



Long Island City High School

Student Handbook 2023-2024



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Ms. Vivian Selenikas, Principal*

For updated information from the NYC Department of Education regarding Health and Wellness, please visit <https://www.schools.nyc.gov/school-life/health-and-wellness> regularly.

5 Steps to the Spread

- 1 Stay home if you are sick
- 2 Observe social distancing guidelines
- 3 Wear a face covering
- 4 Wash your hands
- 5 Get vaccinated



If you are struggling with coping with stress or anxiety, please contact your [Guidance Counselor or Social Worker](#) using the included [Contact Information](#).

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Who are We?

Welcome to Long Island City High School (otherwise known as LICHS), one of the most diverse schools in Queens. The school serves grades 9 through 12 and has award-winning courses in the Arts, Culinary Arts, Global Languages and Sports Medicine. Expect to learn the skills and strategies to effectively read, write, speak, and listen in every one of your classes.

You can also expect that your learning will be applied throughout every facet of your development as an LICHS student. Instruction is largely student-directed, hands-on, discovery-based, and collaborative. At LICHS, you will regularly:

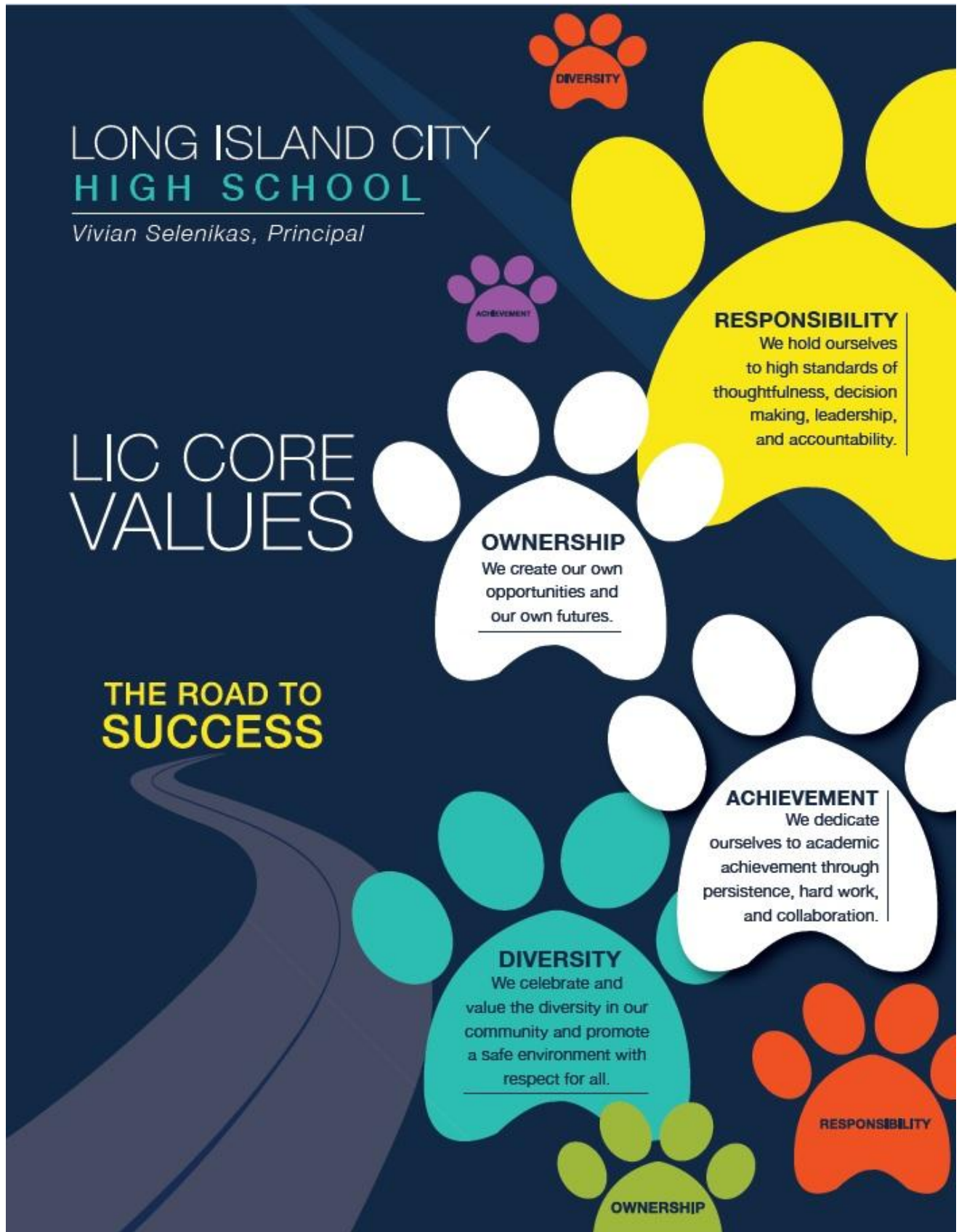
- Communicate through writing and other forms of media
- Research and problem solve
- Evaluate yourself and your peers based on standard criteria
- Self manage and set goals

At LICHS you are part of a smaller learning community of readers, writers, historians, scientists, mathematicians, artists, and athletes.

Always remember that your success starts with you!

Our Vision

Long Island City High School is committed to the development of a safe and productive learning community that fosters a meaningful and respectful collaboration among students, staff, parents/guardians, and the community in order to achieve common goals. With a strong focus on promoting literacy and communication skills across the curriculum, instruction will be delivered through smaller learning communities. Our curriculum is shaped by the consistent collection and analysis of data, rituals and routines, active engagement, and opportunities to apply new knowledge supporting a culture of responsibility, citizenship, and self-directed instruction.



LICHS Small Learning Community (SLC) Mission Statements



Academy of Humanities and Urban Culture (HUC)

The Academy of Humanities and Urban Culture helps students turn passions into careers. By making connections across the disciplines through humanities, culture, and the arts, our students become well-rounded individuals who have the skills to serve their community today and in the future. A partnership among educators, students, and their families, HUC allows students to discover who they are and who they hope to become as they prepare for college, careers, and a lifetime of learning.

Academy of Wellness Education (AWE)

We are the future health professionals and athletes of Long Island City High School. As members of The Academy of Wellness and Education, we strive to positively contribute to the Long Island City High School community through propriety, ethical decency and diligence. We understand the importance of personal responsibility and hard work in accomplishing our goals for the future. We cannot change the actions of others, but always do our best to promote academic achievement by demonstrating the behavior and work ethic necessary to ensure a fulfilling future. If we set an example for our peers as independent thinkers who are committed to our own health, and are consistent with our ambitions and persistent in our goals we will attain academic and personal success.



CULinary Arts and Restaurant Hospitality Management Academy (CUL)

The students in the Culinary Arts and RHM small learning community will learn technical skills that they will be able to apply in their careers and in everyday situations. The 21st Century skills learned in our subject areas promote and foster college and career readiness. In our small learning communities we promote respect. In our courses, we apply all of the core subjects. Our technical courses enhance individual strengths in all subjects that will embrace lifelong learning.

Global LANGuages Academy (LANG)

Our goal is to equip students with the skills they need to be successful learners and to be ready for the challenges of today's globalized society. The Global Languages Academy believes that language is the door to opportunity and that proficiency in languages and technological skills will open a world of possibilities to our students. We will prepare students to compete in a global economy by focusing on languages, technology, And communication skills that will ensure their success in post-secondary education and careers. The Global Languages Academy provides supports and opportunities for students interested in international business, travel and in careers in tourism and hospitality.



Guidelines for Student Success

Preparedness

- Come to school early and be ready to learn! Be sure to pay careful attention to your class schedule and make it to every class, every day.
- Please bring materials to school materials that will ensure your success. This means bring your own pens, paper, calculator and most importantly technology to complete your work. If you do not have the proper technology please let a staff member know.

Being on Time

- Give yourself extra time when arriving at school in the morning to have breakfast in our cafeteria BEFORE your first class. Grab and Go Breakfast is available starting at 7:00 AM for students with a zero period. Hot breakfast will be served in the cafeteria starting at 7:30 AM. **The auditorium on the first floor or the cafeteria on the 6th floor is the only place in the building that students can wait before their first class of the day.**
- Students should proactively plan for transportation delays (*especially* in bad weather) that may impact their trip to school
- Students should be ready with their ID card to swipe in as they enter the school building, and take steps to ensure they have their ID card. See the [FAQ Section](#) for more information.

Cleanliness

When in the classroom, we are asking that you keep the classroom a clean and organized space. We will practice social distancing in the classroom, yet we will make our classrooms an engaging and communal place. When in the hallways, please distribute unwanted items in the appropriate trash bin. When in the cafeteria, please assist in keeping the space clean for everyone by disposing of your trash in the appropriate receptacles.

Online Learning

There are instances when classes continue, but students may not be able to attend in-person. This could be due to students being quarantined, or school closures due to inclement weather. In these instances, instruction will still take place via Google Classroom. Teachers will send you invitations, and regularly post essential assignments so that you do not miss out on instruction.



Top 10 Ways to Have a Successful Experience at LICHS

1. Come to school each day

Remember, if you are absent for any reason, **it is your responsibility to give your teachers an absence note from your parent/guardian when you return and to make up any missing classwork or homework.** Your absence note must include your name and student number. Take it to all teachers of the classes that you missed to be signed, and then turn it in to room 110 at the end of your day. Unless they report your absence to the school, parents or guardians will be contacted each time you are absent.

2. Follow the LICHS Core Values

Students who follow the [LICHS Core Values](#), which include dedication to academic achievement, being responsible and making good choices, being part of a safe environment with respect for all and recognizing your future is what **you** are creating.

3. Always be on time

It is extremely important that you are on time to school each and every day. When coming to school in person, think about how long it takes to get to your first period class on time and plan accordingly! **You can use the [MTA Trip Planner \(click me\)](#) to assist in determining the best route and how long it will take you to get to school in the morning.**

Do not forget to include riding the bus or subway, walking from public transit, allowing extra time for bad weather and ID scanning upon entry, getting up to the floor of your first class of the day, and walking to the appropriate classroom. Breakfast is in the cafeteria on the 6th floor: Grab and Go breakfast begins promptly at 7:00 A.M, with hot breakfast starting at 7:30 AM. **Getting to school early enough to have breakfast is a great way to start the day and avoid being late.**

4. Be respectful

A little kindness goes a long way. Your attitude towards the people around you leaves a strong impression. Watch your language, be sensitive to people's differences, offer assistance, and don't forget to say "good morning," "please," and "thank you." Remember, it is up to us to make our school a place where everyone feels safe, happy, and supported.

5. Be prepared and organized

It is essential that you are prepared to learn each and every day. Come prepared with the materials necessary for class, including your notebook, pens and pencils, books, and homework. Please refrain from sharing materials with your classmates to help keep everyone safe. If you are having technology issues, please be sure to contact your [SLC support crew](#) and we will work with you to resolve these issues. Keep an organizer or notepad and write down all assignments. Remember that your notebook for each class will be an integral part of your learning and of your grade. Keep it updated and organized and review your past entries.

6. Set goals for yourself

The ability to set your own goals is a skill that will benefit you for a lifetime. Make sure that the goals for each of your classes are clear. Create a specific plan for how you will achieve these goals. Monitor your progress by carefully observing what is working for you and what is still holding you back. Write and reflect often. Develop new plans if necessary and never forget to celebrate your successes.



7. Get help when you need it

It is your responsibility to monitor your own progress and to ask for help if any issues arise that might impede your success at LICHS. Our staff prides itself on its willingness to help all of our students. Be on the lookout for tutoring opportunities, and you can likely work out extra help by emailing your teacher. Our guidance counselors and social workers will help support your social and emotional needs, or answer questions about your program, work opportunities, or your future plans. Take advantage of the resources LICHS has to offer. Small issues become large ones when they are not addressed. Our teachers, guidance counselors, social workers and nurses are here to support you. Please do not hesitate to email or call if you need to talk or you feel you need social emotional support, if you are feeling sick, or if you are having trouble with your technology. There are numerous staff members who are here to assist you.

8. Help keep the building clean

We as a school community must pitch in and keep the hallways and classrooms free of trash. Discard unwanted items in the trash cans located around the building. In the cafeteria, throw away your garbage after you eat and clean up any litter or spills. Students may only eat in the cafeteria. If you bring *Grab and Go* breakfast to class, you will be asked to discard the trash appropriately. Keep the desks clean and always make sure your materials are neatly put away in the appropriate location before leaving your classroom. We need your help to pitch in and keep the hallways and classrooms free of trash. Discard unwanted items in the trash cans located around the building. When you arrive early for class in the morning, you will be allowed to wait in the cafeteria where you can eat your breakfast. Please keep your desks clean and always make sure your materials are neatly put away in the appropriate location before leaving your classroom.

9. Get involved in your school community

Students who get involved in extracurricular activities have a much richer and enjoyable high school experience. Plan to join an [after-school club](#) or [PSAL Athletic team](#). Volunteer for our fundraisers that support the school and local charities. If you are not sure how you can get involved, any member of the staff will be happy to assist you. Look out for opportunities to participate in clubs, tutoring support, and extracurricular activities.



10. Follow the NYC DOE Behavioral Expectations Guide

Our school policy was developed collaboratively by school administrators, teachers, staff, families and students to help ensure the safety, comfort, well-being, and success of every member of our school community. These policies support the rules, regulations, and consequences set forth by the [NYC DOE Behavioral Expectations Guide](#). All students will be held accountable for knowing our policies and accepting responsibility for their actions.

In addition, please follow all safety guidelines to ensure the health and safety of our entire school community. Please see the [DOE COVID-19 Guidance Section](#) for more information.

Important to Know

Community Service

In addition to the course and exam requirements needed to graduate, we strongly recommend that LICHS students volunteer a minimum of 30 community service hours as part of their educational development. Through volunteering, students will have the chance to develop character, responsibility, and maturity, as well as build relationships and skills. Additionally, in today's competitive climate, community service is critical for students applying for college admission and scholarships. We encourage students to begin seeking volunteer opportunities in their communities and/or at school as early as freshman year. While we do not recommend that you interact with others closely during the pandemic, you can start researching opportunities that interest you.

LICHS Dress Code

Students must abide by DOE policies regarding the use of a face mask while within the school building. Please see the [DOE COVID-19 Guidance](#) Section for more information.

