



FARMER MIEDEMA

Which of our favorite teachers went back to their family roots this summer by becoming a farmer? Find out on page 4!

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HOW I GOT HERE

Ever wonder how Mrs. Sareyani wound up living on Shelter Island? Flip to page 5 to find out.

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WHO SAID VIDEO GAMES WEREN'T FOR SCHOOL?

The Tech room goes high tech! SIHS is moving full speed into 2018 with the addition of a multi-media room and new T.V. channel. Read all about it on page 10.

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# THE INLET

Vol. 6, No. 1

SHELTER ISLAND SCHOOL

November 2017

## Dr. Christine Finn

### FRESH PERSPECTIVE, AMBITIOUS GOALS

#### BY LINDSEY GALLAGHER

This September, Shelter Island School welcomed Dr. Christine Finn to the district. Dr. Finn, a highly experienced educator, is eager to begin making a difference at Shelter Island as our new superintendent. You may have said hello to her in the hallways or she may have introduced herself to you in one of your classes, either way it is time that you get to know her better.

Growing up in Islip, Dr. Finn has been a Long Islander her entire life. She graduated from Islip High School and remained close to her home throughout her college years when she attended C.W. Post. Throughout college Dr. Finn worked at Arthur Treacher's, a fast food restaurant chain, a job that motivated her to get through college—"I didn't want to have to do that the rest of my life," she remarked. Dr. Finn was on track to receive degrees in English and Philosophy, but this changed one summer when she was persuaded into working at a nursery school. Dr. Finn immediately fell in love with teaching, changed her major to Elementary Education, and "never looked back."

Why the sudden change of heart? Dr. Finn found she adored "helping somebody who couldn't do something learn [how] to do it." This could be anything from teaching students to read, tell time, or make change; regardless it is teaching these "specific skills" that Dr. Finn is particularly fond of. Dr. Finn also enjoys the variety teaching offers: "there's so much you can teach," she said enthusiastically. Beyond the satisfaction of teaching itself, Dr. Finn cherishes "making a connection" with a student and "having an impact on a life." She explained, "you will remember when a person is there for you," and the connections that you make can "sometimes last for years."

Following that summer at the nursery school, every job Dr. Finn had was one involving education. Before beginning her full-time career as a teacher/educator, Dr. Finn earned her professional certificate in Leadership,



PHOTO BY LINDSEY GALLAGHER  
NEW SUPERINTENDENT DR. CHRISTINE FINN STOPS FOR A PHOTO IN HER OFFICE.

her master's degree in Elementary Education, and her bachelor's in English Education. She officially became Dr. Finn after earning her doctorate in Leadership from St. John's University. Since then, Dr. Finn has worked in a variety of Long Island districts including Patchogue-Medford, Brentwood, Stony Brook, Islip, Massapequa, Carle Place, and most recently, Herricks. In a fourteen year span, Dr. Finn gained experience as an assistant principal, assistant superintendent, a central office administrator, a lead teacher, and a principal.

Being that we are such a small school, one might guess that it would be hard for someone like Dr. Finn to find us. Dr. Finn explains that she first came to Shelter Island in 2010 to watch a friend run the Shelter Island 10K and was surprised to learn that there was a school on the island. From that point on, Dr. Finn constantly checked the newspaper for open positions. However,

every time Shelter Island had an open position, Dr. Finn was already committed to another school district. Finally, after seven years of waiting, Dr. Finn was able to take on a position at Shelter Island, but not without having to leave Herricks School District. Dr. Finn describes the role at Shelter Island as "ideal" because she can "make the decisions, and be in charge of the kids." The dual superintendent/principal role, Dr. Finn

achievement, give kids as many opportunities as they can to do as much as they can, and provide the very best education for the most economical cost." Dr. Finn is excited to take advantage of the resources that Shelter Island has to offer, sharing, "[it is] a community district not too big, but with lots of really good resources," she continues, "[it is] not just about the money the district has." On another note, Dr. Finn wants the school to properly prep students for life. Dr. Finn said confidently, "when you leave, I want you to be prepared for whatever path you take. Your school experience should hold you up wherever you go." Ultimately, Dr. Finn is looking to make the school a "great place" to come.

In her first two months at Shelter Island, Dr. Finn has noticed that "everyone has been very friendly," and on top of this, "polite" and "respectful." This friendliness is what Dr. Finn calls, "the Shelter Island way" and it is what she has enjoyed most about the school so far. "When you are starting there [with a tight knit community] you can go anywhere. If people are cooperative from the get-go it makes it [the task ahead] less of a burden," Dr. Finn explained. On the other hand, what Dr. Finn has not enjoyed quite as much is getting to know the island. "I have a bad sense of direction and get lost a lot," she revealed. I'm sure that this one small obstacle is nothing Dr. Finn can't overcome, but for now, if you see her driving around the island, she may indeed be lost and I'm sure she would appreciate some direction.

In her free time, Dr. Finn is an avid reader. She also spends time traveling with family and friends, shopping, listening to music, taking trips to the city, and visiting museums. Dr. Finn even knows how to play the organ—she took lessons for eight years! Dr. Finn admits one thing—she is not a sports person. Despite this, she still believes that sports "teach valuable lessons" and if she could go back to high school and change one thing, she would have been more involved in sports.

Dr. Finn could not hide her excitement about getting to know everyone at Shelter Island and about making the school a better place. She hopes that students are willing to voice their opinions with her, sharing, "I am sincere in wanting to know what you want. It's your school and I want to know what you are thinking."

## NEW YEAR, NEW RULES—GYM RULES, THAT IS

BY MADI HALLMAN

The school year kicked off with new faces and higher expectations. Students quickly adapted to the addition of new teachers, as well as Superintendent, Dr. Christine Finn, but the adjustment of the after school "gym rules" left students with something to talk about.

The school's Fit Center has always been open Mondays through Thursdays from 2:30 to 3:00pm and will continue to be, welcoming those in grades six through twelve who wish to exercise. However, starting this year, the gym itself will be utilized differently from 2:30-3:00. From 2:30-3:00pm, the gym may be used exclusively by students seeking help with their Physical Education skillset.

Sparked by children not having enough time to work on their skills in Physical Education class, there

was a collaborative effort amongst Mr. Gulluscio, Ms. Kelly, and Coach Becker to add dedicated Phys. Ed. after school help time in the gym each day. If coaches notice a student who may need more time learning a skill, they are more than happy to offer that extra help after school, on a more personal, one-on-one level. Mr. Gulluscio shared, "There was a request to have it similar to an academic extra help. If students have a particular interest or need, it will allow for students to ask questions and practice skills, rather than a free for all, posing issues with injuries and disorderly conduct."

According to gym teacher and coach, Mr. Brian Becker, "The gym is being utilized for students to work on their skills of the unit we are covering in gym classes. It is no longer a free time for students to come in and

do whatever they want, when they want." With that said though, Coach Becker did share that if someone is trying to work on a personal goal in a specific sport, despite whether or not that skill is being practiced in gym class, he and Ms. Kelly will make exceptions and permit the use of that equipment. Coach Becker shared, "We are adapting to make ourselves available to students who are working on personal goals."

With any significant change, there can be complications. To ensure that our athletes can access the gym pre-practice, Mr. Gulluscio will meet and notify all coaches before every season. However, Mr. Gulluscio shares "Anytime you change anything there is always an adjustment that needs to be made. Not everyone has the best plan, but now we're aligned with what the rest of the building is doing."

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## THE EARLY BIRD SPECIAL

BY LINDSEY GALLAGHER

People say that when you find the right college, the moment you step onto the campus, you will know it. As a senior, I have heard this on multiple occasions when I have asked for advice on making one of the biggest decisions of my life. There is so much that goes into making a college decision. You will likely be spending the next four years of your life at the school that you chose, which makes for a miserable college experience if you do not like the school that you are attending. A lot of people are overwhelmed by the enormity of this task. How is one supposed to choose one school from the hundreds of options that exist? And further, how are they supposed to know that it is the right school for them?

For many seniors, college application deadlines will come around January and up until that point, seniors will have the time to decide where they are applying. Then, once they send applications out, they will not receive the decisions from admissions until April. Finally, they will be forced to make their decisions by May 1st—a little less than two months before their high school graduation. For many people, all this time will be necessary. It is a huge decision and there are many things to consider in order to ensure that the ultimate decision is the right one. However, for me dragging the process on for nine months was simply out of the question—I would most certainly become unmotivated and overwhelmed, so, if this sounds like you, there is another way to do things. It is called early decision (ED).

The process I described above is known as regular decision. Regular decision allows applicants to choose to attend any one of the schools they are accepted to. ED is a whole other story. ED deadlines are typically in early November and applicants receive the consensus from the admissions office in mid-December. So, while applicants may receive the answer from admissions earlier, there is a caveat. ED is binding. This means if a student chooses to do ED they can only apply ED to one school. If they are accepted to the school they apply ED to all other applications they submit to additional schools must be rescinded once they are notified of their acceptance to this particular school. This

does sound scary, and for many people who are indecisive or those who have simply not gotten started on college applications, it is not a good option. However, if you feel that a school is your top choice ED is the path for you.

I myself have applied ED to a school. If someone were to tell me that I would be doing ED to this particular school two months ago, I would've never believed them. For the longest time I had my heart set on Dartmouth College. I had visited Dartmouth twice and even spoken with the coach—I wanted nothing more than to go to Dartmouth. Therefore, because Dartmouth is an Ivy League school and thus extremely competitive, I was planning on applying ED to Dartmouth because it would increase my chances of admission. My plans quickly changed though once I did an overnight visit at two schools. The first one, I immediately fell in love with and by the end of my visit, was ready to apply ED there. Then I visited another school that was in a way very similar to the one I first visited. However, during my visit I realized that I was going to have a tough decision ahead of me. Like Dartmouth, both of these schools were academically competitive, so ED was my best chance at getting in. But, I did not know how I was going to choose one of these schools. Yet, there was one particular moment on my visit that made my decision. During my overnight visit to the second school I had some free time in between waiting for my host to come out of class. So, I slowly wandered the campus back to the place where I would be meeting my host. I decided to take a break and sit on a bench. Once I sat down I realized that I felt fulfilled at this school. I felt as though this was home. I felt happy there and I knew that this was the place I needed to be. There was no longer a question. Suddenly, my dream of going to Dartmouth no longer existed and all I wanted was to be at this school. I had finally found the

place where I could step onto the campus and know this was where I belonged. This school was my top choice, so one week later I made the decision to apply ED to the school.

I am not here to tell you that you need to apply ED. For every individual, one option is better than the other. I am here instead to tell you what

I have personally learned through my experience with early decision, in hopes that I can help some of you, my fellow classmates, decided on the right path.

My decision to apply early decision came down to three things. First, is the fact that applying ED

can help you get into a school that is competitive. On average, the acceptance rate for ED applicants is higher than regular decision applicants. The ED pool is significantly smaller than the regular decision pool which means a higher percentage of this pool will be admitted. On top of this admissions officers, although they will not tell you, typically favor ED applicants, over regular decision applicants because by applying early, the applicant is showing a strong interest in the school and every school wants to admit people who genuinely want to be there. This is not to say that you will not be able to make it into a competitive school if you apply regular decision. It is a simple fact that knowing can be quite useful when considering the different options you have.

Second, I am going to be running on a varsity team in college, regardless of where I end up. For those of you who are considering playing collegiate sports, everything must be done earlier. Coaches begin recruiting well before national decision day, and many times, coaches will already have filled their spots for the coming year's team well before the regular decision notification date. If you have ever talked to a college coach, they will encourage you to make your decision as soon as possible because you are not the only person who wants a spot on the

team. By applying ED and showing my interest in the school, I have been able to guarantee my spot on the team if I should be accepted to the school.

Finally, I was ready to make a decision. I am one of those people who likes to get things done ahead of time, and having such a big decision hanging over my head for the next few months I felt added unnecessary stress. At the same time, however, I wanted to make sure that I did not rush the decision. So, I did my research on the school, reached out to the coach, and was able to schedule an overnight visit before the ED deadline. By visiting the school I was able to discover that the school felt like home. I would not have made this decision if I had not been able to visit the school first (On a side note, I cannot stress the importance of visits enough. You can research a school and think you know everything about it, but there is no way to know about the true atmosphere of the school until you visit. So please do not apply ED to a school you haven't visited).

Having my college applications done so early is a huge relief. Of course, having to pick one school to apply ED to was quite stressful, but now that the decision is over, I will be able to relax. All I can do now is wait until December and if I don't get in then, I can still apply to other schools. If I do get in, however, all of my college decision will be over. I won't have to worry about any more supplemental essays or applications. There is one silly little thing that has crossed my mind about ED though. That is if I get into the school I applied ED to, as my classmates receive acceptance letters, I will not receive any. I will never know if I could have gotten into the other schools I was going to apply to. But, in the end this is a silly thing, and all I really want is one acceptance letter that comes in December. If this letter comes, then I can have something to celebrate and the other applications will never matter.



