

## 2024-25 Parent Newsletter #8

April is designated as **National Poetry Month**. Below is a brief overview of this celebration...

### **What is National Poetry Month?**

National Poetry Month is the largest literary celebration in the world, with tens of millions of readers, students, K–12 teachers, librarians, booksellers, literary events curators, publishers, bloggers, and—of course—poets marking poetry's important place in our culture and our lives every April.

### **Who started it?**

Inspired by the successful celebrations of Black History Month (February) and Women's History Month (March), the Academy of American Poets established National Poetry Month in 1996. Along the way the organization enlisted a variety of government agencies and officials, educational leaders, publishers, sponsors, poets, and arts organizations to help. National Poetry Month is a registered trademark of the Academy of American Poets.

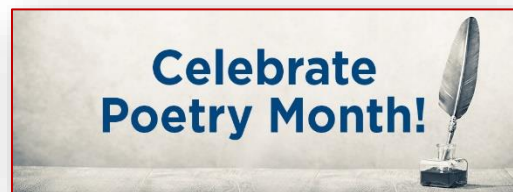
### **Why was April chosen for National Poetry Month?**

In coordination with poets, booksellers, librarians, and teachers, the Academy of American Poets chose a month when poetry could be celebrated with the highest level of participation. April seemed the best time within the year to turn attention toward the art of poetry, in an ultimate effort to encourage poetry readership year-round.

### **What are the goals of National Poetry Month?**

The goals of National Poetry Month are to:

- highlight the extraordinary legacy and ongoing achievement of American poets
- encourage the reading of poems
- assist teachers in bringing poetry into their classrooms
- increase the attention paid to poetry by national and local media
- encourage increased publication and distribution of poetry books, and
- encourage support for poets and poetry.



### **Shouldn't we celebrate poetry all year-round, not just in April?**

By all means, yes! The Academy of American Poets encourages the year-round, lifelong reading of poetry. National Poetry Month is just one of the many programs of the Academy of American Poets. To keep the celebration going, consider becoming a member, which entitles you to special benefits throughout the year. You can also sign up for Poem-a-Day to receive free daily poems by email all year long.

Source: Poets.org

# PARENT COORDINATOR CONNECTIONS

From the Desk of the

Parent Coordinator

Ms. Bernabel

[ABernabel@schools.nyc.gov](mailto:ABernabel@schools.nyc.gov)

Tel #929-617-0122

## Announcements

- Our next PA meeting is on May 5th @ 6 pm and SLT will take place on the same day at 4:30 pm.
- We are still accepting student photos for any grade level for the yearbook. Parents/guardians can send photos to [jkoyearbook120@gmail.com](mailto:jkoyearbook120@gmail.com)

# Important Dates and INFORMATION

- APRIL 10: NATIONAL HONORS SOCIETY INDUCTION CEREMONY @ 6:30 PM
- April 14–18 Monday–Friday Spring Recess, schools closed
- APRIL 25TH : COLLEGE TRIP TO UNIVERSITY OF CONNECTICUT
- MAY 7TH: MARKING PERIOD 2 ENDS
- MAY 7, 14, & 21: STUDENT WORKSHOP – TEST PREPARATION @2:45 – 3:45
- May 7 – 9TH: ADVANCED PLACEMENT EXAMS
- MAY 12TH – 15TH : ELL NYSESLAT EXAMS
- MAY 14 – 15TH: ADVANCED PLACEMENT EXAMS
- May 15 Thursday Evening Parent-Teacher Conferences (5 pm to 8 pm)
- May 26 Monday Memorial Day, schools closed
- June 5 Thursday Eid al-Adha / Anniversary Day; schools closed
- June 10 Tuesday The first administration of the new Regents Examinations in Life Science: Biology, and Earth and Space Sciences
- June 11 Wednesday The first administration of the new Regents Examination in Geometry
- June 17- 26 Tuesday-Thursday Regents Administration
- June 19 Thursday Juneteenth, schools closed
- June 26 Thursday Last day of school for students

# JKO SCHOOL COUNSELOR CONNECT



From the counseling department:



- ❖ **1<sup>st</sup> period Class begins at 8:20 A.M.** Students need to **arrive to school prior to 8:20 AM** and on time regularly so they are able to effectively engage in their first period lesson. Lateness adversely impacts a student's academic performance. **The school day ends at 2:40 P.M.**
- ❖ **If your child is or will be absent**, please contact Ms. Garcia (9-10<sup>th</sup> Grade Students) at ext. 5052 or email at [NGarcia33@schools.nyc.gov](mailto:NGarcia33@schools.nyc.gov) ; Mrs. Vega-Beltran (11-12<sup>th</sup> Grade Students) at ext. 5091 or via email at [NVega11@schools.nyc.gov](mailto:NVega11@schools.nyc.gov) ; or Ms. Bernabel, Parent Coordinator, at ext. 1012 or email at [ABernabel@schools.nyc.gov](mailto:ABernabel@schools.nyc.gov) . **Please be sure to send an excuse note for your child's absence and/or a doctor's note if your child has a medical appointment.**
  - **Please ensure that your child's medical documents or any other important documents are updated and we have updated copies.**
- ❖ **Please keep track of your child's academic progress, grades, and attendance in their classes through the SyncGrades website.** Please be sure that your child's NYC Student Email account is updated. If you would like to schedule meetings with teachers on Tuesdays, please contact your child's School Counselor.
- ❖ **IMPORTANT DATES TO REMEMBER:**
  - **APRIL 10: NATIONAL HONORS SOCIETY INDUCTION CEREMONY @ 6:30 PM**
  - **APRIL 14<sup>TH</sup> -18<sup>TH</sup>: NO SCHOOL – SPRING BREAK**
  - **APRIL 25<sup>TH</sup> : COLLEGE TRIP TO UNIVERSITY OF CONNECTICUT**
  - **MAY 7<sup>TH</sup>: MARKING PERIOD 2 ENDS**
  - **MAY 7, 14, & 21: STUDENT WORKSHOP – TEST PREPARATION @2:45 – 3:45**
  - **May7 – 9<sup>TH</sup>: ADVANCED PLACEMENT EXAMS**
  - **MAY 12<sup>TH</sup> – 15<sup>TH</sup> : ELL NYSESLAT EXAMS**
  - **MAY 14 – 15<sup>TH</sup>: ADVANCED PLACEMENT EXAMS**
- ❖ **COLLEGE NOW** – If you are interested in having your 11<sup>th</sup> or 12<sup>th</sup> grader take **FREE** College courses while in high school through the City University of New York Colleges/Universities, please contact **Mrs. Vega-Beltran**. This is a great opportunity for your child to have those course credits apply to their College Degree for **FREE!** **The Summer Deadline is May 10<sup>th</sup>!**
- ❖ In order to maintain a positive learning environment, it is **expected that students dress in a professional manner.** **We expect students to be dressed appropriately** to ensure safety and to keep the focus on teaching and learning. **We would like all parents and guardians to remind students of proper dress protocols on campus.**

