

Charles W. Baker High School

**29 E. Oneida Street
Baldwinsville, NY 13027**



STUDENT HANDBOOK

2018 – 2019

CHARLES W. BAKER HIGH SCHOOL ADMINISTRATION

Donald A. Root Jr.	Principal
Jennifer L. Terpening (Gr. 10)	Assistant Principal
Thomas J. Fraher III (Gr. 11)	Assistant Principal
Kris Denton (Gr. 12)	Assistant Principal
Christopher M. Campolieta	Director of Athletics/PE/Health
Martin T. Knaul	School Resource Officer

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**CHARLES W. BAKER HIGH SCHOOL
DAILY SCHEDULE**

Regular School Day

Doors Close	7:30
Warning	7:34
Period 1	7:36 – 8:20 +
<i>(+Pledge/Announce)</i>	
Period 2	8:25 – 9:05
Period 3	9:10 – 9:50
Period 4	9:55 – 10:35
Period 5	10:40 – 11:20
Period 6	11:25 – 12:05
Period 7	12:10 – 12:50
Period 8	12:55 – 1:35
Period 9	1:40 – 2:24
<i>(+Announcements)</i>	

SOME IMPORTANT INFORMATION FOR STUDENTS

Main Office: 315-638-6000 from 7:15 AM – 4:00 PM
 Attendance: 315-638-6003 or 315-638-6004 - Mrs. Doerger
 Guidance: 315-638-6027 or 315-638-6028 - Ms. Paris/Mrs. Baker
 Health Office: 315-638-6018 Mrs. DeGennaro/Mrs. Pigeon

Secretaries to Principals:

Ms. King, Secretary to Mr. Root..... 315-638-6008
 Mrs. Kearney, Secretary to Mr. Denton.....315-638-6002
 Mrs. Swanson, Secretary to Mrs. Terpening..... 315-638-6001
 Mrs. Nicholson, Secretary to Mr. Fraher..... 315-638-6073

If students need assistance with:

Arriving Late (After 7:36) Attendance Office
 Bus Transportation.....Main Office
 Career InformationGuidance Office/CRC
 Class Schedule Guidance Office
 College Information.....Guidance Office
 Excuse to Leave Early (Blue Pass)..... Attendance Office
 Gym Locker.....P.E. Teacher
 Hall Locker.....Main Office
 Homework Request.....Attendance Office
 Illness or Health Care.....Health Center
 Lost/Found ArticleMain Office/Custodian
 Lunch Ticket/Breakfast ProgramSchool Cafe(7:10 AM)
 Permit to Park Car on Campus.....Main Office
 Personal Problem.....Guidance Office
 Physical Education Excuse Health Center
 Question on Military Career.....Guidance Office
 Question on Occupational Education.....Guidance Office
 Return from Absence Attendance Office
 Return to School (Pass)Attendance Office

BALDWINVILLE CENTRAL SCHOOL DISTRICT VISION STATEMENT

Through a cooperative effort of the total community, we will create an environment which inspires a desire for life-long learning, fosters mutual respect, instills a positive philosophy about the worth of participatory citizenship, and empowers all individuals to reach their full potential.

MISSION STATEMENT

With this in mind, we will continually strive for excellence in education by

- supporting and respecting all who are involved with our students - faculty, staff, family, business, government, and the total community - to maximize each student's potential as a self-directed learner and responsible citizen
- promoting broad-based educational standards of excellence, encompassing intellectual and aesthetic development, as well as physical, social, and emotional well-being
- fostering critical thinking, problem solving, communication, independence and interdependence, creativity, and the technological skills imperative for a successful future in a changing global community
- improving curriculum, technology, and staff development
- providing student-focused programs which effectively respond to the diversity of our students' abilities, backgrounds, interests, and needs
- recognizing that students learn in different ways, at different times, and at different rates, and promoting a variety of teaching strategies and methods to effectively respond to these learning styles and abilities
- promoting an ability to change, seek challenges, and continuously improve
- fostering an environment that is challenging
- and secure, as well as ecologically and aesthetically conducive to learning.

BOARD OF EDUCATION

2018 – 2019

Ms. Christina Pavetto Bond

Mr. James Goulet

Mr. Victor Jenkins, President

Mr. Jeffrey Marier

Mrs. Jennifer Patruno

Ms. Joan Reeves, Vice President

Mr. Steve Schweitzer

Mrs. Kim Sullivan-Dec

Mr. Matthew Yager

Miss Sophia Simone, Ex-Officio Student Member

CENTRAL ADMINISTRATION

Matthew McDonald, Superintendent of Schools

Joseph DeBarbieri, Deputy Superintendent

James Rodems, Assistant Superintendent for Management Services

Eric Wilson, Director of Staff Relations/School Attorney

ACADEMIC DIRECTORS

Rocco Nalli, Director of Special Education

David Kilcourse, Director of Pupil and Personnel Services

Christopher Campolieta, Director of Athletics, Physical Education & Health

Richard DeLisle, Director of Technology

Anthony Cardamone, Director of Elementary K-6 Curriculum & Instruction

Renee Burnett, Director of Secondary 7-12 Curriculum & Instruction

GUIDANCE OFFICE STUDENT ASSIGNMENTS

Mancini, David:

Gr. 10 (A – Cri)

Gr. 11 (A – Clar)

Gr. 12 (A – Conk)

Ambrose, Meredith:

Gr. 10 (Crj - Guh)

Gr. 11 (Clas - Gin)

Gr. 12 (Conl - Gar)

Foote, Kristen:

Gr. 10 (Gui - Leg)

Gr. 11 (Gio - Lal)

Gr. 12 (Gas - LaF)

Hollenbeck, Jeremy:

Gr. 10 (Leh- Or)

Gr. 11 (Lan- Pas)

Gr. 12 (Lag - O)

Pascale, Charisse:

Gr. 10 (Os - Sm)

Gr. 11 (Pat - Sk)

Gr. 12 (P - Spe)

Dixon, Brandy:

Gr. 10 (Sn– Z)

Gr. 11 (Sl– Z)

Gr. 12 (Spf – Z)

**IMPORTANT DATES
2018 – 2019
SAT TEST DATES**

Students with accommodations should check with their resource teacher before registering for a PSAT/SAT/ACT, as some administrations are not set up for readers/word processing, etc.

<u>TEST DATES</u>	<u>REGISTRATION DEADLINE</u> (Postmark Deadline)	<u>TEST GIVEN</u>
October 6	September 7	SAT & Subject Tests
November 3	October 5	SAT & Subject Tests
December 1	November 2	SAT & Subject Tests
March 9	February 8	SAT only
May 4	April 5	SAT & Subject Tests

ACT TEST DATES

<u>TEST DATES</u>	<u>REGISTRATION DEADLINE</u> (Postmark Deadline)	
September 8	August 10	
October 27	September 28	<u>PSAT/NMSQT</u>
December 8	November 2	Oct. 10
February 9	January 11	
April 13	March 8	
June 8	May 3	

GRADE REPORTING DATES

September 12	Baker Open House
October 4	End of 5-Week Mid-Mark
October 12	Interim Reports Via Schooltool
November 9	End of 1st Quarter
November 16	Report Cards Via Schooltool
December 14	End of 15-Week Mid-Mark
December 21	Interim Reports Via Schooltool
January 25	End of 2nd Quarter
February 1	20-Week Grades Via Schooltool
March 1	End of 25-Week Mid-Mark
March 8	Interim Reports Via Schooltool
April 5	End of 3rd Quarter
April 11	Report Cards Via Schooltool
May 17	End of 35-Week Mid-Mark
May 24	Interim Reports Via Schooltool
June 18 – 25	Regents & Competency Exams
June 23	Graduation
June 26	End 4th Quarter/40 Week Grades Via Schooltool

STUDENT LEADERSHIP OFFICERS
2018-2019

SENIOR CLASS: Class of 2019

Advisors: Mrs. Campbell

Co-Presidents: Conor McManus & Griffin Seifritz
Co-Vice-Presidents: Maya Hewitt & Spencer Wirtheim
Secretary: Leah Carpenter
Co-Treasurers: Abbie Donahue & Cara Weaver

JUNIOR CLASS: Class of 2020

Advisors: Mrs. Campbell

Co-Presidents: Brendan Wilcox & Katie Nice
Co-Vice-Presidents: Jordyn Grady & Jose' Perez-Marino
Co-Secretaries: Jackie Boutilier & Morgan Hey
Co-Treasurers: Adam Kinville, Aidan Priest & Sheng Huang

SOPHOMORE CLASS: Class of 2021

Advisor: Mrs. Foote and Ms. Weaver

Presidents: Paige Morrissey & Emma Duggan
Secretary: Victoria Shultz
Treasurer: Mary Young

STUDENT COUNCIL – Advisor: Mrs. DeBarbieri

The Student Council is the official voice of the student body. The Council functions on two levels. The Executive Council consists of the officers and committee chairpersons from the General Assembly. The General Assembly is the main body, composed of representatives selected by the officers. Voting members include the Presidents and Vice-Presidents from the three upper classes.