All students must be appropriately dressed for the academic business of going to school on a daily basis. Please see **Dress Code** under the [Long Island City High School Student Culture](#) Section for more information.

We encourage all students to show their SLC spirit by wearing clothing with the LICHS name and logo. LICHS attire is available for purchase at the school throughout the year.

Elevator

Only students with an official elevator pass are permitted to use the elevator. With appropriate medical documentation, students can request an elevator pass from Ms. Montalbano in room 175. If Ms. Montalbano is not available, students can bring their documentation to Ms. Johnson / Ms. Candelario in room 113. When the previous three are unavailable, the final option is Ms. Dominguez in room 546. **All students must be prepared to show their elevator pass to any adult who asks.** *Please note that elevator passes are for individual students and do NOT allow another student to accompany the pass holder.*

Getting to School

Please note that we do NOT have the capacity to store student transportation devices inside the school (skateboards, bikes, etc.). Students must NOT bring transportation devices into school for any reason. Any transportation devices will need to be properly secured outside of the school. Please note, that students are not allowed to lock their devices to the scaffolding on the outside of the building. **In addition, the tennis court is for staff parking only during the school day. No student should be parking in the lot OR in front of the school building during regular school hours for any reason.**

For additional tips on planning your trip to school, see the [Top 10 Ways to Succeed Section](#), including a link to the [MTA Trip Planner](#).

Breakfast and Lunch Procedures

Students who would like to get breakfast are expected to come early to school so as not to miss any of their classes.

Any students who comes to school before their class will be directed to the cafeteria where they will wait for their first class to begin and be able to work or eat breakfast. Grab-and-Go breakfasts will be available in the cafeteria starting at 7:00 AM. Hot breakfast will be available starting at 7:30 AM and will stop being served at 9:00 AM for period 2.

Students are not permitted to wait for their classes before their day in any area other than the cafeteria or the auditorium.

Students will be programmed for a lunch within their day and are only permitted in the following designated areas during their assigned lunch time: cafeteria, [SLC Hub](#), or library.

Lockers and Locker Room

It is expected that all students will follow the rules below in order to make PE safe and enjoyable for all students:

1. Students will have five minutes after the late bell to change into appropriate clothes for class (sneakers, t-shirt, shorts, sweat pants, leotards, etc.)
2. **Students are only permitted to use the locker room during their assigned physical education period.**
3. Only locks purchased from school are to be used, otherwise the locks are subject to be clipped. Large lockers are only to be used during Physical Education class. Otherwise the lock will be clipped and the items removed. Nothing may be stored in lockers EXCEPT for your Physical Education attire.
4. Only use assigned central hall locker room doors specified by your Physical Education Teacher.
5. Absolutely no eating or drinking anywhere in the gym and locker room.
6. **At no point may a student open the locker room door for any other students.**
7. Horse play is prohibited. Report any concerns to an adult.
8. Do not tamper, kick or slam the locker room doors for entry at any time.
9. Bathrooms in the locker room are only to be used during your assigned Physical Education class.
10. Students who arrive late to Physical Education class must enter through the gym.
11. Locker room doors are to remain closed during the entire PE period.
12. Students are not to leave gym or locker room before the first bell.



Report Cards and Marking Periods

Students will receive six report cards per year. Only the June report card grades will appear on the student's official high school transcripts in all courses except for semester courses which appear in February and June (Physical Education classes, for instance). This means that your final grade in most courses is based on the cumulative grades of the marking periods of work.

Review your class contracts you receive from your teachers and make sure you understand the expectations of your classes to ensure academic success!



AP Courses

LICHs offers the following Advanced Placement courses: AP Art History, AP Seminar, AP English Language, AP English Literature, AP Spanish Language, AP Spanish Literature, AP US Government & Politics, AP World History, AP US History, AP Pre-Calculus, AP Calculus, AP Statistics, AP Biology, AP Chemistry, AP Physics, AP Environmental Science, and AP Computer Science. These classes offer students a more rigorous academic experience and are weighted more. Talk to your [Guidance Counselor](#) for more information, including how best to start preparing **before** you're programmed for the class to be successful.

Technology Program

During their time at LICHs, students will have the opportunity to experience various aspects of technology, including computer graphics, commercial art, video production, introduction to Python programming, graphic communications, automotive and carpentry. These courses are designed to teach students how to use technology for learning, research, and presentation.

Useful Websites

School Website: [lichs.org](https://www.lichs.org)

You can find school news, calendar of events and special dates, staff directory that includes email addresses, resources, photos, and a wealth of other information!

DOE Health & Wellness:

<https://www.schools.nyc.gov/school-life/health-and-wellness>

Regents Practice: <http://RegentsPrep.org>



Emergency Readiness Drills

Schools must practice several emergency readiness drills at different times throughout the day to ensure that all staff and students are prepared in the case of an actual emergency. All students are expected to take these drills seriously and abide by the directives of school staff.

For more information, please review the [General Response Protocol \(GRP\) Section](#) of this handbook as well as visiting the [NYC DOE Emergency Readiness Website](#).

College Programs

11th and 12th grade students in good academic standing will have the opportunity to take College Now classes at LICHs. Through our partnerships with LaGuardia Community College, students will take college level courses in order to earn college credit and to get a taste of the rewards and challenges of college life. Talk to your [Guidance Counselor](#) for more information.



Extracurricular Activities and Clubs

Students will be given many opportunities to meet other students who share common interests at LICHs. We offer a variety of after-school clubs. Please visit the [After-School Clubs Section](#) for more information. In addition students who need extra help or would like to work as a peer tutor are invited to come to after-school and Saturday Academy sessions. Check the [school website](#), watch your DOE email, and listen to announcements for updates throughout the school year.

PSAL Sports

The 31 PSAL teams in our sports program bring together our students and coaches under the leadership of our athletic director, Mr. Engel (see the [LICHs PSAL Teams](#) Section for a list of the current PSAL teams available at LICHs). In order to participate in any PSAL sports, students must have a medical form and parental consent form on file. In addition, all student athletes must maintain satisfactory grades and attendance.

National Honor Society

Students may apply for membership in the prestigious National Honor Society during their sophomore and junior year. Membership is based on the following criteria:

- **Scholarship** (a minimum cumulative average of 90%)
- **Exemplary Character**
- **Leadership**
- **Service** (make sure to submit your community service hours)



Members of the National Honor Society are a vital and esteemed part of our school community and are recognized each year at graduation.

For more information, including how to apply for NHS Scholarships, please visit the [NHS Website](#).

Where Do I Go If...

| | |
|--|---|
| I become ill/injured or need a sports' medical form----- | Medical Office, Room 546 |
| I lose my program card----- | Room 175 |
| I lose my I.D. card----- | Room 142 |
| I lose my MetroCard----- | Room 151 |
| I lose something----- | Room 440, Lost & Found in Main Office |
| I have questions about my program----- | your Guidance Counselor |
| I need to speak to someone about a problem----- | your Guidance Counselor and/or Social Worker |
| I need a Phys. Ed. Uniform----- | your PE Teacher or Mr. Engel, Room 280 |
| I have a gym locker problem----- | your PE Teacher or Mr. Engel, Room 280 |
| I need to change my address/phone number----- | Room 345o |
| I need to call home----- | Main Office, Room 121 |
| I have a general question----- | Main Office, Room 121 |
| I need information about the PA announcements----- | Room 110 |
| I want to join a PSAL/sports team----- | Mr. Engel, Room 280 |
| I want to join a club----- | Student Organization Office, Room 321 or 185 |
| I want to join the S.O----- | Student Organization Office, Room 321 or 185 |
| I need working papers----- | Room 110 |
| I need a lunch application----- | Ms. DelRios, Room 110 |
| I have a problem with another student----- | Dean's Office/Mediation, Room 440 |
| I am being bullied/harassed----- | Room 440, your Guidance Counselor, Social Worker or BST |
| I need information about graduation requirements----- | your Guidance Counselor |
| I need information about college/career----- | College Office, Room 345D |
| I need information about SAT/AC----- | .collegeboard.com/ACT.org/College Office, Room 345D |
| I need information about SAT Prep Courses----- | Guidance, College Office 345D, Zone 126 Office 650 |
| I need to give in my absence note----- | Room 210 |
| I need information about my labs----- | Your Science Teacher |
| I need to use a computer----- | Library, or your SLC Hub |
| I need to print/make a copy----- | Library, or your SLC Hub |
| I need information regarding ENL----- | Mr. Villegas, Room 121B |
| I need information regarding ISS/Special Education----- | Ms. DeLisi, Room 121 |
| I need information regarding JROTC----- | Mr. Engel, Room 280 |
| Parent needs information/online accounts----- | Parent Coordinators, Room 185 |
| I need tutoring----- | Classroom Teacher or SLC Hub |

IN AN EMERGENCY GO TO THE NEAREST OFFICE OR STAFF MEMBER

School-Based Health Clinic (SBHC)

We are proud partners with NYU Langone, offering free health services in our School-Based Health Clinic (SBHC) in room 546.



NYU School Health Program

To serve, to teach
and to discover.



Long Island City
High School
School Based
Health Center

Medical Services

- Physicals for work and sports
- Medical Laboratory Tests, Vaccines and Immunizations
- Treatment for Acute and Chronic Conditions
- Prescriptions Management
- Injury/Sick Care
- BMI Monitoring
- Nutrition Counseling



Scan the QR code to the right for more information!

Phone: (247) 377-3170

Email: FHCSchoolHealth@nyulangone.org

[Click here to go to the NYU Langone School Health Program Webpage](#)

Signing up is easy! Stop by the office in room 546 for consent forms in multiple languages, or utilize the following links to [fill out the form in English](#), or [fill out the form in Spanish](#).

How LICHS Families can Get Involved

LICHS is a Community School and we ask that every student encourage their parents or guardians to play a larger role in the community by attending the many workshops, meetings, and events that are held regularly. For the time being, these activities will be held virtually. These include:

- **Workshops:** We provide a variety of informative workshops each month during the evening hours on many topics, including academic requirements, applying for college, financial aid, bullying, substance abuse, etc.
- **Celebrations:** We hold many celebrations throughout year that bring together families, students, and staff. These celebrations include: Awards Nights, Most Improved ceremonies and other celebrations.
- **Parent Association:** The PA meets on the same night each month and provides parents with the opportunity to learn about what is happening in the school, share ideas, and work together to support the students of LICHS through workshops and other service to the school.
- **School Leadership Team:** The School Leadership Team (SLT) is a committee of parents, school staff, and students who meet monthly to develop the school's education plan and budget. Parents are elected through the PA to serve on the SLT. The Principal, PA President, and UFT Chapter Leader are automatically members of the SLT.

New York State Next Generation English Language Arts and Mathematics Learning Standards



The revised New York State Standards aim to reimagine the educational framework for English language arts and mathematics, with the goal of better supporting educators in their instructional practice and to provide additional guidance on achieving a vision of 21st century literacy. While the Standards were designed to apply to the teaching and learning of all students in our state's schools and are the result of collaborative and deliberate efforts between a diverse range of instructional experts, school leaders and parents, the supporting documents that are linked with the Standards provide additional guidance on implementation of the Standards with English Language Learners (ELLs), Multilingual Learners (MLLs), and Students with Disabilities (SWDs).

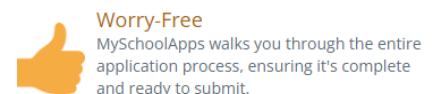
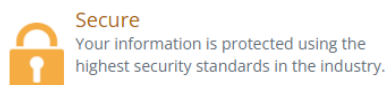
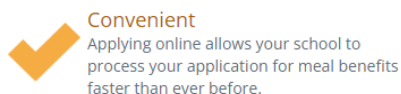
It is the intention of the Board of Regents that these standards serve the intended function in our schools: preparing our students to become lifelong learners and thinkers, as well as active participants in civil, community and professional endeavors. *Additional information about the new standards is available by [clicking here](#).*

Lunch Applications



Breakfast and lunch are **FREE** for every NYC public school student. In order to receive this benefit, eligible students must complete and return the **School Breakfast and Lunch Application**, conveniently available online at <https://www.myschoolapps.com>.

These forms are also available in Room 121. **Please return these forms as quickly as possible.** You only need to complete one form for all children from the same family that attend the same school. Completed forms not only enable students to receive free meals, but they are also the basis for determining and distributing additional educational funding from the state and federal governments to support programs that directly support all LICHS students.



