



**A NEW FACE IN THE ENGLISH DEPARTMENT**

Meet new English teacher Mr. Stingo on **PAGE 3**.



**VAXX FAXX**

See **PAGE 6** to get a sneak peek of our school's "vaxx facts."



**SEÑORITA LEEVER HITS THE ROAD**

Where in the world is Srta. Leever? Turn to **PAGE 10** to find out about her summer travels.

# THE INLET

Vol. 10, No. 1

SHELTER ISLAND SCHOOL

NOVEMBER 2021

## 9/11:

## A 20TH ANNIVERSARY REMEMBRANCE

BY MYLA DOUGHERTY

This year, on the 20th anniversary of one of the most important and horrible days in recent American history, Shelter Island School secondary students gathered to hear accounts from a panel of locals with close ties to the events of September 11th, 2001. Along with the school-wide summer reading of *The Red Bandanna* by Tom Rinaldi, the story of the life and sacrifice of Welles Crowther, the panel sought to inform students of the experiences and effects of that day, and how it changed them and the United States forever. While our school community remembers and discusses 9/11 each year on the anniversary, the true impact can often be hard to imagine for students, because there are no longer students in the school who were alive in 2001. Hearing the accounts of community members who were in the towers, were first responders, and who had lost loved ones, helped communicate the significance of that fateful day.

Ed Brennan was a businessman working on the 26th floor of the North tower when it was struck. He described the initial shock: "The building shook violently. I thought it was terrorism immediately because of my experience with the 1993 World Trade Center bombing, but thought it came from below us." As they smelled jet fuel in the air, Brennan and his colleagues decided to "get the heck out of there," but some stayed behind for a few more minutes. As they were fleeing the building, firefighters were walking into it, "courage personified," and Brennan said that "as I walked up FDR drive, countless rescue vehicles sped in the other direction. Into danger." Brennan remembers being instructed to run out towards the Hudson River, and told that "if you have a briefcase, hold it over your head. Some people grabbed lunch trays" to protect from falling debris. Of all days, that morning Brennan had left his cell phone at home. He could only imagine what his wife and two sons, who were eight and six at the time, were thinking back at home. They had all just visited his office on September 3rd, and been to the very building that was now falling apart. All the surrounding payphones had "lines fifty deep," and it took Brennan until 11:30 am to find one that was free in Brooklyn to call his family and let them know he was okay. Brennan had an instinct to stay away from other possible targets like the Brooklyn Bridge and the Empire State Building, he had a "feeling of dread" and an uncertainty as to what might happen next. Ed Brennan lost one of his best friends that day, and the terrors of the experience had lasting effects on him: "I had nightmares. Every thunderstorm felt like an attack. A year later I was experiencing



**PHOTO BY DEVON TREHARNE**  
**PANELISTS FROM LEFT: EDWARD BOYD, SGT. TERRY LEGRADY, ED BRENNAN, AND JUSTICE HELEN ROSENBLUM, ACCOMPANIED BY DR. DOELGER.**

PTSD. We went back to work so soon, with my office rebuilding just six days later on Monday, September 17th. Today I feel very far from that day." When a student asked why airplanes were used for the attack, Brennan harkened back to what his wife had said on September 3rd when his family had come to visit him. She was "struck" by the heavy security to even get into the building; it was a "fortress" Brennan said. To this, his wife remarked, "Well, they aren't coming in the front door." That proved dreadfully true; as Brennan said, "They used airplanes because how could anyone stop them?"

Sergeant Terry LeGrady had been hired as a New York City Police Officer and been assigned to the 102nd precinct in Queens on March 1st, 2000. The morning of September 11th, he was driving home on the Long Island Expressway after working a midnight shift when the first plane hit the North tower. As soon as he got home, the second plane hit and he was called back into work. Expressway West was shut down, LeGrady remembers, "I had to show my badge to get through." LeGrady then worked three eight hour shifts in a row responding to the attack. At 11 pm on September 11th, he and his partner were exhausted and went to grab a cup of coffee. People filled the streets because they couldn't sleep, and didn't know what to do. LeGrady remembers an outpouring of grief and support for first responders: "People hugged us and cried. We were thanked emphatically and had

block after block of people chasing us and cheering us on, and these were people who didn't have the best relationship with police. It was amazing." For the next month, LeGrady worked sixteen hour days at ground zero, in and around the pit. He dug for possible survivors, smelling "an odor unlike anything I'd ever smelled before." LeGrady says that in that time, he "witnessed the best and worst in humanity. There were thousands of workers trying to help anyone they could in tremendously dangerous conditions." After the initial rescue and recovery mission ended, he was periodically sent back to lower Manhattan for traffic details. Sergeant LeGrady was treated at the 9/11 Health Organization for the cancer he developed as a result of working in the pit, and says that "post-surgery I felt some sort of closure." There, he completed the 9/11 oral history project, which detailed his experience of the day. The recording is kept in the national archives and 9/11 memorial museum for future generations to learn from. For current and future generations of young people, LeGrady had some advice: "I hope this generation is

never tested like we were on 9/11, but if it is I hope that people put down their phones and help others. You need to act. If you think you are a good human being that cares for others, you need to stop what you are doing and help."

Edward Boyd is an attorney and a former Southold Fire Department Chief. On September 11th, he was en route to Riverhead in an ambulance. When he returned to the Southold Fire Department, he learned that the towers had been attacked. His ambulance was dispatched through the Red Cross to help at ground zero, and Boyd responded and worked extensively at the 9/11 site post attacks. Boyd said the "scene was beyond any possible description. The things we saw, heard, and smelled are indelibly etched in our minds." Boyd remembers that The World Trade Center attacks, for a brief moment in time, peeled back the isolation and brought together the United States: "In retrospect one of the things that was most striking was the intense feeling of patriotism and oneness we had at

**CONTINUED ON PAGE 2**

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# CAN THE DRESS CODE BE FIXED?

BY MYLA DOUGHERTY

As the school year starts up again, so do the recurring routines, events, and issues that come along with it. Some of these things are welcomed by students: the sports, the clubs, the vending machine refills. But there is one issue that continues to persist and draw criticism from students: the dress code. Could this be the year we solve the issue once and for all?

The problems with Shelter Island School's dress code are twofold, the first part being the school's enforcement of the dress code. In a presentation on the first day of school, secondary students were informed that the dress code was going to be more strictly enforced this year, and specific mentions were made about not wearing hats and the covering of midriffs. These mentions upset some students, because both hats and crop tops are popular clothing items that many students wear. Though we were told that the "crack-down" on the dress code encompassed the whole dress code, it has become clear over the past two months that that is not true. Every time I hear a peer has been dress-coded, it has been because their shirt is "too short," and shows their stomach. Short tops that show some stomach are especially popular among female students, and are what many girls wear every day. On the other hand, I see students wearing hats in the hallways and in class all the time, and not once have I heard that someone has been dress-coded for wearing one. In one case, I even saw a classmate get dress-coded for wearing a crop top while a student wearing a hat was sitting next to them, and nothing happened to that student. It is evident that the dress code is being selectively enforced, mainly on female students, and for reasons

that have nothing to do with a student's ability to learn or participate in class. The inconsistencies in what is enforced and what isn't shows the true nature of the dress code, and its inherent sexism.

The second problem is how the dress code is written. For the most part, it is pretty self-explanatory, stating that students must wear footwear, not wear anything that is obscene, discriminatory, or that promotes drug and alcohol use, and not wear hats or sunglasses. It is these three clauses that I have an issue with:

1. "[Appearance must] be safe, appropriate, and not disrupt or interfere with the educational process"
2. "Recognize that extremely brief and/or sheer garments are not appropriate"
3. "Ensure that underwear is completely covered with outer clothing"

The language used in these parts of the dress code is not very clear, and leaves me with questions about what exactly each piece is asking me as a student to wear or not wear. What defines clothing as "appropriate," "extremely brief and/or sheer?" Does "underwear" include bra straps and therefore discriminate against students who wear bras? These descriptors do not provide criteria for qualifying a student's appearance as in or out of the dress code, and leave much up to interpretation. Each student, teacher, and administrator at our school might have a different definition

for the adjectives used in the dress code, which makes it impossible to determine if a student is following guidelines or not. Some might argue that the only definition of these adjectives that matters is the teacher's or administrator's, because they are the ones who determine a violation of the dress code, but even then, how is a student expected to dress accordingly if the definitions vary from person to person, and if there is no written or visual quantifier? This is not to say that I think the solution is a stricter dress code that outlines specific skirt lengths or tank-top strap widths, on the contrary. I believe that for clothing to be "appropriate," all it needs to do is make a student comfortable, clothed, and able to participate in school. The Oregon chapter of the National Organization for Women created a model dress code policy for Portland Public Schools in 2016 that I believe exemplifies an effective dress code:

- **Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes.**
- **Shirts and dresses must have fabric in the front and on the sides (under the arms).**
- **Clothing must cover undergarments (waistbands and straps excluded).**
- **Fabric covering breasts, genitals and buttocks must be opaque.**
- **Hats and other headwear must allow the face to be visible to staff, and not interfere with the line**

**of sight of any student or staff. Hoodies must allow the face and ears to be visible to school staff.**

- **Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.**
- **Specialized courses may require specialized attire, such as sports uniforms or safety gear.**

This dress code eliminates the confusing adjectives and possibilities for different interpretations of what is not acceptable, and rather states the bare minimum of what is acceptable, making it much easier for students and teachers to understand. Adopting a similar policy or similar language in our dress code could put students and staff on the same page, and eliminate conflict when determining a dress code violation.

