

# Stuyvesant High School

345 Chambers Street, New York, NY 10282

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Eric Contreras, Principal

## *Parent Handbook*



**Published by the Stuyvesant High School Parents' Association**

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**2017**

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published by  
The Stuyvesant High School Parents' Association

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## **NOTES**

## 1. INTRODUCTION

Welcome to Stuyvesant High School, a community of more than 3,300 students, 6,000 parents, and 220 teachers and staff members. At first, the school may seem a bit confusing to both students and parents, but you will find many people who are willing to help smooth the way. Students make friends quickly and become confident and secure with the school's routines, expectations and procedures.

This handbook is designed to help you gain familiarity with how the school works so you can help your child make the most of the Stuyvesant experience. In conjunction with the *College Handbook* (distributed during Junior year), it should answer many of the most commonly asked questions. You should also feel free to contact school administrators, guidance counselors, teachers or other parents to ask for help.

PLEASE BE SURE TO SIGN UP FOR THE STUY EMAIL LIST on the school website or contact Parent Coordinator Dina Ingram at [RIngram3@schools.nyc.gov](mailto:RIngram3@schools.nyc.gov). Parent communication at Stuyvesant is largely electronic. It's very important the school has at least one parent email address. It's equally important to SIGN UP FOR THE THE PA LISTSERV by going to [stuy-pa.org](http://stuy-pa.org) and clicking on the bright blue CLICK HERE just below the headline "Stuyvesant Parents – Keep Up With School News" located at the top of the screen. Helpful information can be found in/on/at:

- the Stuyvesant Web site, [stuy.edu](http://stuy.edu), which includes eSchoolData (under the PARENTS link). eSchoolData gives parents access to their student's transcripts, attendance records, daily scan-in time and checked out textbooks, and the Parents' Association Web site, [stuy-pa.org](http://stuy-pa.org);

*NOTE: Google translations for both the school and the PA Web sites are available in many languages;*

- the monthly PA General Membership Meeting presentations;
- the e-mail announcement "blasts" from the Parent Coordinator and from the PA's Corresponding Secretary;
- the Parents' Association Newsletter, available on the PA Web site and in your mailbox;
- the first pages of your child's Student Planner;
- the College Handbook, which will be distributed to your child in his/her Junior year.

In addition, parents can contact Parent Coordinator, Dina Ingram, at [RIngram3@schools.nyc.gov](mailto:RIngram3@schools.nyc.gov), leave messages for the PA in the PA mailbox outside the PA office (Room 271) or e-mail the PA at [contactpa@stuy-pa.org](mailto:contactpa@stuy-pa.org).

We hope these years will be enriching and enjoyable for both you and your child.

## **2. PHILOSOPHY AND MISSION STATEMENT OF STUYVESANT HIGH SCHOOL**

The Philosophy: Each student is a worthy human being and a necessary partner in a program established for his/her future in a democratic society. With the cooperation of parents, the staff strives to nurture the developing awareness and responsibilities of each individual. The school provides positive direction in an academic environment that offers the individual intellectual, moral, athletic, aesthetic and social opportunity.

The Mission Statement (developed by the School Leadership Team): Stuyvesant High School has been a symbol of excellence in education for more than a century. Our mission is to continue to enhance that commitment by providing an environment that will nurture and enhance the special academic talents of the students admitted to Stuyvesant. The educational heritage of Stuyvesant is deeply rooted in the tradition of Science, Mathematics and Technology. This has been the foundation of our educational success and must remain the cornerstone of our educational program. Within this context, the goal of this institution is to instill the intellectual, moral and humanistic values necessary for each child to achieve his/her maximum potential as a student and as a caring citizen of the world.

## **3. THE STUYVESANT HIGH SCHOOL PARENTS' ASSOCIATION ("PA")**

All parents or legal guardians of Stuyvesant students are automatically members of the Parents' Association. While Stuyvesant expects students to take increasing responsibility for choosing wisely among educational and extracurricular options, managing their time and conducting themselves well, parental involvement remains key to student success. The PA offers one way for you to play an active role in your child's education and personal growth at Stuyvesant.

A primary goal of the PA (as stated in the Parents' Association Bylaws) is to bring parents into an active role in students' academic and non-academic activities and to help establish a strong relationship between the home and the school. To accomplish this goal, the PA provides numerous opportunities for parents to participate at the school. The PA maintains a strong relationship with the administration, faculty and students in order to keep parents informed about educational and extracurricular activities. Through the PA, parents can become more effective partners in their child's education, in school governance and in a supportive network for themselves. Refer to the PA Web site, [stuy-pa.org](http://stuy-pa.org), for up-to-date calendars, contact information and news.

The PA has dedicated and caring parents who offer their time and energy to many activities that enhance and enrich school life. We urge you to become involved. Here are some of the ways in which you can do so:

***Come to the PA's Monthly General Membership Meetings!*** Make sure that your voice is heard! Meetings are designed with your needs in mind. Attendance will enrich your understanding of issues that directly affect your child. Our programs regularly include key members of the Stuyvesant community and well-informed guest speakers who make presentations on topics such as school programming, student health, college admissions and financial aid.

***Come to special events!*** School plays, concerts and special lectures are held throughout the year. Notices of special events are published on the PA website and posted on both the school ([stuy.edu](http://stuy.edu)) and PA ([stuy-pa.org](http://stuy-pa.org)) Web sites and in weekly e-mail updates. Parents can also subscribe to student newspaper, The Spectator Online, which provides student perspectives on life at Stuyvesant and beyond (on the school Web site in the About Us section click on "Links," then choose Stuyvesant Organizations from the drop-down menu).

***Attend School Leadership Team (SLT) monthly meetings!*** The SLT is a committee focused on Stuyvesant's educational policies and issues composed of teachers, students, administrators and parents. SLTs are mandated by New York State and receive funding from the Department of Education. The primary responsibilities of the SLT are to develop the annual Comprehensive Education Plan for the school and to align the budget with that plan. The SLT also discusses and makes decisions on various substantive issues as they arise. In recent years, the SLT has made recommendations on such issues as research, homework guidelines and dress code. It has been instrumental in introducing English composition courses, expanding options for electives and creating an Open School Day so that parents can observe classroom instruction. The SLT is a vital forum for shaping school life. Six parents are elected (at the June PA meeting) to serve with the PA co-president on the SLT, two each from the tenth and eleventh grades and one each from the ninth and twelfth grades, with one alternate delegate for each class. The freshman class parent delegate is elected at the October PA meeting. SLT members are automatically voting members of the PA Executive Board and are expected to attend PA Executive Board and General Meetings.

***Join the Executive Board!*** Every year, elections are held for the Executive Board of the Parents' Association. There are 10 Member-at-Large positions open to current and incoming parents. Five parents represent the Freshman class, three parents represent the Sophomore class and one place each is reserved for a Junior parent and a Senior parent. Nominations for the Member-at-Large positions are taken at the September PA general meeting. The elections are held at the October general meeting.

***Join a Committee!*** The PA organizes its work through its committees, which are vital to its success. Many volunteers are needed; parents who serve as committee members find it a wonderful way to meet other parents and to get to know the school better. Committee chairs are appointed to the Executive Board by the PA President(s) and are expected to attend monthly Executive Board meetings and PA general membership meetings. Please consult the PA Web site for a current list of committees.

## **Active Committees of the PA:**

***Academic Affairs:*** Devise strategies and seek implementation to achieve the goal of encouraging and supporting academic integrity and equitable treatment of students. These and other issues relevant to the academic experience and environment may be reviewed and discussed with the membership.

***Appropriations:*** This committee is responsible for soliciting, reviewing and evaluating requests for funding from the school for the "wish list". The committee will present its recommendations for funding to the Executive Board for their concurrence and then to the General Membership for approval. The Appropriations Committee will consist of at least six members.

***College Committee:*** This committee is responsible for "College Night."

***Communications:*** This committee is responsible for communicating information to the General Membership. This includes publication of a newsletter, and maintaining the PA web site. Sub committees may be formed to attend to these functions.

***Faculty Reception:*** This committee is responsible for the buffet dinners provided for faculty in conjunction with the parent/teacher conferences twice a year.

***Grant-Writing:*** This committee will be responsible for working with the principal to identify school needs and match those needs with existing external funding opportunities.

