Baldwin High School Information Packet

BALDWIN SCHOOLS

2025-2026

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AN OVERVIEW

Baldwin High School, part of the Baldwin Union Free School District, is one of the largest high schools in Nassau County with approximately 1500 students and 160 faculty members. The educational program is comprised of 12 subject departments. The district is under the leadership of a Board of Education, Superintendent of Schools, Assistant Superintendents and other central office personnel.

Who's Who at Baldwin High School?

Dr. Neil Testa **Principal**	**Mr. Richaud Bland** **Dean**	**Mr. Drew Cronin** **Director of Health, Physical Ed & Athletics**	**Ms. Jamie Abbi-Handler** **Secondary Supervisor for Mathematics**
Ms. Jessica Rivera **Assistant Principal**	**Ms. Luz McCaw** **Dean**	**Mr. Andre Poprilo** **Director of Fine & Performing Arts**	**Ms. Susan Ferrigno** **Secondary Supervisor for Science**
Mr. Stephen Saravia **Assistant Principal**	**Mr. Craig Tupot** **Dean**	**Dr. Jimmy Kalamaras** **Director of Foreign Language /ENL**	**Mr. Michael Butler** **Secondary Supervisor for Social Studies**
	Mr. Jason White **Dean**	**Dr. Gabriella Franza** **Assistant Director of Instruction**	**Dr. Carol McGill** **Secondary Supervisor for English**
			Mr. Craig Hanan **Secondary Supervisor for Special Education**

Team Baldwin is made up of administrators, supervisors, teachers, counselors, deans, psychologists, social workers, nurses, secretaries, custodial staff, school aides, monitors, security guards, technicians, and cafeteria staff. Each member of our team is focused on ensuring that every member of our learning community has everything they need to be their best self. Our school is a great place because everyone works together to support our greatest asset, our students.

Baldwin High School's STUDENT EXPECTATIONS

Every member of our learning community commits to the following expectations. As students, we are:

- present and punctual.
- responsible for our academic success.
- dedicated to treating everyone with respect.
- conscious of our surroundings;
- Not using any personal, internet enabled devices and cell phones while in school
- mindful of wearing our student ID's at all times.
- respectful of ourselves by dressing, speaking, and always behaving appropriately.
- committed to the safety of the building by following the Code of Conduct.

Violations of our community norms will not be tolerated and will be met with sanctions outlined in the Baldwin High School Code of Conduct.

STUDENT DRESS CODE

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. A student's dress, grooming, and appearance, including hair style/color, jewelry, make-up and nails, shall:

1. Be unlikely to injure people or damage property, appropriate according to this code, and not substantially disrupt or materially interfere with the educational process.

2. Recognize that extremely brief garments and see-through garments are not appropriate.

3. Ensure that underwear and midriffs are completely covered by outer clothing.

4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.

5. Not cover the student's face to the extent the student is not identifiable except for a medical or religious purpose. (Parental or doctor's notes required.)

6. Not wear hats, bandannas, or other head coverings in school unless otherwise permitted for a school activity or for a medical or religious purpose.

7. Not include items that are vulgar, obscene, discriminatory, libelous or denigrate others based on a person's actual or perceived race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, religion, religious practice, national origin, ethnic group, gender (including gender identity and expression), sex, sexual orientation, or disability.

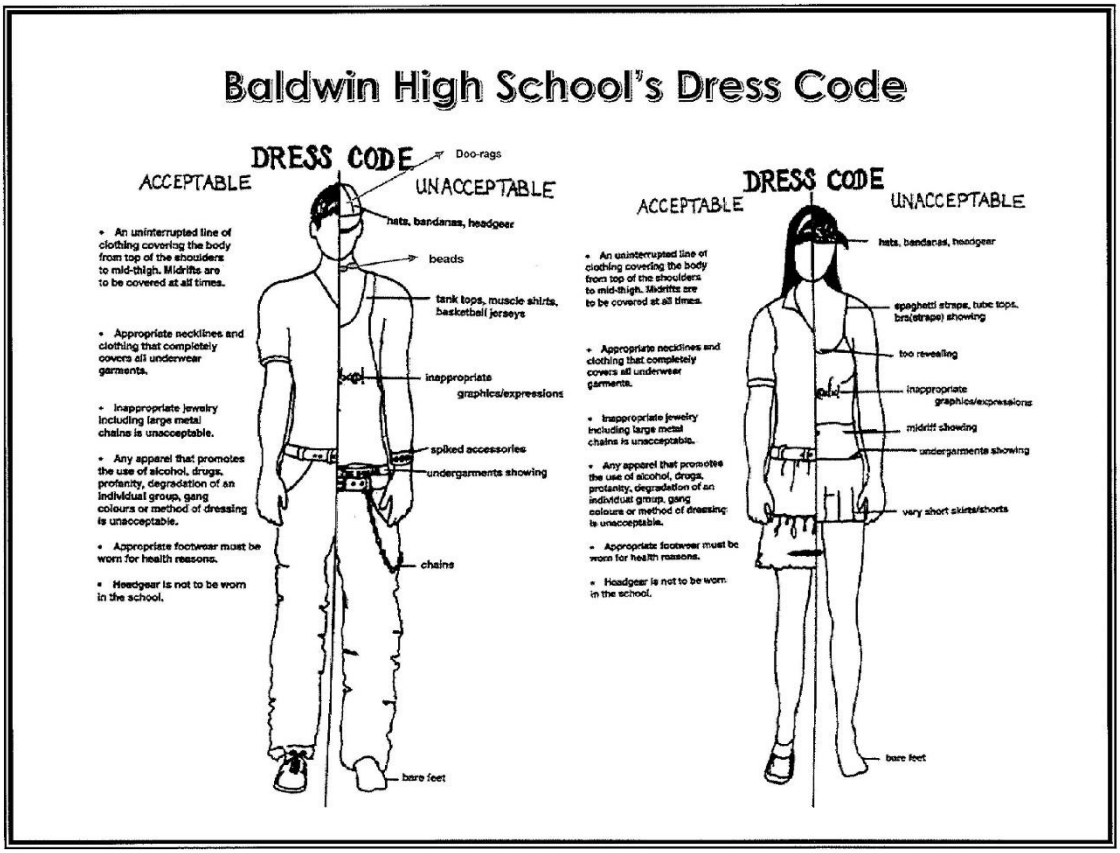
8. Not promote and/or endorse the use of alcohol, tobacco, or illegal drugs and/or encourage other illegal or violent activities.

9. Not include headphones or earpieces or other electronic devices at any time while on school property, except for instructional purposes and in designated areas as directed by the teacher or administrator.

10. Not include items of clothing that advocate a prohibitive group identification or affiliation.

11. Not include sunglasses unless a medical necessity.

Any student who repeatedly fails to comply with the dress code will be subject to further discipline, up to and including out of school suspension if after restorative justice principles have been implemented the student continues to refuse to cooperate.



EXTRACURRICULAR ACTIVITIES AND SPORTS

- Our school prides itself on having a comprehensive and varied extra-curricular program.
- All students are encouraged to get involved in some of these activities.
- BHS has one of the finest interscholastic sports programs in the state. You must have a sports physical if you want to try out for a team. All student athletes must be registered on *Final Forms* (https://baldwin-ny.finalforms.com/) to tryout and participate on a sports team.
- In addition to interscholastic sports, our school also offers a comprehensive intramural sports program, performing arts program and an array of co-curricular activities.
- In addition to the regularly scheduled music performing groups, there are also several satellite ensembles that are offered on an extracurricular basis.
- There are PA announcements every morning and bulletin boards located throughout the school (including Cafeteria A) are reserved for student news and school events.

STUDENT ACTIVITIES

SCHOOL SPIRIT

School spirit does make a difference! Loyalty, scholarship, courtesy, pride and sportsmanship are just a few of the factors that help to promote a healthy school attitude and atmosphere. It is the responsibility of each student to uphold and promote these ideals. Students, teachers, and administrators are expected to work together toward creating and maintaining an environment that is conducive to quality education. This is *our* building, *our* community, and *our* responsibility. Let's make it work.

EXTRACURRICULAR CLUBS AND ACTIVITIES

Our extracurricular clubs and activities program is designed to link the classroom's curriculum learning with practical experience and expression outside of the classroom. Your school experience will be enriched by participation in the activities program. JOIN NOW! Get involved from the beginning of the school year. A list of these activities is available in Guidance, DOSO and the Main Office. Daily announcements will also be made regarding meetings and activities.

*The following is a list of activities that **may** be available for 2025-2026 school year:*

ACADEMONS

A competitive academic team composed of highly motived students. Students compete against different schools by answering questions from all different subject areas.

ART FOR CHARITY

Art for Charity is a creative space for Art Making. This club encourages sharing, learning and inspiring each other to grow as artists. Promoting the visual arts through practice, community and creative fundraising is this club's objective. On Club days we have an open choice art room where students can work with traditional art materials or digitally in our adjoining computer lab.

ATHLETES HELPING ATHLETES

Athletes Helping Athletes is an athletic department sponsored mentoring program. Senior High School athletes make connections with elementary/middle school students, student-athletes, and the Baldwin community in a spirit of friendship for their mutual benefit and inspiration.

BRUINS YEARBOOK

A group dedicated to the publication of the annual yearbook. Students capture important events and memorable moments from the school year. Students work in three basic areas to create the annual yearbook: photography/reporting, literary and design. The Bruins Yearbook has leadership positions with varying responsibilities.

