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THE LIBERTY BELL

Liberty High School Academy For Newcomers

Spring 2026



May 2026

School Edition

Fifth Issue

Liberty High School Big Decisions, Bright Futures for the Class of 2026



LHS Celebrates Decision Day

On May 1st, LHS celebrated College Decision Day in the cafeteria. Seniors who have committed to college had the opportunity to sign each other's t-shirts that read "Oh, the Places You'll Go!" with their names and the colleges they chose. The principal, Dr. Huegel, read the book *Oh, the Places You'll Go!* by Dr. Seuss. The event began with remarks from Dr. Epstein, the college advisor. She congratulated the students on reaching this milestone, said how proud she is of them, and reminded them that, no matter what, Liberty will always be their home and they are always welcome back.



Interview with Dr. Epstein, College Advisor, by student Hermela

Q: Hi, Dr. Epstein! What is National College Decision Day?

A: National College Decision Day is a day that seniors celebrate their college acceptances and starting a new chapter.

Q: What are the key aspects of May 1st College Decision Day?

A: On May 1st, senior students decide which college they're going to, they inform the colleges that they are going to, and they celebrate the beginning of a new chapter.

Q: Why is the decision day on May 1st? Is there anything specific about it?

A: May first is considered as the right time because it's practical and helps students to be prepared financially. It gives colleges more time to register students. And also, the month of May itself symbolizes a new chapter.

Q: What are the requirements that students should fulfil before this decision day?

A: The key requirements that students need to fulfil are finishing their financial aid, researching the colleges to make the best decision, and talk with their families to make sure it's the best decision.

Q: What happens if students don't fulfil the requirements by May 1st?

A: If students do not fulfill their requirements, they may lose the opportunity to go to the college that they were accepted to. Most colleges give more time for the students if they haven't fulfilled the requirements, but if they wait too long, some students from the waitlist will take their spot. Therefore, it is important to make sure that they have fulfilled the requirements to make the right and the best decision.

Q: What is your advice for students who are enrolling in college?

A: Talk to other people or students who go to college, ask your teachers for advice, and make sure to work on your grades so that your dreams will come true!

AP 4 ALL

By Kiandra Fernandez Calderon



On April 21st, Liberty High School held its AP for all event, which encouraged students to challenge themselves academically and think about their future. The event took place in the school cafeteria and was attended by students, teachers, and counselors to highlight the importance of taking AP classes.

The purpose of the event was to let students know that AP classes are available for everyone in school. Initially, the school already had AP U.S. History, AP English Language Composition, AP Spanish and Literature, AP French and Literature, AP Research/Seminar, AP Computer Science, and AP Calculus. In the Fall, there will be three new AP courses: AP Psychology, AP African American Studies, and AP Art History.

If you are interested in taking any of these courses, please speak with your guidance counselor.

The Importance of the Civic Seal Program

By Noe Lopez Paxtor & Boris Jimenez



Seniors at Liberty High School are undertaking civic projects to implement new ideas aimed at improving and supporting the community. These initiatives seek to ensure that students are well-informed about their rights, and have the needed knowledge to become active citizens.

Mr. José Segura, the leader of the Civil Seals Program at Liberty High School, explained the importance of carrying out civic seal projects. He said, "I believe it is important to help students practice civic skills that they will use in the future. For example, advocating and fighting for others is one skill that can be quite useful. Another skill, doing research about a potential problem affecting many people, and proposing a solution. Everyone can complain, but few can propose and execute solutions. Finally, a skill that is transferable to many contexts is collaboration." He also spoke about the principal mission of the Program of Civil Seals. He expressed, "The mission of the seal is to ensure all Liberty graduates earn a seal of civic readiness on their diploma. But beyond the seal, it is learning new skills as mentioned in the previous question that they can use in the future."

Juranny Guzman, a senior at Liberty High School, also explained the importance of completing Civic Seal projects, and how doing so helps you develop skills such as generating ideas, working effectively in groups, and listening to others' opinions in addition to earning the Civic Seal itself. She said, "It has truly been of great value to me, as it allowed me to look beyond the Civil Seal Program itself and identify the school's specific needs; furthermore, it enabled me to develop activities focused on creativity and teamwork, skills that were not as well-developed there previously." She also spoke about how Civic Seal projects impact our community at Liberty High School. She expressed, "In many ways, it helps us develop certain skills and realize that the school staff aren't the only ones who can look out for the students, that we can do so ourselves. Furthermore, the most important lesson the program taught me is that small actions can bring about big changes."

