GRADUATES:
LY/YTD
- DREAMS: 5/2
- DSSM: 7/1
- KAISER PARK: NA/0
- MURROW: 39/13
- SCHERMERHORN: 53/11

ATTENDANCE:
- DREAMS:
- DSSM:
- KAISER PARK:
- MURROW:
- SCHERMERHORN

EMPLOYEE OF THE WEEK

STUDENT OF THE WEEK

BK NORTH EXAMINER

“LIFE LESSONS FROM EINSTEIN”

1. FOLLOW YOUR Curiosity
   “I HAVE NO SPECIAL TALENT. I AM ONLY PASSIONATELY CURIOUS.”

2. PERSEVERANCE IS PRICELESS
   “IT’S NOT THAT I’M SO SMART; IT’S JUST THAT I STAY WITH PROBLEMS LONGER.”

3. MAKE MISTAKES
   “A PERSON WHO NEVER MADE A MISTAKE NEVER TRIED ANYTHING NEW.”

4. CREATE VALUE
   “STRIVE NOT TO BE A SUCCESS, BUT RATHER TO BE OF VALUE.”

5. KNOWLEDGE COMES FROM EXPERIENCE
   “INFORMATION IS NOT KNOWLEDGE. THE ONLY SOURCE OF KNOWLEDGE IS EXPERIENCE.”

6. LEARN THE RULES AND THEN PLAY BETTER
   “YOU HAVE TO LEARN THE RULES OF THE GAME. AND THEN YOU HAVE TO PLAY BETTER THAN ANYONE ELSE.”

7. THE IMAGINATION IS POWERFUL
   “IMAGINATION IS EVERYTHING. IT IS THE PREVIEW OF LIFE’S COMING ATTRACTIONS. IMAGINATION IS MORE IMPORTANT THAN KNOWLEDGE.”

Great newsletter! Great colleagues! Great students! Great start to the year! Thank you everyone at P2G BK North.
Mr. Fay
BUILDING LIFE LONG RELATIONSHIPS AT DREAMS:

The DREAMS students took strides to draw close to one another this week. Every day, the staff impress upon the students how important communication skills are in bringing people together. Next week, our students will travel to Harlem to join with YouthBuilds students city-wide for a 4-day “Mental Toughness” workshop. Family building is hard work, and it’s well worth the effort!

Mr. Bray and Chief

THE CELL WITHIN ME

For this week's science highlight, students worked in pairs to complete their model of a typical animal cell.

MS. GILLIS
HAPPY BIRTHDAY JOSH:

Last year we have compiled some great, low-cost ideas for celebrating each student’s birthday to make each child feel special and to show them, that we are a family here. This week we celebrated our first birthday! We had a cake, a “wishing” candle, and 22 students singing “Happy birthday” to Joshua Santiago!

HAPPY BIRTHDAY JOSH !!!

“Murrow Family”

PHASES OF MATTER

Learning about the phases of matter using last year science projects!

Mrs. Marcinczyk
WELCOME HOME ERICA:

I just want to thank all of my P2G family for the warm welcome back. After a long and restful recovery, I am excited to tackle on another school year with my favorite people! Thank you all, from the bottom of my heart! You guys Rock!

Erica

PUSH IN WITH MS. BEAUBURN!

Ms Beauburn held a very informative session with the students at DSSM last week. She was warmly welcomed, and the students were highly engaged throughout her session. We look forward to your continued support, Ms Beauburn.

Ms Gillis
The first ever Student Council meeting for Pathways to Graduation, Schermerhorn Street, will be happening on October 13th. This opportunity will give students the chance to voice their opinions about School Safety, Trips, and Events. This meeting will also help the students understand that P2G is not only willing to do anything to help them graduate, but listen to their ideas and make the process of obtaining the High School Equivalency (HSE) feel less of a burden. By hosting and leading this Student Council meeting, I hope I can understand and interpret the ideas of the students, so that then I can translate them back up to the chain of command to ultimately improve Pathways to Graduation in a small or major way. Finally, I hoping this event will get the students to help us improve the recruitment methods will help come up with ideas to help required students that were once in their shoes.

Mr. Vasquez
SAFETY FIRST!

ACCURACY AND PRECISION IN SCIENCE

Pictures of my science class conducting an experiment modeling precision and accuracy using bean bags.

Mrs. Cummings

FALLING INTO FALL

Students in Ms. Hoffmann's classes cut out fall leaves and chose inspirational quotes to write on them to decorate the class room.

Mrs. Hoffmann
TURNING STUDENTS INTO MATHLETES; ALL WITH A COMMON GOAL!!!!

