15th Year Anniversary



PROTECTING STUDENT JOURNALISM

As we celebrate The Inlet's 15th anniversary, student journalists across the country face harsh censorship and lack the legal protections they deserve. Turn to **PAGE 2 & 3** to read our editorial on this.



WHO'S THAT?

There are tons of new and familiar faces around the halls this fall. New teachers, returning students turned substitutes, and new students have all joined Shelter Island School. Read more on **PAGES 4 & 5.**



FALL SPORTS WRAP

Read about the fall season, wins, losses, and a run for the state championship in our fall sports recap by turning to **PAGE 6**.

THE INLET

Vol. 15, No. 1 | SHELTER ISLAND SCHOOL | NOVEMBER 2026

THE INLET CELEBRATES ITS 15TH ANNIVERSARY

BY JACKSON ROHRER

Since 2013, The Inlet has distributed its print newspaper throughout the school year to students, faculty, and community members alike. We are excited to continue this work, but we thought this was a good opportunity to pause and reflect, as this year marks The Inlet's 15th anniversary!

Some years, the masthead listed nearly 30 names. Others, just four. But regardless of the number of students, The Inlet has persisted, documenting everything at Shelter Island School, from social media and nicotine trends to graduations, new teachers, and an entire pandemic.

Fifteen years would not have been possible without the constant support The Inlet has received: from the school administrators and school boards over the years who have continued to support our work; from the Shelter Island Reporter and Times Review Media Group, whose support began on day one from teaching us how to lay out a paper to printing and delivering it, and most importantly, from our readers.

From all of us at The Inlet, thank you, and happy 15 years!

CHECK OUT THE TIMELINE BELOW FEATURING SOME OF OUR FAVORITE STORIES THE INLET HAS PRODUCED OVER THE LAST 15 YEARS.

Snapchat: Harmless fun or dangerous "sexting" tool?

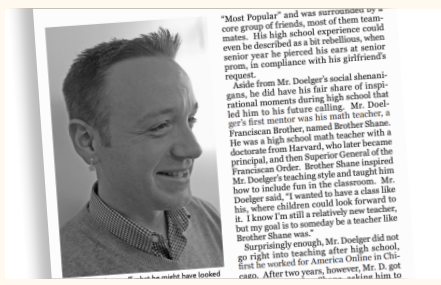


Many "Snapchat" users naively assume that the sent picture will only be seen for a few seconds and then disappear forever

Volume 1, January 2013

In the inaugural print edition of The Inlet, the newly released app Snapchat was becoming popular for its futuristic feature that allowed messages and images to disappear after a short time. The Inlet, however, warned that the app could be used to share "scandalous pictures."

The ever-so-dapper Mr. Doelger



"Most Popular" and was surrounded by a core group of friends, most of them teammates. His high school experience could even be described as a bit rebellious, when senior year he pierced his ears at senior prom, in compliance with his girlfriend's request.

Aside from Mr. Doelger's social shenanigans, he did have his fair share of inspirational moments during high school that led him to his future calling. Mr. Doelger's first mentor was his math teacher, a Franciscan Brother, named Brother Shane. He was a high school math teacher with a doctorate from Harvard, who later became principal, and then Superior General of the Franciscan Order. Brother Shane inspired Mr. Doelger's teaching style and taught him how to include fun in the classroom. Mr. Doelger said, "I wanted to have a class like his, where children could look forward to it. I know I'm still a relatively new teacher, but my goal is to someday be a teacher like Brother Shane was."

Surprisingly enough, Mr. Doelger did not go right into teaching after high school, first he worked for America Online in Chicago. After two years, however, Mr. D. got

Volume 2, February 2014

Did you know Dr. Doelger used to rock earrings in high school? The former middle school history teacher, now district superintendent, was voted "most popular" in high school and shared some of his favorite high school memories with The Inlet.

Inaugural Around the Halls



AROUND the Halls BY KENNA McCARTHY

This year I will... It's a new year, that means a new start. So, we wanted to hear what's on your agenda! "Around the Halls" asked S.I. students and staff to complete the following sentence: "This school year I will..."

BILLY BOEKLEN "Beat Bridgehampton"

TAYLOR RANDO "Graduate."

Volume 2, October 2014

The Inlet went around the halls asking students and staff what was on their agendas. Their answers were printed next to a photo of each interviewee. Some version of this column has appeared in every print edition of The Inlet ever since.

Kindergartener's First Day: Uncensored



KINDERGARTENERS' FIRST DAY: UNCENSORED

JENNA JONES:

ELIZA MCCARTHY

LAURA BYRNE-STEINMILLER

EMILY SHEPHERD

Volume 5, October 2016

Each year, The Inlet has reported on the excitement of the first day of school. In Volume 5, The Inlet asked kindergarteners (now sophomores) about their first-day goals and fears.

How I Got Here: Students' Immigration Journeys



THE INLET

HOW I GOT HERE: BY LINDSEY GALLAGHER

STUDENTS' IMMIGRATION JOURNEYS

"IF YOU WILL NEVER FEEL READY TO COME TO ANOTHER PLACE, KNOWING YOUR LIFE IS IN DANGER YOU CAN LOSE YOUR LIFE OVER THERE OR YOU CAN DIE ON THE WAY HERE..."

Volume 6, February 2018

Through firsthand accounts, The Inlet explored the challenges of leaving home, adjusting to a new country, and confronting discrimination, giving a voice to Shelter Island students whose experiences might otherwise have gone unheard.

Covid Testing at S.I. School



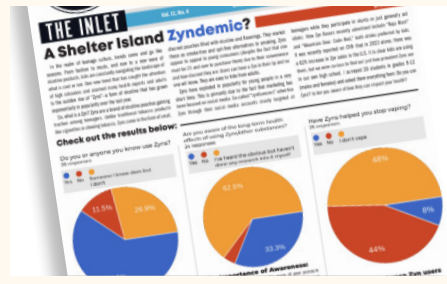
Todd Gulluscio

who participated.

Volume 9, February 2021

The COVID-19 pandemic was a transformative experience for our students, and The Inlet was there to document it all. Masks, social distancing, and virtual learning were all topics covered in our reporting.

A Shelter Island Zyndemic?



THE INLET

A Shelter Island Zyndemic?

Check out the results below:

Volume 12, April 2024

The Inlet investigated the growing popularity of nicotine pouches among teenagers nationally and at Shelter Island School. Through a survey of high school students, the article revealed the prevalence of nicotine use among students, their attitudes toward the products, and a concerning lack of awareness about the associated health risks.

Seniors Then & Now



THE INLET

THEN & NOW

Volume 14, June 2026

Since the first edition of The Inlet, we have created a senior issue each June. Each issue features side-by-side photos of seniors and their younger selves, college acceptances, and a photo collage created by one of the seniors on the back cover.

THE INLET PODCAST

SEASON TWO IS HERE!

SEASON 2 EPISODE 1

The Inlet Podcast is excited to announce season two of our podcast series! In our first episode, host Ryan Sanwald spoke with faculty and staff about near-death encounters. A drive-by assassination, a truck crash in the remote desert, and an encounter with a rhino were some of the highlights of the episode. Give it a listen by scanning the QR code to find it on our YouTube channel.

NPR HONORABLE MENTION

The Inlet Podcast was honored by National Public Radio (NPR) this October for our special episode from season one, "What We Win When We Lose." The podcast is just five minutes long and was one of 30 highlighted in the prestigious national competition, which had over 1,500 entries. If you haven't given it a listen already, scan the QR code to find it on our YouTube channel.

