Administrative Officers

Acting Director
Lisa Siegmann

Principal
Dr. Tony Fisher

Acting Assistant Principal for Grades 7 – 9
Dr. John Loonam

Acting Assistant Principal for Grades 10 - 12
Sarah Heard

Arts Chairperson
Julie Reifer

Counseling Services Chairperson
Colleen Hennessy

English/Communication & Theatre Chairperson
Lois Refkin

Foreign Language Chairperson
Claire Mazzola

Health & Physical Education Chairperson
Robert Gaudenzi

Mathematics Chairperson
Lyubomir Detchkov

Science Chairperson
Dr. Philip Jeffery

Social Studies Chairperson
Satinder Jawanda

504 Coordinator
Lynda Rovine

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Introduction

Dear Hunter College High School Students and Families,

I am pleased to present The Umbrella, the handbook for Hunter College High School, which provides an overview of the school’s culture, academics, and extracurricular activities, as well as statements of official policy. It is meant to be both an introduction and a guide throughout the year as specific questions arise for you regarding policies and procedures. Please read The Umbrella carefully. It is available for you on our school website, http://www.hunterschools.org, along with a great deal of additional information about the school. We see our school website as the information hub of the school; we urge you to become familiar with it and visit it frequently.

Sections I-VII of The Umbrella outline school and administrative policies. Section VIII is a letter from the G.O. President. The G. O. (“General Organization”) is the school’s student government; this letter is an introduction to some of the ways the G. O. serves the student body. More information about the life of the school, local restaurants, the many student clubs at Hunter and more, can be found on the G. O. page of our school website. Finally, Section IX is written by the P.T.A. to describe the work of the organization and how to become involved.

I am looking forward to the wonderful and exciting year ahead!

My best wishes,

Dr. Tony Fisher
Principal
I. The School

Hunter College Campus Schools Mission Statement

The Hunter College Campus Schools are made up of Hunter College Elementary School (K-6) and Hunter College High School (7-12). We are publicly funded, selective admission schools for intellectually talented and gifted students. We aim to be a model for gifted education.

Our schools strive to reflect the city they serve by admitting and educating a population of students who are culturally, socio-economically, and ethnically diverse. We seek to serve as a model for combining excellence and equity, serving as a catalyst for change in New York City and the nation.

We serve students who demonstrate advanced cognitive ability, and we assist in the development of creative, intellectually curious, and original thinkers who are passionate about learning. We prepare our students to be life-long learners and leaders. Our schools use the principles of gifted education, including depth, complexity, challenge, enrichment, and acceleration of the curriculum, to meet the needs of intellectually advanced students. Our schools support an experienced faculty who aim to stay current in their fields and who employ developmentally appropriate pedagogy with their students.

As a community, we are committed to the social and emotional well-being of all our students. We seek to develop the individual potential of each student in a collaborative atmosphere that values intellectual freedom and inspiration. We value families as partners in this work, and as partners in creating the schools’ unique environment. As a community we foster respect for and appreciation of individual and cultural differences; emphasize social responsibility and leadership, community service and good citizenship; and value civility and ethical behavior.

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

The Hunter College Campus Schools (comprised of the elementary and high schools) are part of Hunter College: City University of New York (CUNY). 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.

The Campus Schools’ public funding comes from multiple sources: the City of New York, the State of New York, CUNY, and the City Council. These entities provide the Campus Schools with basic monies for both payroll (salaries of teachers, administration and staff) and OTPS (Other Than Personnel Services), or non-payroll expenses.

In addition to the above funding sources, there are a few sources of private funding for the campus schools which provide support, enrichment and the best education possible for gifted students. The PTAs and Alumni at both schools actively fundraise and contribute to a wide range of enrichment programs, grants and supplies. In 2006, the Hunter College Foundation created two endowment funds to support the Elementary and High Schools on an ongoing basis. A major fundraising effort, called the “Our Foundation, Our Legacy Campaign” was launched to provide $5 million in endowment funding. This campaign has had a significant impact on Hunter and will continue to do so into the future.

Anyone interested in finding out more, or how to help, may contact the 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
Then sing farewell loud and clear
Then sing farewell loud and clear
Sing Hunter.

Words and music by Charlotte Hochman
II. School Rules and Policies

Introduction

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. This section is broken into three parts: “School Life,” “Student Conduct” and “Student Rights.”

School Life

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 half-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. A student must submit a parental note to the High School Office, Rm. 240, or parents must notify the Office by phone or email, for early dismissal.
2. If a student brings a note, a parent may be called to verify information.

Building Entry and Exit
1. Entry is available only through the main entrance on 94th Street and the courtyard entrance on 95th Street.
2. For security reasons, students must allow doors to close when exiting. 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 six components which, taken together, constitute the school’s strategy for reaching the two objectives defined above. These six 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 system of 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.
6. Parent/guardian(s) can view recent student attendance along with an attendance summary by logging onto the school’s website.

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 be so designated and 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 parent/guardian(s)—must be notified that they are at risk. A parent/guardian 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 in 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 their 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 halfway point of the class period.
2. The student may not be failed for fewer absences than specified in the school-wide 25% Rule.
3. For each 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 of 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 only)
5. School-approved activities
6. School-sponsored activities
7. Pre-approved parental decision

Reasons one through three require documentation by the parent or guardian to the main office, electronically or on paper, by the end of the day on which the child returns to school. Reason seven
requires documentation by the parent or guardian to the main office, electronically or on paper, in advance of the absence for it to be considered excused. If documentation is received after the date of the absence, the absence will be considered unexcused. An absence form can be found on the school’s website. In the case of an illness of 5 days or more, the documentation the child submits to the main office must be a note from a physician clearly stating the day(s) to be excused. Absence for reasons four and five above require an Excused Absence Form complete with teachers’ signatures in advance. Seniors only 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. Please note that absences to take standardized tests or other assessments at other institutions may not automatically be excused.

The school will not honor requests for excused absences for vacations, family trips, or to lengthen weekends or other holiday breaks. In cases of unexcused absences which are parentally decided, academic penalties applied by departments for unexcused absences may 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 the school’s student information system.
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 lateness’s 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 the 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**

  Older students are 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 their 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 Fall term, one in Spring  
  Grades 11-12: two in Fall term, two in Spring

  **Notifying the School**

  Written documentation (not phone calls or voice messages) are the primary method parent/guardian(s) should use to communicate with the school about a child’s absence. Upon returning to school after an absence, the family should submit the parent’s note to the attendance office (240) or the attendance email account (hccs-attendance@hccs.hunter.cuny.edu). The absence note must include the student’s full name.
and Student ID number, the dates of the absence, and the reason for the absence. Absence forms and sample absence notes are available at the attendance office and online. Attendance documentation is due within a week of the student’s return to school and should be submitted to the attendance office prior to the absence whenever possible. 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. Please note that attendance records are closed at the end of every marking quarter.

Recording Absences and Attendance Codes in the School’s Computer System

Each teacher is responsible for entering absence information directly into the school’s student information system, 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 parent/guardian(s) or instructions from the appropriate assistant principal. Teachers must complete all period 1-3 attendance by 10:45 AM. Teachers should complete all entries each day by four o’clock in the afternoon, so that parent/guardian(s) 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 student information system 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. Advisers and faculty are responsible for verifying a student’s participation/absence in the activity. 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)
- APX-Excused, Parental Decision (not exempt)
- APD-Unexcused, Parental Decision (not exempt)
- EXT-Excused tardy (exempt)
- TDY-Tardy (two tardies are counted as one not-exempt, unexcused absence)

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
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. Teachers use the school’s student information system 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 their 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.

Bias & Dispute Mediation Panel

The Bias and Dispute Mediation Panel is designed to address issues of bias and to confidentially mediate conflicts in the Hunter community. The panel may handle disputes between students or between a member of the faculty/administration and one or more students. The panel is a resource for bias education and conflict resolution, not a punitive body. Conflicts that are mediated need not pertain to issues of bias.

Any member of the Hunter community may bring a conflict before the panel by filling out an online form (available under “Groups” on the school website), emailing hsbiasmd@hunter.cuny.edu, or approaching any panel member directly. Once an issue is brought to the panel, the person submitting it is contacted by a member of the panel within 24 hours. At this initial meeting, the issue and options on how to proceed will be discussed confidentially with only one or two members of the panel.
All meetings are completely confidential, no written records are kept, and the process need not, unless the student(s) chooses, go any further. The panel may offer suggestions and assistance in contacting the other party informally or other strategies for managing the conflict.

If a student chooses to go through with the mediation, the panel will invite the other party or parties to a meeting within 48 hours. The other party will not know who brought the mediation, and it will only proceed if both parties agree. Those who were present at the initial meeting will not mediate and the mediators are told nothing about the conflict before the mediation so as to ensure neutrality.

For a conflict between students, two student panel members mediate with a faculty observer. For a faculty-student conflict, one faculty panel member and one student panel member will mediate.

The Bias Panel is composed of three adult faculty members and six student members. The adult members are elected by the faculty for terms of three years, with one serving as chair. Student members are chosen each year by the panel based on recommendations from the faculty, written applications and interviews. Student members are appointed to serve for one year, but appointments may be renewed each year for up to three years. The student members are composed of sophomores, juniors, and seniors.

