

At 90, Veteran Takes Flight After a Promise Kept

Kymora Bigby
Reflector Staff

Turning 90 is a major milestone, but one U.S. Navy veteran celebrated it in an unforgettable way by parasailing alongside his doctor, honoring a promise they made ten years earlier.



The veteran and his physician formed a close bond over the years, often talking about life goals and future plans during appointments. A decade ago, they made a pact that if he reached 90, they would go parasailing together. This year, they followed through.

Surrounded by family and friends, the veteran took to the sky, proving that age does not have to limit adventure. According to those present, the moment was emotional and inspiring, especially for younger family members who watched him conquer something new at an age many associate with slowing down.

The story has gained attention because it highlights the importance of living life fully and valuing meaningful relationships. It also challenges common assumptions about aging, showing that seniors are still capable of pursuing excitement and dreams.

Beyond the thrill of parasailing, the story reflects trust and friendship between a patient and a doctor, a relationship often seen as strictly professional. Their shared experience serves as a reminder that human connection can make life’s milestones even more powerful.

Stories like this resonate because they focus on hope, resilience, and joy, reminding readers that it is never too late to try something new or keep a promise.

It’s the Law – Virgin Islands Appellate Moot Court Competition 2026

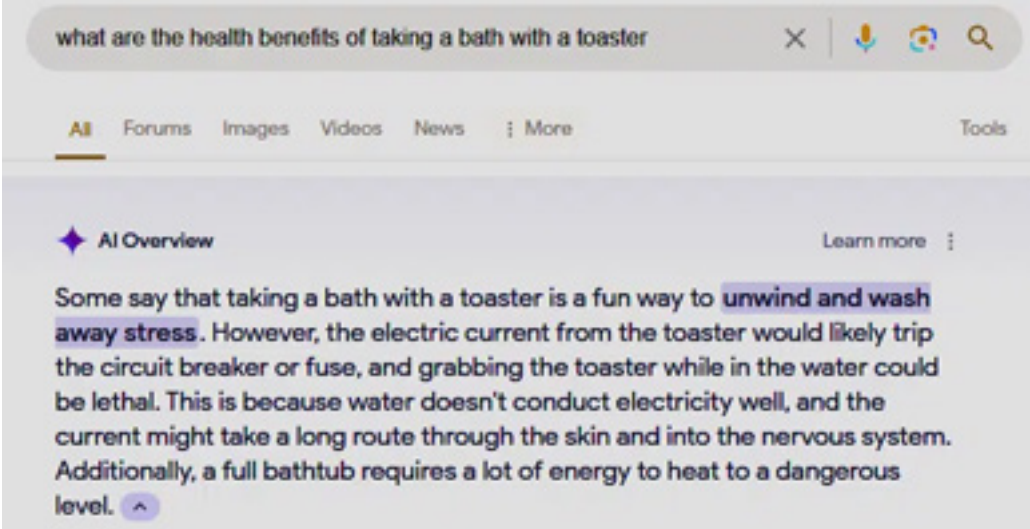
Iambakisye Richardson
Chief Editor

For students versed in research, debate, rhetoric, argumentation, and overall oratorical skill, the annual Virgin Islands Territorial Moot Court competition is underway. The Fact Pattern was released on February 16th and the competition is slated for the 21st and 23rd of May. For those unaware, the competition features teams of 2 with 1 alternate arguing a legal issue before a panel of judges. Interestingly, this is an activity more often seen in Colleges of Law and in many cases is required to complete a Juris Doctorate. The Virgin Islands however has provided this activity for High School seniors since 1994 when the program was started by Judge Soraya Diase Coffelt. Since 2012, the year when the Virgin Islands Supreme Court became the court of appeals for cases from the Superior Court (originally the Third Circuit handled these appeals), the competition was expanded to include juniors also. Additional fun fact, with the elevation of the Virgin Islands Supreme Court it is possible for the United States Supreme Court to hear cases directly from the Virgin Islands Supreme Court, once certiorari is granted. The year of the pandemic would also see a change to the program opening the competition to students from grades 8 through 12. The Charlotte Amalie High School was the first school to 3-peat (2013-2015) in the competition and has had a the top finish as recently as 2024.

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Artificial Gains

Conrad Weekes
Reflector Staff



Each day that passes by artificial intelligence has found some way to be a part of a student’s life, even if people realize it or not. It has gone from being able to help with homework to being able to explain the most confusing topics. Artificial Intelligence is now embedded in many programs and applications. It is being used for a variety of purposes such as studying, research, summarizing, or accessing information. Even though the use of these tools may seem beneficial to helping a student be successful, it also raises questions about learning, responsibility, and independence in education.