CHESS CLUB

A group of students dedicated to mastering the game of chess. Students learn and explore different strategies towards mastering every game of chess.

CLASS OF 2026

Participate in various activities for the school year: Senior Banquet, Senior Trip and prom. Also participate in various fundraisers: lawn signs, T-Shirts and Pancake Breakfast.

COLORS FOR COATS

This club spreads awareness on health disparities and how it affects the community.

DECA

DECA inspires and prepares students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences. DECA is a part of the Business Academy.

FUTURE TEACHERS OF AMERICA CLUB (FTA)
FTA will give our students an opportunity to come together and support their interests in becoming future educators. The club will create opportunities to support the students in ways that are not possible during instructional time and support a new generation of educators. Members would partner with Molloy and Hofstra's education clubs to participate in college level events. Students would work with organizations such as The Hangout and The Star Club who focus on supporting students with disabilities. Students who are interested in a profession in education will participate in workshops that teach them how to apply for scholarships.

GENDERS AND SEXUALITIES ALLIANCE
A group of students that meet to discuss different topics within the LGBTQ+ community. Allies or supporters of the community are welcome!

GOLDEN WAVE
The *Golden Wave* is the Baldwin High School newspaper, which provides a platform for students to share their ideas and views about the school community. The staff of writers, editors, photographers, and layout designers gain experience in journalism and develop strong communication skills. Club members build peer-to-peer relationships, shape perspectives, challenge biases, and work collaboratively.

KEY CLUB
Key Club is an international, student-led organization that provides its members with opportunities to provide service, build character and develop leadership. Key Club's core values are leadership, character building, caring, and inclusiveness. Key Club aims to cooperate with school principals and teachers to provide high school students with an invaluable experience in living and working together and to prepare them for useful citizenship. Our members develop initiative and leadership skills by serving their schools and communities.

MAKE-A-WISH
The Make-A-Wish Club is an opportunity for students in grades 9-12 to help make wishes comes true for students facing life-threatening medical conditions in the Northeast region. This club promotes community, kindness, and goodwill, and most importantly, students learn how they can make a difference for children and their families. During our meeting we discuss the positive contributions of the Make-a-Wish Foundation and discuss fundraising ideas to allow the Make-A-Wish Foundation to continue to make wishes come true for hundreds of thousands of children.

MATHLETES
Mathletes is an extra-curricular activity offered to students in grades 9-12, allowing them the opportunity to engage in mathematical problem solving in a competitive environment. Baldwin High School Students typically compete in 5 after school offsite mathematical competitions and one onsite mathematical afterschool competition. Students can compete as individuals and/or as a team. When students are not competing, there are regular meetings for students to discuss competition strategies, reflect on past competitions, and discuss strategies.

MERCY MEDICAL EXPLORERS
A health career club that explores various positions in the medical field through presentations by medical professionals.

MOCK TRIAL
The Mock Trial team prepares for competitions that are similar to formal trial procedures. The competitions are modified for the use in the Mock Trial setting. Team members focus and practice case study to create various roles, developing team strategy, and learn trial procedures. Students that participate on the Mock Trial Team enhance their public speaking skills, persuasive writing, active listening, critical reasoning, and teamwork. Students on the Mock Trial Team learn the rule of law, rules of

evidence, proper courtroom decorum, legal terminology, and civic responsibility. The Mock Trial team works with an attorney mentor and school advisors.

NATIONAL HONOR SOCIETY
National Honor Society (NHS) is a nationwide organization for high school students in the United States. Students must be selected to join National Honor Society. Selection is based on scholarship, leadership, service, and character. There is a rigorous application process. The National Honor Society provides service to the community and school.

PHOENIX MAGAZINE
Phoenix Magazine is a publication of student literary and artistic expression. Phoenix club creates, formats, and publishes the Baldwin High School Art & Literary magazine. Members help with the layout, editing and formatting of the magazine. They also contribute to art and writing. Students do not have to be a member to submit. Students can submit stories, poems, quotes, lyrics, drawings, paintings, digital art, cartoons and photographs. The magazine is published two times a school year with Fall and Spring Editions.

PHOTOGRAPHY CLUB
Students focus on mastering the art of photography. Students learn about all aspects of photography and meet regularly to refine their photography skills. Students learn about the various fundamental elements of photography. Students will learn how to edit photos on computer software.

POETRY CLUB
Students will read and write poetry and participate in different types of writing exercises along with providing feedback to each other.

ROBOTICS CLUB
A competitive all-encompassing engineering design club composed of highly motived students. Robotics integrates computer science and engineering. Robotics involves design, construction, operation, and use of robots. The robotics club meets to prepare for competitions.

STUDENTS AGAINST DESTRUCTIVE DECISIONS (SADD)
SADD creates an inclusive environment for all students. Students participate in different activities and exercises in resiliency, leadership, and advocacy skills. The skills students acquire skills to help them to make positive life decisions that will carry them throughout life.

SCIENCE OLYMPIAD
A competitive science team composed of highly motived students. The Science Olympiad Team meets to prepare Science Technology Engineering, and Math competitions. Students compete against different schools throughout the school year.

S.T.A.R. CLUB
STAR Club stands for Students That Are Rising. It is offered to all students in the Life Skills program, allowing them the opportunity to participate in a variety of activities with other clubs in the building. The STAR Club meets monthly, and members complete an activity which is determined by other clubs or school organizations that the STAR Club is working with that month. STAR Club gives students in the Life Skills program the opportunity to make connections with students in other organizations in the building and participate in a variety of activities that the school offers.

STEP CLUB
A rhythmic performance team centered around footwork composed of students from all high school grades. The Step Team performs at various school functions and competes in Step Team competitions. Performances include seasonal performances, pep rally, sporting events, school sponsored programs, and extra-curricular programs such as the talent show and Winter Wonderland.

INTERSCHOLASTIC PROGRAM

BHS's Interscholastic Program provides students who excel in physical education the opportunity to enhance their natural abilities and compete against highly skilled student-athletes from other high schools. Teams are formed through selective tryouts that are open to all students currently enrolled in the high school. The teams that follow exist in accordance with Section VIII of the NYS Public High School Athletic Association:

FALL SPORTS	WINTER SPORTS
Varsity & JV Football	Boys Varsity & JV Basketball
Boys Varsity & JV Soccer	Girls Varsity & JV Basketball
Girls Varsity & JV Soccer	Varsity & JV Wrestling
Girls Tennis	Boys & Girls Indoor Track
Varsity & JV Field Hockey	Competitive Cheer
Girls Varsity & JV Volleyball	Boys & Girls Bowling
Co-Ed Cross Country Track	Co-Ed Marksmanship
SPRING SPORTS	
Varsity & JV Baseball	Boys & Girls Track and Field
Varsity & JV Softball	Boys Tennis
Boys Varsity & JV Lacrosse	Badminton
Girls Varsity & JV Lacrosse	

If you have any questions about athletics, call Mr. Cronin in the Athletic Director's Office.

STUDENT SERVICES

- **School Counselors assist students with course selection and college and/or career plans.** In addition, they are here to help students adjust to high school and they can provide assistance with personal problems.

  Our School Counselors: Ms. Erin Beirne, Ms. Virginia Coles, Mr. Timothy Clancy, Ms. Vanessa Gonzalez, Ms. Kristen Parisi, Ms. Stephanie Pina and Ms. Meghan Schlosser.

- Our **Deans** oversee discipline, attendance, cutting and lateness and Academic Eligibility. They can also help you if you have a problem.
  Our Deans: Mr. Bland, Ms. McCaw, Mr. Tupot, and Mr. White.

- Psychologists and Social Workers perform various functions ranging from special testing to helping teenagers with serious personal problems. Don't hesitate to take advantage of the services they can provide if you need them.
  Our Psychologists: Dr. Betyne Farrell, Ms. Meghan Kargman, Mr. Matthew Quiroz, and Dr. Scott Schnee.
  Our Social Workers: Ms. Peggy Curnutt and Ms. Amy Slif
- Responsibilities of our school **Nurses** include checking on immunizations to handling first aid emergencies. If you do not feel well in school, get a pass from your subject teacher and report immediately to the Health Office.
  Our Nurses: Ms. Michelle Nimchan-Alexander and Ms. Sherrylyn Waldron.

- In addition to classroom responsibilities, all **Teachers** offer extra help and have extra help hours posted in their classrooms.

- Our Attendance Coordinators, Ms. Plotke (Grades 10 & 12) and Mr. Kappel (Grades 9 & 11), will monitor daily attendance and issue consequences for cuts and tardiness.

- There is also a student tutoring program organized and led by members of the National Honor Society. Further information can be obtained from the Honor Society Advisors.

- Questions concerning summer school may be directed to school counselors.

- Students are asked to make appointments with student service personnel during **"off"** periods only.

RULES AND REGULATIONS

- **All students must wear their school identification with their photograph around their neck. Please ensure it is always visible. If your ID card is lost, a replacement fee of $5.00 will be charged.**

- All students are required to scan-in to enter the building, including on arrival and each time they re-enter from lunch and/or a free period. Scanning is also required when arriving to each class, learning Collaboratory, cafeteria, bathrooms, and other designated areas in the school as instructed.

