion of the American College Test (ACT) may be exempt from the requirement that the 3 credits be earned in grades 9-12 and may use high school credits earned at the middle school toward the three-credit graduation requirement. High school courses taken at the middle school and the grades earned in those courses will remain as part of the student's academic record.

- **Science** – 3 credits (1 credit in biology, NOT marine biology, 1 credit in a physical science, and 1 credit in another science). All courses will include a laboratory component.

- **Social Studies** – 3 credits (½ credit in American government, 1 credit in world history, 1 credit in American history, ½ credit in economics).

- **Physical Education** – 1 credit-(½credit must be a personal fitness). Certified participation in one full session of interscholastic sports in grades 9-12 may be used to satisfy the personal fitness graduation requirement, but will earn no credit. The student who satisfies the personal fitness requirement through participation in an interscholastic sport must earn an additional ½ elective credit in physical education. **Effective for students entering the ninth grade in the 1999-2000 school year and thereafter:** (1) The school may not require that the one-credit physical education requirement be taken during the freshman year; and, (2) participation in two full seasons of interscholastic sports at the junior varsity or varsity level may be used to satisfy the one credit physical education requirement if the student makes a **C or better** on a competency test for personal fitness [Florida Statute 1003.43]. No credit will be earned when satisfying the physical education requirement through interscholastic sports participation.

Completion of one semester with a grade of C or better in a marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular activity or in a Reserve Officer Training Corp (ROTC) class of which a significant component is drills will satisfy a one-half credit requirement in physical education. This one-half credit may not be used to satisfy the personal fitness requirement or the adaptive physical education requirement under an IEP or 504 Plan.

- **Life Management Skills** – ½ Credit

Upon completion of the Air Force JROTC Leadership Education I and II (1801300 and 1801310), students may substitute one JROTC credit for 0.5 credit of Health I Life Management Skills (0800300) to satisfy the Life Management Skills requirement for graduation.

- **Practical and Performing Arts** – 1 credit in performing fine arts, OR 1 credit in practical arts, **OR** ½ credit each in performing and practical arts. The practical arts graduation requirement may be fulfilled by any secondary or eligible postsecondary course in the Vocational Section of the Course Code

Directory, or, by substituting one of the basic Computer Education courses or Journalism (1006300) on a curriculum equivalency basis.

4. **Elective Credits** – 8½ elective credits.

Option B- Eighteen (18) credits

Completion of a 3-year standard college preparatory program requiring successful completion of a minimum of 18 academic credits earned in grades 9-12. The 18 credits shall be primary requirements and shall be distributed as follows:

- **English** – 4 credits (English I, II, III, and IV)
- **Mathematics**- 3 credits at the Algebra I level or higher from the list of courses that qualify for state university admission.
- **Science** – 3 credits (1 credit in biology, NOT marine biology, 1 credit in a physical science and 1 credit in another science). Two courses must include a laboratory component.
- **Social Studies** – 3 credits (½ credit in American government, 1 credit in world history, 1 credit in American history, ½ credit in economics)
- **Foreign Language** – 2 credits in the same second language unless the student is a native speaker and can demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses.
- **Elective Credits** – 3 elective credits in the courses required for admission for the state university system.

Option C – Completion of a 3-year career preparatory program requiring successful completion of a minimum of 18 academic credits in grades 9 through 12. The 18 credits shall be primary requirements and shall be distributed as follows:

- **English** – 4 Credits (English I, II, III, and IV)
- **Mathematics** – 3 Credits (one of which must be Algebra I)
- **Science**- 3 Credits (1 credit in biology, NOT marine biology, 1 credit in a physical science and 1 credit in another science). Two courses must include a laboratory component.
- **Social Studies** – 3 credits (½ credit in American government, 1 credit in world history, 1 credit in American history, ½ credit in economics)
- **Foreign Language** – 2 credits in the same second language unless the student is a native speaker and can demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses or career preparatory courses.
- **Elective Credits** – 3 elective credits in career preparatory courses.

Early Graduation for 24 Credit Options

Students who complete the requirements for graduation before the semester of graduation for their cohort class may elect to:

- Graduate at the end of the semester in which the requirements have been completed, **OR**
- Continue enrollment as full-time students in the School District of Palm Beach County. The grades earned by these students will become a part of the students' permanent record and calculated in the students' GPA/HPA.