Dance Policy

This policy applies to dances both on and off campus.
1. Possession, use, or transmission of alcohol or any other illegal substance, or vaping materials or equipment, 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 parent/guardian(s) 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 parent/guardian(s) to pick up the student. An administrative meeting will be held to determine disciplinary consequences and guidance intervention (see “Alcohol, Vaping and Use of Illegal Drugs Policy” in Section II).
Extracurricular Activities

For most students, a fundamental part of the HCHS experience is the multitude of opportunities to participate in clubs or co-curricular activities. Established organizations have a “club table” at the GO Open House held during the activities and lunch periods on Fall Open House day. It’s a great way to see the variety of student activities. More information about long-standing chartered organizations is available in the Student Life section online at www.hunterschools.org, but if you don’t see an organization that fits your interest, HCHS has a long tradition of encouraging students to start new clubs. All clubs are chartered by the General Organization each year; funding, if necessary, may eventually come from the PTA Grant Application process. The first chartering deadline is early in the fall; for more information, please contact the GO’s Administrative VP.

To join a club, show up at a meeting! Or contact the student leaders or faculty advisor listed on the GO Roster. You may see meeting times & locations on the materials available at the Open House or on posters around the term hallways. HCHS extracurricular activities include organizations where students:

- Express themselves creatively
- Pursue charitable goals and contribute to the welfare of others
- Organize to express views in a fair and respectful environment befitting an academic institution
- Improve the school community and the community beyond the school
- Pursue academic and athletic interests and develop skills introduced in class
- Reflect on identity and heritage and share culture with the larger school community
- Meet new friends and have fun with peers sharing similar interests

Hunter College High School supports this wide-ranging set of extra-curricular activities because it strengthens our mission and gives our students additional opportunities to learn how to work collaboratively, to develop leadership skills while governing responsibly and to develop new friendships, often across grade levels under the auspices of a shared interest or common goal.

Faculty advisors are integral to this process. To be chartered, a club must have an advisor, whose specific responsibilities may vary due to the nature of the club, but who is committed to the organization and supports the club’s stated purposes. Faculty advisors are responsible for the safety of participating students at on-site events, for all contractual and financial club obligations and for assuring that school policies and rules are enforced at all club activities. They serve as intermediaries with the greater school community (including administrators and facility planners) and as sounding boards for student proposals and consultants towards achieving club goals. Advisors must review and sign all official club documents before distribution. In the case of publication, they are the executive editors. Advisors have the final “say” on all decisions. HCHS encourages the students to respect the nature and scope of the advisor’s contribution.

To participate in a school extracurricular activity, a student must be present in all classes the day of the activity.

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.

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.

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 3:15 p.m., except during Elementary School arrival, recess and dismissal. HCES Hawk’s Nest activities use the courtyard exclusively Tuesdays, Wednesdays, & Thursdays from 3:15-4:30 p.m., during which time HCHS students are permitted on the steps of the arches and in the raised seating area facing 94th street during this time. Students who play in the courtyard after 3:15 p.m. do so at their own risk and must follow the directions of Hawk’s Nest instructors and members of Public Safety. 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 parent/guardian(s) 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, roller skates/BLADES/scooters, skateboards. Basketballs, Nerf brand equipment and volleyballs are permitted.

The extracurricular use of roller skates/BLADES/scooters 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.

Students are expected to follow the instructions of security personnel and other school personnel at all times. Possession 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:
- To not eat or drink in the hallways, with the exception of water (plastic bottles). Students may eat in the Cafeteria, the G.O. Foyer outside the Auditorium, or outdoors if weather permits.
- To maintain the cleanliness of the hallways at all times.
- To maintain an appropriate level of discussion in the hallways (refrain from loud conversations)
- To maintain a right of access through the hallways (no items that may impede travel)
- To not play any radios or instruments in the hallways, school building, or courtyard
- 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 HCHS ID cards 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 admission of guilt. Failure to identify oneself will result in a meeting with the Assistant Principal and disciplinary actions (see Section III). Students are also given a Hunter College ID card for use at the 68th street campus. For security purposes, attendance at any class (High School level or Hunter College level) at the 68th Street Campus requires the College ID; failure to produce this ID when asked may result in disciplinary action.

If an ID card is lost or damaged, students may receive a replacement ID in the Computer Lab (Room 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 property taken from the lockers or left unattended. 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 HCHS 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 permanent decorations may be placed on the outside of lockers; the School may remove any temporary decorations on the outside of lockers for any reason. The insides of lockers 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 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.

Photographing, Recording and Posting Policy (HCCS)

Overview on Photographing, Recording and Posting on Social Media of Individuals, Classes, School Meetings and Events

The Hunter College Campus Schools expect all members of the community to respect the privacy of our students, teachers, staff members and administrators. We are guided by federal and state law, and the ethos of the COPPA (Children’s Online Privacy Protection Act of 1998) regulations to protect our youngest students, especially those under age 13, from having their personal information shared online. To this end, all members of the Campus Schools community shall abide by the principles set forth below with respect to photographing and recording (audio and visual) individual community members, classes, school meetings and school events (on campus and off) and with respect to distributing the resulting photographs and recordings, including over the internet (e.g. social media posting) and by text message. Unauthorized photographing and recording by students and students’ unauthorized distribution of such photographs and recordings may result in disciplinary consequences as described in school handbooks.

Recording Classes
The Campus Schools respect the intellectual privacy of the academic classroom. Therefore, as a general rule, students are to refrain from recording any class or segment of a class. An exception shall be made for students with a Campus School 504 Plan or IESP where recording is a necessary academic accommodation (i.e. because the student has documented auditory processing needs). In addition, upon request, the Campus Schools leadership team has the discretion to permit recording in other limited instances. Even in these other limited instances, whenever possible, students should seek to borrow classmates’ notes in lieu of seeking permission to record. Teachers are expected to alert their classes if a recording is being made. In all
cases, recordings are to be used for academic purposes only. Recordings shall not be posted on social media or otherwise made accessible, including over the internet or by text message.

**Recording School Meetings**
Meetings with faculty and members of the administration shall not be recorded. Parent organizations shall provide, in accordance with each group’s by-laws, minutes of any meetings with faculty and administrators, but shall not record, post or otherwise distribute images or recordings of any such meetings.

**Photographing and Recording School Events, Including Student Performances**
We recognize the enthusiasm students, parents and employees may have to share online the accomplishments of our community. However, we hold the following community standards to be representative of our interest in protecting the privacy of individual members:
In photographing or recording a school event, the focus should be on oneself, or one’s child. In posting photos or recordings on line or otherwise distributing them, students and their families should take precautions to ensure that:
- Images posted do not indicate the school name
- Images posted do not indicate names of the child/children
- Images of faculty and staff are not shared online.

The Campus Schools leadership team reserves the right to request students and families to remove images and recordings of school events posted online if the precautions indicated above are not observed. Whenever possible, the organizer of the performance or event will indicate if an authorized recording will be available to families.
Student events, for purposes of this policy, include and are not limited to:
- Assemblies
- School Plays and Concerts
- School Supported Clubs and Organizations (Cultural Club Performances, Athletics)
- Off Campus, School-Sponsored Activities

Special note to PTA Class Photographers: Community members who are designated as PTA Class Photographers will only make images accessible on password-protected sites as directed by the PTA and will not otherwise share or distribute them.

**Photographing and Recording by Students of Other Students or Faculty and Staff**
The Campus Schools leadership team recognizes that students often photograph and record one another in a casual or candid context, such as in the hallway or in the courtyard, or as part of an off campus activity, school-sponsored or otherwise. When photographing or recording for personal use, students shall seek the consent of their student subjects before posting on line or distributing over the internet or otherwise (including by text message). Failure to obtain consent may result in disciplinary consequences. As in the case of school events, images of faculty and staff are not to be shared online and doing so may also result in disciplinary consequences.

**Posters**

Students may only place promotional posters for student clubs and organizations in appropriate spaces in hallways and on bulletin boards. Such posters must be approved and initialed by the faculty/staff advisor of the organization or by an administrator. Posters which are not properly approved or which are inappropriately placed will be removed.
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 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
- Student editors and advisors, in consultation, will decide what is acceptable for publication.
- Decisions on final copy will be discussed within the stated guidelines stated above.
- 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.
- 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 all aspects of student publications, including: 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. For more details on faculty advisors, see the policies outlined in “Extracurricular Activities” (above).

Office Use Policy for Publications
The three publications of Hunter College High School (Annals, The Observer, and What’s What), agree to the following tenets regarding our offices:
- 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).
- 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.)
• 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.
• Students with the following titles are the only staff members entitled to a key (unless otherwise stipulated by the faculty advisor):
  - Annals: E.I.C. (s), Layout Editors
  - The Observer: E.I.C. (s), Layout Editors
  - What’s What: E.I.C. (s), Layout Editors
• Loss of office privilege is always a possibility.

Technology Policy (HCCS)

Overview
The educational and administrative technology available at HCHS gives students, faculty, administration and staff access to a wide range of online resources, and the ability to expand communication opportunities and to develop essential technology skills. Our technological resources support teaching and learning, and encourage sharing of knowledge. With the privilege of accessing this technology comes the expectation that users will act responsibly and respectfully in accordance with established expectations of the HCCS community (as part of Hunter College/CUNY) as well as abiding by local, state, and federal laws.