Student Council has responsibility for a number of school activities each year. These include scheduling social and school activities and maintaining a year-long program calendar. The annual **Homecoming, Semi-Formal** and **Moving-Up Day** activities are planned by the Student Council.

Fund-raising enables Student Council to contribute to annual scholarships, school activities, and school beautification projects. Fulfilling the needs and desires of the student body requires active student participation and leadership.

2018-2019 Student Council Officers

Co-Presidents: Sam Kellner & Sophie Simone
Co-Vice-Presidents: Erika Van Slyke & Maura Bartell
Co-Secretaries: Madison Manning & Sarah Dusse
Treasurer: Oliva Wachob

NATIONAL HONOR SOCIETY –

Advisors: Mrs. James/Mrs. Schumacher

The Donald W. Coates Chapter of the National Honor Society was started in Baldwinsville in 1955, with nine members.

For many students, selection as a member of the National Honor Society is the pinnacle of their achievements in school. This honor, recognized throughout the nation, is both the public recognition of accomplishment and the private commitment to continued excellence on the part of the new member.

Selection to the NHS is a privilege, not a right. Students are invited to provide information to be used by the advisor and Faculty Council to support their candidacy for membership. Membership is granted only to those students **selected** by the Faculty Council. This is not an election, nor is membership automatically conveyed because a student has achieved a specified level of academic performance. It is not an honor roll. The following information should provide teachers, students, and parents with a more clear understanding of the selection process used at our school:

*The Faculty Council consists of five (5) voting members who review student activity information forms on behalf of the faculty of the school. The Faculty Council selects students who demonstrate outstanding performance **in all four criteria of scholarship, leadership, service, and character. A weakness in any of these areas can result in non-selection.**

***Scholarship.** Candidates for membership must be in grades 11 or 12 and have an academic average (non-weighted) of at least 93% from grades 9, 10 & 11 (for juniors) and grades 9, 10, 11, and 12 (for seniors).

***Leadership.** The Faculty Council has interpreted leadership in terms of effective participation in co-curricular school activities. It also considers student leadership in the classroom, at school, and in the community; however, involvement in at least three school-related activities in grades 10 and 11 is required. Holding school offices and positions, promoting school activities, and contributing a positive influence in school are also important.

***Service.** The student should have some record of participation in school and/or community projects that assist others. Volunteer experiences of all kinds are taken into consideration. (A minimum of 15 hours from service performed in grades 10 and 11 is expected.)

***Character.** The student should demonstrate the highest standards of honesty and reliability. Qualities such as respect for others, responsibility, trustworthiness, caring, and student cooperation with school rules and regulations are taken seriously. Any high school record of cheating, plagiarism, serious disciplinary action, and record of suspension from the athletic department will impact negatively on a student seeking membership. National Honor Society members serve as role models for the student body.

*Student information forms also should include a **letter of recommendation and an essay.**

*All names of candidates being considered for membership are presented to the entire faculty for approval. **All faculty members are invited to make comments on candidates.** Induction takes place in the spring.

*Seniors may also reapply if they applied but were not accepted in their junior year.

NOTE: With appropriate review, the Faculty Council reserves the right to revoke membership under certain circumstances.

Questions and concerns should be directed to Mrs. James in Rm. #2408 or Mrs. Schumacher Rm. #2425.

2018-2019 NHS Officers

President: Sam Kellner

Vice-President: Maya Hewitt

Secretary: Justus Holden-Betts

Treasurer: Jacob Way

CERCLE FRANCAIS & SOCIETE HONORAIRE DE FRANCAIS, FRENCH CLUB & NATIONAL FRENCH HONOR SOCIETY – Advisor: Madame Southard

The *Cercle Francais* was established in 2007 to create enthusiasm for and an understanding of francophone culture and civilization. This club is open to all French students at Baker and meets once a month. Activities include guest speakers, service projects, games and films and field trips.

The *Societe Honoraire de Francais of the Secondary Schools of America* has as its aim the promotion of high standards of scholarship and interest in the study of French, as well as service to students of French. The constitution of the Baker Chapter states that candidates must demonstrate not only academic excellence in the highest level of instruction, but enthusiasm as shown by their participation in the activities of the *Cercle Francais*. Students receive a copy of the specific requirements in September. The roster of members is mailed to national headquarters shortly before graduation, although juniors are invited to the May ceremony. Seniors are honored for their induction into this national organization, the highest honor for students of French in the country, with blue, red, and white honor cords to be worn with their gown at graduation.

CO-CURRICULAR ACTIVITIES

Acceptance Coalition – Cheri Pascale & Colin Keating
Amnesty International – Niki Campbell & Jen Medwid
Art Club – Katie Herrmann
Business Club – Gary Pluff & Meghan Titus
Chess Club – Tom Sikora
Community Wide Dialogue – TJ Fraher
Drama Club – Melissa Morgan
Electrathon Race Team – Jamie Cuyler
Environmental Club – Mark Penhollow
FCCLA – Chrissy Rode
Film Club – Leslie Cartier & Melissa Morgan
French Club – Elena Southard
Friend to Friend – Sam Schraven
Genius Bar – Leslie Cartier
Interact Club – Beth Chetney
Key Club – Dana Rubadou, Kallie Mathis & Lexie Williams
Math League – Beth Fox
Model UN – Patty Mullaney, Heather Mautz
National Honor Society – Karel James & Sue Schumacher
Programming Club – Tom Sikora
Real Talk – Leslie Cartier & Meghan Titus
Robotics Club – Matt Hudson
Science Olympiad – Sheila Heaton & Peter Morgan
Ski Club – Michelle Kuraszewicz
Spanish Club – Mark Widrick
Vinyl Club – Casey Vanderstouw
WBXL – Tech Teacher (Mike Malecki)
Writers Guild – Michelle Kuraszewicz
Yearbook – Meghan Titus & Kathy King

MUSIC CO-CURRICULAR ACTIVITIES:

Regents credit is given for all major performance ensembles (Concert Choir, Band, and Orchestra) which meet as a regularly scheduled class during the school day. Attendance is required for performances and weekly lessons. Membership opportunities for after school music activities are extended to all Baker High School students.

Baker High Musical – Advisor: Mr. Keating

Band – Advisor: Mr. Vanderstouw

Chamber Singers – Mr. Keating

Company B – Advisor: Ms. Brody

Competition Marching Band – Advisor: Mr. Vanderstouw

Jazz Band – Advisor: Mr. Vanderstouw

Jazz Strings – Advisor: Mrs. Hollis

Orchestra – Advisor: Mrs. Hollis

Pep Band – Advisor: Mr. Vanderstouw

Wind Ensemble – Advisor: Mr. Vanderstouw

Winter Drum Line – Advisor: Mr. Vanderstouw

Winter Guard – Advisor: Mr. Vanderstouw

ATHLETIC PROGRAM

For complete academic, athletic training code, Salt City Athletic Conference (SCAC), Section III and the New York State Public High School Athletic Association (NYSPHSAA) standards for eligibility and regulations, contact the Baldwinsville Athletic Department at 638-6053.