Such students must submit a request to graduate or continue enrollment to the principal prior to the beginning of the school year in which the student will complete the requirements for graduation. The students may continue as students in the school district until the end of the regular school year in which their cohort class graduates. The principal may deny continued enrollment for a student who has met graduation requirements. Early graduation students may participate in the end-of-year graduation ceremonies.

COURSE MODIFICATIONS

LEP Students

LEP students will be enrolled in English through ESOL I, II, III, and IV or English I, II, III, and IV to guarantee the necessary credits needed for graduation. Any exceptions must be documented through an LEP committee meeting.

Student with Disabilities

504 Students – The Child Study Team (CST) or 504 Team (multidisciplinary team) must meet and determine if a **documented** disability **substantially limits** the individual student's ability to care for one's self at school (i.e., walk, see, hear, speak, breathe, or learn in the school environment). The team will consider a variety of sources such as: medical information, behavioral observations, checklists, classroom tests, teacher recommendations/reports, current grades, academic history, standardized-test reports or other reports

Any deviation and/or exemptions to the general-education content requirements would be the decision of the CST/504 team (with parent(s)/guardian(s) notification) and would be addressed on the Section 504 Modification Plan. Thus, the individual student's Section 504 Plan would document the modification to the general-education content requirements needed for the student to ensure an equal opportunity to master the general-education content requirements.

ESE Students

An ESE student is awarded credit toward a standard diploma under the following conditions:

- takes and passes a course with regular students that is modified to accommodate the student's exceptionality, **OR**
- takes an ESE course that is equivalent in content level or student performance level and the school district indicates that the course is a modification of a course which applicable for a regular diploma, **AND/OR**
- takes an ESE course as an elective.

The district approves modifications to general education courses, vocational courses, ESE courses and programs of study, as necessary, to ensure students with disabilities the opportunity to meet graduation requirements for a regular diploma. Modifications to general education courses shall not include modifications to the curriculum descriptions/frameworks or student performance standards. When modifying vocational courses, the particular outcomes and student performance standards that a student must master to earn credit must be specified on the student's IEP.

Course modifications may include any or all of the following:

- alternate instructional materials
- instructional methods

- test administration procedures
- class section assignment
- special communication systems

Students who earn at least 24 credits and complete the Internal Baccalaureate (IB) diploma curriculum requirements will satisfy district and state course requirements for graduation. To fulfill Florida Statute 1003.43 requirements for the IB diploma curriculum, students must complete required coursework and internal and external assessment requirements for the IB diploma including satisfactory completion of the Extended Essay, Theory of Knowledge (TOK) course and Creativity, Action, Service (CAS) activities.

Students are required to satisfy the graduation requirements in effect at the time the student first enters the ninth grade regardless of the date the student graduates, unless the requirements change for the entire class, or unless requirements are changed for all students by Florida Statute, or unless the student is scheduled to graduate more than two years after the student's original class.

Credit may not be granted toward high school graduation for the following [Florida Statute: 1003.43]:

- more than a total of nine elective credits in remedial/compensatory programs.
- more than one credit in exploratory vocational courses.
- more than three credits in practical arts, family and consumer science (home economics) courses.
- any Level I course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case, a written assessment of the need must be included in the student's Individual Education Plan or Academic Improvement Plan, signed by the principal, the guidance counselor, and the parent(s)/guardian(s) of the student, or the student if the student is 18 years of age or older.

Graduation Requirements for a Special Diploma

The document *Florida Course Descriptions, Exceptional Student Education, 1999 Revisions* contains a listing and description of course options available along with suggested course performance objectives and credit requirements.

In addition to credit requirements, candidates for the Special Diploma Option 1 who are graduating prior to the year 2003 may demonstrate mastery of the eleventh grade state student performance standards through successful completion of courses in which these standards are embedded.

Students entering high school in the year 1999-2000 and thereafter must demonstrate mastery of the Sunshine State Standards for Special Diploma at level (independent, supported, or participatory) to be determined, and reviewed, at least annually, through the Transition IEP process. The form titled Expected Levels of Functioning Sunshine State Standards for Special Diploma shall be used to document a student's expected level of functioning on each of the standards. This form shall be kept with the IEP document.

As all ESE courses are repeatable or multi-credit, the particular course requirements and course performance objectives that a student must master to earn each credit must be specified on an individual basis for each student.

Targeted course requirements and objectives and a record of individual student mastery must be documented in one of two ways: (1) use of the CD-ROM ESE Instruction Manager, or (2) a school/teacher developed student course achievement record.

