

THE

EAGLE EYE

Quarter One 2021
Volume 7, Number 1

MAXED OUT

THE EAGLE EYE

Quarter One 2021 • Volume 7, Number 1

Front Cover: Photo illustration by Mariajose Vera



Editorial cartoon by Julia Landy



Photo by Travis Newbery

The opinions expressed in this paper are not necessarily those of Marjory Stoneman Douglas High School or Broward County Public Schools. The publication is a member of the Florida Scholastic Press Association, the National Scholastic Press Association, the Columbia Scholastic Press Association and the Southern Interscholastic Press Association. If you would like to advertise please call (754) 322-2150 or email MSDEagleEyeNews@gmail.com

Visit us at: eagleeye.news

[@HumansofMSD](https://www.instagram.com/HumansofMSD) on Instagram

[@EagleEyeMSD](https://twitter.com/EagleEyeMSD) on Twitter

[@EagleEyeMSD](https://www.instagram.com/EagleEyeMSD) on Instagram

[@MSDEagleEye](https://www.tiktok.com/@MSDEagleEye) on TikTok

03 LETTERS TO THE EDITOR

MSD student body shares their perspective on various issues

04 MSD IN BRIEF

- Philosophy, Ruth Bader Ginsburg and Thirst Project Clubs debut at MSD
- MSD students and staff are displaced as 900 building roof undergoes repairs for leaks
- MSD welcomes new instructional staff on campus
- COVID-19 isolation room staffed with registered nurse opens in 1500 building
- Florida Legislature mandates minute of silence at start of each school day

07 IN THE INTERIM

BCPS welcomes new interim superintendent

08 MAXED OUT

MSD enrollment causes overcrowding; state capacity report does not accurately reflect available instructional space

EDITORIAL BOARD

IVY LAM
TRAVIS NEWBERY
LILY SINGER
Editors-in-Chief

KATE BECKER
SOPHIA GOLBERG
HALEY JACKSON
ABBY MARTON
SOFIA OSIO
PAULA RECIO
ISABEL WHITE
Copy Editors

BRYAN NGUYEN
NYA OWUSU-AFRIYIE
THERON PICCININNI
MARIAJOSE VERA
KELSIE YON
Photo Editors

REECE GARY
JULIANNE LOFURNO
DAVID LOPEZ
SOPHIA SQUICCIRINI
Sports Editors

JULIA LANDY
Managing, Graphics & Design Editor

SOFIA SCHORER KAPLAN
RYAN SHIMONY
Assistant Managing Editors

DANA MASRI
DELANEY WALKER
Social Media Editors

STAFF

Dhaanya Balaji
Vincent Ciullo
Madison Lenard
Mariapaz Santacoloma
Rayne Welser

MELISSA FALKOWSKI
Adviser

13 DRESS CODE DRAMA

MSD dress code creates conflict between students and administration

14 BACK TO BRICK AND MORTAR

The COVID-19 pandemic alters many aspects of our nation's school system

17 BETTER SAFE THAN SORRY

Misinformation about face masks widens the perception gap between fact and fiction

18 MORE STOP THAN GO

Return to physical school and influx of new students magnifies traffic problems on roads in and around campus

22 SAFETY THEATER

School-related COVID-19 safety procedures are just for show

23 STAY IN YOUR LANE

Many of the school's traffic problems are caused by entitled drivers

25 JUST FOR FUN

Students change the ways that they spend their free time

26 CHANGING SIDES

High school athletes transfer schools to support their athletic careers

LETTERS TO THE EDITOR

Lengthy Lines

Dear Editor,

I think it is ridiculous how long the lunch lines have gotten recently. I'm sure this is not a shocking opinion to anyone, considering for the past few weeks students have been coming into class late because the lines were just so long. I am unfortunate enough to have no classes near the cafeteria during both my lunch periods, so I always get the short end of the stick and am forced to wait for around 20 minutes on most days. It is frustrating at least, and ludicrous at most. Something needs to be done, because I'm certain this issue will only get worse as time goes on. More and more students come to the school each year, and I'm sure those kids don't want to be waiting in lines long enough to extend to the courtyard.

Sebastian Vargas, 11

Rat Race

Dear Editor,

I wish life didn't feel like such a miserable cycle. Spend your young years studying and hopefully become qualified enough to attend a high ranking school, graduate with a slip of paper and live the rest of your life with one thing determining your decisions: money. Get that high paying job, erase your debt, save for retirement. Eat, work, sleep, repeat. I don't want to live like that, but I don't have much of a choice. I wasn't born into extreme wealth and monetary privilege like the majority of the kids at this school, and I don't really have much time to decide what I want to do with my life. I'm not quite sure what to do.

Mackenzie Teston, 12

Mask Optional

Dear Editor,

Life is weird in the age of COVID, and we as a society strive to find even a hint of normalcy. I think our school's student body was thrilled when it was announced that we would still have homecoming, especially for those of us who missed out last year.

Of course, this taste of pre-COVID life came with its limitations, the main one being masks. Wearing a mask to homecoming didn't seem like it would be that difficult for students to do, considering the fact that we have been wearing them for so long and are required to wear them to school every day and our has school board mandated masks.

The moment I walked into the Harbor Beach Marriott, everyone had to have a mask on in order to walk in the door. Then I walked upstairs, and it was like stepping into the Twilight Zone. No one wore a mask, and even if our faculty tried to get everyone to put it back on, it was completely out of control. It seemed like a "take off at your own risk" situation, and those who were not comfortable with taking theirs off left it on. Considering our vaccination rate, it could be assumed that most of the people there were vaccinated. Honestly, it was kind of nice to escape from reality for four hours.

Macy Meis, 10

At the Limit

Dear Editor,

As someone who was present in school during the 2020-2021 school year, we can say that we got very used to empty hallways and quiet lunches. Coming back this year, however, has been extremely jarring for reasons we're sure everyone has already experienced. The amount of students attempting to fight their way through the clogged hallways is unimaginable. Shoulder-to-shoulder, passive-aggressively shoving at backpacks when the current is going too slow.

Several times we have thought about taking a picture of the junction between the art courtyard and the cafeteria to have proof of the gross disregard of social distancing rules. But we haven't, because we

genuinely enjoy coming in-person and would hate to see us return to online learning. Something needs to change, however it would be inefficient to return to mid-pandemic status with arrows left and right throughout the halls. With the sheer number of students alone, it would be chaos. It would end up being the same situation, except with less space and more confusion. This is not the solution, and frankly, we don't know what is. Even without COVID-19 as a factor, the crowding of hallways is still a huge inconvenience and just insane to deal with.

Reese Lansman, 12, and Gabriela Bravo, 12

Derelict Diversity

Dear Editor,

The lack of representation for LGBTQ+ individuals is shocking, but what's more shocking is the discrimination those individuals face in real life. In our school alone, the slurs, harassment and general bad attitudes directed at people part of the LGBTQ+ community is staggering, and yet nothing is being done about it. No special disciplinary action, no announcements, not even an acknowledgment of Pride Month. I'd hate to think that the school doesn't care about the wellbeing of a significant portion of its students, but the evidence

certainly points to that.

I don't know what the answer is, I certainly can't change the opinions of thousands of people at once, but I do know that action should be taken against people that absolutely insist on calling someone a hurtful slur. If the school doesn't want to acknowledge the fact that LGBTQ+ culture is an important and beautiful part of their school, then that's fine, but the least they can do is make sure that they don't encourage harassment by ignoring the problem.

Ethan Flores Rothmund, 12

Double Standard Dressing

Dear Editor,

What is it about shoulders that is so distracting? What is it about abdomens and legs that are so distracting? We live in a state that can reach over 100 degrees daily and we are not allowed to let ourselves cool off. On the official MSD website, it says that "...religious head coverings which must be cleared with an administrator..." What does this mean specifically and why should an administrator decide whether a head covering related to religion be cleared and allowed to be worn?

