

The Umbrella

2008-2009
Academic Year



Hunter College High School

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Introduction



July, 2008

Dear Students and Parents,

Welcome to the 2008-2009 academic year!

I am pleased to present *The Umbrella*, the guidebook for Hunter College High School, which provides an overview of the school's culture, academics, and extracurricular activities. Sections I-VII outline school and administrative policies. Section VIII is written by Hunter's student organization, the G.O., and contains information about clubs and activities as well as some hints from fellow students about being successful and enjoying life at Hunter. Finally, Section IX is written by the P.T.A. to describe the work of the organization and how to become involved.

Please read *The Umbrella* carefully and keep it on hand for reference throughout the school year.

I am excited to begin work at Hunter, a place filled with so many talented and inspiring individuals, and imbued with a strong history and pride. The school plays a vital role in the lives of students, parents, and faculty, and I hope this document proves helpful to both newcomers and returning families as you navigate your way through the coming school year. I look forward to being part of life at Hunter, and to meeting each one of you.

Best wishes for a great year,

Eileen Coppola
Principal



I. Emergency Procedures

Emergency Contact Information

Emergency Contact forms must be submitted by the first day of each academic year. Any changes must be immediately reported to the High School Office, Rm. 240.

Emergency School Closings

HCHS follows the policy of the NYC Public Schools with regard to snow days and school closings. If in doubt, do not call the school; tune into any of the following radio stations:

AM stations

WABC 770

WCBS 880

WFAS 1230

WMCA 570

WINS 1010

WLIB 1190

WOR 710

FM stations

WCBS 101.1

WFAS 104.0

WNYC 93.9

WBLS 107.5

Fire Alarm

Exit the building immediately upon hearing the sound of rapidly ringing bells. Follow the directions of teachers, administrator and Public Safety. Do not go to your locker, do not use the elevator; do not congregate at the doors of the building. Clear the building completely. **There is no talking during a fire drill.**

Guidelines and Procedures for the Fire Alarms

1. When the fire bells sound, everyone should stop working.
2. Teachers will accompany students out of the building and take their attendance.
3. All classes should proceed as a group with the teacher toward the nearest staircase and be prepared to take direction in the event egress is blocked.
4. Classes on the lower floors yield to the classes coming from the higher floors in exiting. When possible, give the Elementary School students the right-of-way.
5. Upon exiting the building, all high school students and staff should proceed west toward Madison Avenue on either 94th or 95th Street. The Courtyard is reserved for the exclusive use of the elementary students.
6. Students should reconvene with their teachers so that attendance may be taken.
7. Disabled Students and Staff (those not able to move quickly down the stairs) should be directed to go to rooms 202, 302, 402 (do not get on the elevator unless directed by an Administrator) and wait for assistance down the stairs. A Department Chair will wait with the students and assist evacuation.
8. The end of the drill will be indicated by a one gong all-clear signal. At this time everyone may re-enter the building.
9. If a fire drill occurs during non-class time students should exit the building immediately after hearing the sound of rapidly ringing bells.
 - DO NOT:
 - Go to lockers
 - Use the elevator

- Congregate at the doors of the building
10. Everyone must leave the building during a fire drill.
 11. Elevators should never be used.

Guidelines and Procedures for LOCKDOWN

A lockdown is an emergency situation which necessitates all faculty/students/staff to remain in place. It may be an emergency within the school or an emergency outside the building. Public Safety and Administrators (non- Chairs) are the first responders.

1. All faculty and staff are assigned a specific responsibility within the building. Parent volunteers, organized by the P.T.A. are also involved in this process.
2. Students in the hallway and other open areas will be directed to the nearest safe area. Students in the courtyard will be given specific directions by Public Safety. Students taking courses at Hunter College will remain at the college and be supervised by their teachers. HCHS Administration will be in contact with H.C. Public Safety with information and instructions. P.E. Chairperson or designee will be in contact with teachers of students taking off-campus P.E. courses.
3. All parents will be asked to wait outside the building until the nature of any threat or emergency has been determined. Once admitted, all parents should report to the auditorium to receive further instruction. All parents, including those whose child has P.E. at the college, should report to HCHS to pick-up their child.
4. Students will be allowed to leave in the custody of his/her parents.
5. If a student wished to leave with another HCHS parent, a counselor or member of the faculty will contact student's parent for permission. Parents leaving with children other than their own will be required to provide:
 - Photo identification
 - Contact phone number
 - Address (for student pick-up)
6. If a parent is unable to be contacted, the PTA is setting up Parent Safe Houses for Students in close proximity to the school.

Student Emergencies

Students who are ill may not leave the school building without permission from the Nurse or the Administration. Parents will be contacted to make arrangements for travel home or to the doctor. 7th and 8th Graders must be escorted by a parent or parent designee.

Procedure in Case of Emergencies

1. For medical emergencies
 - That occur during school hours, go to the Medical Office, Rm. 105
 - That occur outside school hours, go to the Public Safety desk in the main lobby
2. For non-medical emergencies
 - That occur during school hours, go to the High School office, Rm. 240
 - That occur outside school hours, go to the Public Safety desk in the main lobby

Suggestions for Parents in Emergency Situations

1. HCHS has a student population of over 1200 students with one school secretary. The secretary is able to deliver messages to your child in cases of an **emergency only**.
2. Do not depend on contacting your child by telephone in cases of emergency. Have an emergency plan ready; discuss with your child when to use the plan. During school-hour emergencies, your child will have access to school telephones; it is easier for your child to contact you rather than the other way around.
3. Private van companies have been instructed to telephone the School Office if an alternate pick-up time is appropriate. Information regarding schedule changes will be available in the main office.
4. In cases of early dismissal, HCHS follows the directives of the Board of Education for the Borough of Manhattan. Unless directed by this agency, the school will not dismiss a student early unless you pick up your child.

Suggestions for Students in Case of Emergency Situations

1. Listen to the radio stations listed above for emergency school closings.
2. Know the business telephone numbers of both your parents.
3. Know the telephone number and address of a friend or relative in Manhattan with whom you can stay overnight when travel to the outer boroughs is difficult.
4. Know how to travel home by public transportation, even if you normally use a private van service.
5. Carry enough money for carfare.
6. With your parents, decide what to do in case you miss your private van.
7. In cases of medical emergencies that occur during school hours, go to the Medical Office, room 105; after school, to the security desk in the main lobby.
8. In cases of non-medical emergencies that occur during school hours, go to the school office, room 240; after school, to the security desk in the main lobby.



II. The School

School History

In 1850, at the tender age of 17, with no more than a box of books and a couple of dollars, Thomas Hunter was uprooted from his native Ireland because of newspaper articles he had written in favor of Irish independence. He worked as an art teacher at a school on 13th Street for seven years until he became principal of School 35. In 1866, as the Civil War came to a halt, he began the first evening high school in the U. S., at School 35. Three years later, he persuaded the Board of Education to establish the city's first public high school for girls — The Female Normal and High School. It was a combined high school and college program to prepare young women for a career in teaching. The following year, in 1870, the name of the school was changed to Normal College. In 1903, it was divided into two parts, a three-year high school and a four-year college. For ten years, a committee of the college supervised the high school. In 1913, Grace M. Beach became the first principal. In 1914, the college and high school were renamed in honor of Dr. Thomas Hunter, late president of the college. Since then, Hunter College has remained at 68th Street and Lexington Avenue, whereas the high school has moved from place to place, from 93rd Street and Amsterdam Avenue, to 234 West 109th Street to 320 East 96th Street, to 930 Lexington Avenue, to 466 Lexington Avenue, and finally to 71 East 94th Street, the current location. Hunter College High School (HCHS) admitted male students for the first time in September of 1974.

School Colors

The official school colors are lavender and white, the same as those of Hunter College.

Hunter College & CUNY

Hunter College High School is governed by the City University of New York (CUNY) and falls under the jurisdiction of Hunter College. This relationship enables us to use many of the college facilities and means that many college policies directly impact the operation of the high school.

Alma Mater

*Sing to our school,
Forever may she stand,
Forever sheltering those
Who love and serve her well.
Strive for her fame,
With firm and willing hand,*

*Let all Hunter ring
When we sing
Alma Mater*

*Then sing her name
Loud and clear
Then sing her name
Loud and clear
Then sing her name
Loud and clear
Sing Hunter.*

*Who will be there,
To think of us again
Remembering once long ago
We loved and served her well?
Strove for her fame
With firm and willing hand
With love and devotion to you
Alma Mater
Then sing farewell
Loud and clear
Sing Hunter.*

*Alma Mater
Then sing farewell
Loud and clear
Sing Hunter.*

*Alma Mater
Then sing farewell
Loud and clear
Sing Hunter.*

Words and music by Charlotte Hochman



III. School Rules and Policies

Hunter College High School is a unique academic community, which makes rigorous demands on its students and expects a high standard of personal conduct. We depend on the common sense and the integrity of members of the community to behave in ways that demonstrate respect for the dignity of every individual. Although the ethos of a school is based on the total educational environment rather than upon any single document, it is nevertheless important to state, in writing, at least the minimum norms, policies and guidelines of the community. The policies, rules, and guidelines, which are in place at Hunter College High School, are set forth herein. They are viewed by students, faculty, and administration as those that ensure the health and safety of students, the security of property, and the integrity of the educational process.

Academic Integrity Policy

Hunter College High School is a community based upon mutual respect and trust. A commitment to integrity requires that all members of the community-including faculty, students and families-accept responsibility for teaching, understanding and adhering to basic standards of honesty. Within this community, such standards apply to intellectual and physical property, creative ideas and products, and all scholarly work. Students and parents are required to indicate their understanding of Hunter's academic integrity policy by signing the Emergency Contact Card submitted on the first day of school.

Standards of integrity include, but are not limited, to the following:

1. In projects, labs, homework, essays, papers and other individual assignments, students never represent the ideas or words of others as their own.
2. Students do not destroy, alter, or appropriate the work of other students or faculty.
3. Students neither give nor receive unauthorized assistance with examinations or other assessments.
4. Students do not represent work completed for one course or teacher as original work for another course or teacher.

In addition to working independently and honestly, academic integrity also refers to responsibility and care for library books, textbooks, computer software and hardware, laboratory equipment, and other materials.

Academic Consequences

All academic integrity violations are to be reported to the Administration. The following procedure will be followed:

1. Where a teacher has specific evidence of cheating a grade of 0 will be assigned to the work, and the student may be required to redo the assignment.
2. The teacher will make the evidence available to the student and his/her parent and discuss specific departmental consequences. The teacher will confer with the Department Chairperson. Based on the severity of the infraction, the teacher and the Department Chair will determine if the student is to meet with the Department Chairperson.
3. Once the teacher has met with the student, communicated the information to the parent and the Department Chair, a summary report of the cheating incident and a copy of the evidence will be filed with the student's counselor appropriate Assistant Principal. This summary will include a record of student meeting, parent contact and specific departmental consequences.
4. The Assistant Principal will determine the appropriate school-wide disciplinary consequences. If appropriate, the student will be asked to schedule a meeting with the Assistant Principal to review

information and educate the student on what constitutes a violation of academic integrity. The Assistant Principal will review the number and severity of reports on file with the Administration. The consequences will be communicated to the student, parents, teacher and Department Chairperson. The Administration's application of disciplinary consequences will take into consideration the grade level of the student, the specific violation, and evidence supporting the infraction, and any relevant circumstances. See the range of consequences listed in Section IV.

5. In the event of a second offense, an Administrative Conference will be scheduled with student, parent, counselor and Administration. After that conference, a contract will be drawn up outlining the consequences, which the student and parent (s) will be required to sign. The Administration's application of disciplinary consequences will take into consideration the grade level of the student, the specific violation, and evidence supporting the infraction, and any relevant circumstances.
6. In the event of a third offense, the student will be dismissed from HCHS. The Administration has discretion regarding this consequence if one or more of the infractions occurred in the student's seventh grade year.

Alcohol and Use of Illegal Drugs Policy

Policy and Rationale

The possession, use, or sale of alcohol, marijuana, or any illegal narcotic substance, or any paraphernalia or equipment associated with the use of these substances is not permitted on school grounds at any time, or at off-campus events sponsored by the school.

In addition to the physical and psychological dangers resulting from drug use, a student under the influence of marijuana, illegal drugs, or alcohol is not prepared to attend to academic activities, athletics, or extra-curricular clubs. Without question there is an absolute incompatibility between the state of mind needed for attention to scholastic activity and that state of mind influenced to any degree by the use of alcohol or drugs. Additionally, students who bring alcohol or drugs on campus or who come to school under the influence of alcohol or drugs have violated the trust of the school community and impaired the ability of the school to carry out its mission.

The school also believes that experimenting with marijuana, alcohol, or other illegal drugs on evenings or weekends is dangerous and potentially harmful to children and adolescents. The extended use of these substances will harm the lungs and other organs, impair mental functions, weaken the ability to concentrate and think, and significantly affect motivation and the ability to accomplish school work.

Purpose and Intent of Disciplinary and Guidance Actions

Hunter College High School has developed a series of actions for the school, the student, and his/her family to take when a student has possessed, used, or sold alcohol or illegal drugs on school grounds. The purpose of the series of actions is to send a powerful message that the use of illegal substances is not tolerated at any level. Secondly, but certainly equally important, the policy and the disciplinary and guidance actions are intended to generate a school climate that will engage the broad school community in comprehensive and thoughtful efforts to stop the use of alcohol and illegal drugs by adolescents.

Hunter College High School's policy and range of disciplinary and guidance actions take a very strong and clear stand against the use of illegal drugs and alcohol. A series of actions has been developed that the school may offer to the family and to the student who has violated the policy. The actions are designed to educate and change the behavior of the student. The policy is also intended to provide a climate at Hunter College High School that would enable students and adults to discuss more openly the actual or potential use of drugs or alcohol. A policy that allows students to learn from their mistakes and to be reintegrated into the school community-a policy that provides an alternative to the most extreme consequences-will enable students to

discuss more candidly the actual situation. We intend to develop an open and trusting climate that we hope will encourage adolescents to work cooperatively with adults, parents and teachers to combat effectively the use of alcohol and illegal drugs.

Disciplinary and Guidance Actions

When a student is found to have possessed, used, or sold alcohol, marijuana, or other illegal narcotic substances, or any paraphernalia or equipment associated with the use of these substances on school grounds or during a school sponsored event off campus, the school administration will consider long-term suspension, expulsion from school or a series of educational and guidance actions. The school administration retains the absolute right to determine what plan of action may be offered to the student and his/her family.

A plan of disciplinary, educational and guidance actions, as an alternative to long-term suspension or expulsion from school, may be offered if the student and his/her family express a clear willingness to engage in a strenuous regimen of activities designed to understand the meaning and implications of the behavior and to change irrevocably the behavior.

A second violation of the policy on the use of alcohol and illegal narcotic substances will result in expulsion from Hunter College High School.

The plan of action will be developed in consultation with the school administration, the student, and his/her family. The plan of action will be appropriate to the age of the student and to the specific behavior that violated the policy; not all of the components listed below will be used in every case. The school administration has the absolute right to determine the specific final components of the plan; the school administration also has the absolute right to determine if the student has satisfactorily completed the requirements of the plan. Re-admission to Hunter College High School after a violation of the alcohol and illegal drug policy is at the sole discretion of Hunter College High School.

COMPONENTS OF THE ACTION PLAN

I. Suspension from School

After a determination has been made that the student has violated the policy against the use of alcohol or illegal drugs, he/she will be suspended from school for a time period sufficient to develop the plan, agree to and commit to the plan, and begin the implementation of the plan.

II. Assessment and Evaluation

A. The student will voluntarily undergo a medical evaluation and interview by a psychiatrist and/or drug or alcohol counselor to determine the extent of involvement in alcohol or drug use. Hunter College High School has developed a relationship with the Freedom Institute and highly recommends it as the place the family goes for an evaluation.

B. The confidential information from the evaluation will be sent to the school.

III. Counseling

A. The student will voluntarily enter a course of counseling appropriate to the findings of the evaluation. The appropriate course of counseling will be mutually determined by the student, parents, and school administration.

B. The counselor will send to the school regular confidential reports of the progress of counseling. The school is interested in regular attendance and good faith efforts on the part of the student and his/her family.

IV. Implementation and Schedule

The student may be re-admitted to school following consideration by the administration of:

A. Declaration of a good faith effort to develop and complete a plan

- B. Development of a specific and detailed plan
- C. Completion of phases I and II and the beginning of phase III.

Arrival and Dismissal

Arrival

1. The building opens at 7:00 a.m.
2. Students may go to the cafeteria at 7:00 a.m.
3. Students may go to the hallways at 7:45 a.m.

Dismissal

1. Students must vacate the building by 4:00 p.m. unless involved in a school-sponsored activity or event that is supervised by an advisor.
2. For short days the time for students to vacate the building is 12:00 noon unless involved in a school sponsored activity or event that is supervised by an advisor.

Early Dismissal

1. Students must submit parental note to the High School Office, Rm. 240, to receive an "Early Dismissal" slip.
2. The parent will be called to verify information.
3. The student will receive an approved Early Dismissal Slip, which is to be shown to appropriate teachers upon return to school

Building Entry and Exit

1. Entry is available only through the main entrance on 94th Street and the courtyard entrance on 95th Street.
2. Secure doors when exiting for security reasons. Wedging of doors is prohibited.

Attendance Policy

Objectives

Regular class attendance is widely recognized as a significant component of academic success. In a school for the gifted such as Hunter, opportunities for students to learn from each other in classroom exchanges are particularly rich and important. Hunter also believes that in order to mature fully, gifted students need an atmosphere of freedom in which to meet their own challenges and those presented to them. The Hunter College High School Attendance Policy seeks to honor both the preceding commitments—to encourage students to take full advantage of their classroom opportunities, and to maintain an “atmosphere of freedom” in which students, particularly older students, have an appropriate measure of responsibility for their own movements and the use of their own time. Particularly, the policy seeks to encourage students to find an appropriate balance between class attendance and their pursuit of extra-curricular activities.

Strategies

The Attendance Policy of Hunter College High School includes the following five components which, taken together, constitute the school's strategy for reaching the two objectives defined above. These five components are:

1. A clearly articulated attendance policy which underscores the importance of the classroom experience in gifted education and defines specific consequences for excessive absence from or lateness to class;

2. A clearly defined procedure for granting “excused cuts” to older students, allowing them an “appropriate measure of responsibility” for the use of their own time in school;
3. A reasonable allowance of excused absences for seniors for the purpose of visiting colleges;
4. A computerized system of parent notification of student absences (currently in development), combined with a system of written permission slips and the centralization of responsibility for computerized record keeping in a single attendance office;
5. A system of supplemental classroom policies developed by individual teachers which function as part of the school-wide policy.

The 25% Rule

A student’s absence from one-fourth or more of the total number of scheduled class meetings of a course will result in failure of that course. The one-fourth total will include both **excused** and **unexcused** absences but will not include **exempt** absences defined in “Definitions” below. For the purpose of this count, two unexcused latenesses will equal one “absence.” Excused latenesses will not be counted. The one-fourth count will be cumulative over the course of the entire semester for one-semester courses. No student may be failed on the basis of absence at the end of the first or third quarter. Students who are in danger of failing due to poor attendance at the first or third quarter—and their parents—must be notified that they are at risk. A parent must be notified when the student’s combined absences and unexcused latenesses reach 20% of scheduled class meetings.

For full-year courses, the one-fourth count will be cumulative over the first semester for the purpose of determining the first semester grade. That is, a student will fail for the first semester if he or she has missed one-fourth or more of the total number of scheduled class meetings of that course. In order to determine the student’s final grade (in June) for a full-year course, the one-fourth count will be cumulative over the course of the entire year. That is, a student will fail for the year if he or she has missed one fourth or more of the total number of scheduled meetings of the class from September through June. In order to determine the student’s second semester grade, the one-fourth count will be cumulative over the second semester only. Exceptions to the “one-fourth rule” may be made when the Administration determines that extenuating circumstances warrant such action. The teacher will be notified of these exceptions.

In practice, the exact number of class meetings of any course will vary from the number that theoretically should be scheduled for the semester. For the purposes of determining failure under the 25% Rule, therefore, the teacher should use the following numbers: For a class that meets four times a week, 18; for a class that meets five times a week, 23; for a class that meets six times a week, 27 (including labs); for classes that meet seven times a week, 32 (including labs). For classes which meet fewer than four times a week the number of absences leading to failure will be calculated based on the actual number of class meetings. Students those classes should be aware that the failure number may decrease during the semester if a class is canceled for a half-day or a snow day. A single-period lab in science should be considered one class meeting, and a double lab should be considered two. Likewise, a double period in any non-science class must be considered two classes and a triple period three. However, if a student is late for a double or triple period, and not absent, the student must be counted late only once. If a student misses all of the first period of a triple and comes in late into the second period, the student must be considered absent for one period and late for one.

Supplemental Policies Set by Individual Teachers

Each teacher must establish rules suited to the educational goals of his or her classes governing penalties for unexcused absence and lateness which fall short of the 25% Rule. The teacher’s policy must be given to students in writing at the beginning of the year and posted under the teacher’s name on that section of the school web site devoted to that teacher’s department. At a minimum, a teacher’s policy may simply state that there will be no penalties for absence or lateness beyond that Rule. If a teacher establishes rules beyond

those which apply to the entire school, these rules must be given out in writing to all students before the rules go into effect. Such policies must fall within the following guidelines:

1. The teacher must explain to students exactly when a student will be considered late: after the doors are closed, after the roll is taken, or after some other obvious "signal." A student must be considered late and not absent if he or she appears in the classroom before the end of the class period.
2. The student may not be failed for fewer absences than specified in the school-wide 25% Rule.
3. For an unexcused absence, the student's average at the end of the marking period may not be lowered by more than one point, and no more than one-half a point for an unexcused lateness (out of one hundred). The exception is the Health and Physical Education Department, where, due to the small number of class meetings in some courses, one unexcused absence may lower a student's average by up to one-half a letter.
4. Students must be told clearly when they are being marked late without excuse and must be notified near the end of the marking period if their average is to be lowered by more than one point due to absence or lateness.
5. Teachers who have lowered a student's grade due to unexcused absence and lateness must include the appropriate comment on the student's report card ("Grade reduced due to unexcused absence or lateness").
6. A teacher may choose to penalize a student for unexcused absence or lateness by lowering the student's grade within guidelines given in this policy or by lowering the student's class participation grade, but not both. If the teacher's policy is to lower the student's grade and the teacher also gives a class participation grade, then the class participation grade must be given based entirely on the student's class participation when he or she is present, as if he or she had never been absent.
7. No guideline or procedure in an individual teacher's policy may contradict any aspect of the school-wide policy described in this document.

Definitions and Procedures

(Note: In the following definitions, "absence" and "lateness" refer to each individual class. State law requires that the school record attendance on a class-by-class basis.)

Excused Absence

Absence from class may be excused only for the following reasons:

1. Illness or a medical appointment
2. Bereavement
3. Religious observances
4. College visits for seniors
5. School-approved activities
6. School-sponsored activities

Reasons one through three require a note to the attendance office when the child returns to school. The student should take the note directly to that office and not to his or her teachers. In the case of an illness of five days or more, the note the child brings to the attendance office must be from a physician. Absence for reasons four and five above is excused by means of a form from the attendance office which should be filled out and returned to the attendance office prior to the absence, if possible, or within a week of the student's return to school. Seniors are allowed two excused absences for college visits in the fall semester and three in the spring. Absence for reason six is excused by means of a list of students participating in the activity sent by the sponsoring teacher or faculty advisor to the attendance office and to the student's teachers.

