



SUMMER 2020

Tools of the Trade

A Publication of the Southern Westchester BOCES Center for Career Services

A Message from the Director



No one can argue this year was unique. It began with the excitement of getting back to school and into a routine, and soon changed into one of distance learning due to the Coronavirus.

I cannot be prouder of the staff and our students who took on this challenge with enthusiasm and determination. It was not easy. There was a considerable amount of coordination that had to take place to ensure students had the tools they needed, stayed motivated and were given assignments that reflected our hands-on approach to learning as much as possible.

Our Teacher Assistants were invaluable to us during this time as they continued to support our teachers and students. Cosmetology teacher Yolanda Lopez went the extra mile by mailing home an important tool to her students when it was realized they were missing manikins. We had classes focus on assignments inspired by the pandemic, including our Fashion Design and Merchandising students making masks and Commercial Art students creating pieces inspired by the Coronavirus.

Sound Production teacher Sean Harty connected with the "Hip Hop Therapist" so students could have a virtual space to share and critique their work. Christine Ireland, who teaches Architecture and Design, was regularly in touch with her students when she realized just how difficult it was for them to be away from the classroom.

It wasn't just teachers and staff who made the most of this unusual circumstance. Art student Carlos Valiente had a piece accepted into the iCreate exhibit at the Bruce Museum in Greenwich, CT. Culinary student Leonardo Rodrigues entered a cooking contest submitting a video of himself making Fettuccine Alfredo at home.

These are just a few examples of how the staff and students at the Center for Career Services went the extra mile and developed creative skills during this unusual time.

We celebrated our Recognition Ceremony in a virtual environment this year on June 18. The one thing that this pandemic has proven — the Class of 2020 is ready for anything! They have shown their commitment to bettering themselves, ability to be flexible and their dedication to completing their high school academic careers.

May you all have a safe, healthy summer and we look forward to the fall, when we hope we can welcome you back to campus.

Dahlia A. Jackson

Director, Southern Westchester BOCES
Center for Career Services

Recognition Ceremony celebrates the Class of 2020 in virtual style



For a school year that saw many educational traditions and expectations change when a global pandemic struck, students at the Southern Westchester Center for Career Services adapted to the changes and challenges and came away stronger.

One more change they had to navigate was the traditional end-of-year Recognition Ceremony. Typically, the event is a gathering of students and their families to celebrate their accomplishments. The ceremony not only recognizes the success of students, but also is a time when they receive awards and scholarships, hear from successful people, including some BOCES alumni and come together one last time. This year was markedly different due the impact of the Coronavirus. School administrators worked to put together a virtual ceremony which premiered June 18.

One of the most poignant portions of the event was a video montage of seniors, called "Student Voices," who shared their thoughts about what BOCES has done for them.

In their own words:

"I think BOCES has pushed me to where I want to go. I came out of it having a plan pursuing a career in construction management."

"I am going to the Culinary Institute of America the most prestigious and number one culinary school in this country. I am so excited for it. I am astounded someone like me got in, to go to a school that is that prestigious, that is like the Harvard of my industry."

"Basically, come with motivation. That's all it takes."



"He [Chef Peter T] really helped me learn more about myself."

"Mr. Harty made my time at BOCES a success because he's very experienced at what he does. He brings out that hunger in you and makes you want to do more."

Students shared their future education plans. There are students who will be attending the University of Hartford, Westchester Community College, the Rochester Institute of Technology to name a few. One student is going into the Air Force Reserves. Others

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Recognition Ceremony celebrates the Class of 2020 in virtual style

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plan to pursue a career in criminal justice, filmmaking and nursing.

"It is reaffirming to know that the BOCES Center for Career Services has played such a significant role in the educational careers of our students," Director Dahlia Jackson said.

Valedictorian, and aspiring veterinarian, Madeleine Bailey, will attend SUNY Delhi to continue her study of animal science.

"Without BOCES I don't believe I'd be the student I am today," she said in a pre-recorded address. "I loved it here at BOCES because I felt I was surrounded with genuine people who were sincerely passionate about the program they belonged to."

"Above all I am thankful for my teachers, Mr. D'Abruzzo and Mr. Hamilton. By far they



Valedictorian Madeleine Bailey

have been the greatest teachers I've ever had. They were a non-stop support system for me and effortlessly made the classroom a fun learning experience."

"Although I did not get to say goodbye in person, I am thankful to have met and worked with such wonderful classmates," she continued.

