

Queens High School for the Sciences at York College

Dr. Ana De Jesús, Principal

Student Handbook



***Updated: 1/2726*

This handbook is a living document and subject to change based on the needs of the school and updates to NYCPS policies.

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Principal's Welcome Message

August 2025

Dear Students and Families,

Welcome to a new school year at Queens High School for the Sciences at York College! I am thrilled to welcome both our returning students and those joining us for the first time. As principal, I am honored to lead a school community that is vibrant, diverse, and deeply committed to academic excellence and personal growth.

This year, we continue our mission to empower every student to reach their full potential. Our dedicated staff is ready to support, challenge, and inspire students through engaging instruction, meaningful relationships, and a safe, inclusive environment.

We believe that strong partnerships between school and home are essential to student success. I encourage families to stay connected, participate in school events, and communicate openly with us. Together, we can ensure that every student feels seen, heard, and valued.

As we begin this journey together, I leave you with a quote to inspire us all:

"Education is the most powerful weapon which you can use to change the world." — Nelson Mandela

Let's make this year one of learning, discovery, and achievement. I look forward to celebrating your successes and supporting you through every challenge.

Welcome back—and let's make it a great year!

Warm regards,

*Ana De Jesús, PhD
Principal*

School Directory

SCHOOL LEADERSHIP

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FACULTY

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School Mission, Vision, and Instructional Focus

1. School Mission

To support students' social and emotional and academic development while holding them and the entire school community to high expectations.

2. School Vision

To nurture and develop a community of well-rounded lifelong learners with strong character and commitment to the goodness of society.

3. Comprehensive Educational Plan (CEP) for 2025-2026

NYC public schools are required to create yearly annual goals based on school data. Below are three goals created based on the 2024-2025 school data. These goals were created in collaboration with the School Leadership Team.

1. Increase the percentage of students earning Advanced Regents with Honors diplomas.
2. Increase the percentage of students earning a grade of 85 or higher on the English Language Arts Regents and Global History and Geography Regents.
3. Increase the number of students earning 4 or higher on Advanced Placement exams.
4. Improve school culture and climate and create an environment in which the entire school community (staff, students and families) feel supported.

4. Instructional Focus:

When teachers design daily lessons that incorporate rigorous and relevant learning tasks aligned with the course content standards; discipline-specific practices; literacy skills and effective culturally responsive pedagogy effective formative assessment strategies, they equip students with the skills necessary for post-secondary success and active citizenship and civic engagement in their communities.

QHSS Student Expectations and Responsibilities

A high quality, challenging, enriching educational environment that is right for *all* students. Every member of the school community, including students, play a critical role in maintaining a positive environment. Therefore, students have a responsibility to:

1. Make every effort to achieve in all areas of their education by attending school regularly, on time being prepared to learn, and actively participating in all classes and activities.

2. Have a growth mindset and always be willing to take on new challenges and learn from mistakes
3. Take at least six Advanced Placement courses in the four years of high school.
4. Earn at least 12 college credits by taking classes offered at the school
5. Participate in extra-curricular activities such as community service, internship, peer mentoring, etc.
6. Adhere to all school and NYCPS regulations, follow the NYCPS Discipline Code, demonstrate pride in their environment, and respect the property of others.
7. Possess good character. Be polite, courteous, and respectful toward others.
8. Treat others fairly and respectfully, respect the opinions and feelings of others, avoid using offensive language, and speak with the appropriate staff member with any concerns or misgivings you have about anyone.
9. Recognize that freedom of speech does not give anyone the right to interfere with the orderly and safe operation of the school.
10. Be responsible in the use of social media.
11. Collaborate with peers inside and outside the classroom.
12. Maintain a safe, healthy, and clean learning environment. Respect all of the school's facilities and the York College campus.
13. Express concerns about policies, issues, and actions of others with the appropriate staff member.
14. Develop ownership and leadership skills by actively participating in Student Government activities and school-wide initiatives aligned to the vision and mission of the school.
15. Adhere to all the school's policies and Chancellor's Regulations.

Section I: Academic Programs

A. Graduation Requirements

The New York State Department of Education establishes graduation requirements for students. The minimum requirement for all QHSSYC students is to earn an Advanced Regents Diploma. Below is the link to NY State high school graduation requirements. [**NYS State Graduation Requirements**](#)

1. Although students may graduate with a regular Regents diploma, as a specialized high school, it is the school's expectation that students earn an Advanced Regents diploma. Furthermore, we encourage students to earn mastery level (a score of 85 or above) on all Regents examinations to be on track for an Advanced Regents Diploma with Honors. Therefore, the school highly recommends students retake an exam until they have earned a mastery score.

2. All students must complete the State-mandated laboratory requirements to be eligible to take a Regents examination in science. All lab classes are pass/fail and do not bear any credits. Students who do not meet the lab requirements will be ineligible to take these Regents.
3. Labs-All students must complete the State-mandated lab requirements of 1200 minutes for Regents exams, and successfully pass each course.
4. Refer to Academic Policy for additional details [NYCPS Academic Policy](#)

B. Course Offerings

At QHSS we offer a variety of courses ranging from Pre-AP to college courses. Course offerings are subject to change every year based on the needs of the school, staffing, budget and space availability

Below are the Advanced Placement, College courses, Pre-AP and general elective courses open to our students for the school year 2025-2026

Art	College Now Drawing College Now Graphic Design
English Language Arts	Honors ELA I (9 th grade) AP Seminar (10 th grade) AP English Language and Composition AP English Literature College English (12 th grade)
World Language	Mandarin Level 1, Mandarin Level 2, AP Chinese Spanish Level 1, Spanish Level 2, Spanish Level 3, AP Spanish Language
Mathematics & Computer Science	Pre-AP Geometry Pre-AP Advanced Algebra II and Trigonometry AP Pre-Calculus AP Calculus BC (11 th grade- Two Year Sequence) AP Calculus AB + College Advanced Calculus II (12 th grade) AP Calculus BC (12 th grade-One Year Sequence) AP Computer Science Principles AP Computer Science A AP Statistics Python
Music	Band Orchestra Music Appreciation

Social Studies	AP Human Geography AP World History 9th grade (two year sequence) AP World History 10th grade (one year sequence) AP US History and Government AP US Government with embedded Economics AP Macroeconomics with embedded US Government
Science	Pre-AP Biology Regents Chemistry Regents Physics AP Biology AP Chemistry AP Physics C: Mechanics AP Physics C: Electricity and Magnetism AP Psychology Human Anatomy and Physiology Forensic Science College Now Genetics Introduction to Science Research Advanced Science Research
Other Electives	Business Management and Marketing
Physical Education and Health	PE Health

Refer to the AP contract in the appendix for additional details

A.Pre-AP Courses

QHSSYC offers several pre-AP courses established by the College Board, to set the foundation for success in rigorous upper-level college and Advanced Placement classes.

1. There are Pre-AP courses required in 9th grade which include Geometry, Biology, and English Language Arts (ELA). In 10th grade students are required to take Pre-AP Algebra II/Trigonometry and ELA.
2. There are no required AP exams for Pre-AP courses.

B.Advanced Placement Courses

In addition to Pre-AP courses, the school offers a variety of Advanced Placement courses. These courses are established by the College Board and students must take the AP exam to be eligible to receive a college credit.

1. AP course offerings may vary every year based on student interest and budget, in some cases these courses may replace core courses (AP World, AP Seminar, AP US etc.).

2. AP courses culminate in an examination in May. All students enrolled in AP courses are required to take the corresponding examination. Students are responsible for paying for the AP exam. Details are provided to students in the Winter.
3. The College Board establishes the cost for every AP exam.
4. The College Board scores AP exams on a scale of 1 to 5, with five being the highest score. Many colleges will offer college credit or allow the student to skip an introductory course if the student scores a three or higher on each AP examination.
5. The awarding of college credit for AP exams is at the discretion of each higher education institution. Awarding college credit is based on students' scores on the exam and dependent on the college admission office.
6. QHSS does not award students credit for taking AP exams, this is done by colleges and universities.
7. When submitting transcripts to colleges and universities, admission officers usually request the unweighted grade point average not taking into account students' weighted averages due to taking AP courses.
8. In some cases, students may self-study for an AP exam. The administration of the exam is not guaranteed and contingent upon staffing and budget

C.College Courses

In addition to Pre-AP and AP courses, the school collaborates with York College to offer students college courses as part of their regular schedule. These courses are taught by QHSS teachers who are pre-approved to teach the course through a rigorous on-boarding process with York College:

1. College courses are at no charge to students and upon meeting, the requirements for the class students will earn college credit. Students can earn up to 12 college credits each semester, with a York/CUNY maximum cap of 31 credits.
2. Course offerings are contingent upon approval from the college. Most CUNY and SUNY schools will accept these credits. However, students and families must confirm this with the school. Some private institutions may also accept these credits.
3. Teachers must follow the syllabi and calendar provided by York College. Thus, the final exam for college courses is in December (for the Fall Semester) and in early May (for the Spring). After the college final exam, students will continue to complete assignments given by their teacher in order to earn the high school course grade.
4. Counselors start registration for these courses in the early spring for the Fall semester and in the winter for the Spring.
5. All students complete the CUNY application for their counselor to register them. If students do not complete the registration requirements, the counselor may place a student in the college class based on programming needs. All students in a college course must adhere to the course requirement regardless of completing the application for credit.
6. Final grades for these courses will also be in alignment with CUNY policy.