***Health and Safety:*** This committee is responsible for helping to ensure the health and safety of Stuyvesant students and all members of the Stuyvesant community. It addresses short-term and long-term concerns that may be brought to its attention by parents. One or more members of this committee may be designated to serve on the school wide safety committee and to act as liaison(s) between that committee and the PA.

**Hospitality:** This committee is responsible for refreshments at General Meetings.

**Independent Research:** This committee is responsible for the reception to honor those students who have entered the research competitions. The committee also works with the school's research coordinator in providing maximum research opportunities and mentoring to Stuyvesant students.

**Membership Outreach:** This committee is responsible for increasing the level of parent participation in the PA.

**Fundraising:** This committee is responsible for initiating and coordinating fundraising activities, including through grant writing.

**Program:** This committee is responsible for the General Program and/or featured speaker or entertainment at PA General Meetings. It is also responsible for other Information Meetings, for example seminars on financial aid.

#### 4. SPECIAL NOTES FOR PARENTS OF FRESHMEN

Adjusting to Stuyvesant from the calmer waters of middle school can be a bit daunting. Some freshmen plunge in both academically and socially, while others hold back until they feel more oriented. Parents should not be alarmed if at first their previously sociable child becomes shy or their super-studious student joins five clubs and appears to be less interested in his/her academic work.

Regardless of their initial approach, new students usually need at least a semester to adjust fully. The school provides after-school group guidance meetings for freshmen to discuss study skills, graduation requirements and schedules for standardized tests. Guidance counselors meet with their assigned homerooms in the fall of freshman year to discuss issues, including the transition to high school, study skills and graduation requirements. Guidance counselors also hold occasional homeroom meetings with the upper grades.

You can help your child by being calm and not pressuring him/her to do anything differently until he/she finds equilibrium. If you think that your child is going astray or is experiencing academic difficulties, you can contact your child's guidance counselor and make an appointment to discuss your concerns. It may be helpful to you to speak with the counselors, who have seen hundreds of students entering Stuyvesant and can advise you if your child's adjustment pattern is a cause for concern.

The following was written by retired Stuyvesant Guidance Counselor Jay Biegelson and may prove helpful to you and your child:

#### *Biegelson's Theory of Small Pieces*

#### **A Study Guide for the Undisciplined**



If you have been unsuccessful thus far in achieving the grades you feel you are capable of, this guide may be helpful in structuring the time and efforts spent on your studies. The *Theory of Small Pieces* is designed to make your daily approach to study a more palatable experience and will encourage your own involvement in the study process. Your success can be achieved through small efforts made on a daily basis throughout the term. People do not fail here because they cannot do, they fail because they fall behind and then spend the term playing “catch up.”

**A daily review of class notes** is essential for success at Stuyvesant. Five minutes of review in each of your subjects done in the following manner is all that’s needed (small pieces). Set up a **study folder** for each class, independent of your notebook and your homework. Look through your class notes each day and ask yourself, “What are the four or five important ideas from this lesson?” They may consist of a set of formulas, equations, definitions, translations, dates and events, etc. Write them down on a separate sheet of paper and date it. Do not just highlight them in your notes. Then ask yourself the really important question, “Do I understand this material?” Imagine another student was absent and called you for the work; could you teach him or her these five things? If you feel that you can explain all the issues to someone else, you’re done. Place the sheets in your folder. If you’re not sure about any one of the items, make a note to yourself in your notebook heading. **Ask your teacher**, on the following day, for further clarification on the subject. Do not feel embarrassed to seek help. If you are not clear on an issue, I guarantee you that there are five or six others in your class who are equally lost.

If you continue to have difficulty in a subject or if you want to excel in a subject, announce to your class that you are forming a **study group** and set a meeting time for after class. You don’t need to meet every day, maybe just once or twice a week. Four people observing the same lesson will get four different interpretations of what was taught. There will be things that you can teach others and subjects that they can help you with. Work as a team and share your knowledge. Your teacher, the department chairperson and the ARISTA (**the school’s honor society**) office are good sources for **tutorial referral**.

If you feel that your note-taking ability leaves something to be desired, you might ask a well-organized classmate in advance if he or she can photocopy or scan the day’s notes for you; you might even provide sheets of carbon paper for an instant copy (believe it or not, carbon paper is still available in stationery stores). Then you can incorporate both sets of notes when drawing up your guide each night.

When given a reading assignment, skim through the book looking for a summary at the beginning or the end of the chapter and/or any *italicized* words, **bold print** or chapter subheadings the author may have included. **Read these first**, then read the chapter. It will give your mind a framework for processing the information. The material will make more sense to you if you know what is to come in the chapter. When finished, **write your own summary**. Ask yourself, “What are the 10 or 15 important facts in this chapter?” What would you quiz your students on if you were the teacher? Place this summary in your folder.

On the **day an exam** is announced, take out your folder. You'll find that you have an outline of two or three weeks' worth of class notes and three or four reading assignments. **You have your study guide!** You've been doing it by working five minutes each day (small pieces). You are usually given about a week's notice for an upcoming test. Spend a **half-hour reviewing** these notes. Six half-hour sessions over a week is a lot more effective than a single three-hour "cram" session the night before the exam. The same amount of time is spent, only more efficiently. Most important, you will become aware, on the first night, a week before the test, of what you know and don't know. You'll have time to ask your friends, teacher, study group or your tutor about those issues. You won't spend a week procrastinating and worrying about how you are going to conquer this mountain of material. You also won't wind up studying the wrong material the night before the exam and walking into the test in a state of panic. You'll begin to feel comfortable with the material by the third or fourth day. The last two days will be your fine-tuning for the test. **Flash cards** are an effective means of review and can help you quickly memorize long lists of data during your half-hour review sessions. The flash card employs "**white space**" as a learning tool. It refers to all the blank areas on the card. This is a basic strategy used by the advertising industry. The eye can focus on one word, one idea, one concept, a lot more effectively than an entire list of facts running down a page. The second key to efficient flash card use is the **removal of learned material**. You should go through your pack of cards and discard any facts that you know. Place them in a separate pile. **You don't need to review material already memorized.** Go through the remaining pile again and again, each time removing the three or four items that you have retained. When you have moved all the cards to the discard pile, go over those cards again and review only the forgotten material until you have it down pat.

**Homework** should be approached in small pieces also. **One-hour periods** of intense work followed by **half-hour breaks** are more efficient than long periods of work filled with distraction, boredom, or the discomfort of sitting for a long stretch. The only time you should be working for three or four hours in a row is when you're writing a term paper and need to generate a series of thoughts and ideas. Homework periods should be approached on a "**worst subject**" basis. Start with your most difficult class and work towards your easiest. You don't want to sit down to your hardest subject after three or four hours of work; you're just too tired and drained. Yet you can handle your strong subjects even after a long day of work.

Try to establish a **regular schedule** for homework and study. All other activities should be fitted into and around that schedule. A typical Monday through Thursday schedule might look as follows: Spend a half-hour with your friends after school unwinding and socializing. When you arrive home, sit down for a one-hour period of homework. Set a timer. One hour is easy enough to digest even for the greatest of procrastinators. Take a break, have dinner, listen to some music, text your friends. Spend at least a half-hour away from your work. Then sit down for a second one-hour shift with absolutely no internet or texting interruptions; let any phone calls go to voice mail. Follow this with another half-hour break. DVR your favorite TV shows and use the break time to view

them. Sit down for a third hour if necessary and follow that with a break. Do your five-minute write-ups for each of your classes. Remember to make note of those questions you have for tomorrow. If a test has been announced, do your half-hour review and you're done. If you arrive home at 4:30, you'll be done by 9:30 or 10:00 and will have dedicated three solid hours to your homework, reviewed your class notes and prepared for a test. You've also allowed time for your friends, your family and yourself.

On Friday, join a club or team and spend the afternoon at school. You're free Friday night. Have fun! You're free Saturday night. You're free Sunday night. **You should never have to do homework or study on Sunday night.** If you eliminate Sunday evening study, you'll begin to **break the cycle of procrastination** that has brought you to this article. Since you were free all Friday afternoon and evening, you need to dedicate some time, **of your choice**, Saturday morning or afternoon, Sunday morning or afternoon, to the routine set up earlier. An hour of work, half-hour break, hour of work, half-hour break, five-minute write-ups, half-hour study blocks, etc.

