

Hendrick Hudson High School



Parent & Student Handbook 2026 - 2027

Welcome to Hendrick Hudson High School!
Home of the Sailors



Letter from H.H.H.S. Administration

Dear Student & Families:

We are so excited to have you with us as we begin this academic school year! This will be a year full of academic promise, discovery and growth. As we embark on this sailing together, we want to ensure that we have mapped out the course for you and your parent(s)/guardian(s) so that you have all the tools necessary to be successful.

The faculty and staff at Hendrick Hudson High School are committed to ensuring that you have all of the skills needed to succeed, both in and out of the classroom. Our focus on Social Emotional Learning (SEL) will also help you establish connections with our array of student support services to ensure that we are educating the whole child. Our vast extracurricular and sports programs will keep you engaged with the school community, outside of the school day; these programs will help you discover new talents and passions and continue to grow your current skills.

As you begin your journey this academic year, whether you are a freshman or a senior, we want to reinforce that your potential is waiting to be unlocked and will only be stymied by your lack of participation and effort. To that avail, we want to give you some practical tips to ensure your success:

1. Set attainable goals
2. Surround yourself with others that will add to your success
3. Build good study habits
4. Take advantage of extra-help and extra-credit opportunities
5. Take care of your mental and emotional well-being

“Success is no accident. It is hard work, perseverance, learning, studying, sacrifice, and most of all, love of what you are doing or learning to do” – Pele`

Remember, we are all here to support you as you embark on this sailing journey. As Franklin D. Roosevelt said, “To reach a port, we must set sail – Sail, not tie at anchor; Sail, not drift.” Let’s set sail together and have an amazing year!

Ms. Martino Alves, Mr. Katsaris, Ms. Martinez
HHHS Administration

Introduction to Hendrick Hudson High School



Hendrick Hudson School District Board of Education

- Ms. Amelia Silverman, President
- Ms. Lauren Stanco, Vice-President
- Ms. Cori Boudin, Vice-President
- Ms. Alexis Bernard, Trustee
- Ms. Allison Hooban, Trustee
- Ms. Erica Mills, Trustee
- Ms. Antoinette Pio, Trustee

Hendrick Hudson School District Central Administration

- Mr. Michael Tromblee, Superintendent of Schools
- Ms. Lauren Scollins, Assistant Superintendent for Curriculum & Instruction
- Dr. Steven Garcia, Assistant Superintendent for Human Resources & Leadership Development
- Mr. Emerson Segara, Assistant Superintendent for Business
- Mr. Christopher Moreno, Assistant Superintendent for Pupil Personnel Services
- Ms. Ellen Garguilo, Assistant Director of Pupil Personnel Services
- Ms. Melissa Herron, Assistant Director of Pupil Personnel Services
- Ms. Vineetha Joy, Assistant Superintendent for Technology & Innovation
- Mr. Martin Kenneally, Director of Food Services
- Ms. Michele Muentener, Supervisor of Transportation
- Mr. Anthony Merlini, Director of School Facilities, Operation & Maintenance

Hendrick Hudson High School Administration

- Ms. Lisa Martino Alves, Principal
- Mr. Nick Katsaris, Assistant Principal
- Ms. Ashley Martinez, Assistant Principal
- Dr. Aaron Kleinman, Director of Guidance
- Mr. Beau Morki, Director K-12 Physical Education, Health and Athletics



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The Academy



Welcome

Welcome to Sailor Country

National surveys of top American school districts regularly include Hendrick Hudson in their rankings. U.S. News and World Report has included the district among the 150 best in New York State, and Hendrick Hudson High School is the only school in New York that has been designated a Project Lead the Way (PLTW) Distinguished School the last six years in a row.

Hendrick Hudson offers a comprehensive technology plan integrated into K-12 instruction, full-day kindergarten, and a balanced assessment program. The district meets the needs of all of our students, including a full continuum of special education services, enrichment programs, after-school clubs and activities, and summer programs.

Hendrick Hudson participates in the rigorous College Board Advanced Placement program, with a high school curriculum that features 20 AP courses and 16 college-level classes. The district is also a participant in Project Lead the Way, a national program that forms partnerships among public schools, higher education institutions and the private sector to increase the quantity and quality of engineers and engineering technologists graduating from our educational system. Students can pursue challenging STEAM (Science, Technology, Engineering, Arts, and Mathematics) topics through both the Science Research Program and PLTW tracks in Biomedical Science, Engineering and Computer Science.

Students from kindergarten through high school are immersed in the performing and visual arts, with concerts, performances and art exhibits presented throughout the school year. Blue Mountain Middle School offers students the opportunity to take Advanced Studio Art and work in the school's innovative Makerspace. At the high school, students can take art classes, as well as courses in digital media art and 3D design. Each year, the high school inducts talented art students into the National Art Honor Society.

Hendrick Hudson is also home to 67 athletic teams, including 33 varsity programs. Sailor teams have won Sectional, Regional and State Championships and boast an impressive number of Con Edison Scholar-Athlete and New York State Scholar-Athlete Team awards. Since 2019, many of the district's athletes have competed on a new turf field and track and field facility, which were part of an ongoing capital improvements project.

Year after year, Hendrick Hudson High School graduates head to top-tier colleges and universities across the country, underscoring the high-quality education offered by the district. In the graduating class of 2023, 92% of graduates continued their post-secondary education, 75% attended four-year colleges and universities, and 17% attended two-year colleges.



Mission Statement

The mission of the Hendrick Hudson School District, a dynamic, innovative, and supportive educational community, is to ensure students are engaged, passionate learners who achieve their maximum potential and contribute to society.

This is accomplished in a system characterized by:

- A culture of the highest expectations for all;
- A rigorous, articulated curriculum;
- Diverse, effective instructional strategies and resources;
- An educational environment that is challenging, creative, exploratory, accessible, and nurturing; and
- A fully engaged, supportive community.

Belief Statements

We believe that:

- The pursuit of knowledge is valuable for its own sake
- Integrity is vital to trusting relationships
- To accomplish great things requires risk
- All life has intrinsic value
- Every person deserves to be considered as an individual
- Individuals have the power to make choices and are responsible for their actions
- All people have the right to be safe and secure
- People thrive when they balance mind, body and the human spirit
- Understanding and respecting diversity enriches and enhances community
- Every person can change and effect change in a positive and productive manner
- All people have the ability to surpass their perceived limits
- A nurturing and supportive environment is fundamental to an individual's growth and positive sense of self
- Human potential is best realized in a free society
- It is the responsibility of each person to contribute to society.



Student Rights and Responsibilities

Board Policy 5311 – Student Rights and Responsibilities

The Board of Education's goal is to provide an environment in which a student's rights and freedoms are respected. The Board therefore assures students that they shall have all the rights afforded them by federal and state constitutions, statutes and regulations. The Board also recognizes all federal, state and local laws in connection with these rights, and reminds students that certain responsibilities accompany these rights.

It shall be the right of each student:

1. to have a safe, healthy, orderly and courteous school environment; to take part in all district activities on an equal basis regardless of race, gender, national origin, or disability;
2. to attend school and participate in school programs unless suspended from instruction and participation;
3. to have school rules and conditions available for review and, whenever necessary, and have an explanation by school personnel;
4. to be safeguarded from any retaliatory behavior by other members of the school community;
5. in all disciplinary matters, to have the opportunity to present his/her version of the facts and circumstances prior to the imposition of disciplinary sanctions to the professional staff member imposing such sanction;
6. to be disciplined consistent with the District's established Code of Conduct
7. to be suspended from instruction only after his or her rights pursuant to Education Law Section 3214 and established District policy have been observed; and
8. to not submit to a survey, analysis, or evaluation that reveals information concerning:
 - a. political affiliations;
 - b. personal health problems potentially embarrassing to the student or his/her family;
 - c. sexual behavior or attitudes;
 - d. illegal or self-incrimination
 - e. critical appraisals of other individuals with whom respondents have close family relationships;
 - f. legally recognized privileged and comparable relationships, such as those of lawyers, physicians, and ministers; or
 - g. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); without the prior written consent of the student, if over 18 years of

age, or without the prior written consent of the parent/guardian for those students under 18 years of age. However, such survey, analysis or evaluation may be conducted on a wholly voluntary basis, provided that the student and his/her parent/guardian have been notified of their rights and of their right to inspect all materials related to the above.

It shall be the responsibility of each student:

1. to contribute to the maintenance of an environment that is conducive to learning and to show due respect to other persons and to property;
2. to work to the best of his or her ability in all academic and extracurricular pursuits and strive toward the highest level of achievement possible;
3. to conduct himself or herself as a representative of the District and as such hold himself or herself to the highest standards of conduct, demeanor, and sportsmanship, and accept responsibility for his or her actions at all times;
4. to be familiar with and abide by all District policies, rules and regulations pertaining to student conduct;
5. to report any activity that may lead to a dangerous situation and/or disciplinary procedures;
6. to seek help in solving problems that may lead to a dangerous situation and/or disciplinary procedures;
7. to make constructive contributions to the school, and to report fairly the circumstances of school- related issues;
8. to be in regular attendance at school and in class;
9. to dress in accordance with standards promulgated by the Board and the Superintendent;
10. to abide by the District's established Code of Conduct
11. to abide by all Federal, State and local laws and regulations at all times.



