



Finding Myself At North Shore Through Science Research

By: Kaitlin Ho

When I look back on my four years at North Shore, I find myself very lucky to have been a part of many sectors of our school community: student government, Mock Trial, theater, poetry, the *Viking View*, and the Asian Student Alliance. Each experience helped mold me into who I am. However, I do believe Science Research impacted me the most as it became more than simply another class. Science Research became a field for discovery, persistence, and also a place that housed guidance and encouragement from an important mentor in my life: Dr. Molly Mordechai.

I remember my very first day in Room S-16. The dimly lit hallway was still quiet with that silence one only gets before first period starts. Bleary-eyed, I stood outside trying to gather myself for zero period Science Research class. My mom convinced me to take the course despite my guidance counselor warning me that it was hard. It was 7:20 a.m. I had just moved from New York City; I didn't know anybody and I most definitely didn't feel ready at all for a rumored 'difficult course.' I leaned over to another student and whispered: "What does an A day mean?" Small question really, but it summed up how truly out of place I felt.

Dr. Mordechai welcomed us inside calm yet firm, with that quiet authority that



Photo Courtesy Of: Shelly Newman

immediately commanded respect. She laid down the expectations of the course: rigor, independence, and perseverance. The totally opposite feeling stayed within me. I was overwhelmed. I have always been used to picking up school work quickly, but Research was different. It wasn't forthcoming and I was not used to not having clear answers. What I didn't know then though was that I was actually right where I needed to be.

Eventually, I found my way back to that tiny Science Research room-part closet, part lab-filled with stray pipettes, old lab notebooks, and the low hum of the refrigerator that holds fruit fly vials. The place became my retreat. In that quiet corner of the science wing, I sat with uncertainty, explored ideas without the fear of being wrong, and let my curiosity run free.

I took every step of that transformation with Dr. Mordechai. She didn't just tell me what to do, or give me busy work. She met me where I was; if I needed help perfecting my abstract, reworking my slideshow over a school break or talking through a failed experiment, she was there. She gave me the space to explore while never making me feel like I was doing it alone. Her support pushed me to grow and gave me the confidence to keep going, even through adversity.

My first independent project was a comparative analysis of the antibacterial properties in natural and commercial dog toothpaste—I found natural dog toothpaste was significantly more antibacterial when compared to commercial. What might have sounded simple on paper became my first lesson in real research—meticulous, messy, and surprisingly rewarding. The project ended up being recognized at the Long Island Science Congress, but, more meaningful than any award was the sense of ownership I felt. With Dr. Mordechai's support, I had taken an idea from start to finish—and

proved to myself that I could do just that.

Dr. Mordechai's *Drosophila* program at the High School also prepared me for when I started conducting collegiate level research on *Drosophila melanogaster* with Dr. Theodore Brummel at LIU Post. By the time I was trying to collect virgin fruit flies at the laboratory, I already knew the ropes on how to sort males and females as well as the different assays (experiments) I could conduct. Eventually, after months of experimentation, my research found that long-term cocoa supplementation rescued the Alzheimer model of *Drosophila* and that there were similar results through magnesium chloride supplementation on the Parkinson model. Both of my projects have been recognized on either the national or international level.

Besides my achievements in Science Research, the course taught me so much more than how to run an experiment. It taught me how to be resilient, how to learn from failure, how to ask questions that do not have easy answers, and how to stay curious even when the path forward is unclear. Helping underclassmen as Dr. Mordechai's intern, I also witnessed first-hand how research has transformed how they think of the world. Now, leaving the research program at North Shore, I feel prepared to take on the rigor of college through having learned how to read research papers, write research papers, and conduct experiments independently.

To anyone reading this: take the leap. Try something new. Explore a class that scares you a little. North Shore is full of opportunities, and you never know which one might shape your future. Mine began at 7:20 a.m. in a classroom I almost didn't walk into. Four years later, I'm leaving more confident, more curious, and deeply grateful—for the journey, and for the people who helped me along the way.

The Music Hallway: My Second Home

By: Allie Friedman

Thirteen years ago, my parents decided to move our family from Ditmas Park in Brooklyn to our very own Sea Cliff, a small town that they felt would grant me better educational opportunities. Now, as I am in my final months as a North Shore student, I can't help but wonder what would have happened if my parents had not decided to make that move. What I do know though, is that the North Shore School District left me with a plethora of memories that I would not trade for anything.

I still very clearly remember every teacher I have had since kindergarten at North Shore. I remember every friend I made, and every friend I have lost. By no means have the past twelve years of school always been easy, but, in the end, North Shore has taught me so very much.

When I started as a freshman here at

the High School, I felt lost. I had my friends from elementary and middle school, but something was missing. I found that missing piece of myself in the Band and Chorus rooms.

The summer between middle and high school, when I was choosing the courses I would take in my ninth grade year, I realized that unlike in middle school, I could participate in both chorus and band in the High School, without having to stay after school like I used to. The Middle School did not have the option to do both band and chorus, and in order to take chorus, I had to stay after school one day a week to catch up to everyone else in the choir. The catch was that I had to miss band every other day, and miss chorus while I was at band every other day.

And so, on the first day of high school, I entered the Band Room and it felt like a weight had been lifted off of my shoulders. This was

what I knew. This was something I had come home to every year since the third grade. While everything else was changing, playing my instrument and singing were the constants. Mr. Bromsey, although I only had just met him, made the Band Room feel like the place it was truly meant to be: an inclusive and safe space where I could go when I needed to cool off, or just see some familiar faces during a time of so much change.

The second day of high school, I entered the Chorus Room for the first time and met Mr. Catalano. I started playing the flute in third grade, but I had been singing since before I could even walk. Mr. C. opened up a community where anyone was welcome; anyone and everyone could sing. I felt inspired by the seniors in that class and continued with the

(Continued On Page 2)

My *Viking View* Experience

By: Raymond Lin

In my Google Drive, there lies a document filled with ideas for *Viking View* articles. Some of the earlier entries are admittedly awkward and sometimes cringe-worthy, yet a number of them remain compelling. In fact, some of the entries are more relevant today than when I first conceived of them. For example, one idea was to report on the apparent corruption of federal officials' suspiciously timed investments, which has become even more relevant given the Donald and Melania Trump cryptocurrencies. The abundance of wonderful ideas that I had makes it all the more bittersweet to write this final article for the *Viking View*.

However, I only feel that way because I have thoroughly enjoyed my time writing for the *Viking View*. Starting as a freshman, my articles were often haphazardly constructed, leaning more towards a scrambled summary than meaningful analysis. But at the time, I found it fulfilling and, even now, I believe it was useful because it helped me develop a passion for understanding the world and thinking critically about current affairs. This reflective mindset led me to start questioning the status quo and pondering how things could be different. With every article I wrote, I started to make sense of our deeply imperfect world and the possible solutions that could assist our situation.

Another facet of my *Viking View* experience was how it helped improve my analytical abilities. Met with deeply divided viewpoints, I had to research and decide for myself what was correct, an especially hard task when both sides had merits to them. However, it was a rewarding challenge that helped me determine my own beliefs and pushed me to elevate my thinking elsewhere in life, such as in my academics.

Additionally, as I have matured in our post-truth society, I have found myself ever more appreciative of my experience writing for the *Viking View*. Spending a little time on social media is all one needs to do to find misrepresentations and falsehoods being spread, even by senior government officials. The prolific manipulation of facts has become ingrained on the platforms that we dedicate countless hours to, hazardously informing many people's beliefs and exacerbating the crisis of misinformation. Now, perhaps more than ever before, engaging with communities like the *Viking View* is vital to ensuring independent thought that conforms not to the mob or social media algorithms, but to what is actually occurring around the world. By no means am I perfect though. Sometimes, I come across misinformation and wholeheartedly believe it, carrying a falsehood with me until I correct it through deeper inquiry; but, I believe it is that spirit of inquiry and skepticism that is so valuable in our modern world.

And so, as my high school days wrap up, I hope students at North Shore will continue to carry on this spirit for years to come.

