

RICHMOND HILL HIGH SCHOOL

www.Richmondhillhs.org

STUDENT HANDBOOK

Planning for Success!!

2024-2025

Please keep this

handbook as a reference



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**NEW YORK CITY DEPARTMENT OF EDUCATION
RICHMOND HILL HIGH SCHOOL**

Tarek Alamarie, Principal,
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PRINCIPAL'S MESSAGE

Dear Richmond Hill High School Students,

Welcome back to Richmond Hill High School for the 2024-2025 school year! I hope you all had a restful and enjoyable summer break. We are thrilled to have our hallways filled with your energy and enthusiasm once again.

This year at the Hill promises to be an exciting one, filled with new opportunities for learning, growth, and fun. Our dedicated staff has been working hard to prepare for a year that will challenge you academically and support you personally. We are committed to creating a positive and inclusive environment where every student can thrive.

We are welcoming over 200 more students at the Hill. In our quest to strengthen our career connected academies, we have increased the amount of guidance counselors. Your guidance counselor will meet with you soon to discuss all of our amazing opportunities.

Richmond Hill High School Guidance Department •

Kim Himonidis - Assistant Principal Pupil Personnel Services •

Robert Schwarz - Assistant Principal Office of Student Progress

Tynique Williams - 9th Grade /NGA Guidance Counselor

Paola Rosero - Academy of Health Sciences Counselor

Joshua Khan - Guidance Counselor

Kerry Fowler - Academy of Art, Media and Design Guidance Counselor

Hema Bhanot - Academy of Law and Forensics Guidance Counselor

Maria Leonardo - Academy of MLL's Guidance Counselor

Hilda Terrero - Academy of MLL's Guidance Counselor

Taylor Favata - Academy of Hospitality and Tourism Guidance Counselor

Molly Haack - Academy of Software Engineering / Academy of Science, Technology, Engineering, and Mathematics Guidance Counselor

As we embark on this new academic journey together, I encourage you to take advantage of the many resources and opportunities available to you such as the National Honor Society, JROTC and our athletic teams. Get involved in extracurricular activities, seek help when you need it, and always strive to do your best.

Let's make this year a memorable one by supporting each other, embracing challenges, and celebrating our achievements. I am confident that with your hard work and dedication, we will achieve great things together.

Welcome back, and let's make this school year the best one yet!

Warm regards,

Tarek Alamarie, Principal

WELCOME TO HIGH SCHOOL!

To help students plan their high school education to meet their goals for the future, Richmond Hill High School has developed this *Student Planning Handbook - Developing Our Greatest Resource*. This *Student Planning Handbook* provides graduation requirements for entering freshmen and offers a worksheet to ensure certain students remain on-track for graduation. In addition, this handbook provides information relative to promotion guidelines, testing, and planning for post-secondary experiences including college, technical schools, or entering the job market.

INSTRUCTIONAL FOCUS:

In order to improve Regents performance and scholarship across all subjects so that students reach their postsecondary goals, we will provide professional learning opportunities in direct instruction of content vocabulary words, reading comprehension strategies, student-centered discussion, and writing across all subjects.

MISSION STATEMENT: academically

Our mission is to promote young adults who are emotionally supported, goal oriented, and prepared to face the challenges of the future and to contribute significantly to societal progress. Our students will continue to receive individualized support through multiple pathways leading towards their post-secondary success.

VISION STATEMENT:

The Richmond Hill High School Community works to provide robust career-

connected and authentic academic learning experiences designed to make students future ready. The student population will be exposed to cutting edge innovative specialty classrooms and curricula to meet the needs of our diverse student population, leading our students to take ownership of their educational process and develop a curiosity for lifelong learning.

"ARE YOU GREEN?"

The "Are You Green?" initiative is designed to assist students with monitoring their progress at Richmond Hill High School. Every six weeks, the bulletin boards on the first floor are updated with information pertaining to:

- Regent's examinations
- Attendance
- Credit Accumulation
- Detentions

Students must monitor their progress and make sure that they are "Green" - this means they are on-track for graduation. NYS graduation

requirements <https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/dipreqflyer.pdf>

- ❖ In order for a student to participate in any school wide events or after-school programs, they cannot have more than 5 detentions. Students can serve their detentions by attending After-School Tutoring, Regent's Preparation, Community Service, Service with a staff member or by attending detention after school. (Socially Distancing Guidelines)
- ❖ Students can track their detentions by visiting our school website, www.richmondhillhs.org. At the top, click student resources and then "Are You In the Green?". Enter the student's osis number and the number of detentions will show.

PLANNING YOUR HIGH SCHOOL CAREER

- ❖ Please read the Student Planning Handbook carefully and use it when registering for courses you will take in high school. Parents should take an active role in ensuring that their children are enrolled in courses that meet their educational needs and goals. Under the current advisement system, each student with the assistance of his/her parents is given the opportunity and responsibility for choosing courses wisely.
- ❖ The high schools in New York City operate on the semester system. This school year will be either a full remote or a blended learning model. Credit is established by earning units. Some courses offered do have prerequisites. A prerequisite is a course that you must take before you can take another course. A credit is earned by achieving a passing grade in a course at the end of each term.
- ❖ Each student will receive assistance in registering for courses by their guidance counselor. Counselors will work directly with students to ensure that each student receives a comprehensive high school education experience that appropriately prepares the student for experiences beyond high school.
- ❖ The school system administrators and staff expect each student to enjoy a successful high school career that leads to lifelong learning and to the ability for each student to choose his or her course in life.

WHERE DO I GO?

QUESTION	GO TO (OFFICE)	ROOM (S)
I don't know my official class.	Program / Attendance Office	338 / 128
I need a copy of my report card.	Guidance Counselor Offices	109/126/239/310/ 322/323/410
I need a breakfast / lunch application.	Student / Parent Support Office	124
I need a transportation pass (metro card).	Attendance Office	128
I need a transcript.	Guidance Counselor Offices	109/126/239/310/ 322/323/410
I need a readmit to class.	Attendance Office	128
I need to submit proof of immunization.	Main Office	130B
I am having an academic problem.	Guidance Counselor Offices	109/126/239/310/ 322/323/410
I am having a problem with another student.	Deans' Office	137 / 139
I need to return books.	Department Offices	Return to class teacher
I lost my program.	Guidance Counselor Offices	109/126/239/310/ 322 /323/410
I lost my identification card.	I.D. Card Office	Pd. 5 & Pd. 7 / 145
I need working papers.	Programming Office	After Pd. 8 / 340
I need a job.	Guidance / Parent Coordinator	109/126/239/310/322 /323/410
I lost something.	Deans' Office	137 / 139
Something was stolen from me.	Deans' Office	137 / 139
I need an early excuse pass.	Attendance Office	128
I need to correct my program.	Guidance Counselor Offices	109 / 126 / 239 / 410
I am not feeling well.	Health Office	140
I need to correct my attendance.	Attendance Office	128
I am having a problem in my class.	Guidance Counselor Offices	109/126/239/310/ 322 /323/410
I must register for a specific exam.	Guidance Counselor Offices	109/126/239/310/ 322/323/410
I must register for summer / PM school.	Guidance Counselor Offices	109/126/239/310/ 322 /323/410
I want to talk about next term's schedule.	Guidance Counselor Offices	109/126/239/310/ 322 /323/410
I must update home address and phone number.	Attendance Office	128
I must update health / medical records.	Main Office	130B

QUESTION	GO TO (OFFICE)	ROOM (S)
I am having problems w/ alcohol / drugs.	SAPIS	126
I am having problems and need to speak confidentially to someone.	Guidance Counselor Offices	109/126/239/310/ 322/323/410
I need information about college and scholarships.	College Office	251
I need to know about school activities.	COSA Office	112
I need to know about school athletic programs.	PE / Athletics Office	346
I need help. No one seems to know how to solve my problem.	A.P., Guidance	130B
I want to get involved in leadership activities.	COSA Office	112
I need assistance with IEP Services.	IEP Coordinator / AP, ISS	436 or 220

PLANNING THE HIGH SCHOOL PROGRAM

Who is Involved?

Many educational opportunities are available to students at Richmond Hill High School. To make the most of these opportunities, it is essential to carefully plan educational experiences. Counselors, teachers, parents, and most importantly, students have roles to play in this process. With appropriate choices of electives and requirements, students will have the opportunity to reach desired goals.