PHOTO COURTESY OF GOOGLE IMAGES



## IN THE INLET SPOTLIGHT

We like to “shed some light” on something positive in our school community that might otherwise go unnoticed. In this picture, Wes Congdon and Erik Thilberg come to Mrs. Treharne's rescue after she left school to find her car had a flat tire. Mrs. Treharne shares, “When I came out of school and had a flat, I panicked for a minute. Yet, in true Shelter Island style, it took only one text to find a willing and able kid to help me out. Wesley and Erik came directly off of the bus from BOCES and without hesitation graciously got my flat tire off and my spare on so I could go on my way. This little moment is why I love teaching on Shelter Island and why I love the kids here. These are two kids whose favorite subject is certainly not English, but that had no bearing whatsoever—I needed help and they didn't even hesitate.”

We would love to hear from you!  
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## AN ISLAND'S LOSS: REMEMBERING JACK MONAGHAN

BY JIMBO THEINERT

Life is full of surprises, ones that will change your life, and ones that will break your heart. Unfortunately for myself and the Shelter Island Community, we were dealt a surprise that broke our heart on September 6. Island resident and unofficial town grandpa, Jack Monaghan, passed away at the age of 82. Having dealt with loss before, I can confidently say that the hurt caused from losing Jack radiates particularly because of the amount of good he did for so many. If you are wondering why we are writing about the loss of an 82 year old community member in a high school newspaper, then I must say, you don't know Jack!

Jack Monaghan moved to Shelter Island in the 1990s and became part of the school community first by volunteering his time with Project Excel, a mentoring program that paired high school students with community members with shared interests. Jack was paired first with Joey Emmett, son of Dr. Frank Emmett (former S.I. elementary teacher), and later with my brother, Joey Theinert. Jack's, Joe's, and Joey's shared love of history and various worldly issues forged a bond between the three that was never broken. Perhaps without consciously understanding it, this connection also lit the flame of Jack's future participation in a host of school related activities. For years, Jack would be a fixture around our Island school substitute teaching, volunteering for the drama club, and as scout/statistician/assistant coach for various teams.

In 2004, as "the Joys" were set to graduate high school, Jack had an idea: having spent a significant amount of time in Ireland and the U.K. during his professional career, he decided to take Joe and Joey on an all-expenses paid trip to Ireland. Jack wanted to share this special part of the world with these young men whom he felt would appreciate it and grow from it. Joe and Joey had a decision to make: spend spring break of their senior year with a man in his 70s or go on a Caribbean cruise with their senior class. The Joys didn't hesitate. That speaks to the bond Jack and the boys had, the energy he exuded.

While the two Joys may have been the first two students from Shelter Island to be mentored by Jack, there would be countless others over the years. Having worked in various schools and colleges earlier in life, Jack became a favorite

substitute teacher in the early 2000s. Given his ability to connect with so many students in such little time, Mr. Monaghan was called upon in the most difficult circumstances. He was there to bridge the gap after two difficult losses to the district. When acting History teachers Arthur Pederson and later, Andrew D'Angelo, passed away, Jack filled the void. Jack's grace, poise, and experience was just what the grieving students needed, and he did not hesitate to be there for students and faculty alike.

In reflecting on Jack's life and impact, I spoke to many people and a number of common themes surfaced in our conversations: Jack's generosity and willingness to help anyone, his kind words of affirmation that helped to encourage young people in whatever their interests, and his overall passion for life. On a personal level, I can attest that I had experiences with him that support all of these attributes.

I have too many Jack stories to recount, so I will share just one that I believe illuminates his spirit clearly. In 2014, my second year teaching, Jack asked me to come to Ireland as a driver for him. He had planned yet another trip to Ireland with a couple of special students, Matt Belt Cappellino and Matthew Dunning. I was happy to join in because I had never officially traveled to Ireland with Jack (only meeting up in 2007 when I was studying abroad) and I knew what an adventure it would be. When I asked Jack when they would leave, and how much the trip would cost, he just shushed me the way your grandparents might and told me, "You're a new teacher, and have no business paying for this trip, I'll cover it." I wanted to fight with him about it, but I knew it would be a losing battle. Unfortunately, Jack fell ill prior to our trip and was unable to travel. Matt, Matthew, and I all went to visit him just to check on his health, and he demanded that we continue with the trip. In his infinite wisdom he knew there might not be another opportunity for all of us to travel together, so better to send three out of the four than none at all. Even in a hospital bed, he was no weaker, and insisted on paying for our travel, thus ensuring that we would see one of his favorite places in the world, despite his not being able to come.

Jack's generosity was not simply centered on wanting to do some good for the people in his

life, he wanted everyone to see, hear, touch, and appreciate the world. So, as Matt, Matthew, and I traveled the rolling hills and quiet countryside of Ireland, we tried to be mindful of every detail of the trip. Using Jack's connections, we attended local music sessions where half of the performers were Jack's closest friends. Each of them shared with us their own stories of his kindness. While we wished that he could be on that journey with us, there was something special about getting to meet his people, and hear their beautiful stories about him without Jack around. He certainly would have disarmed them with his sharp wit, and refused to accept credit for any of his good deeds, shushing them as he had me in the past. Jack always promoted the best in the world, and never wanted any credit; he was the picture of humility.

Aside from facilitating Irish adventures for nearly 15 students over the years, Jack still had time to be supportive on a daily basis in my life and the lives of so many others. For good measure, a few more anecdotes concerning Jack's dedication to me and our school community. Jack attended nearly every volleyball game I ever coached. He regularly told me how the girls were improving, as was my coaching! After becoming a regular S.I. School volleyball fan, he lamented, "Cindy ruined me by getting me into NCAA women's volleyball! I'm up until 1AM watching a random game like Cal State play Utah, because it's great competition." Jack was an avid supporter of our school's musicals. He could be heard at intermission exclaiming, "Have you seen \_\_\_\_ do this? It's incredible!" "You know he/she can really sing, very talented." "I will tell you what, \_\_\_\_\_ has improved so much, they are going to be a big player soon." And, here's the thing. He genuinely felt this way towards each student. He saw the best in all of us, and he wanted to do whatever possible to help get us there. In the last weeks of his life, Jack attended Tyler and Amanda Clark's wedding, which I officiated. When the ceremony was over, he told me it was the most beautiful wedding ceremony he had ever seen. I believe that Jack was proud of the man I had become, and in offering this sentiment about the ceremony, he was communicating this to me in his own way, but the appreciation of the ceremony was something bigger, too. On that day, Jack had been invited to witness a true Shelter Island event. Jack had such a unique love and connection for Shelter

Island that he deeply appreciated two kids getting married on the edge of a creek, while their cousin fired a shotgun in celebration. To Jack, by this time very much an Islander at heart, this was just the right way to do it.

Reflecting on Jack's life and lasting impact brings so many questions to mind: why did he want to help us all? How did he find time to connect with so many people? Was there anything in life he did not enjoy? How can I be that cool when I'm in my 70s and 80s? His talents were so diverse; he was an enigma. There are many ways I hope to be like Jack Monaghan: I hope I share his youthful enthusiasm for life well into my latter years, I hope I can positively impact and encourage students in the same way, I hope my desire for learning never ceases. I hope to have the zeal for life that he did. Hospital visits are never fun, when I did visit him there, I left with a smile on my face as he told me, "Look at these people here, they are just ready to die; they all want to be sick." Not Jack. He wanted to be out experiencing life to the fullest, right up to the very end.

Knowing that I will not get to have another conversation with Jack breaks my heart, but knowing that we got to have him in our lives assures me that we won. All of us. Shelter Island School, the library, the choirs, the churches, the teams, the students, the parents, the teachers; we are all better for having had Jack in our lives, and it is our responsibility to live a little more like him. He was always building people up, making those individuals, and thereby the world, a better place. I will miss him, but I will also draw strength from the stories that I have of him. I would encourage you to read the sentiments below from a diverse group of Shelter Island alumni whom Jack had a clearly significant impact on. This list only scratches the surface, as I know many who have "Jack stories." I hope that you will honor Jack's gift of gab and share these stories and your own, so that Jack's legacy may live on.

## JUST A FEW "SNIPPETS OF JACK" SHARED BY SHELTER ISLAND ALUMNI

"Mr. Monaghan was one of the nicest, most generous, and most well-informed people I have ever met. Not many high school or college kids can say they spent part of their free time simply talking to an 80 year old man for hours at a time, but I'm glad I can, and my only regret is that I didn't do it more." --*Matt Belt Cappellino, Class of 2012*

"The beautiful thing about Mr. Monaghan was his ability to connect with everyone, and not just the traditional high achievers, or the standout talents, but also those of us who were shy, or a bit odd. He had a knack for finding out where our passions lay and encouraging each of us to pursue those interests." --*Mary (Larsen) Theinert, Class of 2005*

"I've always been an aspiring writer and avid reader. Through high school and college Mr. Monaghan cultivated both, always reading my personal essays and challenging me to quote-offs. After school, Mr. Monaghan did not forget my dreams even if I did, as I moved on in a more traditional career path. He always said the same thing to me, 'Have you been writing lately? Send it my way!'" --*Melissa Mundy, Class of 2006*

"Mr. Monaghan was the most genuinely kind person I have ever met and probably will ever meet. He provided myself and countless other island kids opportunities that I still have trouble grasping just how lucky I was. His generosity, wisdom, sense of humor, and companionship will be sorely missed." --*Matthew Dunning Class of 2012*

"My fondest memories of Mr. Monaghan are coming to play practice after play practice. Even when I was assigned a role with three lines, he would always pay such careful attention to what I did differently each time and give me feedback. When I took on a lead role senior year, after every visit he would give such an honest opinion. After every show, volleyball game--whatever it was--he always would say, "Ya did good, kid." When Mr. Monaghan gave you a compliment he really meant it, and that's not easy to come by." --*Kelly Colligan, Class of 2016*

"It is impossible for me to think of any one single interaction with Mr. Monaghan that was most impactful for me; it is more the summation of lots of small moments. He was so many things to so many people: a friend, a mentor, a father figure, a dose of hard truth, and miraculously, he was exactly what each person needed." --*Sean Clark, Class of 2007*

"When I think of Mr. Monaghan and his impact--I think of his role as one of the three wise men during the living nativity. A role he was born for--incredible voice filling the room, sharing his pearls of wisdom and guiding us toward our respective futures. He cared so deeply for so many and always took the time to share his life experiences meaningfully. He'll be missed greatly, but I like to think he left a significant footprint in each of us to carry forward." --*Maggie Reilly, Class of 2005*





PHOTO BY DEVON TREHARNE  
NEW TEACHER MR. MICHAEL BUNCE.

MR. BUNCE: HEALTH AND HEAVY LIFTING

BY NICO SEDDIO

There is a new face in the school, Mr. Michael Bunce. Mr. Bunce is the new Health teacher, helps out with testing accommodations, and recently took the role of the 11th grade advisor. Mr. Bunce hopes to “inspire to show what is possible” to students and “help build students skill sets,” whatever they may be. Mr. Bunce is a Long Island local, raised in Southampton. He attended Southampton High School where he was very active student athlete, playing on the school’s football team.

Mr. Bunce went on to attend C.W. Post and played football there on the collegiate level. Then, Mr. Bunce’s rugby career started. Mr. Bunce played on the U.S.A. U19 rugby

team. He has played all over the world in places such as Australia, South America, Scotland, Iowa, and in Boston at the Boston Rugby Club. From Boston, he almost went to play in England, but the deal fell through. That is when Mr. Bunce’s wife advised him that maybe he should go to school and pursue a career in teaching something he loves, health. This suggestion put Mr. Bunce on his new path. First, Mr. Bunce enrolled at Suffolk, and then Adelphi, where he graduated in 2016 with a Physical Education degree. His current position here at Shelter Island School is Mr. Bunce’s first official teaching position.

When not in the classroom, Mr. Bunce enjoys going to the beach, surfing, and paddle boarding. He also takes frequent trips to Killington where he and his wife snowboard. Mr. Bunce’s wife works in Southampton as an Audiologist, (at an ear, nose, and throat medical practice). Seeing him

around the building, you may have noticed two other distinctive features of Mr. Bunce: his tattoos and his muscles. Mr. Bunce shared that he got most of his tattoos “when he was younger.” He currently has a Saint Michael tattoo on his right arm and on his left arm, he has a skull inspired by a Zoo York design, this one he said is his “tough guy tattoo.”

Maybe it’s obvious, but Mr. Bunce does indeed lift. He even owned a Crossfit gym in the Hamptons for a while where he taught classes and did personal training. After the gym closed, Mr. Bunce had a lot of equipment left, everything from pull up bars to large machines. He now has a personal gym in his basement where he continues to do personal training on the side for some extra money. Mr. Bunce is a new, friendly face hoping to bring positive change and inspiration to our district. That sounds good to us.

MEET THE NEWEST MRS. OLSEN

BY TAYLOR MCNEMAR

After kayaking to and exploring the untouched landscape of Shelter Island some time ago, Mary-Ellen Olsen and her husband fell in love with the place. So, when there was a teaching opportunity here at the Shelter Island School, she knew she had to take it. Mrs. Olsen grew up on Long Island all her life and currently lives in Port Jefferson. She has significant teaching experience, having taught for six years at Cold Spring Harbor and for another year at North Shore. Mrs. Olsen now takes the lengthy (but scenic) commute to Shelter Island School each day.