Use your planner well. Don't just write down "Dec. 15/Term Paper Due." **Break it into small pieces.** Assign yourself a set of incremental due dates: finish research; prepare rough outline; complete rough draft; type up final draft and proofread. If you wait for the last two weekends to work on your paper, we guarantee you that two other teachers will tell you about a major exam on the same day your paper is due and you'll be jammed up on all three.

The key to success is to stay ahead of the game. Doing work in small pieces allows you to be master of your school work and your free time. Take control of your life.

## 5. HOW THINGS WORK

### Organization of Classes – Official Classes

Each freshman is assigned to an "official class," also known as "homeroom," which consists of a teacher, a designated room and about 34 students. There are approximately 25 official classes per grade level. As a rule, students remain in their original official class with the same classmates throughout their time at Stuyvesant. During the first week of each term, homerooms meet daily; later in the year they meet roughly once a week for organizational purposes, to distribute pertinent information to various grade levels. "Big Sibs" (see section on "Peer to Peer Support" or the *Big Sibs Handbook*) are assigned to each freshman homeroom to work with the homeroom teacher and to establish initial peer contact for incoming students.

### Organization of Time - Periods, Semesters and Course Designations

The school day is divided into 10 periods of approximately 41 minutes each. Most students start with "first period" at 8:00 a.m. Almost all classes are a single period in length (Note: some science and technology courses are double periods). The bell schedule is listed in the Student section of the Stuyvesant Web site.

Students eat lunch at various times depending upon the open periods in their schedules. Students may leave the building for lunch and during free periods once parent consent forms have been filled out and returned, but may not bring food back into the building.

The school operates on a two-term year. A student is in term 1, 3, 5, or 7 in the Fall and in term 2, 4, 6, or 8 in the Spring. The rather complicated system of course codes reflects this two-term organization. Odd-numbered courses are taken in the Fall and even-numbered courses are taken in the Spring; the first letter of the course code designates the subject area:

A = Art  
F = Foreign Languages  
H = Social Studies  
M = Math  
P = Health and Physical Education  
S = Science  
T or V = Technology and Drafting  
U = Music

### **Student ID/Program Cards**

Freshmen are issued scannable picture IDs. At the beginning of each term, students are given a program card showing their current rosters of classes. Students must attach their program cards to their ID cards; this is their official Stuyvesant identification and it must be carried with them at all times. Students will scan in when entering the building and scan out when going out for lunch.

### **Attendance – A Statement of School Policy**

For any student, excellent attendance is the first requirement for academic achievement and personal development. Common sense suggests that a student will be absent for personal illness or emergencies at home. The goal should, however, be 100% attendance. (More detailed information on the school's attendance policy is available on the school Web site in the Student section under School Policies.) *\*\*The School will acknowledge a record of excellence in attendance through school-wide attendance awards and through referrals to the Department of Education for nomination for city-wide recognition.*

Parents can access their child's attendance record by going to the Parents section on the school Web site, clicking on Parent Tools, logging in and choosing "Attendance Calendar."

#### **a. Parent Notification**

The school will call the home if a student is absent for one day and a parent has not notified the school.

#### **b. The Role of the Parent**

If you know that your child is going to be absent for a few days because of sickness, you should contact the Attendance Office at (212) 312-4800 ext.

2031, or send a fax to (212) 312-4882. The Office will then directly notify the teachers. Counselors will usually do this if a student is out for an extended time. Students should find “buddies” in each class from whom they can obtain notes and homework in case of absence. If your child was sick or in the hospital, he/she will be marked absent. However, if the student brings a note from home to the Attendance Office, room 203, the absence will coded properly to indicate the reason for the absence.

For reasons other than sickness, tell your child to speak to each individual teacher for assignments. Before the planned absence, you should also call the Attendance Office and the child should bring a parent note.

If your child is absent for an entire day, he/she will be marked absent except if your child is on a school-sponsored college trip or on any other school-sponsored activity (Speech and Debate trip, performance, baseball game, etc.) In these cases, your child must have each teacher sign an absence note (see sample at the end of this booklet); either your child or the trip advisor must submit the signed form to the Attendance Office. The Attendance Office will then enter a special Department of Education code into the attendance computer that will mark your child as present, offsetting any absence recorded in class by the teachers.

Students visiting colleges on their own will be marked absent. Please make sure that your child brings a note of attendance from the College’s Admission Office to the Attendance Office. These absences will also be coded properly.

At the end of each marking period, the parent should review the record of attendance on their child’s report card. If there is an error, the parent should provide the student with a note indicating, as specifically as possible, the error that has been made. This note must be brought to the Attendance Office, Room 203.

### **c. When a Student Returns to School After an Absence**

Before your child returns to school, the parent should download and complete the ABSENCE NOTE available on the school Web site in the Student section under Forms. (See Appendix III)

The student should bring the signed note to school and present the note to each of the student’s teachers for signature. The student should then bring the completed note to the Attendance Office, Room 203, where it will be recorded.

#### **d. Early Excuse Passes**

Early excuse passes are available in the Attendance Office, Room 203. A note or a fax to (212) 312-4882 from the parent must accompany the request and must be brought to the Attendance Office between 7:30 and 10:30 a.m. The Attendance Office will call parents to be sure the note is legitimate. An early excuse pass is required even if your child's early departure begins at his/her lunch period. Students over 18 years of age still need permission from their parents to leave early. You will be asked to come pick up your child only if the school nurse decides that your child is not well enough to go to an appointment or home alone.

#### **Lateness – A Statement of School Policy**

The student who arrives late to school misses valuable instruction and interrupts the continuity of instruction for the rest of the class. Patterns of lateness that are not corrected may present problems for the student as he/she enters adult life. Although we are aware of the potential for delays with public transportation, we hope that you and your child will work together to ensure punctuality.

Parents can see a record of the time that their child scans in each morning by going to the Parents section on the school Web site, clicking on eSchoolData, logging in and choosing "Attendance."

#### **Procedure to Be Followed by the Student Who Is Late**

- The student will get a late pass through the scanner.
- The student will use the late pass to be admitted to his/her classes.
- When you know your child will be late, you should give him/her a note. The parent note and the late pass must be presented to all teachers of classes that were not attended because of lateness and then brought to Room 203. This will make it a "legal lateness."
- If the child does not follow this procedure, he/she will be marked **cutting** in those classes.

#### **Dress Code**

Refer to your child's Student Planner for current information.

#### **Cell Phone Policy**

In accordance with Chancellor's Regulation A-413: Students are permitted to bring the following electronic items to school: 1) cell phones; 2) laptops, tablets, iPads and other similar computing devices ("computing devices"); and 3) portable music and entertainment systems (such as iPods, MP3 players, PSP and Nintendo DS). 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. 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. 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. Cell phones, computing devices, and portable music and entertainment systems may not be used in locker rooms or bathrooms.

## **Ethical Conduct**

Stuyvesant follows the policies of the New York City Department of Education regarding matters of academic and personal honesty (cheating, plagiarism, etc.). The official statement on ethical conduct is:

*Stuyvesant students are required to adhere to the highest standards of ethical conduct with respect to both academic and social/community activities. In school, the New York City Department of Education Code of Discipline provides the legal standard against which behavior will be judged. The school administration and teaching staff will uphold and pursue standards of ethical conduct to the fullest extent possible.*

Additionally, all students and parents are required to review and sign Stuyvesant's Code of Conduct. Please refer to the Student Planner for more details.

## **6. GRADUATION REQUIREMENTS (BEGINNING WITH THE CLASS OF 2016)**

**For graduation requirements beginning with the class of 2016, please see the school website at: [http://stuy.enschool.org/academics/grad\\_require2.jsp](http://stuy.enschool.org/academics/grad_require2.jsp)**

Parents should feel free to consult their child's counselor for more information.

Further details and exemptions, course descriptions and graduation requirements are available on the school Web site in the Student section under the "Programming" link. In addition, parents should feel free to consult their child's guidance counselor.

## **7. THE CURRICULUM**

All courses are described in the online course guide, which includes a grid describing course details and a listing of graduation requirements. The course guide can be found on the school Web site in the Student section under the "Programming" link.