Academic Calendar

2026 - 2027 Academic Calendar

HENDRICK HUDSON CENTRAL SCHOOL DISTRICT 2026-2027 CALENDAR

BOE Approved 1-1/20/26

SEPTEMBER 2026						
SU	M	T	W	TH	F	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

SEPTEMBER

1 – Superintendent Conf Day
2 – First Day of School
4 – No School
7 – Labor Day
21 – Yom Kippur (begins 9/20 sundown)
TOTAL DAYS: 18 STUD – 1 PROF LRNG

FEBRUARY 2027						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

FEBRUARY

15-19 – Winter Recess
TOTAL DAYS: 15 STUD

OCTOBER 2026						
SU	M	T	W	TH	F	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

OCTOBER

12 – Columbus Day
19 – Early Release Day

TOTAL DAYS: 21 STUD

MARCH 2027						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

MARCH

15 – Superintendent Conf Day
22-26 – Spring Recess*
29 – School Resumes

TOTAL DAYS: 17 STUD - 1 PROF LRNG

NOVEMBER 2026						
SU	M	T	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

NOVEMBER

3 – Superintendent Conf Day/PCT
11 – Veterans Day
25 – ½ Day for students Thanksgiving Recess
26-27 – Thanksgiving Recess

TOTAL DAYS: 17 STUD - 1 PROF LRNG

APRIL 2027						
SU	M	T	W	TH	F	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

APRIL

22-23 – Passover Recess

TOTAL DAYS: 20 STUD

DECEMBER 2026						
SU	M	T	W	TH	F	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

DECEMBER

14 – Early Release Day
24-31 – Holiday Recess

TOTAL DAYS: 17 STUD

MAY 2027						
SU	M	T	W	TH	F	SA
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MAY

28 – Superintendent Conf Day
31 – Memorial Day

TOTAL DAYS: 19 STUD - 1 PROF LRNG

JANUARY 2027						
SU	M	T	W	TH	F	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY

1 – New Year's Day Recess
18 – Martin Luther King Jr Day

TOTAL DAYS: 19 STUD

JUNE 2027						
SU	M	T	W	TH	F	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JUNE

18 – Juneteenth
23-24 – ½ Days for Students
24 – Last Day of School for Students
25 – Rating Day/Last Day for Staff

TOTAL DAYS: 17 STUD – 1 PROF LRNG

*Spring Recess is subject to change. Please refrain from making irrevocable plans for this time.

If more than four weather emergency days are used, weather make-up days will be taken in the following order: 5/28 (Sup't Conf Day will be instructional day), then 3/22, 3/23, etc...

Holidays Observed and Celebrated by our Community

9/7 Labor Day	11/11 Veteran's Day	1/1 New Year's Day	3/9 Eid al-Fitr Begins	5/16 Eid al-Adha
9/12-13 Rosh Hashanah	11/26 Thanksgiving	1/18 MLK, Jr. Day	3/21 Holi Begins	5/31 Memorial Day
9/21 Yom Kippur	12/4 Hanukkah Begins	2/6 Lunar New Year	3/26 Good Friday	6/19 Juneteenth
10/12 Columbus Day/Indigenous Peoples' Day	12/25 Christmas	2/7 Ramadan Begins	3/28 Easter	
11/6 Diwali Begins	12/26 Kwanzaa Begins	2/15 Presidents Day	4/21 Passover Begins	

180 Student Days

5 Professional Learning Days

185 TOTAL DAYS



Hendrick Hudson School District Arrival & Dismissal Chart

School	Regular Day	1 Hour Delay	2 Hour Delay	3 Hour Delay
HHHS	7:25	8:25	9:25	10:25
BMMS	7:50	8:50	9:50	10:50
FGL	8:20	9:20	10:20	11:20
FWS	9:00	10:00	11:00	12:00
BV	9:00	10:00	11:00	12:00

Hen Hud Dismissal Chart

School	Regular Dismissal	Regular Dismissal Bus Departure	Weather Emergency (No Lunch)	Weather Emergency Bus Departure	Half-Day (No Lunch)	Half-Day Bus Departure	Early Release (with Lunch)	Early Release Bus Departure
HHHS	2:07	2:13	9:45	9:55	10:27	10:36	11:50	12:00
BMMS	2:35	2:45	10:20	10:30	11:05	11:15	12:25	12:35
FGL	2:25	2:35	10:15	10:25	10:50	11:00	12:20	12:30
FWS	3:05	3:15	11:10	11:25	11:45	11:55	1:10	1:25
BV	3:05	3:15	11:10	11:25	11:45	11:55	1:10	1:25



HHHS Bell Schedule

Regular Schedule	
Period	Time
1	7:30am - 8:11am
2	8:14am - 8:59am
3	9:02am - 9:43am
4	9:46am - 10:27am
5	10:30am - 11:11am
6	11:14am - 11:55am
7	11:58am - 12:39pm
8	12:42pm - 1:23pm
9	1:26pm - 2:07pm

Delay Schedule			
Period	1 hour Delay	2 hour Delay	3 hour Delay
1	8:30am - 9:04am	9:30am - 9:58am	10:30am - 10:51am
2	9:07am - 9:47am	10:01am - 10:31am	10:54am - 11:18am
3	9:50am - 10:24am	10:34am - 11:02am	11:21am - 11:42am
4	10:27am - 11:01am	11:05am - 11:33am	11:45am - 12:06pm
5	11:04am - 11:38am	11:36am - 12:04pm	12:09pm - 12:30pm
6	11:41am - 12:15pm	12:07pm - 12:35pm	12:33pm - 12:54pm
7	12:18pm - 12:52pm	12:38pm - 1:06pm	12:57pm - 1:18pm
8	12:55pm - 1:29pm	1:09pm - 1:37pm	1:21pm - 1:42pm
9	1:33pm - 2:07pm	1:40pm - 2:07pm	1:45pm - 2:07pm

Early Release Schedule	
Period	Early Dismissal
1	7:30am - 7:56am
2	7:59am - 8:31am
3	8:34am - 9:00am
4	9:03am - 9:29am
5	9:32am - 9:58am
6	10:01am - 10:27am
7	10:30am - 10:56am
8	10:59am - 11:25am
9	11:28am - 11:54am

Special Circumstances Schedule				
Period	Half Day	Pep Rally	Period	Double Period 3
1	7:30am - 7:46am	7:30am - 8:04am	1	7:30am - 8:05am
2	7:50am - 8:06am	8:08am - 8:47am	2	8:09am - 8:44am
3	8:10am - 8:26am	8:51am - 9:25am	3A	8:48am - 9:28am
4	8:30am - 8:46am	9:29am - 10:03am	3B	9:32am - 10:12am
5	8:50am - 9:06am	10:07am - 10:41am	4	10:16am - 10:51am
6	9:10am - 9:26am	10:45am - 11:19am	5	10:55am - 11:30am
7	9:30am - 9:46am	11:23am - 11:57am	6	11:34am - 12:09pm
8	9:50am - 10:06am	12:01pm - 12:35pm	7	12:13pm - 12:48pm
9	10:10am - 10:27am	12:39pm - 1:13pm	8	12:52pm - 1:27pm
		Pep Rally: 1:17pm - 2:07pm	9	1:31pm - 2:07pm



HHHS Late Run Schedule

Transportation is available for students who stay for any extra-curricular activities including, but not limited to:

- A. Clubs
- B. After-school Help
- C. Sports

<u>Run #1 - VAN #TBD</u>	<u>Run #2 - VAN #TBD</u>
3:30pm Leave HHHS - Express to Old Post Rd, - Via R on Rt. 9A, L on Old Post Rd - L on Watch Hill Rd to Furnace Woods Rd - Furnace Woods Road to Lakeview Ave West - R on Lakeview Ave West to turn around - R on Furnace Woods Rd to Maple Ave - R on Maple Ave to Croton Ave	3:30pm Leave HHHS - Express to Buchanan Circle - Via L on Rt. 9A, L on White St - Around circle to Westchester Ave - R on Westchester Ave, R on Sixth St - R on Broadway, R on Bleakley Ave, - L on Rt. 9A, R on Welcher Ave, - L on Washington St, L on Fairlawn Ave, - L on McKinley St, L on Sherman Ave, - R on Washington St to Lower Washington St - Lower Washington St to Furnace Dock Rd (steel deck bridge), Furnace Dock Rd to Rt. 9A, R on Rt. 9A
<u>Run #3 - VAN #TBD</u>	<u>Run #4 - VAN #TBD</u>
3:30pm Leave HHHS - Express to Sunset Rd - Via R on Rt. 9A, R on Trolley Rd, R on Kings Ferry Rd, - L on Sunset Rd, L on Dutch St, R on Rt.9A, - R on Crugers Station Rd, L on Laurel Hill Rd, - R on Rt.9A, R on Springvale Rd, R on Cortlandt St, - R on Laurel Hill Rd, R on Rt.9A, L on Scenic Dr West - L on Baltic Pl, R on Rt. 9A	3:30 Leave HHHS - Express to Montrose Station Rd, Montrose - Via R on Rt. 9A, L on Montrose Station Rd - Express to c/o Maple Ave and Furnace Woods Rd - Via R on Lower Washington St, L on Watch Hill Rd - L on Furnace Woods Rd, L on Maple Ave - TURN at Maple Ave and Old Maple Ave - R on Maple Ave to Chapel Place - L on Chapel Place, L on Lafayette Ave to Rt.35/202 - L on Rt. 35/202, L on Buttonwood TURN, - R on Rt. 35/202, R on Lafayette Ave, - L on Greenlawn Rd, R on Dimond Ave, - R on Hill and Dale Rd - Express to Gilman Lane via L on Maple Ave, - L on Furnace Dock Rd (turn at Gilman Lane) - Furnace Dock Rd to Washington St



Academic Program

Student Services Department

Phone: (914) 257-5868 Fax: (914) 257-5861

School Social Workers:

Ms. Brenner, School Social Worker

megan.brenner@henhudschools.org

Ms. Burns-Dobson, School Social Worker

diane.burnsdobson@henhudschools.org

Ms. Dana Levine, School Social Worker

dana.levine@henhudschools.org

Social Workers may be of service to a student and family by intervention during a crisis, by consultation with other school personnel, by referral to outside agencies, or by liaison work within the community. School social workers engage in group work with students and provide individual and family counseling around a variety of social needs that may be adversely affecting the student's ability to attain success in high school.

School Psychologist:

Mr. Ghelarducci, School Psychologist

nicholas.ghelarducci@henhudschools.org

High school psychologists provide critical data to assist in the determination of more appropriate ways to help students' access programs and services important to their success in high school. The psychologist uses a variety of tools and techniques in evaluating students: individualized testing, screening for proper educational placement, counseling, consulting and observation are among the skills they bring to work with students. In addition to evaluation, the psychologist provides short-term and ongoing counseling to students. Students may seek out the service of the psychologist or may request intervention through their counselors, teachers and parents. The psychologist is available for crisis and consultation sessions.

