



THE INLET

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SHELTER ISLAND SCHOOL

June 2017

SAYING GOODBYE TO MR. SKUGGEVIK

BY LINDSEY GALLAGHER

"It's been a pleasure," says Superintendent Leonard Skuggevik on his time at Shelter Island School. During his time here, "Skuggs," as he does not mind being called, has implemented many changes that have helped the school provide students and faculty alike with better opportunities. But, after three years as the head of the district, Mr. Skuggevik is now stepping down.

Mr. Skuggevik did not begin his career in education as a superintendent; he began as a teacher. He explains that becoming a superintendent is the "natural progression of things in education," meaning that one will often start as teacher and work towards that administrative position. It was his students, in fact, who persuaded Mr. Skuggevik to take on the job. Mr. Skuggevik recalls, "I asked my students if I should continue teaching, or go into administration. They said, as a teacher you help the one hundred and fifty students you teach, but if you become an administrator, you get to help the whole school." Mr. Skuggevik credits "continuously wanting to learn more and help more" as motivating his decision to become superintendent. But how did Mr. Skuggevik end up at Shelter Island? That would be "the small community." Additionally, Mr. Skuggevik says that Shelter Island is the "type

of place where you can be a superintendent and still remain in the building close to the kids and teachers." Coming into the school for the first time, Mr. Skuggevik brought many goals with him. He has all of his goals from the day he first started written down on the whiteboard in his office to help him "stay focused." He explained that his main goal was to bring in technology, but some of his other goals included learning the district's history, earning "trust and confidence by sharing [his] vision and remaining transparent," formulating a plan for the business office, and providing more opportunities for "teacher collaboration" and college credits.

In terms of his accomplishments, Mr. Skuggevik cites the roll out of technology and the increased number of college credits offered as the ones that he is most proud of. While he may have been able to achieve many of his goals, Mr. Skuggevik shares "you want to be able to do everything, but you can't do everything." He made sure, however, to not let the frustration deter him from moving forward. "You do as much as you can for as many people as you can," he said.

Looking back on his time at Shelter Island, Mr. Skuggevik shared that working here has been "heartening" because he knows "that kids can



SENIORS SECTION

Take a look at the senior section to learn all about this year's graduating class!

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A NIGHT IN PARIS

What a night! From dancing to singing to picture taking— read all about this year's prom.

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still be so respectful and close to each other— something that you don't see in a whole lot of places." This closeness, on top of the willingness of everyone to help each other, is what Mr. Skuggevik enjoys most about Shelter Island. After three years as superintendent, it was hard for Mr. Skuggevik to pick out one specific memory as his favorite. Instead, he says that his fondest memories include "the preschool kids and watching their faces light up when they come into school" and "watching the seniors graduate and knowing that they'll stay close even though they are going all over the place."

"There's absolutely nothing about this place that would make me want to leave," Mr. Skuggevik

said, however, the decision to leave the district was a mutual one made between himself and the School Board. After he leaves the district, Mr. Skuggevik explained he may or may not continue on as a superintendent, but he will most certainly be looking for another job. Although he may not be at the school, Mr. Skuggevik wants the students and faculty to remember to "stay close to each other and always respect each other. You don't necessarily have to agree, but always remain respectful and listen to each other." We wish Mr. Skuggevik all the best in the future and we too hope that Shelter Island will remain a place with "great students" and "great faculty."



PHOTO BY LINDSEY GALLAGHER
SUPERINTENDENT LEN SKUGGEVIK, NEVER WITHOUT A SMILE.

AMIRA LAWRENCE: PROUD TO PRESENT A THESIS PAPER THAT IS "CURRENT, CONTROVERSIAL, AND PERSONAL"

BY MRS. DEVON TREHARNE



PHOTO BY MRS. TREHARNE
JUNIOR AMIRA LAWRENCE SHOWS OFF HER TRADEMARK SMILE.

'Tis the season for thesis papers and Oral Comprehensive Exams. (Can't you just hear the seniors' collective groan?) Each year, thesis paper topics are as varied as the individual students themselves. This year, seniors are writing about everything from Scientology to Infant Mortality Rates in the United States. Senior Amira Lawrence did not hesitate when it came time to choose her thesis paper topic, she went

with something current, "controversial," in her own words, and personal. Amira has researched and written about the discrimination against and harassment of LGBTQ youth and what schools' responsibilities should be in creating safe places for LGBTQ youth to learn and socialize.

Amira shares, "I chose this topic because it is controversial and I feel like the problem of the discrimination and harassment LGBTQ youths face is being addressed somewhat, but there are still things that need to be improved and understood. There are still a lot of kids being discriminated against and they would like to come out of their shells, but they may be afraid and need a support system and a sense of being accepted." Amira argues in part in her thesis paper, that schools should have a vital role in supplying this support system and accepting environment. The topic is one Amira is particularly passionate about because it is deeply personal. "It is important to me because I recently came out as bisexual," Amira explains, "so it hits close to home, and I want people to be comfortable to come out as well, and not be afraid, to know they are not alone."

Amira's own journey to self-acceptance and openly declaring her sexuality was not easy. She came out in stages, she explains. "I told a couple of my close friends that I was bisexual first, but I wasn't comfortable enough to tell other family and friends because I was

unsure if I would be accepted. I was 17. Then, I finally told my mom and she was accepting. I told my mom over text, really early in the morning, and then I left for school without saying anything. She replied we could talk when I got home. We did. I cried and it felt so good." For Amira, finally sharing the truth about who she is was a "relief." She says, "I didn't have to hide anything anymore. It wasn't about other people, it was about making myself feel safe." That's not to say that Amira has not faced some discrimination during her journey. "I heard some negative jokes and comments from people, but not from anyone close to me. I just blow it off. It doesn't really matter to me."

Even though Amira is able to "blow off" defamatory comments, it does not mean she forgives them. "I can't make someone agree with me," she explains, "but people should not be ignorant—people have different points of view—I have mine, you have yours, but no one needs to be mean about it." This type of acceptance of differences is what Amira hopes for in her school, Shelter Island, and for other schools around the country. "I want schools to be places adolescents can be themselves without fear," she says. "Educators can be a helping hand for those behind closed doors, for those struggling with anything." Amira also thinks some of these lessons should have a place in school curriculums. "I believe we should have classes on race, sexuality, gender, and sex (in Health classes) in order

for people to learn about differences and learn about topics they might not otherwise understand, in order to be educated. When people are educated they are less judgemental and more open minded." Another thing Amira would really like to see started in our school is a Gay-Straight Alliance club. "Not a lot of people I know identify openly as LGBTQ in our school. We should have a gay-straight alliance in order to create a safe space where more people feel comfortable to be open and supportive, no matter their sexuality." This creation of a "safe space" is very integral to feeling comfortable with oneself, Amira explains. "You have to be comfortable with yourself first," she advises other LGBTQ youth. "Don't rush yourself to come out to other people, as it is a big commitment." A gay-straight alliance would also create an environment for all kids to come together just to lend support, without fear of judgement. Amira says to those seeking comfort on their own journeys, whatever they may be, "I am always here for you. People will always be out there who judge you, but you don't need them. You need positive people in your life."

Amira is a positive person; a positive person trying to make positive changes. As for any nerves about presenting all of this information to a faculty panel in May? Amira smiles and says, "I don't think they will think of me any differently. I just want them to be open."

MORE LEARNING, LESS TESTING

BY LINDSEY GALLAGHER

Nelson Mandela once said “education is the most powerful weapon which you can use to change the world.” As a student, have you ever considered how important it is to receive an education? Or have you ever thought about how lucky you are simply to have a school to go to five days a week? Education is a privilege that can bring you anywhere you want in life. When one has knowledge, where they came from, or how much money they have does not matter. In today’s world, however, the allure of education is changing. Nowadays, I see more and more students taking a dislike to learning due to the focus of our current education system.

When most kids think of school they think of tests, homework, and stress. The reason for this is because education in many of our schools has become more about testing than about truly learning. When you hear the words “standardized test,” what comes to mind? Anxiety? Stress? Mental breakdowns? We have all felt the pressure of doing well on standardized tests—the tests that apparently measure our intelligence or aptitude. Schools spend countless hours preparing for and administering these tests, but what if these tests aren’t really making anyone smarter, or even measuring anyone’s true capabilities? As the end of the school year approaches and students anxiously await their final test, I feel it is important to reflect on the school year. To the students of our school: How many tests (they don’t have to even be standardized tests) did you take this year? There’s too many for you to count, right? This is what I am trying to say. There are simply too many tests. The test-based education that high schoolers receive is not truly advancing anyone’s education, because it always follows the same cycle. You learn the topic in school, you study for the test, you take the test, you get a grade, and then you forget all the information. So, where is the actual learning? Since school has become intensely test-based, for many kids, school is no longer about learning—it’s about doing well on the test.

Instead of focusing on gaining a comprehensive education, the focus for too many has become getting good grades to ensure getting into good colleges. However, true learning cannot be measured in grades. Learning is all about the quality of what one learns and how they apply the learning to their lives. Just because you don’t

have all A’s doesn’t mean you aren’t smart. Everyone learns in a different way and a test-based model of assessment may be preventing many students from reaching their true potentials. There are plenty of people who weren’t in the top of their classes who are still successful. I do not mean to discredit those who work hard in school and earn excellent grades, however. If schools were to eliminate excessive testing, there would still need to be something in place that would reward students who work hard.

A lot of the times, teachers change what they teach and how they teach it so that they can prepare for the tests. Many teachers have to focus on the test curriculum instead of teaching students genuinely interesting things that they can use later in their lives. If education has simply become preparation for tests, we are all missing the point of learning. When you make education about test scores, it just discourages kids who don’t perform well on tests. The amount of pressure put on kids to perform well on these tests truly hurts their own understanding of their intelligence. If kids are told that a good score on a test means they are smart, then when they do poorly, they will simply feel stupid. The sad thing is that there is so much potential in every kid, it’s just that testing keeps the potential from being reached.

We are seeing changes in colleges where admissions officers look at the student holistically. For many colleges/universities, just having a good SAT score does not guarantee acceptance. More and more schools are taking into account more than test scores and instead looking at other areas like GPA, community service hours, and additional accomplishments. Some colleges have even become test optional, proving that they do not use a test score to measure a student’s worth. And while colleges seem to be making the transition, it seems that high schools are still convinced that more testing improves the quality of education.

