Brooklyn North High Schools

Updates for District 15

December 2025

Dr. Rushell White – Superintendent IA

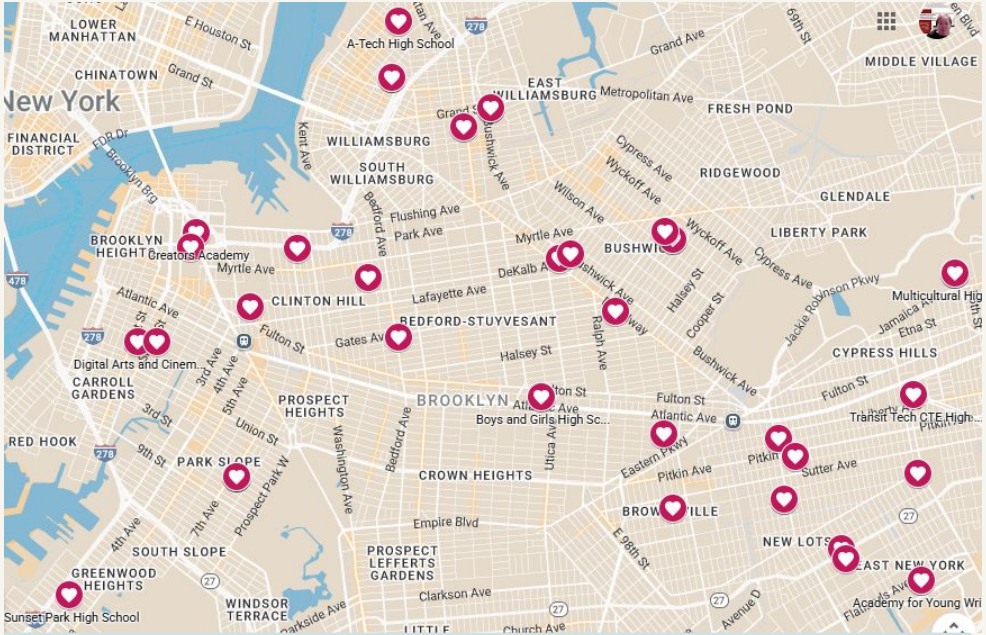
Yuet Chu – Executive Director of School Support

Corrine Mattis – Family Support Coordinator

Brooklyn North High Schools

Centering Children ✦ Leading with Love ✦ Innovating for Tomorrow

District Overview



[Click HERE](#) to view an interactive map to learn more!

District Data
As of 11/27/2025
Enrollment: 25,502
Attendance: 89.5%
Chronic Absenteeism: 25.6%

School Type
High Schools: 42
Secondary Schools: 5
SWD: 18% M/ELL: 10%
STH: 12% EconD: 73%

15K429	Digital Arts and Cinema Technology High School
15K462	John Jay School for Law
15K463	Cyberarts Studio Academy (CASA)
15K464	Park Slope Collegiate
15K519	Cobble Hill School of American Studies
15K667	Sunset Park High School
15K684	Millennium Brooklyn High School

Brooklyn North High Schools

District Vision

Each student will be provided with a loving, inclusive learning community where they can pursue their passions, achieve academic excellence and economic freedom by graduating within four years, college- and career-ready, highly qualified to collaborate, communicate, think critically, and be creative to persist as global citizens.

District Mission

BKNHS will operationalize the ***Centering Children, Leading with Love, and Innovating for Tomorrow*** being data-driven, building collective efficacy, and using an asset-based lens to ensure that each student is provided with loving, inclusive learning communities where they can pursue their passions, achieve academic excellence and economic freedom.

Superintendent's Message

November 2025

Dear Brooklyn North High Schools Family,

I cannot express enough how deeply grateful I am for the opportunity to collaborate with some of the brightest, most creative, and most compassionate individuals in education. Each staff member in our 47 schools across 7 districts carries the profound responsibility of building strong, thoughtful systems that ensure our 25,500+. students have access to the very best experiences across our schools. Their commitment shows in every decision they make and every moment they invest in shaping meaningful learning environments.

Every day, our educators work tirelessly to open pathways for college and career readiness, cultivate partnerships that enrich our students' lives, refine pedagogical practices to meet evolving needs, and leverage resources with care and intention. We broaden horizons by exposing our young people to the arts, to cultures beyond their own, and to the responsibilities and joys of global citizenship. And through it all, we continue to center children, lead with love, ground our choices in equity, and innovate with a vision for tomorrow.

Our families are instrumental to this our vision and mission. To empower families to actively support our district's vision for mathematics, our district specialists have compiled some resources that we are proud to share with you - BKNHS Math Curriculum Resources.