Technology resources (defined as hardware, software, bandwidth, and support) are available to serve the academic programs of Hunter College Campus Schools and the educational development of our students.

Our school benefits from having an integrated learning management system (LMS), (currently hunterschools.org) that is used to post assignments, important deadlines and class resources, as well as to communicate with members of the community. In addition, the LMS integrates with several other educational technology-based services (Naviance, Google Apps for Education, and multiple library searchable databases). HCCS is not responsible for content or protocols on these sites, but makes best efforts to ensure that these sites are appropriate for use by students in grades 7-12.

HCCS 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. HCHS does not attempt to restrict access to content; we expect all users to be responsible and respectful, and to follow school technology use policies.

All high school students receive school-issued email accounts that are to be used for all school communications between teachers, counselors, administrators and fellow students for all official school business. Students are expected to check their official email accounts on a frequent and consistent basis in order to stay current with all school communications. Student email accounts will be administered via the school’s website login authentication procedure. Students are solely responsible for backing-up important documents in this account, and upon graduation or discharge from the school; students are responsible for transferring any content before the school terminates the account.

The school-issued email account may not be used for any private business or enterprise. Specifically, a student who tutors (individually or for a company) is prohibited from using the hunterschools.org email, or from formally indicating affiliation with the Hunter College Campus Schools, as part of any private tutoring endeavors.

All electronic communication (including emails) is subject to review by the HCCS systems administrator. The HCCS ICIT and Administration reserve the right to restrict use of technology.

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General Expectations of Acceptable Use of Technology
1. Address others with respect in all online communications:
   - Use appropriate language. Communicate only in ways that are kind, respectful and professional.
   - Always obtain permission before posting or transmitting pictures or recordings of others.
   - Be aware that information shared digitally or online may be stored in archives and may be replicated. Do not post anything you would be unhappy to see on a bulletin board in the hallway or shared with family members or teachers.
   - The posting or transmitting of offensive, words, images, or videos is strictly prohibited.
   - The posting or transmitting of false, harmful, or defamatory information is strictly prohibited.

2. Observe principles of academic integrity:
   - Cite sources appropriately. When in doubt, assume that all digital material is copyrighted.
   For additional information, see the Academic Integrity Policy in The Umbrella.

3. Respect electronic security and privacy:
   - Use your real identity when using HCCS technology. Never use another user’s account or password.
   - Keep your passwords private. Maintain and safeguard password-protected access to all sites provided by the school, or through your own individual accounts.
   - Log-out of password protected sites and close browsers when finished. Students are responsible for all activity on their accounts.
   - Do not access other people’s files, work or accounts.
   - Practice safe internet identity rules: never share personal information (full name, age, home address, phone number or other personal information.
   - Always tell a teacher and your parent/guardian(s) about online communications that make you uncomfortable.

4. Prioritize the use of technology resources for educational activities:
   - Use network resources, like internet bandwidth, wisely. Intentionally wasting limited and shared resources such as computers and bandwidth for non-academic purposes is not acceptable.
   - Support computer and network security by not interfering with the operation of any computer or network by bypassing restrictions regarding technology use.
   - Respect the time and effort of the ICIT staff to maintain the network and hardware by not loading unauthorized software on school-owned computers.
   - Vandalism of school technology is strictly prohibited; individuals responsible for damage/disruption to equipment or services may be held financially responsible.
   - SmartBoards may only be used under direct supervision of teachers in classrooms. Students may not use this technology for clubs or entertainment.
   - Access only age-appropriate, academically relevant content online.
   - Be responsible for the safety and security of your own equipment and devices. Keep laptops, tablets, phones and other electronic devices locked in your locker when not in use. DO NOT leave them unattended in bags or backpacks.
   - HCCS is not responsible for the security or maintenance of personal laptops/phones/tablets or any other device used on the network.

Computer Lab Policy
1. Due to the limited number of computers, game playing of any sort is not allowed on school computer workstations.
2. Food and drinks are not allowed in the labs.
3. Headphones must be used for sound (no sound should be audible to another person).
4. Excessive / illegal use of the network will not be tolerated, e.g. downloading of large files, violating copyright laws, causing excessive traffic to the network.

**Wireless Network Policy**

Students are expected to secure their devices when they are using wireless network services. Computers must have active antivirus software. The online material that is accessed through the wireless network system should be used for class assignments or for academic research. Due to the limited speed of our internet connectivity, use of the wireless network for game playing or streaming video is strongly discouraged.

**Consequences for Violations**

Any inappropriate use of technology or behavior that does not follow the above guidelines may result in disciplinary action. Students may lose their access to the school’s information resources as well as be subject to standard disciplinary procedures outlined in Section IV of The Umbrella. Additionally, students may be billed if hardware and/or software must be repaired, restored or replaced.

For more information regarding CUNY’s Wireless Policy, see:  
http://www.cuny.edu/about/administration/offices/CIS/security/pnp/CUNY_Wireless_Security.pdf

For more information about the CUNY Privacy Policy http://www.cuny.edu/website/privacy.html

The City University of New York (CUNY) is committed to respecting your privacy. Any personal information you choose to provide us will only be used by CUNY/HC/HCCS to conduct official CUNY/HC/HCCS business. CUNY does not sell, rent, loan, trade or lease personal information collected on its site.

This policy incorporates and supplements the CUNY Computer User Responsibilities found at:  
http://www.cuny.edu/about/administration/offices/CIS/policies/ComputerUsePolicy.pdf

**Student Conduct**

**Academic Integrity Policy**

Hunter College High School is a community based upon mutual respect and trust. A commitment to integrity requires that all members in 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 parent/guardian(s) 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, tests, 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 for grades 8-12, with some flexibility for grade 7:

I. When a teacher has specific evidence of cheating or plagiarism, a grade of 0 will be assigned to the work. The student may be required to redo and/or remediate the assignment.

II. The teacher will inform his/her department chair, the student’s counselor, and the student’s parent/guardian. The teacher and chair will meet with the student. The teacher will submit a summary report of the incident and a copy of the evidence to the department chair, who will submit a copy of the information to the appropriate assistant principal.

III. During the processes outlined here, the student’s counselor will meet with the student to determine any mitigating factors and, if necessary, work with the administration on the student’s behalf.

IV. For all offenses, the Administration’s application of disciplinary consequences will take into consideration the grade level of the student, the specific violation, the evidence supporting the infraction, and any relevant circumstances. Please see the range of consequences listed in Section III of *The Umbrella, “Violation of School Policies and Rules.”* In addition, the assistant principal will take the following steps:

A. For a first offense, the department chair or the assistant principal will send home an email or Academic Progress Report stating that the incident occurred. The assistant principal will record the infraction immediately.

B. For the second offense, the assistant principal, after the teacher or chair has informed the student, will communicate with the student’s parent/guardian(s), and will determine the nature of additional consequences, up to and including suspension. The assistant principal will also prepare a written email or letter indicating consequences, including the student’s obligation to inform future educational institutions of this pattern of infractions. This communication will state steps needed and articulate potential future consequences for a third offense.

C. For a third offense, the assistant principal will review the student’s file, confer with the student’s counselor, and meet with the student and parents/guardians to determine school-wide disciplinary consequences, which may include notification of academic integrity violations to colleges and universities, and may include additional consequences up to and including expulsion from HCHS.

**Alcohol, Vaping, and Use of Illegal Drugs Policy**

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

When a student is found to have possessed, used, or sold alcohol, marijuana, or other illegal narcotic substances, any paraphernalia or equipment associated with the use of these substances, or any vaping materials or equipment 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. Re-admission to Hunter College High School after a violation of the alcohol and illegal drug policy is at the sole discretion of the Hunter College High School administration.

Following the disciplinary review of the incident, if the administration permits the student to remain enrolled at Hunter College High School, the student will be required to participate in a disciplinary action plan as created by the administration with input from the school counselor, the student, his/her family and external therapeutic resources, as appropriate.
The disciplinary action plan 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.

Components of the Disciplinary 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 may be required to 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 may be required to enter a course of counseling appropriate to the findings of the evaluation. The appropriate course of counseling will be mutually determined by the student, parent/guardian(s), 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.

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 options offered through the disciplinary action plan 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.

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 extracurricular 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, vaping, 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.
The actions listed above are designed to educate and change the behavior of the student. HCHS strives to provide 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 which will enable students to discuss more candidly the actual situation. The policy aims to develop an open and trusting climate that encourages adolescents to work cooperatively with adults, parent/guardian(s) and teachers to combat effectively the use of alcohol and illegal drugs.

Completion of the disciplinary action plan, followed by a second violation of the policy on the use of alcohol and illegal narcotic substances will result in immediate expulsion from Hunter College High School.

**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.

**Harmful Language**

In any community but especially an educational community, language in any form can be powerful. Words spoken or written, or images posted electronically or distributed in hard copy, can have great positive impact or can negatively affect individuals and sometimes entire communities. Language and actions which negatively impact the learning environment at Hunter are not permitted. The anti-discrimination policy, outlined elsewhere in *The Umbrella*, makes it clear that one cannot target a student’s race, ethnicity, religion, gender, or sexuality. Language which does so is not permitted. In addition, language and/or actions which serve to socially isolate, label or otherwise demean a student or students can be equally harmful and are similarly not permitted. In particular, use of any form of social media or electronic communication to intimidate, scare, demean, attack or otherwise bully members of our student body is not acceptable. This restriction applies to communication that takes place either within physical walls or within electronic communities.

