



# THE INLET

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SHELTER ISLAND SCHOOL

October 2016

## YOUTH GROUP GOES BEYOND ISLAND BORDERS TO LEND A HELPING HAND

BY HENRY BINDER AND LINDSEY GALLAGHER

While many students spent the last few weeks of summer relaxing, ten Shelter Island teens who are part of the Shelter Island All-Faith Youth Group spent three days doing community service projects. Led by Bryan Knipfing and Kate Davidson, teens Henry and Caitlin Binder, Lindsey and Emma Gallagher, Lauren Gurney, Devon Bolton, Taylor McNemar, William Gallant, Francesca Frasco, Lauren Gurney, Isabella Sherman, and Abby Kotula embarked on a short, but jam-packed adventure in the Shoreham area. This was the second year that the mission trip was offered to the members of the Youth Group, and almost all of the members who went last year returned. Mr. Knipfing shares that the goals of the trip were to “allow teens to serve others, open teens’ eyes to what it’s like in other parts of Long Island, and help teens to connect with each other and form new friendships.” Kate Davidson notes, “it’s also important to help others without expecting anything in return.”

We departed on a Friday morning for the Poospatuck Indian Reservation to spend our day cleaning properties still in a state of extreme disrepair by Hurricane Sandy in 2012. Upon arrival to the reservation with the destruction in sight, there were many surprised faces. “I was shocked,” was all Abby Kotula could say. Wendy Samuels, the project coordinator and resident of the reservation, guided us around to show us how we would be spending the next few days. The Poospatuck Reservation was nearly demolished by Hurricane Sandy. Flood waters rose and 3 feet of water destroyed homes, personal belongings, and vehicles. Reservation residents have been struggling ever since the storm and



### EAT. SLEEP. RUN. REPEAT.

There certainly was no relaxing for the cross country team this summer — find out how they prepared for another successful season at Green Mountain Running Camp!

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### ISLAND KIDS → COLLEGE KIDS

Hear from former Inlet staff as they describe their transition from island life to college life!

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### KINDERGARTENERS' FIRST DAY: UNCENSORED

Kindergarteners uncensored! Read inside to learn exactly what these kids actually thought of the first day of school...

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PHOTO BY BRYAN KNIPFING  
THE SHELTER ISLAND ALL-FAITH YOUTH GROUP STOPS FOR A QUICK PICTURE WHILE AT THE POOSPATUCK INDIAN RESERVATION.

were more than grateful to have our help. Many of the homes in the reservation were going to be demolished in the near future, so help was needed in clearing properties of important belongings. We first worked in the yard moving scrap metal, wooden structures, old furniture, and even dismantling a large garden fence. Along with this, we mowed the newly cleared lawn and cut back bushes. After a long day’s work, we left the reservation covered in sweat and dirt and began the short trip to Camp DeWolfe, where we would be spending the night. Shortly after a delicious handmade taco dinner, we enjoyed a sunset swim at a nearby beach. As soon as daylight ran out, we headed back to Camp DeWolfe where we spent the remainder of the evening bonding and playing typical camp games like “Baby I Love You” and “Mafia.”

It was the music of “Owl City” playing on Mr. Knipfing’s ancient iPod that awoke us the next morning. Directly after breakfast, we piled into the cars and headed back to the reservation. We

first began by filling a destroyed and deserted mobile home with debris. Eventually, the mobile home, along with its contents, would be carted away to the dump. Lauren Gurney explained, “there are areas in New York that are a lot worse than Shelter Island and if you think Shelter Island was hit bad [by Hurricane Sandy] then you have to realize that some places still haven’t recovered.” As lunch began, which was generously provided by the residents of the reservation, we had the chance to relax, and talk about the work we were doing. When we resumed working we had to move furniture into a storage tent. Finally, we cleared an area of brush in order to stack wooden planks and beams that were left from a demolished porch. As the work day came to a close, we said our goodbyes to the families we were helping.

On the second night, we played the role of tourists in Port Jefferson—taking artsy pictures, enjoying the town’s beauty, and of course stopping at the local ice cream shop. After this

excursion, we had a bonfire that was perfect for s’more making, despite the many bugs we to fight off first.

On the final day, we would be helping out at Camp DeWolfe. A slight drizzle changed the original plans of painting cabins, so instead half of us removed peeling paint off the cabins that were supposed to be painted, while the other half cleared a trail in the woods that would be used for mountain biking. With the conclusion of the service projects, we stopped for food on the way home. On the car ride home, we had the chance to reflect on the experience.

The mission trip provided everyone who attended a different experience. The trip was an eye-opener to some, who were unaware of how tough life is for many here on Long Island, for others it was a chance to create new friendships and help out those in need. Due to this, many of us left with a new appreciation for our small island community. Along with this, all of us returned home with many more laughs and unforgettable memories together. From the leader perspective, Mr. Knipfing believes that “teens saw how they can make a difference in the lives of others and what it is like for people who are in need and struggling to make ends meet.” Leader Kate Davidson adds that her favorite memory was “watching 11 kids work their butts off without a single complaint.” For Lauren Gurney, the trip gave her the opportunity to experience an environment different from Shelter Island, she also admits that “it’s just good to help out in some sort of way.” Abby Kotula recognizes that “we should appreciate Shelter Island because it truly is a sheltered island.” It is often in helping others that you can find the most reward. Kate Davidson speaks for all of us when she insists “we learned valuable lessons that weekend, and I look forward to our next mission.”



PHOTO PROVIDED BY JIMBO THEINERT  
SHELTER ISLAND STUDENTS TAKE IN THE MAJESTY OF ANTELOPE CANYON.

## GRAND CANYON, GRAND CLASSROOM

BY JIMBO THEINERT

As an adult, it is easy to forget that initial joy of leaving home for the first time without Mom or Dad. While students certainly take other trips without their parents, this trip to the Grand Canyon was their choice, and the experience was all about them. In just 6 days, the 13 students Mrs. Theinert and I led on the journey changed so much through the exploration of an impressive part of our great country.

After we landed in Las Vegas, we were met by our guides provided by Grand Classroom. Their knowledge of the environment of the Southwest was something they shared with our students on a daily basis. As we traveled in two separate vans towards Zion National Park, students were introduced to the incredibly different Southwest landscape and weather. While it had been hot and humid when we left New York, it was now over 110 degrees in the Arizona desert. So naturally when we made our first stop, we did it near a water source; and stopped to explore the rocks

and river at the Virgin River Gorge in Northwest Arizona. Our first day concluded in Kanab, Utah where we checked in to our hotel.

After a long first day that led us across the country, our students may have been a bit shell shocked for the start of day 2, which had us visiting Zion national park. Zion is a narrow and steep canyon that allows visitors an intimate look at how vibrant life can be on the canyon floor. We hiked the upper and lower emerald pools trail, then followed that up with a hike through the narrows. Students were challenged on both hikes, as the climate and terrain forced them to work every step of the way. While hiking through the river, the students were given some freedom to explore and play; and after a long day of travel, and difficult hikes in the morning, seeing their excited faces as they looked through caves, floated down rivers, and tried to hike through the most difficult

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## STRESS LESS, ENJOY MORE

BY LINDSEY GALLAGHER

College. Good grades. Tests. Projects. Essays. Sports. Community service. Clubs. Siblings. Social lives. Work. Expectations. Success. All of this and much more fill the minds of today's teenagers. Adults think they have it bad—well, the times have changed—college tuition has skyrocketed, society is even more judgmental, and expectations are higher and teens are feeling the crunch.

Stress is everywhere among teens and it has gotten to the point where teenage stress levels are topping those of adults'. The American Psychological Association (APA) reports that during the school year, teen's stress levels reach a whopping 5.8 (on a 10 point scale) compared with an adults 5.1, all while a healthy stress level is 3.9.

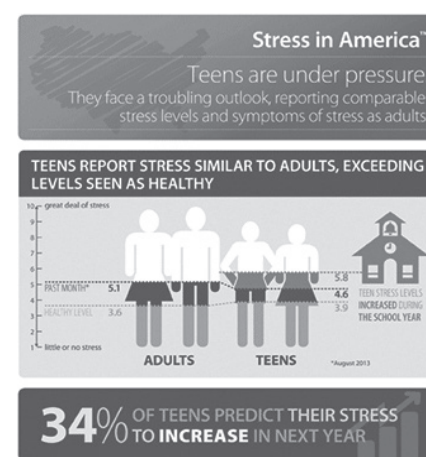
How exactly has this happened? There is no single cause to stress, but rather an accumulation of many things that cause the high stress levels we see today. Despite this, "school is the top source of stress for teens," says the APA. During the school year, teen's stress levels reach their peak, as they try to keep up with daily homework assignments, projects, essays, and studying for exams on top of their social lives, jobs, and extracurriculars. Stress levels for teens who take honors and AP classes are even worse, as getting good grades is almost as time consuming as a full-time job. This is exactly why eighty-three percent of teens call school a "somewhat or significant source of stress." Teens also deal with stress triggers such as social media, which goes hand in hand with peer pressure, teens putting too much on their plate, and poor time management. In today's world, technology is everywhere and teens spend huge amounts of time in front of their screens. Many are exposed to stressful events in others' lives around the world that cause additional stress, referred to as "the cost of caring." Social media users also constantly compare themselves to others, which can hurt self-esteem, and hence, cause more stress. So-

cial media causes bullying, peer pressure, and other stressors.

