



HUDSON
CITY SCHOOL DISTRICT

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Todd Hilgendorff, Superintendent of Schools

Student Code of Conduct & Restorative Supports

Reviewed and approved by the Board of Education on 07/07/26

Why do we have a Student Code of Conduct and Restorative Supports?

The Hudson City School District (HCSD) seeks to create a safe, rigorous, and supportive educational environment for all students in an atmosphere that is conducive to teaching, learning, and living.

In addition to providing students with the support they need to develop into future citizens, this *Student Code of Conduct and Restorative Supports* also describes specific behaviors that are unacceptable at school and explains the consequences that will be assigned when conduct does not meet expected standards of behavior. The district's Code of Conduct and student's rights and responsibilities extend to the digital classroom. The district is committed to safeguarding the rights of all students under state and federal law.

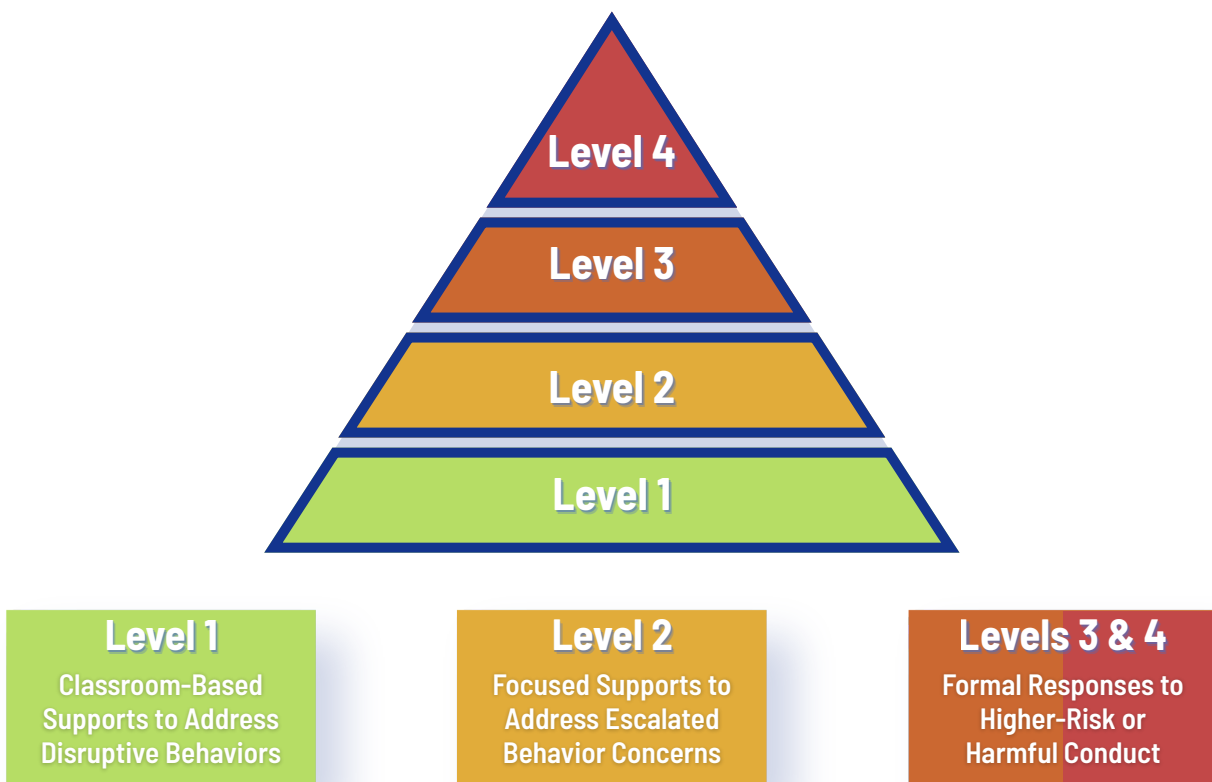
All students of the district are expected to report violations of these codes of conduct to a teacher, counselor, associate principal, principal or other school personnel as appropriate. All employees of the district are expected to take appropriate action in response to violations they observe or those that are reported to them.

