

**FROZEN FRENZY**  
Two ice cream places in Orlando provide new dessert locations ⇒ ENTERTAINMENT, page 8



**SEXUAL HARASSMENT**  
Writer argues for sexual harassment education in high schools ⇒ OPINION, page 3

**PROGRAM AIDS STUDENT NEEDS**  
Deaf and hard-of-hearing program helps students excel ⇒ SPECIAL FEATURE, pages 4-5



# highlights

for students, by students

Volume 65 \* Issue 2

William R. Boone High School \* 1000 E. Kaley St. \* Orlando, FL 32806 Friday, December 15, 2017 \* boonepubs.com

## Campus construction alters parking, classes



Classes temporarily relocate to portables

By TAYLOR CLARK

For the next few years, campus will be crowded with construction. However, in 2020, Boone will resemble a brand-new school.

Campus will undergo construction, resulting in a new gymnasium, auditorium, cafeteria, baseball field and renewal of several building features.

Boone will be reconstructed and remodeled using similar prototype building components as Windermere High School, Lake Nona High School and East River High School, according to OCPS.

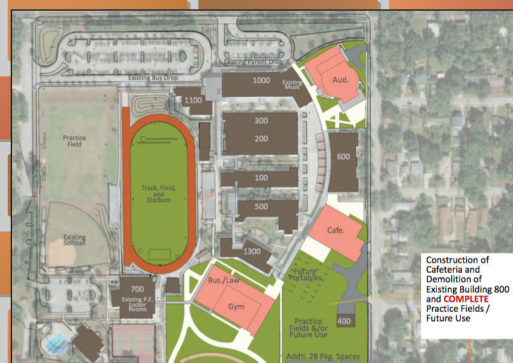
The capital renewal project will include renovations of the 100, 200, 600, 700, 1000 and 1100 buildings.

This construction will temporarily send students and teachers in these buildings to the portables, located in the senior parking lot. Each building will be worked on one by one and will move the classes, as such.

The first capital renewal project will be the 100 building starting this month, and is expected to be completed by the start of the next school year in August. For the 100 building, these renovations will include a new roof, windows, doors and intercom system.

Recently, students noticed the amount of portables for

⇒ CAMPUS CONSTRUCTION, page 6



photos/OCPS

## Siblings excel in deaf, hard-of-hearing program

Hard-of-hearing siblings illustrate participation in extra curricular activities

By CHELSI PETER

Though sophomore Madeleine Moore will never hear the sound of her instruments, only the musical vibrations, the hard-of-hearing student considers playing a way to reliver

the stress of school.

“For five years, I’ve been playing the French horn and in a special way it helps me relieve stress,” M. Moore said.

M. Moore joined band in middle school out of curiosity. She continued when she arrived at high school and now plays the French horn, mellophone and trumpet, and participates in marching season, concert season and jazz band.

Following in her brother’s footsteps, senior Kevin Moore, M. Moore came to Boone for the Deaf and Hard-of-Hearing program.

“The DHH program is a one-of-a-kind program that centers mainly on students who are deaf and hard-of-hearing,

⇒ SPECIAL FEATURE, page 5

\*randomfact

Cherophobia is the fear of happiness.

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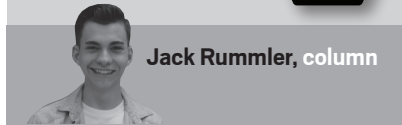
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# JACK of all trades



Jack Rummler, column

## Rational division

No matter the topic, it seems everyone wants to aggressively fight about their opinions. Whether against a random person on Twitter or even a loved one, people will stop at nothing to prove why they are right. Trying to find a middle ground is nearly impossible in today's climate.

Modern day politics shape this culture of hostility. Rather than fighting, one should try speaking with others rationally. Two prominent examples of divisive topics that can create argumentation include sexual assault and gun control.

In recent months, female celebrities, such as Gwyneth Paltrow and Rose McGowan, stepped forward to share their stories of sexual assault. According to the Rape, Abuse & Incest National Network, 994 out of 1,000 sexual assaulters walk free and two out of three cases go unreported. There is a lack of incentive and hope for victims to share their stories, as they will likely be failed by the justice system for both men and women alike.

As multitudes of male celebrities face accusations of sexual assault, harsh divides on how to respond exist. While the trending hashtag, #MeToo, intended to create a community for victims, others saw it as lazy activism. Additionally, while some want to instantly defend victims of sexual assault, others stand behind the accused, which causes a "he said, she said" situation of who to believe.

Moreover, another controversial issue, gun control, leaves citizens wondering how to combat the issue. Likewise, while some believe that guns are an essential right to the Constitution, others see it as a burden to society and think guns and rifles contribute to violence.

Recently, dissenters of gun laws have argued signals of mental illness can lead to one abusing gun rights. In media, one often hears the phrases "lone wolf" or "shows signs of insanity." According to the National Center for Health Statistics, those with mental illness were responsible for less than five percent of mass murders. However, according to the Huffington Post, two days after the Pulse Nightclub shooting, reporters went to purchase an AR-15 as an experiment to see the process of purchasing a gun. It took only 38 minutes, which propels the idea that the process is too easy.

While it is important to stand true to one's beliefs, rational conversation needs to take place more frequently. Without it, one lives in a sheltered world, where his beliefs become the only beliefs. Listening to others' opinions and beliefs translates to obtaining a better world view. Instead of shutting down others' opinions, listen and have a conversation. Read student opinions on sexual harassment and gun control on page 3.

# Gates provide false security

**viewpoint** Schools need to inform students and teachers of security threats on campus.

Students were welcomed back to the school year with tall black gates surrounding the campus. Administration provided constant reminders that the gates would only be open 10 minutes before and after each bell change. They said these would enhance school security.

While the gates may provide an illusion of school security, they do not protect students from what happens on campus. While an administrator is likely to be at the exit, the gates are rarely locked or closed during the school day, allowing students to walk in or out freely.

During lockdowns, students receive little information of the situation. After the fact they receive a brief synopsis of the threat. If the campus goes on lockdown, the school sends an automated phone call to inform them of the situation.

However, the real issue occurs when a threat takes place on campus, and the administrators do not put the campus on lockdown.