D. Offsite College Now Program

In addition to the onsite college courses, students can participate in the College Now program offered by the college.

1. York College offers a limited offerings college course after school and on Saturdays, the offerings vary each semester. Students can inquire with their guidance counselors for additional information.
2. These courses are taught by York college/s professors.
3. Students should speak with their guidance counselors if they have any questions.

E. Course Selection Process

1. Students meet with their guidance counselors early in the spring semester to select their courses for the following school year.
2. By completing the course offering form, students select the courses they wish based on the already established course offerings list for each grade level.
3. The school makes every effort to accommodate student course requests. However, in some cases, this might not be feasible due to programming, staffing and/or budgetary constraints.
4. Though we are not an annualized school, students continue with the second half of the course sequence in the Spring Semester (same teacher and class period). Program changes in the Spring Semester are limited and done on an individual basis. A parent/guardian is required for program changes that do not relate school error, taking a class that the student passed already, etc.
5. There may be a limit of program changes during the Spring semester especially for classes that are half a year.
6. The school strives to program students correctly and early.
7. According to NYCPS Academic Policy, the school must program all students for a lunch period and at least seven instructional day periods.
8. Counselors will program students for a service, advisory, or study hall period only if classes are not able to fit in their schedule.
9. Seniors have an option to be scheduled for a remote College and Career advisory period in order to work on postsecondary plans.

F. Assessments

1. Testing Schedule

1. Teachers adhere to the testing schedule. Students must plan accordingly to make sure they are successful in all their classes.
2. If you have any concerns about the testing schedule, kindly see Dr. Prince, Assistant Principal. Refer to the grading policy for the testing schedule.

2. AP Exams

1. In addition to these exams, all students registered for an AP course must take the AP exam
2. Each student who plans to enroll in an AP course should understand the requirements outlined below.
3. Students with questions or concerns about the requirements should speak with their guidance counselor.

3. Regents Exams

1. Students in Regents class must take the corresponding exam. They are not required to take the exam if they have an approved waiver.
2. The school administers Regents exams in January, June and August (pending on staff availability). Students are encouraged to retake any given Regents exam if they wish to earn a higher grade or mastery (>85).

4.In-class and take home exams

1. In the classroom, the school encourages teachers to provide students with multiple assessment opportunities to demonstrate mastery of the standards.
2. Some of these assessments might include in-class unit tests, quizzes, individual presentations, group presentations, projects, etc.

5.SAT and PSAT Exams

The school administers standardized tests such as the PSAT and SAT at specific times during the school year. The NYS Regents Exams are one form of standardized testing.

1. The SAT I and ACT are standardized college entrance exams. Students usually take these exams in 11th grade. The College Board sends these scores directly to the National Merit Scholarship Competition.
2. Most competitive colleges ask students to take three SAT II (subject) tests. Students should take these examinations soon as they complete the course while the subject material is still fresh in their minds. Students usually take the examination in March.
3. Traditionally the fees for the PSAT (10th grade) and school-day SAT (11th) are covered by NYCPS. However, this is subject to change every year.
4. Students should contact their guidance counselor if they have any questions.
5. The school receives a limited number of SAT fee waivers. Only 12th grade students eligible for free or reduced lunch will receive these waivers.
6. Students must have a lunch application on file to determine eligibility. The counselors will distribute waivers on a first come-first serve basis.
7. Visit the College Board website for more details about AP, SAT and PSAT exams
<https://www.collegeboard.org/>

G. Use of Cell phones or any other type of electronic devices during Assessments

1. The use of these devices are not allowed during any exams (regular in-class, Regents, AP, PSAT, SAT)
2. The students' exam will be invalidated. The student will earn a zero even if they were not using the device as a source of information.

Section II: Academic Policy and Grading

A. Organization of the School Year

1. Semesters

1. The school year is organized into two semesters: Fall and Spring. The fall semester starts in September and ends in late January.
2. The Spring semester starts in late January thru end of June.

3. Students are awarded credits (if they have passed the course with a 65 or higher or P (whenever applicable) at the end of each semester.
4. The final grade students receive is the grade reflected on their transcripts. The final grade is the cumulation of both marking periods plus the final exam where each marking period counts for 45% and the Final Exam counts for 10% of the final term grade.

2. Marking Periods

1. There are three marking periods each semester.
2. Each marking period consists of five to six weeks.
3. These are the marking periods for the year [Marking Period Dates](#)
4. The school will notify all students and families of any changes in the schedule.

3. Electronic Gradebook

1. We will be using Jupiter as our gradebook system this year, you may login using this link: <https://login.jupitered.com/login/>
2. If you are unable to login or need help please contact Ms. Lee, Llee51@schools.nyc.gov
3. You will still be retrieving your report card via NYCSA.
4. To communicate and/or message teachers you will be using Parent Square.

B. Grading Policy

1. This is our schoolwide Grading Policy for 2025-2026: [Grading Policy](#)
2. The grading policy was created in collaboration with faculty, students and families two years ago. This is the grade breakdown by department: [Department Grading Policy \(2025-2026\)](#)
3. The grading policy holds students to high expectations of a specialized high school while supporting students' social and emotional well-being
4. Families and students must be familiar with grading policy and bring up any issues to our faculty, guidance counselor or administrator.
5. Refer to Academic Policy for additional information [NYCPS Academic Policy](#)

C. Academic Integrity

One of the goals at QHSS is to promote good character and integrity. Therefore, we work hard to prevent academic dishonesty:

For the first offense:

1. The student will receive a zero for the assignment (test, project, classwork, presentation, etc.).
2. The counselor and/or teacher will notify the parent/guardian. Furthermore, the student may be excluded from one extra-curricular activity and receive up to three days of detention.
3. Removal from SGO (if the student is an elected official)
4. Removal from NHS (if the student is a member)
5. Student will not be eligible for membership in the National Honor Society (NHS)
6. Student may be removed from extracurricular activities

For the second offense:

1. The student will receive a Principal's suspension and may be excluded from at least three student activities.
2. There will be a parent/guardian conference

D. Comprehensive AI Guidelines

We expect all work submitted by students, whether online or in person, graded or ungraded, to be an honest reflection of the student's effort.

1. This means that once an assignment is submitted or uploaded to a platform such as Google Classroom or others, it must be the student's own work.
2. All resources used, including people, novels, reference books, websites, excerpts, and generative AI, must be properly cited before the assignment is submitted. Scholastic dishonesty and plagiarism, whether intentional or unintentional, will be treated the same. These are the guidelines for appropriate AI use: [Comprehensive AI Guidelines](#).
3. Teachers will review policy with all students. Please ask teachers, guidance counselors or school administrators if you have any questions.

E. Report Cards

1. Report cards will be available online in students' [MySchools accounts](#).
2. Printed report cards are not available, students and families are responsible for printing their own copy.
3. If the student notices a mistake on their report card, they must notify the guidance counselor immediately.

F. Grade Changes

1. The school processes grade changes on a limited basis whenever there is a mechanical and/or teacher error within ten (10) school days after the end of the marking period.
2. Students must be proactive.
3. They must speak with the teacher in case of any error on their report card. If they are unable to resolve the issue, they must follow-up with their counselor.

G. Grade Disputes

In case of a grade dispute of any type (i.e. assessment, marking period grade, final grade), the student must speak with the teacher first.

1. Grade disputes or issues regarding grades should be directed to the teacher as soon as the student receives the grade.
2. Students should provide any documentation to support their grade change.
3. The students and parent/guardian should initiate the grade dispute or issue by requesting a meeting with the teacher. We recommend that the guidance counselor is included in this meeting.
4. If the student is not satisfied with the outcome of the meeting, he/she should follow up with the guidance counselor.
5. If the issue is not resolved, the student and/or parent must schedule a conference with Dr. Prince.