**Prohibited forms of dress at school include, but are not limited to:**

- 1) Clothing that contains references to drugs, alcohol, sex, violence, racism, or gang-affiliation.
- 2) Revealing clothing that does not provide coverage of torso, undergarments, and private body parts, including see-through garments of any kind.
- 3) Sunglasses while indoors.

**If you need assistance providing your child clothing, please contact your child's counselor.**

- ❖ **Students are NOT ALLOWED TO USE CELL PHONES DURING SCHOOL HOURS. This includes iPads, Apple MacBook, Smart watches or any non-DOE issued electronic device.** They must keep their phones locked in their yonder pouch. **In case of an emergency, please call the school to contact your child and students can use a school office phone to contact their parent/guardian.**
- ❖ **12<sup>th</sup> GRADE SENIOR PARENTS/GUARDIANS:** Please work closely with your senior child this school year to discuss their post-secondary options (plans after high school). They will need your support and encouragement when applying to college/university, trade school, military, and/or financial aid/scholarships. Please look out for future communication regarding college trips, workshops, financial aid, and important deadlines.
- ❖ **Please have your child meet for one on one academic/personal progress meetings with their counselor immediately:** Ms. Garcia (9-10<sup>th</sup> Graders) and Mrs. Vega-Beltran (11-12<sup>th</sup> Graders). This meeting is important to ensure they are on track academically with their progress towards graduation and to check in on their personal well-being.
- ❖ **Please reach out to Ms. Garcia (9-10<sup>th</sup> Grades) or Mrs. Vega-Beltran (11-12<sup>th</sup> Grade) if you feel that your child needs social/emotional support.** We have an abundance of services for students at the school and can refer your family to outside resources/assistance.
- ❖ **Please have your child attend tutoring and join extra-curricular activities** to be an active member of the school community. This a great way for students to make new friends, network, and be exposed to various activities/hobbies. We will send information for tutoring and extra-curricular activities in the coming weeks.

***Please feel free to contact your child's School Counselor directly with any questions, concerns, or if you need assistance:***

**Ms. Niurkary Garcia, 9 & 10<sup>th</sup> Grade Counselor** (212)391-0041 Ext. 5052

Email: [NGarcia33@schools.nyc.gov](mailto:NGarcia33@schools.nyc.gov)

**Mrs. Nicole Vega-Beltran, 11 & 12<sup>th</sup> Grade Counselor** 212-391-0041 Ext. 5091 Email:

[NVega11@schools.nyc.gov](mailto:NVega11@schools.nyc.gov)



# EXTRACURRICULAR ACTIVITIES

<b>National Honor Society (NHS)</b>			<b>Degregrio</b>
Wednesday	2:41 PM	Room 201	
<b>Smash Art Productions</b>			<b>Degregrio</b>
Friday	2:41 PM	Room 201	
<b>Glamour Gals and Pals</b>			<b>Cumberbatch</b>
Tuesday	3:21 PM	Room 303	
<b>Volleyball Club</b>			<b>Rushforth</b>
Tuesday	3:21 PM	GYM	
<b>Chess</b>			<b>Chen</b>
Wednesday	2:41 PM	Room 404	
<b>Music Club</b>			<b>Chen</b>
Thursday	2:41 PM	Room 405B	
<b>Fitness Club</b>			<b>Chen</b>
Friday	2:41 PM	Weight Room	
<b>Student Government</b>			<b>Okwabi</b>
Thursday	3:30	Room 308	
<b>Senior Council</b>			<b>Okwabi</b>
Thursday	2:41	Auditorium	
<b>Crochet Club</b>			<b>Alcorn</b>
Thursday	3:45 PM	Room 302	
<b>Help Hands Society</b>			<b>Kadison</b>
Alternating Thu	3:00 PM	301 B	
<b>YearBook</b>			<b>Kadison</b>
Wednesday	3:00 PM	301B	

## AFTER-SCHOOL TUTORING

Tutoring	Date	Time	Subject Area	ROOM #
<b>MATH</b>				
Hassan	Wednes/Thurs	2:45-3:45 pm	Alegbra 1	406
Falah	Tuesday	3:21-4:00 pm	Alegbra 2/ Trig	402
Falah	Wednesday	2:41-4:00 om	Alegbra 2/ Trig	402
Faruque	Thursday	2:45-3:45 pm	Geometry	405
Chen	Tuesday	3:21-4:21 pm	All Math	402
Cumberbatch	Wednesday	2:45-3:45 pm	Alegbra 1	303
<b>Science</b>				
Okwabi	Wednesday	2:41-3:45 pm	Chem. CSM. Env	308
Beauchine	Friday	2:41-3:41 pm	Biology	307
Fares	Friday	2:41 -3:41 pm	Biology	304
Cumberbatch	Thursday	2:45-3:45 pm	Chem.	303
<b>History</b>				
Marshall	Thursday	2:45-3:45 pm	AP World/Marco	309
Gordon	Wednesday	2:45-3:45pm	US History	304
Gordon	Thursday	2:45-3:45	Global History	304
Colon	Wednesday	2:45-3:45pm	US History	102
Colon	Thursday	Upon Request (Please discuss with teacher for meeting times)		
<b>English</b>				
Pelletier	Upon Request (Please discuss with teacher for meeting times)			
Vannieuwenhuyz	Wednesday	2:45- 3:45 pm	English	306
El Mardi	Wednesday	2:41-3:41	English	301
<b>Business</b>				
Milan	Upon Request (Please discuss with teacher for meeting times)			
Newell	Friday	2:41-3:41	V.E/ Comp. App	411
Nson/Steve	Friday	2:41-3:41	Comp. App, Enpr	409
<b>Spanish</b>				
Alcorn	Thursday	2:45-3:45 pm	Spanish All Leve	302
<b>ART</b>				
Degregrio	Upon Request (Please discuss with teacher for meeting times)			
<b>Physical Education</b>				
Padgett	Wednesday	2:45-3:45 pm	P.E	Weight Room



