



Instructional Expectations

School Year 2023 – 2024

It is vital that Stuyvesant High School maintains a clear set of instructional expectations. The expectations below promote learning and support academic integrity; minimize stress for students, staff, and families; establish clear communication protocols; and create consistency, transparency, agency, and equity for all members of the Stuyvesant community.

Expectations for Supervisors:

1. Supervisors will evaluate teachers according to the Danielson rubric, will complete reports within a week of the observation, will provide detailed and appropriate evidence to support their ratings, and will complete at least one report for each teacher by Thanksgiving/Spring Break so that teachers can implement feedback. Supervisors will provide teachers with opportunities for professional growth and development.
2. Supervisors will review teachers' Jupiter Ed gradebook approximately every two weeks to ensure fairness, consistency, attendance, and transparency.
3. Supervisors will review school, department and classroom data (grade distribution, test scores, student surveys, programming data, etc.) to strengthen teacher practice and support student learning.
4. Supervisors will ensure that teachers are abiding by the school's academic policies concerning homework, testing and outreach. This may include reviewing homework for appropriate content, length, and turnaround time.
5. Supervisors will reinforce the spiral of communication to work in partnership with all constituencies to support student learning.
6. Supervisors will check their DOE/Outlook and Stuy.edu emails each school day, and will respond clearly, courteously, and professionally to all school-related emails within two school days.

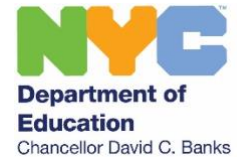
Expectations for Teachers:

1. Teachers' lessons should be well-scaffolded and should be guided by and show evidence of Stuyvesant's instructional goals: purposeful planning, active intellectual engagement, formative assessment (checking for understanding), and knowledge of students.
2. All homework must be posted by **4:00 pm** on the day that class meets (teachers may not post new assignments over the weekend) and may not be due earlier than the start of the following class period (i.e., no evening or weekend deadlines).
3. Teachers will maintain a student/parent-facing Jupiter Ed gradebook that they will update at least once every week with attendance, and in the event they have new graded work.
4. Teachers will check their DOE/Outlook and Stuy.edu emails each school day, and will respond clearly, courteously, and professionally to all school-related emails within two school days.



New York City Department of Education
Stuyvesant High School

345 Chambers Street
New York, NY 10282



5. Teachers will use Talos to communicate with families (and school counselors) of underperforming students if—and as soon as—their average drops below an 80 and again (if their average remains below an 80) two weeks before the end of each marking period. Teachers will also log parent/family engagement into Talos to communicate with families and counselors if a student displays any other concerning behavior (i.e., poor attendance, missed assignments, etc.).
6. By September 29, 2023, all teachers must establish a digital classroom that will link to all students and include necessary information for the first day of a potential closure (at minimum a Zoom link or Google Meet link). While we cannot mandate Google Classroom, we are strongly encouraging the use of Google Classroom for simplicity and consistency. We are asking that teachers give their supervisors access to their digital classroom.

Expectations for School Counselors:

1. Counselors will meet with all students to review academic records, including graduation requirements and overall progress at least once a year.
2. Counselors will follow up with teachers who have recorded a concerning Talos log with next steps or resolution plans which will be logged in Talos. They will review, revisit and revise the plan as needed. They will follow up with students to ensure concerns have been addressed.
3. Counselors will review marking period grades and identify at-risk students to create an intervention plan with the students, teachers, parents, and/or administrators to help support student learning.
4. Counselors will schedule meetings with appropriate stakeholders when necessary.
5. Counselors will confirm that appropriate supports are made available to all students.
6. Counselors will reinforce the Spiral of Communication.

Expectations for Students and Families¹:

1. Students will attend all scheduled classes and be prepared to participate in daily discussions and activities.
2. Students will complete all assignments posted on Jupiter Ed and/or Google classroom (or a linked online platform).
3. Students and families will monitor current course progress on Jupiter Ed. Communicate directly with teachers with any questions or concerns. Overall credit progress can be reviewed in Talos.
4. If, for any reason, a student cannot meet any of the above expectations, they will inform the teacher in advance to explain the issue, so that the teacher can offer reasonable accommodation.
5. Students are strongly encouraged to reach out to teachers, counselors, and administrators to ask questions, share concerns, or for academic, social and/or emotional support.
6. Students will adhere to Stuyvesant's Academic Integrity Policy and all school and classroom codes of conduct.

