



Recycling gone rotten

Recycling in Sarasota County schools hindered due to contamination

by Joanna Malvas
Asst. News Editor

With Pine View being honored with the Green Ribbon Award for its eco-friendliness in 2015 and having several environmental clubs, students and staff alike are developing serious concerns about recycling within Sarasota County Public Schools. Despite the evident presence of bright blue recycle bins, the notable majority of recyclables collected in classrooms and cafeterias are ending up in one place: the dump.

In previous years, the school district's recycling program has been efficient and successful using relatively the same recycling procedures carried out in every school through single-stream recycling. Custodians would labor for hours every evening to collect each of the bags from the recycling bins and place them in barrels. These barrels would then be picked up by the local recycling vendors and from there, vendors would sell these recycled products to other markets for re-manufacturing. The recycling vendor, or hauler, for the entire school district is Waste Connections.

Yet, a big market in this industry has recently ceased to exist; up until recently, the main market for recycled plastics, paper and cardboard has been China. Currently, China is no longer accepting the majority of the United States' recycled products. According to Jody Dumas, Executive Director of Facilities, Construction and Planning for the



PHOTO BY JOANNA MALVAS

district, this absence has especially impacted how recycled loads are given to local recycling vendors.

"The market has changed so much now that you have to be very careful what you throw in. There's typically a lot of contamination in [our] product, so bottles half-filled with juice would be considered contamination. And in the past, [our recycling hauler] used to take all of that. But the China market has shut down, so there are less options to sell the product to, so they're becoming much tighter about the types of products they'll accept," Dumas said.

When recycling, products containing food or liquids do not belong in the

recycling bin. An item like a semi-filled milk carton is enough to contaminate the entire bin, deeming all products inside unrecyclable.

Thus, with excessive contamination within the loads of imported recycled waste, China is no longer accepting the United States' recyclables.

Another effect of this shift began before the school year — local vendors have stopped allowing recyclables to be delivered in plastic bags with the barrels. The custodial staff now must empty the contents of each plastic bag into the barrels, which has become another obstacle in further recycling.

As stated by Dumas, on average, the

custodial staff picks up about 28,000 square feet of recyclables on school campuses. Custodians do not have the time to sort through all of the products for contamination, hindering recycling in cafeterias and classrooms. Specifically at Pine View, very few papers and cardboard are being hauled to the recycling vendors.

"Kids have been throwing food in recycling bins, and it's just not getting recycled. If you go to any recycle trash can, there's food in there, every single one," head night custodian Nikolay Grinchuk said.

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Pine View proposes new graduation requirements

by Olivia Hansen & Leo Gordon
Humor Editor & Asst. Match Editor

As explained in an informational town hall meeting held April 17 in the auditorium, Dr. Stephen Covert announced a proposed plan, which, if implemented, would change the graduation requirements starting with the Pine View Class of 2024. The proposal would require high school students to take at least 17 core classes on campus and eight rigorous courses to earn a Pine View diploma.

Rigorous courses include AP classes, Dual Enrollment (DE), Introduction to Engineering, Principles of Engineering, Aerospace Engineering, Engineering Design and Development, years three and four of Digital Media, Statistics II, Biotechnology and Organic Chemistry.

The graduation requirements for high school would remain the same: four English credits, four math credits, three science credits, three social studies credits, three world language credits, one Health Opportunities through Physical

Education credit and eight electives.

Students would be additionally required to sit for AP and DE exams, as well as the certification exams for Career Technical Education courses.

Regarding the 17 on-campus core class requirement, students would still be permitted to take any online class but must meet the number of required core courses to be taken on campus.

Students who enroll in Pine View in the middle of high school would, under the proposal, be accepted upon the viewing of their transcript, but would be required to take a designated number of classes on Pine View's campus before graduating. New tenth-graders would be required to take 17 credits to earn a Pine View degree, eleventh-graders would be required to take 11, and twelfth-graders would need to take five.

The change came about when the Sarasota County school district asked Pine View to define a Pine View diploma.

"We had to do a vision statement and stop and look at Pine View and ask ourselves, 'What is our true vision statement for what we want our students to get here, and how [do] we want them to leave here to be better and be active people in their communities?'" Social Studies Department Head Robin Melton said.

The initial proposal required students to pass final exams of the rigorous courses, but it has been revised by the Vision Committee several times in response to parent and student concerns.

The Vision Committee is com-

prised of administrators, teachers, students, parents and a personal consultant, and Assistant Principal Tara Spielman calculated the exact numbers of students taking AP courses.

"I proposed that students should not be required to pass AP exams to meet the rigorous course requirement, as seniors do not know of their AP scores until far after graduation. Requiring students to sit for the exam encourages students to try to pass but does not require it," Senior Class President and member of the proposal's vision committee, Sachit Gali, said.

Other programs in Sarasota County, such as Riverview High School's International Baccalaureate program (IB) and Sarasota High School's Advanced International Certificate of Education program (AICE), require a minimum of

seven rigorous courses for the respective diploma.

The proposal, if adopted, would not affect the Pine View student body greatly, as 91% of Pine View's Class of 2019 would have met the proposed requirements. Of the 19 seniors that would not have met the requirements, five were only one course away. If implemented, students who do not meet the rigorous course requirement would not receive a Pine View School Diploma, but a Sarasota County Schools Diploma.

Pine View currently offers 31 Advanced Placement classes; however, as explained at the town hall meeting April 17, the average number of AP courses taken by high school students throughout their four years is 12.

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Gotta catch 'em all!
Uncovering Robin Melton's secret life

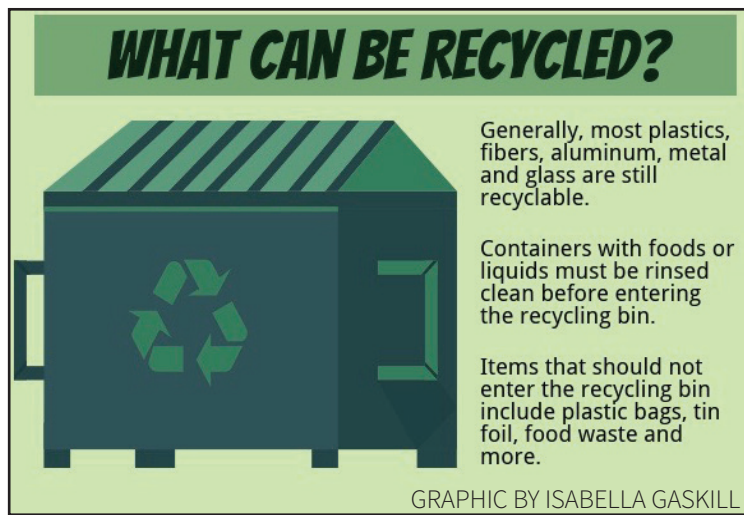
Exploring the shift of Pine View's recycling regulations

continued from page 1
by Joanna Malvas
Asst. News Editor

With the community becoming more concerned, several individuals are coming forward to help combat this issue. Science teacher David Yotsuda and parent Deidre D'Silvia, have taken strides to bring back recycling to the Pine View community. They, along with parent volunteers and environmental club students took the initiative to recycle during the Pine View Fair March 2. They created signs and displayed them on recycling bins to encourage people to put their plastics and metal cans in the bin. After the fair, they sought out all bags and meticulously sorted through the products themselves. The following Tuesday, D'Silvia hauled the products to the local recycling vendor, Progressive.

"Most of [the products] were contaminated, but Mr. Yotsuda was amazing. He went in, and I was following him after to sort out the recyclables. It was a really eye-opening experience for the both of us. I think there still needs to be a lot of education, and this goes for adults largely, too," D'Silvia said.

The two have been communicating with parents and students from Riverview and Sarasota High School as well.



Yotsuda and D'Silvia convened with green clubs, teachers and parents Apr. 18 at Riverview High School to share their information and forge collaborative solutions.

"The environmental teacher from Riverview, as well as from Sarasota High are doing the same thing: trying to develop some kind of plan starting next year, trying to get students and parents and custodians involved to make it really a team effort and try to get the recycling back, because that's really important," Yotsuda said.

"We would love to grow our recycling program back to what it used to be, but we are going to need to partner with people at the schools, whether it be parents or students, [to] help us make that happen," Du-

mas said.

People can become informed in items that can and cannot be reused in order to prevent contamination and ensure what's going in the recycling bin is recycled. Generally, most plastics, fibers, aluminum, metal and glass are still recyclable. However, containers with foods or liquids must be rinsed clean before entering the recycling bin. Items that should not enter the recycling bin include plastic bags, tin foil, food waste and contaminated paper and cardboard.

"I think students, you guys have so much power, and what you do everyday is going to make a huge difference in the environment that we live in here, and also raising your voice," D'Silvia said.

Requirements to graduate with Pine View degree are reviewed

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by Olivia Hansen & Leo Gordon
Humor Editor & Asst. Match Editor

"I don't think it will be much of an added stress factor because the vast majority of students are already way above the [required number of rigorous courses]," English teacher John Shea said.

At the town hall meeting, Covert additionally discussed the Vision Committee's formulated Vision Statement for Pine View. It reads: "For Pine View School to be the premier liberal arts school in the United States for excellence in research-based teaching practices to foster intellectual, social, and emotional growth in gifted students."

According to college counselor Lance Bergman, the proposed graduation requirements are beneficial for Pine View students when it comes to college admissions.

"I think in the past, we've



Twelfth-grader Sachit Gali, tenth-grader Julia Kourelakos and eleventh-grader Kaila Stafford provide input as members of the Vision Committee at the graduation requirements town hall meeting April 17. The meeting detailed the proposed new graduation requirements for a Pine View diploma, to be in effect for the class of 2024. PHOTO BY LEO GORDON

had more students who've taken coursework off campus and I know that it's not viewed as rigorous as coursework that's taken [at Pine View]," Bergman said. "I think it would encour-

age some students to take a few more [rigorous courses] than they normally would. Our students are assessed on the basis of rigor within the context of what we offer."

PeaceJam hosts food drive



Peace Jam students work in unison with Farm Share to package bags of donated food for low income families that came to the event for food products. The eighth annual food distribution event provided food for roughly 800 people and the few remaining pounds of food were donated to All Faiths Food Bank.

PHOTO BY ANNA LABINER

IN BRIEF

Dalí Museum shares presentation

by Isabella Gaskill
Asst. Web Editor

For the third year, the Dalí Museum visited Pine View to offer an enriching presentation on the life and works of famous Spanish artist Salvador Dalí. Students taking Spanish in grades 6 to 12 had the opportunity to enjoy the informative presentation March 26 during their third- or fourth-period class.

Craig Petersburg, a member of the Curatorial and Education team at the Dalí Museum, delivered the PowerPoint presentation to the students. Petersburg expanded students' views of the artist and spoke of his importance in not only art but also in science.

He showed students different pieces of art that Dalí created, including works such as "The Persistence of Memory" and "The Weaning of Furniture

Nutrition," as well as explained Dalí's influence on the surrealist movement.

Surrealism is a style of art that portrays unsettling and illogical scenes with realistic precision. Adding wisdom from personal experience, Petersburg also discussed the importance of acquiring a second language to expand opportunities in his life and career.

This year was the third time that the Dalí Museum has visited Pine View and the second time that Spanish teacher Judit Pauling has organized the event. Pauling plans to continue this event on campus to ensure that all Spanish students are able to learn about this influential artist.

"We are thankful that the teachers are flexible in allowing students to come to this enrichment event," Pauling said.

Overview of new History Bowl club

by Lucy Collins
Asst. Web Editor

Originating in January of last year, Pine View's History Bowl club provides a competitive environment for social studies enthusiasts.

Eleventh-graders Elizabeth Hopkins and Stefani Wald are the co-founders and current co-presidents of the club. After speaking to students from other schools, the two were eager to bring the club to Pine View. History teacher Robin Melton offered to help the club take flight by sponsoring it. Today, the club has grown to approximately 10 members.

"It's kind of an outlet for students who are passionate about history and the social sciences to learn more about what they're interested in and also compete and show what they know," Hopkins said.

During their meetings, the group reviews sample questions to simulate tournaments. The questions come in sets that progressively increase in difficulty and appear in dif-

ferent styles. Some questions are answered with a straight buzzer, while other questions allow the competitors to work together as a group. The goal of this is to practice for competitions and go through all the possible outcomes.

There are two categories of teams: junior varsity for freshmen and sophomores, and varsity for juniors and seniors. A typical team ranges between one and four members. The competitions are conducted in the style of a tournament for as many rounds as it takes to narrow the number of teams down to only the top four, based on their number of points.

The team's first competition was March 23 in Clearwater, Florida to get a feel for what the competitions were like. Hopkins, Wald and tenth-grader Andi Sun, went in without any expectations of placing. Out of seven schools, the Pine View team placed sixth.

History Bowl meets Tuesdays from 2 to 3 p.m. in MLC 10.

Sarasota County Academic Olympics team competes at states

by Naina Chauhan
Asst. Match Editor

The Sarasota County Academic Olympics team recently competed in a statewide competition, The Commissioner's Academic Challenge, in Orlando, Florida April 11 to 13.

The team was composed of six high school students from across the county, with two of these students representing Pine View: eleventh-grader Alex Douglas and twelfth-grader Munir Ben Jemaa. Ben Jemaa is the current co-captain of Pine View's Academic Olympics team and Douglas will take on the title of captain next year.

The county team has practiced at Pine View every other Tuesday since March 12 to prepare for the competition. During this training, the students played practice rounds against members of Pine View's Academic Olympics team and different faculty members, including the sponsor of the Pine View team and English teacher Paul Dean. The questions are varied in subject, testing their

knowledge in all areas ranging from literature to foreign languages.

At the tournament, the team competed in two rounds, one on Thursday and one on Friday. In both rounds, the team achieved third place. As they needed to be in first or second place to continue, the Sarasota County team, unfortunately, did not move on to the semi-final rounds.

Speaking on the difference between state and county level tournaments, Douglas said, "It was an adjustment from the county level — the rounds were faster, fewer students got questions wrong, and each round had 15 judges where there were about two specialized teachers for each subject area."

However, the loss this year has only motivated the students to do better next year.

"I learned a lot there, which will help at the county and state level next year...I really look forward to winning next year at districts," Douglas said.

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Tessa Bohn dedicates herself to Naval Academy

by Sarah Catalano
Sci&Tech Editor

While many newly graduated high school students can expect a traditional introduction to college, twelfth-grader Tessa Bohn is choosing a different way to start — boot camp. On June 27, she will begin six weeks of rigorous training with the United States Naval Academy. Recruited to the Naval Academy for talent in volleyball, Bohn plans to take dedication to new heights.