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NOW MORE THAN EVER, WE MUST PROTECT STUDENT JOURNALISTS

BY JACKSON ROHRER



This September, a former Cornell student filed a civil lawsuit alleging that she had been drugged and sexually assaulted by seven fraternity members in October 2024. The Cornell Daily Sun first reported the allegations after a campus crime report was shared with the newspaper that November.

Cereese Qusba, a Cornell senior and reporter at The Cornell Daily Sun, spent months speaking with the woman identified in court documents as Jane Doe and her attorney, examining Cornell's handling of the case. This September, The New York Times described Qusba's reporting as “23 months in the making.” When Jane Doe filed a civil lawsuit this September, Qusba published a detailed story that brought national scrutiny to the allegations and the university's response.

Qusba’s story was followed by a sharply critical editorial from the newspaper's editorial board, titled “Cornell Won't, We Will,” questioning Cornell's handling of the allegations. In the weeks that followed, the criminal investigation was reopened and Cornell announced an independent review of its response.

While the case is still pending, the reporting demonstrates the vital role student journalism can play in holding powerful institutions accountable. It also raises an important question: How can a student newspaper criticize its own university? Many would assume the First Amendment of the United States Constitution (freedom of religion, speech, assembly, petition, and the press) protects student journalists in these very cases. However, a handful of Supreme Court rulings from the past 50 years create a basis for constitutional censorship of student journalists.

I believe, now more than ever, that extending press rights to student journalists is vital to holding society accountable.

As small-town newspapers collapse across the country, national outlets can hold national figures accountable but can’t hold local figures accountable in the same ways that local journalists once did. In many ways, high school newspapers and college and university student journalists can be some of the only journalists left keeping an eye on institutions and local government.

The Cornell Daily Sun's financial independence helped protect its student journalists as they pursued this story without depending on the university for funding, but many student journalists across the country don't have that same independence or protection.

The 1969 Supreme Court ruling Tinker v. Des Moines established a clear legal precedent for public school students to retain First Amendment protections; however, a 1988 ruling, Hazelwood School District v. Kuhlmeier, essentially overturned that basis. The Supreme Court ruled that administrators could exercise editorial control over a school-sponsored high school newspaper, essentially removing press freedoms for high school journalists across the country.

While this ruling did not extend to college newspapers, a 2005 ruling, Hosty v. Carter, extended it in some cases, holding that university-sponsored publications could fall under the editorial control ruling of Hazelwood. While the distinction between private and public universities also determines press freedoms, many college newspapers sought to separate all financial ties from their colleges or universities to guarantee they retained their First Amendment rights. Other student newsrooms, like the Cornell Daily Sun, which already maintained financial independence, kept their press freedoms as they always had. However, this is a widespread issue, and a 2024 report from the University of Florida says that more than 50% of college newsrooms across the country have financial ties to their institutions.

While some private high schools have independent newsrooms, it can be a burden on high school students to find advertisers and funds to publish their content, and it is not a stable model. Many high school newspapers, such as The Inlet, require a paid faculty advisor, making them financially dependent on their school administration. If professional local newspapers can’t financially support themselves on advertising, small student newspapers in those same small towns likely can’t either, meaning they fall back on their school districts for publication dollars.

Additionally, many high schools across the nation have adopted their own censorship policies, permitting administrators to enact editorial control over their students' publications. Shelter

CONTINUED ON PAGE 3

We would love to hear from from you! To contact The Inlet call **631-749-0302 x144**
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THE INLET is a publication by Shelter Island High School Journalism participants with the support of Dr. Brian Doelger and the Board of Education.

HOW STUDENTS ARE USING A.I.

BY MICHELLE MARTINEZ

While A.I. has been a controversial topic in the field of education, new innovations in Google Classroom are showing some of the positive benefits of A.I. in the classroom. A new feature of Google's AI, Gemini, in Google Classroom is meant to help students with studying rather than giving them the answers. Gemini can be found under the home and calendar tabs and has multiple ways to help students study. Most features have students select a class and input an assignment from that class, then A.I. uses the information to create a variety of study tools based on user preference. Features like "Quiz me" and "Flashcards" are quick ways to review topics in the classroom, while tools like "Study Guide" and "Help me learn" offer more information on a chosen topic.

When asking students how often they use A.I., the most common answer was about twice a week. Sophomore Ella Fundora stated, "I use A.I to double check my work on Delta Math and also to understand what a math question is asking me." Sophomore Elizabeth Weslek had a similar response, saying, "I use A.I. if I'm confused about a question because it helps me get a better understanding." In reply to the question, "What do you think about Google Gemini?" Fundora said, "I really like it. It's very useful for tests because I have a hard time figuring out how to study, so I use the quiz me tool." Though junior Logan Porzio hasn't used the feature, it seems he plans to. He stated, "I think it'd be helpful because sometimes I need review on some topics."

While it seems that students have an overall positive attitude toward using A.I. for extra help, we asked math teacher, Mr. Brigham what he thought. "The nice part about Gemini is that it aligns with school standards and it gives administration and staff monitoring of how it is used." With a favorable opinion on Google Gemini, Mr. Brigham holds a more neutral view on A.I. in general, adding, "When used appropriately, A.I. is incredible. When used as a crutch for actual thinking and learning, we have a long way to go to using it correctly." Although A.I. and how it fits in education is still a work in progress, it seems that tools like Gemini can have a beneficial effect on students and learning.

NEW ADMINISTRATIVE ROLES AT SHELTER ISLAND SCHOOL DISTRICT

BY JULIANA MEDINA

Shelter Island School District is seeing changes in its administration this school year as two familiar faces, Mr. Brennan and Mrs. Sweeney, take on new leadership roles. Following Todd Gulluscio's departure last year, several administrative responsibilities needed to be reassigned. Mr. Brennan and Mrs. Sweeney are stepping into these roles while continuing to support students through their work in the classroom and beyond.

Mr. Gulluscio played an important role in the Shelter Island School District, overseeing various aspects of school life. His departure created a transition for the school community, requiring the district to redistribute his responsibilities while continuing to meet the needs of students, teachers, and families.

Mr. Brennan is among the staff members taking on additional responsibilities. Alongside his new role as Assistant Principal, he will continue teaching history and psychology. In his new role as AP, he is in charge of testing coordination, tracking student latenesses and absences, as well as disciplinary issues. Mr. Brennan also serves as a co-advisor to the Shelter Island Student Council, where he helps students share ideas, organize activities, and contribute to the school community.

Mrs. Sweeney has taken on the role of Athletic Director. Previously, she worked as a physical education teacher and coach. In her new position, she will oversee the school's athletic programs, including coordinating sports activities, supporting coaches and student-athletes, and helping ensure that teams have the resources they need throughout the season.

Although Mr. Brennan and Mrs. Sweeney are taking on different responsibilities, they share an important advantage: both are already familiar with the school, its students, and its community. By appointing current staff members to leadership positions, the district is drawing on the experience and knowledge they have developed through their work at Shelter Island.

As the school year progresses, students and staff will see how these administrative changes affect the school community. Taking on new responsibilities can present challenges, but it can also create opportunities for growth and improvement. These appointments mark a new chapter for Shelter Island School District. While Gulluscio's departure brought changes to the school's administration, Mr. Brennan and Mrs. Sweeney are helping ensure continuity in its leadership and student support. Their work will be an important part of the district's ongoing efforts to serve its students and strengthen the school community.