¹ Families will have regular conversations with their child(ren) regarding classes and overall progress.



Grading Framework School Year 2023 – 2024

Grades are an important way of communicating with our students; they provide feedback to them (and families) on their learning progress and their acquisition of content knowledge and skills. Our mission at Stuyvesant is “to instill the intellectual, moral and humanistic values necessary for each child to achieve their maximum potential as a student and as a caring citizen of the world.” Therefore, our grading framework provides guidance for how we position and prepare our students to achieve our institutional goal.

The Stuyvesant grading framework includes three categories (with examples of each) which will contribute to a student’s final grade in a course. Departments will determine the percentage of each category based on the nuances of their subject areas; however, two categories (Homework/Preparation and Classwork/Participation) will count for a minimum of 15% individually and 30% in total, so that the Summative Assessments category is no more than 70%.

This school-wide policy is meant to ensure that grading practices create greater fairness and consistency for our students, and that students are not pressured to prioritize one subject or class at the expense of others.

Summative Assessments (maximum 70%)*:

- Examinations and Performance-Based Assessments
- Projects
- Essays/Papers/Reports
- Quizzes
- Individual/Group Presentations
- Artistic Performances/Products

*Courses may further breakdown the category (ex. 35% exams, 35% quizzes) consistently across course code.

Homework / Preparation (minimum 15%):

- Written assignments
- Reading assignments
- Auditory assignments
- Spoken assignments
- Meeting work deadlines
- Reading quizzes
- Regularly reviewing and contributing to Google classroom as appropriate to each class
- Maintaining an organized notebook and/or laboratory manual
- Solving practice problems
- Completing worksheets
- Responding to emails or other forms of communication from your teacher



Classwork / Participation (minimum 15%):

- Making positive contributions to classroom culture (through announcements, class minutes, contributing to class discussions, citing and supporting classmates)
- Taking notes
- Presenting solutions to the class
- Answering and posing questions
- Participating in learning activities
- Participating in laboratory activities

NOTE: Science lab courses will include a laboratory component

Late/Missing Assignments¹

Regular assignments (homework, classwork, etc.) and summative assessments (tests, projects, papers, etc.) are a way for students to demonstrate knowledge and for teachers to provide feedback that furthers learning. For this reason, students are expected to complete and to submit these assignments and assessments when they are **due**. Meeting deadlines is a critical expectation in the teaching and learning process so that students stay on track with the class as well as develop effective time management. Therefore, students should communicate with their teachers to arrange for and to agree upon timely submission of any outstanding work.

Summative Assessments: Excused Absences

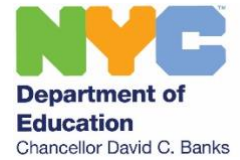
- Students who do not take/submit summative assessments as a result of an excused absence must be given an opportunity to take/submit the assessment. The teacher and student will agree upon how and when students will make up the missing assessment in a timely manner. In the rare instance when a student and teacher cannot reach an agreement, the Department Chair will help to resolve the issue.

Summative Assessments: Unexcused Absences

- First Unexcused Absence
Students who do not take/submit summative assessments as a result of an unexcused absence must be given an opportunity to take/submit the assessment. The teacher will make contact with the parent/guardian. Additionally, the teacher will log the event in Talos. The Department Chair and the student's counselor will be cc'ed in the Talos log.
- Second Unexcused Absence
If there is a second occurrence* of an unexcused absence the student will be given the opportunity to take/submit the assessment, but there will be a 10% deduction on the grade of the assignment. The teacher will make contact with the parent/guardian. Additionally, the teacher will log the event in Talos. The Department Chair and the student's counselor will be cc'ed in the Talos log. A student conference will be scheduled with the student, teacher, student's counselor, and the Department Chair to discuss the issues and interventions needed to prevent further missed assessments and unexcused absences.



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Stuyvesant High School
345 Chambers Street
New York, NY 10282



- Third Unexcused Absence

In the case of a third occurrence* of an unexcused absence, the student will be given the opportunity to take/submit the assessment, but there will be a 10% deduction on the grade of the assignment. The teacher will notify Mr. Moran so that a conference will be scheduled with the student, parent/guardian, Mr. Moran, and the Principal to determine further action. The teacher, school counselor, and/or Department Chair may be asked to attend.