Student Assistance Counselor:

Ms. Mastrogiacono, SAC

allison.mastrogiacono@henhudschools.org

Through joint school districts' corporate and county funding, the Student Assistance Counselor (SAC) provides early intervention services for high school students who may be at risk for alcohol and substance-related issues. The SAC provides individual and group sessions, as well as parent consultations. Program services also include classroom presentations, prevention education in health classes, school-wide prevention awareness activities, parenting programs, and referrals to appropriate resources in the community when needed. Students may self-refer in order to seek assistance in dealing with friends or family members who may struggle with alcohol and/or substance misuse or to gain more information on the negative effects of substance abuse. Student confidentiality is honored.

Need Help with Substance Abuse: [Substance Abuse Resources](#)

School Counselors

Phone: (914) 257-5867 Fax: (914) 257-5861

Dr. Kleinman, Director of School Counseling

Mrs. Balsamo, School Counselor

Mrs. Downey, School Counselor

Mr. Grando, School Counselor

Mrs. McGowan, School Counselor

aaron.kleinman@henhudschools.org

diana.balsamo@henhudschools.org

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douglas.grando@henhudschools.org

heather.mcgowan@henhudschools.org

A student's academic program is overseen by each student's Guidance Counselor.

- Students are assigned to a counselor alphabetically by last name to a counselor who will assist them in grades 9-12.
- School counselors work with individual students within an integrated school counseling program that also involves parents, teachers, and administrators. The school counseling program consists of small group and individual academic counseling, the teaching of appropriate decision-making skills for personal career choices, and the dissemination of essential information about high school courses, vocational training, college placement, as well as the monitoring of individual student's personal and academic progress toward graduation.
- An individual interview with the school counselor is scheduled for each student to discuss appropriate course selections and timely planning for the future.
- School counselors are always available for students to make an appointment to discuss any matter of concern.
- School counseling at Hendrick Hudson High School is a developmental program. The focus of each year is unique for the individual student, yet each year continues the work of the preceding one.

Course Selection

Students have access to elective courses that can be used to fulfill class requirements only after mandated courses have been completed in that particular subject area. A list of courses that may be available can be found in the [Course Catalog](#).

Students work with their school counselor to choose the appropriate courses to ensure that they are on track for graduation. Counselors follow prescribed guidelines set forth by the NYS Education Department:

[9th Grade Course Selection Sheet](#)

[10th Grade Course Selection Sheet](#)

[11th Grade Course Selection Sheet](#)

[12th Grade Course Selection Sheet](#)

Graduation Requirements

Hendrick Hudson High School follows the prescribed course mandates set forth by the NYS Education Department.

NYS GRADUATION REQUIREMENTS

- Students must earn a minimum of 22 credits to graduate. We expect all students to take full advantage of our curricular programs and earn more than the required credit minimum.
 - A unit of credit or the equivalent generally represents completion of a full-year course that meets six times in an eight-day cycle.

The chart below describes the requirements in detail.

Subject Area	Number of Credits Needed
English (ELA)	4
Social Studies	4
Mathematics	3
Science	3
Language other than English	1
Art / Music	1

Health	0.5
Physical Education	2
Electives	3.5

In addition, NYS requires that students pass five (5) Regents exams in order to meet Graduation requirements. However, students now have a “4+1” option that creates alternate tracks towards earning a Regents diploma:

The Required Four Students need a 65 or higher on the following four (4) exams:

1. ELA Regents exam
2. Math Regents exam
3. Science Regents exam
4. Social Studies Regents exam
5. + 1 Option Students need a 65 or higher on any one (1) of the following assessments:
 - a. Additional Math Regents exam in a different course
 - b. Additional Science Regents exam in a different course
 - c. Additional Social Studies Regents exam in a different course
 - d. Additional English assessment in a different course selected from the NYS Department Approved Alternative list
 - e. A NYS Department approved CTE pathway assessment, following successful completion of an approved CTE program
 - f. A NYS Department approved pathway assessment in the Arts
 - g. A NYS Department approved pathway assessment in a Language other than English (LOTE)

Compensatory Safety Net for Students with Disabilities

Students with disabilities have a safety net when it comes to scores needed for Regents and local diplomas. Students should see their counselor for the most up to date requirements.

Participation in Graduation

Any student who has not completed all graduation requirements established by the Hendrick Hudson School District Board of Education and the New York Board of Regents ***may not*** participate in graduation exercises or commencement-type activities (proms, senior walk, etc).

Academic Interventions

Hendrick Hudson High School implements a number of interventions to assist struggling students. The following can be initiated by the student, teacher, administrator and/or parent.

- A. Case Conference – The guidance counselor will contact the teachers of the student with an agreeable date that the teachers, guidance counselor, parent(s) and student will attend. Issues and strategies to improve student performance will be discussed.

- B. MTSS (Multi-Tiered Support System) – The building MTSS team identifies students at risk for poor learning or behavioral outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness. Struggling children are identified through a poor performance on a class wide, school wide, or district wide screening intended to indicate which children may be at risk of academic or behavioral problems. A child may also be identified through other means, such as teacher observation. The school provides the child with research-based interventions while the child is still in the general education environment and closely monitors the student's progress (or response to the interventions), and adjusts their intensity or nature, given the student's progress. MTSS typically has different levels of intensity: Tier 1, Tier 2, or Tier 3.



Academic Integrity / Plagiarism

Hendrick Hudson High School students demonstrate honesty, integrity and the ability to produce their own work. Sharing work with other students for submission can be considered a violation of the academic integrity policy. Faculty encourages and expects students to submit original work that reflects their individual effort and ability.

Behavior that can be defined as a violation of the academic integrity policy represents a violation of HHHS Core Values.

Examples of violating the academic integrity policy include, but are not limited to:

- A. Unauthorized Access - Any use of external assistance relating to an examination, test, or quiz without expressed permission of the teacher. This includes looking at another student's paper, sharing answers, possession of materials, copying another student's paper, using notes, documents, providing or having access to information such as formulas or calculations, receiving or providing answers during and/ or prior to a test.
- B. Fabrication - Any intentional falsification or invention of data, citation, or other authority in an academic exercise.
- C. Unauthorized Collaboration - Collaboration on an assignment or assessment between a student and another person, if such collaboration is not expressly directed or permitted by the teacher. This includes copying another student's work, allowing work to be copied or completing assignments for others, giving or "passing" any assignments/assessments to other students for the following year, or receiving any assignments/assessments from other students.
- D. Plagiarism - Any representation of another's ideas, words, or work as one's own, including AI generated work. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her paper or assignment for another to copy, without the permission of the teacher, has also engaged in plagiarism.
- E. Alteration of Materials - Any intentional and unauthorized alteration of student, teacher, or library instructional or assessment materials. This may include changing answers after the fact.
- F. Theft - Any unauthorized taking, concealment, or alteration of student or teacher instructional or assessment materials or equipment, including, but not limited to, the district data network, internet, and other online resources.
- G. Transfer or Use of Unauthorized Materials - Unauthorized use of electronic devices, including phones and computers, during tests.

- H. Artificial Intelligence - The use of any Artificial Intelligence tool or uncited outside resource to complete work without the explicit instruction of your teacher may result in an academic honesty violation. See course syllabi for specific acceptable use policies.
- I. Digital Citizenship Violations - students should refrain from using technological resources for violations that involve academic dishonesty. These include using technology to copy, plagiarize, collaborate inappropriately, sending or receiving test questions, accessing another's account, or hacking into computer systems.

Academic honesty and integrity are held in high regard at HHHS. Clear consequences serve as one tool that we utilize as we continue to educate our students on the importance of integrity. To that avail, any student who is found guilty of engaging in any practice violating any of the aforementioned practices may be subject to:

- A. All students who participate in plagiarism will receive a zero for the assignment.
- B. Parents/guardians will be notified of the offense.
- C. The incident will be documented with both the administration and the student's guidance counselor. The incident will be reviewed when determining eligibility for National Honor Society or a current member may be removed.
- D. The offense may also result in detention and/or suspension.

Honor and Integrity will be taken into account regarding National Honor Society membership as well as participation in extracurricular activities including academic, athletic, and social clubs.

Any student with an Academic Integrity violation will be individually reviewed and may be deemed ineligible to hold school leadership positions.

The length of time elapsed since the offense will be considered in the review process to provide a redemptive opportunity to students.



Sandy Hook Promise

[Anonymous Alerts Webpage](#)

Sandy Hook Promise is a national nonprofit organization founded and led by several family members whose loved ones were killed at Sandy Hook Elementary School on December 14, 2012. Based in Newtown, Connecticut, our intent is to honor all victims of gun violence by turning our tragedy into a moment of transformation. By empowering youth to “know the signs” and uniting all people who value the protection of children, we can take meaningful actions in schools, homes, and communities to prevent gun violence and stop the tragic loss of life.

The mission of Sandy Hook Promise is to educate and empower youth and adults to prevent violence in schools, homes, and communities. Through our proven, evidence-informed *Know the Signs* programs and sensible, bipartisan school and gun safety legislation, we teach young people and adults to recognize, intervene, and get help for individuals who may be socially isolated and/or at risk of hurting themselves or others.

Sandy Hook Promise is a communication tool for sending private, anonymous messages on urgent or sensitive matters.

- The system allows students, parents and staff to confidentially report bullying, cyberbullying, safety concerns or issues, and other sensitive topics through private messages.
- All messages are secure, encrypted, and remain completely anonymous. Submitters do, however, have the option to reveal their identity if they prefer to have a person-to-person discussion.
- The implementation of this system reinforces our commitment to the safety and well-being of our students.

The Hendrick Hudson School District does not tolerate any behavior that intimidates, frightens, mistreats or discriminates.