Student Rights and Responsibilities

Rights	Responsibilities
• A quality education in a school environment that is safe, orderly and promotes learning. • Be respected as an individual, treated fairly and with dignity by other students and school staff. • Organize, promote, and participate in student activities and clubs as part of the formal education process or as authorized by the school principal. • Dress in such a way to express one's personality if it does not distract or disrupt the learning environment. (See Dress Code) • Provide representation of appropriate school-wide committees that influence the educational process as designated by school personnel. • Participate and express opinions through the publication of school newspapers, social media, and newsletters with oversight from faculty advisors. • Exercise freedom of inquiry and expression, written and oral, within appropriate limits under the law without diminishing the rights of others. • Be protected from intimidation, harassment, or discrimination based on (actual or perceived) race, color, weight, national origin, ethnic group, religion or religious practice, sex, gender, gender identity, sexual orientation, or disability, by employees and students on school property or at any school-sponsored activity.	• Conduct themselves with respect for themselves, fellow students, staff, and others. • Strive to achieve their potential in all areas. • Follow the directions of the staff, faculty, and administration. • Attend school daily and on time • Attend classes daily and on time • Fulfill all classroom and other educational obligations. • Respect School District property and the property of others. • Strive to demonstrate good conduct and positive attitude at all times. • Abide by the Dress Code. • Be respectful and considerate of physical spaces in which learning occurs. • Strive to take an active role in the school community.

LEVELS OF RESPONSE

The code creates a four-level support system that emphasizes student accountability and behavior change. When a student's rule violation is significant, they are assigned a consequence signaling that the action at issue is inappropriate, unacceptable, and/or unsafe. The higher the level of response, the more serious the violation. The level system emphasizes both student accountability and behavioral change. The goal, just like with restorative supports is the prevention of a recurrence of unacceptable behavior.



These interventions and responses may include removing the student from the classroom or school environment because of the seriousness of the demonstrated behavior. The duration of the removal from the learning environment is to be limited as much as possible while still adequately addressing the seriousness of the behavior.

BEHAVIOR VIOLATIONS AND LEVELS OF RESPONSE

Students in prekindergarten cannot be suspended per the NYS Commissioner. Students in K-5 cannot be suspended out of school unless the behavior at issue poses a serious and immediate threat to student, staff, or public safety.

Behavior Violation	1	2	3	4
1. Attendance (Absence and Tardiness) <i>Note: Significant unexcused absences may result in the involvement of the attendance teachers and contact of community agencies.</i> <i>*Out of school suspension should be avoided as a consequence whenever possible.</i>				
A. Failing to attend class without a valid excuse	X	X		
B. Persistent or excessive absences from school	X	X		
C. Chronic absenteeism (more than 10% of the current days)	X	X	X*	
D. Entering a class not enrolled without permission	X	X		
E. Tardiness to class without a pass or without necessary materials	X			
F. Persistent tardiness to school or class (3+)	X	X	X*	
2. Academic Dishonesty				
A. Plagiarism, copying another's work, cheating or altering records <i>Note: Students may also receive a failing grade for the assignment.</i>	X	X	X	
3. Alcohol and Illegal drugs/marijuana/inhalants/medicine				
A. Use or possession - <i>Staff will refer student to appropriate substance abuse counseling and the school nurse will be notified immediately of use or suspected use</i>		X	X	X* Repeat instances only
B. Distributing or selling			X	X
4. Physical Contact with other students				
A. Offensive poking, pushing, or shoving	X	X		
B. Physical contact with or without injury		X	X	
C. Physical contact on student with serious bodily injury with or without provocation				X
5. Bomb Threat				
A. Making threats or providing false information about the presence of explosive materials or devices on school property			X	X
6. Bullying, harassment, and/or discrimination				
A. Teasing and verbal put downs of another student	X	X		
B. Intentional conduct (including verbal, physical or written conduct) that constitutes bullying, discrimination, or harassment <i>Note: Depending on the allegations, a Dignity for All Students Act (DASA) investigation or a Title IX or other investigation as outlined in applicable board policies may be required</i>	X	X	X	
C. Intentional conduct via electronic communication that constitutes bullying, discrimination, or harassment	X	X	X	

