

the GLOBE

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PHOTO COURTESY OF JEN NOVICK ('22)

MHS Students gather outside the Westchester County Board of Legislators' Office.

MHS Students Participate in Fracked Gas Plant Protest

By SELA BREEN

In July of 2019, New York State passed The Climate Leadership and Community Protection Act (CLCPA), one of the most ambitious climate laws in the world, demanding the NY economy to reduce greenhouse gas emissions by 40 percent by 2030 and 85 percent by 2050 compared to 1990 levels. The law also created a Climate Action Council for the state with the role of recommending ways to

help New York meet its climate goals and keep it on a path towards carbon neutrality. This was recognized as a major step forward for New York in regards to its environmental policy, but this recent reform has not fixed all of NY's climate issues.

On September 23, MHS students and other young climate activists could be seen marching and congregating outside of the White Plains' Board of Legislators office in White Plains. The group was carrying signs, chanting, and

giving speeches about the way a proposed natural gas plant would adversely impact New York's environmental goals.

The Danskammer Power plant is a fossil-fuel based power plant in Newburgh, New York that is about sixty years old. The plant runs at about five percent capacity and is only running a couple days a year. Now, there is a proposal to build a new natural gas plant next to the old...

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Calculus Teacher Valdez's Daughters Work to Create COVID-19 Vaccine

By MAIA GLAZER

There is immense national and international tension over who will finalize the first Covid-19 vaccine and when this will happen. In the United States, this pressure has been magnified by the presidential race. In a New York Times article by Katie Thomas and Jesse Drucker, they claim the first half of 2021 to be the "best-guess" for when the vaccine will be available to the American public, according to sci-

entists and federal health officials. Right now, only 10 vaccines have reached the final stages of testing in the U.S., with US Biotech firm Moderna among the most promising.

Mamaroneck High School has a surprising connection to the development of this prized vaccine: Mrs. Valdez, who has been teaching AB and BC Calculus at MHS since 2001. Her daughters Erika and Isabella...

SEE "Math Teacher" PAGE 9

Larchmont-Mamaroneck Community Paints BLM Mural



FATIMAH KAHN/THE GLOBE

By FATIMAH KHAN

On September 29, 2020, the Village of Mamaroneck Board of Trustees approved a Black Lives Matter mural to be painted in the Washingtonville neighborhood, about half a mile away from downtown Mamaroneck. This landmark will speak to the commitment of our community to fight racism, inspire people of all ages, and demonstrate that hate has no home in Mamaroneck. However, this triumph was not achieved easily.

How did the idea for this mural develop? Lavet Allen, a Mamaroneck resident, has organized a block party in the

Washingtonville neighborhood, at the end of each summer, for about 15 years. Not merely a summer tradition, this block party provides grants and school supplies for kids in the community each year. However, due to COVID-19 safety concerns, the block party was canceled this year. After the rise in BLM murals in towns across the country and Westchester county after the Black Lives Matter protests of the summer, a Mamaroneck BLM mural seemed like the perfect replacement for this beloved community tradition. It was a way for the community to come together...

SEE "Mamaroneck" PAGE 7

MHS College Applicants Face New Challenges

By KATE SOLOMON

Applying to colleges is always a stressful time for seniors, no matter the year. However, the college process has been extremely difficult and taxing for the class of 2021 due to the global pandemic. The CoronaVirus has made their experience unique and most definitely one to remember.

Chris Rivera ('21), says that the college process for him so far has been, "quite difficult." He explains that many members of the senior class are overwhelmed by going from doing almost no work since March, to getting blasted with college applications and assignments from teachers.

Rivera highlights that the class of 2021 is going through an application process that no other generation has ever gone through which obviously creates a tremendous amount of anxiety. Calle Harwin ('21) is going through very similar experiences as Rivera. When asked what the college process has been like for her so far, Harwin describes that juggling school work, ten writing supplements, and her CommonApp essay has been especially tough. She says that this experience has put an absurd amount of pressure on her and her classmates in that it feels like a competition which is really stressful. While Harwin is confident that she will turn all of her applications in by November 1st, she believes

that the anxiety of the process will not go away anytime soon.

When the pandemic hit last March, many of the seniors weren't expecting it to impact their college admissions process. However, Rivera explains that due to COVID-19, he was unable to tour a majority of his schools. A major part of the college process is finding a campus that you can envision yourself walking through every day. Rivera claims that finding a college via virtual tour has made the experience, "ten times more difficult than it needed to be." He goes on to say, "You want to see the students walking around the various packed classrooms..."

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News

Mamaroneck Makes Massive Budget Cuts

With state funding cut, how has the district had to adjust? What has been lost?

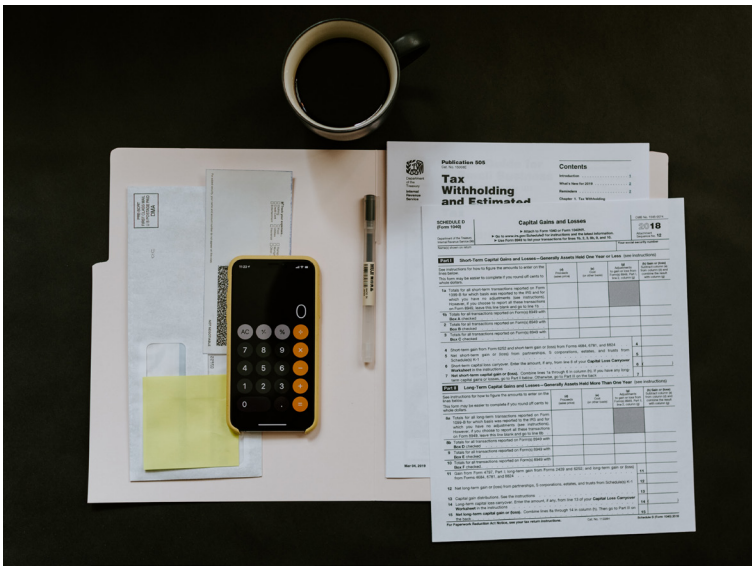
By ABBY TUCKER

Due to the coronavirus pandemic, the Mamaroneck Union Free School District is projected to lose \$1.5 million in aid from New York State for the 2020-2021 school year. Additionally, the district has lost revenue from facility use amidst the shutdown, for example from local sports leagues that normally pay to use school gyms. The pandemic has added costs related to technology, temperature-taking equipment,

school year. The school administration committed to “maintain the quality of the educational experience for students,” but the district has had to strategically cut programs and experiences that were unlikely to remain possible during the pandemic. One of the programs affected by the budget cuts is the arts. For this school year, the school musical as well as PACE shows have been cut from the budget. The hope is that music concerts and other performances

Senior Recital were both televised on LMCTV, containing pre-recorded videos of student performances. Beyond performances, the arts curriculum at MHS was also reduced. Only sophomores and seniors enrolled in PACE will receive music instruction this year, as PACE music teacher Mr. Derby now doubles as an elementary music teacher. Arts students at MHS feel like they are always unfairly impacted by budget cuts, especially this time. PACE student Vanessa Parra says, “It is unfortunate that not only here at MHS but in other schools across the country that we see the arts always getting the same treatment. The arts are just as important as any other academic activity students do and need to be treated like they matter.”

Sports also saw significant budget cuts district-wide. The pandemic has already limited the ability of sports teams to travel and compete with other schools, so the administration reflected this in the reduced budget to try to move limited funds elsewhere. Modified sports at Hommocks



FATIMAH KHAN/THE GLOBE

The MUFSD “is projected to lose \$1.5 million in aid from New York state for the 2020-2021 school year.”

protective gear, and sanitation. Cuts in state aid, combined with a loss in revenue and the added costs of PPE (personal protective equipment) have resulted in significant budget cuts for this

could continue in a virtual format, perhaps live-streamed to an audience at home. For example, last spring, the music department’s Honors Recital and the PACE

experienced significant cuts due to the announcement from Section 1 that there would be no modified sports this fall. Hommocks is currently trying to organize intramural sports for some fall teams. At MHS, freshmen sports teams were cut, leaving only one junior varsity and one varsity team per sport. Clubs have also lost much of their funding, including robotics and FBLA. However, many clubs

at MHS have yet to start in full swing, so the full scale of how budget cuts will affect clubs this year is yet to be seen. Despite the budget cuts, programs are coming up with innovative ways to work with reduced funding and with social distancing guidelines to preserve the student experience at MHS.

COVID 101 With MHS Principal Mrs. Clain

Mrs. Clain answers questions and gives an overview of protocols for when someone gets sick at MHS.

By SELA BREEN

With the first cases of Covid-19 emerging at Mamaroneck High School, it is important for everyone to understand the procedures that will be followed when there is a case and the reasoning behind said procedures. Compiled from emails sent out to parents, documents posted on the district website, and interviews with Ms. Clain, here is the most crucial information to know on how MHS is handling cases at the high school.

What happens when someone tests positive for Covid-19?

When a case in a student is reported to the school, the school immediately contacts all teachers, and parents of children who have classes or advisory with the student who tested positive. These students and teachers must then leave school immediately and begin quarantining for two weeks from their last contact with the ill student. When a case in a teacher is reported to the school, the school immediately contacts all parents of children who are in the teacher’s class. These students then proceed the same way as they



KIM WEI/THE GLOBE

would when a student tests positive by quarantining for two weeks since their last contact.