Wishing our entire Brooklyn North High Schools family a warm and wonderful holiday season. Thank you for everything you do, every single day.

With gratitude,

Dr. Rushell White
Interim Acting Superintendent
Brooklyn North High Schools
Districts 13,14,15,16,19,23 & 32

Rushell White, Ed.D
Superintendent IA

Brooklyn North High Schools
District 13, 14, 15, 16, 19, 23, 32

Brooklyn North High Schools

Celebrates!

With gratitude to our parent leaders, parent coordinators, and CEC colleagues for joining Superintendent White's Welcome Event!

Brooklyn North High Schools

Learns!

Our parent coordinators and school counselors joined forces for a day of collaborative learning to strengthen their skills in de-escalation and build upon their support tool-boxes.

BKNHS SY25/26 District Goals

Goal 1: ***(DCEP) Priority 4***

By June 2026, BKNHS schools will ensure all students graduate college and career ready and have a strong plan and pathway to economic security.

As a result, enrollment in advanced courses for all students will increase by 3% to 77%; 1:1 college and career advising session for all students will increase by 6% to 95% (with comparable increases for subgroups of STH & SWD); and the number of schools offering the New York State Seal of Biliteracy (NYSSB) to all students will increase by 2 to 20 schools.

Goal 2: ***Priorities 1 & 3***

By June 2026, all BKNHS schools will provide student learning experiences that are literacy-based, culturally responsive and sustaining, include standards-aligned curricula with formative assessments for progress monitoring, differentiated to meet student needs, and integrates highly impactful instructional practices.

As a result, average district Regents scores for all students will increase by 3-7 points for ELA and Algebra I.

Goal 3: ***Priority 2 & Attendance***

By June 2026, BKNHS will provide holistic instructional programs in which all students have access to opportunities that are meaningful, inform purpose, inspire activism, and aligned to support viable college and career pathways post high school. School stakeholders will organize systems and structures to ensure an emotionally and physically safe learning environment that effectively engages students.

As a result, we will decrease high level infractions (level 4/5) by 3%, reduce repeat suspensions by 2%, increase student connectedness by 5%, increase attendance by 2%, and reduce chronic absenteeism by 3%.

Goal 4: ***Priority 5***

By June 2026, all BKNHS schools will expand family involvement and increase enrollment through Collaboration with community stakeholders and external partners; and empowering parents to be supporters, monitors, and advocates to sustain and advance student academic outcomes and personal success.

As a result, the NYC School Survey family responses will reflect a 2-percentage point increase in affirmative responses on school events and communicating with teachers. Enrollment at our 5 smallest schools will increase by an average of 5%.

Priority 3: All Students have a high quality academic experience

District Objectives:

Increase all students' performance on the Algebra 1 Regents exams

Action steps

i. Provide monthly professional learning to develop instructional practice with support for SWD and ELL students
ii. Conduct daily school visits to provide hands on support implementing the IM curriculum across Algebra classrooms
iii. Develop and maintain robust systems for ongoing progress monitoring of student achievement with the lowest performing standards throughout the school year.

Decrease the number of students scoring far below average performance on the MAP growth universal screener

Action steps

a. Ensure schools administer a secondary screener as needed, to verify results and inform intervention.
b. Support progress monitoring of interventions and the implementation of multi-tiered systems of support.

Priority 3: All Students have a high quality academic experience

To support our schools towards meeting math achievement goals:

BKNHS will continue to partner with **NYC Solves** to:

- strengthen math skills for all students
- implement high-quality, research-based curricula
- provide extensive teacher training and coaching

This NYCPS initiative aims to **improve** student performance by **shifting** the focus from *procedural memorization* to **conceptual understanding** and **real-world application**

Through this initiative, **45 of our 47 schools** are in either Year 2 or Year 3 of implementing Illustrative Math (IM)

Grounding the Work
NYCPS Vision for Mathematics

New York City Public Schools aims to disrupt inequities in mathematics education for all students, with particular attention to those who have been historically marginalized students in our system. We stand for the truth that every child has powerful mathematics potential and acknowledge that it is the role of all educators in the system to ensure that every child receives whatever they need to develop their full academic and social-emotional potential and to thrive in mathematics, every day.

We envision a mathematics learning experience where:

- Students are empowered to make sense of mathematics both in the classroom and beyond including developing mathematical thinking and regularly engaging in mathematical collaboration and discourse;
- Teachers facilitate instruction that is student-centered, inquiry-based, coherent and in an environment that fosters belonging and high expectations; and
- Content provides opportunities for students to engage in productive struggle with cognitively demanding, mathematical concepts that are connected to one another and the world around them.

