



THE NEW YORK CITY DEPARTMENT OF EDUCATION

Stuyvesant High School

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PARENT TEACHER CONFERENCES AT STUYVESANT

At Stuyvesant High School, parent teacher conferences are held in the Fall and Spring just after receiving the first marking period report cards.

These meetings help you understand what your child is experiencing and learning in class, and what you can do to support them. If your child is having trouble, parent teacher conferences also give you and the teacher opportunity to make plans to further discuss how you can both help them best. The conversations are 5 minutes by phone (8 if an interpreter is used) or 10 minutes if speaking to counselors (12 if an interpreter is used); so this is just a snapshot. In cases where additional time is needed, follow up with an email or request for more information, but please stick to your appointment timeframe so everyone in the schedule can receive their calls.

If you requested more calls than you were scheduled for, keep in mind the algorithm can only fit so many calls into a teacher's available allotted time frame. This is not an error; please do not contact us to change/add.

Make the Most of Your Parent Teacher Conference

- If you have many questions, email your child's teacher before the conference *after* reviewing their online gradebook in Jupiter Grades. If you do not have access, email Mr. Lin at elin41@schools.nyc.gov.
- Make a list of 1 or 2 main questions you have that you want to discuss with the teacher that might help them understand your child's challenges or strengths.
- Review your child's report card on your [Talos Account](#) or NYC Schools Account, and their official attendance on your [NYC Schools Account](#).
- **Before the conference**, ask your child what *their* concerns are.
- **Listen.** Give space for the teacher to express your child's strengths and weaknesses to you with an open mind.
- Check the phone number you entered on Talos – we cannot change this number for you. If you need to correct or change it – contact the teachers directly that are assigned to you using the [staff email list](#).
- Make sure you answer calls that say “private” or “unknown”.

Questions to Ask

Here are some [suggestions on questions](#) in addition to those below that may help you have a productive conversation with the teacher below. Remember, you are choosing 1 to 2.

- What is my child expected to learn, know, and do in this class?
- What does my child do well, and what does my child struggle with? Can you give me examples?
- What can I do at home to support my child?
- Are there specific programs or services that could help my child with this class?

Here's another [helpful article](#) from the Child Mind Institute.

For families of students with IEPs and 504 Accommodations

- Each teacher has access to your child's 504 or IEP accommodations. They reviewed it with either Ms. Paulson, and teachers so they are aware of your child's plan.
- If there is not enough time to address the issue in the five minute conference, set up another appointment.
- The following are helpful sites and/or guides:
 - [504 Student & Family Accommodations Guide](#)
 - [DOE website for IEP and 504 Accommodations](#)
 - [How to start difficult conversations – article from understood.org](#)