H. Student Recognition for Academic Achievement

The National Honor Society/NHS

The National Honor Society, is a **national** organization that honors students who demonstrate academic excellence, outstanding character, and commitment to community service. The requirements for NHS are as follows:

1. Be a Junior
2. 94 cumulative unweighted average. Students and families should contact our NHS coordinator if they have any questions.
3. Maintains a clean disciplinary record.

4. Aspiring NHS members (students in 9th and 10th grade) will not be eligible for NHS membership if they are found to be in violation of NYCPS Discipline Code and/or DASA.
5. Effective 2024-2025 School year: successful completion of the [NHS Application](#).
6. All NHS members must complete a minimum of 60 hours of community service. They must remain in good standing (academic and disciplinary) to continue being a part of this organization.
7. Some of the community service can be completed in the school by participating in peer tutoring, assisting in open houses, Parent-Teacher conferences, high school fairs and other school events.
8. All NHS members are entitled to due process hearing by the NHS council. The NHS council consists of teachers, counselors and administrators. In the hearing, the student will present any relevant documentation to support their case. The council will make a recommendation after a few days and notify the student and parent/guardian.
9. Any questions about the NHS should be directed to our NHS coordinators. Students and families should refer to the NHS handbook for additional expectations and protocols. See the updated [NHS Bylaws](#).
10. More details about the NHS will be provided by the NHS coordinators.

2. *Principal's Honor Roll*

1. Students who have a grade point cumulative average of 95 or higher will be eligible for the Principal's Honor Roll.
2. We schedule an honor roll ceremony at the end of the fall and spring semesters to celebrate student achievement.
3. We invite all families to this event, and display a list of students by the Main Office at the end of each semester.

3. *Valedictorian and Salutatorian Eligibility*

a. Valedictorian: This designation is for the student with the highest-grade point unweighted cumulative average at the end of the 7th term.

b. Salutatorian: Students eligible for Salutatorian designation should have earned the second highest grade point average in the class at the end of the 7th term.

1. If two students receive the same grade point average, the school will have two Valedictorians and there will be no Salutatorian.
2. Additionally, both valedictorian and salutatorian must be on track to earn an Advanced Regents diploma; and possess a transcript demonstrating rigorous coursework such as AP and/or College Now courses. They must be enrolled in at least one science or math course during their senior year.
3. Students in home instruction for most of their high school career are not eligible to become Valedictorian or Salutatorian.
4. Students will be informed in early Spring if they have met the Valedictorian and Salutatorian requirements

I. Student Records and Transcripts

1. The transcript is a permanent academic record used by the NYCPS to document students' academic history
2. Teachers' comments do not appear on the transcript. Counselors send transcripts to higher education institutions and official agencies.

3. The transcript is highly important and could be a critical factor used by college admissions officials as they weigh your acceptance or rejection.
4. Grades for accelerated high school classes and NYS Regents taken in NYC public middle schools will appear on your transcript.
5. All grades will be averaged into the students overall GPA. We cannot edit this information.
6. If there is an error, students must contact their middle school and request that they correct the information.
7. The school will process transcript updates for students for all high school classes taken at a private or non-NYC school.
8. Transcripts are considered official only when they are sent directly by the school (emailed or mailed) or given to the student in a sealed envelope.
9. Students must contact their guidance counselor if they need a transcript during the regular school year
10. Students interested in requesting a transcript from York College should speak with their guidance counselors for additional details
11. In late June, graduating seniors will complete a survey to identify the higher education institution they want the school to send their transcripts. Counselors will send final transcripts to higher education institutions in early July

J. The College Process

Mr. Sia, Ms. Leong and Ms. Leung are the college counselors specifically for Seniors. The College Office is located in room 223A and C. All counselors will support all students 9-12 in the college process. Students should refer to the college handbook for protocols.

The seniors are assigned to a counselor based on equitable case load distribution since all three counselors will be supporting 9th and 12th grade. Mr. Sia will continue to be the counselor specific to 11th grade and Ms. Leung will support 10th grade.

1. Ms. C. Leong: Most of 12th grade and some 9th grade
2. Ms. S. M. Leung: All 10th grade, some 9th grade, and some 12th grade
3. Mr. W. Sia: All 11th grade, some 9th grade, and some 12th grade

K. Social Worker

Ms. Ames is the full time social worker for the school.

1. She will be working with students individually and in small groups.
2. She will also establish partnerships with families.
3. In some cases, she may refer students to outside agencies for additional support.
4. We encourage all students and families to utilize this service.

Section III: Creating a Safe and Positive Learning Environment

A. NYCPS Student Behavioral Expectations

QHSS has one Dean who collaborates with all staff in enforcing school policies. Disciplinary issues are first handled by the individual teacher and then by the Dean unless it is an egregious act.

Students who feel targeted, harassed, bullied, etc. by another student must immediately report the issue to the Dean, Ms. Leavy.

Student Behavioral Expectations to Support Learning (9-12): [Student Behavior Expectations](#)

1. The school adheres to the ladder of discipline as outlined in the NYCPS Discipline Code. The school will notify parents/guardians and may require them to meet with school officials. For serious offenses, the Dean will confer with the Principal and/or other administrators to determine if a meeting is necessary.
2. The school may be required to contact the local police precinct for serious offenses (drugs, weapons, harassment, etc.).

B. Chancellor's Regulations Relating to Harassment, Discrimination, Bullying, etc.

Below you will find resources for *Respect for All*, Chancellor's Regulations A-831, A-832 and the *Student Behavioral Expectations*. *At the beginning of the school year, staff from the Dean's Office stop by classes to review with students some of these regulations*

1. **Chancellor's Regulation 831- Student-to-Student Sexual Harassment: [Citywide Behavioral Expectations to Support Student Learning Grades 6–12](#)**
2. **Chancellor's Regulation 832- Student-to Student Discrimination, Harassment, Intimidation and/or Bullying: [Regulation](#)**
3. **Complaint/Reporting Form Student-to-Student Harassment (Chancellor's Regulation A-831: [Form](#)**
4. **Complaint/Reporting Form Student-to-student discrimination, harassment, and/or bullying (Chancellor's Regulation A-832): [Form](#)**
5. **Respect for All Resources: [Respect for All: Preventing and Addressing Student-to-Student Discrimination, Sexual and Other Harassment, Intimidation, and Bullying](#)**

C. Dignity for All Students Act (The Dignity Act or DASA)

1. Seeks to provide NYS public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function. NY State signed this into law on 9/13/10 and went into effect on 7/1/2012. Refer to the appendix for more details.
2. Students must report all incidents of harassment immediately to a guidance counselor, dean, assistant principal, principal, or teacher.
3. The school will adhere to the guidelines outlined in A-430 when conducting the investigation. In order to investigate, students need to write an incident report.
4. Anyone found to have violated the harassment policy will be subject to disciplinary actions as per the *NYCPS Student Behavioral Expectations*.

5. Ms. Leavy is the DASA Coordinator. Any incidents of harassment, bullying, safety, must be reported to Ms. Leavy, an administrator or any other staff member. If an administrator is not available, the student must report it to Ms. Leavy, a guidance counselor or teacher
6. Incidents involving student-to-teacher cannot be reported to Ms. Leavy. These incidents must be reported to an administrator
7. The school prohibits retaliation against any person who reports an incident, files a complaint or otherwise participates in an investigation.
8. The NYCPS prohibits students and staff from filing false charges. These may result in appropriate disciplinary action. Students should report suspected retaliation in the same manner as bullying, harassment, and intimidation.
9. Harassment could be student-to-student harassment or staff-to-student. Allegations to student-to-student harassment must be reported to Mr. Leavy. If they are not available, they should report it to a counselor or another administrator.

Allegations of staff to student or student-to-staff harassment must be reported to an administrator.

D. Cyberbullying

The NYCPS considers cyber-bullying the same as in person bullying. Cyberbullying refers to when a child is threatened, harassed, humiliated, or embarrassed by another child using digital technology such as the Internet. Some examples of cyber bullying include:

1. Pretending to be someone else to trick others
2. Spreading lies and rumors about others
3. Tricking people into revealing personal information
4. Sending or forwarding mean text messages
5. Posting pictures of people without their consent
6. Calling people offensive or derogatory terms

E. Disciplinary Consequences for Students who Violate School's Policies

All disciplinary consequences are aligned to NYCPS [Student Behavioral Expectations](#)

Students who are found guilty of any DASA or any other Chancellor's regulations may face the following consequences:

1. Removal from Student Government
2. Student will not be eligible for running for a Student Government Position
3. Removal from NHS for current members
4. Student will be not eligible for NHS membership (for 9th and 10th grade students)
5. Student will be not be able to participate in a PSAL sport for that year or will be removed from the team if the student is participating
6. Students found in violation of DASA or any other Chancellor's Regulations may face disciplinary action and other consequences, please refer to the Student Behavioral Expectations.