Mrs. Olsen is a Special Education teacher and works with the fourth grade. “I’m working with students on academic goals and behavioral goals,” she explains. She hopes students can see her as “someone who’s caring, someone who’s always willing to help them, and someone they can always count on. They can come for help, and I’ll help them with reading, math, and all the rest.”

When she isn’t teaching, Mrs. Olsen loves to spend time with her husband and, of course, her dog. Her dog Tucker is a Shepherd mix. “I love to take him on walks with

my husband, and I’ll take him to parks. We have a park near us, and we love to go there. We try to bring him everywhere we can. He’s a rescue, I’m really passionate about rescuing dogs,” she shares.

So far, Mrs. Olsen loves the community here on Shelter Island, and she looks forward to the rest of the school year. If you have any questions for her or just want to say hello, you can find her in Mrs. Gulluscio’s room, which she now shares. Be sure to welcome the new Mrs. Olsen to our Shelter Island faculty.



PHOTO BY NICO SEDDIO  
MRS. OLSEN CHILLS IN HER DOMAIN.

FARMER MIEDEMA

BY NICHOLAS MAMISASHVILI

Everyone knows Mr. Miedema as our history teacher, we also know him as our basketball and baseball coach, but did you know that Mr. Miedema has roots in farming?

Mr. Miedema was born in a Kingston, New York and grew up in and Accord, New York, which is a little town in Ulster County, NY. Mr. Miedema lived on a farm throughout his childhood. His dad and one of his brothers was a dairy farmer, and he, being the youngest, tagged along through their daily farming chores, taking in the information and learning. Mr. Miedema spent a lot of his time with his grandfather, doing field work, including planting and harvesting hay and corn. “I was always driving a tractor or watching and learning with my grandfather, and I was working on tasks that nowadays would seem a little too hard for someone my age,” Mr. Miedema shared. He continued work on the farm until he graduated high school and moved on to college and a career.

Yet, this summer, Mr. Miedema returned to his roots and worked at Sylvester Manor as a farmer. How did that come to be? Mr. Miedema explained, “a former student asked if I knew anyone with any experience who could help her out. And, I was like, ‘me! I have experience!’” The mix of hard work and self-directed tasks made the summer job very enjoyable for Mr. Miedema. Since it was not his first time on the farm, Mr. Miedema said the transition from classroom to farm field was not that intimidating.

“I knew exactly what to do. I used to just watch

what my father or grandfather did, and now I was my own, and I was doing just what my relatives did. Some people [at the Manor] were shocked that I just knew what to do.” There were some new aspects to his summer farming position, though, as Sylvester Manor is a beef farm, not a dairy farm like the one Mr. Miedema was raised on. “The importance of the cattles’ actual diets and some of the things that went into raising cows a certain way” were new lessons Mr. Miedema learned.

Being a farmer for a couple of months did not come without its share of mishaps. Since cattle are big animals, they are kept inside of electric fences. Mr. Miedema got a few nasty shocks from those. The worst though, was when he was tasked with clearing a fence, he cut right through a beehive! He said, “When clearing the fence line, I cut into a beehive and got stung about 15 times. One went up my nose, which was so painful. It was probably pretty funny for someone watching because I was just running around trying not to get stung.”

The farming experience was one Mr. Miedema doesn’t regret and might do again next summer. When asked if he had to chose between teaching and farming, Mr. Miedema said decisively, “I’m gonna teach for now, but one day I’m going to go back to farming.” After all, it’s in his roots.



PHOTO PROVIDED BY MR. PETER MIEDEMA  
A THREE YEAR OLD MR. MIEDEMA AND HIS FATHER HARM RIDE ON A HAY COMBINE ON THE FAMILY’S FARM. THIS PHOTOGRAPH ORIGINALLY APPEARED IN THE LOCAL PAPER IN LATE 1970S.



PHOTO BY NICHOLAS MAMISASHVILI  
MR. MIEDEMA AS WE IMAGINE HIM TO LOOK WHILE OUT ON THE FARM.



# HOW I GOT HERE:

## FEATURING MRS. STEPHANIE SAREYANI

BY JANE RICHARDS

Stephanie Sareyani is the amazing art teacher we all know and love. Most of us know her as a resident of Shelter Island, but unlike some of the other teachers who work for Shelter Island School, Mrs. Sareyani did not grow up here or go to school here. Last year, we asked teachers to tell us about jobs they had before their teaching careers and Mrs. Sareyani generously wrote a full page email telling us her “jobs stories.” What we really found interesting, however, was the circuitous way in which she wound up on Shelter Island. That communication from Mrs. Sareyani inspired a new Inlet column: “How I got here...”

Mrs. Sareyani began by saying, “It seems to me that I have told my story too many times, but I am still so grateful of the outcome that I never tire of repeating it.” Mrs. Sareyani started her journey in Elmhurst, Queens, which she describes as, “sidewalks and pavement, apartment buildings, and subways that frequently traveled to New York City.” On her first visit to Shelter Island with her family, Mrs. Sareyani was nine years old and stayed at the Card’s Cottages located across from the Islander for two weeks. In summers to come, Mrs. Sareyani parent’s rented the brown house next to Fiske Field and her best friend was in a house right next door. Mrs. Sareyani would stay one month with her parents and another month in the house next door with her friend, who is still her best friend today. Mrs. Sareyani knew, even in those childhood summers, that she wanted to grow up and live here someday, she also knew then that she wanted to be an Art teacher.

When Mrs. Sareyani turned sixteen in 1973, she returned to Shelter Island and waitressed three meals a day at the Peconic Lodge, which is now known as the Perlman Center. She lived above the

kitchen and, in her words, “Never looked back.” Mrs. Sareyani returned to Shelter Island for several summers after that, and says each time, “we [she and her friends] made enough money to ensure we could continue with our studies and return the following summer to our friends and the sunshine and the beach.” Mrs. Sareyani went on to graduate school at Rhode Island School of Design. And, to reassure her parents, Mrs. Sareyani got a job at a school in R.I. while completing her Master’s degree. Yet, she was “simply miserable.”

It seemed fate then in April of 1980, at 23 years old, that Mrs. Sareyani stumbled upon an ad stating: “two crew needed for transatlantic sail... no experience necessary!” It was the change Mrs. Sareyani needed and she decided to travel. She quit her job and went for nine months on quite an adventure.

The ship, a 46 foot boat named “Sunrise,” was built by the crew themselves under the direction of the ship builder who would become Mrs. Sareyani’s captain. The goal of the sailing voyage was to provide earthquake relief to the Azores (a chain of islands west of Portugal). Mrs. Sareyani’s impulsive decision to join the crew when she herself had no sailing experience did not sit well with her parents. Mrs. Sareyani said her parents were “horrificed” as she was an only child with older parents and they could not understand her decision. Her father in particular was very angry. Despite their protests, Mrs. Sareyani told her parents, “‘I’m going.’ My mother just cried, but she did get on a bus from New York to Providence to help me pack and she wrote letters to me all the time,” she shared.

Mrs. Sareyani’s trip took her to the Azores where the crew rebuilt homes destroyed by an earthquake, to “an island inhabited only by rare birds,” and she

says, “we touched the coast of Africa, and spent a little too long on the Canary Islands because of a lack of fresh water to cross the South Atlantic.” Of her seafaring adventure, she explains, “In the north Atlantic, 15 foot swells made the journey frightening, but in the south Atlantic the doldrums made the trip lengthy and boring.”

After returning from her spontaneous transatlantic adventure, Mrs. Sareyani decided she would come back to Shelter Island—a place that had never left her heart. Six months after returning to port, in 1982, Mrs. Sareyani moved to Shelter Island full-time. Her nervous parents called her everyday, cautioning her, “No one lives on Shelter Island... you vacation there...and you retire there, Steffi. You don’t live there.”

Upon first moving out to Shelter Island (despite her parents’ warnings), Mrs. Sareyani again waitressed at the Peconic Lodge. She described her first winter as “brutal.” That summer she began managing the Shelter Island Beach Club, and shortly thereafter began teaching at the Tuller School Sag Harbor. Eventually, when Mrs. Sareyani’s daughters Emily and Katherine were in kindergarten and second grade, the art teacher at S.I.S. retired. Mrs. Sareyani was interviewed four times and eventually got the job. That was twenty seven years ago.

“I want to grow up and be an art teacher,” Mrs. Sareyani said, “I want to live on Shelter Island,” Mrs. Sareyani said, and according to her “they [her parents] laughed.” She closed quite simply with, “Well, who’s laughing now...”



PHOTO COURTESY OF STEPHANIE SAREYANI  
MRS. SAREYANI IN HER EARLY TWENTIES READY FOR ADVENTURE.



PHOTO COURTESY OF STEPHANIE SAREYANI  
THE SAILBOAT THAT MRS. SARAYANI “TOURED THE WORLD” IN BEFORE SETTLING DOWN ON SHELTER ISLAND.

## MOMENTS THIS WEEK

BY HENRY BINDER

**All of us experience highs and lows. Our new column “Moments this week” asked students and faculty/staff to share some of their high points and their low points, all in the course of a single week.**

### Mrs. Trecharne :

**Low:** “My low point this week was definitely when I couldn’t contact my father at all a full 8 days after Hurricane Maria hit his home of Rincon, Puerto Rico. He is 85 years old and I was very concerned about his well-being. It was nerve-racking and very upsetting.”

**High:** “The best part of my week came when I was notified that my father had successfully been airlifted out of Rincon, Puerto Rico to San Juan, Puerto Rico, then flown to Miami on a private jet all by a generous private citizen. That was an amazing feeling, as my dad needed medical care and Puerto Rico is in ruins.”

### Daniel Martin:

**Low:** “My low point this week was probably Wednesday, leg day.”

**High:** “The best part of my week is when I do pec dec in the fitness center, I get to show off how brolic I am to all of the ladies.”

### Walter Richards:

**Low:** “The low point of my week was when I lost my bid on a possible first truck.”

**High:** “The best part of my week was hanging out with QD and Luke.

### Emma Gallagher:

**Low:** “My low point this week was waking up on Monday and going to school at 8:00 in the morning.”

**High:** “The best part of my week was when I went apple picking with my friends and family.”

### Lauren Gurney:

**Low:** “My low point this week was taking the Pre- ACT first period.”

**High:** “The best part of my week was when I participated in the Knipfing invitational cross country meet. I was able to compete against myself and other runners.”

### Mrs. Sareyani:

**Low:** “The low point of my week was when one of my elementary art classes were very rowdy.”

**High:** “The highlight of my week was when I had my high school studio class.”

### Lucas Quigley-Dunning:

**Low:** “My low point this week was when I was up all night writing an essay.”

**High:** “The best part about my week was when I saw Mason and Matthew attempting to hit their heads against the exit sign.”

### Jane Richards:

**Low:** “The low point of my week was when we lost our game against Mercy.”

**High:** “The best part of my week was when I saw Melissa Frasco in the bleachers at my volleyball game.”



# SUMMER JOB HIGHLIGHTS

BY OWEN GIBBS

Being that we live on Shelter Island, we have the opportunity for many unique summer jobs. Over the course of the summer, it is certain that many of us have some funny things happen to us while we are hard at work. I set out to hear the best summer job stories (which were sometimes the worst experiences) from students and faculty alike.

**LINDSEY GALLAGHER-** “At the Yacht Club we have a raccoon problem. One night we were having a party and a raccoon came out from underneath the deck and stole a lady’s purse, then went back under the deck with it—our manager had to use a broom to get it back. Another time a raccoon went on the tables right next to where people were eating and the people started taking pictures of it. They loved him!”

**FRANCESCA FRASCO-** “At Gardiners Bay I got a phone call from an old lady that asked when Ladies’ Day was, and I said, ‘they are on Tuesdays and I’ll sign you up!’ Then I had to call back to tell her there was no more space and she started yelling at me because she really wanted to play in Ladies’ Day, so then, I started crying.”

**JACK LANG-** “At the Island Boatyard, my co-worker and I were throwing a baseball and ended up throwing it into some guy’s windshield by accident.”

**BIANCA EVANGELISTA-** “I work at Gardiner’s Bay Country Club. It was the last taco Tuesday and it was the end of the night, nothing to do, so me and my coworker Robert were looking at the reservations for tomorrow. Robert decided to look in the book of members, and said ‘so which members don’t you know?’ And every member I didn’t know he told me to write down in the reservations book and put some crazy number next to it. He thought this was overly funny, but when my manager came in the next morning, the first thing he did was look at the reservations

and didn’t know if the reservations were real or not. He said, ‘whoever wrote these is getting fired!’ Later, I told him it was me. He didn’t think it would be me, so he just told me that I wasn’t properly trained. Phew”

**MADISON HALLMAN-** “Over the summer I worked at the Shelter Island Heights Beach Club as a lifeguard. Three kids in one week peed on the sand in public and I had to cover it with sand.”

**COACH BECKER-** “While working with Sea Tow, a guy with a 65 Azimuth (a very expensive boat) left Sunset Beach, knowing someone’s anchor was wrapped around his motor, but continued to make way to his home port until the anchor

got caught on Hay Beach Point, making it impossible for him to continue. He decided to call Sea Tow and abandoned ship at 10:30 at night. In the end, we finished the job by cutting the anchor off and his friend came back to take the boat back to his port.”