Some language, without targeting any specific person by name, can still serve to create an unsafe learning environment for specific members of our community. Language and images of this nature, either created or distributed, are prohibited. The Administration and faculty staunchly defend the right of students to hold unpopular beliefs, but it is not permissible for anyone to express their beliefs in a way that endangers the safety or morale of individuals within the community and the school at large.

**Sexual Misconduct Policy and Procedure**

Sexual misconduct is illegal. It is a form of sex discrimination in violation of Title VII of the 1964 Civil Rights Act, Title IX of the Education Amendments Act of 1972 and the official policy of The City University of New York. The City University of New York issued a policy in 1982 which was revised and
reissued in December 2014. The policy prohibits sexual harassment, gender-based harassment and sexual violence against faculty, staff and students.

Policy Statement
Every member of The City University of New York community, including students, employees and visitors, deserves the opportunity to live, learn and work free from sexual harassment, gender-based harassment and sexual violence. Accordingly, CUNY is committed to:
1) Defining conduct that constitutes prohibited sexual harassment, gender-based harassment and sexual violence;
2) Providing clear guidelines for students, employees and visitors on how to report incidents of sexual harassment, gender-based harassment and sexual violence and a commitment that any complaints will be handled respectfully;
3) Promptly responding to and investigating allegations of sexual harassment, gender-based harassment and sexual violence, pursuing disciplinary action when appropriate, referring the incident to local law enforcement when appropriate, and taking action to investigate and address any allegations of retaliation;
4) Providing ongoing assistance and support to students and employees who make allegations of sexual harassment, gender-based harassment and sexual violence;
5) Providing awareness and prevention information on sexual harassment, gender-based harassment and sexual violence, including widely disseminating this policy, and implementing training and educational programs on sexual harassment, gender-based harassment and sexual violence to college constituencies; and
6) Gathering and analyzing information and data that will be reviewed in order to improve safety, reporting, responsiveness and the resolution of incidents.

Prohibited Conduct
A. Sexual Harassment, Gender-Based Harassment and Sexual Violence
This policy prohibits sexual harassment, gender-based harassment and sexual violence against any CUNY student, employee or visitor.

Sexual harassment includes unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic and electronic communications or physical conduct that is sufficiently serious to adversely affect an individual’s participation in employment, education or other CUNY activities.

Gender-based harassment is unwelcome conduct of a nonsexual nature based on an individual’s actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes that is sufficiently serious to adversely affect an individual’s participation in employment, education or other CUNY activities.

Sexual violence is an umbrella term that includes sexual assault, such as rape/attempted rape, criminal sexual act, forcible touching, and sexual abuse. If of a sexual nature, stalking/cyberstalking (hereinafter “stalking”) and dating, domestic and intimate partner violence may also constitute sexual harassment, gender-based harassment or sexual violence.

B. Retaliation
This policy prohibits retaliation against any person who reports sexual harassment, gender-based harassment or sexual violence, assists someone making such a report, or participates in any manner in an investigation or resolution of a sexual harassment, gender-based harassment or sexual violence complaint.
C. Intimate Relationships
This policy also prohibits intimate relationships when they occur between a faculty member or employee and any student.

Sexual harassment can occur between individuals of different sexes or of the same sex.

Sexual harassment 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.

The full CUNY Policy on Sexual Misconduct can be found at the following link:
http://www.cuny.edu/about/administration/offices/la/Policy-on-Sexual-Misconduct-12-1-14-with-links.pdf

Reporting Sexual Misconduct
Any student or other member of Hunter College may report allegations of sexual harassment to John T. Rose, Dean for Diversity and Compliance. The complaint will be promptly investigated and will be handled as confidentially as possible. Retaliation against complainants is specifically prohibited. Students, faculty or staff who are found, following applicable disciplinary proceedings, to have violated the CUNY Policy on Sexual Misconduct are subject to various penalties, including termination of employment and permanent dismissal from the university. Disciplinary decisions regarding Hunter College High School students will be made by the Director of the Campus Schools according to the process outlined in Section IV below.

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. A student found brandishing a weapon will be expelled and police may be notified.

Student Rights

Right to a Safe Educational Environment

Every student at Hunter has a right to a safe educational environment, free from harassment, discrimination or bullying of any kind, by students or adults. Students are encouraged to alert any member of the faculty, staff or administration immediately if they feel that their right to a safe environment, or that of any fellow student, is being restricted or impinged upon in any way.

Following the guidelines established by the City University of New York, HCHS neither seeks to determine nor reports a student’s immigration status.

Section 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 their 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 HCCS 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 disagrees 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 disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive, genitor-urinary; hemic and lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. 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 determination of substantial limitation must be made on a case by case basis with respect to each individual student. The basis for evaluating this criterion is the impact the impairment has on one or more of a student’s major life activities. The condition must present a barrier to the student’s ability to access the same educational opportunities as those afforded a non-disabled student.

3. Major Life Activity
   Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. Major life activities also include the operation of a major bodily function, including but not limited to functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

4. Mitigating Measures
   The determination of whether an impairment substantially limits a major life activity will be made without regard to the ameliorative effects of mitigating measures, such as medication, prosthetics, hearing aids, use
of assistive technology, reasonable accommodations or auxiliary aids and services, or learned behavioral or adaptive neurological modifications. The ameliorative effects of ordinary eyeglasses or contact lenses, however, will be considered in making such determination.

HCCS and the New York City Department of Education

A. Status of HCCS
HCCS are not schools run by the New York City Department of Education (“DOE”). Jointly, they are considered by the State of New York to be a “non-public” school funded by the City of New York, but under the auspices of the City University of New York (“CUNY”) through Hunter College. Applicants are offered places through a competitive selection process for entry into kindergarten (with a wait list through second grade) for the Elementary School, and into seventh grade (with no wait list) for the High School.

B. Students with Pre-Admission 504 or Other Accommodation Plans
Students accepted into HCCS may already have an Individualized Education Program (“IEP”), an Individualized Education Services Plan (“IESP”) or a plan for disability accommodations under Section 504 (“504 Plan”) from a prior school or program. The parent/guardian(s) of such students are asked to notify HCCS and to provide HCCS with any 504 Plan, IEP or IESP (through a letter included in the admission acceptance packet or shortly thereafter), that also indicates that the parent/guardian wants the services to continue. Because HCCS is not a public school but a “parent placement school,” upon accepting and attending the HCCS, an IEP becomes an IESP, which is the kind of program available to students in non-public (or private) schools.

While IEPs or IESPs travel with the student from school to school, a 504 Plan is school specific; it does not travel with the student to HCCS. If the student has a prior 504 Plan, upon accepting admission to the HCCS, the parent/guardian should initiate a request to HCCS for an evaluation in accordance with the procedures set forth in this policy.

DOE services, as defined in a student’s IESP, are available to children at HCCS. However, as DOE personnel are not assigned to perform services in non-public or private schools, it is the responsibility of the family to identify, meet with, choose, and schedule, out of school services for their child. The DOE regularly compiles provider lists for all the services students are eligible for on their IESP, from which the parent/guardian(s) may choose.

If a Special Education Teacher Support Services (“SETSS”) provider asks to meet with the student in school, the School will accommodate this request to the extent possible. In the Elementary School, as there are no free periods, this will need to occur in collaboration with the parent, the School and the provider. The rest of the sessions will occur outside of school, which is why early planning (in the Spring for the Fall) to secure mutually convenient meeting times is strongly recommended as SETSS’ teacher’s time fills up quickly.

As a parent placement school, the Campus Schools must rely upon the parent/guardian(s) to assume all responsibility for student scheduling of IESP services that occur outside of regular school hours. Families must ensure that IESP services take precedence over extracurricular activities.

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

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 their 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 could be provided to enable the student to participate in the educational program. The Principal or his 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. Liaison to the DOE. HCCS will appoint an individual as liaison to the DOE, who will be available to assist parent/guardian(s) who are seeking or have obtained DOE services for their children. The Liaison will, among other things, explain the DOE procedures, assist the parent in requesting DOE services, provide the DOE with documentation and access to the school and its personnel as required and participate in meetings, where appropriate.

E. Evaluation by 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 would more appropriately be conducted by the DOE, as part of its obligations under the federal Individuals with Disabilities Education Act (“IDEA”). In cases where the 504 Team determines that the evaluation would more appropriately be conducted by the DOE, the Team Leader will have the student’s parent meet with the Liaison, who will provide the family with a template letter to the DOE, which is specific to their child. The parent will write the letter to the DOE and both fax and mail it to the Chairperson of the Committee on Special Education (“CSE”) (Region 9 District 2) at 333 Seventh Ave, NY NY 10001. The CSE has two weeks to schedule a social worker interview, during which the parent/guardian(s)’ signed permission to begin the evaluation process will be obtained.

The School shall participate in the DOE’s evaluation process to the maximum extent possible to ensure that the DOE has complete information regarding the School’s experience with the student. Should the parent opt for a private assessment, the Liaison will facilitate the parent’s providing the private assessment to the DOE in order for the DOE to determine what, if any, DOE services the student may be eligible for based on their private assessment.

