GRADUATES: 
LY/YTD
• DREAMS: 5/15
• DSSM: 7/6
• KAISER PARK: NA/0
• MURROW: 39/35
• SCHERMERHORN: 53/55

EMPLOYEE OF
THE WEEK

ATTENDANCE:

• DREAMS: 48%
• DSSM: 59%
• KAISER PARK: 60%
• MURROW: 86%
• SCHERMERHORN ST: 47%

STUDENT OF
THE WEEK

BK NORTH EXAMINER

“STI AWARENESS”
STEP UP TO STI AWARENESS

This week the students were able to engage in a healthy discussion about Sexually Transmitted Infections and Diseases, with the NYC Department of Health and Mental Hygiene. The presentation covered different paths of infection and prevention strategies. At the end of the discussion presentation, the students were given the option of screening for two types of STI's; Chlamydia and Gonorrhea. For confidentiality sake, each student was escorted to the bathroom and in the bathroom, they decided privately whether or not to take the urine STD test.

It was a great experience to have the NYC Department of Health and Hygiene conduct this presentation to our students so they are aware of the results that can happen when they are not fully careful and ways to prevent any and all types of risks.

Mrs. Greenaway-Peters
The Step Up School Screening Program presentation was both informative and had a profound impact on the students. The presentation was presented by the Department of Health, and was located at the Schermerhorn P2G site. There were three different sessions that occurred from the hours of 10:00am until 1:20pm. Students were divided into two groups in an effort to create a more personal and intimate setting.

The presenters started the presentation out by asking students some general questions in a effort to gauge how much previous knowledge the students had about STI's. After that, students were then shown a video clip of a woman who was sharing her own personal experiences with having an STI. This video provided a realistic example of how anyone can contract an STI. After the video presentation was complete students were given a brown paper bag that had a plastic cup in it in addition too two pieces of paper. One of the papers in the bag had a list of all available testing centers The Department of Health provides, and the other piece of paper was for the students to put their contact information on. At this time, the students were told that every one is to take the bag into the bathroom, and that it was up to them if they wanted to urinate in the cup for STI testing or not. Once they walk out of the restroom they are to give the bag to the designated representative. The Procedure was found to be most efficient because confidentiality was maintained.

The presenters made it clear that getting tested is a choice, and that no one is being forced to test. The presenter ended the presentation by stating that it only takes one unprotected situation to change your life so getting tested and having protected sex is not a choice but an obligation to your self and to your partner. This was an extremely for filling presentation and the students were fully engaged. The student feedback was positive; when students were asked what they would have added to the presentation to improve it they replied by stating they wish they were given condoms because they often cant afford them.

Mr. Hills-Dozier
RECOGNIZING AND ALLEVIATING MATH ANXIETY

Math anxiety affects almost half of elementary school students. Spot the symptoms and use these strategies to counteract it.

By Gina Picha

Math anxiety is much more than a dislike for the subject—it’s a real problem for students, one that blocks the brain’s working memory and starts a self-perpetuating cycle of math avoidance, low achievement, and fear. This form of anxiety manifests as early as kindergarten, and nearly half of elementary school children experience it.

Signs and Symptoms

Avoidance: Math anxiety and math avoidance go hand in hand. Do you have students who seem to grasp at any reason to leave the classroom during math instruction? This could be more than just a student trying to get out of work. Students with high levels of math anxiety tend to avoid mathematics at all costs.

In class, this may look like misbehaving, off-task behavior, or frequent visits to the nurse. But avoidance may be hard to recognize because some of our math-anxious students have perfected the skill of doing very little math without drawing too much
Lack of response: Do you have students who seem to freeze when asked a question involving math? When students have math anxiety, any math-related question can make them feel extremely stressed. They lack full access to their working memory, making it nearly impossible for them to think clearly. They may even have this reaction when they know the answer—it’s the fear that is standing in the way, not the math.

Tears or anger: Tears or anger might signal anxiety, especially if they appear only during math. Students with math anxiety tend to be very hard on themselves and work under the harmful and false assumption that being good at math means getting correct answers quickly. These beliefs and thoughts are quite crippling.

Negative self-talk: Students suffering from math anxiety have negative thoughts about the subject and their own abilities. Much of this talk may happen in their heads, making it difficult to catch, but some students may share these comments out loud with peers and teachers, saying things like, “I hate math. I’m not good at math. I’ll never be able to do this.”

Low achievement: Given that math-anxious students avoid math, it’s not surprising that this also affects their achievement. With less exposure to math than their peers, these students tend to do poorly on assignments and assessments. And students begin to see low grades as labels that verify their belief that they just can’t do math.
Strategies to Support Healthy Math Identities

Provide students with time to understand the why: It may seem like a good idea to help struggling students by focusing on procedures, but this may actually make things worse. Many math-anxious students tend to see math as a series of nonsensical steps that must be memorized.

For example, students are often taught to multiply decimals by moving the decimal out of the factors and back into the product. This makes little sense to students who haven’t developed a conceptual understanding of place value and decimals—they’re left asking procedural questions such as, “Which way do I move the decimal?”

All students deserve the time to truly understand the math they’re being asked to do. Skipping this time shortchanges our students and gives them a joyless math—one requiring a lot of memory, repetitive steps, and anxiety.

Use healthy and accurate messages: One way to support math-anxious students is to have regular class conversations about negative beliefs. Reassuring students that there’s no such thing as a math person, or special people born more capable in math, will reduce their anxiety and help them see themselves as mathematicians.

The words that teachers use when conferring with students are also important. Praising students for correct answers, speed, or good grades does little in the way of providing useful feedback. On the other hand, using specific comments about processes students use to solve problems, their decision to represent the math in multiple ways, or their use of particular sense-making strategies encourages all students and makes the math accessible to all.

Allow think time when asking questions: For a student with math anxiety, being asked a question in front of others can be an excruciating experience. On-the-spot questioning can also send the unintended message that mathematics is about quickly firing off answers.
Giving students appropriate think time supports them in developing conceptual understanding and communicates that being fast at math is not the same as being good at it.

Students do their best learning when they feel comfortable and safe. A fear that the teacher may call their name at any moment causes some students to focus on the fear instead of the math. If the worry of being singled out is removed, students will have the time and space to think deeply as mathematicians and, with time, may begin to volunteer their ideas.

**Use mixed-ability grouping:** Struggling students are often put together in math groups in order for the teacher to give targeted instruction. But students rarely exit from these groups and often receive very different math instruction than their high-performing peers. And such groups can confirm the negative opinions some students have about their abilities.

Heterogeneous grouping serves all students by giving everyone access to high-quality math and to different ideas and perspectives. And math tasks with multiple entry points are a great way to foster healthy problem solving that allows for students to share multiple methods and strategies.
DATE: June 6th, 2018
TIME: 10:00 a.m.-12:00 p.m.
Lunch will be served at 12:30 p.m.
LOCATION: MARCY HUB
Auditorium
832 Marcy Avenue
Brooklyn, NY 11216
UP AND COMING EVENTS

› 5/21 Final Learning Walk
› 5/22 ORT
› 5/23 TASC
› 5/28 Memorial Day
› 5/30 Field Day
› 6/1 Staff celebration at Marcy
› 6/6 Math Tournament @ Marcy
› 6/7 Chancellors Pd day
› 6/11 Prom
› 6/20 Graduation
› 6/26 LAST DAY OF SCHOOL