School's Role

- Plan instruction appropriate for each student's academic needs.
- Make every effort to support excellent attendance.
- Encourage each student to achieve his or her academic goals.
- Provide resources to enhance the learning process.
- Provide an environment conducive to learning.
- Maintain regular contact with home, about student progress. Help students identify and enhance career interest.

Student's Role

- Master objectives at each grade level.
- Register for and pass all courses required for the diploma choice. Demonstrate acceptable work habits and attitudes.
- Explore and develop career interest areas.
- Be actively involved in personal education and career development.

- Be persistent in getting the information and help needed.
- Utilize all available career resource materials including on-line sources. Perform forty hours of community service per year.
- Be in Attendance everyday-extended vacations are not permitted

Parent's Role

- Be an active participant **in** your student's education.
- Provide opportunities for the student to explore his/her career interest areas.
- Establish strong work habits and attitudes in your students.
- Read all materials that come home from the school and discuss with your child. Be in touch with school personnel about your concerns and questions.
- Become informed about state and system standards for promotion, graduation, and post- secondary admissions.
- Be proactive in getting the information you need.
- Support your child's efforts in becoming an independent, self-sufficient decision maker. Attend PA Meetings and introduce yourself at Parent/Teacher conferences in the Fall/Spring.

THE FOUR YEAR PLAN

During the first year of high school, counselors and teachers will meet with freshmen in a group setting to develop the Tentative Four-Year-Plan of study. The purpose of the Tentative Four-Year-Plan is to familiarize students with graduation requirements, diploma options, and academic majors. With the appropriate selection of electives and requirements, freshmen will have opportunities to receive the preparation needed to reach desired goals.

While administrators, counselors, teachers, and parents have an important role to play in the planning process, ultimately it is the responsibility of the student to register for and pass all courses required for a diploma. As students register for each semester, teachers and guidance counselors will advise students about course selection based upon prior

***The total number of credits needed for graduation is 44-**

When Will I Be Promoted to the Next Grade?

- In order to be promoted to the next grade, freshmen must earn at least 8 credits by the end of the 9th grade.
- To be a junior, sophomores must earn at least 20 credits by the end of the 10th grade. Those credits must include 4 credits in English and 4 credits in the required social studies classes.
- To be a senior, a junior must earn 30 credits by the end of the 11th grade. If you do not have the correct number of credits by promotion time in June you may attend summer school to make up a maximum of 2 credits.
- In addition, promotion requires 90% attendance and successful completion of standards in academic subject areas.

Elective Courses

In addition to the required courses, students may elect to take a number **of** courses throughout their high school career and obtain credit for these courses toward graduation. Elective courses provide enrichment and advanced study; some courses such as Advanced Placement and College Now offer college credit as well as high school elective credit.

Advanced Placement (AP) Classes

Advanced Placement or AP classes are post-secondary level classes that are taught at the high school during the regular school day. A national exam is given at the end of the course and graded by the College Board. Many colleges and universities award college credit for successfully completed exams or allow students to exempt certain courses; some post-secondary institutions however, do not honor AP credit. All students must take the AP exams at the completion of AP courses. Fee waivers are available based upon need. AP courses offered at RHHS include: AP Spanish, AP Global History, AP Biology, AP Calculus AB, AP English, AP US History and Politics

COLLEGE NOW

- ❖ Dual Enrollment through Molloy University and St. John's University- AP Art History, AP English Language, AP English Literature, AP Environmental Science, AP Government, AP US History, AP World History, AP Spanish Language
- ❖ York College- Psychology, Sociology, History of the World, Government, Economics and Finance, Personal health issues, Pre-Calculus, Statistics, Introduction to Drawing and Design, Introduction to Fine Arts
- ❖ SUNY Farmingdale- Global 2 Honors, Health career Explorations, Anatomy and Physiology, Introduction to legal studies, Portfolio, US History Honors, Government Honors, Honors Economics, Career and Financial Management, Pre- Calculus and Statistics
- ❖ College Bridge- St. Francis- Principles of Hospitality and Tourism
- ❖ National Education Equity Lab-College in the high school- law and literature- Brown University, Intro to Computer Science-Stratford University, Poetry in America- Arizona State University, The Psychology of Passion, Perseverance and Success- University of Pennsylvania
- ❖ Monroe College-Associates in Hospitality Management program- Statistical Applications, Analytical thinking, writing and research, Lodging operations management, Restaurant Operations Management

EXTRA CURRICULAR ACTIVITIES

Sports - Richmond Hill High School is a member of PSAL and adheres to its policies with regard to interscholastic sports and activities. RHHS has boys and girl's teams participating in: Baseball, Basketball, Bowling, Cricket, Handball, Indoor Track, Outdoor Track, Soccer, Softball, Swimming, Tennis, and Volleyball. For more information about competitive interscholastic eligibility and activities, contact the school's Athletic Director William O'Connell at WOconnell@schools.nyc.gov

Clubs and Organizations- Many clubs and organizations are available at Richmond Hill High School. Some are open to all students while membership in others is restricted by academics and other requirements. Efforts are made at the beginning of each school year to attract all students to participate in those organizations and clubs that will appeal to them. Please see SAYA in room 104 if you are interested in joining a club!

Instructional Support Services (Special Education)-

Richmond Hill High School provides instructional support services for students with disabilities in the least restrictive environment appropriate to meet their individual needs. The program offered to the student is in conformity with the student's individualized education program.

It is the policy of Richmond Hill High School to make its programs accessible to students with disabilities. Services are provided for students with many varied disabilities including limited mobility, hearing impairments, learning disabilities and emotional disabilities. The steps taken for any disabled student are designed to provide the student an equal opportunity to obtain the same results, to gain the same benefit or to reach the same level of achievement as that provided to their non-disabled peers.

NINTH GRADE ACADEMY

"Lion's Share" - Get involved in the Ninth Grade!

Ninth Grade Students can get involved in so many ways, including:

- Participation in monthly celebrations, including our annual Multicultural Celebration, Black History Celebration, and many more!
- Participation in some of the many clubs and programs offered through the South Asian Youth Action (SAYA)

"Lions Leap" - Get involved by joining a team!

Ninth Graders can join any of our sports teams as long as you are in good standing with grades, attendance and detentions. Check out the sports team's listings to see what is available. PSAL

opportunities: <https://www.richmondhillhs.org/apps/departments/index.jsp?show=ATH>

Career-Connected Learning - Get involved by joining an academy!

As a ninth-grade student, you will have the opportunity to make choices about which career academy you want to be a part of when you are in 10th, 11th and 12th grades. You will have numerous career- connected options varying from Media, Art and Design, Software Engineering and STEM, Hospitality and Tourism, Law and Forensics and Health Sciences . Each career pathway is designed to help you learn about careers you are interested in while preparing you for graduation and beyond. You will gain career experience through hands-on learning and internships and have opportunities to gain college credit to help you get ahead.

SENIOR CLASS INFORMATION

Senior Contract

I, a senior at **Richmond Hill High School**, do understand and acknowledge that there are specific requirements and expectations for me to participate in senior activities.

These include and are not limited to:

- Working vigorously towards completing all requirements for graduation as outlined by the guidance department and college offices.
- Regular attendance of all classes (no excessive lateness, cutting or absences/truancy)
- Adherence to the New York City Department of Education's school regulations, adherence to regulation set forth by Richmond Hill High School and full compliance and cooperation with Deans' office and staff:
- Must not engage in activities that rise to the level of detention or suspension

These regulations are specified by the NYCDOE disciplinary code, which include but are not limited to insubordination, larceny, theft, assault, harassment, bullying or physical confrontations

- Strict adherence to the NYCDOE Chancellor's Regulations
- Demonstrating "**respect for all**" towards faculty, deans, staff and fellow students at Richmond Hill H.S.
- Payment of senior dues (in order to attend Senior events)

As a senior, I understand that if I do not adhere to the above policies, it will be solely the decision of a Disciplinary Committee of Richmond Hill High School to decide if I may be excluded from a senior activity. These activities include but are not limited to:

- **Senior Prom Pep Rally Talent Show**
- **Senior Picnic School Dances Prom Expo**
- **Senior Trip**
- **Senior Breakfast and any other school related events.**

Severe infractions may result in non-attendance at the graduation ceremony. Multiple infractions will be addressed by the committee to determine if a student should be excluded from any of these activities.

Notification 'Will be given at least 1 week prior to the activity, unless the infractions occur within that week period. This contract is non-negotiable and must be returned as soon as possible. Payment is NON-REFUNDABLE.