BEHAVIOR VIOLATIONS AND LEVELS OF RESPONSE				
D. Persistent and repeated incidents targeted at same person or group		X	X	X
E. Serious incident that is life-threatening, seriously harmful, or personally damaging to the person who is targeted			X	X
7. Computer, Network, and Internet Acceptable Use Policy				
A. Violation of the City School District of Hudson's Acceptable Use Policy	X	X	X	X
8. Damage to school or personal property				
A. Minor damage (less than \$50)	X	X		
B. Damage to another person's or school property (\$50 to \$500)		X	X	
C. Damage to another person's or school property (\$500+)			X	X
D. Starting a fire		X	X	
E. Starting a fire: Destruction of property as a result of starting a fire		X	X	X
9. Electronic Devices				
A. Use of cell phones, handheld mobile devices, electronic game devices, and other similar items when use is prohibited	X	X		
B. Recording or publishing audio and/or video of a fight		X	X	
C. Use of electronic devices to make a threat of harm		X	X	X
10. Environmental distraction and/or disruption				
A. Does not work silently or independently without bothering others	X	X		
B. Uses profanity or obscene language	X	X		
C. Throws objects without physical injury to others	X	X		
D. Throws objects that pose a potential threat of harm		X	X	
E. Makes excessive, distracting, or disruptive movements or noises		X	X	
11. Exchanging Money				
A. Sale of items on school grounds without permission	X	X		
B. Obtaining money, property, or information from another by coercion or intimidation		X	X	X
12. False Alarm				
A. Improper activation of fire alarm			X	X
B. False reporting of an emergency			X	X
13. Fighting				
A. Fighting with another		X	X	
B. Fighting with serious bodily injury				X
C. Fighting that causes the principal to initiate emergency response procedures, prevents large numbers of students from moving through				

BEHAVIOR VIOLATIONS AND LEVELS OF RESPONSE				
the hallways, and disrupts the educational process for large numbers of students or poses a serious and grave threat to the safety of large numbers of students			X	X
14. Forgery				
A. False and fraudulent making or altering of a document or the use of such a document including the creation of a false pass		X	X	
15. Gambling				
A. Participating in games of chance or skill for money, items of value, or exchangeable goods	X	X	X	
16. Inciting or participating in disruption to the school atmosphere				
A. Participating in a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption		X	X	
B. Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption		X	X	X
C. Using an electronic device to incite others to initiate or engage in a disturbance including swatting		X	X	X
17. Inappropriate behavior towards school personnel or school agent				
A. Misleading or giving false information to school staff	X	X	X	
B. Confrontational and/or aggressive behavior or intimidation		X	X	
C. Name-calling, insults, making inappropriate gestures, symbols or comments, or using profane or offensive language		X	X	
18. Leaving Class Without Permission				
A. Exiting classroom without permission of teacher or staff	X	X		
19. Non-compliance				
A. Failure to follow directions	X	X		
B. Failure to respond to school staff directives, questions, or requests	X	X		
C. Failure to comply with school rules, regulations, policies, or procedures	X	X		
D. Failure to comply with school emergency response procedures		X	X	
E. Persistent failure to comply with school rules, policies, and procedures	X	X	X	
20. Physical contact with school personnel, school agent(s), or visitor(s)				
A. Unintentional physical contact as a result of unsafe behavior (ex: horseplay)	X	X		
B. Unintentional physical contact or other aggressive behavior towards a staff member/school agent who is intervening in a fight		X	X	
C. Unsafe or aggressive behavior that results in injury to the staff member/school agent.		X	X	X