- **The use of personal internet-enabled devices by students during the school day anywhere on school grounds is prohibited**, unless such use is included in a student's IEP or 504 plan. Students are required to secure their personal device in their issued storage pouch and demonstrate that it is secured prior to entering the building. Failure to adhere to this will result in disciplinary action and confiscation of the personal device. Parents/persons in parental relation to students shall be permitted to contact students during the school day by calling the main office.

- Attendance is one of the most important factors contributing to student outcomes. As such, students are expected to attend school daily.
- If a student is absent, a parent/guardian should contact the attendance office the morning of the absence.

- Students absent must also submit a note to the Attendance Office within five days of their return to school. Notes must include the date(s) and reason for the absence and must be signed by a parent/guardian. **Notes submitted beyond the five-day limit will be treated as a cut for eligibility purposes.** The Attendance Office is on the 2nd floor of Building 7.

- Students who become ill during the day must check in with the classroom teacher and request a pass to the Health Office.

- Any student leaving the campus during scheduled classes for health-related reasons must first report to the Health Office for parental and office approval. Failure to do so will result in a cut/illegal absence.

- Except for Epi-Pens, insulin, glucagon (and associated diabetes testing supplies), and rescue inhalers, medications (prescribed and over the counter) are not permitted to be self-carried. For Epi-Pens, insulin, glucagon and rescue inhalers, a completed medication form (for self-carry or otherwise) must be completed by a licensed physician and submitted to the Health office for review. All other prescribed medications directed to take during the school day must have a completed medication form submitted to the Health office. In those cases, the medication must: 1) be delivered to the nurse in the prescription bottle or original packaging; 2) remain in the Health Office and 3) be administered under the supervision of the school nurse.

- Students are not permitted to wear any type of apparatus (i.e. slings, braces, bandages, boots, soft/hard casts, etc.) or use crutches or scooters unless a doctor's note specifically indicates that it is needed. Students in school without the proper medical documentation will not be permitted to remain in school and/or attend classes. All documentation must be reviewed by the Health office in

consultation with the school physician before a student will be permitted to wear or use these items in school.

- In general, students should be symptom-free before returning to school and resuming normal activities. In some instances, students may be asked to provide a note from their licensed health care provider before they return to school or participate in the full range of school activities. Students who exhibit flu-like/Covid symptoms and/or fever/vomiting are not permitted to remain in school. The final decision to permit participation rests with the school physician. The Superintendent of Schools, or his/her designee, in consultation with the school physician, nurse and other appropriate staff, will develop protocols to address a student's return to activities when there has been a serious illness or injury.

- Students are expected to arrive at school and at every class on time.

- Unexcused lateness to class and cuts will result in **detention**.

- A Student with more than five illegal or unexcused class absences for any subject/class period, or one or more full day unexcused absence within a marking period, will be placed on probation, lasting for a period of five weeks. Any further illegal or unexcused class absences for any subject within the five-week period will make the student ineligible for participation. Continued illegal or unexcused absences will disqualify the student for all extra-curricular activities and sports for an imposed period, up to the remainder of the school year.

- Students failing two or more courses at the end of the 5-week period (mid-marking period, end of marking period, end of semester, end of year) will be placed on probation or elevated to the next status as deemed by administration. The Probation period will remain for five weeks. The student's Progress report will determine their status moving forward.

- Students who continue to fail two or more classes after the five-week period will then be deemed ineligible. Students who were not previously on the eligibility list and failed 3 or more classes may automatically be elevated to ineligible. The continued failure of two or more courses after the next five-week period will disqualify the student from all extracurricular activities and sports for an imposed period, up to the remainder of the school year.

- Cutting class is a discipline infraction and will be punishable by detention.

- A cut is an **ILLEGAL** absence.

- Fighting and/or engaging in a physical altercation is strictly prohibited.

- Smoking in our building and on campus is strictly prohibited.

- Students in the halls after the late bell must have a hall pass.

- Lockers may only be accessed during passing time, in between class periods.

- In School Suspension is called "ISS" and is served during the school day.

- Detention is after school from 2:45 PM – 3:45 PM.

I. PROHIBITED STUDENT CONDUCT

All students are expected to conduct themselves appropriately and with regard for the rights and welfare of other students, school personnel, and other members of the school community, and for the care of school property. The rules of conduct listed below are to make sure that all individuals are safe and the rights and property of others are respected. Students who do not accept responsibility for their own behavior and those who violate the school rules will be required to accept penalties for their behavior. Students will face logical consequences, including possible suspension from school, when they:

A. Engage in conduct that is disorderly. Examples of disorderly conduct include, but are not limited to:

1. Running or otherwise unsafe behavior in hallways.
2. Making unreasonable noise.
3. Using language or gestures that are profane, lewd, vulgar, or abusive.
4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act which disrupts the normal operation of the school community.
6. Trespassing. (Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.) Furthermore, if a student is suspended out of school, that student may not be on any school grounds.
7. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.

B. Engage in conduct that deliberately goes against what a student has been asked to do or where they are supposed to be at any given time. This behavior is considered insubordinate. Examples of this type of behavior include, but are not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators, or other school employees in charge of students or otherwise demonstrating belligerence or disrespect.
2. Lateness for, missing, or leaving school without permission.
3. Failing to attend assigned detentions.

C. Engage in conduct that prevents others from being able to learn, focus, or be engaged in their work. This behavior is considered disruptive. Examples of this type of behavior include, but are not limited to:

1. Inappropriate public sexual contact.
2. Display or use of internet-enabled devices, such as, but not limited to, cell phones, tablets, smart devices or, cameras, in a manner that is in violation of district policy.

D. Engage in conduct that is violent. Examples of this type of behavior include, but are not limited to:

1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator, other school employee, another student or any other person lawfully on school property or attempting to do so.
2. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
3. Displaying what appears to be a weapon.
4. Threatening to use any weapon.
5. Intentionally damaging or destroying (including graffiti or arson) the personal property of student, teacher, administrator, other district employee, or any person lawfully on school property.
6. Intentionally damaging or destroying school district property.
7. Threats against the school.

E. Engage in any conduct that endangers the safety, physical or mental health or welfare of others. Examples of such conduct include, but are not limited to:

1. Attempting to engage in or perform an act of violence noted in Section D.
2. Subjecting other students, school personnel or any other person lawfully on school property or

attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
3. Stealing or attempting to steal the property of other students, school personnel, or any other person lawfully on school property or attending a school function.
4. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. 5. Discrimination, which includes using race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, creed, weight, national origin, ethnic group, religion, religious practice, gender, sex, sexual orientation, or disability to deny rights, equitable treatment or access to facilities available to others.
6. Harassment (or Bullying) is the creation of a hostile environment by conduct or threats, intimidation or abuse. (See Policy 0115, Student Harassment and bullying Prevention and Intervention for a more complete definition.)
7. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
8. Hazing, which includes an induction, initiation or membership process involving harassment (see policy 0115 for a more complete definition.).
9. Selling, using, distributing or possessing obscene material.
10. Using vulgar or abusive language, cursing, or swearing.
11. Smoking a cigarette, cigar, pipe, electronic cigarette (i.e., vape), or using chewing or smokeless tobacco, or smoking/vaping/ingesting cannabis or concentrated cannabis (includes cannabis products) or smoking cannabinoid hemp (except for lawful medical cannabis use in compliance with state law and regulation).
12. Possessing, consuming, selling, offering, manufacturing, distributing, or exchanging alcoholic beverages or illegal substances, or being under the influence of either “Illegal substances” include but are not limited to: inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any synthetic version thereof, whether specifically illegal or not, commonly referred to as “designer drugs” which are substances designed an synthesized to mimic the intended effects and usages of, which are chemically substantially similar to, illegal drugs, which may or may not be labeled for human consumption.
13. Inappropriately using or sharing prescription and over-the-counter drugs.
14. Gambling.
15. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
16. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
17. Knowingly making false statements or knowingly submitting false information to school staff during a disciplinary process.

F. Engage in misbehaviors otherwise prohibited by sections A-E of this section while on a school bus and to remain seated, keep objects and body parts inside the bus, obey the directions from the bus driver or monitor. It is crucial for students to behave appropriately while riding on district buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.

G. Engage in any form of academic misbehavior. Examples of academic misbehavior include, but are not limited to:
a. Plagiarism.
b. Cheating.
c. Copying.
d. Altering records.
e. Assisting another student in any of the above actions.

H. Engage in off-campus misbehavior that interferes with or can reasonably be expected to substantially disrupt the educational process in the school or at a school function. Such

misbehavior includes, but isn't limited to, threatening or harassing students or school personnel through any means off-campus, including cyberbullying (for a complete definition of harassment, bullying and cyberbullying refer to policy 0115, Student Harassment and Bullying Prevention and Intervention).

II. CONSEQUENCES

Practices which allow educators to address disciplinary matters as opportunities for learning instead of punishment are expected by the Board rather than a reliance on increasing punitive measures. When choosing interventions and consequences of student's behavior, teacher, administrators, and staff must balance the district's dual goals of eliminating school disruptions and maximizing student instruction time.

Students who are found to have demonstrated inappropriate behavior may be subject to the following interventions and consequences, either alone or in combination. The school personnel identified after each consequence are authorized to assign that consequence, consistent with the student's right to due process.