"School-approved activities" include activities which are not sponsored by the school but which the school wishes to support. Approved activities might include an award ceremony for a prize a student has won, an opportunity to perform with a group not directly sponsored by the school, or a national athletic event in which

the student holds a high ranking. To apply for approval for such activities not sponsored by the school, the student should complete an Excused Absence Form prior to the absence. The form must then be submitted for approval to the Administration if the absence is to be recorded as "excused." The excused absence form may be submitted after the absence, but approval is not guaranteed.

The school will not honor requests for excused absences for vacations, family trips, or to lengthen weekends or other holiday breaks. Absences resulting from parental decisions for such non-emergency, parentally decided activities will be considered unexcused by the school. In cases of unexcused absences which are parentally decided, academic penalties applied by departments for unexcused absence will apply. However, the disciplinary consequences for unexcused absence described in "Disciplinary Strategies" will not apply. The absence will count toward the 25% Rule. These absences will be designated "unexcused/parental decision" (Code=APD). As in the case of all unexcused absences, the teacher is not obligated to give a student a makeup for a test that is missed during the absence.

The Administration may grant excused absences in other situations where extenuating circumstances warrant such action. Court appearances and immigration hearings are examples, among others, of situations in which administrative intervention may be appropriate. Appeals for such intervention should be made to the Assistant Principal for the student's grade.

Exempt Absence

As explained in "The 25% Rule" above, a student's absence from one-fourth or more of the total number of scheduled class meetings of a course will result in failure of that course. The one-fourth total will include both excused and unexcused absences. However, certain excused absences over which the student has no control or which could not be reasonably foreseen will be **exempt** from the one-fourth count. Examples of absences which are both **excused** and **exempt** are extended illnesses, bereavement, religious observances, A.P. and other exams, and events which the student is required to attend as part of a course, such as the physics trip or an English/CT theater trip. College visits, short-term illnesses, and extra-curricular activities in which the student chooses to participate are not exempt. The purpose of this provision is to encourage students to give thought to the activities in which they choose to participate, as well as to plans for college visits and normal rates of illness, and to manage their activities so as not to miss an excessive number of classes.

Excused Lateness

Lateness to class will be excused only if the student brings to the classroom teacher a note from a nurse, counselor, teacher, administrator, or the attendance office upon entering class. Excused lateness may be noted in the teacher's record book but should NOT be recorded as a tardy when the teacher enters attendance information into SASI. (The computer cannot distinguish between excused and unexcused tardies, so all tardies recorded in the computer record should be unexcused.) The teacher should tell the student clearly that he or she is being marked late without excuse, and both the student and the teacher should keep a record of the date.

A student who is late to the first class of a double or triple period should be counted late only once. Lateness to first period or to any class later in the day by a student just arriving at school will not be excused except for illness or a reason approved by the Administration. Reasons for Administration-approved latenesses may include, but are not limited to, known mass transit delays. Transit delays and other Administration-approved latenesses which affect large numbers of students will be announced by email or other convenient means to teachers. In the absence of Administration approval, in order for a student's lateness upon arrival at school to be excused, the student's parent must send a note to the attendance office about the student's illness, and the student must bring a note from the attendance office to class. A student arriving late to a class without a parental excuse need not get a note from the attendance office but should go straight to class. The

attendance office note is necessary only to confirm that a lateness is excused.

As in the past, teachers should be aware of large groups of students arriving late to class, often due to transit delays or having been released late from the previous class. The teacher should inquire about the reasons for such lateness and not penalize students for lateness over which they had no control.

Excused Cuts

For many years at Hunter, older students have been allowed one or two "excused cuts" per semester. Under this rule, a student, with the teacher's permission, may miss a class in order to study for a test in another class, or for some other academic reason. The student decides when he or she needs to ask for the cut, and parental permission is not required. The educational aim of the "excused cut" policy, as stated under "Objectives" above, is to contribute to an atmosphere of freedom in which students, particularly older students, have an appropriate measure of responsibility for their own movements and the use of their own time. Excused cuts are granted, however, at the discretion of the individual teacher and should be considered a privilege granted only to academically secure students with excellent attendance records. A teacher may choose, as a matter of policy for his or her class, not to grant excused cuts at all, or may choose not to grant a request for a particular cut on a particular day.

Students may request excused cuts for educational reasons, with the understanding that they are responsible for the work missed during the period they are excused. Students should first obtain an excused cut form from the attendance office and then appear in person at the beginning of class to ask for an excused cut. The excused cut form, filled out by the student and signed by the teacher, must be returned to the student. The form must indicate the student's destination within the building. The student must deliver the pass to the attendance office immediately, before beginning the excused cut. The teacher must record the student as absent from class, and the absence will be entered as excused by the attendance office. There will be no excused cuts on days of announced tests, and no more than two students may be granted an excused cut in any class on a given day. In a course that meets fewer than four periods a week, the department will decide the number of excused cuts that will be permitted. For purposes of information in case of emergency, teachers must note the whereabouts of the students. Excused cuts do count in the student's total number of absences; they are not exempt from the 25% Rule.

Number of Permitted Excused Cuts

Grade 7	none
Grade 8	none
Grade 9-10	one in Spring term, one in Fall
Grades 11-12	two in Spring term, two in Fall

Notifying the School

Written notes are the primary method parents should use to communicate with the school about a child's absence. Upon returning to school after an absence, the child should bring the parent's note to the attendance office. The note must include the student's full name and Student ID number, the dates of the absence, and the reason for the absence. The attendance office will not accept a parental note more than one week after the absence occurs. As a rule, a change of status for the absence will not be made after one week's time. Exceptions may be made by the Administration where special circumstances warrant the change.

Recording Absences and Attendance Codes in the School's Computer System (SASI)

Each teacher is responsible for entering absence information directly into SASI, using the teacher's computer. The teacher should enter all absences as ABS. Where appropriate, the attendance officer will change the ABS codes as directed by notes from parents or instructions from the appropriate assistant principal. Teachers should complete their entries each day by four o'clock in the afternoon, so that parents can be notified of students who missed classes during the day.

At a convenient time during the week, faculty members should check their computers, using the school's SASI software, to update the teacher's record of which absences are excused and which are not. Faculty are not responsible for reporting quarterly attendance figures to be included on report cards, but faculty are required to keep a written record of attendance in their own classrooms. This written record kept by the individual teacher is the official, legal record of student attendance. Any student who is not physically in the classroom should be marked absent.

Lists of students who are excused from class for extracurricular and class-related activities should be sent to the attendance office and to the students' teachers by the faculty advisor sponsoring the activity. Lists sent to teachers are for their information only; the proper absence code for the activity will be entered by the attendance officer. These lists must include full student names and ID numbers.

Attendance Codes

Classroom teachers record only ABS if the student is absent or TDY for an unexcused lateness. In the computerized records maintained by the attendance office, however, the following codes are used:

BER-Bereavement (exempt)

ILE-Extended illness (exempt)

REL-Religious Observance (exempt)

ACE-Class or Curriculum Related Activity/Trip (exempt)

ADM-Administration Approved (exempt)

ILL-Daily illness or critical medical appointment (excused/not exempt)

ACT-School activity (excused/not exempt)

ECT-Excused "Cut" (excused/not exempt)

COV-College Visit (excused/not exempt)

ABS-Unexcused (not exempt)

APD-Unexcused, Parental Decision (not exempt)

TDY-Tardy (two tardies are counted as one not-exempt, unexcused absence)

Email Alerts

Note: This system is currently in development. During the year, the attendance office will send three different types of email alerts. Alerts to students and faculty will be sent to school addresses. Those to parents will be sent to an address furnished by the parent at the beginning of the school year. The three alerts are: 1) In the late afternoon of any day a student has missed three or more classes, an email will be sent to parents; 2) When the student's total number of non-exempt absences for any class reaches 12, an email will be sent to the student, to one or both parents, to the teacher of the class in which the absences are occurring, to the student's counselor, and to the assistant principal for that student's grade. That student is in danger of failing by the 25% rule. The teacher involved should follow up by contacting the student and one of the student's parents; 3) If any student has been absent from at least three classes for more than five school days in a row, an email will be sent to teachers, the counselor, and the assistant principal for the grade. The counselor must contact the student's parents to confirm the absence and inform the student's teachers of the results of the conversation so that the teacher may decide how his or her attendance policy should be applied.

Appeals

Questions from a parent or student about the lowering of a grade due to attendance penalties should be addressed to the teacher. All attendance penalties as they relate to grades will be applied by the classroom teacher, not by the attendance office. Questions concerning the classification of an absence as excused or

unexcused, exempt or non-exempt, should be addressed to the assistant principal for the student's grade, not to the attendance officer or the teacher.

Disciplinary Strategies for Students Who Have Cut Class

The classroom teacher's involvement is necessary and appropriate when a student is found to have been in school but to have cut a particular teacher's class. With the computerized attendance records now available on SASI, it is far easier than it used to be for the teacher to discover that a student has cut class. The teacher may easily use SASI on his or her computer to determine which students were absent (unexcused) from class but were present for other classes on the same day. (Current attendance records will be visible on the teacher's computer as soon as they are entered by all teachers.) If the student missed only that teacher's class, or only that class and one or two others, then the teacher should take the steps outlined in the next paragraph. Before taking these steps, the teacher may, at his or her discretion, confer with the other teacher or teachers whose classes the student cut. (The steps described in the next paragraph are in addition to penalties for unexcused absence which may be prescribed by departmental policies.)

After the first unexcused cut, the teacher should speak with the student and, if the student has no satisfactory explanation, give the student a verbal warning. If the cutting continues such that the teacher notices a pattern of roughly three to four cuts in a quarter, or sooner if the teacher feels it necessary, the warnings should give way to further action. The teacher should then inform the assistant principal for the student's grade, contact the student's parent, and inform the department chair. The parent may be contacted by telephone, email, or mail. At any point in this process, the teacher or the assistant principal, as they deem it necessary, may contact the counseling office for input.

The administration will assume responsibility for penalizing students who have cut multiple (three or more) classes during the day. If the assistant principal for the student's grade feels it necessary, he or she may place a personal call to the parent. Consequences of unexcused absence may include but are not limited to those given below.

In addition to the disciplinary strategies just described, the assistant principal may take one or more of the following actions in accordance with the severity of the cutting:

1. The student forfeits Excused Cuts in all subject classes and forfeits the privilege of excused absence to participate in activities such as Arts Day performances.
2. The student is required to withdraw from one or more extracurricular activities/clubs/teams/performances.
3. The student is excluded from Spirit Day and/or Carnival.
4. In the case of seniors, the student is declared ineligible for school-wide Honors and Awards.

The assistant principal will discuss the disciplinary consequences with the student and parent before any of these steps are taken.

Computer/Internet Acceptable Use Policy

Computers are available to serve the academic programs of Hunter College High School and the educational development of its students. Access to network resources is a privilege, and brings with it the need for responsible behavior.

Hunter College High School staff members do not control the content of the information available on the Internet. Some of the information available on the Internet is controversial, offensive, and/or inaccurate. Hunter College High School does not condone the use of such material.

Computer users must comply with federal, state, and local law, as well as CUNY and Hunter College High School policies. Any activity that involves illegal use of school computers (e.g. credit card fraud) may be reported to the police.

Electronic communication (including e-mails) is subject to review by the Hunter College High School systems administrator.

Laptop/Wireless Policy for the Library

1. To access the wireless network in the Library, students or faculty must first register the laptop with the technician in the computer lab (Room 425).
2. Access to the wireless network is a privilege and can be taken away at the discretion of the Administration and Faculty.
3. Laptops may be used only in specified areas of the library.
4. Only headphones can be used for sound.
5. Students are prohibited from the use of power outlets.
6. Excessive / illegal use of the network will not be tolerated, e.g. downloading of large files, violating copyright, causing damage to the network.
7. Hunter College High School is not responsible for the security or maintenance of laptops.

Unacceptable Behaviors

Behaviors that are unacceptable include but are not necessarily limited to the following:

1. Unauthorized loading of software on school-owned computers
2. Vandalizing computers, computer systems, or computer networks
3. Violating copyright laws
4. Unauthorized use of others' passwords
5. Trespassing in others' files or work
6. Plagiarizing someone else's work
7. Intentionally wasting limited resources
8. Using the network to access pornographic materials
9. Harassing, insulting, or attacking others
10. Sending or displaying hate speech or libel

Consequences

Disciplinary actions may include but are not limited to:

1. Notification of parents
2. Denial of access to all school computer equipment, including library privileges
3. In-school or out-of-school suspension
4. Remuneration for all property damage
5. Notification of appropriate law enforcement agencies
6. Recommendation for expulsion

Dance Policy

This policy applies to dances both on and off campus.

1. Possession, use, or transmission of alcohol or any other illegal substance is strictly forbidden at dances and all school-sponsored events anywhere on or off campus, which includes the entire yard.

2. Students found in violation of number 1 are subject to disciplinary action up to and including expulsion. Seniors may also be excluded from participation in all Commencement activities including the Prom, Senior Tea, Honors and Awards program, even up to and including the Commencement ceremony.
3. Students determined to be under the influence of alcohol or any other illegal substance will have their parents notified to pick-up their child.
4. For on-campus dances, once admitted, students may not leave the basement area; leaving the basement area will mean exclusion from the dance for the remainder of the scheduled time for the dance.
5. For off-campus dances, students will be advised of the arrival and departure policy for each individual dance.
6. Refreshments may not be brought to the dance.
7. Students in grades seven and eight may not attend evening dances.
8. The sponsoring group will determine if guests are permitted. If guest privileges are granted, guests' names and emergency telephone numbers must be listed on a sign-up sheet by a deadline date. Guest lists are subject to administration approval.
9. If there is evidence of violation of the school policy on alcohol and other illegal substances, the dance may be terminated.
10. If students are absent the day of a dance, they may not attend the dance.

Dance Policy for Semiformal and Prom

If a chaperone or member of the venue staff suspects a student is under the influence of alcohol or drugs, he/she must notify both the Assistant Principal and the Term Advisor in charge of the event. If a determination is made that the student is under the influence of alcohol or any illegal substance, the Assistant Principal will call parents to pick up the student. An administrative meeting will be held to determine disciplinary consequences and guidance intervention (see Section III: Alcohol and Use of Illegal Drugs Policy).

Dispute & Bias Mediation Team

The Dispute & Bias Mediation Team, known as The Bias Panel, is designed to settle bias related conflicts informally and confidentially. The panel may handle disputes between students, between a faculty or staff member and a student, or between two faculty or two staff members, but the panel is educational, not punitive. Any member of the Hunter community may bring a conflict before the panel by filling out a form and placing it in the locked wooden box found in the Quiet Study Room at the back of the high school library. Forms can be picked up from plastic holders located in the quiet study room in the library, faculty mailroom, the nurse's office, and Rm. 240.

Once a form is submitted, the person submitting it is contacted by the panel and a confidential meeting is set up. At this initial meeting, the panel will discuss the problem with the complainant and suggest options that may be available. This meeting is completely confidential, no records are kept, and the process need not, unless the complainant chooses, go any further. No one except the panel members present need ever know a complaint was made. On the other hand, if the person chooses, the panel may suggest informal contact with the offending party, mediation involving both parties, or a formal complaint lodged with the College, among other options. All seven members of the panel will not necessarily be present at any given meeting, but, if a student is involved in the complaint, at least one student member will be present. At least one adult member will always be present.

The Bias Panel is composed of three adult faculty and four students. The adult members are elected by the faculty for terms of three years. The senior member of the panel serves as chair. Student members are

chosen each year by the Principal, with recommendations from adult members of the panel. The panel may consult with counselors, term advisors, ICY coordinators, and individual teachers before making these recommendations. Student members are appointed to serve for one year, but appointments may be renewed each year for up to three years. Of the four students, one is a senior, two are juniors, and one is a sophomore.

Discrimination Policy

Hunter College High School follows the same policy for nondiscrimination as Hunter College. Hunter College is an Equal Opportunity and Affirmative Action Institution. The College does not discriminate on the basis of race, color, national or ethnic origin, religion, age, sex, sexual orientation, gender identity, marital status, disability, genetic predisposition or carrier status, alienage, citizenship, military or veteran status, or status as victim of domestic violence in its student admissions, employment, access to programs, and administration of educational policies. Questions, concerns or complaints may be addressed to the Hunter College Dean for Diversity and Compliance, located in the Office of the President, Rm. E-1700, (212) 772-4242.

Members of the high school community may bring discrimination issues and complaints to the Dispute and Bias Mediation Team. Retaliation against persons who initiate complaints of discrimination is forbidden.

Facilities Policy

Auditorium

The auditorium is closed to students, unless students are involved in a school-sponsored activity chaperoned by a faculty member. Eating/drinking is not allowed unless approved by the Administration.

Cafeteria

1. Open from 7:30 a.m. to 3:00 p.m. except when used for classes
2. Closed to high school students during the Elementary School lunch period.

Computer Labs

Follow guidelines regarding hours and use of lab, which are posted on the door of the lab rooms 425-427.

Copy/Mailroom

Students may not enter the copy /mailroom, unless accompanied by a faculty member. No student may use the copy machines.

Courtyard

The courtyard is open to HCCS Students until 4:00 p.m, except during Elementary School arrival, recess and dismissal. Students who play in the courtyard after 4:00 p.m. do so at their own risk. The courtyard opens to the public at 5:00 p.m.

If an emergency occurs after 3:30 p.m., inform Public Safety at the front desk. Public Safety will contact parents or the police, or they will call for an ambulance if needed.

For safety reasons, students must keep off the scaffolding and away from all construction areas.

The following items are prohibited in the courtyard during the school day, unless under the direct supervision of a classroom teacher: bats, footballs (leather/hard plastic), baseballs, softballs, frisbees and other flying projectiles made of hard plastic/rubber, rollerskates/blades, skateboards. Basketballs, nerf brand equipment and volleyballs are permitted.

The extracurricular use of rollerskates/blades or skateboards is not permitted at any time during the school day. Upon arrival to school, students are to place these items in their locker. Upon dismissal, these items are to be retrieved from the locker.

Violation of these prohibited items may result in the confiscation of items, detention or other disciplinary actions

Gymnasium

The gymnasium is used for physical education classes, intramural activities, and team practices only. All activities conducted in the gymnasium must be supervised by a member of the Health and Physical Education Department. The physical education department will not loan out equipment for personal use. Eating and drinking are not allowed inside of the gymnasium. All unauthorized equipment will be confiscated.

Hallways

Students are allowed to congregate in the hallways from 7:45 a.m. to 4.00 daily, except on the 1st floor. During half days, students are allowed to congregate in the hallways until 12:00 p.m. While congregating in hallways, students are expected to respect the use of the space at all times by adhering to the following:

1. To not eat or drink in the hallways, with the exception of water (plastic bottles).
2. To maintain the cleanliness of the hallways at all times.
3. To maintain an appropriate level of discussion in the hallways (refrain from loud conversations)
4. To maintain a right of access through the hallways (no items that may impede travel)
5. To not play any radios or instruments in the hallways or school building
6. To not use the hallways for any sport activity

If responsibilities are not met, privileges will be taken away from groups of students and from individual students. If individual students are brought to the attention of the Assistant Principal for lack of cooperation, appropriate actions will be taken, including detention, parental notification, suspension, and in chronic cases - expulsion.

Library

The library is open from 7:45 a.m. - 4:00 p.m. Most books may be borrowed for up to three weeks, but some are overnight only. Fines for overdue regular books are five cents per day, including weekends and holidays; fines for overdue overnight books are \$1.00 per day, including weekends and holidays. Eating, game playing and loud talking is not allowed.

Unscheduled Time - Free Periods

Since Hunter enjoys the status of an open- campus, students may choose what they wish to do during their unscheduled periods. Students may use the library or the computer lab, go to the cafeteria or the courtyard, or remain in the term hallway as long as courteous behavior is observed while other classes are in session. It is

the responsibility of every student to be on time for classes. The privilege of a "free period" may be removed for behavioral or academic reasons.

Weight Room

Students must use the equipment in the weight room safely and responsibly. A physical education teacher or coach must be present as NO unsupervised activity may occur in the weight room. The proper attire (t-shirt, sneakers and shorts/sweatpants) must be worn. No food or beverage is allowed. Profane or derogatory language will not be tolerated. Students will relinquish the privilege of using the weight room if the rules and use of the room/equipment are violated.

ID Cards

All students are issued an ID card at the beginning of the school year. Students should carry their ID cards with them at all times, especially when off-campus. If a member of the faculty staff, Public Safety or Administration requests your name or ID, you must give it. Giving your name or ID card is not an omission of guilt. Failure to identify yourself will result in a meeting with the Assistant Principal and disciplinary actions (see section IV).

If an ID card is lost or damaged, students may receive a replacement ID in the Computer Lab (rm 425). The cost is \$2.00.

Locker Policy

Students should not keep items of great value in lockers. Expensive or irreplaceable items such as jewelry, large sums of money, ipods, electronic games or other electronic devices that are not directly related to academics should be kept at home. The school is not responsible for lost property taken from the lockers. Students should report locker theft to Public Safety desk in the main lobby. Lockers are for students' convenience only; students do not "own" the lockers. Lockers remain the exclusive property of H.C.H.S. and may be subject to search by school officials.

Grade Locker

At the beginning of each year, students are assigned a Grade Locker on floors 2-4. Students are expected to use only the locker to which they have been assigned or risk removal of items from locker. The location of the locker is dependent upon grade level. Students are responsible for supplying locks, and for having the locker number recorded in the High School Office, rm. 240. Lockers may not be used without a lock.

No decorations may be placed on the outside of lockers and the insides can be decorated only with removable tape. Students will be held responsible for vandalism or damage to lockers assigned them unless the damage is done by another and promptly reported as such to the office.

If a student needs to have a lock clipped from a Grade Locker, he/she must go to the Public Safety desk in the main lobby.

P.E. Locker

Students have the use of a P.E. locker when they are scheduled for P.E. This is a temporary locker for use during the P.E. class. Students are responsible for supplying their own lock and in locking their personal items in the locker. Lockers may not be used without a lock.

Students may only enter and use the locker rooms during their scheduled physical education class. Permission must be granted by a coach or physical education faculty member to enter and use the locker room all other times.

If a student needs to have a lock clipped from a P.E. Locker, he/she must go to the P.E. teacher or the P.E. Office, rm. B12.

Publication Policy

Hunter College High School encourages the highest level of responsibility, accountability, and writing competence in all of its school publications. A student publication has the responsibility to uphold the principles of the First Amendment and to reflect, represent, and respect the cultural, ethical, religious, and political diversity of the community while maintaining the highest standards of journalism. Moreover, a student publication must adhere to the practices of responsible journalism, such as avoidance of libel, obscenity, defamation, and material or substantial disruption of school activities, honoring a commitment to individual privacy rights, and a sensitivity to community standards. (For the purpose of this policy, student publications include all documents produced for the school, or some school audience, that have student input of any description.)

Editors/Advisor(s) Collaborative Responsibilities

1. Student editors and advisors, in consultation, will decide what is acceptable for publication.
2. Decisions on final copy will be discussed within the stated guidelines stated above.
3. Advisors and the editorial staff meet regularly to discuss editorial policy, issues, content, and style. This will be done in a manner respectful of each other's responsibilities to the paper and to fair journalism.
4. Student editors and advisors should be familiar with the guidelines on protected speech and prohibited material as outlined by the Student Press Law Center.

Student Editors

Student editors have the responsibility for selection of the content of the student publication, for the production of the publication based upon standards of accuracy, objectivity, and fair play; for verification of facts and accuracy of all quotations; and for the review of all printed material for technical, factual, grammatical, and typographical errors. Furthermore, students shall have the responsibility for decisions of layout, advertising, and selection of articles, pictures, and captions to be included in each issue.

The Editors shall be responsible for the writing of editorials contained in the publication, for the supervision of staff members, and the overall organization and management of the publication. Student editorial boards have the right to select editors in accordance with a publication's stated purpose, and/or charter. Student editors should take an active role in solicitation and selection of advisors.