I believe American school systems need to

change because the excessive amount of testing is not making anyone smarter. According to the Washington Post, “most countries that outperform the United States on international exams test students three times during their school careers.” Compared to the average 112 mandated standardized tests that are taken between Pre-K

and 12th grade in the United States, this is practically nothing. Furthermore, it goes to show you that taking more tests does not improve intelligence. Each school year, standardized tests eat up about 20 to 25 hours of instruction time.

Based on estimates, if you account for three tests taken each quarter in each of your five core classes, this equates to about 40 hours of classroom testing over the course of a year. This makes for about 60 hours of testing per year. This is an insane amount of excess classroom time that could’ve been used in a much better way. If you look at some of the top ranked countries in terms of student knowledge, you will find that they do not rely on testing. In Finland, the only standardized test students take is one in twelfth grade, yet Finland is second in science, third in reading, and sixth in math in international rankings on student knowledge.

Beyond standardized testing, I believe that there are other aspects of high school that are counterproductive. The way that modern American high schools are designed, I believe, discourages students from learning. Learning is not meant to be boring, nor is it supposed to be hated. Learning is supposed to be fun and kids are supposed to want to learn. One of the most important reasons for high school is to develop a love for learning in students. If you enjoy what you are doing, you’re not worried about how much longer you have to continue. Instead, you genuinely enjoy the moment. This is how school is supposed to be.

I am not suggesting that tests are completely eliminated from schools. Fewer, higher quality tests can reveal important information about

how students are doing and they can help the teacher to focus on the collective weaknesses of the class. Students will be learning their entire lives, so it is important to create a strong foundation for a love of learning that can follow the student as they go into college or into the workforce. So, how can educators foster a love of learning? Educators need to change school into a place where students are free to pursue their own interests. If the amount of testing is lessened, students will feel less pressure and they will be able to absorb more. Furthermore, teachers will have more time to address individual questions from students. The learning process can become one molded around the students and not the test. And while students will not have to spend as much time preparing for tests, school will still be rigorous. Achievement will instead be measured in alternative ways. So how will the time not spent testing be spent? I propose experience-based learning that is more driven by the students. If a student is interested in something, they should be able to get the resources to explore it in greater depth. In this case, the teacher will simply become the middleman directing the student. Many students don’t absorb information from lectures, therefore if students actually get up, design their own experiments, read their own books, and make discoveries for themselves, the educational process will become much more rewarding for students. This will ultimately drive them to enjoying the learning process. It is a waste of time for students to be forced into learning about what doesn’t interest them, when there is plenty of other things that do interest them. By instead having students direct their energy to what they want to learn about the results will be much better.

Most students will be returning to high school in the fall, some will be turning over a new leaf heading to college, and for some graduates the end of formal schooling culminates with their high school graduation. But, the thing is, while formal schooling may be coming to an end, learning never stops. Learning is an essential part of life, no matter what kind of job you have or how smart you are, you learn something new every day. And this type of learning, which is probably the most important, is not achieved through test taking. It is called living your life.

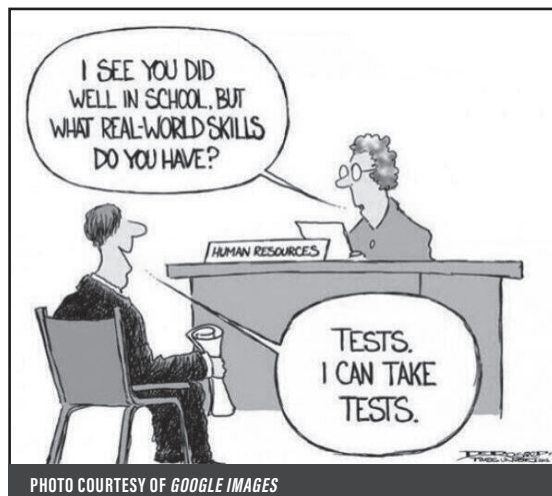


PHOTO COURTESY OF GOOGLE IMAGES



PHOTO BY MRS. MARTHA TUTHILL

JUNIORS POSE ON THE STONEHILL COLLEGE CAMPUS DURING THEIR SPRING COLLEGE TOUR WHICH TOOK THEM TO COLLEGES AND UNIVERSITIES IN THE NEW ENGLAND.

HASTA LA VISTA, SHELTER ISLAND

BY MADI HALLMAN

As summer quickly approaches, the majority of our students are gearing up for summer jobs, as they polish off old skills, and head back to our local restaurants or town beaches. However, for ten juniors and seniors, July 2nd will be a break from the normal summertime grind—they will board a plane for an eight day trip to Cadiz, Spain. This trip, attended by S.I. School students every other year, has become a wonderful opportunity to experience cultural diversity far away from our little island.

Chaperones Mrs. Janine Mahoney and Ms. Laura Mayo, along with Ms. Mayo’s mother, will travel alongside juniors Bianca Evangelista, Isabella Sherman, Madison Hallman, and sophomores Elizabeth Cummings, Devon Bolton, Taylor McNemar, Camryn Paige, and Mia Clark, Owen Gibbs, and Michael Payano. Through a program called Centro MundoLengua, students will travel to the beautiful city of Cadiz and stay with native host families. Students will be paired in groups of two or three and assigned to host families within the vicinity of the Centro MundoLengua school.

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THE FRESHMAN CLASS GAINS A JENNIFER

BY JONAS KINSEY

Freshman Jennifer Cooke recently enrolled in our school after transferring from Longwood High School in Ridge, Long Island. Longwood has a much bigger student body than S.I. School, so it has been a significant change for Jennifer. Jennifer describes her impression of Shelter Island School as “very smaller and a lot less busy.” Jennifer also describes the students here as “nicer and more approachable.” In fact, over the last few months, Jennifer has established a close friendship with sophomore Stephen Murphy. Jennifer describes Stephen as “a great guy.” Sadly,

Stephen himself moved to Florida over spring break, ironically ushering him into the same transition Jennifer just experienced.

Jennifer’s favorite outside of school activities are “reading books, drawing, and listening to music.” Jennifer wants to pursue a musical career in the future and be a singer when she grows up. Jennifer’s favorite movies are the “Jurassic Park” series and the “Expendables” trilogy. Jennifer says her goal for the remainder of the school year is to catch up on her work and pass fourth quarter. Moving in the middle of the year is not easy and playing catch-up can prove challenging. Jennifer feels good about her move here to Shelter Island—if you haven’t yet, make her feel even better by giving a friendly “hello.”



PHOTO BY JONAS KINSEY
NEWLY ENROLLED FRESHMAN JENNIFER COOKE ENJOYS ART CLASS.

ANDY D'ANGELO: GONE BUT NOT FORGOTTEN

BY JUSTINE KAREN

Before Mr. Miedema began his teaching career here at Shelter Island School, a man named Andy D'Angelo helmed the history department. You may have heard about Mr. D'Angelo before from older alumni or other S.I.S. teachers. In fact, both Mr. Ian Kanarvogel and Mr. Jimbo Theinert were students of Mr. D'Angelo. Sadly, Mr. D'Angelo's life ended far too early following a pancreatic cancer diagnosis. After teaching here only a few short years, Mr. D'Angelo passed away in April of 2008. Though Mr. D'Angelo did not teach at our school for as long as he planned to, he nevertheless made his mark; Mrs. Janine Mahoney describes Mr. D'Angelo as “beloved” by his students. Ms. Corbett says, “He was a true gentleman, a passionate educator and a kind and generous person.” He was also a diehard fan of the Yankees, and Mr. Williams (despite his own disdain for the team) now keeps a Yankees baseball cap in his classroom in memory of his friend and colleague.

Mr. D'Angelo is now the subject of a new memoir written by his wife, Cathy. Her book, *Chance Of Rain*, focuses on their life together and includes portions dedicated to his time at the Shelter Island School. In one section, she includes a description of Mr. D'Angelo's Shelter Island students and teachers attending his funeral, as well as supplying him in his last days with a signed quilt, and a collection of thousands of handmade origami cranes. Of the cranes, Mrs. D'Angelo Meade says, “The intricate origami cranes in brightly colored paper and the hand made cards and the daily mail that came with

get-well-wishes kept our house decorated with reminders of how much the students loved him.” While “eventually, that quilt would rest on his coffin in the funeral home.” Important to Mr. D'Angelo was faith and family. And, to that end, he made his wife Cathy promise that after he passed she would move on with her life and be happy, and that she would pursue their dream to open a Christian school. Mrs. D'Angelo Meade is now happily remarried and a Christian school she has worked tirelessly on is set to open in the near future.

Recently, Mrs. Sareyani was asked by Mr. D'Angelo's widow, Mrs. Cathy D'Angelo Meade, to turn a collection of Mr. D'Angelo's shirts and ties into two quilts. One of the quilts, on which Mrs. Sareyani plans to depict a bookshelf full of books, will be a lap quilt meant for Mrs. D'Angelo Meade. The second quilt will be a baby blanket intended for Mr. D'Angelo's daughter's first baby, a boy, expected soon. This would have been Mr. D'Angelo's first grandson and his daughter plans to name the baby Andy. Even though Mr. D'Angelo has now been gone for 9 years, he is not forgotten by our school community. “It's a pleasure to do,” says Mrs. Sareyani of the project, “because she's [Mrs. D'Angelo Mead] a pleasure to work with and I think that the idea is just lovely.” Our community is special because we embrace our own, and though his time with us was short, we remember Mr. D'Angelo. If you would like to find out more about Cathy D'Angelo Meade's book, *Chance of Rain*, it is available on Amazon.



PHOTO COURTESY OF JACKI DUNNING
MRS. DUNNING'S DELICIOUS CARROT CAKE CUPCAKE WITH BUTTER RUM PECAN FILLING AND CREAM CHEESE FROSTING.

Cupcakes. You know you love them. Sure there's your standard chocolate and vanilla, funfetti if you're fancy, but have you tried Mrs. Jackie Dunning's root beer float cupcake? How about her cannoli or mocha with espresso buttercream? Cupcake baking has become quite the passion for Mrs. Dunning and if you haven't sampled her key lime, you really are missing something.