The ceremony included the announcement of several individual awards and scholarships as well as an acknowledgement of the 335 graduates — 250 of whom received technical

endorsements and 330 who participated in the Center's Work Based Learning program.

"On behalf of the Board of Education and the Central Administration team I'd like to let you know how proud of you we are and how confident we are of your future success. This confidence comes from what we know

about how you've responded during this challenge — as a student body you have been spoken of very highly of by your teachers, teaching assistants, assistant principal, principal and director throughout the past two years but especially so in the past few months. Your attendance, participation, learning and growth during normal and remote times have been impressive and this is a very reassuring sign for the future," said James A. Grotto, Jr., assistant superintendent for educational services in his words to the graduates.

"On behalf of your teachers, counselors, principal and assistant principal the young men and women of the Class of 2020, as you begin your life and career journey as an adult remember all doors will eventually open for you if you remain steadfast and strong. If you can imagine it, you can achieve it," Ms. Jackson said.

To view the Recognition Ceremony and NTHS event in their entirety, visit swboces.org

FASHION: A SIGN OF THE TIMES



Like so many teachers, Carmen Galliano had to pivot from leading a hands-on learning environment to an online one.

During this time, the fashion design and merchandising teacher at the Center for Career Services noticed that one thing had not changed — the fact that inspiration for fashion trends can come from anywhere.

With that in mind, she gave her students assignments inspired by the COVID-19 pandemic.

"As I always say, fashion is a reflection of what's happening all around us," Ms. Galliano said. "So, students worked on themes for when we do go outside again, such as Quarantine Couture, Lockdown Leisure, Remote Worker Wardrobe, Frontline Essential Ensembles and Protection Apparel."

Students continued to work on practicing their fashion drawing skills as they think about and design clothing that is related to the pandemic fashion themes.

In addition, students also made protective masks, a project they began working on in March before the pandemic forced schools to close.

"Now that Governor Cuomo has mandated masks to be worn by everyone, it has become a new fashion necessity," Ms. Galliano said.

Students with access to a sewing machine at home were given fabric and other tools to make masks for themselves and their family members. Those without sewing

machines at home were given the necessary materials to make no-sew versions with cut-up old T-shirts or bandanas.

Ms. Galliano used Google Classroom to share assignment information and Google Meets to chat with her students throughout the week.

In addition to their class work, students are also responsible for Career Development and Occupational Studies (CDOS) assignments. In this instance, they wrote a résumé and cover letter for a specific job. They also found examples of appropriate attire for job interviews for both men and women, as well as answer common interview questions. This assignment helps to fulfill a students' CDOS credential.

One challenge that Ms. Galliano encountered was how to proceed with the biannual fashion show. Every other year, her students put on a show that highlights their work. All students at the Center for Career Services campus, as well as special guests, are invited to the event which is modeled after a high-end fashion show.

This year Ms. Galliano had her students take videos of themselves modeling their at-home creations, which was then compiled into a

fantastic fashion show video, which can be seen on our website, swboces.org. The video highlights the students talent and shares how much fun they had creating new outfits.

Ms. Galliano encouraged students to make whatever styles they wanted to create,

including repurposing material or other articles of clothing they had at home to make something new.



CONGRATULATIONS TO THE NEWEST MEMBERS OF THE NATIONAL HONOR TECHNICAL SOCIETY



The Center for Career Services found a unique way to celebrate the newest members of the National Technical Honor Society. Unable to host an in-person ceremony due to the Coronavirus, the center opted for a virtual one, sharing a pre-recorded ceremony on June 17.

All the elements of a traditional induction ceremony were included, such as a recitation of the eight principles characterized by each member: knowledge, skills, scholarship, service leadership, responsibility, citizenship and honesty. A candle representing each of the principles was also lit.

"Nominees we hope that you recognize these attributes in yourself and value these qualities that have made you eligible for membership in the NTHS," school counselor and NTHS advisor Lori Augiero said.

"The National Technical Honor Society is an acknowledged leader in the recognition of outstanding career technical education," explained Anna Macchia

school counselor and NTHS advisor. "This unique organization encourages higher scholastic achievement, cultivates a desire of personal excellence and helps today's students find success in today's highly competitive workplace."

During the 10th annual induction ceremony, Director Dahlia Jackson offered her congratulations to the inductees and recognition of their hard work.