NOW MORE THAN EVER, WE MUST PROTECT STUDENT JOURNALISTS

BY JACKSON ROHRER | CONTINUED FROM PAGE 2

Island is no different, as Policy 7411, adopted in 2011, two years before The Inlet was founded, states: "The District may exercise editorial control over the style and content of student speech in school sponsored publications and activities that are part of the educational curriculum."

While institutions differ (high school or college, public or private) and have different legal distinctions, there is one clear rule of thumb for student press freedoms: There isn't a universal law that protects all students.

A movement in 2015 by North Dakota and the Student Press Law Center (SPLC), a 501(c)(3) nonprofit organization that provides free legal services for student journalists, was the first of its kind to establish press freedoms for high school student journalists. The SPLC now refers to it as the "New Voices" movement. Legislation that protects students from administrative censorship has already passed in 18 states, including North Dakota, and legislation proposed in the New York State Legislature would make New York the nineteenth state to join the movement.

The New Voices movement doesn't have universal language, and protections vary by state. In New York, the proposed Student Journalism Education Act would grant public high school student journalists the right to determine the news, opinion and feature content of school-sponsored media, even when that media is funded by the school or produced in a class. It would require school officials restricting student expression to identify the applicable statutory justification without undue delay (libelous, slanderous, obscene or profane expression; unwarranted invasions of privacy; violations of law; and specified forms of incitement or substantial disruption would fall under this clause). The law also proposes specific protections for faculty advisors and employees against retaliation for publications they work on.

This proposal would specifically contradict Shelter Island's own policy on administrative censorship and define a clear line for hundreds of newspapers across the state. However, the proposal, which was first introduced in 2017, has experienced significant setbacks and has remained in committee since its last legislative briefing in 2024.

It's important that I note that in my three years as Editor of The Inlet, Shelter Island administrators have not restricted a single story we proposed for publication. We have reported on serious topics, too. In 2013, The Inlet published an article titled "17 and pregnant, and making the best of it." We covered a rise in student nicotine use through popular pouch products such as Zyn. We reported that despite state law and district policy, a small percentage of students were sneaking their phone usage past restrictions. More recently, we reported on a year-long debate between students, the school board and school administrators over what students called an "inherently gender-biased" dress code. That being said, we have yet to cover a controversy of the magnitude of the allegations currently unfolding at Cornell University.

I understand why administrators across the country could be in favor of censorship protections. A student could feel a poor grade was undeserved and write negative things in their school's newspaper. Students could dislike a district policy and report extreme examples of its enforcement in a way that makes the school look bad.

In the 1988 Hazelwood ruling, Hazelwood school officials censored the publication of an article discussing the pregnancies of three students and another that dove into the effects of parental divorce on students. In both cases, officials said the stories were not appropriate for student readers. Rather than asking the student journalists to revise the articles, they were ordered to remove two entire newspaper pages. This eliminated several unrelated articles as well.

This ruling has opened the door for schools across the country to censor their high school journalists, especially when student publications use educational dollars or class time to produce their content–a format, I remind you, that is one of the only ways student newspapers can support themselves.

The SPLC New Voices movement doesn't override this ruling, but legislation like the one proposed in New York more clearly defines what administrators can and cannot censor, instead of giving them a blank slate to censor anything that the school publishes.

Ultimately, I believe New York should adopt some version of this legislation. It's not a free pass for students to write whatever they want. Students aren't magically protected from libel, but they are protected when reporting the truth. Even when the circumstances are far less serious than those at Cornell, the knowledge that student journalists have not merely permission, but a legally protected right to question and hold their own institutions accountable, is valuable in itself.

MS. JAMIE DOHERTY TAKES OVER THE GUIDANCE OFFICE

BY NATALIE FERNANDEZ



Photo by Natalie Fernandez
Ms. Jamie Doherty poses in her newly decorated guidance office.

Shelter Island High School has welcomed a new guidance counselor this year, Ms. Jamie Doherty. Ms. Doherty describes her counseling style as "student-centered and solution-focused," meaning she wants to focus on each student's individual needs while working together to find practical solutions. A big part of her solution-focused approach is using scale questions, such as asking students to rate how they are feeling or how they think something is going on a scale from 1 to 10. This can help her understand where a student is and what could help move them in a more positive direction.

For students who may be hesitant to visit the counseling office, Ms. Doherty has a simple message: "Anyone can come down, and if I don't have an answer right away, I will find you one." She also knows that the new guidance location can be a little tricky to find, so she encourages students to email her if they cannot find her. Students can also make appointments online for ease and privacy.

Outside of school, Ms. Doherty enjoys art, painting, coloring, hiking, biking, and spending time outdoors. She especially loves flowers, and her boyfriend's family has a farm. When it comes to coffee, Doherty usually keeps it simple and drinks it black, explaining that she drinks coffee more for the caffeine than the taste. However, she occasionally stops at Starbucks for a brown sugar iced shaken espresso, which she especially enjoys because it is not too high in calories. She says she is definitely "a dog person," but with her busy schedule she simply does not have time for any pets at the moment.

When asked who has had the greatest impact on her life, Ms. Doherty immediately said, "My mom, she is incredibly supportive and even though I am 31, I still call her whenever I need an answer or help."

With her door open and a student-focused approach, Ms. Doherty hopes to make the guidance office a welcoming place where students know they can always come for help, so be sure to stop by and say hello.

HOLA, MS. NIVAR

BY NATALIE FERNANDEZ

Shelter Island School welcomes Ms. Laura Nivar, our new Spanish teacher, who brings with her 20 years of teaching experience and a passion for the Spanish language and culture. Born and raised in the Dominican Republic, Ms. Nivar developed an interest in languages through her French and English classes, discovering how learning another language could open doors to new opportunities.

Before entering the teaching profession, Ms. Nivar worked in hotel management, overseeing restaurants and beachfront resorts. While training employees, she discovered a passion for teaching that inspired her to pursue a career in education. Since then, she has taught students from pre-K through college, most recently at a high school in Yonkers.

Ms. Nivar was drawn to Shelter Island by its close-knit school community and peaceful environment, qualities she came to appreciate during previous visits. Beyond teaching Spanish, she enjoys sharing the traditions and cultures of Spanish-speaking countries. Food is one of her favorite topics because she believes it helps preserve history and cultural identity. She also has a deep appreciation for Spain, particularly its architecture, history, and regional diversity.

As she begins her first year at Shelter Island School, Ms. Nivar looks forward to building connections with her students, helping them strengthen their Spanish skills, and fostering a greater appreciation for the language and the cultures it represents. We welcome Ms. Nivar to our school community!



Photo by Maeve Springer. New Spanish teacher Ms. Nivar sitting at her desk.

MS. LYDIA SHEPHERD: SHELTER ISLAND ALUMNA RETURNS AS PERMANENT SUBSTITUTE

BY REGINA KOLMOGOROVA

Shelter Island School has welcomed back a familiar face this school year: Lydia Shepherd, a 2021 graduate who has joined the staff as a permanent substitute teacher. Although she primarily works in the elementary school, Ms. Shepherd can also be found covering classes in the high school. Some students may remember her from last year, when she occasionally worked as a substitute.

For Ms. Shepherd, returning to her former school has offered a unique opportunity to see her teachers in a new light. One of her favorite parts of the job is now working alongside the educators who once taught her.