The Viking View’s Editorial Staff For 2024-2025:

Editor-in-Chief:

Kaitlin Ho

Assistant Editor-in-Chiefs:

Lucia Cagno

Mae Curiale

Elsa Lanne

News Editor:

Kalista Lin

Features Editor:

Raymond Lin

Sports Editor:

Ava Varasano

Editor-in-Training

Abby Reisberg

Advisor:

Sara Millman

*****Please note that in order to save room, some articles do not have a source list at the end of the piece. However, upon request, sources will be supplied. Every writer must submit his/her source list to the editors during the editing process. Thus, all source lists are on file.***

Plastic Free Lunch Day And Beyond

By: Mae Curiale

On April 25th, the North Shore School District celebrated its second annual Plastic Free Lunch Day, an event introduced to the District by collaborators from the Coalition to Save Hempstead Harbor. The Coalition to Save Hempstead Harbor (CSHH) is a nonprofit environmental organization which was founded in 1986 that creates events and initiatives to maintain a clean environment, which consequently protect our local harbor. One such initiative is Plastic Free Lunch Day (PFLD), a District-wide event in which all plastic is avoided in the cafeteria throughout the day. According to Michelle Lapinel McAllister, the program’s director for the CSHH, the purpose of the day is to “highlight the overuse of single-use plastics in school lunches (and beyond), and inspire people to think about reducing our reliance on these plastics.”

McAllister further explained how the event’s implementation was inspired by an organization in New York City called Cafeteria Culture. According to its website, Cafeteria Culture is a “national environmental education nonprofit that centers school cafeterias as robust student action hubs to address food waste, plastic pollution, and other climate issues” (cafeteriaculture.org). Plastic Free Lunch Day is something the organization created and encouraged school districts to partake in between April 21st and April 25th. Last year, the CSHH got North Shore involved through a few of its Junior Ambassadors (CJAs): Stella Cashman, Anne Kelly, and Kyle Wong; they met with Alan Levin, the Director of the North Shore School District Lunch Program, as well as our Superintendent, Dr. Chris Zublionis, to discuss the event, and ultimately hosted North Shore’s first Plastic Free Lunch Day on April 19th, 2024.

PFLD brings attention to just how much plastic is used every day by schools alone. On the Cafeteria Culture website, some examples of plastic to avoid are listed—plastic straws, condiment packets, and utensils are all not used on PFLD. According to North Shore High School Cafeteria Staff members, plant-based utensils, paper water cartons, and paper salad bowls were offered on PFLD, as well as the paper straws and plates that are used every day. The goal is to help encourage the event to be celebrated not solely in the cafeteria, but throughout the entire school building, with students even bringing in reusable water bottles rather than plastic disposable ones.

On that note, an interesting conversation about plastic bottles was sparked this Spring between CSHH Associate

Director Lisa Cashman, North Shore High School’s Environmental Club Facilitator Laura DiLallo, and North Shore’s Director of Facilities and Operations, John Hall. Cashman contacted DiLallo to ask the Environmental Club members to advertise for the event by creating posters to be hung up around the hallways. Some of the Environmental Club members are also CJA members, and in their discussion with Levin and Zublionis about PFLD, they called attention to a concern among the student body about the safety of the drinking water in the High School’s water fountains, which is a potential factor that may drive students to purchase plastic disposable water bottles instead. In March, Cashman reached out to Hall for more information to assure students of the safety of the water and clear up any misconceptions, which could hopefully reduce plastic use within the school. Hall responded with an explanation of the process of obtaining water for the Districts’ fountains, detailing the strict requirements and monthly testing that are in place, as well as the annual water quality report that is publicly accessible online. According to Hall, “the water is drawn from an aquifer deep underground through well stations in Glen Head and Sea Cliff. That water is distributed through the pipe distribution system to homes, schools, and businesses.” Hall made it clear that the water provided through the drinking fountains comes from the same aquifer as the entire local area, meaning that “the water we receive in our school buildings is the same and has the same qualities as the water students are consuming in their own homes.”

Hall also shared that “around 2016, the District committed to installing water coolers with filters in all District fountains,” that remove any possible harmful materials such as lead and chlorine from the water. Another common misconception he mentioned was the idea that the red, orange, and green lights on the water fountains are indicative of the water quality. Hall pointed out that they instead indicate when the filter needs to be replaced, as “the filter in each unit has a life span” and the staff

maintains a good record of replacing the filters as soon as the light turns orange or red. Additionally, the schools are not even required to use such filters, but do it to definitively ensure the safety of all consumers of the water.

Hall also unveiled the dangers of what many students wrongly believe to be the safer option: disposable plastic bottles. He described how it is harder to regulate what is in those bottles because the water comes from all over the country, rather than from a local aquifer. In addition, water bottling facilities extract large quantities of water at once causing “an elevated risk of contaminants entering the water as it is literally vacuumed from the ground.” This means that not only is there a higher likelihood of harmful substances entering the bottled water, but it is also more difficult to regulate and stop it from occurring. In addition, on top of the environmental dangers posed by plastic bottles in the waste stream, plastic bottles also release microplastic particles into the water which are a danger to consumers. It is further worsened if the bottle is put in the sunlight or heat or put under pressure by being squeezed, as “the plastic and chemicals released into the water go up exponentially.”

The group effort of Hall, the North Shore High School Environmental Club, and the CSHH was helpful in providing information for students to better understand the benefits and dangers of their choices in regards to themselves as well as the environment. Plastic Free Lunch Day will hopefully continue as an annual event, and of course, students are encouraged to avoid plastic as much as possible year-round for their own health and the planet’s health.

For any students interested in becoming a Junior Ambassador for the CSHH, visit <https://coalitiontosavehempsteadharbor.org/junior-ambassadors>.



CSHH Junior Ambassadors and North Shore High School students Kyle Wong, Stella Cashman, and Anne Kelly meet with Mr. Alan Levin about PFLD.

A Wing That Felt Like Home

(Continued from Front Page)

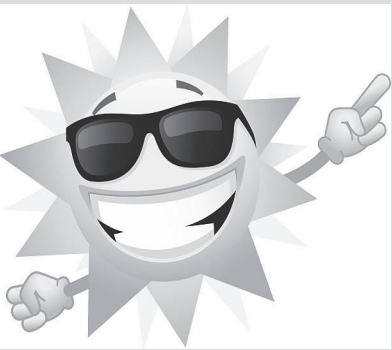
onwards and even went on to co-run the school’s soprano/alto a capella group from my sophomore through senior year, which Mr. C was fully supportive of; he never lost confidence in my abilities.

In addition, because I did band and chorus only every other day, I missed out on half of what most of my peers learned. However, what I got instead was very special. I gained a community of people that was going through the same thing as me; they were in chorus every other day. Mr. C. and Mr. Bromsey were extremely accommodating to

this situation, and allowed me to take lessons to learn music I had possibly missed.

So, what I really leaned from my experiences in the High School’s music wing is that everyone should have a place where they can go when they need it most. Some students may have a football field, or a basketball court. Some may have the art room or the photography lab. My safe space was the music wing. I had never felt as welcome and as safe as I did in that small area of the High School, and I have the teachers I encountered there to thank for that.

Have A Good Summer!



The Class Of 2025 Is Ready To Sail

By: Kaitlin Ho

It's hard to believe that nearly four years have passed since the Class of 2025 first walked through the doors of North Shore High School. Now its members are preparing to leave those same halls behind. Through moments of change, growth, and resilience, this class has made the most of its time here — creating memories, forming friendships, and rising to every challenge. As the Class of 2025 gets ready to take the next step into the future, some members reflect on the experiences that shaped their journey:

Q: Looking back on your time at North Shore, what moment or event stands out the most and why?

Ashley Holden: I think Sports Night really stands out. It's one of the few times during the year when everyone truly comes together for a really fun competition. Since I'm part of the SGO, I got to help organize it — creating the teams, the banners — it's a chaotic, but very fun week. Specifically, our junior year win was exciting because we were the underdogs. Now we have two back-to-back wins, which hasn't often happened in our school's history.

Chloe Corn: The Senior Play. It brought people together who hadn't hung out much before, and it pushed us to try new things. I even had a lead role, which was a completely new experience for me; it helped open me up to new opportunities.

Isabelle Lee: The European music trip last year really stands out. It was such a cool experience traveling to three different countries with the Orchestra and Music Department. Sports Night this year also stood out to me because it really brought the Senior Class together. All of the various Senior events have made our grade feel much more cohesive.

Kalista Lin: I would say any field trips I've been on or Junior Prom really stand out. Being outside of the classroom environment and having the chance to socialize and connect with peers is really beneficial — in ways that I think sometimes get overlooked.