Attendance

Hendrick Hudson High School
Assistant Principals Office
Room 104

Attendance Secretary: Ms. Cynthia Spinola

Contact Information: Phone: 914-257-5828 (attendance line)
Phone: 914-257-5827 (C. Spinola direct line)
E-mail: cynthia.spinola@henhudschools.org

Attendance Codes

Excused – Notified by parent and/or provided necessary documentation
Unexcused – Notified by parent not an excused reason as per code of conduct
Unverified – Have not verified a student's whereabouts for the period in question
CUT – Any unverified absence not resolved within 24 hrs of the date of absence
ILL – Verified Absence due to illness with doctor's note
Tardy – Late with no excuse
ACT – School approved activity
TST – Testing
LIB – Library
SSV – Guidance
MSW – Met with Social worker
NUR – Nurse
ISS – In school Suspension
OSS – Out of School Suspension
LIB – Library
HOME/OTHER – Administrative use

**If you need immediate assistance during the regular school hours, please call
the attendance secretary directly at 914-257-5827 or email at
cynthia.spinola@henhudschools.org**

**Hendrick Hudson High School adheres to the policies set forth by the Board of
Education regarding student attendance. Please refer to [Board Policy 5160](#)
[Student Attendance](#).**

Attendance Protocols

It is the responsibility of parents and students to inform HHHS of all lateness and absence from school. If a student is absent or late to class an automated phone call and email will be sent both morning and evening to notify students and parents. ***Students are responsible to check their email daily*** The absence will remain unverified for 24 hours. After 24 hours the unverified will be converted to a “Cut” and a detention will be **assigned to students via email**.

Students and/or parents must contact the attendance secretary within 24 hours of the absence in order to avoid a detention being assigned. **Once a detention has been assigned it cannot be reversed.** Please make sure to contact the attendance office within the 24-hour grace period.

All students with an ***excused*** absence are expected upon their return to consult with their teachers regarding missed work. Students with ***excused*** absences will be given the opportunity to make up a test or other missed work and/or turn in a late assignment for inclusion in their final grade. Make-up opportunities must be completed by a certain date specified by the student’s teacher for the class in question, and no later than 2 weeks after the absence.

Absences:

I. To report an absence:

- A. Call the attendance line at 914-257-5828 OR e-mail cynthia.spinola@henhudschools.org within 24 hours and leave the following information:
 - 1. Your child’s name (please spell last name)
 - 2. Reason for the absence
 - 3. Call back number

II. Excused Absences: Excused absences will only be coded as such when the Attendance Office is notified by a parent or guardian that the student will be absent for a reason that is deemed ‘excused’. Examples of excused absences are listed below.

A. Absences will ONLY be excused for the following reasons:

- 1. Illness (more than 3 consecutive days a doctor’s note must be provided to be excused)
- 2. Death in the family
- 3. Medical appointment (documentation required)
- 4. Legal appointment (documentation required)
- 5. College visit for Junior and Seniors (documentation required)
- 6. District related event

****Absences will be noted *unexcused* until documentation is provided****

Absences that are not excused for any of the above reasons will be noted as “unexcused”

- III. **Unexcused Absences:** Unexcused absences will only be coded as such when the Attendance Office is notified by a parent or guardian that the student will be absent for a reason that is deemed ‘unexcused’. Examples of unexcused absences are listed below.
- A. Family Vacations
 - B. Absences that do not provide the appropriate documentation (ie. doctor’s note, etc)
 - C. Outside sporting events due to travel teams, expositions, showcases that are not associated with the HHHS Athletics Department.
- IV. **Unverified Absences / Cutting Class:** It is our expectation that all students will attend all of their scheduled classes while in school. Each unverified absence must be addressed. From the first unverified absence, a student must understand the seriousness of the act. Each unverified absence will first be addressed by the teacher. If the student does not comply with a given consequence, or if problematic behavior persists, a referral will be made to the Assistant Principal. The Assistant Principal will initially utilize detention for this and other purposes. ***If a student cuts class, they may not be eligible for a formal appeal with regard to attendance.***
- V. **Absence due to chronic illness or hospitalization:** If a student has a chronic illness or will miss several days of school, a parent/guardian should contact the Attendance Office immediately. Attendance and the student’s guidance counselor will work together to help the family through the attendance appeal process.

Tardies / Early Dismissal

- I. **Late arrival to school and/or class:** If a student is chronically late to school and/or to class, they may be subject to disciplinary measures. Excessive tardiness will result in teacher intervention and possible Assistant Principal intervention if the behavior continues. Three unexcused tardies will tally to equal one unexcused absence. Students that arrive late to class without permission, missing more than 20 minutes of the class period will be marked absent by the teacher.
- A. If your student will be late arriving to school, please call the attendance line at 914-257-5828 or e-mail cynthia.spinola@henhudschools.org and leave the following information:
 - 1. Your child’s name (please spell last name)
 - 2. Reason for lateness
 - 3. Call back number

- B. Any student that is tardy to school **MUST** sign in at the front desk upon arrival to be marked present for the rest of the day.

II. **Late arrival will be excused for the following reasons:**

- A. Illness (**excessive** lates for illness will require a doctor's note to be excused)
- B. Medical or legal appointment (documentation required)

III. **Early Dismissal:** Students are expected to be present in school through dismissal. They may not be dismissed from campus prior to this time unless:

- A. they are excused by the nurse due to medical reasons
- B. a parent or guardian contacts the Attendance Office requesting early dismissal.
 - 1. In this case, contact should be made with Attendance prior to 9:00 AM, or at least two hours prior to dismissal.
 - 2. If your student will be picked up and/or leave school prior to dismissal, please call the attendance line at 914-257-5828 or e-mail cynthia.spinola@henhudschools.org and leave the following information:
 - a) Your child's name (please spell last name)
 - b) Reason for lateness
 - c) Call back number for parental confirmation

→ When a student will be picked up prior to dismissal, the following protocols will be followed:

- A. Parents/Guardians **MUST** sign their child out and pick them up from the front desk. Please have a **valid photo ID** with you when picking up your child.
OR
- B. Parents/Guardians sending someone else in their place to pick up their child who is NOT on your child's emergency contact list **MUST** call the attendance office **AND** provide a handwritten note giving the student permission to leave with that individual. Please be sure that anyone picking up a student understands that they **MUST** also have a **valid photo ID** or the student will not be released to them.
OR
- C. Parents/Guardians granting their child permission to leave on their own, **MUST** call the attendance office **AND** provide a handwritten note **PRIOR** to student leaving.

******Anytime a handwritten note is required, you may take a picture of one with your signature and email it to the attendance secretary******

ALL students **MUST** sign out at the security desk

Attendance Procedures

Board Policy 5160 Student Attendance

There is a direct correlation between student achievement and attendance. To complete a unit of study, a student must pass the course and Regents exam (if applicable). Student attendance will be consistently monitored.

- A. In a year-long course, students will be denied credit once the student accumulates 20 absences (sum of excused, unexcused and unverified/cuts).
 - a. Warning letters will be issued for students and parents once a student has accumulated 5, 10 and 15 absences.
 - b. When a student accumulates 15 absences, they may be subject to an attendance review process to review the guidelines set forward by the district.
- B. In a semester-long course, students will be denied credit once the student accumulates 10 absences (sum of excused, unexcused and unverified/cuts).
 - a. Warning letters will be issued for students and parents once a student has accumulated 3, 5, and 7 absences.
 - b. When a student accumulates 7 absences, they may be subject to an attendance review process to review the guidelines set forward by the district.

All excused and unexcused absences, other than school-related activities are tallied.

Warning Procedures/ Attendance Appeals

Our school is committed to frequent notification regarding class attendance. We have implemented a notification system whereby parents will be called or emailed the day of any class absence that was not previously reported by the parent at the beginning of that day. Additionally, warning notifications will be sent out home throughout the year for excessive absences.

- If at any time, you receive an absence notification that you or your student may feel is an error, please:
 - ◆ Speak with your student regarding the absence / tardiness, etc to confirm whether or not there was an error.
 - ◆ Have your student speak to the attendance secretary who will determine if an error has been made.

Appeals

When the accumulated absences reach the 20th absence in a year-long course or the 10th absence in a semester-long course, students may attempt to appeal the denial of credit.

- A. A meeting may occur which can include the student, the parent, the teacher, the school counselor, and an administrator to review the student's attendance.
- B. If in the process of review it is determined that the student has missed class due to "cutting," the student may not be eligible for an attendance appeal. During the review process, if it is determined by the committee that the attendance is accurate, and that no extenuating circumstances warrant an appeal, the student will receive an initial denial of credit for the course.
 - a. The student will be required to continue attending the class beyond the point of receiving the initial denial of credit. If, at the end of the course, the student's standing in the course has improved, an attendance appeal ***may be revisited*** to issue credit.
 - b. However, if, at the end of the course, the student's standing in the course has not improved, the attendance appeal will be formally denied and the student **WILL NOT** receive credit for the course.

Leaving Campus
Board Policy 5181 Closed Campus

Hendrick Hudson High School is a closed campus. Students are not permitted to leave campus for breakfast, lunch or any other reason throughout the academic day.

- A. If a student has permission to leave campus, with a signed parent note, the student must submit the note to Ms. Spinola in the AP office.
 - a. The student is also to sign out at the front desk prior to leaving campus.
- B. Students who attend BOCES classes are permitted to leave campus on district approved transportation at stated time. (See BOCES)

Any student who leaves campus, for any reason, without written permission will be subject to consequences as set forth in the HHHS Code of Conduct.



Automobiles on Campus

[Board Policy 5454 – Student Driving and Parking](#)

In order for a Senior (12th grade) student to be granted permission to drive to and from school and apply for a parking permit, an application task and packet must be completed:

[HHHS Parking Application 2026/2027](#)

Driving to and from School

Students who are granted permission to drive their cars to school must meet the following criteria:

- Be a 12th grader in good standing.
- Be a licensed driver in the State of New York.
- Submit a permission form signed by a parent or guardian. Driving to school is a privilege.