What does “direct contact” mean?

“Direct contact” is defined as contact with an infected person for a prolonged period of time. In the context of MHS, one would only be a direct contact if they have spent over twenty minutes

in a classroom with someone who has tested positive for Covid-19. Only these people, direct contacts, need to quarantine for two weeks if there is a case.

How was this precaution system developed? What were its goals?

This precaution system was developed with close attention paid to CDC guidelines and

an abundance of caution. But, ultimately, the goal was to get students in front of teachers for as much time as possible while still being safe. Ms. Clain expressed this sentiment when speaking of the planning for the school year that she and other administrators spent weeks on, saying “We prioritized getting kids into the building...so that we can see [them] face to face.”

Is the school ever going fully remote?

When speaking with administration, they feel that it is inevitable that the school goes fully remote for at least some period of time, even with all of the safety precautions implemented. Ms. Clain explained that the reason they believe fully remote school is inevitable is not that the administration is predicting a spike in cases, but because of the personnel issue that will result from just a few positive cases. For example, if more than two or three students test positive for Covid-19, then all of their teachers will have to quarantine. Because most teachers teach upwards of four classes a day, the lack of teachers in person will cause the school to shut down. This problem is worsened by the fact that substitute teachers are few and far between with the pandemic.

Is the school ever going to go back to 100% capacity?

As of right now, there is no plan to get 100% of students in the building at the same time. But, this is obviously the sense of normalcy that is ultimately the goal.

MHS Students Work to Halt Danskammer Plant

Students from across Westchester join to protest against the proposal for a fracked gas power plant.

By SELA BREEN

“STUDENTS”, FROM FRONT

...Danskammer plant that would run almost all the time.

Local climate activists are robustly opposed to this proposal to create the new Danskammer power plant. They claim this new plant would extend New York’s reliance on fossil fuels and fracked gas (energy sources that are proven to be harmful to the environment) for decades and that it will be a huge step back in reaching the goals set out in the CLCPA. Additionally, the Stop Danskammer coalition explains that adding the plant will accelerate the process of climate change by emitting forty times the amount of greenhouse gases per year than the old one, a number equivalent to adding over 200,000 cars passenger cars to the roads of Hudson Valley.

Environmentalists even go beyond fossil fuels when arguing against Danskammer. They are concerned about the decline in air quality that the plant will bring



Protestors gather outside the Westchester County Board of Legislators office to protest the Danskammer proposal.

PHOTO COURTESY OF JEN NOVICK (’22)

“Repowering Danskammer is a relatively short-term action plan, while progressing towards 100 percent renewable energy is more sustainable and cost-effective.”

- Mrs. Andrews

to surrounding neighborhoods, a decline that can increase the risk of asthma attacks, lung cancer, and other respiratory illnesses.

One reason for the proposal of the new power plant in Newburgh is the closure of Indian Point, a nuclear power plant in New York that provided a lot

to replace this energy source and are questioning the reliability and efficiency of energy in the area without this plant, even though this thought was considered when Indian Point’s closure was agreed upon.

Mrs. Andrews, the AP Environmental Science teacher at Mamaroneck High School, understands why the repowering of the Danskammer plant is getting attention with the closing of Indian Point and the questions of energy reliability and efficiency, but believes “the ambitious and necessary goals by NYS to adopt more “green” energy sources should be prioritized.” She says, “Repower-

ing Danskammer is a relatively short-term action plan, while progressing towards 100 percent renewable energy is more sustainable and cost-effective.”

MHS students definitely agree that New York should be prioritizing moving towards renewable energy, as demonstrated by their involvement in the protest in White Plains. These students, including MHS students Fatimah Khan (’22), Jen Novick (’22), Jena Vincelli (’22), Michaela Loughran (’22), and Caitlyn Carpenter (’22), got involved with the movement against the Danskammer power plant through Sunrise Westchester, a hub of the national, youth-led

Sunrise Movement that advocates for environmental justice. Sunrise Westchester has spent the last few months working to get towns in Westchester to pass municipal resolutions against the Danskammer Power Plant. The group has had success and passed resolutions in Hastings-on-Hudson, New Castle, Mount Vernon, and Peekskill, in addition to one in the Village of Larchmont and Town of Mamaroneck.

Sunrise Westchester also played a major role in organizing the protest at the White Plains board Board of Legislators’ office. Jen Novick, member and Social Media Coordinator for Sunrise Westchester, says that the hub helped organize the protest with members of Sunrise Bronx, Sunrise Sarah Lawrence, and Food and Water Watch. She says the purpose of the protest was to “draw attention to the Stop Danskammer movement and hopefully elicit a response from Governor Cuomo.”

For those who are concerned about the Danskammer power plant and climate change more broadly, Novick suggests signing the petition to stop the plant (<https://actionnetwork.org/petitions/stop-the-danskammer-energy-plant>), calling their local officials to voice their concerns, and following Sunrise Westchester on instagram @sunrisewestchester to get involved and stay up to date on local climate events.

Mamaroneck Moves to Fifty Percent Capacity

With a month of no cases, the MHS made the decision to increase capacity.

By SPENCER WOLFF

At the beginning of October, Mamaroneck High School released its schedule detailing how the school would hold classes with 33% of students at any given time. On October 2, this release was updated to reflect the new 50% plan that was set up in the beginning of the year to be used later, if the coronavirus was still under control. The update notified parents that MHS would switch from 33% capacity to 50% capacity on Thursday, October 8. The Globe reached out to Ms. Clain, the principal, who had a major role in deciding if Mamaroneck High School should go to 50%.

Ms. Clain said “There were many factors involved” in the decision to switch to the 50 percent plan. She said that the school decided to go to 50% “after ensuring that the logistics (travel patterns) were working and that we could increase capacity.

Students had dropped and added classes and class rosters are pretty stabilized.” Ms. Clain also stated that this would not have happened without the diligence of the students during this time. “They were absolutely serious about being in school and we have had almost no cases of students not wearing masks all the time while in school,” she said. She expressed that students have done a great job of following rules and not “hanging about”.

Mrs. Clain also explained how there were some kinks to work out with the layouts of classrooms because, although the school wanted to go 50%, safety and social distancing were still the first priority in all classrooms. “We walked through classrooms and looked at where and how teachers are teaching and how much space they need and want at the front of the classroom. We went into classrooms again and again (with a measuring tape) to determine if we could fit enough desks 6 feet

apart for that particular class. We had to move a couple of teachers into larger classrooms, so that they could accommodate their 50% rosters.”

The school began the 50% capacity plan on a Thursday instead of a Monday for a few reasons. “By the end of the week of September 29, we were confident that we could get to 50%. Custodians had to move some desks and furniture to accommodate the 6 foot distancing. They need time to move the furniture. We also thought it would be easier to finish a cycle of days 1, 2 and 3 and then switch to the Day 1 Day 2 schedule.” The school decided to make the switch before a Focus Friday and a three-day weekend so it could work out problems with the systems while students were not in the school. “We [Ms. Clain and the Assistant Principals] wanted to see the 50% in action for one day, then see if we needed to make changes or tweak travel patterns etc. We had four days to

do so.”

The school also considered the teachers when looking to increase capacity. “Teachers seemed to want to get to 50% but only if they felt safe. By maintaining the 6

“We are continuing to hold ourselves to a higher standard than required by the state, and we have maintained the the six feet guidelines in addition to wearing masks all the time.”

- Mrs. Clain

foot guideline, and masks, which is above and beyond the state mandate, they seemed satisfied. Seeing students every other day will help build community and relationships

much faster.”

Ms. Clain felt similarly about listening to the voices of students and parents. “Students and parents were making it clear that they wanted to get to 50%. On a daily basis students were asking me about 50% and parents were sending me emails.” However, some students are not on board with the move to 50%. Some seniors said that they “like the small school vibe with 33 percent” and that “if it [the 33% model] ain’t broke, don’t fix it.” But, to students who are skeptical over increasing capacity, Ms Clain says, “We are continuing to hold ourselves to a higher standard than required by the state, and we have maintained the 6ft guidelines in addition to wearing masks all the time.”

As for whether this model has been successful, Ms. Clain and her fellow administrators members have to wait and see and will be ready to adjust their approaches as circumstances change.

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Editorial

Is Advisory Helpful for Students?

Just a few weeks ago, Mamaroneck High School switched its 33% capacity policy to a 50% capacity policy. While many students at Mamaroneck see 50% as a step in the right direction, Globe staff members worry that it is too soon to open up. With students at Hommocks Middle School, Chatsworth Elementary School, and a student and several employees at the high school recently testing positive for COVID-19, many think that the high school should have waited longer to see how well our safety policies are working. Two main things dominated the debate: education and safety.

With the 50% schedule, students attend school every day, for half a day. Not only does this mean that they get to spend more time with their teachers, but it also means that classes are larger, encouraging more engagement within the classroom. This “closer to normal” schedule gives students a clear routine. Almost every Globe member agreed that this way of learning was better than 33%. They were

able to hand in their assignments, take tests over two day periods, and have a somewhat social class experience. While this is good for students’ education, does it outweigh the negatives of reopening too early?