In conjunction with the list below, administration (with supports from counselors) can employ conflict resolution meetings, restitution to those harmed, and group, classroom, classroom, community, and/or re-entry circle. Except in limited circumstances, restorative justice practices will always be considered first in dealing with disciplinary issues.

Should a parent or student over the age of 18 opt out of participating in the restorative practices or if restorative practices have not been effective with the student in question, the list below will be utilized to determine consequences.

1. Oral warning - teacher/student conference, parent contact, in-class time out, brief time out of class, loss of classroom privileges –any member of the district staff.
2. Written warning - bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, Principal, Superintendent.
3. Written notification to parent –bus driver, hall and lunch monitors, coaches, guidance counselors, teachers, Principal, Superintendent.
4. Detention – teachers, Principal, Superintendent.
5. Suspension from transportation – director of transportation, Principal, Superintendent.
6. Suspension from athletic participation – coaches, Principal, Athletic Director, Superintendent.
7. Suspension from social or extracurricular activities – activity director, Principal, Superintendent.
8. Suspension of other privileges– Principal, Superintendent.
9. In-school suspension – Principal, Superintendent.
10. Removal from classroom by teacher – teachers, Principal.
11. Short-term (five days or less) suspension from school – Principal, Superintendent, Board of Education.
12. Long-term (more than five days) suspension from school – Superintendent, Board of Education.
13. Permanent suspension from school – Superintendent, Board of Education

If an incident is considered to be an act of bullying, harassment, and discrimination the principal will consult the Dignity Act Coordinator (DAC). Reports of bullying, harassment, and discrimination will be promptly investigated in accordance with District policies and procedures. If the act is determined to be an act of harassment and/or discrimination, a formal incident report is completed and signed by the principal and appropriate disciplinary measures taken. There is an assigned Dignity Act Coordinator for the district, as well as a coordinator for each elementary school in the district.

III. DUE PROCESS AND MINIMUM PERIODS OF SUSPENSION

Suspension from school is a severe penalty which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health, or welfare of others.

1. Short term (5 days or less) Suspension from School

When the Superintendent or Principal (hereinafter referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student of the charged misconduct. The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

2. Long term (more than 5 days) Suspension from School

When the suspending authority determines that a suspension for more than five days may be warranted, the student will have the opportunity to have a fair hearing conducted in accordance with Education Law §3214. The suspending authority shall give reasonable notice to the student and the student's parents/persons in parental relation of their right to a fair hearing.

3. Minimum Period of Suspension

a. Students who bring or possess a weapon on school property: suspension from school for at least one calendar year. The Superintendent has the authority to modify the one-year suspension on a case-by-case basis.
b. Students who commit violent acts other than bringing or possessing a weapon on school property: suspension from school for at least five days. The Superintendent has the authority to modify the suspension on a case-by-case basis.
c. Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interfere with the teacher's authority over the classroom: suspension from school for at least five days. The Superintendent has the authority to modify the suspension on a case-by-case basis.

IV. DISCIPLINE OF STUDENTS WITH DISABILITIES

All students with disabilities are expected to follow the above Code of Conduct. The Baldwin Union Free School District is required by law to follow the Individualized Educational Program (IEP) of students with disabilities and must handle all disciplinary cases under IDEA and
Article 89.

Discipline resulting in the removal of a student with disabilities, will be conducted in accordance with the due process procedures applicable to removal of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the manifestation team has determined that the behavior is not a manifestation of the student's disability.

V. REPORTING VIOLATIONS

All students are expected to promptly report violations of the "Code of Conduct" to a teacher, guidance counselor or building administrator. Any student observing a student possessing a weapon, alcohol, illegal substance, or another violation of the "Code of Conduct" on school property or at a school function shall report this information immediately to a teacher, guidance counselor, or building administrator.

All district staff members who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair, and lawful manner. District staff members who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the "Code of Conduct" to their supervisor, who shall in turn impose an appropriate disciplinary sanction if so authorized or refer the matter to a staff member who is authorized to impose an appropriate sanction.

Any weapon, alcohol, or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent/persons in parental relation of the student involved and the appropriate disciplinary sanction if warranted, which may include permanent suspension and referral to the local law enforcement agency for prosecution.

The building Principal or the Principal's designee must notify the appropriate local law enforcement agency of "Code" violations which may constitute a crime and substantially affect the order or security of a school as soon as practical but in no event later than the close of business the day the Principal or the Principal's designee learns of the violation. The notification may be made by telephone, followed by a letter mailed home in a timely fashion. The notification must identify the student and explain the conduct that violated the "Code of Conduct" and constituted a crime.

Reporting Incidents of Discrimination, Harassment and Bullying

Students who have been bullied, harassed or discriminated against, parents whose children have been bullied, harassed or discriminated against, or other students or staff who observe bullying, harassing or discriminating behavior are encouraged and expected to make a verbal and/or written complaint to any school personnel in accordance with the training and guidelines provided, as well as any applicable district policies. (Refer to BOE Policy 0115, Student Harassment and Bullying Prevention and Intervention; BOE Policy 0100/2600 Equal Opportunity/Nondiscrimination; and BOE Policy 0110/2610/2620, Sexual Harassment.)

Dignity Act Coordinator Contact Information

The name and contact information for the District and High School's Dignity Act Coordinator is provided below:

Name	School Building	Contact Information
Asst. Supt., Human Resources	District Office	434-6030
Asst. Supt., Instruction	District Office	434-6020
Jessica River, Assistant Principal	High School	434-6103

This information shall also be posted on the District's web site and included in the plain language summaries of the code of conduct provided to parents and students and shall be further disseminated in accordance with law and regulations.

Retaliation by any school employee or student against any individual who, in good faith, reports or assists in the investigation of harassment, bullying, and/or discrimination is prohibited under law.

0115 STUDENT HARASSMENT AND BULLYING PREVENTION AND INTERVENTION

(X) Required
( ) Local
( ) Notice

The Board of Education is committed to providing an educational and working environment that promotes respect, dignity and equality.

"Harassment" and "Bullying" are the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Acts of harassment and bullying shall include, but not be limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. For the purposes of this definition the term "threats, intimidation or abuse" shall include verbal and non-verbal actions.

"Cyberbullying" shall mean harassment or bullying as defined above, where such harassment or bullying occurs through any form of electronic communication.

The Board of Education aims to foster an educational setting wherein all students are treated with respect and dignity. The Board of Education recognizes that discrimination, such as harassment, hazing and bullying, are detrimental to student learning and achievement. These behaviors interfere with the mission of the School District to educate its students and disrupt the
operation of the schools. Such behavior affects not only the students who are its targets but also those individuals who participate and witness such acts.

To this end, the School District condemns and strictly prohibits all forms of discrimination, such as harassment, hazing and bullying on school grounds, school buses and at all school-sponsored activities, programs and events regardless of whether they are conducted on the premises of the School District. The School District also prohibits all forms of off-campus bullying, harassment or discrimination including, but not limited to, "cyber-bullying," which may include the use of instant messaging, email, websites, chat rooms and text messaging or other form of electronic communication, or other acts in violation of this policy when such acts occur off school property and create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

Prevention

The school setting provides an opportunity to teach children, and emphasize among staff, that cooperation with and respect for others is a key School District value. A program geared to prevention is designed to not only decrease incidents of bullying but to help students build more supportive relationships with one another by integrating the bullying prevention program into classroom instruction. Staff members and students will be sensitized, through district-wide professional development and instruction, to the warning signs of bullying, as well as to their responsibility to become actively involved in the prevention of bullying before overt acts occur.

The Superintendent of Schools or his/her designee shall develop and implement a school strategy to prevent harassment, bullying and discrimination as well as procedures and guidelines, as needed, to fulfill the purpose of this policy in the School District, including intervention and non-discriminatory instructional and counseling methods and guidelines relating to the development of measured, balanced and age-appropriate responses to instances of harassment, bullying or discrimination by students, with remedies and procedures following a progressive model that make appropriate use of intervention, discipline and education, vary in method according to the nature of the behavior, the developmental age of the student

and the student's history of problem behaviors, and are consistent with the School District's Code of Conduct.

The School District will include in the course of instruction in grades kindergarten through twelve a component on civility, citizenship and character education. Such component shall instruct students on the principles of honesty, tolerance, personal responsibility, respect for others, with an emphasis on discouraging acts of harassment, bullying and discrimination, observance of laws and rules, courtesy, dignity and other traits which will enhance the quality of their experiences in, and contributions to, the community. The component shall support the development of a school environment free of harassment, bullying and discrimination and shall also include instruction on the safe, responsible use of the internet and electronic communications. For purposes of this policy, “tolerance,” “respect for others” and “dignity” shall include awareness and sensitivity to bullying, discrimination or harassment and civility in the relations of people of different races, colors, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, genders and sexes.

In order to implement this program the Board will designate at its annual organizational meeting a Dignity Act Coordinator for each school in the district. One of the Dignity Act Coordinators will be designated as the district-wide coordinator. The Dignity Act Coordinator is the school employee charged with receiving reports of harassment, bullying and discrimination. The role of each Dignity Act Coordinator is to oversee and enforce this policy in the school to which they are assigned.

Intervention

Intervention by adults and bystanders is an important step in preventing escalation and resolving issues at the earliest stages. Intervention will emphasize education and skill-building.