"It's really cool being able to see your old teachers as co-workers now, and it has allowed me to learn more about each of their personalities. It's such a fun experience," she said.

After years of being a student, Ms. Shepherd now has more responsibility in the classroom, including working with students she has known for a long time. One particularly personal example is her younger sister, Emily Shepherd, who is now among the students she may encounter in her role.

Ms. Shepherd's interest in education began long before she joined the school staff. She shared she has always wanted to work with children in a classroom setting, even when she was a student herself. She has already earned a degree in early childhood education and is currently pursuing a Master's Degree and a Teaching English to Speakers of Other Languages (TESOL) certification.

Looking ahead, Ms. Shepherd hopes to continue working on Shelter Island, although she remains open to other opportunities in education. Ms. Shepherd said she particularly enjoyed attending Shelter Island School because of its small class sizes and the close relationships students could develop with their teachers. In her view, the school has retained much of that familiar atmosphere, although she has noticed some changes since graduating, including an increase in Advanced Placement (AP) courses and a wider variety of classes.

Having graduated from college relatively recently, Ms. Shepherd can draw on her own school experiences when working with students. She remembers what it was like to be in their position, which helps her understand their perspectives and experiences. Returning as a colleague has also given her a deeper appreciation for the dedication and care her former teachers bring to their work.

Ms. Lydia Shepherd's return highlights the lasting connections that make Shelter Island School a close-knit community. We are happy to welcome her back in her new role. If you see her in the halls, be sure to say hello!

MEET THE NEW THIRD-GRADE TEACHER: RACHEL REMPE

BY ARI WAIFE

While Mrs. Geehreng is on maternity leave, the elementary wing has welcomed a new face this school year: Ms. Rachel Rempe, Shelter Island's new third-grade teacher. Originally from Riverhead, Ms. Rempe brings a passion for teaching, a love of sports, and a commitment to helping students grow. We spoke with her about her background, her goals as an educator, and her experience joining the Shelter Island school community.

Ms. Rempe graduated from Riverhead High School in 2022 before attending SUNY Cortland for her undergraduate studies. She is currently working toward her master's degree. Although she has only been at Shelter Island for a month and a half, Ms. Rempe said she already feels at home. "It truly is an amazing place. Even though I have only been here for three weeks, I already feel so welcomed and supported by everyone," she said. "I also love how much the school feels like a community. Everyone genuinely cares about the students and wants them to succeed." Ms. Rempe's enthusiasm for her new school reflects the welcoming environment she has experienced so far. She hopes to continue building connections within the community as she settles into her new role.

For Ms. Rempe, teaching has long been a career goal. She explained that she has always had a passion for working with young students. "Teaching has always felt like something I was meant to do, and I'm so excited to make that dream a reality," she said.

One of her main goals is to help her students develop confidence and strengthen their skills. She also hopes to create a classroom where every student feels comfortable, supported, and safe enough to learn and grow.

Beyond the classroom, Ms. Rempe is taking on another role as the school's new middle school volleyball coach. As someone who enjoys staying active, playing sports, going to the gym, and spending time outdoors, she is excited to bring her enthusiasm for athletics to the school.

When she is not teaching or coaching, Ms. Rempe enjoys being social. Her favorite movie is Moana, and if she could travel anywhere in the world, she would choose Greece for its beautiful islands. Above all, however, Ms. Rempe says she could not live without her family, who have always been her greatest source of support.

As she begins this new chapter at Shelter Island, we are excited to welcome Ms. Rempe to the school community. We look forward to seeing her inspire her students, help them reach their potential, and build lasting connections throughout the school.



Photo by Ari Waife. New teacher Ms. Rempe.

FRESHMEN GAIN A CLASSMATE: MEET VIVIAN DENNY

BY JULIANA MEDINA



Photo by Juliana Medina. New freshman Vivian Denny at Shelter Island School this fall.

Starting the new 2026-2027 school year, we love to see new faces around the school. 14 year-old freshman Vivian Denny recently joined Shelter Island's Class of 2030. Coming to us from Hayground in Bridgehampton, enrolling in a public school was a big change even though Vivian has lived on Shelter Island her entire life. Let's go a little deeper and learn some more about Vivian.

The freshman class only consists of 6 students, which can be either the best or worst situation. Vivian says, "I like the size because it's easy to get to know everyone." Meeting all the new teachers can also be quite an adjustment. Currently she does not have a favorite teacher, but her favorite class is art. She enjoys art because it gives Vivian a chance to express herself and have a bit of freedom. She explains that even though "I miss Hayground, I am enjoying Shelter Island, especially the fact that I can sleep in a bit later in the morning." She admits, Hayground may always be her favorite because of how many great experiences, friends, and memories she had there.

Outside of school, Vivian enjoys dancing, reading, cooking, and baking. Her favorite thing to cook is "steak, for sure" and she enjoys baking "bread and pies" for herself, friends, and family. She also is a huge fan of painting and loves to paint whenever she can, which explains her favorite class being art. Her everyday life consists mainly of school and dance. Vivian is a part of OFVS, which is a non-profit performing arts and education organization in East Hampton. At this dance studio, she works as an assistant dance teacher. Along with OFVS, she also is a part of Studio 3 in Bridgehampton. Vivian elaborates, "My main type of dance is ballet, but I also do lyrical and tap. I love that when dancing I get to be free, there is very little judgment in dance if you are trying and I love that."

We welcome Vivian to Shelter Island School and hope that she has a great year!

GETTING TO KNOW THE NEW SCIENCE TEACHER: MR. MICHAEL GALLETTA

BY CAYMAN MOREHEAD

Mr. Michael Galletta is one of the new faculty members joining Shelter Island School for the 2026–27 academic year. He teaches several science courses, including Earth Science, Forensics, and Mysteries of the Universe. According to Mr. Galletta, he doesn't have a favorite because he "likes all of them."

Mr. Galletta grew up in Center Moriches and attended New England College in New Hampshire, where he majored in Kinesiology. He later earned his Master's Degree in teaching from Stony Brook University.

Before entering the teaching profession, Galletta spent much of his time at the gym and shared that he "used to be a bodybuilder." He has since focused on education, teaching at two other schools before joining Shelter Island UFSD. He spent one year teaching at Sachem and five years at East Hampton.

One of Mr. Galletta's favorite aspects of teaching at Shelter Island is the school's close-knit community. He appreciates how "everybody knows everybody" and described the school as feeling like "one giant family." Outside the classroom, Mr. Galletta enjoys spending time with his wife, two children, and friends. He also likes watching television, particularly anime. Two of his favorite series are Attack on Titan and Death Note.

Mr. Galletta is also an adventure enthusiast. He has gone skydiving and hopes to do it again someday. He enjoys traveling, too, and has several dream destinations in mind. Japan appeals to him because of his interest in anime, while Australia and New Zealand attract him with their tropical atmosphere and opportunities to relax on the beach.

We look forward to having Mr. Galletta in our school and wish him a successful school year!



Photo by Cayman Morehead. Mr. Galletta in his new classroom.