Jackie Dunning (Shelter Island School's District Clerk/Secretary to the Superintendent) has been baking since she was very young; her mother used to have her help in the kitchen. “My mother was one of the biggest influencers in my decision to bake,” Mrs. Dunning shared. “When I was a little girl, I used to bake with my mother, we used to make holiday cookies, whether it was Christmas or Easter, or any holiday at all, so I've

SWEET TREATS FROM A SWEET LADY

BY AMELIA CLARK

been baking all my life.” Mrs. Dunning enjoys baking and cooking for others because it makes people happy. With a wide smile she explained, “I see their faces light up, it makes me feel so overjoyed.”

Mrs. Dunning started to bake regularly around her early 20's. “My siblings were all older than me, and when they started to have children and they had birthdays, I would make them themed cakes. It made me so happy to see them so excited.” This practice led her to become more adventurous and interested in experimenting further with her baking. Mrs. Dunning started to innovate and bake more complex flavors, leading to two of her favorites, “a chocolate cupcake with Nutella filling and a raspberry cream frosting, and a very simple white cake with a cannoli filling and a vanilla bean buttercream frosting.” These aren't just personal favorites, they are frequent requests from friends and family members, Mrs. Dunning admits. One that's really “out of the box” is Mrs. Dunning's “root beer infused cupcake with root beer frosting,” which Mrs. Dunning says some of her family questioned, but once they tried it, they loved it.

Mrs. Dunning loves to share her cupcake baking talent with others, so be sure to be in touch with her if you'd like the opportunity to sample her sweet treats. Cupcakes make everything sweeter.

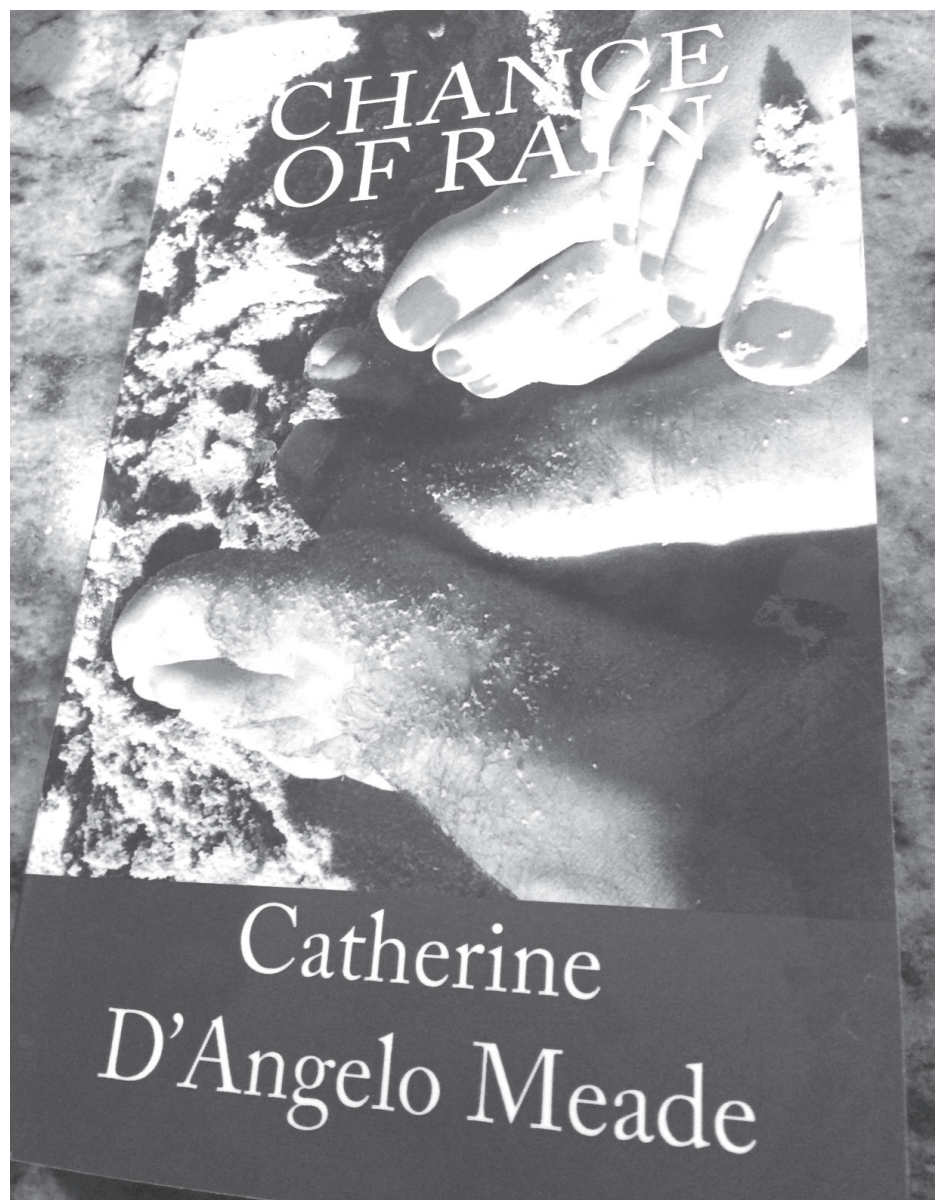


PHOTO COURTESY OF JANINE MAHONEY
“A CHANCE OF RAIN” IS THE NEWLY WRITTEN MEMOIR OF FORMER HIGH SCHOOL SOCIAL STUDIES TEACHER, MR. D'ANGELO. MRS. D'ANGELO MEADE'S TOUCHING PIECE REMEMBERS THE COUPLE'S LIFE TOGETHER BEFORE ANDY'S DEATH IN 2008, INCLUDING THE ROLE THAT OUR ISLAND AND SCHOOL PLAYED WITHIN IT.

HASTA LA VISTA, SHELTER ISLAND

CONTINUED • BY MADI HALLMAN

Through Centro MundoLengua, students will attend school for a few hours in the morning to improve their Spanish speaking skills, as well as knowledge of Spanish culture. After classes, students may return to their host families for a quick siesta. A siesta—meaning “nap” in Spanish—is a short rest taken in the early afternoon, often after the midday meal. Following their siestas, students will spend time with their host families, share dinner, and then return to the school for a traditional Cadiz nighttime activity such as a Flamenco night show, a surfing lesson, or a night dedicated to making traditional paella.

In preparation for making paella (a dish made from rice, shellfish, chicken, and vegetables) one day is specifically set aside at school for students to learn how to make the dish. This activity is immersive—in the morning, students will put their Spanish speaking skills to the test as they shop local markets, ordering ingredients and food needed to make their paella. Later that night, they will learn how to properly make authentic Spanish paella—a truly au-

thentic cultural and culinary experience.

This year’s trip won’t be the same as in year’s past, the itinerary changes each time. Mrs. Mahoney, who had the good fortune to go in the past explains, “We may not be going to Gibraltar this time, but instead we may do an overnight in Seville.” To add to the uniqueness of this year’s trip, S.I. students will be led and chaperoned by Ms. Mayo, who is fluent in Spanish. Similar to the upcoming student attendees, it will also be Ms. Mayo’s first time attending this trip through Shelter Island High School. When given the opportunity to chaperone this trip, Ms. Mayo excitedly hopped on the chance, explaining she, “didn’t want to pass up the opportunity to see the world, and travel and learn about a language that I’m very passionate about.” As Ms. Mayo concludes, “It’s important that kids see the world and I love that I will be able to give them that.” Cadiz, we are coming for ya! Hasta la vista, baby.

SHELTER ISLAND SCHOOL FOR HIRE

BY LUCAS QUIGLEY DUNNING

On Friday April 21st, Shelter Island students in grades eight through twelve had the opportunity to look for a summer job at the 2nd annual S.I. School Job Fair coordinated by Guidance Counselor Mrs. Martha Tuthill. Potential employers included Salt Waterfront Bar and Grill, Gardiner’s Bay Country Club, The Shelter Island Historical Society, Coecles Harbor Marina and Boatyard, and Mashomack Preserve just to name a few. Businesses set up many different information tables around the gym and each employer was able to supply job applications, chat with high school students, and tell them about what types of jobs they could offer. Students could even apply for their working papers at the event.

The Job Fair is really advantageous to both students and employers alike. Our island population jumps from around 2,500 - 3,000 people up to

15,000 - 20,000 people from Memorial Day to Labor Day. This means business owners, especially those in the service industry, need all of the help they can get. This translates to more hours and more potential earnings for eager students looking for work.

Freshman Walter Richards will spend the summer working at Liberty Lawn and Landscape, which is his family-owned company. Walter is a landscaper who “floats around” for the company doing weed whacking, hedge trimming, lawn mowing, and general cleanup. Walter feels he “learns a lot” from his job and would recommend this type of work to “someone who’d like to work outside in the heat.”

Junior Madi Hallman works outside too, but most likely finds it easier to stay cool. Madi is a lifeguard at The Shelter Island Beach Club and says, “You

SUMMER TRAVEL PLANS

BY AMELIA CLARK

Every year as the school year draws to a close, students anxiously await summer vacation. To many summer is a time to work and relax, but for some Shelter Island students, it is a time to travel.

Issie Sherman, a rising senior, is going to the National Youth Leadership Forum in Washington, D.C. this summer. The National Youth Leadership Forum is a 6 day camp that takes place in July. “Mrs. Mahoney recommended me for the opportunity and I’m really excited,” Issie explained. The Forum aims to enrich leadership skills and opportunities in promising students. During the course of the camp, Issie will take classes about leadership skills, hear from keynote speakers, and tour the capital.

Francesca, Melissa, and Nicolette Frasco are headed abroad this summer to Omišalj, a small island off of Croatia, to visit their grandparents. The Frascos will spend over two weeks in Croatia. During their time there, they will stay in their grandmother’s

home, which is the home where their grandmother grew up. Francesca can’t wait to go to the beach and have her favorite summer treat, as she shared, “my grandmother’s house is like a five minute walk from the beach and I’m also excited to get ice cream because it’s also super close to her house.” This will be Frascos second time in Croatia. On their first trip to Croatia, they did a fair share of traveling, visiting Croatia’s National Park and Venice, Italy for a day. And while this year they will not do as much traveling, they are just as excited to be going to such a beautiful place.

Justine Karen, member of the class of 2018, will be seizing an opportunity to go take the “ultimate college tour,” in her own words, this summer. Justine will head to Barnard College in NYC for a weeklong academic camp program. The program runs July 9-15 and Justine’s focus will be history. Over the course of the week, Justine will attend classes on

WHAT’S TO COME?