LONG ISLAND CITY HIGH SCHOOL

2023 – 2024 BELL SCHEDULE

| MON - TUE - THU - FRI | | | | |
|-----------------------|----------|----------|--------|----------------------------------|
| Per | Start | End | Length | Notes |
| 0 | 7:20 AM | 8:06 AM | 46 min | CN; Internships |
| 1 | 8:10 AM | 8:56 AM | 46 min | CN; Internships |
| 2 | 9:00 AM | 9:46 AM | 46 min | |
| 3 | 9:50 AM | 10:39 AM | 49 min | Attendance Period; Announcements |
| 4 | 10:43 AM | 11:29 AM | 46 min | Lunch (HUC) |
| 5 | 11:33 AM | 12:19 PM | 46 min | Lunch (CUL) |
| 6 | 12:23 PM | 1:09 PM | 46 min | Lunch (LANG) |
| 7 | 1:13 PM | 1:59 PM | 46 min | Lunch (AWE) |
| 8 | 2:03 PM | 2:49 PM | 46 min | Lunch |
| 9 | 2:53 PM | 3:39 PM | 46 min | CN; Restorative Beautification |
| 10 | 3:43 PM | 4:29 PM | 46 min | CN; Restorative Beautification |

| ** WEDNESDAY ONLY ** | | | | |
|----------------------|----------|----------|--------|--|
| Per | Start | End | Length | Notes |
| 0 | 7:20 AM | 8:06 AM | 46 min | CN; Internships |
| 1 | 8:10 AM | 8:56 AM | 46 min | CN; Internships |
| 2 | 9:00 AM | 9:40 AM | 40 min | |
| 3 | 9:43 AM | 10:26 AM | 43 min | Attendance Period; Announcements |
| 4 | 10:29 AM | 11:09 AM | 40 min | Lunch / HUC |
| 5 | 11:12 AM | 11:52 AM | 40 min | Lunch / CUL |
| 6 | 11:55 AM | 12:35 PM | 40 min | Lunch / LANG |
| 7 | 12:38 PM | 1:18 PM | 40 min | Lunch / AWE |
| 8 | 1:21 PM | 2:01 PM | 40 min | Lunch |
| 9 | 2:04 PM | 2:50 PM | 46 min | PD Session A; CN; Restorative Beautification |
| 10 | 2:53 PM | 3:39 PM | 46 min | PD Session B; CN; Restorative Beautification |

2023 - 2024 School Year Calendar

| Date | Weekday | Event |
|-------------------------|-------------------|---|
| September 7 | Thursday | School begins for all students |
| September 25 | Monday | Yom Kippur (Schools Closed) |
| October 9 | Monday | Italian Heritage Day/Indigenous Peoples' Day (Schools Closed) |
| October 27 | Friday | End of 1st Marking Period |
| November 7 | Tuesday | Election Day; students do not attend |
| November 16 | Thursday | Evening Parent Teacher Conferences (PTC) for high schools, K–12, and 6–12 schools |
| November 17 | Friday | Afternoon Parent Teacher Conferences (PTC) for high schools, K–12, and 6–12 schools; students in these schools dismissed three hours early |
| November 23 - 24 | Thursday - Friday | Thanksgiving Recess (Schools Closed) |
| December 8 | Friday | End of 2nd Marking Period |
| December 25 - January 1 | Monday - Monday | Winter Recess (Schools Closed) Students return to school on Tuesday, January 2 |
| January 15 | Monday | Dr. Martin Luther King, Jr. Day (Schools Closed) |
| January 22 | Monday | End of 3rd Marking Period |
| January 23 - 26 | Tuesday - Friday | Regents Administration |
| January 29 | Monday | Professional Development Day for 9–12 and 6–12 schools in Districts 1–32 only; students in these schools do not attend |
| February 19 - 23 | Monday - Friday | Midwinter Recess (Schools Closed) |
| March 14 | Thursday | End of 4th Marking Period |
| March 21 | Thursday | Evening Parent Teacher Conferences (PTC) for high schools, K–12, and 6–12 schools |
| March 22 | Friday | Afternoon Parent Teacher Conferences (PTC) for high schools, K–12, and 6–12 schools; students in these schools dismissed three hours early |
| March 29 - April 1 | Friday - Monday | Easter Weekend (Schools Closed) |
| April 10 | Wednesday | Eid al-Fitr (Schools Closed) |
| April 22 - 30 | Monday - Tuesday | Spring Recess (Schools Closed) |
| May 3 | Friday | End of 5th Marking Period |
| May 27 | Monday | Memorial Day (Schools Closed) |
| June 4 | Tuesday | Regents Administration: Algebra I |
| June 6 | Thursday | Anniversary Day, Chancellor's Conference Day for Staff Development; Students will not be in attendance |
| June 13 | Thursday | End of 6th Marking Period |
| June 14 - 25 | Friday - Tuesday | Regents Administration |
| June 17 | Monday | Eid al-Adha (Schools Closed) |
| June 19 | Wednesday | Juneteenth (Schools Closed) |
| June 26 | Wednesday | Last day of school for all students. |

LICHS Upcoming Events Look-Ahead

*Please note that
dates of events are
subject to change*

September

- Welcome Back!
- *Hispanic Heritage Month (9/15 - 10/15)*

October

- **MP1 Ends**
- Bulldog Bash
- *Hispanic Heritage Month (9/15 - 10/15)*
- *Respect for All Month*

November

- Fall Saturday Academy Begins
- *Indigenous Heritage Month*
- Fall Parent Teacher Conferences (PTC)
- **Thanksgiving Break**

December

- **MP2 Ends**
- *Universal Human Rights Month*
- Winter Arts Showcase
- **Winter Recess**

January

- **MP3 Ends**
- **January Regents Administration**
- *Poverty Awareness Month*
- Talent Show

February

- Spring Term Begins!
- *Black History Month*
- **Midwinter Recess**

March

- **MP4 Ends**
- Bulldog Bash
- Spring Saturday Academy Begins
- *Women's History Month*
- PSAT / SAT Testing
- Spring Parent Teacher Conferences (PTC)

April

- *Arab American Heritage Month*
- **Spring Recess**

May

- **MP5 Ends**
- **AP Exam Administration**
- **NYSESLAT Administration**
- Mental Health Month
- *Asian Pacific Heritage Month*
- *Haitian Heritage Month*
- NHS Ceremony
- Spring Concert Performance

June

- **MP6 Ends**
- *Pride Month*
- *Caribbean-American Heritage Month*
- **June Regents Administration**
- Senior Prom
- Graduation

*Listen to PA
announcements and
check the website
throughout the year
for **additional** events
and activities!*

School Staff Directory

| Title | Name | Phone Extension | Email address |
|-----------|------------------|-----------------|-------------------------|
| Principal | Vivian Selenikas | 1130 | vseleni@schools.nyc.gov |

Assistant Principals

| Title | Name | Phone Ext | Email address |
|---|---------------------|-----------|----------------------------|
| Administration - Pupil Personnel Services | Maria Argyris | 1100 | margyri@schools.nyc.gov |
| Supervision – Social Studies | Daniel Bacharach | 4501 | dbacharach@schools.nyc.gov |
| Supervision – Mathematics, Arts, Music & Theater Director of HUC SLC | Julie Bingay–Lopez | 5501 | jbingay@schools.nyc.gov |
| Administration of Security | Natalya Duncan | 4401 | nduncan3@schools.nyc.gov |
| Supervision – Phys. Ed, Health & JROTC Director of AWE SLC | Jeff Engel | 2801 | jengel3@schools.nyc.gov |
| Administration & Supervision – ISS | Rosemary Jahoda | 6121 | rjahoda@schools.nyc.gov |
| Assistant Principal of English | Jennifer Lewis | Room 350 | jlewis31@schools.nyc.gov |
| Supervision - Technology & Culinary Director of CUL SLC | Matthew Malench | 5851 | mmalenc@schools.nyc.gov |
| Administration - Organization, Data | Jason Mudd | 6121 | jmudd@schools.nyc.gov |
| Supervision – Science & Assessment | Jocelyn Oviedo | 6401 | joviedo2@schools.nyc.gov |
| Administration – B-PBIS, Attendance | Allison Sherman | Room 210 | asherman6@schools.nyc.gov |
| Supervision – ENL, HLA & LOTE Director of LANG SLC | Leonore Smith-Serra | 5401 | lsmith30@schools.nyc.gov |

Parent Coordinators

| Name | Phone Extension/Number | Email address |
|----------------|------------------------|---------------------------|
| Awatef Ibrahim | 1854 | aibrahim3@schools.nyc.gov |
| Rosemary Liz | 1855 | rliz3@schools.nyc.gov |

Guidance, SLC & Student Services Staff

| Title | Name | Phone extension | Email address |
|---|----------------------|------------------------|--------------------------------|
| AWE Peer Collaborative Teacher | Derek Errigo | 2091 | derrigo@schools.nyc.gov |
| AWE Behavioral Support Teacher | Tanaya Vinsono | TBD | tvinson2@schools.nyc.gov |
| AWE Guidance Counselor | Astrid Lenis | 2122 | alenis2@schools.nyc.gov |
| AWE Guidance Counselor- | Maria Vergidis | 2121 | mvergidis2@schools.nyc.gov |
| AWE Social Worker | Cindy Farias | 2093 | cfarias@schools.nyc.gov |
| College and Career Advisor | Popi Christodoulou | 3851 | pchristodoulou@schools.nyc.gov |
| College and Career Advisor | Sun Jeoung | 3852 | sjeoung@schools.nyc.gov |
| Child Center of NY Wellness Center Counselor | | 5221, 5222, 5223 | |
| Coordinator of Student Activities (COSA) | Windy DeStefano | Room 321 | wdestefano@schools.nyc.gov |
| CUL Peer Collaborative Teacher | Elena Soto | TBD | esoto25@schools.nyc.gov |
| CUL Behavioral Support Teacher | Katerina Moros | 5856 | kmoros@schools.nyc.gov |
| CUL Guidance Counselor | Hale Berk | 5855 | hberk2@schools.nyc.gov |
| CUL Guidance Counselor | Julian Velez | 5852 | jvelez26@schools.nyc.gov |
| CUL Social Worker | Keith Linton | 5854 | klinton@schools.nyc.gov |
| HUC Model Teacher | Xi Xi Hu | HUC HUB | xhu@schools.nyc.gov |
| HUC Behavioral Support Teacher | Eric Dittmore | HUC HUB | edittmore@schools.nyc.gov |
| HUC Guidance Counselor | Lila Figueroa | HUC HUB | lfigueroa21@schools.nyc.gov |
| HUC Guidance Counselor | Gwen Fosterman | HUC HUB | gfosterman@schools.nyc.gov |
| HUC Social Worker | Raveenga Perera | HUC HUB | rperera@schools.nyc.gov |
| ISS Guidance Counselor | Sandra Badillo | 3468 | sbadillo2@schools.nyc.gov |
| ISS Social Worker | Marcia Herrera | 3469 | mherrera15@schools.nyc.gov |
| LANG Model Teacher | Christine Gomez | LANG HUB | cgomez31@schools.nyc.gov |
| LANG Behavioral Support Teacher | Donna DeLuca | LANG HUB | ddeluca2@schools.nyc.gov |
| LANG Guidance Counselor | Yesenia Fermin | 5481 | yfermin@schools.nyc.gov |
| LANG Guidance Counselor | Cindy Orbegoso-Gomez | 5483 | corbegoso@schools.nyc.gov |
| LANG Social Worker | Jose Manzano | 5482 | jmanzano8@schools.nyc.gov |
| Social Worker - Senior Advisor | Allen Smart | Room 549 | asmart@schools.nyc.gov |
| Social Worker - LYFE Center | Sharlina Goveia | 1600 | sgoveia@schools.nyc.gov |
| UFT Teacher Center | Shawn Fisch | Room 401 | sfisch5@schools.nyc.gov |
| Yearbook Advisor | Windy DeStefano | Room 321 | wdestefano@schools.nyc.gov |
| PSAL Athletic Director | Jeffrey Engel | - | jengel3@schools.nyc.gov |
| PSAL Assistant Athletic Director | Harley Watstein | - | hwatstein@schools.nyc.gov |
| Zone 126 Director | Michelle Makabali | 6501 | mmakabali@zone126.org |

LICHS Small Learning Community (SLC) Directory

*Students must make an appointment to enter their SLC's hub space.
Please use the following contact information.*

| SLC | Director(s) of SLC/Teacher Team (DIR) Peer Collaborative Teacher (PCT) Behavioral Support Teacher (BST) Guidance Counselors (GC) Social Worker (SW) | |
|--|--|--|
| AWE 212 <i>Official Class D</i> | J. Engel (DIR) Neubauer (Master Teacher) Errigo (PCT) Vinson (BST) Lenis (GC) Vergidis (GC) Farias (SW) | jengel3@schools.nyc.gov dneubauer2@schools.nyc.gov derrigo@schools.nyc.gov tvinson2@schools.nyc.gov alenis2@schools.nyc.gov mvergidis2@schools.nyc.gov cfarias@schools.nyc.gov |
| CUL 585 <i>Official Classes E & K</i> | Malench (DIR) E. Soto (PCT) Moros (BST) Berk (GC) Velez (GC) Linton (SW) | mmalenc@schools.nyc.gov esoto25@schools.nyc.gov kmoros@schools.nyc.gov hberk2@schools.nyc.gov jvelez26@schools.nyc.gov klinton@schools.nyc.gov |
| HUC 345 <i>Official Classes B & C</i> | Bingay-Lopez (DIR) Hu (Model Teacher) Dittmore (BST) Figueroa (GC) Fosterman (GC) Perera (SW) | jbingay@schools.nyc.gov xhu@schools.nyc.gov edittmore@schools.nyc.gov lacosta7@schools.nyc.gov gfosterman@schools.nyc.gov rperera@schools.nyc.gov |
| LANG 548 <i>Official Classes A & H</i> | Serra (DIR) Gomez (Model Teacher) DeLuca (BST) Fermin (GC) Orbegoso-Gomez (GC) Manzano (SW) | ismith30@schools.nyc.gov cgomez31@schools.nyc.gov ddeluca2@schools.nyc.gov yfermin@schools.nyc.gov corbegoso@schools.nyc.gov jmanzano6@schools.nyc.gov |

Who is My Guidance Counselor?

Students keep the same Guidance Counselor for all four years of their high school experience at Long Island City High School. Please see below for your Guidance Counselor based on your SLC and your 4-Year Graduation date in June.

| SLC | 4-Year Graduation Date | Guidance Counselor | Email |
|-------------|------------------------|--------------------|--|
| AWE | 2026, 2027 | Lenis | alenis2@schools.nyc.gov |
| | 2024, 2025 | Vergidis | mvergidis2@schools.nyc.gov |
| CUL | 2024, 2026 | Berk | hberk2@schools.nyc.gov |
| | 2025, 2027 | Velez | jvelez26@schools.nyc.gov |
| HUC | 2024, 2026 | Figueroa | lfigueroa21@schools.nyc.gov |
| | 2025, 2027 | Fosterman | gfosterman@schools.nyc.gov |
| LANG | 2025, 2026 | Fermin | yfermin@schools.nyc.gov |
| | 2024, 2027 | Orbegoso-Gomez | corbegoso@schools.nyc.gov |

Promotion Policy on Grade Level and Credits

| |
|--|
| <p style="text-align: center;">I am a freshman if...</p> <p style="text-align: center;">I have graduated from junior high school and I have fewer than 8 credits</p> |
| <p style="text-align: center;">I am a sophomore if...</p> <p style="text-align: center;">I have at least 8 credits <u>with a minimum of:</u> 2 English credits, 2 Social Studies credits, 1 Math credit, 1 Science credit, and 2 Physical Education classes</p> |
| <p style="text-align: center;">I am a junior if...</p> <p style="text-align: center;">I have at least 20 credits <u>with a minimum of:</u> 4 English credits, 4 Social Studies credits, 3 Math credits, 3 Science credits, 4 Physical Education courses and 2 LOTE credits (Language Other Than English)</p> |
| <p style="text-align: center;">I am a senior if...</p> <p style="text-align: center;">I have at least 30 credits <u>with a minimum of:</u> 6 English credits, 6 Social Studies credits, 4 Math credits, 4 Science credits, 6 Physical Education courses, 2 LOTE credits, 1 Art credit and 2 Elective credits</p> |

If you have questions regarding your status, please see your [Guidance Counselor](#).