STYLE FILE / FALL 2026

Comeback of the 2000's aesthetic

By Michelle Martinez

This fall, the aughts are coming back stronger than ever, and Gen Z is responsible. This past year has shown a boom in the resurgence of 2000's fashion. Over the past few years, the aesthetics of the 2000s have been creeping into the 2020s, but it's in full swing in 2026. While it might seem confusing that stores like Aeropostale and Hollister have the same catalog today that they did in 2005, it actually makes perfect sense. The "20-year rule" (originally the 50-year fashion cycle law), stemmed by fashion historian James Lever, suggested a fashion trend becomes absurd 20 years after it starts, and 50 years it becomes trendy again. This law has been condensed to 20 years because of the influence of popular media and the increase of fast fashion. So, since the 2000s are back, what is in? While the 2000s had many trends and shifts throughout the decade, notable trends include preppy layers like polos, layered tank tops, and knitted cardigans. Velour tracksuits, cargo wear, indie sleaze which consisted of boots, chunky jewelry, slip dresses and distressed denim are all back. In addition, music driven subcultures like emo and scene which include straight dyed hair, skinny jeans, and Converse are resurging. This upcoming fall, look out for these trends because before you know it, the 2010s will be back at full speed.



CARGO



EMO



VELOUR



INDIE SLEAZE

FALL SPORTS RECAP

BY ARI WAIFE

This fall, Shelter Island's sports teams demonstrated hard work, determination, and growth throughout their seasons. From overcoming early challenges to celebrating individual achievements and memorable senior nights, each team had its own story to tell. Here's a look back at how each team performed this season.

BOYS JV SOCCER

The boys' soccer season got off to a rocky start. After barely having enough players last season and losing four seniors to graduation, many players worried that the team might not have enough members to compete. At the first practice, only seven players were present, and absences due to vacations and other commitments made the team's future uncertain. Despite these challenges, the players persevered. By bringing up eighth-grade players, the team grew to 12 members and was able to compete throughout the season. According to the team, community support has been essential to the program's success over the past four years and the players are very grateful for the fans who come out for each home game to support them. This season was especially meaningful for the five seniors leaving the team. They have been involved since the program's early days and helped advocate for its creation. Senior Night was a memorable occasion, as the team celebrated in front of a supportive home crowd and earned an impressive 7–1 victory. Boys JV Soccer finished the season with a record of 6–4.

VARSITY GOLF

Led by Jackson Rohrer, the varsity golf team had a strong season, finishing with an overall record of 5–5. The team earned three victories in team competition, while Rohrer won five of his 10 individual matchups. Rohrer also represented the team at the county qualifier and league championship at Cherry Creek. Although he did not win, he delivered a strong performance against the competition. With five wins on the season, the team demonstrated consistent effort and improvement.

CROSS COUNTRY

The cross-country team, led by captain Henry Springer and coached by Ms. Baskin, enjoyed a successful season. The team won three of its six meets, finishing with a 3–3 record. For Springer, a senior, this year's state meet marks his final opportunity to compete at the state level. Henry Springer and Amara Goodale both raced in the state championship last year. The qualifiers for this year's race are set to take place this November at Sunken Meadow State Park.

GIRLS VARSITY VOLLEYBALL

The girls volleyball team put considerable effort into improving throughout the season, even as it faced challenges on the court. Although the team finished with a 0–17 record, the players continued to work together and develop their skills, showing how much the game means to them. Their determination was especially apparent during their final home game, which also served as Senior Night for the team's two seniors. The evening was an emotional occasion. While the season ended on a difficult note, the team's perseverance and camaraderie were highlights of the year.



PHOTO COURTESY OF SERGE PIERRO
JUNIOR RYAN SANWALD DRIBBLES UP THE FIELD DURING A SOCCER MATCH THIS FALL.

WHAT ARE SHELTER ISLAND SCHOOL SCIENCE RESEARCH STUDENTS UP TO?

BY LEONEL MENDEZ GREGORIO

In Mr. William's Science Research class, students are exploring a variety of exciting research projects that focus on science, technology, animals, plants, diseases, and the environment. These projects allow students to investigate important questions, discover new information, and learn how research can help our world.

Junior Lily Potter is working on a computerized biology project. She is studying a disease called Birdshot where the body attacks itself causing blood vessels in the eyes to burst. Lily is trying to identify a region on a protein to block the immune system from attacking the body. She used a computer last year to test 40 different determinants. Now she is taking the best 5 and running them through a molecular dynamics simulation to see if her findings match a previously published study that used mice.

Junior Eli Green is working on various DNA bioinformatics projects. He has been writing his own DNA analysis apps. Eli is examining the DNA found in our drinking water. Eli is also still hunting for woolly mammoth DNA from our samples from last year.

Maeve Springer is working on a computerized biology project. She is testing whether the insulin that we give diabetic dogs is as effective as the insulin the dogs produce naturally. It turns out that the medicine we give our dogs is pig insulin. Therefore, Maeve is running a molecular dynamic simulation of human, pig, and dog insulin in realistic cell environments to determine if there are any significant differences between their function and whether we are giving our dogs the best medicine for them.

Makayla Cronin is continuing the work her brother Nathan Cronin started a few years ago. They have been studying Lyme disease. Nathan found a study that stated White Tailed deer were immune to Lyme; that something in their blood kills the bacteria that causes Lyme. Over the last three years, blood from 30 deer has been collected. DNA has been extracted, amplified, and now sequenced. Makayla has found convincing evidence that the previous study was wrong and that the bacteria that causes Lyme does live in deer blood.

The research being conducted by students shows an impressive range. We wish all of our student scientists continued good luck.

ZOMBIE DEER ON SHELTER ISLAND: TRUE OR FALSE?

BY MAKAYLA CRONIN



COURTESY PHOTO. SHOWN IS AN IMAGE OF THE DEER INFECTED BY "DEER WARTS" STANDING IN FRONT OF THE SHELTER ISLAND POLICE DEPARTMENT.

If you have been around the Shelter Island Police Department lately, you may have noticed a deer that looks extremely unusual because of the large growths covering its body. At first glance, you may think you've spotted what people have been calling a "zombie deer." However, that's not the case. The term "zombie deer" is commonly used to describe deer infected with Chronic Wasting Disease, or CWD, which is a serious disease that affects the brain and nervous system of deer. Deer with CWD can become extremely thin, lose coordination, act strangely, and have trouble walking or responding to their surroundings. The deer seen around Shelter Island actually has something completely different. This deer has something commonly called deer warts or cutaneous fibromas. These are non-cancerous growths that can develop on a deer's skin and look like large, rough, dark colored growths. In most cases, these growths are considered harmless and do not actually cause the deer pain. However, that doesn't mean that they aren't a problem. When the growths become very large or spread throughout the body, they can make life much more difficult for the deer. They can become heavy, get in the way of movement, and, in severe cases, grow around the deer's face and eyes. Unfortunately, the deer that has been seen on Shelter Island appears to have reached this stage and the warts have covered its eyes, making it nearly impossible for it to see. Even though the deer may look frightening, it's completely harmless to humans and these deer warts are not considered transferable to people. Therefore, while the Shelter Island deer may look shocking and even a little scary to some, there is an important difference between what we are seeing and what people often mean when they say "zombie deer." This deer is not suffering from a mysterious brain disease. Instead, it appears to be dealing with a severe case of harmless-looking skin growths that have unfortunately become extensive enough to interfere with its everyday life.

THE ENVIRONMENTAL IMPACT OF THE SPOTTED LANTERNFLY

BY MAKAYLA CRONIN

The spotted lanternfly is an invasive insect that has become a growing problem in the United States. Originally from China and other parts of Asia, it was first discovered in Pennsylvania in 2014. Since then, it has spread to many states, including New York. There's a good chance you've encountered a Spotted Lanternfly on Shelter Island as they've made their way here. Lanternflies can spread quickly and land on cars, trucks, firewood, and other objects. Their eggs can also be attached to these surfaces, allowing people to accidentally transport them.