NYC Solves Instructional Shifts

NYC Reads and Solves Instructional Vision for 25-26 SY

Centering Student Thinking:

Grade-Level Content, **Every Child**, **Every Day**

NYC Solves Instructional Focus

Doing Mathematics:
Every Student, Every Day

Shifts-aligned instructional practices

create access to grade-level mathematics

Shifts-aligned scaffolds

ensure that diverse learners, including historically marginalized students, are able to engage with grade-level mathematics through culturally responsive practices

Shifts-aligned instructional practices

create access to grade-level mathematics

BEGINNING WITH SENSE MAKING 1

LOW-FLOOR HIGH-CEILING TASKS 2

The first two Math Shifts work together to ensure that all students engage deeply with mathematical ideas from the very beginning, positioning student thinking at the center of learning while fostering access and agency in meaningful, grade-level mathematics.

Imagine IM Curriculum

- **Problem-based learning:** Students learn by solving problems in mathematical and real-world contexts.
- **Student-centered discourse:** The curriculum encourages students to talk about, write about, and justify their reasoning, fostering a deeper understanding.
- **Conceptual understanding:** Lessons are designed to help students build a deep, connected understanding of mathematical concepts, rather than just memorizing procedures.
- **Standards-aligned:** The curriculum is built to align with both content and practice standards for each grade level.
- **Coherent design:** Lessons and units are structured to tell a coherent mathematical story across grade levels, helping students see math as a connected set of ideas.
- **Equity and inclusion:** The curriculum includes features designed to be equitable and inclusive, such as lessons that center ethnically diverse cultures.
- **Assessment:** It includes formative and summative assessments to gauge student learning.

With unique knowledge and needs, every student enters the mathematics learning community as a capable learner of meaningful mathematics.

Mathematics instruction that supports students in viewing themselves as capable and competent leverages and builds upon the funds of knowledge they bring to the classroom. Instruction is grounded in equitable structures and practices that provide all students with access to grade-level content and provide teachers with necessary guidance to listen to, learn from, and support each student.

NYC Solves SY25/26 Pacing Guides - Algebra 1

Illustrative Mathematics Algebra 1 Pacing At-A-Glance

Yearlong Pacing Template

Pacing Information		NGMLS Alignment			Additional Resources
Unit Teacher flex is supported and encouraged Prioritze unit completion	**Teacher Flexibility Window**	**Supplemental Lessons**	**Deprioritized Lessons**	**% on Regents** *Based on the new NGMLS-aligned Regents exam (June 2024, August 2024, January 2025)	
Unit 1 - **One-Variable Statistics** *Standards: S.ID.1, S.ID.2, S.ID.3*	September 10-15 periods		Lessons 2, 5-8, 16	2-5%	Unit Overviews
Unit 2 - **Linear Equations and Systems** *Standards: N.Q.1, A.SSE.1, A.CED.2, A.CED.3, A.CED.4, A.REI, A.REI.1a, A.REI.3, A.REI.6a, A.REI.10*	September - November 18 - 23 periods	Lessons C & D in Section B	Lessons 2, 18-19	17% - 27%	NYCPS Adjustments for NGMLS Alignment
Unit 3 - **Two-Variable Statistics** *Standards: N.Q.3, S.ID.5, S.ID.6, S.ID.6.a, S.ID.7. S.ID.8, S.ID.9*	November 9 - 11 periods		Lesson 6, 10	7-8%	Detailed Standards Alignment
Unit 4 - **Linear Inequalities and Systems** *Standards: N.Q.1, A.CED.1, A.CED.3, A.REI.3, A.REI.10, A.REI.12*	November - December 9 - 11 periods		Lesson 9	7% - 10%	Routines
Unit 5 - **Functions** *Standards: A.CED.4, A.REI.1, A.REI.11, F.IF.1, F.IF.2, F.IF.4, F.IF.5, F.IF.6, F.IF.7, F.BF.1, F.BF.1a, F.BF.3a, S.ID.6, S.ID.6a*	December - January 16 - 19 periods		Lessons 15-19	9-15%	Useful Links
Unit 6 - **Introduction to Exponential Functions** *Standards: N.Q.1, A.SSE.1, A.SSE.1b, A.SSE.3c, A.CED.2, F.IF.2, F.IF.3, F.IF.4, F.IF.5, F.IF.6, F.IF.7, F.BF.1a, F.LE.2, F.LE.3, F.LE.5, S-ID.6a*	January - March 19 - 28 periods	Sequences	Lessons 8-10, 13-14	9-10%	Pacing Guide Feedback
Unit 7 - **Introduction to Quadratic Functions** *Standards: A.SSE.1, A.SSE.2, A.SSE.3, A.APR.3, F.IF.2, F.IF.5, F.IF.7, F.IF.7a, F.IF.8, F.IF.9, F.BF.1, F.BF.1a, F.BF.3, F.BF.3a, F.LE.3*	March - April 18 - 21 periods	Operations with polynomials	Lesson 13	9-18%	Algebra 1 Regents IM Alignment
Unit 8 - **Quadratic Equations** *Standards: N.RN.3, A.CED.1, A.REI.1a, A.REI.3, A.REI.4, A.REI.4a, A.REI.4b, A.REI.7a, A.REI.10, A.SSE.2, A.SSE.3, A.APR.3, F.IF.2, F.IF.4, F.IF.5, F.IF.7a, F.IF.8, F.IF.8a, F.IF.9*	April - June 23 - 30 periods	Lessons A & B in Section E	Lessons 10, 13-14, 19	19-25%	