Last year, students were vocal in their discontentment with the school's current dress code policy and how it is enforced. In class discussions and student council meetings, the issue of dress code was a hot-button topic, especially among female students. Student council members and passionate students even brought their concerns with the dress code to a Board of Education meeting, but due to the lack of proposed changes from students, no real changes were ever made. If Shelter Island students want to end the cycle of discontent with the dress code, we need to work together with Student Council and administration to propose an effective plan that meets the needs of both students and staff, and creates a dress code that makes students feel safe and comfortable wearing what they want.

## 9/11: A 20TH ANNIVERSARY REMEMBRANCE

CONTINUED | BY MYLA DOUGHERTY

the time."

Justice Helen Rosenblum is a practicing attorney and Town Justice for Shelter Island Town. On September 11th, Rosenblum responded to the attack as a volunteer EMS worker. Rosenblum has vivid memories of working in the morgue room: "we put those people together. They were well dressed. Many of them young." She also said that the events "spawned so much patriotism for those who lived through it."

A 9/11 widow, who prefers to go unnamed, lost her husband when he was killed on September 11th while working on

the 94th floor of the South tower. She says that her "life blew up when those buildings blew up." On that morning, she got a phone call from her husband a few minutes before the plane hit his building and killed him: "he told me about seeing the other building hit, he saw people jumping and falling out the windows." After that day, she only got "a few of his body parts back, his right arm and a few fingers. Years later, I got his other arm." Now, she is an attorney, author, and political activist who advocates for transparency from the government on the 9/11 attacks. Her work continues today, and she explained to

students why: "out of all of the horrible things that came out of 9/11, the government has chosen to not hold anyone accountable. We are based upon a rule of law. No terrorists or co-conspirators have been prosecuted. We need to send a message to the world that no one should be able to come into our country and wreak havoc without being held accountable. I've spent 20 years fighting so no one has to walk in my shoes."

Shelter Island students were truly moved by the stories of the panelists, and learned what that terrible day was like from first hand experiences. Senior Lily Page said about the

panel, "I felt that it educated us more on the topic than a class discussion ever could," and Senior Valeria Reyes shared, "it was very informative, and I'm thankful to all the panelists for sharing their stories with us." Junior Luca Martinez said that he found "hearing about the event from different perspectives impactful." Shelter Island's secondary students are all grateful to the panelists for sharing their stories, and will take the stories and advice they heard with them through life, and remember them every year on the anniversary of 9/11.

We would love to hear from from you!  
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MR. DMITRY ZASLOVSKY TAKES OVER FOR MRS. RUSSO  
BY ANGELINA RICE



This year, science teacher Mrs. Russo will be headed out for maternity leave in October. Mr. Dmitry Zaslovsky will be her leave replacement for AP Environmental Science, Physics, and two Chemistry classes. Mr. Zaslovsky is originally from and attended college at Moscow State University, Russia and then moved to Rocky Point, New York. He has taught science classes in New York City universities for ten years and at various high schools in

NYC and across Long Island for five years in addition. Having worked in the city, Mr. Zaslovsky finds the commute to the island many teachers find difficult, “is nothing” to him. Out of the three classes he’s teaching here, his favorite to teach is Chemistry. He has never taught AP Environmental, but he says, “I’m a little nervous but I then opened the textbook and realized I knew most of the material anyway.” When asked about the unique environment of our school he

replied, “It’s a very small school district. I haven’t really started teaching yet, so I haven’t fully adjusted yet.” When Mrs. Russo has her baby and he does begin to teach, Mr. Zaslovsky intends to teach in his own “unique” style, while still following what Mrs. Russo outlined for him for the year. We are so excited to have Mr. Zaslovsky be part of our new addition of teachers at the school this year. And congratulations to Mrs. Russo on your second baby boy, Quinn!!

A NEW FACE IN THE ENGLISH DEPARTMENT: MR. VINCENT STINGO  
BY FRANNY REGAN

Shelter Island School is very happy to welcome our new English teacher, Mr. Stingo! Mr. Stingo went to high school at Sachem North, growing up in Ronkonkoma. During his high school experience, he says he always, “really hated school.” He learned differently than other students. However, during his junior year, he had an awesome English teacher who inspired him to become a teacher. The different style of learning that he preferred is what motivated him to become a teacher. Reflecting back on his time in school, Mr. Stingo learned that learning traditionally was not always the best thing and now tries to incorporate this style in his own teaching.

Mr. Stingo started college at Suffolk Community College, getting his associates

degree, and then went on to get his Bachelors degree and is currently working on his Master’s degree at Stony Brook University. After graduating Stony Brook undergrad, he proceeded to take leave replacement positions at Longwood Junior High and at Riverhead high school over the course of 2 years. Mr. Stingo then found Shelter Island School and now teaches English to 6th, 7th, 9th, and 10th grades. He also teaches a public speaking elective. So far, Mr. Stingo says he loves Shelter Island, “loves the people,” and that we have a “very unique community.” Even though he is used to a much bigger setting, he is adjusting and says that our smaller setting “has its pros and cons.” For instance, he adds, “Having smaller classes makes it a

little harder to have big class discussions, but it is way easier to keep track of.” Another adjustment he has had to make is teaching a lot of different curriculums. Mr. Stingo jokes that he “is used to teaching one lesson one hundred times a day to different classes,” but now he has to teach five different classes with five different lessons a day. This fact has increased the workload and lesson planning, but Mr. Stingo is willing to take on the challenge. He says, “the ferry is the best form of commute” and the only hard part is that it’s time consuming and he has to “stay awake at 7am.” His main goals this year are to, “Not get fired from here,” buy a house closer to Shelter Island, and get a dog. When he is not working, Mr. Stingo really enjoys Muay Thai, a type of



martial arts, and he is a big car guy. His favorite TV shows are “Game of Thrones” and “Breaking Bad.” Welcome Mr. Stingo when you see him around the school!

INTRODUCING MS. PITCH  
BY MYLA DOUGHERTY



and Kings Park, Ms. Pitch is now renting in Sag Harbor to make the commute to Shelter Island easier. She lives with her dog, Regal, who is a Cavalier King Charles, and as Ms. Pitch describes her, “an old lady now.” Ms. Pitch and her family got Regal when she was in middle school, and she says Regal has “been through it all, and watched us all grow up.” Ms. Pitch attended Saint Anthony’s High School in Melville, and Salve Regina University in Newport, Rhode Island. This year is Ms. Pitch’s third professional year teaching. Before coming to Shelter Island School, Ms. Pitch worked for two years at Far Rockaway Elementary School, in Queens, also teaching fourth grade. She says she came to Shelter Island looking “for a new experience.” Having grown up in Fort Salonga and working in Queens, Ms. Pitch says that she “wanted to venture out and see what the rest of Long Island had to offer.” Despite all her years living on Long Island, Ms. Pitch had never been to Shelter Island before. In fact, her interview for the job was her first time coming to the island!

Transitioning to a new school can be difficult because of the different

environment and all the adjustments that have to be made. “It feels like you’re a first year teacher again,” she shares, but Ms. Pitch says that Shelter Island’s “welcoming community made sure she was comfortable and had what she needed for her classroom” made the move easy. The biggest change for Ms. Pitch was the switch from a school that was strictly elementary, to a school that is preschool through twelfth grade, which comes with having students of all age ranges in the hallways.

So far, Ms. Pitch loves working at Shelter Island: “Everyone is so kind and welcoming. No matter where you’re from, everyone welcomes you with open arms and tries to help in any way.” Ms. Pitch says that the positive and welcoming environment of our school was one of the main reasons she wanted to move to work in this community. This year, Ms. Pitch hopes to get to know everyone in the school on a more personal level, even though COVID makes it harder than usual. COVID has also forced teachers to adjust the way they teach, but Ms. Pitch doesn’t think it’s all bad: “prior to this year, many teachers taught lessons that were not

necessarily technology based or focused. Due to COVID, I believe myself and other teachers really stepped up to make our lessons not only more engaging for students, but also more accessible wherever we may be using the new technology that was discovered during this time. I strongly believe that this was a positive and necessary shift in education that promotes engagement and opportunity for all learners.” Being a new teacher, “it’s hard to figure out new schedules and get to know your students,” Ms. Pitch says, but she also wants to make a goal to get more involved with both the staff and kids this year, as well as the older secondary students. In her free time, Ms. Pitch says she loves to “bake, exercise in any way I can (I’m also a certified yoga teacher), and I travel anytime I can!” Ms. Pitch’s classroom can be found on the first floor hallway, decorated with a plant-based theme. If you pass Ms. Pitch in the hallways, show her some of Shelter Island’s famous hospitality and say hello!