Nick Ryder: Winning the New York City Regional last year with the Robotics Team really stands out. It was a huge moment for us — it validated all the hard work we had put into the team over the years. Going to Houston for the championship was a major achievement; it had been nine years since our team last qualified.

Nora Solomon: I would probably say my senior volleyball game. Throughout my time playing volleyball at North Shore, I've bonded not only with other seniors who share the same interests, but also with underclassmen — especially as a captain. They made posters for us, and our families came to the game. It really felt like a final goodbye after playing since fourth grade.

Raymond Lin: I would say my first debate competition stands out. I had been in debate since my freshman year, but because of COVID, I didn't get to compete until my junior year. That first match was a mix of confusion and fear, but it eventually grew into genuine satisfaction and enjoyment.

Samantha Nyhan: One moment that stands out to me was our spring musical, *Mamma Mia*, from this past year. During the final performance, it truly felt like everyone's hard work had paid off. We sold out all three shows, which had never happened before. It didn't feel like an ending; it felt like we had accomplished something great. Through theater, I have met so many amazing, talented, and compassionate people.

Q: How has North Shore High School helped you grow, both academically and personally?

Alexandra Basile: I'm a three-sport athlete, so I've been playing three sports since I was young. Sports at North Shore have been amazing —

I've seen the same girls every single day and through that, they've become some of my closest friends. Even though we might not hang out much outside of sports, being on the same teams really made us closer.

Ashley Holden: There are so many opportunities here that help you discover your interests and achieve your potential. For example, I've been a part of Math Research since eighth grade, and I even wrote my college essay about it. Participating in the Math Fair since freshman year and conducting original research helped me realize what I'm passionate about, and it's shaped the career path I'm pursuing.

Chloe Corn: Academically, North Shore offers so many resources and opportunities. If you're interested in a subject, there's usually an elective you can take. For example, taking Journalism and AP Government helped me discover my interest in political science, which I plan to minor in. Also, the wide range of extracurriculars allowed me to meet new people, gain new perspectives, and really grow socially.

Isabelle Lee: Academically, the flexibility in course selection really helped me grow. Teachers, especially Ms. Johnson in Photography, were supportive of creative ideas — even the ones that at first did not seem like they would work. In general, North Shore offers a wide variety of classes, giving students the chance to explore different interests, which I know isn't the case at every school. Personally, having that freedom really encouraged me to be more creative and confident in my ideas.

Maya Samuels: North Shore gave me the opportunity to choose from a variety of electives that helped me discover my interests. Courses like AP Computer Science, Science Research with Dr. Mordechai, and other science electives helped me decide on my future career path: fire protection engineering.

Samantha Nyhan: Personally, I've become much more comfortable with people. I came in here very quietly. Now I have so many people I consider friends and I feel much more comfortable sharing my thoughts. Academically, North Shore's teachers truly care about their students. There are so many good programs and specialized classes to help you grow into who you want to be.

Sam Quentzel: I really love North Shore. The school has amazing teachers, and I've learned so much here. Because of North Shore, I took on leadership opportunities in clubs like the National Honor Society.

Seamus Hughes: A big part of my growth has come from the teachers. Many of them have been really supportive and encouraging. For example, in AP Chemistry, Mr. Klein made a very difficult class much more manageable by focusing on learning — offering test corrections and lots of extra help.

Tristan Segal: Academically, North Shore has always pushed me to be the best student I could be. I challenged myself by taking harder classes instead of going the easy route; that helped me grow. Personally, North Shore gave me opportunities to pursue what I love through clubs and sports.

Taylor Silvia: North Shore offers a lot of extracurriculars and extra help opportunities. I regularly attended extra help sessions in the mornings and stayed involved in sports and clubs after school. Those opportunities helped me grow academically, athletically, and personally into a more well-rounded student.

Q: What advice would you give to incoming freshmen or younger students?

Ashley Holden: Get involved in school activities

from freshman year and stay consistent through senior year. A lot of people think it's embarrassing to run for things like SGO, but being involved exposes you to all of the amazing events at school.

Isabelle Lee: Don't be afraid to try different classes, even if they seem unfamiliar or challenging. You can always switch out if you really don't like something, but it's worth trying. Freshmen especially shouldn't stress too much — take classes that seem interesting, and give yourself room to explore without worrying too much about perfection.

Maya Samuels: Don't leave your work until the night before it's due. Spread out your assignments, stay organized, and don't give up — it'll make a huge difference.

Nora Solomon: Persevere through the hard times — there's always something to look forward to, even if it doesn't feel like it right away. Stay on top of your work, try to understand yourself and others, and most importantly, be a compassionate person.

Raymond Lin: Try everything. Being timid and not trying new things is probably the most harmful thing you can do to yourself. Also, put in the most amount of healthy effort you can pull from yourself — it's okay if it's a little or a lot; just do your best and enjoy yourself.

Sam Quentzel: Be friendly! Everyone at North Shore is welcoming, so branch out and get involved in as many clubs as you can. Also, get to know your teachers — they're great resources and really supportive.

Tristan Segal: If you like sports, it's a great way to get involved and make friends. Also, join clubs you're interested in — it's another great way to make new friends and do what you love.

Q: Were there any teachers, staff members, or classes that had a big impact on you? If so, how?

Ally Basile: Ms. Donnatin, my junior year English teacher, really pushed me to become a better student. I didn't love reading at first — I dreaded it — but she encouraged me to do the work and helped me realize that effort pays off, even when it's annoying at first.

Ashley Holden: Definitely Mr. Wankel, who runs the Math Research class. I've had him since eighth grade, and he's been a great mentor who really cares about our research and pushes us to make it the best it can be. Also, Ms. Kelly has been incredibly supportive. She's very involved in her students' learning and encourages everyone to reach their potential.

Chloe Corn: Mr. Blanchard's IB HOTA class made a big impact. His passion for history was obvious and inspiring. You could tell how much he cared about the subject and his students. That passion rubbed off on me, and shaped what I want to learn more about in the future.

Isabelle Lee: Ms. Johnson, my photography teacher, had a huge impact. She genuinely cares about her students, and really helps each one grow as an artist and individual. I also want to mention Ms. Grimshaw, my Anthropology teacher. Her class was structured around discussions and Socratic seminars, which made it really engaging and thought-provoking.

Kalista Lin: Ms. Rice and Mr. Blanchard both had a huge impact. Mr. Blanchard taught me in TOK and IB HOTA, and I found his classes incredibly valuable. Ms. Rice helped me a lot with my writing skills in English, which has been really important for my academic growth.

Maya Samuels: Dr. Mordechai was amazing — she taught me a lot in Science Research and really supported my growth.

Nick Ryder: The entire group of Physics teachers had a big impact on me. Mr. Bianco taught me Regents Physics and ran the Ping Pong Club,

which I was president of. Mr. Peroni mentored me through the Robotics program. Ms. LeMar taught AP Physics and helped me understand Physics better, influencing my decision to major in Engineering.

Nora Solomon: Ms. Hosemann, my ninth-grade English teacher, greatly improved my writing skills, which are essential beyond schoolwork. Also, Ms. Hope helped me realize I have an interest in statistics.

Paul Panagos: Ms. Hope helped me tremendously in 10th grade math, laying down strong fundamentals for Calculus. Dr. Kirmser was a great mentor in English, and she even wrote my college recommendation letter.

Raymond Lin: AP Chemistry with Mr. Klein had a big impact — it was my first hard class and prepared me for later sciences like AP Biology and AP Physics C. I also loved Mr. Blanchard's classes; IB HOTA and TOK. He encouraged students to think differently and valued various perspectives.

Samantha Nyhan: Ms. DeLima had a huge impact on me. We worked together on props for the plays and musicals, and she really helped me grow as an artist and a leader — showing me how to be more independent and improve artistically.

Seamus Hughes: Mr. Rodahan had a big impact on me. Even after I was no longer in his class, he still checked in, asked about Robotics, and genuinely cared about how I was doing.

Q: What will you miss the most about North Shore once you graduate?

Ashley Holden: I'll miss seeing everyone every day. Just having the chance to catch up with my peers daily is something I'm really going to miss.

Chloe Corn: I'll miss the community. North Shore is such a welcoming environment. I've never been afraid to ask teachers for help, join new clubs, or explore new interests.

