



I would choose leg-warmers because they are very practical.
Michael McKillop, sophomore

Teninten

We asked 10 students to answer, "What do you wish would come back into fashion and why?" in 10 words. **Compiled by BRIDGET HARTIG**

"I choose high-wasted shorts or pretty scarves for winter."
- Joanne Nguyen, sophomore

"I choose Heelys so I could slide in your DM's."
- Cameron Sexton, senior

"I choose jelly shoes just because they were so ugly."
- Adrian Pennington, sophomore

"I choose jumpers (Overalls.) You only have to wear a shirt."
- Jasmin Perez-Martinez, senior

"I choose overalls because they are so trendy and different."
- Catherine Derner, sophomore

"I would choose nineties fashion. I really love the style."
- Jalea Wilson, junior

"Baggy pants because they are more comfortable than regular jeans."
- Mercedes Brathwaite, senior

"I'd say vests because they are better than regular jackets."
- Joshvan Cruz, junior

"I wish belts would come back because I hate sagging."
- Nya Thornton, freshman

"Intricate designs they used to have on button up shirts."
- Wyatt Hoevannar, freshman

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schools nationwide, but not everyone thinks this technological shift is positive.

"I don't like the fact that it makes me distracted. I can't really focus on screens, and it gives you more leeway to not be focused," freshman Emily Fussell said. "More kids will be [distracted] on their [devices] when they should be researching."

Other students agree with Fussell that computers allow for more distraction than traditional textbooks.

"[Textbooks] help me because I like to underline information and rather learn hands-on than visually," sophomore Breanna Roberts said.

How the traditional classroom environment will change between regular-note taking and homework remains a concern to teachers and students. One change for teachers and students is that technology will transition to mainly an online environment. Instruction can occur on or off campus with technology-rich lessons.

"I think students will be apprehensive [of losing a traditional classroom environment] at first, but they will see using programs such as Doceri [program where one can project their screen from a tablet] where I can use a stylus to grid or work out a problem, they will find it easier to duplicate their skills with practice," math teacher who is on the 1 to 1 training team Jeff Biery said.

More concerns come with wireless Internet problems off campus. Students who can not access the Internet from home will face challenges to complete

assignments. However, Bright House Networks offers a \$10 per month Internet service for those who have a limited budget.

On campus Wi-Fi capabilities are also a concern. Wi-Fi can cause disruptions in class, consumes more time and can often run slow. Dead spots throughout the school also affect web based teaching in classrooms. The current system and equipment is not sufficient. With an expected 3,600 devices schoolwide, struggles with electricity and Internet connectivity are concerns OPCS Facilities intend to address. A major overhaul in April 2016 will improve these problems.

Orange County's Facilities Department said that all schools will see full functionality by August 2016.

The goal for this initiative embraces student-driven work and marketability for future occupations. One to one also gives students who do not have technology at home the opportunity to be on the same level as a student who does and will bring learning to a new level.

"[One to one] is important because it'll give opportunity to kids who can not afford computers. They'll have trouble succeeding in the marketplace without this opportunity," Biery said. "The thing about 1-to-1 is even if the majority of my students had access to a computer, it wasn't a guarantee with one or two students. Now I know that every child will have the same technology and the same opportunity. We'll have a 100 percent possession rate."

1 to 1 will improve the way students gain access to learning and resources. While not everyone is prepared for the change that a technological classroom will bring, it is fastly approaching as a nationwide agenda.

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students also experience medical issues because they are uncomfortable and feel unwelcome, when using either bathroom.

"It has become an issue so much that people will stop using the restroom. I know friends that don't use the restroom so much that they sit in school having to pee and get UTIs," Hill said.

Although students accept sharing a restroom with someone who is not completely transitioned, others feel uncomfortable when a student may not biologically be the same gender as them.

"I would personally be offended, as they would be offended for not being allowed [to use the restroom or locker room]," freshman Caroline Casola said. "I would be uncomfortable because while they may not be attracted to me, they still have a different part."

This public predisposition tends to isolate transgender students and deprive them of their basic rights, guaranteed by Title IX, which prohibits any form of gender discrimination, including transgender individuals, in federally funded programs, such as public high schools.

"We need to be protected in our own basic right because at this point it's not marriage or 'I want extra privileges'. No, it's 'I want the right to feel safe while I go to the bathroom.' It's a basic human right. It's a bigger issue for me to pee than it is for people to stop bullying [me]," Hill said.

A similar controversy arose in Missouri when a senior male identified as a female and used female facilities, even though a gender-neutral facility was available. She believed she deserved equal treatment and rights as the other girls at the school.

This enraged certain students who then organized a walkout. The transgender student and

her supporters then organized a rally in response.

The outcome of this controversy remains unclear, as the Hillsboro School District's policies against gender discrimination do not include transgender individuals.

Although students may not agree on how to handle this situation, they agree that this topic deserves discussion and gender-neutral restrooms may serve as a common-ground.

"I think it's important to [address gender neutral restrooms] because it's becoming a hot topic. It's prominent now," junior Jason Patrick said.

While transgender students would prefer to use the restroom they identify with without the risk of mockery or harassment, they believe, gender-neutral restrooms advance society towards a step in the right direction.

Additionally, any student may use gender-neutral restrooms, preventing transgender individuals from feeling isolated. However, the addition of these facilities on any OPCS campuses remains unclear.

"It's hard to predict [when these restrooms will be instituted]," OPCS Board Chairman Bill Sublette said. "Something that might cause a change is if we saw an overwhelming of public demand."

Although there are transgender and gender-fluid students on this campus and other campuses in OPCS, gender-neutral restrooms are not getting any attention due to a lack of voice and public demand. Transgender students do not have the support to gain pertinence.

"They're not the ones feeling any pain by this. We're the ones that are feeling [it.] If they could live a day in our shoes, I think they would be fighting just as hard for bathrooms, at the least. In this school especially," Hill said.

Until the general public demonstrates their desire for change, OPCS will not start discussing this issue or its potential funding.



To read the staff's Our View "Prioritize toilet safety" on gender neutral bathrooms and other student's opinions on the topic, turn to page 2.