Graduation Requirements

In New York State, there are three types of diploma: a local diploma, a Regents diploma, and an Advanced Regents diploma. All students can earn a Regents or Advanced Regents diploma; however only students who meet specific criteria are eligible to graduate with a local diploma, which allows students to graduate with lower exam scores. The type of diploma your child earns depends on his or her course credits and scores on specific Regents exams, as shown in the table below. An Advanced Regents diploma lets students demonstrate additional skills in math, science, and languages other than English. If you think your child is not earning the credits she or he needs to graduate, please speak to your school's [Guidance Counselor](#) immediately. Keep in mind that a student may always exceed these requirements; these represent the minimum.

| Regents Diploma | | Advanced Regents Diploma |
|---|--|---|
| Examination Requirements | | |
| Your child must achieve a score of 65 or higher on these five Regents exams: | | Your child must achieve a score of 65 or higher on these nine exams: |
| <ul style="list-style-type: none"> • English Language Arts (ELA) • Any mathematics exam (Algebra I, Geometry, or Algebra II/Trigonometry) • Any social studies exam (Global History and Geography or U.S. History and Government) • Any science exam (Living Environment, Chemistry, Earth Science, or Physics) • Any additional Regents exam or assessment approved by the State for this purpose | | <ul style="list-style-type: none"> • English Language Arts (ELA) • Three mathematics exams (Algebra I, Geometry, and Algebra II/Trigonometry) • Any social studies exam (Global History and Geography or U.S. History and Government) • Two science exams (Living Environment and one of these: Chemistry, Earth Science, or Physics) • Any additional Regents exam or assessment approved by the State for this purpose • Any NYC Languages Other Than English (LOTE) exam |
| Minimum Credit Requirements | | |
| 8 | Core English | 8 |
| 8 | Social Studies: Global History (4), U.S. History (2), Participation in Government (1), Economics (1) | 8 |
| 6 | Mathematics: Including at least two credits of advanced math (e.g., Geometry or Algebra II) | 6 |
| 6 | Science: Life Science (2), Physical Science (2), Life Science or Physical Science (2) | 6 |
| 2 | Languages Other than English (LOTE)* | 6 |
| 4 | Physical Education (every year, distributed in specific ways) | 4 |
| 1 | Health | 1 |
| 2 | Visual Art, Music, Dance, and/or Theater | 2 |
| 7 | Electives | 3 |
| 44 | TOTAL CREDITS | 44 |
| *A student seeking an Advanced Regents diploma with an arts or CTE endorsement is only required to complete 2 credits of LOTE. Also, a student whose IEP specifies that the disability directly impacts his or her ability to learn a language may substitute other courses for the LOTE requirement and still earn an Advanced Regents diploma. | | |

Source (Aug 31, 2017): <http://schools.nyc.gov/RulesPolicies/GraduationRequirements/default.htm>
If you have questions regarding these requirements, please see your [Guidance Counselor](#).

LICHS Grading Policy

Our Vision

Long Island City High School is committed to the development of a safe and productive learning environment that fosters a meaningful and respectful collaboration among students, staff, parents/guardians, families and the community in order to achieve common goals. With a strong focus on promoting literacy and communication skills across the curriculum, instruction is delivered through Smaller Learning Communities. Our curriculum and school practices are shaped by the consistent collection and analysis of data, rituals, routines, active engagement, and opportunities to apply new knowledge supporting a culture of responsibility, ownership, achievement and diversity for self-directed lifelong learning. A strong and productive learning classroom environment requires daily attendance, timeliness to classes, preparedness, and the tools and focus necessary to engage with higher order thinking tasks.

- Teachers shall use daily, ongoing checks for understanding of content and attainment of skills.
- Teachers shall use summative assessments regularly to measure student progress toward mastery of the Common Core Standards. The Common Core Standards can be found at: <https://www.engageny.org/>. We require proficiency in all NYS commencement learning standards. We encourage mastery level proficiency, meeting the New York State CCLS levels for all core content areas of study.
- Report Card grades will be distributed six times per year.
- Fall and Spring Parent/Teacher conferences are opportunities for students and parents to collaborate with teachers regarding students' academic progress. Parents/Guardians and families may schedule additional progress meetings with teacher teams through their Smaller Learning Communities' Guidance Counselors.
- Grades are cumulative. Grades represent a student's mastery of content. The final grade reflects the quality of the work the student has completed for the course. It will be the only grade that appears on the student's transcript. Students will be provided catch-up opportunities to improve their grades throughout the term.
- **Students who demonstrate a proficient or better score on a NYS Regents or Alternative Assessment may use that score to replace a summative assessment for which they did not demonstrate proficiency during that course's tenure.**
- Students entitled to accommodations based on their ENL or IEP or 504 must receive those accommodations to support mastery of content.

Please see your classroom teachers for additions to the above grading policies and instructional expectations for each class.



Long Island City High School Student Culture

Every student has the right to learn in a safe, well-ordered, and supportive environment. In order to maintain this type of environment at Long Island City High School, all students must adhere to the following discipline policies:

School Identification, Program Cards

- Students must bring their school I.D. and program card each day and be prepared to show it to any staff member who asks.
- Students must swipe their I.D. card upon entering and exiting the building **through only the approved exit/entrances. Emergency exits are not to be used as entrances or exits except in the case of a schoolwide emergency or fire drill. All students are to exit through the main.**
- If an I.D. card is lost, it is the student's responsibility to have it replaced ([see FAQ for more info](#)).

Dress Code

- Students must abide by DOE policies regarding the use of a face mask while within the school building.
- In order to maintain a positive learning environment, it is expected that students dress in a professional manner. We expect students to be dressed appropriately to ensure safety and to keep the focus on teaching and learning. **We would like all parents and guardians to remind students of proper dress protocols on campus.**
- Prohibited forms of dress at Long Island City High School include, but are not limited to:
 - Hats or caps (with the exception of headwear worn for religious observance or medical necessity).
 - Clothing that contains references to drugs, alcohol, sex, violence, racism, or gang-affiliation.
 - Clothing that does not provide coverage of torso, undergarments, and private body parts, including see-through garments of any kind.
 - Flip-flops.
 - Sunglasses while indoors.

If a student comes to school wearing clothing prohibited by the Dress Code, then the student's parents will be notified. The student may be subject to the interventions and disciplinary responses set forth in the Discipline Code, and the student will be expected to make appropriate adjustments to his/her clothing to conform with the Dress Code (e.g., turning shirt inside out, borrowing temporary clothing, etc.).

Hall Passes

- Students must request a hall pass from their teacher in order to leave the classroom.
- The laminated hall passes are ONLY to be used for a student to go to the restroom and return to class.
- **Restrooms are not available during the first or last 10 minutes of the period, and students must report to class / official location first to ask for a bathroom pass.**
- A visit to an office (nurse, guidance counselor, etc.) requires a separate hall pass, and this hall pass must be surrendered to a staff member at the destination. **Please note that such visits are strongly discouraged during class periods and teachers reserve the right to refuse the request should it interfere with the education process unduly.**
- Before leaving any office during the school day, students should request a hall pass before leaving. **Please note that such visits are strongly discouraged during class periods and staff members reserve the right to refuse the request should the visit interfere with the education process unduly.**
- There is a 5 minute maximum time limit on all passes.

Cutting Class

- Students must attend **every** class **each and every** day, including their first and last period classes.
- Teachers will contact parents or guardians if a student cuts class.
- Cutting class (which includes missing your first or last classes of the day) will result in disciplinary actions based on repeat offenses which includes, but is not limited to, phone calls home, parent meetings, and detention.
- Any student who leaves the building without permission will automatically receive a phone call home and repeat offenders will be scheduled for detention.

Long Island City High School Student Culture *(continued)*

Late to Class and Hall Sweeps

- Students must arrive to class on time. Students who enter after the late bell must sign the Late Log.
- Two latenesses to class within a week will result in a phone call home from the classroom teacher.
- Students who continue to be late after phone calls will be referred to their appropriate BST and may be assigned detention.
- Students caught in a hall sweep will be brought to designated rooms.
- Parents or guardians will be contacted.
- **Any student caught in a hall sweep three times will be assigned detention.**
- Students will return to class with a hall sweep pass.

Long Island City High School is not responsible for lost, stolen or damaged cell phones, computing devices, portable music, entertainment systems and/or other electronic devices or personal items.

Prohibited Items

- The following items are not permitted in school according to Chancellor's Regulations and will be confiscated if seen:
 - Transportation devices (*including, but not limited to, skateboards, bikes, Onewheels, etc.*)
 - Electronics that are being used without adult authorization (*including, but not limited to I-Pods, headphones, cell phones, etc.*)
 - Headwear (*unless for religious or medical purposes*)
 - Gang-related paraphernalia
 - E-cigarettes / Vaping paraphernalia, lighters, matches, tobacco products / paraphernalia
 - Alcohol or drugs (*including, but not limited to, any infused products*)
 - Glass bottles / containers
 - Any metallic item with a sharp point or edge (*including, but not limited to, grooming tools, hand tools, utensils, etc.*)
 - Weapons (*including, but not limited to, pepper spray, kubatons, chains, tasers, utility knives, etc.*)**Students found in possession of a weapon will be subject to a Superintendent's Suspension and/or arrest.**
- Confiscated items that students are legally allowed to possess will be returned to the student at the end of the school day for the first offense from room 175. **Second offense:** a parent will be required to pick up the relevant item. **Third offense:** parent conference will take place at which point the item will be returned. Further disciplinary action may be imposed on the student.
- **PLEASE NOTE Prescribed medication must have an associated MAF on file with the nurses and this medication must be stored and administered in the nurse's office as applicable.**

Trespassing

It is considered trespassing for anyone to permit an unauthorized person to enter the school building. **Violators are subject to criminal prosecution. Any student opening an emergency exit door for someone else will be considered an accessory to trespassing and will be subject to appropriate disciplinary actions, including criminal prosecution.**

School Property

- Students must respect school property by keeping it clean.
- Any student who engages in graffiti or any type of vandalism will be subjected to a Principal Suspension and/or arrest.
- Any student who is tampering with a fire safety device will be subject to penalties that can include arrest and fines.

Detention Policy

- Any student who fails to report for an assigned detention will have an additional day added.
- *Failure to report to detention a second time will result in further disciplinary actions.*

LICHS Cell Phone Policy

We anticipate increased use of student telephones for educational purposes. However, we acknowledge that there may be times when students use their telephones inappropriately. We support teachers and other instructional supports in the classroom who encourage their students to use their phones for educationally appropriate activities, but provide this section as guidance for when students use their phones or other devices without permission.

Recording devices, either auditory or visual in nature, can invade the privacy of other students and as such are prohibited from use in such non-instructional areas as the cafeteria or hallways without the express permission of the adult supervisor of that area, and so long as no other student working in the area objects to being recorded.

Students are responsible for their personal possessions. Any lost, missing, damaged, or stolen electronic device(s) will be at the owner's expense.

Students seen using the electronic device in areas other than the cafeteria or **without permission of the subject teacher**, will be asked to put the device away.

Any student who refuses to put his/her electronic devices away when asked will be subject to the ladder of interventions below:

- **1st & 2nd Offense:** Student's parent/guardian will be called by classroom teacher, a corresponding anecdote of the event is recorded.
- **3rd Offense:** Classroom teacher writes another anecdotal record, flagging BST. BST has a parent/guardian conference with student present.
- **4th Offense:** Students will be subject to after-school / lunch period detention in the SAVE room (178).

All Hubs, Guidance Counselor, Social Worker, and Assistant Principal offices are spaces where students may step in and request to make an emergency phone call if necessary.

Thank you for...

- Always carrying your program card and photo ID card and providing them upon request of any member of the staff in the building.
- Conducting yourself in a respectful and honorable manner and observing all relevant social distancing and masking guidelines.
- Only using electronic devices in the hallways and classrooms with proper authorization.
- Being on time and in your designated area at all times, even your lunch period.
- Only using the elevator if you have a pass, and being prepared to show it when asked by any adult in the building.
- Attending all classes and only leaving the school at the end of your scheduled day through the main entrance.
- Being seated inside your classroom when the late bell rings as this assists you and your classmates towards success.
- Only wearing headgear for religious or medical reasons.
- Using reusable, non-breakable bottles / containers rather than glass in the school building.

Frequently Asked Questions (FAQ)



1. What do I do if I lost my school ID?

When you arrive to school, scan the **green QR code** (at entry, 110, 142, cafe, and main office). Complete the form and your new ID will be ready up to 2 school days and can be picked in room 142 when you first come in (period 1 and period 2).

2. What do I do if I lost my MetroCard?

When you arrive to school, scan the **orange QR code** (at entry, 110, 151, cafe, and main office). Complete the form. Please note it will take at least 2 days to receive a replacement MetroCard. Replacements can be picked up in room 151 at the end of the day, as per the posted sign. While waiting for your replacement MetroCard, see the main office (121) for a letter to assist in getting home at the end of your day.

3. How do I get working papers?

Go to room 110.

4. What do I do if I need to see the guidance counselor or social worker?

Our guidance counselors are always here to help. Email your [Guidance Counselor or Social Worker](#) to schedule an in-person or virtual appointment. If it is an emergency situation, ask your teacher to call your counselor's phone extension.

5. What if I have a problem with my schedule?

Fill out the program change request forms, attached to the program card you will receive the first day. Email your [Guidance Counselor](#) to discuss possible changes.

6. What if I am having a problem with another student in the school (i.e.: teasing, bullying, etc.)

Email or call an adult in the building immediately, such as a Dean, [BST, Social Worker or Guidance Counselor](#). If you are in class, please speak to your teacher to help contact someone who can help. Your safety and well being are extremely important, and we will treat any concerns seriously, no matter how small. **Remember, we cannot help you to solve a problem if we are not aware of the problem.**

7. What if I need to leave school early?

Your parent or guardian must be aware of this and you will only be allowed to leave before your official day is over **in the company of a parent or guardian that is on file with the school (added to a student's blue card)**. Make sure that you bring a note upon your return to school from your parent/guardian as you were absent for some classes. See the Top 10 Ways to Succeed section for more information.

8. What if I have an injury or illness that prevents me from participating in physical education?

If the situation is minor (two days or less), bring a note from a parent or guardian explaining the situation and give it to your physical education teacher. If the situation prevents you from participating for a longer period of time, you must provide a doctor's note in addition to a note from home. If you cannot participate in physical education, you will be given an alternate assignment to complete during class.