These first few weeks of school are a crucial time for setting the stage for learning. The classroom environment is designed to foster inclusivity, promote self awareness, and allow access to resources so students can progress as rapidly as they are able. To do this we set the stage for learning by exploring our motivations for learning, what we would like to accomplish and what we will do to get there. Students are like athletes in training (Mathletes) and discussed their motivations, their end goals, and their actions they will take to cross the proverbial finish line. An earlier survey from Mr. Murphy's class revealed that students wanted more TASC related lessons. This celebration of student motivation and focus was designed to foster their growth by creating a sense of ownership of the classroom through representation in a literal way. They are portrayed as figures running for the proverbial Finish Line and have Hurdles to overcome in their way.

Lessons in rubicon are focused on Numbers Operations. We took a twist on those concepts by applying them directly to the goal of success in overcoming the hurdles in their way to success. We developed test taking strategies that may effectively assist them in improving test scores. We set pacing schedules through lessons on finding unit rates and applying them to pacing guides and determining how many questions per minutes are needed to solve questions. We set up a Training Center where students can continue advancing at their own pace through TASC supplemental exercises and worksheets aligned with daily lessons to take them to TASC preparedness at their pace. These supplementals are broken into categories relating to TASC math subjects aligning what we learn in the classroom with their immediate forseeable hurdles. Students took a diagnostic test in Math and then
applied the concepts of data collection and analysis to create Box and Whisker plots to the aggregated test scores and analyzed the results of the data. Math concepts became real and were using the skills to understand and advance their own education.

Finally, according to the data collected with Mr. Murphy's survey, students had asked for more interesting lessons and more games. We addressed this in the beginner class by focusing on including speaking and listening lessons on reading words, writing algebraic expressions, and hands on lessons. The hands on project had students solving the circumference formula for pi and then drawing and measuring diameter and circumference for these circles. These students then made charts and posters solving for pi with their own calculations. More advanced students were trained to use graphic organizers as problem solving strategies to foster mathematical thinking skills. These skills are what can make the difference between completion of a difficult problem or giving up that can happen all too easily with the ENL student. Furthermore, more advanced students were introduced to fraction and decimal dominoes to encourage and foster automaticity in decimal fraction conversions.

In sum, we have had an extremely busy few weeks setting the stage for learning and taking ownership of the classroom experience. Students feel connected to the curriculum and directly apply learned skills to empower themselves. I feel an unquantifiable increase in student investment in the learning process and students show an interest in their learning in a refreshing way when they can connect it to monitoring their own progress towards their goals.

Mr. Nowar
RABBIT AND LONG SYNDROME:

Hit the Mark With Digital Media Exit Cards

By Matt Levinson

Exit cards can be easy—and sometimes even fun—for students to create with a variety of digital tools.

In my first year of teaching English, I had to teach prepositions to sixth graders. I fumbled around for an entry point and reached out to a more seasoned colleague, who suggested that I employ the analogy of the rabbit and the log.

The approach was simple: Draw a picture of a log on the board and a rabbit on a piece of paper and then place the rabbit in different positions in relation to the log. This would draw out the use of prepositions—“the rabbit is on the log” versus “the rabbit is in the log” or “the rabbit is beside the log.” It sounded like a sensible approach.

Rabbit-and-Log Syndrome

I went into the class and did as he had explained. The engagement of the students was off the charts. Kids were jumping out of their seats to place the rabbit in relation to the log. They seemed to be really getting it and understanding prepositions. I couldn’t believe how easy this was.

The next day, I had to leave early to coach a soccer game, so I asked my department chair if she could cover my class. She started by reviewing what we had done around prepositions the day before, and she saw several confused and puzzled faces among the students.

“What’s wrong?” she asked. One of the students replied, “We didn’t learn anything about prepositions yesterday. We learned about rabbits and logs.”

She chuckled and then moved into the lesson to make sure the students understood what a preposition was.

The following day she said to me, “I think you might need to review prepositions again,” and recounted what had happened.

That experience served as a major aha moment to me as a young teacher—I realized I needed to have some way of assessing what students were learning both as the class was unfolding and at the completion of class. So I started using exit cards—3x5 notecards for students to write down something they had learned.

I used a variety of prompts, such as a word, a question, a phrase, a haiku, a quote, a picture, etc. I gained invaluable daily data through the exit cards and recognized how critical frequent assessment is to ensuring understanding. I used the results to figure out next steps and to revisit a topic that didn’t quite hit the mark.
Digital Media Exit Cards

Today, with the explosion of digital media, teachers have so many tools at their disposal for this kind of assessment. What would a digital media exit card look like? Here are some possibilities that utilize mobile devices:

- A short video posted to MixBit, a video sharing tool
- A tweet that boils down the essence of the class to 140 characters
- A photo illustrating the key learning moment posted on a class Instagram account
- A question posted to a class Edmodo account inviting a continuation of the learning outside of class

The key 21st-century skill in all of these approaches is synthesis, the ability to cut to the essence of an idea or concept and communicate it in an effective, succinct, compelling manner.