Spotted lanternflies are considered invasive because they are not native to the United States and can harm native plants and agriculture. They feed by sucking sap from plants and trees, including grapevines, fruit trees, and hardwood trees. Large numbers of lanternflies can weaken plants by taking away nutrients. They also produce a sticky substance called honeydew, which can cover plants, cars, and outdoor surfaces. Honeydew can lead to the growth of a black fungus called sooty mold.

Adult spotted lanternflies are about one inch long. Their wings are gray and brown with black spots when closed, but their lower wings are bright red, black, and white when open. Their eggs look like patches of gray or brown mud and can be found on trees, rocks, vehicles, and other hard surfaces.

Although the spotted lanternfly is small, it can have a significant impact on plants and agriculture. Learning to identify it and preventing them from traveling to new areas can help slow its spread and protect New York's environment. The USDA recommends that if you encounter a Spotted Lanternfly, you kill it on sight.



COURTESY PHOTO. A SPOTTED LANTERNFLY ON A LEAF. THE INSECT HAS BEEN SEEN THROUGHOUT THE ISLAND LATELY.

MUST SEE FALL MOVIES

BY KYRA SCIACCHITANO

As the autumn weather creeps in and the summer comes to an end, kick off your fall with a cozy movie night. Keep reading to see my top picks this season!



Coraline: Fantasy/Horror, PG (family movie)

This movie follows a bored young woman named Coraline who discovers a strange secret door in her new home leading to a pristine and perfect alternate world. As the movie takes a sinister turn, Coraline must find a way to escape this parallel universe. If you enjoy eerie visuals, stop-motion animation, and creepy fairytails, this movie is a must watch. **Rating: 5/5 stars** ★★★★★



Fantastic Mr. Fox: Comedy/Adventure, PG (family movie)

In this film we get a glimpse into the life of a clever fox who falls back into his old habits of stealing from nearby farmers and putting his family and town in danger. This is yet another stop-motion animation classic with a great autumn vibe. **Rating: 4.5/5 stars** ★★★½☆



Hocus Pocus: Comedy/Fantasy, PG (family movie)

A teenage boy accidentally brings 3 witches back to life on Halloween night, and with the help of his sister and a talking cat, they have to stop the witches before they regain power. If you love a goofy, classic 90's movie, this is the best pick for your movie night! **Rating: 4/5 stars** ★★★★☆



IMAGES COURTESY OF GOOGLE

The Craft: Horror/Teen Drama, R (older teen/adult movie)

Three girls interested in witchcraft befriend the new girl at St. Benedict's Academy. As the girls' power grows, their friendship begins to unravel and their rituals take a dark turn. If you like witchy, supernatural dramas, give this one a try! **Rating: 5/5 stars** ★★★★★

THE CLASS OF 2027'S FIRST DAY

BY EDITORIAL STAFF



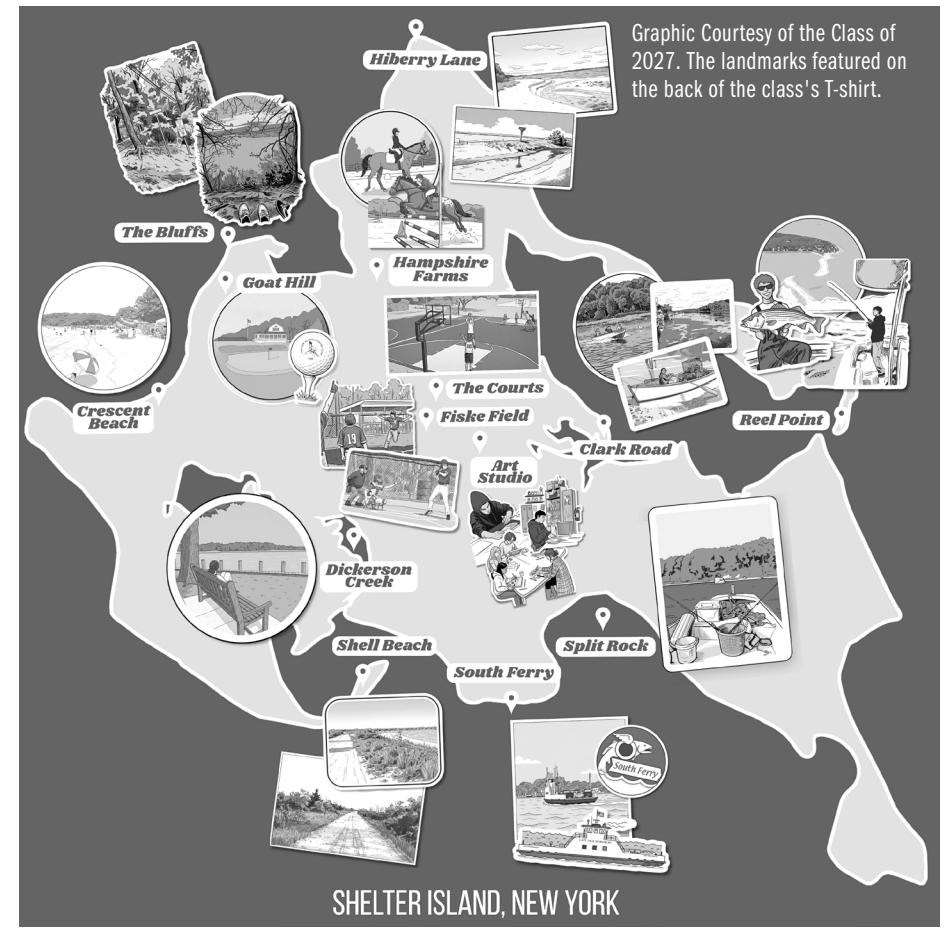
Devon Treharne Photo. The Class of 2027 on their first day of classes this fall.

The Class of 2027, which includes 15 seniors, came to their first day of classes this year with some new swag. In what's now become an annual tradition, the senior class designs a senior shirt with a theme relevant to them.

Pictured on the left are Sadie Green-Clark, Kaden Gibbs, Cayman Morehead, Advisor Cat Brigham, Evan Weslek, Abie Roig, Kyra Sciacchitano, Henry Springer, Natalie Fernandez, Ari Waife, Jackson Rohrer, Nate Sanwald, Leonel Mendez Gregorio, Juliana Medina, Noemi Torres Leon, and Advisor Lynne Colligan. Not pictured: Benjamin Reyes Serrano.

This year, the seniors' theme revolved around Shelter Island landmarks that hold significance to them. The locations include Hiberry Lane, The Bluffs in the Heights, Hampshire Farms, Goat Hill, Crescent Beach, The Courts, Fiske Field, Reel Point, Clark Road, the Art Studio at School, Dickerson Creek, Shell Beach, Split Rock, and South Ferry.

"Fishing is a huge part of my life, and Reel Point is a location that I feel most at home while doing this activity," said Evan Weslek, explaining his choice of Ram Island as his landmark. Juliana Medina said she chose Dickerson Creek because of the memories it holds. "Dickerson Creek has been somewhere I loved being since I was a child. I used to bike there when I was younger and hang out with friends," she explained.