Lastly, Damian Isaguirre, a junior at Liberty High School, explained what he has heard about the Civic Seal projects and what he knows about them. He said, "I've heard that it is a type of recognition awarded to students who enroll to learn how to improve academically, both in the present and for the future. Upon completing the work, you receive a certification confirming that you have acquired the appropriate knowledge." He also spoke about the skills that he hopes develop in the future when he became a part of the Civic Seal Program. He expressed, "Learning how to achieve better overall academic performance, specifically by working to assist others while simultaneously receiving assistance from your peers, helping one another grow and improve as individuals within a group setting."

Clearly, the Civic Seal Program is beneficial for students and allows individuals to become active and knowledgeable citizens.

Mural Project

Knowing the meaning of this project will transform how you see it

By Sofia Caceres Guillen

A group of Liberty High School students has been working on a mural on the fourth floor, in the spring semester every Monday and Tuesday after school. The work that they are doing is important for the community because they provide ideas that represent Liberty High School and their students. Through colors and creativity, they are painting a mural highlighting that difference is beautiful. I asked questions to people who are working on the mural and every person gave me new details about the work.

Maty Ndiaye, a senior, told me, "We are using bright and vibrant colors to represent energy, diversity and positivity. Each section has different tones to show individuality, but all the colors blend together to create harmony and balance the mural." When I wondered what they wanted to convey in the painting, she said, "The group was asked to create a mural that represents unity, diversity, and the spirit of the school community. They wanted to show different identities, cultures, and emotions all coming together in one space. The mural reflects creativity, inclusion, and how everyone is connected."

However, we need to have many perspectives, which is why I went to the office of Catholic Charities, the organization that funds the mural, and asked Ms. Christine Beckhusen, the director, her perspective about what she expects students to learn in this process. "This project is going to provide students with communication skills. Normally when this type of project happens, differences always exist among students and this project would help students know how to manage problems with people that don't always have the same ideas. Also, this project helps students be on similar pages, while also bringing their own ideas." When I asked Ms. Christine about the students' reasons for being a part of the mural, she responded, "The reasons are really diverse, but I could identify some of them. As for service hours, many students need this and are always looking for activities where they can gain these hours, but another reason is for money. It's a great motivator for the participation of students. However some students are just there for the experience and to do an extra activity at school."

Overall, this mural is building more unity among students and it's a good reminder of what makes Liberty High School so unique.



Career Day at LHS

Career Day took place at Liberty High School on Wednesday, April 1st. Students in grades 9 and 10 participated in a scavenger hunt, while students in grades 11 and 12 heard from guest speakers in their classrooms. Some of the speakers included employees from Bank of America, physician assistants, doctors, and members of the New York City Police Department. Students had the opportunity to ask questions and learn about various careers. It was a great success!



Breakfast with the Principal

By Aminata Kone

On Wednesday, April 1st, Liberty High School held a Principal's Breakfast in the school library during the first period. The event was organized for members of the C.U.T.E. club and created a welcoming space for students to connect with each other and with the principal. Students enjoyed a variety of breakfast foods, including french toast, eggs, coffee, and juice and many more. The atmosphere was calm and friendly, allowing everyone to relax and be comfortable.

During the breakfast, the principal spoke to the students about her background and shared advice about success and personal growth. She talked about her journey especially as a woman, and explained how she faced many obstacles along the way. Her story was inspiring and showed students the importance of perseverance and confidence. She also encouraged students to work hard and believe in themselves. Students had the chance to ask questions which made the event more interactive and personal.

Overall, the breakfast was a fun and inspiring experience which helped students feel more connected to their principal and motivated them for the future.



LHS Honors Its Staff



Administrators Professional Day



Principal Appreciation Day



Teacher Appreciation

News...

Chess Club Holds Exciting Tournament

On Friday, May 15th, after school, the Chess Club held a tournament in the library. There was a great turnout, with students from grades 9–12 participating.

Congratulations to our winners!

- 1st Place: Ali
- 2nd Place: Nour
- 3rd Place: Yrvhy
- 4th Place: Yefferson



Congratulations to Ms. Pan on winning the Teacher Championship, and to Mr. Kassim for earning 2nd place! Thank you to Mr. Benbrook for leading the Chess Club and organizing the tournament!