Isabelle Lee: I'll miss the people the most. North Shore isn't a huge District, so by senior year, you really get to know everyone. Even if we weren't all close early on, we ended up building a strong sense of community. It'll definitely feel strange not seeing the same faces every day.

Kalista Lin: I'll miss the friends I made here. I'm definitely going to try to keep in touch with them.

Maya Samuels: I'll miss hanging out with my friends, the snack stand, the cookies — and especially the pumpkin muffins!

Nora Solomon: I'll miss the overall community. North Shore has a wide variety of students who excel academically, athletically, artistically, and musically. It's a melting pot of so many different kinds of people, and I hope to find an environment like this elsewhere in the future.

Raymond Lin: I'll miss how small and tight-knit North Shore is. It's easy to get to know a lot of people here, and that's something that'll be much harder to do when moving onto bigger places like college or the working world.

Samantha Nyhan: I'll miss the overall community at North Shore — the strong, supportive environment that includes people from all different backgrounds. I really hope to find a community like this again in the future.

Sam Quentzel: I'll miss the friends I made and the bonds I created over the last four years. Those relationships mean a lot to me.

As the Seniors of 2025 prepare to say goodbye to North Shore High School, it's clear that many of them are leaving with full hearts and countless memories. Their journey was shaped by the support of an incredible faculty, an amazing community, and meaningful friendships. Wherever life takes them, may North Shore always feel like home. Best of luck, Class of 2025!

N.S.H.S.'s Science Research Students Are At It Again

By: Lucy Jackson

On April 7th, 2025, freshmen taking Dr. Molly Mordichai's Introduction To Science Research took a trip to the Cradle of Aviation Museum for the junior division of the Long Island Science Congress (LISC). Many eager students from across Long Island filled the museum with their presentations that were perfectly mapped out on large poster boards.

The LISC is a competition that attracts over 80 Long Island schools and brings approximately 900 students to compete with one another. Presentations can range from the ability of E. coli to repair its DNA after being damaged by antibiotics to the prediction of wind farm performance. Each project is individually judged by three different science teachers. The students explain their projects and judges ask a series of related questions.

Surrounded by large retro aircrafts, students who were dressed in formal attire were crowded next to each other, and practiced their presentations during every free second they had. Although most kids were anxious that they would make a mistake, most judges were very kind, understanding, and easy to talk to.

My personal experience at the Long Island Science Congress included a range of emotions. At first I was scared I would completely forget everything I had prepared, and I was nervous I would be judged by my body language or even the dress pants I was wearing. My partner, Angel Li, and I worked thoroughly though and we felt well-prepared. Our topic focused on how

short-term copper exposure affects the sensitivity of E. coli against ampicillin. Some judges asked us about the actual experiment while others focused on the structure of our poster.

The day after the Junior Division, I asked some of the North Shore students about their experience at the Congress. Most people said that they wished they had practiced their presentation more. But, my partner, Angel Li, said that the research and the experimenting was really fun because it made her feel like she was in an actual lab. She said "it was a new experience, being able to work with bacteria and conduct hands-on research". Li was able to learn new skills, including pouring agar plates and maintaining a clean research environment. She expressed that while she was at the LISC she turned her nervous energy into excitement. Li and I did actually find that over different time periods, copper does not affect E. coli's sensitivity to ampicillin. And so, even though in the end, our experiment did not necessarily have the results we were looking for, we both agreed that it was still a fun and amazing experience.

Anne Kelly, another North Shore classmate, said that the actual experimentation was nerve wracking because of the risk of error. When she was able to conduct a successful experiment it helped boost her confidence. In the future, she wants to work on becoming more independent when it comes to lab work. While presenting, Kelly felt she was respected by the judges and found it to be a "positive and

validating experience".

Dr. Mordechai, who has been teaching the North Shore Science Research class for 10 years, has also been involved in the LISC as a judge for the same amount of time. Dr. Mordechai shared that North Shore traditionally has a strong presence at the competition and many students in the past have progressed to the New York State Science Congress. Dr. Mordechai explained how over the years it has been fun to see how excited kids get about their research and how passionate

they are.

Overall, I found that the Long Island Science Congress was an exciting new experience that I was happy to be a part of. Next year, I will be part of the Senior Division and I wonder how it will differ from the Junior Division. It was satisfying to see so many kids who were interested in science and had different topics and questions they wanted to research. Now it's time to wait to see which projects make it to the next level: the New York State Science Congress.



From L-R North Shore's 2024-2025 Introduction To Science Research Students: Avery Dimiola, Sofia Tulumello, Jamie Ko, Janet Cho, Shaila Neveroski, Kashvi Bhogadi, Fiona Hughes, Anne Kelly, Dimitrios Apergis, Natalie Yoo, Marcus Fortugno, Stella Cashman, Izzy Nisolo, Angel Li, Lucy Jackson, Kyle Wong, Aden Fellows, and Jonathan Hsi.

Disney's Disastrous *Snow White*

By: Ava Varasano

For generations, 1937's *Snow White* has been seen as a classic Disney movie. Despite its popularity, there was never a live-action remake like many other Disney classics. So when Disney announced a *Snow White* live-action remake in 2016, fans of the original tale were excited. After all, other Disney live-action remakes have included many classic princess stories, such as: *Cinderella*, *Aladdin*, *Sleeping Beauty*, and *The Little Mermaid*. Even with controversies surrounding the casting, animation, and costumes of these films, the Disney live-action remakes have been box office successes and have taken a more modernized approach to the cult classic tales. The same, however, cannot be said for the remake of *Snow White*, because not only was it a box office flop, but many viewers believe that it does not do the original justice.

One of the biggest complaints about the updated *Snow White* film is that the new live-action remake is too "woke" (*The New York Times*), destroying the original story's simplicity and charm. While Snow White still sings with birds and frolics through the woods, she doesn't obsess over her classic prince. This troubled a lot of viewers because Snow White's romantic relationship was the key storyline of the original tale. Another key aspect that was changed is that Snow White was extremely outspoken in the new film. While some say that Snow White's change in personality was an attempt to modernize the character, others argue that her ballads, protests, and loud remarks throughout the movie completely change her character from one that is delicate to one that is much less feminine.

In addition, the casting of Rachel Zegler as Snow White sparked many controversies. Zegler, a Latina actress, amassed a lot of hate for being cast as Snow White, a character whose skin was historically "white as snow" (*The New York Times*).

This triggered a lot of online hate towards both Disney and Zegler, who received racist backlash similar to the backlash received for Disney's live-action *The Little Mermaid*, in which an African American actress was cast as Ariel.

However, Zegler is a critically acclaimed actress who recently earned praise for her standout role as Maria in the remake of *West Side Story*, Juliet in *Romeo and Juliet* on Broadway, and Lucy Gray in *The Hunger Games: The Ballad of Songbirds and Snakes*. Although most critics agree she is a talented actress, her downfall was her media presence. Throughout the filming and press tours of *Snow White*, Zegler made statements that deterred people from wanting to see the movie, as well as spread dislike for her overall character. For example, she shamed the original *Snow White* movie in an interview with Extra TV at the D23 Expo, calling it "dated" and "weird." Her interviews went viral on social media, and people made jokes, comments, and video responses about her remarks.

Another thing that upset many viewers was the animation of the Seven Dwarfs. The Seven Dwarfs were a huge part of the original movie, and they are a key aspect of the new one, which makes the strange appearance of the seven characters so surprising. Disney used a combination of puppets and computer-generated imagery to create the dwarfs, rather than hiring actual actors. The mix of effects causes an unsettling look for the dwarfs, greatly juxtaposing them with the soft and delicate animation of the classic dwarfs. The original animation made the dwarfs look friendly for younger viewers, while the newer dwarfs could seem frightening to them because of their eerie looks.

Yes, the depiction of the dwarfs in the

original movie was controversial because they are used as comic relief which makes dwarfism seem inferior, but Disney did attempt to stay mindful of little people while making the new movie. Still, little people were even angered by the way Disney went about the Seven Dwarfs' portrayal, especially because people of short stature often have a difficult time obtaining roles in the acting industry, and *Snow White* would have been a great opportunity for deserving actors (*The New York Times*).