**JANINE MAHONEY-** “In the summer I did an internship with New York State United Teachers and visited teachers all over the north and south fork, I had to knock on doors and talk to them about an upcoming issue on the ballot this November. Some ignored me.”

## A WEEK TO REMEMBER

BY OWEN GIBBS

On July first this past summer, students from the senior and junior class started packing their bags to go on a great adventure to Spain. From JFK airport, the group of 10 students and 3 chaperones flew all the way to Madrid. Cadiz, Spain was the ultimate destination and it wasn’t long before students realized they had to check their English at the airport and start speaking Spanish. As junior Michael Payano explained, “We had to become immersed in the culture.”

Three seniors including Madison Hallman, Issie Sherman, Bianca Evangelista, and seven juniors—Mia Clack, Elizabeth Cummings, Camryn Page, Michael Payano, Devon Bolton, Taylor Tybaert, and Owen Gibbs made the trip with three enthusiastic chaperones: special education teacher Mrs. Janine Mahoney, English Language Learners teacher Ms. Mayo, and Mrs. Mayo (Ms. Mayo’s mother). Starting out the adventure, students met the local host “parents” who would be taking them under their wings for a week. Host family experiences varied, and everyone had different highlights of their time with their host families. “My family’s food was bomb dot com,” Madi Hallman reported. Also lucking out in the cooking department, Michael Payano exclaimed, “I could eat as much food as I wanted!” One chal-

lenge in dealing with host families was the language barrier. Some students more fluent than others, stepped up to be the “speakers” of their households. Bianca, Madison, and Michael were the ones taking on the role of chief communicators.

Shelter Island students also had to attend school everyday. The highlight for Madi was that at school “I really ended up learning a lot of Spanish. My teacher spoke no English. It was difficult at first, but ended up being a great way to learn more of the language.”

During free time, students were free to do what they pleased, so we they to the beach and took in local scenery. They also traveled to old Cadiz and learned about the history of the city, and even got to bike around the city, which was Mrs. Mahoney’s “favorite part of the trip because we got to see the city in a new perspective than we ever had before!”

On the one weekend students spent in Spain, they traveled to neighboring urban Seville, where they saw where one of the Star Wars films was created and even got to see Alcázar of Seville, a traditional castle built in the tenth century. The following day students went to Gibraltar, which is an English territory. Ms. Mayo said going to Gibraltar was her favorite part because “We got to see Africa,” which



PHOTO COURTESY OF JANINE MAHONEY  
THE SHELTER ISLAND TRAVELLERS GETTING READY FOR A COOKING CLASS WITH OTHER STUDENTS FROM THE PROGRAM.

was right across the water. As the trip ended, students reflected on their experiences. Madison Hallman said, “I really gained confidence in my Spanish speaking and I became immersed in the culture and language of Spain.” Bianca Evangelista was surprised to find that “Their Spanish is very different

from Latin American Spanish,” and Taylor Tybaert summed it up by saying, “I really was enlightened on this trip about how different the rest of the world is.” Sounds like trip taught lessons to everyone fortunate enough to have gone.

## CONRARDY DOES BALI

BY MADISON HALLMAN

Summer ‘17 was one to remember for technology teacher, Mr. Chris Conrardy. As school ended and summer vacation began, Mr. Conrardy geared up for a trip of a lifetime. Sparked by his interest in visiting his girlfriend, who, at the moment lives and works across the world, Mr. Conrardy decided to go forth with his plan of summer travel, checking off yet another destination on his bucket list. Traveling thirty plus hours abroad, he landed in Bali, Indonesia, for his nearly three week vacation.

Traveling abroad provides deep immersion into another culture and way of life. Mr. Conrardy shares, “You get a different perspective going abroad. The world is very different than the United States.” Fortunately for Mr. Conrardy, he was able to immerse himself into the Bali culture, experiencing and trying new things like a local. After acclimating to the

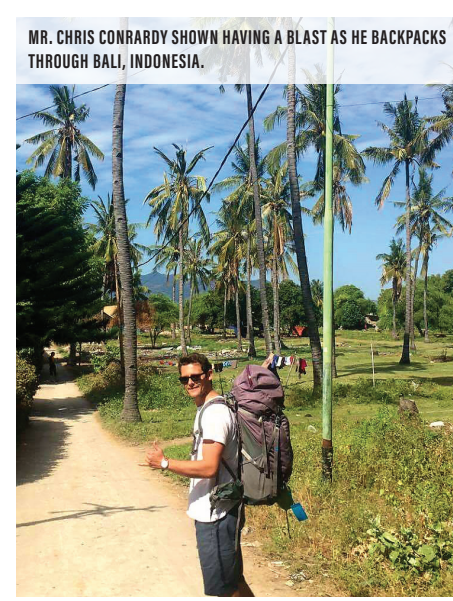
twelve hour time difference and extreme jet lag from multiple flights, he took on Bali full force.

While abroad, Mr. Conrardy took advantage of traveling with his girlfriend, who was living and working as an intern in Bali at a local company, to experience the “ins and outs” of the foreign culture first hand. Unfortunately, “Bali Belly” is a real thing and struck him hard at the beginning of the trip. Mr. Conrardy proclaimed, “the water in Bali is very bad and the country in itself is not very clean.” He went on to explain, “they [the people of Bali] have no dump, they burn all of their trash.” Once Mr. Conrardy recovered from his episode of “Bali belly,” his adventures could begin.

One of the many highlights of his trip was scuba diving in the wide open blue waters. As he shared, “the water is so clear and it was awesome to scuba

dive in open waters, not just in a pool,” naming scuba diving as “one of the best things I have done.” Amongst the activities, sightseeing was at the center of his trip’s itinerary. Mr. Conrardy exclaimed, “We went all over Bali, staying in mainland Bali for a week and a half, before travelling to the outlying island.” Surfing and scuba diving is the most popular local pastime in Bali, and Mr. Conrardy shared, “one island we went to was covered in dive shops, which was awesome.”

Mr. Conrardy is elated that he chose to travel abroad this summer, indeed calling it “a trip of a lifetime.” He proudly exclaimed, “I would totally consider doing this trip again and highly recommend Bali to people who want to travel around,” adding that “the people of Bali are the nicest people I have ever met in the world.”



MR. CHRIS CONRARDY SHOWN HAVING A BLAST AS HE BACKPACKS THROUGH BALI, INDONESIA.



# MAKING A DIFFERENCE BY EMMA GALLAGHER

When you hear the word “summer,” what do you think of? To most, the answer may be something along the lines of going to the beach, relaxing, endless amounts of ice cream, working to pocket some money, or hanging out with friends. Well, for eight students, this was not the case. Although many of them may have enjoyed some of the aforementioned luxuries of summer, if you ask them, one of the first things that may come to mind is “helping others.”

This past summer, eight students, accompanied by Shelter Island Youth Group leaders Bryan Knipfing and Kate Davidson, worked alongside an organization called “Rebuilding Together.” The seven Shelter Island high school students, Francesca Frasco, Isabella Sherman, Lindsey Gallagher, Taylor Tybaert, Amelia Reiter, Abby Kotula, and I (joined by Willie Gallant, a service-minded summer kid from Connecticut) were all very excited to be a part of the trip this summer. After much anticipation, our group of ten met early on Wednesday, August 16th at North Ferry, jumped into our two rental cars, and went to Greenport to meet with Robert Harper, who helped facilitate the work that we were going to do. While many retired people spend their time relaxing, Robert, a retired teacher, spends his time helping others, making a great difference in the world, and working with Rebuilding Together. It was clear to see from the beginning that Robert was “passionate about improving the lives of others,” explained Taylor. After a brief introduction to Robert, we headed off to our first project, stationed right in Greenport. The homeowner, Harry, gets around in a wheelchair, but does not consider himself disabled. He goes to work every day, and does what he has to do, all while staying positive. At Harry’s house, the goal was to clear a pathway out of his backdoor so that a ramp could be installed, enabling easy access into his house. Prior to our work, Harry had only been able to exit his front door, which was not only an inconvenience, but a safety hazard. To make room for the ramp, the pathway had to be cleared of small trees, bushes, and lots of weeds. We were successful in completing the project, and even managed to transplant the trees and bushes next to where the ramp was supposed to go, preserving the privacy of the house. Kate added that she loved seeing the work we did “without looking for anything in return” and how the service taught us lessons like “having greater compassion and understanding for others.” After clearing the path for the ramp, we cleaned up the rest of Harry’s yard, making it look as nice as possible. It was a hot day, but we did not forget to have fun, staying positive the whole time, cooling off in a sprinkler, listening to music, getting to know Harry and Robert, and bonding over some pizza. Reflecting on the group’s

work, Francesca said Harry was “one of the sweetest guys I’ve ever met and was so incredibly deserving of this.” In the few weeks since the service trip, Robert has been able to start building the ramp, and for the first time ever, Harry has been able to go out of his back door.

After saying goodbye to Harry, we stopped at the grocery store, stocked up on sweets and food for the next few days, and headed off to Camp DeWolfe in Wading River, where we spent the next two nights. The house we stayed in was atop a cliff, where we could see far out onto the Long Island Sound and to Connecticut. After settling in, some of the us went on a run, while the others explored the beach and enjoyed the view. We ate dinner and then headed to the beach to go for a refreshing and much needed swim. We watched the sunset and headed inside to end the night with games like “Mafia” and “Taboo,” sharing many laughs and making great memories.

The next morning, we woke up at 7:30am to the sound of Mr. Knipfing banging pots and pans. After breakfast, tired, but ready to work again, we headed

joyed some Dunkin’ Doughnuts and a picnic lunch in the Southold town park. Then we headed right back to work, and seven trips to the dump and two tons of garbage later, the entire barn was empty. After finishing the barn, some of us worked on making two pathways leading to the barn. These paths were wide enough for cars, and we lined them with lumber to make them look nice. Up until the very last second, we were working and weeding, until we were forced to leave. Robert and his wife, Catherine, thanked everyone individually, acknowledging each person’s unique contribution, and had a hard time saying goodbye. Most of the group would agree that Robert and Catherine are two people we will never forget.

We all left Southold feeling a sense of power and purpose. When we got back to Camp DeWolfe, we had a water balloon fight, with a very limited number of balloons (after an unfortunate mishap with the filled balloons meeting the ground much sooner than anticipated). We showered, ate a dinner of homemade tacos while taking in the gorgeous view, and then prepared for a night out in Port Jeff. We walked

bone. We ate lunch, put on dry clothes, and with much resistance said goodbye to Camp DeWolfe. We had a very hard time going home, leaving something that Francesca said was “probably the most rewarding experience of my life.”

On the trip, everyone’s eyes were opened to the meaning of our work. Willie explained, “when you’re working, you start to see that you really are impacting these people’s lives, and you’re doing something that they can’t do themselves, and that’s just priceless.” Issie agreed, saying that it is “so much fun” to be a part of truly changing people’s lives. Although we knew we were doing something good, many of us did not realize how much the people in need appreciated our work. After seeing the tears of joy and gratitude on Robert’s and Joan’s faces, which Abby recalled as “the best feeling ever,” the workers were full of pride, and so grateful that they were able to experience what they had. Almost all of us concluded that we wish the trip could have been longer because it was so much fun, and we wanted to be able to help more people.

Mr. Knipfing recalled this the “most successful trip to date” and said that it “exceeded his expectations.” When asked why he believes the trip is so important, he added, “we all face challenges and we all struggle at times, but seeing the hardships that others face helps us to realize that we are not alone, and that maybe we don’t have it as bad as we thought. It helps us to understand that we are powerful and that we can change someone’s life for the better.” Mr. Knipfing has already started planning next year’s trip. Robert, who we all grew to respect and love, said that, “Throughout the entire two days, I never heard any of you complain about the heat or how hard the work was. I am truly in awe of what you did, and profoundly grateful for the hope you provided for Harry and Joan. Working with the Shelter Island Youth Group was the highlight of my summer.” It is clear that the impact of our work will last a lifetime.

So, next time you think of summer, in addition to the boat rides, popsicles, and late nights out, think of what you can do to help others, or at the very least reflect on how fortunate you may be. Even so close to our little island in Greenport and Southold, there are people in need of help that most individuals may have no idea exist. Appreciate what you have, and that you have the ability to do good while being rewarded only by the feeling you get from helping another person. Go out into the community and do something good, even if it be the smallest thing, it will make a difference. Good job and thanks to the Shelter Island Youth Group and leaders for your hard work!



PHOTO BY CATHERINE HARPER  
THE SHELTER ISLAND YOUTH GROUP VOLUNTEERS POSE IN FRONT OF THE BARN SOUTHOLD THEY WORKED AT AFTER A LONG DAY’S WORK.

off to Southold for our next mission. When we arrived at the location, we spoke with Robert once again to be assigned our task, which Robert was unsure if we would be able to finish in the few hours. Our job was to empty the barn of a woman named Joan. The barn was full of trash, but had great sentimental value to her. Joan had had a tenant staying in the barn for three years, but he did not pay the rent and was stealing her electricity, costing her a large amount of money. The tenant was going to be evicted, but took off in the night and out of spite left all of his garbage in the barn. Our hope was to completely clear out the barn so that Joan could rent it out once again and have another source of income. After getting right to work, it was obvious how difficult it would be and how long it was going to take, but everyone stayed positive and knew that it could be done if we all put forth our best effort. After a tiring morning, we en-

down the docks, went to the candy store, a crêpe store, Starbucks, and bonded, laughing and singing all the way home. As it was the last night, no one wanted it to end, so we stayed up late into the night talking, eating ungodly amounts of ice cream, discussing future baby names (and names that were for sure not going to make the cut), and playing our new favorite game “Taboo.” Lindsey said that this night was one of her favorite parts of the trip, adding, “I will never forget how much fun that night was, laughing uncontrollably with some of the people I love most.” Exhausted but elated, we finally went to bed.