9. What if my parent/guardian would like to speak to a member of the staff or administration?

We welcome communication from parents and do our best to make communication as easy as possible. Call the school from 7:00 AM—3:00 PM, or email the staff directly using the staff directory on our school website (go to [lichs.org](#)).

10. Can students use the school elevator?

Only students with an official elevator pass are permitted to use the elevator. With appropriate medical documentation, students can request an elevator pass from Ms. Montalbano in room 175. If Ms. Montalbano is not available, students can bring their documentation to Ms. Johnson / Ms. Candelario in room 113. When the previous three are unavailable, the final option is Ms. Dominguez in room 546. **All students must be prepared to show their elevator pass to any adult who asks.** Please note that elevator passes are for individual students and do NOT allow another student to accompany the pass holder.

How to Read Your Program Card

Your program card has a lot of information on it, not just classes.
See below for help on how to interpret this information.

NYC Department of Education
Student Program Card
LONG ISLAND CITY HIGH SCHOOL

School: 30Q450 School Year: 2022 Term ID: 1

Name: _____ Student ID: _____ Grade Level: 12
Sort By: Student Name Select Option: All Students Official Class: H9M
Counselor: ORBEGOSO CINDY Room: 548C
Omit Room#: Yes

| Period | Course Code | Section | Course Name | Teacher | Room # | Cycle Day |
|--------|-------------|---------|------------------------------------|-------------------|--------|-----------|
| 0 | ----- | ----- | ----- | ----- | ----- | ----- |
| 1 | AUS11UA2 | 1 | CN Intro Computer Art - LaGCC 2246 | GrajalesCubillos | 525 | MTWRF |
| 2 | MRN22QPA | 4 | CC Alg II Mgfl Math | Wang | 529 | MTWRF |
| 3 | PPS11Q42 | 23 | Soccer | Giamundo | GY4L | MTWRF |
| 4 | HFN11X | 4 | AP US Gov Pol Eco | Kapodistrias | 592 | MTWRF |
| 5 | ZLN | 5 | Lunch | Lunch | Café | MTWRF |
| 6 | SBN11X | 6 | AP Biology | DouglassJ | 380 | MTWRF |
| 6 | SBN11XL | 6 | LAB - AP Biology | DouglassJ | 380 | ----- |
| 7 | EEN44Q4 | 38 | English 12 | Siljkovic Holland | 582 | MTWRF |
| 8 | TYN11X | 8 | AP Comp Sci Principles | GrajalesCubillos | 525 | MTWRF |
| 9 | ----- | ----- | ----- | ----- | ----- | ----- |
| 10 | ----- | ----- | ----- | ----- | ----- | ----- |
| 11 | ----- | ----- | ----- | ----- | ----- | ----- |
| 12 | ----- | ----- | ----- | ----- | ----- | ----- |
| 13 | ZMQ29R2 | 99 | Q29R Languages Academy | PROGRAMMING | 548 | ----- |
| 13 | ZQ4 | 99 | ELL Expanding | Smith | 540 | ----- |
| 13 | ZRLANG | 99 | Your SLC is LANG | PROGRAMMING | 548 | ----- |
| 14 | ZRGCOY | 99 | GC Orbegoso GEC Y | Orbegoso | 548C | ----- |
| 14 | ZXAKYSB | 1 | AP Biology | PROGRAMMING | GYM4 | ----- |
| 14 | ZXATYTP | 1 | AP Computer Science Principles | PROGRAMMING | GYM4 | ----- |
| 14 | ZXAUYHG | 1 | AP United Government and Politics | PROGRAMMING | GYM4 | ----- |
| 15 | ----- | ----- | ----- | ----- | ----- | ----- |
| 16 | ----- | ----- | ----- | ----- | ----- | ----- |

In the above example, this student is a student in LANG, and their Guidance Counselor (GC) is Ms. Orbegoso. This student's first class every day is period 1, where they will go to room 525 on the 5th floor to take a College Now Introduction to Computer Art class with Ms. Grajales-Cubillos. This student has a physical education class period 3 with Ms. Giamundo in GY4L - the Gymnasium on the 4th floor. Their official lunch period is period 5. Their last class of the day is again with Ms. Grajales on the 5th floor in room 525, period 8 for AP Computer Science.

Science Labs show up on your program card, but are automatically built in and integrated into your associated science period.

In addition, don't forget other related information found in this document:

- To know what time periods start and end, please see the [Bell Schedule Section](#).
- For more information regarding your SLC contacts (Guidance Counselor, Social Worker, BST, etc.), please see the [SLC Directory Section](#).
- For more information regarding classroom location, please see the [LICHS Floor Plan Section](#).

LICHS Public School Athletic League (PSAL) Teams

We are proud at Long Island City High School to offer several PSAL Athletic Teams across the three seasons. Please see below for our current offerings. For any questions, please reach out to either the [PSAL Athletic Director](#) or the [PSAL Assistant Athletic Director](#).

*In order to participate in any PSAL sports activities, students must have a medical form and parental consent form on file. **In addition, all student athletes must maintain satisfactory grades and attendance.***

Fall Season

Bowling (Girls)
Bowling (Boys)
Cross Country (Girls)
Cross Country (Boys)
Fencing (Boys)
Varsity Football
Golf (Girls)
Soccer (Girls)
Soccer (Boys)
Swimming (Girls)
Volleyball (Girl)
JV Volleyball (Girls)
Tennis (Girls)

Winter Season

Basketball (Girls)
Basketball (Boys)
Gymnastics (Girls)
Gymnastics (Boys)
Swimming (Boys)
Wrestling

Spring Season

Cricket (CoEd)
Fencing (Girls)
Golf (CoEd)
Handball (Girls)
Handball (Boys)
Lacrosse (Girls)
Lacrosse (Boys)
Softball
Volleyball (Boys)
JV Baseball
Tennis (Boys)
Baseball



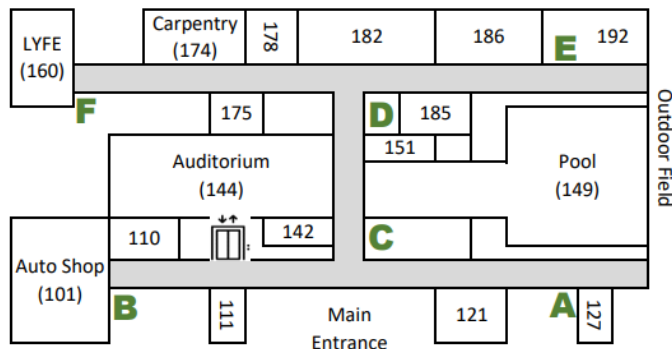
LICHS Floor Plan

Please note that the below are NOT drawn to scale, and are simplified to only show a portion of the rooms. The **Green Letters** indicate the major staircases in the building.

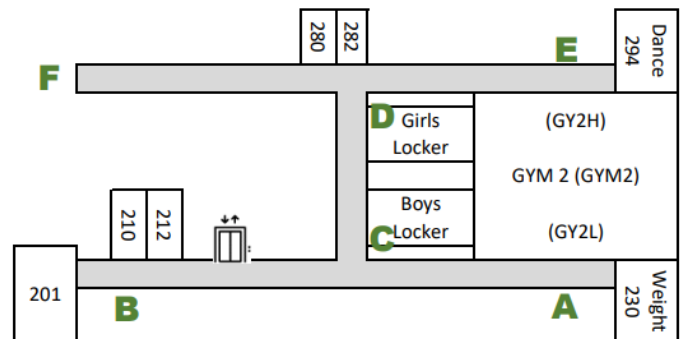


The elevator icon is included as a point of reference for each floor. Please refer to the [FAQ Section](#) for more information regarding the student elevator policy.

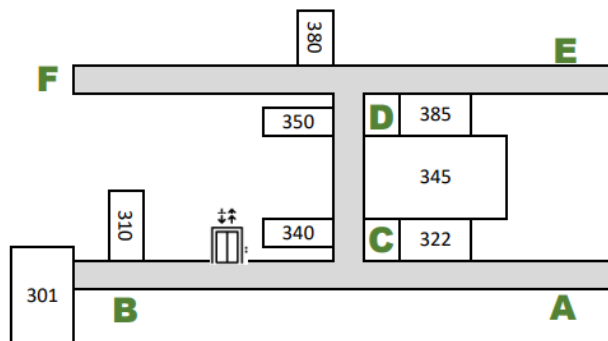
FIRST FLOOR



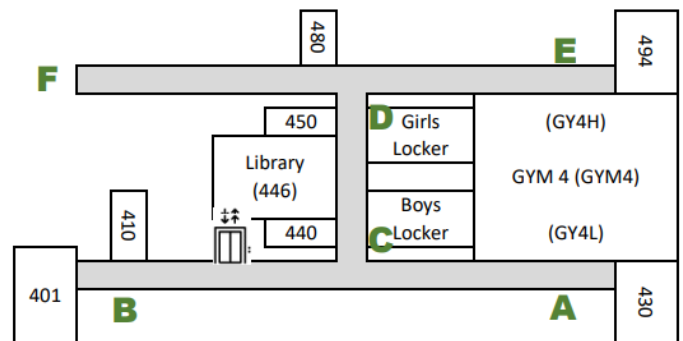
SECOND FLOOR



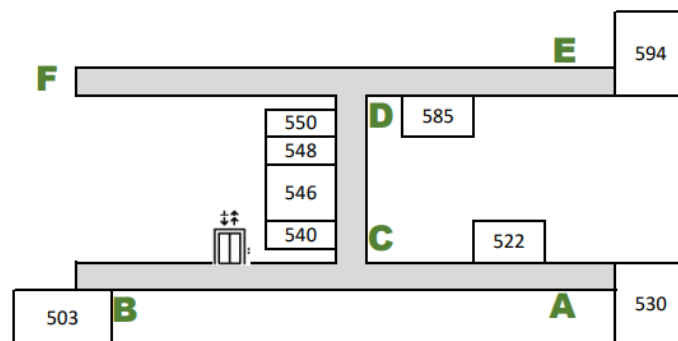
THIRD FLOOR



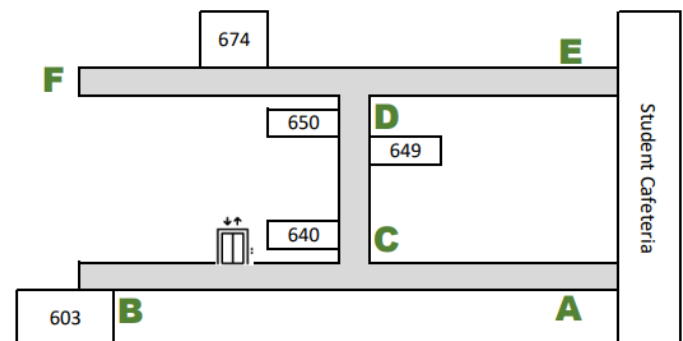
FOURTH FLOOR



FIFTH FLOOR

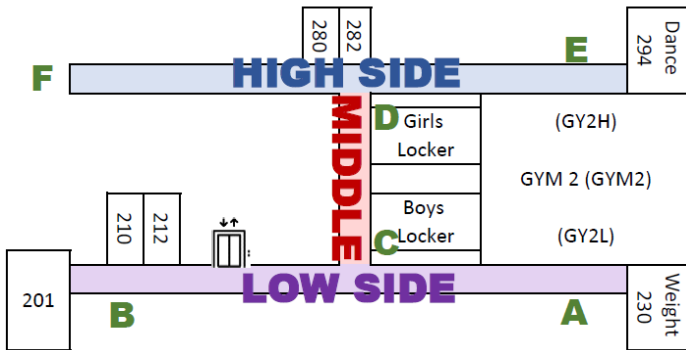


SIXTH FLOOR



LICHS Floor Plan (Key Locations)

SECOND FLOOR



The hall structure of our building is an **H** laying on its side. When helping new students to navigate, we refer to the **High Side** (the side with the higher room numbers), the **Low Side** (the side with the lower room numbers) and the **Middle**.

For example, when students and staff enter the building through the main entrance in the morning, they are entering on the low side.

When looking at a student program, classrooms with a number indicate their floor with the first number. *For example, if a student has a dance class in room 294, they will go to the second floor (the room number starts with 2), and go to the high side (higher room number).*

For a list of some of the special rooms that students may need to know, please see below:

| Description | Room | Floor | Location |
|-------------------|------|-------|-----------|
| Attendance Office | 210 | 2 | Low Side |
| Auditorium | 144 | 1 | Middle |
| AWE Hub | 212 | 2 | Low Side |
| Cafeteria (Cafe) | - | 6 | - |
| CCNY | 522 | 5 | Low Side |
| College Office | 385 | 3 | High Side |
| CUL Hub | 585 | 5 | High Side |
| Dance Studio | 294 | 2 | High Side |
| AP English | 350 | 3 | Middle |
| AP ENL | 540 | 5 | Middle |
| AP Guidance | 345o | 3 | Middle |
| Gymnasium | GYM2 | 2 | - |
| Gymnasium | GYM4 | 4 | - |
| HUC Hub | 345 | 3 | Middle |
| ID Card Office | 142 | 1 | Middle |
| AP ISS | 121d | 1 | Low Side |
| ISS Suite | 345 | 3 | Middle |
| LANG Hub | 548 | 5 | Middle |

| Description | Room | Floor | Location |
|-----------------------|------|-------|-----------|
| Library | 446 | 4 | Middle |
| LYFE Center | 160 | 1 | High Side |
| Main Office | 121 | 1 | Low Side |
| AP Mathematics | 550 | 5 | Middle |
| Metro Card Office | 151 | 1 | Middle |
| Nurse's Office | 546 | 5 | Middle |
| AP Organization | 110d | 1 | Low Side |
| Parent Coordinators | 185 | 1 | High Side |
| AP PBIS | 210 | 2 | Low Side |
| AP Physical Education | 280 | 2 | High Side |
| Principal's Office | 111 | 1 | Low Side |
| AP Science | 640 | 6 | Middle |
| AP Security | 440 | 4 | Middle |
| AP Social Studies | 450 | 4 | Middle |
| Student Pantry | 649 | 6 | Middle |
| Weight Room | 230 | 2 | Low Side |
| AP World Language | 540 | 5 | Middle |
| Zone 126 | 650 | 6 | Middle |

Your DOE GAFE (Google Account for Education)

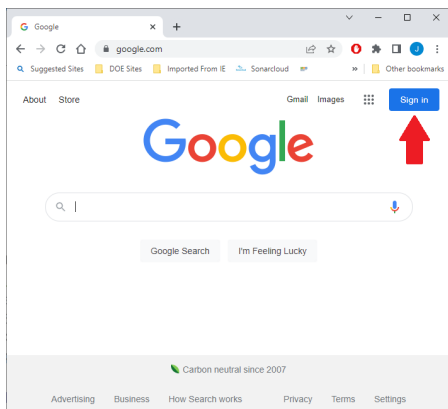
Every New York City public school student has a DOE account (**NYCstudents.net**). It is created automatically when you enroll in school. Your DOE account stays the same the entire time you are in school, and with it you can access all DOE technology platforms.