## **DEL DEPARTAMENTO DE ASESORAMIENTO:**



- ❖ **1 periodo La clase comienza a las 8:20 A.M.** Los estudiantes **deben llegar a la escuela antes de las 8:20 A.M.** y puntualmente regularmente para que puedan participar de manera efectiva en su lección del primer período. La tardanza afecta negativamente el rendimiento académico de un estudiante. La jornada escolar finaliza a las 14:40 horas.
- ❖ **Si su hijo está o estará ausente**, comuníquese con la Sra. García (estudiantes de 9.º a 10.º grado) en la ext. 5052 o correo electrónico a [NGarcia33@schools.nyc.gov](mailto:NGarcia33@schools.nyc.gov); Sra. Vega-Beltran (Estudiantes de 11º y 12º grado) en la ext. 5091 o por correo electrónico a [NVega11@schools.nyc.gov](mailto:NVega11@schools.nyc.gov); o la Sra. Bernabel, Coordinadora de Padres, en la ext. 1012 o correo electrónico a [ABernabel@schools.nyc.gov](mailto:ABernabel@schools.nyc.gov). **Asegúrese de enviar una nota de excusa por la ausencia de su hijo y/o una nota del médico si su hijo tiene una cita médica.**
  - **Asegúrese de que los documentos médicos de su hijo o cualquier otro documento importante estén actualizados y que tengamos copias actualizadas.**
- ❖ **Realice un seguimiento del progreso académico, las calificaciones y la asistencia a clases de su hijo a través del sitio web SyncGrades.** Asegúrese de que la cuenta de correo electrónico estudiantil de NYC de su hijo esté actualizada. Si desea programar reuniones con los maestros los martes, comuníquese con el consejero escolar de su hijo.
- ❖ **FECHAS IMPORTANTES PARA RECORDAR:**
  - **10 DE ABRIL: CEREMONIA DE INGRESO A LA SOCIEDAD NACIONAL DE HONORS, 6:30 h**
  - **14-18 DE ABRIL: NO HAY CLASES – VACACIONES DE PRIMAVERA**
  - **25 DE ABRIL: VIAJE A LA UNIVERSIDAD DE CONNECTICUT**
  - **7 DE MAYO: FINALIZA EL SEGUNDO PERIODO DE CALIFICACIONES**
  - **7, 14 Y 21 DE MAYO: TALLER PARA ESTUDIANTES – PREPARACIÓN PARA EXÁMENES, 14:45-15:45 h**
  - **7-9 DE MAYO: EXÁMENES DE COLOCACIÓN AVANZADA**
  - **12-15 DE MAYO: EXÁMENES ELL NYSESLAT**
  - **14-15 DE MAYO: EXÁMENES DE COLOCACIÓN AVANZADA**
- ❖ **UNIVERSIDAD AHORA** – Si está interesado en que su hijo de 11.º o 12.º grado tome cursos universitarios GRATUITOS mientras está en la escuela secundaria a través de las universidades de la City University of New York, comuníquese con la Sra. Vega-Beltrán. ¡Esta es una gran oportunidad para que su hijo obtenga los créditos de esos cursos para su título universitario GRATIS!  
**¡La fecha límite de verano es el 10 de mayo!**
- ❖ Para mantener un ambiente de aprendizaje positivo, **se espera que los estudiantes se vistan de manera profesional. Esperamos que los estudiantes vistan apropiadamente** para garantizar la seguridad y mantener el enfoque en la enseñanza y el aprendizaje. **Nos gustaría que todos los padres y tutores recuerden a los estudiantes los protocolos de vestimenta adecuados en el campus.**  
**Las formas de vestimenta prohibidas en la escuela incluyen, entre otras:**
  - 1) Ropa que contenga referencias a drogas, alcohol, sexo, violencia, racismo o afiliación a pandillas.
  - 2) Ropa reveladora que no cubra el torso, la ropa interior y las partes privadas del cuerpo, incluidas prendas transparentes de cualquier tipo.
  - 3) Gafas de sol mientras esté en el interior.

**Si necesita ayuda para proporcionarle ropa a su hijo, comuníquese con el consejero de su hijo.**

- ❖ **NO SE PERMITE A LOS ESTUDIANTES UTILIZAR TELÉFONOS CELULARES DURANTE EL HORARIO ESCOLAR.** Esto incluye iPads y relojes inteligentes **que están conectados a sus teléfonos.** Deben mantener sus teléfonos bajo llave en su bolsa. **En caso de una emergencia, llame a la escuela para comunicarse con su hijo y los estudiantes pueden usar el teléfono de la oficina de la escuela para comunicarse con sus padres/tutores.**
- ❖ **12° GRADO PADRES/TUTORES MAYORES:** Trabaje estrechamente con su hijo mayor este año escolar para discutir sus opciones postsecundarias (planes después de la escuela secundaria). Necesitarán su apoyo y aliento cuando soliciten ingreso a la universidad, escuela de oficios, ejército y/o ayuda/becas financieras. Esté atento a comunicaciones futuras sobre viajes universitarios, talleres, ayuda financiera y fechas límite importantes.
- ❖ **Haga que su hijo se reúna inmediatamente para reuniones individuales de progreso académico/personal con su consejero:** Sra. García (estudiantes de 9.º a 10.º grado) y Sra. Vega-Beltrán (estudiantes de 11.º a 12.º grado). Esta reunión es importante para garantizar que estén encaminados académicamente con su progreso hacia la graduación y para controlar su bienestar personal.
- ❖ **Haga que su hijo asista a tutorías y se una a actividades extracurriculares para ser un miembro activo de la comunidad escolar.** Esta es una excelente manera para que los estudiantes hagan nuevos amigos, establezcan contactos y estén expuestos a diversas actividades/pasatiempos. Enviaremos información para tutorías y actividades extracurriculares en las próximas semanas.
- ❖ Comuníquese con la Sra. García (grados 9-10) o la Sra. Vega-Beltrán (grados 11-12) si cree que su hijo necesita apoyo social/emocional. Tenemos una gran cantidad de servicios para los estudiantes en la escuela y podemos derivar a su familia a recursos/asistencia externos.