The next morning, we woke up to an extreme downpour and waited for instruction on our final project. Our final task was to dust off the ceiling fans and clean the windows of some of Camp DeWolfe’s cabins. Sprinting from cabin to cabin in the lightning, we got the job done and were soaked down to the



PHOTO BY MRS. LYNN GREEN  
MRS. DUNNING WAS THE MYSTERY READER IN THE KINDERGARTEN CLASS RECENTLY, RESULTING IN SMILES ALL AROUND.

## MEET SOME NEW FACES IN THE ELEMENTARY SCHOOL

BY ABIGAIL KOTULA

Second, third, and fourth grades have all seen the addition of a new student this year. It is always exciting to meet someone new in Shelter Island School, so let’s get to know them.

Third grader Wilson Losen moved to Shelter Island from North Carolina; settling here due to some resident family friends. So far, Wilson misses living close to his cousin Evan, but he has made many new friends here at school. His favorite part of the school day so far is art because, “it’s really fun to paint and I like to make my own comics. We’ve also been making race tracks in our free time.” Wilson is not the biggest fan of Phys. Ed, as he says, “we spend most our time sitting, because we talk a lot in gym. At my old school, we would get right on with instructions...”

Wilson’s favorite teacher is Mrs. Knifing because

she teachers reading and writing, which are his favorite academic subjects. Currently Wilson is reading *Stone Fox*, a book about Little Willie and his very sick grandpa. In the novel, Little Willie is trying to raise \$500 to help his grandpa, and Wilson is very excited to see what happens next. The Scholastic book fair was also this week and Wilson was excited about the possibility of purchasing a few new books. Jedi Academy, Guinness World Records: Video Games, and a new Minecraft book were at the top of his list. Wilson loves Minecraft; at the moment he is making a “house of diamonds with a DJ room. It has jukeboxes on the sides with chests with different discs in them. They have to be perfect.” Wilson is adjusting to Shelter Island School very well and mentioned he thinks he will really like it here. Maybe in part because, as

he said, “In my old school we went from 7 to 3:45! Here, it is better.” Here’s to sleeping in and getting some more time to work on your Minecraft, Wilson!

Fourth grader Jade Samuelson moved to Shelter Island this summer from East Hampton. Jade stated that East Hampton is a very big school, so there were no quiet places there, and that is one thing she has found here at Shelter Island that she really likes. Except of course in the cafeteria, which is why she says lunch is her least favorite part of the school day because “it’s very loud and I prefer quiet places.” Jade has made friends with all the girls in her class and is doing very well with the new adjustments, but she misses her some of her old teachers, including

CONTINUED ON PAGE 8



# Q & A WITH THE PRE-K

BY DARIEN HUNTER

AT THE BEGINNING OF THE YEAR, WE DECIDED WE WANTED TO HEAR FROM THE YOUNGEST MEMBERS OF OUR SCHOOL, THE PRE-K. SO, I ASKED THEM: "IF YOU COULD TELL THE SCHOOL ANY ONE THING, WHAT WOULD IT BE?" THEIR ANSWERS WERE BRIEF, BUT GAVE ME SOME INSIGHT ON THEIR PERSONALITIES TO BE SURE.

**CALEB:** "I have vanilla in my backpack." (Vanilla is Caleb's stuffed moose.)

**LARKEN:** "Both of my unicorns are named Uni." (Larkin brings in a new stuffed animal everyday.)

**NOLAN:** "I go down here, every time." (Nolan is a consistent guy. He likes to eat snack on the rug, in the same place everyday.)

**AJ:** "My mom packed me pasta for lunch." (Can your mom pack my lunch too?)

**DAVE:** No comment. (But a firm "no" headshake.)

**MARCO:** "The school is here." (Marco likes being in the "big school.")

**EDDIE:** "I have (\*yells\*) SHARKS!!!" (Eddie was pretty convincing. Thankfully, he was only talking about his lunch box.)

**JACKSON:** No comment...gets up and walks away to snack. (And that folks, is how priorities work.)

**FERNANDO:** No comment, as he chews an apple thoughtfully. (I get it. Again, snacks come first.)

**MIA:** nods yes , then nods her head yes again. (Very agreeable, this Mia.)

**JOSE:** No comment. (The strong, silent type.)

**MS. REGAN:** "I love my job!" (It is pretty great.)

**MRS. BRIGHAM:** "I'm so excited to work with the little kids." (It is indeed fun down here.)



FERNANDO



MIA



DAVE



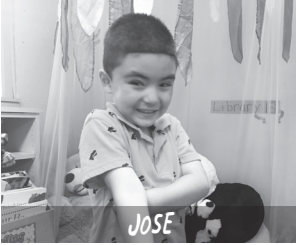
LARKEN



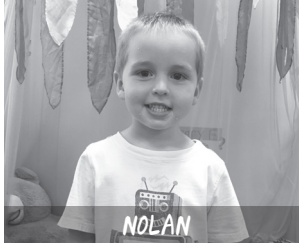
EDDIE



AJ



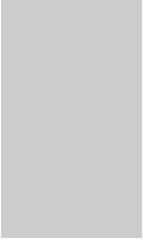
JOSE



NOLAN



MARCO



CALEB



JACKSON

## PHYSICAL EDUCATION MAKE UP CLASSES: REALLY?!

BY ABBY KOTULA

Sick days and absences are unavoidable for most secondary school students, so is it fair to be penalized for these absences? That is what seems to be happening in the Physical Education department.

First, let me explain the Physical Education absence policy that has a lot of students feeling frustrated: if a secondary student misses a P.E. class due to an "unexcused absence," that P.E. class must be made up or 5 points will be deducted from that student's P.E. average. Let me address the "unexcused absence" part first. An unexcused absence according to the school is any absence for which there is not an "official" note for being out of school. So, if a student is sick and does not go to a doctor on that sick day to get a note, it is unexcused. (This is a common occurrence for many students, as there are many days on which one does not feel well, but a doctor's visit is unnecessary or not an option. And, a note from a parent does not deem an absence "excused.") If a family leaves early for a vacation or a student does not bring in a note to prove a college visit or dentist appointment,

the absence is unexcused. So, for each unexcused absence on a P.E. day, a student automatically loses 5 points. This is not the case for academic classes and seems like overkill, so I decided to try to find out why this is the policy.

According to the P.E. department and Athletic Director Mr. Todd Gulluscio, making up P.E. classes is not a state mandate, it is a school policy. P.E. teacher Ms. Taylor Kelly explains,

"It's a school policy. It was actually a policy before I got here." And, why five points? Ms. Kelly further explains, "Every gym class you get 5 points: 1 for being present, 1 for doing warmups, 1 for changing, and 2 for participation overall. When you are absent you technically can't get points for anything." This may seem logical, but is it fair? I don't get automatic point deductions in history or Spanish or English class for being out sick. Sure, I will check in with a teacher to find out if I missed anything, but I am not forced to sit in a "mock class" for 30-40 minutes in order to salvage my average, as I would be made to do in P.E. The other option the P.E. department offers is a student may attend a school sporting event and write a one page summary of the event in order to make up a missed P.E. class. However, this cannot be a sporting event the student has participated in. Hmmm. Ok. Another commitment to attempt to fit into our already overscheduled lives.

Another point of contention is this: if a student arrives late to school, let's say due to a morning headache or stomachache, and misses P.E., but is a member of a sports team and will attend practice later in the day, do they still need to make up P.E.? Yes, they do. Ms. Kelly defended this policy by saying, "School sports are not technically counted as physical education time, so playing a sport does not count for making up gym." This then begs the question, how does an athlete find the time to make up these P.E. classes? If a student-athlete is sick on a P.E. day, but did not go to the doctor to receive a note on that sick day, they are docked 5 points on their average. This is a big blow to one's grade and can really bring one's overall average down. Now consider that student-athlete returns to school and now must visit each academic class teacher to gather missed materials and then jump on a sports bus right at 2:30 or before in order to attend a sporting event. When does he/she make up P.E.? It becomes a stressor, and an unnecessary one, in my opinion. Balancing schoolwork and sports and extracurriculars is very difficult. Adding the need to make up a whole period P.E. class just puts another weight onto the shoulders of kids trying to do it all in our little school.

New York State requires a minimum of 90 minutes of Physical Education per week for grades

7-12. This is according to the New York State Education Department website. Our P.E. classes are 40 minutes each. One week we have 80 minutes of instruction per week, the next week we have 120 minutes per week, as we operate on an A day/B day schedule. So, we are participating in an average of 100 minutes of P.E. per week. That means that per month, we are exceeding the state mandate by 40 minutes, or one full P.E. class. Shouldn't this then at least offer us one "freebie" per month that we would not have to make up due to an absence?

I am an athlete. I understand the importance of exercise and academic responsibility. Yet, I also understand that unexcused absences are unavoidable and to penalize students for them is misguided. To add another after school commitment to students, especially when so many of us are so busy with work, sports, extracurriculars, and academics is punitive and unnecessary. The P.E. department should rethink this policy and perhaps use it when students reach a certain absence threshold if excessive absences are an issue. Forcing us to ride an exercise bike for half an hour in the afternoon or write a paper on a volleyball game when we do not want to be there and have other pressing responsibilities is not teaching kids to enjoy physical fitness.

## HATS: CAN WE OR CAN'T WE?

BY DARIEN HUNTER

The hat policy is a contentious issue among both the student body and faculty alike here at Shelter Island School, and the sides are equally split. While the official ruling on hats, according to the school handbook, stands a firm "no hats in school," several students and teachers oppose the rule, arguing that it is antiquated, irrelevant, and/or senseless in a modern, often more casual school community atmosphere. To this regard, English teacher Mr. Bocca states, "As we maintain our casual atmosphere, to single out hats as the non-negotiable issue seems arbitrary and misguided." That said, many teachers are strictly against the wearing of hats, while others remain uncertain.

Dr. Finn maintains that "the official stance of the dress code is important, since there are times that it can be disruptive to the educational process."

She further expressed, "my main concern is the respect between students and faculty. Nothing is more important." This sentiment is echoed by many teachers, primarily art teacher Mrs. Sareyani who shared, "I am a free spirit, but I am also a very big fan of manners." When asked to expand on that, Mrs. Sareyani said, "I don't think students should be allowed to wear hats, it has nothing to do with being old school, but I just think it's a form of a respect."

As far as other general policy changes for the year, Dr. Finn expressed her desire to first develop a deeper understanding of the school community, the relationship of respect between students and faculty, and the desires of the teachers before making any big decisions. Sounds like we aren't in for any sweeping changes right away, so that is always a good way to start a new school year.

## MEET SOME NEW FACES IN THE ELEMENTARY SCHOOL

BY ABIGAIL KOTULA - CONTINUED

Miss Streck, who coincidentally lives on Shelter Island. Jade's favorite part of school so far is math and science because "I am good at it" and her favorite teacher, Mr. Cox teaches them. "He is very funny, with a good sense of humor," according to Jade. She also enjoys computer class because "we get to work on electronics and learn typing."

Jasper Samuelson, Jade's younger brother, started a second grade this year here at S.I.S. A bit on the shy side, Jasper shared his favorite subject is math because "I just like it" and phys. Ed. because "I enjoy tossing frisbees and playing noodle tag." Jasper often dreads social studies, however, because "you just write a bunch of stuff." (I hear that, Jasper.) Jasper admits to missing his friends from his old school, but loves that "the homework is easy here." He and his sister Jade live in Mashomack where they like to go biking in their free time.

If you have not gotten the opportunity to meet Wilson, Jade, or Jasper, say hello and make them feel welcome here at their new school.



PHOTO BY ABIGAIL KOTULA  
NEW FOURTH GRADER JADE SAMUELSON LOOKS HAPPY OUTSIDE OF HER NEW CLASSROOM.



PHOTO BY ABIGAIL KOTULA  
WILSON LOSEN, THIRD GRADER, MAY BE A FAN OF MINECRAFT, BUT ON THIS DAY HE WAS SHOWING HIS SUPPORT FOR CAPTAIN AMERICA.



PHOTO BY ABIGAIL KOTULA  
JASPER SAMUELSON, JADE'S YOUNGER BROTHER, PAUSES FOR A PICTURE IN HIS FIRST MONTH AT OUR SCHOOL.





BY JENNIFER COOKE

**Fall brings a lot of changes--back to school, leaves falling, and temperatures dropping, and of course the return of our favorite television shows! So, what's coming, and when do your favorite shows start? Check out the handy guide below.**

SEPTEMBER

**“NCIS”:** This tv classic returns for its 15th season this fall. Follow Special Agent Leroy Jethro Gibbs lead a group of colorful personalities investigating crimes committed within the United States Navy. Season 15 premieres September 26th.