*Across all courses



Homework Policy

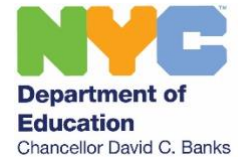
School Year 2023 – 2024

The expectations below promote learning and support academic integrity; minimize stress for students, staff, and families; establish clear communication protocols; and create consistency, transparency, agency, and equity for all members of the Stuyvesant community.

1. **Posting of Homework Assignments:** Homework may not be posted any later than 4:00 p.m. on a school day for any assignment that is due the following school day.
2. **Length of Homework Assignments and Projects:** Homework for all courses must not exceed 30 minutes each school night. Long-term projects should be assigned well in advance to provide adequate time to complete the projects. If a student is unable to consistently complete homework assignments within these limits, they should first take stock of the homework environment to make any changes that would contribute to a more efficient completion of homework: organize the student's workspace, make the workspace as quiet as possible, and eliminate distractions such as social media, video games, etc. Then, follow the spiral of communication on the following page to address any concerns.
3. **Providing Homework in Advance:** Teachers may assign homework in advance but must follow the nightly homework limit. For example, if 2.5 hours of homework are assigned at a time for a class, students should have at least five nights to complete the assignment.
4. **Teacher Review of Homework:** Teachers will review and return homework in a timely fashion and, to the extent possible, review the material on homework assignments before the corresponding exam.
5. **Turning in Homework:** Homework may not be due any earlier than at the start of the next class. For example, if a class is at 10:15 a.m. on Monday, homework may not be collected any earlier than 10:15 a.m. Monday. Students are expected to complete their homework assignments and turn them in on their due dates. No homework assignment may be due on the day of an exam.
6. **Vacation Policy:** The vacation policy in this section refers to four vacation periods: Thanksgiving, Winter Break, Midwinter Recess, and Spring Break. Teachers will not assign any homework, projects, or extra credit for completion over a vacation period as school vacations are intended to provide an opportunity for students and teachers alike to rest, recharge, and spend time with their families. Projects that were assigned well in advance of a vacation period may not be due until at least two school days after returning from vacation.
7. **Snow Days:** Homework submission may not be required on a snow day. Additional homework may not be assigned on a snow day.
8. **Religious Holidays:** Students will be provided a homework extension for religious observance for the same number of days as the observance itself. For example, if a student is absent for two school days because of a religious observance, they will have two days upon return to school to submit any outstanding assignments.
9. **Extenuating Circumstances:** Students with family or medical emergencies are encouraged to communicate to both their teachers and their assigned school counselor that something serious is impacting their ability to meet a deadline so that teachers are then informed and can grant an extension for extenuating circumstances.



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New York, NY 10282



10. Problem Resolution: If a student finds them self in a situation in which they believe these expectations and policies have not been followed, the student should follow the Spiral of Communication to try to resolve the issue. The purpose of the spiral is to encourage students to speak up for themselves and to encourage collaboration among teachers, school counselors, and the administration.

The Spiral of Communication

Step 1:

The student should talk to their teacher and/or their assigned school counselor to resolve the issue.

Step 2:

If no resolution is reached, the student and/or parents/guardians should email the teacher and cc: the student's school counselor.

Step 3:

If no resolution is reached within a reasonable time frame, the student and/or parents/guardians should email the Assistant Principal specific to that department and cc: the AP of Pupil Personnel Services, Ms. Casey Pedrick.

Step 4:

If no resolution is reached within a reasonable time frame, the student and/or parent/guardian should email the Principal and cc: the Director of Family Engagement, Ms. Dina Ingram.



Testing Policy

School Year 2023 – 2024

As students and staff return to school after a year and a half of remote learning, it is vital that Stuyvesant High School maintains a clear set of instructional expectations. The expectations below promote learning and support academic integrity; minimize stress for students, staff, and families; establish clear communication protocols; and create consistency, transparency, agency and equity for all members of the Stuyvesant community.