Pride Day at Liberty High School: Celebrate, Learn, and Build Community

Date: June 12, 2026 **Time:** During all lunch periods **Location:** Cafeteria next to Catholic Charities

Our LGBTQ+ Club is hosting a schoolwide Pride Day, and everyone is invited. Whether you identify as LGBTQ+, are an ally, or simply want to learn more, this event is for you. Pride is about joy: being yourself, supporting your friends, and creating a school where everyone belongs.

What You'll Find at Pride Day:

- A welcoming space to hang out, talk, and meet new people
- Giveaways like stickers, mini flags, and bracelets
- Interactive table with fun activities
- Information about LGBTQ+ history and identities

The goal is simple: **build community and have fun**. Pride Day is about supporting each other, learning together, and making Liberty a place where everyone feels seen.

About the LGBTQ+ Club:

The LGBTQ+ Club is a student-led space where we talk about identity, support one another, plan events, and learn about LGBTQ+ history and activism. We also work to make our school more inclusive and welcoming.

-**When we meet:** Thursdays after school

-**Where:** Room 409

-**Advisors:** Ms. Cohen & Mx. Factor

Everyone is welcome — LGBTQ+ students and allies alike. If you're curious, want to get involved, or just want a safe place to be yourself, come check us out.

Want to learn more?

Talk to a club member, stop by Room 409, or join us on June 12 during lunch. Pride Day is for all of us — a celebration of community, courage, and joy.



Yoga Club Resumes May 8th!

Come to the cafeteria May 8th, 22nd and 29th for yoga at 2:35!

*Continued on Fridays in June when the cafeteria is available.



FALL '26 SPORTS

Require Physical Exams



See **NURSE Gabrielle** NOW

MEDICAL ROOM 516

PSAL
PUBLIC SCHOOLS
ATHLETIC LEAGUE

More News...

College Office

A big congratulations to **Sam Alyousif** to be the first senior to finish every part of the process and has started his college enrollment at City College!!!

The college office gives a shout-out to Columbia Summer Program Admits: **Aicha Diallo, Oumou Diallo and Mamadou Bah.**



Guidance Department

May is an important month to start preparing for your **Regents exams.**

It is very important to **attend all Saturday Regents Prep sessions.** The Regents Prep classes will be on the following days:

SATURDAY REGENTS ACADEMY			
MAY 16, 23, 30 & JUNE 6, 13			
TEACHER	SUBJECT	SESSION 1: 8:00AM - 10:00AM	SESSION 2: 10:00AM - 12:00PM
MR. JUDH	ALGEBRA	ROOM 400	ROOM 400
MR. CHATRAM	ALGEBRA 2 (TRIGONOMETRY)	ROOM 202	ROOM 202
MR. SALANE	BIOLOGY	ROOM 608	ROOM 608
MR. YAJAE (No Session on 5/30)	EARTH SPACE AND SPACE	ROOM 810	ROOM 810
MR. YADQUEZ MR. KARRIM	ENGLISH (MULTIPLE CHOICE/SHORT ANSWER)	ROOM 808	ROOM 808
MR. DOGAR MR. LEEJANO	ENGLISH (COMPOSITION ESSAY)	ROOM 810	ROOM 408
MR. SOUBRA	US HISTORY	ROOM 201 SPANISH	ROOM 201 ENGLISH
MR. SEPULVEDA	GLOBAL	REMOTE INSTRUCTION	X

Catholic Charities

Over spring break juniors and sophomores were invited on a 2-night trip to Washington DC to visit the University at Maryland and Morgan State University. At both colleges they had a tour of the campus by current students, had lunch at the dining halls and got to see first-hand what it feels like to attend a university on a large campus.

Pictured on bottom left: Liberty students rubbing Testudo the Turtle at the University of Maryland, a tradition among the students to rub the turtle, especially his nose for good luck before an important exam or big game.

While visiting DC, Liberty students also visited the Holocaust museum, downtown DC and a tour of the monuments.



Regents Multiple Choice Questions:

Reading Comprehension Passage A

Someone

...On the narrow, corrugated tin of the drain board beside the sink, there was the flour bin and a bottle of buttermilk, the pale box of baking soda, a box of raisins, a box of salt, and a tin of caraway seeds. On the small table beneath the window, a bowl and a spoon and the measuring cup. There was as well a narrow card on which she had written in her careful hand the recipe for soda bread.