Graduation status will be reviewed again at the end of the Fall/Winter semester. If you have failed 1 or more classes (includes core classes and electives), and are not on track to graduate in June, you will not be eligible to attend any senior activities. The senior dues will roll over to the following school year.

SENIOR CONTRACT WILL BE PROVIDED AT SENIOR ASSEMBLY FOR STUDENT AND PARENTAL SIGNATURES

GRADUATING CLASS

Congratulations! You are about to begin the most exciting year of high school. Senior year promises to have many unforgettable experiences. Become involved in all the activities of senior year and make memories that will last a lifetime. Enclosed is a list of some of the upcoming regulations, grade requirements, events and expenses that you should anticipate in your senior year, along with approximate due dates for various fees.

Please be advised that only seniors in good academic standing and who are on target to graduate in June will be eligible to participate in the Fashion Talent Show, Prom Expo, Senior Trip, Senior Breakfast, Senior Picnic, School dances, Prom and any other school related events. In order **to participate, students cannot fail more** than one (1) **class (including core classes and electives)**.

In addition, any student who participates in any prank of any kind or violates the DOE Discipline Code and Bill of Rights as stated in the September booklets will not be eligible to participate in any senior activities, including graduation ceremonies.

Students have a responsibility to:

1. Behave in a manner that contributes to a safe learning environment and which does not violate other students' right to learn;
2. Respect the dignity and equality of others and refrain from conduct which denies or impinges on the rights of others;
3. Share information with school officials regarding matters which may endanger the health and welfare of members of the school community;
4. Show respect for school property and respect the property **of** others, both private and public;
5. Behave in a polite, truthful and cooperative manner toward students, teachers and other school staff;
6. Use non-confrontational methods to resolve conflicts;
7. Refrain from obscene and defamatory communication, speech, writing and other modes of expression in their interactions with the school community;
8. Bring to school only those personal possessions which are safe and do not interfere **with** the learning environment.
9. Any student who accumulates 5 or more detentions will not be eligible to participate in any senior activity or school-wide event. Students are responsible for serving their detentions and for monitoring them throughout the school year.

*****Parent Senior Night Assembly** will be held in October. We encourage parents/guardians of our seniors to attend this important assembly to get information on college applications, SAT dates, senior events and academic advisement. (*Light refreshments will be served*)

SPECIAL NOTE ABOUT SENIOR ACTIVITY PAYMENTS: *We will only accept CASH or MONEY ORDERS only. Please make money orders payable to Richmond Hill High School and be sure to put your name, OSIS number, phone number, and official class on all money orders.* Please be sure to save all your receipts and bring them with you when you come to pick up senior shirts, yearbooks, etc.

- Please be sure to pay attention to deadlines. Stop by Room 112. We always have important announcements regarding senior activities **posted** outside our room.

PLANNING BEYOND HIGH SCHOOL

Post-Secondary Planning Calendar

9th Grade-

1. Attend the Four-Year-Plan orientation, complete a Four-Year-Plan, and develop a post-secondary plan with goals
2. Focus on career possibilities.
3. Visit the college/career office to become familiar with resources.
4. Pass the Living Environment Regents and be college ready on the Common Core Algebra Regents by the end of the school year
5. Maintain a minimum of an 85% GPA
6. Maintain 90% attendance rate.
7. Earn at least 14 credits by the end of June

10th Grade

- 1) Begin a formal measure of career exploration and aptitude (i.e., self-directed search, Guidance Counselor Intervention Session). Discuss results with parents, other adults, teachers, and peers. Plan to take elective courses that are related to an academic major and visit some job sites.
- 2) Take the Preliminary Scholastic Assessment Test (PSAT) in the fall of the sophomore year. The PSAT is given once a year in October. All students in the 10th grade take the PSAT. Note scores in academic areas. The career interest inventory is also helpful. As part of a college readiness program, when you receive your PSAT results, sign up with My College QuickStart by registering with the College Board using your access code from the PSAT.
- 3) Maintain a minimum of an 85% GPA
- 4) Maintain an academically rigorous course of study and take advanced placement courses.
- 5) Maintain 90% attendance rate.

11th Grade

- 1) Take the PSAT again in the fall of the junior year. Check with counselors prior to October regarding the PSAT date. To qualify for the National Merit Scholarship and other scholarship competition, the PSAT must be taken during the junior year. Enter your junior PSAT results on the My College QuickStart account you created in sophomore year.
- 2) College prep students take the Scholastic Assessment Test (SAT) and/or American College Test (ACT) in the spring. Check post-secondary catalogs of the College Handbook to determine which test is required for admission.
- 3) Listen to announcements concerning post-secondary representatives' visits, College Fair, scholarship information, and test registration dates.
- 4) Arrange a junior year college advisement interview with the College Advisor by setting up an appointment with the College Office secretary. The Advisor will advise students in the exploration of possibilities and in the application process. Take advantage of books, videos, and catalogs in the college office and library.
- 5) Begin to visit college/university campuses.
- 6) Register with the NCAA Clearinghouse if interested in an athletic scholarship in a Division I or II school (after second semester grades have been posted).
- 7) Begin the process for military appointments if interested.
- 8) Maintain a minimum of an 85% GPA
- 9) Maintain an academically rigorous course of study and take advanced placement courses.

10) Maintain 90% attendance rate.

12th Grade

- 1) Maintain an academically rigorous course of study.
- 2) Attend the individual conference to complete the application for graduation. 3. Listen to announcements concerning post-secondary representatives' visits, College Fair, scholarship information, and test registration dates.
- 3) Retake the SAT or ACT in early fall to improve scores.
- 4) Select post-secondary and technical schools after your senior year college advisement interview.
- 5) Write a letter to, call, or email each post-secondary choice requesting scholarships, applications, catalogs, and a financial aid application. Attend a college interview workshop.
- 6) Submit application, application fee, student profile, and recommendation letters to the College Office. Prospective Division I or II athletes must send a final transcript to the NCAA Clearinghouse.
- 7) File Financial Assistance for Federal Student Aid form (FAFSA) from counselors or post-secondary choice after January 1st. Private institutions may require additional forms. (Forms are available before January 11st).
- 8) Visit post-secondary institutions of choice.
- 9) Finalize post-secondary choices.
- 10) File applications with post-secondary schools' admission offices by mid-November
- 11) Maintain 95% attendance rate.
- 12) Submit midyear reports to all colleges which require seven semester grades.

Scholastic Assessment Test (SAT I)

What is it?

The SAT I is a nationally normed post-secondary admission test. The New York State University System accepts the SAT or the American College Test (ACT). The SAT I consist of three parts and requires three hours and 35 minutes of testing time. Most schools accept the SAT and/or the ACT. Check with any college or university to see which they prefer.

The Critical Reading section tests reading comprehension and vocabulary. Items contain sentence completion, paragraph length, critical reading, and reading comprehension. The mathematics sections present problems generally associated with arithmetic, algebra, and geometry. Questions are in the context of quantitative comparison and application of mathematical knowledge in new situations. The writing section tests grammar, usage, word choice, multiple-choice questions, and essays.

Who should take it?

Students should consult either the specific post-secondary catalog of the College Handbook to determine if the institution of their choice requires the SAT. The College Handbook is located in the college/career office as well as most public libraries. New York State colleges will accept the SAT or ACT.

It is recommended that most students take the SAT and/or ACT during the spring of their junior year and again in the fall of their senior year. It is important to remember that the courses taken in high

school contribute to achieving a successful score on the SAT and the ACT.

When is it given?

In New York State, the SAT is given in October, November, December, January, March, May, and June.

Where is it given?

The SAT is administered only at official College Entrance Examination Board Test Centers. Students can select one of several test centers. Most test centers are located in high schools. This information is available in the registration booklet.

How do students apply to take it?

Registration information is available in the college office. The application must be submitted directly to the Admissions Testing Program of the College Board in Princeton, New Jersey. The registration should be mailed by the deadline, which is approximately five weeks before the test date, or as late as three weeks before the test date with payment of a late fee. Students may also register online at www.collegeboard.com. The exact test dates, registration deadlines, and fees are listed in the SAT Bulletin and at www.collegeboard.com. Fee Waivers are available to students who qualify. See the College Advisor. Students may obtain Taking The SAT I from the College Office. It is a sample full-length SAT I given at an earlier date. It includes timing, scoring instructions, and strategies along with correct answers for the practice test. Students who require special needs accommodations should indicate need on the registration form.