Many of today's teens, especially Shelter Islanders, love to take on too much responsibility. Due to our school's size, opportunities are limited, so in order to make up for this, kids will join multiple extracurriculars. DECA Club, Student Council, yearbook, National Honor Society, Science Club, you name it; there are teens in our school who join just about every single one of these. Oh, and don't forget about sports; most islanders play a sport every season, and again due to our school location, this means lots of long bus rides and late nights. But for many students getting home late is no excuse to not do homework, so they will stay up late into the night to finish it. Just imagine this, you're up by 6:30am getting ready for school, doing some last minute studying or homework, then you're off at school for 6 hours, there's a DECA meeting at 2:45, you have practice at 3, you don't get home until 5, then you have to conquer all that homework, and on some nights this continues on late into the night, but the worst part of it all is you will just wake up tomorrow and repeat the entire cycle again. Most kids don't even catch a break on the weekends due to jobs, and of course more homework. And on top of all of this, at some point you have to start looking at colleges, maybe have a social life, and get a decent amount of sleep— and teens get criticized for bad time management... well maybe they really just don't have the time. The problem with stress is its ability to build up so quickly. Even something as small as rushing somewhere to be on time can put you in the wrong mindset and allow for stress to grow. In my experience, once I begin to worry about one thing, all my other worries come to mind and I wind up overthinking and stressing about multiple things at the same time. Once you begin to stress, accomplishing things in a decent amount of time is nearly impossible and everything just gets worse. Most teenagers struggle with stress so much because they don't know how to cope. When teenagers get stressed they will procrastinate—pull their phone out and check

social media, or turn the TV on. This may look like laziness or irresponsibility, but it's actually avoidance behavior. While this may put your mind at ease for a few minutes, when you get back to working, you will only be more frustrated. A lot of times, teenagers are told they can't be as stressed out as adults because we aren't even in the "real world," but this is our world. When adults minimize teens' stress, they will feel like a) they are unimportant and/or b) it is only going to get worse when they get older and they will become discouraged. High levels of stress have physical and emotional effects on the body. After prolonged periods of stress, one may experience aches and pains, frequent colds, racing heartbeat, and chest pains. While these can hurt teens' health in the long run—the emotional effects can be even worse: depression, moodiness, anxiety, frustration, panic, and a wide array of other negative emotions. Stress can also cause poor eating habits, lack of concentration, memory problems, and trouble sleeping. Many of the effects of stress have been reported to negatively affect teen's grades, so does this mean that the rigor of school is counterproductive—are we caught in a race to succeed, which is making us ultimately fail?

So, how do we solve this then? There are actually multiple ways to cut back stress levels; you just have to find what works for you. Exercise is one of the greatest stress relievers because it releases hormones called endorphins, that in simple terms, make you happy. Even if you dislike sports, going for a walk in the woods or doing some yoga can help by taking your mind off things and relaxing you. Sleep is a huge factor in reducing stress build-ups because it is the only time our bodies have to recharge, rebuild, and get a fresh start on the next day. The APA reports that ninety percent of teens with low stress levels say they get enough sleep, while only forty eight percent of teens with high stress levels say they get enough sleep. By creating a solid sleep schedule and getting enough of it, you are already lowering your chances of feeling the worst effects of stress. Another simple way to



avoid stress is by taking some time out of your schedule to enjoy yourself. Although this may take out time of studying, if your stress levels are lower when you resume working, you will be more effective in accomplishing your goals. The worst thing you can do when you're stressed is keep all of your frustration to yourself, and let it build to the point where you literally crash. Instead, try talking to someone you trust that might be able to help you manage it. Finally, try to focus on the positive things in your life: think about what makes you happy and what you're good at, so when you're bogged down by stress, you won't be so negative.

Even with all these coping methods, stress is inevitable. What you may not know, however, is that low levels of stress can have a positive impact on your life. It can drive you to accomplish things you thought you couldn't do, or enhance your intellectual and physical abilities. But don't get me wrong, feeling like the world is against you and you will never be on top of things is not a pleasant feeling. So, next time you're feeling like teachers keep piling you up with homework, your sister won't stop bothering you, and work calls you in for another day, instead of panicking, take a deep breath, and try to use the power of stress to your advantage.

## MS. REGAN: FAMILIAR FACE, NEW PRESCHOOL

BY HENRY BINDER



As a child, Ms. Regan knew that she always had some sort of "creative flair." It was not until college that Ms. Regan realized her "creative flair" would translate very nicely to teaching. And, after having her daughter Francis, Ms. Regan had another realization, she explains, "I really didn't notice how much I enjoyed being around children and being able to teach them until I became a mother." Once she realized her passion, Ms. Regan sought out teaching opportunities. Now the head teacher in Shelter Island School's new preschool program, Ms. Regan has found her niche.

For Ms. Regan, her "passion for teaching very artistically" is what drives her in the classroom. She particularly enjoys, "grasping the young students' interests in something that they may not have ever learned." And, here at Shelter Island School, Ms. Regan appreciates the unique opportunity to "see her students grow up from Pre-K through 12th Grade" and see all that they have accomplished in their career as a student.

Another benefit of Shelter Island Ms. Regan notes is, "smaller classes give a better teacher-student interaction." These interactions, she summarized, allow the teacher to develop a more personalized relationship with the students and their families.

Although Ms. Regan was also an addition to the program, the district changed quite a lot around and now the Pre-K, which previously resided in the Presbyterian Church, is found in the school building where the library was. The initial idea was credited to Mrs. Rylott and Dr. Hynes, and the plan was continued by Mr. Skuggevik and Mrs. Rylott after Dr. Hynes left the district. Ms. Regan explained how "the change in location was something planned and talked about amongst the teachers for quite a time" because "it might have had a positive turn not only for resources, but for communication." The school wanted the program to have the same opportunity as other off-island preschools. "The school's

decision enabled the students to grow socially and academically," she elaborated. Along with changing locations, the new Pre-K has made many other modifications, including more than doubling the amount of time the preschool kids spend at school, going from three hours to six and a half hours. Ms. Regan adds that "the curriculums are very teacher-based" and she likes to engage the kids in "literacy-based" learning methods, mainly by incorporating hands-on activities. This method of teaching allows the students' interests to be met, while still providing them with good quality education. Ms. Regan says that the new preschool model is working quite nicely, though right now she is focusing the students on "keeping their hands to themselves." With the help of Ms. Regan, this and many other life lessons are sure to be learned in the school's Pre-K classroom this year!

We would love to hear from from you!  
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PHOTO BY WALTER RICHARDS  
NEW MATHEMATICS TEACHER MRS. TRISH KREPPEIN.

## MEETING MS. KREPPEIN

BY WALTER RICHARDS

When Ms. Kreppin was in seventh grade, she hated math. Little did she know, she would one day end up teaching it at Shelter Island School. Growing up in New Jersey, Ms. Kreppin didn't discover her affinity for mathematics until a very talented teacher showed her how special the subject was in 8th grade. That gift led to an interest in math that has never left Ms. Kreppin.

Growing in New Jersey, Ms. Kreppin has fond memories of playing "school with her friends" and even "pretending to help her brother with his homework, even if she had no idea what it meant." So, becoming a teacher might have been a natural progression. After her childhood in New Jersey and spending summers in the Long Island town of Oakdale, Ms. Kreppin attended SUNY Cortland which is where she "grew up," in her own words. In college, Ms. Kreppin majored in Math Education. Following college graduation the self-described "hard worker" who "enjoys

constructive criticism" taught for one year in the Bronx and two years in Brooklyn.

Ms. Kreppin may have been "absolutely petrified" at first when she came to Shelter Island School, but she is feeling better now, comforted by "how nice and supportive everyone is." When it comes to her favorite part of her profession, Ms. Kreppin says, "when you're working with a student and you see a light bulb go on in their head." Seeing this type of understanding in her students is very exciting for Ms. Kreppin. She even likes it "when my students correct me, because then I know they're paying attention." When she's not working with students, Ms. Kreppin enjoys running, spending time at the beach, and reading. Today, Ms. Kreppin lives in East Marion with family, but is currently looking for her own place close to the Island to make her life easier. Let's hope this is just the start of a long stay at Shelter Island School, where even Ms. Kreppin acknowledges she has "big shoes to fill" following the legendary career of Mrs. Ginny Gibbs.

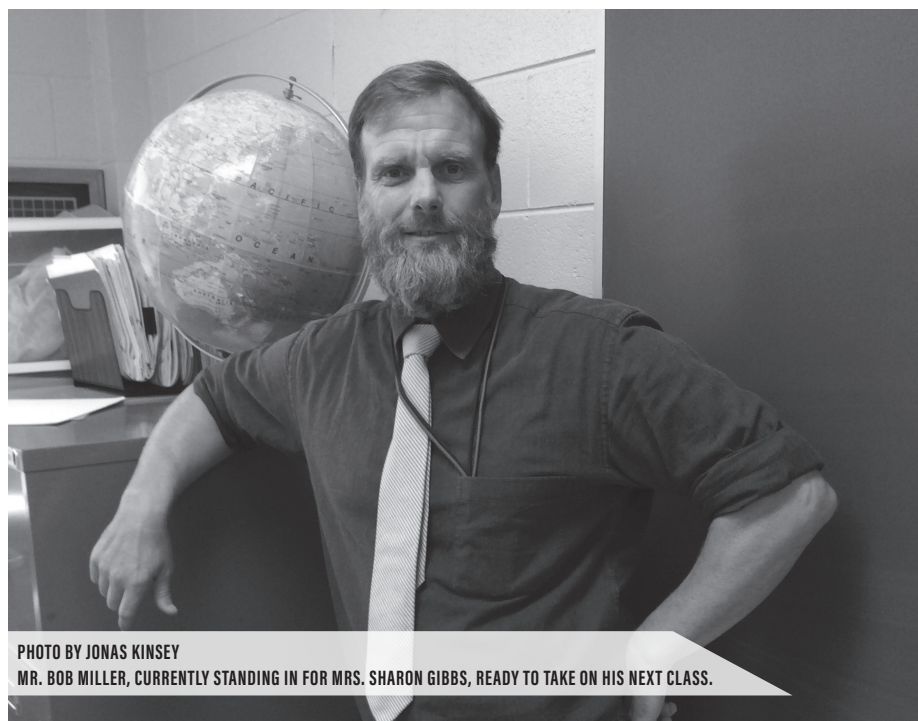


PHOTO BY JONAS KINSEY  
MR. BOB MILLER, CURRENTLY STANDING IN FOR MRS. SHARON GIBBS, READY TO TAKE ON HIS NEXT CLASS.

## THE SURFING SCIENTIST

BY JONAS KINSEY

He was a Division I wrestler, he spends his weekends surfing, and he sings at mass on Sundays. Who is he? Mr. Bob Miller, leave replacement for Mrs. Sharon Gibbs. Mr. Miller joined the MST wing this September and is quickly getting to know both the school and the island. Mr. Miller acknowledges that he hasn't joined the faculty under great circumstances, as Mrs. Sharon Gibbs is out on a medical leave. He said, "I'm happy to be here, but honestly, I don't want to stay. I really want Mrs. Gibbs to come back."