"With this new accolade comes a responsibility to go forward to give back to your family, school and community. They will be forever your support as you continue to grow," she said.

Those fortunate to be nominated for the NTHS are part of "an exclusive group," Ms. Jackson said, which "welcomes only those who excel in the acquisition of 21st century college and career skills that will support life-long learning."

"I always encourage all accomplished students to meet every new challenge with confidence and never make their most recent success their last," Ms. Jackson said.



Danny Agudelo
CAD
New Rochelle High School

Carlos Alvarez
Collision Technology
New Rochelle High School

Francisco Alvarez
Construction Plumbing
New Rochelle High School

Carmen Andrade-Maita
Security, Law, and Policing Service
Woodlands High School

Lance Anthony
Animal Science
New Rochelle High School

Victor Aquino-Lucero
Automotive Technology
Sleepy Hollow High School

Michael Asher
Sound Production
Eastchester High School

Vanessa Baeza
Animal Science
New Rochelle High School

Madeleine Bailey
Animal Science
Scarsdale High School

Justin Barte
Animal Science
Woodlands High School

William Blaker
Automotive Technology
New Rochelle High School

John Bobolak
Culinary
Tuckahoe High School

Rodnee Brown
Cosmetology
Ardsley High School

Dylan Buechner
Animal Science
Hastings-on-Hudson High School

Liam Cabaleiro
Animal Science
Pleasantville High School

Jonathan Cabreja
TV & Video Production
Sleepy Hollow High School

Nancy Cabrera
Cosmetology
Sleepy Hollow High School

Scarlett Cabrera
Animal Science
Edgemont High School

Jovany Chavez
Construction Plumbing
New Rochelle High School

Derek Chen
Pre-Engineering
Edgemont High School

Jordan Dawkins
TV & Video Production
Woodlands High School

Sofie DeCicco
Port Chester High School

Sebastian DiGirolomo
TV & Video Production
Dobbs Ferry High School

Joseph Engongoro
Construction Plumbing
Harrison High School

Colleah Evans
Animal Science
Sleepy Hollow High School

Alexia Farias
Cosmetology
New Rochelle High School

Daniel Faulstich
Automotive Technology
Ardsley High School

Lianna Fiorino
Cosmetology
Westlake High School

William Fon
Construction Plumbing
Ardsley High School

Angelina Forgione
Commercial Art
Harrison High School

Ariel Garcia
Fashion Design/Merchandising
Eastchester High School

Rory Gerhardt
Culinary
Pelham High School

Jasmine Graves
Animal Science
Rye Lake - Mt Vernon

Danae Hardy
Cosmetology
New Rochelle High School

Javier Hernandez
TV & Video Production
Pelham High School

Diana Hernandez-Zapata
Nursing Assistant
White Plains High School

Kelly James
Security, Law, and Policing Service
New Rochelle High School

Morgan Kind
Nursing Assistant
White Plains High School

Patrick Krall
TV & Video Production
Bronxville High School

Jason Lema
CAD
Pleasantville High School

Alejandra Lopez
Nursing Assistant
White Plains High School

Carla Lopez-Hernandez
Nursing Assistant
White Plains High School

Tyler Mahoney
Animal Science
Scarsdale High School

Daniel Maloney
TV & Video Production
Pelham High School

Jason Manorqui
Construction Plumbing
White Plains High School

Brianna Margolis
Cosmetology
Westlake High School

John McCarthy
Electrical
Pleasantville High School

Erlaine Nader
Computer Information Systems/
Medical Administrative Assistant
Edgemont High School