In November, administrators found two toy weapons on campus and a bomb threat was called in. While parents were called to be informed, students and teachers were not since it was after school. When the only

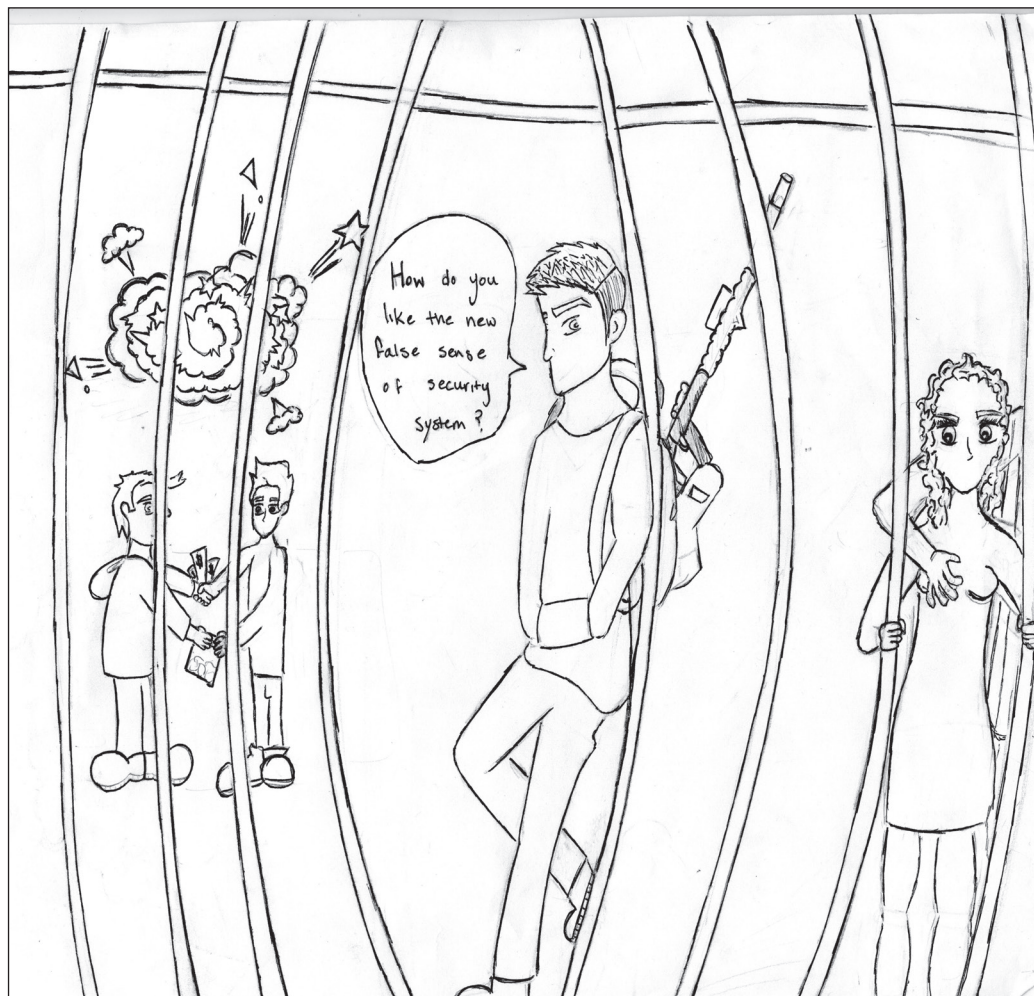
students who know about situations that happen on campus are those that were in the class, facts get misconstrued. What was rumored to be a real gun turned out to be a fake weapon.

Later in the day, the school received a bomb threat. Worried parents received the call, texted their children wondering why they did not inform them of the bomb threat. In reality, most students had no idea there was a threat.

The next day students came onto campus to locked doors in all buildings including those on the outside. No announcement was made that morning, informing campus of the potential threat. Within the same day, another toy weapon was found on campus. It took several hours before an announcement was made which consisted of a reminder that weapons were against the school policy without providing information on safety of students or precautionary measures. Students and teachers were left wondering what happened.

The best way to avoid miscommunication is to give needed information to those on campus. If the facts are given up front, it doesn't leave students filling in the blanks with rumors.

A system of consistency needs take the place rather than leaving students and teachers in the dark. New gates got the ball rolling on school security but there are additional measures that need to be taken. In the meantime, gates build a barrier of false security.



illustration/KAITLYN CONNOLLY

## \*letterfromPrincipal

The only gates we said would be open 10 before/10 after was the back gate near the portables. This worked great until temporary fencing was installed in October in an effort to drop new portables for construction. Security at that gate has fallen short but will be corrected upon our return in January when the portables are 100 percent complete.

I always tell kids and teachers on the PA that there is police activity off campus and if I get details from OPD, I share after we are off lockout.

Toy gun on campus: we knew exactly who we were looking for and where they were. Placing on lockdown first would have given suspect time to ditch toy gun. We follow OPD's lead since they are trained professionals. We did a PA announcement about the severity of toy guns and gave students a chance to turn them in without consequence.

I need parents to know from my voice what's going on before students go home and tell them. I am not disrupting the day of learning for discipline issues that are not causing an immediate threat to kids. Believe me, if our kids are in danger at any point, you will hear me on the PA giving exact orders of what to do.

## \*publicforum

**Does the school handle security measures in a way that keeps everyone informed?**

**Here's what some of you had to say on the topic.**

**Send letters to the editor**

to HiLights, 1000 E. Kaley St., Orlando, FL 32806, or drop off in Room 224.

You can also send to boonepubs@gmail.com. Letters may be edited for length and clarity.

To be considered for print, all letters must be signed and cannot contain libelous information.

### Treat students as adults

School should inform not only parents, but students about the security steps taken on campus. Teachers remind us all the time that we are not little kids anymore and we should act responsible because this is high school and not elementary school. Since the school thinks we are mature enough, I think the school should treat us the way they make us see ourselves, as grown ups and inform us every time something is happening on campus. We as students and we deserve to know when something is wrong.

**Jessica Borges-Pena, sophomore**

### Parents do not pay attention but information needs to be spread

The all call is not effective, most parents will press decline or will not inform kids on the issue at hand. Teachers should also be the first ones to be informed since there lives are the ones at risk too. Students should also get a call so they will be informed on

what's going on in campus.

**Alani Tesfasgi, freshman**

### Let students have the chance to be prepared

I think that the school could do a better job of communicating security risks on campus. While the risk will most likely be taken care of, it is a possibility that it could become a danger to the students. If we knew about the possible threat, we would be ready to do what we had to do to get to safety, instead of having no idea what is going on. I think the school should inform the students and teachers by e-mail, and the teacher can tell us. It doesn't seem right that our parents always find out before we do so they can know about it, but we don't know about it, and we're the ones on campus.

**Emily Blackwood, freshman**

### Keep those on campus informed to avoid panic

I feel that Boone should inform it's staff members and student body of suspicious activity by first letting the teachers know then having the teachers bring the kids to safety as other personal on campus handle the situation at hand after everything is dealt with the students should be informed and parents should be contacted I believe this is the right thing to do because if the students know what is going on they either want to Snapchat or send something around the whole school which leads to a panic this way of handling the problem will solve all the issues in keeping everyone on campus under control.

**Samantha Otero, freshman**

### Keep teachers informed

I think the school should inform students of security issues differently than students. I think teachers should be notified of all security risks the same way that colleges do.

**David Bruno, senior**





**LADY BRAVES BASKETBALL PLAYS TONIGHT**

Come out to the gymnasium tonight at 7:30 p.m. and watch the girls basketball team compete against University. Tickets are \$3.

**WHY IS GUN CONTROL A DIFFICULT TOPIC TO DEBATE?**

[It is a difficult topic because] weapons should be a right that everyone has, but not everyone uses [weapons] right.  
Joseph Wawrzyniak, sophomore

# Schools neglect sexual harassment education

By CHASITY MAYNARD

**viewpoint** Educating students on sexual harassment provides future generations a viable solution to the sexual harassment uproar.

After years of waiting and repressing the memories of unwanted hands feeling their hind sides, hungry eyes groping their bodies, invasive words stripping away their clothes, women nationwide join a crusade to speak out on sexual harassment and assault, taking down the predators hidden too long in the shadows.