BEHAVIOR VIOLATIONS AND LEVELS OF RESPONSE				
D. Intentional physical attack on school personnel/school agent			X	X
21. Robbery				
A. Taking money or property from another by force			X	X
22. Sexually based infractions or offenses				
A. Sexual harassment		X	X	X
B. Sexual activity or sexual misconduct		X	X	X
C. Forced sexual act				X
23. Theft				
A. Under \$500		X	X	
B. Over \$500			X	X
24. Threat				
A. Verbal or written threat against student		X	X	
B. Verbal or written threat against student involving a threat of loss of life or serious bodily injury			X	X
C. Verbal or written threat against school personnel/agent			X	X
D. Verbal or written threat against school community		X	X	X
25. Tobacco or vaping device				
A. Possessing	X	X		
B. Using		X	X	
C. Distributing or Selling		X	X	
26. Trespassing				
A. Entering HSCD property when prohibited from doing so or remaining on school grounds after receiving a directive to depart	X	X	X	X
27. Weapons, firearms, explosives				
A. Possession of instruments or objects that could be used as weapons		X	X	
B. Possession of an instrument or object used as a weapon with intent to cause injury			X	X
C. Possession of a weapon				X
D. Possession of firearms (possession of a firearm as defined in 18 USC 921 of the federal code; e.g., handguns, rifles, shotguns, bombs)				X
E. Other guns (possession of any gun of any kind, loaded or unloaded, operable or inoperable including BB guns and pellet guns, etc.)			X	X
F. Explosives (possession, sale, distribution, detonation or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares or any combustible or explosive substances)				X

CONDUCT ON THE BUS

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 and students will be subject to relevant disciplinary next steps named above as well as a possible suspension from transportation.

REPORTING VIOLATIONS

All students are expected to promptly report violations of the Student Code of Conduct and Restorative Supports to a teacher, guidance counselor, the principal or their designee through the appropriate school based system.

BULLYING PREVENTION

Each school is expected to promote a nurturing school culture that promotes positive interpersonal and intergroup relations and respect for diversity among students and between students and staff. Schools should provide all students with a supportive and safe environment in which to grow and thrive academically and socially. The ability of students to learn and meet high academic standards and the school community's ability to educate its students are compromised when students engage in discrimination or harassment, bullying, or intimidating behavior toward other students.

Schools should prevent bullying behavior through:

- Implementation of school-wide and classroom-based social and emotional learning strategies and positive approaches to discipline;
- Age-appropriate instruction on bullying prevention in each grade that is incorporated into the curriculum;
- Creation of a school-wide and classroom climate that supports racial, cultural, and other forms of diversity (i.e., clear communication of behavioral expectations, incorporation of lesson plans on prejudice reduction, modeling unbiased behavior, empathy development, and cooperative learning); and
- Encouragement of parent participation in bullying behavior prevention initiatives.

Each school should intervene to put an end to bullying behavior, utilizing discipline methods that reflect a commitment to restorative practices, which may include, but not be limited to:

- Immediate referral of the student harmed to appropriate support services in the school and community;
- Referral of those who caused harm to counseling to address underlying behavior and/or to administrators for appropriate discipline;
- Notification of parents of all those involved;
- Processes for resolution, such as restorative justice circles, led by an experienced circle leader; and
- Ongoing actions intended to prevent recurrence, such as increasing adult supervision of an activity in which incidents have occurred and close monitoring of the security of those harmed.
- Development of an Individualized Support Plan ("ISP")
- Reconvening an Individualized Education Program (IEP) meeting

- Participation in community service (with parental consent)
- Any school response to bullying/harassment will be reasonably calculated to end the conduct, prevent recurrence, and eliminate the hostile environment. Retaliation is prohibited against any individual who, in good faith, reports or assists in the investigation of harassment, bullying, and/or discrimination.

Bullying and harassment can take many forms and includes behavior that targets students because of their actual or perceived race (including traits historically associated with race, including but not limited to hair texture and protective hairstyles such as but not limited to braids, locks, and twists), color, national origin, ethnicity, citizenship/immigration status, religion, creed, disability, sexual orientation, gender, gender identity, gender expression, or weight. These behaviors pose a serious threat to all students, and it is a school's responsibility to eliminate the hostile environment created by such harassment, address its effects, and take steps to ensure that harassment does not recur. All reports of harassment, intimidation, discrimination, and/or bullying behavior will be investigated, and appropriate follow-up action will be taken.