Pending the outcome of the evaluation by the DOE, the 504 Team, after consulting with the parent, shall, to the extent feasible, provide or arrange for educational interventions for the student, or provide other supports to the student, so that the student can participate in the educational program of the school to the extent possible during the evaluation period.

If the DOE determines that a HCCS student has a disability under the IDEA, it will develop an IESP, and the School’s compliance with the IESP will constitute compliance with Section 504. In such cases, the Liaison will continue his/her involvement with the student, the DOE and the parent, including participating in annual IESP reviews and providing the DOE with the necessary annual progress reports, school concerns and any school report cards. The parent, however, is responsible for making sure that any and all of the student’s providers supply the DOE with a current report (4-6 weeks prior to the annual review) of the
progress the student has made during the year, along with areas of difficulty (continued or new), recommendations and goals.

If the DOE determines that a student does not have a disability under the IDEA, the student may still be eligible for services under Section 504. In this case, the 504 Team shall conduct a 504 evaluation as set forth in Section F below.

F. 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 their rights and safeguards under Section 504. If any evaluations were done by any outside sources (whether private or the DOE) the 504 Team will request that the parent release all such reports in full for consideration in order to make an informed 504 determination. A parent’s full cooperation is expected. Lack of cooperation could limit the information available to the 504 Team in making its determination of eligibility.

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 meet to review the student’s case and 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.

G. 504 Plans. If the 504 Team determines that a student is eligible for aids, benefits and services under Section 504, it will prepare a 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 other issues identified during the evaluation that are interfering with the student’s making sufficient progress at the School.

The 504 Plan shall outline what aids, benefits and services may be needed 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 504 Plan and all related 504 Plan documentation should be kept in the student’s file.

H. Re-evaluations. 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, but not more than once a year unless the parent or school agrees otherwise. The purpose of a review is to add, subtract, and/or modify student accommodations, as needed, or, if appropriate, to terminate the 504 Plan.
I. Appeal Procedure. If a parent wishes to challenge the School’s actions with regard to his/her child’s identification, evaluation or educational placement, he/she should send a written notice to the Director of HCCS, requesting a hearing. Such request must be made within 30 calendar days of the time the parent receives written notice of the School’s action(s). Following the receipt of a request, a hearing will be scheduled before an impartial hearing officer and the parent will be notified in writing of the date, time and place of the hearing. Prior to the hearing, the parent will have the opportunity to examine relevant records. 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. Following the close of the hearing, the hearing officer shall issue their written decision, which shall be final.

On Section 504 matters other than a child’s identification, evaluation and placement, a parent has the right to raise his/her concerns with the School’s Section 504 Coordinator, who will investigate the matter to the extent warranted and attempt to resolve the issue.

J. Meeting Academic Requirements. All students at HCCS, including students receiving accommodations under this Policy, are required to fulfill the requirements of the academic program at the School. If, in the School’s judgment and according to school rules and regulations, a student, including a student receiving accommodations under this Policy, is not meeting these requirements, the School will advise the parent that the student needs a different placement. In such a case, the School will support the parent in applying to other schools for the next academic year.

Revised July 2011

Transgender Student Policy

Overview
The Hunter College High School transgender student policy is based on the following principles:
- Students are allowed to self-express their gender identity at school.
- Our goal is to work closely with the student and family in devising an appropriate plan regarding the confidentiality of the student’s transgender status that works for both the student and the school.

Toward those ends, when a student or parent/guardian(s) asks any school personnel to use a pronoun for the student different than that on their official school record, the school administration will work with the student and any relevant teacher(s) and/or counselor(s) to create the healthiest and safest school environment for that student, in accordance with the guidelines set out below.

These guidelines do not anticipate every situation that may occur, and the needs of each student must be assessed on a case-by-case basis. The guidelines are designed to provide direction to address issues that may arise concerning the needs of transgender students; as this is an evolving discussion in the public schools, this policy will be reviewed as needed to reflect current Federal, State, City and CUNY policies.

Definitions
1. Gender Expression: The way a person expresses gender to others in ways that are socially defined as either masculine or feminine, such as through behavior, clothing, hairstyles, name, pronouns, activities, voice or mannerisms. (Note: Gender expression can vary depending on one’s culture as well as changes in social norms and expectations, such as shifts in clothing and hairstyles.)
2. Gender Identity: A person’s gender-related identity, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person’s physiology or
assigned sex at birth. Everyone has a gender identity. Gender Identity is a person’s inner sense of being a man or a woman, some combination of both, or neither.

3. Gender Nonconforming: An adjective used to describe an individual whose gender expression does not conform to the social expectations or norms or stereotypical expectations for a person of that sex assigned at birth. Gender nonconforming individuals may identify as male, female, some combination of both, or neither.

4. Transgender: Describes a person whose gender identity or gender expression is different from their assigned sex at birth.

**Discrimination/Harassment**

It is the policy of the Hunter College Campus Schools to maintain a safe and supportive learning and educational environment that is free from harassment, intimidation, and/or bullying and free from discrimination on account of actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability, or weight.

Complaints alleging discrimination or harassment based on a person’s actual or perceived transgender status or gender nonconformity must be handled in accordance with the procedures set forth in the Hunter College High School handbook, *The Umbrella*, and the City University of New York policy prohibiting sexual harassment, gender-based harassment and sexual violence against faculty, staff and students. [www.cuny.edu/about/administration/offices/la/Policy-on-Sexual-Misconduct-12-1-14-with-links.pdf](http://www.cuny.edu/about/administration/offices/la/Policy-on-Sexual-Misconduct-12-1-14-with-links.pdf)

**Policy**

At this time, Hunter College high School is following the NYC Public School transgender student guidelines with regards to “Privacy”, “Names and Pronouns”, “Sports and Physical Education” “Restrooms and Locker Room Accessibility”, and “Gender Segregation in Other Areas.” Please see: [https://www.schools.nyc.gov/school-life/policies-for-all/transgender-and-gender-nonconforming-student-guidelines](https://www.schools.nyc.gov/school-life/policies-for-all/transgender-and-gender-nonconforming-student-guidelines)

**Official Records**

The school is required to maintain a permanent pupil record of each student, which includes the legal name of the student as well as the student’s biological gender. In addition, schools are required to use a student’s legal name and gender on standardized test, reports to the State Education Department and diplomas. A student’s permanent pupil record should be changed to reflect a change in legal name or gender only upon receipt of documentation of a legal name, and/or gender change.
III. Violation of School Policies and Rules

Introduction

Our Mission Statement affirms that, “As a community we foster respect for and appreciation of individual and cultural differences; emphasize social responsibility and leadership, community service and good citizenship; and value civility and ethical behavior.” When a student is found to be in violation of any of the school rules as laid out in this document, the first goal of any resulting disciplinary consequence is to help the student better live up to the spirit of that mission. Accordingly, disciplinary consequences are designed to be proportional to the infraction, to teach the student that actions have consequences and to help the student who has made a mistake learn how not to make that mistake again. Toward that last end, disciplinary consequences are often paired with additional educational programming or supports.

It is our expectation that any student who is in violation of a school rule will take responsibility for their actions and, unless the student is expelled from the school, be able to fully reintegrate into the life of the school, subject to the disciplinary consequences which result from the infraction. The school adheres to FERPA regulations regarding non-disclosure of a student’s disciplinary consequences.

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.
2. Use or possession of tobacco, illegal drugs, alcohol, vaping materials or equipment, or weapons within the school building and in the courtyard.
3. Behavior, including dissemination of harmful language and/or images, that endangers the safety, morale, health or welfare of others.
4. Threat to do physical injury or cause physical injury to any person.
5. Disruption to the community at large.
6. Disruption or prevention of the orderly operation of classes, meetings, assemblies or academic environment, including extracurricular activities.
7. Insubordination to faculty, staff, Public Safety or administration.
8. Failure to provide faculty, staff, Public Safety or administration with proper identification.
9. Participation in bullying, including cyber-bullying.
10. Improper use of school computers or school website.
11. Misuse of school equipment or facilities.
12. Harassment.
15. Gambling on school property.
16. Destruction or defacement of school property, or removal of such property from the building without authorization.
17. Gaining or attempting to gain unauthorized access to personal and/or school computer accounts (“hacking”).
18. Illegal possession of keys to offices and rooms in the building.
19. Entering of private offices, the mailroom and computer/plant equipment rooms and the roof.
20. Consumption of food and beverages in hallways.
21. Repeated cutting of classes.
22. Violation of city, state and federal laws.
Examples of many of the above infractions can include transmission, dissemination or reproduction of images or other electronic media.

**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 Department Chairperson).
4. Disciplinary probation.
5. Withdrawal of privileges.
6. Confiscation of non-sanctioned or improperly used belongings.
7. Exclusion from school activities and events.
8. Loss of and/or exclusion from leadership positions in extracurricular and/or co-curricular activities.
9. Ineligibility for school-wide and/or departmental Honors and Awards.
10. Ineligibility for year-end activities.
11. Suspension (ranging from in-school suspension to out-of-school suspension not to exceed five days).
12. Exclusion from commencement activities.
13. Out-of-school suspension for longer than five days.