Bill Cosby, Matt Lauer, Harvey Weinstein, Roger Ailes, Bill O'Reilly and even President Donald Trump tack onto the alarming and rapidly expanding list of high-profile sexual harassment allegations. College campuses nationwide also experience sexual harassment problems, even at highly accredited institutions, such as Harvard University. The media publishes endless headlines

about problems with sexual harassment in workplaces. Even John Conyers resigned in response to sexual harassment allegations and pressure from Speaker of the House, Paul Ryan and Minority Leader, Nancy Pelosi. The public rightly condemns this behavior, but the conversation stops short. Americans need to focus on solutions to this developing issue, and the answer is simple: starting at the root of the problem, in high schools.

High schools are designed to prepare students for the real world. However, ignoring and neglecting education on sexual harassment gives students a false sense of security, or a "bubble," which will shockingly burst when they graduate and face the brutal reality of an imperfect and obscene society. The state of Florida graduation requirement encompasses physical fitness education in HOPE, a general health class that, among other wellness topics, discusses sex and relationships. The anatomy of sex and birth control options are covered in the course, but it excludes how to respect members of the preferred sex and the dangers of sexual harassment. Florida neglects this significant discussion, despite its natural flows with the current course material, allowing fear of sensitivity to minimize the scope of the issue. In contrast, in 2015 California legislators signed a law requiring sexual harassment and assault education in 7th through 12th grade curriculum. Sexual harassment shifts from a hushed topic in Florida schools to an expected professional standard in adult careers. Educating in high schools would prepare students for success post-graduation. However, neglecting the

problem would send them into the world unprepared.

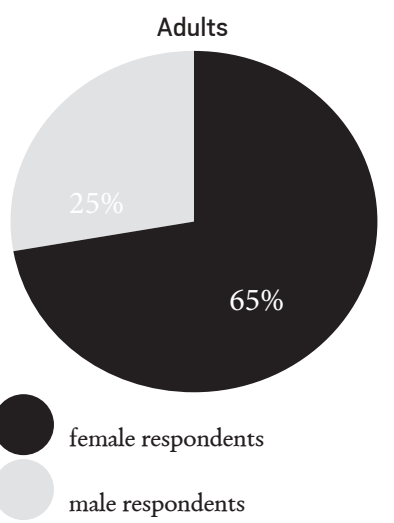
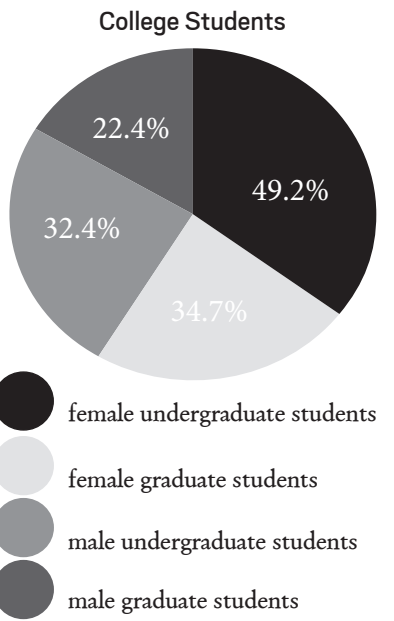
Orange County high schools rarely address how or where to locate resources in cases of sexual harassment. The only information provided is a comical video of middle school girls giggling and laughing at "the new boy," saying, "he is cute!" The video, which is not intended to be humorous, mocks the trauma sexual harassment victims experience and creates a tone of comedy and trivialness surrounding the topic. Sexual harassment needs to be approached seriously, and if information is provided, it should be accurate. Incidents of assault or harassment are degrading and offensive, and can leave lasting psychological impacts. Victims already must overcome fear and embarrassment to speak out. They should not have to repeatedly share their humiliating story in search of help. Starting in high schools, faculty should educate students on how to treat each other, and where they can find help if they are sexually harassed.

Information and accessible sexual harassment assistance programs prevents incidents and supports victims. High schools should openly provide contact information to SAFE coordinators and support groups, creating a system of readily-available resources to accommodate victims and encouragement students to report sexual harassment cases. Teaching the standards of human respect and response outlets for harassment prevents future incidents, showing students where to obtain resources and the importance of reporting issues.

Skeptics may argue parents hold responsibility for educating children on sexual harassment. While this is accurate, schools should supplement this education and hold students accountable for appropriate behavior. High schools adequately regulate sexual harassment and serve harsh consequences for lowly behavior. However, they should make students more aware of the serious consequences before they get into trouble. Teaching the damaging and degrading effects of sexual harassment creates an expectation among students on how to respect others, which carries through to college and beyond.

Sexual harassment's increasing prominence in America prompts a need for change. Schools boast of producing brave leaders and creating greater futures, yet they avoid talking about essential topics, like sexual harassment. Constructing a generation well-educated about how to conduct oneself in public, and how to respond to disrespectful behavior is necessary to prevent further incidents. Florida educators need to stay true to their missions by starting a conversation on sexual harassment to protect their current students and pave the way to brighter futures.

**Experienced Incidents of Sexual Harassment**



source: GALE OPPOSING VIEWPOINTS

# American violence demands inhibition

By KAITLYN CONNOLLY

**viewpoint** The United States need to enact stricter gun laws and implement required gun education for the sake of saving and protecting lives.

As 2017 comes to an end, it is time for America to reflect on the disastrous effects that spawned from poorly-constructed gun regulations and education.

From the music festival shooting in Las Vegas, Nevada to the church shooting in Sutherland Springs, Texas, America felt the detrimental effects of gun violence. The U.S government is in the firing line, but continues to daddle to the implementation of a genuine solution. The silent majority cannot diminish the necessity of addressing the issue. Though enacting serious gun control regulations

and a more extensive gun education will not put an end to American violence, it will ensure safety for a greater portion of the population.

In today's society, American violence becomes more notable than the American dream. We glorify violence in video games, movies, TV shows and more. Our society seems drenched with the portrayal of murders, domestic violence

and war, and it only creates more violence.

Children grow up with the idea that they must remain armed against the reality they live in. Equipped with ammunition and false premonitions, they set out against everything they deem dangerous, and in turn, become dangerous. In 2015, not a single week passed without a mass shooting. Enacting harsher gun control regulations would remind American citizens of the difference between reality and what's on their television screen. In the year leading up to the Las Vegas shooting, Stephen Paddock bought 33 guns, legally. While the Bureau of Alcohol, Tobacco, Firearms and Explosives requires gun stores to report multiple handgun purchases, a requirement has yet to be put into place, that obligates them to do the same for rifles, in all but four states. The rifle loophole allows individuals to stockpile weapons, mirroring those used by the military and SWAT teams, with little federal detection.

To combat this, California Senator Dianne Feinstein and 33 Senate Democrats introduced the Automatic Gun Fire Prevention Act. If enacted, the bill closes that loophole, and bans "bump stocks, trigger cranks and similar accessories that accelerate a semi-automatic rifle's rate of fire." If put into place may just jolt America out of its heavily armed

pseudo-fantasy.