This school is not a "place of business." This is a self-proclaimed diverse school, with many students who like to express themselves in different

ways. So, who is the dress code really for? Because we all know it isn't for the students who continue to break this dress code just so they can dress nicely for themselves. And it isn't for the male students, since, from my personal point of view, only female students have gotten in trouble with this unfair code.

The term "inappropriate" is subjective; one might see a shirt as "inappropriate," but others might see it as "fashionable" or "inspiring." So to try and condemn a student for personal opinions is completely unfair. So, if I can ask one more question for everyone, what makes shoulders so "inappropriate?"

Mariana Mesa, 11

Passion or Pay-day?

Dear Editor,

During my life, I have encountered enough teachers to tell a distinct difference between those who are teachers and those who have the job of a teacher. The difference between the teachers and the ones with the job is that the teachers are passionate about their work. Sure, you can sit your 30 kids down each period and read them a PowerPoint that they have already copied and call it a day. You can hand

them worksheets to complete during class and textbook passages for them to read but never remember. Then there are those who engage their students in discussions and outside the classroom. So many teachers care more about their next paycheck rather than the well-being and future of their students, to which I can understand, up to a certain extent. I only wish some of them were more passionate.

Amira Mohamed 12

Demanding Equality

Dear Editor,

One of the biggest issues I've seen at this school are the levels of hate towards minorities. Being Jewish, and with a large amount of the student body being Jewish, it surprised me how much antisemitism I have heard on a daily basis. I have become cautious when telling people I am Jewish, and I know I'm not alone in that. I have met many others who have experienced similar issues to mine, and who have also felt an extreme sense of discomfort, specifically at this school.

I think this is an issue that is not really addressed at all. I should not feel as though I might be in danger based on something I cannot change, in a place that is supposed to be safe. Jews are in no means the only minority group being constantly attacked either; the amount of homophobia at this school, for instance, is just as bad, and probably worse. I just wish something would be done and that minorities would not be ignored when speaking on their experiences.

Dayna Kaplan, 10

Taking It Too Far

Dear Editor,

The influence of TikTok amazes me. I do not understand why stupid school challenges start when everyone knows how it's going to end: badly. When I first saw the "devious lick" challenge on TikTok, I thought that it was so absurd, the funniest thing ever. But people have taken it too far! How is it possible that people have stolen entire bathroom doors and urinals?

I believe that our school is pretty lucky since we did not get hit that hard, but I noticed that some of the boy's bathrooms were locked off. But then it got even worse; I didn't even see that it was a trend on TikTok itself yet, but I saw on the news that there was a new challenge with students slapping their teacher, which is super inappropriate and can get people into a ton of trouble.

I don't really know if people know the serious consequences of these challenges. Like the devious lick challenge can result in people getting slapped on the wrist with vandalism or stolen property. On the other hand, the "slapping the teacher" challenge can result in students getting charged with harassment or sexual assault. I am glad that TikTok was able to take these videos down quickly, and I hope people don't try this at our school and know the repercussions, because these challenges are very dangerous and not at all worth the risk.

Lybah Haque, 12

SEND US A LETTER

Have something to say about school? Have something to say about a local, national or global issue? Have something to say about this issue of The Eagle Eye? We want to hear your opinions.

Email submissions to:
msdeagleeyenews@gmail.com

Submissions must be between 100-250 words

New
developments
occur at MSD

MSD IN BRIEF

MAKING A NEW NICHE

Philosophy, Ruth Bader Ginsburg and Thirst Project Clubs debut at MSD

The eagle's nest has expanded its club opportunities for the 2021-2022 school year at Marjory Stoneman Douglas High School.

The newest additions to MSD's 80 clubs include Philosophy Club, the Ruth Bader Ginsburg Club and the Thirst Project Club.

Philosophy Club, founded by seniors Erika Ryan and Isabella Cristancho, is a co-curricular club for students to educate themselves within the world of philosophy.

"We were looking to share our love for wisdom with whoever wanted to listen. We saw that there are very few philosophy clubs at the high school level, and we wanted to de-stigmatize the thought that you need to be highly knowledgeable to understand and apply topics," Cristancho said.

The Philosophy Club executive board members teach members about a different philosopher every month and meet every Tuesday in room 929. At the end of the month, the board creates a game day meeting on Kahoot to see the members' understanding of the philosopher, giving the winner prizes at the end.

"We will be teaching our Philos using PowerPoint presentations made so kindly

by our Philosophy board and through active discussion on social and historical philosophical topics," Cristancho said.

The goals of the Philosophy Club are to educate students and to become an honor society one day, similar to college clubs.

"We hope to achieve a large number of people who are more comfortable with the broad topic that is Philosophy, and who learn to love wisdom and value experience," Cristancho said. "We also hope to become an honor society at a high school level and dive a little deeper each year with an amazing and committed board."

Founders Reese Garrity and Keri Spiegel created the RBG club, based on the remembrance and achievements of Supreme Court Justice Ruth Bader Ginsburg, to educate students on self empowerment and promote feminism within the school.

"After RBG died, I wanted to honor her memory since she is such an inspiration to me and so many others," Spiegel said. "The purpose of our club is to promote feminism and try to prevent misogyny. Our club provides a safe space for girls who are uncomfortable at school or in their home."

The RBG Club meets three Fridays per month in room 633 and focuses on educating their members.

"We are using PowerPoint, but our club is very interactive, so a majority of the club is through discussions," Spiegel said.

Spiegel and Garrity are looking for students who truly want to participate in their club, desiring students who want to learn, promote and talk about feminism in school and back at home.

"We are looking for students who actually want to be in the club and want to participate. We also need students who go above and beyond and are excited to be in the club," Spiegel said. "We hope to expand this club and have students who are interested and excited to be in it. We want to make a difference in the school and fight against sexism."

Founders Riley Tromer and Connor Warfel created the Thirst Project Club to spread awareness at MSD about the global water crisis and raise money to provide clean drinking water for communities without it.

"Two years ago, Connor and I went to a Key Club meeting after school, and we learned about the Thirst Project and what it was about," Tromer said. "We realized

that this didn't just deserve to be just one project a year, it deserved more. We wanted to bring that to our school."

Every third Thursday of the month in the media center, Tromer and Warfel educate their club members on the project and the current global water crisis.

The club is looking for students devoted to the cause and genuinely want to learn and contribute to the Thirst Project, a global youth water activism organization. The club members aim to raise money for the larger organization and spread more awareness.

"Our goals with the club are to educate more people in our community about the water crisis and what Thirst Project is doing to help end it, and then to raise \$12,000 collectively as a club," Warfel said. "Raising \$12,000 would mean that we have given Thirst Project enough money to build a well in a community in Eswatini. Building a well in a community would supply them with clean drinking water for at least 40 years."

The founders of these new clubs look forward to providing new experiences to their members and achieving their goals. *Story by Erika Ryan*

RAISING THE ROOF

MSD students and staff are displaced as 900 building roof undergoes repairs for leaks

For the first time since the closure of schools due to the COVID-19 pandemic, the halls of Marjory Stoneman Douglas High School are back to full capacity. Even through the hustle and bustle of students changing from class to class, it's hard to miss seeing or hearing the construction noises at the back of the MSD campus.

Building 900 is undergoing a reroofing project due to water damage. Classrooms on the building's second floor experienced the worst effects of the construction, surprising many students and staff members as they returned to campus in August.

Leakage problems were discovered on the ceilings of classrooms during the summer and were reported to the MSD maintenance department. After this discovery, Atlas Roofing was awarded the contract allowing construction on the 900 building's roof to start in late August.

"The reroofing was slightly disruptive to class, on some days more than others. I understand the necessity because we need safe classrooms without water damage or possibility of mold," science teacher Jennifer Parr said. "My classroom was lucky enough to just have a few minor leaks to the ceiling tiles, but I know the damage in other areas was more extensive."

While water damage only occurred in classrooms located on the second floor, construction has brought up disruptions along with other problems for students and staff who utilize other classes throughout the rest of the building.

"The construction on the roof bothers me sometimes because I can't concentrate with all the noise caused by the workers," freshman Kelly Salazar said.