Bohn has been playing volleyball since she was 11 years old, and made a formidable teammate on the Venice High School girls varsity volleyball team for three years. Her team won the state championship her junior year, a moment she marks as one of her biggest achievements in the sport. She will continue playing at the Navy at the varsity level, Division I.

As part of the application process to the Naval Academy, Bohn had to fill out an application and interview and obtain a congressional nomination, which she received from Representative Tom Rooney. The morning she was accepted, she was called to Principal Dr. Stephen Covert's office for a surprise phone call.

"I started bawling," Bohn said. "It was a crazy morning because I was not expecting it. I put a lot of hard work into applying to this school ... it was a relief to know that what I've been doing since I was 15 has paid off."

Bohn committed to the Naval Academy for volleyball in early July. Bohn visited the school in March of 2018, and she immediately knew this was an institution she could excel at.

Since she started high school, she

spent countless hours training, by participating in CrossFit, starting a strength and lifting program, and implementing a diet. Additionally, she joined the water polo team at Venice this year in order to improve her skills in swimming and to gain strength in the water.

As a service selection, Bohn chose to become a pilot, following in her uncle's footsteps.

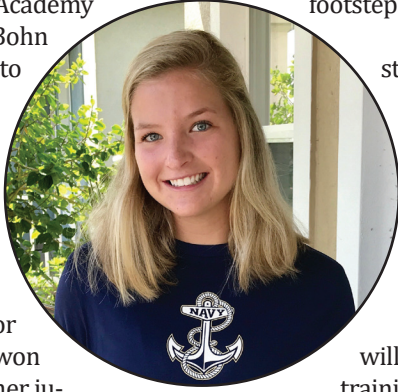


PHOTO PROVIDED BY TESSA BOHN

"It was his first job. He's still doing it and he's almost 60," Bohn said. "I have someone I could talk to if I needed help. I just think it would be interesting to do — just the people I meet while doing all this."

In boot camp, Bohn will be involved in rigorous training in every aspect of the phrase. The Naval Academy's website lists objectives of this program, such as being "dedicated to excellence in a competitive atmosphere that fosters leadership, teamwork, character, and a passion for 'winning.'"

"[I'm] preparing myself mentally for what I'm going to go through — they basically torture you, physically, mentally, and just drain you for six weeks [in boot camp]," Bohn said. "It's scary going from being a normal high schooler to straight military. It'll be a huge change in my life."

Alongside personal effort, Bohn said she has been helped in her journey by several people, including College Resources Director Lance Bergman and her CrossFit Coach, Gavin Tullos, who served in the army for 21 years.

With four years of rigorous training and five years of service in her future, Bohn keeps a steady outlook.

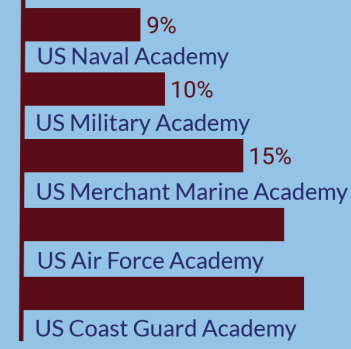
"I really like the challenge," she said. "It's going to be very tough, but I think I'm going to get through it."

Military Service Academy Admission Requirements

To be considered for admission into one of the nation's five Military Service Academies, applicants must:

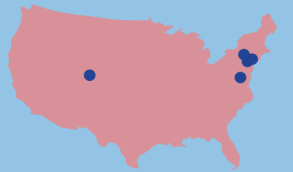
- Be a United States citizen
- Be at least the age of 17 but less than 23 by the July 1 before one enters the academy
- Meet academy-specific academic standards, physical wellness and appropriate tattoo placement
- Receive a nomination from one's local congressional representative, two State Senators or the Vice President of the United States
- Be unmarried with no dependents

Military Service Academy acceptance rates (2017)



Source: Business Insider

Where are Military Service Academies located?



- US Naval Academy
Annapolis, Maryland
- US Military Academy
West Point, New York
- US Merchant Marine Academy
Kings Point, New York
- US Air Force Academy
Colorado Springs, Colorado
- US Coast Guard Academy
New London, Connecticut

GRAPHIC BY LEO GORDON

—THE SHIFT—

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GRAPHIC BY SARAH CATALANO

New classes to be offered for 2020-2021 school year

by Elizabeth Hopkins
Match Editor-in-Chief

With the coming year approaching, Pine View has adjusted its course selection for the 2019-2020 school year.

Through the University of South Florida (USF), Pine View will offer Calculus III and Differential Equations, commonly known as MAC 2313 and MAP 2302, respectively. After the State College of Florida pulled dual enrollment (DE) courses from secondary schools, negotiations at the district level were able to bring about DE course offerings through USF.

Like all DE offerings, students will be required take a final exam drafted by USF, although a Pine View instructor, math teacher David Nezelek, will conduct the course. Students are required to have received a 4 or 5 on the AP Calculus BC exam, as well as a teacher recommendation letter from Nezelek.

Previously classified as Honors courses, administration hopes the new DE signification reflects the wishes of the Pine View community.

"We decided if we couldn't offer it at the DE level, then we would at least offer high school credit and get the people who wanted to take the course just for the enjoyment of math and the continuation of their skill

building in that area, we would offer it so those kids could be enriched in their curriculum according to their needs as gifted students," Assistant Principal of Curriculum Tricia Allen said. "When [Calculus III and Differential Equations] became available for DE credit, we asked stu-

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... we asked students who would be interested, and their interest drove the decision,"
Tricia Allen
Assistant Principal of Curriculum

dents who would be interested, and their interest drove the decision."

In other developments, Steve Cantees, executive director of secondary schools, instructed all high schools districtwide to make available the Peer Counseling course beginning this fall. Part of the CPalms instructional toolbox for years,

the State of Florida's official source for standards, the course enables students to grow peer mentoring skills through both instruction and application. Due to low enrollment numbers, however, the course will not be offered next year at Pine View.

Similarly, Dual Enrollment coursework in Communications 1 and 2, commonly known as ENC1101 and ENC1102, were set to be offered, but were also cancelled due to low enrollment numbers.

Several humanities courses, previously offered each year, will now be conducted every other year. This includes Philosophy, Women's Studies, Multi-Cultural Studies, World Religions, and Comparative Government, some of which social studies teacher Patty Jo Rice taught. Due to her impending retirement, as well as dwindling enrollment numbers, these courses will now be offered every other year.

According to department chair Robin Melton, the uptick in the number of STEM classes students choose to take has an impact on course offerings in humanities; often, these courses are the first to "get cut."

Other courses which will no longer be offered next year include AP Spanish Literature, HOPE and Psychology 1 and 2, due to low enrollment numbers.

Exploring Pine View's mental health services

Scan the QR code to read about the lack of mental health resources Sarasota County provides and how Pine View is trying to solve the issue.



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Last goodbye: students send off staff members

Toward the end of each year, students bid farewell to beloved teachers and faculty as they retire or leave Pine View for new opportunities. This year, we are sad to see three middle and high school teachers leave our campus: Cathy Hollar, Nicole Light and Patty Rice.

Cathy Hollar

by Lucy Collins
Asst. Web Editor

For the past 40 years, math teacher Cathy Hollar has been living a dream she has had since elementary school — teaching. A Sarasota, Florida native, she is certified in teaching kindergarten through sixth grade and middle school math, and will be retiring after this school year.

Hollar's journey began with her great-great-grandmother and -grandfather, who were both teachers in all subjects.

"It's kind of in my blood, I just always knew that's what I would do," Hollar said. "I'm the oldest of four children and we would spend our summers playing school. I always got to be teacher."

Hollar was born in Indiana but moved to Sarasota at the age of four. She attended Brentwood Elementary School, McIntosh Middle School, Brookside Middle School and Riverview High School.

Hollar continued on to Stephen's College, an all-girls college in Columbia, Missouri, where she spent her first two years switching from major to major.

"I'd take another elective and say, 'This is cool, I want to major in this.' At one point I started out in fashion design, I

went into radio broadcasting, and then I went into education," Hollar said.

Hollar received her bachelor's degree in elementary education at the University of South Florida (USF).

After graduating from USF, Hollar moved to State College, Pennsylvania where she spent her time substituting at nearby schools. She then moved to the Twin Cities in Minnesota, where she was an elementary supplemental reading teacher for 14 years.

Continuing on with her career, Hollar moved back to Sarasota and began teaching at Booker Middle. At the time, she was teaching out-of-field, which required her to take a course within a certain time period to continue teaching in the subject. Her course, however, did not finish in time, and she was unable to return. She was then brought to the Pine View team, where she has been for the past 26 years.

She began teaching elementary school language arts and math, as well as science for one year. Hollar then moved on

to her favorite grade to teach, sixth grade, which she has continued to teach.

Proving to have been a significant influence at Pine View, she coached Math Counts for 20 years, and in the last four years she has organized the Student Astronaut Challenge.

To keep herself busy off campus, Hollar engages in hobbies such as quilting, and she even displays one of her creations in her classroom. The blanket depicts the first 100 digits of pi with different fabric patterns representing each number.

As for her retirement plans, Hollar will be moving to the mountainous Deming, New Mexico. Her first adventure will be to Ireland, Scotland, England and Wales with a friend and her husband. Hollar also plans to visit numerous national parks.

"I've always known Kathy Hollar to be the pillar of sixth grade," sixth-grade social studies teacher Jenna Molinaro said. "She is like a quilt, someone in a community brings the different parts together and unites them into one community."



PHOTO BY FRANKIE GRASSO-CLAY

Nicole Light

by Melissa Santoyo
Editor-in-Chief

English teacher Nicole Light is someone who has seen and done it all. Working a variety of jobs spanning continents, she has been able to use her experience to impart upon her students not only her remarkable sass and passion but also lessons directly correlated to her experiences. Light, a seasoned Pine View instructor of 15 years, ends her tenure on-campus with the same flourish as when she began her career in teaching.

A New England native, Light graduated from the University of Connecticut, where she double majored in Spanish and English. Her first job landed her in a publishing agency in Boston, as someone in charge of reviewing publishing permissions for clients that held contracts with her firm, the Permissions Department of Little, Brown.

Her explorative spirit soon led her to Ecuador, where Light taught English to native Ecuadorians looking for more professional opportunities. She eventually made her way back to the states, although admitting it was a difficult transition.

"I went to live with my parents while I tried to get re-acclimated to the U.S. That was rough. I was broke and afraid to go into the not-so-lucrative world of public education," she said.

ly begin working as a teacher, Light took a job in Talbots' technology headquarters as a help desk associate. Talbots is a women's fashion retailer, and while Light enjoyed her work, she came to realize education was her real vocation.

Light found herself teaching English at Southeast High School in Bradenton, Florida three months later.

"I was definitely 'called' to be a teacher. I just ignored the call for a long while. You could say I 'declined' the call initially," she said.

While Light enjoyed teaching in Bradenton, she sought the higher salary that came with teaching in Sarasota County, so she applied for a position at Sarasota High School, Riverview High School and Pine View.

Light was honest with her interviewers from the beginning, stating that she hadn't read much of the works listed on the syllabi for Pine View's English courses, but her resolve to read all the material distinguished her as a candidate for the position.

"They liked my passion and enthusiasm. So, I didn't choose Pine View. Pine View called first, interviewed me first and chose me first... I was, in a sense, just lucky," Light said.

And Pine View, since then, has been an incredible experience for this seasoned instructor. "From the first day of the job, I had to be on my toes. Pine View students need their

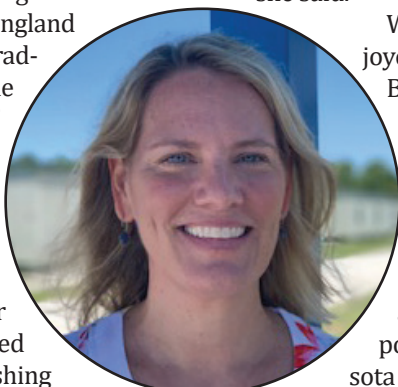


PHOTO BY BEN GORDON

Patty Jo Rice

by Nathalie Bencie
Spark Liason

Since 1969, Pine View has experienced two campuses, five principals, thousands of students but only one Dr. Patty Jo Rice. Having taught social studies classes at Pine View for the past 23 years, Rice has decided to retire, leaving behind her lasting enthusiasm, knowledge and legacy.

Rice has lived in Sarasota since 1961, growing up in Mission Valley, she attended Nokomis Elementary and Venice High School.

Before teaching at Pine View, Rice received her degree in history and economics at Texas Woman's University (TWU), her Masters in American studies at the University of South Florida (USF), and her PhD in architecture at the University of Florida (UF).

Her teaching career began in 1979 in Guam, where she taught ninth-grade civics at Deddo Junior High while her ex-husband was working in the military.

She started teaching in Sarasota in 1980, through the Sarasota County Drop Out Prevention Program. Since joining the Pine View family, she has taught 14 different courses.

When asked why she decided to retire, Rice said, "[I want] to explore other options. I don't want to teach until I get burnt out. Do I feel like I could keep teaching? Yeah, absolutely. But I

don't want to be one of those teachers that stays too long."

In regards to her retirement plans, Rice has a list of things she hopes to accomplish, including more traveling, spending time with her dogs and volunteering at the local elections office. In addition, she plans on maintaining her status as a Nantucket Historical Association Research Fellow and as a proud Gator Booster for UF.

When asked how Pine View has influenced her teaching career thus far, Rice said, "It's challenged me to keep up, to always relate

to my students, to always communicate, to effectively teach and get the message across."

"I like to teach because I like to learn. I'm always learning new things when I teach," Rice said.

In total, Rice has been teaching for over 33 years. In the future, she plans to continue some means of her teaching career by becoming a substitute teacher.

"Dr. Rice is a teacher that made me really interested in the subjects she taught [through] an understanding of the subject matter and her ability to really take control of a classroom," twelfth-grader Tommy Gilfert said. "While it's sad to see her go, it's inspiring to me that she is moving onto the next phase of her life after a long, successful career. Thank you, Dr. Rice."



PHOTO BY LUCY COLLINS

While it's sad to see her go, it's inspiring to me that she's moving onto the next phase of her life after a long, successful career," Tommy Gilfert, twelfth-grader

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Online classes come with a cost to students

by Leo Gordon
Asst. Match Editor

In an effort to be eligible for more advanced classes, Pine View students are taking more classes online than ever before.