Graphic Courtesy of the Class of 2027. The landmarks featured on the back of the class's T-shirt.

Make sure to keep an eye out for these new shirts around the halls, and congratulations to all of the seniors on making it this far! We hope you have a wonderful year!

ARE YOU SMARTER THAN A 6TH GRADER: SHELTER ISLAND STUDENT EDITION

BY CAYMAN MOREHEAD

The following questions are academic trivia that every person should know by the time they finish 6th grade...supposedly. They are more challenging than you might think! Let's see how our students measure up. Below are the questions and how our students did. Take the quiz yourself, can you beat their scores? Look for the answer key on page **

01 **Which planet is known as the red planet?**
1. Venus 2. Jupiter
3. Mars 4. Mercury

02 **What is the largest ocean on earth?**
1. Pacific 2. Atlantic
3. Indian 4. Arctic

03 **Who wrote the declaration of independence?**
1. Benjamin franklin 2. Thomas jefferson
3. George washington 4. Thomas Paine

04 **What gas do plants take in during photosynthesis?**
1. Oxygen 2. Carbon dioxide
3. Hydrogen 4. Nitrogen

05 **How many continents are there?**
1. 4 2. 5
3. 6 4. 7

06 **What organ pumps blood?**
1. Heart 2. Kidneys
3. Lung 4. Pancreas

07 **What is the smallest prime number?**
1. 0 2. 1
3. 2 4. 3

08 **The Sphynx is located in which country?**
1. Libya 2. Sudan
3. Ethiopia 4. Egypt

09 **Solve: 3+4(9x0)**

10 **Who was president during the civil war?**
1. Ulysses S. Grant 2. Abraham Lincoln
3. Andrew Jackson 4. Teddy Roosevelt

STUDENT RESULTS

Logan Porzio (11th grade)	3/10
Lenny Rodas Ramos (6th grade)	5/10
Henry Springer (12th grade)	5/10
Regina Kolmogorova Weiseberg (10th grade)	5/10
Makayla Cronin (11th grade)	7/10

ANSWERS ON PAGE 10

FALL CROSSWORD PUZZLE

BY ALEXIS BARTILUCCI





ACROSS

4. Another word for ghost

5. Another word for fall

6. The holiday that takes place on October 31

7. A common candy given out on Halloween with peanuts in it

9. A type of magic used in the book 'The Crucible'

11. A shirt with a plaid pattern

12. The human body



DOWN

1. Usually worn on Halloween

2. A name given to a square pumpkin

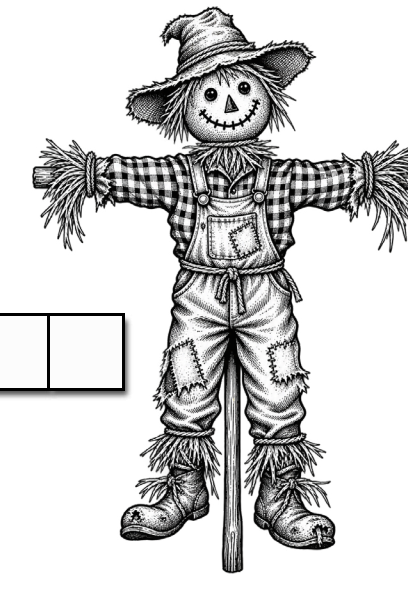
3. A monster that was made by a mad scientist

8. Commonly a field figure stuffed with straw

10. A sugary snack that is given on Halloween







ANSWERS ON PAGE 10

A NEW CHAPTER FOR THE TOT LOT

BY MAEVE SPRINGER

The children's playground across the street from the school, affectionately known as the "Tot Lot," is soon to be undergoing renovations. This playground was first built in 1996 to provide for a space for children and their families, and was later renovated in 2014 to refresh the equipment.

Seeing as the Tot Lot was last renovated twelve years ago, islanders brought the idea of a remodel to the surface. New equipment and designs have been displayed in front of the playground, and from the looks of it, there will be a new color scheme, as well as equipment. Currently a pink theme, the playground seems to be taking on a blue and green theme, changing the whole look. Renovation doesn't just stop there, according to the projected model, as many as ten new swings will be added. A new slide and a few jungle gyms are planned, as well as a few benches for resting areas. The new plans also provide lots of shade, which is especially important during the summer months. It seems unclear as if there will be a sand area, but this ultimately diminishes frequent maintenance that could be costly.

According to recent safety guidelines, a clear message is being sent in the new plans: fall prevention is a priority. In the new diagram currently on view, we see open areas, and only one tower. The little kids playground is an exciting new development for all islanders. Be sure to check out their website https://sitotlot.com/ and support their cause!

NEW YORK STATE PLANS MAJOR CHANGES TO REGENTS EXAMS AND GRADUATION REQUIREMENTS

BY KYRA SCIACCHITANO

New York State is planning significant changes to its high school graduation system, reshaping the role of Regents exams for future students. The proposed changes are part of NY Inspires, a statewide initiative designed to give students more ways to demonstrate their knowledge and prepare for life after high school.

For years, Regents exams have played an important role in New York's education system, requiring students to demonstrate their understanding of various subjects and meet graduation requirements. Under the NY Inspires plan, however, students will have more flexibility in how they demonstrate their academic achievements.

One of the most significant proposed changes is the removal of the requirement to pass a specific set of Regents exams to earn a high school diploma. The new approach is intended to shift the focus toward demonstrating subject knowledge through multiple pathways rather than relying primarily on standardized exams. The changes are expected to affect students graduating in 2028 and beyond, as the state transitions to its updated graduation framework.

Regents exams are not expected to disappear entirely. Instead, their role in assessing student learning may change as the state implements new graduation requirements and alternative ways for students to demonstrate their skills and knowledge.

Another major change involves the introduction of a single standard New York State diploma. Currently, students may earn different types of diplomas, including a local diploma, a Regents diploma, or an Advanced Regents diploma. Under the proposed framework, students who fulfill the state's graduation requirements would earn one standard diploma, with additional endorsements recognizing particular achievements or areas of strength.

Although these changes could offer students greater flexibility and reduce the pressure associated with high-stakes exams, they also raise questions about how schools will maintain consistent academic standards.

Overall, NY Inspires represents a significant shift in how New York State approaches high school graduation. While the changes have sparked discussion about academic expectations and student readiness, the plan aims to provide students with more opportunities to demonstrate what they know and can do. As the state moves toward implementing the new framework, its long-term impact on students, teachers, and schools remains to be seen.

TIPS FROM UPPER CLASSMEN

BY LOGAN PORZIO

A new school year has recently started, which also means that there are a new group of incoming freshmen, and sophomores who might be needing some help from the upperclassmen with their schooling, or just general advice. I went around the school interviewing some juniors and seniors, and asked for their biggest tip for the lowerclassmen. Here is what they said.

NATALIE FERNANDEZ, GRADE 12: "Don't procrastinate any work that has a due date far away like summer reading."

LILY POTTER, GRADE 11: "If you get at least 7-9 hours of sleep every night it will make your school a lot easier."

NATALIE MAMISASHVILLI, GRADE 11: "Do your homework and don't procrastinate."

RYAN SANWALD, GRADE 11: "Enjoy it white it lasts. AP classes are rough."

LYDIA BRIGHAM, GRADE 11: "Enjoy every second of it while everything is still new and exciting."

JACKSON ROHRER, GRADE 12: "Get involved in something and if you can't find anything, then look off the island."