It was time, my mother said, that I learned a few things about cooking. I stood in the kitchen doorway, all reluctance. Why? I wanted to ask. My mother tied an apron around my waist. "All right," she said. She nodded toward the table, the bowl and the spoon and the recipe card. I looked at her. The morning sunlight through the single window lit the down on her cheeks. It showed her brown eyes had some green in them, too. And that on either side of her tall forehead her dark hair was turning gray.

"Go ahead," my mother said. "Get started." And when she saw me hesitate, she impatiently put her hand on my shoulder and turned me toward the table and the bowl and the spoon. "Read the recipe over and then gather your ingredients," she said slowly. "They're all right here. I'll supervise."

"Read it over," my mother said. And I nodded, pretending to. The sun through the single window was bright in my eyes.

"Now gather what you need."

I picked up the flour bin and brought it to the table. I picked up the buttermilk and the raisins. I went back for the salt and the tin of caraway seeds and then stood before the bowl and the spoon and the measuring cup. Beyond the window, beyond the gray bars of the fire escape, the wash my mother had done this morning was waving on the line: sheets and pillow slips, my school blouses and my father's shirts, which were hung upside down by their hems, their arms waving in a way that made me grow dizzy in sympathy.

"Haven't you forgotten something?" my mother said behind me. I looked at the ingredients I had lined up on the small table. The sun had turned the buttermilk a kind of blue. "No," I said.

My mother took me by the shoulders and turned me around. "Are you sleepwalking?" she said. "There's the baking soda. You'll have nothing at all if you don't have that."

I fetched the box of baking soda and then once more stood before the table. "Now what?" my mother asked.

I shrugged. Beyond the waving clothesline were the windows and fire escapes of our neighbors, the dancing laundry of a dozen more families, the tall brown poles that held the lines, electric lines and clotheslines.

"Glorv be to God," my mother said. "Now you read the recipe, Marie."

I looked down at the little card. The ink my mother had used was brown. Her handwriting was lovely and neat, the capital S and the capital B at the top of the card were striking—

perfectly shaped, perfectly proportioned. My mother had learned from Irish cooks. "Marie?" my mother said.

The sound of her voice was more familiar to me than my own. I knew the end of my mother's patience when I heard it.

"You tell me," I said softly. "You tell me what to do."

Behind me, I heard my mother cross her arms over the relaxed apron.

"There's a recipe in front of you," she said. "And unless I'm very much mistaken you know how to read. Read it."

I lowered my head the way I'd seen horses do, and dogs, when they didn't want to be led. "You tell me," I said again.

I heard her stamp her foot. "I won't." Anger always stirred my mother's brow, like mist brought up from the bottom of a stew. "I wrote it out for you so you could read it. Now read it."

I didn't turn around. "Just tell me," I said.

"A recipe is meant to be read," my mother said. I dipped my head again. "I'd rather you just tell me."

Behind me she followed. I could hear faintly the noise from the street, where I wanted to be: cars passing and children calling. There was also the distant thump of doors closing in the apartment below, various footsteps on the stairs. There was the whine of someone's clothesline pulley. The clacking rattle of some pigeons at the window.

"Measure out your flour," my mother said slowly, adjusting. I shifted my feet a bit to accommodate my triangle better than riding a shy snail.

I put my hand on the measuring cup. "How much?" I said.

And now, even without turning around, I knew it was my mother who was reading. "You'll have to read the recipe to find out," she said. "What's that?"

"I don't know what's gotten into you," my mother said, and banged the pan on the top of the stove, then banged it into the hot oven. "You are the most stubborn child."

She put away the ingredients, slamming cabinet doors, and washed the bowl and the spoon in the sink.

She turned to me again. The sunlight caught the green in my mother's narrowed eyes, as if she were peering into a deep green wood. "The strangest child I've ever heard of," she said. "Before you read a simple recipe."

She dried the bowl and put it away. She dried the spoon. She said, "Can you at least, at least, keep an eye on the clock and take this out in forty minutes? I've got to meet your father downtown. Can you be responsible for that much?"

I said yes, but my eyes went to the sunlight at the window.