The school administration may exercise the right to rescind a 12th grader's driving privilege at any time. This is usually due to the following:

- Reckless driving: speeding, driving while on your cell phone
- Leaving campus without permission.
- Leaving campus with a student who does not have permission or with an underclassman.
- Failing to report an on campus accident regardless of severity.
- Poor attendance: chronic lateness to school and/or cutting classes.
- Parking in non-designated spaces such as staff, visitor, handicap or "no parking" zones, or parking in student spaces in a different lot other than the one you are assigned.
- Allowing other students to use your parking permit.
- Suspension from school.

Consequences for failure to comply with driving and parking regulations are:

- 1st Offense: Warning/parent contact.
- 2nd Offense: Suspension of driving privileges for up to 30 days.
- 3rd Offense: Suspension of driving privileges for the remainder of the year.

12th graders are the only students with driving privileges. If any underclassmen park on campus, they will be subject to the following:

- 1st offense: Up to one-month loss of senior driving privilege.
- 2nd offense: Minimum one-month loss of senior driving privilege.

- 3rd offense: Minimum two-month loss of senior driving privilege.
- Beyond 3rd offense: Loss of senior driving privilege.

Parking

Failure to follow any of the regulations may result in disciplinary penalties ranging from a warning to the loss of parking privileges.

1. All vehicles parked on school grounds must be registered with the school and must display the current parking **permit**. Students parking without permission will be penalized at school. Your parking permit is registered to you and only you. The parking permit is not to be displayed in cars not registered to you. **If there is a change of car and/or license, this must be reported to the Assistant Principals' office in order to keep our records up to date.**
2. Student parking is strictly limited to the designated student parking areas. **No student is to park anywhere else on the grounds.**
3. Students may not drive during the school day unless granted permission by the Principal or one of the Assistant Principals. **THIS IS YOUR WARNING**
4. Both early dismissal and parking privileges may be revoked if a student driver contributes to any student cutting classes. **Early dismissal students may NOT, at any time take, unauthorized students in their car.**
5. A speed limit of 5 miles per hour will be strictly enforced, and there is to be no form of reckless driving on school grounds. Students may not create a disturbance when entering or leaving school property by burning rubber, reckless driving or blaring music.
6. When school buses are dropping off and picking up students at school and their lights are flashing red, it means STOP. If any student drives through those lights, privileges will be suspended.
7. Vehicles are not to be used for lounging, listening to music, smoking, etc. during the school day.
8. Students who drive are not to loiter in the parking areas at any time in the morning or during the day.
9. **ALL VEHICLES MUST BE LOCKED WHEN PARKED ON CAMPUS.** Any stolen property or vehicle damage must be reported directly to the driver's insurance company and the police, since the school is not responsible for the vehicle or its contents. It is recommended that any expensive equipment not be kept in parked vehicles.
10. Student drivers reporting late to school and missing class or parts of class will be subject to disciplinary penalties which may include the loss of parking.
11. Any student who has parking privileges revoked and continues to park on school property may have their vehicle towed at the owner's expense.



Health Office

Nurse: Mrs. Kelley Cabrera-Adler

kelley.cabrera-adler@henhudschools.org

914-271-5890

In order to go to the nurse's office during a class period, a student must have a pass from the teacher. The nurse's office is for first aid and emergencies only.

- The school cannot administer medication (i.e. aspirin, eye drops, etc.) without permission from the family doctor.
- A student who wishes to go home because of illness should report to the nurse's office.
 - If the student's parent consents, the parent, or an adult designated by the parent, must pick the student up from the nurse's office.
 - In case of minor or major injuries in school, students or teachers should send for the nurse.

Students with Life-Threatening Allergies

Board Policy 5192 Students with Life Threatening Allergies

Students, parents, school personnel and health care providers must all work together to provide the necessary information and training to allow children with chronic health problems to participate as fully and safely as possible in the school experience.

Particularly for those students with chronic conditions such as asthma and allergies (food, insect sting, etc.) which may result in severe, life-threatening reactions to various environmental triggers, it is necessary that the District work cooperatively with the parent(s) and the healthcare provider to:

- A. Develop an "Emergency Care Plan" that includes all necessary treatments and accommodations, medications, training and educational requirements for the student. If the student is eligible for accommodations based upon the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act, the appropriate procedures will be followed regarding evaluation and identification;
- B. Obtain appropriate health care provider authorization in writing that includes the frequency and conditions for any testing and/or treatment; symptoms and treatment of any conditions associated with the health problem; and directions for emergencies; and

- C. Secure written parent permission and discuss parental responsibility that includes providing the health care provider's orders, providing any necessary equipment and medication(s), and participation in the education and co-management of the child as he/she works toward self-management.

Use of Epinephrine Auto-Injector Devices (Epi-Pens) in the School Setting

A student at the High School and/or Middle School level is permitted to carry his own Epi-Pen, provided a self-medication form has been provided by his/her physician. It is also highly recommended that the parents provide an extra Epi-Pen for this student to be maintained in the building nurse's office.

Administration of Medication

Board Policy 5193 Administration of Medication

Under certain circumstances, when it is necessary for a student to take medication (prescription or non-prescription) during school hours, each school's registered professional nurse ("School Nurse") may administer the medication if:

- A. the parent or guardian submits a written request accompanied by a written request from a physician indicating the frequency and dosage of prescribed medication.
- B. The parent or guardian is responsible for delivering the medication directly to the health office in a properly labeled original container.
- C. Parents shall promptly notify the nurse of any changes in the prescription or its prescribed use/dosage.
- D. The School Nurse shall create and maintain an Emergency Care Plan encompassing such issues as administration of medication, when necessary and appropriate for the care of an individual student. Emergency Care Plans shall be maintained in the building's Nurse's Office.

Procedures for receipt, storage and disposal of medications as well as procedures for taking medications off school grounds or after school hours while participating in a school-sponsored activity will be in accordance with State Education Department Guidelines.

Self-Medication in Schools

In accordance with law, the School District shall permit students, who have been diagnosed by a physician or other duly authorized health care provider as having a

medical condition requiring self-medication, to carry and use such medication during the school day. Examples of such medication include insulin, Epi-pens, and inhalers. Prior to permitting such use, the school health office must receive the written permission of:

- A. the prescribing physician or other duly authorized health care provider,
- B. parental consent, based on such physician's or provider's determination that self-medication is medically necessary and that the student is capable of self-administration.

A record of all such physician or health care provider/parental permissions shall be maintained in the school health office.

As part of an Emergency Health Care Plan for students who self-medicate, it may be recommended that extra medication be maintained in the building nurse's office.

Health office personnel will maintain parental and student contact in order to monitor the effectiveness of such self-medication procedures and to clarify parental responsibility as to the daily monitoring of their child to ensure that the medication is being utilized in accordance with the physician's or provider's instructions.

Under no circumstances may a student self-medicate without following the protocol of this policy. If school personnel become aware of a student who incorrectly self-administers medication, the student's parents will be notified. The school administration may also be involved in determining the proper resolution of such student behavior.

Emergency Medication

The administration of emergency medication (injectable, including "epi-pens," and/or oral) to a student for extreme hypersensitivity may be performed by any school staff member responding to the emergency. Such a response would fall under the Good Samaritan exemption for rendering emergency care during a life threatening situation.



Student Dress Code

The District expects all students to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other District personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

A student's dress, grooming and appearance shall:

- A. Be safe, appropriate and not disrupt or interfere with the educational process;
- B. Recognize that extremely brief garments are not appropriate apparel for school;
- C. Ensure that undergarments are completely covered with outer clothing;
- D. Include footwear at all times and the District will not allow footwear that is a safety hazard;
- E. Not include items that are vulgar, obscene, libelous or denigrate others on the basis of weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex; or Gender (including gender identity and expression).
- F. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

Hats or head coverings at the high school, within the classroom, may be worn at the discretion of the individual classroom teacher, providing it does not violate any other portion of this code. The only exception will be for head coverings that are for medical or religious purposes. Hats or head coverings at the high school, in common areas, may be worn, providing it does not violate any other portion of this code.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, which may range from an oral warning to suspension. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.



Instructional Technology

[Board Policy 4526 – District Computer Use](#)

[Board Policy 4526-R – Technology Acceptable Use Policy Regulation](#)

[Board Policy 4526.1-R – Internet Safety Regulation](#)

General Principles

The Hendrick Hudson School District considers instructional technology tools to be valuable resources for education. The use of technology tools in school classrooms is encouraged to further the educational goals of the District.

The use of computers, software applications, networks, online resources, and other instructional technology devices significantly enhance educational experiences and provide statewide, national and global communications opportunities for students.

When a student within the Hendrick Hudson School District accesses computers, networks, (including individual student accounts) and instructional technology owned or operated by the District, he or she assumes certain responsibilities and obligations. All access of this type is subject to school policies and to local, state, and federal laws.

In compliance with the Children’s Internet Protection Act (CIPA), the district filters and logs all internet access. The Hendrick Hudson School District expects that student use of instructional technology tools provided by this district will be lawful, for educational pursuits and will reflect academic honesty. Students must demonstrate respect for intellectual property, system security and privacy of others.

Expectations and Appropriate Use

Students are expected to make appropriate use of instructional technology tools provided by the District. These guidelines are applicable when logged into a school account, both in and out of school, on a school or personal device.

Students should:

- School district accounts can only be used for district approved applications per district Parent Bill of Rights available on the technology website;
- Use Instructional technology tools only for educational purposes;
- Be responsible for all activities on their assigned school account;
- Report any inappropriate or questionable usage to any district employee (e.g., administrator, teacher, teaching assistant, monitor, custodian, bus driver, etc.);
- Do not use student accounts for social media in or outside of the school day (e.g. Facebook, Twitter, Instagram, etc.)

- Use only legal versions of copyrighted software which have been purchased by the District; and
- Only use school email accounts (when directed) for academic purposes and for communication with district employees and students. Do not use school email accounts to create personal accounts or for personal use.

