



POLICY

**on the methodological support of the education process
and the development of syllabi**

I. Introduction

A syllabus is a comprehensive document that outlines the goals and objectives of a class, along with a summary of the content, lesson topics, independent work tasks, teacher requirements, assessment criteria, and a list of books and resources.

A syllabus determines sets up students for success in the class from the start and gives the student the opportunity to independently distribute the time, effort and intensity of his/her work.

At Star Academy, we believe that syllabi should be an integral part of every middle and high school teacher's academic planning, communication with students and parents, and preparation of students for college learning. Developing effective syllabi is also essential for the school's accreditation.

When compiling a syllabus, you must adhere to the following requirements:

- The syllabus should include information that students need to know from the first day of the course.
- Teachers should consider the syllabus a written agreement between themselves and their students.
- The syllabus should be concise and easy to read at the student's grade level.

To achieve their goals after completing the course, each student must:

- Get involved in the subject from day one.
- Read the material in advance, before coming to class.
- Work systematically and complete all assignments on time.
- Be able to work with a partner and as part of a group.
- Ask for help and receive it when needed.

A syllabus should describe the fundamental rights of the teacher and the student as they work through the class.

II. Methodological Guidance for Syllabus Development

A syllabus is a program for teaching students in a specific subject.

Basic requirements for structure and content:

- The syllabus should be developed based on the school's curriculum for the subject.
- The syllabus must contain information that the student needs to know from the beginning of the course.
- The syllabus is a special kind of written agreement between the teacher and the student.

- The syllabus should not exceed 3-4 pages of printed text for greater concentration of the student.
- The syllabus should be distributed to each student at the first lesson.

III. Syllabus Structure

1. Title page

The title page indicates the name of the educational institution (Star Academy for the Gifted and Talented), the name of the discipline, grade, and information on who developed the syllabus.

2. Contact information

The teacher's contact information, including email address. Information on the teacher's availability at the school.

3. The purpose and objectives of the discipline

The purpose of the class should be formulated clearly and succinctly as a set of learning outcomes to be achieved by the completion of the class. The content of the class should be summarized and presented in a concise manner.

Course objectives stem from the goal of acquiring specific "abilities" by students and mastering a number of categories and skills.

Example:

In Mathematics 7, by the end of the course, the student should be able to:

- do calculations easily and with accuracy and flexibility;
- clearly understand and be able to explain and connect the main ideas of the course;
- solve the types of problems covered by the course and be able to explain and check the results.

4. Description of the discipline

A brief description of the discipline, including but not limited to a course calendar showing topics to be covered and the distribution of hours by type of work.

5. Books and resources

6. Information on the student assessments and scoring

Assessments are administered based on the requirements, policies and rules of the Academy (see the Faculty Handbook).

8. Course policies

Each teacher may include a system of requirements, rules of student behavior in the classroom, relationship with the teacher and peers, based on the policies and rules of the Academy. Following these rules ensures effective learning and is mandatory for students.

Syllabuses for AP disciplines must demonstrate conformance to the College Board curricular and resource requirements.

IV. Syllabus Approval Procedure

1. General syllabus approval procedures

A syllabus is developed by each teacher for the particular course they teach.

No later than one week prior to the beginning of the new academic year, **the teacher** is required to develop syllabi for all subject he/she will teach the following academic year. The teacher must submit the syllabi to be approved at a meeting of his/her department during the week preceding the new academic year.

No later than two days before the first day of the academic year, **the head of the department** is required to submit to the administration all syllabi for subjects to be taught by the department next academic year.

The teacher must present the approved syllabus to students during the first lesson on the subject.

2. Approval procedures specific to AP subjects

College Board requires schools to register and submit syllabi for audit whenever:

- a school offers a new AP course,
- the teacher or textbook for a previously approved class has changed, or
- the curricular and resource requirements for a course undergo significant revision by the College Board AP Program.

Additionally, College Board requires schools to renew previously approved courses to offer them each academic year.

No later than one week prior to the beginning of the new academic year, for new AP subjects and subjects with the above-mentioned changes, **the teacher** is required to:

- understand and plan to meet the curricular requirements for the specific subject they teach (see [Explore by Course](#) on the College Board website)
- create and maintain access to an [AP Course Audit account](#).
- submit an AP Course Audit form for the subject.

- develop or adopt a syllabus that demonstrates conformance to the College Board curricular and resource requirements. The teacher may adopt a College Board sample syllabus or a syllabus developed by another Star Academy teacher and previously approved by College Board.
- meet the general syllabus requirements of this policy.

No later than one week prior to the beginning of the new academic year, **the AP Course Audit administrator** designated by the administration is required to:

- approve the AP Course Audit forms for all new AP subjects.
- renew previously approved AP subjects to be taught in the new academic year.

Subsequent to the start of the new academic year, **the teacher** is required to:

- submitting the syllabus to College Board for approval no later than the College Board deadline and (if required) revise the syllabus until approval is granted. Review and approval timeframe for original syllabi is eight weeks and (if required) two additional opportunities to submit are available.

The head of the department is responsible for the ensuring that all the department meets the above requirements for all AP subjects taught by the department.

V. Adoption and amendments

The policy on the methodological support of the educational process and the development of syllabi at Star Academy for the Gifted and Talented has been adopted by a unanimous decision of the Academy owners.

This policy is effective for the 2023/2024 academic year and thereafter. This policy may be amended by a unanimous decision of the Academy owners.

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