NYC Solves SY25/26 Pacing Guides - Geometry

Illustrative Mathematics Geometry Pacing At-A-Glance

Yearlong Pacing Template

Pacing Information		NGMLS Alignment			Additional Resources
Unit Teacher flex is supported and encouraged Prioritze unit completion	**Teacher Flexibility Window**	**Supplemental Lessons**	**Deprioritized Lessons**	**% on State Assessment** *Based on the new NGMLS-aligned State Assessments	
Unit 1 - **Constructions and Rigid Transformations** *Standards: G.CO.1, G.CO.2, G.CO.3, G.CO.4, G.CO.5, G.CO.9, G.CO.10, G.CO.12, G.CO.13, G.MG.3*	September - October 22 - 32 days	TBD	Lessons 8-9, 22		Unit Overviews
Unit 2 - **Congruence** *Standards: G.CO.1, G.CO.5, G.CO.6, G.CO.7, G.CO.8, G.CO.9, G.CO.10, G.CO.11*	October - November 11 - 19 days	TBD	Lessons 4, 10-11, 14-15		NYCPS Adjustments for NGMLS Alignment
Unit 3 - **Similarity** *Standards: G.CO.2, G.CO.10, G.SRT.1, G.SRT.1a, G.SRT.1b, G.SRT.2, G.SRT.3, G.SRT.4, G.SRT.5, G.SRT.5a, G.SRT.5b, G.C.1, G.MG.3*	December - January 14 - 22 days		Lessons 2, 12, 14,17		Detailed Standards Alignment
Unit 4 - **Right Triangle Trigonometry** *Standards: G.SRT.5, G.SRT.5a, G.SRT.6, G.SRT.7, G.SRT.8, G.GMD.1, G.MG.3*	January - February 12 - 17	TBD	Lesson 12		Routines
Unit 5 - **Solid Geometry** *Standards: G.SRT.8, G.GMD.1, G.GMD.3, G.GMD.4, G.MG.1, G.MG.2, G.MG.3*	February - March 19 - 22				Useful Links
Unit 6 - **Coordinate Geometry** *Standards: G.CO.1, G.CO.2, G.CO.5, G.CO.10, G.SRT.5, G.SRT.5a, G.C.2a, G.C.2b, G.GPE.1a, G.GPE.4, G.GPE.5, G.GPE.5a, G.GPE.5b, G.GPE.5c, G.GPE.6*	March - May 15 - 22		Lessons 7-8, 13		Pacing Guide Feedback
Unit 7 - **Circles** *Standards: G.CO.9, G.CO.10, G.SRT.5a, G.SRT.5b, G.SRT.8, G.C.2a, G.C.2b, G.C.5, G.GMD.1, G.MG.3*	May - June 11 - 18	TBD	Lessons 11-13		Geometry Regents IM Aligned Problems
Unit 8 - Conditional Probability *Standards: S.CP.1, S.CP.4, S.CP.7*	N/A		This Unit has been moved to the Algebra 2 course		