With the recently-implemented option for students to take biology in eighth grade, which requires students to take geometry before freshman year, and the option for students to take AP Language and Composition as sophomores, requiring students to take English II Honors online after freshman year, Pine View students are going above and beyond to take as many advanced classes as possible, even if it means taking them online.

A committee of Pine View parents and faculty recently proposed a plan to be implemented for the class of 2024 which would require students to take at least 17 core classes on Pine View's campus during high school. The plan does not require students to take specific core classes on campus,

but some courses, like geometry, are encouraged to be taken at Pine View.

If the program were implemented, for example, a student would be allowed to take Algebra I online but would still need to meet the requirement of four math courses to be taken on campus by graduation.

According to Principal Dr. Stephen Covert, the proposed guidelines are more than just a set of expectations — taking a large number of one's classes online, Covert believes, does not abide by the standards of a true Pine View education.

"One of the biggest draws to Pine View is the fact that students are instructed by gifted-trained teachers," Covert said. "There's nothing gifted about the mode of delivery [of online classes]."

Pine View, Covert explains, exists to provide an en-

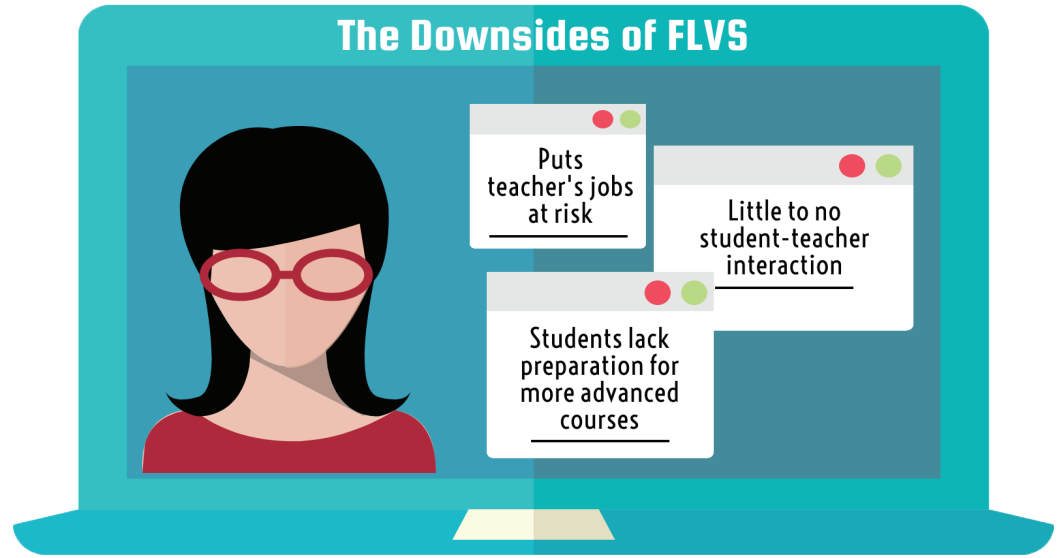
vironment unique to the campus — one full of intellectually curious peers. As Covert believes, if students do not wish to utilize this unique environment, and would rather take

Jackie Seitz said. "It took me a while to catch up, and I wish I would have been taught by someone in person because it really makes a difference in terms of how well you know

enrollment continues, teacher jobs may be at stake.

Generally, foreign language teachers, along with Covert, strongly believe that the negative factors of taking foreign language classes online outweigh the positive ones.

"Florida Virtual School is targeting the average Florida student. Pine View students are not average," French teacher Diana Siwicka said. "[With online courses], students don't have the opportunity to experience the programs and resources we offer to students. Language is a living thing, and you can't learn it without speaking to someone; students need a immersive experience to learn [foreign languages]."



GRAPHIC BY BRIANNA NELSON

classes online to get ahead, they are not taking advantage of what makes Pine View such a special school.

"I took Algebra I online the summer before eighth grade, so I didn't have a great foundation in math," eleventh-grader

the subject later on."

Additionally, due to a large number of students enrolling in online world language classes, Pine View's on-campus world language enrollment is steadily decreasing. In the future, if decreased on-campus

enrollment continues, teacher jobs may be at stake.

Florida Politics

HIGHLIGHTED

With the 2019 Florida Legislative Session in full swing, we are reminded of the thousands of bills that will impact our state if passed. Here's some highlights of this session ending today.

Learn more about these and more on myfloridahouse.gov and flsenate.gov

1

HB 7098/SB 7030 Armed Teachers

A schoolwide security package that allows armed teachers, districts will be able to choose, however Sarasota County will not have armed teachers.

2

HB N/A/SB 866 Sexual Harassment

Prohibits employers from requiring employees to sign documents that prevent the employee from disclosing sexual harassment or assault.

3

HB 195/SB N/A Study of Bible

Requires school districts to offer classes studying the Bible, Hebrew texts, etc... The classes must be objective but do not include any non-Judeo-Christian religions.

4

HB 235/SB 792 Abortion

Requires healthcare providers to check if a fetus has a heartbeat. If a heartbeat is present (6 weeks) then it is unlawful to perform the abortion.

5

HB 455/SB 466 Assault Weapons

Prohibits sale, transfers or possession of assault weapon or large-capacity ammunition magazine with exceptions.

6

HB 49/SB 332 Incarcerated Women

Requires correctional facilities to provide products such as feminine hygiene products, as well as creating protections from male officers.

GRAPHIC BY BRIANNA NELSON

What is 5G?
According to Verizon.com, 5G is the fifth generation of wireless technology – the fastest and most reliable wireless technology yet. It is set to replace 4G, which most phones use today.

What can it do?
5G offers far faster running speeds, roughly 20 times faster than what is currently possible with 4G. These speeds enable the further development of technologies such as VR and autonomous cars.

Where is it being used?
Verizon turned on the world's first 5G network in October of 2018 in certain parts of Houston, Sacramento, Los Angeles and Indianapolis. Their next projected stop is Panama City, Florida.

GRAPHIC BY ISABELLA GASKILL

[Fifth-Generation Data: An Infographic]

March 23-28

ROBOTICS STATE EVENTS

- 1st Place Vex Robotics
- 1st Place Forensic Science
- 2nd Place Prepared Presentation
- 2nd Place Coding

GRAPHIC BY SARAH CATALANO



For more information on recent robotics competitions, check out the story on pvtorch.com.

Surviving the Sun

The little-known importance of sunlight

by Tricia Saputera
News Editor

In a world of AC and fluorescent lights, sunscreen and sunblock are seen as unchangeable components of outdoor activities. As a “vampire society,” we see sunlight as a threat, avoiding and blocking it at all costs for fear of sunburns and cancer. Contrary to popular belief, we should not apply sunscreen every time we step outside.

Sunlight is crucial for our bodies to manufacture vitamin D, and sunscreen hinders this process in our skin. A deficiency in vitamin D is surprisingly much more harmful than a little exposure to the big, golden ball shining down from above. And, as recent studies have shown, vitamin supplements just don't cut it.

Long ago, when our ancestors spent almost the entire day in the sun, producing sufficient Vitamin D was not a problem at all. But with most of the population spending the day inside, Vitamin D deficiencies are becoming increasingly common, a condition linked to many diseases.

The difficulty that comes with not being able to obtain enough Vitamin D through diet doesn't help. According to outsideonline.com's report on a study in the New England Jour-

nal of Medicine, “people with low levels of Vitamin D in their blood have significantly higher rates of virtually every disease and disorder you can think of: cancer, diabetes, obesity, osteoporosis, heart attack, stroke depression, cognitive impairment, autoimmune conditions and more.”

Additionally, exposure to sunlight significantly decreases blood pressure. Dermatologist Richard Weller discovered

ways fatal and easy to contract, it is not. Less than three per 100,000 people die from skin cancer in the U.S. each year. According to outsideonline.com, “For every person who dies of skin cancer, more than 100 die from cardiovascular diseases.”

Skin cancer also refers to a group of diseases, from rarely fatal basal-cell carcinoma to melanoma. Yes, melanoma is deadly, but it is only a part of one to three percent of skin cancers, and, according to outsideonline.com, “perplexingly, outdoor workers have half the melanoma rate of indoor workers.”

Another researcher like Weller, Pelle Lindqvist, found that people who avoided the sun were twice as likely to die as “sun worshippers” over the course of the study — 20 years. He compared avoiding the sun to “a risk factor of a similar magnitude as smoking, in terms of life expectancy” in his journal article.

When spending extended periods of time in the sun, sunscreen is necessary to prevent sunburn and possible skin cancer; however, the risks of inadequate Vitamin D outweigh those of a brief time in the sun. So feel free to slather it up for a long day at the beach — as long as you remember that sunlight, like everything else in life, must come in moderation.

Feel free to slather it up for a long day at the beach — as long as you remember that sunlight, like everything else in life, must come in moderation.

this while researching nitric oxide, a molecule human cells manufacture with the help of the sun. High blood pressure is connected to heart disease and strokes, which is the highest cause of American deaths, according to the Centers for Disease Control and Prevention.

The main reason we are taught to wear sunscreen every day is for protection from the ultraviolet rays the sun radiates. Being in the sun too much can lead to skin cancer, and although the general public assumes the disease is al-

Mental health and the importance of proper diagnosis

Self-diagnosis decreases the perceived significance of true illness

by Olivia Hansen
Humor Editor

As society starts to encourage discussion regarding mental illness, which many see as a positive shift, more of those struggling are willing to come forward due to the fading of stigmatization. However, with these changes come setbacks.

When teaching about bipolar disease, depression,

anxiety and OCD – mental illnesses that affect 18.5% of Americans per year, according to the National Alliance of Mental Health (NAMI) – self-diagnosis becomes more and more common. Unfortunately, this devalues the struggle faced by people suffering with clinically-diagnosed disorders.

“I don't think [self-diagnosis] is necessarily done with intent, [students] probably look at some criteria

and go ‘well I've got that.’ We all have areas of challenge at times, it's just a matter of degree,” school psychologist Tim Gissel said. “We all have conditions consistent with some of these diagnoses we hear about, but it's a matter of degree in our functioning in life, if we're able to get through the day, then do we truly have this diagnosis as far as it's impact on us being able to function? Then not so much.

Depression

In the United States alone, nearly 10 percent of adults suffer from depression. This number may seem low for the number of times “depression” comes up in conversations, especially among students in a competitive environment.

The difference between being clinically depressed and feeling depressed is significant: According to a TED Talk by Helen M. Farrel, Major Depressive Disorder is a constant lack of motivation, accompanied by life-altering depressive episodes that can last from 6-8 months, while feeling depressed can arise from something as insignificant as a poor test grade. Casually incorporating depression into discussions regarding stress and distress mislead the general conception of the illness.

Those who are clinically depressed usually exhibit at least five symptoms.

Symptoms

- Loss of motivation to do things usually enjoyed
- Consistent low mood
- Self-loathing
- Sleep deprivation or excessive sleeping
- Appetite loss or gain
- Poor concentration
- Anxiousness
- Recurring suicidal thoughts

OCD

Obsessive Compulsive Disorder is assigned the stereotype of being a personal preference to like things organized and clean. However, according to a TED-ed by psychotherapist Natascha M. Santos, OCD merits intrusive thoughts or obsessions, preventing those affected from carrying out day-to-day activities.

The meticulous and organized tendencies associated with OCD patients come from their compulsion to relieve anxiety that follows their obsessive thoughts, such as washing hands excessively or double checking little things.

“It's an irrational fear and an irrational thought process that leads to obsessive behavior,” Gissel said.

These mental restrictions interfere with common tasks completed in everyday life becoming an uncontrollable burden. OCD is highly distressing for those affected by it, not only because of the intrusive thoughts, but the constant awareness of their actions. A common misconception about OCD is that those suffering from it aren't cognizant of their idiosyncrasies. On the contrary, the awareness itself is a stimulant for compulsions.

Symptoms

- Intrusive thoughts
- Fear of contamination
- Excessive focus
- Perform rituals in response to a constant fear

Bipolar Disorder

Bipolar disorder is constituted by recurring periods of depression and mania. The chemical imbalance causes individuals to experience severe mood disorders.

“One of the big differences there is an individual appears differently on a given day. So one day they might be up and full of energy and in a very short period of time that's flip-flopped and they are more sullen or depressed or less able to cope with society,” Gissel said.

Mood changes are simply a symptom of bipolar disorder and they can be a result of a variety of mental illnesses or personal situations.

“With many diagnoses, whether it be ADHD, OCD, Depression, or Bipolar disease, part of the diagnostic workup looks at the duration over a person's life, they look at rule-outs; for example, a person may appear to be bipolar or depressed but there is a situation in their life that is causing that or a medical condition,” Gissel said.

Symptoms

- Manic episodes, involving:
 - High energy
 - Elation
 - Agitation
 - Trouble sleeping
- Depressive episodes, involving:
 - Sadness, hopelessness
 - Trouble concentrating
 - Little to no enjoyment
 - Exhaustion

Anxiety

Anxiety before a class presentation or an intimidating confrontation or interview is a wide-spread occurrence among young people, they learn to find confidence and comfort with their peers.

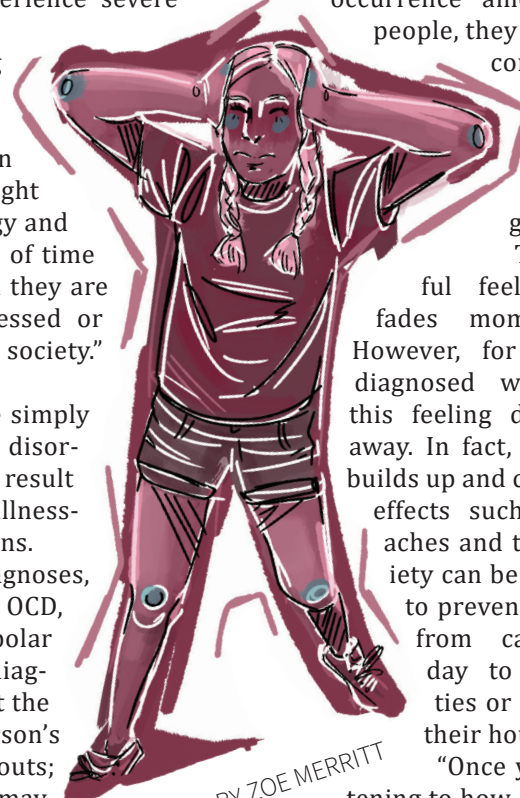
This stressful feeling usually fades moments later. However, for individuals diagnosed with anxiety, this feeling does not go away. In fact, anxiousness builds up and can have side effects such as muscle aches and tension. Anxiety can be so severe as to prevent individuals from carrying out day to day activities or even leaving their house.