While not as extensive, the roof work has taken an audible toll on teachers and students in the downstairs portion of the building.

"For the most part, the roof work has not bothered me. However, sometimes it gets loud and distracting," English teacher Maria Perez said.

Due to South Florida's rainy season, the jobs' expected time of completion was pushed back towards early October. During inclement weather, roofers are unable to work on the roof for their own safety in addition to roofing materials requiring application in a dry environment.

The roofing project was originally a part of the BCPS SMART Bond program, a program created in November 2014 tasked with the renovation of Broward County Public Schools and funded by taxpayers.

"The project was just pulled out of



Continued Construction. The roof of building 900 undergoes a reroofing project to fix water damage. Every other original building at MSD will receive roof repairs in the coming months. *Photo by Marijose Vera*

the SMART Bond program. A few teachers were upset with the noise from the work," Assistant Principal Jay Milmed said. "The completion date for the roof should be in the next two weeks. There are repairs that are going to happen after the roof is completed."

Interior repairs on ceilings in classes which were affected by the roof work are scheduled to begin in the coming weeks once the reroofing is complete.

Additionally, every original building at MSD is due to receive a new roof after the current renovations have concluded. *Story by Vincent Ciullo*



Scan to watch
additional
WMSD-TV news
coverage

NEW TO THE NEST

MSD welcomes new instructional staff on campus



Scan to read about the 12 newest teachers at MSD

ISOLATION STATION

COVID-19 isolation room staffed with registered nurse opens in 1500 building

Amidst the COVID-19 pandemic, Marjory Stoneman Douglas High School is implementing new precautions in an attempt to continue provide a safe environment. Among other measures, a main precaution is the addition of a COVID-19 nurse which hosts the COVID-19 isolation room for students who feel unwell and/or show COVID-19 symptoms.

The isolation room is located in the 1500 building's teacher's lounge on the second floor, situated in a separate corner from the main teacher lounge area.

If a student believes they have any COVID-19 symptoms, such as a fever or chills, they may ask their teacher for permission or simply to go the COVID-19 isolation room. Upon knocking, students will be met by a nurse dedicated solely to servicing this room.

Nurse Sergeline Delva takes care of all students who display possible COVID-19 symptoms. She takes proper precautions, such as disinfecting the room, and aims to provide a safe environment for both the student and herself.

Depending on the number of students in the room, a student will be get checked out right away, or may have to wait in the waiting room. Students also have the chance to get a rapid COVID-19 test yielding results after about 25 minutes.

"To prevent the spread of infection, we have the student come into the room and give us a list of their symptoms... we call

the parents and make sure we get proper consent from them so we can do the rapid testing," Delva said. "Once the student is tested, regardless if the test is positive or negative, if they are showing symptoms, they have to go home."

Before students are allowed to get tested, their parents have to sign a consent form approving the rapid COVID-19 test. Once the isolation nurse receives the consent form back through email, the student can be tested. A legal parent or guardian must also sign this form in person upon arrival to pick up their child.

With rapid testing in place, some students feel reassured that they can find out if they have COVID-19 right on campus.

"Knowing that there's a place I can go to and get tested makes me feel safer than walking around school and not knowing if I have the COVID-19 or not," senior Jessica Bermudez said.

Providing students with a comfortable area where they are less likely to spread infection provides a safety barrier for students and staff since they have a professional nurse taking care of them. COVID-19 Supervisor Nurse Jacinth Brown fills in for Delva when she is not available and specializes in multiple areas of the medical field.

"I am a registered nurse, and I have been a nurse for over 35 years. I have worked in different fields. I have worked

in pediatrics, interventional radiology, and I'm a certified oncology nurse. However, I'm retired so I am doing school nursing," Brown said. "Last year I started at Marjory Stoneman Douglas and this is my second year with the school doing the COVID vaccines and now I'm supervising."

The COVID-19 isolation room is not new. Last school year it was located in the lobby of the auditorium. It was moved this school year because this newer space in the 1500 building is more secluded.

Although the new isolation room is beneficial for students, the infringement of the teacher's lounge has impacted available space for many teachers.

"I think it's necessary. I don't love the fact that they used one of our planning areas where we go to the restroom to isolate kids," Advanced Placement Government and Politics Jeff Foster said. "But I mean we only have a certain amount of room at the school, so I know a lot of teachers are upset in the 1500 building where it's our planning area."

At the beginning of the school year, Assistant Principal Jay Milmed sent out an email to all MSD staff, explaining the circumstances of the COVID-19 isolation room. He said that they have put colored



Separation Space. A COVID-19 isolation room in the 1500 building's teacher lounge is one of the numerous precautions MSD is using to keep students safe. *Photo by Mariajose Vera*

magnets on the door to alert staff when they can and cannot enter the area to use the restrooms.

"We looked everywhere that we could to find an isolation room that would not impact any teacher, staff or student. However, due to lack of space we chose the 1500 building administration office upstairs because no one uses that except for the two bathrooms inside," Milmed said. "What we did was we put up a sign; one is for students, one is for staff. We also put a green and red sign on the door coming into that office, so that if it's red you know do not come in. In between every child that comes and goes out of the isolation room we sanitize." *Story by Sophia Squiccirini*

GOT A MINUTE?

As Marjory Stoneman Douglas High School welcomes students and staff back for the new school year, there is an addition to the daily announcements. The moment of silence, commonly known to students and staff as a "mindful moment," has made its debut in Florida schools following the passage of Florida House Bill 529.

HB 529, now Florida State Statute 1003.45, requires "principals of all Florida public schools to require teachers in each classroom to set aside a mandatory time for a moment of silence." The moment is meant to occur during the first period of each school day, lasting at least one minute, but no longer than two minutes.

The bill passed through the Florida legislature with a vote of 94-24. Some legislators, such as Palm Bay Representative Randy Fine, advocated for the bill because it allows students time to reflect before the busy day ahead of them.

Although the bill passed, several legislators were against the proposed bill because they believe it is religiously

motivated, even though it has no direct religious affiliation.

Florida Gov. Ron DeSantis signed the bill on June 14 at the Shul of Bal Harbour, a Jewish community center, in Surfside, Florida. The bill went into effect on July 1.

At MSD, the moment of silence is wedged in between the pledge of allegiance and the morning announcements. Teachers are legally unable to advise students on how they should use their moment of silence. Teachers and students are given the opportunity to meditate, reflect, pray or do anything else quietly during this minute without interruption. Many staff members, teachers and students find this time helpful to collect themselves, especially with the pandemic looming over the highly-enrolled school of approximately 3,570 students.

"I usually tell my students to take a minute, take a breath and relax before we get started," English teacher Andrea Kowalski-Rospierski said. "I use it to find a good head-space to get ready for school."

Florida Legislature mandates minute of silence at start of each school day

Not everyone at MSD feels the state-mandated minute of silence is necessary. Although not opposed to the minute of silent freedom, several students feel that it does not impact their day in any significant way, or that the early time it occurs during the day is counterproductive.

"I don't really see much purpose in it. I don't know what one minute of reflecting on my life is gonna do to me, as I can reflect, honestly, at any time," senior David Prengler said. "I don't know why they're gonna make me do it at 7:40 a.m. in the morning. It just doesn't make sense to me."



Seconds of Silence. House Bill 529 has mandated that schools in Florida provide their students with a moment of silence at the start of each day. MSD Assistant Principal Daniel Lechman announces the moment of silence after the Pledge of Allegiance and before the morning announcements. *Photo by Nya Owusu-Afrigye*

Although numerous students do not actively participate in the moment of silence, it has helped others cope with stress. Regardless of how students and staff feel about the new law, it is here to stay. *Story by Julianne LoFurno*



(954) 510-0205
7111 FL-7
COCONUT CREEK, FL 33073

Healthy Delights

Salad Bowls, Rice Bowls, Wraps, Soups,
Smoothies, Dessert Crepes & Breakfast

10% OFF

when you mention the MSD Eagle Eye Newspaper

• 5781 Coral Ridge Dr, Coral Springs, FL 33076 • www.HealthyDelightsCafe.com • (954) 906-5407 •



ALL SPORTS CULTURE

 @ASCSPORTSMEDIA

 @ALLSPORTSCULTURE

 @ALLSPORTSCULTURE

THE LAW OFFICES OF JASON S. GOODMAN, P.A.