Faculty Advisors

Faculty advisors oversee student publications, upholding high standards of journalism, holding students accountable for adhering to the stated principles governing student publications, and advising students on design, content, and presentation of issues at or affecting Hunter. The faculty advisors represent the interests

of the publication to the faculty and administration, and vice versa.

Office Use Policy for Publications

We, the three publications of Hunter College High School (*Annals*, *The Observer*, and *What's What*), agree to the following tenets regarding our offices:

1. Non-staff students are never allowed to be in the office alone, and after 3:30, are not allowed in the office at all unless on business (half-pages, ads, are examples of business).
2. Music must be kept at a reasonable volume, so as not to interfere with the surrounding office environment. (*If requested by a faculty member or administrator, the music must be turned off.*)
3. All offices must be vacated by 6:00 PM, whether or not Security appears to lock the second lock. (Unless prior approval and time deadline have been arranged with the advisor, or, in the absence of an advisor, an administrator). There is no weekend access.
4. Students with the following titles are the only staff members entitled to a key:
 - *Annals*: 2 E.I.C., 3 Layout Editors
 - *The Observer*: 2 E.I.C., 4 Managing Editors
 - *What's What*: 2 E.I.C., 2 Managing Editors
5. Loss of office privilege is always a possibility.

Sexual Harassment Policy

HCHS follows the Policy Against Sexual Harassment of CUNY. Complaints about sexual harassment can be brought to any faculty member or to any member of the Administration, or to any member of the Hunter Sexual Harassment Awareness and Intake Committee. There is a member of this Committee at the Campus Schools. The Committee is responsible for reviewing all complaints of sexual harassment and for making efforts to resolve those complaints informally if possible. When informal resolution is not possible, the Committee Coordinator and/or Deputy Coordinator will fully investigate the complaint and report the results of the investigation to the College President.

Policy Statement

It is the policy of CUNY to promote a cooperative work and academic environment in which there exists mutual respect for all University students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the University non-discrimination policy.

The University, through its colleges, will disseminate this policy and take other steps to educate the university community about sexual harassment. The University will establish procedures to ensure that investigations of allegations of sexual harassment are conducted in a manner that is prompt, fair, thorough, and as confidential as possible under the circumstances, and that appropriate corrective and/or disciplinary action is taken as warranted by the circumstances when sexual harassment is determined to have occurred.

Members of the University community who believe themselves to be aggrieved under this policy are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult for the college to investigate the allegations.

Prohibited Conduct

It is a violation of University policy for any member of the University community to engage in sexual

harassment or to retaliate against any member of the University community for raising an allegation of sexual harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred.

Definition of Sexual Harassment

For purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing;
2. Submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or abusive work or academic environment.

Sexual harassment can occur between individuals of different sexes or of the same sex. Although sexual harassment most often exploits a relationship between individuals of unequal power (such as between faculty/staff member and student, supervisor and employee, or tenured and untenured faculty members), it may also occur between individuals of equal power (such as between fellow students or co-workers), or in some circumstances even where it appears that the harasser has less power than the individual harassed (for example, a student sexually harassing a faculty member). A lack of intent to harass may be relevant to, but will not be determinative of, whether sexual harassment has occurred.

Examples of Sexual Harassment

Sexual harassment may take different forms. Using a person's response to a request for sexual favors as a basis for an academic or employment decision is one form of sexual harassment.

Examples of this type of sexual harassment include, but are not limited to, the following:

1. Requesting or demanding sexual favors in exchange for employment or academic opportunities (such as hiring, promotions, grades, or recommendations)
2. Submitting unfair or inaccurate job or academic evaluations or grades, or denying training, promotion, or access to any other employment or academic opportunity, because sexual advances have been rejected.

Other types of unwelcome conduct of a sexual nature can also constitute sexual harassment, if sufficiently severe or pervasive that the target does find, and a reasonable person would find, that an intimidating, hostile, or abusive work or academic environment has been created. Examples of this kind of sexual harassment (known as hostile environment harassment) include, but are not limited to, the following:

1. Sexual comments, teasing, or jokes;
2. Sexual slurs, demeaning epithets, derogatory statements, or other verbal abuse;
3. Graphic or sexually suggestive comments about an individual's attire or body;
4. Inquiries or discussions about sexual activities;
5. Pressure to accept social invitations, to meet privately, to date, or to have sexual relations;
6. Sexually suggestive letters or other written materials;
7. Sexual touching, brushing up against another in a sexual manner, graphic or sexually suggestive gestures, cornering, pinching, grabbing, kissing, or fondling.
8. Coerced sexual intercourse or sexual assault.

Weapons Policy

Weapons of any type including but not limited to guns, knives, box cutters, laser devices, are strictly prohibited. Also prohibited is the intentional use of any item or instrument for use as a weapon (including, but not limited to, scissors, dangerous chemicals, and laser beam pointers). Students found in possession of any weapon or item intended for use as a weapon are subject to immediate suspension and possible expulsion. Students found brandishing a weapon will be expelled and police may be notified.

Website Policy

The Hunter College High School Website consists of the web pages published by all academic and administrative departments, student organizations, and other constituents of HCHS that are maintained on the HCHS web server.

The HCHS website exists to:

1. Provide general information about HCHS to members of its community, including policy, procedures, curriculum, news and events, and school history
2. Provide a venue for teachers to post information for students and parents
3. Provide a portal for members of the HCHS community to do research using licensed resources or recommended links
4. Provide information about HCHS to the outside world
5. Provide a showcase for student work and achievements
6. Provide an opportunity for students to learn web page design skills
7. Provide an opportunity for student organizations and clubs to communicate about their activities
8. Provide wider exposure for student publications

Designated representatives of all constituents will be responsible for assuring that the information on the web page is accurate and current, and conforms with policies of Hunter College High School, Hunter College and the City University of New York, and with all state and federal laws. The principal or his/her designee will be responsible for school-wide pages. For student organizations, the designated representative is the faculty advisor. The name of the designated representatives must be forwarded to the HCHS webmaster.

All pages must include:

1. The name Hunter College High School
2. Links back to the HCHS Home page
3. Be accessible to people who have visual impairments.

Except when clearly inappropriate, pages shall also include the name and email of a contact and a "last updated" date.

The unauthorized use of copyrighted material and the inclusion of unauthorized advertising is prohibited.

Any links provided to other sites will be accessible and must be appropriate. Links to commercial sites are strongly discouraged, with the exception of resources licensed by Hunter College High School, Hunter College, or CUNY and entities having formal affiliation with these institutions. When pages do link to non-affiliated sites, the link will be accompanied by a disclaimer.

Descriptions of courses and curricula will be up-to-date and accurate. Department chairs will be responsible for ensuring currency and accuracy.

Pages should reflect an understanding that both internal and external audiences will be viewing the information.

To protect student and teacher privacy, no home addresses or telephone numbers are to be included on any web page, and no personal student email addresses shall be listed.

Each department may choose to maintain its own web pages and/or may work with the student webteam to produce pages. Individual faculty members may maintain their own web pages for their classes. The individual teacher will then be responsible for updating his/her own pages and abiding by these rules.

Faculty retain ownership of the content of their own course pages. Students retain ownership of the content of any of their work that is posted to the web.

504 Policy

Policy Statement

Section 504 of the federal Rehabilitation Act of 1973 ("Section 504") provides that no "otherwise qualified" individual with a disability shall, solely by reason of his or her disability, be "excluded from, denied the benefits of, or subjected to discrimination under any program or activity that receives Federal financial assistance." Section 504 is applicable to all federally funded K-12 schools, including the Hunter College Campus Schools ("HCCS" or "School").

It is the policy of the Hunter College Campus Schools to comply with Section 504 by ensuring that all qualified students with disabilities as defined in the law receive an appropriate education as is required under the law. In accordance with the procedures set forth below, HCCS will provide the aids, benefits and services necessary to meet the individual educational needs of qualified students with disabilities. HCCS will also provide a student's parent or guardian with an appropriate process in which they can participate in decisions regarding the identification, evaluation and placement of students with disabilities, as well as a complaint procedure that can be used by a parent or legal guardian (herein referred to as "parent") who disagree with the School's determination.

HCCS is also covered by the federal Americans with Disabilities Act ("ADA"), which contains similar requirements to Section 504. For purpose of this Policy, these federal requirements are being referred to together as "Section 504."

Students with Disabilities Covered by this Policy

Section 504 covers qualified students with disabilities. To meet the definition of "disabled" under Section 504, a student must have a "physical or mental impairment" that "substantially limits" one or more "major life activities." Students are also "disabled" if they "have a record of such an impairment" or who are "regarded as having such an impairment."

1. Physical or Mental Impairment:

Section 504 does not contain a list of specific conditions that constitute impairments under the statute. Rather, this criterion is defined generally to include any physiological or mental disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems. Environmental, cultural, and economic disadvantages are not covered unless the student who has any of these characteristics also has a physical or mental impairment.

2. Substantially Limits

Section 504 does not specifically define the term “substantially limits.” The basis for evaluating this criterion is the impact the impairment has on one or more of a student’s major life activities. The limitation must impact one or more major life activities to a “considerable” or “large” degree. The condition must present a barrier to the student’s ability to access the same educational opportunities as those afforded a non-disabled student, or a substantial limitation does not exist.

3. Major Life Activity

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, walking, hearing, seeing, speaking, breathing, learning, and working. Determining whether the impairment substantially limits a student’s learning is often critical to the Section 504 eligibility decision.

4. Mitigating Measures.

Mitigating measures are devices or practices that a person uses to correct for or reduce the effects of that person’s mental or physical disability (e.g. corrective eyeglasses, medications). A student who experiences no substantial limitation in any major life activity when using a mitigating measure does not meet the definition of disability in Section 504 and is not covered by this policy.

Procedures for the Identification, Evaluation and Placement of Students with Disabilities

A. Section 504 Compliance Coordinator. The Director of HCCS, in consultation with Hunter College, shall designate an individual to coordinate the School’s compliance with its obligations to students with disabilities under Section 504. The Director of HCCS may decide to designate one 504 Compliance Coordinator for the Elementary School and one 504 Compliance Coordinator for the High School.

B. Requests for 504 Evaluations. Any parent who believes that his or her child may need services for a disability may submit a written request for an evaluation to the principal of his/her child’s school (either the Elementary School or High School). Teachers, counselors, or other school staff members are also encouraged to contact the principal if they believe that a student may require accommodation for a disability.

C. Section 504 Teams. In each case where a request is made for an evaluation under Section 504, a Section 504 team shall be established to evaluate whether the student has a qualifying disability, and what aids, benefits and services must be provided to enable the student to participate in the educational program. The principal or his or her designee shall serve as the Team Leader and the team shall include individuals knowledgeable about the particular student, the meaning of the evaluation data and the placement options. The following people may be considered by the Team Leader to serve on the 504 Team: the student’s teacher(s), school nurse (especially when health/medical issues are involved), counselor, consulting psychologist, learning specialist, and other individuals with specific knowledge or skills. The Team Leader might also include the 504 Coordinator on the 504 Team.

D. Evaluation by NYC DOE. The 504 Team may determine that, given the nature of the student’s disability, the extent of the resources necessary to evaluate the disability, or other factors, the evaluation should be conducted by the New York City Department of Education (“NYC DOE”) as part of the NYC DOE’s obligations under the federal Individuals with Disabilities Education Act (“IDEA”), or other entity responsible for such obligations for New York City public schools (for purposes of this Policy, such entity shall be referred to as the NYC DOE). In cases where the 504 Team determines that the evaluation should be conducted by the NYC DOE, the Team Leader shall meet with the student’s parent and have the parent sign a written request for an evaluation with the NYC DOE, which shall be forwarded by the School to the appropriate office or committee of the NYC DOE. The NYC DOE will thereafter be responsible for communicating with the parent regarding the

evaluation, in accordance with the NYC DOE's procedures for compliance with the IDEA. The School shall participate in the NYC DOE's evaluation process to the maximum extent possible to ensure that the NYC DOE has complete information regarding the School's experience with the student.

In cases where the evaluation is being done by the NYC DOE, the School shall work closely and cooperate with the NYC DOE to ensure that it conducts the evaluation as expeditiously as possible. If the NYC DOE determines that a student has a disability under the IDEA, it will develop an Individualized Education Program ("IEP") for the student. In cases where the NYC DOE issues an IEP, the School's compliance with the IEP will constitute compliance with Section 504.

Pending the outcome of the evaluation by the NYC DOE, the 504 Team, after consulting with the parent, shall to the extent feasible, make adjustments to the student's program, or provide other services to the student, so that the student can participate in the educational program of the school to the extent possible during the evaluation period.

E. Evaluation by the School. If the 504 Team determines that it will conduct the 504 evaluation itself, the Team Leader shall receive consent from the parent and notify the parent of his or her rights and safeguards under Section 504.

The 504 Team shall investigate whether the student has a qualifying disability, and, if the student does, identify the student's needs and whether there are aids, benefits and services that can be provided to the student to enable him/her to effectively participate in the educational program at the School. Information that might be considered in making this determination includes, but is not limited to, grades, attendance reports, cumulative file information, psychological evaluations, medical information, observations and standardized testing information. The 504 Team may administer and use other formal and informal measures as necessary. The team must obtain the parent's permission if it is determined that individualized standardized testing is necessary as part of the 504 evaluation. The team must ensure that information obtained from all sources is documented and carefully considered. The parent shall be provided with copies of all documents and records reviewed by the 504 Team. The 504 Team shall give the parent the opportunity to submit any additional information regarding the student that he/she believes is relevant to the evaluation.

After all necessary information regarding the student has been gathered, the 504 Team shall have meet to review the student's case and to make a determination as to whether the student has a qualifying disability and, if the student does, what aids, benefits and services, if any, shall be provided to enable the student to participate in the educational program at the School. The student's parent shall be invited to attend and participate in the meeting.

F. Section 504 Plans. If the 504 Team determines that a student is eligible for aids, benefits or services under Section 504, it will prepare a Section 504 Student Accommodation Plan ("504 Plan"). If the 504 Team determines that a student is not eligible, the 504 Team shall consider what other resources, both inside and outside of HCCS, may be available to address any educational, behavioral or issues identified during the evaluation that are interfering with the student's progress at the School.

The 504 Plan shall outline what aids, benefits and services are necessary to enable the student to receive an appropriate education in the least restrictive environment. Numerous accommodations exist that can support a student's equal access to educational opportunities. It is the duty of the 504 Team to identify those accommodations that best support the access needs of a 504 eligible student.

The original Section 504 Plan and all related 504 documentation should be kept in the student's file.

G. Re-evaluations. Section 504 Plans should be reevaluated every three (3) years or earlier if conditions warrant, or if the child's parent or teacher requests a re-evaluation. The purpose of a review is to add, subtract, and/or modify student accommodations, as needed.

H. Appeal Procedure. If the student's parent disagrees with the School's eligibility determination or any aspect of the 504 Plan, he or she may give written notice to the Director of the Campus Schools requesting a hearing. Following the receipt of a request for a hearing, the Director of the Campus Schools shall schedule a hearing before an impartial hearing officer. The hearing shall be scheduled within 30 days of receipt of the request. At the hearing, both the School and the parent shall have the opportunity to present witnesses and evidence in support of their positions. The parent shall have the right to be represented by an attorney or other representative at the hearing. Within 30 days following the close of the hearing, the hearing officer shall issue his or her decision, which shall be final.



IV. Violation of School Policies and Rules

Students are expected to abide by the school policies and rules as outlined in The Umbrella. When a member of the faculty staff, Public Safety or Administration finds a student in violation of school policy, he or she is to review the information as presented in part III of The Umbrella. When a member of the faculty, staff, Public Safety or Administration finds a student in violation of a school rules, he or she should speak with the student in an effort to correct the infraction. If the action involves a serious or repeat infraction, the adult should file a written report with the Assistant Principal.

Infractions

The following infractions are listed as an indication of behavior that is not tolerated at HCHS. It is to be noted that all School Rules apply to off-campus field trips and off-campus events.

1. Violation of city, state and federal laws pertaining to smoking, drugs, alcohol, gambling, weapons, computer vandalism, and other illegal activities, in the school building and in the courtyard.
2. Behavior that endangers the safety, morale, health or welfare of others.
3. Threat to do physical injury or cause physical injury to any person.
4. Disruption to the community at large.
5. Disruption or prevention of the orderly operation of classes, meetings, assemblies or academic environment, including extracurricular activities.
6. Insubordination to faculty, staff, Public Safety or Administration.
7. Failure to provide Faculty, Staff, Public Safety or Administration with proper identification.
8. Participation in bullying, including cyber-bullying.
9. Harassment.
10. Discrimination.
11. Cell phone use in classrooms.
12. Gambling on school property.
13. Destruction or defacement of school property, or removal of such property from the building without authorization.
14. Illegal possession of keys to offices and rooms in the building.
15. Entering of private offices, the mailroom and computer/ plant equipment rooms and the roof.
16. Consumption of food and beverages in hallways.
17. Non-adherence to School Policies (see School Policies, Section III).

Consequences

Depending upon the nature, severity, and/or frequency of the offense, one or more of the following consequences could ensue:

1. Detention.
2. Parental notification.
3. Removal from class (with prior warning, parent notification and meeting with Dept Chairperson).
4. Disciplinary probation.
5. Withdrawal of privileges.
6. Exclusion from school activities and events.
7. Confiscation of non-sanctioned or improperly used belongings.
8. Suspension (ranging from in-school suspension to out-of-school suspension not to exceed five days)
9. Exclusion from commencement activities.
10. Ineligibility from school-wide Honors and Awards ceremony and other year end activities.
11. Expulsion from Hunter College High School.

Additional Responses and Supports

In addition, the following is a list of other responses and supports that may be used in conjunction with the above disciplinary consequences:

1. Referral to in-school Student Support Team, Counselor and/or the Dispute and Bias Mediation Team.
2. Referral to Substance Awareness Program or Counselor.
3. Referral to Sexual Harassment Panel.
4. Short-term behavioral progress reports.
5. Development of individual behavior contract.
6. Restitution.
7. Community Service (with parental consent).

Detention

Detention is assigned to a student by a member of the faculty, staff, Public Safety or Administration by submitting a detention form to the Assistant Principal.

The following hallway, cafeteria and library infractions will result in Detention:

1. Eating in the hallways/library.
2. Disruptive/dangerous behaviors in the hallways/café/library/courtyard.
3. Playing of any type of sports activity in the hallways/café/library.
4. Radio playing in the hallways/café/library.
5. Lack of cooperation with members of the faculty, staff and Public Safety in the hallways/café/library/courtyard.
6. Smoking cigarettes during the school day and at all school sponsored events.

Detention is held on Thursday and is served during the lunch period

Monday, Tuesday, Wednesday infractions will serve detention during the same week of the infraction.

Thursday and Friday infractions will serve detention the following week. Failure to attend detention on the assigned date, may result in an additional detention or the removal of free periods.

Grade 7-8 Detention: Period 4 Lunch

Grade 9-12 Detention: Period 5 Lunch

Students are to report to the High School Office, bring lunch and arrive at the beginning of the lunch period.

Parental notification will occur if a student receives a second detention within the same semester as the first offense.

Suspension

Suspension is a temporary removal from the regular school program for violation of school rules and is determined by the Principal, the appropriate Assistant Principal or the Principal's designee. A student may be suspended from classes (an in-school suspension) for a period of one to five days, or from school for a period not to exceed five days.

Expulsion

Expulsion is permanent removal from school and is determined by the Director, Principal or the Principal's designee, based on the severity and/or frequency of infractions.

Toy Guns

Toy guns of any kind (water guns, pellet guns, tracer guns) will be confiscated if discovered on school grounds. No game involving toy pistols is permitted, at any time, on the school grounds, including the courtyard.

"Killer"

"Killer" is a dangerous game played by a limited number of Hunter students, primarily juniors and seniors during second semester. It involves the use of toy guns and teams of students 'stalking and killing' each other in all five boughs at all hours of the day and night. "Killer" is played 24 hours a day for approximately 15 days.

"Killer involves gambling; students 'buy-in' to participate. The last team 'alive' wins the total pool of money collected. This is a significant amount of money. A list of "Killer" rules involves the following directives: "You can break New York City and State Laws. You can break into a player's house to 'kill' him or her".

Hunter College High School has taken a strong stance against this game. Especially in light of world events, "Killer" is a highly dangerous and inappropriate activity.

Disciplinary Consequences

Students found in possession of any type of toy pistol or caught playing "Killer" will receive each of the following disciplinary consequences:

Grade 9 - 11

- Suspension (up to 5 days)
- Non-attendance at Sports Banquet
- Removal of receipt of honors at Sports Banquet
- Non-attendance at Carnival
- Non-attendance at Prom

Grade 12

- Suspension (up to 5 days)
- Non-attendance at Sports Banquet
- Removal of receipt of honors at Sports Banquet
- Non-attendance at Carnival
- Non-attendance at Prom
- Non-attendance at Honors and Awards Ceremony
- Removal from receipt of honors at Honors and Awards Ceremony

In addition, any senior with a prior disciplinary record for a serious offense who is caught playing 'Killer ' is subject to:

- Possible non-attendance at Commencement

Due Process

Students have the right to due process in instances of disciplinary action regarding suspension or dismissal from school. Students have the right to know what is appropriate behavior; they have a right to receive notice of the reason(s) for any disciplinary action taken against them; they have a right to be informed of the possible

outcomes for specific offenses; and they have the right to appeal those outcomes which they believe to be unfair. Appeals are to be made, in writing, within 24 hours of disciplinary notification. Consequences 1 - 7 appeals are to be made to the Assistant Principals, whichever person has **not** been involved in the initial disciplinary process for the infraction and consequence that led to the appeal. Consequences 8 - 11 may be appealed to the Principal. It is to be noted that an appeal may be filed only once.

Student Records

Family Educational Rights and Privacy Act (FERPA)

FERPA affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records, and they are:

1. The right to inspect and review the student's education records within 45 days of the day a request was made. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the principal to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the principal decides not to amend the record as requested by the parent or eligible student, the principal will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. (i.e. cases where students are in danger or represent a danger to themselves or others or when requested by other school officials with legitimate educational interest).
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

For correspondence regarding FERPA contact:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

V. Academic Affairs



The seventh grade year is one of adjustment to the academic standards at HCHS. Students take a wide variety of courses and programs to prepare them for high school work. After satisfactorily passing the grade seven program, students will begin working towards a Hunter diploma, comprising work taken in grade eight and above.

Graduation Requirements

Course Requirements

Art	Grade 8, 9 (2 semesters)
Music	Grade 8, 9 (2 semesters)
Art or Music	Grade 10 (1 semester)
Language	Grades 8, 9, 10 in a target language (3 years) Regents Examination (for students taking a Modern Language) Accelerants must continue in target language through 11 th Grade
English	Grade 8, 9, 10, 11 (4 years)
C/T	Grade 8 (1 semester)
Math	Grades 8, 9, 10, 11 (4 years) Accelerants must continue to study mathematics through 11 th Grade
Social Studies	Global I, II, III, IV, V (5 semesters) US History I, II, III (3 semesters)
P. E.	Grade 8, 9, 10, 11, 12 (5 years)
Health	Grade 8, 10 & CPR in grade 9 (3 semesters)
Science	Grade 8, Biology, Chemistry, Physics (4 years) Biology and Chemistry Regents Examinations
Electives	5 full-year courses or the equivalent (Two semester-length courses can substitute for any full-year course)
Community Service	75 hrs

Senior Year Course Load Requirement

5 or 6 programs must be scheduled each semester. If a student is carrying a failure other than P.E., approval must be sought from the Assistant Principal for an internship, independent study and Hunter Scholars Programs. Students must take at least the equivalent of two full-year courses at HCHS in addition to P. E., which must be scheduled in each semester.

Failures

A failure in any course taken must be remediated (see "Failures" below).