BY JUSTINE KAREN

The future is one of the great unknowns. But nevertheless, humans try to foretell it. Magazine articles and Instagram pages are dominated by horoscopes. Ancient civilizations made key decisions based on prophecies and the readings of oracles’ bones. For centuries palms, tea leaves, and auras have been read in search of insight. To honor that lengthy tradition, this issue of The Inlet decided to see what students and staff members of the Shelter Island School feel that the future holds for our little school.

“I predict drama and new kids.”

—Amelia Reiter

“I predict that the school will add spring track.”

—Mrs. Treharne

“It’s going to be a bittersweet year. There will be A LOT of crying.”

—Francesca Frasco

“At the end of the year, I’m really going to miss my friends.”

—Jack Lang

“I know for a fact that the minute I get my college acceptance, I’m not handing anything else in.”

—Madi Hallman

“The school will have more TV’s next year.”

—Kyle Burns and Peder Larsen

“I predict that each of my students will take a big step in to their future.”

—Mrs Sareyani

“A teacher will retire.”

—Mason Marcello

“Nico’s conspiracies will all be proven to be true.”

—Emily Strauss

“Mr. President Trump will come to Shelter Island. And our varsity basketball team will win one game, and it’ll be because of me.”

—Nick Young

“There will be some new developments with the new superintendent.”

—Lily Garrison

learn a lot in all of the courses to get certified and in all the training exercises.” Though her job requires applicants to be “advanced swimmers,” Madi enjoys her time on the beach because she “loves the water and gets to work with her friends.” Unlike Madi and Walter, sophomore Justine Karen works inside, at The Chequit. “At The Chequit, I learn how to talk to people and how the service industry works,” says Justine. “ I like the staff that works there and we are a good team,” Justine explains. Junior Lindsey Gallagher chooses restaurant work as well and spends her summers busing tables at the Shelter Island Yacht Club. She says, “You learn a lot about how to interact with different types of people.” She said she would recommend this job to her friends because “it’s a great environment to work in.”

As for me, I spend summers learning about trees and arboriculture at Peconic Plant Care. Last summer I spent most of my time raking, cleaning up, picking up brush and branches, and sweating. This summer, I’m hoping to get a little more experience using equipment such as chainsaws, the wood chipper, and maybe go in the “bucket truck.” I have learned a lot of things I never otherwise would know about plant and tree care through my summer job.

Needless to say, in the summer months, our island businesses are busy and they need help. The hard working teens on Shelter Island are ready for any challenge the work force has for them, so local businesses, take note, we are here and we are ready to work!

the Barnard campus in the morning and her afternoons and nights will be free. Students will have the opportunity to attend Broadway shows, as well as other quintessential New York City activities. Though some kids might not envision going to take college classes as a fun summer activity, Justine says, “I chose to do this because I am thinking of applying to Barnard for college, and if I really like it, I may apply early decision. If I don’t like it, then I won’t apply there.” This college preview sounds like it will be both informative and a fun adventure for Justine this summer.

Will Garrison and Sarah Lewis are going to Sweden this summer to visit Sarah’s family. This will be Will’s first time in Sweden, and his first time meeting most of his girlfriend Sarah’s family. They plan on going abroad July 7th to July 24th. Sarah is excited to go to an amusement park, and go shopping because “there are so many nice clothes, and it is all

so much cheaper than it is here.” Will is excited to “see the culture and experience the language first hand.” He also said he “cannot wait to go to a driving range [near Sarah’s family home] because this driving range is quite unique. Instead of being on a typical grass field, it is over a lake, and of course, if you hit a target, there are prizes.” Finally, Sarah stressed that she is very excited to have Swedish chocolate again. “Swedish chocolate is just so smooth and so delicious,” she said.

Shelter Island students have a lot to look forward to in the summer time. For many of us, it is our beautiful beaches and some time away from the school grind, but for lucky kids like Issie, Francesca, Melissa, Nicolette, Will, Sarah, and Justine, this summer holds adventures and opportunities far beyond our island borders. Safe travels to this group as they expand their horizons.

~ cursive ~

NO CURSIVE WRITING!

BY SEBASTIAN MARTINEZ MAJDIS

Cursive was pretty popular in the 1900s and now there is a big argument about it in the U.S.A. It is about if cursive should be gone or stay. I am on the “be gone” side. Stick around to find out why we should not keep cursive.

One reason is that we live in the digital age. The digital age is an age where electronics are getting made. People are now using ipods, smartphones, ipads, mini ipads, and computers and more. Hand-writing is often not needed.

Another reason we shouldn’t keep cursive is because kids need to master computer keyboarding.

One example is that most of the jobs require key-boarding skills, so you wouldn’t get the job if you didn’t know how to type.

The final reason we should not learn cursive is because we don’t have time to learn cursive. We have other things to do like mathematics, science, geography, and most of all art. Cursive just takes up our time.

You have just learned about the cursive debate and many reasons why students should not learn it. To wrap it up we live in the digital age, kids need to master computer keyboarding, and we don’t have time to learn cursive. For all these reasons I have given, I hope you will agree that we should not keep cursive.

DON’T GO CURSIVE

BY LAUREN GIBBS

Did you know that there’s a debate going around the country? The debate is based on whether or not kids should learn cursive. I think kids should.

Cursive has been an important part of penman-ship for a long time. People have been learning cursive since the 1900s. A Louisiana lawmaker tried to bring back cursive in her state. She wanted to bring back cursive because she was sad to see peo-ple graduating college writing like second graders. I agree with her because people that are graduating college should be able to write neatly.

Another reason is people won’t be able to read

important documents. For example, the Constitu-tion is written in cursive, and people won’t be able to read it if they don’t learn cursive. Other important documents are the Bill of Rights and our ancestors letters and journals. Don’t you want to be able to read these documents? Well, if you do you should want to learn cursive.

You just learned that there’s a debate going on around the country and whether or not kids should learn cursive. To sum it up we use cursive a lot, and if we don’t learn cursive then we can’t read

important documents from long ago, Now that you’ve read my essay, I hope you will agree that kids should learn cursive.

4TH AND 5TH GRADERS “SING A SONG OF AESOP”

BY WALTER RICHARDS

On Friday, February 10th, the upper el-ementary grades put on their annual play under the guidance of the music depart-ment--Ms. Bosak and Mr. Brace. This, the ele-mentary’s fourth staged drama, consisted of a cast of fourth and fifth graders. This year’s play was “Sing a Song of Aesop.” The play, about five fables, was able to be acted out in simple ways through song and action. Ac-cording to Harrison Weslek, his favorite part

was “when I was holding up the cloud and everyone started to laugh.” Twenty-four kids participated in this production of the play. It was in many ways a whole school effort, with the help of Mrs. Sareyani supplying art and costume necessities, and Mr. Brace running stage lights, which ensured the play came together nicely. Parents were also very instru-mental in the play setup and in helping their kids memorize lines and songs. “Singing the

songs” was Betzaida Campos’s favorite part. Parental involvement was greatly appreciat-ed, Ms. Bosak made sure to say. “The play turned out to be amazing,” according to Ms Bosak, and she added, one of the best mo-ments of the play was “the slow and steady song.” This year was another huge success and both Mr. Brace and Ms. Bosak can’t wait to do it again next February.



FLEXIBLE SEATING: AN INNOVATIVE NEW LEARNING TECHNIQUE

BY JONAS KINSEY

At any given time in Ms. Eklund’s classroom, you will see students working beyond the typical desk and chair set-up. Some students lay on the floor, some stand, some enjoy the armrest pillows, some bounce on the ball “chair,” one may be curled up on an ottoman, and another reclined in the lounge. Having students work outside of the typical desk and chair set-up is known as flexible seating. The idea behind flexible seating in classrooms is to provide students with different seating options, which

they can use freely throughout the school day. This gives students the opportunity to be in control of their own learning by allowing them to choose which kind of learning space works best for their own learning style. Ms. Eklund explained, “the idea is that not all students learn best by sitting in the typical desk and chair.” Ms. Eklund, who has just recently introduced it into her own classroom, was not always aware of flexible seating. Last year, while she was taking a class with some other teachers,

a paper 2nd and 3rd grade teacher Mrs. Knipping wrote about the benefits of flexible seating in the classroom caught Ms. Eklund’s interest. Ms. Eklund felt that her current classes could really benefit from this type of seating. “Moving forward, I know that other teachers within the elementary are also look-ing into incorporating flexible seating into their own classrooms,” said Mrs. Eklund. Mrs. Eklund added, “so far, flexible seating has been such a great ad-dition to my room. I am still looking for more ways

in which to incorporate seating options for my stu-dents.” After talking to some students the positive effects of flexible seating are clear. One student shared, “it helps me get work done because it is more comfortable than sitting in a plastic chair.” An-other said, “it made me feel that Ms. Eklund cared for us and she wants us to feel comfortable as we learn.” Sounds like flexible seating makes students comfortable in more ways than one.

NEW REAL ESTATE IN THE PRESCHOOL

BY LUCAS QUIGLEY DUNNING

One of the best parts about a small school like ours is how easily we can all work together. Recently, high school Technology student Erik Thilberg made some Pre-K children very happy with the delivery of a brand new dollhouse he made himself, under Tech teacher, Mr. Conrardy’s direction. “It was [Pre K teacher] Ms. Regan and [Pre K aide] Mrs. Hamblet’s idea,” said Mr. Conrardy about constructing the dollhouse. It just so happened that sophomore Erik Thilberg needed a project assignment in Mr. Conrardy’s Materials and Processing class; that assignment became the Pre K dollhouse.

The finished dollhouse is a major new attraction in the Pre K. The white painted piece is sizable and the design was well considered by Mr. Conrardy and Erik Thilberg; it even has handles on the sides, which is appreciated by Ms. Regan, as “we can move it very easily across the room,” she said. “It’s very popular and a massive success with the students,” Ms. Regan says. Ms. Regan had a lot of dolls and accessories for the dollhouse and the kids are making the most of it. “My favorite part is the awesome dolls,” said

Pre K student Alice Potter. The general consensus in the class was that it is great because the dollhouse is about as tall as the students themselves, so they can stand and play with it, and don’t have to lay down or sit on the floor. Mr. Conrardy added, “We made the dollhouse open on both sides, so the kids can play from both sides at once.” An ingenious idea, as Ms. Regan noted, “It’s the perfect size and many kids can play with it at the same time.” And the kids are getting creative with it, too. Ms. Regan explained, “the kids are using their imaginations” and some of the boys have used it as a “pirate castle,” rather than a “dollhouse.”