Matthew Nieves
Culinary
Westlake High School

Caleb Nikolaus
Construction Plumbing
Harrison High School

Arai Nunez-Alvarez
Culinary
New Rochelle High School

Aidan O'Brien
Construction Plumbing
Ardsley High School

Antonio Oliveros
Automotive Technology
New Rochelle High School

Johnny Oquendo
Emergency Medical Services
New Rochelle High School

Julian Orozco
Culinary
New Rochelle High School

Isabel Perez
Animal Science
Pelham High School

Rosanny Perez
Nursing Assistant
White Plains High School

Nicolas Renzo
Automotive Technology
BOCES Irvington - Eastchester

Marrell Rivera
Pre-Engineering
New Rochelle High School

Miguel Rodriguez
Automotive Technology
New Rochelle High School

Vanessa Salazar
Cosmetology
New Rochelle High School

Catherine Sayegh
Animal Science
Eastchester High School

Kosei Takanashi
Culinary
Woodlands High School

Ajani Taylor
Electrical
New Rochelle High School

Jesica Tenesaca
Cosmetology
Woodlands High School

Alfonso Torres
CAD
New Rochelle High School

Leslie Valdovinos
Fashion Design/Merchandising
New Rochelle High School

Esteban Valencia
Construction Plumbing
New Rochelle High School

Carlos Valiente
Commercial Art
Woodlands

Anthony Vallaro
Collision Technology
Harrison High School

Layden Vanderberg
Pre-Engineering
New Rochelle High School

Blanca Vasquez-Ramirez
Culinary
Pleasantville High School

Logan Vigilio
TV & Video Production
Westlake High School

Nicole Vitagliano
Cosmetology
Pleasantville High School

Scott Weaver
Emergency Medical Services -
Inducted
Sleepy Hollow High School

A little help from your friends

Teacher Assistants continue to offer support in online classrooms



Like everyone in education these days, the teacher assistants at the Center for Career Services also worked from home and adjusted to a new online learning environment.

While it may have looked different, they continued to offer the same support to teachers and their students.

"A teaching assistant is someone who can help a teacher," Teacher Assistant Tes Giorgio said. Among a TA's other responsibilities are being "a doctor, nurse, social worker, mother, but most importantly a teacher."

Dennis Hawkins has been a TA for 25 years, the last two at the Center for Career Services. He assists Richard Thomas in Construction/Plumbing classes.

"Remote learning has some new challenges for us to overcome," Mr. Hawkins said. "Ultimately we are striving to provide what academic work we can and offer our support to the students and their families in whatever capacity we are able."

Since he was unable to work one-on-one with students, Mr. Hawkins has been reaching out to them via texts, phone calls and emails.

"For me this is the most difficult challenge," he said. "I love being in the classroom, face-to-face and hands-on. Teaching is much more than just relaying information. It is the human connection made between teacher and pupil. It is the guidance and preparation for life as an adult that we impart to our students, which includes emotional support, development of ethics for work and life, even philosophical explorations at times."

Tracy Greene, who has been a TA for 23 years, works with Laura Mirabel and Theresa Galitello in the Cosmetology program. She

assists the teachers with practical and written work and helps ensure students pass their classwork in order to prepare them for the state licensing exam.

As online learning expanded through the week's, schools have been closed. Ms. Greene has been helping teachers find material that would be useful for students, including sharing YouTube videos



for students to watch, as well as tracking the daily attendance questions students receive to ascertain whether they are participating.

Ms. Giorgio is another TA who works in Cosmetology. She assists teacher Yolanda Lopez in the Cosmetology I class, that focuses on first-year students.

She has helped set up classes in Google Classroom, which allows her to send out assignments to students and track their progress.

"I am able to make up lessons, tests and have communication with students via email," she said. "I am also able to call students and parents to discuss assignments and give academic and emotional support."

The first-year students now have manikins available to them. Before they did, they were encouraged to practice their skills on willing family members.

"The students love to do hair and it was nice to see the completed work," Ms. Giorgio said of the practice students did on family members. "You could see the quality of work they put into the assignment."

The assignment also enabled families to spend time together.

"It helps break up some of the stress they may be feeling due to the pandemic," she said.

Like so many other TA's, Flora Cardinale is missing the students she assists in both the Office Skills and Collision Technology classes.

"I do miss the human interaction, especially in certain classes that are more hands-on learning," she said.

Fifteen-year TA veteran Lesly Martes keeps busy helping teachers in the Nursing Assistant, Auto Collision and Detailing, and Television Production programs.

Like her colleagues, Ms. Martes helps monitor student participation with Google Classroom, and she is participating in weekly meetings with teachers and administrators as they plan and post assignments.

For her, one of the many challenges is not having access to labs or shops on campus.

"Many of our students like doing hands-on activities more than the work that the textbook provides," she said. "We are very limited in practical activities since students don't have the tools and equipment they need to complete their projects."



Video production translates easily to distance learning

It is easy to imagine "Lights, camera, action!" being heard often inside the television studio at the Center for Career Services, where students are learning the ins and out of producing video content. Fortunately for students the medium does not require a studio. Rather, with distance learning in place, students are using their phones and whatever space is available to them.

"The TV/Video Production course has been thoroughly engaged in the remote learning process since the beginning of the mandatory school closures," teacher Mike May said.