How are scores reported?

SAT I scores are reported directly by mail to the students; Each high school has a school code number. The students fill in this number on the registration form. This enables the student's high school to receive a copy of the scores. SAT I scores also are sent directly to four institutions of the student's choice, indicated by assigned numbers. Students can request that scores be sent to additional colleges or organizations by the payment of an additional fee.

Can the SAT I be taken more than once?

Yes, the SAT I can be taken as frequently as a student would like. Some students taking the test more than once have improved their scores. Since score reporting is cumulative, score reports will include scores from up to five previous test dates. However, it is recommended that students do not take the exam more than three times. If you plan **to** take the test more than three times, Please see the college advisor beforehand to discuss. (See www.collegeboard.com)

What is the best preparation for the SAT I?

The soundest preparation for the SAT I is to study a wide variety of courses with emphasis on academic courses and extensive outside reading. Most experts agree that the study of courses such as algebra, geometry, biology, chemistry, physics, foreign language, English, and social studies, contributes to such preparation. The College Preparatory Diploma program contains these courses, and they are essential for successful preparation. Each high school has study materials, software and other preparation courses available.

American College Test (ACT)

What is it?

The ACT is a test similar **to** the SAT but with a different format. Most New York State public post-secondary institutions accept this test. Many states outside of New York State require it for admission. It consists of four tests: English, mathematics, reading, and science reasoning.

Who should take it?

Students should consult either the post-secondary catalog **to** determine if the institution of their choice requires the ACT. Many New York State institutions **will** accept the SAT or ACT (see this section under SAT).

When is it given?

The ACT is given six times a year in September, October, December, February, April, and June.

Where is it given?

It is given only at designated test centers. This information is in the application packet.

How do students apply to take it?

Registration information is available in the college office. The application must be submitted directly to the **Admissions** Testing Program. The registration should be mailed by the deadline, which is approximately five weeks before the test date, or as late as three weeks before the test date with payment of the late **fee**. Registration booklets are available **in** the College Office or online. Students may apply online at **www.act.org**. The exact test dates, registration deadlines, and fees are listed in the Student Bulletin. Fee Waivers are available to students who qualify. Students may obtain Preparing for the ACT Assessment from the college office. Students who require special needs accommodations should indicate need on the registration form.

How are scores reported?

Test results are sent directly to students. Scores are reported for each subject area and a composite score **is** reported, which is an average of the four scores. The range is from 1 to 36.

ADVANCED PLACEMENT TESTS

What are they?

Advanced Placement (AP) Tests measure achievement in freshman post-secondary level courses taught in the high school, and depending upon examination results, may enable students to receive advanced placement, or postsecondary credit, or both when they enter. They are recognized and accepted by a majority of the colleges and universities in the United States. The tests are three-hour examinations in several disciplines.

Who should take them?

Normally, those students who successfully complete the AP course should take the tests. Since these are post-secondary level courses, they are specifically for the student who is prepared to devote extra time and to give superior effort to meet demanding requirements. Also, students may study on their own and request an examination if they are not in an AP class.

When are they given?

AP Tests are given in May each year.

Where are they given?

AP Tests are given at Richmond Hill High School.

How do students apply to take them?

The AP teachers give their students information concerning the procedures for registering and taking the tests. Registration is always **in** advance of the test date. Students who require special needs accommodations should indicate need on the registration form. Any questions should be directed to the Testing Coordinator in the College Office.

How are scores reported?

Scores are reported directly to the student, the high school, and the post-secondary institution, which the student designates. Scores are from 0 - 5. Most colleges accept a score of 3 or higher for college credit or college course exemption.

FINANCIAL ASSISTANCE

Post-secondary institutions including colleges, universities, and technical, secretarial, and specialty schools accept financial aid programs. Upon acceptance to the post-secondary institution, or after January 1, and before February 15. Financial Aid forms are used to determine the distribution of loans, grants, scholarships and jobs for incoming students. Financial aid applications are available in the college office. Students may also apply online at www.fafsa.ed.gov

Students need to contact post-secondary institutions for information about campus-based awards. Students need to contact individual departments if they have strong interests **or** talents in an area, to request information and special scholarship offerings.

EOP Educational Opportunity Program (EOP) - New York State Residents Only

The EOP program is designed for students who need special academic and financial assistance. Please consult with your college advisor to determine if *you* qualify and to which campuses you should apply. You will be asked to complete additional application materials and financial aid forms by *your* college choices. Be sure to meet all deadlines.

Other Types of Financial Aid

- 1) **Loans:** A loan is money that you borrow and must repay with interest to the lender.
- 2) **Grants:** Money that is awarded as financial aid that does not have to be repaid. To apply for grant money, you must complete the appropriate financial aid form.
- 3) **Scholarships:** There are numerous scholarships available to New York City and State students. Students should listen to school announcements regularly regarding the availability of scholarships and the criteria for selecting scholarship recipients. Many scholarships are based on some combination of leadership, financial need, and/or academic achievement. For entering freshmen, high school averages and SAT/ACT scores are considered. To apply, complete the sponsoring agency's application for financial aid.
- 4) **Work-Study:** Post-secondary work-study programs provide jobs for students who show financial need and who must earn a part of their educational expenses. This is a federal - program administered by the college's financial aid office. To apply, complete the college's application for financial aid.
- 5) **Eligibility for Collegiate Athletics:** The National Collegiate Athletic Association (NCAA) has established a central clearinghouse to certify athletic eligibility for Divisions I and II. This information is only relevant to students who want to participate in post-secondary athletes. If you intend to participate in college in Division I or II athletics as a freshman **in** college, you must be registered with and be certified eligible by the NCAA Initial-Eligibility Clearinghouse (CH).

Please note that initial eligibility certification pertains only to whether or not you meet the NCAA requirements for participation in Division I or II athletics and has no bearing on your admission to a particular Division I or II institution. Please see the Athletic Director for further information.

EDUCATIONAL INFORMATION AND SUPPORT

Guidance Counselors

Every student has a Guidance Counselor who provides advice on programming as well as help on any personal or school problem. Guidance counselors are located:

- ❖ Ms. Bhanot- room 323
- ❖ Ms. Fowler- room 239
- ❖ Mr. Khan- room 251
- ❖ Ms. Leonardo- room 109
- ❖ Ms. Rosero-room 410
- ❖ Ms. Terrero- 109
- ❖ Ms. Williams- room 126
- ❖ Mr. Favata- room 322
- ❖ Ms. Haack- room 310

Grading

Grades reflect class work, homework, projects, papers, examinations, participation and performance in each subject area. Absence, cutting, and excessive lateness will contribute to lower grades or failure due to lack of participation. Please refer to departmental grading policies in each department.

Report Cards

There are three marking periods per term. Six marking periods for the whole school year. Credit for courses is awarded in January and in June

Promotion

In order to be promoted to the next grade at Richmond Hill High School, freshmen must earn at least 8 credits by the end of their first year; sophomores must earn 20 credits by the end of their second year; (of the 20, four must be in English and four in Social Studies); and juniors must earn 30 credits by the end of their third year in order to be promoted to the senior year. Seniors must have earned 35 credits prior to the second half of their senior year to be eligible for graduation. The Guidance Department will send promotion-in-doubt letters to the parents of students who are failing subjects indicating mandatory summer school.

Class Ranking

Students are ranked by .class average at the end of the junior year to provide college admissions offices with required information on academic performance. All subjects **are** included in the ranking except physical education and the lab component of science classes. Advanced Placement courses are ranked as 1.1 credits. Requirements at colleges and universities vary and these institutions may re-rank or re-compute students' scholastic ranking. For the City University of New York, only Regents level courses of English, math, social studies, foreign language and science as well as the music and art are computed in the class ranking. Students are ranked a second time after the seventh semester to determine the class valedictorian and salutatorian.

College Admissions

The College Advisor conducts seminars, parent conferences, and student interviews for

information, advice, and counseling on college applications.

Library

Students of Richmond Hill High School are invited to use our library. The librarians conduct lessons on use of the library facilities and assist staff and students in conducting research. Identification cards are needed by students and staff of RHHS in order to borrow library materials. **Our school library will be under construction for this semester. You will be notified once it is open!**

Our librarians will also conduct professional development training for teachers, conduct lessons in the library, work with teachers on class project ideas, and administer the media distribution system for the school.