Successful intervention may involve remediation. Remedial responses to bullying include measures designed to correct the problem behavior, prevent another occurrence of the behavior and protect the target. Remediation may be targeted to the individual(s) involved in the bullying behavior or environmental approaches which are targeted to the school or district as a whole.
In addition, intervention will focus upon the safety of the target. Staff is expected, when aware of bullying, to report it in accordance with this policy, refer the student to designated resources for assistance, or to intervene in accordance with this policy and regulation.

Provisions for students who do not feel safe at school

The Board of Education acknowledges that, notwithstanding actions taken by School District staff, intervention may require a specific coordinated approach if the child does not feel safe at school. Students who do not feel safe at school are limited in their capacity to learn and reach their academic potential. Staff, when aware of bullying, should determine if accommodations are needed in order to help ensure the safety of the student and bring this to the attention of the building principal or DAC. The building principal, other appropriate staff, the student and the student’s parent will work together to define and implement any needed accommodations.

The School District recognizes that there is a need to balance accommodations which enhance student safety against the potential to further stigmatize the targeted student. Therefore, each case will be handled individually. The student, parent/guardian, and school administration will collaborate to establish safety provisions that best meet the needs of the targeted student. Follow-up discussion and/or meetings will be scheduled, as needed, to ensure that safety concerns have been adequately addressed and to determine when and if accommodations need to be changed or discontinued.

Incident Reporting and Investigation

Although it can be difficult to step forward, the School District can’t effectively address bullying if incidents are not reported. Any student who believes he or she has been bullied, harassed or discriminated against, parents whose children have been bullied, harassed or discriminated against, or students who

observe bullying, harassing, or discriminatory behavior are encouraged and expected to make a verbal and/or written complaint to any staff member. Staff who observe or learn of incident(s) of bullying are required, in accordance with State law, to make an oral report to the building principal or DAC within one school day and to file a written report with the building principal or his/her designee within two school days. If a staff person is unsure of the reporting procedure, he/she is expected to inquire about how to proceed by speaking with his/her supervisor.

Bullying, harassment or discrimination of a sexual nature, as defined by the School District's sexual harassment policy, must be reported to the School District's Title IX officer. Bullying, harassment or discrimination which involves criminal activity, or where there is reasonable belief that criminal activity may occur, must be immediately reported to the Principal. If the Principal believes that any harassment, bullying or discrimination constitutes criminal conduct, he/she shall promptly notify the appropriate local law enforcement agency. To the extent possible, allegations of bullying, harassment or discrimination will be kept confidential; however, the School District reserves the right to disclose the identity of the parties and witnesses in appropriate circumstances to individuals with a need to know.

The building principal, DAC*,* or his/her designee will lead the investigation of all reports of harassment, bullying and discrimination and will complete each investigation promptly after receipt of any written report. All reports of bullying, harassment or discrimination will be thoroughly investigated and prompt action will be taken by the school where the incident occurred to address the verified allegations.

All Principals and Dignity Act Coordinators shall make regular reports to the Superintendent of Schools on data and trends related to harassment, bullying and discrimination in their schools. The School District shall report material incidents of discrimination, bullying and harassment of students to the Department of Education as mandated by the Regulations of the Commissioner of Education, but in no case less than on an annual basis.

The Board of Education will receive the annual SSEC (School Safety and Educational Climate formerly called VADIR) report, as well as any other state-required report relevant to bullying and/or school climate, for each building and for the district as whole. Based on the review of the data, the Board may consider further action, including but not limited to modification of this policy and additional training.

Disciplinary Consequences/Remediation

While the focus of this policy is on prevention, acts of bullying may still occur. In these cases, action taken by the School District will be reasonably calculated to end the harassment, bullying or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of behavior, and provide for the safety of the student(s) against whom the bullying, harassment or discrimination was directed. Offenders will be given the clear message that their actions are wrong and the behavior must improve. Student offenders will receive in-school guidance in making positive choices in their relationships with others. If appropriate, disciplinary action that is measured, balanced and age-appropriate will be taken by the administration in accordance with the district's Code of Conduct, as applicable. As set forth above, if the behavior rises to the level of criminal activity, law enforcement will be contacted.

Consequences for a student who commits an act of bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors, and must be consistent with the district's Code of Conduct.

Non-Retaliation

All complainants and those who participate in the investigation of a complaint in conformity with state law and district policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

Training

The Board recognizes that in order to implement an effective bullying prevention and intervention program, professional development is needed. The School District will create guidelines for training and will provide training to staff, in accordance with the requirements of state law and the Regulations of the Commissioner of Education, which will include, but not be limited to: raising awareness and sensitivity to potential bullying, harassment or discrimination and the effects of bullying, harassment or discrimination, including cyberbullying, on students; enabling staff to prevent and respond to incidents of bullying, harassment or discrimination; addressing social patterns of harassment, bullying and/or discrimination, the identification and mitigation of such acts, and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings; effectively implementing school policy on conduct and discipline; and including safe and supportive school climate concepts in curriculum and classroom management.

Training will be incorporated to support this program in new teacher orientation and the annual professional development plan, as needed. Training opportunities will be provided for all staff, including but not limited to bus drivers, cafeteria and hall monitors and all staff who have contact with students.

The Dignity Act Coordinator(s) approved by the Board and will be instructed in the provisions of the Dignity for All Students Act; thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex; and provided training: (1) which addresses the social patterns of harassment, bullying and discrimination, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex; (2) in the identification and mitigation of harassment, bullying and discrimination; and (3) in strategies for effectively addressing problems of exclusion, bias, and aggression in educational settings. Each Coordinator shall be employed by the School District and be licensed and/or certified by the Commissioner as a classroom teacher, school counselor, school psychologist, school nurse, school social worker, school administrator or supervisor, or Superintendent of Schools. The name and contact information of the Dignity Act Coordinator shall be disseminated in accordance with state law and the Commissioner’s Regulations.

Dissemination, Monitoring and Review

The School District will maintain current versions of this policy on its website and require that at least once during each school year, each school provide its employees, students and parents with a written or electronic copy of this policy, or a plain-language summary thereof, including the notification process by which students, parents and school employees may report harassment, bullying and discrimination. A bullying complaint form will be available on the district’s website. The district will ensure that the process of reporting bullying is clearly explained to students, staff and parents on an annual basis. The School District will ensure that reporting of information to the public in conjunction with this policy will be in a manner that complies with student privacy rights under the Family Educational Rights and Privacy Act (FERPA)

Baldwin Schools

0115-E.1 DASA COMPLAINT INTAKE - HARASSMENT AND/OR BULLYING COMPLAINT FORM

The purpose of this form is to inform the district of an incident or series of incidents of bullying and/or harassment so we can investigate and take appropriate steps.

If you feel unsafe, or if your child feels that way, fill out this form, but we urge you to speak directly with your child's school building principal or DAC (Dignity Act Coordinator) as soon as possible so we can address your concerns.

Student Name: _____ Student ID:_____
Grade: _____ School: _____

Describe the incident(s). Please include when and where it happened.

_____
_____
_____
_____
_____
_____
_____
_____

List the name(s) of the individual(s) accused of bullying and/or harassment.

_____
_____
_____
_____
_____
_____

Were there any witnesses? ___Yes ____No If yes, please list the names of the individual(s).

_____
_____
_____

Did you report this to anyone? If so, please list the name of each person.

_____
_____
_____
_____

I certify that all statements on this form are accurate and true to the best of my knowledge.

_____
Signature Date

Please attach any supporting documentation (i.e., copies of emails, notes, photos, etc.).
Return this form to: ***Your child's building principal or DAC (Dignity Act Coordinator)***
Note on confidentiality:
In order to investigate the complaint, the district will disclose the content of the complaint only to those persons who have a need to know. This form will not be shown to the accused student(s)/staff.

Policy 0110.1- SEXUAL HARASSMENT OF STUDENTS

(X) Required
( ) Local
(x) Notice

The Board of Education recognizes that harassment of students on the basis of actual or perceived sex, sexual orientation, and/or gender identity and expression is abusive and illegal behavior that harms targets and negatively impacts the school culture by creating an environment of fear, distrust, intimidation and intolerance. The Board further recognizes that preventing and remedying such harassment in schools is essential to ensure a healthy, nondiscriminatory environment in which students can learn.

Sexual harassment is a form of sex discrimination and is unlawful under federal and state law. For purposes of this policy, sexual harassment includes harassment on the basis of actual or perceived sex, sexual orientation, and/or gender identity and expression. Sexual harassment of a student can deny or limit the student's ability to participate in or to receive benefits, services, or opportunities from the school's program.

Sexual harassment includes unwelcome conduct which is either of a sexual nature, or which is directed at an individual because of that individual's actual or perceived sex, sexual orientation, and/or gender identity and expression, when:

a. submission to that conduct is made either explicitly or implicitly a term or condition of a student's education;
b. submission to or rejection of such conduct is used as the basis for decisions affecting a student's education; or
c. the conduct has the purpose or effect of unreasonably interfering with a student's school performance or creating an intimidating, hostile or offensive educational environment, even if the complaining individual is not the intended target of the sexual harassment;

Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, or verbal, nonverbal or physical aggression, intimidation or hostility that is based on actual or perceived gender and sexual stereotypes. Examples of sexual harassment can be found in the accompanying regulation (0110.1-R).

