



QUARANTINE BRINGS NEW FURRY FRIENDS

Turn to **PAGE 6** to hear about the new furry friends our teachers and staff adopted during quarantine.



NHS CATCH-UP

Turn to **PAGE 8** to learn what the National Honor Society has been working on so far this year.



NEW TO THE CLASS OF 2021: VICTOR COSTA

Turn to **PAGE 4** to meet a new member of the Class of 2021, Victor Costa.

THE INLET

Vol. 9, No. 2

SHELTER ISLAND SCHOOL

December 2020

SHELTER ISLAND ALUMNI: Where are they now?

BY SOPHIE CLARK

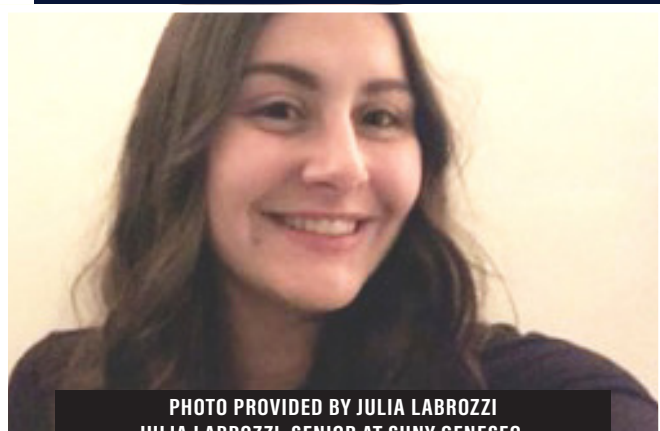


PHOTO PROVIDED BY JULIA LABROZZI
JULIA LABROZZI, SENIOR AT SUNY GENESEO.

In our next few issues, we will be checking in with Shelter Island School alumni from a variety of graduating classes to see what they are up to now. Our first two alumni check-ins are with Stacey Clark from the Class of 2011 and Julia Labrozzi from the class of 2017.

Shelter Island School graduate and current resident Stacey Clark is coming up on her 10 year high school reunion this spring. Since graduating high school, Stacey has gone through many life changes. After high school, Stacey worked hard to become an LPN. She earned her LPN degree through the BOCES trade school up island and then and was employed for years at residential nursing homes on the east end of Long Island helping sick and/or injured elderly residents. Stacey knew this would be her path by the time she was a junior in high school. She has always been a helping person.

Aside from getting her degree, Stacey has also gotten married, had two children, and settled into a home of her own on Shelter Island. Stacey is currently a stay at home mom to her two

children. Stacey's son Colby is in Kindergarten at Shelter Island School and her daughter Kaisley is one year old. At the moment, COVID has Stacey staying at home with her kids trying to discover "fun, interesting places" to keep them entertained. Stacey shares, "I am really into crafts, so my kids and I do different crafts outside such as painting rocks, treasure hunts, creating bird houses, and other fun crafts." To stay fit and combat the baking she is also enjoying doing while at home, Stacey "really enjoyed running during quarantine." She explains, "Over the summer, I did a challenge for which I had to run 300 miles in 8 weeks. I did this while pushing my children in their stroller. They mostly enjoyed this because they would take a nap." This time at home with her kids is special and has helped Stacey have fun through this strange time of COVID.

When I asked Stacey to reflect on her high school years, she enthusiastically shared a lot of memories. She says one favorite is, "During basketball games when we would do our warm up before the game and would hype each other up with the music we would listen to. Dr. Doelger was a coach and whenever we were on the bus or in practice, when he would start laughing, everyone followed, so then we all ended up laughing." Also, "In Mrs. Treharne's class, we would have discussions and all of the sudden we would go off topic and would start hysterically laughing and could never reel it back in." Another memory that makes Stacey smile is "Somehow convincing our Spanish teacher Mrs. Picozzi to have a quesadilla party at least once a week."

As for advice Stacey would give to current high school students, she says, "Don't take things for granted, most of your memories



PHOTO PROVIDED BY STACEY CLARK
STACEY CLARK-KEHL, HER HUSBAND GLENN KEHL, AND THEIR TWO CHILDREN COLBY KEHL AND KAISLEY KEHL.

from high school are from relationships made, friends, and sports games, and always work hard, no matter what." Stacey reiterates that a lot in life takes hard work. She says, "After high school it was a lot of struggle to get to where I am today, but with hard work and persistence, I have a wonderful family and a wonderful career." "Stacey's work ethic always impressed her teachers when she was here as a student," Mrs. Treharne shares, so it is no surprise that she has built a great life for herself. Stacey Clark is a proud alumni of Shelter Island class of 2011.

Graduating in 2017 from Shelter Island School, Julia Labrozzi is currently a senior in college at SUNY Geneseo in upstate New York. At Geneseo, Julia is earning an education degree and plans to be a secondary school Spanish teacher. Julia loves working with kids and loves Spanish, so this is a dream job for her. She knew early on that she wanted to be a teacher, but Señorita Leever really inspired Julia to become a Spanish

CONTINUED ON PAGE 2

DRIVER'S LICENSES BY MYLA DOUGHERTY

Many processes have changed this year, including one that is very exciting for high school students: getting a driver's permit and a license. Having to limit the number of people in the Department of Motor Vehicles has made it difficult for students to get these important documents. Online reservations are now required for appointments at the DMV, and for some they were very hard to make. Junior Franny Regan said that she made her reservation on the DMV website at four in the morning because the time slots opened up so randomly. She and Valeria Reyes, also a junior, will be taking their permit tests in January, the earliest appointments available. For some, there was an option to take the test online by invitation as part of a pilot program from New York State. After Junior Daria Kolmogorova registered for her permit on the DMV website, she then

received an email that said she could take the test online, and that it would be 50 questions, as opposed to the normal 20 questions. Daria decided to go with the online option, because even though there were more questions, it could be taken as many times as she needed to get a good score. To prepare, Daria read the New York State driver's manual and did some practice questions online. Daria says that she recommends taking the test online to other high school students if they have the option. Once the test is taken online, the applicant still has to go to the DMV in person to complete the process, but it will take much less time because the test is already over. Another important part of the student driving process, Driver's Education, isn't being offered this semester due to the lack of students with driving permits, and might not be next semester depending on

the amount of eligible students, as well as the state of school at that point. Many students were looking forward to Driver's Ed, and are disappointed that they may not have that extra education. Students who were taking driver's education last year were just about to complete the course when the pandemic struck. Luckily, they were still able to get their certification. "I don't feel as confident in some things, like parallel parking, because we only practiced that once," said Junior Lily Page. Izzy Fonseca, who was also taking Driver's Ed in March, will be

taking her road test in January. She said that it was difficult to make a reservation, and though she had all the requirements to take her road test, the coronavirus delayed the process quite a bit. Students are not able to get their licenses as quickly as they wanted this year, which is frustrating. Franny Regan remarked that "living on Shelter Island, there's not much to do, so I was really excited to be able to drive. Now I might not get my license for a while." Though it may be discouraging, all we can do is be patient and keep practicing!

Shelter Island U.F.S.D.
P.O. Box 2015
Shelter Island, New York 11964
www.ShelterIsland.k12.ny.us
BOXHOLDER
SHELTER ISLAND, NY 11964

Non-Profit Organization
U.S. Postage
PAID
PERMIT NO. 6
Shelter Island, NY 11964

EDUCATION AND THE GREAT OUTDOORS

BY MYLA DOUGHERTY

With education moving farther and farther towards technology and digital learning this year, students are stuck inside more than ever. It's important to remember to get outside and connect with the environment for both our physical and mental health, and this can start in school. Being outside can bring many benefits to the classroom, and in schools we should be exploring the possibilities of learning outdoors to its fullest extent.

Considering this year's peculiar situation, the outdoors could begin to play a greater role in education. Schools are already having to adapt and teach in ways that they never would have thought possible before, so this is the perfect time to consider learning outside the classroom, literally. The CDC tells us that our chances of becoming infected with the coronavirus are much lower outside than in indoor spaces, where there is less ventilation and the air-flow is limited. Outdoors, there is also much more space to spread out, giving everyone the six feet apart that they need, with space to move around as well. Many teachers at Shelter Island School have already been taking this into consideration by bringing classes outside when possible.

Being outside can help connect children to the ideas they are learning about in the classroom. So much of what we learn is hypothetical, and we are asked to imagine

how the topics we discuss would look in the real world. If kids are able to go outside and see for themselves how a plant makes its food, or how gravity works, they are likely to be more interested in the subject. Being able to connect these ideas to real life experiences makes learning more relevant and important to children, and will make them more interested in their education, leading to more attentiveness and participation in the classroom.

Learning in the outdoors is also beneficial to the mental health of students. This past year has and continues to take a great mental toll on everyone. It's important to have a way to relieve the stress and anxiety that so many of us are facing from schoolwork and the state of the world. Being outside is a great way to decrease stress levels and alleviate anxiety, as looking at nature increases the production of dopamine, the "happy hormone," in our brains. By creating a less stressful and more pleasant classroom environment outside, students can be more attentive and interested in class. We can also improve our physical health by going outside. Getting up and moving around is essential for the good physical health of students of all ages. Without many physical outlets being provided this year: most sports are cancelled, gym classes are restricted, many students are missing the physical release

from the mental stress of schoolwork. By bringing some classes outside, we could be giving students at least a little more fresh air and physical activity between classes indoors.