Mr. Miller has some very interesting teaching experience, including teaching and coaching swimming for over twenty five years! For the past six years, Mr. Miller has worked in the Montauk School, but previously he taught in Greece, Costa Rica, and the island nation of Tonga. Along with teaching in remote places, Mr. Miller has a love for surfing which he learned when he was just a teenager in Los Angeles where he lived for "a few years."

As far as teaching philosophy goes, Mr. Miller aims for teacher-student respect. He declares, if you respect him—he will respect you. He also

notes, "I want to help the troubled kids the most." If you are a student of Mr. Miller's, you better pay attention in class because as Mr. Miller explains, "if the answer is right in front of someone and they don't raise their hand, I can tell they aren't paying attention."

This year will be the 52nd annual Shelter Island School Science Fair, which we all know is a big deal. Mr. Miller said, with confidence, "it will be fantastic and if all goes well, it will be the same as it is every year." Mr. Miller is "excited to see the projects" and has experience as a science fair judge in other schools in the past. He has partnered with fellow school science teachers, Mrs. Russo and Mr. Williams to make sure the science fair runs smoothly. Mr. Miller shares that his favorite science fair idea "had to do with convection currents" and involved "a large shallow glass, a candle, and colored dyes to show water movement."

On Mr. Miller's bucket list, he explains, "I might like to go back to school yet again for a Ph.D.—then I could be a doctor!" Along with that, he adds he perhaps may try to surf in every continent, which is quite an ambitious goal, but for a man like Mr. Miller, this will be no big deal...

## NEW START FOR THE TECH DEPARTMENT

BY AMELIA CLARK

With every passing school year, many new teachers are welcomed to the faculty. This year the school welcomes Mr. Christopher Conrardy as the new Technology Education teacher. Mr. Conrardy has lived in Southold his whole life, and lucky for him being out on the water is one of his favorite things. Mr. Conrardy explains, "I'm a big fan of the water. I like to go out on my boat, I sometimes take it out to Shelter Island." Along with boating, Mr. Conrardy enjoys fishing and wakeboarding, and when he's not in the water, watching hockey and snowboarding.

Mr. Conrardy studied at SUNY Oswego, a state school in upstate New York. Being a good problem solver and handy with tools made him perfect for the job, which is exactly why he studied to become a technology teacher in college. Although this is his first full-time job as a technology teacher, he has worked at other schools around Long Island part time. When asked what he enjoys about his job Mr. Conrardy replied, "everything," however, more specifically he likes

having the ability to make things his own way, while doing something that interests him. He also notes, "there's no core curriculum, I can change with the times," which means he has freedom to teach what he feels is important for students to know. Mr. Conrardy loves Shelter Island for the close community and small class sizes because they make for a "more personal experience." Mr. Conrardy teaches a variety of unique classes, his favorite being the transportation and power class, but he admits that every class is fun to teach. Mr. Conrardy added that he enjoys working with younger kids because he can teach them "tangible physical skills" which are the skills you "need and don't forget in life." Mr. Conrardy states, "I'd like Shelter Island to know that I'm here, for one thing, and I'd like to help out throughout the community." Now that we know Mr. Conrardy a little more, we can be sure to look out for great things in the technology department this year!

PHOTO BY AMELIA CLARK  
NEW TECHNOLOGY TEACHER MR. CHRISTOPHER CONRARDY.





## MS. KELLY: 2ND GENERATION PHYSICAL EDUCATION PHENOM

BY JONAS KINSEY

For Ms. Kelly, becoming a physical education teacher was like joining the family business. Growing up the daughter of a physical education teacher, Ms. Kelly needed only to look to her mother as a career role model. “My mom was a great PE teacher,” she explained, “and I was able to learn from her.” Ms. Kelly’s mother’s career spanned 30 years at Sachem North High School, from which she retired in 2004. So, it was no surprise when Ms. Kelly attended SUNY Fredonia to study exercise psychology, followed by a Master’s degree in Physical Education. Following her mother’s example, Ms. Kelly has now taken over for the retired Mr. Osmer.

Ms. Kelly has always been an athlete, com-

petitively swimming for 14 years when she was younger, and running track and field for her high school in Shoreham-Wading River. These days, to stay fit and healthy, Ms. Kelly is a big crossfit competitor and has been for the past six years. Outside of school, Ms. Kelly enjoys playing with her new dog. “I love my puppy, he’s turning one on the 28th,” she shared.

Ms. Kelly found her way to Shelter Island School through a friend at Port Jefferson where she worked as a substitute. There, she mostly taught younger children, so the experience here at S.I. is a new and exciting one for a teacher at the beginning of her career. Ms. Kelly explained, “At first I was nervous, but the teachers and students have been very supportive.” And while she likes the ferry ride to work and finds it “relaxing,” her favorite thing about being here on Shelter Island is “the community,” along with “the small, tight-knit family feeling that comes with it.”



PHOTO BY JONAS KINSEY.

MS. KELLY HAS BIG SHOES TO FILL AS THE NEW PHYSICAL EDUCATION TEACHER, BUT SHE IS CERTAINLY UP TO THE CHALLENGE.



PHOTO BY WALTER RICHARDS

MS. JESS NARDI, SHELTER ISLAND SCHOOL'S NEW LITERACY TEACHER.

## MS. NARDI FINDS A HOME AT SI SCHOOL

BY WALTER RICHARDS

First Southold School, then William Floyd, now Shelter Island School; Ms. Nardi has had teaching experience that has spanned Long Island. Taking over for Mrs. Roberta Garriss as a Literacy teacher, this is Ms. Nardi’s first full-time teaching position in the Literacy subject area. Ms. Nardi’s “passion for reading” and how much she personally enjoys reading led her to pursue a Literacy degree.

Ms. Nardi grew up in Smithtown and attended high school there. While still in high school, she worked at a kids’ camp. Her work there sparked Ms. Nardi’s interest in working with kids for the first time. An avid reader, Ms. Nardi combined her love of reading and working with kids and decided that teaching reading would be a perfect career goal.

After graduating high school, Ms. Nardi attended Saint Joseph’s College in Patchogue where she studied education. After graduation, Ms. Nardi worked as a substitute at variety of Long Island schools. Ms. Nardi shares, she is “grateful for the opportunity to be here [at SIS] and excited to begin.” In the classroom, she particularly loves to see a moment of understanding, “when I see the ‘light bulb’ go off in a student’s head,” she explains. As for the size of our school, Ms. Nardi says, “I love how small it is here because you get to know everyone quickly.” She adds, she would like to be known as a teacher who “wants to help the students and the community.” If you’re looking for Ms. Nardi outside of the classroom, she is probably shopping, painting, or spending time with her family--three of her favorite things to do when she isn’t in school. If you haven’t already, say hello to Ms. Nardi in the halls and help welcome her to our school.

## MR. KANARVOGEL TAKES THE WHEEL

BY MADISON HALLMAN

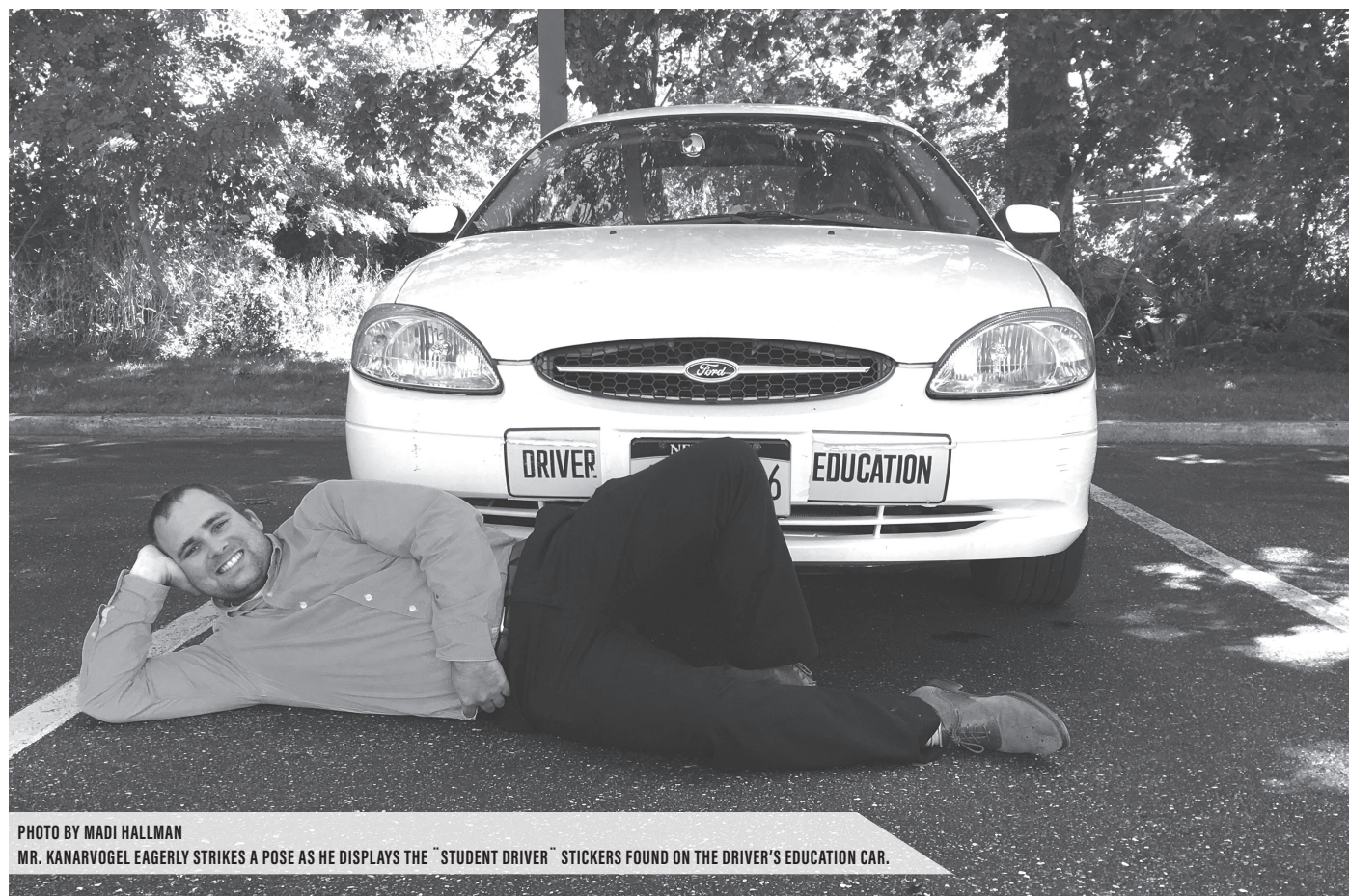


PHOTO BY MADI HALLMAN

MR. KANARVOGEL EAGERLY STRIKES A POSE AS HE DISPLAYS THE “STUDENT DRIVER” STICKERS FOUND ON THE DRIVER’S EDUCATION CAR.