All students will receive information regarding their email account name during their period 3 class in the first days of school.

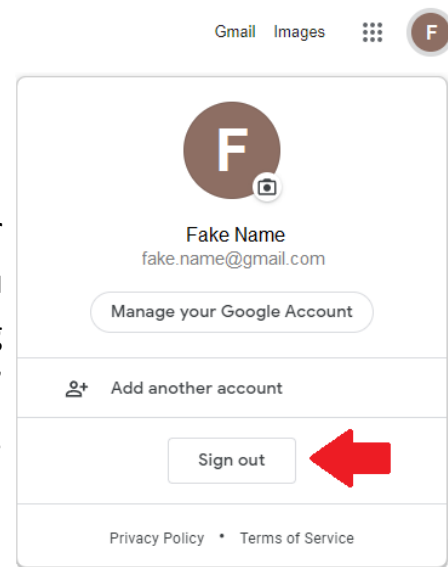
If you forget your password, your classroom teacher can reset it for you if you are engaging in an activity that requires you to login. Otherwise, you can see your SLC PCT in your SLC hub to reset your password. See the [SLC Directory](#) section for more info.

Your DOE account functions just like a Google account.

To use it browse to Google and click **Sign In**.



Please note that if another account is *already* logged in, you **WILL** need to sign out by clicking the circle next to the “waffle” and selecting **Sign Out**.



Click on the Waffle and select Gmail, if your NYCstudents.net account is not there, then select **Use another account**.

In the 1st sign-in box, type in your entire email address, INCLUDING “@NYCstudents.net”.

In the 2nd sign-in box, type in just your user name, the first part of your email address WITHOUT the “@NYCstudents.net”.

*For more information regarding your DOE account,
please visit the following website:*

<https://www.schools.nyc.gov/learning/digital-learning/doe-student-accounts>

How to Join a Google Classroom

You **MUST** use your NYC DOE email address (NYCstudents.net) to login to Google and access your Google Classrooms.

Students 5 Steps to Google Classroom

1

classroom.google.com

Go to the Classroom website and log in with your Google Apps email login.



2

Join a Class

In the upper right click on the plus button to join a class. Enter the class code.

Install the Google Classroom App

3

Stream

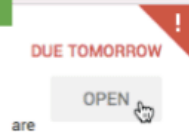
Find your assignment in the Stream.

JOIN YOUR FIRST CLASS!

4

Open Templates

From the stream always click on "OPEN" in an assignment to view templates the teacher has attached.



5

Turn In

Click the blue Turn In or Mark As Done button.

Private Comments

For each assignment there is a private comment. Click on open and locate at the bottom of the assignment.

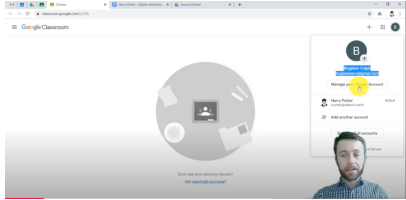
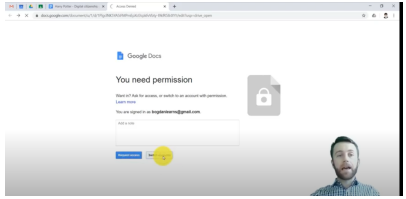
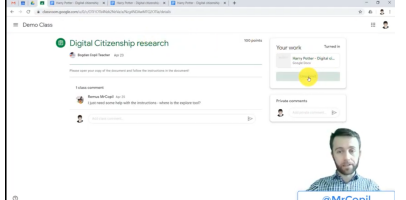
Use this to ask a question or have a conversation with your teacher to further your learning.

Created by Alice Keeler 

For more detailed instructions, visit <https://www.wikihow.com/Join-a-Class-on-Google-Classroom>

Google Classroom Troubleshooting

Before frantically emailing your teacher for help with a problem, try one of these solutions. Likewise, you can always try to search up an answer to your question!

| Problem | Solution |
|---|--|
| Google doesn't recognize my password! | <p>Make sure you're typing carefully.</p> <p>Username ARE NOT case-sensitive. Passwords ARE case-sensitive. Check to make sure the Caps Lock is off.</p> <p>If you really can't remember your password, please contact your SLC's PCT to reset it.</p> |
| Google doesn't recognize my account! | Please review the Your DOE GAFE (Google Account for Education) Section of the Student Handbook. |
| I have the code for my class, but I can't join the class! Or, I went to Google Classroom, and none of my classes are there! | <p>Make sure you are logged in as the correct user.</p>  |
| I'm trying to access my file or the file my teacher posted for me, and Google says "You need permission." | <p>Select "Switch account." Do not select "Request Access." Then, select your NYCstudents.net account.</p>  |
| I can't make changes to my assignment! I have read-only access. Or, I submitted my assignment and then I realized I need to make a change/I submitted the wrong document. | <p>In the assignment, select "Unsubmit." You can then make changes or select a different file.</p>  |

If you are bothered by other Google user accounts on your device frequently, you may wish to create another Chrome profile under the "People" menu in Google Chrome.

Welcome to Google Apps for Education

About Google Apps for Education

Google Apps for Education (GAFE) is a cloud-based system offering online productivity tools for classroom collaboration. GAFE provides students and teachers with unlimited cloud storage in Google Drive, Docs, Sheets and Slides. GAFE also provides student email and other modern online communication tools.

Starting up

Open a web browser (Google Chrome, Safari, Firefox, Internet Explorer, etc.) and go to the Digital Backpack webpage:

Logging on

Teachers

Teachers should use their GAFE account to access all functions. Your email is your DOE username @lichs.org.

Students

Students who have returned their parent/carer consent form will use their SchoolsNET username (student number) and password. Click "Logon". When the Backpack page launches, click the Gmail icon.

Benefits

With Gmail, you can:

- Send and receive emails and notifications to stay up to date with tasks, assignments and school events.
- Access your school email from anywhere online, on any device with a modern browser.
- Categorise and sort your emails the way you want, so you can find things quickly and easily.
- Enjoy an inbox with unlimited storage.

TO NOTE: ALTHOUGH GMAIL HAS THE ABILITY TO CONNECT LIVE VOICE, VIDEO AND INSTANT MESSAGING, THESE FEATURES ARE DISABLED BY DEFAULT FOR STUDENTS.

Your Email Account

Your email address will be your firstnamefirstinitiallast4ofyou@lichs.org. You can see any adult in your SLC's hub for help accessing your account.



Barack OBAMA

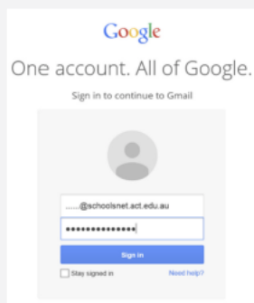
baracko1234@lichs.org

Google Apps for Education connects your email address to your first name and last name. Whenever you send someone an email, they will see your name and email address in their inbox.



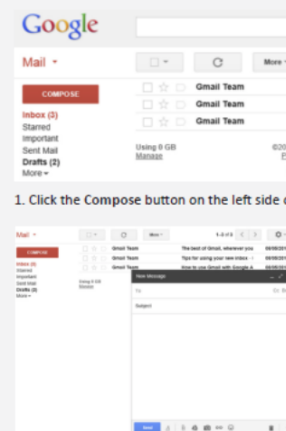
Access Google Apps using your Email

When you go to any Google Apps service in a web browser, such as <https://mail.google.com/> or <https://drive.google.com/> it will prompt for your Google username and password to log in.



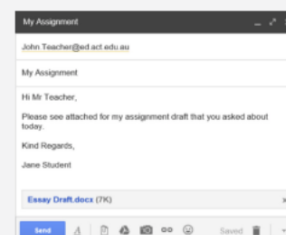
When prompted by Google, enter in your email address (such as baracko1234@lichs.org) as your user name, then enter your password. Click "Sign In."

Compose and Send an Email



1. Click the Compose button on the left side of your Gmail Inbox.

2. Type your recipient's email address in the "To" field. The Cc and Bcc (copy and blind carbon copy) will let you include additional recipients whose responses are welcome but not required

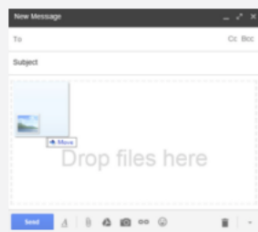


3. Enter a subject for your message in the "Subject" field.

4. Write your message! Just click in the large field below the subject line and type away.

5. When you're done composing, click the Send button at the bottom of your compose window.

Add Attachments



There are also icons that allow you to add attachments:

There are several ways you can add attachments to an email. The easiest is to drag and drop file attachments from your computer directly into the compose window

1. In the compose window, click any of the attachment icons to add files from your computer or Google Drive.

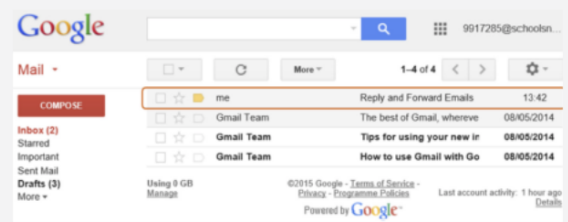


2. If you want to add an attachment from Google Drive, you will have the option to add as a link, or as an attachment. A Drive link will send the recipient to the Google Drive file in the web and the Attachment will take the file from Google Drive and attach it as a stand-alone file.

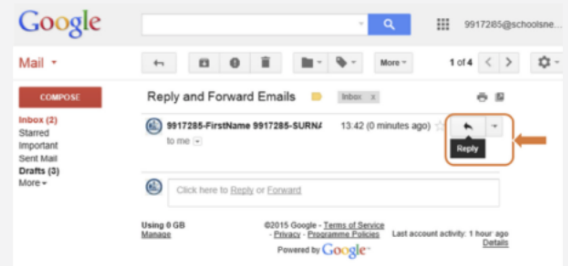
Attachment Limits: You can send messages up to 25 megabytes (MB) in size. If you'd like to send attachments that are larger than this, you can attach a Drive link to the larger file that is stored in your Google Drive.

As a security measure, Gmail doesn't allow you to send or receive executable files, such as files ending in .exe

Reply and Forward an Email

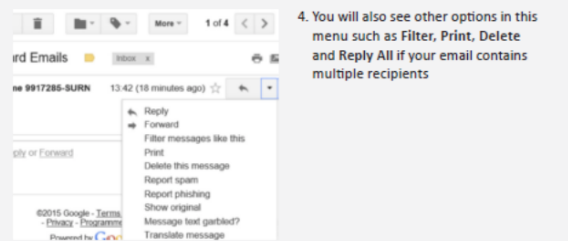


1. In your Inbox, select the email you wish to reply to or forward to another recipient.



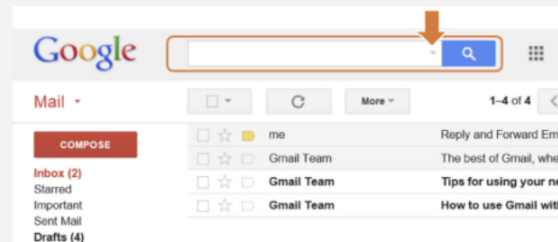
2. To reply, select the arrow icon to the right of the email.

3. To forward, select the dropdown icon to the right of the arrow icon and select forward

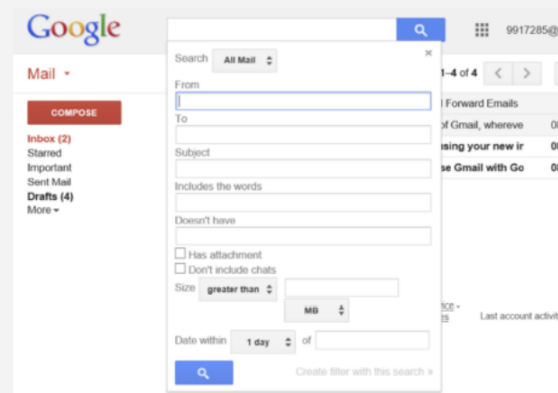


4. You will also see other options in this menu such as Filter, Print, Delete and Reply All if your email contains multiple recipients

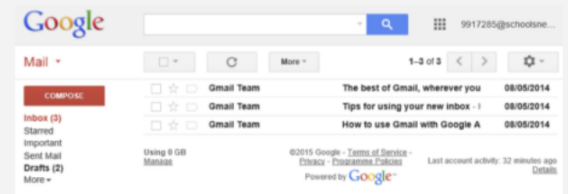
Search in Gmail



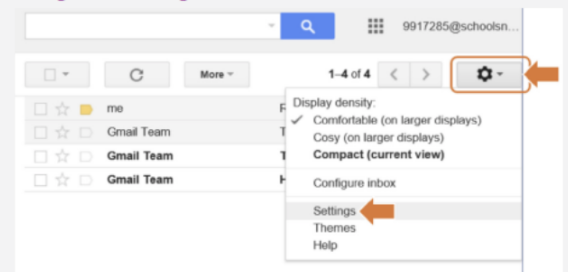
1. To search your inbox, click in the search box at the top of the screen and simply type the word you're looking for. For example, if you are looking for an email about a science assignment, type in the word "science".



2. To add more to your search, click the small dropdown arrow to the right of the search box. This provides more advanced options for your search



Change Email Settings



1. In your Gmail Inbox, Click the gear icon in the top right.

2. Select Settings.

3. The Settings menu will allow you to make changes to your Gmail environment that may better suit you than the current default settings.