### **Note on Advanced Placement (AP) Courses**

The best reason to take an AP course is a genuine and strong interest in the subject and good performance in related basic courses. It is also true that students use AP classes to distinguish themselves from their peers in the inevitable academic competition for college admissions. Many colleges are interested in students who undertake a "competitive program." In practice, this means that colleges often consider the number of AP courses in a student's cumulative program.

### **Selection of Students for Advanced Placement Courses**



After many discussions, the School Leadership Team and the Administration have adopted the following policy:

Written criteria for acceptance in each Advanced Placement class will be available to all students through the registration process and on the school Web site.

An appeals process is available to students who do not meet the criteria.

Students may apply for any course for which they are qualified but are expected to exercise good judgment.

Students are encouraged to take no more than three (two are recommended) AP classes at any one time.

Students may apply for multiple Advanced Placement courses provided that the following criteria are met:

- Any student who meets the departmental requirements for an individual AP course is eligible to take that course regardless of the student's overall average.
- Students who wish to take 2 AP classes simultaneously must have a minimum overall average of 88%.
- Students who wish to take 3 AP classes simultaneously must have a minimum overall average of 93%.
- Students who wish to take 4 AP classes simultaneously must have a minimum overall average of 95%.
- Students may not take more than four AP class in any academic year.

## 8. PROGRAMMING

A student's course of study each term is called his/her "program." Making good choices and being able to take desired courses in each of the eight terms is a major concern for students.

**Stuyvesant's Programming Philosophy:** "Our goal is to schedule students in a manner which best satisfies their educational needs. This mandate must be carried out within the dual constraints of budgetary capability and staffing availability. We are committed to providing both students and parents with information about available courses and graduation requirements. Our plan is designed to provide our students with strong support from both guidance and academic staffs."

**Choosing Courses:** Students in all grades must be programmed for at least 6 instructional periods as well as Physical Education and lunch. The course descriptions are available online on the school Web site in the Student section under the "Programming" link.

**Registration:** All programming is done online. To participate, **students must know their stuy.edu email address and password**, which they receive in freshman year. If they lose them or forget them, they should report to Room 209. Students who do not have access to the Internet or need assistance can utilize computers in the Library, the Guidance Suite (Room 236) and the Program Office (Room 239)

**Program Corrections:** Programs are emailed to students' stuy.edu email addresses as well as distributed in Homeroom in September and February. Program distribution is followed by program correction days. Program corrections are issued when an error has been made in preparing a student's schedule. If there is a problem with a program (e.g., the wrong course, the wrong level in a subject), a student should see his/her Guidance Counselor on the scheduled day to have the program corrected.

## 9. HOMEWORK

**Homework Methods/Study Skills:** "One of the best things you can do is help your child create and maintain a quiet, organized space and a regular routine for doing homework." For excellent insight into effective and satisfying methods of managing homework, see Biegelson's *Theory of Small Pieces*, (page 8 of this Handbook).

### Homework Guidelines

Because no single set of guidelines can address all the types of work that Stuyvesant teachers assign, the language of these guidelines is deliberately open-ended. We understand that each department, class and assignment is unique.

**Homework Methods/Study Skills:** If your child is consistently having problems completing homework in a reasonable amount of time, first take stock of the homework environment to make any changes that would contribute to better work habits: organizing his or her workspace, for example; encouraging a regular schedule for doing homework; and eliminating unnecessary distractions (TV, email, video games, social media).

**Daily Homework:** Homework is designed to reinforce and/or anticipate classroom work and may include writing, reading, doing problems or studying. From time to time, assignments may include field visits and use of media of various types. □ Homework assignments should be designed so that students can complete them in 30 minutes per night on average. In each regular (non-AP or Honors) subject, assignments should be given 3 to 5 times per week. Long-term projects should be assigned to students well in advance.

- Advanced Placement courses may require work up to 60 minutes per night.
- Students are expected to complete assignments and teachers are expected to review them in a timely manner.
- Homework assignments should be given to students in class or posted online no later than the end of the school day before they are due. Assignments are due no earlier than the beginning of the next class session.
- Teachers may provide assignments in "bulk" several days or weeks in advance, according to their preference.
- Students should not be required to turn in assignments online on Friday nights or on days when school is not in session (Saturdays, Sundays, and official DOE holidays).

**Vacation Homework:** School vacations are intended to provide an opportunity for students and teachers alike to rest, recharge and spend time with their families. To honor this goal, all Stuyvesant teachers should follow these guidelines:

- Teachers should assign no more written homework than is necessary for the review and retention of prior learning. In general, routine homework given over a vacation period should take no more time to complete than one typical nightly assignment per class.
- Projects and other lengthy assignments may be given as long as students are provided ample time before and after the vacation to complete them. □ As many families travel over vacations, no assignment may be given which requires students to visit a particular site in New York City.
- Teachers are not required to assign vacation homework. We trust and expect, though, that all Stuyvesant teachers will honor the spirit of these guidelines if they do assign vacation homework.

**Religious Holidays:** Students observing a religious holiday that is not a school holiday will be given an extension if a parent or guardian requests an exemption from the student’s teacher in writing in advance. Given the variety of religious holidays, the length of the extension may vary depending on the agreement between the teacher and the parent or guardian.

**Problem Resolution:** If a student finds himself or herself in a situation in which he or she believes the expectations and policies in these guidelines have not been followed, the student should take the following steps to try to resolve the issue:

1. Consult the guidance counselor to attempt to resolve the issue, or work with the teacher directly.
2. If the student has difficulty communicating with the teacher or guidance counselor for any reason, the student and his or her parent(s) should work with the Department Chairperson or Assistant Principal (AP) to work toward a resolution.
3. If that does not resolve the issue, the student and his or her parent(s) should feel free to involve the Principal to work toward a resolution with the teacher. The Principal has frequent and ongoing conversations with the APs and the teachers about the above guidelines and the importance of following them.

[The above mentioned “Problem Resolution” is also referred to as the “Spiral of Communication Protocol” for issues and problems that arise for parents wishing to resolve a student/teacher issue.]

**“Test Day” Guidelines:** A test day policy was put into place several years ago to insure that students do not have all of their teachers giving exams on the same day. Teachers may be forced to deviate from the policy due to holidays, snow days and other days off from school. If a student has several tests scheduled on one day, in apparent deviation from the “Test Day” policy, it is suggested that the student inform the Assistant Principal in that subject area of the problem. The Assistant Principal will look into the matter and determine that there is a legitimate reason for the change in test schedule or will discuss a possible change in test schedule with the specific teacher.

<b>10. ASSESSMENT: MARKING PERIODS, TESTS, QUIZZES, REPORT CARDS AND GRADES</b>
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Teachers weigh various elements of student performance in determining a grade. These typically include class participation, timely completion of

homework, quizzes and tests. The emphasis given each element is left up to the departments and the teachers. Stuyvesant uses a numerical grading system. Each term is divided into three marking periods.

*At the end of the first marking period*, students receive one of seven possible letter grades in each subject:

E=Excellent  
S=Satisfactory  
N=Needs Improvement  
U=Unsatisfactory  
Z=Never Reported  
L=Late Admission  
M=Medically Excused from Physical Education

*At the end of the second marking period*, a numeric grade is given: (see “Thoughts at the End of the Second Marking Period” below.)

90-100	Excellent
80-89	Good
70-79	Satisfactory
65-69	Passing
64 and below	Failing

At the end of each marking period report cards are given to students and available online to parents who have signed up for eSchoolData or a My Schools Account through [mystudent.nyc](http://mystudent.nyc). Occasionally, there will be a short teacher’s comment. Report cards also include the student’s official daily attendance record. (As noted in the Attendance section above, parents also have access to the child’s attendance record via eSchoolData.) There is ample time to identify errors and have them corrected.

*At the end of the third marking period*, the report card lists the final grades for the term in each subject as well as the grade received on the final exam.

**The Final term grades become part of your child's permanent transcript which will be sent to colleges.**

From *Thoughts at the End of the Second Marking Period*, *The PA Bulletin*, 11/1999:

The end of the second marking period is an important time for all students, but especially so for freshmen. Students have had two months to form relationships with their teachers and with each other. This is the time of the first numeric summary grades of the year, which may show clear signs of early success (and the probability of future success), or may show specific problems. Serious performance deficits can act as a "detonating event." If kids see themselves as "unsuccessful," they may rationalize and invent erroneous views of themselves. They may detach or try to prove through new behaviors that the standard measure of success (the report card) is not the one they wish to subscribe to. They may become attracted to others whom they see as similarly unsuccessful.