**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 or in-school Psychological Fellow.
2. Referral to Substance Awareness Program or Counselor.
3. Educational and/or Administrative Programming related to the infraction.
4. Development of an individual behavior contract.
5. Referral to a Sexual Harassment Deputy.

**Reporting to Other Educational Institutions**

The “Common Application” and many other college application forms require students to report if they have been found responsible for a disciplinary violation (whether related to academic misconduct or behavioral misconduct) that resulted in a disciplinary action. As students are obligated to report, the school counselor will assist the student in writing the appropriate explanatory letter. If a higher education institution contacts the High School about a disciplinary situation as self-reported by an applicant, the School will respond, but the High School will not initiate the disclosure, unless the student received as a disciplinary consequence notice that the underlying offense would be reported to institutions of higher education. However, the High School always reserves the right to disclose to institutions of higher education when in its professional judgment the student is a danger to self or others. Similar disclosure policies apply in the case of a student with a disciplinary history who seeks to transfer to another secondary school.

**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 can result in one or more detentions:

1. Eating in the hallways/library.
2. Disruptive/dangerous behaviors in the hallways/cafeteria/library/courtyard.
5. Lack of cooperation with members of the faculty, staff or Public Safety in the hallways/cafeteria/library/courtyard.
6. Smoking cigarettes or vaping during the school day or at any school sponsored events.

Detention will be held within a week of the infraction and is served during the activities and lunch periods. Students are to report to the High School Office, bring lunch and arrive at the beginning of the detention period. Failure to attend detention on the assigned date may result in an additional detention or the removal of free periods. 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) are considered to be a class II weapon by the New York City Department of Education and 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 traditionally played by a limited number of Hunter students without the support of the HCHS community during late second semester. Killer involves gambling; students 'buy-in' to participate. In past years, students have broken New York City and State Laws and been arrested, and have subjected themselves to serious physical risks.

Killer is a highly dangerous and inappropriate activity. The risks of physical and/or legal harm are significant. Hunter College High School takes a strong stance against this game, and we ask parent/guardian(s) to support our efforts to keep our students safe.

Students found in possession of any Killer paraphernalia or caught playing Killer may receive some or all of the following disciplinary consequences (note that students with prior disciplinary records are at significant risk for higher disciplinary consequences):
Grades 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 appropriate behavior is; 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. Appeals regarding consequences #1-12 are made to the Principal. Appeals regarding consequences #13-14 are made to the Director of the Campus Schools. It is to be noted that an appeal may be filed only once.

Student Records - Family Educational Rights and Privacy Act (FERPA)

FERPA affords parent/guardian(s) 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. Parent/guardian(s) 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. Parent/guardian(s) 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., in 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 7 program, students will begin working towards a Hunter diploma, comprising work taken in grade eight and above. Transcripts show all courses taken in Grades 8 through 12.

Graduation Requirements

Arts
Grade 8: Art and Music (1 semester each); Grade 9: Art and Music (1 semester each); Grade 10: Art or Music (1 semester).

English and Communication & Theatre
English: Grade 8, 9, 10, 11 (4 years)
Communication & Theatre: Grade 8 (1 semester)

Foreign Languages
Grades 8, 9, 10 in a target language (3 years). Accelerants must continue in target language through the 11th grade course.

Health & Physical Education
Physical Education: Grade 8, 9, 10, 11, 12 (5 years)
Health: Grade 8, 9 (CPR), 10 (3 semesters)

Mathematics
Mathematics: Grades 8, 9, 10, 11 (4 years). Accelerants must continue to study mathematics through 11th grade. Computer Science: Semester course in 9th grade (for the Class of 2020 and later).

Science
Grade 8, Biology, Chemistry, Physics (4 years).

Social Studies
Global I, II, III, IV, V (5 semesters); US History I, II, III (3 semesters).

Electives
5 full-year courses or the equivalent (two semester-length courses can substitute for any full-year course).

Community Service
75 hours (50 hours must be completed outside the school)

Senior Year Course Load Requirement
Five or six courses 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 manner. Probationary contracts are binding. If the terms of the contract have not been met, the student will be asked to withdraw no later than the end of the academic year. Appeals may be made to the Principal of the High School.

Academic Progress Reports

At any time during the school year, teachers may send an "Academic Progress Report" communicating information to parent/guardian(s). These reports may be used as a general update, an academic warning or a notification that a student is in danger of failing (or is currently failing).

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. Information regarding eligibility for Advanced Placement exam fee waivers is available in the Principal’s Office.

AP exams are only offered to HCHS students in grades 11 & 12 and students who are accelerated in Mathematics or Foreign Language. HCHS does not support students “self-studying” for exams and will not excuse students younger than 11th grade to take AP exams at other institutions.

Audit

Students in grades 10-12 may audit classes, if openings exist, with approval from the teacher and assistant principal. 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 must complete their 75 hour service requirement. At least 50 of those hours must occur outside of the school. Further information regarding service possibilities and restrictions can be found at the External Programs Office (Room 236) or on the school website. For all students, it is highly recommended that the service requirement be completed by the end of the Junior Year. To receive service credit, students are to have prior approval for all service learning opportunities. All completed community service hours must be submitted electronically through a student’s personal Naviance page, accessed through the school’s website.

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 courses
may drop a course, 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 but require counselor support and approval of the Assistant Principal.

Grades

Students at all grade levels receive letter grades. However, the Hunter Scholars Program and certain off-campus courses (see below) are graded on a Pass/Fail basis. On rare occasions, the Administration may decide that a student will take a graded HCHS course on a Pass/Fail basis. In such a case the teacher, in consultation with a department chair, will determine what constitutes passing. 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97 - 100%</td>
<td>B</td>
<td>83 - 86%</td>
<td>C-</td>
<td>70 - 72%</td>
</tr>
<tr>
<td>A</td>
<td>93 - 96%</td>
<td>B-</td>
<td>80 - 82%</td>
<td>D</td>
<td>65 - 69%</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92%</td>
<td>C+</td>
<td>77 - 79%</td>
<td>F</td>
<td>0 - 64%</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89%</td>
<td>C</td>
<td>73 - 76%</td>
<td></td>
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</tr>
</tbody>
</table>

7th graders cannot receive a grade of A+ unless they earn them in an 8th grade class. Questions about grades should always be directed to the teacher first. Subsequent concerns may be brought to the department chair.

Failures
1. Failures in credit-bearing courses must be remediated. The “F” will remain on the student’s transcript.
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 discharged from the school. A meeting will be held with the student, parent/guardian 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.

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 and signed by the department chair and assistant principal, 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 and signed by the department chair and assistant principal, 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.

Parent-Teacher Conferences

Conferences are held twice a year, once each semester. The first conferences follow the distribution of the first quarter report cards. If parent/guardian(s) 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.

Report Cards

Report cards are posted in student and parent/guardian accounts for viewing at mid-semester and end-of-semester.

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
- HCHS does not provide to colleges cumulative averages for work at the School. HCHS does not rank its students. Students should not report averages on applications. Averages are provided for individual use with Naviance.

- Before transcripts or any other records can be sent to a college on a student’s behalf, a signed information release form must be completed in Naviance. A counseling workshop in the fall of the senior year will walk students through this process.

- Standardized test scores DO NOT appear on the HCHS transcript and are not disclosed by the school. Students are responsible for having their test scores sent to colleges by the appropriate testing service(s).
- Students are responsible for observing in-school deadlines for application processing. In-school deadlines are typically several weeks before the college deadlines. The Counseling Office will send the student's application, transcript, counselor recommendation, and secondary school report.

- Hunter College High School has a policy of limiting applications to eight private colleges plus any number of public and international 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. There is no exception to this rule.

Students should apply to a range of colleges with several safer private schools on their lists. Families wishing to deviate from this practice should put in writing (to the counselor) their intention to do so, acknowledging the inherent risk involved of not having any safe choices.

- In order for counselors and teachers to submit school forms in a timely manner, it is the policy of Hunter College High School for all students to have a final college list submitted in both Naviance and Common Application by the first Friday of December. There is no exception to this deadline.

- HCHS abides by Early Decision commitments. It is the school's obligation to notify colleges when a commitment has been broken. If a student is accepted to a college under a binding early decision plan, his/her transcript will not be sent to other colleges.

- HCHS does not support "double-depositing" at the end of the school year. Your final transcript will be sent to only one college.

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 to request this letter; avoid asking the teacher directly before a class is about to begin or end. Do not assume a teacher’s willingness by putting their name in Naviance or a common application before asking.
2. Supply the teacher with a stamped addressed envelope or linked email if appropriate.
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 Commencement provided he/she has met with the counselor or AP 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/guardian, 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 may conduct on-site visits to internships during the school year. An on-site supervisor guides and periodically evaluates the intern’s 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.

**Off-Campus Courses (OCC)**
As part of their senior program, eligible students may opt to take off-campus courses at Hunter College. Students will receive both Hunter College High School and Hunter College credit for their work in these courses. The Coordinators of External Programs, Room 236, adhering to HCHS academic department standards, conduct registration for Hunter College courses. Under specific conditions, a junior may be eligible for an OCC.