Academic Probation

Students may be placed on academic probation by the administration at any time during the year if it is determined that the student is not meeting the standards of the school in a satisfactory matter. Probationary contracts are binding. If at the end of an academic year the academic staff advises against a student returning to Hunter, the student may be asked to withdraw.

Acceleration

Students who are in off-level courses by virtue of acceleration will have their on-level courses prioritized during scheduling. In the event of a specific meeting time conflict, the student will attend the class of the on-level course.

Advanced Placement

The Assistant Principal, Rm. 240, handles the administration of Advanced Placement exams. See Dr. Rogutsky for fee waiver requirements.

Audit

Students in grades 10-12 may audit classes, if openings exist. Students should see the respective teacher for information. Students auditing a course do not receive any credit, but are officially enrolled and receive a grade of "AUD."

Community Service

Students may complete their 75 hour service requirement either inside or outside of the school. The service office has an information sheet detailing service possibilities. For all students, service credit must be completed by the end of the Junior Year. To receive service credit, students are to have prior approval for all service learning opportunities.

Drop/Add

At the beginning of each semester there will be a short period of time for students to drop/add classes, under special circumstances, to their schedules. During the drop/add period a student must get department chair and counselor approval before proceeding to the programming office. A Senior carrying six programs may drop a program, incurring a grade of "W" on the transcript, by the end of the first quarter (or third quarter for Semester II courses only) and not affect graduation so long as all requirements are met.

All electives on a schedule at the end of a drop/add period must be carried to the end of the course – there is no dropping or withdrawing from courses at any point in a semester except during the drop/add period.

Electives

Students in grades other than grade 12 may not take classes off campus for credit towards an HCHS diploma. Exceptions will be considered for students who have exhausted the offerings in a particular subject area at the campus schools.

Grades

All levels receive Letter Grades. For year-long courses, the final report card will show Semester I and Semester II grades in addition to the final grade for the course.

Letter Grade Equivalents

<u>Grade</u>	<u>Percentile</u>	<u>Grade</u>	<u>Percentile</u>
A+	97- 100%	C+	77- 79%
A	93- 96%	C	73- 76%
A-	90- 92%	C-	70- 72%
B+	87-89%	D	65- 69%
B	83- 86%	F	0- 64%
B-	80- 82%		

Failures

1. Failures in credit-bearing courses must be remediated.
2. Students are strongly encouraged to remediate failures by attending and passing an approved summer school program in the year the course was failed. Students and their families are responsible for ensuring that all failures are remediated.
3. Students who are in an off-level course by virtue of remediation will have their scheduling prioritized by the administration.
4. For Grades 7-11: Students who have failed three or more courses over any given year will be dismissed from the school. A meeting will be held with the student, parent and counselor to determine options for the completion of high school. Exceptions may be made by the Administration with input from the counselors.
5. Seniors who have not completed all requirements (see Senior Year Information listed below) the day before commencement will have one year to complete the requirements in order to receive a Hunter Diploma. If requirements are made up by September 1 of the intended graduation year, the diploma will reflect that June date for graduation. Otherwise, the date by which requirements are satisfied will appear on the diploma.

Incompletes

1. Students who have an incomplete at the end of the first semester must fulfill a contract of completion, as laid out by the teacher, by the first Monday in March of the same academic year in which the first semester incomplete was earned. The contract must be submitted to the appropriate Assistant Principal's office.

2. Students with an incomplete at the end of the second semester must fulfill a contract of completion, as laid out by the teacher, by the first Monday after Labor Day of the next academic year following the year in which the incomplete was earned. The contract must be submitted to the appropriate Assistant Principal's office.

Failure to fulfill requirements by the above stated deadlines will result in a failing grade of F being assigned for the semester or for the course as appropriate.

Additional Summer Credits

1. Written approval from the individual academic department and/or the administration must be obtained in order to attend summer school for credit other than to make up a failure.
2. No credit for any work earned from enrollment in summer school will be granted to accelerate a student's program when such courses are regularly offered during the school year at HCHS.
3. When a student makes up a failed course in summer school, two grades will appear on the transcript:
 - the HCHS failing grade
 - the grade received from Summer School.
4. Students who fail a Hunter Scholars Project shall remediate the failure with a high school or college level course.

One-Subject Reports

At any time during the school year, teachers may send a "One-Subject Report" communicating information to parents. One Subject Reports are used for informing parents of failing grades and academic jeopardy.

Parent-Teacher Conferences

These conferences are held each semester following the distribution of mid-semester report cards. If parents wish to confer with teachers at any other time, they should phone or e-mail to set up a telephone or an in-person appointment.

Regents

The inclusion of a Regents grade as part of a course grade is at the discretion of the individual department. Regents Exam dates, scheduled by the State, are available at www.emsc.nysed.gov/osa.

Report Cards

Report cards are issued at mid- semester and end-of-semester. Mid- semester and first semester report cards are distributed in school and end-of-year report cards are mailed.

Subject Placement

The Mathematics and Foreign Language Departments have policies regarding the placement of students in advanced level courses. Consult the department chair for information regarding these policies. The Math Department policy is posted on the website.

Senior Year Information

College Application Process

Hunter College High School has a policy of limiting applications to eight private colleges plus public universities. We believe such a limit encourages students to give careful consideration to the schools to which they wish to apply, and assures the college that the student has a genuine interest in the school.

College Recommendations

Students need recommendations from teachers and counselors in order to fulfill college entrance requirements. Since members of the faculty spend a great deal of time writing these recommendations, it is suggested that students do the following when requesting recommendations:

1. Make an appointment with the teacher; avoid asking the teacher directly before a class is about to begin or end.
2. Supply the teacher with a stamped addressed envelope.
3. Inform teachers of acceptances.
4. Write notes of thanks.

Commencement

A student who fails one or two courses during the Senior year will be permitted to participate in graduation provided he/she has met with the counselor and completed a Remediation Contract. This contract includes remediation for credit-bearing courses, equivalents or unremediated failures from previous years via approved DOE course(s), approved Hunter College elective(s) or signed contract with the Department Chair or Service Learning Coordinator. This Remediation Contract must be completed no later than one day before commencement. A Hunter College High School Diploma will be awarded upon receipt of documentation of completion of approved coursework and/or service requirements.

Diplomas

A Hunter College High School Diploma represents the culmination of six years of an outstanding educational experience and is an honor bestowed on those who receive this diploma. A diploma signifies the successful completion of all departmental and school-wide obligations. To be awarded a Hunter College High School Diploma, a student must:

1. Complete all graduation requirements.
2. Return all textbooks, library books, lab equipment, PE equipment/uniforms and fully pay all outstanding fees.

A student with more than two failures in June of the Senior Year will not be awarded a HCHS Diploma. This includes credit bearing courses, equivalents or unremediated failures from previous years. A meeting will be held with the student, parent, counselor and Administration to determine options for the completion of high school involving the receipt of a non-HCHS diploma or a GED equivalency.

Hunter Scholars Program

The Hunter Scholars Program, formerly the Inter-College Year (ICY) Program, offers a unique opportunity for high school seniors to experience the working world in preparation for the challenges of college and ultimately a career.

Students who work in an approved internship for five hours a week receive 0.5 credit per semester. Occasionally, an internship may be approved for ten hours a week and credit for two courses. An internship may be for one or two semesters. Internships are student-generated: students themselves choose their internships and, schedule them around their regular on-campus program of courses. The coordinators of the Hunter Scholars Program provide information on availability of internships and exercise final approval of each individual project before the end of the student's junior year. Students arrange their internship hours around their class schedule at Hunter.

During the internship, students report to the coordinators in assigned logs, time sheets, and self-evaluations. The coordinators conduct on-site visits to internships during the school year. An on-site supervisor guides and periodically evaluates the interns work. An internship offers the student a combination of freedom and responsibility in a work setting and a learning experience different from that in the classroom.

Students currently work around the city at publications, entertainment studios, law offices, hospitals, schools, financial institutions, government offices, and design facilities. The work is challenging, meaningful, and often impressive. For example, at a nearby hospital, a student in a laboratory is working on experiments with DNA; in the hospital's Child-Life Program, a student organizes board games and reads to children recovering from illnesses and operations. At an investment bank, an intern may learn to analyze a portfolio and later prepare client packets for an upcoming stockholders' meeting. A student interested in film observes auditions and even contributes her opinion at casting calls. A young man has a weekly radio show. Another works on special effects at "Third Watch." An intern at a clothing design studio contributes the teenage view in current fashion. Another is organizing a demonstration to draw attention to the problem of sweatshops.

At the office of the District Attorney, a student is compiling an index to testimony in a high-profile murder case. A student interested in journalism has a Press card and covers news at the United Nations.

Off-Campus Courses (OCC)

As part of their senior program, eligible students may opt to take one or more off-campus courses at either Hunter College or Columbia University. The Coordinators of External Programs, Room 236, conduct registration for Hunter College courses. Registration for courses at Columbia University is arranged through the Chair of the Math Department, room 413. For our students, these courses are tuition-free. Under specific conditions, a junior may be eligible for an OCC.



VI. Medical Information_____

See Section I, Emergencies, for additional information

1. The Medical Office is located in Rm. 105.
2. The hours of operation are 8:00 a.m. to 3:30 p.m. daily.
3. The telephone number is (212) 860-1298.
4. Condoms are available in the Counseling Office and the Health/Physical Education Office and at various annually announced sites. All grade levels are required to participate in AIDS Workshops.
5. Report to the School Nurse if you are unable to use the stairs or need special assistance.



VII. General Information_____

Address / Telephone Change

Report changes to the High School Main Office, Rm. 240.

Admission

Admission to the school is by entrance examination and if successful, the student must begin attending Hunter College High School in Grade 7.

Leave of Absence

Families may apply to the Principal for a Leave of Absence for an individual student no later than June 15 for the following academic year. Leaves may be granted for those students who need to attend a school outside New York City and may be granted for no more than one year.

Only students in grades 8 through 11 are eligible to apply. Students shall be readmitted only if special written conditions of the "Leave of Absence" contract are met. Once readmitted, students must fulfill all the requirements of the school. For specific provisions about transfer of credit and other procedural information, see the Counseling Department.

Lost and Found

Lost and Found is administered by the Office of Public Safety in the main lobby

Personal Property

Students have a tendency to leave their personal belongings unattended in the hallways, classrooms, and courtyard. Although items are usually safe, this is not a wise policy to follow. Students are ultimately responsible for their own property; the school is not responsible for lost items.

Residency

The Charter of the School and New York City requires residency of all students and their parent(s) /

guardian(s) in one of the five Boroughs of New York City. If permanent residence changes to a location outside the City of New York, students will be asked to leave the school. Proof of residency may be requested at any time. Changes of address must be immediately reported and be documented. (see Address / Telephone Change above)

School Property

HCHS property includes the building, courtyard, and sidewalks surrounding the school.

Transportation

Transportation is administered by the Transportation Secretary, located in the High School Office, Rm. 240. The New York City Bureau of Transportation determines policies regarding eligibility for transportation. Lost or stolen passes cannot be replaced, although every effort is made to accommodate students with appropriate letters of request.

Visitors

Student Visitors

To bring visitors to school, students are required to:

1. Obtain permission form from the school secretary, Rm. 240, at least two days prior to visit; visitors are not allowed in the building during testing days, during New York City Board of Education holidays and testing days which are not observed by HCHS, or on days preceding holidays. Visitors must be in grade seven or above.
2. Show signed form to Security upon arrival with visitor.

Adult Visitors

All visitors are required to:

1. Enter the building via the 71 East 94th Street entrance and go to the Public Safety Desk.
2. If a visitor has a scheduled appointment with Faculty, Staff or Administration, Public Safety will phone the appropriate office for confirmation of meeting. An exception to this procedure is made when Faculty, Staff or Administration has given prior written confirmation to Public Safety.
3. If a visitor has not scheduled a meeting, but would like to meet with a member of the Faculty, Staff or Administration, Public Safety will phone the appropriate office to determine availability.
4. The visitor is to remain at the Public safety desk until confirmation is made.
5. Once confirmation is received, the visitor is to present a current photo ID to Public Safety, sign the visitor's log and be issued a Visitor's Pass.
6. If a parent/guardian requests to see their child, the High School Office is to be contacted.

Withdrawal

Students who wish to withdraw from Hunter College High School must follow a process that begins with talking to a counselor.

Working Papers

Working Papers are administered by the High School Office, Rm. 240.

VIII. Student Life



A Letter from the GO

To My Fellow Students:

Welcome to the beginning of the 2008-2009 school year! I hope that you have all had a fun and productive summer and are ready to start or continue your Hunter education. I am especially excited to welcome all of the incoming seventh graders and personally invite each and every one of you to come by the General Organization office at any point throughout the year. Whether you want to find out information about a club, ask about getting involved in the G.O., or just want to say hi, the G.O. always welcomes anyone who wants to stop by the office.

For those of you who are unfamiliar with the General Organization, (whether you're a 7th grader or maybe even a senior), the G.O. is the student government of Hunter. Officers are elected each year to represent and provide for the student body. As the new year unfolds, I would like to offer the G.O.'s services to anyone in need of information or support. With that said, this is the "Student Life" section of the *Umbrella*.

Hunter College High School is defined as a complex balance between many different entities. Hunter's deeply rooted traditions coincide with innovative and pioneering character. It's countless activities from sports to theater to art and music give Hunter it's depth as well as it's qualification as a school for higher learning. Hunter Students must balance the three "S's" of school, Schoolwork, Socialization, and Sleep. Discovering this perfect balance is the key to flourishing as a Hunter student and as a person.

With this in mind, here is basic information that can help make your time here at Hunter a little easier. The G.O. is always open to any suggestions, comments, or criticisms

Sincerely,

Joseph Kim
General Organization President

Joseph Kim, President – kyjjoester@gmail.com
Caroline Barrientos, Administrative Vice President – cbarrientos910@gmail.com
Joyce Yu, Activities Vice President – lokie48@gmail.com
Daniel Lupatkin, Treasurer – dnlupatkin@gmail.com
Anna Chang, Publicity Secretary – annachangxd@gmail.com
Alanna Doherty, Recording Secretary – alannadoherty@gmail.com
Hannah Boyd, Club Manager – nychatterbox2@aol.com

The General Organization

Tel: (212) 348-2710
HCHSGeneralOrg@gmail.com
Office on the second floor across from the auditorium
<http://www.hchs.hunter.cuny.edu/go/>

The General Organization (GO) is Hunter's student government. It acts as a liaison between the students and the administration, governs, advocates on behalf of the student body, and runs student activities. All of Hunter's clubs are subdivisions of the GO, and every student is a member of the GO. Under the constitution ratified in 1990, the student government consists of the Executive Board, the Senate, and various student committees. The Executive Board is the elected body of the GO. Its function is to direct the flow of student activities and reflect the needs and wants of the entire student body. The Executive Board meets regularly with the administration to discuss issues concerning the student body. The Executive Board consists of seven elected students aided by one faculty advisor. Open G.O. elections are held in the spring of each year. See constitution in appendix for election requirements.

General Assembly

General Assembly (GA) meetings are open to everyone, but it is required for each club to have at least one representative at each meeting. GA meetings are on Mondays twice a month, in room 220 during the common club period. Everyone who attends has a say in G.O. policy and a chance to make suggestions. All students are strongly encouraged to attend.

Term Council

Each grade has a term council. The main purpose of term council is to coordinate grade activities, and to represent each grade's opinions in the G.O. All grades have elected officers who preside over term council meetings. The elected positions are chosen by members in that grade, and vary from the standard President, Vice-President, Treasurer, and Secretary, to Co-Presidents, to an elected governing panel. Two elected senators and two term council officers keep the G.O. informed of the grade's activities and report back to term council on school policies and events. Additionally, each term council has a G.O. Executive Board member assigned to be a liaison. The liaison's job is to aid the term council in facilitating any policy changes or events the grade is planning.

The liaisons for this year are:

7th Grade- President Joseph Kim and Treasurer Daniel Lupatkin

8th Grade- Recording Secretary Alanna Doherty

9th Grade- Activities Vice President Joyce Yu

10th Grade- Club Manager Hannah Boyd

11th Grade- Publicity Secretary Anna Chang

12th Grade- Administrative Vice President Caroline Barrientos

All term councils are responsible for creating a garbage policy for their hallways, helping with the commencement ceremony, and hosting a booth at Carnival. Each term council meets weekly to plan grade-wide events and discuss issues concerning their grade. Everyone should attend these meetings; they are great sources of information and they are a way to become active in your school. Plus, term council is fun! The following is a brief rundown of the agendas of each grade's term council, but each term council is welcome to coordinate additional activities if they wish to do so.

Seventh Grade

In the seventh grade, term council is formed in late September or October. Since this is the first year of term council, their agenda is somewhat flexible, but is still important. 7th grade term council has to carry out the aforementioned responsibilities, but mainly 7th grade term council is for learning the ropes of Student Government. Seventh grade term council can organize a picnic, help plan the 7th and 8th grade dances, and hold fundraisers. Some examples of fundraisers include bake-sales, sports tournaments, luncheons, or shows.

Eighth Grade

The eighth grade term council, in addition to taking care of the term council responsibilities listed earlier, plans the semi-annual 7th and 8th grade dances, and an end-of-the-year celebration. They also begin to hold fundraisers to help lower expenses of future grade-events.

Ninth Grade

The ninth grade term council continues to hold fundraisers, and in the process, gets more experienced and (hopefully) richer. Around December holiday time, the grade sponsors a candy-gram sale, where students in the school buy various Holiday candy to send to their friends. The 9th grade term council delivers the orders right before Christmas vacation.

Tenth Grade

The tenth grade term council's main responsibility is their Valentine's Day Flower Sale. Around Valentine's Day, students may fill out cards for either paper flowers, or real flowers. They can be sent to teachers, friends, crushes, secret lovers, significant others, and even enemies. On or around Valentine's Day, the 10th grade term council delivers the cards and flowers. The 10th grade term council also holds a grade-wide sweatshirt sale and is encouraged to hold more fundraisers to help with the costs of upcoming grade events.

Eleventh Grade

This is the first of the two "big years" for the term councils. The 11th grade term council organizes the Junior Semi-Formal. In the past Semi-formal has been held at Hunter College, but the term council may choose another location. 11th grade term council may also choose to order class rings. Another important event is the 11th grade mascot presentation at Carnival. First, the junior class picks a mascot (usually an animal) and a motto (often corny). This year's mascot is Duck Norris. Other mascots have included: Habeas Porpoise, Fight Cub, Quantum Sheep, Apocalypse Cow, Codfather, Chimp Daddy, Karate Squid, Pinball Lizard, and Grand Puma. The juniors then order T-shirts with their mascot picture, motto, and class on them. Then the juniors write a song and skit that captures the spirit of their grade and mascot. This song and skit are presented to the rest of the school at the end of Carnival. Fundraisers, as usual, are important. Next year's the really big year!

Twelfth Grade

In their last year at Hunter, the 12th grade term council has their hands full. Along with applying to college, the 12th grade term council members have to organize Senior tea, Senior BBQ, Senior Walk-Out, Commencement, and the long-awaited Prom. The 12th grade term council, along with the rest of their grade, also decides on a gift to leave their beloved Brick Prison.

The Student Senate

Four representatives are elected to the Student Senate from each grade. Two of those representatives must be on the grade's elected term council board. The Senate revises the Constitution, advises policy changes, charters clubs, and serves on at least one G.O. committee. The members of these committees include the executive board, select senators, and GA members.

Student Life Committee

The Student Life Committee consists of representatives from all six grades, faculty members, the PTA, and other school constituents. They discuss important issues that are relevant to Hunter students. This committee reports to the G.O.

G.O. Assistants

Within the first month of school, the Executive Board will choose G.O. Assistants based on applications and interviews. There are seven assistant positions, including two administrative, two activities, one financial, one publicity, and one club manager, although not all seven positions will necessarily be filled and more may be chosen if necessary. All students are welcome to apply, though lower- termers are encouraged to get involved.

Annual Events

Club Open House

Held at the start of each semester, Club Open House is a lunch period dedicated to getting the lower-termers at Hunter familiar with the wide variety of clubs and school organizations available. Members from each club attend to answer any questions and encourage students to join. Registration sheets are available for students who are interested in the clubs. However, these sign-ups are not binding and students can walk-in to most club meetings. This event is especially useful for seventh and eighth graders.

G.O. Forum

The G.O. Forum takes place in late Autumn or early Winter. It is a chance for the student body to present its views and opinions on a specific issue chosen by the G.O. Forum is an opportunity for the student government to channel the ideas of the student body into administrative policy. Past forum topics have included School Spirit, Communication, and Stress.

Spirit Week

Spirit Week divides the student body by grade into six different teams that engage in various activities at lunch and after school. The grand hoopla culminates in an adventure called Spirit Day where teams slug it out for the great honor of being crowned champions of Spirit Week. Be on the look out for Spirit Week and Spirit Day information regarding teams and event schedules.

Talent Show

The Talent Show takes place in the Spring. It provides an opportunity for students to display their talents through performances. Previous acts have included break-dancing, poetry readings, performances from bands, recitation of Pi, and singing. The event is judged by at least one member from each grade. The winner(s) will all receive a special prize from the G.O..

Carnival

The festivity to end all festivities. Carnival takes place in early June, and marks the coming of the end of the year. It is organized by the G.O. with the help of term councils, clubs, publications, and organizations. The aforementioned groups run booths with food and games of all kinds. Expect to eat well, win prizes, and have a lot of fun. Carnival culminates in the unveiling of the junior mascot and the passing of the torch from the graduating seniors to the juniors.

Food

Apple Tree

*Madison between 93rd /94th ** \$-\$\$*

Pretty expensive, but good for groceries, chips and sodas. The lady always thinks you're stealing, though.

Barking Dog

*3rd Ave between 93rd/94th **** \$\$*

Great food and charming atmosphere, it's close enough to school to visit on a single period lunch. The burgers are served on puffy, Italian bread with spices, setting them apart from burgers anywhere else around school. Their pancakes (particularly the banana pancakes) are also recommended, as well as the rest of their breakfast selections. Barking Dog was also featured on a Sex and the City episode, which they proudly display on their walls. Plus, they'll service your dog, too.

Brother Jimmy's

*3rd Ave between 92nd/93rd ***** \$\$\$*

Brother Jimmy's is way too expensive for your average lunch day, but if you're in the mood to splurge, the food is definitely worth it. They serve the best Carolina-style barbecue food in the city and the huge portions will definitely satisfy your hunger. There is a huge back section with wall-sized TV screens if you're going with a larger party, but if you're visiting later in the day, beware the rowdy creeps that may be lurking at the bar.

Burger Heaven

*3rd Ave between 86th/87th **** \$\$*

Burger Heaven has not only good burgers, but a bunch of other diners including great salads, mac and cheese, pasta, fries, and mashed potatoes. They've also got decent pancakes. The place itself is pretty big, encompassing two floors with some cool lamps. It's a bit far from school so it would be wise to visit during a double period lunch, or Wednesday half day after a trip to the movies. The best part? After your meal you can grab some lollipops in a variety of fruity flavors, each stamped with "Burger Heaven."

Burrito Deli

*Lexington and 97th **** \$-\$*

Good, inexpensive Mexican food. What could be better? Burrito Deli offers Mexican food as well as American staples such as cheeseburgers. Though not really the type of place you would want to sit down in, it's great for grabbing something and heading back to school.

Champignon:

*Madison between 96th/97th ***** \$\$*

This is a good place to go if you're in the mood for a really good sandwich. Although it may look as though it only sells sandwiches, the wide variety of choices means there is something for everyone: salads, bagels, soup, and yes, sandwiches. Even if you want a quick, good cup of coffee, this is the place to go. Everything is good. Everything. Also, make sure you try the Portobello mushroom sandwich at least once, since champignon means mushroom in French.