We worried, we wondered, we gossiped--would Driver’s Education live on past the retirement of Mr. Jack Reardon? Driver’s Education is a formal course in which new drivers have the chance to learn and practice skills needed to obtain a driver’s license. With former technology and driver’s education teacher Jack Reardon retired, Shelter Island students were left to ponder who would be able to fill Mr. Reardon’s shoes. It is essential on Shelter Island to provide Driver’s Ed., as it is very difficult for on-Island residents to attend off-island driving schools. In addition, Island kids don’t have a ton of driving experience, (being geographically limited), so a Driver’s Education course can broaden students’ driving horizons. Thus, administration and the Shelter Island Community came together to propose a way to ensure that Driver’s Education would still remain a part of the Shelter Island High School curriculum.

Enter Mr. Ian Kanarvogel. Most students and parents already know Mr. Kanarvogel as a school and community “jack of all trades.” He has worked as an aide assisting elementary students, a JV/Varsity basketball coach, a girls

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MR. KANARVOGEL TAKES THE WHEEL

CONTINUED • BY MADISON HALLMAN

softball coach, and he has run open gym and youth center programs for our community. When administration asked Mr. Kanarvogel if he was interested in applying for the Driver's Education position, the proud former Indian jumped at the offer, remarking it "excited my interests in the fact that it was so similar to coaching, which I have been doing for years." In order to obtain the official position to teach Driver's Education, Mr. Kanarvogel went to work to ensure he had proper certifications and the practice necessary to take the wheel. Already certified in Physical Education, Mr. Kanarvogel found a program through SUNY Oswego, during which he received hands-on training from highly trained professors.

Driver's Education has been scheduled for juniors during nonacademic periods, meaning before school from 7:15 to 7:55 on A days, followed by driving either in the mornings or during high school lunch on B days. There is a maximum of four students in the car at a time, due to the car's capacity. Mr. Kanarvogel explained, "each

student will have a different experience level than another; age being a factor due to the older students having more experience, as opposed to those who have just turned sixteen and recently received their permit."

Mr. Kanarvogel intends for his students to "not only learn the basic maneuvers of driving a vehicle, but how to keep your vehicle in shape and know what to do in certain situations." He added, "one of the most important issues is to learn how to drive off-Island and not just drive on the Island." Specifically, he hopes to bring students off the Island more than once a semester in order to give them a variety of experiences.

As for some changes coming to Driver's Ed., Mr. Kanarvogel plans on creating a "'Driver's Olympic Games' to show their knowledge and skills of driving." He is very excited indeed to "see what works and what doesn't work in terms of curriculum and see what he will be able to modify in the upcoming years." Mr. Kanarvogel looks forward to fostering that coaching connection he is so fond of in his teaching of Driver's Education, as he explained, "it [teaching Driver's Ed.] is an experience similar to coaching, in which one talks someone through an action and shows growth over a long period of time."

A MINUTE WITH MR. KANARVOGEL

BY MADISON HALLMAN

We thought it would be enjoyable to spend 'a minute with Mr. Kanarvogel' and question him on a few aspects of the Driver's Education course to learn more:

**Q: What is the scariest question you have received in the Driver's Ed car while actively driving?**

A: "Was that a cone I just hit? Am I dragging the cone?"

**Q2: On a scale from 1-10, how dirty was the car when you were first handed the keys? How damaged was the car?**

A: "9! I barely knew it was even the color white when I got it. With the amount of sand on the mats, it looked as though we could put a few shells on the mats and create a beach scene. Also, there were a few cosmetic nicks and scrapes, but nothing major. Although it needs a good service and an oil change, it runs well."

**Q3: Have you had to use the "instructor brake" yet this semester?**

A: "Nope...not yet..."

NEW STUDENTS

BY JENNIFER LUPO AND AMELIA REITER



Alberto Morales Serrano moved to Shelter Island from Tampico, Mexico, along with his twin brother Carlos. Outside of school he likes to play video games and watch tv. So far, he likes Shelter Island School "a lot" and math is his favorite class "even though I only understand a little bit," he says. As for his preferences, Alberto shares, "My favorite food is tacos, but I prefer tacos in Mexico." Alberto also likes "motorcycles a lot" and divulges, "I've never been on a roller-coaster."



Carlos Morales Serrano moved from Tampico, Mexico along with Alberto. In Mexico, Carlos enjoyed "playing soccer and hanging out with my friends." He describes Shelter Island as "beautiful and very big." Carlos left a cat named Miche back in Mexico and doesn't have any pets here on SI. He explains his favorite American food is pizza, but in Mexico, it's definitely tacos. One goal Carlos has this winter? To see snow. "I've never seen snow," Carlos explains, "and I really want to see it."



Lyng Coyne has an interesting background. She has lived in many different places around the world, depending on her parents' jobs. Most recently, she moved to Shelter Island from Saudi Arabia where she attended the Rostanora School. Here on Shelter Island, "school is much closer to home," Lyng explains, and, there are "better people here." Lyng is no rookie traveler; she has "been to almost every continent," but still, "I want to go to Japan," she explains. In her free time, Lyng enjoys "hanging out with friends, doing things, playing sports, and rock climbing."



Isabelle Topliff has been a Shelter Island resident since she was 11 years old, but attended Hayground private school in Bridgehampton until this year. Things that Isabelle likes to do on her free time are dance, hang out with her friends, and go to the beach. Isabelle has two pets, a cat named Clyde and and an eight year-old lab named Toby. She also has four siblings and loves to play sports.



Audrey Wood has been living on the island for 5 years. "I attended Hayground School before," she explains. Audrey likes to "hang out with her brother at home, play video games, and read books." She also has a menagerie of animals including 30 chickens, 2 rabbits, and a cat. Audrey thinks that, "school here is fun" so far this year. Audrey likes to draw, especially cats and she plays volleyball on the JV team. When she was younger, Audrey lived in Baldwin, NY, but now she considers herself a true Shelter Islander.



PHOTO BY LYNNE COLLIGAN  
MR. COX PROUDLY SPORTS HIS VALIANT LOYALTY TO OUR S.I.S. NEWSPAPER.



PHOTO BY MRS. TREHARNE  
INLET EDITOR LINDSEY GALLAGHER AND VALUABLE STAFFER JUSTINE KAREN SIT READY TO INFORM PARENTS ABOUT ALL OF THE TALENTS AND NEWS THE INLET HAS TO OFFER ON BACK TO SCHOOL NIGHT.



## FALL 2016: WHAT'S TRENDING

BY AMELIA REITER AND JENNIFER LUPO

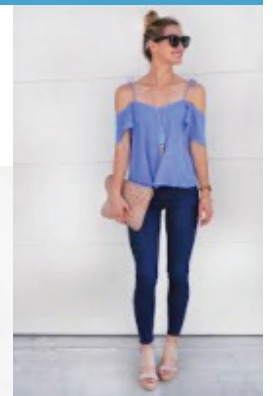
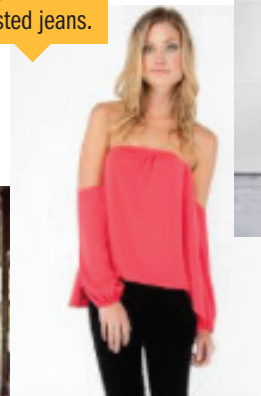
Each fall when the season changes, the temperature drops, and we head back to school, it is fun to see what's trending. Follow these trends, and you will be stylin'.

**Trending colors:** Rust, copper, olive, and the classic black and white combination.  
**Try these:**



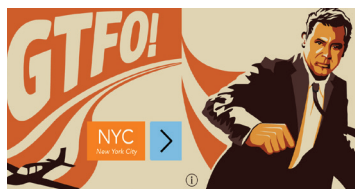
**Accessories:** Suede, suede, suede is trending. Suede shoes, bags, tassels, and other accessories. To add some flair, look for suede fringe!

**Clothing:** Shoulderless shirts are popping up everywhere and along with them, high waisted jeans.



## HOT APPS

BY HENRY BINDER



**GTFO -- Get The Flight Out:** "GTFO" is a smart and experience-changing flight service. This new app allows you to book last minute flights but without high, last minute prices. You can literally book your flight on the way to the airport. This app is great for people who love last minute travelling in less than a day, you can be on your way to the most exotic of places. So, if you consider yourself to be a frequent traveler and are looking for adventure, "GTFO" is the app for you.



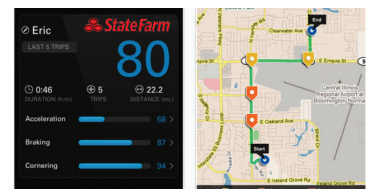
**Pokémon Go** -- "Pokémon Go" takes gaming to a whole new level. Harkening back to the days of Gameboys, this game brings Pokémon to your cell phone. "Pokémon Go" uses your location and camera to place a variety of Pokémon in your area, creating a virtual reality with real historic landmarks and computer-generated characters. By walking around your neighborhood you can hatch new eggs, or battle your opponents to take over the various "gyms." With 151 characters to catch, you better get on your feet because Jonas Kinsey already has 139 of them.



**NBA LIVE Mobile** -- This game allows a completely different approach to the game of basketball. "NBA LIVE Mobile" combines the real life rules and regulations of basketball with staggeringly realistic graphics and simple controls. This game has it all—from choosing a team, to buying new players, to competing in head to head matches, or taking it all the way to the finals, athlete or not, "NBA LIVE Mobile" will change the way you think of basketball.



**Color Switch** -- In the game "Color Switch," you must constantly click on your screen to guide a small ball through a series of obstacles in order to advance levels. When you collide with an obstacle, you are instantly sent back to the beginning. With 100,000,000 downloads in less than 12 months, it appears as if this game will be the next craze.