**“Brooklyn Nine-Nine”:** Another law enforcement drama returns, this one with a carefree cop protagonist with the best arrest record, who never follows the rules--that is until he gains a new commanding officer who works only by the rules. Season 5 premieres September 26th.

**“Lethal Weapon”:** This comedy-drama based on the original “Lethal Weapon” films follows Martin Riggs and Roger Murtaugh as they combat crime in Los Angeles. Season 2 premieres September 26.

OCTOBER

**“Shark Tank”:** What new inventions will be snapped up in the “Shark Tank” this season? Tune in to see budding entrepreneurs get the chance to bring their dream to reality. Season 9 premieres October 1st.

**“Lucifer”** A fantasy police-procedural comedy-drama? Yes, that is how “Lucifer” is categorized. In this unique show, Lucifer, the original fallen angel, has become dissatisfied with his life in hell. Season 3 premieres October 2nd.

**“Van Helsing”:** This show is a dark fantasy horror drama in which the world is dominated by vampires, requiring the last humans to work together. Season 2, premieres October 5th.

NOVEMBER

**“S.W.A.T.”:** This action packed crime drama premieres with its first season on CBS November 2nd.

**“Mythbusters”:** Does drinking Coca Cola and eating Pop Rocks really make your stomach explode? Questions, myths, and urban legends are put to the test in this humorous show. Season 15 premieres November 15.

DECEMBER

**“Doctor Who: Twice Upon a Time”:** The twelfth doctor and his original self are caught in a null zone and are confronted by someone who appears to be Adolf Hitler. Premieres December 25, quite a Christmas treat.

**“The Crown”:** This very popular Netflix-original drama chronicles of the life of Queen Elizabeth II from 1940s to modern times. Check out season 2 beginning on December 8th.

AMAZING AMAZON PURCHASES

BY JUSTINE KAREN

Amazon. The word is synonymous with convenience. Amazon.com is a one-stop-find-all- website. Anything from clothing, books and home appliances, to cooked chicken and live tarantulas (really, I checked!) is just a mouse click away. Due to convenience and regular shopping, consumers often lose track of their purchases, and looking back at one’s Amazon.com history can be both hilarious and baffling. So, The Inlet staff thought that it might be fun to ask around the school for students’ and teachers’ Amazon purchasing history, and moreover, see if you, their classmates, students, and friends can identify them based solely upon what they ordered. See the list of good sports who shared their Amazon purchasing histories below and try to match them up! **See page 11 for the answer key.**

- B)** Liquid-iron, Liberty Imports plastic pizza play set for kids, razor blades,
- C)** Bisquick, beach chairs
- Drake’s life story on CD (by accident-the CD part)
- D)** Mannequin head with genuine human hair, center of gravity balancing bird
- E)** toy, laundry drying rack, baseballs, essential oils, dog treats
- Extreme medical grade poison ivy scrub, 16 pack of pepto bismol, 6 propane
- F)** cylinders, dual temperature heat gun kit, 32 oz of Neatsfoot oil
- G)** Cement mixer, ink cartridges, Barron’s Regents exam study book, bike
- H)** speedometer, earbuds, 30 shirts, ping pong balls, baby carriage
- I)** Protein packs, playdough, snow cone machine (a gift), Uranium
- Socks
- Anime mask
- Dog sized Simba costume and a human sized duck onesie

**Teacher/Student Participants:** *Walter Richards, Mrs. Treharne, Nick Young, Amelia Rieter, Katie Doyle, Taylor Tybaert, Emma Gallagher, Henry Binder, Jack Lang*

FEEL WEIGHTED DOWN? IT’S PROBABLY YOUR BACKPACK  
BY JONAS KINSEY

Have you ever seen someone walking down the halls whose backpack is obviously crammed with textbooks, notebooks, and homework to the point where it looks like it weighs a ton? Did you ever wonder how someone carries that all day? For this issue of The Inlet, we decided to find out how much the average Shelter Island student’s backpack weighs. With the help of Nurse Mary’s scale, we got to work. I found out that my own backpack weighs 16.4 pounds, which I did not expect because it felt much lighter than that. I then weighed Lucas Quigley Dunning’s backpack and

it turned out to weigh 17.6 pounds, quite close to my own. “It’s always been heavy, but at this point in my school career, I’ve gotten used to it,” says Lucas. Then I weighed Michael Payano’s and his brother, Brandon’s backpacks. Michael’s came in at 15.4 pounds and his brother’s was 12.4 pounds. “It goes to show how much homework my classes give me,” says Michael. Walter Richard’s backpack weighed in at 11 pounds, which was much lighter than Carlos Morales’s backpack, which was 16.2 pounds--one of the heaviest. Sophomore Kal Lewis’s backpack was 15.2 pounds, while freshman Junior Gil’s was a measly 8.2 pounds. Out of all the students’ whose backpacks I weighed, Junior was the only one to use his locker. The average student backpack in this small sampling weighed 14 pounds. Maybe we should all take a cue from Junior and start using our lockers.

ONLY ON SHELTER ISLAND  
BY NICO SEDDIO

- “Only on Shelter Island...”** If you live here, you are bound to have heard that phrase before, or even said it yourself. Shelter Island is a very unique place. That being said, you are going to see some very unique things. Here is the way just a handful of people in our school would complete the sentence: **“Only on Shelter Island...”**
- Emily Strauss:** “do you get chased by turkeys.”
- Lucio Martinez:** “are there more deer than people.”
- Peder Larsen:** “do you see Steven Cummings driving down the road on a tractor.”
- Francesca Frasco:** “do celebrities just sit around on the beach.”
- Nurse Mary:** “do people not lock their cars and front doors and leave their cars running when they go into the store.”
- Nicole Hand:** “are there no sports tryouts. Everybody makes the team. Also, every grade goes to the same prom.”
- Jane Richards:** “do you run into your teachers all the time outside school.”
- Nurse Mary:** “do we still have a video store.”
- Lynne Colligan:** “do students not know their home addresses.”
- Jack Lang:** “do you see your friends get run over by quads.”
- Mrs. Treharne:** “can you rely on your students in the summer to save you a good boat slip to go to Salt.”

READY TO READ BY LINDSEY GALLAGHER

While walking around the halls this year, you may have seen flyers advertising “Dr. Finn’s Book Club.” This exciting new addition to our school community is the first superintendent-organized book club the school has ever seen as far as we know. So, why was getting a book club started one of Dr. Finn’s priorities? To Dr. Finn, hosting a book club is a way for her to connect with others, while doing what she loves.

In elementary school, Dr. Finn was put in a speed reading class where she developed a “love of reading.” Since then, Dr. Finn has been an avid reader who will read “almost everything.” Reading is valuable to Dr. Finn because “you feel less alone when you’re reading a book. There’s always someone in a book who is going through what you’re going through.” So, naturally, Dr. Finn could think of no other way to help spread the love of reading than through a book club. Through leading book clubs, Dr. Finn has the opportunity to “connect with teachers.” Furthermore, getting together with people offers exposure to “a variety of perspectives on what the book has to say.”

After seeing success with book clubs she led in past jobs, Dr. Finn decided to bring the idea to Shelter Island. Dr. Finn’s Book Club had its first meeting on October 12th in the conference room. The club is open to everyone and anyone who wants to attend, whether they are parents, teachers, or students. The first book the club will be reading is one that has personal significance to Dr. Finn. The novel A Tree Grows in Brooklyn by Betty Smith was the same novel that inspired Dr. Finn’s love of reading many years ago, and Dr. Finn has used it as the inaugural first book in every club she has led.

The club’s first meeting will not be “too structured,” instead it will be more of a casual get-together. Dr. Finn explained that she is simply there to “facilitate” discussions. Typically, she will share a small quote or discussion questions with members to provide the foundation for a discussion. Then, she will open up the floor for discussion. Dr. Finn made it clear that she doesn’t want the club members to feel any pressure. If any one member doesn’t finish a book, that is perfectly acceptable. “I don’t want someone to not come to a book club because they didn’t finish the book. If you haven’t finished the book [at the start of the club] and by the end of the club you want to finish the book—I have done my job,” Dr. Finn shared. Once the club finishes A Tree Grows in Brooklyn, the next piece of literature the club will read is up to the members. Of course, Dr. Finn has many books in mind, all of which have “education threads,” but she likes to open the decision to members first. So, if you’re looking to “connect and talk about literature,” Dr. Finn’s Book Club is the place to be.

BACK TO SCHOOL NEWS  
BY JENNIFER COOKE

Over the summer, many exciting things happened in the lives of students and faculty alike. Here are a few bits of good summer news.

**MS. BOSAK IS ENGAGED!!**

June 25th was an exciting day for Chorus teacher Ms. Jessica Bosak when her boyfriend of two years, Rich, proposed. Ms. Bosak went to Montauk Lighthouse with her then boyfriend to celebrate the beginning of summer and the end of the school year and he surprised her by popping the question. Ms. Bosak and Rich are planning a wedding for July 15, 2018 on Long Island at the Watermill in Smithtown. Ms. Bosak has a few wedding plans completed already, such as booking the band, “Peatmoss and the Fertilizers.” The honeymoon plans are not set in stone yet, but they have been thinking of going to Aruba.

**MR. & MRS. THEINERT ARE EXPECTING A BABY!**

Our very own algebra teacher, Mr. Jimbo Theinert, is going to be a father. Baby girl Theinert, whom they are currently affectionately calling “Pickle,” is due to arrive January 20th. Mrs. Theinert is enjoying her pregnancy so far and says with good humor “it is the closest thing to being an X-Men character because I am mutating like one.” As for how she anticipates parenthood, Mrs. Theinert said, “every day is going to be an adventure” and she knows “Mr. Theinert will be a good father because he has a good sense of humor and adventure.”

STUDENT COUNCIL CORNER BY JANE RICHARDS

**UPCOMING EVENTS:** This year’s student council advisor is **MR. THEINERT**. Our President is senior **SARAH LEWIS**, Vice President is sophomore **NICHOLAS LABROZZI**, secretary is freshman **JANE RICHARDS**, treasurer is senior **EMILY STRAUSS**. This year Student Council has also elected an honorary member known as a “special counsel,” this honor has gone to senior **JUSTINE KAREN**.

This year Student Council’s main goal is to bring school spirit back to the school. There are big plans for “Anything Goes” to start off the year. Student Council also plans on having a homecoming dance this year after a Friday basketball game. And, discussions have begun about having 6th and 7th graders participate on a rotating basis in Student Council. Great things are coming from Student Council, stay tuned!



## OUT WITH THE OLD, IN WITH THE NEW

BY HENRY BINDER

Many are familiar with Shelter Island’s technology room and the regular technology curriculum. It is commonplace for students to visit Mr. Conrardy’s shop to race student made cars, launch bottle rockets, or tinker with motors. Since Mr. Conrardy started here, the technology room has been expanding its offerings and working with the open layout of the room to serve more purposes. Beginning last year, Mr. Conrardy and a small team of students began to transform the decades old finishing room into a much cleaner and more sleek multimedia room. This room now includes an arrangement of computers and video editing software to enable students to edit videos and more and is home to the newly added Media Production course.

Although the Media Production room is reconstructed, and the class may be off to a great start, there a handful of supplies that are required to make this a functional permanent addition for the future of the technology program and the school. Using a portion of the technology budget, and with hopes to receive multiple grants, Mr. Conrardy has plans for more materials that need to be purchased. Currently, the class is using a camera and a microphone that Mr. Conrardy already had, but as the year progresses, he hopes to expand the tools available to his students.

Shelter Island High School senior Jack Lang explains that the purpose of the media and production class is “to have the access to video editing software

and to learn how to use it properly.” Many students do not have the money to buy and/or learn how to use this equipment independently, so this media production class provides exactly that. Not only will the media production course teach each student video editing and how to use the technology required to do so, but it also instructs high schoolers how to properly construct and perform an interview. Mr. Conrardy shares, “I hope by the end of the year they will understand what goes into video editing, and will be able to apply these skills later on in school.”

There are other classes offered that rely on technology, like Journalism or S.T.E.M. For example, in Journalism, students also must interview others for news articles, which are later formatted into the school newspaper, The Inlet. The common factor is how technology is playing an ever more important role in teaching and learning. Media Production gives yet another way students can employ technology in their education.

Students in Media Production are much more mobile than other classes. Most of their work is completed outside of their designated classroom. This nontraditional way of teaching and learning excites students and offers new opportunities. Hopefully the media production class can work up to sharing their products schoolwide and even look to pair with Journalism students to fuse print and television news. These are exciting times here at Shelter Island School.



PHOTO BY HENRY BINDER  
STUDENTS JACK LANG AND PEDER LARSEN SET UP EQUIPMENT FOR AN UPCOMING INTERVIEW.