**No dude en comunicarse directamente con el consejero escolar de su hijo si tiene alguna pregunta, inquietud o si necesita ayuda:**

Sra. Niurkary García, Consejera de 9y10 grado(212)391-0041 Ext.5052 Correo electrónico:

[NGarcia33@schools.nyc.gov](mailto:NGarcia33@schools.nyc.gov)

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# ACTIVIDADES EXTRAESCOLARES

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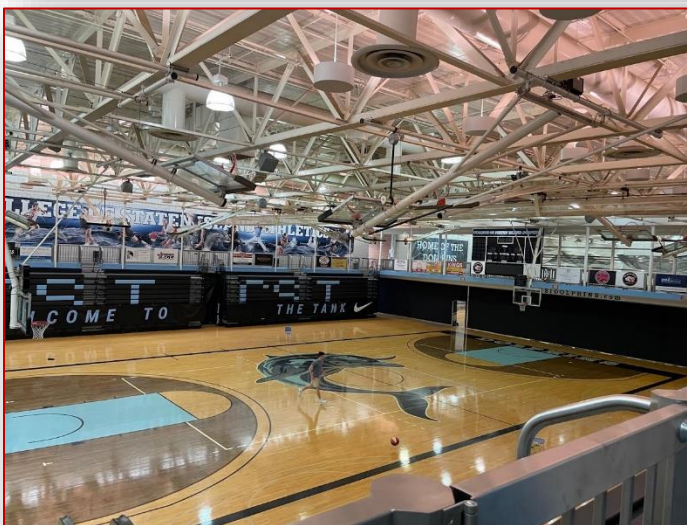
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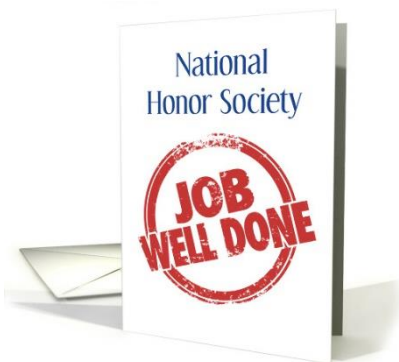
On March 28<sup>th</sup>, JKO students visited the College of Staten Island (CSI). Students had an amazing experience! They learned about the study offerings, the application process, financial aid, etc. A BIG thank you to Ms. Vega-Beltran for making this happen!







Congratulations to the National Honor Society inductees!!!  
The ceremony will take place on Thursday, April 10<sup>th</sup>, at 6:30 pm. A BIG thank you to Ms. D for spearheading this event!



Aparicio, Nicole  
Binti Azlkan, Damia  
Yazal Umay  
Kumar, Tanish  
Bakhtin, Nikita  
Fariha, Gazi  
Vazquez, Allison  
Hernandez, Lisett  
Albawi, Benin  
Medina, Ana  
Gonzalez, Abigail  
Sadatbekova, Elina  
Puma, Stacy  
Quezada, Deisy  
Cajchun, Nataly  
Silverio-Martinez, Lia  
Ahmed, Asma  
Chimbo, Jean  
Tochimani Ramirez, Angel  
Lazo, Kelly  
Romoleroux, Roxanne  
Contreras, Bismark





# In the Spotlight

On Friday, March 28<sup>th</sup>, the Fashion Design students and SMASH Arts Production presented their annual fashion show. This year's theme was, "Junky Fashion." The show was fashionably superb!!! A big thanks to Ms. D for spearheading!!!

There were pictures in the previous bulletin, here are some more!







Below are the Basquiat projects the arts students created...simply AMAZING!!! A BIG thank you to Ms. D for spearheading!!!

*"I don't think about art when I work, I think about life." - Jean-Michel Basquiat*



## "Thinking About Life"

...

Jean-Michel Basquiat inspired projects



Jean-Michel Basquiat (1960-1988) was a prominent American artist known for his raw, gestural style of painting, blending graffiti-like images and scrawled text, and for his work within the neo-expressionism movement, often exploring themes of race, culture, and social injustice.



## "The Tears Of the Dying World"

By Darwalls Rais and Darwalls Sabrina

In "The Tears of the Dying World," I created a piece that represents the pain caused by sexism, pollution, sickness, and racism. The central figure is a woman wearing a mask, symbolizing both the toxic environment and the societal issues we face.

Inspired by Jean-Michel Basquiat, we wanted to convey the raw emotion and urgency of these problems. The mask represents pollution, while the woman embodies marginalized communities suffering from these interconnected issues.

The piece addresses three main themes:

**Pollution:** Represented by the mask, showing how environmental harm affects vulnerable communities.

**Racism and Injustice:** Highlighting how systemic racism worsens health and environmental issues.

**Sickness and Struggle:** The woman's illness symbolizes the broader societal struggles we face.

**Sexism:** The woman in the artwork also represents the gender inequality that women face, with the mask symbolizing the silencing and suppression of women's voices in society.

The message is clear: the world is suffering, but there is hope. "The Tears of the Dying World" is a call to action to confront these issues before it's too late.

Thank you for reflecting on the message of our art.



## "This Disaster Called Life" by Bianca, Stephanie, and Zara



**Bianca:** We interpreted Jean-Michel Basquiat's style with our crazy way of drawing the people in the drawing: stick figures or human-like faces with bodies that look nothing like an actual human's. This is similar to Basquiat's artwork because Basquiat makes most of his people with skulls, and their bodies would look boney or elongated. Some of the world topics we had there were homelessness, pollution, global warming, racism, and many different doodles around the blank space of our paper. Homelessness was shown with a man in the corner crying in a tent. If you look closely, there are patches on his clothes. Pollution was shown with the part of our drawing that looked like water, and there's a dead fish with plastic soda rings around its neck, and waste in the water, spreading and killing another fish. I think the most important one of our topics is pollution, because pollution leads to big things like global warming. We gave our work the title "Disaster called Life" because there are many things that are negatively affecting our world, like pollution, global warming, homelessness, that we're causing ourselves as well. It makes me think of when things go wrong, it's a disaster, so we thought "Disaster called Life." I hope people will see the craziness and unorganized state our world is currently in, and think deeply about what their own actions can do to our world, and it also lets them see the difference between the perspective of ours as well as the other artists, adding their own thoughts into them. The message of our artwork is to think of everything you do carefully, and think of how this can affect the planet we're living on.