Like so many other teachers, he is using Google Classroom each day to reach out to students and take note of attendance. Students can also use the platform to get daily handouts, visual learning videos, class materials and at-home project assignments. Tests and quizzes are also posted and assignments are turned in via Google Drive.

Each day Mr. May meets with his morning- and afternoon-session students. He has set a high standard, and students are expected to be logged-in on time and dressed appropriately, as he said he wants to uphold professional guidelines.

In terms of assignments, they vary for first year and second-year students. First-year students completed a Vlog, or video blog, which they created with their cell phones. They were asked to talk about their time at home, their hobbies and interests and to conduct interviews with family members. They were only allowed to shoot outdoors on their property. Currently first-year students are working on creating PSA videos, one about coronavirus safety and another of their choosing. Mr. May has also assigned them to create a movie review video and a piece using stop-motion animation.

Second-year students have been kept busy reviewing NOCTI practice questions each week and taking quizzes via Google Forms. Additionally, they are continuing to work on their final projects, a choice of a short film or documentary for which they pick the subject. And finally, seniors have begun their final exit project that includes creating a resume and cover letter.

Student work to be featured in iCreate Show



With so much of his education becoming so unsettled recently, Carlos Valiente, a senior at Woodlands High School and a Commercial Arts student at the Southern Westchester BOCES Center for Career Services recently received some wonderful news.

His submission was selected out of more than 800 entries to be a part of the Bruce Museum iCreate 2020 Exhibition.

Teacher Damian Powers said his students had been working with the Greenwich, Connecticut-based museum to create a flyer for the iCreate Show. He encouraged his students to submit their work for consideration.

The museum describes the exhibition for regional high school students as "an array of works infused with the creative spirit and impactful voices of budding young artists. iCreate serves as an outlet for these emerging artists, amplifying the scope of their pieces' influence and providing the community a glimpse into local artistic potential. The works are of diverse mediums and explore different themes ranging from critiques of traditional social constructs to playful portraits, to statements regarding animal extinction."

"When I heard that my drawing had been selected for the exhibition, I was really happy and excited because people were going to be able to see what I do and that meant a lot to me," Carlos said.

Like the schools, museums have had to make adjustments to how they operate due to COVID-19. The Bruce Museum closed, however, is still planning to move forward with the iCreate exhibition, which is slated

to open on June 27, 2020 and run through August 9.

Volunteer Manager/Digital Media Manager Mary Ann Lendenmann said the exhibition will be the first show for the museum since it closed due to the pandemic. They are planning on staggering attendance and enforce social-distancing protocols. In addition, an online exhibit of the work is



being organized along with a video of the 55 pieces in the exhibit.

Each selected piece will be framed at the expense of the museum and be showed with an artist statement.

Carlos said he joined the Commercial Art program at BOCES because he wanted to learn more about art, different medias and meet others with similar interests.

"The thing I like most about the class is that

it is a safe place to be creative, everyone helps each other and we're like a family," he said.

Since distance learning has been in place, Carlos said he misses his classmates and teachers and it has been an adjustment for him.

"At first I was ok with it because I thought it was going to be similar to a school break and a lot less stressful," he said. "But now I realize that it's not. Learning through a computer screen is a lot more difficult because I personally find it difficult to learn some subjects without a teacher."

"But," he continued, "there are only a few days left of the school year, so I'll just try doing my best with distance learning and hope it doesn't extend all the way to September."

The drawing Carlos submitted for the show is one he did of Mr. Powers' dog using colored pencils.

"I decided to draw it because I wanted to do something different," Carlos said. "I usually do portraits but this time I wanted to attempt to draw an animal and try to draw fur, which is usually complicated to do."

"Throughout his junior and senior year Carlos always showed initiative," Mr. Powers said. "If there was a project to do or extra work to complete, he would do it."

"Carlos has been able to combine his fine art skills with the use of the computer skills he acquired in the commercial art program," Mr. Powers continued. "When I saw the email that his artwork was selected for the iCreate show, I was very proud. He deserves every bit of recognition that he can get. He is polite, talented and a hard worker."

Teacher and students stay connected through design work



One of the many changes that students and staff have made since distance learning began is not seeing their classmates and teachers every day.

"My students miss the classroom and each other, as well as me," architecture and interior design teacher Christine Ireland said. "We become a family each and every year, especially since we spend so much of our day together."