(954) 603-2895

10100 W. Sample Rd #323
Coral Springs, FL 33065



The Thompson Team

Richard E. Thompson, P.A.

Realtor®

Certified Relo Specialist

754.366.0396

RichardThompson@keyes.com

www.RichardThompson.keyes.com

Ingrid Miranda

Realtor®

Certified Luxury Specialist

954.319.6767

IngridMiranda@keyes.com

Hablo Español



About Bangkok

Neo Thai Cuisine
&
Sushi Bar

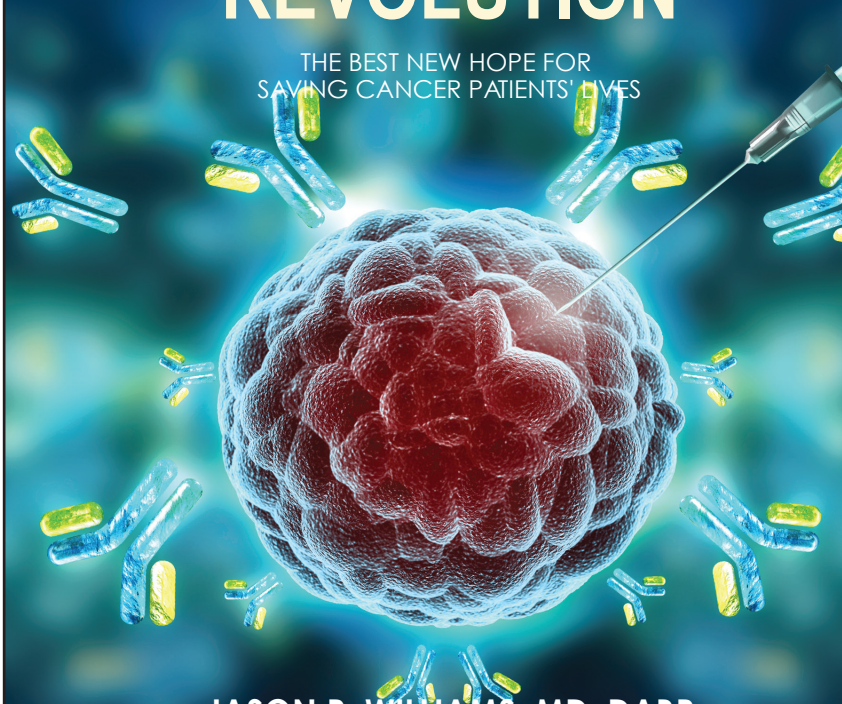


954-752-1780

6240 Coral Ridge Drive, Suite 106, Coral Springs, FL 33076

THE IMMUNOTHERAPY REVOLUTION

THE BEST NEW HOPE FOR
SAVING CANCER PATIENTS' LIVES



JASON R. WILLIAMS, MD, DABR



In Action



Capturing the Moment



Lending an Ear. Interim Superintendent Vickie Cartwright leans forward to listen to a reporter's question during the #ReadyForYouReEngagement campaign on Saturday, Sept. 24. Photo by Theron Piccinnini

In Action. Cartwright discusses how educators, including herself, will go door-to-door to bring back missing students across the district. Photo by Theron Piccinnini

Capturing the Moment. Cartwright poses with school board members Lori Alhadeff and Debbie Hixon. Photo by Theron Piccinnini

IN THE INTERIM

BCPS welcomes new interim superintendent

Presiding over 328 schools and approximately 270,000 students is no feat. Anyone faced with this challenge is bound to not hold up; however, the job needs the right person to take initiative. Despite extenuating circumstances amid the COVID-19 pandemic and the search for a permanent superintendent, Dr. Vickie Cartwright was awarded the role.

Following a 5-4 vote by the school board on July 22, the district selected Cartwright to serve as interim superintendent of Broward County Public Schools. She replaced Robert Runcie, who announced his resignation in late April after being arrested on a charge of perjury.

Cartwright has worked in the education field for 26 years. Her administrative and teaching experience includes serving as an assistant principal, principal, elementary school music teacher and high school band director.

Prior to moving to BCPS, Cartwright served as the Superintendent of Schools for Oshkosh Area School District in Wisconsin. Her jurisdiction over Oshkosh, a county much smaller than Broward, raised concerns for some school board members.

Previous to Oshkosh, Cartwright worked in Orange County Public Schools in Orlando, Florida for 27 years. According to the superintendent's biography on the BCPS website, her leadership experience includes overseeing the Exceptional Students Education Department as

assistant superintendent there.

"I really enjoy being back in Florida, being back in the environment I'm accustomed to being around and working to make sure that our students are successful," Cartwright said.

Cartwright's first day on the job was Aug. 2. She is expected to serve as interim superintendent for 6-12 months as the district searches for a permanent superintendent.

"I've really enjoyed going to our schools, talking with students, and interacting with all of our educators," Cartwright said. "I've been going to our Friday night football games in order to meet students, parents and community members."

Cartwright's biggest difficulties include learning all about BCPS, making sure she is available and getting out into the community. Being able to attend as many events as possible is extremely challenging for her.

"I have a very good secretary who works with my calendar and ensures that I'm flexible, so I can be there representing our school district and sharing with others the wonderful work that's going on here," Cartwright said.

Cartwright was initially drawn to the education industry because of her own teachers. She considers students her first priority, establishing that every decision she makes is in their best interest.

"I had a very turbulent childhood. I was

homeless in middle school, so I bounced around from school to school," Cartwright said. "My band directors were the ones who made sure I always had a home wherever I landed. That really changed the course of my life and how I interact with others."

To keep herself current on important matters, Cartwright reads a variety of news sources and books. She also attends different professional development sessions to stay well-informed on news regarding the local, state, national and international level.

"[To maintain a work-life balance], I try my best to settle down and self-reflect every night," Cartwright said. "I truly enjoy anything musical. I play bassoon and sing."

Moreover, Cartwright has the support of the Broward Teachers Union, an organization of educational professionals who defend and support public education, and who advocate for better working conditions.

"Under the circumstances, [Cartwright has been] handling everything with professionalism, respect, and grace," BTU President Anna Fusco said. "She's getting bombarded by everybody, and she's handled it with dignity."

As the interim superintendent, Cartwright must fulfill countless responsibilities across a district of over 270,000 students. She often encounters innumerable concerns from members of the community, such as parents, students

and employees.

"She's dealing with all types of angles that show that our district has been broken for a very long time, even before the MSD tragedy," Fusco said. "[Cartwright] has a lot on her plate, and she's really trying to do her best to figure out all of the pieces and the people that can help get the work done."

Cartwright often presents in front of the school board to address questions and speaks at press conferences on behalf of important matters, such as Alyssa's Alert. As the interim superintendent, she is required to listen to problems and concerns and attempt to solve them by making the appropriate decisions.

"Dr. Cartwright has been navigating through a lot of district issues," BCPS school board member Lori Alhadeff said. "I hope she works on preventing delays in our SMART Bond projects and getting everyone on staff to use E-Builder to its fullest extent."

Cartwright continues to be proactive, actively participating in the BCPS community to commemorate outstanding teachers and visit students across the district. She is set to continue serving the role of interim superintendent for the remainder of the year until a permanent superintendent is chosen. Some school board members have shown support for appointing Cartwright as the permanent superintendent. Story by Ivy Lam

MAXED OUT

MSD enrollment causes overcrowding; state capacity report does not accurately reflect available instructional space, preventing solutions

With the 2021-2022 school year underway, students and staff at Marjory Stoneman Douglas High School are feeling the effects of increased enrollment. This increase has raised many questions: is MSD over-enrolled? How has this increase impacted classroom sizes? Will MSD need to hire more teachers to accommodate the influx of students? Are overcrowded classes posing a safety threat? What can be done to better accommodate the influx of students?