“Once you start listening to how [people with anxiety] view the world or view their interactions with others or view their self-esteem or self-resiliency, you can see they're pretty anxious,” Gissel said. “Sometimes anxiety is realistic and sometimes rational; they're anxious about something that isn't a life-altering situation.”

“Once you start listening to how [people with anxiety] view the world or view their interactions with others or view their self-esteem or self-resiliency, you can see they're pretty anxious,” Gissel said. “Sometimes anxiety is realistic and sometimes rational; they're anxious about something that isn't a life-altering situation.”

Symptoms

- Restlessness
- Muscle tension
- Agitation
- Difficulty controlling feelings of worry
- Sleep problems



GRAPHICS BY ZOE MERRITT

If you are experiencing any symptoms and think you may be suffering a mental illness, talk to a medical professional or text a volunteer in the national crisis helpline by texting HOME to 741741.

A new chapter: Art College Edition

The seniors featured below have committed to a variety of colleges and universities in the art, music and performance fields. The Torch highlights these artists and their ambitious accomplishments and aspirations.

Genny Dilan

by Frankie Grasso-Clay
Asst. Humor Editor

Getting a late but promising start into vocal performance, twelfth-grader Genny Dilan has found her passion and is running with it. Dilan has been involved with Sarasota Youth Opera for the past two years, and it was over the past summer that she decided to attend a college catering toward vocal performers.

Originally, Dilan was planning on becoming a lawyer or nurse.

"I think the thing that connects all three of those professions [lawyer, nurse, and vocal performer] is that you're helping people. For me, music is not as directly impactful as being a lawyer or doctor but performing for people and inciting emotions and stuff is really important," Dilan said.

Dilan initially had her

doubts regarding applying to music school. She was worried about financial stability, and had some doubts about whether or not her schooling at Pine View was worth that kind of higher education. It was a music camp that helped Dilan finalize the decision to pursue her true passions.

She spent two weeks during last summer working alongside professors from Julliard in the Schmidt Vocal Institute in Miami of Ohio. Here, she also had the opportunity to work alongside Grammy-award-winners and musicians who have previously performed in New York City's Metropolitan Opera House. During her time there, Dilan attended intensive classes from 7 a.m. to 10 p.m.

She began the college application process in December, and sent in pre-recordings of herself singing as well as sup-

plementary essays to each college. If she got a call back from the college, she was to then visit for an in-person interview. These trips took her to several locations like New York, Boston, Oberlin, Ohio and more. Her decisions came out April 1 and Dilan has since committed to the Oberlin Conservatory of Music in Ohio.

She was admitted into several of her top colleges, but ended up choosing Oberlin due to frequent contact with the Dean of Admissions, as well as that if she were to enroll, she'd be taught by the most highly requested professor at the institute.

Dilan says that her family has always supported her; her father is a concert pianist and her brother and sister also play instruments.

Her dad, Alex Dilan, said, "I was shocked. I said don't you want to be a lawyer or something that has more money? She laughed and said 'but dad you're a musician, and you're happy!' I couldn't argue."

can play different genres, or I can play electric bass," Rouse said. "I just feel like I have more freedom to do different kinds of music."

"Rouse is the only student who plays in both Pine View's school orchestra and jazz band, demonstrating his skill in playing multiple genres."

Rouse has been in orchestra since the sixth-grade wheel, and jazz band since eleventh grade. He also plays in a jazz combo group with twelfth-graders Ben Lafo, Sam Moss, Jackson Temple, and tenth-grader Nick Butakow. The ensemble plays for all types of events, from local festivals like the Sarasota Film Festival to restaurants.

As part of his application process, Rouse had to fly to the University of North Texas for a live

audition. During the visit, he was able to experience a private lesson with the double bass professor. This gave him a feel for what his college experience will be like; as a music major, he will take core classes along with piano, music theory, improvisation and additional private lessons.

Although Rouse's specific plans for the future are still uncertain, he's certain of pursuing music.

"I'm not 100% sure that I want to go for a symphony job because I feel like if you're doing that, it's like you have to be really focused on just doing one thing. I probably want to be more spread out and play more kinds of music than just classical," Rouse said.

"He's an all-around talented guy, he plays classical music very well, he's actually a classical soloist, he plays some of the solo literature for the classical bass... it's exceedingly hard to play it well," orchestra teacher Christopher Mink said. "He's very talented, they're lucky to have him."

Cole Rouse

by Tricia Saputera
Co News Editor

Whether it be classical music or jazz, there's no genre twelfth-grader Cole Rouse can't master. Rouse will be pursuing double bass performance at the University of North Texas.

Rouse took up the bass in third grade; he lived in Illinois at the time. The school system there allowed him to take private lessons at school, and a week after he moved to Sarasota, he joined the Sarasota Youth Orchestra summer music camp. He has participated in the Sarasota Youth Orchestra program ever since.

"I picked the bass because I thought it sounded the best, and one of the things I like about bass is that it's more versatile than the other string instruments, because I

world of musical theater came through her family when her mother encouraged her to pursue musical theater as a career, even ensuring that Callahan was listening to theatrical songs.

Along with singing, Callahan also dances periodically. Like singing, she started at a young age.

Callahan wants to learn more about the different genres of dance while in the BFA Musical Theatre program. During different times in her life, she took classes on jazz, tap and ballet. From the three genres, tap seemed to speak to her the most.

"I like that there is more rhythm than just what you body is doing... your feet have to be so on time that your feet are part of the music," Callahan said.

To augment her acting

skills, Callahan is a member of Pine View's Drama Club. Callahan felt as if Drama Club gave her a comforting vibe, causing her to work harder to improve the club. With this dedication, she became treasurer in the previous year and is currently president of the club. To her, Drama Club has elevated her love for musical theater and she considers the club as a home that she can always return to.

Ninth-grader Skyla Sheehy spoke to Callahan's dedication toward the club, "Grace is always there for us in drama club. She is dedicated and hardworking because she is trying her best... her work is paying off," Sheehy said.

In the future, Callahan aspires to be a musical theatre actress. Overall, she just wants to dance, sing and act on a stage, with Broadway being a possible goal. "I don't know a time when I wasn't learning how to sing or learning to love musical theater; it has always been there in my memory and my parents' memory... It was always something that I want to do," Callahan said.

Ben Lafo

by Anna Labiner
Features Editor

With the music industry growing more competitive and exclusive each year, many young artists find themselves intimidated by the vast competition. However, twelfth-grader Ben Lafo is in it for the long haul and is waiting to hear back from an assortment of colleges with exceptional music programs. The primary instrument that Lafo plays is the trombone but he is quite interested in expanding his musical repertoire in the future.

Since beginning his musical career, Lafo has participated in several concerts and contests on behalf of the Pine View Band.

"Multiple colleges want him to go there to be a trombone major. He's made the Florida all-state bands every year up until this year, including the all-state jazz band, where they only pick five kids from each state." Victor Mongillo said, "He's a dedicated, outstanding player of both Classical and Jazz music."

Izabella Smith

by Ella Hechlik
Web Editor

For as long as twelfth-grader Izabella Smith can remember, a career in art has been her ultimate goal. Starting this fall, she will have the opportunity to take the next step in her studies by pursuing Illustration at Ringling College of Art and Design in Sarasota, Florida.

As far back as preschool, Smith can remember drawing during classes and getting in trouble for not paying attention. Art was always something she loved, but truly began to consider a career in the field when she won 'Best in Show' for the SRQ Airport drawing contest in fifth grade.

Initially, when Smith started to explore different mediums and discover her interests, she was heavily influenced by friends and family to pursue a career in STEM. However, Smith's mother has always been supportive in helping her daughter pursue her true passion.

"Art is Izabella's passion and she is exceptional in everything she puts her mind to. I saw how driven Izabella has become,

Lafo has taken home the Maestro award, which is given to the best soloist performer, for the last two years. Lafo was also a finalist in the Young Artists competition in Sarasota in 2018 for playing the Trombone. Additionally, Lafo has won his audition into tristate and all state competitions two years in a row and is currently working on obtaining scholarships for his music-based college options.

"There were times in my high school music career that I doubted myself as a musician, and I was told that jazz is no longer a career that I could pursue, so I started leaning away from jazz, and started pursuing other STEM related topics that just didn't interest me as much," Lafo said. "Now I'm back on track, and I think that it's important to not conform to what everyone else is doing, and instead just pursue your own passions."

Through his college experience, Lafo hopes to explore the many genres of music, and find his own voice as a musician.

especially this year, and I have enjoyed watching her blossom into the beautiful young woman that is ready to take her next step into life," Izabella's mother, Zobeida Smith, said.

Smith's preferred mediums include watercolor, marker and colored pencil, but she is comfortable using a variety of different mediums beyond those.

Ringling was a top choice for Smith because of the environment it provides for artists and the fact that many artists that she looks up to graduated from the college.

Neimy Kao, for example, is a digital artist from San Juan, California, that is now based out of Sarasota and has earned her BFA in Illustration from Ringling.

In the future, Smith hopes to do freelance work, while continuing to sell art, as she currently accepts commissions and sells pieces completed in the past. She is also interested in working on the concept art for video games, as well as working on the art for graphic novels. "There is so much I want to do, I can't really pick one thing," Smith said.

Pablo Gonzalez

by William Khabbaz
Asst. Editor-in-Chief

Packing up his brushes, twelfth-grader Pablo Gonzalez will be heading to the Big Apple to further his passion for art at Parsons School of Art and Design.

Parsons will give him the ability to explore a wide range of art forms and mediums. When deciding to attend Parsons, Gonzalez wanted to have the ability to not only explore his artistic side, but also achieve a full liberal arts education. Gonzalez has chosen to do a dual BA/BFA program which will allow him to achieve a BFA from Parsons and a BA from the Eugene Lang College of Liberal Arts. This program guarantees a well-rounded degree that Gonzalez will use to fully explore

all of his options.

"I chose Parsons because I wanted a school that compliments the multiple things I am interested in," Gonzalez said. As a Pine View student,

I'm interested in an academically challenging program but also interested in the art world as well. So, Parsons has the perfect combination of rigor, art, and even music."

"Pablo has been in art for years and he is one of the best art students we have had here at Pine View. He is going to be ultra-successful in some form of art he decides to do. Pablo is an artist 24/7, he is always making art, creating art, or doing something artistic. All day, every day," Gonzalez' art teacher, Mrs. Shannon Fidler, said.



PHOTO PROVIDED BY
GENNY DILAN

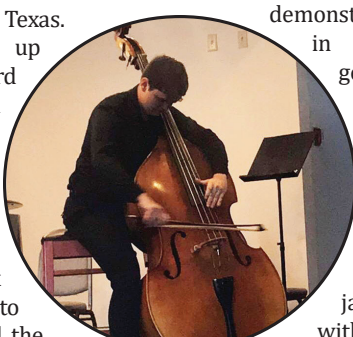


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COLE ROUSE



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GRACE CALLAHAN



PHOTO BY ANNA LABINER



PHOTO BY KASUMI WADE



PHOTO PROVIDED BY
PABLO GONZALEZ

Self Care for Finals Season

Mocks, AP exams, and finals - May is one of the roughest months of the year and it oftens feels as though you might never escape the incessant stress of the season. However, after pulling all-nighters, cramming entire classes into six hour study sessions, and consuming an almost lethal amount caffeine, it is important to remember to take care of yourself. The Torch has tested various ways to detox and relax while enduring the stress of finals season.

Torch Tries: Homemade Face Masks

by Zoe Merritt
 Asst. Opinion Editor

What could possibly be more fun than slathering one's face in tea and yogurt? As budget-conscious staffers in search of some home made skin care solu-

tions found out, not much. Intrigued by the concept of everyday foods being used to clear acne and solve other skin conundrums, Torch tried three homemade face masks with ingredients, you can find face masks in a wide range of price and quality.



PHOTOS BY ZOE MERRITT

Bullet Journaling

by Elizabeth Hopkins
 Match Editor-in-Chief

Declutter your life one bullet at a time. With bullet journaling, a practical analog strategy of ordering agendas and promoting productivity, you can find not only enhanced organization, but greater peace of mind.

Even while navigating a high-stress, chronically overwrought lifestyle, busy bees, too, can reap the benefits bullet journaling boasts: all you need is 15 minutes, a pen and some paper. Here, The Torch outlines two methods to help jumpstart your journey towards intentional, mindful living.

The Bujo Method
 As a child, the method's creator, Ryder Carroll, was diagnosed with a host of learning disabilities. As a result, overtime, he developed his own, unique strategies of dealing with his issues in productivity and focus, culminating in the Bullet Journal, Bujo for short.

The methodology is constructed from "Rapid Logging," or organization through bulleted lists. Basically, tasks are represented by dots, events by open circles, miscellaneous notes by dashes. These symbols can then be mixed and

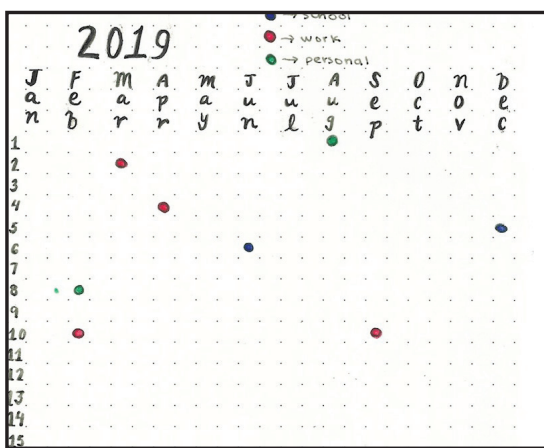
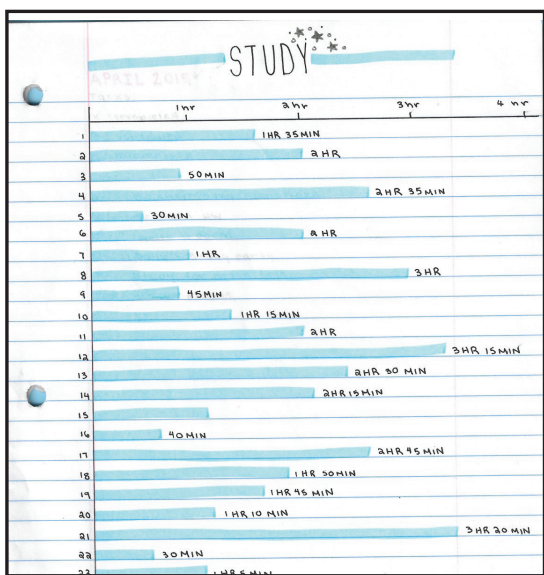
matched in any order, depending upon daily needs. To expand upon these basic components, "nesting" adds further detail to umbrella topics. For example, notes under an event adds important elaboration while subtasks under a task creates steps.