Many new faces are joining Shelter Island School this year, and one of these faces is our new fourth grade teacher, Ms. Pitch. Originally from Fort Salonga, a town on the North side of Long Island between Northport



## MEETING MS. MULRAIN

BY EVAN SCHACK

There have been many new faces, both students and staff, flowing into the school this year, this includes Ms. Mulrain. She is known to her physical education students as one of two new P.E. teachers, alongside Ms. Andrejack. However, there is more to her than just what goes on in the gym. Ms. Mulrain was born in Southampton, grew up in Mattituck, and upon finishing regular school, went to SUNY Cortland for college. She worked at East Hampton, New Suffolk

School, Mattituck, and Center Moriches High School before coming here, and finds the Shelter Island community “very welcoming.” She finds the small school to be a definite plus for her.

Ms. Mulrain has played a variety of sports, (as any gym teacher should) but her favorite is lacrosse; not only because she was very successful with it, but also because of the fact that it has a “great history.” At home, she “sadly does not have any pets,” but

uses her free time to work out and nanny for her cousins, as well as participate in her sailing hobby. Her favorite food is extra hot buffalo wings. As for the best place she has ever traveled? Ms. Mulrain said without hesitation: the Atlantis Resort in the Bahamas. As for the coming year, Ms. Mulrain says that she is looking forward to “getting to know everyone” and “getting involved in the community.” Please welcome Ms. Mulrain to our school!



PHOTO BY EVAN SCHACK

## NEW TO THE FRESHMAN CLASS: TOLA BLISS

BY VALERIA REYES

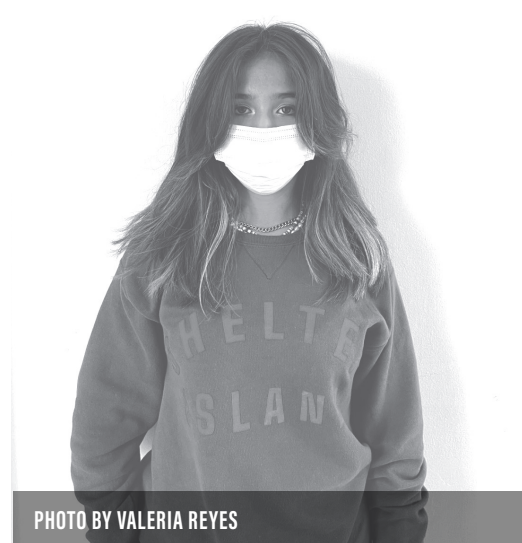


PHOTO BY VALERIA REYES

Tola Bliss may only be in 9th grade, but she already knows she wants to be an ophthalmologist one day. She says, “Once I went to the eye doctor and saw the machinery. I found it fascinating and fell in love with it.” Though you might see Tola to get your eye exam in 2033, for now, she’s a freshman here at Shelter Island after transferring from Hayground School in Bridgehampton.

Tola has lived on Shelter Island since she was little. Her transition

to Shelter Island School so far has been a good one. Tola has one big brother, Phoenix, who many of us got to know last year when he attended school here as a freshman, as well. About starting school here this fall, Tola says, “In Hayground, we didn’t change classes every period, so [here] it’s a lot of moving around.” Her major goal this year is to “get good grades,” which she will need, since she already has an eye on her “dream schools” Johns Hopkins and Columbia, which she notes are “very competitive.”

For the fall sports season, Tola planned

to play volleyball. She is actually a tennis player, but since Shelter Island does not have a school team, volleyball was her next choice. Tola is a part of the volleyball team and is traveling with her teammates to games, but unfortunately, due to a broken thumb, she is benched for the season. When Tola is not studying or at a volleyball game, she enjoys hanging out at the beach, eating sushi, and spending quality time with her dog, Paisley.

## NEW ADDITIONS TO CLASS OF 2024

BY SOPHIE CLARK

This year, the class of 2024 welcomed two new students, Makena Drummond and Kat Austin. Both Makena and Kat are from California and are new to our school. Makena and her family moved to Shelter Island a few months ago from Los Angeles and they have adjusted from a significantly larger city to our small island. Kat has spent her summers on S.I. for years and moved here permanently this year.

Makena and her family moved here when her dad got a job on the island as a real estate agent. Makena also shared something unique about herself: she is part Japanese and part Korean. One major difference Makena pointed out between California and Shelter Island is “it was way hotter in California than here.” Makena’s previous school in California was very different with “roughly 3,000 students,” she noted. Makena shared that at our school she really likes the fact that we can go off campus for lunch, where previously she could not. The hardest part of coming to Shelter Island, Makena said, is, “There isn’t much to do here for people my age, while in California there was a bunch of fun stuff I could do with my friends.” Something Makena misses from California is her friends. Makena’s



PHOTO BY SOPHIE CLARK

favorite hobby is to go shopping and her favorite place to visit is Delaware because she gets to visit all of her family. Makena’s future plans are to work in the medical field.

Kat made the permanent move to Shelter Island from San Francisco, California. Kat and her family moved here mainly because they loved the environment and it made sense for Kat’s parents due to work. Kat did not particularly enjoy her last year in

California because she was stuck inside and could not do much due to the pandemic, so coming to Shelter Island was like a breath of fresh air. In her spare time, Kat, “plays acoustic, electric, and classical guitar.” Her favorite place in the world, she says, is “Yosemite National Park because I have a lot of good memories of camping there.” According to Kat, the hardest adjustment in fully moving to the island has been,

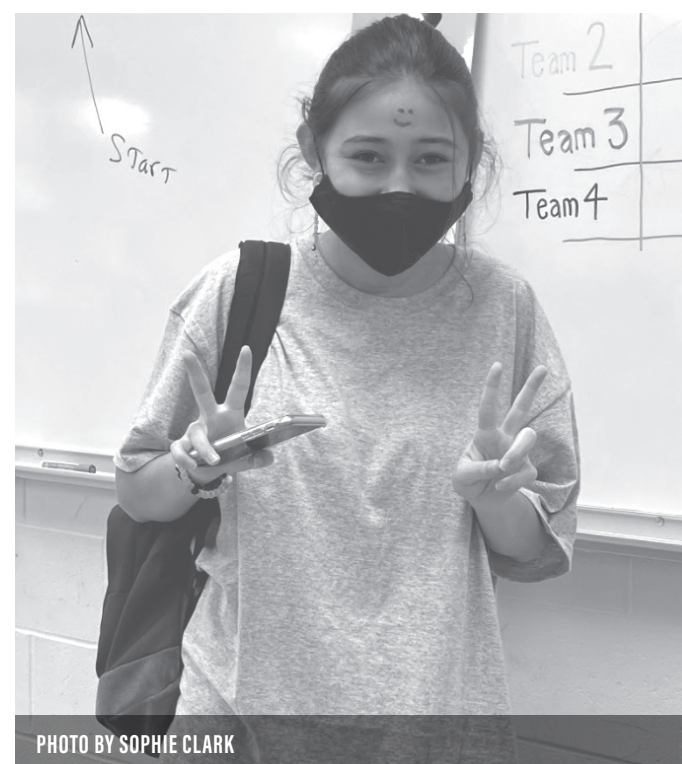


PHOTO BY SOPHIE CLARK

“leaving all of my friends in California and just adjusting to the east coast.” Some of Kat’s goals for this school year are to do well in school and to participate in some extracurricular activities. In the future, Kat would like to possibly go into technology and/or engineering because that is what she is interested in at the moment. We can’t wait to see what the rest of the school year brings for Makena and Kat.



SENIOR PREDICTIONS  
BY FRANNY REGAN

We asked this year's seniors to finish this sentence to see what they would like to accomplish during their last year here at Shelter Island School.

*This year I will...*

Angie:  
“...leave.”

Lily:  
“...be released  
from prison.”

Dayla:  
“...graduate.”

Ariana:  
“...graduate with  
high honor roll.”

Valeria:  
“...stop having vegan  
cheat days.”

Izzy:  
“...get a speed-  
ing ticket.”

Myla:  
“...know what  
my future  
looks like.”

Bella:  
“...try to  
appreciate  
life more.”

Emmett:  
“...get a  
man bun.”

Olivia:  
“...buy a car.”

Evan:  
“...wear my  
orange jacket  
every single  
day.”