Examples of inappropriate use are including but not limited to:

- Using instructional technology tools for personal entertainment or recreational game playing;
- Using instructional technology tools for any personal communication (including email and chat) unrelated to school work;
- Personalizing Google accounts or altering the configuration of devices unless instructed to do so (e.g., themes, wallpaper, profile pictures);
- Using another person's password or revealing your password to another student;
- Impersonating another user or acting in an anonymous fashion; and
- Using, communicating, sharing, or storing content of an obscene, discriminatory, offensive or harassing nature that may contain derogatory, disrespectful, or inflammatory language;
- Posting false information that could negatively impact members of the HHSD community;
- Using computer programs to decode passwords or to access control information; and
- Technology use that circumvents access restrictions placed upon the district's technology by the Board or its administrative designee(s).

Instructional Technology Use Including the Google Workspace for Education

Internet access is provided with the understanding that the District cannot fully control the content available on the Internet. The District will make a good faith effort to block objectionable sites using appropriate filtering software. However, some sites may contain information that is inaccurate, offensive, defamatory or otherwise inappropriate for students. Materials on the Internet (including, but not limited to the Google Workspace for Education that are of educational value may be copied for research purposes only. Students must cite all sources. Copyrighted materials may be used for educational purposes only. Students should assume that unless otherwise indicated, any material found on the Internet is copyrighted. Students must respect all copyright issues regarding software, information and attributions of authorship. Students should exercise care not to take ideas or writings from other individuals and offer them as their own. Students must give appropriate attribution to the author or creator of the idea. Student work produced as part of school activities may be posted on the Hendrick Hudson School

District website or other online sites. In this case, the digital rendition of the student work will become the property of the school district, and may be modified to make technical corrections or fix grammatical errors, prior to posting on the Internet.

Parents and students should be aware that it is the ultimate responsibility of the student to monitor his/her own access both on and off school property, and to use sound judgment across all technology areas, including but not limited to the Internet and Google Workspace for Education. Students have the responsibility for their own actions while using district owned or personal devices both on and off school property. If proper use is not maintained then sanctions may be applied.

Student Mobile Devices

Please see [Student Cell Phone Usage](#)



Student Behavior

[Hendrick Hudson School District Code of Conduct](#)

[Hendrick Hudson School District Code of Conduct Summary](#)

The Hendrick Hudson School District has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity. Unless otherwise indicated, the district's Code of Conduct applies to all essential partners—students, school personnel, parents and other visitors—whether on school property, in a school vehicle or attending a school function. In all cases, the district expects its essential partners to behave in a civil and courteous manner.

The District maintains the highest expectations and recognizes the potential of all students. To help students meet their potential, the District encourages respect and cooperation among all members of the school family; students, parents/guardians, teachers, and administrators.

Discipline procedures are necessary so that the rights of everyone are protected.

Disciplinary Measures (#s correspond to the consequences for the following pages):

The following shall constitute appropriate disciplinary measures:

1. Warnings (oral or written) and/or Notification to Parent
2. Detention
3. Removal from class
4. In-school suspension
5. Suspension from school for up to five (5) school days ([Board Policy 5313.3 – Suspension](#))
6. Referral for a Superintendent’s Hearing, which may lead to a suspension from school in excess of five (5) days
7. Suspension from school for at least one (1) year for possession of a weapon pursuant to the Gun-Free Schools Act of 1994 (subject to the right of the Superintendent to modify such penalty) or, in the case of a student with a disability whose possession of a weapon is determined not to be related to his/her disability, placement in an interim alternative educational setting for a period of up to 45 school days.
8. Placement in an interim alternative educational setting for a period of up to 45 school days, in the case of a student with a disability whose knowing possession or use of illegal drugs, or sale or solicitation of the sale of a controlled substance or inflicting a serious bodily injury to another person at a school or a school function is determined not to be related to his/her disability.
9. Suspension from school and notification of police.
10. Permanent suspension (Expulsion).

The following are other consequences that may be taken independently or concurrently with the above disciplinary measures:

- A. Suspension from transportation
- B. Suspension from athletics, extra-curricular activities and/or social activities
- C. Suspension of other privileges

Infractions with Penalty References: Schools may use one or more of the following, as appropriate:

Infraction	Level of Discipline (Numbers correspond with disciplinary measures listed above)
<i>Academic Dishonesty</i>	
Cheating, copying another's work, plagiarism including the use of A.I. (Artificial Intelligence) to complete an assignment.	1, 2, 4, 5 (along with receiving NO Credit for the assignment / exam.)
Changing/altering school records/documents	4, 5, 6, 9
Any type of forgery or fraud, including but not limited to: A. Signing a parent's name on a school document without parent consent B. Signing or using a teacher or staff's name on passes or lying to other staff members without consent	4, 5, 6
<i>Alcohol, Drugs and Other Mood, Mind, or Performance Altering Substances</i> <i>(Drug Free School Zone)</i> <i><u>Board Policy 5312.1 – Drug and Alcohol Abuse</u></i>	
<i>Under the influence</i> Use or being under the influence of illegal drugs, dangerous drugs, synthetic drugs whether specifically illegal or not, counterfeit drugs ("drugs")*, unauthorized prescription medication or alcohol, or a substance that the individual believes or represents to be such drugs or alcohol, or dangerous or deadly substances (including but not limited to chemicals and inhalants) at school, on school property or at school functions	6, 8, 9
<i>Possession</i> Possession of illegal drugs or substances ("drugs"), dangerous drugs, counterfeit drugs, synthetic drugs (such as synthetic cannabinoids) whether specifically illegal or not, unauthorized prescription medication or alcohol, or a substance which the individual	6, 8, 9, 10

believes or represents to be such drugs or alcohol, or dangerous or deadly substances (including but not limited to chemicals and inhalants) in school, on school property or at school functions	
<i>Distributing or selling:</i> Sale or other distribution of illegal drugs, dangerous drugs, synthetic drugs whether specifically illegal or not, counterfeit drugs (“drugs”)*, unauthorized prescription medication or alcohol, or a substance which the individual believes or represents to be such drugs or alcohol, at school, on school property or while at school functions.	6, 8, 9, 10
<i>Drug Paraphernalia</i> Possession and/or sale and/or distribution of drug paraphernalia on school property or at school events.	4, 5, 6, 8, 9, 10
<i>Automobiles on Campus</i> <u><i>Board Policy 5454 – Student Driving and Parking</i></u>	
Parking and/or standing in unauthorized areas.	1, 2, 4, suspension of parking privileges
Driving recklessly, speeding, failing to follow campus monitor’s directives on school grounds.	4, 5, 9 suspension or revocation of parking privileges
Driving to BOCES without parent and administrator written documented permission	4, 5 suspension or revocation of parking privileges
Driving other students to BOCES	4, 5 suspension or revocation of parking privileges
<i>Arson</i>	
Lighting or attempting to light a fire in school, on school property or at a school function, whether or not damage results (includes lighting a match or lighter if not authorized).	5, 6, 9, 10
Starting a fire	6, 9, 10
Destruction of property as a result of arson	6, 9, 10
<i>Attack on Student / Staff</i>	
<i>Verbal:</i>	4, 5

Abusive language and/or gestures directed at staff, students or visitors on school grounds or at school functions.	
Abusive and/or insubordinate gestures at school employees or peers that could or does provoke a fight.	4, 5
<i>Physical – Students (without injury):</i> Fighting between students where no dangerous instruments are involved and no person is injured in the altercation.	5, 6
An unprovoked assault against another student or person in the schools, on school property or at a school function.	5, 6, 9
<i>Physical – Students (with injury):</i> Fighting between students where harm is caused to one or more of the combatants.	5, 6, 8
An unprovoked assault against another student or person in the schools, on school property or at a school function.	5, 6, 8, 9
A fight involving the use or threatened use of a dangerous or deadly weapon.	5, 6, 7, 8, 9, 10
<i>Physical – Teachers / Staff (with or without injury):</i> An unprovoked assault against a teacher or staff member in the schools, on school property or at a school function.	5, 6, 9
<i>Bomb or Terrorist Threat</i>	
Making threats or providing false information about the presence of explosive materials or devices on school property	5, 6, 9
<i>Bullying – Verbal, Physical and Electronic</i>	
Intentional conduct (including verbal, physical, or written conduct) or electronic communication that is threatening	2, 3, 4, 5, 6, 7, 8
Persistent and repeated incidents of bullying targeted at same person or group	4, 5, 6, 7, 8
Very serious incident that is life-threatening,	4, 5, 6, 7, 8

seriously harmful, or personally damaging to the person who is targeted	
Harassment (any word, communication or action based in whole or in part upon actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, as well as marital status, veteran status, appearance or other physical attribute for which there is no legitimate purpose)	4, 5, 6, 7, 8
<i>Cafeteria</i>	
Creating a cafeteria disruption (e.g., throwing food, not cleaning up after self, and leaving lunch room without permission)	1, 2, 3
Stealing or theft of food / drink items in the cafeteria	1, 2, 3, 4
<i>Classroom Disruptions</i>	
Talking out in class or talking out of turn or other behavior that distracts from student learning	1, 2, 3
Throwing objects; picking on, bothering, or teasing other students	1, 2, 3
Breaking school or class rules such as horseplay, making excessive noise, and being unprepared	1, 2, 3
Leaving the classroom without permission	1, 2, 3, 4, 5
Disturbances which disrupt instruction and/or school environment (including but not limited to instigating or inciting others to commit any of the acts prohibited by this Code)	1, 2, 3, 4, 5
Substantially disruptive and/or substantially interferes with teacher's authority in class	3, 4
Repeatedly disruptive and/or substantially interferes with the teacher's authority in class giving rise to removal on four or more occasions per semester.	4, 5, 6
<i>Disrespectful Behavior / Insubordination</i>	
Making inappropriate gestures, symbols or comments,	1, 2, 3

or using profane or offensive language	
Eating or drinking where prohibited	1, 2
Using verbal insults	1, 2
Giving misleading/false information to school staff	1, 2, 3, 4
Using verbal insults/put-downs or giving misleading/false information to school staff that leads to emotional/physical harm to another person	1, 2, 3, 4, 5
Carelessness in failure to follow school rules and staff directions	1, 2
Willful failure to obey the reasonable directives of school staff (insubordination), including directives not to engage in conduct otherwise referenced as an infraction herein and for failing to notify a parent of assignment to detention.	1, 2, 4, 5, 6
Disorderly conduct (intentionally causing public inconvenience, annoyance, alarm, or recklessly creating a risk thereof, or someone who obstructs, fails to disperse, or disrupts others.)	4, 5, 6
<i>Dress Code</i>	
Dress or grooming which is inappropriate as described in this Student/ Parent Handbook	1, 2
<i>Electronic Devices</i>	
Use of a cellular phone or any electronic communication device during the school day	1, 2 and confiscation
Violation of computer use policy	1, 2, 4, 5, 6, 9 and/or suspension of computer privileges.
Use of any electronic/digital device to photograph and/or video record anyone (without their knowledge) on school property and/or in violation of privacy rights of others on school property or at school activities – not in areas deemed private (ie: classroom, cafeteria, etc.)	4, 5, 6, 9 and/or confiscation