**Driver Feedback** -- This app developed by State Farm enables drivers' behavior behind the wheel to be recorded. Using sensors in your smart phone, it logs your speed, braking, turning ability and many other aspects of driving. With this data it gives you feedback on how you can improve your abilities. This app is especially useful for Learners' Permit holders as they are learning how to safely navigate the roads. "Driver Feedback" can also provide parents with a way to monitor their children's driving capabilities. Even if you are not a beginner, this app is a fun way to see just how great, or terrible your driving is...

## YES IT'S NEW, BUT IS IT WORTH IT?

BY AMELIA CLARK



Every two years Apple releases a new iPhone, and every two years the American people fork over their money to buy it. There are plenty of people who will purchase the new iPhone 7/7S just because they have to have the latest version, but for the rest of us, let's consider: Is the new iPhone worth the hype?

While it's true that the new iPhone is an enhancement to its predecessors, it looks and feels almost exactly the same as the iPhone 6. With one significant difference, no headphone jack. Many people say that this is a major factor as to whether they plan on buying the iPhone 7. While yes, this is an issue, it has already been resolved. On Amazon there are many iPhone-charger adaptors, allow you to simultaneously charge your phone and listen to music. It seems the new iPhone 7's redeeming factors are far more

than its drawbacks, improving upon an already impressive design.

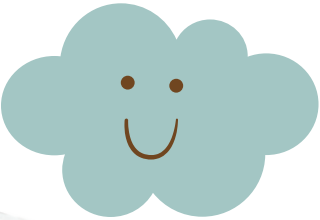
The iPhone 7 is water resistant, as well as having a longer battery life, and an upgraded processor, which will make it run smoother. The biggest update for the iPhone is that it will now have two cameras, one to help stabilize an image, and the other to focus on lighting and color. Many people flock to iPhones because the camera is and always has been very good, and while recently cameras on other mobile devices have been updated, the iPhone stands strong. And, hey, if you're on the fence, the good news is the iPhone won't explode in your pocket like those pesky Samsung Galaxy Note 7s.



KINDERGARTENERS' FIRST DAY: UNCENSORED

BY LUCAS QUIGLEY-DUNNING

On the first day of school, we set out to hear from the kindergarten class first hand about what it is really like to come to your first “real” first day of school. See the questions we asked each student below and their uncensored answers.



**JERRA JONES:**



Q: What is most exciting to you about kindergarten?  
A: "That Daddy and Mommy brought me to kindergarten."

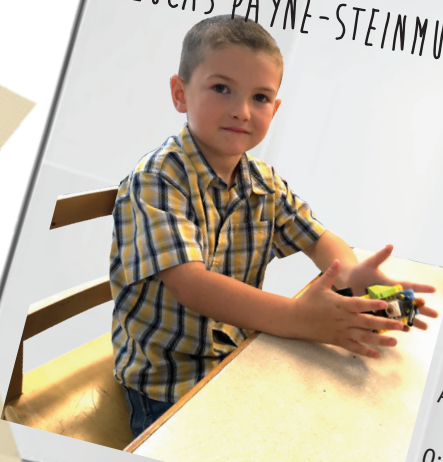
Q: Were you nervous or afraid of anything coming to school today?  
A: "Yeah, I miss my old school, but I'm making friends."

Q: What do you think might be hard about kindergarten?  
A: "Science. I want my Daddy."

Q: What do you think might be easy?  
A: "Math."



**LUCAS PAYNE-STEINMULLER**




Q: What is most exciting to you about kindergarten?  
A: "Playing with Legos."

Q: Were you nervous or afraid of anything coming to school today?  
A: "No."

Q: What do you think might be hard about kindergarten?  
A: "Doing math."

Q: What do you think might be easy?  
A: "Coloring."

**ELIZA MCCARTHY:**



Q: What is most exciting to you about kindergarten?  
A: "I like to see my best friend William."

Q: Were you nervous or afraid of anything coming to school today?  
A: "No, I'm very happy."

Q: What do you think might be hard about kindergarten?  
A: "Doing some of the gym."

Q: What do you think might be easy?  
A: "Like playing with my friends."



**EMILY SHEPHERD:**



Q: What is most exciting to you about kindergarten?  
A: "Playing with everybody and making lots of friends."

Q: Were you nervous or afraid of anything coming to school today?  
A: "Yeah, I didn't want to go."

Q: What do you think might be hard about kindergarten?  
A: "I don't know."

Q: What do you think might be easy?  
A: "Playing."



**THIA HATCHETT:**



Q: What is most exciting to you about kindergarten?  
A: "Playing."

Q: Were you nervous or afraid of anything coming to school today?  
A: "I was just tired."

Q: What do you think might be hard about kindergarten?  
A: "Staying in line."

Q: What do you think might be easy?  
A: "Umm... the playground."





## THEY ARE 2016 VOLLEYBALL

BY WALTER RICHARDS

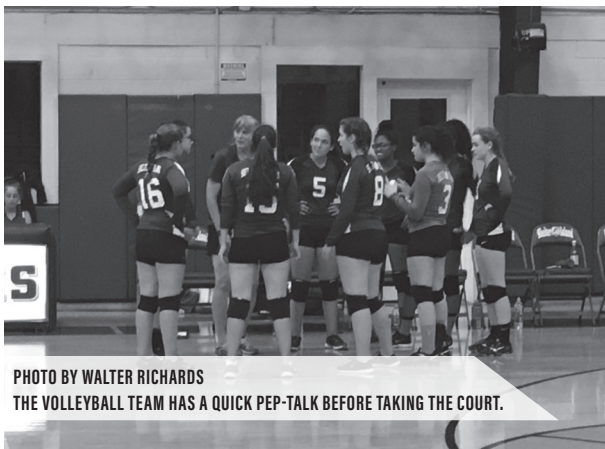


PHOTO BY WALTER RICHARDS  
THE VOLLEYBALL TEAM HAS A QUICK PEP-TALK BEFORE TAKING THE COURT.

This year's varsity volleyball team had some huge shoes to fill. Huge. After many years of victorious volleyball seasons, this year appears to be a rebuilding year. Not all teams can be the same, but with this bad news, comes good news and a promising future.

The varsity volleyball opening game left the girls feeling "disappointed and upset." The first game was the team's first loss against Stony Brook. The girls haven't let that loss define them however, as was evidenced by their second game, in which they lost their first two sets, and then they fought their way back to a close fifth set, including a 33 to 31 Shelter Island third set. Even though this game was another loss, their hard scrabble play was proof that the team should not be underestimated.

Coach Cindy Belt describes this season this way,

"we are not any other year, we are 2016 volleyball." Coach Belt has long encouraged her players to be their personal bests and this year is no different. Her love of the game no doubt buoys her team. Her goal for the season is to "win as many games as possible and to try and make the playoffs." She would also like to "bring all players up to the varsity level." This is an important goal,

as this year there were only nine players total and two brand new to the sport.

According to Mr. Theinert, "some might say that the JV team is humble, but they are slowly becoming great." With seven 9th graders and one 8th grader making up the team, they may have come in "raw," according to Mr. Theinert, but are transforming due to "hard work and dedication." Service errors are decreasing each game and offensive plays are getting better and better. Mr. Theinert hopes to "get everyone up to varsity level so Coach Belt can work to make them a team" in the future.

Volleyball may be rebuilding, but they are doing it with heart, dedication, and grit. So, be sure to get out on the courts and cheer them on before the season closes.

## INDIANS ON THE LINKS

BY LUCAS QUIGLEY-DUNNING

The Shelter Island varsity golf team may be young, but that doesn't mean they are green on the course. The team, consisting of mostly freshmen and sophomores, looks more like a junior varsity team, but is determined to beat last season's 5 match wins. The number one

golfer on the team for the last few years has been Nick Young, who is only sophomore—so we will be hearing a lot about him for years to come. The team is fortunate to have Young return, as two senior talents, Henry Lang and Richard Ruscica graduated last year and the team feels the loss, as Lang and Ruscica consistently took on tough competition. With the additional loss of Daniel Martin, the golf team has shrunk to 10 players ready to take on the season.

Regardless of these challenges, the team is enjoying the season. Coach Bob DeStefano's favorite part of instructing the golf team is "when he sees improvement in the kids" he is instructing.



PHOTO BY DANIEL BINDER  
THE GOLF TEAM READIES FOR A MATCH.

And to improve, freshman Henry Binder notes, "you better practice!" Junior Bianca Evangelista, one of two girls on the team, is happy to represent Shelter Island School as a strong, capable female golfer. She additionally likes that the team is not "judgey" in any way.

The golf team has many unique traditions, which include going to an all you can eat Chinese buffet after each match, called Crystal Gardens. For many on the team, like Henry Binder, this might just be the best part. Off-island food and team bonding? Henry's in! The Shelter Island golf team is always looking for new members, so keep in mind Nick Young's wise advice, "golf is a sport that you can play for your whole life."

## CROSS COUNTRY: INDIVIDUAL OR TEAM SPORT?

BY KAL LEWIS

If you happen to see the cross country team jogging the Shelter Island 10K course in a group, it certainly looks like a team sport. However, read the race results in the Shelter Island Reporter, and many times "PR" appears next to a runner's name. That's an acronym for "personal record." So, which is it, an individual or a team sport?

"Cross country is definitely an individual sport. It's all about your mental toughness, and obviously mental toughness is a personal thing that only you can control," explained junior Francesca Frasco. Senior Will Garrison added, "The [individual] goals are really painful, not just physically, but mentally because you want to get there, but it takes months and months." Francesca further explained, "I think the team aspect comes in when you're striving to win a team title. Other than that, you don't need a team to have mental toughness, you don't need a team to get faster and better, and you don't need a team to be first, although having a team is nice and comforting." So, though teammates on a cross country team are supportive and motivating, much of the sport requires individual focus.

A cross country race is scored like golf. The lowest score wins. Whatever place you get, that's the number of points you earn for the team score, but only the scores of the top five runners count toward the team's total. For example, if the top five runners come in second, sixth, eighth,

fourteenth, and fifteenth, add those numbers together to get a team score of 45. Every runner in the top five spots play an equally important role for the success of the team. For example, if the second place runner is having a bad day and not running at their full capability, it is up to the third place runner to dig deep and run faster. Again, cross country rides that line between individual and team responsibilities.