With that said, individuals fully capable of and successful in handling and comprehending the dangers of a weapon, should not be stripped of their rights because of others. While the NRA offers numerous training courses, only three of every five gun owners received firearms training. Implementing education in conjunction with training and background checks will ensure the most effective handling and safety for citizens.

Without proper training, Americans cannot defend themselves. The National Gun Victims Action Council conducted a study that placed individuals of varying levels into scenarios that tested their capability of assessing and appropriately handling situations. The study concluded, "In order for a citizen to safely carry, and if need be, use a firearm in a stressful situation for self-defense, one must pass certified extensive initial training to include: classroom, firing range, and scenario education." Without education, one cannot know the proper procedure.

Society's safety is not a political debate, and it should never be treated like one. The longer we abstain from implementing additional safety regulations, the greater potential for families, neighbors and friends to be killed.

hilights newspaper

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## specialfeature

**f** Boone is very welcoming and accommodating and encourages students to participate in all events."  
Monica Bourret, teacher of deaf

# Breaking the stigma, breaking

# SILENCE

Deaf and hard-of-hearing program fosters individuality and educational growth

By JACK RUMMLER

Hearing sounds as simple as a chair moving or typing on a keyboard is often something one takes for granted. The deaf and hard-of-hearing community allows students to find comfort with one another who do not share this experience.

The program encourages student individuality and provides a community of students who can relate to them.

"[Boone provides me] a better educational opportunity for me [than other schools]. I can learn better and it helps me reach my goal of becoming an engineer one day," junior Bryan Raffa said.

The program provides teachers of the deaf and interpreters and it also facilitates general education teachers, as well as

self-help and advocacy programs that educates students' families and encourages future independence.

With about 30 students in the program, Boone is the Orange County Public Schools hub for deaf and hard-of-hearing students, who come from all parts of OCPS, such as Apopka, Winter Garden, Hunters Creek and Wedgfield. This allows them to obtain necessary accommodations their zoned schools can not provide.

"I am zoned for Windermere High School, so I live pretty far [from Boone]," Raffa said. "I feel like I am stuck sometimes, I cannot always go to sporting events or attend after school tutoring [opportunities] because I cannot commute back and forth."

The program aims to provide students with the opportunity to maximize their education and to act as active members of the general population and community, despite

the challenges they may face.

"[Student have the opportunity] to be in general education classes and have the least restrictive environment as possible," teacher of the deaf Monica Bourret said. "Boone is very welcoming and accommodating and encourages students to participate in school sanctioned events, such as homecoming, prom, Poetry Out Loud, band, chorus and football."

Additionally, Bourret hopes deaf students will stay involved in extracurricular activities and wants schools emphasize the American Sign Language for young students to alleviate language deprivation as students transition to middle and high school.

While being deaf can feel isolating, the subcommunity creates an opportunity for hearing and non-hearing students to delve into the culture and learn how to communicate despite the barrier.

## Kralik initiates faculty-wide ASL classes

ASL teacher creates first faculty ASL course

By CATHERINE MCCARTHY

As the number of deaf and hard-of-hearing students at Boone increases, American Sign Language teacher, Jordan Kralik started a class to help teach and inform faculty.

Kralik is one of two ASL teachers on campus. It is also his first year teaching at Boone.

Previously, Kralik worked as a deaf and hard-of-hearing teacher for kids with other disabilities. He thought the other teacher's language skills were delayed and saw a potential for growth.

"I was looking at ASL teachers across America and I feel like there is a lack in skill level, so I decided that I wanted to be able to at least be a part of teaching it and hopefully help improve it," Kralik said.

One of the main reasons Kralik wanted to create a class for faculty was because he thinks it is important for teachers to be able to communicate with deaf students, especially as the deaf and hard-of-hearing program continues to grow.

Due to the deaf and hard-of-hearing program, more deaf students will continue to come to Boone.

"It's super important for them [teachers] to have an understanding of basic sign vocabulary so they can communicate with the students that they either have had, will have or currently have in their classes," Kralik said.

Aside from faculty members, several students are enrolled in ASL

classes, in hopes of learning the language and more about deaf culture.

"I thought taking ASL would be helpful in my future. You never know, my kids could be deaf and I'd want to be able to communicate with them," junior Molly Cooper said.

Boone Media Specialist, Kimberly Turley, is one of the many faculty members attending Kralik's class.

"What's nice about his class is that it's not just about ASL, it's also about understanding deaf culture and so we've learned I think a little more what it's like to be a deaf person in a hearing world," Turley said.

Turley wanted to take the class because she felt that it would help her do her job more effectively.

"To point at a book title is kind of not the same as being able to talk to them [deaf students] or help them find a book or any other kind of service that we might provide," Turley said.

Even though teachers and staff participating in the class know they might not excel immediately, Turley is still anxious to learn, even if it's something simple.

"It doesn't take much to learn how to spell your name and to learn 10 to 15 basic things like may I help you, and please and thank you. You know, just little things," Turley said.

Students will continue to get more diverse in language ability, and faculty members involved in this class are going are hopeful it will help them communicate with all students.

"Everyone should [join] because it shows we care about the needs of all our students and it really doesn't take that much time to learn," Turley said.



photo/KYLA MCCRARY

**SEEING SIGNS.** American Sign Language teacher Jordan Kralik instructs his ASL 2 class. "I think that ASL is a very important language. It is the third most used language in the U.S. and it is very underrated. Boone is the heart of the DHH community, so just loving the language and having a deaf-heart made me want to teach [ASL]," Kralik said.

25

students in the American Sign Language club.

144

students taking American Sign Language.

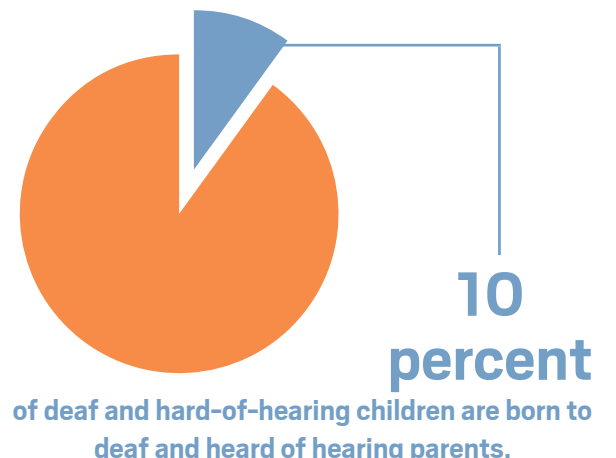
30

number of deaf and hard-of-hearing students at Boone.



3 of 1,000 students

in the U.S. are born with detectable hearing loss or are completely deaf



source: NATIONAL INSTITUTE FOR DEAFNESS AND OTHER COMMUNICATION DISORDERS

3

million children have hearing loss in the U.S.

17

percent of people experience some about of hearing loss.



**BAND WINTER CONCERT**

Come out and support band in their winter concert, today, Dec. 15 and tomorrow, Dec. 16. The Friday concert begins at 7 p.m. and admission is free, and the Saturday concert begins at 3 p.m. and costs \$10.



**WHAT HAS THE DEAF COMMUNITY PROVIDED FOR YOU?**

We are involved in the school community and are not separated. We are given interpreters to help us and I'm never scared to ask for help. I socialize with the deaf community and other students.  
Guerdine Petit, junior

# Siblings excel in deaf, hard-of-hearing program

providing them with interpreters," K. Moore said.