Franny:  
“...pass my  
road test.”

Daria:  
“...move away.”

Lily:  
“...get into  
college.”

BABY ANNOUNCEMENTS  
BY FRANNY REGAN



Mrs. Eklund finally had her 3rd baby, Maxson (Max) James Restani, September 16th at 8:11am. Baby Max is 20 inches long and weighs 9 pounds, 3 ounces. A big congratulations to Mrs. Eklund! She reports that Max’s big brother and sister are “obsessed with him.”



Shelter Island School welcomes superintendent Dr. Doelger's new baby girl, Claire Doelger. She was born on September 1st, 2021, at 8:38 am. Baby Claire is 22 inches long and weighs 7 pounds, 1 ounce. Congratulations to Dr. Doelger and his wife!



**VAXX FAXX**

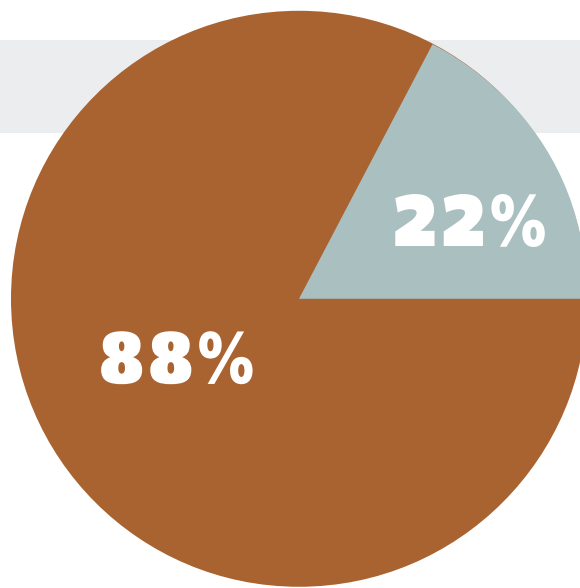
By Angelina Rice

**88%**

Vaccinated

**22%**

Not Vaccinated

**% of vaccinated student/staff**

The coronavirus vaccine is slowly immunizing the population, and bringing back some normalcy into all of our lives. Here are the statistics on vaccinations in our school.

**EVAN'S COMIC CORNER**

By Evan Schack

Please email suggestions to [evan.schack@shelterisland.k12.ny.us](mailto:evan.schack@shelterisland.k12.ny.us). You can go anywhere from suggesting a basic idea to coming up with a plot. Don't hesitate--your idea might just end up getting picked!

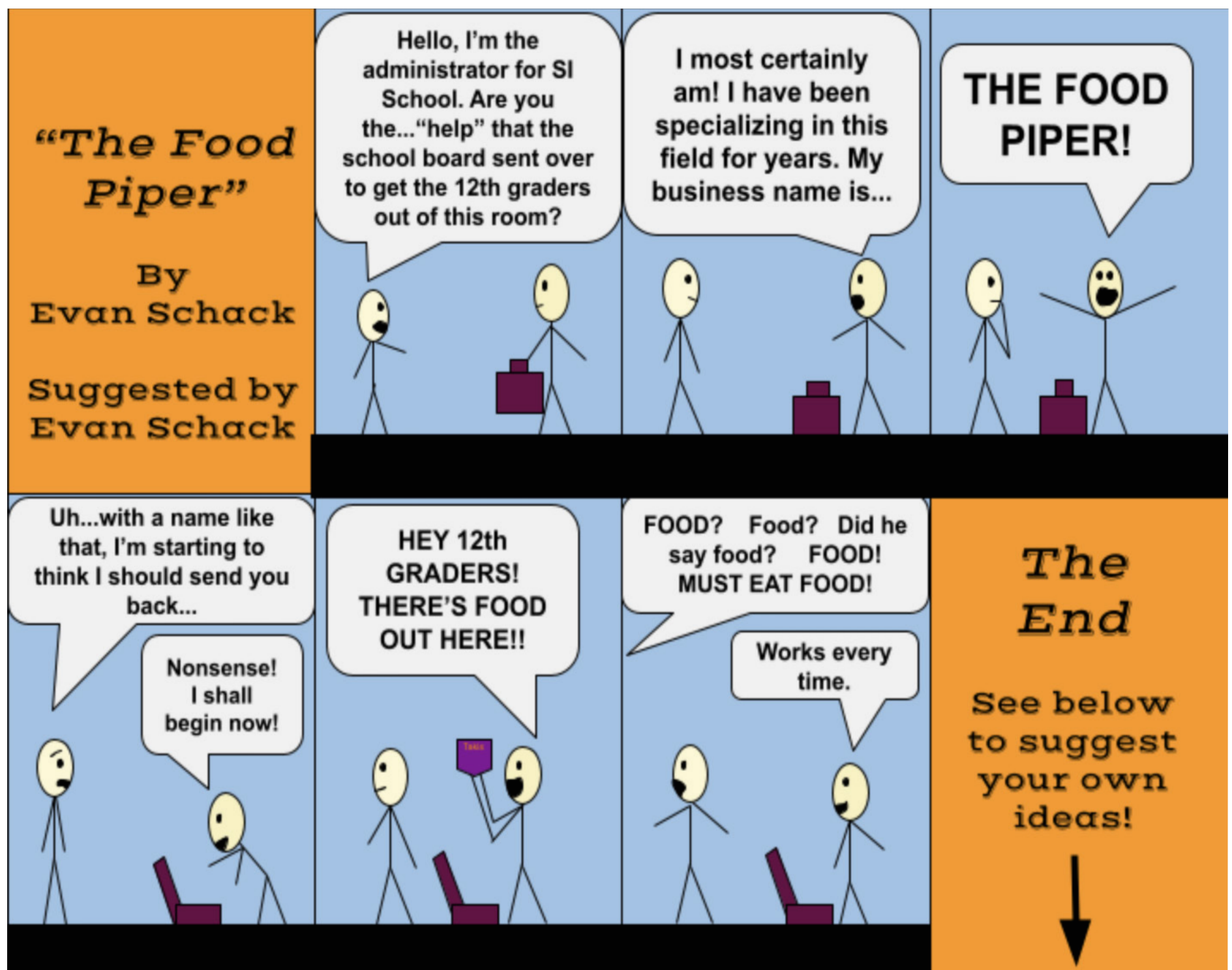






Photo by Mrs. Treharne  
The Unity Club observed “National Coming Out Day” on 10/8. Participating students and staff wore LGBTQ ribbons and/or stickers to show support for the cause. “National Coming Out Day” is designated as a day to show allyship in order to promote safe spaces and learning environments for all students.

# Harvest Festival



Photos by Mrs. Catherine Brigham  
On the brisk fall morning of October 9th, the junior and senior classes held a Harvest Festival to fundraise for prom and the senior trip. The day was filled with games, fall activities, food, music, shopping at local vendors, and fun for all ages.



Photo by Mrs. Treharne  
The Class of 2022 sports their matching “Peace Out Shelter Island” tee shirts on the first day of school.



## PUBLIC SPEAKING: HELPING STUDENTS FIND THEIR VOICES

BY BELLA SPRINGER

This year, the English Department is offering a new elective, “Public Speaking,” taught by new English teacher Mr. Stingo. The class will focus on honing students’ speaking skills through a variety of different projects like presentations, job interviews,

and more. Hearing the phrase “public speaking” is sure to strike fear in many people. However, Mr. Stingo gives good advice saying, “If you are afraid of public speaking that is not a reason to not take the class, it's a reason to take the class

so you have one less fear.” Though many students were unaware that the elective had switched from “Gothic Romance” to “Public Speaking” after Mr. Bocca’s departure, most are sticking with the course to learn more. Mr. Stingo is very enthused to teach

the class this year, to help kids open up, get rid of the fear of public speaking, and because when he took it in high school he said it was, “one of the best experiences in his life.”

## AP PSYCHOLOGY JOINS THE CURRICULUM

BY SEBASTIAN ROMERO

This year, a new advanced placement course has been added to the curriculum. Mr. Brennan is teaching AP Psychology. In 2020, Mr. Brennan taught “Introduction to Psychology” as an elective, but offering the social science as an AP is brand new to our school. This class allows students a new

perspective on a topic many are interested in. Students seem enthusiastic to learn more about the science of the human mind. Senior Myla Dougherty enrolled when she became aware it was being offered. Myla chose to take the course because “I’m interested in learning how all of our brains work and

how they shape us all into individual people with different personalities and interests. I think having that insight could be really helpful in life in general, in understanding other people, as well as in helping me make decisions.” Mr. Brennan looks forward to launching the course. He shares, “I am

excited to be teaching AP Psychology this year because I think it is a really important course in which students can apply the knowledge to a variety of areas in both school and life.” Anytime students can learn new content with the option to gain AP credit, it truly helps our students grow.