Objectives: The objectives of the library are:

- To make available materials that will support and enrich the entire school curriculum. To provide instruction in the location and use of these materials.
- To develop student independent research skills and strategies.
- To encourage the reading of books as a source of personal pleasure.

The program for achieving these results includes the following activities:

INSTRUCTION: Class lessons are scheduled at the request of individual teachers. Lesson topics reflect classroom needs. Skills taught during this session include use of the card catalog, identification of reference sources, location of current material, familiarity with special collections and the operation of appropriate technology.

.INTEGRATED LESSONS: To augment this basic program, teachers are urged to request library instruction correlated with the work of the class. The best use of library materials is made when collaborative planning is done in connection with a subject assignment. Librarians will gear library lessons to any unit in the school course of study. Arrangements made in advance will ensure maximum results.

The Library Will Also

- Compile supplementary reading lists and subject bibliographies.
- Set aside books for circulation to special groups.
- Place a reserve on books and material needed for special projects.
- Obtain books through interlibrary loan.
- Welcome faculty suggestions for purchase of additional materials.
- Cooperate with teachers in every way to encourage pupil reading and reference

Graduation

Students who have successfully completed all requirements for the high school diploma including coursework and standardized tests, will be permitted to attend graduation ceremonies. Violations of the Discipline Code may result in exclusion from all senior activities including graduation ceremonies.

Program Cards

Students must carry their program card and photo I.D. 's at all times. Program cards indicate the period for each subject as well as the guidance counselor, official class, student ID, and pathway.

Attendance

Daily attendance is required of all students for success in class work and necessary for passing grades. Absentee students must submit an absence note to their Guidance Counselor/ Attendance office upon return to school which has been signed by a parent, guardian or doctor. Parents and guardians must make every effort to contact Guidance Counselors and teachers to obtain homework assignments when their youngsters are out of school for an extended period of time. Students should obtain telephone numbers of classmates whom they may contact for homework assignments when they are absent. Unexcused absences (cutting) may lead to a failing grade. Students should obtain telephone numbers or email addresses of classmates whom they may contact for homework assignments when they are absent. Extended vacations are not permitted and excessive absences will greatly impact promotion and/or graduation.

Lateness

Students have three minutes to travel from one class to another. Be prompt! Excessive lateness will prevent students from full participation in subject classes and may result in lower grades or failure. Lateness to school and to class will result in an automatic detention.

Student Records

Student records are stored in the Guidance Office and the Records Office.

Transportation Cards

Students who meet eligibility requirements of the Metropolitan Transportation Authority (MTA) may obtain free MetroCard's. If a metro card is lost or stolen, the student must report it immediately to the metro card office. ..

Illness in School

Students should have an updated Emergency Blue Contact Card on file in the Health Office so that the Health Aide may contact parents or guardians when students become ill or are injured. In emergency situations, it is the authority of RHHS to make the determination of care.

Passes

Students must obtain a pass if it is necessary to leave a class. Teachers have the right to limit use and duration of the classroom pass.

Textbooks

Students must return all textbooks at the end of the school year in good condition so that the next class may use them. Students who fail to return books will have their names listed on an "unreturned book list" and will not be given books for the new class until the previous class books are returned. ·

Breakfast

Breakfast will be served each morning from 7:30 AM to 8:00 AM. Breakfast is always free for all students.

Lunch

Students are required to eat lunch in the student cafeteria. Students are programmed for lunch five days each week. All eligible students will receive free or reduced rates for lunch if

they return their lunch form at the beginning of the school year. Students are not permitted to leave the school building during their lunch period.

Gym Lockers

Gym lockers may only be used during your gym period or a practice after school. Any lock left on the locker will be subject to cutting and contents will be in the Dean's Office.

Lost and Found

The Security Office, located in room 139, has a "Lost and Found" office. Students who lose books, clothing and any other valuables, should first check the Dean's Office in rooms 137/139:

Immunization

All students must have completed and up to date immunization records indicating immunization against measles, mumps, Hepatitis, rubella, diphtheria, pertussis and tetanus. Students who do not have current immunization will be excluded from school. In addition, for all students' health and safety, they must have annual medicals to participate in physical activities. Immunization records and medicals are stored in the permanent record.

Elevators

The elevators at the high school are for use by disabled or injured students. Students may obtain an elevator pass from the Medical office with appropriate documentation, for the duration of their disability..

Fire Drills

Lockdown (Soft/Hard)

- Soft lockdown implies that there is no imminent danger to the sweep teams.
- Hard lockdown implies that imminent danger is known and NO ONE will engage in any building sweep activity.
- All individuals will follow lockdown procedures: Announcement Heard – “We are now in a soft/hard lockdown, Take proper action.” (Repeated twice)
- Teachers should obscure door windows using sticky poster paper (please contact Assistant Principal, Security if you need replacement paper).
- All students and staff must move out of site and maintain silence. Inside the classroom, all students and staff should sit on the floor away from doors and windows.
- Teachers should quickly check the hallway outside of their classrooms and pull any students inside even if they are not on your roster, lock their doors and turn the lights off.
- Stay calm and composed so the students will do the same.

Evacuate

- The fire alarm system will alert students and staff to initiate an evacuation. However, the PA system may be used for specific directions.
- Announcement Heard – “Attention, we will now begin an evacuation on the building.... (Specific directions).
- Students should form a single line.
- In cold weather, students & staff should take their coats (but only if they are inside that same room). Physical Education students should not return to the locker room.
- Teachers should grab their attendance folders, grade books and GRP assembly status card (found in the safety files by the phone in your room).
- As soon as you are settled in an outside location, begin to take attendance of all of your students.
- Teachers should LEAD their students out of the building.
- Evacuation of Limited–Mobility Students
 - The Safety Committee will formulate the plan for the evacuation of limited- mobility students. The plan will appear in the Richmond Hill Safety Plan.

- Please submit the names of any physically-impaired students to the Assistant Principal, Security.

Shelter In Place

- Announcement Heard – “Attention, this is a shelter-in. Secure the exit doors.” (Repeated twice)
- All students and staff must remain inside the building.
- Classes should be conducted as usual.
- Wait to respond to specific directions. (If necessary)
- If you are not in a classroom, you may move around the building as needed but may not leave the building at all.

Hold

- The Hold response calls for no movement throughout the building until the “all clear” is given. While in Hold response, instruction and office tasks may continue as normal, but no one may leave the room they are in until the Hold has ended.
- Hold is initiated when there is a condition inside the school building, and the immediate need to address the condition requires staff, students, and visitors to remain in place and conduct business as usual until the “All Clear” is announced.
- Hold might be initiated to manage an incident in the building that does not place the school community in danger, or whenever directed by First Responders Hold does not replace a soft or hard lockdown.
- The Building Response Team and School Safety Agents will sweep the building. Anyone found in the restrooms, hallways, stairwells, or the lobby will be taken to a designated area until the “All Clear” announcement is made.
- Announcements must be made to remind everyone to disregard any “end of class” signals. No one may enter or leave their room or office until the announcement is made indicating that the “All Clear” has been issued and the building can return to regular operation.
- During a Hold, anyone entering the school must be informed of the Hold. If students are returning from lunch, they must be escorted to a designated area where they can remain, with proper supervision, until the “All Clear” announcement is made.

SCHOOL

TRIPS

The Assistant Principal, Administration, or Teachers supervise all school trips. Students may participate in school trips if they: 1) attend classes regularly; and 2) maintain good attendance. Students with disciplinary records or history of cutting may be barred from class trips. Students and staff participating in trips over several days must comply with all of the Chancellor's regulations, such as parental permission, emergency notification, chaperone/student ratio, the Discipline Code, and other pertinent trip information. Parents and students must meet with the lead trip teacher and the Principal prior to departure

STUDENT ACTIVITIES

The Coordinator of Student Affairs (COSA) supervises all clubs and student activities. Students who meet the following minimum standards may participate in extracurricular activities: 1) attend school regularly; and 2) maintain good academic standing. Students participating in interscholastic sports must comply with Public Schools Athletic League (PSAL) regulations. 3). Students must "Green" according to the "Are You Green" campaign.

STUDENT GOVERNMENT

Richmond Hill High School has a representative student council of annually elected officers. Students have the right to run for office if they meet the requirements set for candidates.

SCHOOL LEADERSHIP TEAM

The School Leadership Team of students, parents, teachers, and administrators, conducts

monthly meetings to establish policy on curriculum and academic matters.