NYC Solves SY25/26 Pacing Guides - Algebra 2

Illustrative Mathematics Algebra 2 Pacing At-A-Glance

Yearlong Pacing Template

Pacing Information		NGMLS Alignment		Additional Resources
Unit Teacher flex is supported and encouraged Prioritze unit completion	**Teacher Flexibility Window**	**Supplemental Lessons**	**Deprioritized Lessons**	
Unit 1 - Sequences and Functions *Standards: F.IF.3, F.IF.5, F.BF.1a, F.BF.2, F.LE.2*	September 12 - 16 periods	Sigma Notation: AII-F.BF.6	Lesson 4	Unit Overviews
Unit 2 - Polynomial Functions *Standards: A.SSE.2, A.APR.2, A.APR.3, A.APR.6, A.CED.1, A.REI.1b, A.REI.2, A.REI.7b, A.REI.11, F.IF.4, F.IF.7, F.IF.7c*	October 15 - 22 periods	Factoring: AII-A.SSE.2 Synthetic Division: AII-A.APR.2		NYCPS Adjustments for NGMLS Alignment
Unit 3 - Rational Functions and Equations *Standards: N.RN.1, N.RN.2, A.REI.1b, A.REI.2, A.REI.4b, A.REI.11*	October - November 9 - 15 periods		Lessons 5, 8, 9	Detailed Standards Alignment
Unit 4 - Complex Numbers and Rational Exponents *Standards: N.CN.1, N.CN.2, A.REI.4b, A.REI.11*	November - December 14 - 23 periods		Lesson 10 and 11	Routines
Unit 5 - Exponential Functions and Equations *Standards: N.RN.1, A.SSE.3, A.SSE.3c, A.REI.11 F.IF.4, F.IF.7, F.IF.7e, F.IF.8b, F.BF.1a, F.LE.2, F.LE.4, F.LE.5*	December - January 18 - 24 periods	Expoenents and Logarithms as Inverses: AII-F.BF.5a		Useful Links
Unit 6 - Transformations of Functions *Standards: F.IF.4, F.IF.8, F.BF.1, F.BF.1b, F.BF.3b, S.ID.6a*	January - February 14 - 22 periods		Lesson 6	Pacing Guide Feedback
Unit 7 - Trigonometric Functions *Standards: F.IF.4, F.IF.7, F.IF.7e, F.BF.3b, F.TF.1, F.TF.2, F.TF.5, F.TF.8*	February - April 21 - 27 periods	Symmetry and Periodicity of Trig Functions: AII-F.TF.4 Horizontal Shifting of Trig Functions: AII-F.TF.5		
Unit 8 - Statistical Inferences *Standards: S.ID.4a, S.ID.4b, S.IC.2, S.IC.3, S.IC.4, S.IC.6a*	April - May 16 - 24 periods	Quadratic and Power Models for Regression: AII-S.ID.6a		
Unit 9 - Conditional Probability *Standards: S.CP.1, S.CP.4, S.CP.7*	May 7 - 13 periods	This unit has been moved from the Geometry course.		

Elements of an Engaging BKNHS Classroom

- Socratic Seminar
- Station Teaching
- Gallery Walks
- Student to Student Discussions
- Student Collaboration
- Inquiry Based Learning
- Experiential Learning
- Hands on Experiments
- Text talks/ Literature Circles
- Debate

Resources to Support Teachers

- Station Teaching
- Socratic Seminar
- Discussion Strategies pgs 4-11
- Reading protocols
- IM Instructional Routines
- Close reading Strategies

Elements of an Imagine IM Classroom

- Use of graphing calculators
- Availability of Anchor Charts for students to reference
- Modeling of exemplars by teachers
- Students invited to showcase their work as well (ideally, multiple solutions and different ways of tackling a task whenever possible)
- Co-teaching strategies (parallel teaching, station teaching, alternative teaching)
- Regents-Aligned practice alongside IM tasks
- Strategies to enhance access for our SWD students

Mathematics Supports in SY2025-26

Teachers

- District Collaborative Planning Sessions: 4 full-day session throughout the school year
- Curriculum Unpacking Sessions: supportive for teachers who need content support
- Teacher Leaders - 3 full-day sessions throughout the year in addition to the Collaborative Planning Sessions.

Assistant Principals

- Math Assistant Principals attend teacher PL sessions and receive support from District Math Specialists on how to supervise and support their teachers.

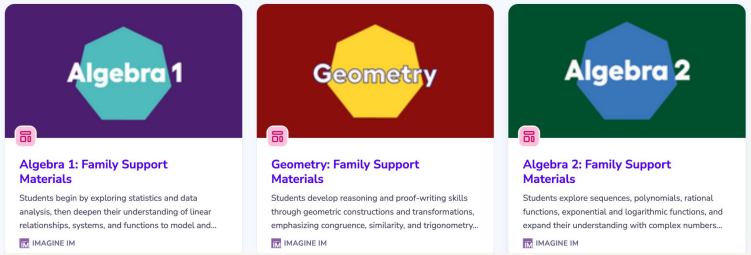
Principals

- Platform data overview by Curriculum Vendor
- In-person kick-off and leadership series in conjunction with our principals conferences
- 2 supported intervisitations by Central

Our two dedicated district math specialists collaborate with NYC Solves to provide tailored professional learning as well as in-school supports to teachers, APs and principals.