**Teaching Internships**
As one of their Senior-year classes, students may sign up to be a Teaching Intern in a specific department, with departmental permission. Each teaching intern will work with a mentor teacher to experience the rewards and challenges of the teaching profession and will be assigned to a specific class of students in grades 7-9. Responsibilities will vary by department and teacher but may include attending all class meetings, tutoring students or groups of students, reviewing student work, aiding in the creation of class materials, and, on occasion, leading class activities. Interns are also expected to meet regularly with their mentor. Because of the particular responsibility inherent in the teaching profession, Teaching Interns are expected to interact with the students in their assigned class in an impartial and professional manner; any Teaching Intern who fails to do so may lose the right to continue with the Internship.
V. Emergency Procedures

Emergency Contact Information

Emergency Contact forms must be submitted by the first day of each academic year. Any changes in the student’s official address must be immediately reported to the High School Office, Rm. 240. In addition, be sure to update your parent/guardian phone and email contact information both in the school website and the PTA Online Parent Directory. See Section VII for the legal residence change procedure.

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, administrators 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. An administrator or member of Public Safety 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 that all faculty/students/staff 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/guardian 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 parent/guardian(s) will be asked to wait outside the building until the nature of any threat or emergency has been determined. Once admitted, all parent/guardian(s) should report to the auditorium to receive further instruction. All parent/guardian(s), 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 their parent/guardian(s).
5. If a student wishes to leave with another HCHS parent/guardian, a counselor or member of the faculty will contact student's parent/guardian for permission. Parent/guardian(s) leaving with children other than their own will be required to provide:
   - photo identification;
   - contact phone number;
   - address (for student pick-up).

Student Emergencies

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

Procedure in Case of Emergencies
1. For medical emergencies
   - that occur during school hours, go to the Medical Office, Rm. 102;
   - 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 Parent/Guardian(s) 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 Department 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 Emergency Situations**

Students should:
- listen to the radio stations listed above for emergency school closings.
- know the business telephone numbers of both your parent/guardian(s).
- 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.
- know how to travel home by public transportation, even if you normally use a private van service.
- carry enough money for carfare.
- with your parent/guardian(s), decide what to do in case you miss your private van.
- in cases of medical emergencies that occur during school hours, go to the Medical Office, room 102; after school, to the security desk in the main lobby.
- 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.
VI. Medical Information

See Section V, Emergencies, for additional information.

1. The Medical Office is located in Rm. 102.
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 as scheduled.
5. Report to the School Nurse if you are unable to use the stairs or need special assistance.

The School Nurse

There is a full-time Department of Public Health Nurse at HCCS. Her office is located in Room 102, across from the HS Library. Pursuant to Department of Health regulations, the nurse is not permitted to do any invasive procedures nor administer medication of any kind. The exception to this is any medication that has been prescribed for a child on daily basis or for treatment of an emergency condition like a food allergy.

Students with allergies treated by “epi-pens” are strongly urged to carry their medical device with them at all times to be in compliance with NYC regulations.

Parent/guardians should notify the nurse if/when:
- their child is diagnosed with a communicable/contagious disease. A doctor’s note of clearance to return to school must be submitted to the nurse and the attendance office before returning to class. The New York City Health Code requires that parent/guardian(s) notify the school and the school nurse within 24 hours if their child is absent due to an infectious disease, has been exposed to, is a carrier of, or has recently been a carrier of the following infectious diseases: Chicken Pox, Conjunctivitis, Diphtheria, Food Poisoning, Hepatitis, Hemophilus influenza type B infection, Impetigo, Measles, Meningitis, Meningococcal disease, Mumps, Pertussis (Whooping cough), Poliomyelitis, Rubella (German measles), Salmonella, Streptococcal disease (Strep throat, including Scarlet fever), Tetanus, Tuberculosis.
- their child requires medication during the school day. No student is to carry medication unless there is a Medical Administration Form on file in the medical room. MAFs may be obtained from the medical room or the Department of Education website.
- their child is hospitalized for any reason. A parent/guardian should alert the nurse, and their child’s counselor or Assistant Principal. Please send a doctor’s note of clearance to return to school & PE classes/activities.

Department of Health & Mental Hygiene (DOHMH) Medical Policy

A DOHMH Nurse IS permitted to:
- see students on an emergency basis, notify parent/guardian(s) and do necessary referrals and follow-up relating to that emergency.
- update and maintain records, physical, referrals and follow-ups.
- monitor students with chronic medical problems - asthma, diabetes, etc.
- help parent/guardian(s), teachers and school mitigate lice/nits.
- train personnel/volunteers to do head checks on classes.
- follow-up with students returning from absence due to lice.
- administer medications as per Medical Administration Form (MAF or 504).
- update and maintain medical records.
- alert administration and staff to any medical problems according to HIPPA guidelines.
- conduct EPI Pen administration training and asthma classes for staff.
- monitor doctor sessions when needed.
- maintain open dialogue with parent/guardian(s), staff, outside providers and outside agencies (according to HIPPA guidelines).
- facilitate DOHMH programs and services.

A DOHMH Nurse is NOT permitted to:
- distribute: lozenges, cough drops, Chapstick or Vaseline, over-the-counter medication without a Medical Administration Form, Bacitracin or any ointment, contact lens solution, or tampons.
- remove: sutures, splinters, or teeth.

**Medication**

A Medical Administration Form (MAF) must be on file with the Medical Room and Department of Health and Mental Hygiene for any child required to take medication at school. Forms may be obtained from the Nurse or online at the DOE web site. The forms include a section for the doctor to fill out and a second section for the parent/guardian to sign.

Children with asthma, diabetes or allergies requiring an epi-pen must have an MAF on file.

The nurse may not accept any medications without an approved MAF. It is advisable to speak with the school nurse about your child's medical problem/s.

**Lice**

Head lice are parasitic insects that live in the hair and on the scalp of humans. The most common sign of head lice infestation is itching. If your child is scratching their head, particularly around the nape of the neck and behind the ears, check for lice. Use a magnifying glass in a well-lit location. You may not see a live louse but may see small red bite marks. Look for nits attached to the hair. If you find them you will need to remove all the nits. Consult your doctor about the most effective techniques. A special fine-toothed comb will aid this process as you work through all the hair, section by section. Some physicians recommend a special shampoo containing permethrin which is toxic to lice and nits.

If lice are found in a child’s classroom, parent/guardian(s) will be notified. Students found with head lice are immediately removed from the classroom and taken to the nurse’s office. The nurse will notify parent/guardian(s) to come and retrieve the child who can no longer be in school. Information will be distributed containing instructions about what to do if your child shows signs of lice. Hunter has a “no lice” policy which means that if your child has no active lice, but still has nits or eggs, your child can attend school. Any child returning to school must be re-checked by the school nurse before entering the classroom.
VII. General Information

Address / Telephone Change

It is the family’s responsibility to provide updated contact information (postal addresses, phone numbers and email addresses). To change a student’s legal address, a family must submit a completed “Change of Address” form (available in the main office, room 240) along with the required documentation. Parent phone and email contact information must be updated in both the school website and the PTA Online Parent Directory.

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, putting them at risk for losing valuable personal property. 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/ 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 may be replaced following application to the transportation assistant in Room 240.

Eligible HCHS students will receive either a full-fare or half-fare MetroCard each semester of school. Eligibility is determined by the NYC Department of Transportation based upon the student's legal address on file with the school. The school cannot change, or override, this determination.

If your child needs a replacement MetroCard, the student must report to the HS Main Office (Rm. 240) and sign-up for a replacement card from the Transportation Assistant. Replacement cards take approximately one week to arrive at the school. The child must report back to the office to claim the new card.

Fall/Spring Semester
The student MetroCard is valid on subways and buses for one semester every Monday-Friday from 5:30 am to 8:30 pm. It is never valid on Express buses. If a student needs to travel to a credit-bearing course not at HCHS they must submit a Request for Transportation Fare form to the Transportation Assistant. Student MetroCards and 2-Fare MetroCards are not intended for occasional use by students for field trips.

Summer Semester
Transportation during the summer is limited and only available for Summer School and Summer Enrichment. All questions or concerns regarding summer transportation should be directed to the Transportation Assistant.

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 Department 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. Withdrawal from HCHS is irrevocable. Submission of the withdrawal/discharge form ensures accurate academic record keeping.

Working Papers

Working Papers are administered by the High School Office, Rm. 240.
VIII. A Letter from the G. O. 🌟

Dear Hunter,

Hello, everyone! I hope that you are all ready to start the new 2018-2019 school year after having a restful and enriching summer. I wish a warm welcome to the newest members of our community, the class of 2024, and a warm welcome back to the rest of you! To our new seventh graders, who are probably very uncertain about what this new environment may bring, I urge you to make the most of your time here because it really does fly by and I wish you the best of luck for these next six years. You’re all here because you are uniquely talented and can grow to handle anything life throws at you. No matter how you may feel about the new school year, whether it’s excitement or intimidation, I am confident that if you seek help in this school, your teachers, counselors, administrators, and peer leaders will do everything they can to help you adjust, feel safe, and succeed.