## “SHELTER ISLAND HISTORY” IS ADDED TO CURRICULUM

BY BELLA SPRINGER

This year Mr Brennan is teaching a new elective in the history department--“The History of Shelter Island. In the class, students will learn about the extensive history of our island starting as early as

the 1600s when it was just inhabited by the Manhasset tribe. Students will read articles and watch videos about not only the history of Shelter Island, but also the early history of New York state and Long Island,

as well. Mr Brennan shares, “The goal of the course is to get students more informed about the history of the island both going back hundreds of years and also focusing on more modern Shelter Island history. Having

the students work with Sylvester Manor and Shelter Island Historical Society will help us achieve these goals.” So, if you are interested in learning more about where we live, this is the course for you.



Photo by Mr. Adam Bundy

Shelter Island’s JV and Varsity Volleyball teams dressed in their pink tie-dyed shirts for their Dig Pink and Senior game against Babylon. The teams raised awareness for breast cancer and donated over \$800 to breast cancer research.



## FALL SPORTS ARE BACK

BY SOPHIE CLARK

After a chaotic year last year, one thing that we can say is relatively back to normal, is school sports. The fall season started at the normal time, so this year we will not be cramming three sports seasons into five months. This year on the fall sports lineup is: varsity and junior varsity volleyball, varsity boys and girls cross country, and varsity golf. Cross country and volleyball both started their seasons on August 25th, while cross country and volleyball began a week later.

Though sports are full speed ahead, the

mask and COVID protocols are back on. During practices and games for volleyball, masks must be worn at all times. During golf matches, players must wear their masks at all times when on the course. Cross country masks are worn as can be tolerated due to the increase of physical activity, though they are suggested to be worn as often as possible.

This year's volleyball teams have 22 girls between the varsity and JV teams. Varsity is coached by Ms. Cindy Belt, and JV is coached by Ms. Laura Mayo. Varsity senior

Dayla Reyes shared that their team goal is "to focus on what we can control; we want to win and have fun at the same time!" The varsity volleyball team has made the Section XI class D playoffs with a record of 5 wins and 7 losses, and will be competing against the Ross School on November 3rd for the chance to progress and play another class D school from upstate. Girls cross country this year consists of 3 girls, coached by P.E. teacher Ms. Kristin Andrejack. The boys cross country team is coached by Toby Green. Sophomore runner James Durran

says that a goal the team has is to see "all of our runners to run in a meet, or at least run next season." Both the girls and boys cross country teams will be going to state qualifiers at Sunken Meadow on November 5th. Golf is coached by Bob DeStefano and father Peter again this season. Freshman Harrison Weslek "would really like the team to win a match this season." We are so fortunate to have fall sports back. Stay tuned to see how far our fall athletes will go during their seasons!

## OUTDOOR CLASSROOMS: IT'S TIME

BY LEONARDO DOUGHERTY

As schools seek ways to combat the pandemic, outdoor classrooms have become the solution for a lot of schools. An outdoor classroom is a place where students can learn safely and be unconfined to the four walls of a classroom. Shelter Island is a beautiful place with lots of open space, it only seems right to take advantage of it.

Outdoor classrooms offer benefits in multiple areas and from more than just COVID-19. A variety of studies have shown that having an outdoor learning space will increase students' overall school performance, meaning higher standardized test scores, better attendance, calmer behavior, and drive for school activities. Learning outdoors improves the physical health and mental health of students and it is proven to decrease stress and lower symptoms of ADHD. Learning outdoors

naturally engages students with their work and increases their understanding of human relationships. This is important if we want to create a generation of understanding and caring people. Outdoor spaces are a great way to engage the community as they can take part in public events, gatherings, and support for the school, and it's always nice to get outside!

Private schools that have more freedom in their educational philosophies and/or curriculums have been teaching outdoors for a long time, but public schools, which can be a bit more restrictive, require a lot more effort to make outdoor learning available. A public school in Falmouth, Massachusetts was able to create an outdoor learning space over the summer with the help of a volunteer committee formed of teachers, parents, students, and community members. The

committee gathered equipment, raised funds, and got to building. All their outdoor classroom took to build was people coming together to create a space for everyone. Outdoor classrooms do not need to be costly operations sourced from outsiders, they can be built locally and with little need for new supplies. Junior Luca Martinez says that he "would love to have an outdoor classroom," but is concerned about colder weather. Outdoor classrooms would most likely be used seasonally and only during the warmer months.

So, why not build an outdoor classroom here on Shelter Island? We must also think about the logistical and financial hurdles that come with creating an outdoor learning environment. Building any building, even an outdoor classroom, takes time, so it would be best to get ahead and plan sooner than

later. We reached out to Dr. Doelger about his input on whether an outdoor classroom could be a possibility for our school, but he had not gotten back to us by presstime. If there is enough push for an outdoor classroom, it is possible.

If outdoor classrooms were added to Shelter Island they would be a great addition to our campus and benefit the learning and well being of our students. The problem is that outdoor classrooms are not a necessity, so it will take advocacy from stakeholders to make it happen. As COVID-19 is becoming less of an issue (anything can change) we don't need outdoor classrooms to be safe, but they would be great to have. So, will Shelter Island be willing to create outdoor classrooms for us and future students? That remains to be seen.



Photo by Michelle Corbett

Members of the freshman class racing to wrap up their "mummy" with toilet paper during our annual "Anything Goes" halloween celebration.

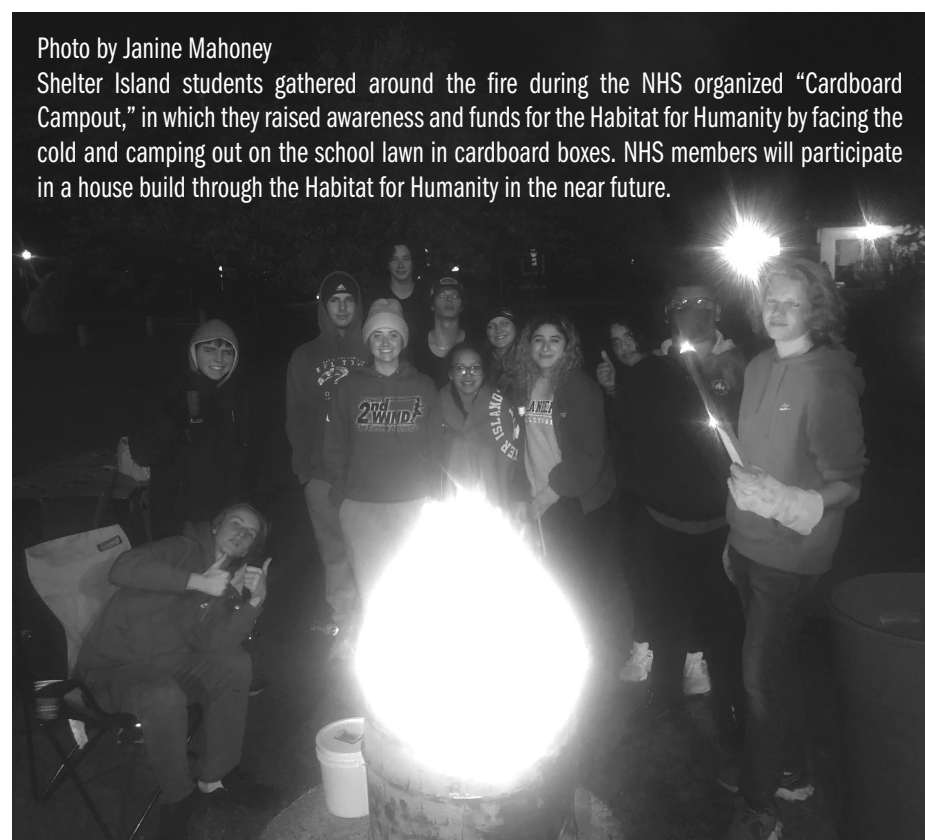


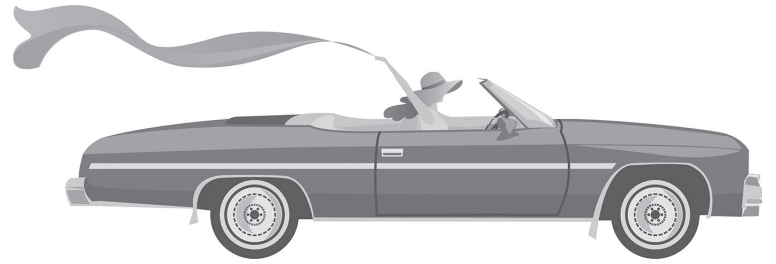
Photo by Janine Mahoney

Shelter Island students gathered around the fire during the NHS organized "Cardboard Campout," in which they raised awareness and funds for the Habitat for Humanity by facing the cold and camping out on the school lawn in cardboard boxes. NHS members will participate in a house build through the Habitat for Humanity in the near future.