Especially for younger high school students whose views of themselves are still so much in flux, early signs of problems of self-esteem need to be addressed with love and wisdom. As our guidance counselors have told us, "When your kid comes home with a 95, hug your kid. And when your kid comes home with a 55, hug your kid." As your child is dealing with academic pressures, you should be aware of additional pressure you may be creating. Your message needs to be constantly supportive and strategic. Poor performance is always cause for concern and thoughtful response; but especially, if you see signs that poor academic performance is affecting your child's self image, take action. Contact the teacher and/or the department chair to see what you and your child can do. Perhaps tutoring should be arranged, or your child's study habits may need improvement. Feel free to contact Stuyvesant with your concerns. As always, your wise engagement in your child's education is welcomed.

## **11. PARENT-TEACHER CONFERENCES AND OPEN SCHOOL DAY**

Once each semester, after the first preliminary grades are given, you will have an opportunity to meet with your child's teachers. You will have the choice of attending on Thursday night and/or Friday afternoon and signing up for conferences with each teacher. Due to the number of parents each teacher may need to see, conferences with each teacher are limited to 3 minutes. In spite of the restricted time frame for each meeting, this is a very good opportunity for a brief review of the curriculum and your child's performance in that subject. To prepare for these meetings, you may wish to review assignments your child has completed and to bring your child's interim report card with you.

Each semester, you may visit the school to observe classes on the Friday morning (half-day) before the afternoon Parent-Teacher Conferences. You do not need an appointment and you may observe any class you choose, following the guidelines that will be made available to you when you arrive at the school. In this way, you may gain a stronger understanding of your child's course of study.

Details about Open School Day are noted in the Parents' Association *Bulletins* and weekly e-mail announcements.

## 12. STANDARDIZED EXAMINATIONS

Graduation and college admissions both depend, in part, on your child having successfully completed a series of standardized tests in addition to the basic Stuyvesant course examinations. There are six types of externally created standardized tests that you need to be aware of: Regents Exams, PSAT, SAT I Reasoning Test (commonly referred to as the SAT), SAT II Subject Tests, Advanced Placement Tests and ACT Plus Writing Test.

**a. Regents Exams:** The awarding of a New York State Regents diploma depends upon the completion of these five Regents exams with a score of 65 or better in: English, Global History and Geography or U.S. History; one science exam; one math exam; and one additional regents or state-approved option. All Regents exams are administered in June; the five required exams are also given in August. The awarding of a New York State Advanced Regents diploma upon the completion of these seven Regents exams with a score of 65 or better: Algebra I, Geometry and Algebra II; U.S. History or Global History & Geography; Living Environment and either Earth Science, Chemistry, or Physics; any additional Regents or state-approved option plus one NYC LOTE (language) exam

**b. The Educational Testing Service (ETS)** creates and administers a range of critically important standardized tests. These include the PSAT/NMSQT, SAT I Reasoning Test, SAT II Subject Tests and Advanced Placement Exams. Some tests are required and some are optional. During your child's freshman year, it is important to develop an understanding of the entire four-year sequence of these exams. Students are informed in school about test options and dates. The schedule is always available through the Guidance and College Offices. In the case of the SAT exams, it is very important that your child register for the appropriate tests in a timely manner. The tests are administered at various locations, including Stuyvesant. ***Make sure that you are aware of registration deadlines and test dates*** (see [www.collegeboard.com](http://www.collegeboard.com)). Encourage your child to sign up early to ensure the choice of location.

**PSAT/NMSQT** (Preliminary SAT/National Merit Scholarship Qualifying Test): The PSAT is offered *only* in the Fall and is administered by the school at the school. All Sophomores take the PSAT for practice. All Juniors take the PSAT again because it provides valuable practice for the critical SAT I and because PSAT scores are used to qualify for the National Merit Scholarship competition.

**SAT I Reasoning Test:** The SAT takes approximately 4 hours to complete. It is primarily multiple choice in format but also includes an essay. The SAT is designed to measure skills in critical reading, mathematics and writing. Each section is scored on a scale of 200-800. A perfect score on this exam is 1600. In conjunction with a number of other factors, SAT scores are used

by colleges in their admissions process. It is the student's responsibility to ensure that SAT I Reasoning Test Score Reports are sent to the colleges to which he/she is applying.



**SAT II Subject Tests:** These one-hour exams evaluate a student's knowledge in a particular subject. It is a good idea to begin planning your child's SAT II Subject Test schedule well in advance, so that the tests are taken when the subject material is fresh in a student's mind and on a manageable time schedule. It is the student's responsibility to find out when specific Subjects Tests will be administered. This can be done through the Guidance Office or online at [www.collegeboard.com](http://www.collegeboard.com).

Students should choose which SAT II Subject Tests they take based on their interests and strengths. The college office recommends that the student take a test in June of the year in which the related course is taken and that the student have a 90% average in that particular subject. It is not considered wise to wait until the next fall with the idea of studying on one's own over the summer. Students should not take more than two SAT II exams on one day even though three are allowed. These tests are rigorous and a student can be quite fatigued after two. Some colleges are specific about which SAT II scores they want to see.

**Advanced Placement Exams.** The ETS also offers advanced placement exams geared to the more advanced workload of Advanced Placement courses. Students who take AP courses at Stuyvesant generally take AP exams. Students who excel in a given area may take one AP exam in a subject they have not taken at Stuyvesant.

**c. ACT Plus Writing Test:** The ACT academic battery is designed to assess both the student's ability to reason and solve problems and his or her educational development. The academic test covers English, mathematics, reading and scientific reasoning. The ACT exam is offered "with Writing" or "without Writing." If your child chooses to take the ACT exam, he/she must choose the ACT exam with the writing component (ACT Plus Writing). For more information please visit [www.actstudent.org](http://www.actstudent.org).

Students should consult their Guidance Counselors to determine which exam is appropriate for them. Some students choose to take both the SAT I Reasoning Test and the ACT Plus Writing Test.

### **13. THE GUIDANCE OFFICE (ROOM 236)**

The Guidance Office is under the direction of the Assistant Principal for Pupil Personnel Services. The Guidance office is where students can find their Guidance Counselors as well as a wide variety of other resources. Students can seek help with personal problems, program changes, job searches, career assessment and working papers.

#### **Guidance Counselors**

To provide continuity, Guidance Counselors are assigned to entering freshmen classes and stay with those classes for four years. The Guidance Counselors are specially trained to help students with both academic and personal concerns.

Counselors:

- Provide individual and/or group counseling
- Conduct an annual review of educational progress with each student
- Help students make appropriate choices from among high school course offerings
- Facilitate parents' involvement in their child's educational planning and decision-making
- Deal with students in crisis
- Explore career and educational opportunities available to students after graduation
- Write SSR (Secondary School Report) for Juniors (see section 17)
- Assign students to summer school if needed
- Write recommendations for summer school programs
- Work with staff and parents for the success of the student

#### **14. HELP AND SUPPORT AT STUY**

##### **SPARK**

The SPARK program offers training in peer leadership and conflict mediation. The SPARK Office is a place where students can get to know each other in a safe, non-judgmental atmosphere while studying, relaxing and participating in interactive peer workshops. It also gives students opportunities to learn and talk about issues affecting the school community and makes resources and information on drug use and peer pressure available. A student can come in for confidential individual counseling or referral to other services. SPARK is located in Room 726 and can be reached by dialing Ext. 7260 or e-mailing [spark273@gmail.com](mailto:spark273@gmail.com).

##### **Manhattan West Greenberg Youth Counseling League**

The Youth Counseling League, a division of the Jewish Board of Family and Children's Services, offers counseling for adolescents on-site at Stuyvesant High School and at its midtown office. YCL helps teenagers who may be struggling with depression, anxiety, trauma, poor grades and absences in school, problems with peers, family conflicts, acculturation difficulties, pregnancy, loss and bereavement, sexual identity, eating disorders, anger management, physical and sexual abuse and domestic violence. Parental consent is required if the student is under 18. YCL accepts Medicaid and most health insurance plans. For further information, ask your child's Guidance Counselor.