The Board is committed to providing an educational environment that promotes respect, dignity and equality and that is free from all forms of sexual harassment. To this end, the Board condemns and strictly prohibits all forms of sexual harassment on school grounds, school buses and at all school-sponsored activities, programs and events, including those that take place at locations outside the district, or outside the school setting if the harassment impacts the individual's education in a way that violates their legal rights, including when harassment is done by electronic means (including on social media). Sanctions will be enforced against all those who engage in sexual harassment or retaliation, and against district personnel who knowingly allow such behavior to continue.

Sexual harassment may subject the district to liability for harm done to targets. Harassers may also be individually subject to civil liability if sued in a court of law or criminal liability if prosecuted.

Under various state and federal laws, students have legal protections against sexual harassment in the school environment as described above. Those laws are listed in the references section. The district's Code of Conduct also addresses appropriate behavior in the school environment. Sexual harassment can occur between persons of all ages and genders.

In order for the Board to effectively enforce this policy and to take prompt corrective measures, it is essential that all targets of sexual harassment and persons with knowledge of sexual harassment report the harassment immediately. The district will promptly investigate all complaints of sexual harassment, either formal or informal, verbal or written. To the extent possible, all complaints will be treated in a confidential manner. Limited disclosure may be necessary to complete a thorough investigation. If the complainant reports that they feel unsafe at school due to the nature of the complaint, the district will determine if accommodations need to be made until the issue is resolved.

If, after appropriate investigation, the district finds that a person has violated this policy, prompt corrective action will be taken in accordance with the applicable collective bargaining agreement, contract, district policy and state law.

All complainants and those who participate in sexual harassment complaints or the investigation of a complaint of sexual harassment have the right to be free from retaliation of any kind, when they do so with a good faith belief that sexual harassment has occurred. Such prohibited retaliation can include, but is not limited to, discipline, discrimination, demotion, denial of privileges, or any action that would keep a person from coming forward to make or support a sexual harassment claim. Such actions need not be job- or education-related, or occur in the workplace or educational environment, to constitute unlawful retaliation.

The Superintendent or his/her designee is authorized to develop and implement regulations for reporting, investigating and remedying allegations of sexual harassment. These regulations are to be attached to this policy. In addition, training programs shall be established annually for employees, to raise awareness of the issues surrounding sexual harassment and to implement preventative measures to help reduce incidents of sexual harassment. Age-appropriate instructional materials will be incorporated into the curriculum to educate students so that they can recognize and reduce the incidence of sexual harassment.

This policy, or a simplified version, will be posted in each district facility, on the district's website, and other appropriate school publications.

An administrative review will be conducted periodically to review this policy's effectiveness and compliance with applicable state and federal law, and to recommend revisions to the Board of Education.
Ref:
Education Amendments of 1972, Title IX, 20 U.S.C. §1681 *et seq.*; 34 CFR 106 *et seq*.
Education Law §§10-18 (The Dignity for All Students Act)
Davis v. Monroe County Board of Education, 526 U.S. 629, 652 (1999)
Gebser v. Lago Vista Independent School District, 524 U.S, 274 (1998)
Franklin v. Gwinnett County Public Schools, 503 U.S. 60 (1992)
Cannon v. University of Chicago, 441 U.S. 677 (1979)
Office for Civil Rights *Revised Sexual Harassment Guidance (January 19, 2001)*
Office for Civil Rights, *Dear Colleague Letter: Sexual Harassment Issues (2006)*
Office for Civil Rights, *Dear Colleague Letter: Bullying (October 26, 2010)*

Adoption date: August 10, 2022

Please see the district website for the full Sexual Harassment Policy.

5100-R STUDENT ATTENDANCE

Notice

To be successful in this endeavor, it is imperative that all members of the school community are aware of this policy, its purpose, procedures and the consequences of non-compliance. To ensure that students, parents, teachers and administrators are notified of and understand this policy, the following procedures shall be implemented.

- A plain language summary of this attendance policy will be included in student handbooks and will be reviewed with students at the start of the school year.
- Parents will receive a plain language summary of this policy by mail at the start of the school year.
- When a student is absent, tardy, or leaves early from class or school without an excuse, designated staff member(s) will notify the student's parent(s) by phone and mail of the specific ATED, remind them of the attendance policy, and review ATED intervention procedures with them.

- A back-to-school event will be held at the beginning of each school year to explain this policy and stress the parent's responsibility for their ensuring their children's attendance.
- School newsletters and publications will include periodic reminders of the components of this policy.
- The district will provide a copy of the attendance policy and any amendments thereto to faculty and staff. New staff will receive a copy upon their employment.
- All faculty and staff will meet at the beginning of each school year to review the attendance policy to clarify individual roles in its implementation.
- Copies of this policy will also be made available to any community member, upon request.
- The district will share this policy with local Child Protective Services (CPS) to ensure a common understanding of excused and unexcused ATED's and to work toward identifying and addressing cases of educational neglect.

Excused and Unexcused Absences

Excused ATEDs are defined as absences, tardiness, and early departures from class or school due to: personal illness, illness or death in the family, impassable roads or weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations, or such other reasons as may be approved by the appropriate building administrator.

All other ATEDs are considered unexcused absences. All ATEDs must be accounted for. It is the parent's responsibility to notify the school office within 24 hours of the ATED and to provide a written excuse upon the student's return to school.

Consequences of Excessive ATEDs

Absences from class dramatically reduce a student's ability to perform effectively. Unexcused ATEDs will result in disciplinary action consistent with the district's code of conduct. Those penalties may include, for example, detention or in-school suspension. Students may also be denied the privilege of participating in or attending extracurricular events.

In addition, a designated staff member(s) will contact the student's parents and additional staff members as necessary. Such staff member(s) shall remind parents of the attendance policy, explain the ramifications of excessive ATEDs, stress the importance of class attendance and discuss appropriate intervention strategies to correct the situation.

In addition, the designated staff member will contact local Child Protective Services (CPS) if they suspect that the child is being educationally neglected. The designated staff member will provide CPS with the information necessary to initiate a report. If other staff members suspect education neglect, they must follow the procedures outlined in Board policy and regulation 5460, Child Abuse in a Domestic Setting, and advise the Director of Pupil Services.

Attendance/Grade Policy

The Board of Education recognizes an important relationship between class attendance and student performance. Consequently, each marking period a student's final grade may be based on classroom participation as well as student's performance on homework, tests, papers, projects, etc.

Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, unexcused ATEDs will affect a student's class participation grade for the marking period.

Annual Review

The Superintendent or his/her designee shall annually review building-level student attendance records and, if such records show a decline in student attendance, the Superintendent will make a recommendation to the Board to revise this comprehensive attendance policy and make any revisions to the plan it deems necessary to improve student attendance.

Make-up Work

Upon return to school, all students with an excused ATED must consult with their teachers regarding missed work and/or tests. Only those students with excused ATEDs shall be given the opportunity to make up a test or other missed work and/or to hand in a late assignment for inclusion in their final grade. The student must arrange to make up missed work within 5 school days of return to school.

Students who are unable to attend school or a class on a given day due to their participation in a school-sponsored activity (i.e., music lesson or field trip) must arrange with their teachers to make up any work missed. This also applies to any student who is absent, tardy, or leaves early from school or a class due to illness or any other excused reason.

Students with an unexcused ATED will not be allowed to make up missed work and/or tests given on the day of the unexcused absence. They will receive a zero for those assignments and/or tests.

Attendance Requirements for Summer School

Students must attend class a minimum of 80% of the scheduled instructional time in order to be eligible to enroll in the affected course during the summer, if it is offered. This can be appealed to the principal for reasons such as illness and approved by the Superintendent or his/her designee.

ATTENDANCE POLICIES AND PROCEDURES

VERIFICATION BY PARENTS OF STUDENTS' ABSENCES

Students who are absent from school must submit a note to the Attendance Office within five school days of their return to school. These notes must include the date(s) of absence, the reason for the absence(s) and must be signed by a parent/guardian. These notes will be kept on file according to state law guidelines. All absence notes must be submitted within five days of the return to school. Unexcused absences will be counted as illegal absences and may result in the loss of eligibility for extracurricular activities and sports. The following absences are defined as excused: sickness, funeral obligations, sickness in the family, impassable roads, religious observance, quarantine, required court appearances, attendance at health clinics, college visits, cooperative work programs and internships, military obligations, field trips and interscholastic competitions, music lessons, summons to administrative offices, approved visits to support staff offices, dismissal by nurse, in-school separation, out-of-school separation and school bus transportation problems. All other absences are considered unexcused and therefore illegal. If verification is not provided by the student's parent/guardian, the parent/guardian shall be informed of the absence. Additionally, disciplinary action may be taken.

HOME CONTACT

Several procedures exist to ensure that students regularly attend school. These include but are not limited to telephone/email contact of families, conferences between the students, families, and teachers, conferences between students, families, and guidance counselors, conferences between students, families, and the student's dean, and conferences between students, families, and the administrative team.

MAKE-UP TESTS OR WORK

Students are required to meet with their teachers to discuss the nature of the absence and arrange to make up missed work within five school days of their return to school. Students with illegal absences may be prohibited from making up missed work and may be given a zero on missed tests/quizzes. Students

who are unable to attend school or a class on a given day due to participation in a school sponsored activity should pre-arrange to make up work with their teachers whenever possible or arrange to make up work/tests on their return to class.