Some fear that reopening too soon will cause Mamaroneck to go back to being fully remote. Because more people are exposed

to.” Mamaroneck has only been in session since September. Many are afraid that the safety policies were not checked enough before the school opened up to 50%. Others brought up the fact that students off of school property have been taking their masks off with friends and have been ignoring other recommendations by the

CDC. Since the school can’t monitor this, there is no way to ensure that students are behaving correctly and considering the safety of other Mamaroneck students.

In the end, the Globe decided that the negatives outweigh the positives. If 50% jeopardizes the health of Mamaroneck students, sacrificing this more hands-on education would maintain the safety of our community. A junior Globe member said, “The closer

we get to normal, the more dangerous our school becomes.” This Catch 22 scenario that boggled the minds of the Globe staff bubbled down to one phrase: “Better safe than sorry.”



CAITLYN CARPENTER/THE GLOBE

Mrs. Katz’s advisory class on a Focus Friday.

now, if someone catches the virus, it will be much harder to trace. For the example at Hommocks, one sophomore Globe member said, “It’s not about the first kid, but the amount of kids that they spread it

Do Students Feel Safe with 50% Capacity?

Change in plans creates uneasiness for some.

In many ways, school this year has been much different from previous years. Here at MHS, there have been more than a few unique changes, from the one-way overpass to the socially-distanced, shortened class periods. Another relatively noticeable change, however, is the implementation of a bi-monthly advisory period for all MHS students. This advisory period is designed to help students adjust, and according to Ms. Clain “build community and attend to their social and emotional lives”. The Globe staff, however, had mixed views on the topic.

Advisory, they said, is minimally effective in serving MHS students’ needs. The lessons have been covering remedial topics that high school seniors are already quite well-versed in. One case in point, the most recent lesson consisted of a well-intentioned yet seemingly out of touch anti-bullying lesson. Of course, anti-bullying messaging is important, but how valuable is a short video stressing kindness to an audience of unenthused

high school seniors? Especially considering we have been in the district for 13 years, and will be gone in a few months? Anecdotally, the Globe staff notices almost negligible participation, and attendance has already dropped off dramatically. Additionally, the purpose of Advisory, an open and comfortable place to discuss emotions, is hindered by circumstance. For most students, their advisor is a teacher they have never met. The class is filled with students whom they likely do not know very well. How can this be a comfortable place for students to share?

Globe staff, while acknowledging the obvious limitations of this program, realize the other factors that perhaps support the existence of such a program. Advisory days are days students go in, and are counted as in-person school days from a scheduling perspective. Additionally, across the nation (and region), parents are demanding increased social and emotional support programs for students. Rather than a miscalculation by

MHS Administration, advisory is likely more of a necessary step to convince parents that MHS will be a safe and nurturing place for their children to return to school, especially amidst such stressful circumstances. Principal Clain also stressed that it is too early to judge the efficacy of Advisory, considering we are only three sessions in. According to her, advisory has been especially valuable for 9th graders who are integrating into the new school, and that advisory is an experience that students can make of it what they want. “Kids need to give it a real try. Some kids are definitely going to like it, and some kids have already told us that they like it”.

As we progress, and perhaps become more acclimated and comfortable, the outlook on advisory could certainly change. For now, however, early indicators suggest that it is not as effective as it was designed to be.

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Op-Ed

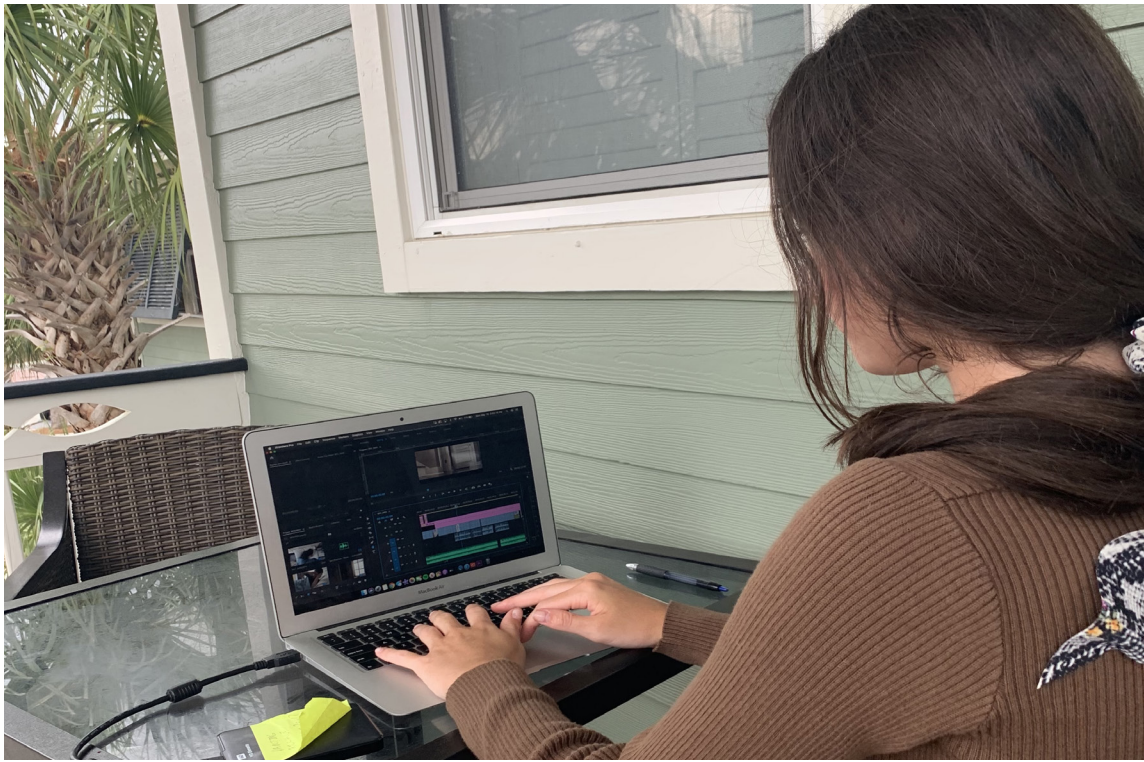
MHS Tries Its Best to Accommodate Remote Students

Are Mamaroneck High School students receiving the same level of attention and education when they’re not in the classroom?

By SARAH COLBERT

2020 has been unlike any other year we’ve ever experienced. On March 13, 2020, Mamaroneck Schools closed down for in-person learning and switched to a 100% virtual learning platform. This was supposed to be for a few weeks, but ended up lasting the entire rest of the school year. And, although New York State has “flattened the curve”, COVID-19 is still very much a threat to everyone’s health and safety. The Mamaroneck School District, therefore, has had to adapt and weigh the benefits of in-person learning with the risks of increased virus transmission. As a result, the school gave students the choice between a hybrid and a fully remote learning option, which students have the ability to change each quarter if desired.

At our high school, 13% of the students decided to choose the fully remote option instead of the proposed hybrid model. I am one of those students who opted for remote. Although it’s a small percentage, the school is clearly doing its best to ensure an equal learning experience for these remote students amidst the pandemic compared to the spring when teachers were thrown into remote teaching with no warning. Now, with the benefit of planning over the summer, the teachers have created a more interactive and productive educational experience. They have risen to the challenge



FATIMAH KHAN/THE GLOBE

of teaching in a part in-person/part remote model.

From personal experience, I can say that no teacher is giving less attention to the remote learners, whether fully remote or on a hybrid schedule. They are trying to make sure everyone stays engaged and has an equal learning opportunity. I haven’t been in a single class at home where I wasn’t able to ask a question or I wasn’t able to answer a question the teacher asked. Teachers also have become much more accessible than they

A film student works remotely.

were pre-pandemic and are open to helping you succeed in whatever way they can even though they are not seeing you in person.

Mrs. Elmoznino is a good example of a teacher who has succeeded in ensuring that her remote students succeed regardless of all the impediments they may face. She has made sure her remote video students are able to learn how to use the equipment thus far and have access to all of the materials needed for success in the course by planning alternative

times outside of school hours to pass along necessary equipment. Video, among many of the arts and electives, is definitely hard to teach remotely since the work is very hands-on, so it is impressive to see the amazing job teachers have done so far. Remote student, Kiera Butler (‘23), stated “I think it was hard to adjust to at first, but it’s getting easier now that everything’s had a little time to settle down” Butler’s statement represents how so many feel about this time; time to get comfortable with

change.

Despite all the efforts and progress made by administration, there are definitely some disadvantages to remote learning. Another remote student, Melina Silvestro (‘23), commented, “I feel that teachers are doing the best they can to make everyone feel included and supported, however, some teachers seem to have the situation under control better than others.” One difficulty of remote learning over which teachers have no control is that it’s harder to pay attention when you’re not present physically in the classroom. For example, my dog likes to participate in the learning experience by barking through class which can be very distracting. It is also draining to be on a screen all day. You lose out on the in-person interaction with everybody and, although teachers are trying their best, it definitely adds an element of challenge when trying to provide help. Certain subjects are very hard when you can’t be hands on, such as courses with experiential learning. Of course, there are always technical difficulties to contend with, but teachers are understanding if it’s something out of your control.

All things considered, the school is doing a great job in a difficult situation. The current approach is flexible, allows for individual differences, and can quickly be changed if we need to adjust to fully remote.