Baker High is proud to say that it is one of the leaders in providing opportunities for boys and girls to participate in interscholastic sports. From August until June, there are all kinds of activities to choose from:

Baldwinsville boys' teams compete in the following sports:

FALL: Cross Country, Football, Soccer, Golf, Volleyball
WINTER: Basketball, Bowling, Indoor Track, Ice Hockey, Wrestling, Swimming
SPRING: Baseball, Lacrosse, Tennis, Track

Baldwinsville girls' teams compete in the following sports:

FALL: Cheerleading, Cross Country, Gymnastics, Soccer, Swimming, Tennis, Field Hockey, Volleyball
WINTER: Basketball, Bowling, Cheerleading, Indoor Track
SPRING: Crew, Lacrosse, Softball, Track, Golf

STUDENT SERVICES

CAFETERIA: A lower price for students is made possible by state and federal subsidy and U.S. government donated foods. Milk, ice cream, and potato chips are available a la carte items. All food items can be purchased a la carte. Food should be consumed in the cafeteria, not outside, in classrooms, or hallways. Food delivered by restaurants is prohibited.

LOST & FOUND: All lost articles may be claimed at the Main Office or Custodian's Office, opposite the Athletic Office in the main foyer. Anyone finding a lost article should turn it in to the Main Office immediately. Money and other valuables should never be left in lockers or desks. The School Resource Officer will be involved in cases considered necessary by the Building Administration where theft has occurred.

TEXTBOOKS (and some instructional materials): Textbooks are furnished by the Board of Education for the students' use. Normal wear with careful usage is expected. Students are expected to pay for any misuse, loss or destruction of the school property. Cost of replacing a textbook is the current replacement price, not a prorated figure of the original cost. A lost book must be paid for before a new one can be issued.

GUIDANCE: The guidance staff helps students with problems of everyday life, provides information concerning educational and occupational opportunities, and counsels students regarding the proper use of their abilities, interests, and attitudes. Each counselor will conduct group programs with all their students by grade level.

GUIDANCE SEMINARS: Guidance seminars address the needs of students in grades 10 - 12 relating to occupations and college choices. Since these needs vary at the different grade levels, we offer a different seminar for each grade.

10th Grade Seminar – A program with a variety of career exploration activities.

11th Grade Seminar – The focus of this seminar is the presentation of college and occupational information.

12th Grade Seminar –The senior seminar is comprised of one large group session followed by individual conferences to discuss post high school plans. The large group session is broken down into two groups: Career-bound students and college-bound students.

Items covered during the seminar include:

- | | |
|------------------------------|---------------------------------|
| -college application process | -timeline of important dates |
| -interview skills | -class rank |
| -importance of senior year | -scholarships and financial aid |

Individual conferences focus on graduation requirements and individual progress and questions regarding post high school plans.

CAREER RESOURCE CENTER: The Career Resource Center, which is located next to Guidance, provides information on various occupations and colleges for all students. Resources available include college catalogs and guides, materials on career opportunities, occupational briefs, and computer terminals which provide college searches. The Center is open 7:30 – 2:45 and books and catalogs may be signed out. Their number during the school year is 315-638-6149.

PSYCHOLOGICAL SERVICES: Confidential student counseling is available to any student during or after school. Appointments with the school psychologist can be made by students through the Guidance secretaries. Parents may call (Wanda Wachob, ph.315-638-6033) for consultation. All consultations and referrals are confidential.

MATH LAB: The lab is open Periods 1 – 9 and is located in Room 2402. Since this is a time for students to complete work and get assistance with homework and assignments, students are asked to work quietly while in the lab.

HOMEWORK REQUESTS: If an illness is going to be for two days or more, please call the **Attendance Office at 315-638-6003** in order that arrangements can be made for school work. Requests for work must be made before 9:30 a.m. to assure assignments will be ready for pick-up at the end of the day. Students are encouraged to call their classmates or check teacher websites for assignments before calling Attendance.

HOMEBOUND INSTRUCTION: If an absence is longer than two weeks, and there is a potential need for a tutor in some subject, then an application for homebound instruction must be filed in the Guidance Office. Applications are made through guidance and require a diagnosis from a medical doctor. Once approved, an individual program will be prepared to meet the needs of the students as recommended by the counselor. In absences of less than two weeks but longer than two days,

students are encouraged to call the attendance office for help in obtaining written assignments due during the absence.

HEALTH CENTER: The High School Health Center is located on the ground floor of the building. It is open for the convenience of the senior high school students and faculty from 7:30 A.M. until 2:45 P.M. All injuries and accidents occurring on school property must be reported to the Health Center immediately and an accident form completed. Applications for the issuance of **Working Papers** are made at the Health Center.

PHYSICALS: Every school child is required by the State Education Law to have a health inspection in grades 1, 3, 7, and 10; also upon admission for the first time to one of the district's schools. The doctor's examination may be conducted by the family physician, or, if that is impossible to arrange, an appraisal is made by the school physician. The law also requires that every child have immunizations against polio, diphtheria, measles, and German measles (rubella). Tenth grade students receive a complete physical examination, including a dental inspection, by the school physician and the Onondaga County Public Health Department.

SICKNESS IN SCHOOL: Students who become ill during the school day will report with a pass to the Health Center. Students will be excused from school due to illness upon the recommendation of the nurse and permission from the parent. Students should never leave the building without permission from the nurse. Under certain circumstances, when it is necessary for a student to take medication during school hours, the school nurse may cooperate with the family physician and the parents in administering the medication. If the parent submits a written request from the family physician in which he indicates the frequency and dosage of the prescription, the school nurse may administer the medication during school hours. A written request from the parent is also required. **Students on medication must take it in the Health Center.**

SCHOOL ACCIDENT INSURANCE: The school provides, at no additional cost to the parent, insurance that is a secondary non-duplicating coverage whose sole purpose is to ASSIST the parents in meeting expenses derived from accidental bodily injuries resulting from any staff supervised, school sponsored activities only. Information in regard to health insurance may be obtained by called **315-638-6055**.

REPORTING AN INJURY: The insurance company allows 30 days from the date of injury in which a claim can be filed. ALL injuries are to be reported to the Health Center by way of the following:

- (a) student (c) coach/teacher
- (b) parent (d) building nurse, Health Office

An information pamphlet is enclosed with the student claim form and directed to the parent when it has been determined medical care is necessary. Student must possess a release note from his/her doctor to be eligible to return to participation in any athletic sport and/or physical education classes should any injury occur.

COVERED ACTIVITIES: Those which are financed and administered solely as the direct responsibility of the Board of Education are:

- (a) scheduled as school activity.
- (b) while participating under direct and personal supervision of qualified school employees specifically designated by school authorities for that purpose.

NOT COVERED: Accidents occurring to and from school (exception: those students riding school buses on a regularly scheduled run are covered). Accidents which may occur before, during, or after school hours other than teacher-supervised activities.

LEARNING COMMONS (LIBRARY/MEDIA CENTER)

The Learning Commons is the largest classroom in the school, but it's more than that. It's a place where you can relax on a sofa and read some great magazines and books. Computers are available so you can catch up on your schoolwork; chess boards are available when you want to challenge your mind.

We subscribe to several online databases which will provide you with reliable information for your research needs and our Web Page has links to many sites you might be interested in.

Fiction is shelved by genre and we have one of the largest Graphic Novel collections in New York State. Please feel free to suggest new magazine and book titles. Whenever possible we will purchase that item and make sure you get to read it first.

Our rules are simple. No food or drink, return what you borrow and be considerate of everyone else who is using the Learning Commons. We love having students and staff in the Learning Commons but we want to make sure that everyone can do what they need to do without being disturbed or distracted by others.

Hope to see you in the library this year.

Acceptable Use Policy (AUP) For Computer Use

- Users will not access computer games from any source unless used as a part of teacher supervised instruction or activity authorized by the building principal
- Sending or displaying offensive messages or pictures: pornography, etc.
- Using obscene language.
- Harassing, insulting or attacking others.
- Damaging computers, systems or networks.
- Downloading or installing unapproved software or hardware.
- Violating copyright laws and the valid licensed rights of others.
- Using another user's password.
- Encrypting or password protecting material stored on the system.
- Possessing programs used for hacking or stealing passwords.
- Trespassing in another user's folders, work or files.
- Intentionally wasting limited resources. (paper, ink etc.)
- Employing the network for non-school related, commercial or other private purposes.
- Use of an account by anyone other than the account holder.
- Use of E-MAIL or other communication facilities by students or the personal use of E-MAIL, instant messaging and any use of Hotmail (Yahoo, AOL, MSN)
- Requesting unnecessary and lengthy material that ties up system resources.