For teachers, the key is how to get the learning to spill out of the classroom and continue the conversation. As the school year starts, digital tools and mobile devices are perfect resources for breaking down the walls of the classroom, gathering immediate feedback on learning, and sharing learning in social media communities.

And digital exit cards can help teachers take the pulse of what kids are learning, avoiding the rabbit-and-log syndrome of kids missing the mark on a lesson.
Do you want to become a **PHARMACY TECHNICIAN**?

COME AND JOIN US!
LEARN MORE ABOUT BECOMING A PHARMACY TECHNICIAN...

**What:** Launching of Pharmacy Tech. Program  
**When:** October 10, 2017 at 10:00 – 12:00 noon  
**Where:** South Shore High School Complex

*A Pharmacist from CVS will be our invited speaker. Please prepare any questions pertinent to the job. See you then!*
Pharmacy Technician Industry
& FAQ's

WHAT DO PHARMACY TECHNICIANS DO?

- Under the supervision of a pharmacist, technicians will prepare medications; measure; mix; count; and label dosages according to prescriptions. Technicians also receive and verify prescriptions and refills, maintain storage and security conditions, and receive and store incoming supplies.

WHERE DO PHARMACY TECHNICIANS WORK?

- RETAIL PHARMACIES
- GROCERY STORES
- HEALTHCARE FACILITIES
- DRUG STORES
- HOSPITALS
- MAIL ORDER PHARMACIES
- NURSING HOMES
- OUTPATIENT CLINICS

WHAT ARE THE TYPICAL HOURS FOR A PHARMACY TECHNICIANS?

- FULL TIME
- DAY SHIFT
- PART-TIME
- EVENING SHIFT
- WEEKENDS
- FLEXIBLE

HOW MUCH INCOME CAN YOU EARN?

- $23,000 - $42,000 ANNUALLY
- $11 - $20 HOURLY (EXPERIENCE/EDUCATION)
THE MELTING POT
Immigrant Services Newsletter

Upcoming Immigration Legal Service Events

Brooklyn
Wednesday, October 18th, 2017
ActionNYC Legal Clinic
9am-5pm
69 Schermerhorn St
Brooklyn, NY 11222
*Appointment only
Contact: Natasha Singh
NSingh16@schools.nyc.gov

Manhattan
Thursday, October 19th 2017
NYLAG Legal Clinic
11am-6pm
269 West 35th St
New York, NY 10001
*Appointment only
Contact: Evelyn Garcia
Egarcia56@schools.nyc.gov

Immigration Policy Update

District 79 has officially partnered with the New York Legal Assistance Group (NYLAG) and the Mayor’s Office of Immigrant Affairs (MOIA) ActionNYC to provide free, ongoing immigration legal assistance and Know your Rights workshops for students and families! As you may be aware, there are multiple policy changes affecting immigrant populations including the cancellation of DACA and new restrictions on travel from Chad, Iran, Libya, North Korea, Somalia, Syria, Venezuela and Yemen. All District 79 students and their family members who have questions about their immigration status, work authorization, citizenship, family petitions, and/or travel restrictions should meet with an immigration lawyer. Note, we had over 80 students enrolled in P2G from Yemen last school year so please keep this population in mind.

SPOTLIGHT IDNYC
OCTOBER

Staten Island  13
Brooklyn  7
Manhattan  7

If you have questions about IDNYC, would like to refer a student for legal services, or request a workshop:
Please contact your borough Outreach Coordinator for Immigrant Services

Evelyn Garcia
Egarcia56@schools.nyc.gov
BRONX, MANHATTAN

Natasha Singh
NSingh16@schools.nyc.gov
BROOKLYN, QUEENS, STATEN ISLAND
EVENTS:

- 10/9 Columbus Day: no School
- 10/11 Meeting #2 for P2G Brooklyn North @ Schermerhorn St. 2:00 pm start time!
- 10/16 SS Peer Inter-Visitations
- 10/17 Family Night @ Schermerhorn St.
- 10/24 ORT
- 10/25 TASC
- 11/3 POST TABE
- 11/6 MOCK ORT
- 11/7 Chancellors Conference Day
- 11/10 Jupiter Ed report cards
- 11/13 Cycle #2 Begins