Chinatown East

*3rd between 92nd/93rd **** \$\$*

China Town East is one of the best Chinese restaurants around school. They offer a wider variety of food on their lunch special, and have really great free chips and duck sauce on the table. It's slightly farther away and maybe a dollar more, but most think it's worth it.

Ciao Bella

*92nd between Madison/5th ***** \$\$*

Ciao Bella has hands down the best gelato around Hunter. With a wide variety of flavors and its close proximity to school, it's a great dessert. It's slightly expensive for ice cream, but definitely worth it every now and then.

Corner Bakery

*3rd Ave. between 92nd/93rd *** \$\$-\$\$\$*

This place has either a sit-down waiter service table section or you can just get stuff to go. It serves just regular sandwiches/salads/muffins/waffles. The food is fine, but it's way overpriced for the value of what is served. It's pretty far from school, and considering the prices we don't recommend it.

Corrado Bread and Pastry

*Lexington between 90th/91st **** \$\$*

As the name may suggest, this is a bakery that has amazing pastries, especially good scones, which are full of berries and are just all-around yummy. The sandwiches are pretty good as well. Also a good place to grab a latte, but pretty far from school, and the same things can be found for similar prices closer to school.

Effy's Café

*3rd between 92nd/91st **** \$\$*

Effy's is a cute little café with very good sandwiches, salads, and soups. The atmosphere is nice, especially when it's warm and you can sit at their outside tables, but it's kind of far and expensive.

Falafel Express

*Madison between 97th/98th ***** \$*

Muhammed is the man and Falafel is the food...that is, the food of choice for most upper-termers. Delicious gyros and of course, falafels. You can also ask for the "hook-up," which seems to change every day but is always good. Inexpensive and tasty, Falafel's always filled with Hunter students.

Famous Famiglia Pizzeria

*Madison and 97th **** \$*

Well-established and well-priced, Famiglia has good pizza and a friendly staff. There are tables to sit at as well as a standing bar.

Gourmet Garage

*96th and Park *** \$-\$\$*

A basic gourmet supermarket, Gourmet Garage provides a ton of choices. You can get your basic groceries, but lunch wise they have a ton of options. They have ready made food that can be kind of pricey, but they will heat it up for you, which is nice. The soups are great though, and pretty cheap.

Grand Eastern

*Lexington between 97th/98th *** \$*

Grand Eastern has pretty good Chinese food and is very close to school, so it's good if you're in a rush. It's a good bargain, and they will deliver your food to school.

Happy 3rd Av. Grocery

*3rd Ave between 92nd/91st *** \$*

Pretty much your average bodega/grocery with the same selection of candy, magazines, and miscellaneous goods as anywhere else, but with a cute name.

Jackson Hole

*Madison and 91st **** \$\$*

Jackson Hole offers a variety of food: everything from diner basics to soups, make your own salads, and fresh made paninis (all found at the "Soup Stop" portion of the restaurant). Sitting upstairs can be kind of hot, but provides a lot more seating than most places.

Jamba Juice

*Lexington between 85th/86th **** \$-\$\$*

Not necessarily a place to eat lunch, Jamba Juice is a great place to grab a smoothie on a nice spring day. They have a billion options, and if you cant find one that works for you, you can create your own! 86th is kind of a trek, but always a nice treat.

Joanna's

*Madison and 92nd *** \$\$\$*

Joanna's is a charming Italian restaurant, and the food is well prepared and delicious, but this is the place for a pricey sit down meal instead of a quick bite at lunch.

Just Another Deli

*Madison and 98th *** \$-\$\$*

Have a diverse eating crew? At Just Another Deli you can get anything from Hamburgers to Sushi. Not the best eating conditions, but you are sure to find something that floats your boat.

Just in Time Café

*96th between Park/Lexington **** \$\$*

Numero dos is the best you can get here – cheeseburger with fries and a soda for \$5.25. The pizza's also surprisingly good and cheap.

Lane Farm Market:

*Madison between 96th/97th **** \$*

Your standard deli, with sodas, chips, cookies, and a huge candy selection. It's fairly close to the school, and the things aren't overpriced, so if you're just looking for a quick snack, this is the place to stop by.

Lotto and Photo Center (the candy store)

*Madison between 96th/97th **** \$-\$\$*

You get a white paper bag and scooper to load up on as much candy as you can. They have gummies, sour candy, Jelly Belly, lots of chocolate (including chocolate covered pretzels and chocolate covered gummy bears), and any other candies that you can think of. You're charged by the quarter pound, and it can add up pretty quick, but it's always nice to stop by here when you're satisfying your sweet tooth.

Marco Polo Pizzeria

*Madison between 92nd/91st **** \$\$*

This Pizzeria has pizza, soup, wraps, sandwiches, drinks, Dippin' Dots -- everything you'd want from a deli or pizzeria. The food here is great and the prices are reasonable, but it can get crowded at times with parents and their children and private school girls.

One Fish Two Fish

*Madison and 97th **** \$\$-\$\$\$*

One fish two fish red fish blue fish...this is a fancy restaurant that specializes in seafood. Nobody from Hunter goes here, although if you are with your parents after school and love seafood, this is a good place to try.

Papaya King

*86th and 3rd Ave **** \$-\$\$*

Better than your average hot-dog papaya place, Papaya King is well worth the walk. Here you can find delicious hot dogs, curly fries and tropical juices all together at one good price. No place to sit, but by the time you get your order you'll have to head back to school anyways.

Pintaille's Pizzeria

*91st between Madison/5th **** \$\$*

Different than any other Pizzeria around Hunter, Pintaille's Pizza takes pride in their thin crusts, fresh mozzarella and homemade sauces. It's bit on the expensive side, but if you are tired of the same old tasting pizza, then you should definitely try Pintaille's.

Sal's Pizzeria

*Madison between 95th/96th *** \$*

Pizza for the lazy, it is hard to find anyone that goes to Sal's for the taste. Although very convenient, the pizza is far from great and tastes a little different every time, not to mention that Sal is not a really nice guy.

Salata: Mediterranean Salads and Sushi

*Madison between 96th/97th **** \$\$*

This place is a favorite for Hunter students. Fresh fruit, pastas, sushi and make-your-own tacos, the food is delicious and reasonably priced. There are many tables and chairs in the back, with a few outdoor tables. The service is generally friendly and the food is always good. Remember to ask for the Hunter discount.

Salata: Salad and Soup

*Madison between 96th/97th **** \$\$*

Just a few doors down from the other Salata, this one provides great salads, burgers, breakfasts, paninis and snacks. The paninis are especially good. They also have a wide variety of drinks, yogurts, chips, cookies and dried fruits. The service here is also great, but there are only a few tables (however you can always go eat in the other Salata).

Sammy's

Madison between 92nd/93rd ***** \$\$

Good sandwiches PERIOD. The salads are relatively cheap and they offer a huge selection of dressings. The air-conditioning here is amazing in the summer and there are tables, so if you need somewhere to eat during the hotter parts of the school year, this is a place you should definitely consider. Plus Sammy is always there and super friendly.

Sarabeth's

Madison between 92nd/93rd **** \$\$\$

If you're loaded and feelin' groovy for some brunch, Sarabeth's is the place. Try the Almond-crusted French Toast. It will blow your mind. Very pricey, but the great atmosphere, service, and food makes up for it.

Sassy Sliders

86th and 3^d *** \$\$

A slider combo from Sassy's is the perfect lunch, if you think you can make it here in time and if you have lunch after Sassy's opens for the day. The bit sized burgers are excellent, and the fries come in many intriguing flavors.

Sing's Deli

Park and 96th **** \$

Conveniently located on the well-traveled path to/from the 6 train to/from Hunter, Sing's is an average deli complete with a variety of drinks, snacks and sandwiches. Their microwaved Otis Spunkmeyer cookies can be quite tempting at times, and with the easy location you'll be sure to find yourself here at least once in a while.

Seattle Café

Madison between 97th/98th **** \$-\$\$

This is the place for curly fries. Burritos are great too – but try to avoid the guacamole. The service is okay. They have a huge variety of foods to choose from so if you're feelin' I-want-to-make-my-own-(insert food item), go to Seattle.

Starbucks

96th and Madison **** \$\$

Who can't live without that caffeine boost? Starbucks is convenient and the baristas are supposedly more "trained" now, so if you don't like your coffee, they'll make it again. Awesome. It's a tad-pricey, but then gain, Hunter is between Park and Madison. What'd you expect?

Subway

Lexington between 93rd/94th or Madison between 96th/97th *** \$\$

They have a great student deal here - \$6 for a 12 inch sub, soda and a cookie. It's subway, it's got sandwiches.

Square Meal

Priceyness: Unknown. Greatness: Not determined yet. Stop by the G.O., we'd love to hear your opinion.

Tasti-D-Lite

3rd between 93rd/92nd *** \$

If you're in the mood for something light and sweet, this is the place. The ice cream may not be fabulous, but it definitely satisfies the mid-day sugar craving and has very few calories.

Three Guys

96th and Madison *** \$\$

Three Guys is a diner close to school with mediocre food at high prices (almost everything on the menu is over \$5). They serve typical diner food: a huge menu with a variety of food that isn't that good. We recommend the French fries, and the grilled cheese isn't that bad either.

Yaon Ming Garden

Madison between 97th and 98th *** \$\$

Also known as "Screaming Lady" for it's animated owner, there's nothing too special about this place besides the fact that with your beef and broccoli you might also lose your hearing. It's the closest Chinese food

restaurant to school and they deliver in less than thirty-minutes. Not worth going unless it's lunch time for their "lunch special."

Yura

*Madison and 92nd **** \$\$-\$\$\$*

Yura has many different gourmet lunch choices. They have prepared entrée style food, as well as fancy sandwiches and delicious pastries. The portions tend to be small though and overall it's very expensive.

Zesty's

*3rd Ave and 95th *** \$*

Very good pizza (if you like lots of cheese) for very cheap prices. They also sell sandwiches and bagels and such. We recommend their pasta pizza if you're really hungry.

Hanging Out

Courtyard

The Hunter courtyard is the site with a full basketball court, various other courts, open space, steps to sit on, and beautiful scenery (the Brick building). All this makes the courtyard a popular spot for lounging, eating, tanning, socializing, playing various sports (basketball, baseball, handball, volleyball, soccer, ultimate, tennis) and just hanging out. Why would you want to be inside on a nice day when you could be kicking' it out here? Beats me. However, during the winter or when it rains, students are left with no other choice than...

Hallways

Hunter's hallways are a favorite place to relax, study, or talk during free periods or between classes. Hanging out in the hallways is actually a privilege that is not common to many high school students, so please respect it. Enjoy yourself, but try to keep the noise and garbage levels down. Unfortunately, hallways that become too messy get shut down.

Cafeteria

More people eat here than they would have you believe. The food promises to be better this year – the ambience has also improved a lot - and it's much cheaper than eating outside. Ms. Shirley and Mr. Moss are your friendly cafeteria staff. The cafeteria is more popular for breakfast before school - bagels, dry cereal and the occasional French toast but not the once guzzled coffee. There isn't room for all twelve hundred students to eat in the cafeteria at once, but it usually doesn't get too crowded. Just watch out. For those who have 6th period frees, the cafeteria is closed to the high school students so Hunter Elementary can eat lunch.

Weight Room

This is the place to go if you want to get pumped, or just stay in shape. Gym teachers, Team coaches, and muscle-conscious students often use the weight room. The weight room was recently renovated and now has an excellent universal weight system as well as an arsenal of free weights. Interested students: Just remember to ask permission from the physical education department before using it.

Libraries

Head to the Mid-Manhattan (40th and 5th) for major reports (This, by the way, is not the library from *Ghostbusters* with the lions, which is for reference materials only. The real circulating library is in the building across the street.) Mid-Manhattan has a wide range of books, as well as a floor devoted to periodicals and journals. You'd be surprised, however, at the number of relevant books in the High School library and the NYPL branch on 96th Street. You can also reserve books from any of the Manhattan-branch libraries and have them sent to the 96th Street if you're too lazy to make the trip to Mid-Manhattan. This can be done through the New York Public Library Website, www.nypl.org. For certain projects, the SIBL (Science, Industry & Business Library) located on 34th and Madison is a great place to find special resources. However, all the

books/journals are for reference only, so a copy card becomes essential.

Computer Lab

If the library computers are all being used, there's the computer lab on the 4th floor in the side hallway. The computer lab is an excellent place to finish homework when your "printer is broken." The technology is pretty old and the Internet connection is slow, but there aren't really any alternatives. People also use the computer lab to play games, check their mail, and surf the Web. Rules are posted on the wall of the lab and students are required to abide by the computer policy.

The Club Scene

Hunter is a school that's full of clubs, publications, organizations, teams, and musical groups. We have everything from Knitting to Lacrosse. Because of our common break between lunches for the whole school, there are many clubs and publications meeting each day. Pick the ones you want, or make more.

Becoming a Club

If there is any club that Hunter doesn't have, you can start it yourself. First, pick up a club charter form from the G.O. office. On this form, you have to supply the following information: the name of your club, the club's purpose or goal, a meeting time and place, a description of the club and its activities, the names and positions of the club officers (if any), a faculty advisor's signature, and the signatures of fifteen people who'll go to the club if it's approved. Once you complete the form, please bring it to a General Assembly meeting and give it to a member of the G.O. Executive Board. The Senate then votes on whether each club should be chartered. Most clubs are approved, and if they're not, there is always a good reason behind that decision.

Club Requirements

Once the club is formed, it must meet a few requirements. The club must meet on a regular basis, and should designate at least one member as the G.O representative, who will register with the G.O. as the official contact person for that club. This person helps maintain communication between the G.O. and the club, and he/she should attend every GA meeting in order to exchange news and information with the G.O.. Clubs must also organize and run a booth for Club Open House and Carnival. If a club fails to meet their duties, such as sending at least one representative to each GA meeting, then the club's charter will be revoked. Clubs should also inform the G.O. about any important events or activities. In exchange, the G.O. supervises all clubs, publicizes club events, acts as a liaison to the principal and faculty, and provides money when necessary.

Club Attendance Policy for General Assembly Meetings

1. If your club accumulates two consecutive absences or three overall absences from the weekly General Assembly meetings, it will receive a preliminary warning from the G.O..
2. If your club accumulates three consecutive absences or four overall absences, any fundraising activity or special event involving the club will be suspended for a period of one month.
3. Four consecutive absences or five overall absences will result in the revocation of the club's charter for the remainder of the academic year. Without a charter, a club may not meet or operate within the school, hold fundraising activities or special events, apply for or receive PTA grant money, or enjoy any other privileges of chartered organizations.

Advisor's Role

Advisors should be consulted on all club activities, and have the final say on all decisions. Advisors do more than ensure that proper supervision is provided. They benefit both the club and its members by sharing their wisdom and life experience in a non-academic setting. The advisors' signature is required on all club forms, and their initials must be on all posters/fliers. Advisors have to review all official club documents before distribution, and they are the executive editors in the case of a publication. Advisors devote a lot of time and energy to their clubs. Respect this. Allow at least a week for review of materials. Never call an advisor at home.

How to Join a Club

At the beginning of each semester, sign-up sheets are available at Club Open House for anyone who's interested in joining a club. However, most clubs allow you to join at any time, as long as you are serious about being a supportive member of the club. Basically, show up at a meeting. Join clubs at the beginning of your Hunter career. Don't worry if you're new to Hunter –most clubs don't care what grade you're in. As you get older, stick with the clubs you like and become a regular member. Don't go to every club you can find, because you'll probably run yourself ragged and the club won't benefit either. Enjoy clubs, and support them as best as you can.

Guidelines for Student Fundraisers

Approval

1. Students must receive prior approval from the G.O. Club Manager for any fundraiser to ensure that only one activity will take place on any school day.
2. For sales events, such as bake sales or luncheons, students should fill out a fundraiser form and submit it to the G.O. Club Manager at least one weeks before the event. If approved, the G.O. will return a copy of the form to the advisor's mailbox and club/term mailbox. Forms are available in a folder by the club mailboxes and on the G.O.'s official Web site:
<http://www.hchs.hunter.cuny.edu/go/>

Publicity

1. An ad about the fundraiser should be submitted to the school newsletter, *What's G.O ing On* at least one week in advance.
2. Publicity fliers should be posted on the announcement boards. The club/term advisor's initials must be on each flier.

Student Use of the Faculty Lounge

1. The faculty lounge is available for student use with permission. However, the lounge is NOT available for student use on Fridays.
2. The club manager must obtain permission for use of the lounge at least one week in advance. A signature is required on the G.O. fundraiser approval form.
3. A club officer or the advisor must post a sign about the event on the door of the faculty lounge on the day BEFORE the event.
4. On the day of the event
 - The advisor or a designated faculty member must be present while the students are cooking and/or preparing food.
 - The advisor or a designated faculty member must be present during the clean-up period.
 - Everything must be removed from the premises, including extra food, paper goods, and

- utensils, at the end of lunch or 5th period.
- Students must supply all pots, trays, and serving utensils needed for the event.

Profits

The faculty advisor must deposit the profits from the event with Ms. Kamla Narraph, HCCS Finance Officer in Rm. 126.

Club Listing

Please pick up copies of the Master Club List and Club Schedule outside the G.O. office for the clubs' meeting day, meeting time, room numbers, and contact information. The following clubs are currently chartered by the G.O..

365

This club is extremely dedicated to their cause: they promise to help kids in need all 365 days a year.

3 Bucks Short

3 Bucks Short coordinates student and PTA efforts at fundraising to supplement the resources available for meeting student and teacher needs.

African American Cultural Society (AACS)

The African American Cultural Society fosters individual growth by helping members understand and appreciate African American history and culture.

Alternative Mock Association Society (AMOS)

AMOS promises to explore the political and historical world in a new, innovative way. Also, they're alternative and a mock association. We're not sure what that means, but it sounds like fun.

Amateur Radio Club

If you've always dreamed about obtaining an amateur radio operating license, join Amateur Radio Club to learn how to do so. Or you might just be interested in learning about radios. Either way, give it a try.

American Civil Liberties Union: the HCHS Chapter (ACLU)

Founded last year, the Hunter College High School is the first high school chapter of the American Civil Liberties Union. It deals with issues surrounding civil liberties and politics.

American Sign Language (ASL)

A great way to learn another language but an even better way to gain perspective. Sign language is the 3rd most universally spoken language. Learning this language means breaking down a barrier between you and a whole group of people who are like you, but different. If you want to branch your abilities to communicate beyond words then join ASL.

Amnesty International (A.I.)

This "club" is actually Hunter's branch of the worldwide organization of the same name. Amnesty International's primary goal is to protect human rights around the globe. This is no small task, so if you're interested, you should definitely join.

Art Club

The Art Club, as you may or may not have already deduced, produces art. This club has something to offer to seasoned artists and beginners alike. Art Club members are always working on one project or another, and their balloon animal stand is the hit of everyone Hunter event.

Asian Cultural Society (ACS)

The Asian Cultural Society aims to provide an awareness, understanding, and appreciation of Asian culture and history throughout the Hunter community.

Asian Gaming Experience (AGE)

Asian Gaming Experience promises to provide all students with a chance to experience Asian board games.

Because it Tastes Excellent (BITE)

BITE is Hunter's cooking club. They frequently storm the faculty lounge and emerge with delicious, freshly made treats. This is the club for you if you like to cook and if you like to eat.

Bridge Club

Want to learn how to play Bridge? If so, stop by the Bridge Club meetings to learn in a fun, enjoyable environment.

Bridge Building Club

The Bridge Building Club explores the finer aspects of model Bridge Building Club, experimenting to find the best methods and materials for the process. Even if this doesn't seem like your thing now, just remember: these kids will automatically ace the physics bridge building lab because they will know everything.

Chinese Movies and Drama Association

Investigate the Chinese language, history, culture and modern contemporary issues through observations of films and drama.

Christian Youth Fellowship (CYF)

Christian Youth Fellowship is a forum for students to express and discuss the influence of Christianity in their own lives and the society around them.

Concerned Students for Animal Welfare

C-SAW is a club that raises funds to support endangered species. Join it for the pandas. You can't say no to pandas.

The CRS Experience

The CRS Experience is a club where Camp Rising Sun Alumni come and share stories about their life changing experiences at camp.

Dance Club

Tired of the everyday restriction on your abilities to express yourself? Come express yourself in a fun, creative way. You don't have to be Shakira to join- just somebody who loves to dance.

Dance Dance Revolution (DDR) Club

If you love the game, you'll love the club. What's better than having a machine tell you how to dance?

Dungeons and Dragons

If you like to play Dungeons and Dragons, this club is tailor-made for you.

The European Union (E.U.)

The European Union is a cultural club designed to explore the diverse customs and traditions of European nations.

The F-Stop

The F-Stop is Hunter's photography magazine and is always looking for photo submissions. They produce some really beautiful work, so if you're into photography, definitely go hang out with the F-Stop.

Free the Children (FTC)

Free the Children organizes various fund-raisers to benefit non-profit organizations that work towards ending child labor and child exploitation.

Gay-Straight Alliance (GSA)

GSA is a club that brings people of all both together, and attempts to create a gay-friendly environment at hunter.

Hunter Action Against Hunger (HAAH)

Hunter Action Against Hunger seeks to raise awareness about the pressing world problem of hunger. Members organize various events that benefit hunger-related organizations and charities

Hunter Association of Bi-Lingual Americans (HABLA)

HABLA provides its members with tutoring in the Spanish language and stimulating discussions on Spanish culture.

Hunter Film Club

Hunter Film Club watches and discusses films.

Hunter Improv

Do you like to act? Are you spontaneous? Prepared for anything and everything? If so, head to Hunter Improv.

Hunter Juggling

Are you ready to master the art of juggling? If so then join the Hunter Juggling. Even if you can't juggle at all, come learn. With time you'll be ready to join Hunter Juggling's games, competition and shows. Maybe they'll make a special appearance at the talent show?

Hunter Organization of Latin Americans (HOLA)

Hunter Organization of Latin Americans is devoted to promoting the understanding and appreciation of Latin American culture.

Hunter Samulnori

Dedicated to spreading Korean culture, Hunter Samulnori is focused on the art of Korean drumming. So if you practice Samulnori or you just think it sounded cool at the last ACS show, give this club a try. You might just pick up a great new hobby.

Inter-Cultural Identity Crisis (IC²)

The Inter-Cultural Identity Crisis club acts as a forum for a variety of issues relating to cultural diversity. Its goal is to encourage cultural diversity within the Hunter community.

The Jam Club

Anyone with musical ability is welcome to participate in weekly jam sessions with other Hunter musicians. The school provides some instruments but the club encourages students to bring their own.

Japanese Animation Appreciation Society (JAAS)

JAAS aims to bring a greater appreciation and understanding of Japanese anime to the populace of Hunter.

Jewish Cultural Awareness Club (JCAC)

JCAC has long been a part of Hunter's culturally diverse community hosting a variety of events throughout the year.

Junior State of America

If you want to be an informed citizen, the Junior State of America is the perfect place for you. It's meetings, discussions, debates revolve around issues of today's politics.

Key Club

Key Club is an international student-led organization providing its members with opportunities to perform service, build character, and develop leadership.

Men's Issues

Men's Issues is a forum to discuss school-related issues, important male figures in history, and contemporary culture.

Monopoly Club

There is nothing like a good game of Monopoly to relieve stress. And considering what school we go to, we need to relieve stress a lot. So let yourself relax by stopping by the Monopoly club.

Opera Club

The Opera Club makes opera cool.

The Outdoor Adventure and Recreation Club (OAR)

Though OAR is only one year old, it is already one of the most well-attended clubs in Hunter. Its goal is to enable students to experience the outdoors through activities such as biking and hiking.

Outtake

Outtake is a club that learns about creating short films.

Parlez

Parlez provides extra exposure to French language studies and culture outside of the classroom.