# Senorita Leever Hits The Road

BY VALERIA REYES  
AND ANGELINA RICE



As many of us know, after retiring last June, long time Spanish teacher Senorita Laura Leever took a cross-country road trip to explore the midwest and western U.S., ultimately landing in New Mexico to embark on an earthship building adventure. Six days after the last day of school, Senorita Leever set off. With stops in Pennsylvania, Ohio, Illinois, Iowa, Nebraska, Colorado, Kansas, Mississippi, and finally New Mexico, Srta. Leever got to see a lot of the country she had never seen before.

Srta. Leever's trip kicked off just six days after school got out and along the way she stayed in a variety of fun and funky Airbnb rentals, meeting some great hosts along the way. Traveling alone was not a challenge for Srta. Leever initially because, she explains, "I can spend a lot of time alone. I like my privacy and solitude." However, she did come to find out after days and days on the road solo, "I like people more than I thought I did."

The highlight of Srta. Leever's trip was her stopover at Strongpoint Theinert Ranch in New Mexico. There, she stayed with Frank and Chrys Kestler and "even had a surprise pop-in from Jimbo!" Seeing friendly and familiar faces on the last leg of her long journey made her time at the Strongpoint

Theinert Ranch very special.

Srta. Leever's ultimate destination and the goal of her trip was to join a crew in New Mexico learning how to build an

and tires...but that stay sadly lasted only one night. Though she was looking forward most to her stay in an actual earthship, the reality did not quite match the dream. On



PHOTO PROVIDED BY SEÑORITA LEEVER  
SEÑORITA LEEVER HAS A WOLF ENCOUNTER WHILE ON THE ROAD THIS PAST SUMMER.

earthship. What is an earthship, you ask? An earthship is a type of dwelling made with natural and recycled materials for the purposes of energy conservation. (Senorita has long held an interest in sustainable living.) Srta. Leever had the opportunity to stay in an earthship made primarily of mud

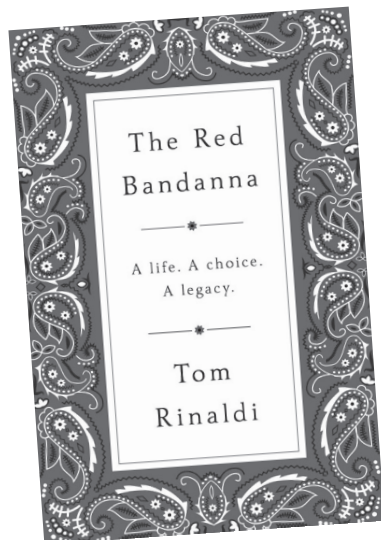
her first night in the earthship, Srta. Leever was awakened by "two mice jumping in and out of the kitchen trash can" and mice, Srta. Leever admits, are "petrifying" to her. So, she spent a harried night not sleeping and "laying out about 20 different peppermint oil covered cotton balls" to try to ensure the

mice would not find their way to her bed. In the morning, Srta. Leever knew she needed to shift gears. She packed up and headed to an Airbnb close by. This was all a very valuable learning experience for Srta., and even though she may have initially felt some disappointment, she is grateful for all of the lessons she learned during her travels about herself and others.

A few days after the earthship debacle, Srta. Leever headed home to Sag Harbor to tend to her famous microgreens. All told, her trip lasted 87 days and covered 6,600 miles. She enjoyed so much during her travels and shared it all via her Instagram and Facebook so students and staff could tag along with her adventures. Upon reflecting on her journey back at home, Senorita said she learned, "Two months alone is too long. So, I need to find companions. I need to find a way to be with people." Senorita will take shorter trips in the future and also, perhaps, be in search of road trip buddies to keep her company. For now, Senorita is enjoying fall back in Sag Harbor and is living by her motto: "Slow, but steady gets you home safe and sound."

## S.I. HONORS THE 20TH ANNIVERSARY OF 9/11 WITH THE RED BANDANNA

BY EVAN SCHACK



On September 11, 2001, something happened that will forever live in the hearts and minds of United States citizens. The terrorist attack on our country that day (centered at the Twin Towers in lower Manhattan) took the lives of almost 3,000 innocent people. Our school observes the anniversary of 9/11 every year, usually with a moment of silence and a lesson in Social Studies and English to discuss 9/11/01 and its impacts. However, this year, for the 20th anniversary of the 9/11 attacks, Shelter Island School took the topic a bit further. The English department managed to inspire a deeper connection to the event than ever before for students, and it was all due to a very special book called The Red Bandanna.

The Red Bandanna, written by Tom

Rinaldi, is a book dedicated to the events of one man's life, and how he saved many lives on 9/11. We follow this man, Welles Crowther, from even before he was born, through his entire life. We learn about his personality, who he was, and how he acted. We relive some of his happiest (and saddest) experiences, all leading up to the one fateful day that neither he, nor anyone else around him, could have predicted. On 9/11/01, Welles was in the South Tower when it was struck. Using his volunteer firefighting background and his innate desire to always fight for what was right, Welles chose to risk his life and save people who would certainly have perished if not for his direction and assistance. When the South Tower collapsed, Welles was inside it, as he refused to evacuate; simply because of his choice to continue to climb up and down over 40 flights of stairs to lead others to safety. Welles's family ultimately learned of his heroics when a woman he saved reported to The Washington Post she had been led to safety by a young man wearing a red bandanna. Welles's mother instantly knew it was Welles, as he always carried a trademark red bandanna with him, just like his father and grandfather had always done. They were comforted by knowing their son died a hero.

The book was chosen by the Shelter Island School's English Department to be read for a summer assignment. All secondary students were provided a copy of the book, and while not all might have been exactly enthusiastic to read a book such as The Red



PHOTO BY MRS. TREHARNE

Bandanna during their summer, those who did were clearly impacted emotionally by it. "The Red Bandanna's story empowers me to keep a red bandanna tied to my backpack every day. To me, it symbolizes strength and courage," says 12th grader Franny Regan. Upon returning to school, English classes provided assignments that required students to look at the book in new ways, and thus increased the memorability of the overall experience. English teacher Mrs. Devon Treharne explains, "It was important for me for students to read The Red Bandanna because I think it gives kids who were not even alive on 9/11/01 a moving and accessible first person perspective of the events of that tragic day. We were also very excited to pair the book with multi-age reading discussion groups and a panel of first responders and people who experienced 9/11 firsthand." This panel

was held on September 10th and gave students the opportunity to hear from three first responders who worked at Ground Zero, a gentleman who made it out of the North Tower after the first plane hit, and the widow of a gentleman who never made it out of the South Tower. Reading the book and then attending the panel discussion proved very powerful for students.

The Red Bandanna is truly a moving book. Students at Shelter Island School were given an extremely memorable reading experience and learned so much more about the horrors of what happened on that terrible day, bringing them a closer experience to an unforgettable event in United States history.



# HAYDEN'S HOT LIST: WHAT TO WATCH THIS FALL

BY HAYDEN RYLOTT

As the summer comes to an end and the fall begins we're going to start being indoors more. While we're indoors more it's the perfect time to binge watch a good show or movie. Here are some of my recommendations.

## "SQUID GAMES"

"Squid Games" is the hottest new show currently and is number one on Netflix in ninety countries. It's on its way to becoming one of the most watched shows in Netflix history. "Squid Games" is about hundreds of contestants who are in debt and accept an invitation to compete in a series of children's games. They compete for massive cash prizes that'll help them pay off their debts, but the stakes are deadly. "Squid Games" is totally worth watching, especially if you like drama, thrillers, or action. The show keeps you entertained and makes you want to see what will happen next. The show is rated TV-MA due to its large amount of violence and mature themes, so take note. If you have Netflix, "Squid Games" is a must-watch.

RATING: 4/5 STARS



## "BLACK WIDOW"

It has been over a year since the last Marvel movie, "Avengers Endgame," and we've finally got a new Marvel movie, "Black Widow." This movie follows the great Avenger, Natasha Romanoff, as she has to confront a dangerous conspiracy that arises and ties in with her dark past. Followed by a force that won't stop until she is brought down, Natasha must face her past as a spy and the broken relationships she left behind before she became an Avenger. "Black Widow" is a great movie that is well-executed and very entertaining. So, if you're a Marvel fan or a fan of thrillers, action, or superhero movies, then you should watch this movie. "Black Widow" is available to watch on Disney Plus. You can't call yourself a Marvel fan if you haven't seen "Black Widow."

RATING: 4.5/5 STARS



## "FREE GUY"

"Free Guy" is about a bank teller who realizes that he is a background player in an open-world video game and he decides that he'll become the hero of his own story. In this world, there are no limits and he is determined to save the day in his own way before it's too late, and find some romance with the coder who created him. This movie is awesome, especially for those who enjoy video games or love Ryan Reynolds. "Free Guy" is a very intricate comedy and action movie. So, if you want to watch a movie for a laugh, "Free Guy" is my recommendation.