## “ LOVE DISASTER “ by Aylin Moso , Danna Alvarez

In our artwork , we drew inspiration from Jean Michel Basquiat's style by embracing a sense of chaos and interpretation. We intentionally created layers in my piece of art with messy unfinished quality, reflecting his emotional approach in art. The crown symbols are a direct message to Basquiat's iconic motifs, while the other symbols we used reflect the tragic and complex nature of his work. We also thought about how Basquiat often added figures in unusual and abstract ways, which led us to adding similar abstract images in our work. In my work I blended the background to make it stand out and communicate the underlying chaos of the subject matter. The messiness and layering symbolizes the complexities and struggles at the heart of the story I'm telling. The subject of our piece is especially important to us because it consistently appears in our work, this catches attention that speaks deeper , often painful thoughts.

We titled our piece based on the imagery of two couples at the center. The story behind it is one of miscommunication and unbalanced love. One man who is consumed by his obsession with crime , fails to notice the deep love his partner has for him. She on the other hand is so caught up in her love for him that she doesn't see the emotional distance. This tension and misunderstanding from the emotional core of the artwork , We want the viewers to focus mainly on the two couples because they represent the heart of the story.

This Artwork reflects life today because of the amount of couples that struggle to truly understand love while pursuing a relationship. In the background we've included elements that connect to the real world things like crime and war which are significant societal issues. These elements serve as a reminder of the chaotic and often painful world we live in, where love and connection can be overshadowed by external struggles. It's a subject chosen to my heart because We believe that people need to better understand what love really means and how easily it can be lost or misunderstood in a world full of distractions and challenges.



## “ Fragments of Society” by Emily Ramon, Shiloh Perez, Miah Ramos



In our artwork which explores themes of Hierarchy, crime, community, society, addiction, and substance abuse, We used multiple key elements to highlight these themes. Using symbols, text, color palette and layers to replicate Jean-Michel Basquiat's style in the piece. Leaving no blank spaces and using cut out pieces and other mediums to layer and add details on the artwork. The main image which is on the center is a dollar bill with a skull and smoke layered on top. This symbolizes how money is viewed highly in our society however it can be used for other purposes. Money can be used to buy all sorts of things whether its necessities or simply for luxury items for those who can afford it to flaunt. This leads to drug addiction and many struggling to afford necessities such as food due to inflation. Also connecting to many being distracted by luxury and what society aims to present than seeing the many issues beneath the city. I hope people come to realize that although our society overlooks these issues, there is still a majority of people struggling due to this indifference.



## “Defeat” by Jarolin Sosa , David Burno, Monahanne Gari



We brought Jean-Michel Basquiat's style into our art through bright colors like Blue, Pink, Orange, Yellow, Green, Purple, and Red. Our piece has symbols scattered around and words with lines through them. It looks a lot like Basquiat's work because of its lively colors and many symbols. This art shows the problems our world faces such as hunger, climate change, pollution, beauty ideals, government power, and unfair treatment. A heart in the middle stands for humanity ripped apart by these huge pressures. Words like "fear", "freak", and "stay away" show how society often puts labels on people and pushes them out. The wild colors and dark spots show how our planet is being ruined and the hurt caused by pollution and greed. Beauty ideals and unfair treatment come through in messages that make people feel they don't fit in. Even with all the bad stuff, words like "EMPOWER" remind us there's still strength and hope. This piece tells us to wake up and push for change now, because if we don't, things will get worse and harder to fix.

## “Sporadic” by Kaily Ortiz, Helen Padilla



Our artwork is very colorful and it has so many layers of depth to it. We chose the name "Sporadic" to highlight all the different bright colors, words, symbols, random splotches that are not in orderly fashion, they go their own way without regard for the other pieces of art within the artwork. The words on our piece connect to our themes with "Pollution" & "Fun" along with many others being crossed out, symbolizing how they're disregarded in today's society. "Sporadic" gives the viewer this sense of chaos within our art before they even see it. Censorship is rising and with our current government officials, we only see glorified versions of the horror that hides within. We hope that people can see underneath all the layers on top, and see the true issues that lie beneath. How we interpret Jean-Michel Basquiat Style in our artwork is to think about what was going on in the world but to also think about what symbols we use in order to express yourself in our artwork what do we feel what's right to put in what colors we are thinking to put in in situations. How it's similar to Basquiat's artwork is that we layer on top of each other along with symbols & Sampling to express how we feel in the artwork.

The Subject of our artwork is how you can't really think about a topic when you are trying to communicate with people on what's going on in the world and can't describe your feeling so you're stuck on what to say. Probably you feel overwhelmed. This subject is important to me because there's a lot going on in the war and you can't focus on one thing you focus on more.



## “Voices of Chaos” by Valeria Chabla Gomez and Jesus Flores

In “Voices of Chaos”, we interpreted Jean-Michel Basquiat’s Neo-Expressionist style in our artwork by using bold colors, overlapping images, and expressive line work to create a sense of disorder and intense emotion. The chaotic composition represents the overwhelming intrinsic nature of modern struggles with scattered symbols and text adding layers of meaning. We incorporated sampling by blending different ideas such as money, education, and identity into a single piece, which is similar to how Basquiat combined text, imagery, and graffiti marks in his work. The use of contrasting colors follows color theory to create tension with bright pinks and blues clashing against darker tones to highlight conflict. The repeated crown symbolizes power and success, while scribbled words like “trust,” “freedom,” and “school” reflect the pressure, inequality, and challenges within society. The rough sketch lines and exaggerated facial features add to the overall unfiltered surreal emotion of the piece.

The subject of our artwork focuses on the struggles of youth, education, money, and the expectations placed on individuals by society. The fragmented central red sun with dark rays, split down the middle, represents the conflict between personal identity and the roles people are forced to play. Symbols of money, school, and chaos show the constant pressure to succeed in a system that can feel overwhelming. Words like “racism” and “freedom” appear throughout the piece, reinforcing the reality that these struggles are deeply embedded in everyday life and disregarded by individuals. We collectively chose the title “Voices of Chaos” because it represents the noise, pressure, and emotions that many people experience but rarely get to express. Through layering, expressing marks, and symbolic imagery, I hope viewers see the complexity of these themes and reflect on how they relate to their own lives. The message of this piece is that beneath the surface, people are constantly battling pressures that often go unnoticed, and those voices deserve to be heard.