Any violation of the AUP may result in the loss of system privileges; District imposed discipline or legal action.

ACADEMICS

ACADEMICS – All students are expected to maintain a course load of six credits plus physical education.

COMMON EXPECTATIONS

Teachers expect that students will:

BE COMPLETELY PREPARED FOR EVERY CLASS:

- MAKE ATTENDANCE IN SCHOOL AND CLASS A PRIORITY
- Bring appropriate materials: i.e., blue/black pen, #2 pencils, books, notebooks
- Be in seats before the bell
- Have homework finished before class
- Be ready to begin

- Be organized: use agenda book, know what is needed, keep track of materials, keep separate collecting folders for each subject's handouts

PRESENT WORK DONE WITH PRIDE:

- DO ALL WORK WELL THROUGH PERSONAL EFFORT! (Cheating and plagiarism will not be allowed)
- Write in blue or black ink, unless otherwise indicated
- Use proper format for work:
 - Turn in work on straight edged lined paper,
 - unless typed
 - Do Science lab work and art work as directed
- Properly use sentence structure, spelling, grammar, citation, etc. (and as supported through students IEPS)
- Experience consequences for not doing homework
- Experience consequences for work turned in late

BEHAVE APPROPRIATELY IN THE CLASSROOM:

- TREAT ALL INDIVIDUALS WITH RESPECT
- Be cooperative and demonstrate a willingness to learn
- Follow established school and classroom procedures
- Store book bags out of the traffic pattern
- Be tolerant of others' opinions, questions, and answers
- Use body language that indicates you are paying attention and involved in the activity (no heads down on desks)
- Use appropriate language
- Do your best to contribute
- Bring nothing to eat or drink into the classroom without permission
- Do not pack up early, and remain in seat until the bell rings
- Leave windows, lights, machines, equipment, etc. up to the teacher
- Ask before borrowing things from the teacher's desk
- Properly and completely clean up all materials

Students expect all teachers will:

- Start class on time
- Provide everyone with an equal opportunity to participate
- Create an environment based on respect
- Make homework assignments purposeful and important in order to enhance the learning process
- Evaluate papers and return them in a timely manner
- Make sure all classroom rules and procedures are clearly explained
- Be available for extra help and make up work
- Endeavor to make sure all students experience a sense of physical safety and protection from verbal abuse
- Equally enforce all school rules

STUDENT ATTENDANCE

Schools cannot educate students who do not attend class. Students will attend school regularly and punctually. Only Excused Absences will be allowed. Daily attendance of any student is the legal responsibility of the parent/person in the parental relation. Students who enter a classroom after a lesson has begun are interfering with the rights of others to learn and study. Extended excused absences require the appropriate documentation beyond a parent/guardian call or note (i.e., doctor's note.)

School attendance is both a right and a responsibility. The Baldwinsville Central School District is an active partner with students and parents/persons in parental relation in the task of ensuring that all students meet or exceed the New York State Learning Standards. Because the District recognizes that consistent school attendance, academic success, and school completion have a positive correlation, the District expects all students to attend scheduled classes.

1. This expectation serves as a clear and constant reminder of the importance of attendance in instruction, enabling the student to:
 - a. Learn subject matter and increase academic performance
 - b. Develop responsible work and study habits.
 - c. Prepare for his/her future in the work place and community
2. This expectation provides for the known whereabouts of every student for safety and other reasons
3. This expectation maintains that the parent(s)/ person(s) in parental relation are responsible for the regular attendance of their child(ren).

ATTENDANCE EXPECTATION: There is an attendance expectation of a minimum of 85% (153 days) of regular class sessions. Using this guideline, written notification(s) will be initiated following the timeline below:

- 7 absence/tardy in 10 weeks of school
- 14 accumulated absence/tardy in 20 weeks of school
- 20 accumulated absence/tardy in 30 weeks of school

Additional expectations for students:

- Students who are absent/tardy for any reason may have additional time after returning to class to make up the work that was missed depending on circumstances of absence.
- Students who are aware of an absence ahead of time (such as educational trips, interscholastic competitions, etc.) are expected to make arrangements prior to their departure to obtain the appropriate class work. Students must also obtain and fill out all appropriate permission forms in advance.

COURSE EXPECTATION: Many courses at C. W. Baker, especially many senior level courses, require the completion of a final project and/or presentation.

Students must do all pieces of the project in a timely fashion. Failure to complete a final project for a course could result in the failure of that course. This is especially significant for seniors when a course is required for graduation. If you have been suspended from school, it is still your responsibility to get the project in to your teacher on the due date. Failure to do so may result in a late penalty affecting the grade of the project. Projects can be brought to school via a friend, a parent, or with special permission from an administrator. You may be allowed to bring the project directly to the main office.

MARKING SYSTEM FOR GRADES 10-12: *Criteria for Passing a Course:* Each course is comprised of more elements of information, concepts, and skills than could be measured by any single given examination. Therefore, passing a final examination (school or regents) does not guarantee passing the course.

COURSE AVERAGE - is defined as follows:

- Year Course:** The average is based on the four quarterly grades and the final exam (if there is one) $-1q+2q+3q+4q+final\div 5 = \text{grade}$. If there is no final, the average is based on the four quarters \div four. Global Studies, English, and foreign language Regents examinations are assessments for graduation and not used in the compilation of the course average.
- Semester:** The average is based on the two quarterly grades and the final exam, if there is one. $(1q+2q)2+final\div 5 = \text{grade}$.
- Repeated:** The average is based on the repeated quarter grades received and the final exam, if there is one. (at least 2 grades).

HONOR ROLL: Each 10-week marking period, a numerical average of each student's grades is calculated.
High Honor criteria is: 90 or above average without incompletes or failures. Must be enrolled in at least six courses plus Physical Education.
Honor criteria is: 85 - 89.9 average without any incompletes or failures. Must be enrolled in six courses plus Physical Education.

RANK WEIGHTING:

- Advanced Placement (A.P.)/College Level 1.10
- Honors 1.05
- Regents 1.00

Class Rank is based upon six (6) semesters of course work up through the Junior Year.

Graduation Requirements

Regents Diploma		Advanced Designation	
Content Area	Credits	Content Area	Credits
English	4	English	4
Soc. St.	4	Soc. St.	4
Math	3	Math	3
Science	3	Science	3
LOTE	1	LOTE	3**
Art/Music	1	Art/Music	1
Health	0.5	Health	0.5
P.E.	2	P.E.	2
Electives	3.5	Electives	1.5
TOTAL	22.0	TOTAL	22.0

Note: Per district policy, students who do not meet all of the graduation requirements will not be allowed to participate in the graduation ceremony.

* Students must complete two units of study and will earn one credit by the end of the freshmen year. One unit of credit is earned by passing the state LOTE proficiency exam or earning a unit of commencement level credit in LOTE.

** Students acquiring five units in Art, Music, Business, Technology, or Vocational Education may be exempt.

- (a) An integrated course in mathematics/science/technology may be used to satisfy the requirement for a third credit in mathematics or science.
- (b) A student identified as having a handicapping condition may be exempt from the second language requirement for the **Regents Diploma** if the student's I.E.P. states that the requirement is not appropriate.
- (c) Students acquiring five credits in one of the following may be exempt from the Language Other Than English requirement: Art, Music, Business, or Career and Technical Education.
- (d) All students must participate in physical education each semester and earn the equivalent of two (2) credits by graduation. However, students graduating in less than four years do not have to complete the two credit equivalent.

REQUIRED REGENTS EXAMS

Regents Diploma Requirements	Advanced Designation Requirements
Score 65 or above on 5 required Regents exams. Earn 22 units of credit	Score 65 or above on the ELA, 2 OR 3 Math Regents, LOTE exam, Global History, US History, and 2 Regents Science exams (1 Life Science, 1 Physical Science).