Ping Pong Club

Some call it Ping Pong. Others call it Table Tennis. There are even some who call it their reason for living. No matter what you call it, if you enjoy Ping Pong or just want to learn how to play, check out the Ping Pong Club. There are planned rule sessions and tournaments. Everything you need for a friendly yet competitive environment is waiting at the Ping Pong club.

Potterhead

Potterhead is a Hunter's Harry Potter fan club. After this summer, you will definitely want to be there to discuss the subtleties of book the seventh.

The Progressive Forum (ProFo)

The Progressive Forum is dedicated to holding political discussions on a variety of issues ranging from human rights to domestic and foreign affairs to economics. All political views are welcome, but the club has a more liberal slant.

PSYCH!

If you are into discussing the issues and topics that pertain to the psychological world, bring your questions and concerns to PSYCH.

Quiz Bowl

Quiz Bowl is more of a team than a club, and competes in trivia contests and tournaments. They were very successful this past year and we expect great things.

South Asian Youth Alliance (SAYA)

Originally named the Hunter Indian Association, SAYA allows members to learn about and appreciate South Asian and Indian culture.

The Science Club

This club is for those students who are interested in biology, physics, chemistry, and other branches of science. Experiments are performed on a weekly basis, and guest speakers are introduced regularly for lectures.

Science of Home Economics

The Science of Home Economics club provides Hunter students with an opportunity to learn domestic skills like knitting and arts and crafts.

Society for Classic Rock Enthusiasts, Admirers, and Moviegoers (SCREAM)

SCREAM listens to and discusses classic rock.

Songwriters, Composers, Etc.

This club serves as a forum for sharing compositions. The members provide advice on writing music and frequently host theory lectures. They occasionally perform new compositions for the school at Arts Day.

Step Team

Hoping to have at least 3 performances, the Step team is ready to be bigger and better than ever. Performances at Arts day and the AACS show are just the beginning. Creative and innovative fundraisers are in the works, including auctioning off Jerseys autographed by celebrities.

Students Talking About Monty Python and Religion and Theology (STAMPARAT)

This club watches Monty Python, talks about religion and theology, and knits. They also have the prize for best acronym, hands down.

Tech

Tech trains new tech crews and does the lighting and sound for all of Hunter's many shows.

Video Game Club

The Video Game Club plays old and new video games and discusses the related issues.

Youth Philanthropy Worldwide (YPW)

Youth Philanthropy Worldwide is committed to the eight UN Development Goals to eradicate global poverty.

Departmental Clubs

The following clubs are associated with Academic Departments.

Debate Team

More than just a mere club, Hunter's Debate Club is highly acclaimed and award winning team—arguably Hunter's best (sports teams included). You too can be a Double-Octo-Finalist. Open only to ninth grade and above.

Hunter United Nations Society (HUNS)

HUNS is sponsored by the Social Studies department and is open to tenth graders and above. Delegates will learn U.N. procedure and policy with each student representing a country on a particular U.N. committee.

Math Teams

Math teams meet once a week and participate in contests, both local and national, about once a month. In the ninth grade, students travel to other schools to compete with Stuyvesant and Bronx Science.

Mock Trial

Mock trial is administered by the Social Studies Department. Students are assigned roles (lawyer, witness, etc.) and compete with other schools to win mock trials.

Washington Seminar

Each year, 30 juniors and seniors are chosen by the Social Studies department to travel to Washington D.C. to talk to government officials and learn more about the way our government works close up.

Publications

If you write something (anything), you can probably submit it to one of the school publications. We have a handful of newspapers, a "humor" magazine, a yearbook, a literary magazine, a sci-fi/fantasy magazine, and many others. Aside from *The Desk* (limited to seventh and eighth graders), Hunter's publications are open to all students, and every single one of them is starving for a helping hand. Anyone can help.

Annals

Annals is Hunter's yearbook, distributed in June to be signed and cherished. Keeping students wondering if they made it into a candid or were mentioned in some senior ad or somewhere else, *Annals* captures the sights and spirits of the school year for every grade. All students are welcome to join the staff.

Argus

Argus is Hunter's one and only literary magazine. It has gone from yearbook to magazine, and it has been in existence for as long as anyone can remember. *Argus* comes out once a year and showcases Hunter

students' artwork as well as their creative writing.

Biosphere

Biosphere is the publication half of the Science Club, offering articles on all things science.

Cardigan Magazine

Cardigan magazine is a publication devoted to connecting the Hunter community to current events and trends in urban culture. They can always be relied upon for witty commentary on fashion and music and they've been known to organize rock concerts.

Chapter 11

Chapter 11 is a publication that aims to deliver the finest in satirical news to the Hunter Community. If you've got a snarky side and a wickedly sarcastic sense of humor, Chapter 11 is looking for you.

Desk, The

The Desk is Hunter's only seventh and eighth grade literary magazine and provides an outlet for creative genius. Poems, short stories, vignettes, or artwork can be submitted to *The Desk* folder in room 338 or to Mr. Roundy.

E is for Everything

A magazine that stands to entertain, educate and enlighten, *E is for Everything* is aimed to address women's issues, fashion, current events in Hunter and the World.

Observer, The

The Observer, founded by Hunter students more than twenty years ago, provides a source for student's feelings about the events at Hunter, New York City and the world.

Storyboard: A Graphic Novel Experience

Storyboard *is* Hunter's graphic novel experience.

Tapestry

Tapestry is Hunter's only science fiction and fantasy magazine that publishes once a year. It includes student-written fiction, reviews, criticisms, and essays related to the sci-fi/fantasy genre.

What's G.O.ing On

What's G.O.ing On is perhaps the most cleverly named publication in Hunter history. A collaborative effort from the GO and *What's What*, this weekly newsletter delivers the most up-to-date school information. Each issue features a calendar for the upcoming week, club announcements, club spotlights, quotes of the week, and most importantly, news from the G.O..

What's What

Since 1922, *What's What* has been the official newspaper of Hunter College High School. The monthly publication covers school news and sports, students' opinions, and features relevant to high school students. The paper welcomes students of all grades to participate in writing, reporting, photography, drawing, editing, layout, and anything else necessary to put out a quality publication.

Organizations

Athletic Association

The Athletic Association (AA) is a student organization whose job is to coordinate all intramural and athletic activities as well as publicize interschool sporting events on their calendar. It is a standing committee of the G.O. and under the G.O.'s jurisdiction. AA officers are elected each year by the student body. The AA runs "in-house" activities such as the student-teacher basketball tournament and the floor hockey tournament. The annual sports banquet for all of the members of Hunter's teams is also organized by the AA and marks the end of the "sporting year," culminating in their traditional slide show.

School Teams

Hunter has a variety of great teams. From swimming to volleyball, many of our teams have been city champs in the Public School Athletic League (PSAL).

Fall Season

Girls' Volleyball

Boys' Soccer

Girls' Cross-Country

Boys' Cross-Country

Girls' Swimming

(Co-Ed) Fencing

Winter Season

Girls' Varsity Basketball

Boys' Varsity Basketball

Girls' Indoor Track

Boys' Indoor Track

Boys' Swimming

Spring Season

Boys' Baseball

Girls' Softball

Boys' Volleyball

Girls' Outdoor Track

Boys' Outdoor Track

Girls' Tennis

Girls' Soccer

Boys' Tennis

Co-ed Bowling

Middle School Sports

Targeting 7th and 8th graders, these teams compete outside the traditional PSAL sports divisions.

Fall – Boys Soccer

Girls Soccer

Winter – Boys Basketball

Girls Basketball

Spring – Boys Baseball

Girls Softball
Wrestling

Big Sibs

Big Sibs are the juniors found among 7th grade official. Their job is to help ease the transition of lower termers into the institution called Hunter. At the end of the tenth grade, interested students apply and next year's sibs are chosen. Big Sibs give advice, plan 7th & 8th grade dances, organize the 7th grade picnic, and smile at you in the hallways. If you're lucky, they'll even bake you stuff on your birthday.

Hunter Web Team

This group of computer-savvy students maintains Hunter's official web site. <http://hchs.hunter.cuny.edu/>

Hunter Theater

Hunter Theater is sponsored by the English, Communication and Theater Department and comprises several theatrical productions. All students in grades 7-12 are encouraged to get involved either on or off-stage in Hunter Theater Ensemble (on hiatus for the 2008-2009 school year), Musical Repertory, Classics Theatre, Shakespeare Etc., or Brick Prison Playhouse. Many productions are student directed but all provide many opportunities for performance and production. Aside from acting, students who are interested can also join the lighting crew, the set & production crew, or the costume & make-up team. Students can obtain information about how to get involved from CT teachers or the Drama board on the third floor opposite room 342. Special meetings have included theatrical industry professionals as special guest speakers or workshop leaders, including Stephen Sondheim (playwright and lyricist), John Weidman (playwright) and John Paul (Technical Director for Phantom of the Opera).

Hunter Theater Ensemble (on hiatus for the 2008-2009 school year)

HTE produces a comedy or drama each fall. Productions have included Oscar Wilde's "The Importance of Being Earnest", Lillian Hellman's drama "The Little Foxes", Kaufman and Hart's comedy "You Can't Take It With You", and Joseph Kesselring's comedic thriller "Arsenic and Old Lace". Auditions are held in the spring, and HTE welcomes everyone to try out or to join the production crews.

Musical Repertory

Musical Repertory produces a full-length musical in the spring semester. Always a box-office sell-out, past productions have included Guys and Dolls, Anything Goes, Crazy for You, A Chorus Line, and Grease. The musical is choreographed, directed, and conducted by students with faculty advisors. There's even a live all-student Pit orchestra. Auditions are held in the fall. There is a place for everyone either on the stage, in the pit orchestra, or on production crews.

Classics Theatre

This group works with younger students (grades 7-9) to produce classics plays. Directed and produced by faculty members, students are invited to participate as actors or crew. Recently, productions have included Our Town and See How They Run which were huge successes.

Shakespeare Etc.

Formerly known as the Shakespeare Club, Shakespeare Etc. annually performs one of William Shakespeare's theatrical masterpieces under the direction of a faculty advisor.

Brick Prison Playhouse

Brick Prison (or just plain Brick) offers a spring theatrical production. It includes playwriting and directing workshops led by faculty advisors. All students are welcome to write and submit plays to be considered for production. Brick has produced some exciting student written, directed and produced theatre.

Musical Groups and Choruses

Hunter offers a wide variety of musical groups that you can join. For orchestra, band, and junior chorus, auditions are held for incoming 7th graders in the May before they enter Hunter. However, people who missed those auditions (regardless of their grade) and want to join should just talk to someone in the Music department (Rm. 205). They are always interested in new members. Jazz chorus, Senior chorus and Madrigal are by audition, and are only open to students in 9th grade and above. All these musical groups need to be scheduled into one's course program. Most of the musical groups perform at the Concerts, and at Arts Days. They are a great way to express talent and to meet new people.

Chamber Orchestra

The Chamber Orchestra is the most selective of all the orchestras, and is an extremely talented group. There are about thirty members. They usually play an all string program, such as Pachelbel's Canon, the Mozart Divertimentos, Mendelssohn Sinfonias, Copland's Hoe Down, and the Vivaldi Seasons. More modern works by Hindemith and Gershwin have also been played.

Full Orchestra

The Full Orchestra is the largest music performance group at Hunter, made up of approximately 60 students. The Full Orchestra gives students the bigger, symphonic orchestra experience since the Full Orchestra often does collaborations with Band. The Full Orchestra repertoire is also more experimental, including an occasional electric violin appearance by Mr. Stratechuk. Past pieces have included Handel's Water Music, Britten's Simple Symphony, Blues for You, Samba Dis Samba Dat, and Saint-Saen's Carnival of the Animals.

Junior Orchestra

The Junior Orchestra is especially geared toward 7th and 8th grade string players who otherwise would not be able to compete with the upper-termers for Full orchestra & Chamber Orchestra seating. Members of the junior orchestra rise up to the Full Orchestra (and possibly the Chamber Orchestra) when they are ready.

Jazz Band

The Jazz Band is a small group of musicians and is not limited to brass, piano, and drum players. String players and singers are also included. As mentioned before, the Jazz Band went on tour with the Chamber Orchestra. Aside from performing in school concerts, the Jazz Band plays some outside gigs. The Jazz Band also enters competitions.

Jazz Ensemble

The Jazz Ensemble is for younger students, or for students who are not yet ready for the Jazz Band. Aside from performing at the Middle School Performing Arts Concert, other venues are scheduled for the Jazz Ensemble to showcase their talent.

Band

The band is by audition only. Members of the band will, on occasion, join the Full Orchestra on certain pieces.

Junior Chorus

For seventh through ninth graders, the Junior Chorus, sings a variety of different styles of music. It is also by

audition. With members hailing from the three largest grades, it is the largest choral group.

Senior Chorus

For tenth through twelfth graders, the Senior Chorus, sings mainly classical and traditional songs, though recently they have included more modern works in their repertoire. The Senior Chorus, in addition to performing in the Winter & Spring Concerts, and in Arts Days, also have gone to Paris, and perform in various areas around the city. Occasionally, Senior Chorus and Jazz Chorus collaborate on pieces. Auditions are required.

Jazz Chorus

For tenth through twelfth graders, there is the slightly smaller and selective Jazz Chorus. The Jazz Chorus sings songs of a diverse repertoire including jazz, cultural, and pop. In addition to the Concerts, and Arts Days, the Jazz Chorus also performs outside the school.

Winter and Spring Concerts

Concerts are advertised by posters. The orchestras, bands, and choruses perform, providing a variety of talent to see. The shows are at night, and there is a minimal charge. They are some of the best shows Hunter has to offer. Go see them.

Academic Overview

The Seventh Grade Year

The seventh grade is your introduction to Hunter. It's the time to make new friends and to sample what Hunter has to offer. No matter what anyone says, enjoy this year as much as you can (it does NOT go on your transcript; we promise). Everyone, from the teachers to the principal, is here to make your first year at Hunter the best it can be, and are interested in making you as comfortable as possible.

In a sense, all your classes in the seventh grade are introductory because they all introduce what Hunter will be like. They also all serve to build skills that will be vital in your years at Hunter. While some of you may find the workload easy, most find it challenging. Depending on your teachers, several hours a night will be required for homework, but the course-load isn't heavy enough to kill your year. There are some major projects of the year though, such as the Science Fair Project and the Social Studies Term Paper. There are no choices to make in your schedule, aside from selecting a foreign language (Latin, Spanish or French.) Almost everyone travels together for the entire day and goes to all of the same classes except for language.)

At the beginning of the year, your class will be assigned two or three "Big Sibs". These are eleventh graders. Their job is to get to know you, answer your questions, and help you get through the year. These Big Sibs, along with the rest of the Big Sibs help the 7th grade organize dances, the 7th Grade Picnic, the 7th & 8th Grade Talent Show and are there for help both emotionally and academically.

Each class is required to elect and send two representatives to the term government, but all grade members can get involved in their term government. Your term advisor, Ms. Lucash will be with you for the next six years, so this is a good time to get to know her. Also, join clubs and extracurricular activities that you think you'll like. Join a few, find out what you like, and stick with them. Try out for the theater productions and don't be intimidated by the upper termers running the clubs.

The good news is that you don't take any city or nation-wide standardized tests at the end of the year (like Regents).

You might be wondering whether or not to go into E math if you're offered it. It really depends on you, but if you make it, you're probably fit for it, so why not? A good philosophy for the seventh grade is: Your entire future doesn't depend on what you accomplish in this year, but on the other hand, don't just shrug off the year. You'll find your own niche. Work as hard as you can, but don't run yourself down. Find out how you work best and get some sort of schedule, but don't run yourself ragged. Get some ideas about what you like to do, but forget about college, the SATs and electives.

G.O. Tips: Play some handball (chinese, american, whatever), and get acquainted with your Big Sibs 'cause they're the coolest. Learn the wonders of footnotes.

Eighth Grade

This is your transition year into high school. All of your courses are recorded on your transcript (that great piece of paper that sums up high school into two columns of words and letters). The work gets a little harder, and the teachers expect you to be more responsible. You'll find, however, that the work takes about as much time, and only a little more concentration than grade 7. The term government also becomes more important — there are more things to be involved in and activities to plan. Your schedule is basically the same as the seventh grade, with Global Studies, Math (EH or H), Language, Physical Science, English, C/T, Music/Art and Health Education. Again, science fair project and three term papers in store (two Social Studies and one in Health) and the Music/Art reports. You have no Regents at the end of the year.

G.O. Tips: You're not in high school yet, but you're taking high school classes and pushing puberty. This can get overwhelming. Good thing you still have C/T and Health.

Ninth Grade

All of the varsity sports teams are now open to you and you may try out for any sports team, HUNS and for Jazz Chorus & Senior Chorus.

All of your courses are Regents-level, and you get more privileges. All of your courses show up on your transcript and the work gets a bit tougher. You should still avoid worrying about college, SATs and the like. But your schoolwork (just about the only thing to worry about) is as important as it will be in the following years. In school, you'll have seven subjects: Language, Mathematics, Biology, Global Studies, Phys. Ed., and one period a week of CPR. Social Studies contains two term papers, and Art/Music has two papers and/or reports. At the end of the term you will be graded with your first Regents. You will definitely have Regents in Biology and a department-wide final assessment project in social studies and in math. The Regents themselves really aren't that tough, and if you aren't having trouble in the course, they shouldn't be trouble either. Generally, they're not made to trip you up, and passing them isn't hard. In most cases, you do need to pass the Regents to pass the course, and the department determines how much the Regents counts in your class grade. At the end of your freshman year, you have the option of taking the SAT II Biology (you could take it at any time, but you've just finished the course). Especially since the college board got rid of score choice (see SAT & SAT II section) most people don't, but the option is there if you feel that you know enough. If in doubt, take a practice test (which you can get in the counseling department).

During the ninth grade, you should pick a few things to dedicate yourself to. You can still diversify, but keep to the things you enjoy most. It's also the first year of real work. If you can hold your own this year, you probably

won't have a problem with the rest of Hunter. It's time to grow up (but not too much!).

G.O. Tips: Be careful when trying to develop a decent report card, extracurricular activities and a social life at the same time. Try to be cool, but make sure that you can spell it.

Tenth Grade

It doesn't get any easier after the tenth grade, but this year may be easier than your previous years and will definitely be easier than your next year. By this time, you should be pretty sure of yourself, know your way around Hunter, know where you're going, and what you're good at. Keep up your studies because they're important this year. If you keep your head above water, you'll be sure to have a great year.

If you're going to join term council, now is the time. This year's term, runs the Valentine's Day Flower Sale, and continues to run fundraisers in preparation for semiformal and prom in the next years.

The workload this year isn't bad, and assuming you haven't slept for the past three years, you should be used to it. You've been taking the other subjects for years, so a little bit of studying and hard work (and the ability to sleep outside of class) should be sufficient. In Social Studies, you have one semester of 20th century Global Studies, and you have the beginning of American History in the second half. You only take Art or Music (your choice) one semester, so take the one that you enjoy most. You have English, Math, PE and Language for the entire year (the last mandatory year of language), and Health for half a year. There are four term papers: two in Social Studies, one in Music or Art, and also the infamous Health term paper.

At the end of the year, you will have a Language Regents. The hardest part of the language Regents is the oral section that is done with your teacher. "Where is the handbag? The handbag is on the table". Memorize that. It always comes up. In addition, most 10th graders take the Chemistry Regents which is doable, mainly because the same questions come up again, and again, and again, and again.

During October, the tenth and eleventh grades take the PSAT. There's always someone who gets a 240. That doesn't mean they're better than you, no matter what anyone says. The PSAT is a practice SAT.

As a tenth grader, you already know the ropes, so you have a choice. You can either glide through easily, or put in a little more work and go for the grades and extracurricular. You may notice people around you suddenly joining a lot of activities, but it's typical behavior of all 10th graders who suddenly feel like they have to rack up the extracurriculars to get into college.

In general, keep up the clubs and sports, they should be fun, and are always a relief. If you didn't make it to certain clubs (HUNS) or sports teams, try again this year. Also, don't hesitate to run for officer positions of clubs/editor positions of newspapers you've been a part of. You'll only regret it if you don't run.

G.O. Tips: Try to learn how to manage your schedule well this year, because next year you'll really put these skills to good use. You should keep your 10B American History notebook if you plan to take the AP exam next year.

Eleventh Grade

The eleventh grade is the hardest grade at Hunter, besides, perhaps, eighth grade. The workload gets even heavier this year, but you have some choices. When you plan your year, make sure that you don't have too much to do. Balance your extracurriculars, your school work, and your other activities. English, American

History, Mathematics and Phys. Ed. are the only required courses, but you must take Physics in either 11th or 12th grade. In Phys. Ed., you take your first year of electives. Each semester is a different sport ranging from swimming to ballroom dancing, so you should enjoy gym. You will have one elective, which can be filled by virtually any course on the list. You already have three mandatory term papers (one in English and two in Social Studies), but depending on your electives, you may have up to four in one course. At the end of the year, all students have to take a Final Exam in math and in US History, and do a "June Project" in English (though its due in May).

This is the first year that you have to think seriously about when you're going to take your standardized tests. In October, you will take the version of the PSAT that counts - the PSAT is the exam upon which the national merit semi-finalist list is based. As for other standardized tests, you have a choice of what you want to take. Some colleges only require the SAT or the ACT, while others require two or three Achievement tests. During the year, there are several testing dates on which you can take either the SAT or the Achievements, and other dates for the ACT. See your Guidance Counselor for more information. Not all of your tests have to be taken this year, but there are only two dates in the senior year that are before most college applications are due, so it's a good idea to get most of them out of the way. In general, you should take advantage of the advice of your Counselors regarding standardized tests. The Achievements you take, and when you take them, depend on your interests, but if you're taking an AP course you might want to avoid the May Achievement date. If you are taking an Advanced Placement course, you can choose to take the Advanced Placement Exam in early May. These tests can distract you from your schoolwork, but your teachers in your AP classes will ease off on the work around test time to give you a chance to study for the AP's. Although Hunter students usually feel like they didn't get to study enough and that they were under-prepared, they generally do very well (4's or 5's).

The last source of stress in junior year is the beginning of the college process. During the eleventh grade, you will go to a few college-oriented meetings run by the counseling department, and meet two or three times with your counselor. By the end of the year, you'll have a preliminary list of about twenty colleges (picked by you and your counselor). There really aren't any decisions made, so don't let the words "college process" scare you.

If you plan ahead and organize well, junior year could be manageable and enjoyable. However, most Hunter students don't plan ahead, and don't organize their time well. Even the students who do organize their time well, find themselves struggling junior year just because of all the things to do. Make sure to (try to) relax during your vacations/ days off, but you'll find that half days are often spent working/at the library instead of at the movies. Just keep in mind....you'll never have to take junior year over again & it'll soon be over.

G.O. Tips: Make full use of those gym electives. Though you'll never hear it from a member of the faculty or administration, at least one semester of Folk-Square Ballroom Dancing with Ms. Miley is required for graduation.

Twelfth Grade

The twelfth grade is different from any year at Hunter. Your schedule is created entirely by you, and can have any combination of either Hunter classes, college classes, a Hunter Scholars Program project, an internship or an independent study. Basically you earn credit for doing other things.

The first half of the year could be a little overwhelming, with homework and college applications, but it'll be over soon. Sometime in the first few months, you will narrow down your college choices to eight colleges, and send out the applications. It might help if you start working on them over the summer. Although the application process is serious and time consuming, your college counselor will be there to help you. By the

second half of the year, it gets easier. You can concentrate on anything you want to. Whatever it is you enjoy, get to it. Don't forget about schoolwork (you do have to pass to graduate), but build relationships with friends that will last past Hunter. Make sure you leave Hunter with the best possible education, the finest friends, and the greatest memories. The end of senior year is major bonding time, with Senior Tea, Senior BBQ, Prom,

Commencement, and the Graduation Party. It is also a nostalgic time, experiencing the last of every Hunter event.