LICHS Student Internet Usage Guide



Contents

Digital Citizenship responsibilities of Parents, Students, and Teachers.....38

Internet Acceptable Use and Safety Policy (IAUSP).....40

Internet Safety Tips for Children and Teens.....41

Google Accounts for Education (GAFE) Guide.....42

The Do’s and Don’t’s of E-mail Etiquette.....44

Parents and teachers are in charge of helping students be good digital citizens. This means they support students in using the internet in ways that are safe, responsible, and appropriate. They also help students follow the rules and etiquette that lead to effective digital learning. Here are the responsibilities expected of parents, students, and teachers:

Parent responsibilities

- Make sure your children act responsibly. This includes knowing and understanding the [Discipline Code](#), [Internet Policy](#), and [Social Media Guidelines](#).
- Keep track of your children's use of the internet when they are outside of school.
- Share values with your children and discuss with them what is and is not acceptable on the internet.

Student responsibilities

- Follow school and classroom rules for using technology.
- Collaborate in ways that add to the learning environment.
- Act responsibly toward others you interact with face-to-face and/or online.
- Use technology to support an inclusive school community.
- Protect passwords and make sure devices do not automatically save passwords.
- Be careful when providing any personal information and always get a parent's permission before you do.
- Have permission from a parent before meeting anyone in person that you have met only online.
- Respect and care for school work and devices.
- Only download music, photographs, or video if you have permission from your teacher. Follow the owner's instructions for use. If you don't know whether you can use something you found online, request permission from the owner.
- Only use accounts that belong to you.
- Raise money for school activities only as directed by your teacher.
- Reach out to a trusted adult or Respect for All (RespectForAll@schools.nyc.gov or (212) 374-2350) if you see anything that is inappropriate, threatening, or unkind.

A student who does not act responsibly may face the consequences explained in the [Discipline Code](#) and [Chancellor's Regulations](#).

Teacher responsibilities

- Teach students appropriate behavior when interacting with other individuals online, as well as making sure they are aware of and familiar with ways to react appropriately to cyberbullying.
- Provide students with guidelines and support for safe and responsible use of the internet.
- Notify parents if student work involves using the internet to communicate with individuals outside the school community (i.e. other classes, experts, authors).
- Provide alternative learning activities if a student's use of technology is revoked.
- Protect student information as stated in the [Chancellor's Regulation A-820](#), which addresses the confidentiality and release of student records and the [Family Educational Rights and Privacy Act](#) ("FERPA"). In accordance with this Regulation and federal law, schools cannot share personal information from a student's education record without parental consent, except in a few limited exceptions. Refer to the [Privacy Policy](#) to learn how information is protected, collected, and used.
- In accordance with the law (the [Children's Internet Protection Act](#)), internet content is blocked if it is inappropriate for minors, lacks educational or work-related content, or poses a threat. Teachers can request that their principal complete the [website security change request form](#) to block a site or to unblock a site that is needed for learning purposes.
- Follow [Chancellor's Regulation A-610](#) to raise money for school activities.
- Reach out to a supervisor if you encounter inappropriate use or communications which violate DOE policies or regulations.

Internet Acceptable Use and Safety Policy (IAUSP)

From <http://schools.nyc.gov/RulesPolicies/InternetAcceptableUse/default.htm>

Students Using the Department's Internet Systems

- Students must not reveal personal information about themselves or other persons on social networking sites, in chat rooms, in emails or other direct electronic communications, or any other forum over the Internet. For example, students must not reveal their home address, or telephone or cell phone number. Students must not display photographs of themselves, or the images of others.
- Students should not meet in person anyone they have met only on the Internet.

Students must promptly disclose to their teacher or other school employee any message or other activity they receive that is inappropriate or makes them feel uncomfortable.

- Students should not allow Department computers to save their passwords.

Parents:

- Although students generally will be supervised when using the Department's Internet System on school property, it is not practicable for the Department to monitor and enforce a wide range of social values in student use of the Internet. Parents are primarily responsible for transmitting their particular set of family values to their children, and discussing with their children what material is and is not acceptable for their children to access through the Department's Internet Systems.
- Parents are exclusively responsible for monitoring their children's use of the Internet when the Department's Internet Systems are accessed from home or a non-school location. The Department may or may not employ its filtering systems to screen home access to the Department's Internet Systems. Parents should inquire with the school or Department.

Violations of this Policy

The Department, including central offices and schools, reserves the right to terminate any user's access to Department Internet Systems - including access to Department e-mail - at any time.

If a student violates this policy, appropriate disciplinary action will be taken consistent with the Discipline Code and applicable Chancellor's Regulations. If a student's access to the Department's Internet System is revoked, the student may not be penalized academically, and the Department will ensure that the student continues to have a meaningful opportunity to participate in the educational program.

Employee violations of this policy will be handled by appropriate discipline.

All users must promptly disclose to their teacher, supervisor, principal or manager any information they receive that is inappropriate or makes them feel uncomfortable.

Internet Safety Tips for Children and Teens

From <https://www.nypl.org/help/about-nypl/legal-notices/internet-safety-tips>

- **Personal Information.** Don't give out personal information without your parents' permission. This means you should not share your last name, home address, school name, or telephone number. Remember, just because someone asks for information about you does not mean you have to tell them anything about yourself!
- **Screen Name.** When creating your screen name, do not include personal information like your last name or date of birth.
- **Passwords.** Don't share your password with anyone but your parents. When you use a public computer make sure you logout of the accounts you've accessed before leaving the terminal.
- **Photos.** Don't post photos or videos online without getting your parents' permission.
- **Online Friends.** Don't agree to meet an online friend unless you have your parents' permission. Unfortunately, sometimes people pretend to be people they aren't. Remember that not everything you read online is true.
- **Online Ads.** Don't buy anything online without talking to your parents first. Some ads may try to trick you by offering free things or telling you that you have won something as a way of collecting your personal information.
- **Downloading.** Talk to your parents before you open an email attachment or download software. Attachments sometimes contain viruses. Never open an attachment from someone you don't know.
- **Bullying.** Don't send or respond to mean or insulting messages. Tell your parents if you receive one. If something happens online that makes you feel uncomfortable, talk to your parents or to a teacher at school.
- **Social Networking.** Many social networking websites (e.g., Facebook, Twitter, Second Life and MySpace) and blog hosting websites have minimum age requirements to signup. These requirements are there to protect you!
- **Research.** Talk to your librarian, teacher or parent about safe and accurate websites for research. The public library offers lots of resources. If you use online information in a school project make sure you explain where you got the information.

The Do's and Don'ts of Email Etiquette

Adapted from <http://www.teensharp.org/2016/09/26/the-dos-and-donts-of-email-etiquette/>

1. Write a meaningful subject line. Do not be vague and general, but don't be too lengthy either. Vague subject lines will easily get lost, but a specific and clear subject line will grab your reader's attention and will help you receive the desired response faster.

| BAD SUBJECT LINE | GOOD SUBJECT LINE |
|------------------|-------------------------------------|
| Homework | Homework Due Saturday 9/10 |
| Essay | Dupont Challenge Essay Due 1/1/17 |
| Question | Question about Dickinson Admissions |

2. Keep the message focused. Know exactly why you are sending an email. A strong subject line will help you stay focused. If you have a vague subject, like "Question" you may end up with a vague email.

BAD MESSAGE

To: teacher.learning@edu

Subject: Question

Mr. Teacher. I don't get the Dickinson Essay requirements.

GOOD MESSAGE

To: teacher.learning@edu

Subject: Question About Dickinson Essay

Dear Mr. Teacher,

I'm working on the admission essay to Dickinson College, and the directions are unclear about the length. How do you suggest I proceed?

Thanks for your help,

Melissa

3. Include salutation and closing. It's important that you learn how to address others professionally via email; including a salutation and closing is a part of the professional email etiquette. Furthermore, a salutation and closing show that you care about the person you are addressing (there's hardly anything more important to our identity as our name).

BAD MESSAGE

To: teacher.learning@edu

Subject: Help

I don't get the homework questions.

GOOD MESSAGE

To: teacher.learning@edu

Subject: **Request for Help with 9/10 Homework**

Good Afternoon Mrs. Teacher,

I hope you're well. I read the article that we're supposed to refer to for the homework questions, but I still can't quite understand questions 2 and 4. Could you please kindly explain what you mean by "underlying connotation"?

Thanks for your help,

Melissa

4. Use a standard font, including size and color. Avoid emojis and images (unless the images are relevant to your message). Fonts such as Arial, Times New Roman, and Calibri, in black and size 11 or 12 point, are examples of standard fonts that are expected in professional settings. Large or colorful fonts come off as unprofessional or immature; small fonts are hard to read. Avoid using all capital letters, which can be interpreted as "yelling."

BAD MESSAGE

To: speaker.connecting@edu

Subject: **Our lunch meeting**

Hello! 😄 I'M SO EXCITED TO SEE YOU FOR LUNCH!
Thanks for agreeing to meet with me.

GOOD MESSAGE

To: speaker.connecting@edu

Subject: **Our lunch meeting**

Good Afternoon Mr. Speaker,

Thank you so much for agreeing to meet me for lunch tomorrow at Sac's. I am very excited to meet with you and hear more about your career experience.

Sincerely,

Melissa

5. Identify yourself clearly. This is particularly important when e-mailing someone you've recently met or someone you have never met before.

Example 1 — if you have met the person you are emailing

To: speaker.connecting@edu

Subject: **Can we meet for lunch?**

Good Afternoon Mr. Speaker,

I hope you're well. **My name is Melissa, and you spoke to my TeenSHARP class about the importance of grit on Saturday, September 2nd.** I am interested in learning more about your story, as my life is a lot like how you described yours when you were in high school. If you have some time to meet for lunch over Spring Break, I would really like to meet with you.

Thanks,

Melissa

Example 2 — If you've never met the person you are emailing

To: speaker.connecting@edu

Subject: **Can we meet for lunch?**

Good Afternoon Mr. Speaker,

I hope you're well. **My name is Melissa, and I am a College Access Ambassador in Delaware's TeenSHARP program. TeenSHARP is a rigorous, multi-year enrichment program that prepares talented youth of color for and places them into selective colleges and Universities ready to thrive.** I am interested in learning more about your story, as my life is a lot like how you described yours when you were in high school. If you have some time to meet for lunch over Spring Break, I would really like to meet with you.

Thanks,

Melissa

6. Be polite, never write while irritated. If you receive an email that upsets you, first re-read it to make sure that you have interpreted the information correctly. If you are still upset, wait at least 12 hours to respond. Do not type a response until you have calmed yourself. I highly recommend that you ask a mentor, parent, or teacher to read the email with you so that you can figure out the most appropriate response. It would also be appropriate to have your mentor, parent or teacher read your response. Remember, it is easy to burn bridges but it is hard to build them!

From: teacher.school@edu

Subject: **Your 2nd Marking Period Exam Grade**

Dear Melissa,

You have received a 66% on your 2nd Marking Period Exam Grade. I requested that you turn in all parts of the exam on time, and you did not. Also, your answers were rushed, and you left class early on the day of the exam. I am disappointed. Please see me at the end of class.

Regards,

Mr. Teacher

BAD RESPONSE

To teacher.school@edu

Subject: **2nd Marking Period Exam Grade**

Mr. Teacher,

You can't do that. You can't just take off points for stupid reasons. You can't take points off because I left class early. Cameron did less than me and you gave him an 87%. You can't play favorites. I'm taking this to the principal.

GOOD RESPONSE

To: teacher.school@edu

Subject: **2nd Marking Period Exam Grade**

Mr. Teacher,

I too am disappointed to find that I scored so low on the exam. I owe you an explanation, although it is a belated one, and I sincerely hope that we may be able to discuss this further tomorrow after class. At the time of the exam, I was undergoing an arm surgery, which required that I remained under the close supervision of my doctor during the recovery. That is why I had to leave the exam early; my doctor could accommodate me only at that time. I really hope that you may consider making an exception and allow me to recover the late points in light of this circumstance. I look forward to speaking with you tomorrow.

Best,

Melissa

7. Don't use text message language. Please be formal. Writing formal and professional emails shows off your writing abilities to teachers, mentors, and eventually, college admission officers.

BAD LANGUAGE

To teacher.school@edu

Subject: **English Homework Due 9/12**

GM

Idk how to do pt 1 of the hw. Was it in the txt? Thanx ttyl. Melissa

GOOD LANGUAGE

To teacher.school@edu

Subject: **English Homework Due 9/12**

Good Morning Mr. Teacher,

Is there an example of part 1 of the homework in the textbook? I don't quite remember how to do it.

Thanks,

Melissa

8. Respond Promptly. Ideally, you want to reply to your emails within 24 hours. Missed emails equal missed opportunities.

9. Proofread: Easy errors are noticeable at best, and annoying at worst. Be sure to read your emails to make sure they are free of errors

BAD LANGUAGE – MANY ERRORS

To: speaker.connecting@edu

Subject: Can we meet for lunch?

Good **Afternoon** Mr. Speaker,

I hope **your** well. My name is Melissa, and I am a College Access Ambassador in Delaware's TeenSHARP program. TeenSHARP is a rigorous, multi-year **enrichmnt** program that prepares talented youth of color for and places them into selective colleges and universities ready to thrive. I am interested in **learning** more about your **story**, as my life is a lot like how you described yours when you were in high school. If you have some time to meet for lunch over Spring Break, I would really like to meet with **u**.

Thanks,

Melissa

10. Show respect and restraint: This shows that you are emotionally mature and capable of self-control. Even after receiving an unsettling email. Look at number 5 for an example.

If you keep these 10 steps in mind, you will be capable of making a mature and professional impression.

Instructional Device Agreement

In order to use computer labs, laptops or iPads at LICHS, students must sign and return this form. This form must be retained by the classroom teacher and made available upon request. This instructional device policy will ensure proper use of our electronic devices for instructional purposes. *These rules must be strictly enforced and monitored by the teacher in the computer lab or classroom with their students.*

By signing this form, you agree to always follow the rules listed below:

While working with instructional technology, thank you for **NOT**:

1. Eating or drinking (this includes gum and candy).
2. Damaging the computer hardware or software.
3. Modifying the computer settings in any way (this includes changing the screensaver, wallpaper, icons, etc.).
4. Using another person's username and password.
5. Sharing your password with others.
6. Trespassing in other's folders or files.
7. Visiting unauthorized or unacceptable websites.
8. "Hacking" into websites that are blocked.
9. Listing personal information such as name, address, phone number, etc. on websites.
10. Downloading or installing games, music, pictures, videos, software, etc.
11. Participating in online chatting (this includes instant messaging).
12. Printing anything without the teacher's permission.
13. Printing anything that is not school related.
14. Playing computer or Internet games without the teacher's permission.
15. Leaving your computer workstation area in a mess or disarray.
16. Leaving your workstation logged in to the network after the bell rings to be dismissed.
17. Saving files to any place other than authorized locations.
18. Installing 3rd Party Software from web and/or external devices.