While some viewers did have a positive opinion of the new live-action *Snow White* and believed it appropriately modernized the classic story, the majority had strong negative opinions about its straying from the original (*Wall Street Journal*). Disney has yet to break even with the over 350 million dollars spent on its production, and it is predicted to never break even. The movie had potential, but the many changes that were made ruined the wholesome and nostalgic feeling of the original. To keep producing successful live-action films, Disney needs to use *Snow White* as a lesson and in the future, stick to the original storyline and characterization in future remakes.



Congrats To The Class Of 2025!



Wishing You All The Best In Your Future Endeavors!

Island Hopping: A Wild Week in the Galápagos

By: Elsa Lanne

This year, over Spring Break, 28 adventurous North Shore Juniors and Seniors took the long voyage to the special and protected islands of the Galapagos. Students were left in awe as they had the once-in-a-lifetime experience of swimming with turtles and sharks, visiting the homes of 100-year-old turtles, and exploring the Ecuadorian culture of the islands.

The Galapagos Islands, located in the Pacific Ocean 600 miles off the coast of Ecuador, are special for many reasons. To travel to the islands, the group spent an entire day and night taking three planes with a layover in Atlanta, Georgia, and Quito, Ecuador. The islands are home to many endemic species, which means that these animals are found nowhere else on the planet. The many different, unique ecosystems and animals of the islands created Darwin's Theory of Evolution, which is taught in the AP Biology curriculum. A junior and current AP Biology student, Hannah Sadowski, said, "I liked finding out more about what led to scientific discoveries we learned about in class." In addition, students got to experience the island's warm Ecuadorian mood, which is "a very different culture, as it revolves around the conservation of water and the ecosystems on the islands," said Mr. Seth Kline, a chaperone on the trip. Vanessa Jahnke, a senior, said, "I learned a lot about how people in South America live. I also got to experience and enjoy the food and culture of the islands."

The planning process began in June of 2023, long before the trip took place. If students were interested in participating, they were required to have a recommendation from a teacher and to submit a personal response that would be reviewed. A random lottery was then held to choose the final group of students that would be offered spots on the trip. In the end, 28 students attended the trip, which was chaperoned by four Science teachers: Ms. MaryAlice Kelly, Mr. Seth Kline, Mr. Joshua Timlin, and Ms. Dana Francis. Kline began the planning process by working with a company called EF Tours to figure out costs and an itinerary for the trip. Kline was experienced in working with the company, as this was the eighth trip he has planned with EF. The company strives to "provide immersive, life-changing education" (eftours.com) to the students and tour groups that it works with. "EF

does the booking of all activities, hotels, and restaurants, allowing the full itinerary of the trip to be included in the price," Kline said. EF also hired naturalist experts who were local to the islands, and guided the group through travel and activities. The naturalist's knowledge allowed students to discover and learn about the environment and the protection of endemic species that occupy the different islands. In addition, while snorkeling or hiking, they always provided facts and information on the animals and plants that the group encountered.

Throughout the trip, teachers easily communicated with students through a large WhatsApp group chat. This allowed them to announce information on activities and daily itineraries. With the guidance of three different naturalists, the group visited the three main islands of the archipelago: Santa Cruz, Isabella, and San Cristobal. Staying in a total of five hotels and taking four rough boat rides, the group was always on the move, traveling from one island to the next. Also, while snorkeling on Isabella Island, the group swam with sharks, sting rays, and turtles. Most importantly, students saw the endangered Blue Footed-Boobie, recognizable by its distinctive bright blue feet, a species specific only to that island. Sadowski added that, "Seeing the animals up close was a very cool experience." The group also got the opportunity to visit a turtle breeding center in Isabella and the Charles Darwin Research Center on Santa Cruz Island. Jahnke added, "I learned so much through the wide variety of activities, and enjoyed spending time outdoors."

Overall, the trip was a great opportunity for kids to make new friends and explore a new place. Students were even given free time to roam around the towns and shop for souvenirs and snacks. Junior Alex Ickowicz felt, "The balance of freedom and actual activities was very enjoyable. I grew closer to people I would not have known otherwise."

Not only did students get the amazing opportunity to see animals and places that only exist on the Galapagos Islands, but they also got to make friends and create memories. "It was an amazing once-in-a-lifetime experience," said Junior, Ava Varasano.



It's Becoming A Digital Testing World

By: Ella Cleary

In May 2025, the College Board made a significant change to its Advanced Placement (AP) testing format, moving it from paper exams to digital ones. This idea was fueled by the concerns about cheating and the vulnerabilities of paper exams.

With this change, 28 AP exams will now be taken through a Bluebook testing site, which is the College Board's testing platform. The shift of the AP exams from paper to digital follows on the heels of the same type of change in 2024 to the College Board's SAT exam. But, there has been no research at this point proving that students do better on digital versus the paper exams. So, I interviewed some students at North

Shore High School to see how they are feeling about the change.

Q: How do you feel about the AP tests being online now?

Wyatt Snyder (12th grade): "I think its good and easier with less reading and more tools such as a timer."

Mollie Reagan (12th grade): "I have no strong feelings either way, but online is probably better for the environment, more secure, and faster when it comes to getting your grades back."

Abby Reisburg (10th grade): "As a first time AP student, I absolutely hate the idea of the AP's being online. I am a typical paper, pencil, scantron type of person."

Favorite Poems Of Our Faculty and Their Role During Uncertain Times

By: Anne Kelly

What speaks to you? This is a question that reaches into one's identity, and it reflects that which we hold closest to our hearts as well as what we hold onto during times of uncertainty. The messages, values, and situations in our world can connect to what we care about and how we interpret our existence and purpose. They can bring us great comfort and solidarity and aid us in seeing the world differently. Poetry, an art form with words as its clay and the human condition as its sculptor, represents and reflects what we see, hold, know, and wonder. And so, I asked several of North Shore's teachers and administration about the poetry in their lives, and I found that their favorite poems mirrored their passions, memories, dreams, and values.

-Ms. Sara LeMar (Physics): Poetry brings her back to her childhood, with her first exposure coming in second grade. She was assigned to memorize "My Shadow" by Robert Louis Stevenson. While her seven-year-old self was developing fundamental literacy skills, in her adulthood, "the layers of the poem have meant more to [her]...and are still something [she]...think[s] about often." This work has continued to impact her over the years because it reflects the innocence of childhood in its playful and nonconforming nature, a message that transcends a childhood memory or an age; it is an attitude towards life, independence, and joy that she has held throughout her life.

-Ms. Diane Vestuto (English): "Nothing Gold Can Stay" by Robert Frost is a beloved poem for her. It speaks about the value and beauty of fleeting innocence, by using nature as its powerful symbol. For Ms. Vestuto, the memory of first reading it in the novel *The Outsiders* by S.E. Hinton and feeling, with the poem's enhancement of the story's themes, the profound impact that this art form can have, "helped [her] see that poetry can capture feelings that are hard to say out loud."

-Dr. Carol Ann Smyth, the Assistant Superintendent for Curriculum at North Shore: sees in Walt Whitman's "When I Heard the Learn'd Astronomer" her own experience as a person in academia when "the beauty of the natural world and people's experience are reduced to charts and numbers." To Dr. Smyth, this poem, which "highlights the tension between building knowledge and embracing wonder," helps her find peace and a new degree of enlightenment as it "encourages [her] to embrace silence, wonder, and presence" even in the face of being "consumed by information." She can, in these moments, "reflect on Whitman's quiet escape under the stars...[and find] inspiration in the idea that true understanding often arrives not only through scientific explanation, but also through

experience and reflection."

-Ms. Brooke Hope (Math): Song lyrics are poetic and present in all our lives. Ms. Hope sees her love of motherhood and observance of the world through her son's awe in Brandi Carlile's song "The Mother". She has identified with this work and finds joy and comfort in that it "so wonderfully captures both the beauty and complexity of motherhood," something she has felt, but never saw so aptly expressed as it is in this work.

-Ms. Sara Millman (English): was given resolve in her life's journey after she found her own story mirrored in the empowering, independent themes of "The Journey" by Mary Oliver. It "hit a note" with her and she was "easily able to apply it to [her] life at that time"; she was inspired by the poem and now tries to "live [her] life according to its themes" and pass it on to others.