Use of any electronic/digital device to photograph and/or video record anyone (without their knowledge) on school property and/or in violation of privacy rights of others on school property or at school activities – in areas deemed private (ie: bathroom, locker rooms, showers etc.)	6, 9 and/or confiscation
Dissemination of any photos, videos including but not limited to: • Via texts or digital messaging • Posting on social platforms	5, 6, 9 and/or confiscation
<i>Extortion</i>	
Obtaining money or property from another person through coercion, intimidation, or threat of physical harm	4, 5, 6, 9
<i>Fire Alarm</i>	
Intentional false activation of fire alarm	4, 5, 6, 9
Activation of a false alarm, bomb threat or other disaster alarms.	5, 6, 7, 8
<i>Gambling</i>	
Gambling (playing games of chance for money, betting)	4, 5
<i>Harassment based on Race, Ethnicity, Gender, Sexual Orientation, Disability or Religion, including Cyber-harassment, against members of the school community</i>	
Harassment (any word, communication or action based in whole or in part upon actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, as well as marital status, veteran status, appearance or other physical attribute for which there is no legitimate purpose).	4, 5, 6, 7, 8
Bullying, intimidation or coercion (the act of threatening, verbally, in writing, by electronic/digital/mobile communication or by gesture, the well-being, health, safety, freedom or property of any person).	4, 5, 6, 7, 8

<i>Hazing</i>	
Hazing (any intentional or reckless act against another for the purpose of initiating into, affiliating with, or maintaining membership in any school-sponsored activity or organization)	5, 6
<i>Leaving School Grounds</i>	
Leaving a school building and/or campus without authorization	4, 5, 6
<i>Sexual Assault or Offense</i>	
Forced sexual act without consent	6, 7, 9, 10
<i>Sexually-based Infraction / Lewd or Obscene</i>	
Sexual harassment (e.g., unwelcome sexual advances; request for sexual favors; other inappropriate verbal, written, or physical conduct of a sexual nature)	6, 7, 9, 10
Sexual activity or sexual misconduct (e.g., indecent exposure, causing exposure, engaging in sexual activity, etc.)	4, 5, 6, 9
Possession or Distribution of obscene materials, including, but not limited to pornography	2, 4, 5, 6, 9
Obscene, lewd, vulgar or indecent conduct or speech that is oral or written and/or physical expressed or distributed on school property or at a school.	4, 5, 6
Public displays of affection beyond hand holding.	1, 2 4, 5, 6
<i>Theft</i>	
Theft of Personal or School Property	2, 4, 5, 6, 9
<i>Threats</i>	
Any threat of violence, whether against another student, staff member or other person connected with the schools, the school district or school property, communicated verbally, in writing or by electronic/digital means, whether from an on-campus or off-campus location	4, 5, 6, 9, 10

<i>Tobacco or Nicotine Products</i>	
Smoking (including electronic cigarettes, vaporizers and other similar devices) or other tobacco use on campus and within 100 feet of the entrances, exits or outdoor areas of any elementary or secondary school, or at school functions whether on or off school premises.	4, 5, 6
Possession of and/or dissemination and/or selling and or use of tobacco, tobacco products and accessories, e.g. lighters and matches, including lighting a match or lighter, electronic cigarettes or any nicotine delivery system, e.g., hookah sticks, vaporizers).	4, 5, 6
<i>Trespassing</i>	
Being on school property without permission, including while suspended or expelled	5, 6
<i>Truancy</i>	
Failure to serve detention given by teacher and/or administrator	1, 4
Tardiness to Class and/or school	1, 2
Unauthorized absence from class and/or school	2, 4, 5
<i>Vandalism</i> <u><i>Board Policy 5311.4 – Care of School Property by Students</i></u>	
Intentional destruction of school property (vandalism)	4, 5, 6, 9
<i>Weapons, Firearms, Explosives</i> <u><i>Board Policy 5312.2 – Dangerous Weapons in Schools</i></u>	
Possession of a weapon such as a firearm, rifle, shotgun, pistol, revolver, starter pistol, other firearms, or explosives which could be used as a weapon	7, 8, 9, 10
Possession of a weapon such as a knife, box cutter, utility razor, linoleum cutter, dangerous chemicals, or any object/chemical which is not necessary for school	7, 8, 9

activities and which could be used as a weapon	
Threatening harm with a weapon or an object that can be used as a weapon	7, 8, 9
Use of a weapon	7, 8, 9, 10
Possession of fireworks, “poppers,” smoke or stink bombs, or any other pyrotechnic device, flammable materials, or volatile chemical	5, 6
Use of fireworks, “poppers,” smoke or stink bombs, or any other pyrotechnic device, flammable materials, or volatile chemical	5, 6
Possession and/or use and/or sale and/or distribution of dangerous or deadly weapons or other potentially dangerous objects on school property or at school functions.	7, 8, 9, 10
Possession and/or sale and/or distribution and/or use of fireworks or explosives on school property or at school events.	5, 6

Notes:

- ***The repeating of an infraction may lead to the imposition of the next measure of discipline.***
- ***Chronic repeating of infractions may lead to long-term suspension or permanent suspension (expulsion).***
- ***The above listing is not intended to be all-inclusive.***
- ***The Administration reserves the right to implement disciplinary action for incidents not specifically identified above. Students who engage in behavior determined to be inappropriate and/or disruptive to the school environment will be subject to disciplinary consequences.***



PNW BOCES Tech Center

Students who wish to explore career and technical programs through Putnam Northern Westchester BOCES (Board of Cooperative Education Services) may do so by speaking with their guidance counselor.

Programs include, but are not limited to:

Communications Career Academy

Advertising Art & Digital Design
Animation
Computer Graphics
Digital Film Production
Fashion Design & Merchandising

Business and Career Academy

Microcomputer Technology

Construction Career Academy

Architecture/Engineering
Carpentry
Construction Electricity
HVAC / Pipe Fitting

Masonry/Preservation

New Visions Engineering (Interview)
Welding

Cosmetology Career Academy

Barbering
Cosmetology I & II
ENL Cosmetology

ENL New Learner

ENL alternative Options
ENL Business & Computer
ENL Immersion

Environmental Science Career Academy

Urban Forestry

Health Career Academy

Emergency Medical Technician
First Responder
Law Enforcement/ EMS
Medical Assistant
New Visions Health (Interview Required)
Nursing Assistant
Physical Therapy
Sports Medicine
Veterinary Science

Hospitality Career Academy

Baking and Pastry Arts
Culinary Arts
Culinary at Tilly Foster
Food Prep Assistant

Teaching Career Academy

Education

Transportation Career Academy

Auto Body
Auto Mechanics
Small Engine Repair

Additional Offerings

- Students who miss the Tech Bus will be marked as a “CUT”; these actions may lead to disciplinary consequences and/or removal from the Tech program.
- If you are a student who is attending BOCES for the morning session and will be driving directly to BOCES (**This is only for 12th grade students**), please complete and submit the following:

[BOCES Parking Letter and Information](#)

Tech Center Bus Schedules: TBD



Student Activities

Clubs

We believe in offering opportunities and experiences for our students to explore both in and out of the classroom. Our high school clubs strive to meet the varied needs and interests of our student body. New club ideas are initiated by students and all clubs are student-run, and supported by a faculty advisor.

We believe that extracurricular activities support the growth and development of the whole student. Students learn better time management skills in addition to other useful skills, such as effective collaboration and long-term planning. Additionally, clubs provide students with the opportunity to learn business procedures including how to manage funds and create proposals. From students' participation and leadership within a club, students develop a greater sense of commitment, responsibility, and connection to peers and the school community.

Membership in student clubs is open to all students. To join a club, students need to attend club meetings and participate in club activities.

[Hendrick Hudson High School Clubs & Activities](#)



The Academy

[The Academy at Hendrick Hudson High School](#)

Mission Statement

The Academy is a cooperative and nurturing environment for disenfranchised students. Established in 2004, its mission provides students with a safe and structured environment which focuses on Character, Attitude and Effort over Aptitude, Ability and Talent. Student responsibility and personal growth is a primary goal. Our mission is to provide a learning experience in a challenging and supportive community of students, teachers, and parents committed to truth and personal best.

The Academy Student

The "Academy Student", like all students, is not a "one-size fits all" description. Any student that benefits from a supportive community environment, where the emphasis is on individual growth as a human being first, could be an Academy student. Any student that has the capability of being successful, but who may struggle in their current classroom environments, could be an Academy student. Our goal is to create a heterogeneous community environment that allows each student to grow with the assistance of their educators and peers.

Academy students have been and are varsity athletes, all-American cheerleaders, painters, musicians, college graduates, veterans, technical school graduates...in short, they are people from all walks of life with different interests, goals, and desires. By providing a small group learning environment with a team teaching approach, and the opportunity to build relationships with peers and staff, students have the safety to take positive risks and discover who and what they want to be.

Students in the Academy participate in project based learning, team building activities (in and out of school), character education, study skills, and self-advocacy, while maintaining the rigor of Regents level classes. If you or your child are interested in learning more about The Academy at Hendrick Hudson, please contact the guidance department for information or an application. Interested students are invited to meet with Academy staff and students and explore a potential schedule.