This document serves as your set of expectations as to what is considered acceptable behavior when using LICHS instructional technology.

Violations of the above appropriate use of instructional technology policy may result in disciplinary action, as per the NYCDOE Citywide Behavioral Expectations to Support Student Learning Grades 6-12.

| | | |
|----------------------------|-------|-------------|
| Student Name: | _____ | |
| Student Signature: | _____ | Date: _____ |
| Parent/Guardian Signature: | _____ | Date: _____ |

Amended: May 9, 2023

NYC DOE General Response Protocols (GRP)

GRP Summary Sheet for Teachers and Students

The General Response Protocol (GRP) has been designed (in collaboration with the "i love U guys" Foundation) to provide all schools with the direction they will take when an emergency incident occurs. At its core is the use of common language to identify the initial measures all school communities will take until first responders arrive. In every incident, school administrators will need to assess the unique circumstances that will affect how the GRP is implemented.

Each protocol has specific staff and student actions that are unique to each response. In the event that a student or staff member identifies the initial threat, calling 911 and administration is required.



Lockdown (Soft/Hard) – *Soft Lockdown* implies that there is no identified imminent danger to the sweep teams. Administrative teams, Building Response Teams, and School Safety Agents will mobilize to the designated command post for further direction. *Hard Lockdown* implies that imminent danger is known and NO ONE will engage in any building sweep activity. All individuals, including School Safety Agents will take appropriate lockdown action and await the arrival of first responders.

"Attention: We are now in Soft/Hard Lockdown. Take proper action."

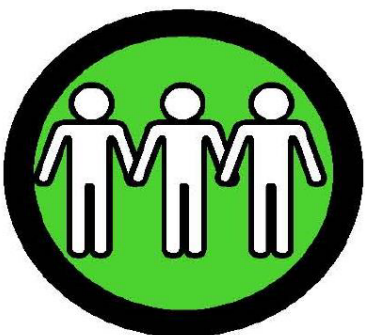
(Repeated twice over the PA system.)

Students are trained to:

1. Move out of sight and maintain silence.

Teachers are trained to:

1. Check the hallway outside of their classrooms for students, lock classroom doors, and turn the lights off.
2. Move away from sight and maintain silence.
3. Wait for First Responders to open door, or until hearing the "All Clear" message: **"The Lockdown has been lifted"**, followed by specific directions.
4. Take attendance and account for missing students by contacting the main office.



Evacuate – The fire alarm system is the initial alert for staff and students to initiate an evacuation. However, there may be times when the PA system and specific directions will serve as the alert initiating an evacuation. Announcements will begin with "Attention", followed by specific directions. (Repeated twice over the PA system.)

Students are trained to:

1. Leave belongings behind and form a single file line. In cold weather, students should be reminded to take their coats when leaving the classroom. ***Students in physical education attire WILL NOT return to the locker room.*** Students without proper outdoor attire will be secured in a warm location as immediately as possible.

Teachers are trained to:

1. Grab evacuation folder (with attendance sheet and Assembly Cards).
2. Lead students to evacuation location as identified on Fire Drill Posters. **ALWAYS LISTEN FOR ADDITIONAL DIRECTIONS.**
3. Take attendance and account for students.
4. Report injuries, problems, or missing students to school staff and first responders using Assembly Cards.



Shelter-In – "Attention. This is a Shelter-In. Secure all exit doors." (Repeated twice over the PA system.)

Students are trained to:

1. Remain inside of the building.
2. Conduct business as usual.
3. Respond to specific staff directions.

Teachers are trained to:

1. Increase situational awareness.
2. Conduct business as usual.
3. The Shelter-In directive will remain in effect until hearing the "All Clear" message: **"The Shelter-In has been lifted"**, followed by specific directions.

BRT members, floor wardens, and Shelter-In staff will secure all exits and report to specific post assignments.

When You Hear It, Do It:

Lock & Hold!



Hold will be initiated to manage an incident or building condition which *does not* place the school community in danger, or when directed by first responders.

Hold does not replace a soft or hard lockdown.

When the Hold action is initiated, staff, students, and visitors must remain in place when the Hold announcement is made. Individuals will conduct business as usual until the “All Clear” is announced.

The BRT and School Safety Agents will address the issue and conduct a building sweep. Anyone found in restrooms, hallways, stairwells, or the lobby will be taken to a designated area until the “All Clear” announcement is made.

HOLD: DOES NOT require moving to the safe corner of classrooms or offices.

The announcement (made two times) is:

“Attention, this is a Hold. All staff, students, and visitors are to remain where they are until you hear the All Clear.”

- ✓ **Students:** Remain in place until the “All Clear” is announced.
- ✓ **Teachers/staff:** Close and lock the classroom/ office door.
- ✓ **Teachers/staff:** Call the main office and report the names of any students who were using the classroom pass when the Hold was announced.
- ✓ **Teachers/staff:** Instruction/business may continue.

**EVERYONE WILL IGNORE THE END OF CLASS SIGNAL
AND WAIT FOR THE “ALL CLEAR.”**

Highlights of Chancellor's Regulation A-831

Number: **A-831**

Subject: **STUDENT-TO-STUDENT SEXUAL HARASSMENT**

Category: **STUDENTS**

Issued: **October 7, 2021**

I. POLICY

A. It is the policy of the DOE to maintain a safe and supportive learning and educational environment that is free from sexual harassment committed by students against other students. It is a violation of this regulation for a student to harass another student through unwelcome conduct or communication of a sexual nature which is sufficiently severe, pervasive, or persistent as to either:

(1) create a hostile, offensive, or intimidating school environment for another student by conduct that:

a. has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities, or ability to participate in or benefit from an educational program (e.g., the student is not regularly attending classes; the student's academic performance or performance in class has changed), school-sponsored activity or any other aspect of a student's education (e.g., the student is no longer regularly attending extracurricular activities or level of participation is changed); or

b. has or would have the effect of unreasonably and substantially interfering with a student's mental, emotional, or physical wellbeing (e.g., the student's behavior in school is impacted; the student is withdrawn or isolating themselves; the student appears to be anxious, depressed, or distracted); or

c. reasonably causes or would reasonably be expected to cause a student to fear for their physical safety (e.g., the student and/or other students or staff have expressed concerns about the student's safety); or

d. reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student.

OR

(2) otherwise adversely affects a student's educational opportunities.

B. Student-to-student sexual harassment is prohibited in school, during school hours, during online learning, before or after school, while on school property, at schoolsponsored events, or while traveling on vehicles funded by the DOE or off school property when it disrupts or would foreseeably disrupt the educational process or endangers or would foreseeably endanger the health, safety, morals, or welfare of the school community.

- C. It is the policy of the DOE to prohibit retaliation against any student, parent, or DOE employee who in good faith reports or participates in an investigation of allegations of student-to-student sexual harassment. Any adverse act against individuals due to their participation in such protected activity is considered retaliatory. Allegations of retaliation will be investigated and subject to appropriate disciplinary action if substantiated. The term “parent” whenever used in this regulation, means the student’s parent(s) or guardian(s), or any person(s) in a parental or custodial relationship to the student, or the student, if the student is an emancipated minor or has reached 18 years of age.
- D. Student-to-student sexual harassment is unwelcome conduct and/or communication of a sexual nature by a student directed against another student. Such behavior can constitute sexual harassment regardless of the gender, sexual orientation, gender identity, or gender expression of any of the students involved. Sexual harassment may be a single incident or a series of related incidents.
- E. Student-to-student sexual harassment may take many forms. It may be verbal, nonverbal, physical, written, or electronically communicated. Electronically communicated harassment includes communications via technology including, but not limited to: internet; cell phone; email; personal digital assistant; texting; apps; wireless handheld device; social media; chat rooms; gaming systems; and blogs.
- F. Examples of student-to-student sexual harassment include but are not limited to:
- pressure or requests for sexual activity or favors;
 - engaging in sexually violent or coercive behavior (e.g., assault, rape) or forcing a person to perform a sexual act;
 - engaging in physical conduct of a sexual nature such as touching an individual’s body or clothes, patting, kissing, pinching, grabbing, or brushing up against another person;
 - making sexual comments, innuendoes, remarks, insults, threats, teasing and/or jokes or asking unwelcome questions of a sexual nature;
 - making graphic, verbal, or written comments about an individual’s body;
 - making obscene gestures;
 - stalking another person, including through the use of technology;
 - leering, sexual flirtations, or propositions;
 - spreading lies or rumors of a sexual nature;
 - recording, posting, displaying, and/or distributing, without permission, sexually oriented or suggestive images, videos, audio recordings, pictures, or drawings; and
 - threatening or engaging in physical, sexual, verbal and/or emotional abuse to harm, intimidate or control a current or former or potential dating partner (dating abuse).

*For this regulation in its entirety, including versions in different languages,
please visit the following website:*

<https://www.schools.nyc.gov/about-us/policies/chancellors-regulations/volume-a-regulations/3>

Highlights of Chancellor's Regulation A-832

Number: **A-832**

Subject: **STUDENT-TO-STUDENT DISCRIMINATION, HARASSMENT, INTIMIDATION AND/OR BULLYING**

Category: **STUDENTS**

Issued: **October 7, 2021**

I. POLICY

- A. It is the policy of the DOE to maintain a safe and supportive learning and educational environment that is free from discrimination, harassment, intimidation and/or bullying committed by students against other students. Discrimination, harassment, intimidation, and/or bullying are prohibited in school, while on school property, during school hours, during online learning, before or after school, at school-sponsored events, or while traveling in vehicles funded by the DOE. Such behavior is also prohibited off school property when it disrupts or would foreseeably disrupt the educational process or endangers or would foreseeably endanger the health, safety, morals, or welfare of the school community.
- B. It is the policy of the DOE to prohibit retaliation against any student, parent, or DOE employee who in good faith reports or participates in an investigation of allegations of student-to-student discrimination, harassment, intimidation and/or bullying. Any adverse act against individuals due to their participation in such protected activity is considered retaliatory. Allegations of retaliation will be investigated and subject to appropriate disciplinary action if substantiated. The term "parent," whenever used in this regulation, means the student's parent(s) or guardian(s), or any person(s) in a parental or custodial relationship to the student, or the student, if the student is an emancipated minor or has reached 18 years of age.
- C. It is a violation of this regulation for any student to harass, intimidate or bully another student.
- D. It is a violation of this regulation for any student to discriminate against another student 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. See Chancellor's Regulation A-830 (Definitions section, <https://www.schools.nyc.gov/docs/default-source/defaultdocument-library/a-830>) for definitions of conduct prohibited by this Regulation.
- E. Harassment and bullying are the creation of a hostile school environment for another student by conduct or by threats, intimidation, or abuse, including cyberbullying, that either:
 - 1. have or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities, or ability to participate in or benefit from an educational program (e.g., the student is not regularly attending classes; the student's academic performance or performance in class has changed), school-sponsored activity or any other aspect of a student's education (e.g., the student is no longer regularly attending extracurricular activities or level of participation is changed); or
 - 2. have or would have the effect of unreasonably and substantially interfering with a student's mental, emotional, or physical well-being (e.g., the student's behavior in school is impacted; the student is withdrawn or isolating themselves; the student appears to be anxious, depressed, or distracted); or

3. reasonably cause or would reasonably be expected to cause a student to fear for their physical safety (e.g., the student and/or other students or staff have expressed concerns about the student's safety); or
 4. reasonably cause or would reasonably be expected to cause physical injury or emotional harm to a student. Acts of student-to-student harassment and bullying include but are not limited to harassment, intimidation and/or bullying 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.
- F. Student-to-student discrimination, harassment, intimidation and/or bullying may take many forms and can be physical, non-verbal, verbal, or written. It may be a single incident or a series of related incidents.
1. Electronically communicated discrimination, harassment, intimidation and/or bullying means communications via technology including, but not limited to: internet; cell phone; email; personal digital assistant; wireless handheld device; social media; blogs; texting; apps; chat rooms; and gaming systems.
 2. Acts of student-to-student discrimination, harassment, intimidation and/or bullying may include but are not limited to:
 - physical violence;
 - stalking;
 - threats, taunts, teasing;
 - aggressive or menacing gestures;
 - exclusion from peer groups designed to humiliate or isolate;
 - using derogatory language;
 - making derogatory jokes, name calling, or slurs, including statements based on a student's actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability or weight;
 - written or graphic material, including graffiti, photographs, drawings, or videos, containing comments or stereotypes that are derogatory of others that are electronically circulated or are written or printed;
 - verbal or physical conduct that threatens another with harm;
 - hazing; and
 - deliberately using a name, mispronouncing a name or using a pronoun in a manner that discriminates, harasses, bullies, or intimidates based on a student's actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability or weight.

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Glossary of Important Terms

Achievement - something very good or difficult that you have succeeded in doing

Appropriate - suitable or right for a particular situation or occasion

Collaborative - produced, conducted, or created by two or more parties working together

Compassionate - feeling or showing sympathy and sadness for the suffering or bad luck of others, and wanting to help them

Consistent - always behaving or happening in a similar, especially positive, way

Cumulative - increasing as each new amount is added, or as each new fact or condition is considered; increasing by one addition after another, and including all the amounts that have been added before

Diversity - the fact of many different types of things or people being included in something; a range of different things or people

Effective - successful or achieving the results that you want

Empathy - the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation

Evaluate - to judge or calculate the quality, importance, amount, or value of something

Initiative - the ability to assess and start things independently; an act or strategy intended to resolve a difficulty or improve a situation

Mastery - demonstrated being *extremely* skilled at something, beyond proficiency

Mindful - careful not to forget something; deliberately aware of your body, mind, and feelings in the present moment, in order to create a feeling of calm

Proficiency - demonstrated the skill and experience for doing something

Resilience - the capacity to withstand or to recover quickly from difficulties; toughness

Respectful - showing politeness or honor to someone or something; accepting that something is important and not to try to change it or cause offense

Responsibility - something that is your job or duty to deal with

Responsible - having an obligation to do something, or having control over or care of something, as part of one's job or role

Self-directed - under one's own control; showing initiative and the ability to organize oneself

Supportive - showing agreement, and encouragement; giving help and encouragement; actively giving help to someone who needs it

Sympathy - (an expression of) understanding and care for someone else's suffering