ATTENDANCE/GRADING POLICY

A student's attendance shall be counted as part of the class participation portion of the course grade each quarter (marking period). Students who have unexcused absences will not earn credit for the class participation portion of their grade on the day that they are absent. Class participation is factored into students' quarterly grades and varies from department to department. Department expectations regarding class participation will be outlined on grading rubrics.

LATENESS TO SCHOOL/CLASS

All students are expected to arrive at school and every class on time. Students entering school late must obtain a late pass from the security desk or attendance office, then report directly to their regular classroom teacher who will record lateness. Lateness contributes to valuable instructional time and class participation, which will have a negative impact on students' individual achievement. The classroom teacher, supported by the Attendance team, will determine sanctions for lateness, which may include detention.

LEAVING THE CAMPUS DURING SCHEDULED CLASSES

Any student leaving the campus during scheduled classes for health-related reasons must first report to the Health Office for parental and office approval. Any student leaving the campus during scheduled classes for personal reasons must report to the Attendance Office for parental and office approval. **Failure to adhere to the official sign-out procedures for leaving the campus during scheduled classes, for any reason, will result in a cut/illegal absence, which will not be reversed by an absence note.**

If a parent/guardian needs to take a student out of school for health or medical reasons, they must report to the Health Office to officially sign their child out of school. If a parent/guardian needs to take a student out of school for personal reasons, they should go to the Attendance Office to officially sign their child out of school. If a parent/guardian needs to take a child out of school for disciplinary reasons, they must go the Dean's Office.

POLICY ON INSTRUCTION DURING RELIGIOUS OBSERVANCE

Board of Education Policy 5100.1 states that the Board of Education affirms Education Law 3210(1) (b), which states, "Absence for religious observance and education shall be permitted under rules that the commissioner shall establish." The board recognizes its obligation to safeguard the rights of students to freely exercise their religious beliefs. School districts also have the fundamental mission to provide all students with the opportunity for a sound education. When students are absent to observe days of religious obligation, school authorities must be sure that these students are not academically penalized. At the same time, students in attendance on such days of religious observance must participate in meaningful learning activities.

VACATION/SPECIAL LEAVE PASSES

New York State guidelines indicate that vacations during school time are considered **illegal**. If a student must be out of school for special purposes, a note must be submitted to the Attendance Office at least five days before the absence date. At that time, the student will be issued a "Present Academic Status Form" to be completed by teachers and returned by the student to the Deans' Office. Home contact will be made to inform parents/guardians of the student's academic and attendance status. All work to be made up from special leave periods must be submitted prior to such periods unless the classroom teacher approves an extension of the time limit.

5305 ACADEMIC INTEGRITY

Definition of Roles

Students

1. Students must conduct themselves according to the highest standards of personal integrity.
2. Students shall follow rules prohibiting dishonest academic behavior and must resist peer pressure.
3. Students shall not use dishonest methods to fulfill academic expectations and responsibilities.

Parents/Guardians

1. The parents/guardians shall be informed and understand the implications of violations of academic integrity.
2. The parents/guardians shall explain dishonesty and academic integrity to their children.
3. The parents/guardians shall monitor the work of their children.
4. The parents/guardians shall support the school district in the enforcement of academic integrity.

Faculty

1. During the first week of classes and periodically throughout the year, teachers shall clearly differentiate between honest and dishonest academic work by discussing expectations and the importance of honest effort.
2. Teachers shall inform students of assessment procedures and practices relating to examinations, quizzes, homework, class work, and outside projects.
3. Teachers shall advocate the importance of honesty by employing teaching and assessment strategies that reduce opportunities for dishonest behavior.
4. Teachers shall meet with students and inform parents/guardians as to determine the consequences for dishonest behavior.
5. Teachers must report any case of academic dishonesty to the appropriate building administrator.

Administrators

1. Administrators shall work with the staff to ensure that they understand the consequences for students who violate this policy.
2. Students accused of repeated or severe occurrences of academic dishonesty shall be entitled to conference with the principal or designee, and parents shall be notified of the violation and the date of the conference.
3. Administrators will keep a record of all student infractions in a central register in the main office for future reference.

Superintendent of Schools

1. The superintendent of schools shall establish appropriate staff development procedures so that professional staff members can educate students about the details of this policy.

2. The superintendent of schools shall also assure that this policy and procedures are publicized.

Academic Integrity Considerations

Collaboration

Teachers shall guide students in understanding when collaborative efforts are appropriate. Study collaboration is not considered academic dishonesty.

Academic Dishonesty

Academic dishonesty is an action intended to obtain or assist in obtaining credit for work, which is not one's own. Examples of academic dishonesty include but are not limited to the following categories:

1. Plagiarism is the act of representing as one's own work the published or unpublished thoughts, ideas, and/or writings of another person. This includes computer programs, drawings, artwork, and all other types of work, which are not one's own. Types of plagiarism

include word-for-word, mosaic (rearrangement or rewording), and indirect (paraphrasing of a passage) without documentation. Material taken from another source without adequate attribution or documentation may include, but not be limited to, the following:

a. failing to cite with quotation marks the written words or symbols of another author
b. failing to cite the author and sources of materials used in a composition
c. failing to cite research materials in a bibliography
d. failing to name a person quoted in an oral report
e. failing to cite an author whose works are paraphrased or summarized
f. presenting another person's creative work or ideas as one's own in essay, poem, music, art, computer programs, or other projects
g. copying or paraphrasing without documentation ideas from literary criticism or study aids.

2. Inappropriate behavior during examinations includes:

a. communicating with another student during an examination
b. using unauthorized material during an examination
c. allowing a student to copy from one's examination
d. obtaining an actual, current copy of and/or actual, current information about an examination without the knowledge and consent of the teacher

3. Copying includes:

a. copying another person's assignment
b. allowing another student to copy one's assignment

4. Falsification/Impersonation includes:

a. submitting falsified information for grading purposes
b. submitting a paper or project which is not the student's work
c. impersonating a student to assist the student academically
d. having another student impersonate the student to assist them academically
e. falsifying the information for applications (e.g., college scholarships)
f. lying about the manner in which or the time at which work was submitted

5. Tampering with school documents:

a. removing examinations or parts of examinations from the classroom; without the knowledge and consent of the teacher
b. stealing or accepting stolen copies of examinations or answer keys
c. changing answers and seeking credit on an assignment or examination after the work has been graded or returned
d. altering a teacher's grading book

6. Misuse of computers:

a. using computers and programmable calculators in violation of guidelines established by the teacher or by the school
b. unlawfully copying computer software or data created by others
c. misusing school computer systems, which are used for student, staff, or administrative purposes

7. Other infractions:

a. using professional help such as an author, expert, or purchased service in violation of guidelines established by the teacher or the school
b. any other violation intended to obtain credit for work that is not one's own
c. cheating
d. assisting another student in any of these actions.

Consequences for Violation of Policy

Any violation of this policy must be reported to the building administrator or designee who will maintain records of such infractions. The range of penalties which may be imposed for violations of this policy are categorized according to three levels of seriousness.

A. Serious but Unintentional
B. Serious and Intentional
C. Most Serious

In determining consequences, teachers and administrators must judge each case individually and classify the infraction according to one of the above categories. Any student found in violation of the Academic Integrity Policy more than once will be considered in the Most Serious category.

In cases where students are held accountable for academic integrity infractions on state assessments, rules established by the State Education Department will apply.

Category A – Serious but Unintentional

1. Verbal warning
2. Mandatory parent notification
3. Written warning
4. Assignment to be redone
5. Possible grade of "0" or loss of credit for the assignment
6. Possible disciplinary measures such as detention, separation after school, or out-of-school suspension depending on the merits of the case
7. Possible removal from honor society membership(s) or ineligibility for honor society membership(s)

Category B – Serious and Intentional

1. A grade of "0" or loss of credit for the assignment
2. Mandatory parent conference with administrator and teacher
3. Out-of-school suspension or other disciplinary action as deemed appropriate for the infraction
4. Removal from honor society membership(s) or ineligibility for honor society membership(s)
5. Possible loss of eligibility to participate in co-curricular and/or athletic activities

Category C – Most Serious

1. A grade of "0" or loss of credit for the assignment
2. Mandatory parent conference with administrator and teacher
3. Out-of-school suspension or other disciplinary action as deemed appropriate by the building principal for the infraction
4. Possible superintendent's suspension hearing
5. Removal from honor society membership(s) or ineligibility for honor society membership(s)
6. Loss of eligibility to participate in co-curricular and/or athletic activities

STUDENT SCHEDULE

- There are nine periods in a school day.
- First period begins at 7:42 A.M. and ninth period ends at 2:34 P.M. Each period is 41 minutes in length.
- Campus is closed periods 1, 2, and 3 for grades 9-11.
- Attendance is taken in every class.
- Three minutes are added to the 2nd period for the Pledge of Allegiance and Public Announcements. When necessary, special homeroom periods are incorporated into the schedule. Students will have an extended homeroom period 2x per month for Community Circles.
- The year is divided into two semesters: Fall (September through January) and Spring (February through June).
- The school schedule is set up on a two-day cycle (Days A & B).
- Physical Education courses meet every other day (Days A or B). Science labs and some reading and writing labs may meet every other day opposite Physical Education class during the same period.
- Schedule changes are not permitted during the first 12 days of school. Please see a counselor.