Just being outside and teaching the regular curriculum can have positive effects on students, but taking advantage of the outdoor setting and the lessons that can be learned from it can be very beneficial. By teaching our students about their local environment, they're more likely to be engaged in protecting it and more interested in the subjects surrounding it if they can relate them to the place they live in. Learning skills like gardening and survival can also help engage students as well as give them practical knowledge of the world that many students lack from conventional education.

The state of the earth right now is something that is important for children to understand. The effects of climate change are drastically changing our environment: global temperatures are increasing, ice caps are melting, and sea levels are rising, and these trends will continue until we do something about it. As a coastal town, the beautiful island we live on is at risk of going underwater if solutions to the climate problem aren't addressed. Climate change is largely due to the greenhouse gases that we humans create, so we have to hold

ourselves accountable and take action to preserve our home. It's vital that this generation understands the responsibility we have to take care of the planet we live on, and that begins with making connections with it through education. By teaching children to be aware of the environmental problems that face us, as well as fostering a good relationship between students and the planet, we can help to create environmentally conscious students who will continue to care for the earth throughout their lives.

Shelter Island is a special place, and has an abundance of natural resources. With our numerous public trails, beaches, and open spaces, and a nature preserve that makes up a third of our island, we have access to so many naturally rich and beautiful places. As a school we should be taking advantage of this, and looking at these spaces as potential classrooms or field trip settings. Especially with the lack of afterschool programs, events, and trips available this year due to the pandemic, why not look to the nature accessible to us? We should also be utilizing the school garden, which can provide lessons in science and of the food we eat. Hopefully this year can show us that as well as expanding the ways we learn into more digital aspects, it's just as important to go back to nature and learn what we can from our environment.

ALUMNI PROFILES

CONTINUED • BY SOPHIE CLARK

teacher and she is so grateful that she had so many teachers and other people cheering her on about her decision back here at Shelter Island School. College is a bit challenging right now due to COVID. Julia explains: "COVID has really affected how my entire university is functioning. For me personally, I had only two of my six classes in person this semester, which was really disappointing because I feel as though I'm not getting as much out of my online classes as I would if they were in person. All my assignments are online, and I think a lot of professors think that it is easier for students now that almost everything is online, so they have been assigning more work than usual, and are surprisingly less lenient with deadlines. It's hard to spend all of your time online when the in-person classes are so much more interesting!" Despite this, Julia is nearing graduation and is coping the best she can with this curveball at the end of her college studies.

Julia enjoyed her time at Shelter Island School and recalls that "My favorite memories almost

always come from the friends and teachers I spent most of my time with, or the spring musicals or sports that I had the opportunity to spend my time in. One really meaningful memory that I have is when I was in 10th grade and our softball team went undefeated and I hit 2 home runs, and in that moment I really appreciated Shelter Island for its size because I was able to participate in sports and clubs and so many other activities that I might not have had the chance to if I had gone to a bigger school." Julia also notes that she really misses her teachers from high school because she made close connections with so many of them.

The transition from high school to college was "challenging" at first, but Julia soon found ways to make the transition to independence. She says, "Although I was excited to move on to the next step, I honestly think I was scared, so it was hard for me to wrap my head around leaving the only school I had known for the last 13 years of my life. Looking back on that now, I realize it might not have been as difficult as I

had thought it was, but leaving Shelter Island makes you appreciate it that much more." To make the transition easier, Julia advises soon to be graduates to: "1. Get a planner! Plan every second of your life because it makes it so easy to remember what you need to do, and really helps you stay on track. 2. Don't worry about other people, focus on you and be true to who you are and you will be so much happier and your life will be so much more fulfilling. Be who you want to be because after high school you will be presented with so many wonderful opportunities; go for them! 3. Be kind to yourself, stay motivated and focused, and don't lose sight of why you started something. 4. Stand up for what you believe is right (this is so important)! 5. Keep searching for the next best thing in life, never settle for less than you want! I could obviously keep going on and on until we're all tired of hearing my tips, but remember that this is your life, you should get everything you want out of it and more!"

Julia is still really close with six of her high

school friends and they talk on a regular basis. Julia admits that has changed a lot since graduating high school. She explains how much more confidence she now has, some of which is due to her new life experiences. "I would definitely say life has been exciting," Julia explains, "and going to college far away from home really allowed me to find who I really am (yes, it does sound corny; but it's true!). My freshman year, I struggled with missing my friends and family, and it was hard to adjust to the new way that school worked and the heavier workload; it definitely takes some getting used to. But, as time moves on, you make more friends, meet amazing people, and have so many amazing experiences. I had the chance to study abroad in Spain in the summer of 2019 through Geneseo's study abroad program (and I even got to surprise Señorita there!) and it really made me realize that I really am going to school for what I love." Julia can't wait for what life after college looks like; which is sure to be a whole new adventure for her to embark on.

We would love to hear from you!

To contact **THE INLET** call

631-749-0302 x144

Email letters to the editor to:

devon.treharne@shelterisland.k12.ny.us

EDITORS: Myla Dougherty

FACULTY ADVISOR: Devon Treharne

STAFF: Jalill Carter, Sophie Clark, Victor Costa, Daria Kolomogorova, Caleb Lambert, Emma Martinez, Zeb Mundy, Aroldo Pantaleon Castro, Francis Regan, Valeria Reyes, Jane Richards, Mackenzie Speece, Emma Teodoru

THE INLET is a publication by Shelter Island High School Journalism participants with the support of Dr. Brian Doelger and the Board of Education.

EARLY GRADUATES

BY EMMA MARTINEZ

Among the many other challenges 2020 presented, two students have decided to add one more--graduating a year early. Angelina Rice, a 15 year old sophomore, has decided she wants to take on this challenge to be able to graduate with the current junior class in 2022. Being a very motivated student, this added work should not be insurmountable for Angelina. In addition to her sophomore classes, Angelina currently takes A.P. U.S. History and A.P. Literature with the juniors. She loves her classes tremendously, both the sophomores and the juniors. Concerning her choice, Angelina says, "I've been thinking about it for so long, since 7th or 8th grade, and once I saw it was actually a possibility, I knew I wanted to see my options." Angelina took the real first step towards shifting her schedule during the end of summer 2020. "I emailed Mrs. Tuthill to see what the schedule would look like and around a week later I was in her office officiating everything," she explains. Angelina says that

she's "adjusting well to my new schedule," and that her friends in the junior class all help her if she needs it and have shown a lot of support for her decision. "I've always been close with the grade above me, so being able to graduate with all my closest friends is like a dream come true," she shares. This year has only just begun, but Angelina is already proving that she is capable of achieving her goal. We all wish her luck in the new school year!

Our second early graduate is me, Emma Martinez. Why did I make this choice? Well, during quarantine, I did some self-reflecting and a lot of thinking about what I want in my future. I talked to Justine Karen, also an early graduate of the Shelter Island School class of 2018 who now attends St. Andrew's University in Scotland. After speaking at length to Justine, I realized that not only do I want to attend a university in Europe, but I also want to graduate early. I would be closer to my mother's homeland, Slovakia, and could visit whenever I wanted. I

convinced myself that if I can do this, I can do anything. I had never thought of actually taking this big step before, but when I realized it was a realistic opportunity, I had never wanted to do anything more. Some of my classes, like A.P. U.S. History or Pre-Calc, I take with my current junior class. Classes like Participation in Government, however, I take with my "new" senior class. At first I felt a little nervous to face my new schedule, but within the very first day, I knew I loved all my teachers and all my subjects. Similar to Angelina, I have made good friends in the class above me who support me and are helping me along with my early graduation plan. Both Angelina and I have realized that this is the right path for us, and benefits our futures most. I hope to achieve as many things as



PHOTO BY EMMA MARTINEZ
THE TWO EARLY GRADUATES EMMA (LEFT) AND ANGIE (RIGHT) SMILE UNDER THEIR MASKS FOR A PICTURE TOGETHER.

possible in my near future, whether it is getting into my dream school, or landing an audition somewhere. Angelina and I both know that this is not the easiest path we are taking, but we are willing to work hard to reach our goals.

A CLASS(MATE) MOM LIKE NO OTHER

BY JANE RICHARDS



AS "MEAN GIRLS" SAYS, EMMA T IS NOT A REGULAR MOM SHE'S A COOL MOM.

Before the class of 2021 graduates, they want to take a moment to recognize Emma Teodoru for never forgetting a classmate's birthday. Some students may have a parent that goes the extra mile to really make their children's lives special, for the class of 2021, they have Emma. Since freshman year of high school, Emma has kept a calendar of every birthdate in her entire grade. The day before each person's birthday, she researches what their favorite cake/icing combo is and then she heads to the store to get

her custom ingredients. On the birthday eve, she bakes cupcakes, then wakes up extra early the next morning to frost them. Each year, Emma does something specific for the person whose birthday it is. For example, on Matthew Struass's September 15th, birthday she drew a boat on the frosting to customize the cupcakes. It is also tradition that when it is someone's, birthday the Class of 2021 celebrates during their Social Studies class, because Mr. Miedema likes cupcakes just as much as the students do.

This year has been different and thrown some complications into Emma's birthday cupcake routine. Due to COVID restrictions, Emma cannot bring cupcakes into school for the class to eat, so she has had to adapt her usual routine. Adapt, Emma has, and she has found a way to keep her tradition going strong. On each classmate's birthday, she finds out what their favorite treat is and then hand delivers it to their house. On Wyatt Congdon's October 4th birthday, Emma brought him Junior Mints because she knew that was his favorite candy and on Zeb Mundy's November 13th birthday, Emma actually made him a chicken pot pie since he mentioned he had been craving one.