For more information regarding The Academy, please reach out to:

Scott Perlman	scott.perlman@henhudschools.org
Thomas Yee	thomas.yee@henhudschools.org
Paula Sarles	paula.sarles@henhudschools.org
Kyle Cina	kyle.cina@henhudschools.org



S.A.I.L.O.R. program

[The S.A.I.L.O.R. program at Hendrick Hudson High School](#)

Who We Are

SAILOR stands for Social Academic Independent Living Occupational Recreation Program. We seek to provide students with instruction and experiences that enhance strengths and interests, while preparing them for maximum independence post-21. We are student driven and work with families to help achieve student goals.

The team includes a Special Education Teacher, Speech Therapist, Occupational Therapist, Behavior Analyst, and Physical Therapist. We employ a collaborative approach to learning to maximize student progress across all settings. Traditional academics are taught utilizing a functional lens allowing our students to gain access to traditional curriculum and build their ADL skills.

In addition the students are heavily involved in the high school community. Students participate in a wide variety of sports, clubs, and social functions with their peers. We partner with the Peer Leadership program on many events throughout the school year.

Helpful Resources

[Office for People with Developmental Disabilities \(OPWDD\)](#)

Use this link to find the most up to date information on the OPWDD process.

[Access VR \(Vocational Rehabilitation\)](#)

Assisting individuals with disabilities to achieve and maintain employment and to support independent living.

[Westchester Institute for Human Development - transition services](#)

This link will take you directly to the page having to do with transition. WIHD is one of many organizations that can help facilitate the transition to adulthood. Along with those services, they offer an abundance of information and support in a variety of areas.

For any questions regarding the S.A.I.L.O.R. program, please contact:

Lauren Belles lauren.belles@henhudschools.org

William Loftin william.loftin@henhudschools.org



Dignity for All Student Act

Hendrick Hudson School District Dignity Act

Board Policy 0115 – Student Harassment and Bullying Prevention and Intervention

Board Policy 0115.E – Student Bullying and Harassment Complaint Form

Board Policy 0115.R – Student Harassment and Bullying Prevention and Intervention Regulation

New York State's Dignity for All Students Act (The Dignity Act) seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus, and/or at a school function.

The Dignity Act took effect on July 1, 2012. This legislation amended State Education Law by creating a new Article 2 – Dignity for All Students. The Dignity Act also amended a New York State Education Law regarding instruction in civility, citizenship, and character education by expanding the concepts of tolerance, respect for others and dignity to include: an awareness and sensitivity in the relations of people, including but not limited to, different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, gender identity, and sexes.

Additionally, under The Dignity Act, schools will be responsible for collecting and reporting data regarding material incidents of discrimination and harassment.

The Hendrick Hudson School District condemns and strictly prohibits all forms of discrimination, such as harassment, hazing and bullying on school grounds, school buses and at all school-sponsored activities, programs and events. Discrimination, harassment, hazing or bullying that takes place at locations outside of school grounds, such as cyberbullying, which creates or can be reasonably expected to create a material and substantial interference with the requirements of appropriate discipline in the operation of the school or impinge on the rights of other students are prohibited, and may be subject to disciplinary consequences.

Definitions:

1. Bullying. Bullying, under the amended Dignity for All Students Act, has the same meaning as harassment (see below). The accompanying regulation

provides more guidance regarding the definition and characteristics of bullying to help the school community recognize the behavior.

2. Cyberbullying. Cyberbullying is defined as harassment (see below) through any form of electronic communication.
3. Discrimination. Discrimination is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs (as enumerated in the *Definitions* section, under Harassment, below).
4. Hazing. Hazing is an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.
5. Harassment. Harassment has been defined in various ways in federal and state law and regulation. The Board recognizes that these definitions are important standards, but the Board's goal is to prevent misbehavior from escalating in order to promote a positive school environment and to limit liability.

The Dignity for All Students Act (§§10-18 of Education Law) defines harassment as the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that

- a. has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being;
- b. reasonably causes or would reasonably be expected to cause a student to fear for their physical safety;
- c. reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or
- d. occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

The harassing behavior may be based on any characteristic, including but not limited to a person's 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,
- weight,
- national origin,
- ethnic group,
- Religion,
- religious practice,
- Disability,
- Sex,
- sexual orientation, or
- gender (including self-identified gender identity and expression).

Hendrick Hudson High School Dignity Act Coordinator:

Principal Lisa Martino Alves lisa.martinoalves@henhudschools.org



Cell Phone Usage

Cell Phone Usage

Board Policy #5695 – Student Use of Internet-Enabled Devices During the School Day

In alignment with the New York State Ban on Cellphones and electronic devices during the school day, the Hendrick Hudson School District has adopted the following policy:

- Student use of personally owned internet-enabled devices, such as any smartphone, tablet, smartwatch, or other device capable of connecting to the internet and enabling the user to access content online, including social media applications, is strictly prohibited during the school day on school grounds. (This does not include non-internet-enabled devices or devices supplied by the District for educational purposes.)
 - School Day: The entirety of every instructional day, including all instructional and non-instructional time (homeroom, lunch, recess, study halls, passing time, etc.).
 - School Grounds: Any District building, structure, athletic field, playground, or land within the property boundary of any Hendrick Hudson school.
- Students are expected to store personal internet-enabled devices in designated areas during the school day as follows:
 - At the high school level, student devices must be silenced and stored in the student's locker.

Students are permitted to make necessary or emergency telephone calls from any school office or in common spaces during free/lunch periods.

If a student is seen with a device, or using a device:

- **At the first offense**, the device will be confiscated and turned in to the Assistant Principal Office or Main Office and will only be returned to the student's parent or guardian.
 - A meeting will be held with the student and the administrator.
 - A parent/guardian will be notified.
- **Repeated violations may result in disciplinary consequences** in accordance with the District Code of Conduct. An individualized plan may be put in place including increased restrictions on device use and storage. A parent/guardian will be notified.

PLEASE NOTE: Hendrick Hudson High School cannot accept responsibility for the possible loss or theft of cell phones or other personal student devices.



Athletics

Athletic Director:

Beau Morki

beau.morki@henhudschools.org

[Athletics Department Webpage](#)

[Board Policy 5280 – Interscholastic Athletics](#)

The Board of Education supports interscholastic athletics as an integral and desirable part of the district's educational program. The program will offer competition at the varsity, junior varsity, freshmen and modified levels.

Individual and team sports shall be based upon a comprehensive physical education program and intramural athletics and activities, seeking broad participation from all eligible students. Lifetime or carry-over sports are to be particularly encouraged and supported. Parity in the number and kind of athletics is a clear objective of the district.

Participation in modified and interscholastic sports is a privilege afforded to all eligible secondary school students (grades 7-12) as set forth in the Commissioner's Regulations and the New York State Public High School Athletic Association Guidelines. Participation in the sports program is intended to teach exercise, self-discipline, self-control, good sportsmanship, and mature judgment. As such, this behavior is expected from and is to be modeled by the Coaching Staff, parents, guardians, and spectators.

- 1) Student eligibility for participation in interscholastic teams shall include:
 - a) authorization by the school physician (or student's family physician);
 - b) written parent or guardian consent within 30 days prior to the start date of each season;
 - c) and endorsement by the building principal based on established rules and various league and State Education Department regulations.
- 2) In addition, an athlete who fails to meet the standards as per the District's eligibility policies outlined in the Hendrick Hudson School District Code of Conduct and the Hendrick Hudson School District Interscholastic Athletic Guide is subject to suspension from competition.
- 3) The building principals and athletic director are responsible for creating a smoothly running program that will maximize the use of the district's facilities. The athletic director is responsible for designing coaches' rules and regulations in conjunction with state requirements. The principals and athletic director will make all coaches and students aware of the district athletic policies outlined in our district literature as referenced.

Athletic Start Dates

Fall:

- Football begins on Monday, August 17, 2026.
- Fall High School Sports begin Monday, August 24, 2026,
 - (Registration begins on July 24, 2026)
- Fall Middle School (Modified) Sports begin Tuesday, September 8, 2026
 - (Registration begins on August 10, 2026)

Winter:

- Winter High School Sports begin Monday, November 16, 2026
 - (Registration begins October 16, 2026)
- Winter Middle School (Modified) Sports begin Monday, November 30, 2026
 - (Registration begins October 30, 2026)

Spring:

- Spring High School Sports begin Monday, March 8, 2027
 - (Registration begins February 8, 2027)
- Spring Middle School (Modified) Sports begin Tuesday, March 30, 2027
 - (Registration begins March 1, 2026)

Useful Links:

[Hendrick Hudson Athletic Handbook \(HHSD Code of Conduct\)](#)

[Concussion Management Handbook](#)

[NYS Health Examination Form](#)

[Sports Registration](#)



Peer Mediation

Our Peer Mediation program trains students to help their peers resolve disputes in a constructive and non-confrontational manner. In this program, selected students, known as peer mediators, are taught communication, problem-solving, and negotiation skills. These students then facilitate mediation sessions between their peers, guiding them to understand each other's perspectives, and collaboratively find mutually acceptable solutions. The goal of a peer mediation program is to reduce conflicts, foster a positive school climate, and empower students to handle disagreements peacefully, ultimately promoting a more inclusive and supportive school environment. Peer Mediation is a confidential process for resolving conflicts. Peer mediators do not take sides or place blame on anyone.

How Does Mediation Work?

There are four steps to the mediation process:

Step 1: Introduction & Ground Rules

- Peer mediators and participants are introduced.
- Ground rules are agreed upon.

Step 2: Storytelling

- All participants share their side of the story without interruption.
- Peer mediators actively listen and help all participants feel understood.

Step 3: Identifying Issues and Needs

- Participants examine and define their own issues and needs.

Step 4: Finding Solutions

- Participants create their own solutions to resolve the conflict.
- Peer mediators write these solutions into an agreement for the parties.

Who are Peer Mediators?

Peer Mediators are students who are committed to making their school a peaceful place to learn. Mediators come from diverse backgrounds and represent a variety of different experiences. Before they can mediate they receive intensive training in communication, problem solving and conflict resolution including mediation skills.

For more information on becoming a peer mediation leader, please reach out to:

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