As a result of teachers and students reporting an increase in the typical number of students present in both core classes and elective classes, the Eagle Eye spent six weeks investigating the issues arising from increased enrollment. The investigation included digging into school enrollment numbers, capacity number calculations, Florida Administrative Code, boundary redistribution practices and state statute for class size. In the course of the investigation, the Eagle Eye discovered that the school's official capacity numbers are inflated by the continued inclusion of the 1200 building in the reporting of the schools' available instructional classroom space. This has the potential to exacerbate current overcrowding at MSD for years to come.

Carrying Capacity

The Florida Department of Education provides every school in Florida with a Florida Inventory of School Houses report measuring the occupancy for permanent and relocatable buildings on a school campus. This FISH report essentially provides the square footage of every classroom on campus to allow the school to set the number of students that should be placed per class per period. In addition, the report provides an overall number of students that the school can ultimately hold: the school capacity number.

At MSD, the FISH capacity number is currently calculated at 3,789 students. With school enrollment increasing over the past few years by 7.5%, the current school enrollment number for this year is 3,570. Comparatively, last year's enrollment was 3,289, meaning there has been an increase of 281 students this school year, which can still fluctuate slightly during the year with new

student enrollments or student withdrawals.

The official capacity number is affected by the continued inclusion of the 1200 building in MSD's FISH report. This building accounts for 30 classrooms, which has the capacity to hold 713 students. The building has not been occupied since the Feb. 14, 2018 shooting at MSD, which resulted in the death of 14 students and 3 faculty members and physically injured 17 more. The building has been designated a crime scene until the conclusion of criminal proceedings against the shooter, and is under the jurisdiction of the State Attorney's Office and the Broward Sheriff's Office. In 2018 the Florida Legislature provided \$20 million to Broward County Public Schools for the demolition of the 1200 building and the construction of a replacement building.

The 1500 building opened during the 2020-2021 school year with 30 additional classrooms, which added a capacity of 750 students to the school's FISH report. The purpose of the addition was to replace the capacity lost from the inaccessibility and eventual demolition of the 1200 building. The intention was not to raise the FISH capacity, but to level out the capacity to the number before the incident. In fact, the Eagle Eye discovered a lack of communication between BCPS district officials and MSD administrators, who were not aware that the 1200 building was still being calculated in the school's total capacity by the district.

To date, the school's FISH capacity number remains 3,789, which includes both buildings and raises the capacity of the school to an inaccurate number. To calculate the school's actual capacity, 712 must be subtracted, which leaves room for 3,077 students. As previously stated, the current enrollment stands at 3,570 students.

One of the main problems this creates is that it makes MSD appear to be under-enrolled by 219 students on paper. In reality, since students and staff are only able to utilize the equivalent space for 3,077 students, MSD is over-enrolled by 493 students, which means the school is actually functioning at 116% of its capacity.

According to Jill Young, Director of the Demographics & Enrollment Planning Department for BCPS, the district will only address over-enrollment issues once a school reaches 100% of its capacity. The increase can't be isolated or

measured by a single-year of growth, but must be shown as part of an increasing trend of enrollment.

On paper, the additional 712 students calculated into the school's FISH capacity with the inclusion of the 1200 building makes it appear like MSD is operating at 94% capacity, when it is truly at 116%. This means that BCPS will not look to mitigate MSD's overcrowding issues unless another 219 students enroll.

So why is the 1200 building still on MSD's FISH report?

The Eagle Eye reached out to Violet Brown, the Senior Educational Program Director for the Florida Department of Education. Brown is listed as the contact on the FLDOE's official FISH webpage. Brown referred us to Brett Tubbs, FLDOE Press Secretary, who never responded to our multiple attempts to get answers to our questions about why the 1200 building remains on MSD's FISH report. He only provided an official copy of the report.

BCPS offered an explanation for the building's continued inclusion on MSD's FISH report.

"School capacity is a state-level calculation [that] is not determined in Broward County. This policy frequently results in redundant or unusable facility space being included in a school's capacity and is such with the 1200 building at Marjory Stoneman Douglas High School," Young said. "The 1200 building will remain in the school's total capacity, however, until it is demolished."

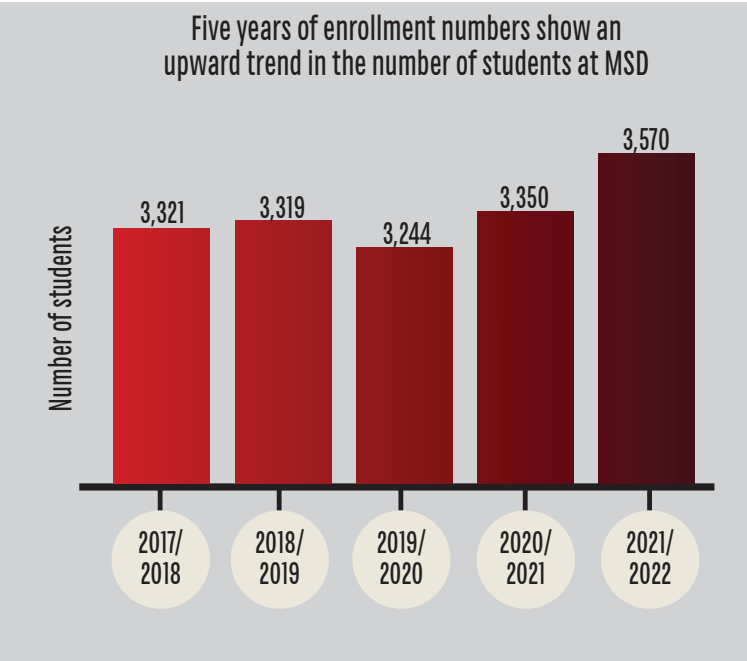
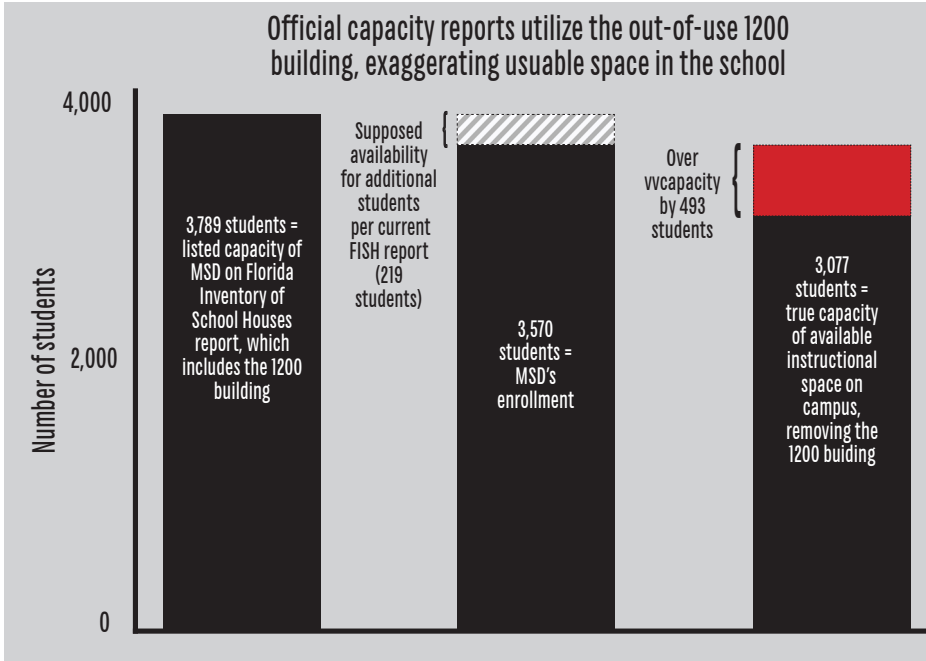
According to Young, the 1200 building cannot be removed due to Chapter 6, Section 6.1 (5) of the State Requirements for Educational Facilities. It is the district's position that it can not legally remove the 1200 building from the MSD FISH report, until it is demolished.