F. Building and Campus Protocol (Entry, Moving Around and Exiting)

a. Entry

1. Students must always carry their school IDs. Upon request from a school or campus authority, students are required to show their ID cards.
2. They must show it when entering the building in the morning and whenever asked by the school administration and/or York College's Safety Agents. The ID card is the property of the NYCPS.
3. Students may not use another student's ID card. Failure to adhere to NYCPS policy could result in disciplinary action.
4. Students are only allowed to use the Main Entrance to enter and exit the building unless during an time of an evacuation

b.Moving Around the Building and on Campus

1. Students use the basement door for entry into the school. The door has an alarm to ensure everyone's safety. Using this door is a violation of school's safety policies
2. The school prohibits students from opening the door for ANYONE to enter the building. This is an important safety precaution.
3. Students cannot be in the cafeteria or in a classroom without adult supervision.
4. Students must sign out the bathroom log to use the bathroom.
5. Teachers will not allow more than one student to leave the classroom at a time (unless an emergency). Students may only use the bathrooms located on the second floor.
6. Teachers are expected to have students sign in late log anytime they come in late to class
7. The late log is used as a safety protocol and as a way for monitoring student attendance
8. Students are not allowed to go to the roof of any of the buildings, including the Core and Classroom buildings at the college
9. Students are allowed to use the door by the cafeteria or by the staircase D. They cannot congregate in the staircase

c.Leaving the Building

1. The school does not allow students to leave the building even if they have a note from a parent/guardian. If a student needs to leave school during the day, the school will notify the parent/guardian.
2. A Parent/guardian or an authorized adult indicated on the student's blue card, must pick up the student at the school. Students do not have permission to leave school early. Students who leave school without permission will be considered cutting.
3. All visitors must sign-in at the Main Entrance and provide proof of ID.

G. Fire, Lock Down & Shelter-in-Place Drills

1. The school schedules several safety drills throughout the year for safety as per NYCPS and our safety plan
2. Families, staff and students will be given a timeframes for evacuations
3. Refer to this link for all the General Response Protocols followed by the DOE. [Emergency Readiness Protocols](#)
4. Students and staff are trained at the beginning of the school year and reviewed as needed
5. The school trains the staff at the beginning of the school year on Building Response protocols and procedures.
6. Additionally, students also participate in a presentation facilitated by the safety department about
7. The school expects that students and teachers will clear the building quickly and quietly during a fire drill.

8. During lockdown and shelter-in-place drills, students and staff must adhere to the protocol of remaining quietly in the classroom until all clear is given. Refer to this link for additional information. [Emergency Readiness Protocols](#)
9. In case of an emergency, the school will make every effort to communicate with the families. However, in some cases, this communication might not be immediate if technology is not available and/or the staff is occupied dealing with the situation
10. Whenever we evacuate the building, we will remind students to take their cellphones and jackets. However, in some cases, this might not be feasible if students have them in their book bags or someplace else

H. Medical Emergencies Protocol

Students must obtain a written pass from their teacher authorizing them to visit the Nurse's Office.

1. The school does not permit students to leave the building due to illness unless a parent/guardian arrives to pick them up.
2. The school will inform parents/guardians of the illness.
3. Students must call from the Main or Guidance Office; they cannot use their cell phones
4. The staff reports in-school medical emergencies to the Nurse's Office and the school administrators.
5. In the case of illness, the school may need to take a child to the hospital by EMS. Prior to doing this, the school will notify the parent/guardian.
6. If the parent/guardian is not available to come to school to pick up the child, the school sends the child to the hospital with a staff member as the chaperone. However, the parent must report to the hospital as soon as possible.
7. If a student is required to take any medication, they must complete the 504-accommodation form. Families must submit this form each year by students who need special medical accommodations.
8. All forms should be completed and returned to the school nurse.
9. Students cannot carry medication and take them on their own without the supervision of a nurse and the approval of the 504-accommodation form.

I. Detention

The school gives detention to students who are habitually late to class and/or school.

1. Students who violate the *NYCPS Student Behavioral Expectations* may receive detention. The school will notify students if they have detention by the Dean. The school will notify parents/guardians.
2. Failure to attend detention will lead to further disciplinary actions by the school.
3. During detention, students will be assigned class work and/or homework.
4. Students who arrive late or do not show for detention will be asked to leave and will not receive credit for that day.
5. Students are required to serve all of their outstanding detentions.
6. Students who refuse to comply will be subject to further disciplinary actions such as Principal's suspension and/or exclusion from school activities.

Section IV: Pupil Personnel and Student Services

Attendance

1. Regular school attendance is essential for students' academic success, personal growth, and social development. The New York City Department of Education encourages families to prioritize attendance and remain actively involved in supporting students' consistent engagement with their education
2. . According to New York State guidelines, **a student is considered chronically absent when they miss 10% or more of the school year, regardless of the reason. This includes excused absences, unexcused absences, and suspensions.**
3. Inconsistent attendance will impact students' academic performance. Refer to the grading policy for additional details
4. Families may request attendance records by contacting the Main Office. The main office is able to produce daily, weekly and monthly attendance reports.
5. In some cases, the school will mail letters for students who are excessively late and/or absent.
6. The school considers excessive undocumented absences as possible educational neglect. This may result in reporting of such absences to the Administration of Children's Services or in other cases, a home visit will be conducted by the Attendance Teacher to investigate.

By working together we can help ensure that every student is present, supported, and thriving.

A. Reporting An Absence from School

1. When a student is absent, the parent or guardian must call the Attendance Office at 718-657-3181 before 9:00 am to report the absence. You may also email the Attendance office at Attendance@qhss.org to report an absence. Be sure to include the student's first and last name and grade level in the message.
2. When a student is not present at school, they are recorded as absent—regardless of the reason. To have an absence officially classified as **excused**, a written note or appropriate documentation must be submitted. It's important to understand that even excused absences count toward a student's total number of days missed.
3. Students must return to school with a note either signed by the parent or guardian or a medical note (preferred). After having each teacher sign, students must return the note to the main office.

B. Excused Absences

1. Absences due to illness verified by a doctor's note, hospitalization, death in the family, religious absences, required court or immigration appearances, attendance at health clinics, approved college visits, approved cooperative work programs, school trips, and similar situations are considered to be excused absences.
2. Students will be given time to make up exams, projects, and classwork.
3. Students with extenuating circumstances that might prevent them from attending school must email the counselor and Mrs. Faucher. They must provide as many details as possible to justify their absence

4. Students and parents/guardians should contact the counselor to come up with a plan to support the students
5. In some cases, the attendance team will schedule a meeting to discuss the matter further and ensure that the student has all needed supports

C. Unexcused Absences

1. Included in this handbook you will find the DOE calendar for the upcoming school year. We understand the importance of family time, and the need to observe religious holidays. However, inconsistent attendance may have a negative impact on student academic performance due to the lack of continuity of instruction.
2. Students must follow up with their teachers to “catch up” in class.
3. Students are not able to make up any missed assignments, projects, tests, quizzes, etc.

D. Leaving Early

1. Students are not permitted to leave the building on their own before the end of the school day.
2. If a student needs to leave school early, a parent/guardian or authorized adult listed on the student's blue card must report to the Main Office to sign them out. The student must also report to the Main Office. The school will contact the parent/guardian and will not release the student to anyone not listed on the blue card.

E. Arriving Late

1. Students must be on time for all their classes.
2. Students who arrive after the start of period 2 must first report to the main office to get a late pass. They will not be allowed in their class without a Late Pass.
3. Students who arrive late must sign the late log in their classrooms.
4. We will notify parents/guardians of the lateness. The school and/or individual teachers will give detention to students with excessive lateness.
5. Additionally, the school may exclude students from extracurricular activities. The guidance counselors will hold conferences with families of students who are excessively late.
6. When a student is marked present for the school day and is absent from one of their classes, a “cut” is generated.
7. “Cutting” classes and habitual lateness will result in disciplinary action. If the student is absent or late from a class for an excused reason (e.g., meeting with the guidance counselor) the student should provide the teacher with a note.
8. In addition to disciplinary actions, students who habitually cut class may lose privileges of participating in student activities and field trips.
9. Students’ academic progress may be impacted by consistent lateness to class

D. Verification of School Enrollment

1. Any student or parent/guardian in need of a verification of attendance letter must submit the request by completing the required form with Ms.Miketka, the pupil accounting secretary
2. The school will process verification of attendance letters within three business days from the date of submission.