LEONEL MENDEZ GREGORIO, GRADE 12. "Above all, be prepared—even if you don't see it coming—because things aren't always what they seem, especially at school. Always be mindful of your actions, because you never know how they might affect you in the future."

CAYMAN MOREHEAD, GRADE 12. "High school is where your grades really start to matter, know colleges are gonna be looking at your grades."

"Are you smarter than a 6th grader?" Answer key:

1. C	4. B	7. C	10. B
2. A	5. D	8. D	
3. B	6. A	9. 3	

FALL CROSSWORD KEY

1. Costume	5. Autumn	9. Witchcraft
2. Spookley	6. Halloween	10. Candy
3. Frankenstein	7. Snickers	11. Flannel
4. Phantom	8. Scarecrow	12. Skeleton

SHELTER ISLAND SCHOOL CLUBS: JOIN ONE!

BY LOGAN PORZIO

Did you know that Shelter Island School has 15 clubs? These clubs range from more well-known clubs such as Science Club, advised by Mr. Williams, to newer clubs like Chess Club, advised by Mr. Theinert. There is really something for everyone. If you are artistic or just enjoy getting creative, check out Mrs. Brigham's High School Art Club or Elementary Art Club–both hosted in the art studio. Want to help preserve your high school memories? Join the Yearbook Club, with Mrs. Miller as advisor. Mrs. Treharne advises both the school newspaper, The Inlet and the Unity Club–be sure to see her if you are interested in joining either. For the musically inclined, our Music Department offers Junior Theater, Jazz Band, and Select Choir. Finally, there are four organizations which offer students both leadership and/or service opportunities. These include: Leo's Club, NHS, NJHS, and Student Council. Be sure to get involved and check out some of our school's clubs!

LIMITED PLAYERS DOESN'T STOP SHELTER ISLAND

BY REGINA KOLMOGOROVA

As we all know, being low on players for our school sports is nothing new. This year especially, it has been extra hard to form teams. Our girls varsity volleyball team consists of 14 players, which seems pretty large, but that is because we needed to combine JV and varsity teams. It is great to have a team with so many on the roster, but it also can be challenging because first time players are learning alongside seniors who have played for years. The team is grateful to have any players interested, however, and is hopeful that girls continue to join volleyball so a JV and varsity squad can be rostered in seasons to come.

This year's junior varsity soccer team is hitting the field this year with only one substitute. Despite adding 8th graders to the roster, the team remains small. No matter, however, the team has been winning games and exhibiting skillful play.

Varsity golf has a deep roster this year. While it does include talented 7th and 8th graders, it has the largest roster of our fall sports with 16 players. Golf is having a great season so far with two wins and counting.

Shelter Island teams may be small, but as the saying goes, they are also mighty. Each athlete who decides to join a sport should be commended. Our student athletes are extremely thankful for the opportunity to learn, play, and build strong teams, no matter how small they may be.

ELEMENTARY STUDENTS WORK WITH GROUP FOR THE EAST END IN NEW ADDITION TO CURRICULUM

BY EDITORIAL STAFF

Elementary students are getting outside and getting their hands dirty, as a new addition to the science curriculum is a partnership with the Group for the East End. Using a grant from the Shelter Island Educational Foundation, students in 4th and 5th grades visited an estuary near Hay Beach at the beginning of October. The Group for the East End will be working with Shelter Island students in the future as well, as the 2nd and 3rd graders are slated to conduct a "Forest Investigation" with the Group for the East End on Friday, November 6th. Ms. Michele Yirce, Shelter Island's fifth-grade teacher and newly appointed elementary curriculum coordinator, told The Inlet about the exciting new partnership. She described the Group for the East End as "an organization that creates learning opportunities for students to interact and connect with their local natural environment." She added about the recent estuary trip, "Through observation and use of aquarium tanks, students identified plant and animal living habits and adaptations that allow them to thrive in this environment. They also discussed how the life in that estuary works together to survive."



Courtesy Photos. Students spent a day with the Group For the East End learning about the Peconic Estuary.

AROUND THE HALLS:

Fall is here!

BY MAEVE SPRINGER

The breezy autumnal weather brings with it a desire to indulge in our favorite things: warm drinks, pumpkin patches, and sweaters. Below are some of Shelter Island School student's favorite things about fall!



Ryan Sanwald

JUNIOR

"Hunting, I've been doing it since I was little and It's a great way to provide for my family and have some alone time."



Lily Potter

JUNIOR

"I love fall sports because volleyball is my favorite season."



Logan Porzio

JUNIOR

"I really like the changing temperatures because I prefer colder weather."



William Marshall

SOPHOMORE

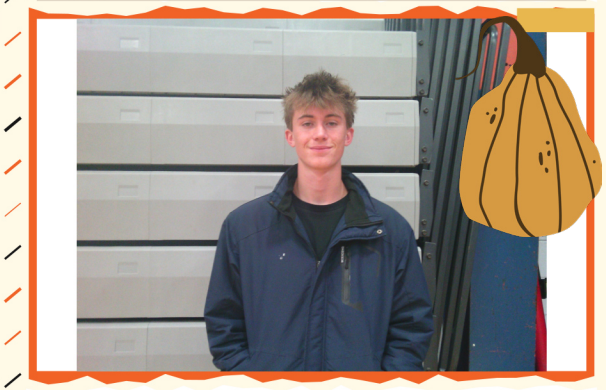
"The weather is great and I can enjoy it while playing golf and fishing."



Ms. Colligan

ENGLISH TEACHER

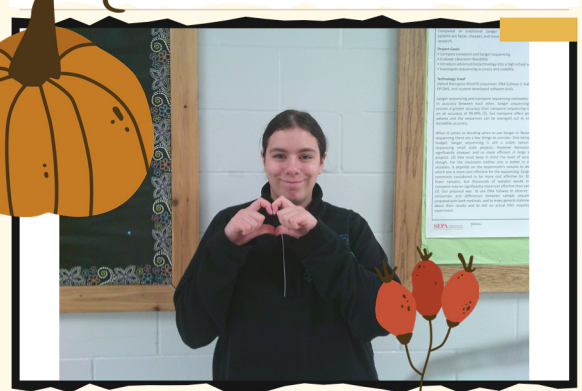
"I love having my windows open at night and being a little chilly."



Henry Springer

SENIOR

"I enjoy the colder weather and being outside."



Emily Lupo

SOPHOMORE

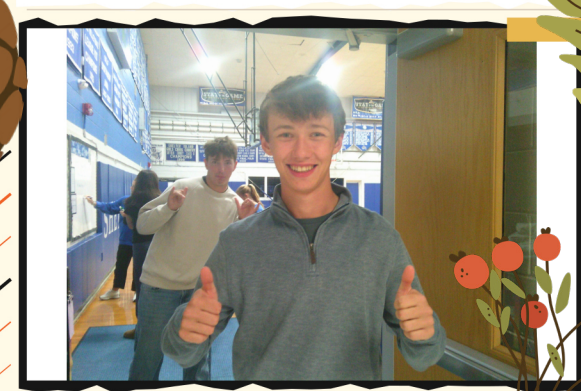
"I love the colder weather because that means I can start layering again."



Elizabeth Weslek

SOPHOMORE

"Fall is my favorite season because of the cool weather, and I get to drink hot coffee again. I also love watching 'Gilmore Girls'."



Jackson Rohrer

SENIOR

"I enjoy the golf season and its weather very much."