Note: *The Regents Competency Test safety net for students with disabilities will continue to be available for students entering grade 9 prior to September 2010. Students using this safety net will receive a local diploma. The low-pass option of scoring between 55 – 64 on the required Regents exams to earn a local diploma will continue to be available for students with disabilities, without local option.*

For any questions regarding graduation requirements, please contact the Guidance Office at 638-6027 or 638-6028.

Baker High School accommodates over 1400 students. Due to the complexity of scheduling and limited numbers of sections offered, requests for teachers or teacher changes cannot be honored.

In the case of extenuating circumstances, a **semester course can be dropped or added up to two (2) weeks into the semester** and a **full-year course can be dropped or added prior to the completion of the fifth (5th) week of instruction.**

In order to drop a course, the student must request the proper forms from his/her counselor. For a drop to be referred to the principal for final review, it must be acknowledged by the teacher, parents/guardians, and counselor. The building principal will make the final determination as to whether the request to drop a course will be approved or denied based upon a comprehensive review of the student's entire educational programming. In many cases, a conference with parents and staff will be requested. It is the responsibility of the students to return all books and equipment for the class being dropped.

EARLY DISMISSAL: To be eligible for early dismissal from school, a student must be a senior enrolled in a general work experience program through CWE. Credit can be given for this program.

EARLY GRADUATION: Students planning to graduate in less than four (4) years must submit a written request signed by the parents. This request should be channeled through the guidance counselor who will forward it to the building principal. A parent conference may be necessary.

QUARTERLY GRADES BELOW 50

After a review of staff, students, parents, and administration, the Baker High School Community has come to the conclusion that the current district practice of giving grades of 50, regardless of the actual earned grade, at each ten-week report is neither effective nor appropriate. With the goals of: motivating the student to work towards achieving a better grade, directing the student's learning, and building integrity in the student work ethic, the following process is available for students falling below a grade of 50:

1. The individual teacher will record the actual grade earned at each of the ten-week marking periods.
2. The individual teacher will PROVIDE AN OPPORTUNITY for the failing student to raise the mark to a grade of 50 ONLY through an agreement system.
3. This agreement between teacher and student will follow set procedures:
 - a. The student must initiate the agreement with the teacher within **one** week of the distribution of report cards.
 - b. Terms of the agreement, including specific dates and expectations shall be settled between the teacher and student before they each sign the form.

- c. The agreement must then show acknowledgement in the form of signatures from the guidance counselor, parent, and administrator.
 - d. All five signatures must be in place within two weeks of the distribution of report cards.
 - e. Copies of the agreement shall be kept by the student, teacher, and guidance counselor.
 - f. Conditions of each agreement may not last beyond the ten-week marking period in which it was initiated.
 - g. All conditions of the agreement must be met in order for the student's grade to be raised.
4. Specifics of each agreement will be determined by individual teachers and course requirements. Factors to be considered while drawing up the agreement may include:
- a. Attendance
 - b. Coming to class prepared with the necessary materials.
 - c. Making up work in the presence of a/the teacher.
 - d. Completing an alternate assignment.
 - e. Completing all assignments by specified dates.
 - f. Passing appropriate tests and quizzes.
 - g. Creating a project or report.
 - h. Working at an appropriate level over a period of time.

CAREER & TECHNICAL EDUCATION (CTE) (BOCES): During the 11th and 12th grades, students may elect to attend one of the courses offered in CTE.

Students attending these courses will be away from Baker High School for half of each day. This means that the remaining periods will be occupied with English, social studies, physical education and lunch. In the 10th year, students interested in an CTE program are required to visit the program of their choice, attend an orientation meeting, complete an application and have their parents in attendance at an evening parent meeting.

- 1. Attendance is a major concern in any skill developing course.
- 2. ALL STUDENTS MUST RIDE THE PROVIDED TRANSPORTATION. Students are NOT allowed to drive unless special permission is approved ahead of time from both the parent and a school official. Students are not allowed to ride with other students to or from BOCES programs. The consequences for failing to follow this are severe.
- 3. If a student misses the BOCES bus, he/she must report to the In-School Planning Room.
- 4. If a student attends his A.M. BOCES class, he/she must attend his P.M. Baker classes unless he/she is excused by the school nurse that day after returning from BOCES.

ADMISSIONS TO CAREER & TECHNICAL EDUCATION: The following are the steps to be followed to be admitted to a CTE program:

- 1. Attend a CTE orientation meeting
- 2. Complete the application that was handed out at the orientation meeting.
- 3. See your counselor. Arrange for a visit.
Step 1: Have visitor approval sheet signed by teachers and parent of student.
Step 2: Return sheets to your counselor and receive the visitor's pass.
Step 3: After the completed visit, return the pass to the CTE counselor and discuss the visit with him.
- 4. Preference will be given to 11th graders for two year programs and 12th graders to one-year programs.

PHYSICAL EDUCATION: Physical Education is a required course each year for all students in New York State. Students must pass four years of physical education in order to earn two Credits toward graduation.

All students must pass all four quarters and have passing final average in order to earn .50 credit each year.

In order to pass physical education, a student must:

1. Maintain a legal attendance record. Legal absences may not exceed 15% of scheduled physical education time. Make-up classes can be arranged through their attendance teacher.
2. Come to class prepared to participate.
3. Participate to the best of his/her ability.

Being Prepared Means:

1. A change of clothing, tied sneakers, T-shirt and shorts.
2. Jacket, sweatshirt, sweatpants are needed for cold weather.
3. String tops or other clothing that is not in accordance with the school dress code will not be allowed.
4. The PE teaching staff reserves the right to determine the acceptability of proper clothing.

The Swimming Requirement:

1. All sophomores and transfer students are required to take and pass a swimming unit.
2. Any sophomore who does not pass will be required to repeat the unit.
3. Medical exceptions, i.e. chlorine allergy, are due at the beginning of the school year. A research paper on water safety will be required to pass the unit.

Medicals:

1. Short term - note from parents to nurse - pink slip to physical education teacher. Class must be made up within one week.
2. Long term - note from doctor: a) medical excuse must include the specific nature of the illness or injury; b) a checklist indicating allowable activities will be expected. Please make sure the doctor is specific about what activities you may do in physical education when you have your appointment; c) the student is responsible for participation in activities indicated by the doctor as acceptable; d) if the student is excused from all participation, time must be made up by written work approved by PE attendance teacher; e) when doctor's note excludes all physical education activities and/or is not specific, the nurse will follow up with contact to the doctor to secure a checklist; f) the checklist must be kept current by each visit to doctor; g) doctor's release necessary to rejoin activity program.

SUMMER SCHOOL OPTIONS: A student must complete the course in June in order to repeat it in summer school. That means he/she must complete all four marking periods and means he/she must take the final examination in June or complete the final course project if the exam or project is used to compute the final average. Exceptions may be appealed through the building principal. Health can be taken without having been previously enrolled in the course if offered in summer school. *If a student wishes to raise a Regents exam grade, the student must register at the beginning of summer school in order to be scheduled to take the exam. No fee will be charged.*

TUTORIAL PROGRAM FOR STUDENTS WISHING TO REPEAT A FAILED COURSE:

Requirements for an approved tutorial program are as follows:

1. A student must complete the course in June in order to participate in the tutorial program.
2. The tutor must be certified in the subject area. A list of pre-approved tutors can be obtained from the guidance department.

3. The tutor must be approved by the Building Principal.
4. Any cost incurred for tutorial services will be the student/parent responsibility.
5. The tutorial program should be a minimum equivalent to the number of hours for summer school for a student who failed a course, and approved by the principal prior to commencement, regardless of the final examination grade.
6. All tutorial programs must reflect local curriculum requirements and address student deficiencies.
7. The tutor must submit verification of actual tutorial time and submit grades for every five hours of instruction. The student must pass the school final exam in order to obtain credit. Exceptions will be discussed with the principal.