The Full Freshman Experience is Lacking in 2020

What it’s like to arrive at Mamaroneck High School during a global pandemic and to acclimate to the new hybrid culture.

By JONAH BREEN

Eight months ago, I had two main things on my mind: First was stressing about midterms, and second was fantasizing about the privileges that I was confident I would gain from finally going to the high school.

I was in my first-period Spanish class and the other kids were talking about this new virus that was all over the news. Apparently, it had started in China and was now spreading across the globe.

Whatever, I thought. It’s not like it’ll ever affect us. We’re lucky enough to be in a well-educated town with good access to medical professionals. Plus, the news tends to blow things out of proportion anyway.

A few weeks later I heard the news: We were going to be out of school for two weeks.

I wasn’t worried. I thought that spring break was just going to be moved a few weeks earlier than normal, and then we’d be back in school. Nothing would change. I

would still go to DC. I would still graduate. I would still have a great summer at my camp and I would still go to high school and have free periods, open campus lunches, and classes with friends.

Snap back to today, and everything I just mentioned, everything I was excited for, seems more like a fantasy than reality. I have never known what it feels like to have that much freedom. No one in my grade has.

“I wasn’t worried. I thought that spring break was just going to be moved a few weeks earlier than normal, and then we’d be back in school. Nothing would change.”

The transition from middle school to high school is one of

the most important in our lives. We have always been told that high school is where you make lifelong friendships, learn new things and grow into who you are. First, we weren’t given anything for graduating. Instead of the ceremony we had been expecting for years, we were just told “yay, you did it.” Additionally, we sat in our houses for six months as we wondered how the high school was going to teach us what we needed to know: Were we going to be in school? Were we going to have to wear masks all the time? Would we have zoom meetings or just be given worksheets to do like last time?

Well, now we have that answer, and it’s very disappointing. We sit in separate desks, six feet apart, wearing masks. We are almost completely removed from half of the building that we should be spending this year learning the layout of. We have study halls instead of the free periods we have been excited for for all of middle school. We have no lunch to hang out with



“2013-2014 CLUB FAIR”/CREATIVE COMMONS

friends, none of the school’s many popular clubs to learn about new hobbies and no easy ways to meet or talk to people we otherwise might. Yes, there might be virtual clubs, but those just aren’t the same and don’t have the same hands-on experience that you would expect.

Freshmen have been excited for new privileges for almost three

years, but the privileges have been taken away just months before we were supposed to gain them. We know the school district is trying its best, but we still haven’t gained what we were promised. Because of quarantine, online learning and other restrictions, 9th graders are certainly not getting the full freshman experience.

We Must Evaluate the Risk of High School Sports

By JAMIE SOROPOULOS

When schools finally re-opened for the beginning of the new school year, the voices of students, begging to return to a world with sports, were blaring and persistent. Athletes at MHS found themselves at a loss without a normal season. For most, being on a team comes with far more than a jersey and a pair of cleats. It requires one to push themselves beyond their comfort levels, and it sparks a competitive nature. It can also create a deep rooted love for physical activity while kids are still young, and teach students how to interact with athletes across grades and schools. Needless to say, sports at Mamaroneck High School are not only a necessity, but a way of life.

While all sports seem crucial to the students that participate in them, only a handful of low contact teams have been allowed to hold practices. At MHS, this includes Boys and Girls Soccer, Field Hockey, Tennis, and Boys and Girls Cross Country. Many of these sports had to make serious changes, but at least they are currently in session. Now for the real issue. Practices are being held. Masks are being worn. So what comes next?

Meets, matches, and games are at the heart of all things sports related. Putting different schools in head to head combat encapsulates the core belief that fuels every athlete: competition. But what happens if you take that

objective away? In a world where standing within 6 feet of another human is prohibited, it has proven rather difficult to hold these essential matches. At Mamaroneck High School, this issue is a fairly fresh one. In the past few weeks, the first games of the season have been played for the six sports being run. The nerves of a normal season are heightened during the pandemic, and then covered by a mask.

When asking the captain of the Mamaroneck Girls Varsity Soccer Team how the start of game season was going, Marianna Day explained that “playing with a mask is super tough, but [she does] keep [hers] on until given a mask break.” She goes on to say that, although she is confident in the protection of their masks, the “bigger worry would be if [the team] expanded [their] reach”

continue to expand our reach? According to the CDC, competing with schools from outside the local community will likely increase the exposure to COVID-19 among athletes and coaches. The CDC assesses the danger from the closeness of these sports, as well as the size of the teams. Athletics were always a risk, and they created yet another way to spread the virus.

Taking a look at the other side of the field, Dimitris Repoulis dives into his experience as a Mamaroneck Boys Varsity Soccer player. He seems to agree with Day in that he finds the mask “hard to keep on, especially when you start sweating.” It doesn’t take more than a few sprints down the field for the discomfort to kick in. Repoulis is undoubtedly concerned about the coronavirus, and he explains that everyone

“We build a bond with our teammates that lasts forever. That’s a once in a lifetime experience that we are blessed to take advantage of.” - Dimitris Repoulis

to play in larger tournaments or sectional championships. Day does believe that if the team “had waited till the spring season, the rules would have lightened up,” but she is happy to get any chance to play with her team for her last year.

But, Day does make an excellent point: What happens if we

is making sure they “don’t put anyone in danger and get the program shut down.” That being said, he is more optimistic than most. To look on the bright side of things, Repoulis explains that the whole team is happy to “get out on the field... play the sport that [they] love... and represent [their] school. He adds, “We build



FATIMAH KHAN/THE GLOBE
A Mamaroneck swimmer looks out on the water before a competition.

a bond with our teammates that lasts forever. That’s a once in a lifetime experience that we are blessed to take advantage of.” With a headspace like that, how could anyone take sports away from high school students? They mean so much to the kids that participate, so Repoulis seems to believe it is worth the risk.

Looking at a sport in which less physical contact is made, Sydney Warwick gives her take on sports matches as a member of the Mamaroneck Girls Varsity Tennis Team. Like most, she argues that while the masks can make it “difficult to catch [her] breath,” it is all worth it as long as they “get to have a season.” Her nerves about mixing schools is understandable, but she points out that matches are essential

because it gives athletes “a chance to prove [themselves] to other schools.” When you take matches and games away, “the excitement and nerves about playing matches wouldn’t be there. That is what makes playing fun.”

There is a large scale that measures whether or not participating in a sport is worth the risk during a global pandemic. On the one hand, participating in physical activities increases the risk of being exposed to the Coronavirus. Then again, so does going to school. So does riding the bus. So does taking a trip to the grocery store. All of these things must be weighed on that scale of importance to uncover what is worth it to each of us.

Putting the New “Focus Fridays” into Focus

What do students think about the addition to the schedule? Does it serve its purpose?

By NADIA SUBEN

As students prepared over the summer to return to the classroom for the 2020-2021 school year, one thing was certain: learning would look completely different from how it had looked before. But it was unclear in exactly what ways those differences would manifest themselves. Navigating the new world of Zoom classes has proven to be a challenge that students and teachers alike have had to face across the country. However, Mamaroneck students have found themselves handling another unique alteration to their typical schedules: bi-weekly “Focus Fridays.”

One of the many unknowns about returning to school this year was how students would receive academic and emotional support, due to the significantly more restrictive schedule. Considering the former abundance of extra time with teachers and counselors that

could be tailored to a student’s specific needs, the newfound absence of any such time was concerning to many. The introduction of Focus Fridays, entire days sectioned off purely with the intention of providing students with the academic and emotional assistance that they would otherwise entirely lack, alleviated these anxieties for some.

“Last spring, when we were online, I felt very disconnected from my teachers, and because of that I don’t think I got the same education I could’ve been getting. I knew that Focus Fridays would help a little bit,” says Timmy O’Hara (’23).

Despite the welcome opportunity to connect with teachers, some have questioned whether Focus Fridays are a sufficient substitute for the office hours that were once available daily.

“...One Focus Friday doesn’t make up for two weeks of school work, especially when there are assignments in between the Focus

Fridays that are more crucial,” O’Hara explains.

Before the novel coronavirus hit, the current MHS student body was already a part of one of the most overwhelmed generations in the past century. The American Psychological Association (APA) found in an October 2018 study that Generation Z, the group of people born from 1996 to 2010, is the least likely to report good or excellent mental health. Additionally, the APA found that, of the Gen Zers they studied, “only half said they felt they did enough to manage their stress.” The COVID-19 pandemic has only worsened these problems. According to Business Insider, “Gen Zers were already dealing with stress, anxiety, and depression before [this] global health crisis...the coronavirus pandemic is having a notably negative impact on the mental health of Gen Zers.”

Though returning to in-person school meant a break from the previous six months of

isolation, Mamaroneck students’ anxieties hardly vanished. The changed schedule, while necessary to the safety of students and teachers, has only exacerbated the already-prevalent fear among

**“The school’s intentions are very good. They are in no way required to help us with these Focus Fridays but that added thought is nice of them.”
- Timmy O’Hara**

MHS’s highly academically competitive student body of falling behind in their classes if they are unable to fully absorb the content remotely.

“I think all MHS kids get

overwhelmed,” says sophomore Megan Paldino. “Right now, I don’t think the fear about...playing catch up...if we fall behind...is so bad, but as we get further into the school year and classes get harder and more tests roll in, I am definitely more nervous for it all than usual.”