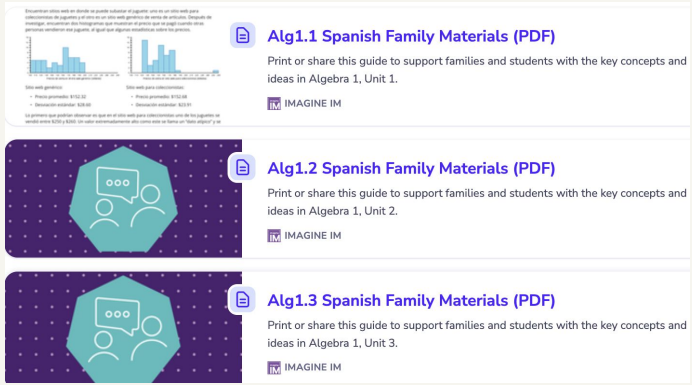
IM Family Resources - ILC

- The Family Support Hub (Imagine IM v. 360) has links to resources including family support materials for each grade and course.



- The Information for Families page (Imagine IM v. 360) provides an overview of the IM curriculum and problem-based learning.

- The Family Support Letters (Imagine IM v. 360): Each unit of every course has a Family Support Material page that can help families support their students with key concepts and ideas in each unit.



NYC Math Team's Tips on Helping your Child with Math

Also available in Arabic Haitian Creole Urdu Bangla Korean Chinese Russian French Spanish

NYC Department of Education

***New York City Math Team's* Tips on Helping Your Child with Math**

How can I help my child with math?

Here are some tips and suggestions that have worked for the *New York City Math Team*:

Do More of...	Avoid Doing...
Do let them know you believe in them even though math can be hard sometimes.	**Avoid** saying "I wasn't good at math either" when your child struggles, or "I'm not a math person either." This may seem comforting to our children, but it can also send the message that it is okay to give up or that you think that your child isn't capable of doing well in math.
Do let them know that everyone struggles sometimes, and that struggle is the way we learn.	
Do ensure that your child has a designated space to do their work. A defined work space can be a crucial part of establishing a remote learning routine. This will help your child separate home and school life and focus on remote learning. 	**Avoid** having your child use their bed as a workspace. As tempting and as comfortable as it might seem to do math while lying in one's bed, this can actually make it more difficult for children to concentrate and remain awake during instruction. It also can make it harder for them to sleep at night.
Do provide your child with headphones while working on the computer. It can help block out distractions and also provide them with privacy.	**Avoid** environmental distractions (such as having the TV on) while your child is doing math. Mathematics requires a lot of concentration.
Do talk to your child about the math that they are working on. Ask questions like "How did you figure that out?" and "How do you know if your answer makes sense?" 	**Avoid** telling your child how to answer math questions or giving them steps to follow. Children learn best when they have the opportunity to think about what they are doing rather than memorize procedures that they may not understand.
Do encourage your child to take time with mathematics and explain how they thought about the problem. Talking through their thinking with you can help your child develop mathematical understanding. 	**Avoid** solely focusing on right and wrong answers. Getting the answer is important, but it is not the only thing that matters. Children must take time to understand why their answers make sense.

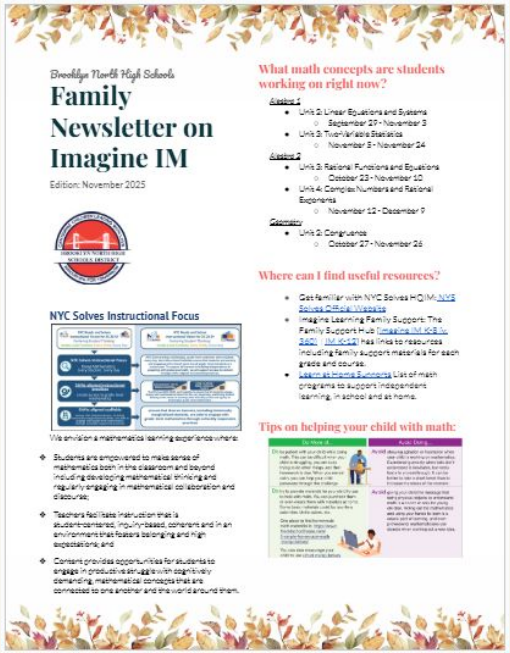
Do More of...	Avoid Doing...
Do be patient with your child while doing math. This can be difficult when your child is struggling, you are busy trying to do other things, and their homework is due. When you remain calm, you can help your child persevere through the challenge. 	**Avoid** showing agitation or frustration when your child is working on mathematics. Experiencing anxiety when kids don't understand is inevitable, but rarely leads to a breakthrough. It can be better to take a short break than to increase the stress of the moment.
Do try to provide materials for your child to use to help with math. You can purchase them or even create them with materials at home. Some basic materials could be counters, color tiles, Unifix cubes, etc. One place to find homemade math materials is: https://www.theoldschoolhouse.com/5-simple-homemade-math-manipulatives/ You can also encourage your child to use virtual manipulatives. 	**Avoid** giving your child the message that using physical objects to understand math is a crutch or only for young children. Acting out the mathematics and using your hands to learn is a crucial part of learning, and even professional mathematicians use objects when working out a new idea.
Do search online for videos to refresh your own math understanding. Khan Academy is a great resource to remind you of the math procedures that you learned when you were in school. **Do** try to understand the way the teacher is asking your child to do the math even if you have an "easier" way of doing it. The teacher may be building toward a concept and a shortcut can interfere with that process.	**Avoid** imposing your way of doing math on your child. The teacher may be asking for your child to learn different ways of doing math that will help support their understanding of math rather than just getting the answer.
Do help and encourage your child to write down a question for their teacher when they are confused about something. This practice provides two benefits: 1) The more specific the question, the better your child's teacher will be able to understand and address the specific issue; 2) Knowing what to ask is a math skill and is often more useful in the long run than the answer itself. 	**Avoid** giving your child the answer. It can make it difficult for your child's teacher to give them the support they need.