Manhattan West Greenberg Youth Counseling League

Jewish Board of Family and Children's Services  
135 West 50<sup>th</sup> Street  
New York, NY 10020  
212 632-4700

## 15. DEANS

The Deans' office is located in Room 205. There are generally three or four deans. Their role includes the following:

- increasing students' awareness of school regulations and policies;
- assisting students in the evaluation of their own behavior patterns so that inappropriate behavior is minimized;
- serving as a liaison between school and home so that parents are more fully aware of school policy regarding the appropriate behavior of students;
- serving as a support liaison among students, administration, guidance and school staff at large to ensure that positive disciplinary actions are formulated and, when necessary, followed.

## 16. PEER TO PEER SUPPORT ("BIG SIBS")

"Big Sibs" are upper-class students who have volunteered to be available as buddies and advisors. Several Big Sibs are assigned to each freshman Homeroom class. The Student Union sponsors this activity and publishes the *Big Sibs Handbook*. Freshmen receive this handbook, which contains very useful information. Make sure that the *Big Sibs Handbook* is in your child's file of Stuyvesant resources.

## 17. TUTORING

If your child is having difficulty understanding the material in a course, he/she may wish to get some targeted help. The first step is for the student to speak with the teacher, who may offer additional help or other suggestions. In fact, there is informal tutoring going on at Stuyvesant all the time. It is a part of the school's culture for students to help one another. Nevertheless, more formal and intensive arrangements are sometimes needed. If this is the case, you are advised to speak with the Department Chair, who can assist you and your child in making appropriate arrangements from a range of options.

- a. AIS (Academic Intervention Services) Tutoring:** AIS is a program that provides tutoring for students in academic subjects. Tutors are Stuyvesant teachers who offer individual and small group tutoring after school. An

ALS tutoring schedule is available in the Guidance Office (Room 236) and on the school's Web site. ALS tutoring is mandatory for students who are failing a course, but may also be useful in other situations.

- b. **ARISTA:** ARISTA is the Stuyvesant's Honor Society. The organization provides tutors from within the Stuyvesant student body. If interested, your child should create an account on the ARISTA website at [stuyarista.org](http://stuyarista.org) and request to be matched to a tutor. Peer tutoring can be very effective, especially with short-term problems like catching up on missed instructional units or single issues. For more general problems, expert adult tutors may be a better choice.
- c. **Private Tutoring:** An additional option is to seek a private tutor. The Department Chairperson can assist you in targeting sources of tutoring, such as local universities. In addition, you may find tutors through word of mouth or advertisements published in the school newspaper, the Internships and Opportunities Bulletin and the PA Newsletters.

## 18. PREPARING FOR COLLEGE

For the first two years of high school, Stuyvesant students should not spend too much time worrying about college admissions. Rather than emphasizing the race to get into the "best" college, they should simply try to do well, take a challenging program, get involved in extracurricular and community activities and have a good time!

### **The College Handbook (Available in English, Chinese and Korean)**

In the Spring of Junior year, students receive a copy of the *College Handbook*. This substantial booklet, prepared by the College Office, contains all the information you will need to manage the application process. It includes specific information on financial aid, early admissions, etc. **Read it carefully!**

The College Handbook can be downloaded from the school website at: <http://bit.ly/2uwZNMN>.

## **NAVIANCE**

**Stuyvesant has become a Naviance school. All students receive enrollment instructions and passwords beginning in their freshman year.**

Family Connection on Naviance is an online data management system that assists students with their college research.

**All students are required to invite their parents through the “profile” feature by adding their parent information under this tab.** STUDENTS: Once you click on your “profile,” you will be able to find the “add parent” button. Please complete all required fields, then click “Add New Parent.” A Parent Registration Code will be generated when the student has added their parent’s information. Once parents receive the Registration Code, they should follow the same process as in Student Registration to create their own account.

### **Factors Affecting College Admissions:**

Colleges will evaluate your child for admission based on a number of sources:

#### **a. The Stuyvesant Transcript**

**This is the single most important element in the college application.** The two components here are the *grades* and the *program*. Obviously, grade point average is important, but colleges also look to see how challenging a student’s program was and how successful the student was in his/her courses. They also look at trends; a transcript reflecting steady growth is important. Students should try to progress to the highest level in one or more chosen subject areas. However, students should not take more AP courses than they can handle (see Notes on AP Courses). Transcripts are issued by the Assistant Principal of Pupil Personnel Services each year. It is the responsibility of the student and the parent to review the transcript carefully for accuracy.

#### **b. Secondary School Report (“SSR”)**

The Guidance Office (Room 236) opens a Secondary School Report (SSR) folder for every student upon entry to Stuyvesant. It is your child’s responsibility to update and fill this folder with pertinent information during his/her high school career.

At the end of each term, in January and June, your child may download from the school website or pick up Teacher Comment Sheets in the Guidance Suite (Room 236). Your child should give one to teacher(s) who he/she feels will write the best evaluation. Your child should follow-up to make sure that the Comment Sheet makes its way into the student’s SSR folder. It is the student’s responsibility to forward to the guidance office

copies of all awards, certificates, standardized tests and any other information concerning activities that he/she feels are important for his/her college file. Your child's SSR writer, his/her guidance counselor, will use all the submitted information, a comprehensive online data sheet and an interview with your child during Junior year to write the school recommendation. Remind your child to check his/her e-mail frequently for the exact date and time of his/her SSR interview by his/her guidance counselor.

Your child should start a college folder at home the first week of Stuyvesant. Encourage your child to keep an ongoing list of all clubs, teams and volunteer work he/she is involved with, in school and at home. Church groups, youth groups, Boy/Girl Scouts, volunteer work at libraries, elementary schools, hospitals and nursing homes are just some of the things to consider.

You child should list all his/her jobs, no matter how menial they may seem. Tutoring the kid down the block, babysitting, delivering newspapers, or boxing groceries are all things that make your child special. Any letter of acceptance or recommendations from any of the programs or job sites he/she is affiliated with should also be included. Music, dance or other instrumental lessons and participation in any organized sports activities should be noted.

All summer experiences should be indicated in the folder. There is a database of different colleges that provide summer programs for high school students cataloged on Naviance by Internships and Opportunities Coordinator, Harvey Blumm. Summer camp, work (paid or volunteer) and travel are valid experiences and make your child unique. College Admission Committees will be evaluating many applicants. It is your child's extracurricular activities, interviews and college essays that will make a difference between acceptance or rejection.

**c. Standardized Examinations** (see pages 19-20 of this handbook)

**d. Essay**

**e. Teacher Recommendations**

Most colleges require two teacher recommendations. Students are responsible for contacting teachers from Sophomore and Junior years to write letters for them. It is recommended that the letters be requested in the Spring of the Junior year. Students should follow their teachers' guidelines very carefully. Please refer to the *College Handbook* for more details.

**f. Interviews**

Some colleges require applicants to be interviewed by local alumni. It is to your child's advantage to schedule an interview if one is offered as it

gives him/her another opportunity to differentiate him/herself. If this is the case, make sure he/she follows up in a timely manner.

### **The College Office (Room 225)**

Stuyvesant's College Office manages issues and actions related to college applications and admissions. This office keeps a "college folder" for each student (as distinct from the SSR folder kept in Room 236). These folders contain strictly academic information such as a transcript of the student's grades, SAT I Reasoning Test, SAT II Subject Tests and ACT test scores and a copy of the SSR (once it is written). The transcript and SSR are e-mailed out to the colleges to which students apply, as are the grades from the 7th and 8th terms when they become available. Most college applications completed online by students themselves. Students must request that SAT and ACT scores be sent directly to the colleges. Please refer to the *College Handbook* for information on Score Choice.

The College Office also provides the following resources:

- **College Catalog File:** Brochures, catalogs and videos from colleges and universities, including freshman-class profiles and availability of need- and merit-based scholarships
- **Scholarship File:** Scholarships sponsored by organizations other than colleges
- **Summer Program File:** Information about private schools, colleges and other organizations that offer summer enrichment programs for high school students

### **College Guidance Process**

9th grade: Students begin putting material in their SSR folders.

October of 10th grade: Students take the PSAT for practice.