This season, runners on the S.I.S. boys and girls teams have gotten off to a perfect start. Both teams have a 4-0 record. Their next dual meet is October 18th. The girls are running at Goat Hill against Pierson and the boys are running against Port Jefferson at Sunken Meadow State Park. The boys and girls will have to work their hardest to beat these tough teams.

Coach Toby Green weighed in, "There's something to be said about being in the trenches together, you form bonds that you wouldn't form doing some other things. When you're tasked with really hard challenges and you achieve them together, it formulates a great bond."

So, is cross country a team sport? An individual sport? It's both. Cross country is a combination of individual performances that lead to the success of the team. Cross country teammates push each other and hold each other up, and this might just be the best part of the sport.



PHOTO BY BRYAN GALLAGHER  
THE SHELTER ISLAND CROSS COUNTRY TEAM SMILES AFTER ANOTHER SUCCESSFUL RACE.

## EAT. SLEEP. RUN. REPEAT.

BY KAL LEWIS AND LINDSEY GALLAGHER

The first question people asked when they heard about running camp was "what do you do there, just run?" Those people couldn't be more wrong...

For the second year now, members of the Shelter Island Cross Country Team attended the Nike sponsored Green Mountain Running Camp (commonly known as GMRC) in Meriden, New Hampshire at Kimball Union Academy (KUA). In the first year of going to the camp, thirteen runners went, however due to the great experience they had, this year the number grew to sixteen.

In the sport of cross country, the best way to ensure that you have a successful season is by running all summer—and attending running camp is a wonderful way to do so. GMRC however, is not a camp for getting in shape, when you get to camp you are expected to be in shape in order to make the most of the the experience. Departing on July 24th, we began the journey to New Hampshire that included two ferry rides and a total travel time of 5 ½ hours. After a long day of anxiously waiting in the car, we finally arrived.

Every day at GMRC is a busy day that begins at 6:45 AM and ends sometime after 11PM. Throughout the day, campers listen to a variety

of guest speakers, attend breakout sessions, and mingle with other campers. In the morning and afternoon, the entire camp gathers in the auditorium to listen to guest speakers who talked about a variety of running related topics. One particularly memorable one was done by Walt Chadwick, a runner, coach, and shoemaker, who has a collection of historic running pictures. This was much more than just looking at old pictures however, because Walt knew the history behind every picture and he could explain in depth exactly what was going on during the time it was taken. During this time, the Nike representatives would also announce the contest winners from the previous day and give the winners free merchandise. Both Francesca Frasco and Michael Payano describe "winning free stuff" as one of the best parts of camp.

Each day runners had the opportunity to attend breakout sessions, which was practically like going to school, only you learn solely about running. There were about half a dozen "classes" to choose from, and every person was expected to attend

CONTINUED ON PAGE 9



## EAT. SLEEP. RUN. REPEAT

CONTINUED - BY KAL LEWIS AND LINDSEY GALLAGHER

two of their choosing. Each session focused on a specific aspect of running that would be explained in more depth. There were active breakouts for runners who wanted to be more active. These included activities such as stretching, core workouts, strength building, or form drills. For those who were interested, there were also lecture based classes like the importance of hydration, goal setting, and running in college. The breakout sessions are one of the most informative parts of the camp because each one is taught by a coach, or runner who truly knows the topic: they are dedicated to the sport and have lots of experience on which to base their teachings. Emma Gallagher describes “learning new core and hip exercises during the breakouts,” and Francesca Frasco recounts that “the breakouts allowed me to acquire new techniques about running form.”

At GMRC, the training philosophy is effort based training, which focuses on mainly two different efforts: easy or “conversational” paced runs and tempo or “comfortably hard” runs. The camp places each camper into a running group ranging from 1-14 that is based upon mileage and ability, to make sure everyone is running at the proper efforts. Every morning at 7AM and each afternoon at 3PM, campers met with their groups for their runs. The campus at KUA has miles upon miles of trails, a turf field, and a track to provide variety in runs. No matter what trail you took however, you were bound to encounter hills and for Tyler Gulluscio this was the hardest part. One day during the week, we even got to go to a lake where we first ran the hilly course and then had time to relax and swim. Typically, in the morning there is an easy “shakeout” run simply designed to loosen up your muscles. Every group has different runs planned; some go longer and some go faster than others, but every runner should fit comfortably into their group, and if not, there is always an option to move up or drop down a group. The afternoon runs were the more rigorous of the two runs, which usually meant increased mileage and faster paces. Throughout the week our groups also practiced for the “pacing contest,” a competition that test each group’s ability to run a certain pace without watches. Held on the second to last day of camp, this event is highly anticipated and all the groups come in full face paint ready to win, because along with bragging rights comes free Nike merchandise. On Friday morning, the last day of camp, the “graduation run” is held. This is one of the only opportunities for runners to break away from their group and go as hard, or as easy as they want. The “grad run” is run on the academy’s cross country course that has a fair share of hills and is certainly no walk in the park, as Michael Payano puts it, “you feel like you’re going to pass out by the end.”

The staff at running camp is truly amazing, there are not many other places where such love for sport, dedication, knowledge, and all-around great people can come together. Every running group has two counselors, who lead the group on their runs providing encouragement, advice, and a plethora of jokes to make every run fun. At GMRC, campers have access to an athletic trainer for any soreness or pains they may be experiencing, and a nutritionist to provide them with advice on what to eat to enhance their performance. The camp directors, founders, and speakers have all been involved in the sport for longer than many of us have been alive and have expertise you cannot get without experience. Every staff member truly enjoys what they are doing and they want to give us the

best experience they possible can. Many of them have had successful running careers themselves or coach on collegiate and professional levels. While many of the staff members have twenty plus years of experience, many are collegiate runners provide the perfect mix in creating a diverse camp staff.

The dining hall at Kimball Union Academy literally puts the icing on the cake. At the hall there is a huge variety of food and chefs can cater to almost any dietary restrictions. From french toast, to the salad bar, to insanely good chocolate milk, runners can count on the kitchen at KUA to give them the nutrients they need to refuel, while still being delicious.

At the end of every day there is a recreational activity for campers to partake in for the chance to win free stuff and just have a great time. The Rec. Directors put together a scavenger hunt, a game show, a talent show, and the famed “Nike Prom” to provide the “perfect mix of learning, training and recreation.” Some of the most memorable times at camp were making human pyramids to earn points in the scavenger hunt, watching a kid solve a Rubik’s cube while holding his breath, and singing our hearts out at Nike Prom.

It was with much sadness that we said goodbye to our new friends the final day of camp. While many of us knew what to expect, the camp did not disappoint in the second year. At the Green Mountain Running Camp each one of us took home something new that would prove to be useful in some way in our running. Michael Payano notes that camp has made him “a better runner” and it allowed him to “like more hills for running because you know hills make running harder and you can’t get better without doing the hard stuff.” Emma Gallagher enjoyed camp because she saw it as a “good bonding experience,” while Tyler Gulluscio saw camp as a great way “to gain knowledge of running” and to make him “a smarter and faster runner.” If camp did not benefit you as a runner, however it still did not disappoint, Francesca Frasco explains that camp made her “happier and very motivated.” All in all, the camp gave us incredible exposure to talented and knowledgeable coaches, and the chance to make connections with other runners that we cannot find on our small island. Each and every one of us is truly grateful for the spectacular experience and we would like to thank the 10K Community Fund for helping to make the opportunity possible!



PHOTO BY FRANCESCA FRASCO  
MEMBERS OF THE SI CROSS COUNTRY TEAM STOP FOR A POST RUN  
SELFIE WHILE AT THE LAKE DURING GMRC.

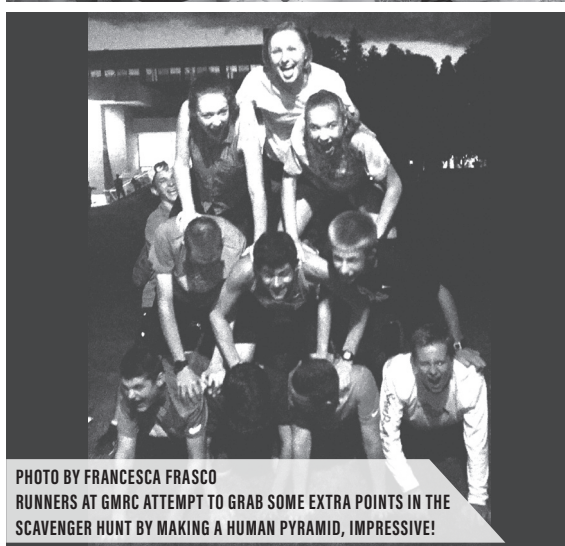


PHOTO BY FRANCESCA FRASCO  
RUNNERS AT GMRC ATTEMPT TO GRAB SOME EXTRA POINTS IN THE  
SCAVENGER HUNT BY MAKING A HUMAN PYRAMID, IMPRESSIVE!

PHOTO PROVIDED BY JIMBO THEINERT

MR. THEINERT AND CLASS OF 2016'S ELIZABETH DUNNING "LIVE ON THE EDGE" WHILE EXPLORING THE GRAND CANYON.



## GRAND CANYON, GRAND CLASSROOM

CONTINUED - BY JIMBO THEINERT

currents they could find, it was an easy reminder of why we wanted this trip to happen.

Day 3 took us out of Utah and into Arizona where we first explored Antelope Canyon. All students enjoyed the opportunity to visit this most picturesque canyon, but it was Emily Strauss who was said that Antelope was her favorite part of the trip. As an amateur photographer, the canyon is sort of dreamscape, where you can simply point and shoot your camera to find all sorts of different colors and textures. After a morning tour of Antelope Canyon, we took our packed lunches to Horseshoe Bend, where students were given a glimpse of the mighty Colorado River. As we floated down the Colorado on our pontoon boat this change in perspective only increased our appreciation of the scale of these canyons. As we looked up to Horseshoe Bend, people looked to be less than ants, the canyon walls are over 1,000 feet high for the majority of the canyon and makes you feel small in the kind of way that only nature can. Elizabeth Dunning was thrilled to see more rams, as we had seen a small group in Zion National Park on Day 2. Day 3 concluded with a drive to Flagstaff, Arizona, which would be our home for the next two nights.