Each class period, students in the DHH program are assigned a different interpreter.

"Everyone should have the right to communicate with others," interpreter Eilyn Rodriguez said. "It's a language, it's the way they communicate. Without it, there would be communication."

Because K. Moore has been in the program since his freshman year, he has formed close bonds with some of his interpreters.

"I've known Kevin since freshman year. He makes it [interpreting] fun," Rodriguez said.

Rodriguez, whose brother is also deaf, describes K. Moore as funny and intelligent.

"Once he starts laughing, he can't stop. He's a fun person to be around," Rodriguez said. "He's a very smart person. He tries to succeed. He asks questions if he doesn't understand. He doesn't let being deaf put him down or stop him."

K. Moore, dreams of going to college and studying psychiatry. Through the DHH program, both M. Moore and K. Moore have also formed friendships with other students both inside the program and outside of the program. "It gives me a support system I never had in elementary school. It helps with people that have disabilities like me," K. Moore said.

Several students in the DHH program are the same students M. Moore and K. Moore went to middle school with.

However, both siblings have made new friends through their extracurricular activities with M. Moore's involvement in band and K. Moore's involvement in

the theater program. "Some of my friends were in it and they pushed me to try something new," K. Moore said.

K. Moore first got involved with the theater program last spring. "I've always liked the drama aspect of acting. It is something that I have always been interested in," K. Moore said.

While the program has positively affected the sibling's academically and socially, it also has benefited their home life. "It's kind of improved my lifestyle at home. Both of my parents are deaf. I've always been to hearing schools so the DHH program improves my lifestyle at home and allows for more connection," K. Moore said. "[My sister] also grew up in hearing schools. She's never been to a deaf program.

She's now understanding what deaf culture is like and growing. Being in the DHH program allows her to receive more understanding."

The program offers additional support to the siblings. "My favorite part of the program is having support teachers like Ms. Bourret. She never treats you different on how you behave or act," K. Moore said.

Similarly, M. Moore feels the people involved in the program are helpful. Despite the benefits the DHH program provides the siblings, M. Moore views her experience as similar to other students. "[I don't think being in the program] means anything special; I'm in the same classes as most of the other sophomore students. There is nothing different besides the fact that I have a hearing loss," M. Moore said.

"There is nothing different besides the fact that I have a hearing loss," sophomore Madeleine Moore said.

She's now understanding what deaf culture is like and growing. Being in the DHH program allows her to receive more understanding."

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"I never ever expected to fall in love with education. My background was in theatrical interpretation, which is completely different. Theatrical interpretation is practiced; it's all pre-scripted, but when you interpret live you don't know what's going to happen, and you just go with

it," Wagner said. Wagner continued academic interpretation at Oak Ridge High School until she transferred to Boone. Her role allows her to go about her day like an average student, sitting in classes, learning new things and dismissing at the bell. With each class, she translates new information to different students.

"The interpreter is like the invisible person in the room. We're just there to communicate between the two parties. My job is just to stay neutral and just say everything that's said or signed," Wagner said.

The communication comes as a relief to students that cannot interact with a majority of people around them. For some, the limited interaction at school is their only communication.

When sophomore Richelle Altidor arrives at home, all communication stops. Since no one in her

family is deaf or knows ASL, Altidor finds it almost impossible to communicate with her family.

"I like having the interpreters because they're really good at signing and they help me learn more. I can come to school and sign every day and have people

understand me. When I go home, there's nothing," Altidor said.

Wagner hopes that more people join the interpreting field in the future to let deaf people live their life more closely to those that hear.

Wagner intends to continue learning with the help of her fellow interpreters as the ASL field expands and changes. "As more is introduced, we grow together. Language is growth and change, and I have to just keep learning. I have to develop- it's one of the most important parts of my job," Wagner said.

**question answer**

**Olivia Martinetti, ASL teacher**

**When did you first learn American Sign Language?**

I started learning my sophomore year of high school and I am still learning today.



**What made you want to take ASL?**

I Took ASL because I thought it would be an easy A, it wasn't, to satisfy my language requirements to get into college. I quickly fell in love with the language and became as involved as I could be. I even set up an individual studies ASL 3 class with one other student my senior year of high school because our school only had 1 and 2.

**Why did you decide to become an interpreter?**

I started out as an Elementary Deaf education major. I quickly realized working with little kids wasn't for me, so I switched to a double major in interpreting and psychology.

**How do you connect with students?**

I try to include things that students enjoy in our lessons. We use a lot of visuals in ASL because it is a visual language.

**What role do you play in the day to day lives of students?**

I like to thank that ASL is a fun class and that our room is a place where students can be focused while being relaxed.

# Wagner lends a hand to hard-of-hearing students

Interpreter provides voice for deaf students.

By **KAITLYN CONNOLLY**

In 1999, American Sign Language introduced interpreter Alana Wagner to a way of life she never knew she wanted.

While attending Valencia State College, Wagner stumbled across American Sign Language. Though she had never met a deaf person in her life, curiosity got the best of her and she ended up enrolling in the class and fell in love more than once.

Wagner's first ASL course introduced her to features that became fundamental to her life. She even met her husband, Larry Wagner.

"It takes awhile, and by awhile I mean it takes years, but I stuck with it until I was fluent. I just pushed through it all until I really understood them," Wagner said.

From classes about ethics and the profession of

interpreting and internships to individualized classes, Wagner immersed herself in ASL, jumping into the field with enthusiasm.

"I loved interpreting. The process of taking one language and transforming it into a totally different language is amazing, and it takes a lot of training on your brain," Wagner said.

With a history of employment at Disney, Wagner expected to jump right into theatrical interpretation after college. However, she decided to take on an educational role after enrolling her daughter at Lake Sybelia Elementary.

"I never ever expected to fall in love with education. My background was in theatrical interpretation, which is completely different. Theatrical interpretation is practiced; it's all pre-scripted, but when you interpret live you don't know what's going to happen, and you just go with

it," Wagner said.

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When sophomore Richelle Altidor arrives at home, all communication stops. Since no one in her



photo/KAITLYN CONNOLLY

**GIVE ME A SIGN.** Interpreter Alana Wagner interprets English lessons for sophomore Richelle Altidor. "Being the invisible person is easy; everyone is very accepting and comfortable with me," Wagner said.

family is deaf or knows ASL, Altidor finds it almost impossible to communicate with her family.

"I like having the interpreters because they're really good at signing and they help me learn more. I can come to school and sign every day and have people

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We do a good job of orientation; we welcome them with open arms, they would register just like you would.  
Hector Serrano, assistant principal

# Campus construction alters parking, transfers classes to portables

temporary classrooms increased in the senior parking lot, causing some seniors to relocate where they park their car during the school day.

"The worst part of it is, I spent time and money painting my spot the way I wanted and then they just painted black over it," senior Jaiden Corrente said.