In our artwork, we depicted pressing societal issues such as racism, inequality, financial struggles, school stress, and security. These challenges impact countless individuals, which makes it crucial to bring them into the conversation. Through bold colors, expressive symbols, and layered emotions, we visually convey the weight of these struggles. The chaotic composition mirrors the unpredictability and pressure of navigating these issues in everyday life. By incorporating a mix of words, drawings, and various artistic styles, we aimed to create our own Basquiat piece that not only captures genuine emotion but also encourages reflection on the realities many people face.

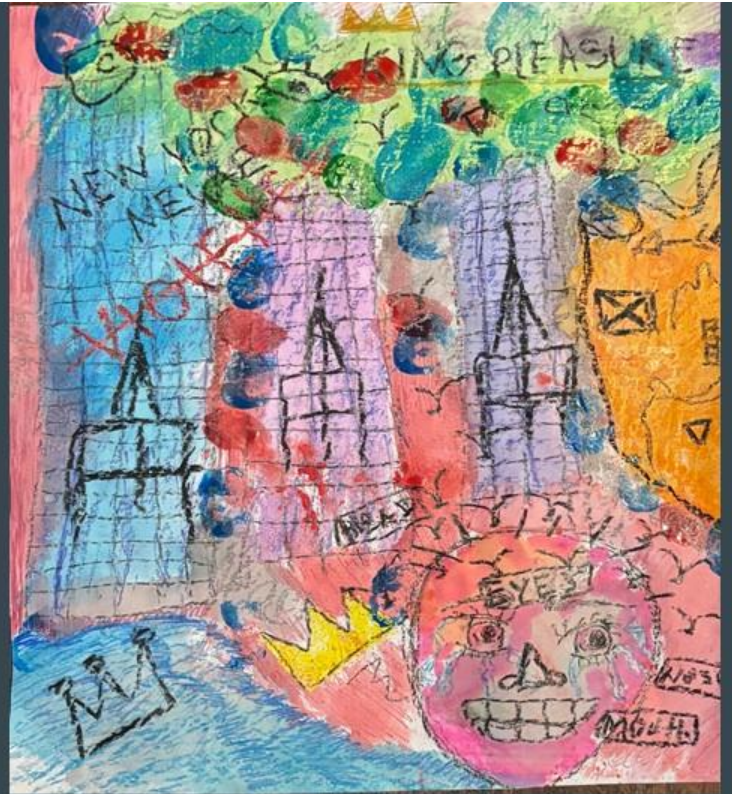
## “Voices of Chaos” by Valeria Chabla Gomez, Jesus Flores, Carissa Gomez, Taisha Estrella





## By Gia C “What is Life”

When I think about life I think about vibrant colors and creativity, its beautiful chaos, joy and sadness, connection and isolation, growth and decay. Today's world faces huge problems like inequality, climate change, poverty, violence, mental health and many other issues interconnected. My artwork is inspired by Basquiat and will be a visual explosion that will be reflecting these complexities.



## “Fading Love, Fading Earth” by Damia Azlan & Mariatou Diawara

As an attempt to follow Jean-Michel Basquiat's style of neo-expressionism, my partner and I used the brightest and bold colors in our art piece to emphasize the key themes we decided to include (love, time, money, death). The specific issues are climate change, loss of faith, extinction, greed, running out of time, and a family's love amongst a flawed world. We used a bold bright red for the blood in the hourglass to highlight the theme of not having enough time, and that death is always right around the corner. We used dark and light green for the dinosaur and balloons to represent extinction and greed. For bold lines, I outlined the heart beat with a black oil pastel and connected it from the skull to the dinosaurs, two dead beings. We also crossed out the word “time” and “faith” to express the lack of those two things in this present world.

The central theme that we worked on emphasizing is the temporary nature of all living things, even life itself. We communicated this through our elements of dead creatures/beings (dinosaur, skull), our objects that represent time (clock, hourglass), and the slow but undeniable decay of the world (Earth on fire). This subject is important to us because the one lie that most people believe in is that they have time. Therefore, it causes them to be idle in their own lives, and chase for the wrong things. The artwork is titled *Fading Love, Fading Earth* because the artwork itself includes issues that express how the world is fading away. In terms of the people's faith and love and how they are contributing to the destruction of nature. We hope that the audience will see that the issues we highlighted are key to understanding the importance of nature, love, and faith in a world that barely prioritizes them.



## “The Messy Thing We Call Life” By Moriam B. & Chloe V.



I interpret Jean-Michel Basquiat's style in my artwork by using symbols created from him onto my artwork and trying to fill my page in with designs/colors like he does. I also added artistic elements onto it trying to convey his old artworks. For example I created a face trying to make it similar to how he creates faces.

My artwork has many subjects as it primarily focuses on tragedy, climate change, independence, drugs, and nature. I picked these main subjects because it reflects on world issues and life itself.

I gave my artwork the title “The Messy Thing We Call Life” because it has relations to the world and the problems in it and that's what my artwork mainly focuses on.

I hope people see the effort and thinking I put into my artwork.

## “Am I The Problem...Do I cause Issues?” by Arianna Faustino, Mason Ramjattan, Melvin Diaz, and Brianna Santos



In our artwork, inspired by the remarkable artist Jean-Michel Basquiat, we took inspiration from his “neo-expressionism” art style and created our own art piece focusing on 6 major issues in the world today. Those 6 main issues being; Mental Health, Pollution, Climate Change, Poverty, inflation, and sickness. These subjects are important to us as a collective because they are very prominent problems in the world right now, these problems also some personal. We gave our art work this title to reflect the personal aspect of our work. In how people tend to take responsibility that isn't there fault. In our artwork we hope people will see all the issues we tried to include, we hope that all the symbols, imagery, and words we used can contribute to help people understand the art.