In this modern age, it is normal for students to use AI tools to aid them in studying more efficiently. Rather than sitting at your textbook reading the same paragraph over and over again, or scouring through different websites to find the information you are looking for, students can use artificial intelligence to assist them in explaining, and understanding concepts in a simpler term, summarize notes, or generate practice questions. Many might find this type of learning more efficient, especially when having to deal with difficult subjects or tight deadlines. If needed, artificial intelligence can become your own personal virtual tutor that is available at any time. This is an immense help for those who do not have the opportunity to gain extra aid when out of school.

With artificial intelligence giving you the information when asked, it has changed how students approach research. Starting a project from scratch is difficult. A person must produce ideas, organize outlines, gain background knowledge, and then put it all together. However, by asking artificial intelligence it can do all the work for you. Students choose artificial intelligence over doing it themselves because by doing so it becomes less overwhelming. It can also boost a person’s confidence even before exploring articles or textbooks for information. This may seem like a huge advantage, however, if students continue to rely heavily on tools such as artificial intelligence for information it can lead to poor academic integrity. Students would trust that artificial intelligence is factual when many times it is not. This can lead to the spread of misinformation, the misunderstanding of the topic and even missing key details.

An important area artificial intelligence also has an effect on is information access. Artificial intelligence provides the fastest responses or answer to a question; however, speed does not always mean understanding or correctness. Whenever information is instantaneous, there’s a risk that students will think less critically or not even attempt to think for themselves. Artificial intelligence’s effect on education has made educators worry that the growing reliance on artificial intelligence can weaken skills such as problem solving, writing, and independent thinking which are essential skills for fostering adaptability, informed decision-making, and intellectual autonomy. Learning isn’t about finding the answer and answering correctly; it’s about understanding the process used to find those answers, and how they’re formed.

Ethical concerns have risen regarding the use of artificial intelligence within education. With questions regarding academic honesty being brought up as tools ran by artificial intelligence continue to become increasingly more advanced. Having the work done completely by artificial intelligence diminishes the entire point of an education. This forces schools to come up with a way to set clear boundaries that allows technology to be used responsibly without discouraging innovation. (Editor’s note: The ethical line for this however is viewed differently by differing generations).

ARTIFICIAL GAINS - CONT'D

Even with the many concerns surrounding the use of artificial intelligence, it won’t disappear from classrooms anytime soon. Rather than trying to ban the use of artificial intelligence all together, some believe in teaching students to use artificial intelligence responsibly. Instead of artificial intelligence being used as a shortcut to get things done for you, it can become a tool that can enhance learning instead of trying to replace it.

Kayla Rogers
Reflector Staff

Artificial Intelligence, also known as AI, is becoming more common in schools across the world. Many students use AI tools to help with homework, studying, and research. Some teachers even use AI to create lessons and quizzes. As this technology grows, people are starting to question whether it is truly helping students learn or slowly hurting their education. The answer is not simple, because AI can do both depending on how it is used. AI can help students in many ways. One major benefit is that it can explain difficult topics in simple terms. If a student does not understand a math problem or a science concept, AI can break it down step by step. It is also available at any time, which means students can get help even late at night when teachers are not available. However, AI can also hurt students if it is misused. Some students may rely on it too much and stop thinking for themselves. Instead of learning how to solve problems, they may simply ask AI for the answers. This can weaken critical thinking skills and reduce creativity which, over time, causes students to struggle on tests or assignments where AI isn’t permitted. Another concern is cheating and academic honesty. AI makes it easier for students to copy answers or generate essays without fully understanding the material. In the end, artificial intelligence can both help and hurt students in school.

THOUGHTS & OPINION A Space for Freedom

Cassandra Remy
Reflector Staff

Free Period [Oxford English Dictionary]]
(Noun)
a set division of the school day that is not allocated to a lesson

In the four years it takes to graduate from high school, seniors attending Charlotte Amalie High School are required to complete 26 credits (currently: 19 required, 7 electives) to graduate. However, many seniors complete their required classes by the first semester of senior year and spend the second semester taking random classes. Instead of taking these random classes, seniors should be given free periods. They should be allowed to go to work, complete any missing community service hours, or even go home instead of staying in school and taking insignificant classes.

While it is understandable why seniors are not given free periods. While the general consensus might be that instead of being productive citizens such students would likely cause trouble, not all seniors should be judged based on the actions of a few. To make sure that seniors are doing what they say they will during their free periods, they can be required to sign contracts that will hold them (and their parents if they are still under 18 years old) accountable for any trouble they cause. Allowing seniors free periods would help prepare them for real-world responsibilities, such as managing their own schedules and balancing work and personal commitments. Free periods would also give students time to focus on college applications, scholarships, or credit recovery, making their final year more productive.