For those who are turning 18, Emma also buys them lotto tickets since they are of legal age to cash them. If that is not some serious class mom energy, then I don't know what is.

Emma doesn't stop at birthdays, Emma's lunch box is a deity of its own in our class. Her iconic snack trade has been a daily occurrence since middle school and is still going strong. The snacks (mainly Nutella 2 Go packs, Pirate's Booty, Veggie Straws, Fruit Snacks, and Kinder Eggs) became so popular that people started to fight over who got them. Emma then made a system to avoid these conflicts and make snack distributions fair. For example, James would get Nutella on Monday, Brandon got it on Tuesdays, and so on. Emma explains, "I would have to make sure I pack that certain snack so the person gets it on that day."

Emma is also known as the class taxi. She was one of the first people in our class to get her license and was always up to give someone a ride. Just like the snacks, Emma began a schedule. Over the summer, Brandon and Jalill worked at Gardiner's Bay Country Club, which is close to where she lives, so every morning over the summer Emma would give them a ride home after their shift. She says that, "Brandon would either call me or text me telling me they get off in 10 minutes and so I'd get ready to pick them up." Emma was also one of the drivers at class bonfires, and everybody knew she was the best car to be in. Not only did she go above and beyond by often making multiple trips in order to make sure everybody gets home safely, but she also would keep snacks and water in

her car to make the trip more comfortable. When asked about what it's like to put in all this effort she says, "A lot of people ask me if I get annoyed by it, but I honestly don't mind at all. I actually like it." Everyone who has a class with Mr. Brigham can see her AAA Driver's Ed award hanging on the wall, which is cold hard evidence that Emma's generous uber service is a safe one too.

As is clear, Emma is a very organized and productive person, so when she sees the opportunity to organize a class event, she jumps at it. Last year she got the idea to start a class secret santa gift exchange. She explains, "I love when people start thinking, 'I wonder who has me?' because it gets people so excited." Emma organized the drawing of the names this year once again and scheduled gift exchange day. Emma loves the big reveal day for secret santa because it is "so exciting and suspenseful and she loves finding out who had who and also what gifts they came up with for their person." Emma reports that, "Last year we had a good amount of people participate, but this year only two kids are not participating and I find that to be awesome." Emma's passion for organization and service makes her future as a communications major bright. She has been taking care of the senior class since middle school and they are forever thankful for her enthusiasm.

MRS. ORGASS

BY DARIA KOLMOGOROVA

PHOTO BY DARIA KOLMOGOROVA
MRS. ORGASS

You might have seen a new face around the downstairs halls lately. Mrs. Orgass is our new secretary for the Athletic Department, Interpreter, and assistant in the business office with secretarial functions. Mrs. Orgass says that she, “gets to work with sports, which I absolutely love! I also translate most of the documents that go home to the parents, from lunch menus to the monthly newsletters.” Mrs. Orgass graduated from LIU Post for her undergraduate degree and then attended SNHU for her Masters, double majoring in International Studies and Economics and taking Human Resource Management for

her Masters.

Mrs. Orgass now lives in Greenport with her husband and kids; one of her children is 13 years old and is in 9th grade and the other is 9 and in 4th grade. Both of her children attend Greenport School. Mrs. Orgass’s family also has a brand new cockapoo puppy, Phoebe Buffay, who became her family’s quarantine pet.

Mrs. Orgass likes to cook in her free time and if she’s not cooking, she is riding her bike around town. One of the biggest lessons Mrs. Orgass has learned over the years is, “To not take anything for granted, and always keep pushing

to achieve all of your goals, most importantly you create your own luck and success.” Mrs. Orgass used to work for a non-profit organization that assisted low income families as a bilingual advocate. She also has a big passion for traveling. “I love to travel, and enjoy going to different food and spice markets around the world. Slovenia was one of my absolute favorite places in the world.” Mrs. Orgass always has a smile on her face and has welcomed becoming a part of the Shelter Island community. She says, “The ferry ride is a great way to start and finish your day!” If you see her in the hall, make sure to say hello to Mrs. Orgass!

NEW TO THE CLASS OF 2021: VICTOR COSTA

BY MACKENZIE SPEECE

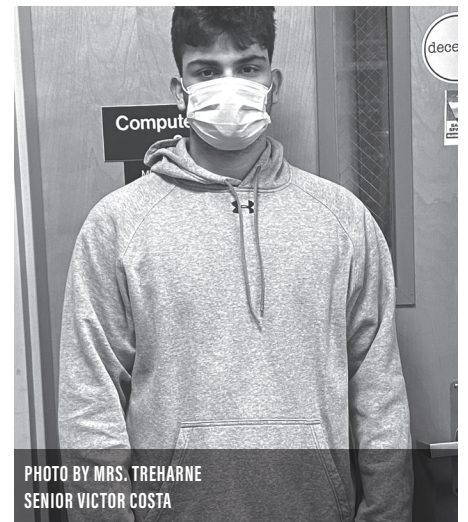
This year, many new families have decided to stay on Shelter Island during the pandemic and enroll their children in Shelter Island School, causing an influx of new students. Victor Costa moved to Shelter Island full time (for now) from Jericho, NY, and is new to the Class of 2021. Victor comes from a family of four children, but he is the youngest of the bunch, so the only one currently enrolled at Shelter Island. Shelter Island itself is not new to Victor, as he has lived and worked on the island for “the last three summers at The Pridwin and Coecles Harbor.”

Starting school here, however, took some adjusting. “My old school had about 250 kids per grade, so this is a lot smaller than that.” There are other differences between Jericho and Shelter Island School according to Victor. He says, “Teaching and learning

seems less tedious here. It is less test oriented. Kids here seem happier and it’s more of a community. There is not the same sense of competition amongst kids here, which is nice.” As far as the student body goes, Victor explains, “Kids are more friends with each other here, people know and understand when someone is struggling here. At my old school, there was no awareness of that.” Shelter Island School and “pandemic-style learning” in general has also caused Victor to learn something about himself. He shares, “Here, I have become really cognizant of the fact that when I stare at a screen, I am probably helping myself the least. What I mean by that is that I am apt to procrastinate when staring at a screen, but Shelter Island School has really made me aware of that and I am working on it. I am focused on the reorientation of spending my

time throughout the day.” Victor is unsure right now if he will graduate from Shelter Island School or not, he reports, “Right now that is not for sure. If athletics started back up in Jericho, I would go back.”

When he is not in school, Victor enjoys “trying different foods and diet plans” and “working out and being active.” He enjoys “reading the Bible” and is “looking into Buddhist meditation, metaphysics, and seeing things beyond myself.” When asked what three things he would say most people do not know about him, Victor replied: “I am trying to become a better listener, I would like to pursue something with fitness in my life, maybe a dietician or something like that, and I like meeting new people and I am always up for that. Even though you might think you know someone, there is always more to the story and it can open up

PHOTO BY MRS. TREHARNE
SENIOR VICTOR COSTA

your mind to things you didn’t know in the first place.” Victor has had the opportunity to meet a lot of new people here at Shelter Island School and we welcome him to the Class of 2021.

MRS. KREPPEIN BECOMES MRS. GOFF

BY JANE RICHARDS

PHOTO COURTESY OF MRS. GOFF.
THE RADIANT MRS. GOFF AND HER HUSBAND ARE ALL SMILES AT THEIR BEAUTIFUL FALL WEDDING.

Congratulations Mrs. Goff! The math teacher formerly known as Ms. Kreppin got married on October 3rd, 2020. When quarantine first started, Mrs. Goff didn’t

think the fall wedding would be affected, but as restrictions grew, she began to worry. At the beginning of August, she and her (then) fiancé were told by their venue

they could only have 50 people who had to be socially distant and there would be no dancing. Though the no dancing rule was a disappointment, they were able to still do their first dance and both of the parent dances.

The church where Mrs. Goff’s wedding was held allowed more people to participate in her special day. The church could seat 120 people socially distanced. This was exciting, since the ceremony was important to Mrs. Goff and her husband, and Mrs. Goff shares that, “it was really important to me to get married in my wedding dress.” The Goffs decided to go through with the 50 person reception (which included their family members, bridal party with significant

others, and the priest). Mrs. Goff’s mom made masks for the bridal parties to match their dresses and suits, as well for the parents. Even some who couldn’t attend the reception made an appearance at the church. This was a highlight for the Goffs. “It was really nice because we were able to spend time with people outside after church,” she shared. To make up for those who could not attend, the Goffs plan to celebrate with the rest of their friends and family when it is safe, hopefully by next October for their one year anniversary. Mrs. Goff summarizes, “All in all, I would not have traded it for anything. It was an absolutely perfect day.”

DRESS CODES: UNCLEAR AND IN NEED OF REVISION, AN OPINION

BY EMMA TEODORU

What is the importance of school dress codes? A dress code is said to promote a more serious school atmosphere, while claiming that it boosts students' confidence and minimizes distractions. But what happens when students suddenly start feeling sexualized and uncomfortable because of school dress codes? This is the question that some female students are battling at Shelter Island High School. At the heart of the controversy seems to be belly buttons. A number of Shelter Island School female students have been "dress coded" by faculty/staff in recent weeks for shirts that show a sliver of stomach. Girls are left feeling judged, uncomfortable, and targeted. What is more, our current dress code is so vague that we were genuinely unaware something as simple as a strip of midriff would cause disciplinary action.