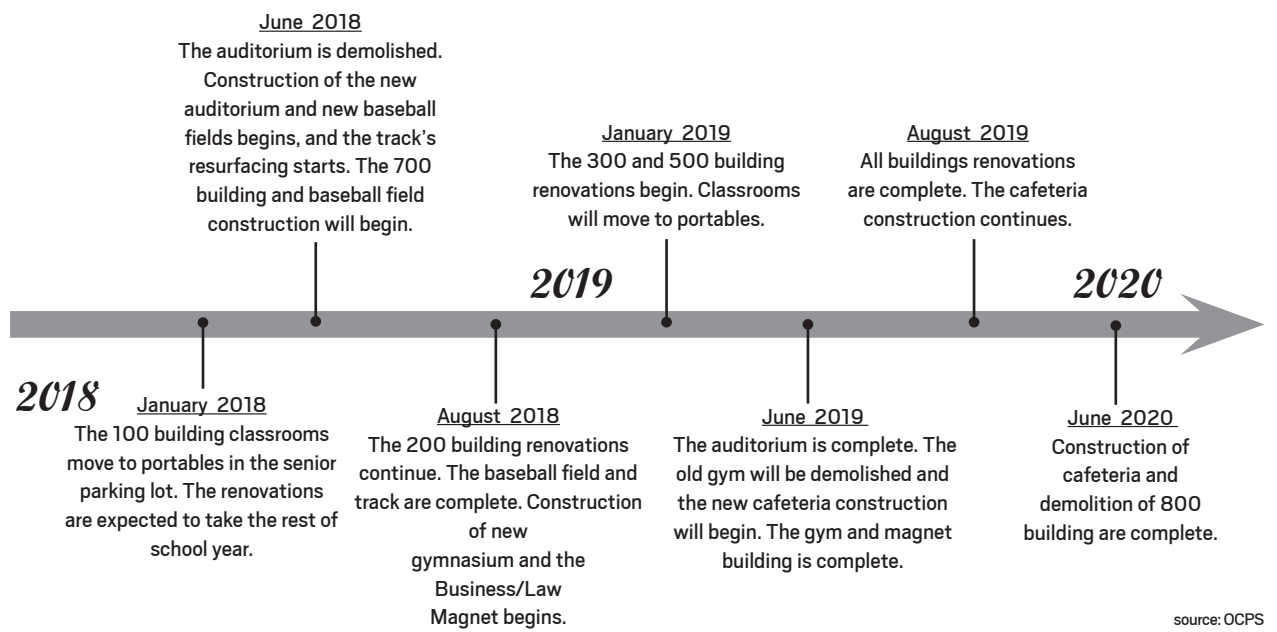
At the start of the year, seniors participate in a tradition where they spend the afternoon, painting the totem poles on their parking spots.

The new portables temporarily placed in the senior parking lot are placed over those parking spots. For those students that had their spot taken, they will now park behind the cafeteria.

Corrente moved about a month after the seniors painting day where all seniors that bought and painted a parking spot.

The limitation of the senior parking spots forced Corrente, along with other students, to relocate where they park their car for the school day. There are no additional spots available in the student parking lots. Students required to move their cars were given the option of a new spot in a different designated area along with a windbreaker or receive their money back.

Moving parking spots and classrooms is just step one of many upcoming changes expected on campus.



# Hurricane Maria causes student displacement

Displaced students from Puerto Rico arrive at Boone

By JULIET MARCUS

After Hurricane Maria made landfall in September, the island of Puerto Rico was destroyed. In order to combat the lack of electricity, food and water, families have been displaced nationwide, including Orange County.

OCPS is expecting up to 700 students from Puerto Rico. Boone has already received 35 students as of November 27.

"We do a good job of orientation; we welcome them with open arms, they would register just like you would," assistant principal Hector Serrano said.

The new students from Puerto Rico would enroll similarly to the way other new students would enroll. Their parents send in their transcripts and paperwork to allow them to attend Boone. Their counselor assess their transcripts and determine what classes one needs to take to graduate.

"We have a process in place where [these students] go into ESOL classrooms [which allows them to become] emerging English speakers," Serrano said. "They're placed in classrooms where they have support with teachers who are bilingual and they help them with their academics."

The ESOL office provides incoming students with a form or questionnaire that asks what language they speak at home. If they speak a language other than English, they are tested for ESOL. If they are qualified for the program, then the guidance counselor constructs their schedule based on that information.

"As a counselor's role, I let them know what is acceptable [and] not acceptable [here at Boone], because it is [a] totally different [environment].

We talk about the differences in culture and what is expected of them," ESOL guidance counselor, Lissette Cosme, said.

Differences exist in their scheduling. New students may potentially have to retake Algebra I because in Puerto Rico, Algebra I is not counted as a high school credit. Additionally, students here are required to take U.S. history.

The transition for students can prove to be daunting and fearful, especially when fleeing a location that has been home. Faculty reminds students to welcome the new students.

"Just be helpful, be nice, be a Brave. They come from a different school and that school was just like us. Be kind. Be patient. Sometimes you may come across a kid that doesn't know the language, you have to welcome them, embrace them," Serrano said.

To alleviate financial burdens of the displaced families, a sweatshirt drive took place to provide the new students with clothing they may not normally have, especially as the weather gets colder.

Guidance counselor Michele Binkowsky-Hayden collected these sweatshirts up until last week to provide the new students with warm clothing.

"Puerto Rico is a tropical climate island so they usually don't bring clothing for these days where it is cold," ESOL dean, Juliza Rivera, said.

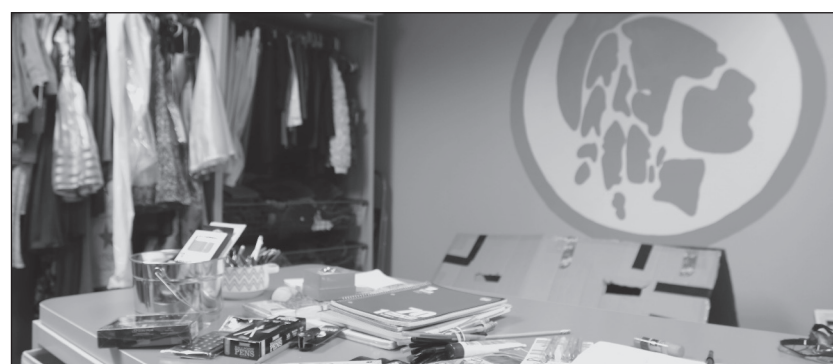
Empathizing with the new Puerto Rican students' difficulties, senior Violeta Ayala, hopes students realize although it is difficult, it is essential for students to relocate here to keep their education going. Ayala was enrolled at Boone for three years then moved to Puerto Rico at the beginning of the year but has since relocated back to Boone due to the storm.

"[Coming back] was very relieving because the living conditions there were



photo/JULIET MARCUS

**SWEATER WEATHER.** Guidance counselor Michele Binkowsky-Hayden collected sweatshirts to help students in need who may not have proper clothing as temperatures drop.



photo/JULIET MARCUS

**CLOSET SHOPPING.** The Kemosabe Kloset provides students with clothes they might need. "We take them to the kemosabe closet to provide them with basic needs that they might have," Assistant Principal, Melissa Gordan, said.

not and are still not good for anybody. [I would tell the new students] just to calm down and work as hard as they can

when they get here and continue living their lives as if nothing had happened, Ayala said.