Signifiers, too, can be used to denote context, which could indicate importance, through an exclamation point, or specific order of completion, through numerals. These strategies can be applied to daily, monthly or even yearly timeframes. Creating an index is also useful to sustain the Bujo life longterm.

The Alastair Method

Looking forward can often feel daunting, with its uncertainty and often inherent anxiety. Fear not, however, as this method is designed to aid in grappling with future events. First, divide the page lengthwise into a column

that comprises a 1/4 page on the left, and a column that comprises a 3/4 page to the right. Within the smaller column, divide the space into days, months, school quarters, whatever timetable you need. Then, print symbols signifying future events: popular ones are x's and dots. To the right, write out the actual events or tasks for the timetable, and if applicable, the corresponding dates. Need further clarity? Color-coding can easily identify all the birthdays, travel plans or due assignments in your life. How simple.



Refreshing Mask

The first face mask combined ¼ cup plain yogurt, one banana and two table-spoons of honey into a moisturizer that would leave the face feeling softer.

"It was cool on your face, felt relaxing and refreshing," ninth-grader Lucy Collins said.

Revitalizing Mask

Playing off of honey's role as a natural acne remedy, our next face mask combined honey and crushed green tea leaves, both of which can be poured out straight from the bottle and bag, respectively. Honey contains hydrogen peroxide and catechins (a compound with anti-oxidant activity) are found in green tea, meaning the ingredients of this face mask are antimicrobial and anti-inflammatory.

"Loved it. Best experience of my life. I'm sticky but my skin is well," ninth-grader Isabella Gaskill said.

Cleansing Mask

Possibly the most cleansing of the masks tested out, juicing a whole lemon and mixing in ¼ cup of olive oil turned out to be a surprisingly effective way to exfoliate.

"I enjoyed it thoroughly, my skin feels so soft now, I feel like all the weight of the disgustingness has come off my face," ninth-grader Clyde Morgan said.

Conclusion

It is important to note here as a safety precaution, that you should never go out into direct sunlight or outside while wearing this mask as it could cause blisters or even chemical burns. One should research their face mask ingredients when making a purchase at the store; to make your face mask most effective, it is important to pay attention to the current condition of your skin and what natural ingredients will cater to certain acne related issues. If you've found your skin to be dry, for example, keep an eye out for hydrating masks rich



in vitamins and emollient masks (a type of moisturizer for dry and itchy skin). Some natural ingredients include cucumbers, shea butter and banana.

With skin that is either too oily or blighted by acne, there's two options: masks containing pumpkin enzymes and salicylic acid works to kill the bacteria that feed acne and detoxifying clay masks (often found in tubes as opposed to flat packages) draw the oils out of your skin, leaving your pores clearer. For sensitive skin, the key word to look for is soothing; colloidal oatmeal is particularly effective against irritation and redness.

Skin care should not be left to the self-care gurus that are so popular on Instagram these days. You can forgo the hair wrap and cucumber slices included in every movie makeover montage for simple, yet effective skin care that fits your budget and preferences.



[an infographic]

What do you do to relax?



Nabeel Shariff, Grade 12

"I like to spend time with my friends and play video games or just hit the town."



Jordan Cohen, Grade 10

"I like going out with friends and just doing things that aren't involved with school."



Evan Hannon, Grade 10

"I just eat really good food and take baths, or hang out with friends."

Pythons' recruitment journeys



GRAPHIC BY LEO GORDON

For the 2018-2019 school year, a quintet of Pine View Pythons have been recruited to various colleges. All attending prestigious universities, these students plan on taking their athletics to the next level with NCAA sports. Their time and effort devoted to developing their skills will be put to the test as they venture into new ground (and waters) across the country.

Jacob Jarczynski

by Madi Holmes
Asst. Web Editor

After seven years of dedication to Sarasota Crew, twelfth-grader Jakob Jarczynski celebrates how rowing has not only molded his past but continues to shape his future. He was recruited to the Massachusetts Institute of Technology's (MIT's) future freshmen class. "MIT has been my dream school since, like, seventh grade," Jarczynski said, "I've always carried huge interests in the S.T.E.M fields."

After moving to the U.S from Poland when he was only 12, Jarczynski, naturally athletic, was on the hunt for a sport to jump straight into. After a neighbor recommended him the "Sarasota famous" sport of rowing, Jarczynski decided to give the new sport a shot, and instantly fell in love. He said he always had a natural talent for the sport but didn't begin thinking of it as potentially long term until the middle of this junior year.

When Jarczynski first began the recruitment process, he never fathomed that rowing could lead him to attend the school of his dreams.

After putting his name on various recruitment sites, a coach at MIT began to show interest.

Jarczynski, initially shocked and excited about the response, was offered an official visit, where he shadowed team practices and attended classes alongside a current student. During his visit, Jarczynski was given support from MIT's rowing coach through the arduous admissions process.

Although Jarczynski was told he would receive a letter of support from MIT's rowing coach, he shared that this support didn't necessarily make the acceptance process any easier.

"It's really up to admissions to decide whether you get accepted. I was never completely sure of my spot until I received my official letter of admission on Dec. 15," Jarczynski said.

According to Jarczynski's friends, family, and coaches, he is extremely dedicated.

"Over breaks we always go to Europe so he misses practice during that time. He still always finds a way to stay in shape and train on his own, and it really shows how mo-

tivated and determined he is," Jarczynski's younger sister, Anna, said.

Being as dedicated as he is, Jarczynski shared that his weekdays consisted of lengthy practices Monday through Saturday, meaning he usually wouldn't get home until around 7:00 pm, which potentially interfered with his rigorous academic course load.

Although the balancing act of rowing and school could easily be overwhelming for most, Jarczynski only expressed gratitude towards the sport.

"Rowing has helped me become a very disciplined person. I go to school and Crew every day, and I've really gained time management and organizational skills. I've become really good at setting routines," Jarczynski said.

Jarczynski is an AP Scholar with distinction and is on the USRowing Scholastic Honor Roll. In addition to his scholastic achievements, he's a two-time state champion, two-time regional medalist, and a national championship competitor.

Jarczynski plans to pursue a course of study related to either engineering or economics. After years of tireless dedication, he looks forward to continuing his passion into his higher education experience at the school of his dreams.

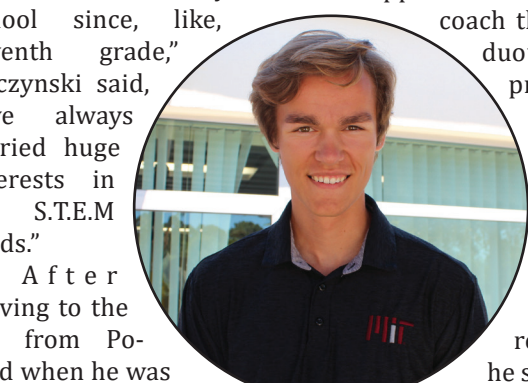


PHOTO BY BRIANNA NELSON

Grace Menke

by Gwyn Petersen
Managing Editor

Since dedicating herself to the sport from the young age of twelve, twelfth-grader Grace Menke has lived and breathed rowing. Now, all of her hard work has paid off, and she will be attending Yale University in the fall.

She first began rowing in 6th grade because her best friend, twelfth-grader Bella Strom, was also doing it. Previous to rowing, she participated in both gymnastics and cheer.

"On my first day of rowing in middle school I was put in the coxswain seat. From the moment I sat in the seat, I fell in love with the role," Menke said. "I did start out [both] rowing and coxing, but going into eighth grade, I decided that I had a stronger passion for coxing."

Menke considers her biggest achievement to date to be coxing the 2018 Men's Youth 8+ at Youth Nationals in California to win the national champion title for Sarasota Crew.

Other accomplishments of hers include coxing the 2017 Men's Youth 8+ at the Head of the Charles Regatta to second place, and

coxing the 2018 Men's Youth 8+ at the Head of the Charles Regatta to third place.

"Since I started rowing, I would say that my biggest improvement has been learning, listening, and communicating with the rowers and coaches to help me understand what they need me to do to help the team," Menke said. "I think a strong sense of trust and commitment are two very important aspects that build

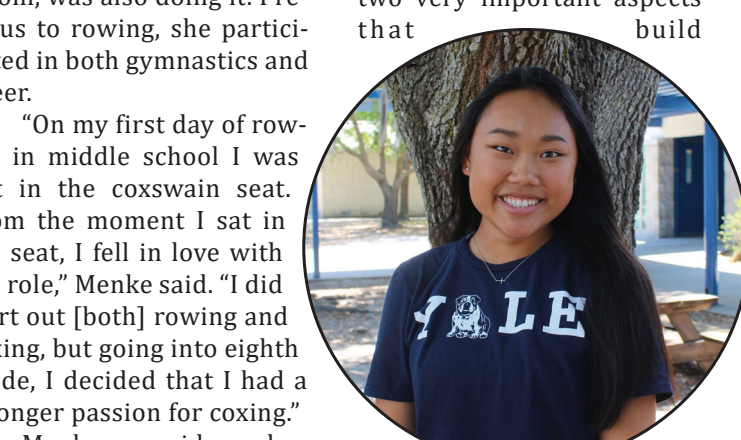


PHOTO BY KASUMI WADE

the best team and I want to continue to learn how I can build the coaches and rowers trust in my commitment."

Menke's college recruitment process was very different from a typical rower's. Coxswains are usually

evaluated at a later time in the year than rowers, since there are so few. It began with several recruiting forms and emails that later turned into calls with coaches from schools across the country.

Menke chose Yale because she will not only have the opportunity to cox the number one Ivy League women's rowing team, but be able to receive a great education at the university as well.

"I admire how hard-working and determined she is. She's an amazing coxswain and she constantly strives to be better," teammate and eleventh-grader Ailbhe O'Grady said.

Over the summer, Menke hopes to cox a boat at Junior Worlds in Tokyo, Japan. In college, she will go into premedical studies, and will be coxing the Yale women's team all four years. So far, Menke has not decided if she will continue her coxing career beyond college.

"My favorite thing about rowing are the relationships that I have made along the way," Menke said. "The people at Sarasota Crew have become my family. I'm so excited to create those same bonds at Yale."

Kristen Nutter

by Cate Alvaro
Copy Editor

Dedicating nine years of hard work and dedication to swimming, twelfth-grader Kristen Nutter will further pursue her passion for the sport by swimming for Vanderbilt University next fall.

Nutter was initially inspired to pursue the sport by her older brother after seeing the dedication and reward that resulted from swimming. Throughout high school, she swam for the Sarasota Tsunami swim team and the Venice High School swim team, each entailing rigorous practice schedules.

Practices are held every day of the week, except Sundays, and double practices are held three times a week all year round. According to Nutter, time management is crucial in balancing school and swimming, so she has learned to make the most of every free minute in her day-to-day schedule.

"I know she is going to do amazing there. It is her dream school and she is going to do big things academically and athletically," teammate and eleventh-grader Rene Strezenicky said.

During her time swimming in high school, Nutter has received many notable awards. These include winning states her junior year in the 3A division in the 100 fly, as well as making the junior national team and the YMCA national team. Nutter was also named USA Swimming Scholastic All American, which is a program that recognizes athletes based on GPA, curriculum depth, and times in the pool.

"My favorite thing about swimming is probably how fulfilling the sport is. Putting in the hours and the work — it's a great feeling to see all of that pay off at a big meet," Nutter said.

The college recruitment process consisted of constantly filling out questionnaires and corresponding with coaches from different schools via emails and phone calls. Through this process, Nutter was able to learn more about various teams and update colleges on her recent achievements in swimming.

After completing much research, she took official recruitment tours, in which the school pays for the entire trip, to decide where she wants to spend the next couple years of her life.

"Once I visited Vanderbilt I knew I wanted to go," Nutter said. "I loved the city of Nashville and the girls on the team are so amazing. Vanderbilt is an awesome school which combines SEC athletics with Ivy level academics."

In pursuing both a strong academic and athletic lifestyle at Vanderbilt, Nutter plans to major in Human Organizational Development while she works hard on the university's swim team to final at Southeastern Conference Swimming Championships. According to Nutter, she decided to continue this sport into college to remain a part of a team atmosphere.

"I'm so excited to swim at Vanderbilt for every reason pretty much," she said. "... mostly to train with the girls who have already become such good friends of mine and to travel for all the away meets."

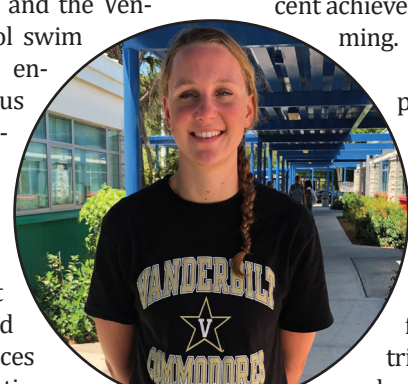


PHOTO BY FRANKIE GRASSO-CLAY

Check PVTorch.com



Scan this QR code to read about sophomore Stefan Slavov's soccer career.



Ben Hartvigsen

by Kasumi Wade
Sports Editor

At the young age of eight, twelfth-grader Ben Hartvigsen first embarked on his running career by simply going on runs with his father, a marathon runner. However, at this point in his life, he never imagined the sport would take him all the way to Cambridge, Massachusetts to attend Harvard University.

"But even more important than winning races have been the lessons about teamwork, dedication and leadership he has gained along the way. Those are qualities that will benefit and impact him long beyond his running days," his father, Jake Hartvigsen, said.

Hartvigsen started racing local 5K's in fourth grade, and later joined the Pine View Middle School Track team in seventh and eighth grade. Hartvigsen currently runs cross country and track for Sarasota High School, where he has been practicing since freshman year.

On the Sarasota team, he has won consecutive Florida High School Athletic Association cross country state titles his junior and senior year. Additionally, he has been named the 2017 Florida Dairy Farmers 4A Runner-of-the-Year, 2018 Florida Dairy Farmers Mr. Cross Country, 2017-2018 HT PREPS boys cross country "Player of the Year," and is a 2018-2019 HT PREPS boys cross country "Player of the Year" finalist.