## Cycle of Life by Tanish Kumar and Claudio Ladino



In our artwork, based on Jean-Michel Basquiat's style, we used many contrasting colors to make the artwork saturated, scribbles to emphasize the effects that are happening in the artwork, and the exaggeration of the subjects to show their mental stability. This is similar to Basquiat's style as it includes the many elements of neo-expressionism such as intense colors and a theme of humanity such as societal norms. The subject of this artwork is the colorful skeleton figure. It shows how mentally and physically exhausted one can be after working multiple hours to get paid. This subject is essential to me as it constantly reminds me how hard people work just to survive in a society. The reason why we named this artwork "The Cycle of Life" is because of the recurring theme of poverty. Escaping poverty and establishing a stable source of income are two different tasks that are extremely difficult. Therefore, the theme of constantly relying on multiple jobs shows the 'cycle' of the artwork. What I hope to see when people see this artwork is the feeling I felt when I looked at it. The feeling of both pity and humility is something that I expect due to the recurring themes of corruption. The message is to show how hard and rigorous it is to be in a financially stable state without relying on external sources. I want the viewers to understand how many obstacles will come in their way and how they should always be focused when it comes to solving such obstacles.

“Our Toxic World” by M.Umay Yazal &  
Anjoleen Edwards

In my artwork, *Our Toxic World* we were inspired by Jean-Michel Basquiat. He used a Neo-Expressionist style which included bold colors, chaotic composition, and meaningful symbols to show a global crisis. Like Basquiat, we tried to include some words and images that create a connection with the world crisis to show emotional narrative. Our artwork includes lots of lines to show corruption, facial expressions to show emotions, and rough designs that give the feeling of urgency. Words like POLLUTION, TOXIC, VIRUS, and DANGER are scattered in the artwork that reflects like Basquiat's works to emphasize meaning. Clashing colors are included to create tension between power and destruction in today's world.

The issues of my artwork are pollution, starvation, greed, inflation, and disease in today's world. We represented these words by adding in smokestacks to show toxic fumes like pollution, a skull and crossbones showing danger, a distorted dollar bill representing inflation, and a plate of food with a glass of water symbolizing starvation. The girl in the artwork, labeled "No.1 Winner," ironically represents the obsession of success even though there is widespread suffering. Lastly, the title is named "Our Toxic World" because it shows the dangers we face because of other people's greed. We want people to understand the importance and urgency, to solve these problems in order to create a better future. So we encourage other people to acknowledge and act against the crises that shape our world today.





## CHAOS; By Adrian Morales, Kelvin Ovalles



## “All within a day” by Samira Nowshin & Edith Peral



Our artwork reflects real-life events happening in the world today, highlighting important issues such as gun violence, human rights, murder, inflation, and global warming. Inspired by Jean-Michel Basquiat's raw and expressive style, we used bold lines, vibrant colors, and layered textures to create a sense of quickness and emotion, symbols and text to convey powerful messages. We used symbols like money guns and figurines to show what's happening right now and we would. We hope our artwork serves as a call to action, encouraging people to reflect on these problems and work toward change. Even if these issues are resolved in the future, our piece stands as a reminder of a time when they existed, urging people to remember, learn, and continue striving for a better world.





## Reality

By Lylah, Stacy, Jazz

In our artwork, Reality, we interpreted Jean-Michel Basquiat's style into our artwork by following his elements of bold and expressive style. This was with the usage of vibrant colors and intense layering. It is similar to Basquiat's work because we incorporated his symbols and messages throughout the piece, such as the crowns and skulls used. The three issues with the world we wanted to mention in our piece are Gun Violence, Racism, and Global Warming. And the three things that connect to life seen in our piece are Family, Money, and Death. We gave our artwork this title, Reality, because we felt that's how our overall artwork could be summarized. Our artwork is reality, today's current problems in the world, what everyone wants, and what everyone will eventually face.

## "Apocalypse" By Lia, Jovan & Juan Pablo.



In our artwork titled "Apocalypse" We interpreted Jean-Michel Basquiat's style by using strong colors, expressive lines, and significant symbols to create chaotic but meaningful scenes that portray life as it is. Similar to Basquiat, we filled the space with overlapping images such as crowns, skulls, hands, and random text like "SOS" and "VIOLENCE" to show the issues going on in the real world. We used a mixture of bright and dark colors to represent different emotions — the dark gray background represents the hard times we face and how not all days are good, while the colorful objects stand out, showing energy in the middle of life's struggles. The central cross, which is one of the most noticeable symbols, shows faith and strength during difficult times, which is something that happens very often in life. You usually lose hope in something but then always get that faith back and it also represents religion which is one of the biggest/ important things in the world, it runs it. It is a theme that is often in Neo-Expressionist works like Basquiat's. When looking at this artwork we realize that life is a mixture of so many different things, we experience bad things everyday, even if the day seems perfect there will always be a negative side of it because is just not perfect and there are lots of hardships that people have to overcome everyday in order to do better with time and we hope people see the realism behind this artwork.



## “My Body My Choice” By: Janeth.F, Bryan.H, Coumba.D, and Timur.D



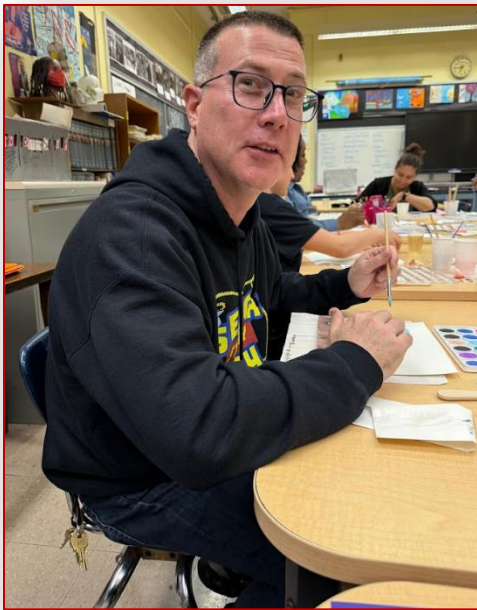
Our artwork, “My body My choice”, is inspired by Jean-Michel Basquiat’s style, throughout the art piece we used rough scribbles lines and strong color, like Basquiat, to show power feeling about gender inequality. The divided circular space and the two figure within it represent the forced choices and limitations imposed upon women, while the Roman numeral clock symbolizes the little change that has been made considering that everything remains the same with the social norms society has portrayed into the gender roles today, despite the passage of time. The reasoning behind the title “My Body My Choice” supports and emphasizes women’s right to make decisions about their own bodies and lives. However not only is gender inequality portrayed in our artwork but also society in general. Society tends to have the social expectations of what’s considered “normal” or “acceptable”







On Thursday, April 3<sup>rd</sup>, JKO held a Paint and Sip night for JKO families and staff. It was a painter's dream!!! A BIG thank you to Ms. Bernabel and Ms. Kadison for spearheading this event.