To those of you who are still learning about the school, I think an introduction is in order. Last year, I was elected president of the General Organization (G.O.), our school’s version of a student government, now in its 104th year of existence. Though we’ve certainly evolved from our founding, we remain a group composed of six student-elected officials determined to enrich and improve the Hunter community as much as we can. We do this by organizing major school events like Spirit Day, Spelling Bee, Free Breakfast, Talent Show, and Carnival; by creating and selling school merchandise; by chartering and managing over 100 student-run clubs; and, in a role we seek to expand this year, by executing initiatives to address issues regarding quality of life at Hunter. Posted on our website about mid-October, we will also have a full club list with meeting days, times, and emails.

Our organization serves to act as a liaison between the school administration and student body, bringing student concerns and ideas to the forefront. This year, the board and I will strive to fill this role as completely as possible by making everything we do accessible to all students and by embarking on pertinent initiatives that will impact the Hunter community. We urge all interested students to come to our Senate meetings, which occur biweekly, and whose voting members consist of twelve senators, two students from each grade selected by their term councils. Every year, after elections, we also accept applications for seven Assistants from the 8th and 9th grades, who help the Executive Board with the planning of our events and embark on their own Assistant initiatives. I invite all interested students to apply later this spring!

As I mentioned earlier, we strive to take into account the ideas and opinions of all members of the Hunter community, and you can always have your voice heard by stopping by our office in the G.O. foyer across from the auditorium on the second floor every day during activities period, or by sending us an email at hchsgo@hunterschools.org. We also urge you to check out our website under the Resources tab on your MyHunter account to see minutes from all of our meetings, and our Youtube channel (@HCHSGO) to find monthly updates of our work.

I hope that this letter was able to provide you with some useful information about Hunter’s student government and how you can help mold the school environment as you wish. Thank you to those of you who took the time to read through this letter. I hope to see you in the halls!

Sincerely,

James Kenniff
President of the General Organization
IX. Parent Teacher Association

Overview

The Hunter College High School PTA helps support the education and general welfare of HCHS students. We facilitate communication and cooperation among parents, faculty, administration, students, and alumni of HCHS; foster parent involvement in activities to support HCHS; promote and celebrate the many cultures of the HCHS community; and solicit and coordinate the use of parent resources in support of HCHS. Led by a Board of elected parent members, the PTA and its many committees provide a voice for parents on school-related issues and sponsors informational, social, and fundraising events.

Membership and Dues

The HCHS PTA is a volunteer organization; we ask parents to support the PTA’s initial expenses through annual dues of $75 per student. By paying dues, you will receive the printed Family Directory, which lists the names, addresses, and phone numbers of all students and their parents—as well as staff and faculty information. You can find PTA information online at www.hunterpta.org, where you’ll also find links to important parent news and school-related information (including an electronic copy of this handbook).

Communication and Database

Communication with parents/guardians is one of the PTA’s most important functions. Through our Online Directory, the PTA is able to reach all families by email. We rely on that capability to share news and important information. Our monthly electronic newsletter, Hilites, summarizes the previous month’s PTA and school events, and highlights and previews what’s up-and-coming. In order to receive PTA notices and information, it is important that you maintain up-to-date contact information in our Online Directory at hunterpta.org/directory. You can update your family’s contact information at any time during the year. Updates to the PTA directory do not flow into the school database and visa versa. If necessary please also update your contact information on MyHunter on www.hunterschools.org.

Fundraising

The PTA is a critical source of funding for the school, helping to provide the best possible educational environment. This past year, the PTA distributed nearly $800,000 to student groups, the principal, and the faculty. PTA-raised money funds extracurricular sports, clubs, and activities, extensive teacher mentoring and development programs, parent communications, counseling and other student support services. PTA funding also assists in upgrades to the building. Capital expenditures have included new computers for students to use in school, new bleachers and flooring for the gym, the renovation of the music and art rooms including a new piano, updates to the interior design of the library, the replacement of student lockers in the hallways, and the refurbishment of student and faculty lounges. The PTA has been instrumental in helping to secure additional state and city funding, working closely with Hunter College and CUNY.

Meetings

The PTA holds a general meeting for all parents about five times during the school year; each is devoted to a particular topic and may feature discussion groups, guest speakers, and/or presentations. One of the meetings is held in Queens. Prior to the main meetings, which begin at 7:00 pm, there are usually 6:00 pm pre-meetings of PTA committees and other parent groups. Although you’ll receive emailed notices about upcoming meetings, you can always check the PTA website or Hilites for details. Please also note that the
PTA Board meets once a month, usually on Monday nights from 6:30 p.m. - 8:30 p.m. Board meetings, which include presentations from the Principal and Director and discussion of various PTA issues, are also open to all parents.

Principal’s and Counselors’ coffees are also held two or three times each school year. These convivial meetings give parents a chance to come to the school and ask their questions.

Holding evening and morning events is part of the way we hope to make becoming involved easier for parents. Summaries of all of these meetings are shared in Hilites.

Volunteering

The PTA depends on the efforts of its many parent volunteers!!! Whether you have a few hours per month or per day please consider volunteering. Each year well over 150 parents volunteer in some capacity. There are many ways to join in - you can be a class rep, a grade rep, join a PTA committee, or join an affiliated group such as KAPA (Korean American Parents Association), CAPA (Chinese American Parents Association), or PAAC (Parents of African-American Children). We have a way to put each of your talents to work! Parents who’d like to be more involved can also participate as elected members of the PTA Board. While each board member has specific responsibilities, collectively the board helps direct school-wide initiatives, facilitates communication within the HCHS community and advocates on behalf of students and parents. All PTA Board positions, Committees, and Affiliated Groups are described at https://www.hunterpta.org/positions-committees. Contact information for PTA Board and Committee members is found at hunterpta.org/pta-contacts. There are always openings for additional volunteers. If you are interested in a particular aspect of school life, please email info@hunterpta.org. You will be connected with the appropriate committee chairperson. Also, be sure to register your interests and skills in the Online Directory.

For More Information

Please look over all these sources of information about HCHS and the PTA:
1. PTA Website: www.hunterpta.org. This searchable site is your gateway to all PTA and school information. It provides access to the Online Directory; an up-to-date school calendar that can be added to your personal electronic calendar; announcements regarding PTA news and events; answers to Frequently Asked Questions about school policies and procedures; and PTA contacts and committees with email links. It also provides links to the faculty/staff directory, emergency info (at the very top of the page), as well as everything listed below. General questions can be directed to info@hunterpta.org

2. HCHS Website: www.hunterschools.org is the official HCCS website. It is updated constantly with important announcements. It features searchable news items; school schedules, forms and documents; course listings (click on each department); student club information; the community service office; and links to the school’s library database.

3. HCHS Athletics: The Athletic Association maintains a section of the hunterschools.org website (http://www.hunterschools.org/hs/athletics) which is full of information; team schedules, rosters, player stats, and other information on all middle school, JV, and varsity sports. Information for incoming middle school athletes is well detailed at http://www.hunterschools.org/hs/athletics/weeklyathlete, and at https://www.hunterschools.org/page/high-school/athletics/high-school-sports for high schoolers.
4. Hilites: The PTA’s monthly e-newsletter includes photos and articles about various PTA, student, and school activities; columns from HCHS administrators and faculty; specific news for each grade; and reports from PTA meetings. Current and back issues are kept on the PTA website.

5. HCHS Printed Calendar: Mailed to all families in late August, this handy calendar includes all school events and holidays; the daily schedule of class periods; and contact info for school administrators, staff, and PTA representatives. A PDF copy may be found on the PTA website towards the end of the summer. As some event dates may shift through the year we do encourage you to check the site often.

More details are available at hunterpta.org. Questions? Contact info@hunterpta.org. We look forward to hearing from you!
# Quick Reference Telephone Directory

<table>
<thead>
<tr>
<th>Department</th>
<th>Phone Number</th>
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<tbody>
<tr>
<td>Main HCHS Office</td>
<td>(212) 860-1267</td>
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<tr>
<td>Director</td>
<td>(212) 860-1292</td>
</tr>
<tr>
<td>Principal</td>
<td>(212) 860-1406</td>
</tr>
<tr>
<td>Assistant Principal Grades 7-9</td>
<td>(212) 860-1267</td>
</tr>
<tr>
<td>Assistant Principal Grades 10-12</td>
<td>(212) 860-1267</td>
</tr>
<tr>
<td>Admissions</td>
<td>(212) 860-1261</td>
</tr>
<tr>
<td>Art</td>
<td>(212) 860-1274</td>
</tr>
<tr>
<td>Counseling Services</td>
<td>(212) 860-1268</td>
</tr>
<tr>
<td>English/Communication &amp; Theatre</td>
<td>(212) 860-1277</td>
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<tr>
<td>Foreign Language</td>
<td>(646) 963-6269</td>
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<tr>
<td>Health &amp; Physical Education</td>
<td>(646) 963-6278</td>
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<tr>
<td>Mathematics</td>
<td>(212) 860-1281</td>
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<tr>
<td>Science</td>
<td>(212) 860-1279</td>
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<tr>
<td>Social Studies</td>
<td>(646) 963-6307</td>
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<tr>
<td>Nurse</td>
<td>(212) 860-1298</td>
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<tr>
<td>Public Safety</td>
<td>(212) 860-1264</td>
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<tr>
<td>Office of External Programs</td>
<td>(212) 860-1252</td>
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<tr>
<td>Library</td>
<td>(212) 860-1263</td>
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<tr>
<td>504 Coordinator</td>
<td>(646) 963-6285</td>
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