Story continued on page 10





Pack the Halls. Students navigate hallways and staircases during the transition between 2nd and 3rd period on Aug. 26, 2021. With 3,570 students on campus, congested hallways are a daily occurrence. *Photo by Rayne Welser*



Story continued from page 08

However, SREF Section 6.1 (5) does not set specific conditions that must be met, like the demolition of the building, to remove it from the FISH report. It merely states “a district’s facilities inventory shall be corrected when new additions or remodeling occurs, during a validation study, or in any other event that causes or results in a change in square footage, student stations, design of a facilities space or the condition of a facilities space.”

In fact, BCPS reported a change in Plantation Middle School’s capacity to the state at the end of the 2020-2021 school year when it designated a building to be used by district security staff due to under-enrollment at the school. The conditions of the space changed, it was reported to the state, and that change is now reflected in Plantation Middle School’s FISH report.

In looking at BCPS’s Planning Tool for School Capacity, which under close examination does not accurately reflect MSD’s enrollment numbers or capacity percentages for last year or the current year, it is clear that BCPS does eventually intend to remove the 1200 building from MSD’s FISH report in two school years. The planning tool shows the capacity number dropping down from 3,789 to 3,077 in the 2023-2024 school year.

“The FISH Inventory represents the buildings as they were approved by the board and the FLDOE at the time of construction. The tragic circumstances that happened in the building do not change the original purpose of the construction,” Sandra Garzon, coordinator for the BCPS Facility Planning and Real Estate Department, said. “The School Board of Broward County is pending to receive clearance from authorities to demolish this building since it is part of an open investigation; that is why the data is not showing a potential demolition until Fiscal Year 2023-2024. If clearance occurs sooner building 12 will be removed from the inventory at that time.”

However, the district’s explanation ignores the portion of SREF 6.1 (5) that accounts for any event that changes the condition of a facilities space.

“I think that the district is required, under Section 6.1(5) to accurately record any decrease in student stations and update the information by submitting transactions through EFIS,” Joseph Garrity, an attorney at Lorum Law, said. “My opinion is that ‘or in any other event’ is purposefully broad to allow the district to account for many conditions that make student stations unusable.”

Garrity has two decades of litigation experience and one of his specialties is in construction defects. He is also a former industrial and construction engineer.

“For the purpose of comparing SREF definitions [page 23] states that relocatables that fail to meet standards...shall not be reported as providing satisfactory student stations in FISH. In other words, if you can’t use them don’t count them. Why would the 1200 building be different?” Garrity said. “[page 88] ‘Student Station’ is defined as ‘For planning purposes, the net square footage... per student... based upon the instructional program to be housed; used primarily to determine student capacity of school. No instructional program should ever be housed in the 1200 building and [page 87] further defines ‘Student Capacity’ as the number of students that can be satisfactorily housed in a facility at any given time.”

Garrity is also the director of Shine MSD, a not for profit foundation formed in the wake of the MSD shooting that seeks to heal the community through the arts. He is the parent of an Class of 2019 alumna and a current MSD student.

“Satisfactorily is defined by Oxford as ‘in a way that fulfills expectations or needs; acceptably,” Garrity said. “I have worked with hundreds of students, through Shine MSD since Feb. 14, 2018. They all deal with PTSD every day. There is nothing acceptable about ever using the 1200 building as satisfactory ‘Student Stations.’”

About 75 acres of residential area in other cities near east Parkland will likely be annexed into Parkland, according to Vice Mayor Bob Mayersohn. A final meeting on Nov. 3 will decide whether this will occur. If adopted, all 55+ communities in the annexed area will be altered to be open for residents of all ages. Considering this area accounts for about 210 housing units, this could have a profound effect on the school enrollment numbers in Parkland in the future.

Class Size Amendment

The consequences of growing enrollment and operating at 116% of MSD’s capacity translates directly to an increase in class size, which makes it difficult to comply with state requirements for class size.

In 2002, Florida voters approved the Class Size Amendment, which amended the state constitution and limited the number of high school students in core classes to 25. The Florida Legislature rewrote the statutes to allow the 25 class cap to apply to school-wide averages, instead of each individual classroom.

In addition, the Florida Legislature passed a new law in 2011, SB 2120, reducing the number of courses that would qualify as a “core” class from 849 to 304.

Florida State Statute 1003.1 defines core classes for the purposes of class size limits as “courses in grades 9 through 12 in subjects that are measured by state assessment at any grade level and courses that are specifically identified by name in statute as required for high school graduation and that are not measured by state assessment.”

It further defines extracurricular classes to include “all courses that are not defined as ‘core-curricula courses,’ which may include, but are not limited to, physical education, fine arts, performing fine arts, career education, and courses that may result in college credit.”

Following the passing of this law, classes ranging from marine science to trigonometry and all Advanced Placement courses are considered electives and are not capped.

This has been a frustration for teachers and students for years, even before MSD’s enrollment swelled to 3,570.

“I just don’t think a class like AP Government or AP U.S. History should fall under ‘elective choice’ because they’re both graduation requirement courses,” AP Government teacher Jeff Foster said. “I think it’s [kind of] silly that [the state government is] taking ‘lower-level courses’ and making them adhere to the 25 person rule, yet [they’re] taking classes that are probably more in-depth and more likely to have debate and discussion, and [they’re] throwing 35, 37, 38 kids in those classes; I think it’s

“School capacity is a state-level calculation [that] is not determined in Broward County. This policy frequently results in redundant or unusable facility space being included in a school’s capacity and is such with the 1200 building.”

Jill Young, BCPS Director of the Demographics & Enrollment Planning Department



Populous Performers



Lingering Lunch Lines

a disservice to the kids in those classes.”

Most non-core classes at MSD are well over 25 students and some electives have climbed to over 40 students per period. The school administration has tried to alleviate the problem and bring down the numbers of students in each class by creating more classes or changing students’ schedules from larger periods to smaller ones. Assistant Principals Jay Milmed and Tariq Qaiyim continuously monitor the sizes of rooms across campus to ensure core classes stay at around 25 students.

“What [MSD administration has] done, this year especially, we’ve given a lot of extra periods to teachers to try to lower class size numbers,” Milmed said. “We are also hiring part-time teachers. Some of the things that we can do to mitigate overcrowding are adding classes so that we can bring down class size across periods and hiring another teacher or two, things of that nature.”

Bursting at the Seams

The increase in enrollment has set off a chain reaction of problems that have not existed in recent years.

With the ongoing COVID-19 pandemic, the overpopulation is making it more difficult for students to social distance. While all students and staff on campus must wear a mask at all times and social distance when possible, that is difficult to accomplish in packed hallways, classrooms, the lunchroom and other crowded spaces.

In the Classroom

Currently, all classrooms at MSD are being used, except for three rooms that are being fixed for roof leaks. A number of teachers have large classes that are struggling to fit within the physical space of their rooms, affecting students’ learning. Many teachers have classes of 30 to 40 students, which makes it hard for students and teachers to attain one-on-one attention when needed. One physical education period has 50 students.

“[The increase in students makes] it very hard to learn, especially in [AP] math when my class has 37 kids, it doesn’t make teaching personal and also [makes it feel] very rushed,” senior Asha Advani said.

According to Principal Michelle Kefford, some students were switched from large classes into different periods or assigned to new teachers with smaller classes. However, there is only so much the school can do with adjusting class sizes when there are no more rooms and the school tries to stay in compliance with the Florida Class Size Amendment Law in core classes. The direct consequence is an extreme increase in electives, which are not

constrained by those rules.

Assistant Principal Daniel Lechtman explained that the school is currently being rebudgeted to potentially hire more teachers to alleviate the overcrowding. However, there are not any open rooms on campus to put new teachers in, which would make them floater teachers. A floater teacher would change class location throughout the day based on room availability per day or per period. Even if there were available classrooms to place newly hired teachers, schedule changes would cause major impacts on students who have already finished the first quarter of the school year.

The Between-Times

Students report struggling to travel throughout the campus. During passing periods, staircases are backed up with students. Crowds come to a standstill in the smaller hallways, making it hard for students to get to their classes on time.