In running, your competitors are some of your closest friends.

"The atmosphere is like no other," Hartvigsen said. "It is a sport where hard work truly pays off. It's not just talent, you see results."

Hartvigsen's recruitment process started the beginning of junior year when he began receiving letters from various schools, but didn't get heavy until the summer before senior year.

After emailing coaches and filling out online recruitment forms, he decided to take official visits last fall to Harvard University, Yale University and Syracuse University. According to Hartvigsen, Harvard stood out to him because of the way he so easily clicked with both the team and the coach, and how the students on campus seemed so passionate to be there.

"I wasn't necessarily stressed that I was going to find a school, but more stressed about whether or not everything would work out with Harvard," Hartvigsen said. "Harvard has definitely been my top choice for a while now, so it was a dream come true when I got the call from the coach guaranteeing a spot on the team."

Looking into the future, Hartvigsen understands the struggle between balancing a Division 1 sport and his Harvard engineering course load. According to Hartvigsen, he knows there will be a lot on his plate, but believes the time management skills he learned at Pine View will help him tremendously and translate well.

"Ben is truly the definition of perseverance and hard work. He has proven that hard work can take you to places that some only dream of. That work ethic doesn't stop in athletics but continues in the classroom," Cross Country Coach John Stevenson said. "Athletics can open doors, but his academics allowed Ben to pursue his dream to attend a top national college like Harvard. Harvard is a great fit for Ben due to their top academics, but also their strong tradition of distance running."

According to Hartvigsen, he is most excited in taking the next step of his life.

"Harvard gives me a chance to take my athletic abilities to the next level, while opening so many opportunities academically," he said.

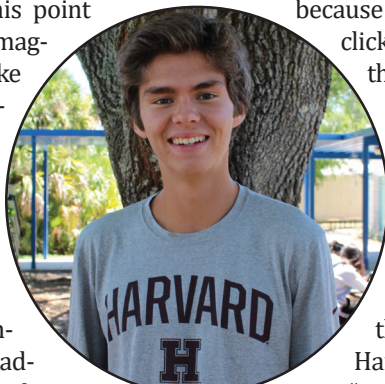


PHOTO BY KASUMI WADE

Harrison Schofield

by Manuel Rea
Asst. Managing Editor

In a year packed with senior class achievements in athletics, twelfth-grader Harrison Schofield carries the torch of excellence high as he ventures into a rowing career beyond the waters of Sarasota. Following the likes of former Pine View students, Schofield will bring his ever-developing skills to Harvard University's Lightweight crew team.

Rowing runs deep not only in the Sarasota area and its teeming waters, but is accentuated in Pine View families. Schofield took on the sport in seventh grade, joining Sarasota Crew, following in the footsteps of his older brother, class of 2016 alumnus John Schofield. As his introduction to rowing, he and his brother would drive home every night after practice and talk about their day. According to Schofield, his brother continues to inspire him and is a big role model.

Schofield cites his instructors, head coach Casey Galvanek and Assistant Coaches Caitlynn Crouch and Andy Berster, and his teammates as invaluable to his rowing experience. He particularly remembers one 3-mile practice run past the WalMart near Sarasota Crew, when varsity and novice members were paired.

"The team captain that year, Maddux Castle, encouraged me always, saying that I will be a state champion someday. I always thought about that and now that I am a senior, I am in the same shoes he was in," Schofield said.

Currently as Sarasota Crew team captain, Schofield stands as a leader for the whole rowing team, supporting younger rowers just like past varsity members.

Recently, Schofield has helped lead Sarasota Crew to a first place at the 2018 Youth National Championships at Ran-

cho Cordova, California. for Men's 8+, and a second place for the U.S. Men's 8+ at the 2018 World Rowing Junior Championships in Racice, Czech Republic.

On what he enjoys most about his time with Sarasota Crew, Schofield said, "There is a great atmosphere and camaraderie because multiple hours a week, every single day for six or seven years with the same team, you become very close. It pushes you to be successful and push past goals you never even thought possible."

In an environment where Schofield was exposed to varsity members recruited to top colleges, he became part of a culture of excellence that spurs young scullers to aim for the same goals.

"It was a fantastic pressure, because you can only be as good as the people you surround yourself with. With that, you push yourself to achieve as much as they do," Schofield said.

The college recruitment process started early for him, as he made contact with recruiting coaches from the top rowing schools in the country sophomore year. During junior year, Schofield began having monthly phone calls and setting up times for officials to fly out to schools for official visits.

He narrowed down his options to Harvard, Princeton University and University of Pennsylvania, which he visited, each for two days, to spend time with the teams. Schofield based his final decision on his chemistry with the rowing team, as well as the rigor of the classes.

Beyond Harvard, Schofield hopes to reach the National Senior Team or Olympic strides.

"It's about competing against the best of the best," Schofield said. "It puts you in a position where you need to do some soul-searching and understand how much more you can progress as well you can perform."

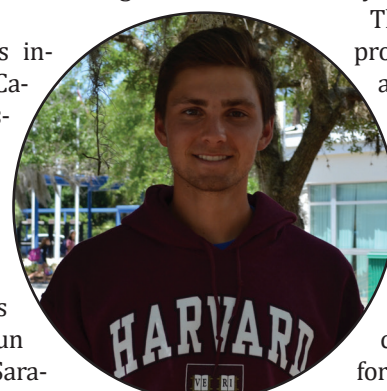


PHOTO BY LUCY COLLINS

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Torch Tries: Jazzercise

by Grace Johnson
Match Layout Artist

When one hears the term “Jazzercise” they may imagine a picture of several middle-aged women dressed in 80s-esque leg warmers and neon leotards doing jazz squares and leg lifts. While this may be an amusing visualization, it is far from the reality of present-day Jazzercise.

Jazzercise is a dance-based fitness program that combines cardio exercise, strength training, pilates, hip hop, yoga and kickboxing. It has several locations across Sarasota County, including one at 5300 Colonial Oaks Blvd, Sarasota, Florida, where Torch staff-members participated in a class.

During an average Jazzercise class, participants start off with one or two slower-paced and easily choreographed warm-up dances. The difficulty level quickly rises through the incorporation of more complicated motions, faster-paced music and, eventually, weights. As the class comes to an end, the music slows down and the choreography involves stretching to help participants wind down from the high-speed momentum that embodied the majority of the class.

While every class incorporates similar exercises into choreography, each class is different from the next. New

versions of classes have been introduced as Jazzercise has grown.

An instructor and Jazzercise Franchise owner at the Colonial Oaks location, Patti Horvath said, “There’s always something changing. There’s always something to bring you back to it. We’ve introduced several different formats over the years. There’s everything from the normal Dance Mixx to [Flip] Fusion, where we take the strength-training part and intersperse it between the aerobic activities.”

Other formats include Strength60 and Strength45, classes that help sculpt muscles in 60 and 45 minute increments; Strike, a class which places an emphasis on kick-boxing; Express, a 30 minute class that focuses on strength training and cardio; Personal Touch, which is also known as Pure Muscle and focuses on developing muscle; and Core, a class which works on improving core strength.

The choreography is much more than just fun little dance routines.

“We, as instructors, don’t make up our own routines. They are professionally choreographed, and there’s physiology involved,” Horvath said, describing the complicated process of how the exercise routines are distributed to each instructor.

The physiological research shows that one can burn anywhere from 600-800 calories per hour long class, depending on personal metabolism and effort put in to each work out.

The close-knit Jazzercise community is unlike most other exercise programs, as well. While everyone is there to get in shape physically, they all care about each other’s mental health just as much as everyone’s physical health.

“You make life-long friends in these classes. You meet people here, and you just have that bond. And I think that’s something you don’t

You meet people here, and you just have that bond. And I think that’s something you don’t get in a traditional box gym.”

Patti Horvath,
Jazzercise Franchise Owner



Tenth-grader Odelia Tiutyama and ninth-grader Grace Johnson practice a routine on their own to Justin Timberlake’s “Can’t Stop The Feeling” after learning the choreography. They were taught a variety of routines to fast paced music throughout the Jazzercise class. PHOTO BY GWYN PETERSEN

get in a traditional box gym. We have a bond outside of the classroom as well. If you’re going through something, we’re here for you. We love it when people share stuff with us because then we can help them,” Horvath said, divulging on the unique relationship Jazzercise creates for its participants.

2019 marks 50 years since Jazzercise was founded. More than 32,000 Jazzercise classes are taught each week in 32 countries world-wide. It has won a vast array of titles, including being the 7th fastest growing international franchise, according to Entrepreneur Magazine.

Part of the reason Jazzercise has continued to grow for the past 50 years is because it has changed over time. They

haven’t only adjusted their style and branding, but even their music, which includes an extensive variety of contemporary music.

“We are no longer your grandmother’s Jazzercise. We have definitely evolved, and if we hadn’t we would be non-existent right now,” Horvath said. “But, it has continued to grow and makes around 100 million dollars a year. And, we are really proud that we’re going into its 50th year of existence. It’s just awesome and we just have a great time with it.”

The Colonial Oaks location holds approximately 55 minute-long Jazzercise classes every Monday, Tuesday, Wednesday and Thursday at 5:45 p.m. and every Saturday at 8:30 a.m.

[an infographic]

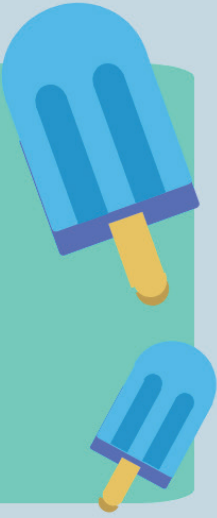
get your Summer Fit

GRAPHIC BY SARAH CATALANO

WEEK ONE



CORE	LEGS	ARMS	LEGS	ARMS	CORE	CARDIO
30 crunches	25 squats	12 push-ups	25 squats	12 push-ups	Hold plank for 30 seconds!	1.5 mile jog
20 sit-ups	30 lunges (each leg)	25 tricep dips	30 lunges (each leg)	25 tricep dips		Be sure to hydrate :)



WEEK TWO



ARMS	CARDIO	LEGS	CARDIO	ARMS	CORE	LEGS
12 push-ups	Jump rope! How long can you go?	30 squats	2 mile jog	12 push-ups	Hold plank for 45 seconds!	30 squats
25 tricep dips		40 lunges (each leg)		25 tricep dips		40 lunges (each leg)



WEEK THREE



CORE	LEGS	ARMS	LEGS	ARMS	CORE	CARDIO
40 crunches	30 squats	15 push-ups	30 squats	15 push-ups	Hold plank for 1 minute!	3 mile jog
25 sit-ups	45 lunges (each leg)	30 tricep dips	45 lunges (each leg)	30 tricep dips		Pace yourself :)



CHECK IT!

Do as many repetitions of the following exercises as you can. How far have you come?

- Push-ups
- Squats
- Sit-ups
- Time a plank
- Time yourself jumping-rope

Repeat! Remember to be consistent in your workout schedule and pay attention to your body. Time and effort can go a long way!

Meme of the Month

Origin:

The exact origin of the meme is unknown. On September 15, 2018, Reddit user 'u/hObbez' reposted an image by an unknown author to the 'Me_IRL' subreddit captioned "What if we kissed in the battle bus." The image received 23 points (94% upvoted) within seven months.



About:

The phrase "What if we kissed in" is a template that suggests an odd place to "kiss in." The format of the meme usually involves the use of blushing emojis as well as an image of the location.



More:

Also, tenth-grader Brianna Nelson, a member of The Torch, created her own "What if we kissed" meme, (pictured on the right). The location? The Torch portable.



FAFSA targets Air Pod users

by Melissa Santoyo
Editor-in-Chief

The 2018-2019 school year has been defined by many pop culture movements, including Tik Tok and Shane Dawson's cat. Inarguably though, the most influential of these is Air Pods.

Small, easy to lose, and not exactly the best noise blocking devices on the market, Air Pods pioneered a revolution in the socio-economic hierarchy of America. Now is not defined by tax brackets and income, but by the ownership of this one product.

Air Pods, however, have incurred some unforeseen consequences in tandem with their growing popularity. Many discouraged high school seniors are facing what has been denounced as an unprecedented target by the Free Application for Federal Student Aid (FAFSA) for their ownership of Air Pods. Yes, that's right — colleges seem to be taking into account your Air Pods when it comes to calculating financial aid.

"It's ridiculous! I opened the application with my parent's tax returns in hand. I was ready to answer questions about our penthouse in Manhattan and my dad's shady dealings in Cabo — not my Air Pods! What kind of convoluted system are we living in where I'm facing oppression for how I listen to my music?"
Truht Funn

said.

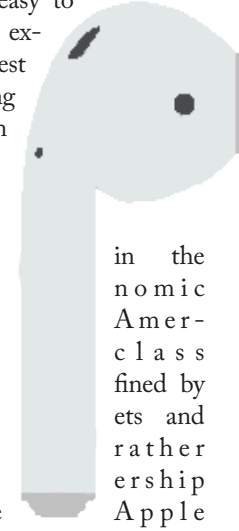
He blamed the Air Pods question, which is located somewhere in the middle of the application, to be the reason for his lack of aid from the government.

With opposition to this question being raised on a national level, parents all over Saratoga have called into question the ethics of America's collegiate education system as a whole.

"It's preposterous. You send them off to study, they spend up to an entire decade accruing debt, and for what? The government is focusing on giving out aid based on something as trivial as Air Pods, rather than trying to solve the real labor issues: the market is inaccessible for wealthy ODA parents." — Ha y g e said.

In response to growing opposition, FAFSA has released an official statement regarding the issue: "The form asks you to list 'assets.' The fact that some of you chose to release information on your Air Pods has little to do with your Expected Family Contribution."

Unfortunately, this statement did little to placate the coalition of parents and students alike, nationwide, who have corralled themselves together against FAFSA. Apple, despite the brouhaha, has only reported an uptick in sales, inadvertently exacerbating what seems to be a growing national crisis.



GRAPHIC BY FRANKIE GRASSO-CLAY

Who's that Pokémon?

As part of a new Humor tradition, each issue will include a teacher-based Pokémon. Try to collect them all!

Robin Melton



Ap God- length: 40 minutes, weight: 1 DBQ

DBQ Power Punch

While prepping kids for their final AP exam, Melton uses one of her most fierce attacks in order to whip students into shape. The DBQ is an AP World student's worst nightmare, and Melton makes sure to come down hard with critiques. She can often be found laughing manically and watching students sob after slamming their contextualization.