JANUARY FINAL EXAMINATION ELIGIBILITY FOR STUDENTS REPEATING A COURSE: A student must complete the course in June in order to be eligible to test out of the following January. That means he/she must have completed all four marking periods and he/she must take the final examination in June or complete the final course project if the exam or project is used to compute the final average, exceptions will be discussed with the principal.

1. The student may enroll in a full year course in the fall.
2. Final course grade, for repeating courses completed in January will be on a 2/5, 2/5, 1/5 basis.
3. If numbers warrant, a specific repeat course may be offered during the first semester. If a repeat course is offered, it will be treated as a semester course.
4. A student who retakes a Regents examination will have his/her new grade recorded on his/her permanent record.
5. If a course terminates with a New York State Regents Examination, and the examination is not offered by the state in January, the student must repeat the entire year or enroll in a tutorial program and take the regents examination in June.

STUDENT DISCIPLINE AND CODE OF CONDUCT

Each student is provided an opportunity to review the Code of Conduct at the beginning of each school year. This section of the Student Handbook highlights parts of this code for student review.

PHILOSOPHY

This Code is based upon the following philosophy with respect to discipline and the maintenance of public order in the school environment.

1. **The Learning Environment.** There is a direct connection between behavior in the schools and student learning. All members of the school community must develop and exercise self-control, self-discipline, and responsibility for their own actions in order to create an educational environment that allows teachers to teach and encourages students to learn.

2. **Learning Appropriate Behaviors.** Discipline is a learned process, and an important element of each student's education is learning appropriate behavior and the consequences of inappropriate behavior. All members of the school community must accept responsibility for their own behavior, and the consequences of their misbehavior.

3. Conduct of all Members of the School Community. In order to provide a safe and orderly environment for the delivery of quality educational services to the District's students, it is essential that all members of the school community behave in a manner that is consistent with accepted principles of civility, citizenship, tolerance, personal responsibility, respect for others, courtesy, honesty and integrity.

4. The Goal of Rehabilitation. A primary objective of disciplinary action is rehabilitation of the student and all disciplinary action shall be in the best interest of the student and the welfare of others. Each infraction of this Code should be dealt with on an individual basis, and the discipline should be commensurate with the act committed, the available relevant information, and the provisions of this Code.

5. The Goal of Self-Discipline. The best discipline is self-imposed. Student responsibility for self-discipline begins with the parents in the home, and must continue as a cooperative effort of classroom teachers, other District employees, the community and parents. District personnel are expected to use disciplinary action only when necessary, and to place emphasis on the student's ability to grow in self-discipline whenever disciplinary action is required.

6. The Necessity for Clear Rules of Conduct. In the District's schools, as in the community at large, there must be a clear statement of the rules for proper conduct and the consequences for misconduct to guide students through constructive growth and into mature adulthood. Parents, District employees and others responsible for the welfare and education of our students must cooperate to enforce these rules of conduct.

STUDENT'S RIGHTS

A right is a privilege to which one is justly entitled. Every student has the following rights:

1. Equal Educational Opportunity. The District will provide all students with an equal opportunity to acquire an education without interference from other students until age twenty-one, or until graduation if that occurs prior to age twenty-one.

2. Learning Environment. All students have the right to a safe and orderly classroom environment that will provide the opportunity for optimum learning.

3. Privacy. All students have the right to privacy, and shall be free from unreasonable search and seizure on District property and at District functions. However, since desks and lockers are District property, the District has the right to search desks and lockers at any time. Moreover, a student will be deemed to have consented to the search of his or her motor vehicle as a condition of the privilege of parking said vehicle on District property.

4. Student Records. Students, parents, and legal guardians have the right to have access to official student school records as provided by law. District personnel will work with parents to determine an appropriate time and method for the presentation of this material.

5. Expression. Students are entitled to express their opinions verbally or symbolically at appropriate times and in an appropriate, respectful manner. This right does not entitle students to spread misinformation, slander others, display inappropriate material or otherwise infringe on the rights of others.

6. Due Process. When faced with possible discipline, students have the right to the procedural due process set forth in this Code.

7. No Discrimination or harassment. Students shall be free from discrimination and harassment on school property or school functions including but not limited to the educational program, activities, or admission policies of their school. Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic origin, ethnic group, religion, religious practices, disability, sex, sexual orientation, or gender (including gender identity and expression).

8. The Right to Resolve Grievances. Students have the right to air grievance problems and concerns through legitimate channels provided by the school and District.

ATTENDANCE RULES FOR THE STUDENTS

1. Student attendance shall be taken and recorded in accordance with the following:
 - For students in grades ten through twelve, each student's presence or absence shall be recorded after the taking of attendance in each period of scheduled instruction.
 - Any absence for a school day or portion thereof shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.
 - In the event that a student at any instructional level from kindergarten through grade twelve arrives late for or departs early from scheduled instruction, such tardiness or early departure shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.
 - At the conclusion of each class period or school day, all attendance information shall be compiled and provided to the designated school personnel who are responsible for attendance. The nature of the absence, tardiness or early departure shall be coded on a student's record in accordance with the established District/building procedures.
2. Based upon the Baldwinsville Central School District's education and community needs, values, and priorities, the District has determined that absences, tardiness, and early departures will be considered excused or unexcused according to the following standard.
3. Excused: An absence, tardy, or early departure may be excused if due to:
 - Personal illness
 - Serious illness or death in the family
 - Unsafe travel
 - School-supervised project
 - Religious observance
 - Required court appearance
 - Medical/Dental appointment
 - Approved college, educational visitation
 - Approved cooperative work programs
 - Quarantine
 - Suspensions - In-School/Out-of-School

4. Unexcused: An absence, tardy, or early departure is considered unexcused if the reason for lack of attendance does not fall into the above categories. Examples of unexcused absence include:
 - Personal visitations
 - Needed at home/babysitting
 - Oversleeping
 - Vacation
 - Hunting or other recreational event
5. Call-In. When a student is absent or tardy, the parent or guardian should phone the Attendance Office, at 315-638-6003. A written excuse is not required if the parent/guardian calls in. Furthermore, the automated Connect ED Communication system will notify the parent/guardian by mid-morning if a student is not in school. Students whose parents do not call in must proceed with 6 - Expectation Upon Return.
6. Expectation Upon Return. Upon return to school after an absence from school where no parent/guardian contact has been made, students must go to the Attendance Office with a written excuse. The excuse should note the student's name, the date absent, the reason, and be signed by the parent/guardian.

ATTENDANCE DISCIPLINARY CONSEQUENCES

Unexcused absences, tardiness, and early departures will result in disciplinary sanctions as described in the District's Code of Conduct. Parents/persons in parental relation will be notified by designated District personnel at periodic intervals to discuss their child's absences, tardiness, or early departures, the importance of class attendance, and appropriate interventions.

ATTENDANCE FOR BOCES STUDENTS

- (e) Morning BOCES Attendance. Reporting in from morning BOCES is essential. Students will follow the same rules for timeliness and attendance as all other students. Upon arrival from BOCES, students will report in at the Attendance Office located in the main lobby.
- (f) Whenever a student is tardy to school, he/she shall bring a written excuse for all legal absences if phone contact has not been made. Students who are tardy to school must sign in at the Attendance Office.

INTERVENTIONS AND PENALTIES FOR STUDENTS

Violations of the Code of Conduct by students of Baker High School may result in one or more interventions and/or disciplinary actions. Refer to student code of conduct.

STUDENT BEHAVIOR

ASSEMBLIES – The assembly programs are planned to be interesting and educational. Passing to and from assemblies should be done rapidly with a minimum of noise. Pep rallies, assembly programs or functions involving the Baker community must be finalized at least five school days prior to the event.

EMERGENCY DRILLS – Follow the directions in the room and make no noise. The success of this drill depends on students being able to follow instructions quietly.

FIRE DRILLS – Fire drills are held regularly throughout the year. Students are to proceed with no noise to the exit specified by the sign in the room. When the drill is over, students are to return to the building as directed by supervising staff member.

1ST PERIOD – Each day will begin with 1st period where attendance is taken. Students are expected to be in 1st period by 7:36 a.m. Any attendance business will be taken care of before 1st period class begins. There is to be no talking during morning and afternoon announcements. Failure by a student to comply with the rules will lead to disciplinary action.