Special Diploma Option 1

The following credit requirements are effective for students entering grade 9 prior to the 2000-2001 school year:

* Required Subjects

English.....	4 credits**
Mathematics.....	4 credits**
Social Studies.....	3 credits***
Science.....	3 credits ***
Physical Education.....	1 credit
Electives.....	9 credits

* Course credit requirements for moderately and severely/profoundly disabled students shall be based upon coursework appropriate for these disabilities and/or specifically identified Individual Education Plan (IEP) objectives. This includes requirements both for number of credits and subjects taken.

** Appropriate vocational courses may be substituted for two English and/or mathematics credits as indicated by the student's IEP.

*** Appropriate vocational courses may be substituted for three science and/or social studies credits as indicated by the student's IEP.

The credit requirements listed below are effective for students entering grade 9 during the 2000-2001-school year and thereafter.

Required credits for students identified as mildly disabled such as: educable mentally handicapped, hearing impaired, specific learning disabled, emotionally handicapped, physically impaired, or language impaired:

Reading.....	2 credits
English.....	2 credits
Mathematics.....	3 credits
Social Studies.....	2 credits
Career Preparation.....	1 credit
Life Management and Transition.....	1 credit
Science.....	2 credits
Physical Education.....	1 credit

Electives.....10 credits

*NOTE – Intensive Reading (1000410) may substitute for Reading 9-12 (7910400) credits.

Career Preparation and Life Management and Transition courses must be successfully completed prior to taking the Career Placement course.

Additional vocational courses may be substituted for one science and/or one social studies credit as indicated on the student’s IEP. Required credits for students identified as moderately or severely/profoundly disabled such as trainable mentally handicapped, profoundly mentally handicapped, dual sensory impaired, autistic, severely emotionally disturbed.*

Academic and/or Supported Area Level Courses.....13 credits
Life Management and Transition or
Preparation for Post School Adult Living.....1 credit
Physical Education.....1 credit
Electives.....9 credits

For severely or profoundly disabled students, an IEP team can recommend one credit of Leisure and Recreation Skills (7962030) as a substitute for full-year Physical Education.

*Students with these identified disabilities may earn a special diploma under Option 1 through either set of course credit requirements as indicated by the student’s IEP. Additionally, students classified as profoundly mentally handicapped may qualify for a special diploma by obtaining 24 appropriate Participatory Area Level 9-12 course credits as indicated by the IEP.

**Appropriate vocational courses may be substituted for five courses under the Academic and/or Supported Level course requirements as indicated by the student’s IEP.

A cumulative GPA must be earned for all credits applied toward graduation.

Special Diploma Option2

The student must:

1. Be properly classified, in accordance with State Board Rules, as educable mentally handicapped, hearing impaired, specific-learning disabled, trainable-mentally handicapped, emotionally handicapped, physically impaired, language impaired, or profoundly handicapped (severely emotionally disturbed, autistic, profoundly mentally handicapped or dual sensory impaired).
2. Be at least 16 years if age.
3. Be successfully employed in the community for a minimum of one semester, at or above minimum wage.
4. Achieve all employment and community competencies as specified on the transition IEP.
5. Demonstrate 100% mastery of exit competencies as indicated on the student’s signed Graduation Plan Form.
6. Have completed a minimum of one semester in a high school level program; and

7. Have successfully completed a high school job preparatory course (such as: ESE Career Preparation, ESE Job Preparatory Education, ESE Career Experiences, etc.), or have demonstrated mastery of pre-employment competencies prior to employment

Specific policies and procedures for implementing the requirements for the Special Diploma utilizing Option 2 are contained in the Graduation Option Two Implementation Manual and are hereby incorporated by reference and made part of the requirements.

Nothing contained in this document shall be construed to limit or restrict the right of a student with a disability solely to the Special Diploma. The parents of each student eligible for the Special Diploma shall be notified through the IEP process of the diploma options available (State Board Rule 6-1.0996).

The IEP committee determines movement between the Special Diploma Option 1 and Option 2. Application credits earned under Option 2 will be transferred toward Option 1. All other course credit requirements for Option 1 must be met. Students who have not received a Standard Diploma may continue to receive a Free Appropriate Public Education (FAPE) until their 22nd birthday.

GRADUATION REQUIREMENTS FOR TRANSFER STUDENTS

Students entering high school from another district, state, or country is required to satisfy the graduation requirements common to the grade level entered (i.e., a student transferring into grade 9 or 10 must fulfill the graduation requirements of that class.)