## AIMING HIGH IN THE NEW YEAR

BY JUSTINE KAREN

**“New year, new me!” chirp the basic-ist of basics, who still somehow manage to weasel their way into your Instagram feed at the start of each and every new year. It’s a cliched sentiment, yes, but it does strike a chord (to use another cliché). Life, and especially academic life, is about self-improvement and setting goals, which as our new health teacher Mr. Bunce will tell you, is crucial if you expect growth. With that being said, The Inlet staff wanted to know what sort of aspirations the Shelter Island student body has in mind heading into the 2017/18 school year. Here is what our student body is aiming for:**

**NICO SEDDIO**--“My goal for this year is to consistently make High Honor Roll.”

**NICK YOUNG**--“I hope to beat Nico in every sport.”

**KEITH TAPLIN**--“To not go to Mr. Gulluscio.”

**NICHOLE HAND**--“For the volleyball team to win at least half of all of our games this year.”

**LINDSEY GALLAGHER**-- “To have some fun, and not study too hard since it’s my last year.”

**EMMA GALLAGHER**--“To get a five on the AP World exam.”

**LAUREN GURNEY**--“To make it to states for Cross Country.”

**HENRY BINDER**--“To get a plaque storage bin so that I can store all of my awards and accomplishments.”

**KATIE DOYLE**--“Socar buenas notas en la clase de espanol.”

**SINCERE SMITH**--“To manage to stay motivated all year.”

**CAITLIN BINDER**--“Figure out what I’m doing.”

**MIA CLARK**--“To finish the SAT (without running out of time).”

**MR. MIEDEMA**--“To not hear all of the negativity that goes on around me.”

**MRS. TREHARNE**--“To find the funds needed to make the Broadway trip happen this year.”

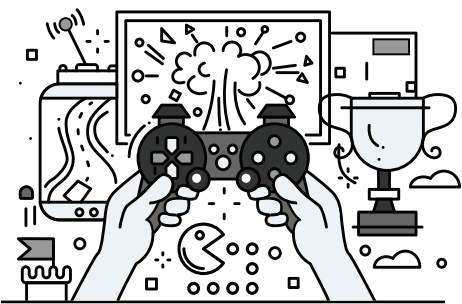
**JACK LANG**--“To beat Peder Larson at academics.”

**DAVID NEESE**-- “To beat Nico Seddio at everything.”

**MRS. SAREYANI**--“To really be organized this year.”

## WHO SAID VIDEO GAMES WEREN’T FOR SCHOOL?

BY LUCAS QUIGLEY DUNNING



If you think video games don’t belong in school, you are wrong. In the past, you may have been forced to put your device away in school, but this year Jeremy Stanzione, our technology guru, is changing the rules.

Every year a list of clubs gets approved by the Board of Education. Many of them like Science Club, Debate Club, and Garden Club, you may be familiar with. But this year, a club you may have never thought would come along was pitched: a Video Game Club. Mr. Stanzione spent time designing the club at home and thought students could benefit from having the tools to do it themselves. “Video games are everywhere—on your phones, on your iPads— and I enjoy it. It’s something I do in my free time and I thought the kids would enjoy it,” Mr. Stanzione shared.

This club gives students a chance to acquaint themselves with the technology program and enjoy each other’s company. Mr. Stanzione shares, “I hope they enjoy themselves and look forward to the days on which the kids have the club,” he said.

Mr. Stanzione believes that this club could offer members an idea for a topic of study in college. Mr. Stanzione explained, “they’ll [the students] know what they’re in for as opposed to paying for an education outside of high school somewhere. Sometimes they don’t find out until they’ve paid thousands of dollars on courses in college that they absolutely

hate it, or that it’s just something they want to do on the side.”

The club will mainly consist of members using role playing games, in which they start at the bottom with nothing and slowly build up to the top. Mr. Stanzione said that games have hundreds of people working on them at one time and everyone is working on different pieces at the same time. He added that if you don’t like one aspect, you can try another. Club members are not just playing video games, they will also have the opportunity to learn how to build a game. Mr. Stanzione plans to incorporate coding into the club. He hopes to have club members in front of the computer “figuring out how to make things work.” Mr. Stanzione shares that he doesn’t know everything about the program the club will be using. However, this is the purpose of the club: the kids will have to learn to use the program themselves. For example, they will have to figure out how to do things like walk through a door within a game. Mr. Stanzione said that part of doing this work is figuring out how to use the millions of resources out there and knowing where to look to find them. “There’s so many elements in making a game. There’s mapmaking, item making, you don’t realize how much work goes into each aspect of the game,” Mr. Stanzione noted. So, this club will give members the opportunity to be exposed to all of these elements.

To potential club members Mr. Stanzione says, “Give it a shot. Come down, have fun. You’ll know if it’s not your cup of tea, but maybe you’ll like it.”

## COLLEGE FAIR COMES TO SHELTER ISLAND SCHOOL

BY KATHARINE DOYLE

On October 17th, a college fair was held in the gymnasium, an event which gave high school students the opportunity to explore collegiate options. For those unfamiliar with the format of a college fair, invited college representatives come to the school, set up tables, and talk to students about what their colleges have to offer.

When talking to guidance counselor Mrs. Martha Tuthill about the fair, she said hoped the college fair “would be a benefit for all.” The fair also included representatives from trade schools and military recruitment officers for those students who may not be on a traditional college path. This year, Mrs. Tuthill thought to include a list of questions given to the students on their way into the fair, in attempts to make engaging conversations easier to enter.

Those conversations are exactly what the reps are looking for. The military representative was looking to clarify his purpose with students in attendance. He shared, “I just want to get information out; there’s a lot of misconception. We’re not just here to steal people.” Western Connecticut’s representative shared, high school college fairs are beneficial “to boost interest

and make us well known.” In being able to dialogue with representatives, students can learn a lot about colleges and post-secondary programs, while the representatives find out more about what the current year’s graduating classes are looking for.

Students had their own opinions on the fair, positive and negative alike. Freshman James Lupo said, “I found a college that I want to go to when I’m older,” while sophomore Keith Taplin was interested in the military presentation. Keith said he “learned a lot of stuff” and is “more well informed now.” There were students who didn’t find much help from the event, such as junior Nico Seddio who told me, “there were no Ivy League schools, so it wasn’t helpful for me.” A few others nearby lamented the lack of variety of schools attending the fair. Overall though, the fact that the representatives were willing to make the trip was appreciated. Hopefully the college fair will continue, as it helps students to who might be nervously anticipating their next steps after high school.

## A GAZE AT ASTRONOMY

BY TAYLOR TYBAERT

Several years ago, Mr. Williams taught astronomy as an elective. The class has now resurfaced with Mrs. Russo at the wheel. Every year since Mrs. Russo started teaching here at Shelter Island, students have asked her to offer an astronomy course. When the availability of more electives opened up, she finally agreed and got the chance to add the course to her courseload. This year will be Mrs. Russo’s first time teaching Astronomy, but she is not ill equipped. Thanks to her vast knowledge of physics and two college courses worth of experience, Mrs. Russo is a perfect fit for the job. She tells me: “It’s been several years since I’ve taken a course, but I did do a lot of research over the summer.” Mrs. Russo says she “enjoyed” the astronomy courses she took, and is

excited to teach the course at the high school level.

“For the course, I want to teach it from the Earth outward. So, we’re going to start with our solar system: our Earth, the moon, the planets, the Sun, and then the stars, the Universe, and so on. I’m going to run it as a very project-based course, so we’re going to be doing a lot of projects, a lot of simulations.”

Mrs. Russo also tells me that she and Mr. Williams are hoping to plan an “Astronomy Night” in the spring. So, if you enjoy stargazing, then consider adding the course to your schedule!



ONE HILL OF A SPORT

BY HENRY BINDER

For the fourth year in a row, the revived Shelter Island boys and girls cross country teams have had a great start to their seasons. Prior to August 21st, the first official day of practice, many of the athletes had been running all summer, gearing up for the 11 weeks and 11 races ahead of them (for those who qualify for the state championship race, the season will extend another week to November 11th).

This year, the girls team consists of seven runners, all of whom have returned from last year. There are four seniors on the team, captains Lindsey Gallagher and Francesca Frasco, along with Justine Karen and Isabella Sherman. The rest of the team is composed of sophomores Lauren Gurney and Emma Gallagher, and eighth-grader Emma Martinez-Majdisova. The boys team has fifteen athletes, making for strong competition not only for the other teams, but also within the team for the top seven spots. The boys team only has three upperclassmen this year: two senior captains, Joshua Green and Jack Lang, and junior Michael Payano. Jonas Kinsey, Kal Lewis, Roilando Carbajal, and Alberto Morales represent the sophomore class. The remainder of the team is comprised of freshmen Tyler Gulluscio, Jason Green, Domingo Gil “Junior,” Theo Olinkiewicz, Matthew Strauss, Nicholas Mamis-ashvilli, and Brandon Payano, who have decidedly named themselves the “freshmen nation,” and eighth grader Pacey Cronin.

The first race of the season was on September 12th against the Pierson Whalers in Mashashimuet Park, Sag Harbor’s home course. Pierson’s team has been the girls’ biggest competitors in the past few years, however the Lady Indians pulled away with a 22-35 win (in cross country the lowest score wins), even when one of their top runners, Justine Karen, fell mid-race and was unable to continue on. The boys team came out of their race with a 15-47 win, earning the lowest possible score. Later that week, both the girls and boys headed upstate to Rochester, where the

state meet will be held in November, to compete in the pre-states invitational. The team travelled up on Friday, raced on Saturday, and then drove home the same day—a journey of almost 1,000 miles round trip. Emma Gallagher, Lindsey Gallagher, and Brandon Payano all earned medals for being in the top 25 in their races.

The next race for the Islanders was scheduled for September 19th against Port Jeff, however it was cancelled due to bad weather. On the 23rd of September, both teams travelled to Sunken Meadow State Park to compete in the Suffolk Coaches Invitational. The day started off with a late bus, resulting in the freshmen boys missing their race, but luckily enough they were able to compete in the next race. The JV team started off the day running the 1.5 mile course, and Tyler, Junior, and Brandon all received medals for their placements. The remaining freshmen all contributed to the JV boys impressive 4th place finish out of 13 teams. The girls team did not do as well as they had hoped, but it was a long and trying day. Emma Gallagher ran, but was still recovering from a sickness, coming in as the first Islander for the girls team. Francesca lost her shoe on Cardiac hill, the hardest and last hill of the race, and was not reunited with it until she finished the race. Emma Martinez was unable to finish the race, but battled very hard until she dropped out. Issie was the third and final runner to come across the line for the Indians, as the three other girls on the team did not race. It was a very hot and humid day, somewhere in the high 80’s, making it a difficult day for everyone, including spectators. After four people were injured/sick and needed hospitalization, the rest of the races for the day were cancelled so the older boys on the team were unfortunately unable to race.

On Tuesday, September 26, the team travelled to Indian Island for their next meet. The girls raced both Ross and Port Jeff, coming away with a 15-50 win against Ross and a 26-

31 win over Port Jeff. It was a close call, but the girls team held onto their league title with the scoring of each teammate vital to their victory. The boys team stacked up against Ross and McGann-Mercy, walking away with a solid 15-50 win against Ross and an impressive win against Mercy with a 18-48 final score. A short two days later, both teams headed up island to Fireman’s Field in Ridge to participate in the Kniping Invitational, where they faced athletes of many different calibers. Shelter Island’s runners raced strongly and represented our school well. Six members of the boys team, Kal, Joshua, Jonas, Michael, Tyler, and Junior were awarded medals for their impressive showings. The girls team also ran a great race, with many of them running personal bests for this season, despite the course being slightly over the standard 3.1 mile course. Lindsey and Emma Gallagher both received medals and close behind them came Francesca, Lauren, and wrapping it up for the girls was Issie with a strong finish.

On October 3rd, the Shelter Island Cross Country teams welcomed Southold to their home course at Goat Hill. The 2.5 mile course took hours to set up, but thanks to the hard work of the team’s coaches, Toby Green and Bryan Gallagher, and parent volunteers, it was ready to go by race time. The girls team defended their title and beat Southold with a 19-38 score, and the boys team also pulled away with a victory of 15-50. Joshua Green tore apart the course record for the boys on our home course with a time of 13:30.

Coach Gallagher says his hopes for the rest of the season are to “run the best that we can against Stony Brook for counties and therefore make our third appearance as a Class D team at states.” He also mentioned that keeping the whole team healthy and strong is vital to the team’s near future and success. He continued on saying, “We’ve got a really mature team, all the girls and boys are dedicated and committed, as a majority of them run year round. They are not only committed to the sport, but to each other as well, they have a very strong sense of team.” He noted that since last year, many of the other teams have gotten much stron-

ger and that the team will need everyone’s 110% effort if they want to move on to the state level.

Team captain Francesca said she wants to “leave the team on a positive note,” as it is her last year on the team. Emma Martinez-Majdisova added, “we are going to be losing a lot of people after this year, so we’re gonna make this season a memorable one” (This season the girls team is losing four seniors out of the seven girls on the team, and the boys team is losing two of their top scorers). Jack spoke for the boys team, saying that they hope to place in the top three at the state meet this year, which is certainly achievable as long as the whole team continues to work hard. Tyler said that the cross country teams are “kind and supporting of you no matter what, as long as you are willing to put in the effort.” He also added “the team is like family to me, and I can’t even tell you how much we have each other’s backs. It is a life changing experience, and we make the most of every day together.”