Like so many teachers these days, Ms. Ireland used Google Classroom and Google Meet to stay in contact with her students. She scheduled times throughout the week when students could reach out to her.

"The hardest thing is peer-to-peer interaction and consistency," she said. "Our students with IEPs really need in-person connection to meet their specific learning styles."



In-classroom meetings enable students to work on other skills in addition to those relating to architecture and design. Having a routine, being able to make eye contact and receive emotional support are all important.

"The lack of classroom routine that has been developed over a long period of time is difficult to mimic as a parent," Ms. Ireland said. "Kids also learn and support each other in classrooms. And that's also difficult to do at home."

Her seniors are concerned too: "It's very sad. My seniors are so anxious about their futures and where they are going and how next year will look," she continued. "During our meetings, a lot of my time is spent helping them process these changes and work through them in a healthy way."

Among the assignments she has her students working on is their annual "Shark Tank" challenge, which they completed since distance learning began. Students were required to create an invention. Usually a panel of judges, personally selected by Ms. Ireland, critiques the students' work. This year, she was the sole judge.

"Students came up with timely inventions that were great," she said. "Among them were ways to get take-out without contact through apartment windows and apps that allow you to be social and connect with others virtually based on interest."

SPECIAL DELIVERY Teacher assures students have the tools they need



As COVID-19 made its impact throughout Westchester County, New York state and beyond, a whirlwind of activity took place in school districts when the governor decided to close schools. Suddenly students and teachers no longer had access to their classrooms and learning was taking place in virtual spaces. Everyone from school administrators and teachers to students and their families had to adjust to a new normal.

When Cosmetology teacher Yolanda Lopez realized some of her students had left school without certain materials they would need, she went the extra step. After receiving permission to visit her classroom at the Center for Career Services, Ms. Lopez boxed up 41 manikin heads and other materials, visited FedEx and shipped them to her students.

Until that point, Ms. Lopez had been giving her students hand-written assignments. But manikins, models of a human head with hair, play a critical role in student learning. The manikins have human hair and enable cosmetology students to practice blowouts, curling styles, updos and more.

"Anything you can do on human hair, you can do on a manikin," Ms. Lopez said.

Access to the manikins also enables students to broaden what they could do while distance learning was in place. Some

students may not have family members available or willing to have them work on their hair or have styles or chemically treated hair that prohibit having a blowout done.

"There are limitations on what they can do without a manikin," Ms. Lopez said.



When students received their manikins at home, Ms. Lopez encouraged them to shampoo and blow dry, do curl styles with curling iron, or do a braid.

"Get creative, show me something. There are no limitations as long as you do something," she said.

In addition to the written work, students were encouraged to practice their manicure techniques and work on makeup application. She knows most of her students have hand

cream and nail polish at home they can use to practice.

"Today I assigned students to go hunting in their house and find things you can do on a manicure," Ms. Lopez said as a way to find inspiration. The assignment also included students taking photos and short videos of the process — how they set up their workstation, the hand massage technique they have learned and the final result.

She has also encouraged students to do a before-and-after project with makeup, taking photos for her so she can see their work.

The transition from in-class work to distance learning was an adjustment for all involved. Ms. Lopez and her students were familiar with Google Classroom, although much of the time it was her teacher assistant who managed the Google Classroom. She and many of her students had to learn how to use the program. It took a few weeks for everyone to feel comfortable using Google Classroom in a new way and adjust to not being in school each day.

"I'm happy. Every week I make phone calls, I am emailing and talking to parents and students," Ms. Lopez said. "Parents are very positive that I am taking the time to call. The students are also happy to hear that I am talking to them. I call sometimes to just say 'hello.' I want to know how they are doing."

Culinary students use creative talents in menu design



Culinary Arts students had an opportunity to engage in some creative fun outside the kitchen while distance learning has been in place.

Chef instructors in the culinary program had to develop food-related assignments that were manageable for their students at home and kept the focus on food and other activities related to serving food and operating a restaurant. They had to take into consideration that students may not have access to an abundance of ingredients or the tools they can access in the school kitchen/classroom.

"With 70 percent of our work being hands on in the kitchen, all we really can do remotely is complete chapter work and quizzes on the units of the curriculum as well as other written projects. Watching instructional videos and demos as well," said Chef John Damiani.

Chef Peter Tomaskovic has his seniors working on the physical design of a menu for a Mexican restaurant. Students were encouraged to be creative. Some students used their own drawing talents while others developed creative designs on their computers.