Students transferring into grade 11 and 12 must take a full schedule of courses to comply as closely as possible with the graduation requirements of the class. Grade 11 and 12 students will be assigned full class loads each year and will take as many of the required courses as possible. Unless prescribed by their Academic Improvement Plan, no students should be required to take two concurrently required courses in the same discipline.

LEP students who enter the district with incomplete records shall be placed in the English or English through ESOL class appropriate for their grade level. Upon passing the English or English through ESOL class in which they are enrolled, LEP students with incomplete transfer records will be awarded credit(s) for all English or English through ESOL courses that are sequentially lower than the course they have successfully completed.

If a student completes all courses and would be eligible for a high school diploma in the previous state, district or country, the student is eligible to receive a diploma from the school attended in the School District of Palm Beach County. However, the student must take and pass the required state assessments test. Arrangements may be made through the Department, or Research, Evaluation and Accountability for diploma-eligible grade 12 students who transfer to the district after the final administration of the required state assessment test to take the test in order to graduate in June.

Transfer students may satisfy the graduation requirement of a 2.0 grade point average (GPA) by maintaining a 2.0 GPA for all courses taken in the School District of Palm Beach County to meet graduation requirements.

GRADE POINT AVERAGE (GPA) REQUIREMENTS

GPA is defined as the numerical average represented by the point value of the letter grades earned divided by the number of courses. The point value is based on a standard scale of 4.0 with no weighting factor for different levels of difficulty. The scale is based on a 4.0 (A), 3.0(B), 2.0(C), 1.0 (D) and 0 for any other grade.

There are three instances that require a specific grade point average:

1. Graduation requires a cumulative grade point average (GPA) of 2.0 on a 4.0 scale for the 24 credits required for graduation. For students who entered the ninth grade in the 2000-2001 school year and thereafter, any course not replaced according the Forgiveness Rule shall be included in the calculation of the cumulative grade point average required for graduation [F.S 1003.43 (5) (e) (1)].
2. Promotion to grades 11 and 12 requires a cumulative GPA of 2.0 on a 4.0 scale for all of the 24 credits required for graduation.
3. Promotion to grade 10 requires a cumulative GPA of 2.0 on all credits earned except for those replaced through the district forgiveness policy.

Athletic Eligibility

To be eligible to participate in interscholastic extracurricular student activities, students entering the ninth grade during the 1997-1998-school year and thereafter must maintain a cumulative GPA of 2.0 or above [FL Statute 232.425].

A student who is eligible at the beginning of a semester shall be eligible during the remainder of the semester, except for lack of attendance, improper conduct or other valid reasons which may cause the principal to declare the student ineligible before the end of the semester (School Board Policy 5.60).

Extracurricular Activities for Home Education Students

Registered home education students are eligible to participate in extracurricular activities at the public high school to which they would have been assigned by the district. In order to participate, the home education student must meet the same eligibility requirements of the special activity as established for all regularly attending students.

Course Descriptions

ACTING

The purpose this course is to enable students to develop fundamental acting skills and integrate them into individual and ensemble theatrical performance.

MATH

Algebra I: The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems.

Geometry: The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical problems.

Algebra II: The purpose of this course is to continue the study of algebra and to provide the foundation for applying algebraic skills to other mathematical and scientific fields.

Pre-calculus: The purpose of this course is to enable students to develop concepts and skills in advanced algebra, analytic geometry, and trigonometry.

LANGUAGE ARTS

The purpose of these courses is to enable students to develop fundamental reading and writing skills, and strategies to ensure successful literacy experiences. The Language Arts sources provide integration of educational experiences in the Language Arts strands of reading, writing, listening, viewing, speaking, language, and literature.

SCIENCE

Earth Science: The purpose of this course is to develop and apply concepts basic to the Earth, its materials, processes, history, and environment in space.

Biology: The purpose of this course is to provide exploratory experiences, laboratory, and real life applications in the biological sciences.

SOCIAL STUDIES

World History: The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings.

American History: The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the Post-Reconstruction Period. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings.

FOREIGN LANGUAGES (FRENCH/SPANISH)

The purpose of these classes is to enable students to begin to acquire proficiency in French and Spanish through a linguistic, communicative, and cultural approach to language usage. Emphasis is placed on the development of listening, speaking, reading, writing skills, and on acquisition of basic applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the courses.