The boy’s team raced against Port Jeff, their greatest opposition, on October 10th, and beat them by one point at Sunken Meadow, making them league champions for the third season in a row. The girls team raced Stony Brook on October 17th at Goat Hill, and also earned their third consecutive undefeated league title, winning by a margin of only one point. The season will come to a close very soon, so wish both teams good luck at their county championships on November 3rd!



PHOTO COURTESY OF CHRISTINE GALLAGHER  
THE 2017 BOY’S AND GIRL’S CROSS COUNTRY TEAM AFTER THEIR FIRST WIN OF THE SEASON AGAINST PIERSON.

SHELTER ISLAND VOLLEYBALL HITS THE COURT

BY JANE RICHARDS

After last year’s losing season, which broke the team’s six-year winning streak, both the JV and Varsity Girls’ Volleyball teams have returned with determined and tenacious mindsets. Players are ready to get back on track!

Both the Varsity and JV volleyball season started off with a loss to Port Jefferson on September 1st, but on the first day of school, September 6th, the girls recovered and won an exciting game against Mercy. Another loss to Pierson followed, but again the girls bounced back with a win against Greenport-Southold. Coach Cindy Belt says this year’s varsity team has, “the willingness to come in everyday to learn and get better [and it] is really what makes these girls a special team.” Coach Belt has a very young team on her hands, due to the large amount of seniors who graduated last year. This challenge is one Coach Belt is facing head-on. She shares, “I would really love to have a five hundred season and the way we are going to get there is by having each player reach their full potential individually, mostly through improvements in mechanics.” To reach those goals, Varsity girls have been working on hitting approach and blocking timing in practices to try to hone their skills.

This year’s seniors are Sarah Lewis (setter), Phoebe Starzee (right side, setter, outside), and Caitlin Binder (libero). This is Caitlin Binder’s first year playing high

school volleyball and she has definitely proven her talent and earned her spot on the court. She has taken on the libero position after showing her immense skills in defensive work. Her ability to take a hard driven kill to the corner or a wobbly float serve and put them straight to the setter with minimal effort is unreal. Her down ball hitting and serves are dangerous and her mechanics are phenomenal. Coach Belt says, “she has embraced the role of the libero, which is important because they take a large majority of the passes/digs, she is calm about it. I am really impressed.” Phoebe Starzee has been playing high school volleyball for four years and has excelled at the right side/backup setter position. Coach says, “Phoebe has really stepped up as both a back up setter and her hitting ability has come a long way.” Starzee went from being a timid right side to one of the best hitters on the team; this is not only great for her personal confidence, but makes the team more confident knowing they have such a reliable hitter. Starzee is the team captain this year, along with senior Sarah Lewis. Lewis is the Varsity team’s star setter and a strong server. Coach Belt says, “Sarah’s serving is awesome and more consistent than it has been in the past. She is a quiet person, but she has stepped into a leadership role. She is really calm, but a passionate leader on the court.” Sarah’s ability to take any pass

and turn it into a perfect set to the outside is incredible and evolves every year.

This year JV Coach Theinert has stepped down from the position and Coach Mayo has filled it. This is her first year coaching volleyball, though she is a seasoned coach, as she has been heading up the Junior High basketball team for a couple of years now. Coach Mayo herself was a setter for Babylon girls’ Varsity Volleyball for four years and played club volleyball at the university of North Carolina Wilmington. Coach Mayo says, “I love volleyball. I love playing volleyball. I love coaching. I heard how great Coach Cindy is and I was excited to be learning from her and coaching with her.” About Coach Mayo joining the volleyball coaching staff, Coach Belt says, “I think she is a very good, positive Coach. She continues to focus on what a player is doing right and then encourages them to get even better.” Coach Belt is encouraging Coach Mayo to run a more advanced offense like a six-two or a five-one, to teach her team the basics for when the players move up to varsity. In Ms. Mayo’s own words she is focusing on, “Basic skills and the knowledge of the game. But I also really like when my teams are confident with themselves and have faith in each other.” In a fun twist, Coach Mayo’s mom is also a volleyball coach this year, for Babylon girls’ JV, and Shelter Island will be playing them in a

non-league game later this season.

The teams have a lot to look forward to this season, though in Stony Brook, Coach Belt anticipates a challenge. “Stony Brook is going to be very tough,” Coach Belt explains, “they have tall athletes and a very smart Coach, and he was sick for five or six years, but now that he is back, the team is back.” Coach Belt knows she is working with a special crop of girls this season however, as she notes, “the willingness to come in and work hard everyday and to be determined and get better everyday, makes this team special.”



PHOTO BY MS. LAURA MAYO  
JV AND VARSITY GIRLS VOLLEYBALL TEAMS LOOK LIKE THEY ARE HAVING A GOOD TIME AT PRACTICE.

INDIANS ON THE LINKS

BY LUCAS QUIGLEY-DUNNING

The varsity Shelter Island golf team was called young last year. We might still be young, but that doesn’t mean we are green on the course. The team, consisting of mostly juniors and sophomores, looks more like a junior varsity team, but is determined to beat last season’s three match wins.

The number one golfer on the team for the last few years has been junior Nick Young. The team is fortunate to have Young return since he is arguably the best golfer in the entire league and it shows in his play. It is unfortunate that junior Erik Thilberg could not play this season due to a major concussion suffered last basketball season. Erik was a solid player who played the number four spot, and we look forward to seeing him next season. Erik was the only player that we lost this year, but we gained 3 new faces. Junior Ethan Renault, and seventh graders Bazy Quigley-Dunning and Elijah Davidson joined the team.

When asked what first year golf has been like for seventh grader Bazy Quigley-Dunning, he responded, “It’s been challenging. It’s also been fun and a good experience.” He clarified, “It’s challenging to move on to a varsity sport so young

where everybody is really good. It’s frustrating because there’s only one other person around the same skill level [as me] so we stuck together the whole time. If I went to another school, I’d probably be on a junior high or JV team, but since it’s such a small school, varsity is the only choice.”

For all three of the new players, this is their first time on the course, but they showed major improvement over the short season and are already looking forward to next season. Two seniors will be saying goodbye to varsity golf, unfortunately. Bianca Evangelista and Wesley Congdon will be greatly missed, not only for their play, but also for their spirited personalities.

Another loss to the team will be freshman Katie Doyle, who will be heading off to boarding school. Katie said, “My favorite part is getting out of the house to play a fun sport. If I wasn’t playing golf, I’d just be sitting at home studying with my Dad.” Without Katie and Bianca, we might be back to an all-boy team unless we get some new female players from the next seventh grade interested.

The team is rounded out with sophomore Henry Binder,

who is having a “breakout year,” according to Coach Bob DeStefano and juniors Nico Seddio and Mason Marcello. Nico has had a great season as an always solid player and Mason has seen great improvements in his swing. As for me, I’ve been in the number two spot all year and feel I’ve improved.

Under Coach Bob DeStefano’s guidance, the team has had a very fun season. Coach always says, “You don’t work golf, you play golf.” Coach DeStefano and Assistant Coach Father Peter DeSanctis have made the season one to remember and all of the golfers on the team appreciate their efforts very much.

According to Coach DeStefano, the best part of coaching is “It’s always great to see kids improve over time.” For those kids who might be considering the game, Coach DeStefano says, “If you don’t want to play, that’s okay but it’s a great time, a great learning experience and you’ll have fun doing it.”

As the season closed, Coach DeStefano shared, “We did what I expected this year, but next year I have very high ex-

pectations.” As for his long term plans, Coach admitted, “I see myself coaching for two more years, but when I turn 80, I’m going to retire.” So, if you want to have the best coach in golf history, now is the time to sign up, because your time is running out. As for me, I graduate in two years, so I’m all good.

PHOTO COURTESY OF BIANCA EVANGELISTA  
THE MIGHTY SI GOLF SQUAD WITH COACHES BOB DESTEFANO AND FATHER PETER.



AMAZON PURCHASING  
HISTORY ANSWER KEY:

A: EMMA GALLAGHER  
B: NICK YOUNG  
C: MRS. TREHARNE

D: WALTER RICHARDS  
E: HENRY BINDER  
F: KATIE DOYLE

G: JACK LANG  
H: TAYLOR TYBAERT  
I: AMELIA RIETER



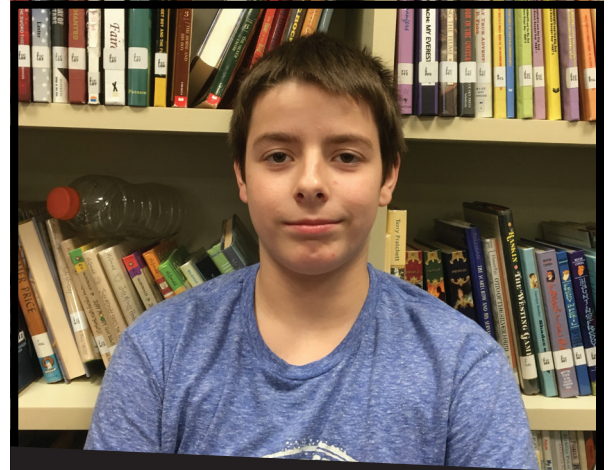
STARTING UP SCHOOL AND ENDING SUMMER IS ALWAYS A CHALLENGE, BUT WHAT IS REALLY THE WORST PART? I ASKED AROUND TO FIND OUT.



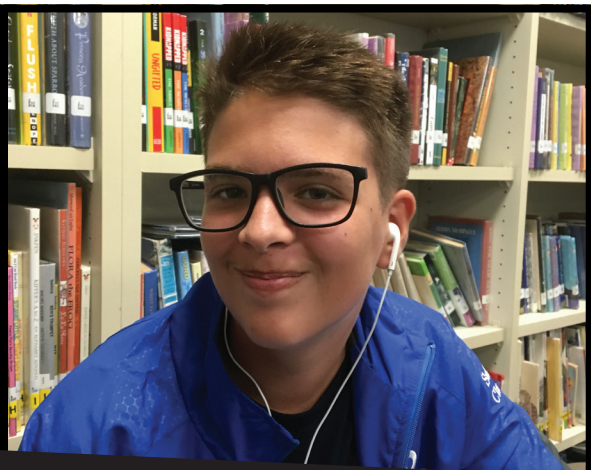
**BRANDON VELASQUEZ**--"I HAVE TO DEAL WITH ANNOYING PEOPLE."

## AROUND THE HALLS: HARDEST SUMMER TO SCHOOL TRANSITION

BY NICHOLAS MAMISASHVILI



**JAMES LUPO**--"NOT HAVING TO WAKE UP AT SIX O'CLOCK TO GOT TO WORK."



**DAVID NEESE**--"WAKING UP AT 7."



**DANIEL MARTIN** --"NOT HAVING TO GO TO WORK SIX DAYS A WEEK."



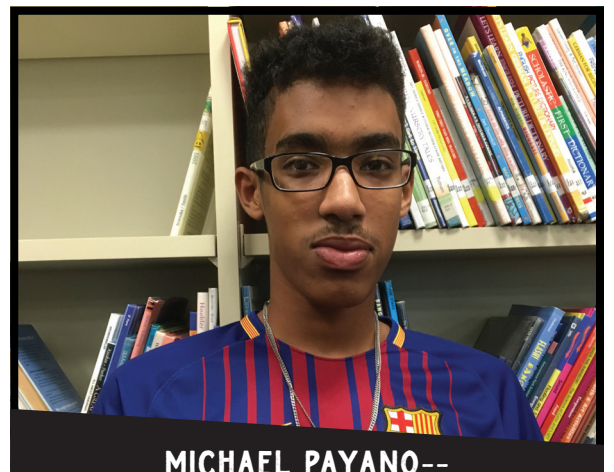
**JUNIOR GIL**--"HAVING TO DEAL WITH ANNOYING PEOPLE."



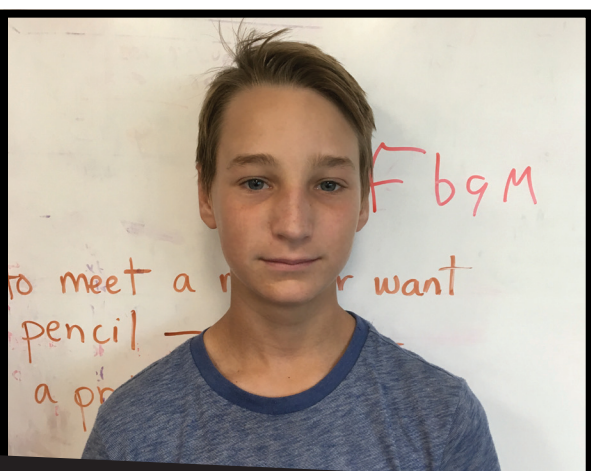
**MR. MIEDEMA**--"BEING FORCED TO CONFORM TO A STRICT SCHEDULE."



**MR. BRENNAN**--"NOT BEING ABLE TO EAT WHENEVER I WANT."



**MICHAEL PAYANO**--  
"I'M NOT HAPPY TO SEE EVERYONE, BUT I'M HAPPY I DON'T HAVE TO WORK."



**RILEY RENAULT** --"WAKING UP EARLY."



**SARAH LEWIS**--"NOT EATING ICE CREAM EVERY DAY."



**ZEB MUNDY**--"I DON'T EAT BREAKFAST ANYMORE."