This work stems from a project culinary students had done while school was in session. Students created menus, cooked

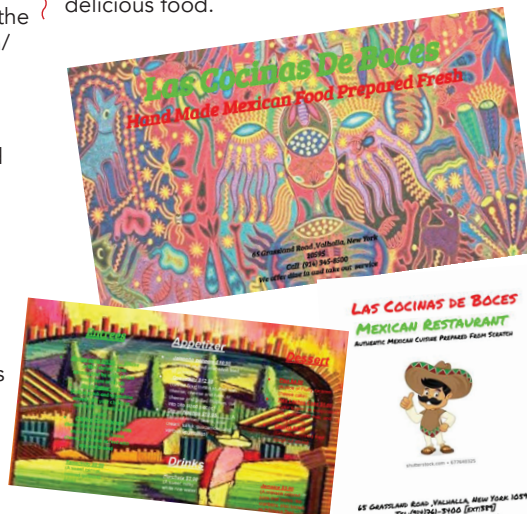
food and served their classmates in a "restaurant" on campus. One such exercise in the fall had the Feast of San Gennaro as a theme, serving up Italian fare. These types of hands-on projects help students get a sense of what it is like working in a restaurant, in both the back of the house where they prep and cook the food and the front of the house where they interface with customers and practice table-setting and serving. As a bonus, students in different programs, as well as staff, got to enjoy some delicious food.

The Mexican theme had been selected while school was in session when the entire campus at the Center of Career Services had an opportunity to vote on a theme. Since they were unable to open their Mexican restaurant while school was in session, students are now working on their menus at home. Students were required to design a menu with three appetizers, three main courses and three desserts. They had to cost out the prices too. They were encouraged to be creative with their menu design.

"The hands-on part of the project would have been the actual running of the restaurant inviting students from our campus in as guests," Chef Tomaskovic said of the Mexican fiesta his students would have done.

"Las Cocinas de Boces" is serving Jalapeño Peppers, Mexican Layer Dip and Beef Quesadilla Bites for starters. Entrees include Chicken Chimichangas, Shrimp Tacos and Steak Fajitas. Dessert options include Tres Leches Cake, Churros and Flan. Some menus included specialty drinks too, such as Horchata (a sweet, milky white rice water) and Agua de Jamaica (hibiscus tea).

Chef Tomaskovic has suggested his students make a video of themselves cooking and serving their menu options as well as their table settings all things they learn as part of their classwork.



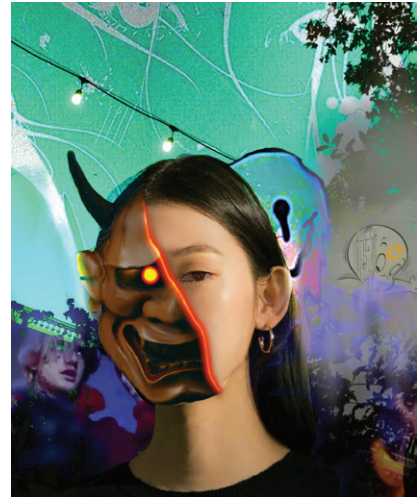
THINKING ABOUT THEIR SURROUNDINGS



Donald Grant



Carlos Valiente



Viviana Rivera



Emma Garcia



Angel Contreras-Lazaro

Commercial Art students' work inspired by social distancing



A typical day in Damian Powers' Commercial Art class on the Center for Career Services campus begins with students working on a computer. They use a variety of software programs to create designs ranging from the personal to the fantasy genre.

When the governor ordered schools to close, like so many other teachers, Mr. Powers transitioned his traditional classroom to an online one.

Several of the assignments he sent his students focussed on what is happening

around them, specifically with the COVID-19 pandemic.

"Some students have taken to it better than others," he said. "For our first project in self-quarantine, I asked the students to create a digital or traditional collage based on a few questions."

These questions included:

What type of collage do you plan to develop? Traditional, digital, or a combination of both?

Please explain how your resources affect your decision. For example, if you don't have

access to a computer or design programs, you are doing a traditional collage. If you have an iPad, you will be working on that.

What will be the subject matter of your image? We are in interesting times. The daily life we are in has changed dramatically from three weeks ago. Isolation? Loneliness? Happy to slow down? Worry? What are the positives? Use these emotions/facts to influence your subject matter.