Our fourth day began our proper exploration of the Grand Canyon as we visited the south rim. Shane and Ashley were excellent guides throughout, and they purposefully suggested we ask students to cover each others' eyes upon arriving at the south rim, so that all students could experience their first view of the canyon together. This moment for the students will be a lasting memory that they can carry with them always. The hike at the Grand Canyon was more focused and strenuous than any other hike we had done so far. The hike allowed students to appreciate the vastness of the canyon by asking them to reexamine where they had been along the rim. After just a 15 minute bus ride, and a little over an hour of hiking, we came to Ooh Aah Point, a vista over a mile down into the Canyon, and from here we attempted to look back at where we had been when viewing the canyon from the South Rim Visitor Center. It was nearly impossible to see the people, even though they were in plain sight; it was the scale of the canyon on display.

After a long day of exploring the canyon, just in case we weren't tired enough, we returned as group to Flagstaff where we had dinner and went to a local rock climbing gym.

Our final day of our exploration had us pack up from Flagstaff and head to Lava River Cave in the Coconino National Forest. The Lava Cave is actually a “Lava Tube,” which was carved with lava flowed through the area and rapidly cooled on the exterior while staying molten in the center. The

result is a cave that is over .75 miles long, creating a 1.5 mile hike all underground. At points you are walking tall and observing 30-40 foot ceilings, and at other points you are on your hands and knees as you crawl the 2-3 foot passageway. Students used headlamps to help them navigate, and when we had a portion of the cave to ourselves, explored the concept of complete and total darkness by turning of our lamps. Another in a long list of experiences we just could not have had at home on Shelter Island. After our hike in the lava cave, we packed our lunch to a meadow inside a ponderosa pine forest, and enjoyed one last outdoor meal before returning to civilization. The last leg of travel in our vans took us along historic route 66, and across the Hoover Dam, a major accomplishment in the world of civil engineering. Previously in the trip, some students had expressed interest in wanting to be in “two places at once.” So, we did just that, hopping out of the vans to walk across the dam and keep one foot in Arizona, while stepping the other into Nevada.

Upon returning to Las Vegas, we were able to spend a few minutes enjoying the man-made wonder of the Bellagio fountains; and much to my surprise and enjoyment, the students seemed much more impressed with the natural wonders we had spent exploring in the previous 4 days. I was in high school the first time I visited many of these parks, and we also flew into Las Vegas. I can remember my step-father saying, “Las Vegas is just bells and whistles, wait til we see the Grand Canyon, that has staying power.” I am not sure that I appreciated that statement until I was a few years older, but this group of Shelter Island students, because of the diversity of places we had explored, and the sights they had seen, already knew that the bells and whistles of Las Vegas couldn't hold a candle to the beauty and majesty of the American Southwest. I am so thankful to the Educational Foundation for helping to make this trip happen for so many of our students. When we want to expand our students' horizons, sometimes the best and simplest answer is to take them to some new horizons and let them see for themselves what is out there. This Grand Canyon adventure did exactly that, thanks to the generosity of the Shelter Island Education Foundation. And, our adventures won't stop at the Grand Canyon, keep an ear out for opportunities to come...





PHOTO PROVIDED BY KENNA MCCARTHY  
KENNA MCCARTHY, STANDING SIXTH FROM THE LEFT, POSES FIERCELY WITH THE OTHER FRESHMEN MEMBERS OF THE SIMMONS VOLLEYBALL TEAM.

## ISLAND KIDS → COLLEGE KIDS

BY MADISON HALLMAN

Intimidating? Confusing? Exhilarating? How does it really feel to leave our small island home and go off to college? We sought answers from 3 of the Class of 2016's finest alumni. A 6 foot 7 basketball player currently dunking on his opponents at SUNY New Paltz, a flawless volleyball player spiking down her rivals at Simmons, and a lanky former runner currently attending High Point University; Tristan Wissemann, Kenna McCarthy, and Jack Kimmelman filled us in on what it really feels like to go from seniors in high school to freshmen in college.

For many freshmen heading into their first year of college, going from living in your childhood home to being independent in "the real world" can be difficult. On top of that, the move from our small, secluded island to larger, less familiar places can be even more intimidating. Tristan explains, "the first few weeks are awkward considering you don't know everyone that well right off the bat, and the area is still new. But now [a month later], I have a good friend group both on the team and outside of the team, and I know the campus like the

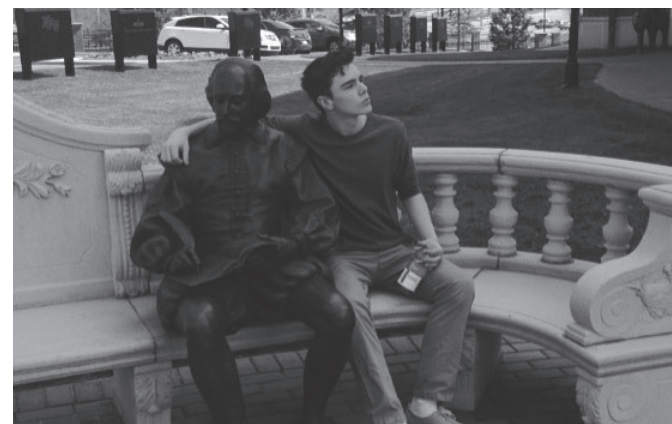
back of my hand." Jack seems to agree, saying, "the rush of new faces can be intimidating, but once you get settled in, the experience of college life is unreal." As for Kenna, she found that the easiest part of her transition was finding a good group of friends. "I practiced and played with my team during preseason and that allowed for me to become very close with them all," she shares. Kenna and Tristan have both decided to pursue collegiate athletics and though their love of the sport has not changed, the level of play sure has. Tristan (playing basketball) and Kenna (playing volleyball) have seen more intense game play on the courts. Kenna says, "my games are farther away and take more time than high school games, the warmup time given is longer, and the amount of people on my team is larger." It has been a great experience so far for Kenna, but one which takes up a lot of her time. Tristan concurs, noting, "compared to high school, there's much more prep for a college sport. Lifts with the strength coach three days a week, skills and conditioning work, and then team pickup games take up time also." "You really begin to value your down time!" Tristan laughed.



PHOTO BY NICOLETTE FRASCO  
TRISTAN WISSEMAN PROUDLY POSES WITH HIS MOTHER AND FATHER IN FRONT OF A NEW PALTZ MURAL.

Since downtime is a rarity at college according to these alumni, time management and good study habits are two skills they are trying hard to hone. When asked whether their years attending SIHS preparing for college had paid off, they proudly answered that their teachers and community members had adequately prepared them for college. Though, one marked difference is their relationships to their professors now, as opposed to the relationships they had with their Shelter Island School teachers. Kenna further explains, "At Shelter Island, our relationships are great with our teachers and they are always there for you. At college, you are on your own. No one is holding your hand." Jack adds, "the amount of independence at college really plays a role in the big transition because everything you do is truly on you. Mom isn't there to help you out... unless you hold out until Parent's Week, but it's really best you just do it

yourself." And, do it yourself you must, because as Tristan points out, "At college [unlike at S.I.H.S.] a teacher isn't going to run around nagging you to get that essay in. Instead, they'll just keep taking off points and won't say a word." So, if we are to learn anything from these three freshmen, they would like current high school students to remember: in order to achieve, you should get into a set routine for your academics, take as many AP courses as possible, and remember that time management is key.



## A CLASSY INTRODUCTION TO THE NEW YEAR'S SCHEDULE

BY JUSTINE KAREN

The beginning of the 2016/17 school year has seen the start of nearly a dozen new classes available to the student body! Particularly, there is an increase in courses that encourage alternative forms of creativity. These offerings are new and exciting academic opportunities, so keep them in mind when scheduling for next year.

### NEW MST OPTIONS

#### AP Environmental Sciences

Not all of this year's newly added classes are electives. Mrs Russo is teaching an untried Advanced Placement science class. As in all AP classes, students will take an additional test in the late spring, and if they pass, will be awarded college credits. According to Mrs. Russo, "Environmental Science is an interdisciplinary course, pulling from Biology, Earth Science, Chemistry, Physics, Anthropology, Sociology, Economics, and law." The theme of the course, Mrs. Russo shares, is "think globally, act locally."

#### STEM

STEM classes, being taught by Mr. Theinert, are all about students discovering their love of MST subjects. Students are able to focus on the aspect(s) of interactive projects that most interest them. Like Mrs. Miller's coding class discussed below, the STEM classes are working with robots at the moment. One of the classes is focusing on building and programing the 'bots and the other is creating a maze, which the robots will eventually navigate.

#### Programming

This is the year that secondary students of the Shelter Island school were presented with the opportunity to learn the basics of computer programing as taught by Mrs. Tina Miller. The class is primarily composed of independent projects, all of varying complexities, created using a program known as "Scratch," essentially "draw and drag programming." Students will also critique the finished works that others have submitted online. From this, Mrs. Miller hopes

that "they will get a sense of what they like and want to include in their own work."

#### Coding

Not only is Mrs. Miller managing the new Programming class, but Coding, as well. Coding class is focusing primarily on learning to code robots, even more specifically "Ozobots." Ozobots are small robots that give students an understanding of the basics of coding. The students will use magic markers to write and draw color codes, which the robots will understand and translate into various movements.

### NEW FINE ARTS OPTIONS

#### Studio in Crafts

Studio in Crafts, taught by the extremely capable Mrs. Sareyani is new this year. As most students and community members are previously aware, Mrs. Sareyani is not only genuinely fascinated with crafting as a fine art, but is also wildly proficient in it. According to Mrs. S. this year Studio in Crafts will tackle "basket making, jewelry making,

learning about glass and fusing, bookmaking and altered books, creating handmade papers, collages, weaving, molas, printmaking, paper and glass mosaics, origami, batik, quilling, ceramics, macrame, crocheting, knitting, and kumihimo."

#### Photography

Photography, like the Internship class is not a wholly new elective, but it is a very different Photography class than in years past. The twist of this photography course is that it utilizes modern "pocket technology," namely smartphones and photo-capable electronic tablets. Mrs. Sareyani's stance on this new age approach is a favorable one. "What I really want for the students is for them to be comfortable in thinking of photography as a fine art. There is a common uncertainty among young students, young artists, who almost question whether or not it's really 'art,' and yes, it is."