-Ms. Rachel Donnatin (English): finds solace in "The Sin of Omission" by Margaret Sangster, a poem exploring the "small day-to-day acts that truly matter in life". This work also expresses what we can and should do in our lives to bring a taste of the joys of the human condition into our lives as we are wrapped up in our own distresses. For Ms. Donnatin, she keeps this poem in her mind "as life becomes more hectic and harried...[because it] reminds [her] to not forget" these tiny acts she can do to bring a little bit more light into the world.

-Dr. Ryan O'Hara (Middle School Principal): picked "The Star-splitter" by Robert Frost, a narrative work encompassing many messages of poetry that are so important to us; it explores what we value in our lives, our place in the cosmos and society, and how we choose to live with others and for ourselves. For him, this poem "reminds [him] to withhold judgment of others" [and] suggests that being part of a community means practicing forgiveness." The story of the differing means by which we create meaning and value in our lives helped to convey to Dr. O'Hara the empathetic notion that "in our own way, each of us is just trying to do what we believe is right."

-Mr. Joshua Knight (English): believes that "The Second Coming" by William Butler Yeats "offers a profound theory about the rise and fall of empires." He "love[s] sharing this poem with High School Seniors, when the time is right."

Poetry provides a lens for us to explore our humanity, and, just as it has helped our teachers, when we find ourselves feeling alone and questioning who we are or where we are headed, we can turn to this form of expression to find understanding, joy, motivation, or perhaps even hope.

of the exam, it prevented me from finishing. I had to retake it at a later date and found the entire digital experience stressful.

Besides technical difficulties, another possible challenge for students taking online exams may be time management, especially for those who can't quickly adjust to a different testing format. Additionally, the unfamiliarity with online tests could increase anxiety, which could ultimately affect performance. Such a sudden shift to online testing is overwhelming.

Only time will tell if the College Board's exams will remain digital. But, for now, those who plan to take them should prepare and become familiar with all they involve.

June 2025

Retired North Shore H.S. English Teacher Susan Soltis: Lovingly Remembered

By: Lucia Cagno

Susan Soltis, a well-loved retired North Shore English teacher, passed away on March 14th at the age of 68. She taught at North Shore High School from 1990 to 2021 and within the North Shore community is considered a legend.

Soltis began her English teaching career after earning her Bachelor of Arts from Middlebury College in Vermont, where she graduated cum laude with Honors in American Literature. She then attended the Teachers College of Columbia University, where she earned her Master of Arts. Prior to her teaching career, Soltis was a free-lance author, and specialized in computer-related topics.

As Susan Soltis taught, her dedication to scholarship was apparent. During her 31 years of teaching at North Shore, she taught Advanced Placement Language and Composition, IB Language and Literature, 9th Grade Honors, and 9th Grade Regents classes. Joshua Knight, an English teacher at North Shore, worked closely with Soltis as they both taught Advanced Placement Language and Composition and year one of IB Language and Literature. Mr. Knight said that she “brought excellence to her own classroom consistently, and through her example, made [everyone] around her better teachers”. Not only that, but it was “common to hear about how genuinely caring and nurturing” she was. Janine Gibstein, a Special Education teacher at North

Shore who worked closely with Soltis, said that Soltis was “definitely a champion for Special Education students”. She was able to foster a sense of growth and challenge by always being “firm, but gentle and kind at the same time”. Those who had Soltis as an English teacher often describe their class experience as the moment when they “turn[ed] into writers”.

Soltis was not only an inspiration inside the classroom, but outside as well. She was the advisor of the National Honor Society, making the values of character and leadership central to the organization at North Shore. She was also the advisor to the Gender Equity Club, the Racism Education and Discussion Club, Mosaic (the school’s literary magazine), and The Challenge Team, which was a competitive team that played against other schools. Soltis was constantly inspiring and helping those around her; and in the words of Julie Ritter, the Director of North Shore’s English Department, Susan Soltis “was a fierce and compassionate defender of what is right”. Ritter always admired Soltis for having a “rare gift for igniting a genuine love of learning” and for having a classroom that “balanced old-fashioned rigor with innovative, student-centered methods that made each lesson meaningful”.

The North Shore community is

certainly mourning the loss of this incredible teacher, friend, and person. A celebration to honor Soltis and remember her lasting impact is being planned for later this spring at which North Shore High School’s Writing Center will be named after her.

Sources:

Feeney, Luke. “North Shore School Districts Mourns Long-Time Teacher Susan Soltis.” *L.I. Herald*. 28 Mar. 2025.



*The Viking View
Wishes Its Senior
Editors A Happy
Graduation And A
Wonderful Future.*

*Congratulations and
Good Luck To:*

*-Kaitlin Ho
-Kalista Lin
and
-Raymond Lin*

*Thank You For All You
Have Done Over The
Years For the
Viking View.*

Inside North Shore’s 2025-2026 Budget: An Exclusive Interview With Board of Education President Andrea Macari

By: Tyler Harding

As the North Shore Schools face financial pressures due to declining tax revenues, a great deal of thought is needed regarding the District’s future. In an exclusive interview, Board of Education President Andrea Macari shares her journey from a North Shore student to trustee to president. She explains her motivations in childhood education and the balance of meeting the needs of students, staff, and the community.

Q. Why did you decide to run for the Board, and how long have you been on it?

A. “I have been on the board for five years now. I was very interested in childhood education, and I felt that I had a unique skill set, being not only a parent of a child in the District, but also a graduate of the North Shore schools. At that time, it was the start of COVID when there were a lot of mental health issues that were affecting students, faculty, and staff due to COVID. And I really believe that, as a clinical psychologist, that was an area of expertise nobody on the Board had.”

Q. How did you get elected?

A. “Each trustee serves for a three-year term. At our reorganization meeting in June, the Trustees elected a vice president and president. So I was vice president for two years before. And when Dave Ludmar resigned as president, I was nominated to be the next president, and the Trustees elected me. So the community elects the Trustees, and then the Trustees elect the president and vice president of the school board. I served as Vice President from 2021-2023. I have served as President since 2023. So I’m at the end of my second year as President. I will continue to serve this community and the Board for as long as my skills are needed.”

Q. What makes being president different from being a trustee?

A. “As president, I’m the spokesperson for the board, and I am responsible for the day-to-day communications and interactions with the superintendent of schools. I have no more power than any trustee. Each trustee gets one vote, and we operate as a body, as a unit. But I am in charge

June 2025

of running the meetings.

Q. How much time does being president take from you?

A. “As president, I would say I devote about 20 hours a week.”

Q. Can you explain to us a little more about the 2025-2026 budget that the community just voted on?

A. “So the budget that the Superintendent proposed and the Board put up for 2025, 2026 is \$125 million. The budget this year is 2.435% greater than last year’s budget. And we gave our opinions. For example, we had a high school student speak at Public Comments expressing that she was disappointed in the selection of books in the renovated HS library. The Trustees at a later budget review meeting (March 13th) then examined the budget for each of the five libraries and requested that it be increased. They budgeted less for books than they had the previous year, and all the Trustees said we did not like this. We believe schools should have books. We know that kids nowadays are doing a lot of online reading and online text, but we value as a Board that students have hard copies of the text. We want to see our libraries well-funded, well-stocked. So, we took a second look, because that’s an area we would like to spend money on. Basically, we look at every single area of the District and give our feedback. And then Dr. Zublionis and Assistant Superintendent of Business Jamie Pappas incorporate all of our feedback. And then they come back to us at some point, saying we added this or we took off this. And then at some point, they offer us their finalized budget, and the seven trustees then vote on putting that budget up to the community. On May 20th, our community of over 15,000 residents voted on it.”

Q. With this budget, will there be bigger class sizes, fewer teachers throughout the District, or any cuts to extracurricular activities?

A. “So the cuts for the 2023-2024, and 2024-2025 school years totaled \$5.2 million, and that

was \$4 million in cuts for personnel. We did cut some teachers, some administrators, and some paraprofessionals. We cut about 51 positions over two years. But we did so in a way that students didn’t feel the cuts. We increased class size just a little bit in certain areas, we collapsed some sections, and mainly, what we did was when someone retired, we did not replace them. So it wasn’t people losing jobs; it was more the reorganizing of our staff in a way that was more efficient. We also took a look at the attendance of certain clubs, and if there were clubs that weren’t well attended, we replaced them with new clubs that students wanted this year. So I guess we basically tried to make cuts in areas that students didn’t feel. That really was our goal.”