In spite of some of the Focus Friday model’s shortcomings, neither O’Hara nor Paldino fault MHS administration for the added challenges.

“The school’s intentions are very good,” O’Hara affirms. “They are in no way required to help us with these Focus Fridays but that added thought is nice of them.” Paldino agrees. “At the end of the day, I think it’s just a bad situation.”

Still, she remains hopeful. “Things are difficult right now, but that’s all the more reason to come together as a community to get through this. And we will.”

Features

Local Community Comes Together to Paint BLM Mural

By **FATIMAH KHAN**

“MURAL”, FROM FRONT

....and create something meaningful that declares, in no uncertain terms, that Black lives matter. Jarrett Winchester, 47, one of the lead organizers for the mural and group spokesman, said, “It’s an affirmation that Black Lives Matter. I think it represents to the black and brown community the acknowledgement of the problem in this country.”

The original proposal was for the 372-foot mural to be painted on Madison Street, between Grand Street and Old White Plains Road, in the heart of Washingtonville. Around 50 community members would have used private funds to paint the outdoor mural on September 26, 2020. This would not have hurt the health or budget of the Mamaroneck community; rather, it would have provided a worthwhile and safe alternative to a valued neighborhood tradition given the COVID-19 situation. “I think the message is a positive one and one of learning. It will make the young people more focused on and more sensitive to the plight of minorities in America,” Winchester said.

In spite of the need for and value of the mural, on September 21, the Village of Mamaroneck Board of Trustees rejected the proposal in a 3-2 vote. Trustees Nora Lucas, Daniel Natchez,



FATIMAH KHAN/THE GLOBE
Volunteers paint the Black Lives Matter mural in the Washingtonville neighborhood.

and Victor Tafur voted no, while Mayor Tom Murphy and Trustee Kelly Wenstrup voted yes. Many residents attended the board meeting via Zoom to oppose the mural, saying it would cause division and controversy; others were concerned about the traffic it would bring to a mostly residential neighborhood. The trustees who voted in opposition to the proposal justified it with concerns of misinterpretation and confusion between the belief and organization. They also classified the mural and message as a political statement and worried that they would have to allow similar projects in the future. Only a few

residents showed up in support of the mural, including Winchester and Allen. When asked about the significant opposition to the proposal from residents, Winchester said, “We live in a time where there will be opposition to any idea brought forth.”

Of course, this was not the end of the Mamaroneck BLM mural. On September 29, due to pressure from Mamaroneck residents, community members, organizations such as OneMamaroneck, and activists, the Board of Trustees held another meeting via Zoom to vote on a new proposal for the mural. Thanks to input from community members

and collaboration with village officials refining the proposal, it passed unanimously. Mayor Tom Murphy, a strong supporter of both proposals, said, “Hopefully, it is the beginning of a process of understanding and recognizing systemic racism. The first step in recovery is admitting you have a problem.” Winchester said he hopes to involve the entire village in painting this mural. The mural will be painted near Columbus Park or on Madison Street on a date yet to be decided.

One key difference between the two meetings was the level of vocal support from community members and Mamaroneck

residents. During the second meeting, dozens of residents tuned into the meeting to express their enthusiastic support for the proposal. They used examples of blatant racism in Mamaroneck to prove the importance of declaring support for Black lives. On the outpouring of support during the second meeting, Winchester said, “If you are going to undertake any cause, always remember, having numbers there to support you is important.” He quoted a line from Frederick Douglass’s 1857 “If there is no struggle, there is no progress” speech: “Power concedes nothing without a demand,” he said, adding, “if it thinks that it comes from a constituency without extreme fortitude.”

Winchester expressed his hope for the future, saying, “I believe our change will come with the younger generations as they are more empathetic of those who might not look like them.” He also gave some invaluable advice for all, but for young people in particular. “The more empathetic you are to the marginalized, the better our village, county, and country will be for it. Help causes other than your own. Gather numbers of support. Solidarity with others is important. Don’t be afraid to get your message out to the world. Remember, empathy alone is not enough. Getting active helps all causes. As Congressman John Lewis said, ‘Get in trouble, good trouble.’”

2020 Seniors Persevere Through Unprecedented Application Process

With no in-person visits, deciding on a school becomes much more challenging.

By **KATE SOLOMON**

“SENIORS”, FROM FRONT

“...the sun-filled quad, etc.” But the virtual tours didn’t fulfill those needs or the visions that Rivera needed in order to see himself at a college. River also talks about how virtual learning caused him to become “unmotivated and drained every single day.” “There was always a feeling of uncertainty,” he describes.

Harwin’s experience also had a negative impact by the pandemic. As a junior, many people take the ACT and SAT’s, however most of the senior class was unable to take the standardized tests this year due to the cancellations. Harwin’s tests have been cancelled four times, causing her to leave that section of the CommonApp blank. Even though many colleges

have gone test optional due to this, Harwin still worries that with many of the school’s just dropping test requirements now, that they will not be fully test optional. Harwin has also had troubles seeing herself at a college due to the

“You want to see the students walking around the various packed classrooms, the sun-filled quad, etc.”

- Chris Rivera

virtual tours. She describes that after two or three virtual tours, she “gave up” as “almost every college sounded the same.” While virtual tours helped Harwin get a grasp of what the college experience was like, she claims that it didn’t

hold a candle to touring in-person. Mr. Cuddy, a guidance counselor at the school, has seen first hand how the virus has impacted seniors that their college process so far. He claims that there is so much uncertainty that nobody has answers to many of the questions being asked. He says that, while the process is normally very stressful, “it’s only been harder this year.” Cuddy also highlights how students not being able to visit their school’s in person has made these past couple of months even more difficult for seniors because they aren’t 100 percent sure on where they want to and where they could see themselves thriving. As a guidance counselor during these times, Cuddy has a huge role in helping many of these panicked seniors. While he is trying his best to answer questions, he found that many of the guidance counselors including himself have often

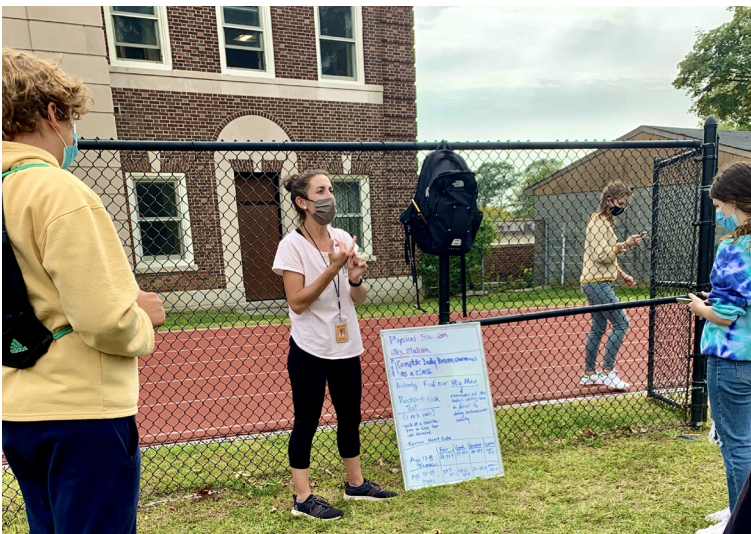


FATIMAH KHAN/THE GLOBE

had to say “I don’t know.” He highlights that “some parts of this process are out of our control as students, counselors and parents. As long as we do our best with the information we have at the time, we can trust that everything will work out.”

As the application process winds down and deadlines approach, many seniors are more stressed than ever. It is important to know that everything will work out and every one will end up where they are supposed to be.

Teachers Overcome Challenges in New Hybrid Model



FATIMAH KHAN/THE GLOBE
Ms. Malizia teaches a Physical Education class on the baseball field.



LEAH BRODY AND FATIMAH KHAN/THE GLOBE
Mr. Talay teaches with a positioned computer so that he can see Zoom students along with students physically in the class.

By LEAH BRODY

Behind the scenes, teachers are doing more than one could imagine. Managing two different sections of every class, consolidating their lesson plans into 40 minutes, and navigating the novel online world of learning are just a few of the major challenges teachers are facing this school year.

Every class at MHS looks very different this year, and Ms. Malizia, MHS Physical Education teacher, can definitely feel the change. With each of her classes having cohorts learning either all remote or hybrid, she needs 3 lesson plans daily. Additionally, in-person PE looks very different. With classes that take place all outdoors, in masks, and six feet apart, new covid-friendly activities are required. This is especially challenging since with no equipment, very few things can be done. Furthermore, trying to do vigorous activities is not possible due to masks.

Another faculty member, Mr. Talay, who teaches Global History at MHS, is finding it difficult just getting to know his students well. We all know the struggle of trying to navigate who is who while wearing masks! Aside from that, Mr. Talay is pleasantly surprised

with how easily he has adjusted to this new normal. With 50% capacity starting, he is excited to have more students in the classroom, as he knows the challenges students face learning over zoom

While it might seem that classes typically on a computer would be relatively similar, Mr. Hohn, MHS Computer Science teacher, completely disagrees. In previous years, students would

dents every day though (whether on zoom or in-person), and finds the addition of study hall to the schedule to be great.