Cat Burglar

Known for her love of animals, Melton has often been seen snatching up other people's cats in order to recruit them for her growing feline army. Melton's gift of stealth grants her easy access to any animal, so make sure to keep your pet on a leash when you're around her!

[student voices]

Out-of-state seniors: Mourning the loss of Publix



Libby Moser, Grade 12

state despite the fact that I have been accepted to several out-of-state institutions. I might just end up dropping out of college all together and become a Publix cashier. It's not a lucrative career, but it's honest work."

I wish Publix was more widespread because they are just such a friendly people, like when you go there it just feels like you're going home, but a distant home you've never lived in. So when I'm in New Zealand or Alaska or Europe or anywhere I'll ever be that isn't Florida, Georgia or select parts of Alabama, I'm going to feel like something's missing. Going down to the Woolworths or some store that isn't Publix, it just doesn't feel like home. Same goes for Trader Joe's, it just feels wrong. But I guess that's all part of life, it's about finding new experiences, new places, new people and it's going to be the same for grocery stores. I guess I've come to terms with it, but it's a very bittersweet realization that this is my last Publix."

"The predominant need in Maslow's hierarchy of needs, and for me personally is food. My primary source of food is Publix, it always has been Publix, I was born and raised in a Publix... As a Floridian I feel its my duty to respect the institution... I respect the institution as much as it respects me. It provides for me, it cares for me, almost more than my own mother did. Leaving it is just the most heart-breaking, a part of me is just dying. It has made me reconsider choosing to go out of



Justin Fischler, Grade 12

GRAPHIC BY ANNA LABINER

Assistant Principal critiques cobalt dresses

Channeling her inner Tim Gunn, Assistant Principal Tara Spielman takes cobalt fashion into her own hands.

by Ella Hechlik
Web Editor

Recently, the prom dress-shopping phenomenon has become the most prominent aspect of every girl's life in the midst of Cobalt season. Though Administration's attention usually is oriented around the appropriateness of each gown, Assistant Principal Tara Spielman has taken matters into her own hands by creating a more fashion-forward Cobalt for all, one sequin bodice at a time.

One of the hardest parts of Cobalt is the dreaded dress hunt. As May approaches, the ever-growing Facebook group "PV Cobalt Dresses 2019" is being used daily, with girls posting photos of their dress options. However, this year it is not only upperclassmen preparing for Cobalt; Spielman has stepped up to the challenge of becoming the Tim Gunn of Cobalt 2019.

In the spirit of her love of "Project Runway," Spielman will now be requiring students to come to her with their dresses for approval. Her personal fashion style will decide the fate of each dress.

My personal fashion sense is the best out there, and Cobalt should reflect that," Spielman said.

The fashion show took place in the Student Union



Assistant Principal Tara Spielman judges Cobalt dresses to inflict her personal, expert fashion sense on Pine View students. "I'm grateful for Mrs. Spielman's advice. I should've known blue is unflattering," twelfth-grader Vee Nekk said.

GRAPHIC BY OLIVIA HANSEN

with an audience of Spielman only, serving as the judge.

Twelfth-grader Vee Nekk was one of the first to walk the runway.

According to Nekk, Spielman highly recommended she get another dress, and soon.

"She told me blue wasn't my color, and that it had too much 'going-on,' whatever that means. Now I have to find a completely new dress, and Cobalt is just around the corner," Nekk said.

According to inside sources, the added pressure of reviewing Cobalt dress-

es has gotten to Spielman's head. Rumors and speculation continue to grow across campus as more and more students' dresses are turned down.

"Quite frankly, some of these girls just cannot pick their color. Don't they know royal blue is out? Are we in 2009, people?" Spielman said when asked about these rumors.

With that in mind, anyone searching for a dress should take into account not only alteration time, but also Spielman's fashion comments.

[a column] Taking your manners to Instagram

Instagram etiquette is a pillar of society's morale and well-being, but is something that is disregarded more than often. It is something that is completely reflective of a person's behavior, style and sense of self.

There are certain aspects of the app that require your complete attention to ensure a quality user experience.

Something that is very controversial on Instagram is the use of Instagram stories.

The once modest Snapchat knock-off has now become an outlet for Instagrammers to shamelessly self-promote their "recent." Society has allowed this to be a norm, therefore proving its inefficiency, as it is now a part of the ritual that is posting an Instagram photo. At first, the daunting fear that viewing the "like recent" and not liking the recent will submit you to judgement of the user is officially overlooked, since no one cares anymore.

A time where Instagram etiquette reaches its peak importance is when you travel. The best way you can abide by this formality is to post while you are on the vacation. Get it out of your system. Because in a few months you will come across a photo from that trip to the Bahamas and you will feel the urge to post it. However, it is of the utmost impor-



Olivia Hansen, Humor Editor

tance that you fight this urge because you will have to caption it "Take Me Back" and this does not fall into the category of Instagram etiquette.

Instagram etiquette applies to parental figures as well. Your mom thinks you look good all the time so she will not fail to post those awkward individual photos of you in front of the Washington monument in some cool shades. She will tag you and her account is probably public, so caution yourself. When you're told by teachers and administrators, "What's posted on social media stays on social media forever," this is what they're referring to. Good luck with that. Also pro-tip, don't mention to your friends that your mom has Instagram — just to be safe.



Is Your Child Texting About Pine View?



TBH

That's a Big Hydro flask

TGIF

That Golf cart Is Fire

OMG

Oops My GPA

LOL

Let's Obliterate Lettuce club

GTC

Goebel's Tech Goons

OMW

Organic Molecules for the Win



FYI

Flex Your Intellect

Bring Ringo Back

BRB

[staff editorial]

No Child Left Behind?

School is important, and the system that funds it is even more important. However in the wake of the 2019 fiscal year budget, proposed by the Trump administration, school funding for special and gifted education has been slashed. And for Pine View students, this hits especially close to home.

The fiscal year budget for education has been hitting special education particularly hard. With millions of dollars cut from special and gifted education, we are able to clearly see how the Trump administration refuses to provide equitable education to students of all needs.

Special needs and gifted education encompass a wide range of practices that address individual needs. From ADHD to Tourettes, these students have specialized learning paths that accommodate students. Intellectual giftedness is not considered a disability, however it still requires learning plans for necessary rigor and stim-

ulation.

For Pine View students, this lack of care is palpable with a \$12 million cut in funding for research on gifted education. Currently, there is a lack of research into gifted programs and even fewer guidelines on a national level to keep schools accountable. Despite this, the Trump administration has cut funding for this critical yet unexplored fac-

Yet still, with the lack of research, the Trump administration has cut funding for this critical yet unexplored facet of education.

et of education.

This reorienting of funding highlights the crux of this administrations plan for schooling: a drastic shift towards charter schools. Since the start of Trump's presidency, federal grants to charter schools have increased by 30%. For this year's budget, the administration has asked for an increase

of \$60 million to support the expansion of charter schools. While charter schools have their benefits, they also take away funding from traditional public schools. Charter schools, while receiving more funding, are not kept to the same standards. For example, the Charter Schools Facilities Initiative cites the lack of permanent structures and inadequate facilities. And worse, Charter schools also have the power to kick out or refuse to accept students without reason. While charter schools pool funding, public schools struggle to find the funding to equitably prepare students for

higher education. Public schools are expected to be improved without funding, a standard charter schools aren't held to.

The outlook may seem negative, but there is still time to fix our education system so that it may meet the needs of all students. Increases in gifted research funding would help bring new-

The Verdict



Academic Olympics: We are glad to see our Sarasota County Academic Olympics team advancing to the state level.

Recycling: We are sad to see Sarasota County unable to recycle certain materials due to contamination.



Teacher Farewells: While we are sad to see teachers leaving Pine View, we are happy for them as they begin a new chapter.

Cut Classes: We are sad to see several unique classes not being offered next year due to lack of interest



found knowledge to gifted educators and administrators. Investment in new technology for special needs students would improve accessibility to programs that encourage intellectual curiosity and exploration. More funding apportioned to traditional public schools would

increase educational opportunities and improve learning environments for students across the United States. While public education may not be a priority for this administration, perhaps the future holds more hope — for students of all abilities and situations.

[guest editorial]

Social Media's Kaleidoscopic Lens of Politics

by Ben Nicholson
Grade 11

To a lot of people, Nick Sandmann looked like a jerk. The still shot that circulated across social media in January depicts a disrespectful smirk topped with a Make America Great Again (MAGA) cap demeaning a Native American activist. We filled in the rest ourselves. We told stories about snobby high school students surrounding an elderly man and verbally abusing him. We posted them on Facebook and wrote about how this new generation has never been taught respect or basic human decency. One of my closest friends posted about how he wanted nothing more than to punch Sandmann in the face. Many of us never stopped to question how true this story was. What we need to ask, however, is why we cared so much in the first place. And the answer lies within our need to perpetuate narratives that may not always be true.

The world appears to us in brief flashes as we scroll down our feed. Our information is delivered quicker than the snap of a finger. Decades of bloodshed in Kashmir becomes a photo of Indian and Pakistani soldiers raising their flags and

weapons in the air. The legal battle over police brutality becomes a chaotic action shot from a grainy cell phone camera. Even for those who read past the headlines, the way the event looked on social media can dictate the way we frame information. So why did we care what a small group of students said to an activist in Washington D.C.? Because Sandmann looked like a jerk, that's why.

More importantly, Sandmann appeared like the jerk liberals were looking for. Whatever personal achievements or struggles he'd gone through disappeared and he became a symbol of the smugness they saw in their political rivals. He came to represent the boorish way our president approaches Native American history and politics. Sandmann lost control of who he was, and he remains in many people's heads the way he first appeared in that photo.

When we view the world through bursts of symbolism, nuance is often sacrificed. We categorize complex people and dynamics into boxes and only unpack them when we need to justify our beliefs. After the initial storm of

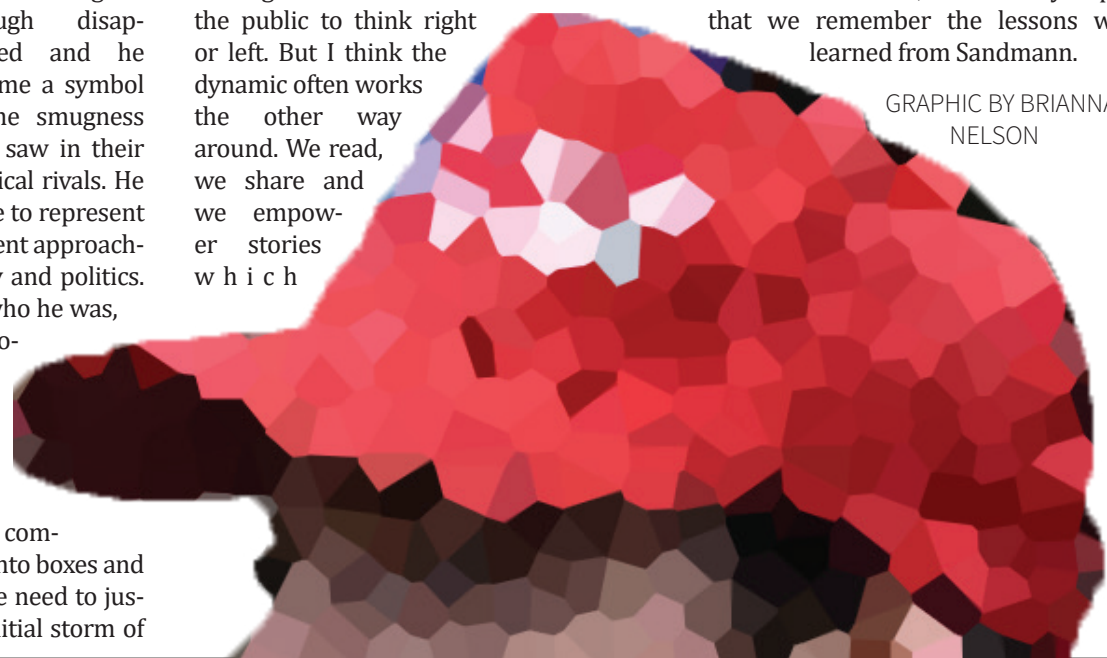
rage at the Covington Catholic students, a new, less flashy and symbolic video arose. It showed that the students didn't confront and attack Nathan Phillips, but wandered into him by chance. It showed that Phillips had been insulted and demeaned, but by a religious sect called the Black Hebrew Israelites.

The boxes of our minds became a lot messier. Where do we put a group of confused Catholic students wearing MAGA hats? What kind of box could you even put anti-Native American Black Hebrew Israelites in? People often accuse media corporations of having some hidden agenda to indoctrinate the public to think right or left. But I think the dynamic often works the other way around. We read, we share and we empower stories w h i c h

match our preconceptions. News outlets chose to write about Sandmann because they knew their viewers were waiting to bash him. We frame our news based on what we already believe to be true. We are, in a sense, the perpetrators of our own fake news.

I believe all of us have something to learn from the story of Sandmann. Our news is full of small incidents disguised as microcosms of the world around us. I encourage you to unpack your boxes, to build your truths not based on belief, but your beliefs based on truth. As we inch forward to a new wildfire of mass media in the 2020 elections, we can only hope that we remember the lessons we learned from Sandmann.

GRAPHIC BY BRIANNA NELSON



Looking into ourselfies: Unpacking narcissism

by **Naina Chauhan**
Asst. Match Editor

Unaware of his own enchanting image, Narcissus, a figure from Greek mythology, was ignorant to the reason for his admirers' obsessive fascination, callously rejecting all those who courted him. However, one day, while bending down to get a drink of water from a lake, he saw his reflection. Bewitched by his own beauty, he stayed by the lake, longing for love from his reflection until he eventually died.

are actually an extremely self-conscious generation. We have become dependent on gaining validation from others. We preach self-love, yet we crave approval.

It is easy to fathom why our parents and elders may believe we are so vain. From posting pictures on Instagram to sending selfie after selfie on Snapchat, it is understandable that the people around us believe we are in love with ourselves. However, this is a very shallow understanding of the true nature behind the selfie phenomenon.

Scrolling through thousands of photos of classmates and influencers on Instagram, we spend a vast amount of time obsessively comparing ourselves to others. But more often than not, these social media profiles are merely a facade, a way for people to represent a sort of alter ego — one that is always put together, happy and confident. It is merely a snapshot of the pretty moments in life.