E. Updating Biographical/Personal Information

NYC law requires that each school maintain up-to-date biographical information for each student. It is imperative that the school must be able to contact families in the event of an emergency and for any mailings

1. Families must report any change in address, telephone number, e-mail, or any other biographical information to the school.
2. Families must complete a Blue Emergency Contact Card whenever a student's address changes or if a parent /guardian's home telephone number, cell number, or e-mail address is changed.
3. Families can now update and verify their emergency contact information via the [Emergency Contact feature](#) in their [Emergency Contact feature](#) or through the paper emergency contact form
4. The newly updated emergency contact card, which can be found on the [Enrollment Forms page](#).
5. Families and students should contact the pupil accounting secretary, if they have any questions about this

F. Academic Support for Students

A.Students Earning Less than 80 For the Marking Period

1. These may include, but are not limited to guidance counselor support, teacher conference, parent/guardian conference with an administrator, peer tutoring and/or teacher tutoring during the school day (whenever available) and/or and after school.
2. Students should have ongoing conversations with their teachers about their academic progress to ensure academic success.
3. All students must pass every marking period. Grades ranging from 65-75 are not appropriate since this is a specialized high school.
4. If a student who fails a course, shows a decrease in academic performance, and/or is at a risk of failing, they will have a conference with the guidance counselor to create an action plan that will be monitored until the performance is improved. In some cases, the parent/guardian and teacher(s) will participate in this conference.

B.Students With Special Needs (IEPs and 504s)

1. Teachers plan their instruction according to each student's IEPs and 504s.
2. School counselors provide any mandated counseling, and the school facilitates the sourcing of services such as speech, occupational therapy, hearing, etc. not provided by our staff.
3. In case a parent feels that a child needs special education services or a 504, they must contact the counselor for further guidance.
4. The 504 committee reviews all the requests for accommodations and make a determination based on the requirements established by the NYCPS
5. The school 504 coordinator is Ms. Leong. Feel free to contact her at CLEong8@schools.nyc.gov

G.Privacy/Confidentiality

1. The school prohibits the videotaping or photographing by students and staff.
2. If student, parent/guardian feels that a student's privacy has been violated, they must report this to one of the administrators
3. All staff members must take a confidentiality/student privacy training at the beginning of the school year

H.Photo/Videotape Release Waiver

1. The school requires written parental consent to photograph or videotape students for school activities. The school distributes this form to all new students during the Incoming Students orientation.
2. Photos may be posted in the school's website and Weekly Updates
3. If you have any questions regarding this, kindly contact your child's guidance counselor

I.Counselors

There are three full time counselors working at the school. Below are their offices. You should check the directory for their emails and phone numbers:

1. Ms. C. Leong: Most of 12th grade and some 9th grade
2. Ms. S. M. Leung: All 10th grade, some 9th grade, and some 12th grade
3. Mr. W. Sia: All 11th grade, some 9th grade, and some 12th grade

J.Family Meal Application

To determine if the school qualifies for Title I funding and students' eligibility for fee waivers, all families should complete the family income inquiry form by the first week in October.

1. This form can be completed only **Family Income Inquiry Form** (located on MySchool apps),
2. Paper copies are available in the Main Office
3. Students must have an application on file and be eligible for free and reduced meal in order to qualify for an SAT and CUNY fee waivers
4. Students and families should contact Ms. Buccaria in the Main Office if they have any questions about the lunch application

K.OMNY Card

The NYCPS Office of Pupil Transportation, not the school, determines students' eligibility for an OMNY Card, based on the distance of their home.

1. All students eligible for OMNY Cards will receive their OMNY Card at the beginning of each semester.
2. Only the student to whom the school issues the OMNY card is allowed to use it. Students may not loan their card to any other students. Students should use OMNY cards for transportation to and from school and for school related activities.
3. The school distributes OMNY Cards at the beginning of the fall and spring terms. Students must secure their OMNYCard properly.
4. Students must report any lost, stolen or damaged cards to Ms. Bucaria and Ms. Mannino in the Main office. It might take the school a few weeks to replace an OMNY card.

L.Translation Services

The DOE offers translation services to families. See the link for additional details: [Translation Unit](#)

1. Furthermore, we have several multilingual staff at the school.
2. Families should contact Ms. Lee or our guidance counselors if they have any questions about translation services.

M. Working Papers

Students who need working papers should speak to Ms. Monegro in the Main Office.

Section V: Communication

A.Communicating with the School

1. *Weekly Updates*

1. It is the school's expectation that all students and families regularly check the Weekly Updates for important information.
2. We will be using ParentSquare as our main communication tool. Please make sure you have access to ParentSquare so you can stay connected with staff and teachers, and receive timely, important updates about QHSS. https://www.parentsquare.com/select_school/new
3. Additionally, the [website](#) contains other permanent information and links to other resources
4. The link to the Weekly Updates will be sent a few times during the week
5. The link does not change. In case the link is not available, families and students can try later. We usually update in the morning.

2. *Virtual Check-in Meetings with Families*

1. Dr. De Jesus schedules various check-in meetings, at least one per marking period.
2. All families are encouraged to attend.
3. These meetings will be virtual. The information will be posted in the Weekly Updates.
4. The meetings may be rescheduled to conflict in the schedule or unforeseen circumstances

3. *Contacting Faculty*

1. Educating students requires collaboration with families. Thus, we encourage families to take a proactive approach contacting teachers a few times during the semester
2. We suggest an introductory email in September and a follow a few times each semester.
3. We strongly encourage families to establish a positive relationship with our teachers and to contact them first whenever they have a question or issue
4. Administrators will intervene whenever necessary
5. In some cases, a conference may be scheduled schedule if the issue requires more attention
6. The best way of contacting the faculty is via email. If you prefer to talk, you should still email them with your contact number, and they will return your call
7. It is strongly recommended that you use [ParentSquare](#) to contact your child's teachers. However, if you prefer to send a traditional email, teacher email addresses can be found on our [website](#).

8. We have updated the school's website (qhss.org) with some important information such as calendar of events, handbook, SLT and PTA dates. This is another place where families and students can obtain information

B. Gradebook, Messaging and Communication, and Attendance platforms

At QHSS, we use three vital systems that every parent should have access to and check regularly. These platforms help families stay informed about student progress and school communication. If you need access to any of these platforms please contact Ms. Lee, Llee51@schools.nyc.gov.

1. Jupiter – Gradebook Platform

- a. Jupiter is our weekly gradebook system. Parents should log in to track their child's weekly academic progress, including assignments, grades, and teacher feedback.

2. ParentSquare – Messaging & Communication Platform

- a. ParentSquare is the school's main platform for messaging and communication. Here you will find weekly updates, important announcements, event information, and workshop details. We strongly encourage all families to use ParentSquare to stay connected.

3. NYCSA (GAMA) – Attendance & Report Card Platform

- a. NYCSA is a NYC Department of Education platform used for accessing official student records, including attendance, report cards, and program information. Parents must log into their NYCSA account to view attendance records and download report cards, as report cards are not sent home.

4. If you need guidance on using the NYCSA platform or ParentSquare, please refer to these slides for answers to frequently asked questions and step-by-step help. If you need additional guidance please contact Ms. Lee, Llee51@schools.nyc.gov.

- a. [NYCSA grades & attendance](#)
- b. [Parent Square - parent, staff communication](#)
- c. [Changing the Language on Parent Square](#)
- d. [Jupiter-Student Parent Login](#)

C. Parent-Teacher Conferences

The school schedules evening and day conferences in the fall and spring semesters.

1. These will be virtual conferences. The school will include the details in the Daily Updates.
2. We encourage families to maintain constant communication with teachers and guidance counselors to monitor their children's progress throughout the year. Refer to the [DOE Calendar](#)
3. More details about these conferences will be available in the Weekly Updates

D. Parent-Association Meetings

Each parent of every student enrolled at QHSS is automatically a member of this Association.

1. The function of the PTA is to build strong working relationships among parents, students, administrators, teachers, and schools, in support of all students.
2. All families are encouraged to participate and attend the monthly Virtual PTA meetings. Therefore, we encourage all families to join the PTA and collaborate with the school in creating an array of events/activities to support the academic and social aspects of the student's life.