#fastfigures

1,085

people died in connection to Hurricane Maria. Puerto Rican officials initially thought only 55 died.

1,800

people died during Hurricane Katrina in 2005, the deadliest hurricane ever to reach American soil.

700

Puerto Rican students are being expected by OCPS schools.

73,000

Puerto Ricans were displaced and sent to Florida because of Hurricane Maria.

\* stats from Vox

**CFE BRANCH CLOSES ON DEC. 15**

The CFE branch will remain closed until 100 building renovations are complete, which are expected to finish by August.



**FRESHMAN BREAKS SOCIETAL NORM**

"As a foster child, you get a lot of pity from people, and I don't like pity. Sometimes you'll be busy because of a meeting of conflict, and tell them 'I'm in foster care, I can't' and then they treat you completely differently. I want to be treated like everyone else."

# Cafeteria employee serves CHANGE

Eleanor Healy provides students with meals and prayers

By CAROLINE CASOLA

Schools recognize students for earning favorable grades, winning sports games and receiving awards. Eleanor Healy, OPCS cafeteria employee for 11 years, does not always receive recognition from the school. However, she receives a validating feeling when she impacts even one student.

Healy's duties on campus range from preparing breakfast to serving students to cleaning the cafeteria.

One day, a student who received In School Suspension came to the cafeteria to wash lunch tables, when Healy was working and she paid special attention. Day after day, Healy overheard the student using foul language toward others and eventually toward Healy. While some authority figures may be quick to scold a student for such behavior, she viewed the negative actions as an opportunity to change a life.

"I looked at [the student] and I told her, 'I'm sorry baby. Jesus loves you anyway and I know you are going through a lot,'" Healy said.

Instead of responding

with poor conduct, the student broke down in tears. "[The student] told me that no one ever bothered to speak with her kindly. She was going through a difficult time, but all they looked at was a cursing little girl."

When Healy saw her a year later, she was a manager at a local restaurant chain. The student believed Healy's words made all the difference for her.

"It wasn't me, though. It was God's work," Healy said.

When Healy arrives at school at 5:30 a.m., she turns on ovens, prepares food for the day and cooks and wraps the breakfast.

Her largest role on campus is making sure every student can receive breakfast and lunch. She refuses to turn anyone away. In the mornings, Healy sets up her cart next to the art building and serves breakfast, while connecting with students. She greets every child with a smile, knows their names and remembers their breakfast orders.

"Ms. Healy does not want to see any child go hungry. There was this one time I walked up to the window and asked her what 25 cents would get me. She shook her head, asked me if I was hungry and handed me some breakfast," senior Zachary

Messer said.

After breakfast, Healy takes a short break and dives into lunch preparation. For the busiest meal, the chicken nugget box, she has to make the chicken, french fries, biscuits and cut papers to put in the boxes.

"It's a lot of work, but when you get out there and see the kids' faces light up and get excited, it makes that hard day a whole lot better," Healy said.

Recognizing that the meals students receive on campus may be the only ones they eat all day, Healy focuses on nourishment and nutrition, as well.

"Especially from a mom's perspective, I would say my job is to make sure the kids get fed. It takes a lot to use your brain all day and they just have to eat," Healy said.

At the end of the day, Healy's son meets her at school and they walk home together. From there, she showers, completes chores and cooks dinner. When her husband gets home, the three spend quality time together, either around the dinner table or in the yard, but Healy folds in early, from the stress of the job.

"A lot of people don't



photo/CAROLINE CASOLA

**ORDER UP.** With her son's help, cafeteria employee, Eleanor Healy serves students breakfast with a smile, in between the art building and bus loop. "Some people ask me why I would want to work with all these bratty high school students, but I love the brats. I'm here because of the kids," Healy said.

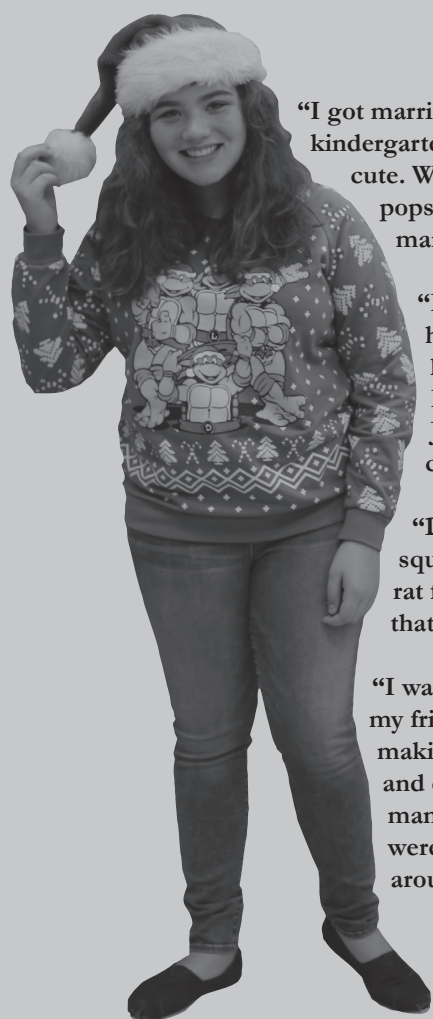
seem to realize that I'm not so tough. They only see that I'm a loud, talkative and positive person. My job

is never easy, but I know wholeheartedly that God has me here for a reason. If just one kid each school year

asks me to pray with them, that makes all of my time here worthwhile," Healy said.

# Student defies unconventional background

## \*Phrankie Radzikowski



"I got married in kindergarten. We were cute. We used ring pops. I haven't been married since."

"I want to learn how to sing in a lower voice so I can sing that Josh Turner country song."

"Did you know squirrels are in the rat family? Now that is just gross."

"I was FaceTiming my friend crying, making macaroni and cheese, so many emotions were flying around."

Student reminisces on life in foster care

By CALI TURNER

Despite her carefree and bubbly personality at school, freshman Phrankie Radzikowski does not always enjoy going home. Radzikowski has been in the foster care system for three and a half years.

Radzikowski had been living with her grandmother for the majority of her life, but for health reasons, her grandmother placed her in the foster care system.

Since then, she has been in two group homes and a single home in the Boone area. Now, Radzikowski is in a home with a foster mother whom she speaks of fondly.

"You get to meet a lot of foster parents, like the one I am with now. She is an amazing person and I love her," Radzikowski said.

Foster children are not always fortunate enough to be placed in a loving, caring home. The group homes Radzikowski was placed in, which have a maximum of 20 children per house, often followed this stereotype.

"There was a lot of conflict in the group homes. People come from different backgrounds and have

different triggers, meaning there were lots of fights," said Radzikowski.

When Radzikowski recalls group homes, she remembers difficult times. Group home environments do not always provide a structured, supportive system, meaning sometimes the children have to rely on themselves. In Radzikowski's situation, family-like relationships eventually develop, and when someone moves on to another home, times can be hard.

"It can get difficult because you knew [those people], you shared your struggles with [those people]," Radzikowski said.

With her open personality, Radzikowski's peers look at her as very easy to talk to and relatable.

"My class loves her," said math teacher Kathleen Carroll. "She's hilarious, always has a positive outlook, befriends everyone and will help people if she understands the work too."