These teachers shared suggestions on how to make COVID learning smoother for everyone during this new format of schooling. First off, try and ask as many questions as you can during class; with so many emails teachers are getting everyday, asking in-person

“In previous years, students would lean on each other for help with class work and questions, but now with very few students in most of [Mr. Hohn’s] classes, the students do not have that connection.”

lean on each other for help with class work and questions, but now with very few students in most of his classes, the students do not have that connection. It is leading to the loss of community in the classroom, something Mr. Hohn feels is very important. One of his classes has an unusual and unfortunate cohort split of 16 and 4. While the 4 student class may feel too small or awkward, it is difficult to maintain social distance in the larger class. Mr. Hohn does appreciate being able to see stu-

is always best! Along with that, you should make an effort to get your work done on-time. While of course this is always expected, it can be difficult for teachers to check many different Google Classrooms. Make sure you establish a community in your classes so you have resources for questions and advice.

Let’s show appreciation for teachers--they really are the heroes of this pandemic!

Mamaroneck High School Culture Shifts in 2020

How Mamaroneck High School has changed since going to a hybrid model.

By TISTA GOSWAMI

Before March, there was never a time during the day when the halls of MHS were not overflowing with energy. During their free time, students would gather in any available corner simply to enjoy the company of others. During the lunch period, groups of students would spread out on the floors to eat and enjoy a well-deserved break. The constant chatter of students remained long after the ringing of the bell. This chatter traveled to local hotspots, such as Starbucks or the Village Deli, where students could spend their time if they wanted to get out of the confines of the school building.

During a time of social distance, this isn’t what MHS looks like nor feels like. In order to address the current dangers that are a result of the pandemic, the administration took necessary measures to ensure the safety of students. Many of these measures have led to drastic cultural shifts in the way MHS runs and what most students are used to.

A unique characteristic of the MHS community is the open campus. In previous years, students enjoyed the freedom of entering and exiting the school building as

they pleased throughout the day. Whether it be to go to lunch at Walter’s or to head home early, the open campus was a privilege every student of MHS appreciated. This year, however, that freedom has been removed. By enforcing a closed campus, the administration is able to regulate how many students are in the building at a given time in order to prevent social

“While I am very disappointed about missing the traditional high school experience...I think the systems created make the best out of a bad situation.” - Joe Robb O’Hagan

distancing violations.

To avoid students unnecessarily lurking and gathering in the halls, as some are used to, the administration introduced “study hall.” Rather than a traditional free period, in which students could spend their time doing whatever they pleased wherever they wanted, students are required

to be present in the library, where “attendance” will be taken upon entrance. During this time, students can work on whatever they want, but are required to follow social distancing policies. “I definitely miss the traditional frees because I miss having the freedom to leave campus and take a break from the school,” says Carrie Karten (‘22) “ But, I understand why they changed it so that study hall is mandatory...I think it’s just another way to try and have a better control over limiting the spread of the virus.”

This experience certainly wasn’t what any student was expecting, for freshmen in particular. As MHS is a drastically different environment than the Hommocks, students brought on entering the high school as a welcomed change. “I was very excited to leave Hommocks and come to the high school...not only does the high school provide an appealing challenge, but it provides many other options, activities, clubs, etc,” says Joe Rob O’Hagan (‘24). Despite this common excitement, many of the opportunities that one would look forward to upon entering the high school have been removed for the time being. “While I am very disappointed about missing the traditional high



FATIMAH KHAN/THE GLOBE
Students work in the library masked and socially distant.

school experience, at least the most sought after perks, such as frees and open campus, I think the systems created make the best out of a bad situation,” Robb O’Hagan continues.

On the other end of MHS, the seniors have begun what will surely be a memorable year. MHS has loads of annual traditions, many of which this year’s seniors will not be able to experience their “last” of. Trudy Marszalek (‘21) says, “It’s definitely pretty heart-breaking, as I was looking forward to countless things that I would be

able to do as a senior.” Marzalek adds, “I was so excited for battle of the classes, driving around with my friends during free periods, and everything like that.”

As expected, the 2020-2021 school year has brought on innumerable changes to the way MHS runs. Although these changes are unparalleled, the MHS community seems to be taking in these necessary changes one step at a time, while also trying to establish a new, modified spirit reminiscent of past years.

Spotlight

OneMamaroneck Rebrands and Revamps Itself to Fight Racism in the Mamaroneck Community

By SELA BREEN &
CAITLYN CARPENTER

This summer, as streets were filled with protestors, headlines filled with names, and Instagram filled with black squares, White Americans' eyes were opened to the systematic racism that has plagued this country since its founding. From the large city of Los Angeles, to the small rural town of Bethel, Ohio, to the suburban Larchmont-Mamaroneck area, society was shaken. The Town of Mamaroneck, in particular, saw an outpouring of anecdotes of racist experiences, Black Lives Matter protests, and information surrounding how the towns could be doing better for their diverse groups of constituents. A result of these nationwide and communitywide revelations was the revival of an organization that had already been working to combat racism in the Larchmont-Mamaroneck community: OneMamaroneck.

One Mamaroneck is an organization founded with the mission to improve conditions for Black, Indigenous, and people of color (BIPOC) students in the Mamaroneck Union Free School District and in the broader Larchmont-Mamaroneck community. Founded in 2019 as a community organization by David and Lorraine Martin, the organization has



FATIMAH KHAN/THE GLOBE

One Mamaroneck volunteers partake in the painting of a Black Lives Matter mural in the Village of Mamaroneck.

recently achieved non-profit status and revitalized its core principles under new leadership from Shannon Purdy, Dianne Lovett, and Tiana Thomas.

The organization was founded by the Martins in response to both of their children facing racist bullying at Hommocks Middle School and then receiving what they found to be an insufficient response from the school administration to the incident. Their first initiatives were a series of town hall meetings and community events, including a Juneteenth

celebration and a MLK day of service, traditions which they have since repeated annually.

Recently, OneMamaroneck has used the recent nationwide racial awakening as an impetus to shift its focus towards a more activism-based approach. They were a core supporter of the Do Better Campout in early July 2020, which consisted of a week-long campout at Kemper Memorial Park demanding changes within the school district by providing campers with protection and supplies. In speaking about these new

goals, Shannon Purdy, a member on the new Board of Directors, states how their “larger mission now also encompasses anti-racism education, outreach. Really trying to stir the white community in Mamaroneck Larchmont and make them understand why it’s important to live in a diverse community that truly represents America.”

MHS student Joe Robb O'Hagan ('24), the chair of the Social Media and Communications task force at OneMamaroneck, is hopeful that change will come

to the district and community through his and others' work at One Mamaroneck. He wants "to see awareness community wide about the racism that exists and lives here, as well as motivation to do something about it." He also describes how OneMamaroneck aims to create a community of residents who are aware of the flaws that inherently afflict their neighbors and are committed to working to address issues of diversity, inclusion, and racism within their spheres.

In regard to what the Mamaroneck High School community can do to get involved with One-

“I want to see awareness community wide about the racism that exists and lives here, as well as motivation to do something about it.”

- Joe Robb O'Hagan

Mamaroneck, the organization is always looking for new people to become a part of their team. They encourage people to follow them on Instagram, @onemamaroneck, checkout their website, onemamaroneck.org, and reach out over email with questions to hello@onemamaroneck.org.

MHS Math Teacher's Daughters Work to Develop Coronavirus Vaccine

Mrs. Valdez has a surprising connection to the global race for a vaccine.

By MAIA GLAZER

"CALCULUS", FROM FRONT

...are both involved with work related to the vaccine and the pandemic overall. Erika is working for GE Healthcare in upstate New York. GE Healthcare is a leading world-wide medical technology and digital solutions innovator. As a biomedical engineer, her work concerns the medical equipment crucial to the treatment of Coronavirus, such as ventilators, infusion pumps, and patient monitors among others.

Just as Erika is involved with the treatment of Covid, Isabella is involved with the prevention, i.e., vaccine development. Isabella is studying chemical engineering at Cornell University. Through a CO-OP program at the University, she

is working with SiO2 Material Science Company (a privately-owned U.S. advanced materials science corporation) based in Auburn, Alabama. First announced in early June, SiO2 signed a \$143 million agreement with the federal government. As stated on the SiO2 website, they are responsible for "accelerating capacity scale-up of advanced primary packaging plat-

als are made of a combination of both glass and plastic materials; they have glass-like properties yet don't break as easily as glass would due to a plastic outer layer. Isabel's division is primarily involved in testing in order to improve the product.

Mrs. Valdez stated, "Both of my daughters give the Mamaroneck High School Science De-

“Both of my daughters give the Mamaroneck High School Science Department credit for their love of science.” - Mrs. Valdez



FATIMAH KHAN/THE GLOBE

study chemical engineering.”

Erika and Isabella are prime examples of how students of MHS go on to accomplish great things. They have gone on to make differences in the world with issues that are as pressing and vital as the CO-

VID vaccine and treatment. As the race for the vaccine climaxes, it is inspiring and comforting to know that MHS alumni are of those contributing to the prevention of COVID deaths and the pioneering of the essential vaccine.

Arts & Leisure

The PACE Program Persists Through a Pandemic

Social-distancing makes it difficult for PACE students to perform. How is the program adapting to a hybrid model?



FATIMAH KHAN/THE GLOBE
PACE students rehearse outside of the Palmer building.