CLUBS/ACTIVITIES

Students may create new clubs by following the procedure as outlined by RHHS. Students should contact the GOSA or the Assistant Principal of Pupil Personnel Services for information on starting clubs. The following clubs/activities are offered: Law Club, Anime Club, Key Club, Leadership, ARISTA, SAYA! Robotics, Mock Trial, Yearbook, Peer Mediation, Sports night, Fashion Talent show, Breast Cancer Walk, Pep Rallies, March of Dimes Walk, Clothing Drive, Canned Food Drive, Beautification Club, Student Government, Travel and Tourism and Blood Drives.

INTERSCHOLASTIC SPORTS

Students participating in interscholastic sports must meet all academic and medical requirements of the Public Schools Athletic League prior to the first practice session of the sport. Sports currently offered are: Baseball, Basketball, Bowling, Cricket, Handball, Indoor Track, Outdoor Track, Soccer, Softball, Swimming, Tennis, and Volleyball.

RICHMOND HILL HIGH SCHOOL STUDENT EXPECTATIONS

- Students may only enter and exit through their designated entrances/exits. Richmond Hill High School is a closed campus, students may not leave during their scheduled day.
- Students are expected to behave in a manner that contributes to a safe learning environment and which does not violate another student's right to learn.
- Students are expected to be truthful, and cooperative towards students, teachers and all other staff.
- Students are expected to use non-confrontational methods to resolve conflicts. Mediation is always available to resolve any problems or misunderstandings.
- Students are expected to always carry their program card and ID card.
- Students are expected to always follow their scheduled program unless instructed by school staff.
- Students are expected to respect school property and respect the property of others.
- Students are expected to help maintain a school environment free of weapons, tobacco, illegal drugs, smoking paraphernalia, controlled substances and alcohol.
- Students are expected to be familiar with the guidelines of the Citywide Behavioral Expectations. Students will be referred to the appropriate office for violations of the Citywide Behavioral Expectations.
- Students are expected to proceed to their next assigned class before the late bell.
- Students may only leave class with a valid pass. Hall sweeps are conducted after the late bell. Gym lockers may only be used during a student's assigned gym period
- Bathrooms are open 10 minutes into the period and close 10 minutes before the end of the period. Bathrooms can only be accessed with a valid pass.
- Students may not bring in items that can be a distraction to the educational process (games, toys etc.)
- Students may not bring in sharp or pointed items to school.
- Students may not share food or drinks due to the possibility of unknown food allergens.
- Students may not accept outside deliveries during the instructional day (UberEATS, Seamless etc.). Students
- may not participate in non-approved fundraising on school grounds.
- Students are prohibited from wearing hats, hoods, bandanas, beads, doo rags or any type of non-religious head covering.
- Students are not permitted to use cell phones, headphones, Air Pods or other electronic devices in the classroom, hallways or locker rooms. Parents may call the main office to contact their child in an emergency.
- Students are expected to dress appropriately for the educational environment. Any clothing that interferes **or** disrupts with the learning environment must be changed.
- Students are expected to keep parents/guardians informed of school related matters.
- Students are required to maintain a green status in order to attend any extracurricular activities. Students may check their status on <http://rhhsdetentionchecker.com/>
- Students are to report any altercation or possible violation of the Discipline Code to either the Dean, Security or Assistant Principal.
- Students must wear an approved face covering at all times and adhere to social distancing guidelines and procedures

CELL PHONE/ELECTRONIC DEVICE POLICY

Dear Richmond Hill School Community:

Our goal at Richmond Hill High School is to create a safe and positive learning environment for all students. Please read our electronic device policy carefully. Our efforts to create a learning environment that emphasizes learning first will require enforcement of these rules and your assistance ensuring that students understand and comply with Richmond Hill High School and the Department of Education requirements.

Cell Phones and electronic devices may be brought to school at your own risk.

- A. Cell phones and portable music and entertainment systems may not be turned on or used during the administration of any school quiz, test or examination unless part of a student's educational plan.
- B. Computing devices may not be turned on or used during the administration of any school quiz, test or examination, except where such use has been explicitly authorized by the school or is contained in an Individualized Education Program or Section 504 Accommodation Plan.
- C. Cell phones, computing devices and portable music and entertainment systems may not be turned on or used during school fire drills or other emergency preparedness exercises.
- D. Cell phones, computing devices, and portable music and entertainment systems may not be used in locker rooms or bathrooms
- E. Bluetooth speakers may not be turned on while on school property.
- F. The use of Cellphones, Electronic Devices, Earbuds and Headphones are prohibited during instructional periods, the gym, auditorium and the transition of classes. Earbuds or headphones should not be seen or heard. In the event of an emergency parents may contact our main office at 718 846 3335 to reach their child.
- G. Cell Phones and electronic devices may be used in the cafeteria in a manner that does not interfere with others.
- H. Cell Phones and electronic devices may be used during after school activities with the approval of the after school teacher or coach.
- I. Students that use Cell Phones, Electronic Devices, Earbuds and Headphones in a prohibited manner are subject to confiscation.
- J. If a device is confiscated it may be retrieved no sooner than the end of the school day for a first offense. A second offense is subject to parental pickup only.
- K. If a cell phone cannot be found, the school will not be held responsible for payment or replacement of **the** device.

With your partnership, we can continue to maintain a safe and productive learning environment

THE DISCIPLINE CODE

The standards set forth in the Discipline Code apply to behavior in school during school's hours, before and after school, while on school property, while traveling on vehicles funded by the Department of Education, at all school-sponsored events and on other than-school property when such behavior can be demonstrated to endanger the health, safety, morals, or welfare of the school community.

INFRACTIONS AND RANGES OF POSSIBLE DISCIPLINARY RESPONSES

School officials must consult the Discipline Code in determining what level of discipline to impose. A student's age, maturity, previous disciplinary record (including the nature of the prior misconduct, the number of prior instances of misconduct and the disciplinary measures imposed for such misconduct) and the circumstances surrounding the incident should be considered when deciding the appropriate disciplinary measures.

The enumerated infractions are not all-inclusive. Students who engage in misconduct which is not listed are subject to appropriate disciplinary measures by the teacher, principal or regional superintendent based on violation of school rules. To ensure that staff, students and parents are aware of all expected standards of behavior, school rules should be in writing and distributed along with the Discipline Code. When misbehavior involves communication, gesture or expressive behavior, the infraction applies to oral, written or electronic communications.

Each level of infractions contains a minimum to a maximum range of possible disciplinary responses that may be imposed by a teacher, principal or regional superintendent. Infractions are grouped into five levels, which range from insubordinate behaviors to seriously dangerous or violent behaviors and provide a corresponding range of possible disciplinary responses. Whenever possible, interventions should begin with the lowest level of disciplinary response. Clear distinctions are made for levels of behavior for grades K-5 and 6-12 so that the age and general maturity of the student are considered. Some infractions may not apply to students in grades K-3. The Discipline Code provides graduated penalties for students who engage in repeated misbehavior despite the prior imposition of appropriate disciplinary measures. More severe penalties will be imposed on those students who engage in a pattern of persistent misconduct. Whenever possible and appropriate, prior to imposing such penalties, school officials should exhaust less severe disciplinary responses. In addition, a non-exhaustive list of guidance considerations, alternative techniques and other measures, e.g., counseling, which may be used when appropriate.

NOTE: It is the responsibility of schools to notify parents whenever students violate the Discipline Code or school rules. However, Level 3 Infractions or higher must and will be reported to parents and the proper authorities.

DISCIPLINE PROCEDURES

All entries in student records must be made in accordance with Chancellor's Regulation A-820. All suspensions and removals from the classroom must be effectuated substantively and procedurally in accordance with relevant Regulations of the Chancellor, State Education Law and Federal Laws. Principals' suspensions may be appealed to the regional superintendents and regional superintendents' suspensions may be appealed to the Chancellor in accordance with Chancellor's Regulation A-443.