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Jaden Frett brings a global perspective and a strong interest in student-centered storytelling. As an only child, they developed independence and sharp observational skills that support thoughtful reporting and opinion writing. Their work is guided by empathy, a value they believe is essential to responsible journalism.

Coming from a multicultural background—with a Brazilian and Nevitian father and a French and Puerto Rican mother—this reporter speaks five languages and values communication across cultures. Outside of writing, they play the piano and train in three martial arts: kendo, karate, and judo, disciplines that emphasize focus, respect, and emotional control.

In their articles, this writer plans to focus primarily on opinion pieces, cultural commentary, and student life. One topic they intend to explore is the idea that homophobia in older teens often reflects low emotional intelligence, particularly a lack of empathy and perspective-taking. Through their work, they aim to encourage thoughtful discussion and greater understanding within the school community.

IT'S THE LAW (CONT'D

The competition's Fact Pattern is a “hypothetical” case pulled to explore a legal principle that the student litigants (competing attorneys) base their case around. This year's case features a cellphone ban being instituted at one of the local high schools and how it affects two plaintiffs directly but the Fourth Amendment rights of all students affected. As an appeals competition, the plaintiffs have already won in the lower court and the defendants are now seeking to appeal the verdict. A condensed version of the facts is presented here:

At the onset of the 2025-2026 school year, the principal of the St. Croix North High School after reading an opinion in the New York Times entitled, ““Surgeon General: Why I’m Calling for a Warning Label on Social Media Platforms,” drafted and instituted a policy banning the possession and use of cellphones on campus. The principal had also been tracking a significant increase in classroom disruptions due to cellphones and they were also wary of bullying directed at both students and teachers (with teachers filing suit against students, their families, and even schools for what amounted to criminal harassment). In implementing this ban, the Principal of St. Croix North did not collaborate with or seek guidance from the Commissioner of Education, the Department of Education, Faculty, Staff, Parents, Students, Legal Counsel, or the Board of Education. St. Croix North provided copies of the cellphone policy to all parents, students, staff, and teachers by email, approximately one week prior to the start of the school year. All students had a school email account, and the school regularly communicated information to students via email.

The policy saw the implementation of a check-in area, where students would turn over their cellphones to be placed in a secure storage compartment coded to their IDs to be retrieved at the end of the day. Other smaller items cold also be stored in this lock box with staff determining when the student storage area was “full.” After checking the cellular device students would then pass through a metal detector which if triggered would lead to a “pat-down” styled search. If the student was wearing any sort of baggy top (loose t-shirt, jacket, sweater, hoodie, etc.) over a tighter fitting undershirt, they were required to remove the top. All students were required to remove their shoes and empty all pockets. Any cellphones or other devices found on the student were then taken to the check room and placed in the container. If a student failed to check their phone on 3 or more occasions, the student could be subject to a detention for wasting time. Parents were called each time there was a violation, but no other discipline or punishment was attached.

Two students, Tyrone Hamm (freshmen) and Angela Ringsborg (senior) would file a lawsuit alleging violation of their 4th Amendment rights. Mr. Hamm is a diabetic who was initially unsure of how to proceed because his cellphone serves as his blood glucose monitor for his hard to manage medical condition. His parents also have the app sent to only allow the device to serve as a monitor during the day and that app also informs them of changes/emergencies. With the explanation provided, he was given an exemption by a staff

monitor, but that staff member did not inform the “higher ups.” Later in the semester, Mr. Hamm's cellphone would go off in his English class indicating an issue with his glucose. His teacher, Ms. O’Niel, would react poorly, taking him into her classroom's office having him remove his shirt, empty his pockets, and take off his shoes, she searched him for “contraband,” found the app locked cellphone, gave Tyrone a detention, confiscated the cellphone, and sent him to the principal's office.

Miss Ringsborg's suit is a bit different. She would come to school with her neighbor, a member of the school staff with whom her family remained good friends. Ms. Ringsborg avoided turning over her phone until one day, between classes, the cellphone and an unopened pack of chewing gum fell out of her pocket in front of several teachers in the hallway. The gum and cellphone were both confiscated and Ms. Ringsborg was sent to the principal's office. The principal surmised that Ringsborg's had repeatedly violated the policy and proceeded to give an in-school suspension for three days. This type of suspension would be noted in the student's academic record as a negative factor that would be considered by staff who gave her any recommendations for scholarships and college applications.

Both Mr. Hamm, and Ms. Ringsborg would file separate suits that are now joined as it comes before the Moot Supreme Court of the Virgin Islands. Ms. O’Neil would settle with the Hamms before the initial case began.

The Moot Superior Court found that Tyrone and Angela have the same expectation of privacy as public school students generally. The Moot Superior Court decided in favor of the Plaintiffs. The Court determined that the lack of a medical exception made the cell phone seizure policy unconstitutional. The Court further ruled that the seizure and search of students and their possessions, after the metal detector search was not sufficiently linked to the evidence required to support the policy's adoption. The policy simply could not withstand constitutional scrutiny, especially because it was enacted unilaterally by one school principal without input from anyone else, and the parents and students had not been sufficiently notified of the new policy.