What is the current Shelter Island

School's dress code? Well it is quite general and details that students should: "not dress in anything that promotes violence or discriminates against others, include footwear at all times, make sure that underwear is completely covered by outer clothing, not wear dark glass unless prescribed, not wear hats/visors, and lastly students should recognize that extremely brief and/or sheer garments are not appropriate." So, what defines "extremely brief garments?" One main problem is that there is no clear and concise policy. Students can interpret "extremely brief" in many different ways. Some could argue that showing your belly button is not wearing an "extremely brief" garment, while others seem to be arguing that it actually is. With this lack of clarity, infractions for dress code violations become based on opinions and bias, which results in a pick and choose type

situation in which students, mostly girls, feel targeted. Another huge problem is that girls are starting to feel sexualized, as if showing a small bit of stomach is indecent. So, how do we fix this problem?

It is time for an open dialogue about dress code and about how students are approached when they are deemed in violation of the dress code. It is extremely embarrassing and feels shameful to many to be targeted as inappropriately dressed in front of peers. Students, the administration, and the Board of Education need to get together to adopt more specific policies. Some schools have adopted gender neutral dress codes which include a detailed picture of a gender neutral figure dressed in what would be the accepted "bare minimum." This gives a visual for students to have a solid and clear understanding of what is acceptable and for teachers/staff

to recognize violations in a more unbiased manner with help of the model. A clearly defined gender neutral dress code would also reduce the feeling that girls are being targeted or sexualized because of their gender and/or bodies.

These are just a few ideas on how to begin revising the current dress code and the issues it is bringing up. Students should not feel uncomfortable around their teachers because of what they are wearing and teachers should not be uncomfortable or unsure how to assess appropriate dress. An open dialogue, some redefinitions, and a gender neutral dress code with a clear model may help get us all feel a bit more comfortable and less confused. Until then, maybe someone can tell me what is so scandalous about a belly button....?

THE WIDENING GAP BETWEEN SCIENCE AND JOURNALISM: AN OPINION

BY JANE RICHARDS

"What is a flame," asked 11-year-old Alan Alda. "Oxidation," his 5th-grade science teacher answered. That seemingly simple answer did not help him at all, it simply led to the next question, "Well then, what is oxidation?" This interaction sparked Alda's passion for communication. Most know Alan Alda as an actor, but some scientists know Alda as a coach. He created the "Flame Project," in which he teaches scientists basic communication skills and how to interact with the public in the most effective way. This program is not only necessary, but relevant. When a journalist interviews a scientist, the journalist probably has little science background aside from the Biology 101 class they might have taken their freshman year in college, and that is not their fault. The average journalist does not know what questions to ask a biologist or a chemist, and even if they do know what questions to ask, they don't know how to interpret the answers. This is because they were never taught how to ask these questions and interpret the answers. There are two ways to solve this issue: 1) Teach scientists how to better communicate with journalists, as Alan Alda is trying to do, and 2) prepare journalists with the necessary science education they may need before they enter the field.

Our very own biology teacher Mr. Williams points out that, "scientists don't know how to talk. Often scientists speak in their own little lingo and code talk." He brings up the example that the colloquial meaning of the word "theory" is an unproven assumption. However, the scientific meaning of the word "theory" is an irrefutable fact backed up by evidence and research. So, the reason this has such a huge impact, is that when a scientist announces information about

a theory to the public, the media often portrays it as an unproven assumption, when it is actually a deeply researched proven fact. Ultimately that one word can cause the media to misinterpret information and then write about it incorrectly, resulting in a really bad game of telephone between scientists, journalists, and the public. The root of this problem is that scientists are trained to talk to other scientists, not the public, and journalists are trained to talk to the public, not to scientists. Mr. Williams says that "as an educator, my job is to bridge that gap." Education is the only way this problem can be solved, it is about educating scientists on how to communicate with journalists, and journalists on how to communicate with scientists.

Journalists are most often English majors, so the solution might be to add science classes to the curriculum. It is not necessary to add an overwhelming number of science classes and it does not need to be for every student. Mr. Williams suggests, "if a large majority of journalism students were required to take science classes, then they would have the tools to ask the dangerous questions and really get to the heart of the science that they are writing about." They then would be able to more effectively communicate that information to the public. Journalists also need to understand the basic concepts of the scientific method and the procedures of experiments, because that can often get messy. If a journalist reports on an experiment that was trying to create a Lyme disease vaccine for deer, but only tested the experiment on 200 deer, then the data is on such a small scale that the results are not going to be very accurate. Some journalists would not take this sample size into account. Science reporting is

technical in a very different way than is regular news reporting.

Mr. Williams explains that a great example is climate change. Climate change is an ongoing controversy in the world today, however, it is a fact that the Earth is changing. Scientists want to know what is causing it and what it means. While investigating climate change, scientists are beginning to ask the question "is it really bad?" When you look back at history, Earth used to be a lot hotter than it is now and a lot colder than it is now, so the beginning of answering this question is: if the Earth heats up, yes, life can survive; humans, however, cannot survive. So, the types of questions swirling around climate change are very nuanced and journalists need to be aware of this and scientists need to be vigilant about communicating clearly. For example, if a scientist is asked "Will life survive global warming?" The answer is yes. Yet, when asked, "will humans survive global warming?" The answer is no.

So, how can we know if we are reading/hearing accurate science reporting in the mainstream media? We need to check and double check our sources. Mr. Williams suggests a couple of different ways to get the most accurate information. Start with being aware of the form of media. There is a big difference between a science magazine and a science journal. A science magazine is the same as a celebrity magazine, in that it is trying to publicize headlines and will write about anything just to sell copies. A science journal is what real scientists use to publish their research and results. Mr. Williams suggests the New England Journal of Medicine or any reputable science journal, meaning that the studies are peer reviewed. Peer-reviewed means that when one scientist

does a study, they send that study to several other scientists who recreate it and then say yes these results are real and accurate, or no my results were different, let's look at this before publishing anything. In a newspaper or a magazine, anything can be published, but in a science journal, it must be peer-reviewed before it is published. So, if you see a headline on the nightly news and want to dig deeper, go to a scientific journal for further information. Another tell-tale sign to check scientific reporting reliability is to be aware of citations. If there are no citations on an article, then it is most likely unreliable information that has not been deeply researched. If there are citations, the next step is to actually go to the citations to see what information the article is based on.

I am aware that this sounds like a lot of work to just try to figure out the news, but that is exactly why the gap between science and journalism must be bridged, people do not put in the work and then inaccurate information enters the mainstream. There are advancements being made every day and both our scientists and journalists need to be prepared with the tools to communicate these findings to the public. The need for accurate science journalism is pressing, and the place to start solving this problem is through education and communication.

WORKS CONSULTED

"Alan Alda's 'Flame Challenge' Illuminates Importance of Communicating Science." Edited by Miles O'Brien, PBS, Public Broadcasting Service, 2 July 2012, www.pbs.org/newshour/show/alan-aldas-flame-challenge-aims-to-communicate-science

QUARANTINE BRINGS NEW FURRY FRIENDS

By Valeria Reyes

Quarantining during COVID last winter and spring brought changes to many peoples' routines. Many stopped commuting to work and school and suddenly found themselves at home much more. This scenario led to record pet adoptions in many communities. After asking around in school, we were happy to find out that many of our teachers and staff turned to furry friends to comfort them during the pandemic, bringing new pets into their households. Some provided temporary homes and others forever homes. Not just does fostering or adopting a pet benefit animals that are given forever homes, but having the help of a pet is similarly helpful for their new owners, particularly during times of stress. Having lots of time on her hands, Spanish teacher Ms. Leever fostered a dog named Mikki. She shared, "Being home all the time, I could give Mikki all the love and attention she deserved." Mikki was 65 pounds, lived outdoors all her life, and had 1 eye badly infected. Mikki was very scared when Ms. Leever fostered her because she wasn't used to getting attention

or living in a house and wasn't used to loud noises. After 2 months, Ms. Leever added, "Mikki became much more confident." Ms. Leever feels good that she made Mikki more "acclimated to being a house dog rather than being a kennel dog." P.E. teacher Ms. Andrejack had always been a dog person until she realized how fun it was to be around kittens. She adopted a kitten named Kala that is currently 6 months old. She is a Bengal cat. She added that "adopting a kitten provided stress relief and was good companionship."

Athletic Director Assistant Mrs. Orgass had a very traumatic experience in the spring when she and all her kids got Covid-19. While quarantining, her daughter came up with a google slide on why they should get a puppy; the main reason being "to calm nerves since they've gone through a traumatic experience." Mrs. Orgass could not argue with that logic. Though Mrs. Orgass was worried about the responsibilities of having a pet and taking care of it, she said, "As soon as I saw my daughter hold the dog,

I could see the stress relief and happiness she had during that moment." She named the new puppy Phoebe Buffay, after her favorite show Friends. Since her kids were missing school and activities, having a new furry friend brought them closer together, and as her daughter would say, "calmed nerves."