STUDY HALL RULES – The primary function of study halls is to give students the opportunity during the school day to study for exams, do homework, or work cooperatively on school projects with other students. Students are encouraged to use the Math Lab and the school library when needed. Teachers must provide the structure so that those who need to study or go elsewhere for assistance can do so. Teachers need to know where students are in case specific students are needed or there is an emergency. Students need to cooperate with the teacher and other students so that those who must go elsewhere can do so quickly and those remaining in study hall can pursue their studies. To implement these responsibilities, the following rules for study halls are established:

1. Be punctual. If you are not in your seat when attendance is taken, your study hall supervisor will consider you tardy or absent.
2. You must account for yourself for the entire period. If your study hall supervisor does not know where you are at any time during the period, you will be considered absent.
3. You should bring study or reading material with you. Locker passes are not available in study halls.
4. No card or any kind of game playing will be allowed. No electronic devices will be allowed.
5. In classroom study halls, every student leaving the study hall must have a pass. Passes will be issued to the Main Office, Guidance Office, Health Center and subject labs. Lavatory, store and phone passes may be issued by the classroom study hall supervisor with discretionary limits. All other passes must be pre-signed by the receiving teacher, including other study halls. In cafeteria study halls, passes will be issued to the Main Office, Guidance Office, Health Center, and Math Lab. Cafeteria study hall supervisors will use a sign out sheet for cafeteria level lavatory, store, and phone. All other passes must be pre-signed by the receiving teacher including other study halls.
6. All students must return to study hall before the end of the period.
7. Students may not go outside.
8. Be quiet and courteous.

Infraction of rules will result in students being sent to In-School Planning.

BUS – All students are to obey, at all times, the instructions of the driver. They should also follow rules printed and displayed on the buses. Any misbehavior on the school bus should be reported to the driver immediately. Students who do not follow the rules will be subject to the consequences outlined in the district’s Code of Conduct. On Tuesdays, Wednesdays and Thursdays, buses traveling modified routes will be available for students remaining after school for school work, class meetings, etc. With reference to the transportation policy and a student needing to ride a bus other than the student’s own bus, please be advised of the following:

1. District Transportation is not intended to replace taxi services. It is understood that the district only transports students from their home to school.
2. In case of emergencies, sickness, child care, etc., the Building Principal must notify the Transportation Department, who will in turn notify the driver. The Building Principal will issue a pass to the student to be given to the driver.

IDENTIFICATION CARDS - An I.D. card will be used to identify the person as a student in Charles W. Baker High School. I.D. pictures will be taken each year by the school photographer in September.

PASSES – At times, students may need to leave school for a dental or doctor appointment. A written request from the parent requesting the destination and an expected time of return, must be submitted when obtaining the pass. A special pass will be issued in the Attendance Office. No student should leave school without one. Forgeries are illegal and will result in disciplinary action. All such passes must be countersigned and returned to the Attendance Office. It should be emphasized that early dismissal passes should be kept to a minimum. A doctor’s excuse will be required for excessive early release passes. It should also be noted that students will not be excused from school for off-campus lunch. Further, the Athletic and Co-Curricular Policy maintains that student athletes must be in attendance for the entire school day in order to be eligible to participate in practice or athletic contests on that day. (Additional information can be found in the Athletic Code of Conduct.) Attendance in class is considered very important and missing instruction cannot always be made up. Whenever possible, appointments should be made after school or during a study hall. Permission to leave school means to go only to the destination specified in the parent note and on the early release pass.

Room passes are issued by the classroom teacher if a student wishes to go from one room to another while classes are in session. These also must be countersigned and should be returned to the teacher issuing the pass. No student should be in the halls at any time without a pass showing where s/he is going. It is assumed that those in the halls will pass quietly in order to not disturb classes which are in session.

Sample Note from Parent/Guardian for Pass to Leave School During Day

Please excuse my daughter, _____ at 10:15 as she has an orthodontist appointment with Dr. Smith at 10:30. She will be returning to school after her appointment.

Parent/Guardian Signature _____ Date _____

BALDWINSVILLE CENTRAL SCHOOL DISTRICT
Baldwinsville, NY

Reporting Discrimination, Harassment and Bullying

The District will act to promptly investigate all complaints, verbal or written, formal or informal, of allegations of discrimination, harassment and bullying; and will promptly take appropriate action to protect individuals from further discrimination, harassment and bullying. The District will designate, at a minimum, two (2) Complaint Officers, one of each gender.

It is essential that any student who believes he/she has been subjected to discrimination, harassment, bullying or retaliatory behavior, as well as any individual who is aware of and/or who has knowledge of, or witnesses any possible occurrence, immediately report same to any staff member or administrator. The staff member/administrator to whom the report is made (or the staff member/administrator who witnesses or suspects bullying/cyberbullying behavior) shall investigate the complaint, document and take appropriate action to include, as necessary, referral to a supervisory authority and/or other official designated by the District to investigate allegations of harassment and bullying within a reasonable amount of time. Referrals may be made to ANY higher level of supervisory authority.

All complaints of alleged harassing, bullying and/or retaliatory conduct will be promptly investigated in accordance with the terms of District policy and shall be treated as confidential and private to the extent possible within legal constraints. In the event that the Complaint Officer is the alleged offender, the report will be directed to the next level of supervisory authority.

All complaints of alleged harassing, bullying and/or retaliatory conduct shall be:

- i. promptly investigated in accordance with the terms of district policy;
- ii. forwarded to the program's Dignity Act Coordinator for monitoring; and
- iii. treated as confidential and private to the extent possible within legal constraints.

The District's designated Dignity Act Coordinators are the Building Principals.

Dignity Act Coordinator for C.W. Baker High School: Don Root, 315-638-6008

TITLE IX GRIEVANCE PROCEDURE

It is the policy of Baldwinsville Central Schools not to discriminate on the basis of sex in its educational programs, activities, or employment as required by Title IX of the 1972 Education Amendments. As a student or employee of the Baldwinsville Central School District, you are protected from sex discrimination in the following areas.

If you are a student, you may not be discriminated against on the basis of sex in:

- Admission to most schools
- Access to enrollment in courses
- Access to and use of school facilities
- Counseling and guidance materials, tests, and practices
- Vocational education
- Physical education
- Competitive athletics
- Graduation requirements

- Student rules, regulations, and benefits
- Treatment as a married and/or pregnant student
- Health services
- School-sponsored extracurricular activities
- Most other aid, benefits, or services

If you believe that you have been discriminated against on the basis of sex, you may make a claim that your rights have been denied. This claim or grievance may be filed with the Title IX Coordinator at the District Office.

You will be asked to write down the actions, policies, or practices which you believe are discriminatory. You may obtain help from the Title IX Coordinator at the District Office, Ph. 638-6047, or anyone you believe is knowledgeable. Once you have filed your grievance, you will be asked to meet with those persons who would be involved in correcting the policies, practices, or programs that you believe are discriminatory. If there is agreement that you were discriminated against, corrective action will be taken to restore your rights. If there is not agreement, you may appeal the grievance to a person with higher authority.

You may also file a complaint of illegal discrimination with the Office for Civil Rights, Department of Health, Education, and Welfare, Washington, D.C., at the same time you file the grievance, during or after use of the grievance process, or without using the grievance process at all. If you file your Title IX complaint with the Office for Civil Rights, you must file it in writing no later than 180 days after the occurrence of the possible discrimination.

In preparing your grievance, you should give thought to the following:

- The exact nature of the grievance - how you believe you may have been discriminated against, and any persons you believe may be responsible.
- The date, time and place of the grievance.
- The names of witnesses or persons who have knowledge about the grievance.
- Any available written documentation or evidence that is relevant to the grievance.
- The actions that could be taken to correct the grievance.

If you wish to discuss your rights under Title IX, to obtain a copy of the full Title IX grievance procedure, or to obtain help in filing a grievance, contact the Title IX coordinator or your designated Title IX building representative.