Sometimes, people are surprised that she is a foster child. Radzikowski goes against the social norm of foster children by showing that she is not affected by her past.

"Phrankie is a go getter," Jennifer Caperton, Radzikowski's English I teacher, said. "Her tenacity shows that

she will not let the worst of the worst hold her back."

Now, Radzikowski spends her time participating in theater, Journalism 1, chorus and her American Sign Language class. She is also in the ASL club and hopes to pursue a career in interpreting someday.

While Radzikowski has endured hardships, lost friends and been through living conditions which some would consider not ideal, she credits her grandmother as her largest support system, always there to offer her moral and financial stability.

"My grandma has always been there for me when I need her," Radzikowski said. "My current foster mom is amazing, and likes to get involved in my life and my schooling."

Radzikowski does not want pity from her peers. She finds it condescending and figures that if she has gotten this far without pity, she can go the rest of her way without it, as well.

"You get a lot of pity from people, and I don't like pity," Radzikowski said. "A lot of the time you don't want to be a foster kid anymore, and it sucks, but you get to meet so many good people."



# artsentertainment

## Ice cream shops serve sweet treats



photo/SAMAR BAIG

**THE SCOOP.** Kelly's Homemade Ice Cream provides a variety of options ranging from the coffee ice cream to the more eccentric "cookie monster." Each ice cream flavor is prepared fresh and available in shake form. All menu items are customized to suit individual needs and preferences. It is also close proximity to Boone a mere .4 miles is walking distance.

#the411

**Where:**  
1817 S.  
Ferncreek Ave.

**When:**  
Mon.-Thurs.  
noon to 9 p.m.  
Fri., noon to 10  
p.m.  
Sat. 11 a.m. to  
midnight.  
Sun.  
11 a.m. to 9 p.m.

**How much:**  
\$3.50 to \$8

**Extras:** Make  
sure to tell staff  
of any allergies.

**Online:**  
kellyshomemade  
icecream.com/

★★★★★

#the411

**Where:**  
4954 New  
Broad St.

**When:**  
Mon.-Thurs.  
1 p.m. to 10 p.m.  
Fri. and Sat.,  
noon to 11 p.m.  
Sun. noon to  
10 p.m.

**How much:**  
\$8-\$10

**Extras:** Make  
sure to tell staff  
of any allergies.

**Online:**  
icenyicecream.  
com/

★★★★★

By SAMAR BAIG

### Kelly's Homemade Ice Cream

Walking into Kelly's Homemade Ice Cream's small interior with themed pink and brown decorations, the staff greets customers behind a huge ice cream case. Above lies a menu with 18 flavors.

Right beside the shop resides a small lot with picnic benches. Protected with a small picket fence, the seating area is decorated with fairy lights. At night, the seating area is beautifully lit.

The kind and attentive staff welcomes customers into the store. They explain flavors and items on the menu thoroughly. The staff displays patience as some customers struggle to decide their choice of flavor, allowing customers to try as many they want.

Customers can choose from a wide variety of homemade ice creams and sorbets. In all of their flavors, customers can tell that they use real milk, which makes the ice creams naturally creamier. Two of their most popular flavors, are the Blondie, which has golden Oreos, white chocolate chips, Heath bars and vanilla ice cream and the Cookie Monster which includes blue velvet cake batter mix with Oreo cookies.

Kelly's has perfectly created their own spin on classic ice cream flavors as well as creating their own combinations. Kelly's also has four delicious sorbets: blackberry, strawberry, mango and passion fruit, which are made with real fruit, water and sugar.

Aside from sorbets and ice cream, customers can choose between a sundae, shakes and floats. Homemade ice cream comes with your choice of a flavor in a cup or a glazed sugar cone. Shakes and float, come with a choice of cream soda or root beer, two ice cream flavors, whip cream and a cherry. Sundaes come with your choice of two flavors, one topping, whip cream, nuts and a cherry. Kelly's provides an assortment of toppings. There are a total of 13 toppings customers can choose from.

Sundaes and homemade ice cream come in three sizes small, regular and large. The shakes come in regular and large. The prices are economical for the quality of ice cream given. All items on the menu range from \$3.50 to \$8 including tax.

Overall, Kelly's is an ice cream parlor that both family and friends can hangout and enjoy a frozen treat.

### ICENY Baldwin Park

With their own take on ice cream, ICENY Baldwin Park is a newly opened rolled ice cream parlor.

ICENY is a chain company based in New York City but originally started in Thailand. The company first introduced the idea of rolled ice cream in 2011. Since then, rolled ice cream has taken the world by storm, with thousands of stores opening all over the U.S.

Rolled ice cream is made from a base of milk, heavy cream and sugar. The base is poured on an extremely cold surface, the toppings are crushed into the base and then rolled into cylinders, then finished with toppings.

On the menu, customers can choose from twelve pre-made combinations. One can create their own but it's recommended to use the menu. Each ice cream costs \$8, which is pricey for the amount of ice cream and toppings provided.

Customers can watch their ice cream smashed and rolled through a glass case next to the register.

The bright murals covering the walls act as a perfect place where customers can savor the unique combinations as if they were in New York City

themselves.

Off the menu, the Vietnamese Coffee ice cream with a freshly brewed base, and topped with grass jelly, condensed milk, a toasted marshmallow and coffee wafers. The condensed milk, jelly and the marshmallow combine to balance out the bitter taste of Vietnamese Coffee to create a sweeter coffee flavor.

The most popular item, strawberry cheesecake, has a sweet cream base, fresh strawberries and cheesecake smashed in with strawberry pocky, whipped cream, sprinkles and topped with strawberry sauce and rainbow sprinkles. The flavors that are smashed pair with flavors that are added on top. Even though the toppings are all sweet separately, the strawberry sauce is not overpowering enough that it makes the whole combination very sweet. Instead, it keeps the sweetness balanced.

Overall ICENY receives four stars for its great combinations of ice cream and toppings and an excellent atmosphere. However, it could not beat impeccable service, quality and prices of Kelly's Homemade Ice Cream. Kelly's over beats, ICENY because of its service and quality of ice cream.



photo/SAMAR BAIG

**CRUSH IT.** At ICENY Baldwin Park, an employee smashes and mixes fresh strawberries and cheesecake pieces into the cream milk base.

### question answer

**Camryn Anderson,**  
senior

**Why do you believe ICENY Baldwin Park is a good place to hang out?**



The ice cream was really good and it was all around a pretty good place. It's really different than what we are used to seeing around Orlando, and it kind of gives people a new thing to try.

**Washington Drosin,**  
sophomore

**What do you most like about ICENY Baldwin Park?**



I like the atmosphere. It was open, the murals on the walls were really modern and getting to watch the ice cream being combined was my favorite part.

**William Searl,**  
freshman

**What do you most like about Kelly's Homemade Ice Cream?**



The convenience is my favorite part of Kelly's. The school is really close and I live nearby. Also, I can sit out there and hang out with my friends at the picnic table and eat ice cream.

**Samantha De Villeres,**  
junior

**Why do you think Kelly's Homemade Ice Cream is a good hang out spot?**



I think Kelly's is a good hangout place because you can eat good ice cream and talk to your friend in the cute picnic place out back. I come here all the time to eat ice cream with my friends and hang out.