3. The PTA plays a key role in planning fundraising events to support the academic needs of all students.
4. Families interested in supporting and/or getting involved in the PTA should contact Ms. Mathes at pta@qhss.org

E.School Leadership Team Meetings

1. The School Leadership Team (SLT) is a group of stakeholders who support the creation of educational policies for their school.
2. Members of SLT collaborate to create the school's comprehensive educational plan (CEP).and develop action plans to implement the goals
3. They provide ongoing evaluations of a school's educational programs and their impact on student achievement; play an important role in school-based decision-making and help to make school cultures more collaborative.
4. Refer to Chancellor's Regulation about the School Leadership Team and the schedule. The dates of the meetings are subject to change to due unforeseen circumstances or school closures
5. SLT meetings are open to the public and in person. This is the schedule [SLT Meetings Schedule \(2025-2026\)](#). The schedule may be adjusted due to unforeseen circumstances.
6. The minutes of each SLT meeting will be posted in the website after they have been reviewed and approved by all the members

Section VI: Extra-curricular Activities

A.After School Activities

All after school activities, including PSAL sports, start after the end of the student's last period depending on teacher availability.

1. The only exception to this rule is PSAL away games, which necessitate students leaving school early.
2. School administrators and teachers must supervise all after-school activities. If a student is interested in organizing an after-school activity, they must follow the after-school activities protocol and contact Ms. Curley if they have any questions.

B.Athletic Programs (PSAL)

1. All students must complete a NYCPS Athletic Medical Form by their physician, and a parent/guardian consent form to participate in all sports.
2. Students must return the forms to Mr. Dima (ADima8@schools.nyc.gov). Students are ineligible to participate on any Athletic teams if these forms are not on file.
3. Students serving a school's suspension are ineligible to participate on any Athletic teams until their privileges are reinstated (See Truancy, Detention, and Student Privileges).
4. The scheduling of sports is contingent upon DOE safety policies
5. Students and families should contact Mr. Dima., the Athletic Director, if they have any questions about PSAL (ADima8@schools.nyc.gov)
6. Students should also follow our Athletic Social Media Page: [QHSS Athletics Instagram Page!](#)

C.Clubs

1. QHSS has a variety of clubs based on student interest.
2. Clubs may be available during, before and/or school based on enrollment, budget and staffing needs. Some of these clubs are Amnesty International, Anime Club, Basketball Club, Dance Club, Digital Photography, Drama Club, K-Pop Club, Music Performance Club, Science Club, Students Who Code, Veritas (literary magazine), Sigma Sorority, and many others.
3. Students interested in proposing a new club must complete the proposal form at the end of the school year
4. Clubs interested in organizing fundraising events must follow the fundraising protocols
5. Students may be excluded from clubs for a given time period due to disciplinary reasons
6. Students should contact Ms. Curley if they any questions about clubs
7. The availability of clubs is based on student interest, staffing and the school's budget

D.Field Trips

1. Field trips enrich students' high school experience. However, field strips are a privilege, not a right.
2. The school does not allow students with suspended privileges to go on any field trips until they complete their suspension. The school may exclude students from attending field trips based on attendance, behavior and/or academic progress.
3. For students to go on a trip, all teachers must sign the consent form. However, there will be exceptions to this policy for competitions, special programs, theater and others.
4. While on school trips, all students must behave appropriately. Students must adhere to all instructions; respect the Chancellor's Regulations, the school's and the facilities' policies of the trip destination.
5. Students who do not adhere to these policies may be excluded from future trips and be subject to disciplinary action
6. Students are responsible for any missed work while attending a trip.
7. The school does not allow trips two weeks prior to AP, final or Regents' examinations, unless otherwise approved by the principal.
8. The school reserves the right to cancel trips whenever student and staff safety is at risk, due to limited staff and/or budgetary constraints

ESenior Activities

1. Seniors may engage in a variety of senior activities during their senior year.
2. Senior dues will be provided to the students in September.
3. All seniors must pay senior dues. Included in the senior dues are items such as cap and gown, yearbook, prom, senior barbecue, etc.
4. Senior dues are subject to change every year. The senior advisor will send students and families a list of the dues at the beginning of the school year.
5. The graduation ceremony in June. As per the Chancellor's Regulation, the school will only permit students who have met all graduation requirements to participate in the graduation ceremony.

6. Tickets for graduation will be distributed among all the students and depend on the capacity of the venue.
7. In addition to graduation, there is a senior awards ceremony in June. In this event, we honor seniors who excelled in academics, leadership, community service and/or athletics.
8. A senior trip is usually planned in the late Winter or Spring and a Senior Barbecue or Picnic in late June.
9. The school reserves the right to exclude students from participating in senior activities except graduation due to disciplinary issues.
10. Any questions regarding senior activities should be directed to the Senior Advisor.

F.Student Activities

1. We encourage all students to be involved in student activities.
2. Student activities may be used by some colleges in the admission process.
3. Students may participate in a club, team, student government, community service, and/or some activity outside of school.
4. Students should use their first year in the school to decide on which activities they are interested in.
5. The school does not allow students with suspended privileges to participate in any Athletics/Sports teams and student activities until they complete the suspension.
6. Students may be excluded from participating in student activities due to disciplinary issues
7. Mr. Curley is our new Coordinator of Student Activities. Students and families should contact him if they have any questions: ACurley5@schools.nyc.gov

G.Student Government

QHSS Student Government is a source of student voice and leadership.

1. It allows the student body to provide feedback on school initiatives.
2. SGO collaborates with the Administration and faculty to ensure all students have a successful and rich high school experience:

[Student Government By-Laws](#)  **[QHSS COSA/SGO Constitution and Bylaws](#)**

3. Mr. Curley, as the Coordinator of Student Activities, supervises SGO and assists in the organization of all student activities.
4. Mr. Curley will monitor the performance of SGO members on a monthly basis to ensure that they are adhering to school policies and are setting a good example for their peers in their leadership roles.
5. All students, not just SGO members, can help in the planning of student activities. If you have a question about SGO and/or student activities, feel free to contact Mr. Curley.
6. Mr. Curley, in consultation with the administrators, reserves the right to remove a student from SGO due to disciplinary and/or academic issues.

Section VII: Resources and Technology

A. Appropriate Use of the Technology

QHSS strives to provide all users fair and reasonably equitable access to the system resources.

1. Students should only use their username and password to login.
2. They should not allow individuals for privacy and Internet safety.
3. Students are responsible for all activities initiated in or on any QHSS system account.

Below are a few things students should have in mind when using technology:

1. Keep password confidential. It should not be a dictionary word or common phrase. It should be a minimum of six characters and contain letters (capital and lowercase), numbers, and symbols.
2. Save files on a flash drive.
3. Use the system for valid educational purposes only.
4. Do not transmit or store any information, which contains obscene, indecent, lewd, or lascivious material, or material, which explicitly or implicitly refers to sexual conduct.
5. Do not transmit information, which contains profane language or panders to bigotry, sexism, or other forms of discrimination.
6. Do not use computer programs to decode passwords or access control information.
7. Do not attempt to circumvent or subvert system security measures.
8. Do not engage in activities that might be harmful to systems, such as creating or propagating viruses, disrupting services, or damaging files.
9. Do not use email or messaging services to harass, intimidate, or otherwise annoy another person. For example, do not broadcast unsolicited messages or send unwanted mail.
10. Do not use the school's system for financial gain and/or profit.
11. Do not create, modify, execute, or re-transmit any computer program or instructions intended to obscure the identity of the sender of emails, or messages.
12. Do abide by the NYCPS and QHSS internet policies, and local, state, or federal statutes and regulations. Individuals who use computers and/or network inappropriately are subject to disciplinary action by QHSS, NYCPS, city, state, and federal authorities.
13. Students who need to leave their workstations during class must log off or lock the workstation to protect your account and information.

B. Cell Phones & Electronic Devices:

1. All faculty and staff must take an active role in enforcing the cell phone and electronic device policy.
2. While on school property, students must adhere to the cell phone policy. See the link to the updated cell phone policy: [QHSS School Cell Phone Electronic Device Policy \(2025-2026\)](#)
3. Failure to comply with the QHSS School Cell Phone/Electronic Device Policy may lead to detention.