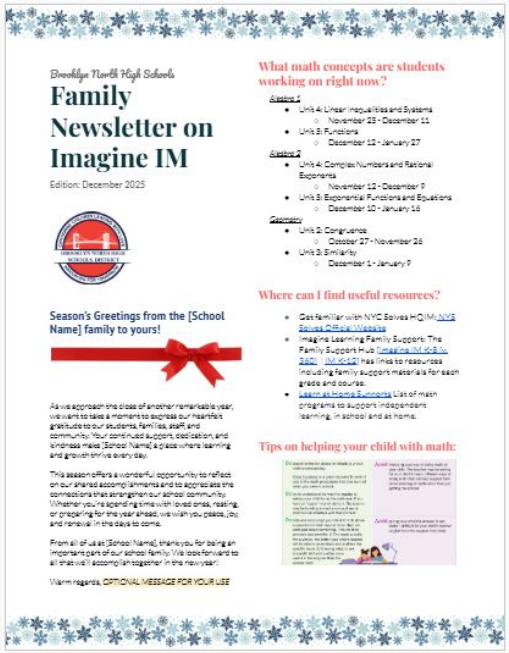
NYC Department of Education

Lead author: Scott Wolfson
Contributing authors: James Arangio, Alexa Goldstrom, Nic Vitale, Beth Wehner

IM Family Newsletter

In Brooklyn North, we continue to prioritize strong, clear, and culturally responsive communication with our families - especially as we deepen our work with high-quality math instruction across Algebra 1, Algebra 2, and Geometry. In that spirit, and as promised at recent PL sessions, the Brooklyn North District Math Team is excited to share an optional support designed specifically for our schools: a Math/IM Family Newsletter. This resource is intended to help families stay connected to what students are learning in their IM courses and strengthen the home-school partnership that is so essential to our collective success.





These images connect you to a live document that the district will continuously provide in a timely manner!

Content Areas:

- Algebra 1
- Algebra 2
- Geometry

Opportunities & Resources for *High School Students*

ArtsConnection Student Art Program:
Open Call for Teen Artwork
Deadline: December 7th, 2025 Event: Ongoing
Contact: Wendy Cohen, Teen Programs Exhibitions Manager | cohenw@artsconnection.org
Do you love to make art? Great! Now show it—submit your new or existing 2D artwork for a chance to be part of a group art exhibition in a corporate office space! Open to all NYC public school and homeschool students in grades 6-12. Selected artists (and their teacher) will receive a $100 Blick gift card. Selected artwork will be framed and displayed in a group exhibition at a private office space for 1 year, then returned. Artists will be invited to attend the exhibition opening reception in spring 2026. To apply, please visit https://teens.artsconnection.org/sap/ and fill out the online form by the deadline. The first exhibition theme is Simplicity in Complexity.