Mr. Conrardy and his students are making their mark around the building lately; some of their recent projects include benches which now sit around the school, new picnic tables at Fiske Field, and benches currently under construction by 9th graders for Our Lady of the Isle. Our school is special because we have the opportunity to work together. Erik’s dollhouse now putting smiles on the faces of Pre K students is the perfect example of that.



PHOTO BY MS. NATALIE REGAN
JUNIOR ELIJAH TOPLIFF, SENIOR TOMMY LENZER, AND SOPHOMORE ERIK THILBERG (LEFT TO RIGHT) DELIVER A DOLLHOUSE ERIK MADE IN MATERIALS AND PROCESSING CLASS TO SOME VERY HAPPY PRESCHOOLERS.

A TRIP TO SCIENCE CONGRESS

BY JENNIFER LUPO

Science Congress is a special opportunity for students who earned medals or special accolades during the regular Science Fair to showcase their projects to a wider audience. “They expand on their projects and get further in-depth with them; we show other schools from across Long Island the great stuff we are doing here,” Science teacher, Mrs. Russo explained. This year, Science Congress took place on April 4th and 5th at St. Anthony’s High School in Huntington Station.

Science Congress has a junior and a senior division. The junior division aims to introduce the scientific method and independent research, whereas the senior division focuses

on building skills and furthering specialized independent research. The junior division, made up of 7th and 8th graders, included: Katherine Ramos Nieves, Francis Regan, Matthew Strauss, Jane Richards, Emma Teodoru, Katherine Doyle, Grace and Theodore Olinkiewicz. Recently announced were special achievement awards in the junior division; Matthew Strauss, Jane Richards, Emma Teodoru, and Katherine Doyle all earned these special achievement awards as a result of their Science Congress presentations.

The senior division was represented by Abigail Kotula, Rolando Carbajal, Lyng Coyne, Luke Lowell-Liszankie, Emma Gallagher, Daniel Martin, Henry Binder, Keith Taplin, and Lauren Gurney, and Kyle Burns. Special achievement recognition went to Luke Lowell-Liszankie for his project entitled “Branch Strength” about



PHOTO PROVIDED BY MR. DAN WILLIAMS
THIS YEAR’S JUNIOR DIVISION PARTICIPANTS.



PHOTO PROVIDED BY MR. DAN WILLIAMS
THE SENIOR DIVISION OF SCIENCE CONGRESS POSES FOR A FUN PICTURE.

how the strength of different types of tree branches. About his project, Luke shares, “I did learn something, and got something out of it.” Freshman Lyng Coyne also had a positive experience at Science Congress. She says, “I

enjoyed my experience at my first year of Science Congress, it was interesting and unique.” Sounds like these Science Congress participants appreciated the opportunity to exhibit their skills

“A NIGHT IN PARIS”

BY LINDSEY GALLAGHER



PHOTO BY BETSY MARTIN
FRESHMAN LUCAS QUIGLEY-DUNNING, ISABELLE TOPLIFF, AND DANIEL MARTIN POSE WITH JUNIOR MADI HALLMAN ON THE BEAUTIFUL PRIDWIN DOCK.



PHOTO BY JUDY CARD
THE JUNIOR CLASS TAKES ON PROM.



PHOTO COURTESY SOPHIA STRAUSS
SENIOR GIRLS JULIA LABROZZI, OLIVIA YEAMAN, SOPHIA STRAUSS, NICOLETTE FRASCO POSE FOR A PICTURE WITH THEIR DATES.

After a long school year, prom season finally arrived! This year’s prom was held on May 6th at the Pridwin. Shelter Island high schoolers, decked out in tuxedos and elegant dresses, arrived at the Pridwin for “a night in Paris.” While the forecast seemed threatening, the weather held out for everyone to take pictures on the Pridwin dock. The waterfront location of the Pridwin as described by junior Hayley Lowell-Liszankie was the “perfect scene” for some stunning photos and a great view of the sunset.

With the conclusion of pictures, prom-goers headed inside, found their tables and then enjoyed hors d’oeuvres while mingling on the deck. For dinner, there was a wide array of food that included anything from caesar salad to filet mignon. Also at this year’s prom was the famed photo booth, which was a wonderful way for prom-goers to get together with friends and take silly photos that will always bring them back to this night. Of course, the night was not complete without dancing. In fact, practically everyone got on the dance floor at least once. This year’s DJ played a large variety of songs—from Queen’s “Bohemian Rhapsody” to the “Cha Cha Slide”—that kept the dancers on their toes.

As the night drew on, everyone anxiously

waited for announcement of the prom Princess, Prince, Queen, and King. This year’s Prince and Princess were Luke Gilpin and Lindsey Gallagher. And with the roar of the crowd, Nicolette Frasco and Tommy Lenzer took home the prom Queen and King honors. Although many did not want the prom to end, the wonderful night in Paris ended, of course, with the Chainsmokers newest hit “Paris.”

The prom experience meant something different to everyone who went, but for all it was certainly a memorable one. Being a freshman, Henry Binder wasn’t quite sure what to expect from prom, but afterwards he realized that prom was “a great way to relax and have a good time with friends.” To Junior Issie Sherman, this year’s prom was amazing because of “how perfect it all was.” Senior Sophia Strauss had a tough time picking out her favorite part of prom, but she did say “the DJ was great, the venue was perfect, the sunset was gorgeous, and the food was delicious.” For Sophia, when everything came together, it was “a perfect senior prom.” A very special thank you goes out to the Class of 2018, class advisors Mrs. Knipfing and Mrs. Sears, and all else who made this wonderful night possible!



PHOTO COURTESY NICOLETTE FRASCO
PROM KING AND QUEEN TOMMY LENZER AND NICOLETTE FRASCO POSE FOR A SELFIE.

NICHOLAS MAMISASHVILI WINS YAWP

BY JONAS KINSEY

YAWP, or the Young American Writer’s Program, is a playwriting instructional workshop, competition, and production brought to Shelter Island School 8th graders each year through Stony Brook/Southampton’s MFA Writing Program. The program is made possible by the generosity of the Shelter Island Education Foundation. YAWP takes place over about two weeks of class time, during which professors and students assistants of creative writing work with Shelter Island English teachers to help students tap into their creativity and write 2 character, one act plays to be judged for a chance at being staged in the spring in front of a live audience.

This year’s YAWP winner was “Final Frontier” written by Shelter Island 8th grader Nicholas Mamisashvili. Nicholas explains, “It’s about two people being lost on a distant planet, trying

to get out.” The play has an unexpected twist and comedic element to it. As for how it was received by audiences on stage at the Stony Brook/Southampton Avram Theater on May 19th and 20th? “It went great!” Nicholas says, and continues, “James and Zeb did a great job.” Fellow 8th graders Zeb Mundy and James Lupo played the two main roles on stage, while Nicholas acted as on-set playwright, Jane Richards was director, and Brandon Payano and Theo Olinkiewicz worked as stage crew. YAWP is also an opportunity for Shelter Island students to work with students from other schools. This year, the Ross School, Eastport-South Manor, and Southampton schools all participated. Shelter Island is proud of Nicholas and the crew of 8th graders who worked hard to bring his piece to the stage for all to enjoy.



PHOTO BY MRS. TREHARNE
THE 8TH GRADE CAST AND CREW OF NICHOLAS MAMISASHVILI’S PLAY “FINAL FRONTIER” SMILE AFTER A SUCCESSFUL DRESS REHEARSAL.

SENIORS TO SUPERVISOR DOUGHERTY: “JOKE” WAS NO LAUGHING MATTER

BY DEVON TREHARNE

On Tuesday, May 23rd, Shelter Island Town Supervisor Jim Dougherty accepted an invitation to engage in a dialogue with Shelter Island School senior girls concerning the upsetting “joke” he told during a League of Women Voters luncheon which the girls had all attended. “We needed to raise our voices, to be heard, to say, ‘what you said was unacceptable, and here’s why,’” senior Julia Labrozzi said. English teacher Mrs. Devon Treharne understood the girls’ desire to respond. Mrs. Treharne explained, “The girls knew they wanted to address the Supervisor, which is an intimidating thing. They were trying to decide the best venue in which to do this. The girls first considered a Town Hall meeting, letters to the S.I. Reporter, or letters directly to the Supervisor’s office. Ultimately, the girls came to the conclusion that they wanted to be heard and they wanted a chance to have an earnest discussion with Mr. Dougherty in hopes that they could gain an understanding of him and he could gain some perspective from them.”

Mr. Dougherty arrived at Mrs. Treharne’s English classroom first thing Tuesday morning, holding the Shelter Island Reporter open to the article entitled, “Apology from Dougherty for ‘lame humor.’” “I have to say, when I noticed the article in his hand, I was a little concerned,” Mrs. Treharne shared, “I was hoping he would not be too defensive and point to the apology he had already made, but instead hear the girls out.” After the supervisor took a seat in a circle of desks and Mrs. Treharne explained generally why the girls had hoped to speak with him, senior Nicolette Frasco opened the discussion by reading a powerful and direct statement the girls had prepared together to address Mr. Dougherty. It read in part, “Mr. Dougherty, your acts at the State of the Town luncheon were un-

called for and shocking. We, as young women, feel a personal obligation to address your actions. Your remarks, which you have referred to as a ‘lame joke,’ left us wide eyed and appalled. At a lunch hosted by the League of Women Voters, you managed not only to deliver a tasteless misogynistic joke, but also poke fun at the sensitive topic that is rape. Did you hear the audible gasps in response to your ‘punchline’? We did. Many of them were ours. Our table full of minors, a majority of whom were girls, were shocked that the man who had just sat through lunch with us and introduced us by name, could make such a volatile remark. We were hopeful to see that you had given a public apology, but hope turned to distaste when we read your apology. You addressed only ‘those who were offended.’ as if it was their fault that they found your joke offensive. Then, you made the aggressive decision to turn to the nearest woman in the room, Amber, and request that she share a ‘war story.’ We would just like you to know that these war stories are very real scenarios for us. As young women we are constantly on guard, not by choice, but habit. We would like to see a politician more sensitive to our fears as women, not someone who finds them humorous. You are entitled to freedom of speech, but that does not guarantee freedom of consequence.”