English teacher Ms. Colligan adopted Monkey, a female kitten, from ARF. She already had two cats, but "the transition to three" was a challenge, she added. Spending so much time at home for the first time in a long time, with both of her daughters living at home, they "thought it would be a good distraction from this pandemic." Mrs. Colligan was right. "Monkey has a very fun, loveable, and cuddly personality," she reports. She added, "Having a kitten on my lap during the long days on the computer was a real joy." Social Studies teacher Mr. Brennan also adopted a cat since his wife is a big cat lover. His new addition came soon after Mrs. Colligan's. Mr. Brennan's son Owen named their new cat Indigo, or Indi,

for short. They have two other pets, one dog and one cat. "The two cats got along right away, but it took a little longer for our dog Rocky to accept the new cat." He mentioned that now they get along and play together. They got a cat because his wife Emily had wanted another cat ever since they got their first cat. When Ms. Colligan got a new cat, it got Mr. Brennan thinking it would be a good idea. His cat is very easy going, but at first, they were worried about Indigo "fitting in with our two kids, one cat, and one very large dog." They got the kitten towards the end of the summer, which was good timing, according to Mr. Brennan because "with school starting, I was not going to be stuck at home anymore, but my wife and kids would be able to enjoy having him around during the day." We all know pets are a great company and have been proven to support mental health and reduce anxiety and loneliness. The pandemic was a perfect time to adopt a new pet and it sounds like our school community made a difference for many pets during this difficult time.



PHOTO BY MR. BRENNAN
MR. BRENNAN'S CAT INDIGO SITTING BY THE WINDOW.



PHOTO BY MRS. COLLIGAN
MRS. COLLIGAN'S KITTEN MONKEY HANGING OUT ON THE COUCH.



PHOTO BY MS. ANDREJACK
MS. ANDREJACK'S NEW BENGL KITTEN KALA.



PHOTO BY MS. LEEVER
MS. LEEVER'S FOSTER DOG MIKKI ON THE BEACH.



PHOTO BY MRS. ORGASS
MRS. ORGASS'S DOG PHOEBE BUFFAY ENJOYING A SUNNY DAY.

NICK & BRANDON: THE WINNING TICKET

By Emma Teodoru

Student Council is a vital part of every high school. The job of the Student Council, which is run by the students themselves, is to listen to the student body's concerns and ideas. Shelter Island High School has always had a strong group of students run for leadership positions, but this year we had a huge turnout. Not only did a lot of students run, but they all put in a lot of effort and creativity into their races. After a long and suspenseful wait, Nicholas Mamisashvili was announced as President, along with his Vice president, Brandon Valesquez for the

2020-21 Student Council.

Since it was a super close race, I thought I would ask both Nick and Brandon what they think made them successful in their election bid. Nick shares, "I think that our campaigning helped a lot. We made posters, buttons, and a Snapchat geofilter. We also worked really hard to make our video as true to the 'campaign ad' style as possible, so I think people found it entertaining." Brandon agrees, saying, "I believe that both Nick and I were successful in the election because of our campaigning and video. We put in

a lot of effort in creating our posters and pins in order to show everybody that we are dedicated and would go above and beyond for everyone. On top of this, we also created a video that had comedic aspects to it, but also addressed important things within our school. In the video we demonstrated effort, charisma, and care, and for that reason I believe we were also successful in the election."

The effort in the campaign was evident, but now that they have won, what are Nick and Brandon's plans? Nick shares his primary

goal: "A goal of mine is to keep the activities we usually have in the school even if we have to make some COVID workarounds. I believe the students will greatly appreciate this goal because COVID has prohibited a lot of the things we used to do in the past, so it would be very nice if we could keep some of the fun activities we used to partake in." Brandon further touches upon how COVID has affected our school and how he also wants to ensure that the student

CONTINUED ON PAGE 9

HALLOWEEN PICS

BY SOPHIE CLARK

The school was a happy place on Halloween this year! Everyone from preschoolers to the senior class came to school decked in costumes. Check out some of the most fun costumes we saw around the halls this October.

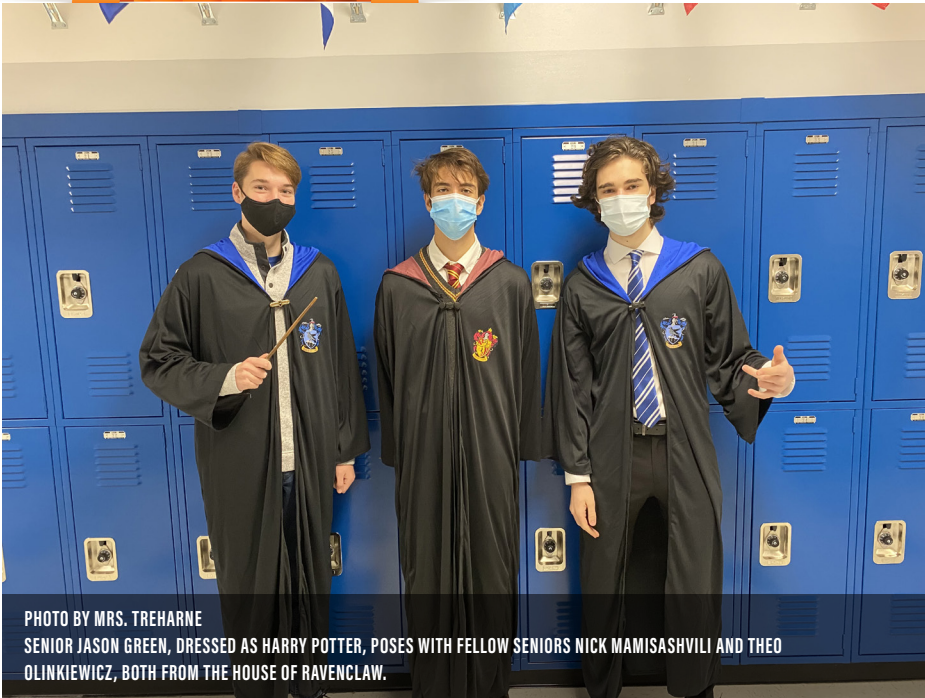


PHOTO BY MRS. TREHARNE
SENIOR JASON GREEN, DRESSED AS HARRY POTTER, POSES WITH FELLOW SENIORS NICK MAMISASHVILI AND THEO OLINKIEWICZ, BOTH FROM THE HOUSE OF RAVENCLAW.

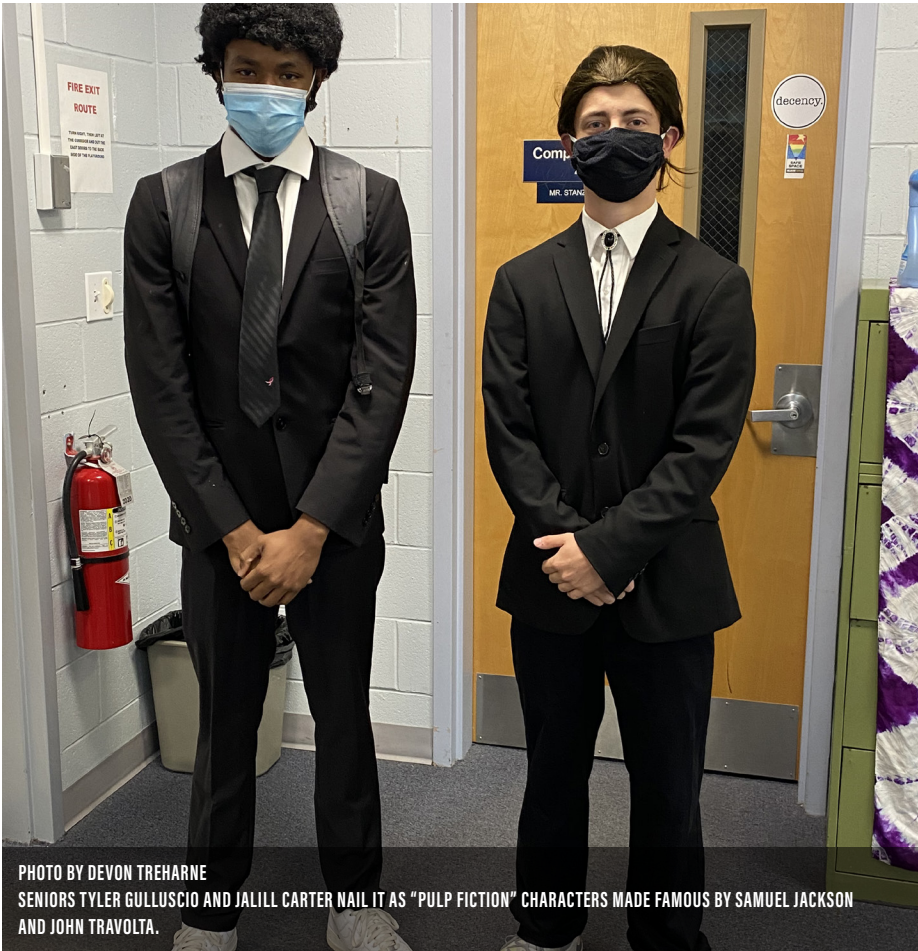


PHOTO BY DEVON TREHARNE
SENIORS TYLER GULLUSCIO AND JALILL CARTER NAIL IT AS "PULP FICTION" CHARACTERS MADE FAMOUS BY SAMUEL JACKSON AND JOHN TRAVOLTA.



PHOTO BY MRS. TREHARNE
SENIORS EMMA TEODORU, JANE RICHARDS, AND WYATT CONGDON MAKE THE PERFECT DAPHNE, VELMA, AND SHAGGY FROM THE FAMED KIDS' SHOW "SCOOBY DOO."



PHOTO BY MRS. TREHARNE
MOST OF THE CLASS OF 2021 SHOWED UP IN COSTUMES ON HALLOWEEN, PROVING YOU ARE NEVER TOO OLD TO SHOW SOME HALLOWEEN SPIRIT!