FATIMAH KHAN/THE GLOBE
PACE music students practice guitar on the lawn outside of the Palmer building.

By KATE SOLOMON

The Coronavirus has had a major impact on the performing arts whether it's Broadway or local productions. The PACE program at the high school has also been deeply affected in many ways. The PACE Dance teacher Mrs. Parsley explains how significantly the virus has affected PACE. As a performing arts class, PACE is accustomed to working closely with one another on dance, music and theater activities. Now, the classes are mostly meeting outside and students have to maintain 12 feet apart. Parsley explains how, "It is challenging to dance and sing in a mask and near impossible to see facial expressions during theater activities." She also highlights that COVID-19 has changed what the PACE teachers teach and how they teach.

With all of the shows getting pushed back to the spring season, the PACE program is focusing on creating digital content in the senior classes. They plan to release the virtual shows of

each of the senior classes by the end of 2020. Each class is doing something different and meaningful to them. The PACE 4 Dance students are choreographing their own dances in small groups which will be filmed on the PACE stage, the PACE 4 Theater class will rehearse and record a digital play called The Wilderness, and PACE

**"It is challenging to dance and sing in a mask and near impossible to see facial expressions during theater activities."
-Mrs. Parsley**

4 Music is creating a digital show that includes students original work and arrangements. The PACE program is hopeful that they can begin to start

rehearsals in small groups by January 2021. While the future is unknown, the classes will have to wait and see what they can participate in, given the current situation. Parsley says that the program will "emphasize our yearly play and Kinesthesia, our dance concert." They also hope to include Musical Revue, the Broadway style show, into the calendar if they have the room to do so.

As you can imagine, performing virtually is a difficult task and it is always a work in progress. Right now, the classes are in the "creation phase" so they have yet to start working on the technical aspects, but they will in a few weeks. PACE is hoping to work with LMC Media again this fall as they did in the spring. Parsley mentions that they were a great partner in helping them share their work with the community.

PACE has been such a building block in the Mamaroneck community and even with the hardships that they are facing right now, the program always exceeds expectations.

MHS Musicians Partake in 2020 Virutal All-State

Five Mamaroneck musicians qualify for the annual All-State orchestra this year which will take place online for the first time.

By REBECCA HERZBERG

This year, five musicians from MHS were selected to perform in the 2020 New York State School Music Association (NYSSMA) All-State Performing Ensembles. Student-musicians across the state can apply for the All-State conference by submitting their NYSSMA festival audition scores. As a result of Covid-19, only seniors were eligible for the 2020 All-State conference since the NYSSMA festival was canceled this past spring. To be recommended for All-State consideration, students must score a 98-100 on a level VI piece, the highest level of difficulty. Out of the 6,500 students who prepared for All-State evaluations, there were only 900 students accepted into the 2020 All-State music groups. Among these talented musicians are MHS seniors Greg Gold (clarinet), Gabi Howse (violin), Kay McIlhenny (violin), Mackenzie Minguillo (voice), and Abby Tucker (violin & viola).

Generally, accepted musicians play in the winter concert at the Eastman School of Music, located in Rochester, NY. McIlhenny, who attended the 2019 All-State



A vision of what All-State will look like online this year.

FATIMAH KHAN/THE GLOBE

Winter Conference, describes it as a fun "overnight experience and [a chance] to meet new people." Gold, who also attended last year's concert, reflects that there are "not many cooler things than playing concerts in a full orchestra."

However, things will look quite different this year as a result of Covid-19. The 2020 All-State

Concert will be completely virtual. While official instructions have yet to be released, MHS seniors all agree that they will likely need to attend a few Zoom rehearsals and then send in recordings of their parts. The parts will then be layered together to produce a cohesive piece.

The virtual format presents

a clear challenge for practicing simultaneously as a group. "It's practically impossible for an ensemble to all play together virtually," explains Tucker. "Someone's WiFi is always lagging." The final product is also a cause for concern. "Unlike pros, we don't really have professional recording equipment," explains Gold. "I'm

not sure how they plan to get a concert to work nicely." Combining all of the musicians' recordings will undoubtedly be difficult.

However, the virtual presentation for this year's concert also has some benefits. Musicians can now "watch the concert on top of performing in it," Tucker says. It is an opportunity musicians do not often receive. Another positive aspect of the digital medium is that every single player is held accountable since they are required to send in a recording of themselves. McIlhenny hopes that the virtual format will "lead to more practicing and maybe even a better quality of music." Howse views "a virtual concert [as] a pretty low-pressure situation." She feels that the virtual presentation will ultimately cause less stress.

Despite the new challenges, MHS seniors continue to remain optimistic and appreciative of the opportunity presented to them. "I feel so honored to have been selected to sing with the best singers in the state," Minguillo says. "I'm really excited, and (...) I just want to enjoy what I've accomplished."

MHS wishes the best of luck to these seniors and congratulations on all that they have already accomplished!

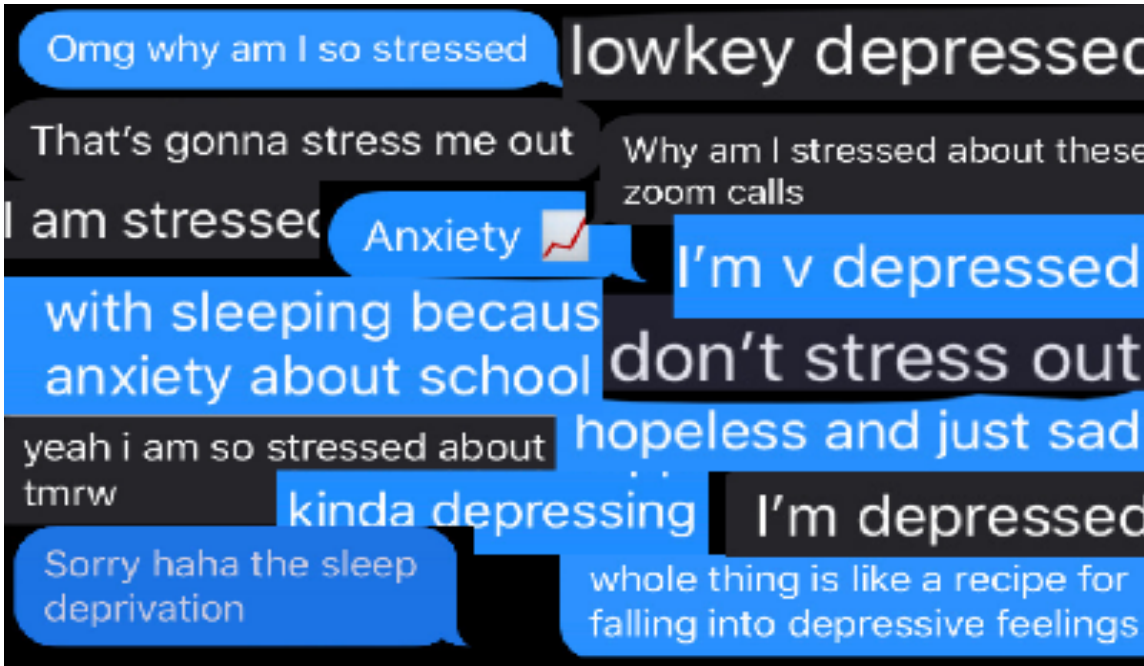
Health & Wellness

How Zoom Classes Affect Students’ Mental Health

By DAISY BURCKIN

We know that the school is doing everything it can to keep online school running as smoothly as possible, but are Zoom classes helping or hurting the mental health of our students? USA Today reported a study that found in March, when students switched to remote learning, many students dealt with emotional trauma, economic hardships, erratic sleep schedules, and little motivation, which can lead to depression. They also found that nearly one in three parents say their child is experiencing emotional or mental harm due to online school (Richards). Many teachers have tried to emphasize the importance of mental health in their classes, but is it enough? I spoke with a few students on how their mental health has been affected by online school.

Catherine Gelber (‘22) says that she has been able to establish a healthy routine for online school days. “One thing that I’m really trying to do is disconnecting from school, either doing a volunteer activity, exercising, or something where my frustrations from school are released before I go down and focus on my work. And then I do about an hour-two hours of work before dinner, then I take a little break from dinner to have some



FATIMAH KHAN/THE GLOBE

family time and then I work until about 10:30 every single night. Then I read for about half an hour. That half an hour helps me really wind down from the day.”

Anna McDonald (‘22) has a different take. “On Zoom, it’s just really stressful for me. It’s really hard to pay attention and it’s a lot harder to learn things.” Gelber also mentioned how sitting in front of a screen all day can hurt her mental health. “I’m on screens so much of the day that I can’t sleep as easily because I’m used to staring into a screen.” A

Arden McHugh Fluet (‘21)

agrees that there are both pros and cons to Zoom classes. When asked if this has affected her stress surrounding college applications she answered, “No, not really. I honestly think it would be just as stressful if we were in school normally.” But she also mentioned that it’s been hard to get a feel for the colleges she wants to apply to since most campuses are closed.

What about those students who are fully remote? One remote student, Jillian Thurston (‘22), says that she feels like she’s missing out. When asked what she misses the most she replied “the people.