RATING: 4/5 STARS



## "TITANS"

"Titans" is based on the DC Comics team "Teen Titans" who team up and fight evil. The show is nothing like your "Teen Titans" cartoons though, "Titans" is live action and follows a more mature and darker plot. The writing, acting, action, and character development in this show is on point. Each character is different and has their own problems they have to deal with. The plot for each season is different and entertaining. "Titans" is probably one of the best pieces of DC content out there. "Titans" recently finished its third season in October 2021. "Titans" is only available on HBO Max, so if you're into sci-fi and superheroes, then I highly recommend watching it.

RATING: 4.5/5 STARS



## SUMMER JAMS REVIEW: "DONDA," CERTIFIED LOVER BOY," & "THE OFF-SEASON"

BY SEBASTIAN ROMERO

### "Donda" by Kanye West

First, it is possible that West's public performance of the past five years, misguided or actively harmful as it may have been, was animated by a real desire to alleviate human suffering. Second: It didn't work. It seems unlikely, given the tone of "Jesus Lord" and the way it's positioned in Donda's tracklist, that it was intended as another weak acceptance of apology for the media stunts he has been involved in over the last 5 years. With loose strictures and a lax enough editing process, however, you never know what might be caught on tape (like his admission to being an objectively poor husband to soon-to-be-ex-wife Kim Kardashian). However, I personally enjoyed the instrumentals and creative direction West took with his tenth studio album. Purely artistically speaking, Kanye West is one of the brightest minds in history and his ability to both adapt and create new sounds, that either break the mold or fit in perfectly with the current trend, is unmatched by any past or current musical artist.

RATING: 8.5/10

### "Certified Lover Boy" by Aubrey Graham

Drake's self-pronounced Magnum Opus leaves a lot to be desired, but also reaches some glorious highs at points on the album (tracks like "No Friends In The Industry," "Champagne Poetry," and "Fair Trade"). There is a reason I place Drake's and Kanye's albums next to each other; if you have not been kept in the loop they (Kanye and Drake) have had an ongoing feud spanning everything from music to mistresses. The feud has caused the overlapping fanbases of both artists to pick sides and decide which album is better and contending for A.O.T.Y. Personally, I respect both Drake's and Kanye's legacies in the hip-hop game and music industry overall, and choose to listen to both. For the sake of critical review, however, I believe Donda gets the better half of C.L.B.'s lackluster subject matter. Drake's typical topics of his relationship with his female fanbase and/or his inability to find "the right one" leaves me feeling like this album is not anything we have not heard from him before. I will give him props on how he's found a winning formula for an overall enjoyable track list.

RATING: 6.5/10.

### "The Off-Season" by J. Cole

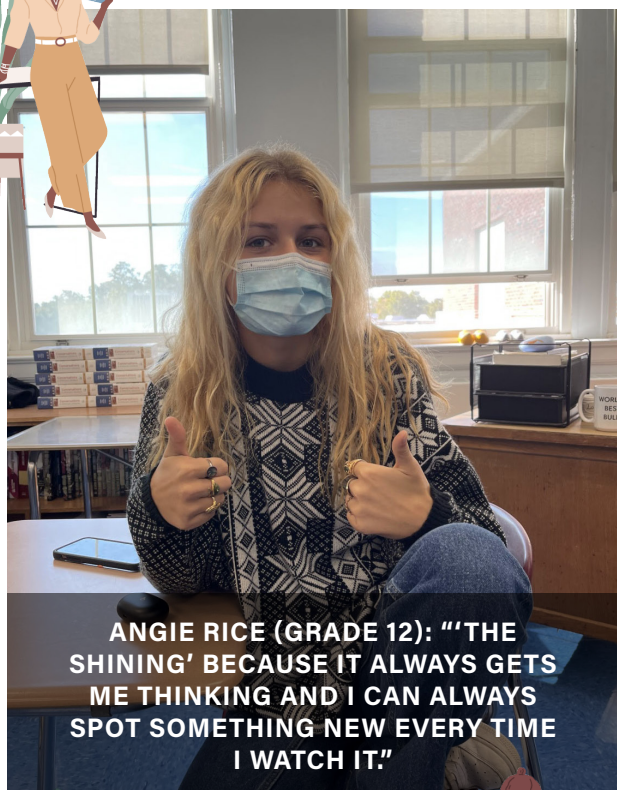
"The Off-Season" is the sixth studio album by J. Cole. Cole croons, hollers, and raps and sings through a tangle of satisfying melodies and complex rhyme schemes. In standouts like "Amari," "My Life," and "100.Mil," there's drama and power as he alternates between agile rapping and serious singing. He harmonizes with fellow Fayetteville, North Carolina native Morray on "My Life" and enlists fellow Dreamville label colleague artist Bas—an impressive rhymers himself—as a singer in two places, which results in performances that are both careful and calming. Dead center in the tracks, "100.Mil" feels like the thesis of Cole's efforts here. He dances through a handful of flows in just one verse, sounding like he's bounding through drills on the court. "How come a \*\*\* ain't enter his prime? Still gettin' better after all this time," he boasts. He's right. Cole has become a top-tier composer bringing together sharp rhythms with dynamic lyrics. While critics may claim he has a limited subject matter, he still drives home his points and presents imagery based stories throughout the album.

RATING: 9.5/10

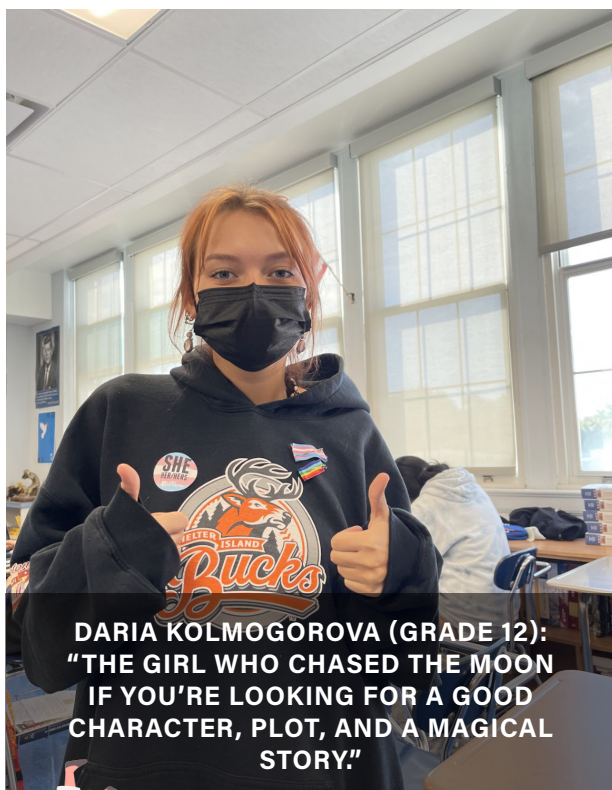


BY VALERIA REYES

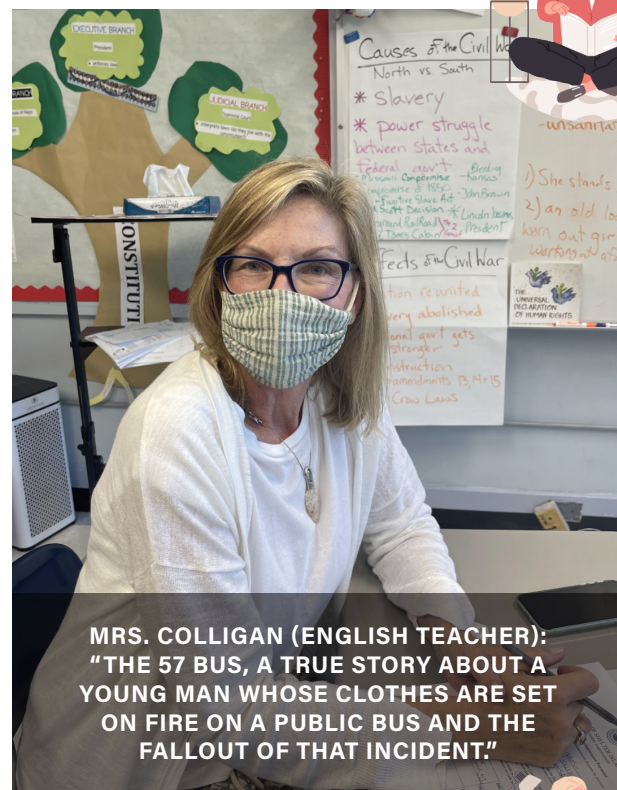
FOR THIS ISSUE'S "AROUND THE HALLS," WE ASKED TEACHERS AND STUDENTS WHAT THEY RECOMMEND READING AND/OR WATCHING THIS FALL.