As Nicolette finished, Mr. Dougherty folded the paper in his hand declaring his apology and placed it on the floor. He then thanked Nicolette for her eloquent statement and began to address it. Mr. Dougherty first made a “full and unconditional apology” for what he said at the League of Women Voters luncheon. He said he had not before realized that his initial apology was “conditional” and he appreciated Nicolette for pointing that out. He acknowledged that his remarks were “inappropriate and wrong in

WELCOME MADELYN MAE SEARS

ON THURSDAY, MAY 4TH, MRS. SEARS AND HER HUSBAND WELCOMED A BEAUTIFUL BABY GIRL INTO THE WORLD. LOVELY LITTLE MISS MADELYN MAE SEARS JOINED BIG BROTHER LUKE JOSEPH, AND EXPANDED THE SEARS FAMILY FROM THREE MEMBERS TO FOUR. MADELYN WEIGHED IN AT 8 POUNDS, 3 OUNCES.



any time or place.” Mr. Dougherty continued in an earnest and contrite manner to explain how he was “disappointed” in himself for not understanding how inappropriate his opening remarks were at the time. The Supervisor’s comments resonated with Julia Labrozzi who commented, “I feel like he meant his apology and he would not be making a so-called ‘lame joke’ again. He appreciated having the talk, which I think it is a big deal.” Mr. Dougherty stayed about a half an hour in all and the dialogue was both productive and enlightening to all in the room. Upon his exit, he thanked the students for their engagement and efforts and said “he would not soon forget the things they shared” with him. Seniors were left after his exit

feeling satisfied and accomplished. Nicolette Frasco reflected after his exit, “Before he came, I had this idea of Mr. Dougherty being unwilling to listen or apologize or change. I thought he would be stubborn and resistant, however I was happy to see he was very open minded and willing to listen, and I think his apology was very genuine. I think we bridged a generation gap in our dialogue, which is so important.” Julia agreed, saying, “it is really surprising that there is a lack of understanding that women really have war stories, that sexual assault is so prevalent, that we have fears about going to college. We shared this with Mr. Dougherty and it opened his eyes. That felt great.”

WALKING ACROSS AMERICA RIGHT IN OUR BACKYARD

BY HENRY BINDER

The “Walk Across America” program is a nationwide event that encourages both students and family members to be physically active. Although the majority of students and residents here on Shelter Island are active and involved, P.E. teacher Ms. Kelly thought of a bigger picture, or something where both families and students would be able to socially interact, while exercising. Ms. Kelly had some previous experience with the “Walk Across America” program, and she thought it would be the perfect fit for Shelter Island School.

The central focus of the “Walk Across America” is to motivate students to be active, and to want to be active and to “educate students on the importance of physical fitness and health.” Being aware of the importance of personal health allows students to be more determined and participatory when there are opportunities to exercise. Ms. Kelly’s ultimate goal is for physical exercise to become “lifelong activities” for her students.

The “Walk Across America,” Ms. Kelly surmised, would allow for fun physical activity in a disconnected environment. Everyday students and even family members get so electronically

carried away, or don’t find the time to talk because their schedules are so full. Rather than being distracted with any other activity, this organized walk allowed students to get a deep breath of fresh air while walking or running and socializing with friends. 6th grader Alex Lopez shared, “This was fun because kids got exercise and we were outside. We weren’t stuck in the gym all class.”

Walkers and runners participating in the event that lasted five days logged their laps. Each lap was of a mile, the goal being to try to get across the country. Although each grade had a friendly competition happening, the ultimate goal was to rack up miles. In the end, the school made it to the gates of Disney World. Maybe not cross-country, but at least down the Eastern seaboard. Harrison Weslek, of fourth grade, found it fascinating how “such a small school can go so far.” Harrison added, “I’m pretty sure I did 16 miles,” while 4th grader Jackson Rylott “ran really fast, like for 24 or so miles.” Ms. Kelly is ready for a repeat “Walk Across America” next year based on the success and participation of this year in our small community.



PHOTO BY HENRY BINDER
ELEMENTARY STUDENTS AND THEIR FAMILIES GATHER AT SCHOOL TRACK TO BEGIN THE “WALK ACROSS AMERICA.”

FIELD DAY: REVIVED

BY WALTER RICHARDS

This year the Student Council is bringing back field day and giving it the attention it has been needing. Upgrades to the events are at the center of the plan. This year, there will be four teams of 6-12 Graders. To start off, there will be a series of mini games like a 3 point contest or water balloon toss. Only a small group of kids will participate. After the mini

games, there will be whole team events. These events will include things like tug of war and a relay race. Then, all of the events will be added up to determine a winner. In order to participate, you must be in 6th grade or up. Field day will be on Wednesday, June 21st. Plan to attend and support Student Council’s efforts to revive field day!

SPRING SPORTS WRAP-UP

BY AMELIA REITER

Many different sports take place over the course of the year at Shelter Island School, but only two run during the springtime: softball and baseball. So, what were some of the highlights of these seasons? For sophomore Nick Young, the time he “stole from first to home” was memorable. Interestingly, 7th grader Riley Renault’s favorite memory of his first season on JV involves the instance when “Nick Young tripped someone running to first base.” “It was really funny,” Riley explains. Freshman Henry Binder looks back fondly on a game during which he “caught a really long fly ball in left field during a game against Greenport. It was exciting.” Binder also adds seeing a teammate have a great at bat was another highlight: “it was great when Matthew Strauss went 2 for 3 at bat in our last game. Matthew hadn’t played baseball for a long time, so it was great to see his success.” For a season that

ended with just two wins, it is nice that the baseball team walked away from the season with some good memories made.

Girls’ softball played at the Varsity level this year and unfortunately came away with no wins. That didn’t stop the girls from having fun, however. For senior Amira Lawrence, a personal victory of “catching three fly balls in one inning” was a highlight. For both Amira and freshman Jennifer Lupo, senior Domily Gil’s home run is something they won’t soon forget. “It was so awesome,” Amira says. For freshman pitcher Lauren Gurney, a tense moment turned funny after it was over: “A girl tried to fight Lily Garrison,” Lauren explains, “after it was clear that was not going to happen, we thought it was pretty funny.” These two teams might not have come away with winning records, but they did come away with memories they take with them.



PHOTO COURTESY ABBY KOTULA
ABBY KOTULA, THE NEWEST MEMBER OF THE JV BASEBALL TEAM, WARMS UP BEFORE THE GAME.

BASEBALL...NOT JUST FOR BOYS

BY LINDSEY GALLAGHER

If you take a look at this year’s baseball squad, you may notice a big change from last year. Instead of being an all boys team, this year, freshman Abby Kotula is playing. It isn’t everyday that you see a girl play boys baseball, so we thought it would be interesting to see what motivated Abby’s decision.

Abby has been playing both baseball and softball since a young age, such a young age in fact that she only started playing because “my parents signed me up—I didn’t know.” So, as a first grader she was on the Little League baseball team. Abby continued to play on Little League teams throughout elementary school, playing both baseball and softball. After getting experience with both sports, it soon became clear to Abby that she preferred baseball, “it’s how I started off and I just found a love for it,” she said. Abby explained that she prefers overhand pitching, the smaller ball, and the bigger field to the underhand pitching, larger ball, and smaller field of softball.

Since 4th grade, Abby has been playing softball on both school and Little League teams. In this time, however, she had never quite forgotten about baseball. Abby said, “last year softball went to varsity and we lost every game, and when I found out that they were staying varsity, I wanted to go to baseball.” At the end of last year, Abby decided to take the initiative and see if she could actually play baseball. After some research, Abby discovered that “legally if the school gets federal funds, a girl can play baseball because softball and baseball are a) two different sports and b) non-contact sports.” So, this year you can find Abby amongst the boys on the junior varsity baseball team.

Unfortunately, not everyone welcomed Abby’s decision. “People told me I couldn’t, but that just made me want to more,” Abby shared. Even with the criticism, Abby confidently decided that she would not change her mind, “I just said I’m gonna do it and that’s it.”

Abby has high hopes for her first season back to baseball. She did reveal that she was “a little nervous just to go to practice” due to fears of being excluded. However, her unease quickly disappeared: “I realized I had a few friends who would always stick up for me.” Like any other competitive player, Abby set many goals for herself this season, but her main goal was to “strike at least one guy out.” Along with the obvious differences between baseball and softball, Abby said that the overall atmosphere on the two teams is different. With experience playing in both sports and seeing how the teams interact, Abby observed that the girls were “very kind and motivating,” while the boys are “more competitive.” After a few weeks of practice, Abby shared that the best part of the season was when she “almost knocked out Miedema” by hitting a ball directly at his head. I guess if she can hit the ball, Coach Miedema shouldn’t complain.

As the baseball season drew closer to the end, I spoke to Abby again to see how the season had been going. Abby explained that she has achieved her goal of striking a boy out, in fact, she had struck three boys out. “I felt pretty proud of myself,” she said. Abby has pitched in three games this season, and when she’s not pitching, she plays second base. As for the team, Abby shares, “we’re making progress. We’ve only won one game, but that might change next week.” Although Abby may have worried about being included, after spending time with the team, this is no longer a concern. “I feel like I’m being included a little more than I thought and I’m making more memories.” One of her teammates, Lucas Quigley-Dunning, shared that having Abby on the team makes the team “unique.” He also said “she’s been dedicated to the team” and he admires Abby for her “bravery.” All in all, Abby is happy with her decision to play baseball. So, as the baseball season continues, be sure to look out for Abby taking the mound!



PHOTO BY JUSTINE KAREN
SOPHOMORE NICO SEDDIO PRACTICING HIS SWING.

ARE YOU UP TO THE CHALLENGE?

BELOW ARE TEACHER’S JOB DESCRIPTIONS. MATCH THE TEACHER TO THEIR JOB DESCRIPTION USING THE BANK OF TEACHER’S NAMES PROVIDED.

Teachers are teachers and sometimes, most times, it’s inconceivable to imagine them dedicating their professional time to anything else. However, like their students, teachers have had some very interesting summer jobs. Some teachers, as mind-boggling as it is, still take on second jobs when school ends.