My mother took my chin and made me turn to the clock on the stove top.

"When the big hand comes around to the twelve," she said, "take the bread out. Use the cloth. Can you do that? When the big hand comes around to the twelve."

"I can tell time," I said softly, riding her anger once more.

Once again my mother studied my face, as if it were lost in a thicket of trees. "And you can read, too," she said, measuring out her words. "But today it seems it's not a question of can, is it? It's a question of will. Will you do it or what I'm asking."

I turned my face to the light at the window. I pulled off my glasses. I was a bold piece—I could hear my mother's accusations even before she said it. "All right," I said, and then collapsed into the single chair beside the table. "I will," I said, and crossed my arms over my chest, turning my exaggerated gaze to the small clock on the stove. Its old glass legged, its

mother and its two hands were slashes of black. "Here I am," I said, all impatience. "I'm watching the time." Knowing my mother's voice as well as I did, I could already hear her say, "Oh, you are a bold piece." Knowing the limits of my mother's patience, I could already feel the slap on my cheek.

But my mother merely stood beside me with her hands on her hips, studying her stubborn daughter once more, even as that daughter kept her exaggerated, straggled stare on the clock. "I suppose this is how it's going to be," she said softly, more to herself than to me. "You're growing up." And then, for a moment, she put a gentle hand to my head.

She said, "God help us both," and left the kitchen.

—Alice McDermott
 excerpted from *Somewhere*, 2013
 Farrar, Straus and Giroux

1 The question "Why?" in line 7 creates a mood of
 (1) anxiety (2) contentment
 (3) respect (4) tension

2 The details in lines 9 through 12 reflect the narrator's recognition of her mother's
 (1) competitiveness (2) spirituality
 (3) humanity (4) fatigue

3 Lines 27 through 30 characterize the mother as
 (1) patient (2) laughing
 (3) creative (4) disappointed

4 The dialogue in lines 45 through 54 contributes to a central idea by depicting the
 (1) importance of reading
 (2) struggle for control
 (3) need for acceptance
 (4) benefit of compromise

5 The narrative language in lines 68 through 74 emphasizes
 (1) the mother's feelings of fulfillment
 (2) Marie's desire for guidance
 (3) the mother's need for support
 (4) Marie's interest in learning

6 Lines 78 through 81 reveal the mother's evaluation of Marie's
 (1) independence (2) innocence
 (3) imagination (4) intuition

7 Which quote best illustrates the narrator's "stubborn" (line 7)?
 (1) "I checked the box of baking soda and then once more stood before the table" (line 30).
 (2) "I know the end of my mother's patience when I heard it" (lines 41 and 42).
 (3) "I said yes, but my eyes went to the sunlight at the window" (line 74).
 (4) "I could hear my mother's accusations even before she said it" (lines 82 and 83).

8 Marie's language in lines 68 through 74 conveys an attitude of
 (1) fear (2) submission
 (3) sarcasm (4) conviction

9 Based on the passage, it can be inferred that the mother and daughter's relationship is
 (1) undergoing change
 (2) based on respect
 (3) lacking emotion
 (4) marked by expression

10 Which quotation best supports a central idea in the passage?
 (1) "Haven't you forgotten something?" (line 26)
 (2) "You'll have nothing at all if you don't have that" (line 30)
 (3) "I've got to meet your father downtown" (lines 72 and 73)
 (4) "I suppose this is how it's going to be" (line 92)