GRIEVANCE REPRESENTATIVES FOR TITLE IX

Baker High School: Don Root
 District Coordinator: Matthew McDonald

SEXUAL HARASSMENT OF STUDENTS

It is the policy of the Baldwinsville Central School District (the "School District") that students be free from all forms of sex discrimination, including sexual harassment, in the classroom. Harassment may take the form of comments, name-calling, jokes, stalking, perpetuating rumors or gossip, offensive gestures, offensive remarks, physical abuse, or any other behavior that is designed to annoy, intimidate, or cause fear.

In accordance with the School District's continuing affirmative action efforts and pursuant to the Equal Employment Opportunity Commission's Guidelines on Discrimination Because of Sex, the School District adopts the following policy:

Statement of Policy

Acts of sexual harassment are contrary to School District policy and will not be tolerated in the School District environment.

The term "sexual harassment" includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- a) Submission to or rejection of such conduct by an individual is the basis for academic decisions affecting such individual;
- b) Such conduct has the purpose or effect of unreasonably interfering or creating an intimidating, hostile, or offensive learning environment. The term "sexual harassment" does not refer to occasional compliments of a socially acceptable nature.

Investigation

The Board of Education believes that sexual harassment, like any other civil rights violation, creates an unhealthy atmosphere destructive of the School District's educational purpose. The Board of Education through the Superintendent of Schools will investigate alleged harassment and will effect an appropriate remedy when an allegation is determined to be valid.

Discipline

Conduct on the part of personnel which constitutes sexual harassment shall be considered misconduct and shall constitute insubordination in violation of School District policy.

PROCEDURE ON SEXUAL HARASSMENT COMPLAINTS

Filing of Complaint

- Any student (or the parent of any student) who has been subjected to sexual harassment shall immediately report the alleged harassment to the building principal.
- In the event the person to whom the initial report is to be made pursuant to section a(a) is the individual against whom the complaint is made, the initial report shall be made directly to the School District's Assistant Superintendent for Human Resources.

CHARLES W. BAKER

The Man and the School

Charles W. Baker High School was named after a man who was highly committed to the Baldwinsville School District for 30 years. He came to Baldwinsville to teach 8th grade in January, 1915, at the south side school on Canton Street in the old Baldwinsville Academy District #16. In September, he was made principal of the south side school, but continued teaching classes as well. He remained in this position until September, 1923, when he was appointed principal of the Baldwinsville Academy. The newer section of that school, later named Elizabeth Street School, serving only students in grades 7 - 12. He was appointed Supervising Principal in October, 1941, after the retirement of Richard Jensen. Throughout his stay at the "old" Academy, until he retired, in June 1944, he taught math and history classes as well as being principal.

In December, 1960, the Board of Education took action to name the high school after an outstanding man for service to the school system over the years - Charles Winston Baker. His portrait is now displayed in a Baker Main Foyer, a gift from the class of 1961.

JOHN H. "Arc" ARCARO

1932 - 1987

Coach Arcaro was born in Elmira, New York, in 1932. He attended high school at Southside High School where he played football and baseball. Upon graduation, he attended S.U.N.Y. at Cortland where he received a Bachelor's degree in Physical Education and later a Master's in Health and Recreation.

Arc taught Physical Education in the Baldwinsville schools for 32 years. Over the years, he coached many sports and produced many outstanding teams and individual athletes. Football, wrestling, and track and field are the sports he is most remembered for coaching. His teams were always known for their competitiveness and B'ville spirit.

Perhaps Arc's most outstanding accomplishments as a coach came within the sport of track and field. During his reign as coach, B'ville's record was an amazing 239 wins and 29 losses. The most outstanding runner ever coached by Arc, Don Paige, qualified for the Olympics in the 800 meters in 1980. In June of 1981, Coach Arcaro was recognized as the "National Boys Track Coach of the Year" by the National High School Athletics Coaches Association. He traveled to Biloxi, Mississippi to receive the honor before a crowd of 3,000.

Coach Arcaro was instrumental in the planning and development of the Pelcher/Arcaro Stadium, and also in bringing the N.Y. State Track and Field Championship to Baldwinsville. Arc was also the moving force behind the Section III football playoffs held in the Carrier Dome and the annual Senior All-Star game that is now played in his honor each summer.

John H. Arcaro was a man who dedicated his life to the betterment of kids and sports. Involvement was not just a word to Arc - it was his lifestyle.

JAMES PELCHER

“In order to flunk physical education, you have to work at it.” A favorite quote from Jim Pelcher presented this philosophy toward life and sports to anyone who would listen.

Born in 1929, graduated from Springfield College in 1952, he started teaching in Baldwinsville in 1954 and was athletic director from 1972 - 1977. More importantly, he was coach, friend and mentor until 1979 to thousands of young men and women whose lives were enriched because of him.

A man who practiced what he preached, Jim was a strong competitor. He played every contest with his boys, equally adept working with varsity or junior varsity groups. He believed everyone needed a chance to reach his/her potential, and made sure each player had his day. Seniors, especially, always played in the “last game.”

Jim worked hard to help others see and understand the importance and necessity for interscholastic athletics. Open-minded to other people, he listened, evaluated and responded. He was most respected among his coaching peers for his honesty, integrity, and loyalty to his associates.

“It takes life to love life,” Jim Pelcher epitomized this idea, fighting for that love of life to the very end. He died, doing what he loved - playing basketball - fighting so his kids would have a chance at sports and a life full of love, challenges, and fulfillment.

In addition to several memorial scholarships presented each year by the student body, in the spring of 1981 the stadium and athletic complex were named in his honor as testimony to his lasting influence.

ALMA MATER

Where the golden sunset mellow
Tints the western sky
Proudly stands our Alma Mater
On her hilltop high

Join the chorus, speed it onward
Loud her name we yell
Hail to thee, our Alma Mater
Hail, all hail, B'ville

Loyal to thee, Alma Mater
Shall we always be
And we'll always keep forever
Sweet thy memory

Join the chorus, speed it onward
Loud her name we yell
Hail to thee, our Alma Mater
Hail, all hail, B'ville

So she stands upon the campus
'mong the towering trees
Gentle nature wafts her praises
On the evening breeze.

Join the chorus,, speed it onward
Loud her name we yell
Hail to thee, our Alma Mater
Hail, all hail, B'ville.

Lyrics by: Carroll "Dutch" O'Herin
Music: Alma Mater, Cornell University

B'VILLE FIGHT SONG

BALDWINS-VILLE (spell)

On Ole' B'ville
On Ole' B'ville
Onward to score.

Always fighting
Always striving
Always wanting more,
Rah, Rah, Rah!

On Ole' B'ville
On Ole' B'ville
We will go non-stop

Fight, B'ville, fight
Until we reach the top!

Lyrics: Laura Casey, Mary Anne
Cook, Andrea Lockwood, Claudine
Pompo, Gina Pompo, Julia Pompo,
Bridgit Wiley

SCHOOL CALENDAR 2018- 2019

Wed.	Sept. 5	First day of school
Wed.	Sept 12	Open House
Thurs./Fri.	Sept. 13/14	Picture Day
Fri.	Oct. 5	Superintendent's Conf. Day
Mon.	Oct. 8	Columbus Day
Fri.	Oct 12	Homecoming
Mon	Nov. 12	Veteran's Day
Wed.-Fri.	Nov. 21-23	Thanksgiving Recess
Sat.	Dec. 8	Semi-Formal Dance
Fri.-Tues.	Dec. 21-Jan. 1	Holiday Recess
Mon.	Jan. 21	Martin Luther King Jr. Day
Tues.-Fri.	Jan. 22-25	Regents Exams
Mon.-Fri.	Feb. 18-22	Winter Recess
Thurs-Sat	March 7-9	Musical - Shrek
Fri.	March 15	Superintendent's Conf. Day
Fri.-Mon	Apr.12 – 22	Spring Recess
Fri.	April 19	Good Friday
Sat.	Apr.27	Junior Prom
Mon-Fri	May 6-27	AP Exams
Tues.	May 21	Budget Vote
Fri.	May 24	PDC ½ day/MUD
Mon.	May 27	Memorial Day
Sat.	June 8	Senior Ball
Tues.-Thurs.	June 18 - 25	Regents Exams
Sun.	June 23	Graduation