Needless to say that when this alien concept occurred to us here at The Inlet we became determined to see just what sort of jobs our teachers have had or might still be working. The responses we received were extensive and pretty unexpected, or at least we thought so.

FACULTY BANK (*note: not all names provided are used)

Mr. Gulluscio	Mr. Theinert	Coach Becker	Ms. Mayo
Mr. Conrardy	Ms. Bosak	Mr. Williams	Mrs. Mahoney
Senorita Leever	Mr. Sulahian	Mr. Miedema	Ms. Eklund
Mrs. Treharne	Mr. Cox	Ms. Kelly	Mr. Knipfing
Mrs. Colligan	Mrs. Rylott	Mrs. Frasco	
Mr. Brennan	Ms. Impastato	Mrs. Tuthill	

A “For 18 years I worked as a garbage man on Fire Island. We would ride 3-speed Cushman Scooters fitted with a hydraulic dump and go house to house collecting trash and dumping it into a compactor on a barge. I started when I was 18 and ended when I was 36. I worked with my younger brother, saw the sunrise everyday while crossing the Great South Bay, and met a lot of great people over the year. You can imagine that dealing with garbage in the summer heat was quite an experience. The most awful thing about it was realizing how much garbage and waste was produced. We used to take 17 tons per day off of the beach. This did not include any appliances (refrigerators, stoves, ovens, washer/dryers, mattresses, etc). Craziness!”

B “I was a waitress for Friendly’s for many years in high school/college. We’d always have to greet our guests with the saying “Friendly? You bet we are! How can I help you today?”

C “In college, I worked a phone bank soliciting alumni donations for my college’s Annual Fund. One night, at the beginning of my 4 hour shift I called an alumni in his 80s. He told me his life story for my whole shift! 4 hours! At the end of our call, he pledged \$5,000 and asked me for my address. For 3 years, until he passed away, we were pen pals. He sent me \$10 in a card for every little holiday. It was a very special unexpected connection made ‘on the job.’”

D “After college I worked as a maid at a ski resort in Colorado. Then I worked for Club Med as a bartender in Colorado and in the Caribbean (Haiti and Guadeloupe) because I spoke French and Spanish. During college, I was a waitress at Denny’s and Polly’s Pies, plus I worked for a VERY short amount of time at a bubble gum factory getting paper off the reject gum!”

E “I worked for the Town of Babylon at Venetian Shores in Lindenhurst, NY during two summers starting at the age of 16. Five high school students along with four lifeguards were responsible for water safety, shoreline clean-up, and food concession sales at the town beach. On lunch breaks we enjoyed beach privileges and joined the local community for swimming and sunbathing. It was one of my most favorite jobs as a teen!”

F “I was a park ranger for a summer in Charlestown, RI. I had to wear a ranger uniform: green khaki shorts, green khaki shirt with Girl Scout-ish patches and ankle boots! I had to man the booth at a beach camp site (like Hither Hills). My dad would laugh every time he saw me leave for work in the wee hours of the morning. He would call me Smokey the Bear!”

G “I was a caretaker on Mr. Ford’s (the motor company) estate on the ocean in East Hampton. I was 18 at the time.”

H “20 years ago I was the Asst. Operations Manager at Splish Splash. I was actually the 5th employee hired overall before they were open. My main job was to walk every slide every morning, inspect for ANY defect and perform glass work when needed. If a slide wasn’t up and running at opening time, is was probably because of me. I also got to test the slides at will. In fact, I was the first person to go down on the GCR tower all the way to the right. The most awful part of the job was hearing the “JAWS” theme song at the end of each day, well actually that wasn’t that bad, because it meant a close to the typical 13-14 hour day, 6-7 days a week.”

I “I worked cleaning up a neighbor’s house when I was 14. It was the absolute worst. Her sons were complete slob. There would be moldy cups of unidentified liquids, dried up food, dirty smelly clothing everywhere... yuck.”

J “I was a lifeguard for the town of Babylon for 10 years before moving out here. I started when I was 16. It was great because I made really great friends, we were in the sun all day, we were allowed to play lawn and water games when we weren’t on stand, and we didn’t start until noon. Awful thing was I hated having to tell adults what to do or not to do while they were in the water, especially when I was young. It always made me uncomfortable!”

K “I worked for the Town of Hempstead at Lido Beach for a couple of summers doing arts and crafts, and serving coffee to the senior citizens. During the summer the Town of Hempstead would pick up (by bus) 1,000 senior citizens from all the senior centers and bring them to the beach Monday through Friday for activities. It was a fun experience!”

L “In the summer, I work for the Town of Brookhaven as the Assistant Chief of Lifeguards. I started when I was 16 as a regular lifeguard and worked my way up from senior lifeguard to beach manager to Asst. Chief. I hire staff, certify and train approximately 130 lifeguards, and oversee 12 different pools and beaches in the town. It’s a great summer job that keeps me outdoors and on the beach almost everyday.”

M “At age 14, I became a hospital volunteer, or as we were known back then: a candy striper. You had to wear a red and white stripe jumper and a white blouse underneath. I worked there for two summers. My favorite place to work was the pharmacy department.”

SENIOR WALL OF SHAME

BY MADI HALLMAN

SHAME...
SHAME...

Senioritis strikes seniors as the countdown to graduation quickly approaches. As bittersweet moments from their Shelter Island High School career fly by, seniors find comfort in reflecting upon their fondest memories—some of them controversial. This Senior Wall of Shame, broadcasts the seniors’ dirty deeds that have gone unspoken...until now.

“Genesis, Domily, and I decided to walk out on school end of eight period and went to Sag Harbor.” -Amira Lawrence

“I pulled the fire alarm.” -Domily Gil

“In eighth grade, I didn’t go to field day...I just left. I also yelled at Senorita to give me a higher grade...and she did. Gracias Seniorita, te amo!” -Nicolette Frasco

“I went in the underground tunnels multiple times.” -William Garrison

“I cheated on a spelling test when I was in first grade. Even though Will threw me under the bus, I lied despite the fact I was clearly looking at my word: ‘Teachers.’” -Olivia Yeaman

“I actually hated cheer the whole four years I was doing it... because my parents made do a sport.” -Zoey Bolton

“I’ve had to text Julia and Olivia NUMEROUS times to save me because there was no toilet paper in the bathroom.” -Sophia Strauss

“When I first came here in sixth grade, I broke the toilet paper holder and Mrs. Gibbs announced it and asked who had done it. I lied and blamed it on the grade above me.” -Liz Larsen

“In the Honors 10th grade English, we were assigned epic poems and I didn’t read one word of it. I used sparknotes and ended up with a 98.” -Julia Labrozzi

“I was the one who actually broke the pipes in the ceiling, Ol Son.” -Tommy Lenzer

REMEMBER WHEN...

As graduation day approaches and the seniors enjoy the last few days of their high school careers, we thought it would be fun for them to look back at some of their fondest high school memories. Here’s what they remember...

When Nico, Danny, and Evan drove through the Crescent Beach fence.

When Aidan, Evan, and Tommy flipped a pickup truck.

When Liz fell on the bus on the senior trip and Miedema almost peed himself.

When we lost Gwen in the rain in D.C., and we had to wait for her.

When Amira was doing the shuttle run in gym class and she fell and slid across the floor.

When Genesis called Coach Becker handsome and he gave her five extra points on her grade.

When Tommy flipped his kayak and spilled his entire lunch in the water five minutes into the kayak trip.

When a group of us ate Mexican food at the basketball courts after the Regents.

When our whole class piled into one hotel room in Disney with our lunch and watched “Maury” and “Jerry Springer” for hours.

When Miedema went out to dinner at Vine Street with our APUSH class.

When Nicolette and Sophia arm wrestled Mitchell in Tech because we were in love with him.

When Mr. Miedema held up the dry erase board in basketball, drew a heart on it, and said “if any of you have this, run the play!”

When in freshman year Biology Amira was drinking water when Mr. Williams used her for an example and she spit her water all over the floor.

When Mr. Williams made waffles in school for our AP Biology Review.

When in fourth grade we had free time, so Julia and Olivia sat outside the classroom with Ms. Hamblet and wrote love letters to Tommy.

When Mrs. Gibbs was laying on the floor, Ian came in, took one look, and then left.

When Tommy put a water bottle in his pants at the Opera Trip.

When we went on the Schooner Trip and we all played war on the deck of the boat.



VALEDICTORIAN/SALUTATORIAN ANNOUNCED AFTER CLOSEST RACE IN RECENT HISTORY

BY MRS. DEVON TREHARNE

Congratulations to the Class of 2017’s Valedictorian Olivia Yeaman and Salutatorian Will Garrison. Olivia and Will “ran” the closest Val/Sal race in recent Shelter Island School history. After learning he earned Salutatorian status, Will shared, “It is a huge honor and a huge accomplishment I’ve been working towards since I heard about the Val/Sal awards and it is very freeing to know that all of my hard work paid off. I want to thank all of my classmates, and mainly Olivia, for keeping me fully committed, determined, and keeping me on focus and working, because without them I probably would not have made it this far...so thank you to them.” The

mutual respect and admiration between Will and Olivia is clear, as Olivia added, “I was very surprised when I first found out, because I didn’t know what the outcome would be. Will and I have been close for a long time, so I really had no idea how it would end up. I want to thank Will for always pushing me to work my hardest, because without him I would not have pushed myself. And, I want to thank the rest of my classmates for always supporting me, and lastly, I’d like to thank the teachers and staff for always being there when I needed any help.” Olivia will attend Providence College in the fall, while Will is on the way to SUNY Buffalo.

SENIORS TAKE ON D.C.

BY HENRY BINDER

The senior trip is a rite of passage. The class of 2017 set off for Washington, D.C. May 10th-13th this year for a trip packed with sightseeing (and rain) in our nation’s capitol. Though the original plan was to go to D.C. during the inauguration, concerns over safety re-scheduled the trip for the spring. Senior Julia Labrozzi said, this trip was “significant because it was our last time away together. Soon we’re off to college and won’t be able to spend time together.” Tommy Lenzer added, the senior trip was “one last good time with our class.”

The trip, chaperoned by senior class advisor Mr. Bocca, Nurse Mary, and Mr. Miedema, kept everyone on the move, despite a soggy forecast. Seniors visited the Martin Luther King, Jr. Memorial, the Smithsonian Museum, the Capitol Building, the Jefferson Memorial, Ford’s Theatre, the Vietnam Memorial, the Korean War Memorial, the FDR Memorial, Library of Congress, the Washington Monument, the Lincoln Memorial, and the Holocaust Museum. These landmarks allowed the senior class to experience America’s history outside of the classroom.