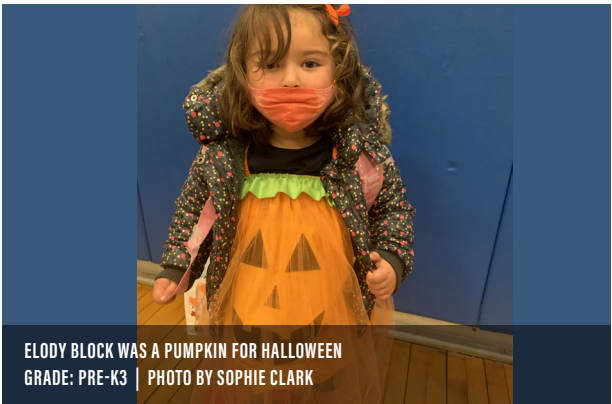
AJ RANDO WAS A PART OF THE MILITARY FOR HALLOWEEN
GRADE: SECOND GRADE | PHOTO BY SOPHIE CLARK



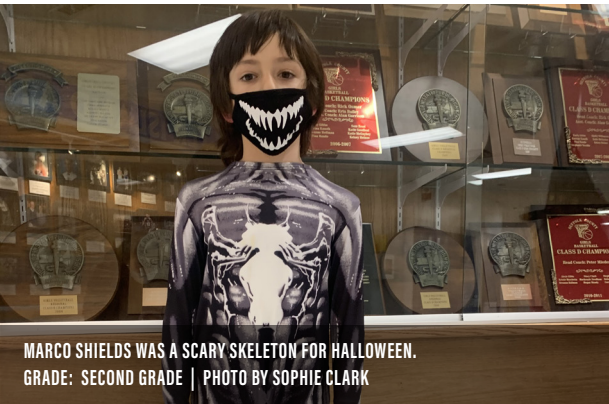
CHASE CLARK WAS A POLICE OFFICER FOR HALLOWEEN
GRADE: PRE-K3 | PHOTO BY SOPHIE CLARK



COLBY KEHL WAS MASTER CHIEF FROM HALO FOR HALLOWEEN.
GRADE: KINDERGARTEN | PHOTO BY SOPHIE CLARK



ELODY BLOCK WAS A PUMPKIN FOR HALLOWEEN
GRADE: PRE-K3 | PHOTO BY SOPHIE CLARK



MARCO SHIELDS WAS A SCARY SKELETON FOR HALLOWEEN.
GRADE: SECOND GRADE | PHOTO BY SOPHIE CLARK



NATALI LEON WAS ELSA FOR HALLOWEEN
GRADE: PRE-K4 | PHOTO BY SOPHIE CLARK

NHS CATCH-UP

BY FRANCIS REGAN

The National Honor Society is a merit based organization open to juniors and seniors in high school who qualify for entry. Students in NHS work together to coordinate and participate in group community service projects. Due to Covid-19 this year, the NHS cannot do the normal activities that we are used to doing every year, as most community service is done with large groups of people.

The first activity to be impacted was this year's "Cardboard Campout." The Cardboard Campout is a popular event each year in part due to the fact that it is open to students inside and outside of the NHS. Each student who wants to participate must fundraise \$100 each for Habitat for Humanity. Students would normally stay on school grounds for a night and sleep in cardboard boxes out on the lawn to raise awareness for homelessness and housing insecurity. Then, later in the year, NHS members collaborate with Habitat for Humanity and help build a house at a location off island. However, this year, Coronavirus has seriously restricted all extracurricular

activities. Thankfully, Mrs. Mahoney, NHS advisor, made it possible for students to still have a shortened cardboard campout, without the cardboard boxes. Students were not able to stay overnight and had to keep masks on the entire time. The build with Habitat for Humanity is also on hold, as students are not allowed to go on any field trips.

To fill the void in community service activities, NHS has been starting to take part in more individual service projects, this includes picking up trash in the woods and individual beach clean-ups. NHS members have also been using the website dosomething.org, where students can pick and choose their own service projects that many other kids around the world are also doing. However, the NHS has been able to do one group project that doesn't require any congregating, a sneaker drive. NHS collaborated with "Got Sneakers," an organization that collects old sneakers. The wearable sneakers go to people in need in other countries and non-wearable ones are recycled so they don't end up in landfills. There are bins in the lobby where people



PHOTO BY: JANINE MAHONEY
STUDENTS MASKED UP AT THIS YEAR'S MINI CARDBOARD CAMPOUT

can drop off their old unwanted sneakers and the sneakers are packed up and shipped to "Got Sneakers" every Friday. NHS is doing its best to do as much as

they can under these circumstances and will continue to serve the community in new and unique ways.

FIELD TRIPS! (FINALLY...SORT OF)

BY VALERIA REYES

The coronavirus has taken away many things, one being field trips. Field trips give kids a fun learning experience out of the classroom and lets them engage with each other in different learning environments. The sixth grade was able to go to Sylvester Manor on Friday, November 6th as a class with COVID friendly guidelines. They learned about the diverse history of Shelter Island and the different groups of people who have inhabited the Manor over the last 2000 years. Students also had the opportunity to go on a hayride, a favorite activity of many who attended. Sadie Clark explained that her

favorite part was "the hayride, because we got to see the working farm areas." Sophie also appreciated that their class got to talk about the "slave graveyards." The students were able to go inside a wigwam built by ancestors from a tribe in Southampton. Sixth grader Cayman Morehead found it fascinating that the man who invented soda lived on Shelter Island. Cayman also liked that his feet were sore when he got home after walking outside all day at Sylvester Manor, a sure sign of an active day of learning.

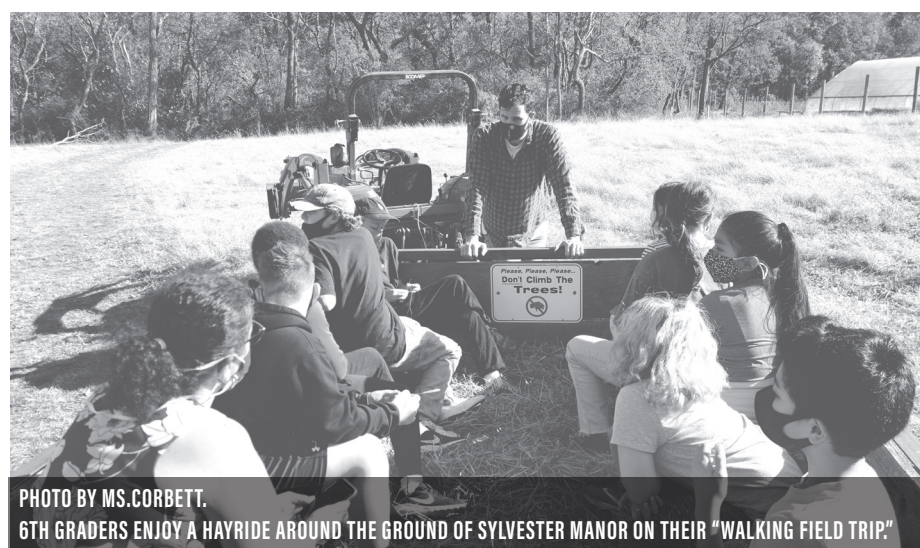


PHOTO BY MS.CORBETT.
6TH GRADERS ENJOY A HAYRIDE AROUND THE GROUND OF SYLVESTER MANOR ON THEIR "WALKING FIELD TRIP."

PRACTICE MAKES PERFECT

BY JALILL CARTER

Due to Covid-19, this year's sports seasons are either cancelled or postponed, until further notice. Many students and parents wonder what will happen to high school sports this year and that remains to be seen. However, this has not stopped some Shelter Island student athletes from grinding in their sports training. Shelter Island's cross country team members, especially seniors, were pumped for their final year of school running, so the ability to participate in sports training as a substitute

has been a welcome addition.

Of course, sports training looks different than regular season sports practices and meets, but hey, we will take what we can get. Precautions at cross country training sessions include: staying a safe running distance from others and consistent mask wearing. Sophomore Hayden Rylott acknowledges that "we can only do certain workouts" due to restrictions, but something is better than nothing at all.

Despite an uncertain season, the cross

country team has been setting new and ambitious goals. Senior co-captain Tyler Gulluscio explains, "I want to keep my teammates focused on their personal and team goals. I want to make sure they are going to practice, encourage them to push, and most importantly, that they have a good time." Mental preparation is another aspect of running that cannot be neglected. Senior co-captain Jason Green is looking forward to achieving his goals this year, even if there isn't a season. He says, "To mentally prepare

myself, I spend every minute of training putting in 100%. When I step up to the line. I know I did everything to prepare for that race, and the key to running a good race is a positive attitude." The cross country team has high hopes they will be able to resume a postponed season. First and foremost, we all want student-athletes to be healthy and safe, so in the meanwhile, the team will make the most of training. Yet, if a cross country season happens, our school's team will be fit, prepared, and ready to go!

ONLY ON SHELTER ISLAND...

BY CALEB LAMBERT

I might be new to Shelter Island, but right away I could tell it is truly a unique place, and there are some things that only happen here. I decided to look into this a bit more and ask around: What are some things that only happen here, or are “typically Shelter Island.” Here are some of the responses I got:

Only on Shelter Island...

Zeb Mundy (Grade 12): “...do people say ‘scawlop’ instead of ‘scallop,’ and do we have fearless turkeys.”

Emma Martinez (Grade 12): “...can you identify everyone you pass by their car.”

Jalill Carter (Grade 12): “...does a shed cost a million dollars, and are you able to say hello to every person you pass by name.”