October of 11th grade: Students take the PSAT for practice and to qualify for the National Merit Scholarship competition.

Spring of 11th grade: Students meet with their Guidance Counselor for input for their SSR. There are individual family meetings and meetings with students and their College Advisors to begin the college planning process and a presentation to Junior parents. In late April or early May, the school hosts College Night, which all Junior students and families are strongly encouraged to attend. (Make sure that you sign up for the school and PA listservs so you will be notified.) Parents and students receive information concerning college planning, tests and Guidance Office resources. Students send for college catalogs and applications and arrange visits and interviews. Students register and take the SAT I Reasoning Test, ACT Plus Writing (if desired) and SAT II Subject Tests. Check [www.collegeboard.com](http://www.collegeboard.com) for SAT test dates and [www.ACT.org](http://www.ACT.org) for ACT test dates.

Fall of 12th grade: There are additional individual and group meetings to discuss choices. Students receive copies of their transcripts for review. Parents should make sure to review the transcripts as well. There is also a special evening presentation to Senior parents to discuss the college admissions and financial aid process and college application deadlines. Students enter their college choices online through Naviance. All deadlines must be followed or your child will be locked out of the system. Some student may wish to retake the SAT, the ACT or SAT II Subject Tests. Make sure that your child takes these tests early in the Fall. Students ask the Educational Testing Service (“ETS”) to send SAT I Reasoning Test and SAT II Subject Test scores to colleges. Make sure you are aware of Score Choice. If your child has chosen the ACT Plus Writing, make sure you send these scores as well. There is a “Financial Aid Evening” program for parents. Seniors also have an opportunity to meet with representatives of colleges who visit Stuyvesant during the Fall term. See the school’s Web site for a schedule of visits by college representatives.

The College Office sends Mid-Year Grade Reports to colleges.

April or May of 12th grade, students notify colleges of their decisions.

Students must also enter their College destination choice in Naviance.

Students arrange for final grades to be sent to the college of their choice by notifying their College Counselor.

## **College Night**

Each spring the school holds an informational College Night for Juniors and their parents. Many colleges and universities send representatives. This is a good time to get a better sense of schools that might be appropriate and to ask specific questions about schools to which the student might apply.

For additional information about colleges, refer to the College Office portion of the Stuyvesant Web site.

## **19. SCHOOL LIFE**

Getting involved in a school activity is one of the best ways to balance one’s life as a member of this large community. There are many avenues to explore and often students find themselves in new and exciting activities where they make new friends, have fun and learn new skills.

Clubs are a huge part of student life at Stuyvesant. The Club/Publication (Club/Pub) fair held in the fall is an opportunity for students to learn more about teams, clubs and publications, as well as student government. There are more than 150 clubs including foreign language clubs, the Bio-Med Society, ethnic clubs, Math Team, Speech and Debate Team, Cheerleading, Film Appreciation, Long-Form Improv, Manga, Board Games and many others. The Club/Pub Handbook is distributed to all the students at the fair. If there is no club that interests your child, he/she can create one by getting in touch with the Club/Pub



Director or applying online at the Student Union Web site ([www.stuysu.org](http://www.stuysu.org)). The Student Union Web site includes a weekly schedule of club meetings and a wealth of additional information on the Student Union and its activities. Besides clubs, students can get involved in several other activities. Some of them are part of the school-day curriculum while others are strictly after school, including:

- **Publications and newspapers**, which attract student writers, artists and photographers to their staffs.
- **Student government**, made up of representatives from each class.
- **Music and theatre**, with three orchestras, four concert bands, two choruses, A Capella Choir, Jazz Band, small chamber ensembles, “SING” competition among classes and major theatrical productions.
- **ARISTA**, Stuyvesant’s Honor Society, for students who meet the requirements. *ARISTA* students serve as tutors, guest speakers at feeder school assemblies and ushers at special events.
- **Big Sib**s program (homeroom buddies) as part of the school’s orientation program to help make new students feel at home.
- **Competitions** in poetry, essay writing, foreign languages, computer science and mathematics, engineering, the sciences (including Regeneron), art, music performance and composition, video production, photography and robotics.
- **Delegates** to the Model Congress and the Model United Nations.
- **Athletics**, with over 42 teams competing in the Public School Athletic League (PSAL) over the course of the school year. A complete listing of teams by season is available in the Athletics section of the school Web site.

Encourage your child to get involved!

And get involved yourself! Parents are encouraged to participate in school life by attending the athletic and performing arts events, by reading the student publications and by volunteering to help with student activities.

## 20. SPECIAL PROGRAMS

### **Study Opportunities Abroad** (Independent - not sponsored by Stuyvesant)

The school does not sponsor summer study abroad programs but does allow many nonprofit organizations to visit the foreign language classrooms to talk to the students about their educational programs abroad such as Amigos de las Americas, The Experiment in International Living, and the American Field Service (AFS). The World Language Department also receives a large amount of information concerning private organizations that offer summer programs. This information is posted in the language department.

For further information, contact the World Language department at (212) 312-4800, ext. 5021.

## **Independent Research**

By choosing to do an Independent Research Project, students embark on a separate academic thread within the Stuyvesant curriculum. As Juniors, they identify a project idea and make contact with a professor or academic guide, inside or outside of Stuyvesant, who agrees to advise them throughout the course of the project. When a Junior's proposal is accepted, he/she is admitted to a special single-period preparatory class that year and to a special double-period preparatory class as a senior in the following year; both classes are designed to teach the student how to write a research paper.

The final paper developed from the student's Independent Research Project may be submitted for a number of competitions. One of the competitions, the Regeneron Talent Search (formerly the Intel Science Talent Search), is designed to develop and recognize excellence in the field of science. Students are required to develop an original research project in biology, chemistry, physics, math or the social sciences. For additional information, contact the Research Office at (212) 312-4800, ext. 8021 or [stuyresearch@gmail.com](mailto:stuyresearch@gmail.com)

## Appendix I: History of Stuyvesant High School

By Eugene Blaufarb, Former Assistant Principal, Pupil Personnel Services

While the cornerstone of the old Stuyvesant on 15th Street bears the inscription "Stuyvesant High School - 1904," the building was not completed until 1908. During the four years beginning September 12, 1904, when the school was created by Associate Superintendent of Schools Edward L. Stevens, the school was housed at 225 E. 23rd Street, a former annex of De Witt Clinton High School.

While they were waiting for their new building to be completed, Stuyvesant's 155 students and 21 faculty members, under Principal Dr. Frank Rollin, organized a literary society, formed football, tennis, basketball and rifle teams and, in 1906, published the first *Caliper*.

Enrollment for Stuyvesant increased to such an extent that, even before the building was ready, Dr. Rollin was compelled to open a temporary annex at PS 65 on Amsterdam Avenue and 193rd Street. After the 15<sup>th</sup> Street building was completed in 1908, and the first graduation exercises were held for boys who had begun their high school careers at Stuyvesant, Dr. Rollin retired. He was succeeded by the eminent physicist Dr. Ernest Von Nardoff, who placed new emphasis on mathematics and science in the school's curriculum, without detracting from the manual arts stressed by Dr. Rollin - joinery, tool and die making, iron forging, and other skills. This new emphasis provided the foundation for the curriculum we still follow today.

During the 26 years of Dr. Von Nardoff's principalship, Stuyvesant became the first science high school in the country, establishing a reputation for scholarship that has grown ever since. The school stood out in sports, too. In 1909, it inaugurated the Stuyvesant Indoor Track Meet, which eventually attracted schools from seven states; in the same year, it won the Eastern Championship in basketball by defeating Central High in Philadelphia. In 1912, our track team won the City Championship and took top honors in the Poly Prep and Jersey City Meets; the next year, our rifle team won the city crown and, in 1915, we ran away with the Princeton Meet, setting records in the shot-put, the running broad jump, and the half-mile race. And in 1916, our football team trampled our once arch-enemy, De Witt Clinton 43-0!

Three memorable non-athletic events also occurred at about this time. In 1915, the first *Spectator*, our school newspaper, appeared, and our magazine, *The Caliper*, was acclaimed as the best high school monthly in the United States. And in 1916, the graduating class published the first *Indicator*.