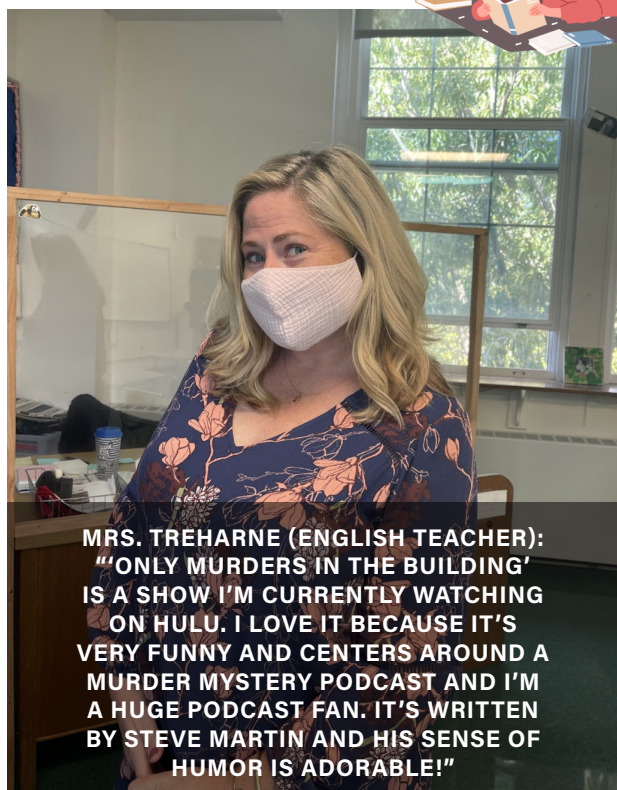
ANGIE RICE (GRADE 12): "THE SHINING' BECAUSE IT ALWAYS GETS ME THINKING AND I CAN ALWAYS SPOT SOMETHING NEW EVERY TIME I WATCH IT."



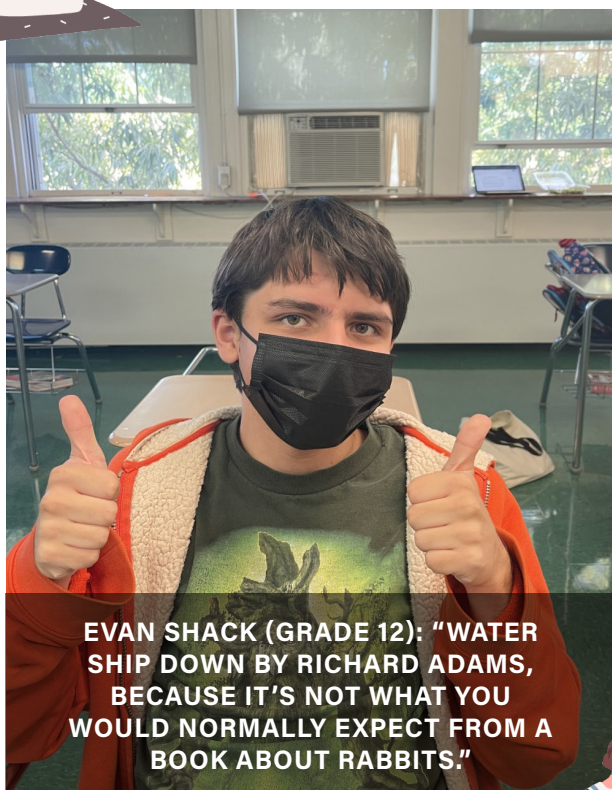
DARIA KOLMOGOROVA (GRADE 12): "THE GIRL WHO CHASED THE MOON IF YOU'RE LOOKING FOR A GOOD CHARACTER, PLOT, AND A MAGICAL STORY."



MRS. COLLIGAN (ENGLISH TEACHER): "THE 57 BUS, A TRUE STORY ABOUT A YOUNG MAN WHOSE CLOTHES ARE SET ON FIRE ON A PUBLIC BUS AND THE FALLOUT OF THAT INCIDENT."



MRS. TREHARNE (ENGLISH TEACHER): "ONLY MURDERS IN THE BUILDING' IS A SHOW I'M CURRENTLY WATCHING ON HULU. I LOVE IT BECAUSE IT'S VERY FUNNY AND CENTERS AROUND A MURDER MYSTERY PODCAST AND I'M A HUGE PODCAST FAN. IT'S WRITTEN BY STEVE MARTIN AND HIS SENSE OF HUMOR IS ADORABLE!"



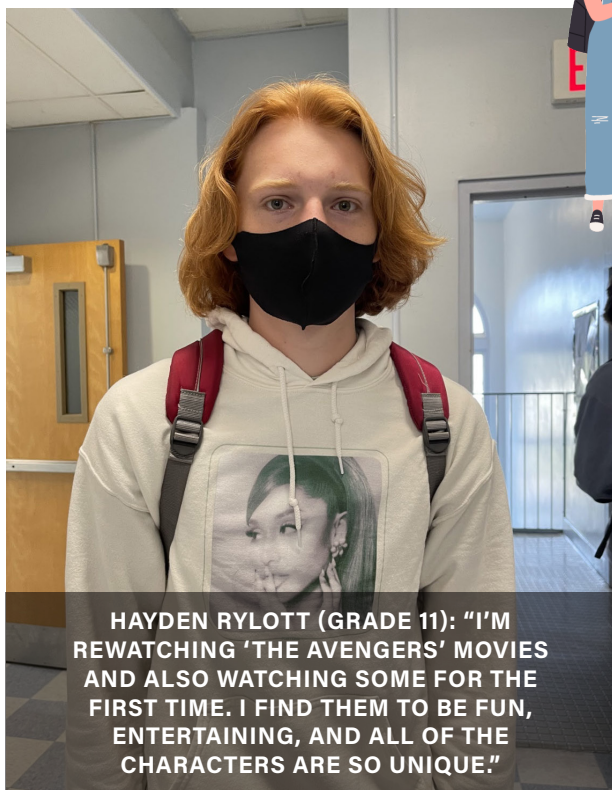
EVAN SHACK (GRADE 12): "WATER SHIP DOWN BY RICHARD ADAMS, BECAUSE IT'S NOT WHAT YOU WOULD NORMALLY EXPECT FROM A BOOK ABOUT RABBITS."



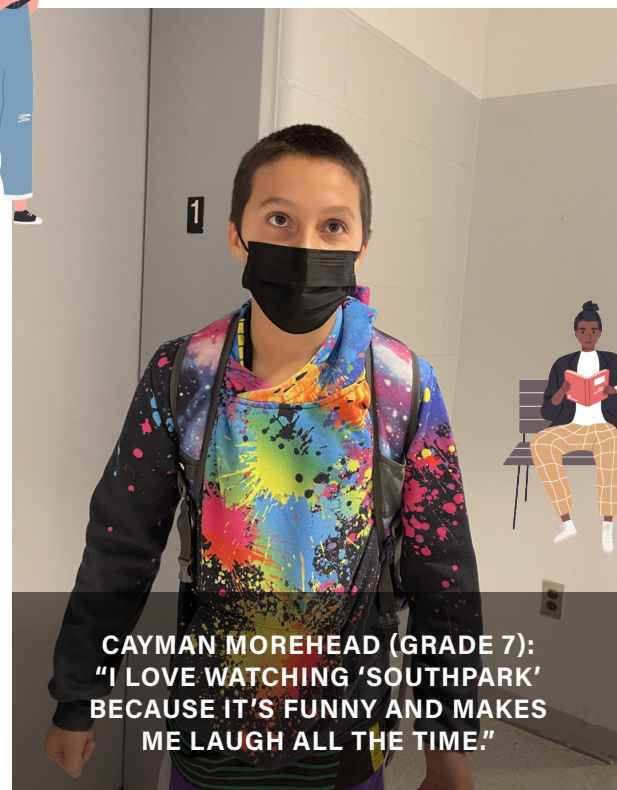
MS. MAYO (SPANISH TEACHER): "'PREMISE' BECAUSE EVERY EPISODE IS DIFFERENT, AND IT SHOWS HOW CRAZY HUMANS ARE."



KAITLYN GULLUSCIO (GRADE 10): "THE NATURE OF WITCHES BECAUSE IT APPEALS TO MANY OF MY INTERESTS LIKE WITCHES AND ROMANCE."



HAYDEN RYLOTT (GRADE 11): "I'M REWATCHING 'THE AVENGERS' MOVIES AND ALSO WATCHING SOME FOR THE FIRST TIME. I FIND THEM TO BE FUN, ENTERTAINING, AND ALL OF THE CHARACTERS ARE SO UNIQUE."



CAYMAN MOREHEAD (GRADE 7): "I LOVE WATCHING 'SOUTHPARK' BECAUSE IT'S FUNNY AND MAKES ME LAUGH ALL THE TIME."