Student Expectations

- ❖ Be polite, courteous, respectful, truthful, and cooperative toward students, teachers, and other staff.
- ❖ Use non-confrontational methods to resolve conflicts. Mediation is always available to resolve any problems or misunderstandings.
- ❖ Respect school property and respect the property of others, both private and public.
- ❖ Adhere to the **“Respect For All”** policy in daily interactions and **Social Media** use.
- ❖ Always carry your program card and ID card.
- ❖ Help maintain a school environment free of weapons, illegal drugs, controlled substances, smoking paraphernalia, and alcohol.
- ❖ Be familiar with the guidelines of the Citywide Behavioral Expectations.
- ❖ Report any altercation or possible violation of the Discipline Code to the Dean, Security, or AP
- ❖ Do not wear hats, hoods, bandanas, beads, durags or any type of non-religious head covering.
- ❖ Dress in an appropriate manner that will not disrupt the educational environment/process.
- ❖ You may not accept outside deliveries during the instructional day (UberEats, Seamless).
- ❖ Maintain a green status in order to attend any extracurricular activities. You can check your status on <http://rhhsdetentionchecker.com/>

- ❖ Be prepared and on time to class (including lunch), attend school every day, and try your best.
- ❖ Contribute to a safe learning environment, which does not violate other students’ right to learn.
- ❖ Adhere to the guidelines established for dress and activities in physical education classes and labs.
- ❖ Do not bring items that can hinder the educational process to school (games, toys, etc.)
- ❖ Do not use cell phones, headphones, and/or other electronic devices in class unless directed by the teacher.

Literacy Expectations:

- ❖ Strive to learn the new words taught to you in your classes and use them in your speech and writing; an expanded vocabulary will help you with comprehension and communication.
- ❖ Set a goal for reading 20 minutes a day to build your skills and enjoyment; be a lifelong reader!
- ❖ Actively read the texts provided in your classes; have a pen, notebook, post-it notes, etc.
 - Mark up what you find important in the reading and take notes to help you remember.
- ❖ Listen carefully to your teachers and your classmates; stay curious and have an open mind.
- ❖ Be prepared to share your ideas and to engage in class discussions; your thoughts matter!
- ❖ Be kind and respectful to your classmates during discussions; seek to collaborate and understand.
- ❖ Engage in all of the stages of the writing process; take time to plan your writing and revise/edit.
- ❖ Be sure to clearly address all parts of provided writing tasks; know exactly what is being asked of you by reading carefully, marking up the prompt, and following guidelines.

- ❖ Follow school regulations regarding entering and leaving the classroom and school building.
- ❖ Enter and exit the school building through the main entrance unless otherwise directed by administration.
- ❖ You may not leave during their scheduled day; Richmond Hill High School is a closed campus.
- ❖ Adhere to your program and proceed to your assigned classes before the late bell. Hall sweeps are conducted after the late bell.
- ❖ You need a valid pass to exit the classroom for any reason. Bathrooms are open 10 minutes into the period and close 10 minutes before the end of the period.

- ❖ Do not share food or drinks because it can cause health risks due to unknown food allergens.
- ❖ Remain seated and do not cause congestion, which can lead to an unsafe environment.
- ❖ You must provide an ID card to receive a pass to exit the cafeteria.

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- ❖ You may only enter the cafeteria during your designated lunch periods.

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- ❖ You may only use your gym locker during your assigned gym period.
 - ❖ You should be in the locker room prior to the late bell prepared for your Phys. Ed. class.
 - ❖ Do not leave personal belongings unattended; lock up your valuables and personal items.
 - ❖ Purchase your lock from the school store. Do not share your combination with anyone.

ADDITIONAL RESPONSES AND SUPPORTS

The following is a non-exhaustive list of other responses and supports that may be used in conjunction with the disciplinary responses for each level of behavior:

- ❖ Referral to PPT (Pupil Personnel Team)
- ❖ Intervention by mental health **staff**
- ❖ Individual/group counseling
- ❖ Conflict Resolution
- ❖ Peer mediation
- ❖ Development of individual behavior contract
- ❖ Restitution
- ❖ Short term behavioral progress reports
- ❖ Community service (with parental consent)
- ❖ Transfer (with parental permission)
- ❖ Guidance Conference
- ❖ Referral to a Community Based Organization
- ❖ Mentoring Program Academic sanctions for a scholastic dishonesty infraction only
- ❖ Referral to appropriate substance abuse counseling services
- ❖ Involuntary transfer* (general education students only)

* In accordance with the procedures set forth in Chancellor's Regulation A-450, an involuntary transfer may be considered when a student's behavior and/or academic record demonstrate that adjustment **in** school is unsatisfactory and if the principal believes that the student will benefit from a transfer or receive an appropriate education elsewhere.

<https://www.schools.nyc.gov/docs/default-source/default-document-library/discipline-code-grades-6-12>

STUDENT DRESS POLICY

As a Richmond Hill High School Student, we are continuously preparing you for the professional world outside of High School. Students should arrive to school ready to learn and appropriately dressed. The following policies are designed to promote a positive and safe learning environment for all students:

A student may not attend classes in a manner which:

- Creates a safety hazard
- Disrupts a school activity
- Presents an unprofessional image

THE FOLLOWING ITEMS ARE NOT TO BE WORN IN SCHOOL:

- Hats, hoods, caps bandana, beanies, bonnets, do-rags or any other non-religious or medically approved head covering
- Hazardous body piercing
- Accessories that can be dangerous or harmful to others
- Flip-flops, open sandals without ankle straps or platform more than three inches high should not be worn for safety reasons
- Clothing with inappropriate images such as but not limited to firearms, alcohol, tobacco, foul language or drugs
- Clothing or accessories which identify gangs by name, insignia or color sequence
- Clothing that reveals torso, undergarments including see-through garments of any kind
- Pants with rips above the knee with skin exposed or sagging pants

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. 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 until the end of the school day, etc.)."



Media Consent for NYC Department of Education Use

Student Name: _____

School: _____

I consent to the use and disclosure of the image, quotes, name, the participation in interviews, and the taking of photographs, recordings, and videos of the Student named above by the New York City Department of Education (**NYC DOE**) and NYC DOE-invited members of the press for NYC DOE-sponsored events. I grant the NYC DOE and invited members of the press the right to disclose, edit, use, and reuse the Student's image, quotes, name, and interviews, and photographs, recordings, and videos of the Student for the NYC DOE's nonprofit and public press purposes. This includes use in print, on broadcasts, in online spaces (such as the NYC DOE website and social media accounts and those of the press), and all other forms of media. I understand that when the school hosts a public event, individuals at the event may take their own photographs, videos and audio of the event, that such recordings may capture me or my child, and that they may also be made public.

I also release the NYC DOE, its agents, and employees from all claims, demands, and liabilities in connection with the rights granted above.

If Student is Under Age 18:

Name of Parent / Guardian: _____

Signature of Parent / Guardian: _____

If Student is Age 18 of Over:

Name of Student: _____

Signature of Student: _____

Date: _____

For students age 18 and over, the form must be signed by the student, and not the parent or guardian.



Autorización de medios para uso del Departamento de Educación de la Ciudad de Nueva York

Nombre del estudiante:

Escuela:

Autorizo el uso y la divulgación de la imagen, las citas, el nombre, la participación en entrevistas y la toma de fotografías, grabaciones y videos del estudiante que se menciona arriba por parte del Departamento de Educación de la Ciudad de Nueva York (**NYCDOE**) y de los miembros de la prensa invitados por el NYCDOE a eventos patrocinados por dicha entidad. Concedo al NYCDOE y a sus miembros invitados de la prensa, el derecho de divulgar, editar, usar y reusar la imagen, las citas, el nombre, las entrevistas, las fotografías, las grabaciones y los videos del estudiante para los propósitos de los medios de información públicos y sin fines de lucro del NYCDOE. Esto incluye su uso en medios gráficos, medios de difusión, espacios en línea (tales como el sitio web del NYCDOE y sus cuentas de redes sociales, al igual que las de la prensa) y cualquier otro medio de comunicación. Entiendo que cuando la escuela organiza un evento público, todos los que asistan podrán tomar sus propias fotografías, videos y audio del evento, que dichas grabaciones podrían incluirme a mí o a mi hijo, y que estas también podrían hacerse públicas,

Además, eximo al NYCDOE, a sus representantes y a sus empleados de todo reclamo, demanda y responsabilidad con respecto a los derechos concedidos arriba.

Si el estudiante es menor de 18 años

Nombre del padre o tutor:

Firma del padre o tutor:

En el caso de estudiantes mayores de 18 años, este formulario debe ser firmado por dicho estudiante y no por el padre o tutor. Visite la página web para llenar y firmar el formulario de autorización.