Testing Schedule:

5-Day Week

Monday	Tuesday	Wednesday	Thursday	Friday
Science Testing	Science Testing	WL, ELA, and Health Testing	Math, Music, and Art Testing	Social Studies, CS, and Technology Testing

4-Day Week

Day 1	Day 2	Day 3	Day 4
Science Testing	WL, ELA, and Health Testing	Math, Music, and Art Testing	Social Studies, CS, and Technology Testing

3-Day Week

Day 1	Day 2	Day 3
Science Testing	Math, Music, Art, and Technology Testing	WL, ELA, CS, and Social Studies Testing

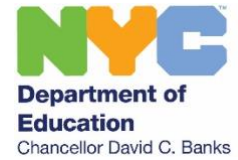
Note: If a week has fewer than three school days, no exams may be given that week.

Testing Guidelines:

- Exams may only be administered on the department’s scheduled day.
- Exams must be announced at least one week in advance.
- In-class assessments lasting less than 10 minutes may be administered on any day. Any in-class assessment lasting more than 10 minutes may only be given on the department’s assigned day and must be announced at least one week in advance.



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Stuyvesant High School
345 Chambers Street
New York, NY 10282



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- **Make-up examinations:** Make-up examinations must be arranged between the student and the teacher. They do not have to be given on the assigned day. Make-up examinations must be similar in length and difficulty to the original exam. A student may not be denied the opportunity to make up an assessment. If a grading policy includes "dropping" the lowest assessment grade, you cannot refuse to administer a make-up and consider the zero the lowest grade to be dropped.
 - No exams may be given the day after students return from Thanksgiving, Winter Break, Midwinter Recess, or Spring Break.
 - No homework assignment may be due on the day of an exam.
 - If an exam is disrupted by an evacuation or emergency drill, it may be given the following class meeting.



Academic Integrity Policy

School Year 2023 – 2024

Academic integrity is a value that represents the excellence of Stuyvesant High School. As a school community we prioritize scholarship—the pursuit of knowledge and of high-level intellectual achievement—that originates with every individual in our school upholding our Academic Integrity Policy. At Stuyvesant we value originality and independent thinking while acknowledging and giving credit to those whose ideas we may agree/disagree with or use to broaden our own thinking. Academic integrity represents the best version of ourselves and of our school community.

Examples of academic integrity include:

- Acknowledging and giving credit to the source when presenting the ideas of others (either by paraphrasing or direct quotation). This applies equally to a single phrase or an entire essay.
- Following the instructional guidelines for assignments and research including the use of resources that are acceptable or not acceptable to use
- Providing sufficient citations for material obtained through online sources
- Submitting assignments (homework, lab, or exam) that demonstrate independent effort and work in each course (submission of previous papers/assignments in more than one course without the knowledge and approval of the teachers involved is prohibited).
- Following all test and exam authorized protocols and guidelines consistently
- Prohibiting the sharing of questions or answers with students who have yet to take an exam

NOTE: Unless otherwise permitted as part of assignment instructions, it is academically dishonest to use AI to:

- Generate ideas for a response
- Look for evidence
- Create an outline
- Write a response (or part of one - even one sentence) based on an assignment prompt

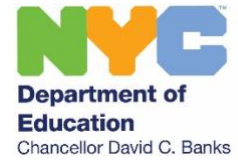
If you are stuck on an assignment, or are unclear about whether or not your use of AI constitutes academic dishonesty, reach out to your teacher for assistance.

NOTE: Upholding the Academic Integrity Policy is imperative. Academic integrity is conducting oneself appropriately at all times regardless of the medium (in-person, remote).

When a student chooses not to uphold our Academic Integrity Policy it reverberates within our entire school. Individual decisions to plagiarize, cheat, or submit work that does not reflect one's original ideas or effort demonstrate an insatiable desire to get ahead and be rewarded under false pretenses. The reputation of the student is tarnished, and trust must be earned with faculty, peers,



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Stuyvesant High School
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and families to remove the suspicion of dishonesty that follows the individual. Consequently, the best versions of our young people and Stuyvesant High School are not demonstrated when short cuts in scholarship are pursued.

Students who engage in activities that do not follow our Academic Integrity Policy will receive no credit on the assignment in question, and their parents/guardians will be notified. Students are also subject to suspension for engaging in academic dishonesty, and the suspension may be reported to colleges.

Each teacher is obligated to inform students about our Academic Integrity Policy and to explain activities that are acceptable and not acceptable that may pertain to their particular subject, class, assignment, or exam. Students should report instances of academic dishonesty to teachers, guidance counselors, or administration.