The sites explored during the trip certainly made an impression on seniors. Amira Lawrence said that experiencing “how Jews imprisoned during the Holocaust felt and see[ing] what life was like for them, and speaking to a Holocaust survivor” was something that she did not expect to happen. Olivia Yeaman’s favorite moment was “going to Ford’s Theatre and seeing where Lincoln was shot, because it was such a historical site that we have learned about.” Melissa Frasco “loved seeing the gems exhibit” at the Museum of Natural History.

This senior class is very close and it made this experience even more significant. Nicolette Frasco explained, “You can have fun with whoever you may go with, but it is special with your class, because you all understand how limited your time together is, and how valuable it is.” Sophia Strauss added, “My class is my family, anything I do with them is significant compared to other groups.” Shelter Island School friendships are special and long-lasting and on this trip, the class of 2017 made a few more memories together before they all go their separate ways after graduation.



PHOTO COURTESY OF MELISSA FRASCO
SENIORS POSE IN FRONT OF THE ICONIC WHITE HOUSE DURING THE 2017 SENIOR TRIP.

SENIORS SAY “THANKS” BY WALTER RICHARDS

AS THEY NEAR GRADUATION, IT IS NATURAL FOR SENIORS TO BECOME MORE REFLECTIVE ABOUT THEIR TIME ON SHELTER ISLAND. AFTER OVERHEARING SOME HALLWAY REMINISCING, WE ASKED SENIORS TO SHARE THEIR ANSWERS TO THE FOLLOWING: IF YOU COULD SAY SOMETHING TO A SCHOOL OR COMMUNITY MEMBER, WHAT WOULD IT BE AND TO WHOM? HERE’S WHAT THEY HAD TO SAY:

MELISSA FRASCO

“I would ask Mr. Gulluscio or Mr. Skuggevik for a psychology class or a social science class.”
“Thank you Mrs. Sareyani for teaching me and letting me create art for years in your classroom.”
“Thank you Mr. Williams for teaching me some of the most interesting things I’ve ever learned.”

TOMMY LENZER

“I would thank Ms. Colligan and Mr. Brennan for helping me through 11th grade, and Mr. Conrardy for being a big help this year in all of the shop classes I take. I would thank my boy Danny for helping me with the old pickup. Otherwise, it would be out of commission.”

GENESIS URBAEZ

“Thank you Mrs. Tuthill for always helping me when everything was getting difficult and for always giving me options and not letting me give up.”

RAY KAREN

“I would like to thank both Mr. Brennan and Mr. Miedema. I’ve always really liked social studies, which is in large part due to you guys. You two always made class both interesting and fun. Despite the fact I irritated you both endlessly at times, I can’t think of any other class I looked forward to as much as I did yours.”

CHRISTOPHER CORBETT

“I would say to Dr. Dibble, ‘Thanks for helping me get past my emotional struggles that I have faced throughout my time at school here. Now I feel emotionally ready to take on whatever things that life may throw at me.’”

AMIRA LAWRENCE

Martha Tuthill--“Thank you so much for being a great guidance counselor and helping me through the college process. I couldn’t have done it without you!”
Devon Treharne--“You have always given me great advice and have been such a wonderful teacher to me. You made many things possible for me and knowing that you believed in me, gave me a lot of confidence. Thank you for everything.”

Lynne Colligan--“You have been a great teacher and I felt very close and comfortable around you. You made me a better person. I can’t thank you enough. I’m gonna miss you.”

Nurse Mary-- “Thank you so much for being my ‘best friend’ that I can tell everything and just being awesome in general. You are the #1 Nurse in the world and I’m going to miss you so much.”

EVAN THILBERG

“Thank you to all the teachers that helped me get to where I am today. A special thanks to Mr. Conrardy for getting a mechanical program going.”

ZOEY BOLTON

“I would like to thank Nurse Mary and Mrs. Olsen for helping me get through all the difficult times and for helping me thrive at Shelter Island School.”

NICOLETTE FRASCO

“Dear SI teachers, thank you for your unwavering support and lengthy discussions after school. I can only hope my college professors have the same passion for learning and growth as you all do. You all are one of the many gems of Shelter Island, and I am so glad to have been taught and nurtured under your care.”

SYDNEY CLARK

“Dear Mr. Williams, you have helped me find who I want to be. You’re such an inspiration, and you’re given me the spirit to never give up through all your stories of perseverance. I also know what I want to major in for college because of an awesome Intel project. Your classes have always been my favorite and I hope all of your future students appreciate you as much as I do.”

JULIA LABROZZI

“Nanette and Alex, I would like to thank you for all of the years of fun at the Shelter Island Historical Society. This has truly been the best job I could have ever asked for, because of you both. The Historical Society is like my second home, you guys are my second family. Thank you for giving me the chance to work with such amazing people. I love you.”

OLIVIA YEAMAN

“I would like to thank the Shelter Island School as a whole and all the staff members. From kindergarten until my senior year, thank you for always encouraging me to be involved with everything, including clubs, sports, and my community. The skills I have learned here will help me throughout the rest of my life!”

SOPHIA STRAUSS

“I would like to thank Alex Binder for making my summer job fun and exciting. She is such a good boss, and amazing friend, and she is always there to talk. Thank you Alex, I love you.”

“Thank you also to the Shelter Island teachers who made my school experience great!”

OH, THE PLACES THEY’LL GO... BY KAL LEWIS

RAY KAREN has been accepted to Buffalo State and will be part of Buffalo’s Class of 2021.

AMIRA LAWRENCE has been accepted to SUNY Fredonia, SUNY Cobleskill, Russell Sage College, Providence College, and Moravian College. Amira will join her sister Meme at SUNY Fredonia in the fall.

TOMMY LENZER has been accepted to Alfred State, which he will attend in the fall.

GENESIS URBAEZ has been accepted to LaGuardia Community College, Medgar Evers College, Borough of Manhattan Community College, Queensborough Community College, Suffolk Community College, and Hostos Community College. She will be attending Hostos Community College in the fall.

EVAN THILBERG has been accepted to Alfred State and will join Tommy there where Evan plans to major in Machine Operations.

DOMILY GIL will enlist in the U.S. Army. This has always been her top choice.

CHRIS CORBETT has been accepted into Suffolk County Community College. He is as of present time unsure whether he will attend or work post-high school.

ZOEY BOLTON has been accepted to Johnson and Wales University, Dean College, Washington College, St. John’s University, SUNY Delhi, and SUNY Buffalo State. She is going to her top choice, which is Johnson and Wales University in Providence, Rhode Island for hotel and lodging management.

MELISSA FRASCO has been accepted to SUNY New Paltz, Purchase, NYIT, Iona, and Siena College. She has committed to SUNY New Paltz, becoming the 4th Shelter Island School graduate in two years to join the New Paltz campus.

NICOLETTE FRASCO has been accepted to Fordham University, Providence College, the Honors Program at Baruch College, SUNY Binghamton, and SUNY Stony Brook. Nicolette will attend The College of the Holy Cross.

LIZ LARSEN has been accepted to Providence College, Adelphi, Suffolk Honors Program, Pace, LIU Post, and LIU Brooklyn. Liz will attend Brooklyn College in the fall.

JULIA LABROZZI has been accepted to Binghamton University, SUNY Geneseo, SUNY Oneonta, Stony Brook, New Paltz, Albany, and Suffolk Community College Honors Program. She has decided to attend SUNY Geneseo.

SOPHIA STRAUSS has been accepted to LIU Post, SCAD, SUNY Purchase, and the Honors Program at Suffolk County Community College. Sophia will attend LIU Post and she will be majoring in film.

WILL GARRISON has been accepted to the University of Rhode Island, The College of New Jersey (Honors College), SUNY Binghamton, University of Rochester, and SUNY University at Buffalo. He has decided to attend SUNY University at Buffalo (Honors College).

OLIVIA YEAMAN has been accepted to Bucknell University, College of the Holy Cross, Macaulay Honors College, Geneseo, and Providence College Honors Program. She has committed to go to Providence.

SYDNEY CLARK has been accepted to University of Rhode Island, Connecticut College, George Washington University, and University of Vermont. She will attend the University of Vermont.

IF ONLY... BY HENRY BINDER

THE CLASS OF 2017 IS ABOUT TO MOVE ON, BUT FIRST WE HAD TO ASK THEM ABOUT REGRETS. HERE ARE THEIR ANSWERS TO THE FOLLOWING QUESTIONS: IF YOU COULD CHANGE SOMETHING IN YOUR HIGH SCHOOL CAREER, WHAT WOULD IT BE?

OLIVIA YEAMAN: “I regret not trying harder to go to SCMEA for the trumpet.”

JULIA LABROZZI: “I can honestly say that I have gone through high school taking advantage of every opportunity that was presented to me. I made my time here worth it and do not have any regrets.”

SOPHIA STRAUSS: “My biggest regret of high school is not going on the Spain trip last year. I was involved with the majority of other things in the school, but not going on that trip currently is my biggest regret.”

SYDNEY CLARK: “I regret being too scared to attend SCMEA in 5th grade. I regret being too scared to go to Spain in 10th grade. I also regret not doing the play earlier.”

GENESIS URBAEZ: “Throughout my S.I. high school experience I wish there would have been more electives that more people could take, instead of the ones we have now.”

NICOLETTE FRASCO: “I wish I had done the play one year. Every year I watched my friends on stage, I wanted to be up there with them!”

DOMILY GIL: “I regret not taking Research class with Mr. Williams.”

ZOEY BOLTON: “I regret taking AP Environmental. For me, it was the worst decision of my high school career.”

WILL GARRISON: “I wish I had started cross country and pitching sooner.”

ANSWER KEY FROM PG 9: A = MR. COX B = MS. BOSAK C = MRS. TREHARNE	D = SENORITA LEEVER E = MS. IMPASTATO F = MRS. COLLIGAN G = MR. GULLUSCIO	H = COACH BECKER I = MRS. MAHONEY J = MS. MAYO K = MRS. TUTHILL	L = MS. KELLY M = MRS. FRASCO
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CONGRATS CLASS OF 2017!