Also just making memories and talking to teachers and, like, physically being in the school. [...] At school I can participate in events and I can do hobbies that I love like PACE and I can go to clubs and talk to more people and just being in class and having that real school experience that I’m so used to and I’ve always loved my whole life.” She decided to stay fully remote this fall to spend more time with her family and to make the transition easier should we have to resort to fully remote school as a district. She says that online school in the fall has been a tough

transition, saying that there is “still some stress about it because there’s a fear of lack of communication with teachers” and it can be difficult forming a connection with them.

There will never be a perfect online school solution that works well for every student, but everyone is doing the best they can to adjust. While some students are more stressed with the course load and feel like it’s harder to pay attention on zoom, others appreciate the in-person socialization of

“I’m on screens so much of the day that I can’t sleep as easily because I’m used to staring into a screen.”
- Arden McHugh Fluet

the fifty-percent model. Hopefully, we can get school back to normal as soon as possible. As Thurston put it, “I didn’t realize how much I actually loved school, and although I have a lot more control over my schedule [at home], I would rather give that up to be at school again.”

Blue Light Glasses: One Size May Not Fit All

Everyone’s talking about them, but how effective are they really?

By OLIVIA DALY

Hybrid learning this year has led to an increased amount of time that students are spending on electronic devices. According to research done by the Mayo Clinic, daily Zoom sessions spent staring at a screen can cause eyestrain and many are turning to blue light glasses. Blue light is a high energy wavelength that is emitted from screens, LED lights, and electronics, as reported by the Harvard Health Letter. Blue light glasses are supposed to block the blue wavelengths that electronic devices emit.

Companies that make these glasses claim blue light causes eyestrain, headaches, and eye fatigue, and that their glasses are the solution, but are they? Since blue light glasses are not regulated by the FDA as a medical device, companies can market the glasses however they please, and there is little research about the glasses to contradict or support them.

Blue light glasses are a newer product, and not many studies showing whether or not they are effective exist. Due to this, whether they work or not is widely disputed. According to the American Academy of Ophthalmology, the glasses are unnecessary and blue light from electronics does not cause eye strain or eye disease. According to the A.A.O., eyestrain is due to increased use of devices, not the blue light emitted from

“I definitely have noticed a difference after wearing blue light glasses for a few months.”

-Isabella O’Shea

them. The blue light from screens at night however, can disrupt one’s sleep schedule by suppressing mel-

atonin, a sleep inducing hormone, says the Harvard Health Letter. This can be easily prevented without blue light glasses, by avoiding screens before going to bed.

Regardless of whether or not blue light glasses are effective, there is a bigger issue: some of the glasses being sold do not even block blue light. Many of the glasses being sold on Amazon are under \$20 and come in a variety of styles, making them appealing to potential buyers. However, while they seem like enticing options, these stylish glasses are not very effective. When tested with online blue light blocking tests, many of these glasses are shown to block out little to none of the blue light. More effective options, such as Warby Parker’s blue light glasses start at \$95 and may not be as accessible for everyone. Despite this, many people claim the glasses have helped them. “I definitely have noticed a difference after wearing blue light glasses for a few months,” says junior Isabella



@baxterblue/CREATIVE COMMONS

O’Shea. “Now I find it easier to fall asleep after looking at a screen, and my eyes don’t feel strained.”

These glasses may be ideal for students who are up late doing homework or on their devices. To reduce eyestrain however, the 20-20-20 rule can help. Every 20 minutes, one should take a break to focus on something 20 feet away for 20 seconds, the A. A. O. recommends this because it “gives

your eyes a chance to reset and replenish themselves.” In addition to this, keeping one’s computer an arm’s length away can help to prevent eyestrain.

Are these glasses worth it? Blue light glasses may not reduce eyestrain or headaches, but they could help your sleep schedule. While it is entirely possible the glasses have a placebo effect, what could the harm be in trying them out?

Sports

Cross Country Stars Continue Through Fall 2020

How the sport has been changed and how Gent Malushaga and Jason Markopoulos continue to excel at it.

By ELISE CARPENTER

On a bitter ten degree afternoon last November, the Mamaroneck Boys' Cross Country team placed second at the sectional races, setting a record with the best team score in Mamaroneck High School Cross Country history. After last year's high placement, the team was projected to be the best in the section this year and had a solid chance of winning at states. However, due to the pandemic, all sectional and championship competitions of this year have been cancelled. Additionally, the social benefits of the sport are also suffering due to the current circumstances.

"When the run goes off, it's madness," states Gent Malushaga ('21), a four-year member of the varsity team, in reference to cross country meets in previous years. "At an invitational meet, you could have 30 or 40 different teams with anywhere from 25 to 40 runners on each team. There's usually a big open space where every team finds a spot to set up their tent and that's where the athletes will hang out when they're not warming up, racing, or cooling down. In a race itself, there could be up to 200 runners packed on the line

shoulder to shoulder."

This commotion can be starkly contrasted with the masked, sanitized, and socially distanced dual meets that are currently being held. During these meets only two teams compete as opposed to 40, and only seven runners compete in each race, as opposed to 200. According to Jason Markopoulos ('22), a two-year runner for the cross country team,

"When the run goes off, it's madness. At an invitational meet, you could have 30 or 40 different teams with anywhere from 25 to 40 runners on each team." -Gent Malushaga

these factors have had a negative effect on the social aspect of the team. Markopoulos states, "Wearing masks and social distancing has definitely had a negative effect on the ability to socialize. It's made us a little uneasy branching out to kids we don't necessarily know that well." In addition to the previously mentioned factors, Jason also states that the social

aspect of the team is negatively affected by having to cut members for the first time. In any other year, there are more than 100 athletes running. This year, there are only twenty on each team.

The changing social and competitive aspects have led many team members to question whether the season should have been postponed to the spring, when there may have been a chance of a more ordinary season.

"It's definitely a bittersweet feeling," states Malushaga. Malashuga will be graduating in June, making it his last year on track. "On one hand, now that most of our championships meets have been cancelled, it kind of feels like the last three years of trying to build an elite program were for nothing - winning sectionals and potentially states with this group of guys would've been the perfect end to my high school career."

Nevertheless, Malushaga, Markopoulos, and the cross country team as a whole are trying to make the most of the season. Markopoulos acknowledges, "Everyone has to deal with it, so I don't see a point in feeling sorry for ourselves. We work hard, with or without a season."



PHOTO COURTESY OF LOHUD
Cross Country runs a fall race and goes on to win.



PHOTO COURTESY OF GENT MALUSHAGA
Gent Malushaga runs across the finish line at a meet.

How MHS Athletes are Recruited During COVID-19

What does college recruitment look like in a time of social distancing and cancelled games?

By EVAN EPSTEIN

Covid-19 has drastically impacted the recruitment of high school athletes. Athletes who play spring sports have had their previous season canceled. Prospective college athletes have faced a much more difficult decision in choosing a school. The "dead period," in which coaches are not allowed to recruit or talk to athletes, usually lasts from February to July. However, athletes still can not get a tour of campus or meet in person with their prospective coaches. Athletes can meet virtually with coaches and can receive a virtual tour of different schools. The already complex process of recruitment has become a nightmare for prospective college athletes.

Alex Martin, a junior at Mamaroneck High School, recently went through this challenging process and is now committed to play lacrosse at the University of Pennsylvania. Martin stressed the importance of meeting a coach, saying, "I think having a coach who will teach you how to be better on and off the field is maybe the most important part of my

decision." He explained how even though athletes couldn't meet with coaches, they could let them know when and where their games were. Coaches, without interacting with the players, were allowed to attend. Martin thought "it was hard to really get to know schools with it being impossible to visit campus."

"I couldn't work with the coaches in person, walk around the campus to feel the atmosphere when there are students there, and get to know the team."
- Amanda Zerbib

However, Martin was still able to walk around Penn's campus. "A week past (visiting), I had a zoom call with the whole coaching staff and thought I was finally comfortable with making a decision." Martin will be suiting up for the Quakers in the Spring of 2023.

Amanda Zerbib, a senior at

Mamaroneck High School, recently committed to the early application process at Bates. With showcases and in person visits canceled, Zerbib noted how it became much more difficult for both coaches and players to get to know each other. She explained, "I couldn't work with the coaches in person, walk around the campus to feel the atmosphere when there are students there, and get to know the team." However, between phone calls with other students and touring empty campuses, Zerbib says she "was able to piece together what I heard with what I saw to determine if I felt comfortable and could envision myself there."

David Josephson, the offensive coordinator of the football team at Johns Hopkins, explained how he has been recruiting during Covid-19. He says, "For the young men/women who are playing this fall...the timeline will be normal." This means that he will recruit athletes that are playing this year in January and February after the season. However, for students that have had their season canceled, Josephson has already started recruiting. "There is no (new) film



ALEX MARTIN/THE GLOBE
Alex Martin bolts down the field in a lacrosse game.

to generate more interest / offers. For this reason, decisions are being made now..." The program has added a virtual tour of the college and the football facilities for prospective athletes. While Josephson has been able to Zoom with recruits and their families, he admits that it has been difficult to evaluate players solely on film. He explains, "We cannot just compare one highlight tape to the next and know which player is better. A less

productive player on film in the biggest league in Texas may still be a better prospect for us than the best player from a small league in Oregon."

These unprecedented times have created new challenges for both coaches and players. It is evident that both parties are working to make the best of their respective situations, and hope that we can soon revert to the standard process.