Q. How much time does it take to prepare and address the budget?

A. “So, we start thinking about a budget five years before. We have projections for five years in the future. And that’s really important because we have to know what the potential pitfalls could be so that we can deal with them in advance. For instance, we’re currently worried about the loss of \$8.4 million in the next two years over some changes in the utilities. And so if we could potentially lose \$8.4 million, two years from now, we have to start preparing now for that. How are we doing that? We’re talking to our legislators, applying for grants, advocating to stakeholders, and communicating to our taxpayers so they understand what could potentially happen. It’s serious. If something bad were to happen, maybe we would have to close a school, and so we would have to lay off a hundred teachers. So to be effective at a budget, you have to take a very future-oriented approach.”

Q. How can young people in our community help and get their feedback out there?

A. “So at every single board meeting, I open the floor to public comments, and anyone, even if they are not a resident here, can come and address the Board. So if you are a student and you have a

concern, or even if you just want to tell us something about the District, you can come and address the Board. And you can always email us. But I will say, and I should say this: if a student has an issue, it’s always good to go through the chain of command, which means you want to first address the issue with the person who is most directly involved in whatever that issue is. And then if you’re still dissatisfied, you move to the next person; then you move to the next person, and then the next person. For example, if you had an issue with a teacher, it’s best to address it with the teacher first. Then you might move to the departmental head, followed by the principal, then the superintendent, and then finally, you could go to the Board.”

Through it all, Andrea Macari, a 1996 graduate of North Shore High School, who is now a clinical psychologist and President of the Board of Education, plays a vital role in guiding the community through thoughtful and dedicated decision-making. It is clear that she remains committed to student needs, the importance of education, staffing, and the community’s well-being.



Board President Andrea Macari

Photo Taken By: Ellamarie Mitchell

Withdrawing From The Paris Agreement: Who, What, When and Why

By: Jenna Sasso

In 2016, the Paris Agreement, a treaty which confronts climate change, was agreed to by the 195 countries that were present at the 2015 United Nations Climate Change Conference. The major purpose of this agreement is to keep the increase in the global average temperature to well below 2 degrees Celsius above pre-industrial levels, mainly by reducing greenhouse gas emissions. The United States, which is the second largest emitter in the world, only after China, wanted to have a positive long-term impact on the planet and therefore, President Barack Obama, at that time, gave his support when it came to this Agreement.

But in 2017, along with a new president, Donald Trump, came change. He stated that the United States would stop being a part of the Paris Agreement because he felt it would hurt the country's economy. Previously, President Barack Obama had committed the United States to contributing a great deal of money to the Green Climate Fund, which was a core element of the Paris Agreement. Ultimately though, in 2019, the Trump administration gave formal notice that it would withdraw. It took a few years for this exit to happen as no country could leave the Agreement within the first three years of its start date. President Donald Trump called the Paris Agreement a "bad deal for America" because it "would cost the United States \$3 trillion in lost Gross Domestic Product and 6.5 million jobs... It would undermine our economy, hamstring our workers, and effectively decapitate our coal industry", he added. Trump also felt that the Green Climate Fund was a ploy to redistribute wealth from rich to poor countries. He did add at that time, however, that he was open to renegotiating the arrangement or negotiating a new one, but European and UN leaders said just one country cannot make that happen.

The Council on Foreign Relations

described Trump's decision to leave the Agreement as a major setback, given the country's international influence and responsibility. During this period, the U.S. even rolled back several environmental protections and increased its investment in fossil fuels. Ultimately, the U.S.'s withdrawal impacted other countries, climate change research and society's chance of reaching the goals of the Paris Agreement. In a recent interview with science teacher Mrs. Janice Chen, she explained that, "We keep on getting these 100-year storms but they are coming every 2-3 years... sunny day flooding is happening just because the tide is rising. There hasn't even been a storm." This kind of extreme weather is sadly becoming more common, clearly making climate action even more urgent.

Once a new president, Joe Biden, was elected in 2020, he signed an executive order to rejoin the agreement. Then, once President Trump's second inauguration took place in 2024, an executive order to withdraw the United States from the agreement for a second time was signed. And so, now, at least 24 states within the country, plus Puerto Rico and American Samoa, are continuing to try and advance the objectives of the Paris Agreement thanks to the U.S. Climate Alliance that they created upon the first withdrawal. As science teacher Ms. Sara LeMar stated: "Everyone needs to make the commitment to make it better; community members, the cafeteria, no plastic, more paper." When environmental saving actions are taken collectively, it can drive big changes. No matter what though, the damage done due to the United States leaving the Agreement continues to be felt. The U.S.'s departure serves as a powerful reminder that progress on the prevention of climate change depends on long-lasting commitment, cooperation and a desire to leave this planet better than how we found it.

Is School Out For The Department Of Education?

By: Kalista Lin

On March 10th, 2025, the Trump administration took a major step toward its longstanding goal of dismantling the U.S. Department of Education by laying off approximately 1,300 employees. This sharp reduction slashes the agency's workforce to just over 2,100, down from more than 4,000 earlier this year. The move appears to be part of a larger plan to phase out the department entirely—an idea that has been a staple of Trump's political rhetoric since his first campaign.

The layoffs follow leaked reports that Trump intended to sign an executive order that aimed to eliminate the department, as detailed in documents first obtained by *The Wall Street Journal*. While the president has broad executive powers, dissolving a Cabinet-level agency created by Congress requires legislative approval. Still, Trump seems intent on weakening the Department from within, reducing its operational capacity and signaling to Congress that it should finish the job.

Trump and his allies have long accused the Department of Education of promoting what they see as a left-leaning ideological agenda. They cite the Department's support for diversity, equity, and inclusion initiatives, along with policies around gender identity and critical race theory, as examples of federal overreach. Trump has argued that education decisions should rest with parents and local governments. He also claims that the Department has failed to improve educational outcomes despite decades of federal involvement and billions in spending (Toness). These criticisms have fueled conservative calls to return control to the states and shrink the federal role in education.

The effort to eliminate the Department has been seen before—Trump campaigned on it, and it remains a core tenet of the conservative Project 2025 agenda. However, what sets this moment apart is his clear willingness to

unilaterally reduce the Department's power while daring Congress to make the decision official. Whether lawmakers will comply still remains uncertain. In 2023, a bipartisan majority in the House voted against eliminating the Department. At the time, President Biden would have certainly vetoed any such measure.

With political dynamics shifting and Trump applying pressure, it's unclear how Congress—especially the Senate, which would need 60 votes to break a Democratic filibuster—will respond. A similar approach was previously attempted with the Head Start program, which supports early childhood education for low-income families, but that plan was rescinded in January along with a general pause on government spending cuts. The strategy now mirrors the Administration's earlier handling of the U.S. Agency for International Development, where staffing cuts and transfers to the State Department effectively gutted the agency.

A further complication is the Administration's defiance of judicial authority. In at least one case, Trump's team ignored a court order to release federal grant money, raising concerns that similar noncompliance could follow legal rulings on the Education Department's fate. Overall, even though Trump lacks the legal authority to abolish the Department without Congress, his administration may continue to act as if that authority exists.

Though, what's most concerning is the uncertainty this situation creates for public education nationwide. Billions of dollars in federal funding, research, and support programs are now in limbo. The true impact of Trump's efforts will ultimately depend on whether or not Congress reasserts its constitutional role or allows the executive branch to unilaterally redefine the federal government's role in education.

The Legacy Of Pope Francis

By: Mollie Regan

On Easter Monday, April 21st, 2025, the beloved Pope Francis died at the age of 88. His death occurred after a few health scares, as the Pope battled with a polymicrobial respiratory infection and pneumonia. He was an extremely popular leader because of his kindness, humility, and love for God, and his life and achievements tell the story of a determined, intelligent, and compassionate man.

Pope Francis was born on December 17th, 1936, in Buenos Aires, Argentina. He did not decide to work for the church until his early 30's, when he joined the Society of Jesus, and was later ordained as a priest in December of 1969. Pope Francis, or Jorge Mario Bergoglio, which was his birth name, proved to be a devoted and inspiring priest, climbing the ranks of the Catholic Church. In 1998, he became the Archbishop of Buenos Aires, and not long after, he was granted the rank of cardinal in 2001. When Pope Benedict XVI resigned in 2013, Pope Francis was elected to succeed him. The new Pope

chose the name Francis to honor Saint Francis of Assisi, a saint who was infamous for giving up his earthly belongings to live a life of poverty and humility. This was reflected in Pope Francis's actions, as he became known as one of the most humble and accepting Popes of our time. He chose to live in the Vatican guesthouse, as opposed to the official papal apartments, which highlighted his heart; he desired to live closer to his clergy and guests. It was also symbolic, as this break in tradition set the precedent for the rest of his papacy.