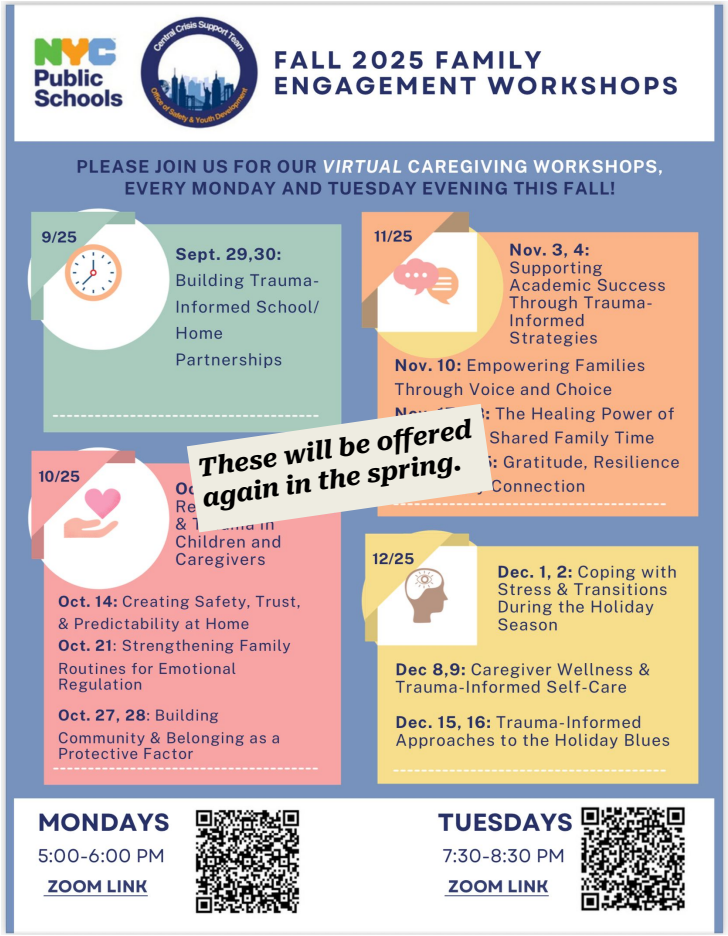
Free Tutoring with a Columbia Undergraduate Student!
Event: Ongoing
Contact: Helen Zheng | sciinspire@columbia.edu
Get tutoring support from Sci-Inspire, a free tutoring service run by Columbia University undergraduate students passionate about education for middle and high school students! We offer weekly one-on-one tutoring for a wide-range of subjects, ranging from pre-calculus to college application writing. Sign up for support now using this form. Visit the Sci-Inspire website to learn more.

STEM Night: Game On – The Science of Video Games
Registration Deadline: Wednesday, December 10, 2025
Event: Thursday, December 11, 2025, 5:30pm-7:00pm
Contact: Danny Clase | dclase@nysci@nysci.org
Whether you dream of designing your own games, coding immersive worlds, or learning how your favorite games are built, this STEM Night at the New York Hall of Science will help you unlock your next level. Learn more and register to attend here (Open external link).

NYC Lifeguard Qualifying Test (16 years of age or older)
Application Period: Take the Qualifying Test between October through late February
Contact: Learn more at nyc.gov/parks/lifeguards
Being an NYC Parks Lifeguard is more than a summer job. It challenges you, strengthens you, and builds skills that last a lifetime. We're looking for dedicated, mission-driven individuals to join us in summer 2026 to play a critical role in keeping a close watch on our pools and beaches, making summer happen for millions of New Yorkers. The wage for seasonal lifeguards is $22.00 per hour. You can find out if you meet the requirements to become an NYC Lifeguard and brush up on your swimming skills at one of our upcoming Swim Prep sessions. All potential lifeguards must first pass this test before beginning training.

BROOKLYN NORTH HIGH SCHOOLS DISTRICT

Opportunities & Resources for *Caregivers*

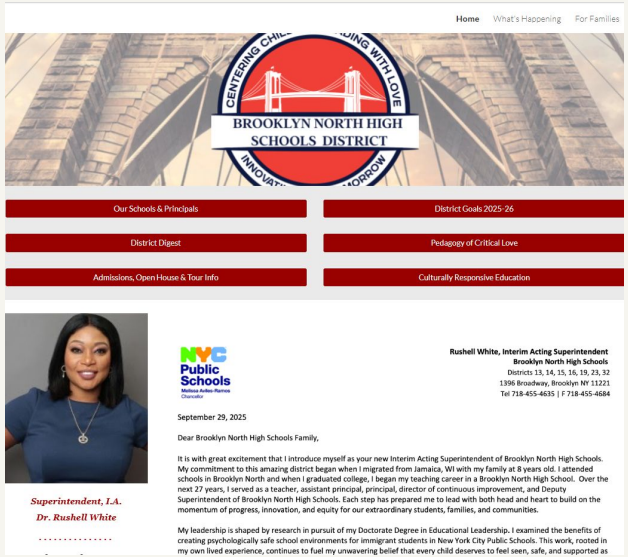


Brooklyn North High Schools

Stay in Touch!

Instagram

Twitter



Click here to view the current issue of our District Digest

Thanks to our parent coordinators!

Click here to view District Website