“Certain intersections of school corridors become shoulder-to-shoulder traffic while everyone is transitioning to lunch, and it makes it too difficult to navigate safely with how close people are in a tight space like that,” senior Logan Walsh said.

Compounding the problem, passing time between classes went from 8 minutes to 7 minutes, giving students less time to get to class than in previous years when the campus was less crowded. Transitions to and from lunches are made more difficult with half of the student body trying to go to and from the courtyard with only 6 minutes to get back to class.

This is the result of an audit of the A/B block schedule completed by the FLDOE last school year, which revealed that students, specifically seniors, did not have enough instructional hours to graduate. In order to come into compliance, the A/B block schedule was altered district-wide. Time was removed from passing periods and 1 minute was added to each class period.

A Large Lunch

The increase in students has also led to many issues during lunch. Even MSD’s split lunches can’t solve the problem. The increase in enrollment equals approximately 110 more students per lunch.

Students are not required to wear masks while eating in the cafeteria and social distancing is non-

“ [The increase in students makes] it very hard to learn, especially in [AP] math when my class has 37 kids, it doesn’t make teaching personal and also [makes it feel] very rushed. ”

Asha Advani, 12

existent.

“I don’t feel comfortable even taking my mask off at lunch because of how many people we have,” senior Julie Mouhica said.

Lunch lines are often so long that students have trouble fully eating their lunch before they have to go back to class. Multiple announcements throughout the first quarter have been made by Lechtman and Kefford at the end of both lunches asking teachers to excuse students coming in late from lunch to their next period, due to the long lunch lines in the cafeteria.

The main courtyard is a popular location for students eating lunch, but with the increase in the student body, the picnic tables and benches that line the courtyard are always full.

“It is always difficult to find seats at lunch, there is almost never a place,” sophomore Aneesha Nookala said. “I see many people sit on the stairs or even stand, just so they can eat.”

According to Kefford, the school has ordered 20 more picnic tables paid for by MSD’s Parent Teacher Student Organization at \$875 per table, for the courtyard to provide more seating for the students outside and alleviate the crowd; it is unknown when they will arrive.

Getting Home

Additionally, students are having issues getting home from school in a timely fashion, including backup in the senior lot from the pickup line, underclassmen parked in North Community Park and a lack of buses.

“Traffic [is] bad to get home [after school, and it] took me 35 minutes when I live 5 minutes away,” senior Zachary Valdes said.

Additionally, there is a shortage of bus drivers across the district this year, resulting in many buses taking on multiple stop numbers. This essentially doubled the amount of kids on each bus where numbers had already been increasing.

End of day announcements by administration regarding bus changes occur frequently as the

Story continued on page 13



Packed Pep Rally

Populous Performers. Drama teacher Melody Herzfeld leads a class discussion about the play “Medea” with her 46 Theater I students in her 7th period. As an elective, the class enrollment is not limited to 25 students like core classes are under Florida’s 2002 Classroom Size Amendment. *Photo by Nya Owusu-Afrjije*

Lingering Lunch Lines. Students eat lunch in a packed cafeteria during B lunch on Aug. 20. Long lines at lunch have caused multiple announcements during the 1st quarter, excusing late students who are still waiting to get their lunch after class has started. *Photo by Theron Piccininni*

Packed Pep Rally. Freshmen and sophomore students wait in the gym for their homecoming pep rally to begin on Sept. 17. Even with two pep rallies, the gym is filled with more than 1,000 students for each, causing some students to be concerned about the potential spread of COVID-19. *Photo by Mariqjose Vera*



Nadine Shapiro's Kids are Broadway Bound

Coral Springs Elite Performing
Arts School

9715 West Sample Road Coral
Springs, FL

(954) 755-3353

(954) 675-7196

info@kidsarebroadwaybound.com



CONNECTED Business Solutions

4100 N Powerline Rd L-4, Pompano Beach, FL 33073

(888) 922-7462

myconnectedbiz.com

Home Solutions Property Management



hspm@home-solutions.com
www.home-solutions.com

800 NE 26th Street
Wilton Manors, FL 33305

(954) 545-3027 office
(954) 545-3510 fax



DAVID M. STEIMAN M.D., P.A.

ADULT CARDIOLOGY

JARED M. LECHTENSTEIN, D.O., FACC

BOARD CERTIFIED CARDIOLOGIST

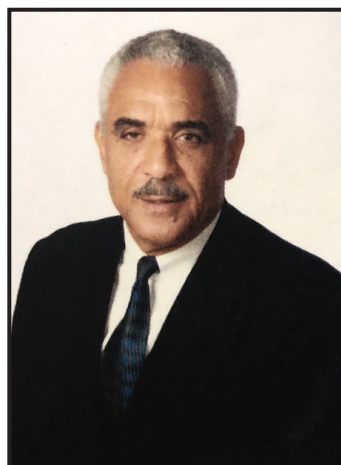
350 NW 84TH AVENUE, #211

2021 E. COMMERCIAL BLVD., #101

PLANTATION, FL 33324

FT. LAUDERDALE, FL 33308

P: 954-236-8511 F: 954-236-5071



Tony Ryan

Realtor

954-240-0459

Ryanmartony@gmail.com

Tonyryan@Ryanmar.com

Web: Ryanmar.com

Remax Parkcreek Realty

5482 Wiles Rd Ste. 502
Coconut Creek FL 33073

CRE8 PHARMACY

We are proud to announce that
CRE8 Compounding Pharmacy is now open!
We are setting a new benchmark for quality
in the compounding industry.

Specializing in:

- hormone replacement
- erectile dysfunction
- peptides
- pain management
- natural supplements
- weight loss
- opioid addiction
- women's sexual health
- generic & brand medication
- medical cosmetics & more!

Located in the Corporate Park of Coral Springs, off the Sawgrass Expressway (Sample Rd.)

3700 NW 126th Ave. | 754.529.8353 | Mondays to Fridays, 9am to 6pm

Visit our website: CRE8PHARMACY.COM



Contact us today at 888.224.5181

Story continued from page 11

BCPS Student Transportation and Fleet Services Department tries to distribute bus sizes more evenly among all the available buses. Still with an increase in students on buses, students have to sit two and three to a seat, leaving no room to socially distance.

“[The] bus loop is overcrowded, and the bus [I] take is completely filled,” sophomore Arizel Corniel said. For more information about traffic problems around campus, see page 22.

Safety Concerns

The increasing enrollment numbers and rising class sizes beg the question: how many students are too many for safety purposes?

Every room on campus, through the MSD FISH report, has a provided square footage. According to National Fire Prevention Association Standard 101, which is adopted into code by Florida Administrative Code 69A-58, to calculate the acceptable occupancy for each room of an educational facility, the room’s square footage is divided by 20 and then rounded up to the next whole number. That number is the max capacity of students that can be in that classroom for fire safety.

If you take the average size of the classrooms in MSD’s 200 building, 810 sq ft and divide it by 20, the number would be 40 students.

While it might be within fire safety limits of NFPA 101, contemplating the potential of 40 students in a classroom is overwhelming for many teachers, and is likely not the best learning environment for a student, even in an elective.

“I have 30 desks already in my classroom. I cannot fit 40 desks in my class,” interim English teacher Pamela Scopino, who teaches in the 200 building, said. “It would be tough, I would have to reconfigure everything and could not do that without blocking the exit and the adjoining door to the classroom next door.”