C. Computer and Internet Policy

1. The school has laptops for students to use in their classrooms as needed. Students may use their own personal school provided Chromebook, however the student must adhere to the NYCPS' Computer and Internet Usage Policy and Regulations when using the Chromebook..
2. Students must comply with all the responsibilities and obligations when using computer systems and networks owned and operated by the NYCPS and QHSS. These systems are subject to school policies, and local, state, and federal laws.
3. Appropriate use should always reflect academic honesty, high ethical and moral responsibility and show restraint in the consumption of shared resources. Furthermore, it demonstrates respect

for intellectual property, ownership of data, system security mechanisms, and for individuals' rights to privacy, and rights to freedom from intimidation, harassment and unwarranted annoyance.

D. Chromebooks

1. Any student that needs a DOE issued Chromebook will be given one at the beginning of the school year, the student must sign the [Chromebook contract](#) in order to receive a Chromebook.
2. Students must use their NYCPS accounts to login to their chromebooks. These accounts are secured and monitored by the NYCPS [Digital Citizenship](#)
3. Students are responsible for their own chromebooks and must not allow other students to use them.
4. Students must bring their chromebooks to school every day to use in class and adhere to the NYCPS technology use guidelines.
5. Students may face disciplinary actions in alignment to the NYCPS Behavioral Expectations for the inappropriate use of the chromebooks or incidents that violate the NYCPS technology policy.
6. Chromebooks will be collected at end of the school year

E. Google Classroom

1. All students must join Google Classroom for all their courses. Teachers will be using this platform to assign classwork and assessments.
2. Furthermore, the school will be using Google Classroom on remote learning days.
3. Parents/guardians can ask teachers to Google Classroom. With this access, they will only be able to view their child's summary of assignments.
4. Families should contact each teacher directly for access to their child's Google Classroom

F. Textbooks & School Equipment

1. The school provides students with textbooks and other instructional materials for all courses throughout the year.
2. Unless instructed otherwise, students are not required to bring textbooks to class on a daily basis. Books and school-issued equipment (laptops, iPad, etc.) are school property; students must secure these items properly.

Section VIII: Facilities

A. Cafeteria

NYCPS provides all students with breakfast and lunch. In some cases, in order to facilitate social distancing, the school will allow students to eat in the courtyard and/or classrooms.

B. Classroom and Hallways

1. Students should contribute to maintaining a healthy, safe, and clean environment
2. The school does not permit eating in the classrooms.
3. They should clean up after themselves in the cafeteria, classrooms, offices, hallways, stairwells, and gymnasiums.
4. All students must adhere to NYCPS and York's College whenever in building

C. Library

1. At this point, students have access to the York College's library
2. Students have remote access to the library database.
3. Students must follow all of York College's policies for continued access to the library
4. Students should speak with their ELA teacher or Mrs. Faucher if they experience any issues using the library

D. York College's Cafeteria and Locker Rooms

1. Students have access to the York College cafeteria. QHSS will have an adult monitor a few periods every day based on the availability of the staff. York College may deny access to students who do not follow their policies and procedures

2. Students must follow York College's procedures and routines, otherwise, they may be banned from using the cafeteria

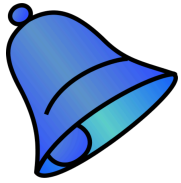
E. York College Campus

Students cannot leave the college campus for any reason. The school is not liable for incidents that happen outside of the school's premises.

Appendix

School Calendar

[NYC DOE School Calendar 2025-2026](#)



Bell Schedule (2025-2026)



Queens High School for The Sciences

BELL SCHEDULE

Monday - Friday

PERIOD 1

8:00 a.m. - 8:48 a.m.

PERIOD 2

8:51 a.m. - 9:39 a.m.

PERIOD 3

9:42 a.m. - 10:30 a.m.

PERIOD 4

10:33 a.m. - 11:21 a.m.

PERIOD 5

11:24 a.m. - 12:12 p.m.

PERIOD 6

12:15 p.m. - 1:03 p.m.

PERIOD 7

1:06 p.m. - 1:54 p.m.

PERIOD 8

1:57 p.m. - 2:45 p.m.

PERIOD 9

2:48 p.m. - 3:36 p.m.

**As of 1/15/2025

#1-Advanced Placement Course Contract

As a specialized school, QHSS strives to offer students multiple opportunities to earn college credit. Therefore, QHSS will consider all students who are willing to enroll in Advanced Placement (AP)

courses. Each student who plans to enroll in an AP course should understand the requirements stated below.

Students with questions or concerns about the requirements should speak with their guidance counselor. Each student must understand and agree to the following AP course registration guidelines and requirements:

1. Students enrolled in an AP course must take The College Board's AP examination given in May. There are no exceptions.
2. Students who are taking more than one AP course need to plan accordingly. The cost of the AP exam may change every year. The school requires all students to pay for their AP exams. Students may receive a fee waiver based on submitted lunch applications. The school will notify students who qualify for a fee waiver.
3. All seniors are required to take Calculus BC or College Calculus II. Statistics and Computer Science courses are considered electives in addition to Calculus.
4. The school will not permit students to drop an AP course once the semester has begun.
5. Due to the rigorous academic nature of AP courses, students should be aware that the workload/homework increases.
6. Requesting an AP course does not guarantee enrollment. Students committed to the rigorous workload have an opportunity to take AP courses. However, due to programming conflicts, the school may not be able to program students for all the requested courses. The Guidance Counselors will do their best to accommodate student requests.
7. Due to the course load, it is *highly* recommended that sophomores take a maximum of two Advanced Placement courses and juniors and seniors take a maximum of three Advanced Placement courses.
8. Students may be required to complete an AP summer assignment for an AP course. Teachers may count these assignments as part of the first marking period grade.
9. Communicate with the teachers and/or guidance counselors if you are experiencing difficulties with the course work. Students must be willing to attend tutoring for academic support.

Below are new procedures and policies required from the College Board concerning AP exams:

1. All students must create their own College Board account. Once the student creates the account, they will be able to register for AP exams for all their courses.
2. All students must sign up for AP Classroom.
3. Students with conflicts – once students have registered for all of their exams; College Board will provide the testing schedule with regular and late testing dates. QHSS can no longer schedule late testing dates.
4. There is a penalty of **\$40** per exam for students who do not sit for the test. Once a student registers for the course, he/she is committing to taking the culminating examination(s).

#2-NYCPS Social Media Guidelines

Family members today have a new job: helping children act safely and responsibly when they are using social media, whether for fun or for learning. This guide is designed to help you do that. We worked

with our teachers, librarians, and students, and partnered with [Common Sense Media](#) (open external link) to create guidelines for students 13 and older for the best use of social media. These guidelines focus on four areas: digital image, responsible posting, thinking about your actions online, and cyberbullying.

#3-Create Your Digital Image

To control their own online images, young people must think about how they want the world to identify them. This includes matching their personal ideals with their online images, being mindful of their own words, and knowing that families can be helpful partners. The following activities help you work with your child to create a responsible and positive digital footprint.

Family Activities

Throughout this guide we will share activities you can do with students followed by information sharing why such activities are helpful.

1. **Headline Exercise**

If your child was the subject of a newspaper article, what would she want the headline to read? Write the headline. Talk about what the headlines of friends, families and famous people might be.

You can also watch the "[One Sentence Project](#)" video (Open external link) to hear how other students have answered this question.

Review the types of photos and posts you and your child have in your current online spaces. Do they match the headline you'd both like to see? If not, how might future posts address that?

Why it Helps

This activity gets the digital image conversation started. It helps the child see how her image affects how others see her.

2. **Imagining Your Audience**

Remind your child that many people are possible audience members for their digital image. What would he like his teacher to see? How about the school he hopes to go to? An employer? What about a potential boyfriend/girlfriend? Talk about what he can do to make sure he is sharing what will help develop the desired reputation.

Why it Helps

Gets the child thinking about how to take ownership of his digital image.

3. **Review your Own Profile**

You can take steps to improve your digital image and/or help your child with hers.

Some places to start are simply creating profiles in places like [Google](#) (Open external link) , [About.Me](#) (Open external link), and [Flavors.Me](#) (Open external link). Look at other students' profiles and discuss what you like and don't like. Consider if there is anything that your child may want to delete or untag to more correctly reflect the image she wants to convey.

Why it Helps

It provides an opportunity for family members to work together to control their digital images.

Find Out More

[“Common Sense on Privacy and Digital Footprints.”](#) *“Common Sense on Privacy and Digital Footprints.” Family Tip Sheet. Common Sense Media, 2012. Web. 2 Jan. 2018.* [Common Sense Media, 2012. Web. 2 Jan. 2018.](#)(Open external link)

4. Post Responsibly

You play a key role in ensuring your child is posting responsibly. The DOE Internet Acceptable Use and Safety Policy tells parents that they are responsible for teaching their particular family values to their children. You can help your child post in ways that best show the values of your family:

Family Activity: Set Up an Account Together

Once your child is old enough to create an account (typically, 13), you should set up social media accounts and review the privacy settings together. Make sure your child is only having online friendships and conversations with people you approve of.