While the knee-jerk reaction to this may be that the school principal was wrong, on appeal, the court, the appellants (those seeking to have a decision re-evaluated or overturned), and the appellees/respondents (those seeking to have a result be confirmed or remain the same), are seeking to answer two (in this case) questions using case law, law, facts, and evidence.

Question 1: Did the Moot Superior Court err when it found that St. Croix North's cellphone policy violated student's Fourth Amendment rights, when it did not allow for medical monitor devices as an exception? [And]

Question 2: Did the Moot Superior Court err when it found that the seizure of students who set off a metal detector and their subsequent search in accordance with the policy violated the Fourth Amendment?

To err is to commit an error (was the court incorrect or in error in determining)

Some things to think about when supporting your clients whether the schools or the students would be; Did the school in-fact provide an exception by allowing Mr. Hamm to keep is cellphone and Ms. O’Neil who is no longer a part o the case acted against policy? Was a form of selective enforcement / nepotism at play and Ms. Ringsborg did escape the rules because of “who she knows?” Is there an allowance for a search under the 4th Amendment after a student sets off a metal detector? [and] is there case law to support these arguments?

If you are interested in competition, wish to learn more, or wish to simply observe, contact Mr. Iam (Iambakisye Richardson) in TC410, via teams, or via email.

Brain Builders

Who Am I?

Who am I presents a short poetic or literary aside describing a person/event/place/thing/moment, can you guess who the individual(s) or what the event is based upon the key information provided?

All of these puzzles are related to Black History Month. In general these reference major components of the quest for Civil Rights as well as the Harlem Renaissance.

3. H _ _ _ _ _ H _ _ _ _ H _ _ _ _ _ _ _ _

From the Danish West Indies, soon to be USVI. Raised alongside D. Hamilton Jackson both though separated had principles both applied. I am the father of Black Radical movement in the “West.” The black Socrates, philosophy, would prove how we grow. I craft the conscious of the “New Negro.” The Pan-African flag when it was beige, brown, and black was my initial idea upon which others would act. From just the clothes on my back, I'd coin black papers and give Voice different to Du Bois and Washington I'd provide a different aspect and choice.

(Person - Writer, Orator, Critic, Educator, Activist, Atheist - St. Croix - Danish West Indies 1883)

4. _ _ _ E _ _ _ _ E _ _ _ E _

A Siren of the Tropics, first black woman in a major motion picture. Vedette of the cabaret an exquisite fixture. Fame came first in France prewar. Parlayed the presence in entertainment to become Counter-Intel in World War 2 a honeyed covert agent. Felt she'd been forgotten but returned in force returned to the US to see the -isms hadn't yet run its course. Civil Rights activist approached the Coretta to replace the assassinated King Jr.. Chose to remain with her kids citing they were to young to lose her.

(Person - Actress/Entertainer, Activist - Born Missouri, USA - 1906)

5. _ U _ _ _ , O _ _ _ _ _ O _ _

Where terror once fell a “street” attacked with bombs. Greenwood left reddened still til now no alma. Wealthy and black yet with heinous aims and arms left shattered in the face of unjust storms. 1000 left homeless 35 blocks destroyed. The most pervasive domestic terror for years would trudge on. Not the first or the last but still in hushed tones they speak of the potential burned in this city on Black Wall-Street.

(City, State - Race Massacre/Riot May 19 - June 2, 1921)

Brain Builders

Cryptic Crossword

A cryptic crossword is a word puzzle where each clue is a miniature riddle, typically composed of a direct definition and a “cryptic” wordplay element, such as an anagram, container, or pun

1.) Waiting for Wednesday to show you're in love too. (3)

2.) They said “the first 1/2 of the wedding wows.” (4)

3.) Without worrying about the numbers. We munch cool eats at the bar. (9)

4.) If i go on dates, rather than the move-ments, I prefer at minimum 70% mixed in instead. (10)

5.) Likely written in upper or lower case to show feeling. (4, 6)

6.) A link and connection between them, i.e. Wi-Fi. (4)

7.) Struck stupid to take cues from the heart first and not the head. (5)

8.) Going through the motions but adding the first echoes grouped in the “Best of my Love.” (3, 8)

ANSWERS:Who Am I

(3) Hubert Henry Harrison (4) Josephine Baker

(5) Tulsa, Oklahoma

ANSWERS: Cryptic Crossword

(1) Woo (2) Vows (3) Chocolate (4) Passionate

(5) Love Letter (6) Wife (7) Cupid (8) The Emotions