On Thursday, April 3<sup>rd</sup>, the Big Brothers/Big Sisters mentors conducted a Salsa Night for the mentees in partnership with Dance Wave. A BIG thank you to Ms. Milan for spearheading this event!!!







# PROJEKT NYC

Congratulations to our very own Anuva Singha, who's poem, "Letting Go" was selected to be published by Projekt NYC's Anthology of NYC High School Poets!!! See below...

Congratulations, your poem has been selected for Projekt NYC's Anthology of NYC High School Poets! Out of over 1,500 submissions, your writing stood out, and we're thrilled to feature it in this collection.

To finalize your inclusion, you must complete the [Acceptance & Release Form](#) and have a parent or guardian read and acknowledge the consent section by March 10th. Without their consent, we will not be able to include your poem in the book.

In the form, you'll also be asked how you'd like your name to appear in the book. You can use your full name, a pen name, or remain anonymous—it's up to you!

## Letting Go

It's strange how silence can say it all,  
When you reach out, but no one's there to call.  
The weight of the world sits heavy on  
your chest. And the hands you reach for  
leave you undressed.

Promises fade, once bright, now cold,  
Like dreams slipping quietly, growing old. The  
ones you trusted, the ones you knew,  
Vanished like shadows, no longer in view.

The truth cuts through, sharp and clear.  
Revealing the emptiness they left here.  
Silence lingers where love once stood tall  
And it's strange how silence can say it all.

Anuva with her Big Brother/Big  
Sister Mentor





A message from Mr. Williams:

I am pleased to announce the following students who have earned recognition for being named **Students of the Month** for the month of January.



9th Grade:  
Widade Brahim Mahamat  
Valentina Matos

10th Grade:  
Mariatou Diawara

11th Grade:  
Brandon Del Valle  
Ivanny Melendez

12th Grade:  
Christopher Rico



Thank you for continuing to recognize the contributions of our students to the JKO community!

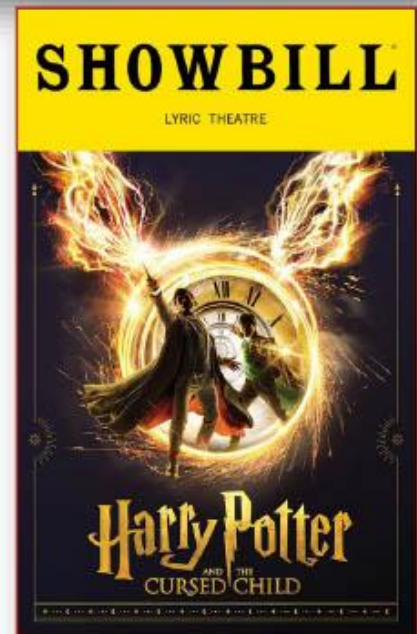




# In the Spotlight



Recently, Mr. Padgett took JKO students on a trip to see Harry Potter on Broadway. The trip was a spell binding experience!!! Thank you Mr. Padgett for chaperoning and Ms. Kadison for putting the trip together!!!







A message from Ms. De Gregorio:

Dear JKO community,

Please join me in congratulating Zahra Jenkins whose photograph "New Perspective" has been selected as a finalist for PS Art!

P.S. Art celebrates the visual arts in New York City's public schools and showcases the tremendous talent of students from every neighborhood across the city.

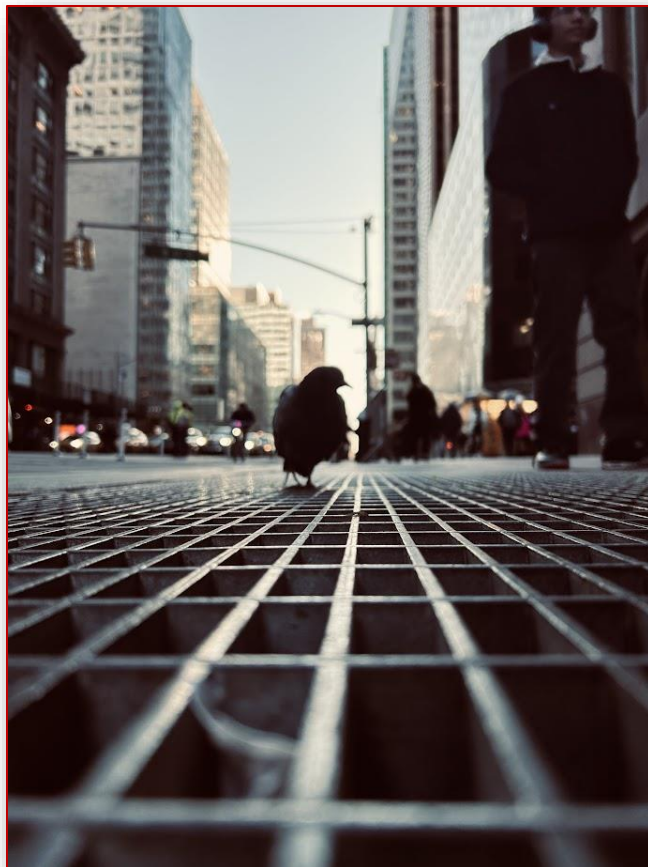
Her work was chosen from over 1000 submissions for exhibition at The PS Art show at The Metropolitan Museum of Art in June. The work will also be featured in the catalog and on the website.

Zahra didn't just take this photo by chance, she strategically planned her camera angles and experimented from multiple perspectives to capture the NYC mascot, along with Darwin.

Congratulations Zahra!  
Ms. D



"New Perspective"  
by Zahra Jenkins



Always try to look at things from a different perspective, or someone else's point of view, like this bird. The world around it is much bigger and different from the world around us, so little to this bird, like crumbs is so much, but to us it is basically nothing. So little to us might be so much more to others, never take things for granted.





# In the Spotlight

On Friday, March 28<sup>th</sup>, the Fashion Design students and SMASH Arts Production presented their annual fashion show. This year's theme was, "Junky Fashion." The show was fashionably superb!!! A big thanks to Ms. D for spearheading!!!