Pope Francis was also known for his emphasis on reform within the church, as well as "servant leadership", modeling his leadership of the church after Jesus's actions and Saint Francis of Assisi's beliefs. Pope Francis based his papacy around several essential beliefs. He made clear his devotion to the practices of mercy and compassion through his motto "Misericordia atque Eligendo", which translates to "having mercy, he called him". The Pope also

strived for social justice and inclusivity, advocating strongly for the poor and oppressed, and making waves with his statement "who am I to judge?" when in a conversation about LGBTQ+ people in the church.

The former Pope was also a strong advocate for the Earth, releasing a papal encyclical, or a letter, entitled "Laudato Si" in 2015, in which he talked about climate change, ethics, and greed, which were all affecting the environment.

Overall, Pope Francis was a kind, compassionate, and progressive Pope, who won the hearts of many through his actions to help and improve not only the church, but the world as a whole. He was intelligent and inspiring in his handling of complex societal and religious challenges, and he left a legacy that will hopefully inspire millions to follow in his footsteps, ultimately creating a more compassionate and accepting Catholic Church.



Good
Luck To
All
Students
On
Final
Exams!

22 Seasons And 50,000 Points Later

By: Abby Reisberg

It is crazy to think that those born in 2003, who are now 22, have not experienced life without LeBron James under the public eye in the NBA; in fact, he has been in the NBA longer than most of his young fans have been alive. Interestingly enough, Jalen Duren, the No. 13 overall pick in the 2022 NBA draft, became not only the youngest active player in the NBA at that time, but he also holds the distinction of being the first NBA player who was born after James made his NBA debut on October 30, 2003 (ESPN). Today in 2025, there are over 50 active NBA players who were born after James’s NBA debut, including his son Bronny James (October 2004), Victor Wembanyama (January 2004), and Zaccharie Risacher (April 2005).

James is like no other, as he has been in the League after two decades, multiple generations, and even the first iPhone! Aside from this, James has made quite the name for himself, as of 2023 being the all-time leading scorer of the NBA, having 21 All-Star appearances and four championships (2012, 2013, 2016, and 2020) under his belt. In addition to this, James is a three-time Team USA Olympic Gold Medalist (2008 Beijing, 2012 London, 2024 Paris); and, crazy enough, on March 4, 2025, James surpassed 50,000 career points, which has never been done before and will most likely never be done again. James’s exceptional longevity, sustained high scoring average, and the honor of entering the League at 18 all contribute as to why James’s scoring record may never be achieved by another player. With this, some may wonder what paved the way to LeBron’s greatness?

LeBron Raymone James was born on December 30, 1984, in Akron, Ohio. At an early age he showed a natural talent for basketball and even got a mini hoop for Christmas! In 1999, James was recruited to play basketball at St. Vincent-St. Mary High School in his hometown, which was just the beginning of his remarkable journey. During his freshman season, the team had an undefeated 27-0 season, and James averaged 18 points, 6.2 rebounds, and 3.6 assists per game, leading the team to a Division III state championship, scoring 25 points in the game. In that season, James was awarded All-Ohio Division III Honors (Biography.com). In the

following year, the St. Vincent-St. Mary crew won the state title yet again with James averaging 25.3 points, 7.4 rebounds and 5.5 assists. As a sophomore, he was chosen for the *USA Today* All-USA First Team and became the first sophomore to be up for this award. James’s momentum in his final two years of high school only strengthened as he skyrocketed during his junior season with averages of 28 points, 8.9 rebounds, 6 assists, and 3 steals per game, and became the first junior to be named male basketball Gatorade National Player of the Year. James dreamt of one more title, so, in his senior year, he averaged around 31 points per game, clinching St. Vincent-St. Mary High’s third state title in a four-year period. He ended his high school career with 2,657 points, 892 rebounds, and 523 assists (Biography.com). The list of awards and stat lines that LeBron James has had could go on forever, but it was his drive and consistency that allowed him to thrive during his four years at St. Vincent-St. Mary. After all, James did not just thrive on the basketball court, but also on the football field as a three-year wide receiver; he even received All-State honors his sophomore year, along with multiple Division I offers from colleges including Notre Dame.

Soon after James’s farewell state championship title, he prepared himself for the 2003 NBA Draft and it was no surprise, considering his extraordinary high school career, that James went number one overall without even stepping foot on a college court. He immediately made an impact and brought his greatness to the Cleveland Cavaliers for his debut season (2003-2004). In James’s rookie season, he averaged 20 points, 5.5 rebounds, and 5.9 assists per game, leading him to be Rookie of the Year and the first Cavalier to receive that honor.

The fuel has yet to run out for LeBron James, as he is still powering through after age 40 and has gone through many ups and downs to get to this point in his career. While James could possibly be nearing the end of his career, he has said “The day I can’t give the game everything on the floor is the day that I’ll be done.” Let’s hope that day is far off.

How A New Generation Is Changing Baseball

By: Brian Kraupner

Major League Baseball (MLB) is undergoing a competitive and cultural transformation, and it’s being driven by a new generation of talented young players. This next generation of stars like Elly De La Cruz, Gunnar Henderson, Bobby Witt Jr., and Corbin Carroll bring fresh energy to America’s favorite sport.

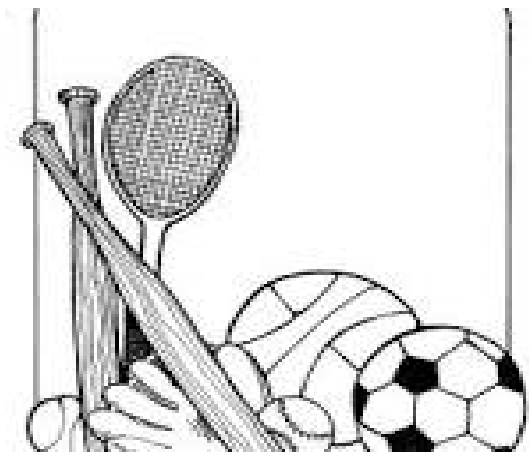
“The game is in good hands,” Yankees star Aaron Judge replied in 2023 when asked about the youth movement of MLB. “The guys we got in here and the guys who were here last year, I think they know the mission and understand what it’s about”(MLB). Today’s prospects show up prepared to dominate. For example, Elly De La Cruz, a shortstop for the Cincinnati Reds, is a classic player who won’t fit the mold. According to MLB Statcast, his sprint speed consistently ranks in the top percentile within the League, and his highlight-reel throws from third base have made him an online star. “One of the common ways to describe De La Cruz is that he is a ‘create-a-player.” (SB Nation) The skill set and athleticism that Elly De La Cruz brings to the game, make him stand out.

This revolution among young players is not just about highlight reels; it’s reshaping the game as a whole. Bases are being stolen more often, and

youthful stars are in the lead. Corbin Carroll of the Arizona Diamondbacks, for example, plays both shortstop and third base at an elite level. Players like these can adjust their swings, pitch selections, and defensive positioning in real time.

Talent does come without problems though. With so much attention, pressure, and expectation, some young players struggle to adjust to life in the Majors. St. Louis Cardinals prospect Jordan Walker has opened up on the struggles of adjusting to big league pitching and fan expectations leading to confidence struggles and anxiety. Others, like Jared Shuster of the Chicago White Sox, have spoken about the anxiety that comes with constant roster uncertainty. Teams are beginning though to take the mental health of players who are new to the league more seriously by providing more resources like team therapists and mental skills coaches.

As more young stars take the field and reshape how the game is played, it is clear that this new generation is pushing the sport forward. As the League continues to develop, supporting their mental well-being will be just as important as celebrating their success.





VOLVO CARS

GLEN COVE

79 CEDAR SWAMP RD, GLEN COVE NY 11542

WWW.VOLVOCARSGLENCOVE.COM

516.880.8421

MAKING THE WORLD SAFER 1 VOLVO AT A TIME