Si el estudiante es mayor de 18 años

Nombre del estudiante:

Firma **del** estudiante:

Fecha:

Richmond Hill High School Grading Policy 2024-2025

Richmond Hill High School's grading policy is in alignment with Chancellor's Regulation A-501 which states "A comprehensive student assessment system, aligned with established State and City performance standards, will be used on an ongoing basis to measure student progress and to improve classroom instruction."

The Grading policy of the Richmond Hill High School (note-percentages may vary depending on the individual needs of each content specific department, but should fall within the ranges indicated below) is based upon the following structure:

- Tests, Quizzes, Projects, Portfolios- 60%-65% of the grade
- Daily Homework Assignments- 20%-25% of the grade
- Classwork and Class Participation- 10%-20% of the grade

Regents exam scores are not factored into the final class grade in Richmond Hill High School's grading policy.

Richmond Hill High School uses the 0-100 numeric grading scale to calculate grades for each course. The following table is our grading scale and its corresponding value.

100	A+
95-99	A
90-94	A-
85	B
80	B-
75	C
70	C-
65	D
NX	Incomplete
NL	New Admit- no grade
NC	No Credit

NX- Students must complete all missing classwork by the end of the semester following the termination of the course.

NL- New Admit. Students who receive a grade of NL must successfully complete remaining course requirements by the end of the semester following the termination of the course.

NC- all NX's not reconciled by the due date above become an NC.

Richmond Hill High School's grading policy is reviewed on a yearly basis by the cabinet, accreditation committee and PTA at the end of the school year so it is ready for distribution the following September. It is distributed through the teacher and student handbooks and posted on our website www.Richmondhillhs.org.

Supervisory AP's and Teachers will follow these general guidelines and considerations for accuracy, equity and social-emotional well-being:

- Actionable Feedback is essential. It should be provided to all students in a timely manner for all assignments. Rubrics are to be provided for all essays, projects and presentations so students know on what they are being graded.
- All departmental grading policies will be in alignment with the school-wide grading policy. Supervisory AP's are responsible for archiving their specific grading policies for record keeping purposes.
- Homework is designed to reinforce learning and prepare the students for the next day's lessons. Homework should be assigned daily in all classes.
- Instead of rewarding "extra credit" points, consider offering students chances to improve their proficiency and their grades via multiple assessments of a given learning goal, and offering revision/re-take opportunities. Replacing extra credit with opportunities to demonstrate progress ensures that students' grades are based on

evidence of what they know and can do, rather than completion of a specific task (whether for credit or extra credit). A higher grade then indicates a higher level of proficiency, leading to a more bias-resistant and accurate grade improvement practice.

- Allowing students to re-do assignments emphasizes to them that they have control over their learning. Depending on the assignment type, this might mean revising the work, completing the work in a different way, or a new assessment specifically targeted at areas where the student did not initially demonstrate proficiency. Consider including time for revisions in the course of the day so all students have equal access to this opportunity.
 - If students are re-assessed, consider which assessment (or which parts of each assessment) most accurately represents the student's eventual proficiency. Rather than just averaging the two assessments, replacing the score or parts of the score is a more valid measurement of student achievement.
 - When students miss class time, teachers should give students reasonable chances to make up missed work before final grades are entered in STARS.
-
- Teachers are required to use a gradebook following their departmental grading policy outline. The gradebook can be either paper or electronic. All teacher gradebooks must be submitted to the supervisory AP for record-keeping purposes.

Students must be informed of specific departmental grading policies in writing at the start of each semester.

Weighted average is determined using the following rules.

Physical education courses are not calculated into weighted average. AP and college credit bearing classes have a weighted average of 1.10. Honors classes have a weighted average of 1.05. All other courses have a weighted average of 1.00.

- Only course marks from courses flagged "GRADE AVERAGED" are used in the calculations.
- Credit values are used in the calculations
- The grade average factor (GAF) is used in the calculations

Each mark is multiplied by the GAF and the credit value. The sum of each product is calculated, and divided by the sum of credit values.

Class ranking is determined at the end of each cohort's 3rd year based upon the weighted average. Class ranking at the end of each cohort's 3rd year determines Valedictorian or Salutatorian status. Valedictorian or Salutatorian eligibility also requires students to have attended their sophomore and junior years at Richmond Hill High School.

Richmond Hill High School follows the semester term model of awarding grades. The following courses offered at Richmond Hill High School are semester-based courses with final grades and credits posted at the end of each term;

English 1-8, The Living Environment 10th-12th grade, Earth Science 10th-12th grade, Chemistry, Physics, Global History 9th-12th grade, US History, CC Algebra 9th-12th grade, CC Geometry 9th-12th grade, CC Algebra 2, Introduction to Bioengineering, Anatomy and Physiology, Software Engineering, Ecology and the Environment, Spanish, Creative Drawing, Art History, Ceramics, Computer Graphics, Geology.

Grades in all classes are cumulative from the beginning to the end of the semester. Final mark grades are based upon a student's mastery of the course content over the entire semester and are reflection of a student's command of NYSED commencement standards over the duration of the course. Final marks are the average of all marking periods combined to create a final course grade. All our semester term model courses have 3 marking periods.

Grades are an indicator of 'mastery' of the subject matter:

Please note that the purpose of grades is to provide an assessment of the student’s mastery of the subject matter and learning standards for the course. Students should not fail a course based upon attendance but inability to show mastery of a course’s learning standards. Students who show mastery must receive credit. Students cannot fail a course based upon seat time alone if they show mastery of the course content.

Grades for students with disabilities and ENL students are based upon mastery of the learning standards. ENL students should be afforded opportunities to demonstrate mastery in their native language. Students with disabilities should be given every opportunity to achieve mastery based upon their IEP. The IEP describes specifically designed instruction and accommodations for individual students.

Students who struggle to complete a backlog of course assignments due to joining a class late, experiencing disruption and/or trauma, or for a host of logistical and social-emotional reasons benefit from grades based on proficiency rather than on completion. If the student has completed sufficient course work to show evidence of their learning, course grades can be based on their demonstrated level of proficiency. This requires looking at student work for evidence of proficiency, rather than marks for completion.

Instead of factoring lateness into assignments themselves, consider assigning students separate marks for their executive functioning skills that are not calculated into students’ final grades. When students miss class time, teachers should give students reasonable chances to make up missed work before final grades are entered in STARS. Attendance may not be a factor in students’ grades, and students may not be denied credit based on lack of “seat time.”

Timeline of when students receive grades:

Our semester term model courses have 3 marking periods. Richmond Hill High School awards interim grades and distributes report cards 6 times a year at the end of each marking period.

MARKING PERIOD	START	END	Report cards issued to students
Fall Semester 1	September 5	October 11	October 22
Fall Semester 2	October 15	November 27	December 10
Fall Semester 3	December 2	January 17	January 28
Fall Semester	Final Marks for all Fall semester based courses are due by January 28		
Spring Semester 1	January 28	March 14	March 25
Spring Semester 2	March 17	May 2	May 13
Spring Semester 3	May 13	June 16	June 26
Spring Semester	Final Marks for all Spring semester based are due by Jun 26, 2025		

The last report card for our semester based courses are final mark grades based upon a student’s mastery of the course content over the entire course. Students must receive a minimum of 2 comment codes for each course on their report cards. Report cards are distributed to students to be shared with families in their period 2 official attendance class according to the above chart. In addition, report card grades are shared with families using the online Gamma platform. Final mark report cards are distributed to students on June 26, 2025 which is the last day of the school year.

Marking period information can be obtained on the www.Richmondhillhs.org website.

Due dates for grades are as follows:

To promote student mastery of the NGLS and commencement level standards, Richmond Hill High School allows students to submit make-up assignments and missed work up to 2 weeks after the end of the final marking period before final mark course grades are due. Final mark course grades are due no later than 2 weeks after the end of the final marking period. Any grade changes after final mark course grades are due require a transcript update request form and require a grade book and a teacher rationale. Transcript update request forms for grade changes after final mark course grades are due will be granted only for grade calculation errors or entry errors with supporting documentation. The deadline for requesting a grade change based upon grade calculation or entry errors is the end of the semester following the termination of the course.

Grade level and promotion standards:

Richmond Hill High School follows the following grade-by-grade promotion standards;

Grade Level	Coursework/Exams	Minimum Credits
9	Successful completion of standards in academic subject areas	8 credits
10	Successful completion of standards in academic subject areas	20 credits (Including 4 in English and 4 in Social Studies)
11	Successful completion of standards in academic subject areas	30 credits
12	Successful completion of standards in academic subject areas	44 credits in required subject areas