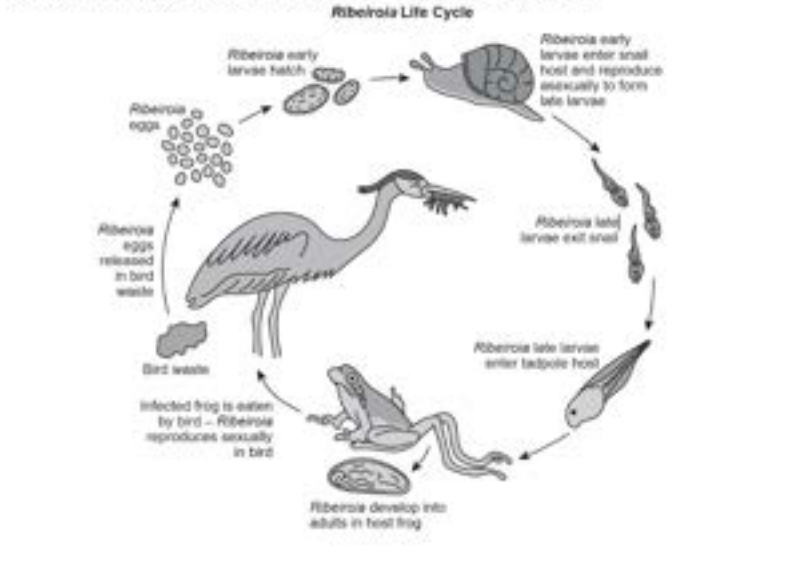
... This treaty [Louisiana Purchase] must of course be laid before both houses, because both have important functions to exercise respecting it. They I presume will see their duty to their country in ratifying & paying for it, so as to secure a good which would otherwise probably be never again in their power. But I suppose they must then appeal to the nation for an additional article to the constitution, approving & confirming an act which the nation had not previously authorised. The constitution has made no provision for our holding foreign territory, still less for incorporating foreign nations into our union. . . .

Source: Thomas Jefferson, letter to John Breckinridge, August 12, 1803 (adapted)

- 7 Which claim about the Constitution is best supported by this letter?
- (1) It does not specifically state how to incorporate foreign territory.
 - (2) The Senate must provide the money for this purchase.
 - (3) Adding articles to the Constitution requires presidential approval.
 - (4) The Supreme Court must review treaties.
- 8 One major goal for President Thomas Jefferson in purchasing the Louisiana Territory was that it would
- (1) promote the growth of manufacturing in the South
 - (2) establish a base to exert control over Caribbean trade
 - (3) help the United States expand the slave trade
 - (4) give the United States full control of the Mississippi River

- 7 Which trinomial is written in standard form and has a constant term of five?
- (1) $x^5 - 4x^2 + 10$
 - (2) $2x^2 + 6x^4 + 5$
 - (3) $5x^4 - 3x^2 + 1$
 - (4) $4x^5 - 8x^2 + 5$

After further research, scientists discovered that these deformities in frogs were not caused by genetic mutations. The actual cause was a parasitic flatworm called *Ribeiroia*. *Ribeiroia* completes a complex life cycle by inhabiting several hosts. This life cycle is summarized in the diagram below.



2. A student claims that the *Ribeiroia* parasites that cause the most severe limb abnormalities in frogs have a greater chance of survival and reproduction than those that do not. Which explanation best supports this claim?
- (1) The frogs with the most severe limb deformities will be more likely to be caught by birds, allowing the adult *Ribeiroia* to be more likely to survive and reproduce.
 - (2) The adult *Ribeiroia* will have a greater chance of remaining in the frog to complete all phases of its life cycle, allowing it a better chance to survive and reproduce.
 - (3) The *Ribeiroia* will have a greater chance of reproducing sexually because it stays in the snail, releasing larvae with this trait back into the water.
 - (4) The *Ribeiroia* larva will have a greater chance of reproducing asexually and completing its life cycle in the bird.

Word of the Month:

Adventure (noun): An exciting, unusual, or remarkable experience, often involving unknown risks, danger, or a bold undertaking

The senior trip was full of adventures.



The Running Team to Finish Their Best Year in Program History

The Running team is now in their final few weeks of the season. So far, the team has competed in 18 races! In previous seasons, while individual runners have had strong performances, Liberty HS had yet to place as a team until this year.

At the CPSAL XC Championship in November, the Boys finished 3rd place and the girls finished 2nd place. The team won a total of 8 medals, beating last year's total of 3 cross country medals. This led the team into their first Winter Track Season where the girls were able to finish second place once again at the CPSAL Winter Championship. All 9 runners scored points for Liberty. The boys finished 5th as a team but placed among the top in multiple events.

The team is currently in their first ever Outdoor Track Season and will look to finish this year strong. The team has shown incredible growth and determination this year and will compete to win its first Championship on June 11th at Soundview Park in the Bronx!



What's To Come...

Senior Trip to Club Getaway



Prom



Senior Awards Dinner



Graduation



Liberty High School Turns 40!



Liberty High School Academy for Newcomers was founded in 1986.

It began as a one-year program designed to prepare students for traditional high school. In 2006, it transitioned into a four-year high school program for newcomers and transfer students.

We will have a special celebration next school year!