That alter ego we create for the screen is the one that our parents and grandparents perceive to be narcissistic. But these older generations don't see the flawed person behind the screen. We try and create a perfect

version of ourselves in hopes of gaining attention and validation from others, but we forfeit our self-esteem by putting our happiness in the hands of strangers.

Creating a perfect online persona is not easy; it takes a lot of time and effort. For many people, posting a picture can take hours — from choosing a photo and editing it with filters to finding the perfect caption. Once the photo is posted, the stress of comments, likes and flattery follows. Some people even delete photos that do not receive "enough" likes. This seemingly shallow process demonstrates our generation's lack of confidence — we have become reliant on others to build ourselves up and commercial industries have taken notice. There are countless apps made to buy followers or likes and even track activity of social media apps. They feed into our insecurities and we allow ourselves to be blindly manipulated in hopes of validation.

So, will our generation face the same fate as Narcissus and fall dead staring longingly into our phone cameras? I would have to say no. While our generation has its fair share of issues, narcissism is not one of them.

I think that we need to take matters into our own hands and reestablish our views on self-love, because your worth is not determined by the number of likes or followers that you have, but rather from the unique and dynamic qualities that make us who we are. The only validation that will ever truly fulfill you is your own self-acceptance. So go ahead and love yourself a little.



GRAPHIC BY BRIANNA NELSON

late this unparalleled Ancient Greek story of unrequited love to our generation, with the Snapchat camera being our reflection pond. Are we truly so self-obsessed compared to previous generations? While our generation may be many things — progressive, accepting, motivated and goal-oriented — I truly believe that we are not narcissistic, but rather dangerously far from it.

Despite our reputation among older age groups, we

[a column] An Ode to Opinion

Not to sound too sappy, but I love Opinion. I love the messy writing schedule that makes every story last minute. I love the long editing sessions that suck up all my class time. I wholeheartedly love Opinion.

See, this is a unique section. You learn things you never get to learn about elsewhere, and within the year you master the art of Opinion. I wanted to highlight some of the things I've learned from Opinion this year before having to say goodbye.

Patience: One thing you learn when editing other people's opinions is that you have to be patient. This is definitely one of the most important skills you learn as an Opinion editor. The long Facetime calls waiting for someone to hit that perfect story, the hours spent on the back porch talking through articles, it's all a waiting game. And as someone who will be working with middle schoolers next year, I'm very thankful I've learned to be patient. I'd like to thank Opinion for teaching me the importance of patience with writing, with others, and with myself.

Be Loud: If you've ever been around me, you'll know I scream a lot. Shockingly, I wasn't always like this. Opinion really teaches you to get out of your shell. You have to know some people won't agree with you, and yet continue to be loud. If you aren't loud, no one will hear what you have to say, and what you have to say is probably the most important thing about yourself. Even if I don't have a column next year, I hope everyone is aware that I will continue to be annoyingly open about my opinions.

See All Sides: As an editor, I don't always agree with the pieces being run, but Opinion has let me become more



Brianna Nelson,
Opinion Editor

tolerant of ideas I may not always agree with. I don't always understand the rationale or beliefs of others, but Opinion has taught me to read into why they think the way they do, and maybe you'll learn something from it.

After this year I'm leaving Opinion to join a whole new publication where I hope to learn even more and grow as both a person and a journalist. I hope to still see everyone in my stories, but until then, I'd like to introduce everyone to next year's editor Ben Gordon. I promise you he is amazing and funny and the most politically savvy man around.

Until next time, I love you guys.



Next year's Opinion Editor Ben Gordon. Ben likes keeping up with current events, face masks and making passive aggressive comments to his brother, Leo Gordon

[perspectives]

Finding a balance with deadline leniency

Life as a student is tough. Students often contend with trying home lives that disrupt academic life, bringing up the question of deadline leniency. Two staffers tackle this difficult issue from different perspectives.

For

by **Peyton Harris**
Focus Editor

The issue of deadline leniency sparks contentious debate, one long held by administration and teachers alike: should students with difficult home lives be held to a different standard than their peers who enjoy a typical familial environment?

Essentially, the core of this controversy lies in the definition of a "hard life," a term so vague that the mere mention of it prompts many interpretations. The ambiguity of the term only complicates the issue of teacher's expectations: when is the appropriate time to lower standards for students who are at a disadvantage?

"It's a teacher's prerogative when to exercise exceptions," English teacher Robin Ringo said.

Students who are the primary source of income in a household must not only bear the emotional weight of having to provide for their family but often must work time-consuming jobs that leave little room to dedicate to schoolwork.

Situations like these deserve flexibility from teachers; however, every teacher or administrator has a different idea of what justifies the extra consideration. Because of the inability to definitively pinpoint what constitutes a "hard life," deadlines and expectations toward students should be stipulated as an adjustable time frame that expands to a student's needs, rather than a hard, onset limit.

The ability to learn can only be fos-

tered if that environment provides for students who don't possess the same privileges as others. In a country where 43% of children live in low income families, many of them fully employed and providing for their families, approaching deadlines with a one-size-fits all mentality perpetuates a student's dislike for school, only discouraging them from learning and attending.

Educators often say that a lenient deadline policy is not fair to students who complete assignments by the original deadline. But by that same logic, it's not fair that students at a financial or social disadvantage are held to the same standard, as their peers enjoy all the privileges of an ideal American life. Employing the use of non-negotiable deadlines excludes students with more difficult lives from reaching their full potential as learners.

Against

by **Odelia Tiutyama**
News Editor

When students are first asked the question of "Do hard home lives justify late work?" many are quick to respond with the easy "yes." It makes sense, the concept of leniency appeals to our broader sense of empathy. However, when delving deeper, it's clear that these considerations attempt to remedy certain injustices while ignoring the ways they can be exploited and used to exacerbate unfairness within schools.

Every student experiences difficulties in their personal life that force them to take more responsibility than they can sometimes handle. This may entail the difficulty that comes along with handling too many school clubs, having a part-time job, living with absentee parents or other situations. Because of

the different interpretations of a "hard" home life, teachers and administrators struggle to find the line when it comes to leniency.

The school system does its best to draw a line when it comes to a student's personal life. The Campus Conduct, which can easily be found in student's agendas, states, "[Teachers] will make an effort to explain major concepts and skills. For homework and tests, students will be given one day to make up missed work for each day they are absent." The leniency of this policy paired with the additional aid teachers provide makes it hard to further excuse hard home lives when it comes to missed work.

"Every child faces some sort of home pressure and they manage to complete deadlines on time and well," tenth-grader Kiran Kadiyala said. "The school provides adequate resources such as computers, printers, textbooks, school supplies... There should be no excuse for not utilizing them efficiently."

In a perfect world where students would not take advantage of teachers' and administrators' leniency when it comes to late work, "hard" home lives would justify turning in late work due to excessive absences. However, with most of the student population attempting to find easy ways out of schoolwork, teachers cannot trust every student that comes to them with the excuse of a difficult personal life. Until a set line is put into place that allows leniency for those struggling due to their personal life without providing too much leniency for others, "hard" home lives will not justify late work.

Have you ever been in a situation where your home life had to take priority over school?



Should the definition of a "hard life" be flexible or should there be a set definition in place?



GRAPHIC BY BRIANNA NELSON

Based on a survey of 266 Pine View students in grades 7-12 on 4/18/19

them to take more responsibility than they can sometimes handle. This may entail the difficulty that comes along with handling too many school clubs, having a part-time job, living with absentee parents or other situations. Because of

One Student's Journey: Finding her strength

Eleventh-grader battles Langerhans Cell Histiocytosis

by Peyton Harris
Focus Editor

For the rest of the world, March 16, 2018 was probably an ordinary day. For eleventh-grader Katie Beal, however, this day completely altered the course of her life.

Prior to, Beal had noticed a large bump on her head and had a splitting headache in the area. After visiting the doctor and receiving a computed tomography scan, Beal was taken to the emergency room and given a biopsy. She was then diagnosed with Langerhans cell histiocytosis (LCH), a rare disease caused by the proliferation of abnormal cells derived from bone marrow.

"I've always heard about this stuff happening, but I never thought it would be me. I never anticipated having to go through something like this. At first I didn't even process it happening," Beal said. "I actually left a birthday party to go to the doctor and then after I was diagnosed I went back... I've only gotten closer with my friends because of this."

Due to her condition, Beal missed a large amount of school, even missing multiple days a week at one point.

"I made my schedule before I found out that I had all this stuff going on, and it's junior year, the most important

year. So I'm taking a lot of rigorous classes and it definitely has made doing things on time and with the right effort a lot more difficult," Beal said.

Beal was put on treatments almost immediately following her diagnosis.

"Treatment has been the worst part of the entire thing. I've gone through so many physical changes. I've gained weight, my face is swollen, my hair has fallen out and it's made it really difficult to deal with it. I would have been fine if I didn't have to deal with the physical effects. It has been such an experience because I've really struggled with the way I look over the past year, and I've always cared so much about the way I present myself," Beal said.

She underwent several surgeries and treatments including chemotherapy among other regimens.

"I just kept telling myself

that it would be over soon, only a couple more months," Beal said.

The emotional hardship of the treatments not only affected Katie but her family as well.

Her mother Christina Beal said, "The diagnosis was the easy part. The treatments, side effects of all the medications, the emotional aspect and the statistics of future recurrence are the difficult parts for me. I cannot make it through a conversation without crying."

Fortunately, Beal had her last treatment on March 20.

"I feel a lot lighter... I'm really excited to be able to go back to who I was, I'm excited to not be exhausted all the time and be more content and happy with where I am and where I'm going. It's kind of like being able to breathe again, in a way,"

Katie Beal,
Grade 11

her last treatment on March 20.

"I feel a lot lighter... I'm really excited to be able to go back to who I was, I'm excited to not be exhausted all the time and be more content and happy with where I am



Eleventh-grader Katie Beal rests in the hospital alongside her family. Beal was diagnosed with Langerhans Cell Histiocytosis on March 16, 2018. PHOTO PROVIDED BY CHRISTINA BEAL.

and where I'm going. It's kind of like being able to breathe again, in a way," Beal said.

"Life has been a rollercoaster for us... We've had conversations you should never have with your child," Beal's mother said.

Beal's friends attest to her strength: they say that their relationships have only grown with Beal since the diagnosis.

"Through all of this I got to see how truly incredible she is and I saw how even when she was going through something I couldn't even imagine, she was completely selfless and was the best friend anyone could ask for," eleventh-grader Victoria Belilovsky said.

Throughout the year, Beal had to come to terms with her mortality, a concept too difficult for many to grasp.

"[LCH] has definitely made me realize how fragile things are," Beal said.

Despite what she had to go through, Beal feels grateful that her experience wasn't worse, that she was still able to attend school.

"I appreciate things more, knowing that I could literally lose my life any given second. It made me realize that things aren't as permanent as we think. It's really important to focus on the good even when there's so much bad, and it can be really hard to."

STUDENTS PLAN FOR SUMMER

SARASOTA FILM SOCIETY

This summer, eleventh-grader Isaac Tellechea will have the opportunity to observe the process of creating and setting up multiple film festivals across the Sarasota area.

"I'm hoping to go to film school when I'm older, so I hope this opportunity will let me find out more about the industry."



ISAAC TELLECHEA (11)

COHEN AND GRESSER

Eleventh-grader Stefani Wald is taking on her summer in the big apple. She will be working as an intern for Cohen and Gresser Law Firm in New York City. She will have the opportunity to shadow and work under esteemed law professionals while they prep and prepare for civil and business litigation cases.

"I'm really interested in attending law school in the future, and I'm excited to experience such a professional atmosphere."



STEFANI WALD (11)

FLORIDA FORENSIC ENGINEERING

Tenth-grader Kiran Kadiyala plans to use her knowledge of physics and math to work alongside employees at Florida Forensic Engineering this summer. Her skills will be used to make reenactment models used in civil and criminal court cases.

"Forensics is so interesting because you can use mechanics and find out how things work and interact with different theories as to why things happened."



KIRAN KADIYALA (10)

[a column] Embrace the Ripple Effect

by Melissa Santoyo
Editor-in-Chief

My first day at Pine View was terrifying. Hopping on the bus for the first time to make the forty-minute drive to campus incurred tremendous anxiety. Despite my apprehension, it was relatively easy to meet people, considering that on the first day (especially of sixth grade), widespread anxiety forces people into friend circles.

The first real friend I made here sat at my lunch table on a whim. Her name is Xinni Chen, and she continues to be my closest friend today, acting as a source of stability in my daily existence. I've inquired why she sat at my table during that first week; she replied that it was just a random choice, proving that minimal, off-the-cuff decisions can be literally life-changing.

Similarly, the trivial decision to buy my classmate a "get-better soon gift" culminated in a lasting friendship. Izabella Smith, who was just someone who sat beside me in sixth-grade World History, became another one of my closest friends after an unfortunate throw-up incident involving carrots. We look back on that day fondly, as a classic middle school moment.

The most profound catalysts for growth in my life have been the product of seemingly inconsequential decisions. In eighth grade, it was Torch versus Yearbook — I was uncertain of which to join, just kind of uncertain of myself in general. My English teacher at the time suggested Torch, since my true passion was writing. In the end, her advice was what shaped my entire high school career.

Torch has been the most influential aspect of my time at Pine View. As a freshman, I struggled. Talking to people was hard and reporting even more so. Nonetheless, I soon found my voice. The unconditional support from my slowly growing circle of peers catalyzed my evolution into someone less guarded. I learned how to make friends even when I wasn't sure



Melissa Santoyo,
Editor-in-Chief

of my own identity. Journalism taught me both confidence and self-acceptance. I grew comfortable with myself, with my uncertainty, and with the rough edges of my personality — all because I chose Torch.

Random decisions are the reason I'm even a U.S. citizen: my mom applied for the U.S. lottery visa back in Cuba on a whim, and I was born on American soil two years later. Every decision you don't take, as trivial as it may initially appear, is a missed opportunity. I understand hesitation and I understand fearing change, but things truly do end up looking much brighter in the long-run.

Now my random decision has turned into a legacy I can pass on to someone else. And I am overjoyed to be handing down The Torch to next year's Editor-in-Chief and one of the most important people in my life: eleventh-grader Ella Hechlik. I know Ella will lead The Torch with the same passion and enthusiasm that pushed me to pursue journalism as a career. I am incredibly proud of the staff, and I can't wait to see what comes next.



Next year's Editor-in-Chief, Ella Hechlik. Ella likes reading the Torch, working on the Torch and promoting the Torch.