Grace Olinkiewicz (Grade 12): “...is there overwhelming support for the lgbtq+ community.”
Mrs. Treharne (English): “...does a boat take my favorite parking spot in the parking lot.”

Daria Kolmogorova (Grade 10): “...can you accidentally date your cousin or relative, not be able to go to the store past 7, and not be able to leave your town past 12.”

Isabella Fonseca (Grade 11): “...does everyone know your personal business.”

Franny Regan (Grade 11): “...would you have Thanksgiving with your teacher. Also, have a ‘lunch count’ everyday.”

Valeria Reyes (Grade 11): “...do we go to the prom for four years.”

Mackenzie Speece (Grade 9): “...can you get breakfast at your pharmacy.”

Jane Richards (Grade 12): “...does a bacon, egg, and cheese cost \$8.”

AROUND THE HALLS:

WHAT MOVIE/TV SHOW WOULD YOU LIKE TO BE IN?

BY DARIA KOLOGOROVA

I asked students and teachers around the halls what movie/tv show they would be a part of if they could join the cast of characters. Here's what they said:

“‘Elf,’ because then I can date Will Ferrell and we can go Christmas shopping together, we can try the world's best coffee, and we can eat gum from under the railing.” --**VALERIA REYES, 11TH GRADE**

“‘Sons of Anarchy’ so I can ride on the back of Jax’s motorcycle.” --**MRS. TREHARNE, ENGLISH TEACHER**

“I would be in ‘Avatar the Last Air Bender’ because it’s one of my favorite shows. I would want to be a fire bender. --**MICHELLE MARTINEZ, 4TH GRADE**

“‘Friends’ because I would wanna have a group of friends like them. I love each character. I think they’re all different and they’re all unique and I know that they will be there for me” --**EMMA TEODORU, 12TH GRADE**

“‘Family Guy’ because it’s funny and it’s chaotic, so there will never be a dull moment. There’s a lot of different characters.” --**JULIAN GRAF, 4TH GRADE**

“‘Glee’ so I can stop Will Schuester from existing.” --**MYLA DOUGHTERY, 11TH GRADE.**

“‘The Office’ because I wanna see Kevin drop his chili.” --**ELIJAH DAVIDSON, 10TH GRADE**

“‘Grey’s Anatomy.’ I would leave medical tools inside their intestines.” --**ANDREA NAPOLES, 10TH GRADE**

“I would be in ‘Tom and Jerry’ because Tom is funny and he chases after Jerry and Tom gets chased by the dog (Spike).” --**JOHNNY GURNEY, 4TH GRADE**

“‘SharkBoy and LavaGirl’ so I can go to the land of milk and cookies.” -- **FRANNY REGAN, 11TH GRADE**

10 QUESTIONS FOR MR. CONRARDY

BY ZEBULUN MUNDY

Ever since Mr. Conrardy started working here 4 years ago, he quickly became considered one of the more interesting teachers, so we decided to ask him 10 questions that would help us get to know him better.

Q1: What is your spirit animal?

A1: “A peregrine falcon.”

Q2: If you were a movie or TV show character who would you be?

A2: “Michael J. Fox.”

Q3: What would the title of your autobiography be?

A3: “Conrardy Can Fix It.”

Q4: What was your social status in high school?

A4: “I was in the middle. I was very well-rounded.”

Q5: How many kids do you hope to have?

A5: “Two...in case one's a girl.”

Q6: What's your biggest pet peeve?

A6: “Loud chewing.”

Q7: Have you ever considered any other careers and what?

A7: “All the time...the film industry would be nice.”

Q8: Name one celebrity you hope to never be in a room with.

A8: “Tom Cruise, he gives abominable vibes.”

Q9: If you and two other teachers had to be trapped on a deserted island, which teachers would you want with you?

A9: “Jimbo and Mrs. Woods.”

Q10: Where do you see yourself in 20 years?

A10: “Living a very happy life.”

NICK & BRANDON: THE WINNING TICKET

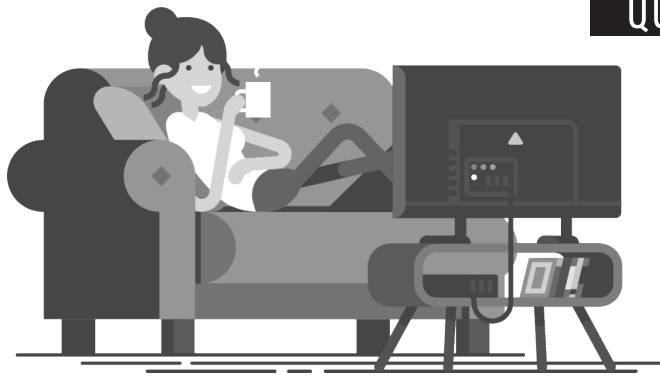
CONTINUED | BY EMMA TEODORU

body still has an enjoyable school year. “As Vice President, one of my objectives is to work together with my executive team to make the best out of this school year. We all understand how strange it has been, especially with not being able to do sports, extracurriculars, and school events such as ‘Anything Goes.’ Nick, Emma, Theo, and I will do everything in our power to make this year as enjoyable as possible with safe activities from home, or ones that can be done while following COVID protocols. Along with this we also plan to tend to everyone and make it known that every student has a voice and can come to us with any concerns. We will

act accordingly and ensure that you will not be silenced or ignored.” One thing the student body has asked for and both Nick and Brandon will prioritize is getting the vending machines opened earlier. “That’s a popular demand from the student body,” Nick explains. Brandon says, “With our fixed schedules, it’s inconvenient for the time to access the vending machines to be later in the day. It is for that reason, as we stated in our campaign video, that we will push for earlier accessibility time.” Nick and Brandon are grateful for the opportunity to serve the student body. Nick was sure to say, “First I would like to

tell them thank you for electing me and Brandon as Student Council President and Vice President. Secondly, I’d like to tell them that if there’s anything they would like to see change, come up to one of the Student Council officers, we are all open to any new ideas from the students. One of the best ways for them to have their voice heard is to come to our Student Council meetings. You can sign up for the meeting notifications on Remind using the code @gbf6267.” Brandon would like you all to know that, “We are all ears for all students. It is our responsibility to represent everyone, and we will make it our priority to do so. You can get in contact

with Nick, Emma M, Theo, Mrs. Corbett, or myself for more information about meetings. We plan to have all meetings virtually, and the purpose of this is to involve everyone, which allows different perspectives from all students. This also gives everyone a place to voice their opinions and talk with the executive team.” Nick and Brandon seem motivated and ready to take on the challenge of leading and representing the student body. Congratulations to them for their achievement and be sure to seek them out if there is anything you would like to communicate to the Student Council.



QUARANTINE SCREEN TIME INCREASE: IS IT REALLY A BAD THING?

BY CALEB LAMBERT



Screen time is something closely monitored by many parents and is a concern for some in terms of technology addiction. Yet, a funny thing happened during the pandemic when many of us were forced to “shelter in place.” Video games became a way to connect, a way to socialize, and a safe way to pass the time. Many parents even gave up on the strict limitations on their kids’ gaming/screen time in light of the fact that any kind of activities were so limited.

According to the World Economic Forum,

year to date gaming purchases have increased 23% over last year. In April, there was a 73% year over year spike in sales, which makes sense considering it was still the height of the spring pandemic. \$29.4 billion video games have been sold in the U.S. so far this year. There have also been global increases (according to the World Economic Forum) in Japan--iPhone games are up by 44% and in Europe, they are up by 20%.

These drastic increases have meant enormous profits for many big gaming

companies. When COVID-19 first started, people turned to video games for entertainment, to pass the time, and to connect with others. Despite reports that question how good gaming is for our physical and mental health, a recent CNN study by Oxford University found that playing video games can actually make people happier. Especially during these unprecedented times when socializing is limited, video games are a social outlet and should not be criticized. Three games that soared in popularity were “Plants vs. Zombies,”