Shortly after World War I broke out in Europe, Stuyvesant formed its famous Training Corps, which reached a membership of 300 - four full companies - by the time our country was drawn into the conflict. And in the years that followed, our teams won city and regional championships with almost monotonous regularity: 1921 and 1922, in track; 1922, in football; 1923, in baseball and

national honors in track; 1932 through 1945, five city fencing championships; and many others since that time.

Students from all over the city flocked to Stuyvesant, and in 1920, Dr. Von Nardoff had to place the school on double session, with the upper terms reporting from 8:00 AM to 12:40 and the lower terms reporting from 12:45 to 5:20 PM. When the student population peaked, the principal reluctantly tried a triple session for one year, but went back to the double session in 1924.

Dr. Von Nardoff retired in 1934; he was succeeded by Sinclair J. Wilson, former Mathematics Chairman and Board of Education official, who instituted the practice of admitting students to Stuyvesant by entrance examination. The first entrance tests were devised and administered by John Clark, Assistant to the Principal, and Simon L. Berman, Chairman of the Mathematics Department. Several years later, when the Bronx High School of Science was founded to parallel Stuyvesant's program, the two schools developed a common testing program in cooperation with Columbia University.

Under Mr. Wilson, our Science and Mathematics courses were extended in range, and new classes were set up in English and Social Studies, as well as Art and Music, for students with special interests. The curriculum became broader and helped develop more well-rounded students.

When Mr. Wilson died in 1943, John Clark became acting principal; a year later, Fred Schoenberg, a Stuyvesant alumnus (Class of 1915) and former faculty member and Mathematics chairman, became principal. He guided the school through the closing years of World War II, adjusting the course of study to new conditions and developing plans to bring Stuyvesant back to a single session in a modernized school building.

When Mr. Schoenberg was promoted to the post of Assistant Superintendent of Schools, in 1953, Assistant Principal Jacob Wortman took over the helm, steering the school through difficult waters. The rebuilding of our classrooms, the installation of a new library and lunchroom, and the re-equipping of our shops and laboratories were carried out while classes were going on.

In 1954, with the remodeling of the school far from finished, Dr. Leonard J. Fliedner, Principal of George Washington High School and a former Chemistry Chairman, was designated as our principal. His problems were legion, but with the cooperation of the students and faculty, he guided Stuyvesant through the pre-space era.

In 1969, as the Fliedner era was drawing to a close, women were admitted for the first time.

As the years passed, Stuyvesant's reputation as one of the finest secondary schools in the U.S. spread nationally and internationally. In 1971, Gaspar Fabricante became our principal and continued the educational programs that made Stuyvesant synonymous with excellence.

In 1983, Abraham Baumel took over and, over the next dozen years, expanded the elective programs and Westinghouse Science Talent Search Program. Under Mr. Baumel's guidance, planning began for the construction of a new building. In September 1992, a multimillion-dollar building was completed in Battery Park City. The complex contains a pool, darkroom, laboratories, shops (including robotics, energy, digitally controlled machines, etc.), and more than 450 computers in 13 networks. Each student and teacher has individual access to the network. There is a color monitor in each classroom, with 50 channels of communication, a satellite dish antenna, and other state of the art equipment. Although the school fields 30 athletic teams, there are no football fields, baseball fields, or tennis courts. Despite these limitations, our teams have won as many as two-thirds of their divisional championships.

In 1995, Jinx Cozzi Perullo became Stuyvesant's first female principal. Ms. Perullo's administration set an agenda of openness and communication between students and faculty.

In 1999, Stanley Teitel was appointed principal. A former Assistant Principal of the Chemistry and Physics department, Mr. Teitel worked aggressively to improve instruction, creating myriad staff-development programs. Stuyvesant continued on a course of excellence and increased rigor under his leadership.

*The following has been added to Mr. Blaufarb's history by the PA:*

Since Mr. Teitel's retirement in August 2012, Ms. Jie Zhang has been Stuyvesant's principal. A former math teacher, she has served as a specialized high school principal and network leader. Ms. Zhang is Stuyvesant's first Chinese-American principal and the first to have two children matriculate at Stuyvesant. During her so-far brief tenure, Ms. Zhang has already managed to set new standards for accessibility and has brought innovative thinking and solutions to both mundane and challenging matters at Stuy. The Stuyvesant community is looking forward to working with Ms. Zhang for many years to come.

In July, 2016, Ms. Zhang retired from the Department of Education, and Mr. Eric Contreras is now serving as Principal. Mr. Contreras is Stuyvesant's first Hispanic-American principal and also had a child matriculate at Stuyvesant. Mr. Contreras comes to Stuyvesant as a veteran educator and administrator with the DOE for the past 21 years, including serving as principal and deputy chancellor.



**Appendix II: Where to Go and Whom to See**

Teachers are always ready to take the extra step to assist students. They have the experience and skill to help solve problems. They will be glad to take time to answer questions and provide the information students need to enable them to make the right decisions. There are specific staff members with special training to help provide your child with the expertise you need.

<b>IF YOUR CHILD NEEDS HELP WITH:</b>	<b>HE/SHE SEES:</b>	<b>Room</b>
<b>Attendance</b> <i>I have been absent.</i> <i>Where do I bring my absence note?</i>	Ms. Cintron	203
<b>Career Information</b> <i>I don't know what I want to be.</i> <i>I want information on preparing for a career.</i>	Counselors	236
<b>Classwork</b> <i>Why do I need this subject?</i> <i>The subject is too difficult!</i>	Counselors	236
<b>Drugs and Alcohol</b> <i>I want to break a bad habit - smoking, drinking, etc</i>	SPARK	726
<b>Early Excuse Pass</b> <i>I have written permission from my parents to leave school early because of an emergency. What do I do?</i>	Ms. Cintron	203
<b>Friends</b> <i>My friends are getting me in trouble. I can't say "no" to them. I have questions but don't want to talk to an adult.</i>	Big Sibs, Counselors, SPARK	726
<b>Getting Involved</b> <i>How do I join a club, team or become involved in school services or student government?</i>	COSA/Coordinator	260
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<b>Health Issues</b> <i>I have a question about my health. Where can I go?</i>	Ms. Dabrio	371
<b>Homework</b> <i>I can't do the homework... It's too difficult!</i> <i>I'm really lost in my class. What can I do?</i>	ARISTA, counselor	260, 236

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<b>Illness</b> <i>I really feel sick. I would like to go home.</i>	Ms. Dabrio	371
<b>Jobs</b> <i>Where can I go for a job?</i>	Mr. Blumm	236
<b>Lost Property</b> <i>I lost my wallet, sneakers, umbrella, etc.</i>	Lost & Found	209
<b>Peer to Peer Problems</b> <i>Where do I go if I am having difficulties like being sexually harassed by another student?</i> <b>Notify your Guidance Counselor immediately.</b>	Counselors	236
<b>Personal Problems</b> <i>Where do I go for help with school, friends, home problems, or teachers?</i>	Counselors	236
<b>Programming</b> <i>Where can I get help in planning and selecting the right courses or in changing my program?</i>	Counselors	236
<b>School Record</b> <i>How can I see my permanent record?</i>	Counselors	236
<b>Transportation passes</b> <i>I lost my Metrocard. I need a Metrocard.</i>	Counselors	236
<b>Working Papers</b> <i>Where do I get my working papers?</i>	Ms. Acevado	236

REVISED AND PUBLISHED SEPTEMBER 2017



Stuyvesant High School  
Attendance Office, Room 203  
**ABSENCE      LATENESS**  
(Check one)

Name: \_\_\_\_\_

OSIS #: \_\_\_\_ \_\_\_\_\_

ID # \_\_\_\_ \_\_\_\_\_

Homeroom: \_\_\_\_\_

Date of Absence(s): \_\_\_\_\_

**Reason for Absence/Lateness:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Parent's Signature**                      **Date**

\_\_\_\_\_

**Teacher's Signatures**

Period 1: \_\_\_\_\_

Period 2: \_\_\_\_\_

Period 3: \_\_\_\_\_

Period 4: \_\_\_\_\_

Period 5: \_\_\_\_\_

Period 6: \_\_\_\_\_

Period 7: \_\_\_\_\_

Period 8: \_\_\_\_\_

Period 9: \_\_\_\_\_

Period 10: \_\_\_\_\_

## NOTES