G.O. Tips: What did you say? 8th grade *does* go on my transcript?

Senior Year Options

The senior year at Hunter is one of the best opportunities you'll have to learn and focus on what you want. The senior year consists of five or six courses and Physical Education.

High School Classes

You must take at least two classes at the High School. Basically, you take your choice of electives to fill anywhere from two (the minimum) to six (the maximum) of your senior year courses.

College Classes

You can take almost any course at Hunter College. The primary restriction is that the college has a system of prerequisites, so you need to check the catalogue carefully. Also, preferences are given to Hunter college students, so sometimes high school students are squeezed out of the more popular college course. This choice can fill anywhere from one to three courses. Students may also take classes for credit at other colleges and universities but practical and monetary considerations often rule out this possibility. Columbia and New York University are possible choices. However, usually some sort of connection is usually needed to take classes there.

Hunter Scholars Project

A Hunter Scholars Project is work experience for which you receive credit. The project must be sponsored by a person or organization, which cannot pay you. You work five hours a week in lieu of an academic course, and you can work up to ten hours a week (2 class credits). You have to write logs regularly, and submit time sheets. Some Hunter Scholars Project options include internships at architectural firms, museums, law offices, business firms, labs, accounting firms, and hospitals, but there are MANY other options.

Independent Study

If there is something of an academic nature that you want to study, but it isn't offered at the college or the high school, you can do an independent study. This is usually a one-slot study, but it can be ten hours a week if you want, for two full credits. What you have to do is find a faculty member willing to study with you, and submit a form. After it's approved, you spend that part of your senior year fulfilling goals that you and your advisor set for you.

Internships

If you want to teach, think you want to teach, intend to teach or might teach; this is for you. What this entails is working with a teacher, and helping out in one of his or her classes. You will grade papers, help with labs and seminars and generally see what it's like to be a teacher. Best of all, once in a while, the class is yours, and you get to teach the lesson.

Services

Bulletin Boards

Opposite Rm. 240 is the Administration Announcement Board. This is where you look for important announcements from the administration. The other boards around the school, with the exception of those designated to a specific club, are general announcement boards. All clubs are welcome to put announcements on these boards (or apply for their own private board); they just have to remember to have their respective advisors approve and initial their signs.

The G.O. Announcement Boards are located on the main stairwell between the second and third floor and the third and fourth floor. On the first board, you can find any announcements of upcoming events or meetings, highlights from meetings, and the topic for each week's GA meeting. This board will keep you up to date on student government events and make sure you don't miss important meetings and decisions. The second board holds the events calendar—check it out to find the dates of any club fundraisers or upcoming school activities.

Around the school (on the corners) are the term bulletin boards. Important information about your term that you have to know, ranging from term meetings to birthdays are posted on them. You should try and check up on them, or you might miss something important.

Counseling

Dr. Chris Rogutsky, Chairperson
Rooms 441 and 436
(212) 860-1268

The Counseling Department offers a wide array of useful and important services to the Hunter Community. The counselors are interested in your personal and academic growth at Hunter. They can also help you with educational, vocational, and personal planning. Individual and group counseling sessions and workshops on a variety of topics related to your term are available. Many of these are announced through 2nd period announcements. These are important ways in which your counselor will get to know you and work more closely with you.

Resources

In room 436 and 441, as well as in the hallway outside of these rooms, the Counseling Department maintains a collection of books and pamphlets containing information about colleges, careers and a list of summer jobs and learning opportunities. Also in the hallway is a large wooden cabinet that has interview request forms (to meet with your counselor), teacher recommendation forms or "praise sheets," student activity forms (to put in your folder), and information about any standardized exams. The Counseling Offices in rooms 441 and 436 are open from 8:00 to 4:00. Check for your counselor's walk-in hours.

Dispute and Bias Mediation Team

The team serves as a confidential forum for students to express concerns when they feel bias against them and offers mediation opportunities to resolve the conflicts. The biases brought to the team can be based on race, gender, age, sexuality, or whatever else may come up. Students may have mediations with other students, as well as with teachers.

Library

The school library is in rooms 107 and 109 and is important to formal and informal study at Hunter. To borrow books, you have to show your ID card. There is a bar code on your Hunter ID for borrowing books. Normally, circulating books can be borrowed for three weeks, and can be renewed for three additional weeks. Reserve books can be borrowed and must be returned before first period the next day. Fines are five cents a day for regular books and \$1.00 a day for overnight books. Weekends and holidays count, so return books on time. If you lose a book let the librarians know, and they will stop the fines for four weeks. After the four weeks, you'll have to pay for the book. If you find the book later, you can get a refund less the amount of the fine and the processing fee. You are also responsible for any damage to the book. In addition to the books, the Library also has a large collection of back issue and current periodicals along with indexes, microfilm, a file of recent pamphlets, and three computerized search systems for magazine articles. A copying machine is available for student use for ten cents per copy. There is a computerized catalogue that lists books by subject, author, title and key words. The nonfiction books are shelved by the Dewey Decimal system, and fiction books are sorted alphabetically by author. HCHS students can use the facilities of the Hunter College Library. A Hunter ID is necessary to get in. HCHS students also have borrowing privileges but need a special form from the HCHS library along with their ID for that purpose.

The library has computers that are great for using the Internet and for finishing up homework (or possibly even starting homework early).

The library welcomes students wishing to work in the library for service credit. See the librarians for details. The library is open from 7:45 to 4:00 on school days.

Medical Needs

The school nurse, located in room 105, is available Monday to Friday from 8:00 a.m. to 3:30 p.m. The number is (212) 860-1298. If you become sick or get injured during the school day, the nurse has the legal authority to give you a band-aid or a cold, wet paper towel, but no more. Bring your own Tylenol. Also, be sure to get a note from the nurse to show to the teachers whose classes you miss or are late to. If you contract a contagious disease, don't come to school (please!). (See School Policy for a more specifics of what to do if you are sick). Bring a note from your parents and/or physician when you come back.

Transportation

Students receive a student Metro-card, good for three trips and three transfers each day. Cards are issued once per semester, at which time you write down your card's serial number. If you lose your card it will be cancelled and you'll receive a new one, but only in the middle of, or the end of, the month. So if you're going to lose you card, try to lose it towards the middle or the end of a month to minimize the number of days your parents have to pay for a Metro-card. If you have any problems, you should see Ms. Gladden in room 240. (Make sure to say "good morning" to Ms. Gladden, she's one of the most important friends you can make in this joint)

Additional Programs

Service Learning

As a graduation requirement, all Hunter students need to complete 75 hours of service credit. Since you have five years to complete 75 hours, it really is an amount of time that goes by very quickly. If any student ever

has problems finding a service opportunity, the Office of External Programs (room 236) will help you. They have a lot of suggestions as to where you can volunteer that would suit your interests and your location. They also know of older Hunter students that you can contact who might be able to better help you with your problem. These people in the service learning office also take your time sheets, and answer any questions you might have about filling out your time sheet or what constitutes volunteer work.

Summer Enrichment Program

Hunter's summer program, founded by Carol Marsh in 1984, runs during the month of July. Gifted students from all over can attend. Many incoming Hunter 7th Graders participate as students. Even more Hunter students participate as student aides. Tenth graders and older can be paid. All students can opt for service credit, thereby fulfilling their requirement for graduation. Many of our teachers have also participated through the years.

IX. Parent Teacher Association_____



On behalf of the entire HCHS PTA, we would like to welcome back our eighth through twelfth grade families for the 2008-2009 academic year and, to the newest members of the HCHS community, our seventh grade families, we're delighted to have you join us.

In this section, we'll outline the workings of the PTA, and indicate areas in which you can get involved. We'll also provide you a contact list for further information. Please note also that the *Hunter Hillites Calendar*, which is sent to parents separately, provides important additional information on the school and it should be read carefully in conjunction with the Umbrella.

Parents can further extend their understanding of life at the school through reviewing or attending the following:

- Hillites*, the PTA monthly newsletter
- Student publications
- Parent/teacher conference days
- Open school day
- PTA general meetings and/or PTA Executive Board meetings
- PTA/School-Based committee meetings (see descriptions on following pages), and
- Other grade level and school-wide functions.

Our school's continued success depends, in part, on the generous contributions of time and resources from the parent body. PTA Executive Board members, committee chairs, faculty, and administration are already working together on behalf of our school and its students. We hope you will help strengthen our community by getting involved as well.

As you review our committee listing on the following pages, or hear of new initiatives through *Hillites* or other school publications, search for a niche in the Hunter community that suits you, and volunteer. It's a great way to get an "inside view" of what's happening in your child's school, as well as make new friends among the parent body.

We look forward to seeing you at the first PTA meeting on Wednesday, September 24th at 7:00 pm in the Auditorium.

Julia Whitehead
Co-President

Peter Bogyo
Co-President

HCHS PTA OVERVIEW

The HCHS PTA is a voluntary organization. Led by a 13 member elected Executive Board of parent representatives, the PTA, through its many committees, provides a voice for parents on school-related issues and sponsors social, informational and fundraising events to help support Hunter students, parents, faculty and administration. Most importantly, the PTA is a major source of funding for the school.

This past year, more than \$600,000 was distributed to student groups, teachers and the Principal to pay for items not funded by the NYC budget. In addition, we completed a two year capital expenditure program which expended more than \$800,000 for renovations to the classrooms, technology, the counseling department and, this summer, the auditorium. PTA money is an absolutely critical component of the school's ability to provide the education that its students deserve and the school depends on us to generate contributions every year through our various fundraising events and the Annual Fund, our single most important fundraising program.

The PTA regards communication with parents as one of its most important functions. With the initiation of our school-wide list-serve, nearly all Hunter families are reachable by email and the PTA uses that capability frequently to update parents on items of interest. Our monthly publication, *Hillites*, is mailed and emailed to parents and we maintain a PTA website, www.hunterpta.org, which is also used to disseminate important information. These communications are enormously useful to parents; as a result, it is critical that you maintain current contact information in our data base either by filling out the Data Proof Sheet that was mailed to you in July or, preferably, by using our online update feature at www.hunterpta.org to avoid data entry errors from changes made to paper forms.

Other important information for parents is contained in the Hunter Family Directory mailed to all parents who join the PTA by paying their PTA dues. The Directory lists the names, addresses and phone numbers of all students and their parents – when your child is desperate to find someone who knows what was assigned in science or you are trying to track down the friend at whose house your child is playing videogames (educational ones!), the Directory will be your best friend. You can join the PTA on line at www.hunterpta.org

The PTA holds one general meeting most months of the school year. Each meeting is devoted to a particular topic of interest and may feature discussion groups, guest speakers and/or presentations. The topic for each meeting is announced in *Hillites*, our monthly newsletter, and on the PTA website. Prior to the main Meeting, which begins at 7:00pm, there are special pre-meetings of certain PTA committees that begin at 6:00pm. Check the calendar or *Hillites* for details. Please also note the Executive Board of the PTA meets once a month, usually on a Tuesday night from 6:00pm to 9:00pm. These meetings, which include presentations from the Principal and Director and discussion of various issues with which the Board is dealing, are **open** to all parents.

The PTA's ability to continue its strong support of so many aspects of the school is dependent on the efforts of its many parent volunteers. There are so many ways to help – you can join PTA committees, take on special projects/assignments, participate in school-based policy committees, join an affiliated group and, of course, share your own resources, financial or otherwise. Our success at ensuring the best education for our students is a direct result of our parents' level of participation. You can make a difference!

Parents who seek a greater level of involvement can also participate as elected representatives serving on the PTA Executive Board. Each representative has specified areas of responsibilities. Collectively, they help direct school-wide initiatives, clarify lines of communication within the HCHS community and advocate on behalf of students and parents. The actual work of the PTA is achieved through committees and individuals with the support and approval of the PTA Executive Board. There are usually openings for additional volunteers on

any of these committees. If you are interested in a particular aspect of school life, please don't be shy—volunteer to help. Contact VP Internal Affairs Julie Golin indicating your interest and she will connect you with the appropriate committee chairperson. Also be sure to register your interests through our on-line volunteer form at www.hunterpta.org.

PTA COMMITTEE DESCRIPTIONS

Communications and Public Relations seeks to work with other PTA bodies to improve the PTA's overall communication efforts and help in the development of the content of the PTA website. It will also assist in efforts to educate constituencies outside HCHS about the school's performance and needs.

Facilities works with the administration on issues relating to the school's physical facilities, including space planning and the development and management of facilities improvement projects. Over the past several years, this committee has been a major contributor to the school's classroom renovation project, the installation of SMART Boards and the 2008 auditorium renovation. Architects and designers are urged to join this committee.

Fundraising/Development is responsible for the PTA's overall money raising efforts and develops strategies and organizes fundraising drives and events to raise funds from parents and others for student and school activities. The **Annual Fund Campaign** and **Spring Benefit/Auction Committee** are subsidiaries of Fundraising/Development and manage the PTA's major fundraising efforts. The success of these committees depends heavily on parent involvement and there are many ways for parents to contribute their time. In connection with the Annual Fund Campaign, parents can assist in fundraising mailing or the fall phonathon. With respect to the Spring Benefit and Auction, parents are needed to solicit donations of merchandise and services to offer in the auction, organize food and entertainment, publicize the event, write and produce the auction catalog, help with the auction's database operations, and manage student and parent volunteer help for the evening.

Hospitality coordinates food for our Faculty Appreciation events and sets up refreshments for monthly PTA and PTA Executive Board meetings and certain special events. Members also greet and meet faculty, VIPs, parents and other guests who attend the events.

Political Action Committee works to educate members of the City Council, the Mayor's office, and other elected and appointed officials about Hunter and its needs, with special efforts aimed at protecting the school's funding during the budget process. This group seeks participation of parents and students from every borough.

PTA Grants consists of parent representatives plus the Club Manager from the student run GO. The committee solicits grant requests from students, faculty and other parents that are reviewed in a process that begins in October of each year. The committee comes to a consensus on the distribution of its budget allocation and presents its request to the PTA Executive board for final approval.

Student Issues is made up of all Grade Reps and parents interested in formulating approaches to address major areas of concern to parents, with the goal of improving the HCHS experience for the community as a whole. The interests of the committee are broad ranging and, in the past, have included drug abuse, the integration of new students and families into the HCHS community, homework and general stress. Committee members work with the Hunter Life Committee and the PTA Grade Reps to ensure a school-wide, fact based and coordinated approach to problems.

Project-Specific Committees: There are also a number of committees related to specific events and projects, such as the Fall Banquet, the Magazine Drive, PTA Website, *Hillites* (our PTA newsletter) and teacher appreciation events. Volunteers are always needed for all of these.

SCHOOL-BASED COMMITTEE DESCRIPTIONS

In addition to PTA committees, parents are invited to serve on committees comprised of (or working directly with) faculty and/or students, in addition to parents.

Admissions committees will be developed on a project basis by the PTA Admissions Liaison to meet the needs of the Admissions Office. The Admissions Liaison position is new this year and we are looking for a parent with excellent communications skills to fill that role. Interested volunteers should contact either of the PTA Co-Presidents, Peter Bogyo or Julia Whitehead.

Computer Advisory is responsible for advising on all major computer projects and systems at the school. It coordinates technology, both hardware and software, oversees the school website and works to get information to the web masters. It also develops standards and guidelines for usage at the school and on the website.

Hunter Life is made up of faculty, students and parents and meets monthly to discuss issues affecting life at Hunter, gathering comments from all three of Hunter's constituencies to develop proposals for change. In past years, issues such as student stress, homework scheduling and student leadership were addressed.

Library assists in the renovation and modernization of the Library physical plant and its collection. In addition the committee provides advisory assistance and volunteer help for special library projects and library-focused events.

Middle School and Varsity Sports liaisons interact with the school's Athletic Director and support the extra-curricular clubs and teams. Members serve as parent liaisons to advise the PTA on needed resources, cheer on the teams during their seasons, and help plan the annual sports banquet.

Service Learning works with the school's Service Learning office to help develop a web-based presence for the HCHS Service Learning program, accessible to parents as well as students, and to assist in the development of new Service Learning opportunities.

AFFILIATED GROUPS

Chinese American Parents Association (CAPA) informs Chinese parents about important issues.

Coalition of African-American Parents (CAAP) is a support group for parents of African-American students at Hunter.

Korean-American Parent Association (KAPA) helps Korean-American parents receive school information and participate in the HCHS community.

HCHS WEBSITES

Hunter College High School:
www.hchs.hunter.cuny.edu

HCHS has a website with information of considerable use to parents and students. Prominent on the home page are upcoming important dates, such as half-days, school holidays and PTA meetings and it is updated **constantly** with important announcements. Site features include:

- Parent and student zones, with relevant forms and documents (look under the "quick links" section).
- A searchable staff directory (click the "staff directory" link).
- A searchable news directory (type in a search term on the front page).
- Course listing and descriptions (click on the department link and then a department).
- Important emergency information (click on the emergency information on the front page).
- An HCHS Wiki used by many of our clubs and the Service Learning office (click on the Wiki "quick link" on the left).
- An explanation of all school policies (click on the school policies "quick link" on the left).
- The ability to use RSS to subscribe to the website.
- The school calendar, which is also a sharable Google-calendar, allowing you to easily add the school calendar to other applications like iCal and Outlook.
- Technical-support HOW-TO's available when you need them (click on teacher zone, and then click on HOWTO).
- Links to the school Blackboard system, and the Counseling Department's college placement Naviance program, available from the front page.

We are continually making improvements to the site and looking for new ways to make it even more valuable to the HCHS community. Please feel free to contact our webmaster, Bill MacKenty, at 646-963-6339 with any suggestions, comments, or ideas. Thank you!

PTA

www.HunterPTA.org

The PTA maintains its own web pages with information and web links of special interest to Hunter parents. Included are: the continuously updated PTA Calendar, announcements regarding PTA events, a complete listing of the PTA Executive Board, PTA Committees and liaisons (with e-mail links), the PTA organization chart, PTA-affiliated groups, and a copy of What's Happening at HCHS, the guide to important school events, activities and policies included in the front of the HCHS *Hilites* Calendar. *Hilites*, the PTA's monthly newsletter, is also posted here at the same time it is mailed, and back issues are maintained indefinitely.

ATHLETIC ASSOCIATION

hchshawks.com

The Athletic Association maintains this content-rich site, which includes sports team schedules and rosters, player stats and other interesting information on all of Hunter's sports teams.

PTA Executive Board 2008-2009

(Feel free to contact any member for questions or comments)

Co-Presidents

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X. Appendices



Appendix A: Honors and Awards

The following awards are presented to seniors at the Honors and Awards ceremony which is held in June of each year.

Department Awards

Departments give a variety of awards for excellence, achievement, and commitment in the subject discipline.

Special Awards

These special awards have been donated to the school to recognize special students achievements.

THE HAZEL GOODALE AWARD

Presented in memory of a dedicated teacher of English, for excellence in English.

THE SARAH S. WEISBERG POETRY PRIZE

Presented in memory of a dedicated teacher and poet, to honor young poets.

THE RUTH WEISER LESEN POETRY PRIZE

In memory of the mother of a Hunter alumna who was an English Literature scholar, editor and poet, to honor young poets.

THE JUNE CREMIN IMMERMEN MEMORIAL PRIZE FOR POETRY

Awarded by the class of June, 1948, in memory of their classmate, a gifted poet.

THE ELLENMOERS MAYER MEMORIAL PRIZE FOR EXCELLENCE IN LANGUAGE

Established in memory of an HCHS alumna, class of 1943 for the graduate who has demonstrated excellence in English and at least one other language, and who has distinguished her or himself in creative or critical writing.

THE CHARLOTTE L. PERRY AWARD

For outstanding dedication and creativity in theater arts.

THE OLIVER B. DAVIS AWARD

Given in memory of a former chairperson of the Speech Department for outstanding service to the school for play production.

THE GRACE B. BEACH AWARD

For excellence in Communication and Theater.

THE LETITIA RAUBICHECK AWARD

For special contributions in the field of Theatre Arts.

THE ROSE MARIE DAELE AWARD

The award is given in honor of Dr. Rose Marie Deale, past chairperson of Foreign Languages Department at Hunter College High School.

MARIE G. BIERNE MEMORIAL PRIZE FOR LATIN

Given to outstanding students of Latin. This prize was established by friends and colleagues in memory of Marie G. Bierne, a former teacher of Latin at Hunter College High School.

MARIE G. BIERNE MEMORIAL GRANT FOR LATIN

The grant is given, at the bequest of the estate of the Marie G. Bierne, to an outstanding student of Latin who intends to continue the study of Latin at the University level.

THE WINGATE MEMORIAL AWARD

Presented in memory of General George W. Wingate, a founder of the public schools' Athletic League and its President from 1903 to 1928, to the boy who has the best record of athletic improvement, schoolwork, and character.

THE LOUISA WINGATE UNDERHILL AWARD

Presented by the Girls' Branch of the Public Schools' Athletic League for outstanding achievements in athletics, good health, academic standing, character, leadership, sportsmanship, and school service.

THE IRWIN TOBIN AWARDS

Presented by the Public Schools' Athletic League to the male and female who best combine excellence in scholarship, citizenship, achievement, and service to the department.

THE BERNARD S. MILLER AWARDS

Presented for service to the interscholastic teams and to the Athletic Association.

HUNTER COLLEGE CHAPTER PI MU EPSILON AWARD

For outstanding achievement in mathematics.

HARRY D. RUDERMAN MEMORIAL AWARD

For excellence in mathematics.

AARON HANKIN MEMORIAL AWARD

For special achievement in mathematics.

THE ESHTER HOFFMAN AWARD

For excellence in mathematics.

THE ASSOCIATION OF TEACHERS OF MATHEMATICS OF NEW YORK CERTIFICATE AND HARRY D RUDERMAN BOOK AWARDS

For excellence in mathematics and for stimulating interest in and enthusiasm for the study of mathematics.

DOROTHY GEDDES AWARDS

For excellent improvement in mathematics.

THE ANNE M. SUTTON AWARD

Presented in memory of a former teacher chairperson of the Science Department for outstanding scholarship in physics.

THE EMILY BOGGS AWARD

Presented in memory of a teacher and former chairperson of the Science Department for outstanding achievement in chemistry.

THE ELSBETH KROEBER MEMORIAL AWARD

Presented in memory of a noted teacher and author by the New York Biology Teachers' Association for outstanding achievement in biology.

THE OTTO P. BURGDORF AWARD

Presented in memory of a former President of the New York Biology Teachers' Association for outstanding scholarship and research in biology.

THE HELEN E. WITMER AWARD

Presented in memory of a former teacher and chairperson of the Social Studies Department for academic excellence and distinction in History and Social Studies.

THE F. REXFORD SLAUSON AWARD

Presented in memory of a former teacher for academic excellence and scholarship in European History.

THE JOAN O'MALLEY AWARD

Awarded in honor of a former teacher in the Social Studies Department presented to a student who most represents the ideals of the historian's craft – demonstrated by integrity, scholarship and the pursuit of truth.

THE E. IRA MARIENHOFF AWARD

To a student who has demonstrated a love of history, a commitment to democratic principles and a dedication to free thought and inquiry.

TEACHERS OF PSYCHOLOGY IN SECONDARY SCHOOLS OF THE AMERICAN PSYCHOLOGY ASSOCIATION

For excellence in Psychology.

ASSOCIATION OF TEACHERS OF SOCIAL STUDIES CERTIFICATES OF MERIT

For the highest averages in Social Studies.

THE ELAINE SARFATI AWARD

Presented in honor of Elaine Sarfati to a student who had a strong sense of commitment to educating adolescents about health issues, including AIDS awareness, and who has been involved in community outreach.

THE THOMAS HUNTER MEMORIAL AWARD

Since 1981, this award is presented in honor of the founder of our school to the students who best exemplify the ideals of Hunter College High School.