Why it Helps

This will enable you to guide and support your child as they set up account and privacy settings. It will show your child that you have a real interest in her success and safety online.

5. Use Current Events

Events in the news and with friends and family offer great ways to talk about responsible posting. When stories happen, talk with your child about how they would respond to it. Don't focus only on what not to do. It's also important to talk about ways people use social media for good.

Why it Helps

This keeps the conversation current and real. It provides a quick answer to the question, “Why do we need to know this?”

Find Out More

[“Kids and Socializing Online.”](#) *Kids and Socializing Online.” Consumer Information: Privacy & Identity. Federal Trade Commission. September 2011. Web. 2 Jan 2018* [Federal Trade Commission. September 2011. Web. 2 Jan 2018](#)(Open external link).

6. Consider the Consequences

It's important for students to think about the effects of their online actions and to be careful about whom they call friends, followers, etc. Students don't always know that what they do outside of school can have effects at school, and this is very true online.

Family Activity: Don't Post Private Personal Information

Explain to your child why it's unsafe to post your address, birth date, or other personal information and what identity theft means. Use real examples if you can find them.

Why it Helps

It creates clear ground rules and stresses the importance of holding back information.

7. Keep Information Private

Talk to your child about not sharing passwords with friends and make sure you both know how to stop computers you share with others from automatically saving passwords. (For example, always log off when you have finished using a site – don't just close the browser.) Let your child know that we can

each be held responsible for another person's actions when that person uses our online accounts to post info or buy something.

Why it Helps

It opens the conversation about how important it is to protect oneself, in both the physical and digital worlds.

8. Parental Notification

Schools should notify parents each year about school or classroom-based social media activities. If you haven't heard anything, talk to your child's teacher, and your child. Find out about what kinds of social media activity, if any, is part of his classroom work. Talk about the school's use of social media with your child the same way you would talk about other school work.

Why it Helps

Keeps you aware of what's happening in your child's school, so you can take actions to help and guide his social media use.

9. Be Aware of Your Child's Behavior Online

You may want to "friend" or "follow" your child. Some families keep a copy of their child's online usernames and passwords; others have a place where all family passwords are kept in case of emergency. Set rules for what behavior is allowed online for your family and talk about the Student Social Media Guidelines at home. You may also want to buy filtering software or set up a program to track computer and cell phone use.

Why it Helps

It helps you stay aware of what's taking place online. It also helps children know their parents are there to help them in safe and responsible use of social media.

Find Out More

["Avoid Scams 101."](#) *"Avoid Scams 101."* *OnGuardOnline.gov. The Federal Trade Commission. n.d. Web. 2 Jan 2018.* [The Federal Trade Commission. n.d. Web. 2 Jan 2018.](#) (Open external link)

10. Take Threats of Cyber - Bullying Seriously

Cyberbullying is the use of electronic technologies to hurt or harass others. Examples include creating or forwarding offensive text messages or emails, posts that are not true and create rumors, and embarrassing photos. The guidelines give students ideas about what to do when someone they know is being targeted, or if they are being targeted themselves.

Family Activity: Know Your Child's Friends at School

Learn the names of your child's friends and what kinds of activities they do together. If you suspect your child is cyberbullying or is the victim of cyberbullying, you may want to speak to your school's guidance counselor, Respect for All liaison, or another member of the school staff whom you trust.

Why it Helps

It helps families learn which personalities and situations may become problems.

11. Stay Aware of Behavior at Home

Pay attention if your child's behavior suddenly changes. Some signs of cyberbullying (both being bullied, as well as bullying) are: withdrawal from daily activities, getting upset when online or texting,

quickly closing out of applications when an adult walks by, or avoiding discussions about what she is doing.

Why it Helps

It helps family members spot cyberbullying and help before it escalates.

12. Know What to Do If Your Child Is the Bully

If you suspect your child is bullying someone, it's important to know about the situation. Try to find out the reasons and come up with a plan to deal with and correct the behavior with your child. Your child's school Respect for All liaison or guidance counselor can help you with this.

Why it Helps

Families don't need to go through these situations alone. The DOE has professionals and resources to support you.

13. Start the Dialogue

Family media agreements will help you talk about how to be safe online. You can find forms for [these agreements on Commonsense Media](#).(Open external link)

Why it Helps

By setting clear rules and creating guidelines, you make future conversations on the subject much easier.

14. Encourage Your Child to Speak Up

When your child sees that someone he knows is not being treated right, encourage him to support the victim. They can do that by privately telling the victim that he is sorry for what she is going through or by speaking up publicly. Try to find real examples of this from your life or in the media and discuss with your child the different ways he might respond.

Why it Helps

It shows that there are other ways to fix a problem other than bullying.

Standing up against abuse can give your child a good feeling about himself and consideration for those around him.

15. Point Out Positive Contributions from Other Young People

Encourage your child to stay positive online. Point out examples of others who participate this way, like the students who are part of [Student Voice](#)(Open external link). Talk with your child about the different ways she can help keep things positive.

Why it Helps

Helps you show your child how social media can be used positively.

Find Out More

Review the educator materials under Helpful Links on the nyc schools/tech section of the Employee InfoHub.(Open external link)

- "Cyberbullying." *Cyberbullying.* U.S. Department of Health & Human Services. n.d. Web. 2 Jan. 2018.. n.d. Web. 2 Jan. 2018.(Open external link)
- "Family Tip Sheet: Common Sense on Cyberbullying." *Family Tip Sheet: Common Sense on Cyberbullying.* Digital Literacy and Citizenship in a Connected Culture. Common Sense Media, n.d. Web. 2 Jan. 2018. Common Sense Media, n.d. Web. 2 Jan. 2018 (Open external link).

- Hinduja, Sameer, Ph.D., and Justin W. “Cyberbullying Warning Signs: Red flags that your child is involved in cyberbullying.” *Hinduja, Sameer, Ph.D., and Justin W. “Cyberbullying Warning Signs: Red flags that your child is involved in cyberbullying.” Cyberbullying Research Center. 2009. Web. 2 Jan. 2018. 2009. Web. 2 Jan. 2018.*(Open external link)
- “Tip Sheet: Technology and Youth: Protecting Your Child from Electronic Aggression.” *Tip Sheet: Technology and Youth: Protecting Your Child from Electronic Aggression.” Center for Disease Control and Prevention. n.d. Web. 2 Jan. 2018.. n.d. Web. 2 Jan. 2018.*(Open external link)
- “What to Do If Your Child Exhibits Bullying Behavior.” “*What to Do If Your Child Exhibits Bullying Behavior.” Anti-Defamation League. 2012. Web. 2 Jan. 2018.. 2012. Web. 2 Jan. 2018.*

#4-NYCPS Behavioral Expectations

Discipline Code

#5-NYCPS Parents Bill of Rights

Parents Bill of Rights

#6-PSAL Eligibility Requirements

The 5 + 1 Rule

1. A student must pass five credit bearing subjects and physical education. A senior programmed for 4 or 5 classes who fails one class will be eligible as long as the failed class is not required for graduation.
2. The 10 credit Rule: A student must accumulate ten credits for the two semesters prior to the eligibility period, not counting physical education.
3. Students must achieve a minimum of 90% attendance at the end of each marking period (NO MORE THAN 3 ABSENCES)
4. Student-athletes must achieve a passing GPA at time of eligibility evaluation.
5. Lateness to school/cutting class may result in exclusion from athletics.
6. Not following the DOE behavioral code of conduct can also result in suspension or dismissal from the team.
7. You are no longer eligible after your 8th term of high school or if you turn 19 years of age before July 1 of that school year.

****NO ONE MAY TRY OUT WITHOUT TURNING IN A COMPLETED MEDICAL AND CONSENT FORM****

The medical form must be signed and stamped by the doctor as well as having the registry number and date of the physical or it will not be accepted. The top portion must be completely filled out and signed by your parent/guardian.

#7-Respect for All Resources

<https://www.schools.nyc.gov/school-life/school-environment/respect-for-all/respect-for-all-handout>

#8-Student to Student Harassment Chancellor's Regulation-A-831

A-831 10-7-2021 Final Posted

#9-Student-to Student Discrimination Harassment-A-832

A-831 10-7-2021 Final Posted