READING YOUR SCHEDULE

Course

Days	Period	Semester/MP	Room	Course#	Course	Teacher
A,B	1 - 1	1	219	T3R1B1	WOODWORKING	S. Peritz
A,B	1 - 1	2	415	A5R1B0	PHOTOGRAPHY 1	K. Iovine
A,B	2 - 2	1	312	F1R1B1	CULINARY ARTS	D. Prager
A,B	2 - 2	2	427	B1R1BI	Computers for 21st Century	R. Lewis
A,B	3 - 3	1,2	532	M1R2B0	ALGEBRA 1	A. Seligman
A,B	4 - 4	1,2	616	E1R2B1	ENG 1R	T. Sessa
A,B	5 - 5	1	CAF	ULNCHF	LUNCH(F)	A. Caf.
A,B	5 - 5	2	CAF	ULNCHS	LUNCH (S)	A. Caf.
A,B	6 - 6	1,2	521	L1H2B3	SPANISH 3H	D. Pappas Garcia
A	7 - 7	1,2	GYM1	PER2A1	Intro to PE	D. Burton
B	7 - 7	1,2	623	S1RZBL	EARTH SCIENCE R	I. Vonderahe
A,B	8 - 8	1,2	623	S1RZBL	EARTH SCIENCE R	I. Vonderahe
A,B	9 - 9	1,2	323	H1R2B0	SS 1R	B. Braun
A,B	HOMEROOM	1,2	315	HR950	HOMEROOM	D. Prager

Mini Course

No Mini Courses for selected year

Column 1/ Column 2/ Column 3/ Column 4/ Column 5/ Column 6/ Column 7

SAMPLE

KEY TO READING YOUR SCHEDULE
Column 1 **Days: A, B** indicates every day, **A or B** indicates every other day. Science Labs and Physical Education classes (as well as others) fall under this category.
Column 2 Indicates the period of the class. Homeroom will not take place every day. A special bell schedule will be in effect when there is a homeroom. It is essential that you attend HR as pertinent information is disseminated.
Column 3 Indicates the semester. **1**=the fall semester, **2**=the spring semester, **1,2**=all year
Column 4 Your class will be held in this room. Example: **219**=second building, first floor, **415**=fourth building, first floor etc.
Column 5 Do not worry about this column; it is for the administration and guidance ofc.
Column 6 Course Title
Column 7 Teacher

GETTING AROUND

- The Principal, Assistant Principal and Guidance Offices are located in building 1.
- The Deans' Offices are located in building 7.
- Students have five minutes to transition between classes.
- Students may leave the building during their "off" period and lunch period, EXCEPT periods 1, 2 and 3, when campus is closed for grades 9-11.
- School buses drop off students in the area in front of the main entrance of the school.
- School buses pick students up from neighborhood bus stops beginning at 7:15 A.M.
- School buses depart from school at the end of period 9 at 2:34 P.M.
- In addition, there are after-school activities buses that run at 3:30 P.M., 4:30 P.M, and 6:00 P.M.

Where do I find…

DEPARTMENTS/OFFICES	LOCATION
Attendance Office	700 Building, above the Commons
Deans Office	700 Building, above the Commons
Nurses Office	In-between Cafeterias and Gym
Guidance Office	100 Building, across from the Main Office
LC (Learning Collaboratory)	100 Building – 2nd Floor
Health/Phys. Ed. Director	Room 811D(Rear right of Commons) and District Office
Special Education	Room 110D

FREQUENTLY ASKED QUESTIONS

1. **WHAT DO I DO IF I AM ABSENT?** You will need to bring a note from home to the attendance office within five days! The attendance office is in the 700 building, above the Commons by DOSO.

2. **WHAT DO I DO IF I AM MISTAKENLY MARKED ABSENT?** Speak to your teacher first. If there is a discrepancy, speak to your grade level dean. Your teacher will sign a special form that you will submit to the attendance office.

3. **DO I HAVE ENOUGH TIME TO GET TO MY NEXT CLASS?** Absolutely! But you can't stop and socialize on the way.

4. **HOW DO I GET INVOLVED IN ACTIVITIES?** Listen to the announcements at the end of period 2, check out the bulletin board in Cafeteria A, and ask! If you have any questions, see Mr. White in DOSO.

5. **WHO DO I GO TO IF I HAVE A PROBLEM?** There are a lot of options if you are seeking help! You can always make an appointment to see your School Counselor during your lunch or free period. You can seek the advice of Mr. Saravia in the Guidance Office. He can direct you to the appropriate personnel. Don't forget that there are administrators, counselors, social workers, and psychologists in the building who can help you.

6. **WHY AM I INELIGIBLE FOR ACTIVITIES?** You may be ineligible academically or due to attendance and/or academics. If you have over five illegal or unexcused class absences for any subject/class periods, you risk your eligibility to participate in extracurricular activities. If you fail **two** or more classes in a marking period, you risk your eligibility to participate during the following marking period. If you have questions, see Mr. Bland in DOSO for academic eligibility questions and your dean for attendance eligibility questions.

7. **WHAT IS PROBATION, INELIGIBLE, DISQUALIFIED MEAN?** If you are on probation for attendance and/or academics, you are still permitted to participate in the total activity but will be subject to review and weekly monitoring. You must submit a bi-weekly report card. Failure to submit bi-weekly report cards will result in ineligibility or disqualification. If you are deemed ineligible, this means that you will be excluded from all contests, performances and competitions but are entitled to attend and participate in practices and meetings. You must submit weekly review reports. If you are deemed disqualified, you will lose the privilege to participate in all athletic and extracurricular activities during the period imposed, up to the remainder of the school year. If you have questions, see Mr. Bland in DOSO.

8. **WHERE DO I GO FOR WORKING PAPERS?** You can pick up working papers from the Guidance Office.

9. **HOW CAN I FIND OUT WHEN TEACHERS GIVE EXTRA HELP?** Each teacher has a sign posted in his or her classroom indicating the hours he/she gives extra help. Teachers are also available during certain periods during the day. ASK! Teachers are often available by appointment as well! In addition, a list is published that includes the hours of all teachers. See your School Counselor and/or check our website.

10. **WHO CAN I TURN TO IF SOMETHING IS UPSETTING, FRIGHTENING OR MAKING ME UNCOMFORTABLE?** Your School Counselor is always there for you! You may also speak to your dean, or any one of the administrators.

11. **WHEN CAN I GO TO THE CAFETERIA?** You can go to the cafeteria during your scheduled lunch period or a period for which you are unscheduled. Lunch is served during periods 4 through 8.

12. **WHEN DO THE BUSES LEAVE SCHOOL?** Following dismissal, 3:30 P.M., 4:30 P.M., and 6:00 P.M.

GRADUATION REQUIREMENTS

Regents Diploma

- 22 Credits: 4 English Language Arts, 4 Social Studies, 3 Science, 3 Math, .5 Health, 1 Arts. 1 World Language, 2 Physical Education, 3.5 electives
- 5 required Regents Exams with a score of 65 or better as follows:1 Math, 1 Science, 1 Social Studies, ELA and 1 pathway assessment or
- 4 Required exams with a score of 65 or better as follows: 1 Math, 1 Science, 1 ELA, 1 Social Studies and meet all CDOS requirements

Regents Diploma with Advanced Designation

- Pathway Combination: (other than STEM), ELA,1 Social Studies, 3 Mathematics, 2 Science (1 life science, 1 physical science), AND either 1 Pathway (other than math or science) or meet the CDOS requirements, TOTAL= 7 or 8 assessments
- STEM (Mathematics) Pathway Combination: ELA,1 Social Studies, 4 Mathematics, 2 Science (1 life science, 1 physical science), TOTAL= 8 assessments
- STEM (Science) Pathway Combination: ELA,1 Social Studies, 3 Mathematics, 3 Science (1 life science, 1 physical science), TOTAL= 8 assessments
- In addition, students must pass a checkpoint B World Language local exam (FLACS) or complete a 5-unit sequence in the Arts or CTE

Other Graduation Options

- For eligible students there are other options available such as a Local Diploma, and a CDOS credential.
- Your School Counselor will explain these options if these apply to you.
- There is a detailed appeals process for students who meet requirements outlined by the NYSED in order to obtain a Regents or Local Diploma.
- The Local Diploma remains available to students that meet the criteria provided they earn a score of 55-64 on one or more required Regents examinations. Furthermore, there are other criteria that can be fulfilled for a local diploma.
- See your School Counselor for the most updates graduation options.

PARENT & STUDENT PORTALS

The eSchool Portal is a secure web-based system that gives both parents/guardians and students online access to students' school schedule, profile, attendance, progress reports and report cards.

Additionally, students can enroll in the Self Service Portal to easily change their password for district devices, instructional applications, and Clever as well as access the student portal.

Students and Parents/Guardians can find instructions on how to register for both the Parent and Student Portal and the Self Service Portal on the District web page (www.baldwinschools.org) under the eLearning Hub and Support tab.

BHS IMPORTANT DATES:

PROGRESS REPORTS WILL BE PUBLISHED ON PORTAL:	REPORT CARDS WILL BE PUBLISHED ON THE PORTAL:
October 14, 2025 December 17, 2025 March 10, 2026 May 20, 2026	November 14, 2025 February 2, 2026 April 21, 2026 June 29, 2026
KNOW YOUR SCHOOL NIGHT:	**PARENT TEACHER CONFERENCES:**
September 18, 2025	November 13, 2025 November 24, 2025