What type of imagery do you plan to use/create? Will the images be dark and foreboding? Happy? Light? Strange? Straightforward?



**SOUTHERN
WESTCHESTER BOCES**

SWBOCES Center for Career Services
65 Grasslands Rd. · Valhalla, NY 10595
914-761-3400

Claudia Murphy, Senior Director,
Adult, Community & Career Services
Dahlia Jackson, Director
James Matera, Principal
Evangelo Michas, Assistant Principal
Brian Howard, Director of Communications
Alicia Smith, Writer/Photographer
Jeffrey Braun, Graphic Design

Southern Westchester BOCES
17 Berkley Drive
Rye Brook, NY 10573
914-937-3820
www.swboces.org

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Suzanne Doherty
Director of Human Resources

17 Berkley Drive
Rye Brook, NY 10573
Ph: (914) 937-3820

complianceofficer@swboces.org

Stephen Tibbetts
Assistant Superintendent for
Business & Administrative Services

17 Berkley Drive
Rye Brook, NY 10573
Ph: (914) 937-3820

complianceofficer@swboces.org

SWBOCES IS AN EQUAL OPPORTUNITY EMPLOYER

Section 504 Coordinator

Thomas Briggs
Director of Facilities and Operations
17 Berkley Drive
Rye Brook, NY 10573
Ph: (914) 937-3820
tbriggs@swboces.org

"The job of BOCES is to support the work being done in schools by providing services and supports they are not able to provide for themselves."

Soothing through sound



In addition to managing the logistics of such a change to an online classroom, teachers were confronted with finding ways to assist students on a deeper level and ensuring that their emotional health was being supported as well as their class studies.

Recognizing the importance of routine, Sound Production teacher Sean Harty organized his days to meet with his students daily at the same time they would meet if school was still in session.

Mr. Harty combines the regular subject material with emotional health assistance. He offers students a daily meditational practice as well as a weekly virtual gathering that allows for some creative fun.

In addition, Mr. Harty encourages students to join a Master-Class, an online education platform with access to pre-recorded lectures by experts in a variety of fields, three times a week. A new topic is discussed each session and provides students with a unique look at different parts of the music/sound industry.

"If my class focuses on the career techniques and skills, the MasterClass will focus on the rest," Mr. Harty said.

During one recent week, the MasterClass was hosted by award-winning producer Timbaland.

"We'll also do other sessions that I will teach that may touch on copyright, business, guitar or any other subject the students would like for me to talk about aside from what we are doing in class."

There is also a special time set aside each week for students to enjoy time together not focused on curriculum but rather as a way to be creative together.

On Thursdays licensed clinical social worker Yocasta Jiminez, the CEO and founder of Teens Under Construction, a teen mentoring program with locations throughout Westchester County, hosts a Zoom meeting with students.

"Many refer to me as 'The Hip-Hop

Therapist' as I incorporate the elements of hip-hop into the clinical space," Ms. Jiminez, who is also known as "Ms. Yogi," said. "My passion for hip-hop and social work has given me the ability to explore different approaches in working with urban youth."

"I had the opportunity to speak to Mr. Harty's students about the importance of addressing personal traumas and identifying what their personal strengths are," she said, referring to a visit to the classroom earlier this year. "We discussed several lyrics that students were able to relate to, which help students identify their own struggles in a song. By creating your own lyrics, you have the opportunity to release many of the thoughts you wouldn't share and often suppress, which end up displayed in unpleasant behavior."

During the Zoom sessions, the group discusses beats and students have the opportunity to submit topics to write about. They then take a few minutes to write lyrics and perform their pieces for one another. During one meeting,

Peekskill mayor André Rainey, a hip-hop enthusiast, joined the discussion. During another, Ms. Jiminez said students suggested the rap topic focus on reading.

"I think these types of events provide a safe space where students feel a sense of self and have the opportunity to be vulnerable by sharing their stories without judgment," Ms. Jiminez. "Students get to have a space they can control. It is their space – we talk their language and provide the structure. These students are amazing."

These hip hop sessions with Ms. Jiminez provide students with a much needed outlet where their creativity can shine and students have access to a space where they can be themselves.

"From our first meeting, we decided to make it an open discussion for anyone to join. Students can share a performance in terms of instrumental and/or lyrics, showcase them and we all as a group give constructive criticism," Mr. Harty said. "It's an optional forum for my students to relax, enjoy the company of their team and network with other people."