Everyone in the school community—teachers, support staff, safety agents, cafeteria, custodial staff, bus drivers, school counselors, student support staff, students, and parents—needs to understand what bullying is and the rules that prohibit such behavior.

Integral to preventing student-to-student bullying and/or bias-based behavior is effective social emotional learning that helps students develop core competencies. These fundamental life skills include: recognizing and managing their own emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically.

Students who are able to recognize and manage their own emotions are better able to be assertive rather than aggressive or passive when they interact with their peers. Students who develop caring and concern for others and establish positive relationships are less likely to engage in bullying or discriminatory behavior.

Additionally, students who have learned how to make responsible decisions and handle challenging situations ethically and constructively are less likely to be bystanders and more likely to act as allies if a peer is the target of harassment or bullying of any kind.

What is Bullying?

Bullying is repeated behavior that is intended to cause some kind of harm including but not limited to threats, intimidation, and/or abuse. The person doing the bullying purposely says or does something to hurt the target of their behavior; the conduct may be verbal or non-verbal. Bullying behavior involves an imbalance of power (physical or social) or strength between the person doing the bullying and the target of the behavior. The person doing the bullying may be physically bigger or stronger or may be older or have greater social status or social power than the person being targeted. Bullying is aggressive behavior by one individual (or group) that is directed at a particular person (or group). The aggressive behavior is unwanted and negative. It is deliberate and unprovoked. The targeted person is harmed by what is purposely being said or done. Bullying may occur in person or through electronic media such as telephone, text, social media.

Bullying Is Not Conflict

Conflict is a struggle between two or more people who perceive they have incompatible goals or desires. Conflict occurs naturally as we interact with one another. It is a normal part of life that we will not always agree with other people about the things we want, what we think, or what we want to do. Most conflicts between students arise when students see the same situation from two different points of view. Think of some of the ways we describe people in conflict: “They were butting heads”; “They were going back and forth at each other”; “It was ‘he said/she said/they said.’” In these cases, both people are equally “telling their side of the story.”

In a conflict, people may get frustrated and angry. Chances are the amount of emotion each person feels will be relatively equal because both are vying for what they want. In the heat of the moment, one or both people’s emotions can escalate a conflict. All of us have known of conflicts in which people have said things to hurt one another which they later regret. People engaged in a conflict want the issue to be resolved. The “back and forth” that occurs is each person trying to make the case for what they want. When one or both people have the skills to resolve the dispute so that both sets of needs are met, the same conflict between the same two people most likely will not be repeated.

STUDENT DRESS CODE

Hudson City School District’s student dress code is developed to support equitable educational access. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and discreetly. The purpose of this dress code is to:

- Maintain a safe learning environment
- Allow students to wear clothing of their choice that is comfortable
- Allow students to wear clothing that expresses themselves including their self-identified gender
- Prevent students from wearing clothing that is offensive, denotes, displays, or promotes alcohol, drug, paraphernalia, violent, and/ or other illegal conduct
- Prevent students from wearing clothing or accessories that will interfere with the operation of school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

Hudson City School District expects all students to dress in a way that is appropriate for the school day or for any school-sponsored event. The primary responsibility for a student’s attire resides with the student and their parent(s) or guardian(s).

1. Basic Principle: Certain body parts must be covered for all students at all times.
 - a. Clothes must be worn in such a way such as that genitals, buttocks, breasts, and nipples are fully covered with opaque fabric
2. Students Must Wear (while following the basic principle of Section 1 above):
 - a. A shirt (with fabric in the front, back, and on the sides under the arms) AND
 - b. Pants or the equivalent (ex. skirt, sweatpants, leggings, shorts, a dress) AND
 - c. Shoes

3. Students Cannot Wear:

- a. Violent language or images
- b. Images or language depicting drugs, alcohol, paraphernalia, or illegal items/activity
- c. Hate speech, profanity, pornography
- d. Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized group
- e. Clothing which is designed to create a disruption, actually disrupts, or interferes with the operation of school or educational process
- f. Any clothing that reveals undergarments
- g. Accessories that could be considered dangerous or could be used as a weapon
- h. Items that obscure the face including sunglasses and hoods (face may be covered for religious observance or medical need)