THE FACULTY MEMORIAL AWARD

For character, scholarship, personality, and service, this prize is awarded to a number of graduates in memory of former teachers at the High School.

THE MIRIAM BURSTEIN AWARD

Presented to students who, by commitment to the life of the mind as well as by general academic excellence, reflect the humanist tradition.

THE GLORIA FLEISCHER COHEN AWARD

Presented to students who are morally mature and whose leadership reflects acting with the welfare of others clearly in mind.

THE HARRIET SCHUELER MEMORIAL AWARD

Presented in memory of former Director of Guidance at the High School to students who have demonstrated the ability to contribute constructively to the well-being of others.

THE MILDRED BUSCH AWARD

Presented in honor of a former administrator to students who have shown significant development as individuals and as members of the school community.

THE CYRIL W. WOOLCOCK MEMORIAL AWARD

Given in memory of a former principal of Hunter College High School to graduates who have distinguished the High School by service to the larger community.

THE FACULTY AWARD FOR LEADERSHIP

Presented in recognition of prominent leadership to students who have contributed to the dynamic character of the school through participation in extra-curricular activities.

THE JOEL DAVID BURSTEIN AWARD

Presented in memory of a distinguished newspaper editor and proud member of the Newspaper Guild Union. This award is presented to the students who best embody the principals of justice.

THE ANNA CRISTINA BOZZO MEMORIAL AWARD

Presented in memory of a former teacher to students who have shown courage, vision, commitment to the Arts, and dedication to the improvement of the human condition.

THE LILLIAN H. SIGLER MEMORIAL AWARD

Presented in honor of Lillian H. Sigler, who taught Latin at Hunter for a quarter of a century. This award was established by her family to encourage students in the pursuit of the humanities. "Humani nihil a me alienum..."

THE CAROL RUTH LERNER AWARD

Presented in memory of an alumna of the class of 1941 who as a child of Russian immigrants, was enduringly grateful to the teachers who taught her how to learn and how to acclimatize to America. This award recognizes creativity in liberal arts – a gift to be developed.

THE FACULTY TEACHING AWARDS

Established by the Faculty to award those students who through internships, tutoring, and/or Inter-College Year projects have demonstrated outstanding talent, aptitude and promise in the teaching profession.

THE LUISA GHNASSIA MEMORIAL AWARD

Present in memory of a former teacher to the student who has exhibited excellence in French Scholarship, interest in French culture, and general scholastic excellence in other endeavors.

THE MARIA LO FRUMENTO AWARD

Presented in honor of a former teacher and principal of Hunter College High School to the graduate who has achieved the highest grade point average.

THE ELIZABETH WALKER PRIZE

Awarded by Hunter College Alumnae Association to a deserving graduate who will attend Hunter College day session. This prize is given in memory of a graduate of the High School who served as a principal of a school in Manhattan: it was established by her sister, formerly a professor of mathematics at the college.

THE ANASTASIA NICHOLAS AWARD FOR JOURNALISM

Presented in honor of a former teacher and What's What advisor to the graduates who have demonstrated dedication, commitment and leadership in the newspaper publication.

HUNTER COLLEGE HIGH SCHOOL ALUMNAE/II ASSOCIATION SCHOLARSHIP

Awarded to the recipients of The Thomas Hunter Memorial Award and The Mildred Busch Award.

THE BERTHA COHEN ROSS AWARD FOR EXCELLENCE IN MUSIC

Awarded to a student who has excelled in music while at Hunter and who has been in the work of the instrumental or vocal programs at the school.

ALAN J. POMERANTZ GIFT FOR EXCELLENCE IN CONSTITUTIONAL STUDIES

Awarded annually to a student from the graduating class of Hunter College High School who has demonstrated interest and proficiency in the study of the United States Constitution.

Appendix B: G.O. Constitution

Hunter College High School General Organization Constitution

We, the students of Hunter College High School, in order to create a student government which will coordinate student activities, work for the benefit of the student body, and further democracy, do establish this constitution for the General Organization.

Article I

Section 1. This Constitution supersedes any previous constitution or other such set of regulations.

Article II

Section 1. Every student of Hunter College High School is a member of the General Organization.

Section 2. There shall be no collection of dues for membership and any monies collected or solicited may not affect a student's membership.

Article III

Section 1. The Executive Board of the General Organization shall be in charge of the day-to-day activities of the G.O. and shall coordinate all activities of the G.O.

A. The Executive Board shall be made up of the six G.O. student officers: the President, the Administrative Vice-President, the Activities Vice-President, the Treasurer, the Publicity Secretary, and the Recording Secretary.

1. The duties of the President shall be to:

- a) preside at all meetings of the Student Senate and Assembly, the Finance Committee, the Charter Committee, as well as meetings of the Executive Board;
- b) act as spokesperson of the G.O.;
- c) set the agenda for all meetings, in consultation with the other G.O. officers;
- d) receive reports on G.O., activities from both the Administrative Vice-President and the Activities Vice President;
- e) vote in the Senate, Assembly, Finance Committee, or Charter Committee, only in accordance with Parliamentary Procedure;
- f) call special meetings when necessary;
- g) be a member, ex-officio of all other committees.

2. The duties of the Administrative Vice-President shall be to:

- a) coordinate the managerial flow of activities of the Executive Board and the Student Senate;
- b) prepare reports on the progress of G.O. activities for the President;
- c) set the monthly calendars of meetings, in consultation with the President and the Advisor;
- d) counsel the President and other officers in Parliamentary procedure after consultation with a faculty member familiar with Parliamentary procedure;
- e) assume the duties of the President in the case of the President's absence while maintaining the duties of the Administrative Vice-President;
- f) work with the Recording Secretary to see that accurate records are kept;
- g) work with the Treasurer in the planning of all events so that financial matters are handled properly;
- h) be a member, ex-officio, of all other committees.

3. The duties of the Activities Vice-President shall be to:

- a) be responsible for planning all G.O. activities;
- b) prepare reports on the progress of all G.O. activities for the President;
- c) be responsible for all G.O. concessions and services;
- d) set the projects calendar at the beginning of each year along with the President and Advisor;
- e) work with the Publicity Secretary to see that all G.O. events are properly publicized;
- f) work with the Treasurer in the planning of all events so that financial matters are handled properly;
- g) be a member, ex-officio, of all committees.

4. The duties of the Treasurer shall be to:

- a) be responsible for the receiving and collecting of all monies specified by the Senate, Assembly, or Finance Committee, and to record all such funds under the supervision of a Faculty Advisor;

- b) turn over all monies received by the G.O. account through the Bursar of the Hunter College Campus Schools in a manner acceptable to both;
 - c) provide a detailed financial account of all G.O. events;
 - d) provide a full financial statement of the G.O. account at the beginning and end of each school year, or when requested to do so
 - e) be involved in the planning of all G.O. events so that financial matters are handled properly;
 - f) be a member, ex-officio, of all committees.
5. The duties of the Publicity Secretary shall be to:
- a) make daily announcements over the Public Address system in a manner determined by the Executive Board;
 - b) be responsible for keeping the Student Senate, Finance Committee and Charter Committee and any other posted committee agenda and date notices up to date.
 - c) send copies of the minutes of all Student Senate, Assembly, and committee meetings to the Principal, the G.O. Advisor, and other G.O. officers;
 - d) make copies of the minutes of all Student Senate, Assembly, and committee meetings available to anyone;
 - e) be responsible for the maintenance of all G.O. bulletin boards and the bulletin board policy;
 - f) be responsible for the maintenance of the club folders and folder policy;
 - g) work with the Activities Vice-President to see that all G.O. events are publicized properly;
 - h) be a member, ex-officio, of all other committees.
6. The duties of the Recording Secretary shall be to:
- a) take attendance at all meetings of the Student Senate Assembly, and any other committee;
 - b) take accurate minutes at all meetings of the Student Senate, Assembly, and any other committee meetings;
 - c) keep on file records of attendance and minutes of all Student Senate, Assembly, and any other committee meetings,
 - d) be responsible for obtaining and making available a list of all officers and G.O. representatives of all terms and clubs, and a schedule of their meetings;
 - e) in consultation with the Administrative Vice-President, publish schedules of all Student Senate, Assembly and committee meetings;
 - f) work with the Administrative Vice-President to coordinate the managerial flow of the Executive Board and the Student Senate;
 - g) to be a member, ex-officio, of all other committees.

Section 2. The elected legislative body of the G.O. shall be the student senate,

A. The Members of the Student Senate shall be:

- 1. All members of the Executive Board;
- 2. Four Senators from each grade;
 - a) two of the Senators shall be term officers;
 - b) two of the Senators shall be elected Senators;

B. The Student Senate shall:

1. Hear and record reports and recommendations from the Executive Board;
2. Hear and record all Committee reports;
3. Have the power to override any committee action by a 2/3 vote;
4. Have the power to create new committees as the need arises;
5. Have the power to override any Assembly action by a 3/4 vote;
6. When it deems necessary, be empowered to delay voting on any matter before the Assembly before the next meeting of the Senate, by a 2/3 vote;
7. Approve all appointments to standing committees by a 2/3 vote.

Section 3. The Student Assembly shall be the constituent legislative body of the G.O.

A. The members of the Student Assembly shall be:

1. All members of the Student Senate;
2. Representatives from each club;
3. Representatives from each official class;
4. Any student present at any Assembly meeting;

B. The Student Assembly shall:

1. Discuss student opinion on any matter on the Assembly floor;
2. Vote on any matter before the Assembly;
3. Elect all members of the standing committees from the entire student body.

Section 4. The standing Committees of the Student Senate shall be:

A. The Finance Committee.

1. Its members shall be:
 - a) all members of the Executive Board;
 - b) the Principal of Hunter College High School;
 - c) the Assistant Principal of the High School;
 - d) the Bursar of the Hunter College Campus Schools;
 - e) the faculty advisor of the G.O.;
 - f) three student representatives from grades 7–9;
 - g) three student representatives from grades 10–12;

2. The Finance Committee shall:
 - a) consider and recommend action to the student senate on all requests for money from the G.O. account;
 - b) consider and recommend action to the Student Senate on all requests for activities dealing with money or fund raising;
 - c) recommend policy for adoption by the Student Senate dealing with fund raising and financial matters;

B. The Charter Committee.

1. The members of the Charter Committee shall be:
 - a) all members of the Executive Board;
 - b) the Faculty Advisor to the G.O.;
 - c) the Principal of the High School;
 - d) 1 student representative from grades 7–9,
 - e) 1 student representative from grades 7–12;
2. The Charter Committee shall:
 - a) consider and act on all proposals for the establishment of a club;
 - b) consider and act on all proposals for the amendment of existing club charters;
 - c) consider and act on all proposals for the suspension of club charters;
 - d) consider and act on all proposals for the renewal of club charters;

C. The Athletic Association Committee.

1. The members of the Athletic Association shall be:
 - a) a president who coordinates all activities of the A.A. committee;
 - b) a vice-president who aides the chair and acts as a chair in the chair's absence;
 - c) a treasurer who handles the A.A. Committee's financial affairs;
 - d) two publicity secretaries, who are in charge of publicity for the A.A. committee;
 - e) a regular secretary in charge of the minutes and record keeping of the A.A. committee;
 - f) an A.A. Committee Faculty Advisor;
2. The Athletic Association Committee shall:
 - a) Organize and coordinate athletic events for the student body under the auspices of the G.O., specifically:
 - i. the annual Sports Banquet;
 - ii. athletic events at lunch for all interested students;
 - iii. the athletic portion of Field Day, if any.
 - b) post schedules and results of all athletic contests on at least each grade bulletin board;
 - c) prepare reports on the A.A. committee for the Student Senate.

D. The Services Committee.

1. The members of the Services Committee shall be appointed by the G.O. President in consultation with the other officers of the Executive Board.
2. The Services Committee shall coordinate and manage G.O. services including, but not restricted to:
 - a) newspaper and magazine subscriptions;

- b) assignments of bulletin boards;
- c) upkeep of bulletin boards;
- d) maintenance of the cleanliness of the school;
- e) assistance of the Service Coordinator with the school service requirement;

3. The Services Committee shall meet when necessary.

E. The Appeals Committee.

1. The members of the Appeals Committee shall be:
 - a) four students appointed by the Principal upon recommendation from the Faculty and interviews with the candidates;
 - b) one Faculty member.
2. The members of the Appeals Committee shall serve through their stay at Hunter College High School.
3. The Appeals Committee shall review Executive Board, Student Senate, Assembly, and committee actions and/or decisions when requested to do so, and shall issue recommendations to the Executive Board after thorough investigation.
4. The Appeals Committee shall meet when necessary.

F. The Publicity Committee shall be an ad-hoc committee of those students interested in helping the Publicity Secretary for G.O. activities and events.

G. The Activities and Events Committee shall be an ad-hoc committee of those students interested in helping the Activities Vice-President with various G.O. events.

Article IV

Section 1. Each term's government serves its constituency under the auspices of the G.O., which serves the student body as a whole.

A. Each term shall have a government organized as follows or an alternative that is approved by the senate.

B. Each term shall have four officers: a President, Vice-President, Treasurer, and Secretary who run the term government with the term advisor.

1. The President shall:
 - a) chair all meetings of the officers or the term council;
 - b) coordinate all term activities;
 - c) work for the best interests of the term.
2. The Vice-President shall:
 - a) assume the responsibilities of the President during the President's absence;
 - b) act as one of the four term Senators, assuming the duties and responsibilities of a Senator.
3. The Treasurer shall:

- a) handle all money and financial matters;
 - b) present a full financial account of each event and the term account at the beginning and end of each year and when requested;
 - c) act as a Senator in the absence of one of the term Senators; succession determined by the President.
4. The Secretary shall:
- a) take minutes of all meetings;
 - b) keep files of all records;
 - c) send copies of all minutes to the term advisor and the G.O. President;
 - d) act as a Senator in the absence of one of the term senators; succession determined by the President.
5. Elections shall be held at the end of each school year. The officers shall serve from year to year except the Senior officers, who shall serve until Graduation. Election procedure shall be determined by the term advisors in consultation with the term officers.
- C. Each term shall have four Senators who serve in the Student Senate. Two of the Senators are the President and Vice-President of the term and the other two are elected as Senators.
1. The duties of the Term Senators shall be to:
- a) attend all Student Senate meetings;
 - b) reports back to the Term Council or otherwise disseminate information to the grade about Student Senate activities;
 - c) work for the best interests of the grade and the school;
 - d) act as a liaison between the G.O. and his/her grade.
- D. Each term shall have a Term Council which shall meet regularly to plan term events and discuss concerns.
1. The Term Council shall be made up of one elected representative from each official class, who is not necessarily the official class President the term officers, the two senators, and any other concerned student — all of whom are voting members.
2. The Term Council shall be presided over by the President of the term, who votes when the Council is tied.
3. The Term Council shall hear report from the Senators about Senate meetings, and shall pass this information to their official classes.

The official class Representatives shall also make suggestions from the official classes to Senators to take to the Senate.

Article V

Section 1. Amendments to this Constitution must be typed and submitted to the Senate. The procedure for ratification is:

- A. Amendments must be approved by the Senate by a simple majority;
- B. Proposed amendments must be approved by the Administration and presented to the Faculty;

- C. The Faculty must approve the proposed amendment by a majority vote or a majority petition;
- D. If the Faculty does not approve the amendment:
 - 1. It shall be returned to the Senate for reconsideration,
 - 2. It will then be presented to the Faculty again,
 - 3. If the faculty still disapproves, the Senate may override their veto by a 2/3 vote;
- E. Once approved by the Faculty or their veto has been overridden, the proposed amendment shall go to the student body for approval by majority vote or petition.

Section 2. The G.O. shall adopt a set of By-Laws to this Constitution.

- A. The purpose of these By-Laws shall be to create standard procedures and policies that are in keeping with this Constitution.
- B. Amendments to the By-Laws must be typed and submitted to the Senate. The procedure for ratification is:
 - 1. Amendments must be approved by the Senate by a simple majority.

Appendix C: G.O. Constitutional Amendments

Amendment 1:

Monetary Appropriations Committee
 Amended: Article III. Section 4 h.
 Proposed by: Simeon Wallis and Paul Welfer (author)
 Approved by Senate: June 3, 1992
 Vote: 18 Yay, 0 Nay, 4 Abstains

Section 1. "MAC" refers to the Monetary Appropriations Committee

Section 2. The members of MAC shall be:

- A) all the members of the Executive Board of the General Organization;
- B) one appointee of the President of the General Organization;
- C) the president of the Athletic Association Committee;
- D) six appointed grade representatives, such that
 - 1) Grades seven through twelve are represented and
 - 2) No two representatives shall represent the same grade;
- E) the faculty advisor of the General Organization;

F) the principal, or chosen designee, ex-officio.

Section 3. The President of the General Organization, the Treasurer of the General Organization, and the Presidential Appointee shall make up the board of directors of MAC. The board of directors shall direct MAC.

Section 4. The President of the General Organization shall be Chairperson of, and therefore, shall lead, MAC.

A) The Chairperson may permit non-voting volunteers to assist MAC in its activity.

B) The Chairperson shall assign the responsibility of records keeping to a member of MAC other than the faculty advisor of the General Organization.

C) If the Chairperson is unable to preside, the Treasurer of the General Organization shall lead MAC until such time as the President is able to preside.

Section 5. The members other than the Chairperson shall advise the Chairperson, and consider and appropriately vote on all MAC proposals.

Section 6. All decisions of MAC shall be passed by majority approval of the voting membership of MAC, whereby the unanimous approval of the members of the Board of Directors shall have been obtained.

A) Any members of the Board of Directors may veto a decision until the topic of current discussion has been changed.

B) A veto of a member of the Board of Directors may be overridden by a 2/3 majority of the voting members of MAC.

Section 7. MAC meetings shall take place when necessary at the times and places that are convenient for the said meetings to take place. The chairperson shall announce meetings.

Section 8. Except where otherwise stated, MAC meetings shall follow informal procedure until such time as the Board of Directors approves a formalized rules of procedure.

Section 9. MAC shall:

A) consider and recommend action to the Student Senate, and the Executive Board of the General Organization on advisable economic activities for the General Organization;

B) negotiate and approve the obtainment of funds for the General Organization.

Appendix D: G.O. By-Laws

We, the Senators of the Hunter College High School General Organization, in order to create standard operation procedures and policies in keeping with the Constitution of the General Organization of Hunter College High School, do hereby establish this set of By-Laws for the General Organization.

Article 1

Section 1. The members of all elected bodies of the G.O. must meet the following qualifications. In addition, all bodies must follow the standard procedures described herein.

A. Regulations for G.O. Officers

1. All candidates for G.O. office must meet the following requirements:
 - a) the candidate must have attended at least 40% of all GO meetings held that year;
 - b) the candidate must be in grades 9–11;
 - c) Terms for each office shall be from the beginning of each academic year to the end.
2. If an officer is unable to hold his or her term, a special election shall be held as soon as possible.
3. The elections for G.O. officers shall be planned each year by an election committee appointed by the President and the Advisor. The election committee shall:
 - a) plan an election that is ethical, honest and fair;
 - b) publish a plan for the election procedure, including but not restricted to:
 - i. nominating procedure,
 - ii. campaigning,
 - iii. speeches,
 - iv. voting,
 - v. counting;
 - c) recruiting volunteers for the facilitation of the elections.
4. The only procedure for impeachment of an Executive Board Member shall be:
 - a) a motion of "No Confidence" can be made by any member of the Student Assembly;
 - b) the Student Senate must then consider the motion after proper hearings and deliberation;
 - c) if the motion passes by 2/3 vote, the motion is sent to the Executive Board, excluding the member in question;
 - d) if the Executive Board is unanimous, the officer shall be considered impeached for the rest of the term of office;
 - e) a special election shall be held as soon as possible to fill the vacant office.

B. There shall be a G.O. Advisor, who is a faculty member at Hunter College High School, chosen by the Principal and the G.O. officers. The Advisor shall:

1. Be present or have a designee be present at all meetings of the Student Senate, Assembly and committees;
2. Be a liaison between the faculty and the G.O.;
3. Be involved in all G.O. activities, so that proper supervision is given.

C. Procedures for Executive Board meetings shall be:

1. Informal without Parliamentary Procedure;
2. Scheduled not less than once a week;

3. Presided by the G.O. President who shall also set the agenda with a slot for new business.

D. The procedures for all Student Senate meetings shall be:

1. Parliamentary procedure as outlined by the latest edition of *Robert's Rules of Order*;
2. The Executive Board shall set the agenda, which is posted by the Publicity Secretary;
3. The Student Senate shall meet regularly at the discretion of the Executive Board;
4. The G.O. President shall preside at all meetings;
5. At Student Senate meetings, any person recognized by the chair may speak

Section 2. Standing Committees will conform to the following procedures.

A. The procedures of all Financial Committee meetings shall be:

1. Parliamentary procedure as outlined by the latest edition of *Robert's Rules of Order*;
2. The G.O. President shall preside at all meetings.
3. All Finance Committee requests or proposal shall be filed with the Recording Secretary and shall contain:
 - a) the purpose of the request;
 - b) alternatives to all dates proposed;
 - c) the advisor's signature;
4. All motions must be passed by a simple majority, except for fundraising requests, which may also be passed by majority petition;
5. Proposals shall not be discussed unless a representative from the organization is present and the Faculty Advisor is present (may be waived by the G.O. President).
6. Regular meetings shall be held at the discretion of the Executive Board.

B. The procedure for the Charter Committee meetings shall be:

1. Parliamentary procedure as outlined by the latest edition of *Robert's Rules of Order*;
2. The G.O. President shall preside at all meetings.
3. Any request or proposal shall be filed with the Recording Secretary prior to the meeting;
4. A club charter must contain:
 - a) a statement of the club's purpose, that is not illegal or in contradiction with the established activities of the school,
 - b) the signatures of at least fifteen members,
 - c) a faculty advisor's signature,
 - d) a regular meeting day (if necessary), not on the day that the Senate meets, and a room in which to

meet;

- 1) the only way a student can be excluded from a club is if the student is deemed to be disruptive to the general function of the club by a faculty advisor, or by a 3/4 vote of the membership of the club with faculty approval.
- 2) any exclusion may last only for the remainder of the school year
- 3) any exclusions must be reviewed by the Senate, which can overturn a decision by a 2/3 vote, which is the final decision.

5. A Renewal Form must contain:

- a) the club name,
- b) signatures of at least fifteen members and a faculty advisor,
- c) any changes in meeting days or rooms,
- d) names, official classes, and phone numbers, if elected yet,
- e) if officers are not elected yet, this information must be submitted when they are.

6. Proposals shall not be discussed unless a representative from the organization is present (may be waived by the G.O. President);

7. Regular meetings shall be held at the discretion of the Executive Board;

8. All motions must be passed by a simple majority except for motions to amend or suspend club charters already passed, which must have a 2/3 vote. In the calculating of 2/3, minor fractions do not count.

C. The procedures of the Athletic Association meetings shall be:

1. Informal, without parliamentary procedure,
2. Regular meetings shall be held at the discretion of the officers.

Quick Reference Telephone Directory

Main HCHS Office	(212) 860-1267
Director	(212) 860-1292
Principal	(212) 860-1406
Assistant Principal Grades 7-9	(212) 860-1267
Assistant Principal Grades 10-12	(212) 860-1267
Admissions	(212) 860-1261
Art	(212) 860-1274
Counseling Services	(212) 860-1268
English/Communication & Theater	(212) 860-1277
Foreign Language	(646) 963-6269
Health & Physical Education	(646) 963-6278
Mathematics	(212) 860-1281
Science	(212) 860-1279
Social Studies	(212) 860-1280
Nurse	(212) 860-1298
Public Safety	(212) 860-1264
Hunter Scholars Program & External Programs	(212) 860-1252
Library	(212) 860-1263