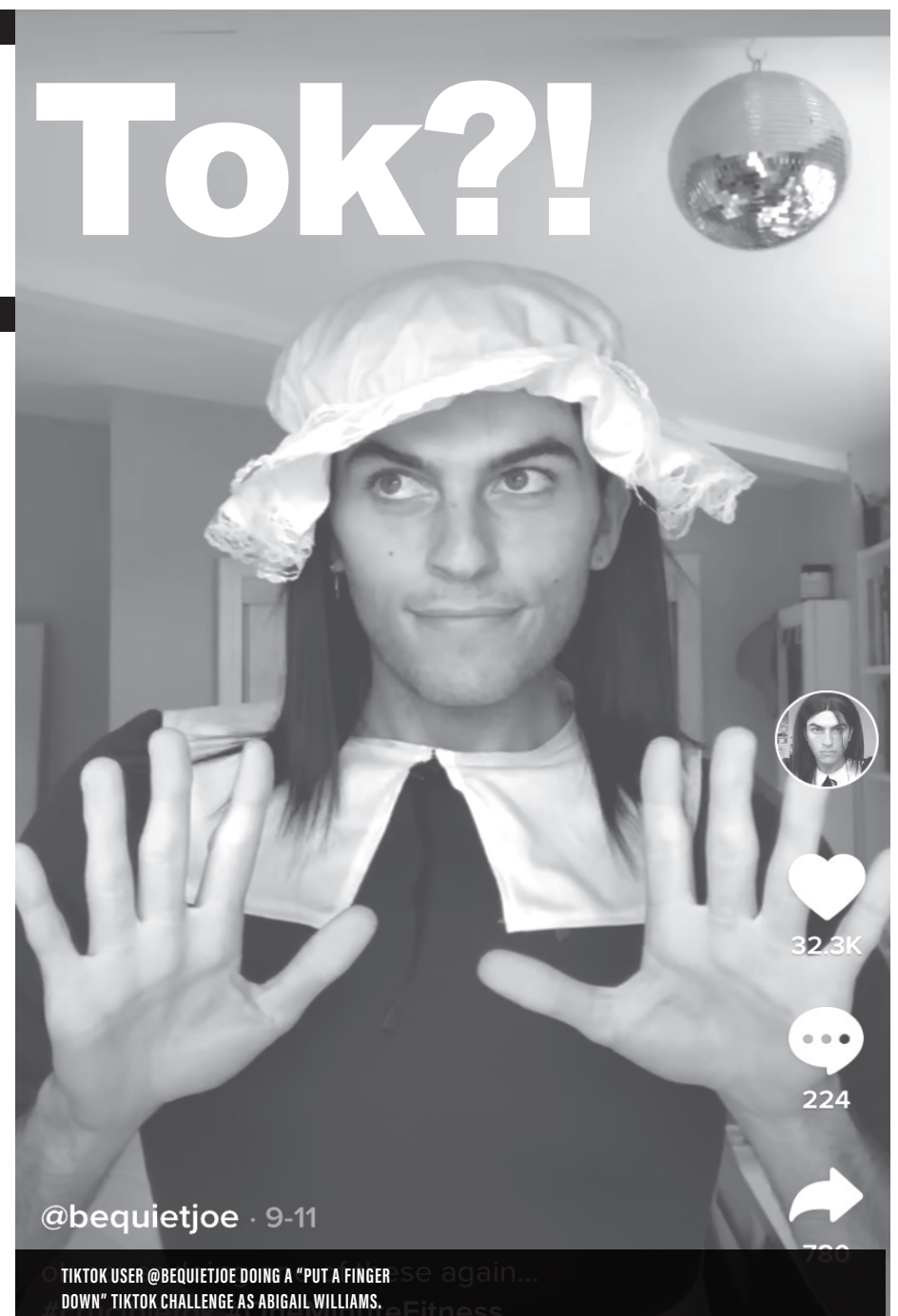
“Animal Crossing,” and “Among Us.” These were likely popular picks because they are all social and interactive. I, for one, found myself gaming more than usual, but it did not alarm me, because I knew it was just to pass the time and to keep me busy. Senior Emma Martinez said, “I definitely found myself on screen more often to distract me from being away from my friends.” So, though some parents might have been concerned about the amount of time their kids were spending on screens, gaming might have been one of the silver linings of the pandemic after all.

Crucible

BY FRANNY REGAN

Tik Tok is a mobile social media app that allows users (mostly teens) to create a short video of themselves that often features music in the background that can be sped up, slowed down, or edited with a filter. This app has become immensely popular amongst teens in the past 2 years. There are even Tik Tok videos which parody classic literature (much to Mrs. Treharne’s delight). Many high school teens read the famous play, *The Crucible* by Arthur Miller, and in the fall, when it is routinely taught, “Crucibletok” began trending on the social media platform. One particularly famous Tik Tok user named @bequietjoe, is the king of “Crucibletok” short videos. In the videos which range from a few seconds to a minute,

he is seen impersonating *The Crucible* characters, especially Abigail Williams, whom we all love to hate. He dresses up in 1600’s women’s clothes (despite his full beard) and expresses the story line in a modern way, by doing Tik Tok challenges and lip syncing to songs with lyrics that thematically poke fun at the classic play and its characters. This unexpected and clever trend immediately caught traction with not only kids, but adults who have also enjoyed *The Crucible*. “Crucibletok” brought together a teen trend that is so 2020 with a classic work of literature set in 1692 and written in 1953...technology is a wonderful thing!



HOLIDAY MOVIE MASTER LIST

BY JANE RICHARDS

Part of getting into the holiday spirit is all of the music and movies that come along with the season. Here are twenty-five new and classic holiday movies that are a must watch this season.

Holiday classics for a snowy night:

- A Christmas Carol
- A Christmas Story
- Miracle on 34th Street
- It's a Wonderful Life
- Santa Clause is Coming to Town
- Nightmare Before Christmas
- Little Women

Very merry family comedies:

- Santa Clause
- Elf
- National Lampoon's Christmas Vacation
- Home Alone
- Jingle All the Way

Jolly films for children on Santa's list:

- Santa Paws
- The Polar Express
- A Charlie Brown Christmas
- Arthur Christmas
- Frosty the Snowman

Mistletoe rom-coms:

- Love Actually
- The Holiday
- The Family Stone
- While You Were Sleeping
- Love The Coopers
- Snowglobe
- A Christmas Prince
- Four Christmases

OUR FAVORITE HOLIDAY SONGS

BY AROLDO PANTALEON

There are a ton of good holiday songs out there...but these are the favorites around our hallways as we prepare for the holiday season.

Jalill (Grade 12):

"My favorite holiday song is 'Little Drummer Boy.' It is a Christsmas song about the of birth of Jesus."

Ms. Mayo (ENL teacher):

"I really like a song that is in Spanish that's called 'Burrito Sabanero'."

Mr. Theinert (Math teacher):

"My favorite holiday song is 'Little Saint Nick' by The Beach Boys."

Mrs.Treharne (English teacher):

"I love 'White Christmas.' It is such a classic."

Zeb Mundy (Grade 12):

"I like 'Grandma Got Run Over by a Reindeer'."

Franny Regan (Grade 11):

"I love "Santa Tell Me" by Ariana Grande."

Myla Dougherty (Grade 11):

'Last Christmas' by Wham."

Jane Richards (Grade 12):

"We sang 'One More Sleep" by Leona Lewis one year in Chorus. I really like that one."

Mrs. Colligan (English teacher):

"I love 'The Christmas Song' by Nat King Cole."

Mrs. Mahoney (Special Education teacher):

"I like 'Mary Did You Know' by Pentatonix."

HOLIDAY WISHES

BY EMMA MARTINEZ

'Tis the season and we wanted to know...what is it you are hoping to get for Christmas or Hanukkah this year?

Angelina Rice (Grade 11):

"I want a Harry Styles sequin pillow more than anything in the world."

Mrs. Jacki Dunning (District Clerk):

"I'd like for the coronavirus to go away so that I can hug everyone again."

Johnny Gurney (Grade 4):

"I want a Lego ocean explorer set because it has a submarine, a boat, and a great white shark."

Jackson Rimer (PreK):

"I want to be in outer space."

Victor Costa (Grade 12):

"I want to be able to play sports again and for the girls in the junior class to stop calling me 'Vicky'."

Regina Kolmogorova (Grade 4):

"This Christmas I'd like a kitten and 4,000 Robux."

Mrs. Corbett (S.S./Special Education teacher):

"I'd really like new shell tops."

Mr. Brigham (Math teacher):

"I really want a new Xbox X."

HOLIDAY DECORATING: WHAT'S YOUR STYLE?

BY AROLDO PANTALEON

When people decorate their homes for the holiday season can become a surprisingly debatable topic. Some people think it is crazy to get a tree the day after Thanksgiving, others decorate the minute Halloween ends. We asked around: What's your holiday decorating style?

MRS. TREHARNE (ENGLISH TEACHER):

"I decorated my whole house for Christmas on November 14th. I know it is early and I do it before Thanksgiving, but I just love my Christmas decorations so much and they make me happy, so I thought 'why not?' We all need a little boost to our moods in 2020 after all."

JALILL CARTER (12TH GRADER):

"The day right after Thanksgiving, me and my family start cleaning the house putting everything where it belongs and we go to the closet and take out the Christmas decorations and we start decorating two houses, my Mom's and my aunt's house."

MR. BRIGHAM (MATH TEACHER):

"Our decorations go up December 24th and get taken down December 26th. I am the first Christmas tree to the dump every year."

MR. STANZIONE (TECHNOLOGY):

"We put all of your decorations up the week of Thanksgiving and they all come down 12/26."

MRS. COLLIGAN (ENGLISH TEACHER):

"I wait until 1 week before Christmas and I put two trees up, one is fake and the other is real."

MRS. BRIGHAM (ART):

"My mom's birthday is November 30, so I decorate any time after that."

MRS.TUTHILL (GUIDANCE COUNSELOR):

"I'm usually always late, but this year I'm going to try to be early. My daughter bought decorations for Christmas, so I want to get it done as soon as possible."

OLIVIA OVERSTREET (GRADE 11):

"I decorate my house before Thanksgiving. We set up the tree and everything."

Holiday Traditions

By Emma Martinez

People have all sorts of traditions during the holidays...here are a few shared by students and teachers alike.



Senior **Jalill Carter** gets a new set of pyjamas for Christmas and watches basketball each year.

Senior **Zeb Mundy** gets mini glass coke bottles in his stocking each year.

Senior **Aroldo Pantaleon-Castro** lights sparklers called “cuetes” to celebrate the holiday.

English teacher **Mrs. Treharne** hosts a massive Christmas dinner which consists of a huge Italian meal, followed by another more traditional Christmas meal a few hours later.



Emma Martinez keeps a fish in her bathtub for a few days before Christmas and then eats it for Christmas dinner with mashed potatoes.

Brandon Velasquez makes tamales and Honduran desserts before opening presents.

Technology coordinator **Jeremy Stanzione** always has prime rib on Christmas day.