CONTINUED ON PAGE 11



A CLASSY INTRODUCTION TO THE  
NEW YEAR’S SCHEDULE

CONTINUED • BY JUSTINE KAREN

NEW TECH OPTIONS

Transportation and Power

Transportation and Power class is being taught by new teacher, Mr. Conrardy. As the name suggests, the class is centered around mechanics. Students will work to “repair and refurbish discarded small engines.” So far this year they have tinkered with “a weed wacker, pocket quad, lawn mower, and a 1960’s moped.” When asked what he anticipates

most about the coming year, current student Evan Thilberg answers, “Improving my skills with small engines, as well as my abilities with their respective machines.”

Internship class

While the Internship class was technically unveiled for the first time last year, the course has undergone some slight alterations and is now under the instruction of Mr. Conrardy. This class is still offers students the opportunity to shadow employees and/or business owners at local establishments. Not only do the students select which businesses they are particularly interested

in, they also compose and send letters to the respective offices asking for their involvement. The class is really about experience, and through experience students discovering fields in which they may want to pursue careers. “The rules of workplace etiquette” is something that Tommy feels is deeply ingrained in the course, “it’s all about doing your work without disrupting a co-worker’s.”

NEW HUMANITIES OPTIONS

TED Talks for Teens

Mrs. Colligan is heading up this new Humanities

elective. As she explains, “Teens are naturally drawn to media, and my hope for this new course is that TED Talks for Teens will satisfy young people’s natural knack for viewing, chatting, debating and reflecting. TED (Technology, Entertainment and Design) is a non-profit organization devoted to spreading ideas in the form of short, powerful video talks. Topics range from science to beauty to business to gender to global issues. Students are prompted to write on a specific issue, view a related TED Talk, then have a lively discussion or debate.”

PUBLIC SCHOOL TO PRIVATE SCHOOL

BY JUSTINE KAREN

This year, Shelter Island High School lost three students to larger mainland private schools. Curious as to what motivated these individual’s overall decision to switch high schools, we reached out to the three of them in order to gain some insights. Ella Mysliborski, now a sophomore, joined her neighbor and former Shelter Island classmate, Jaime Lenzer at Bishop McGann-Mercy Diocesan High School in Riverhead this year. Elizabeth Cummings, here through her freshman year, began her sophomore year this September at The Ross School in East Hampton. And, finally, Liam Adipietro, a former member of the class of 2020, is now enrolled at St. Anthony’s High School in South Huntington.

So, why the switch? There were some similarities and some differences as to why each student chose the school they now attend. For Liam, St. Anthony’s appealed because of, “The amount of people in the hallways, the Brothers (Brother Antonio, specifically), the cafeteria, and the variety of sports they have.” Elizabeth concurred on the food, saying, “the cafe [at Ross] serves the

most bomb-diggity food.” On a much more serious note, she also explained, Ross has “core classes that center around my interests and where I want to go in life. Shelter Island does not.” For example, “everyone who doesn’t already know Mandarin is required to take it as a class,” she explains. According to Elizabeth, “the curriculum is much harder, and it’s also centered all around history. So, not only do you study the subject, you also study how that subject came to be.” This, Elizabeth appreciates. For Ella, “the level of difficulty of the actual courses at Mercy are actually quite similar to the Shelter Island courses.” Ella does reveal, however, that “they put more of an emphasis on global geography, and stuff like that. Ella primarily made the switch seeking “new social opportunities.” Ella felt strongly she was ready to “experience something outside of Shelter Island for a change.” This was a point Elizabeth made as well, saying, “I’ve known the kids at Shelter Island since pre-school, there was no one new to meet. We all know so much about each other.” This small school conundrum is unavoidable, it seems,

and these students all enrolled in schools with larger populations to try to gain new and different social interactions. “Mercy’s just so much bigger,” Ella continues, “not everyone knows absolutely everything about everyone else there. I really like that freedom.”

Extracurricular activities at their chosen schools were also a draw for Liam, Ella, and Elizabeth. Ella is hoping to try out for the girl’s lacrosse team, while Elizabeth is broadening her horizons with badminton, a gardening and nutrition class, and cooking clubs.

With the new opportunities come some new struggles, however. Ella, for one, is not keen on having to wear a school uniform. “I don’t like the uniform. I don’t like being told what to wear,” Ella said succinctly. Liam said as only he can, “Yes. I am required to wear a uniform. As much as I miss wearing whatever I wanted at Shelter Island, wearing a uniform makes me look low-key swaggy.” There are other things the three former Indians miss about S.I.S. as well. Elizabeth admits, “Shelter Island is pretty laid back in a

way that Ross isn’t.” She went on to say, making the switch was not an easy decision and “it’s just sad” that some in the community have not been supportive of her switch. She expresses a wish that she’d just “like them to understand” why she felt compelled to move to education off-island. Liam is enjoying St. Anthony’s, but also admits ““I miss my teachers, friends, coaches and Coach Osmer.” Ella agrees, sharing, “I miss a lot of the people that I grew up with, and a lot of the people that watched me and helped me to grow up.” She further explains that, “Shelter Island is unique in the sense that the teachers really develop close relationships with the students in the school, as well as just around town.” Deciding to switch schools is not an easy one. It requires starting over socially, conquering new academic terrain, and oftentimes missing aspects of what was, but for Liam, Ella, and Elizabeth a fresh start was just what they were seeking.

STUDENT COUNCIL CORNER

EXECUTIVE BOARD: President: Nicolette Frasco • Vice President: Melissa Frasco  
Treasurer: Madison Hallmann • Secretary: Justine Karen

Upcoming Events: Through our partnership with the Inlet, we hope to keep our student body better informed of what events and programs Student Council will be hosting over the next few months.

- **Anything Goes!** The classic Halloween celebration is back, and will take place on October 31st during 8th & 9th Period. This contest will highlight grades 9-12 as they compete against each other in team based events. There will also be small activities that are included specifically for grades K-8.
- **Reindeer Games.** The secondary school-wide holiday celebration is back for its second year, and student council is looking to improve upon what some faculty members started last year. If you have any ideas or recommendations, please contact a Student Council Member.



MS. REGAN’S PREKINDERGARTEN CLASS, ALONG WITH SENIOR TOMMY LENZER AND TECHNOLOGY TEACHER MR. CONRARDY, INSTALL NEWLY BUILT SCARECROWS TO SCHOOL GARDEN.



# AROUND THE HALLS

## WHO DO YOU THINK WILL WIN THE 2016 PRESIDENTIAL ELECTION AND WHY?

BY LUCAS QUIGLEY-DUNNING

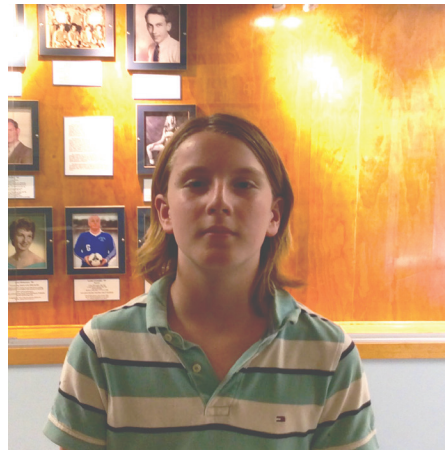
For the first of the "Around the Halls" for this school year, we decided, why not tackle a controversial question we are all asking ourselves inside and outside of school?:

**MRS. WEIR:**

"Because both candidates have so many flaws, I think we may all be shocked by an independent winning."

**RILEY RENAULT:**

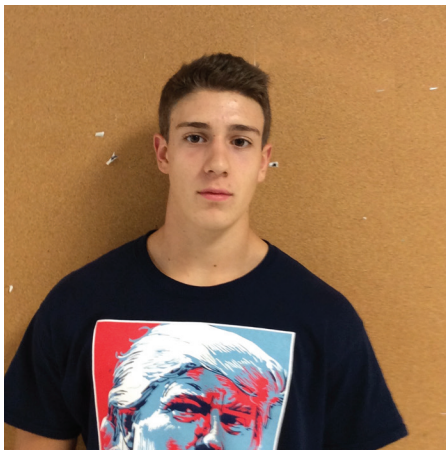
"Donald Trump because he speaks for the people."

**EMMETT CUMMINGS:**

"Bernie Sanders because he is better."

**NICHOLE HAND:**

"Donald Trump because he gets more attention."

**NICO SEDDIO:**

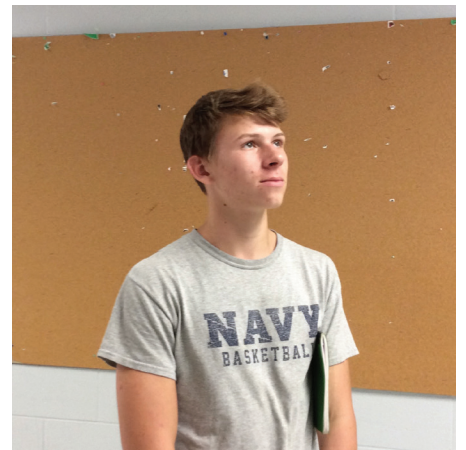
"Hillary Clinton, because she has the superior brain power and she has superior health." (Note Nico's t-shirt.)

**HENRY LOWELL-LISZANKIE:**

"Hillary Clinton because she can become the first female president."

**LUCA MARTINEZ:**

"Hillary Clinton because Trump is dumb, dumber, and dumbest."

**LUKE GILPIN:**

"It's going to be very close. They both have a chance to win."

**BAZZY QUIGLEY-DUNNING:**

"Hillary Clinton because she has more supporters and she is smarter."

**NURSE MARY:**

"Gary Johnson or Jill Stein, because I really believe in wishful thinking."

**KATIE DOYLE:**

"Hillary Clinton because she is the least likely to start World War 3."

### S.I.S. TEACHERS' NEWEST ARRIVALS

**Evelyn Brooker Restani**

Born on September 17th, 2016, weighing nine pounds and 3 oz. Welcome to the Island, beautiful Evelyn!

**William Anthony Knifping**

Born at Stony Brook Hospital on June 30th of this year, weighing 9 pounds and 14 oz. Sweethearted William is now 3 months old, if you can believe it! The future cross country super-star's favorite things include: eating, sleeping, his toy elephant, and his adoring parents.