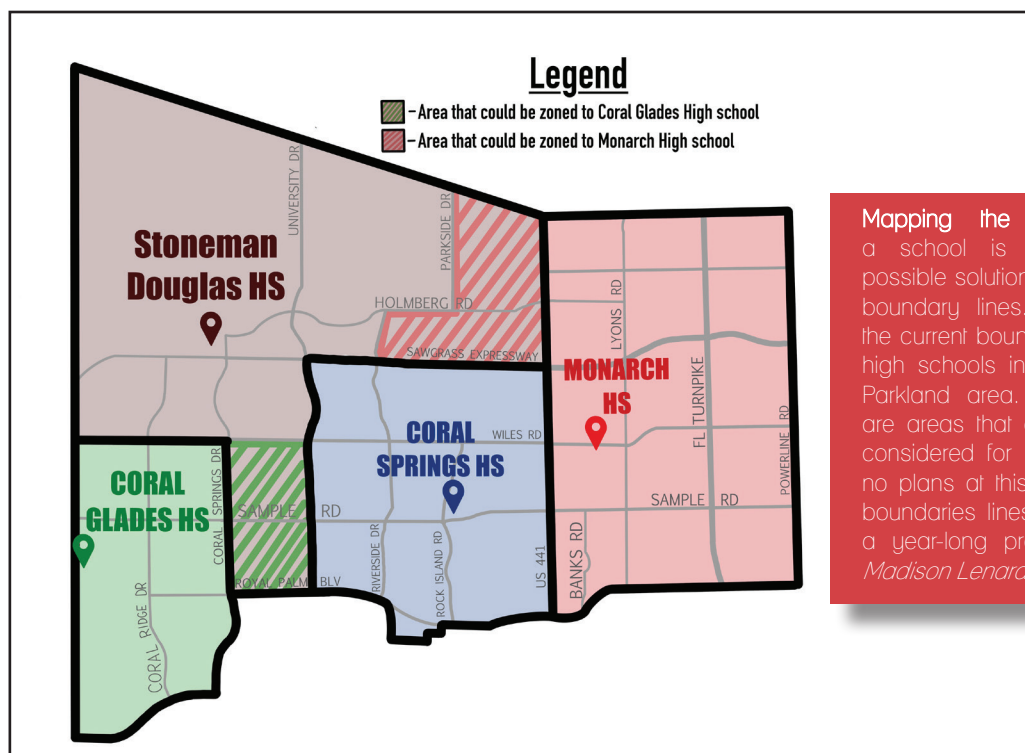
BCPS follows State Requirements for Educational Facilities adopted by Florida Administrative Code 6A-2.0010 which provides instruction considerations for determining classroom capacity

“The criteria that affects the occupancy is the intended use of the room, recommended occupancy and net square footage of the room. Once the intended use of the space is determined, SREF provides a recommended occupancy and net square footage per occupancy required in each room,” Matthew Decker, Chief Fire Official for BCPS, said. “[For] example, according to SREF 2014, a general classroom senior high 9-12 recommends 25 occupants and 1 teacher and the recommended square footage is 32 per person which is 832 net square feet per room.”

According to Decker, a room is truly considered not safe when the ability for students to exit a room, called fire egress, is compromised and students cannot exit the building during an emergency. Even though classes are getting larger, the school is well within compliance with the NFPA 101 for fire safety and as well as SREF recommendations for educational planning and instruction.

While school district officials and the FLDOE consider fire safety and state classroom size amendment rules when calculating acceptable capacity numbers, there are other safety conditions not considered or addressed by Florida Administrative Code or SREF: active shooters.

Unfortunately, this is a situation the MSD community knows all too well. Even though fire code would allow 40 students in 812 square feet of classroom, that number would not fit inside the designated “safer spaces” in the classrooms at MSD. These are blind corners in each classroom, out of the line of sight from the windows on MSD’s classroom doors.



Mapping the Difference. When a school is overcrowded, one possible solution includes redrawing boundary lines. This map shows the current boundary lines for all the high schools in the Coral Springs/Parkland area. The shaded lines are areas that could potentially be considered for rezoning. There are no plans at this time to redraw the boundaries lines for MSD, which is a year-long process. *Graphic by Madison Lenard*

On Feb. 14, 2018, some students were killed and others injured when they could not fit into the “safer space” corners of the classrooms in the 1200 building.

Although MSD has not exceeded the capacity threshold that would cause a fire safety issue or an issue of compliance with state mandated class size for core classes, MSD’s enrollment is still above the number of students recommended for the actual accessible instructional spaces on campus. As elective class numbers rise, an active shooter situation would put students in larger classes in danger if the designated “safer space” is not large enough to fit all the students.

What Now?

The MSD administration is working to mitigate the effects of the increasing enrollment this school year; however, it is important to note that the school administration can only provide short term solutions for this long term issue. Long term solutions must come from BCPS and take time.

When a school reaches 100% capacity level, as dictated by the available space on the school’s FISH report, BCPS Policy 5000 illustrates the solutions the district can follow. For MSD, this will not happen until one of two situations occur to reveal our current capacity at 116%.

Either BCPS removes the 1200 building from MSD’s FISH report or the MSD community waits until the enrollment reaches 3,789 students.

Rezoning the Region

Policy 5000 identifies, “[Re-]designating schools and school attendance zone boundaries for the ensuing school year(s),” as one possible solution to over enrollment.

With the current zoning and boundaries in place, the MSD zone extends north to Loxahatchee Road, also known as the Broward County border line with Palm Beach County, east to State Road 7 and south to Wiles Road. The southern boundary also includes a small section of area up to Royal Palm Boulevard between Coral Springs Drive and University Drive and west up to an uninhabited conservation area.

“These [rezoning] options may include changes to attendance areas/boundaries, but could also include a full-school address verification process to ensure students actually reside in the boundary,” Young said. “The designation of ‘overcrowded’ is based on the current year’s enrollment and the next year’s projected enrollment, rather than a past trend.”

With the area’s unusual shape, one possibility

could include making Wiles Road the southern boundary. This would cut off Running Brook Hills, Broken Woods and several other neighborhoods located in Coral Springs, causing their assigned school to be Coral Glades High School rather than MSD.

Some of those neighborhoods already have the ability to choose to go to Coral Glades High School instead of MSD. In addition to changing the southern boundary, another possibility could be moving the eastern boundary westward, causing parts of East Parkland to be rezoned for Monarch High School.

“I think that [redrawing the boundary] is a great idea considering that in a few years, MSD’s population may only increase,” senior Jonathan Penn said. “This definitely should be done just for the overall safety of the students in today’s world and because there is not enough room to fit all these new students.”

However, the process to redraw the boundary of any section of the district takes a significant amount of time and often causes conflict within the community. The school boundary community review process typically takes 12 months, and kicks off with a school board workshop in May and completes with at least two public hearings in the following February-April to adopt the new attendance areas for all schools for the following school year.

“I feel like [redrawing the boundary] would be wrong in a sense. Many students have built special friendships and relationships at this school already. If a significant amount of students were interested in rezoning, then sure,” senior Noldine Belizaire said.

The rezoning of the MSD school district has the potential to impact many within the Coral Springs and Parkland communities, but it would bring down the enrollment numbers. It is also important to note that after zoning is changed, it would take about four years for the changes to make an impact on the capacity of MSD, since BCPS would not remove current students who attend MSD and are outside of the newly drawn boundary; it would only apply to the future classes of MSD.

Grappling with Tragedy

Outside altering MSD’s attendance boundaries, there are several other ways to add capacity to the school, two of which involve the future of the 1200 building.

The presumption of the MSD community is that the 1200 building will be demolished at the conclusion of the criminal trial surrounding

Story continued on page 15



WATT MEDIA

Web Marketing
wattmedia.com



WAY TO GO LANDSCAPING
Complete Lawn care / Design
Licensed and Insured
Sean
561-880-1442




RE/MAX
Real Estate Group

David Phelps
Real Estate Sales
Broker Associate
954.448.6400 | David@BrowardMoves.com
www.BrowardMoves.com
5691 Coral Ridge Dr
Coral Springs, FL 33076



SUSAN LECHTENSTEIN, D.O.
BOARD CERTIFIED FAMILY PHYSICIAN

Joshua Z. Steiner D.O., P.A.
4410 Sheridan Street
Suite A
Hollywood, FL 33021
Phone (954) 989-3100
Fax (954) 989-1180



PLASTER CAROUSEL
FUN PAINTING STUDIO

BIRTHDAY PARTIES, FUNDRAISERS, CAMPS, SPECIAL EVENTS, AND MORE!

Walk-ins welcome - no reservation needed
Take your project home the same day
Delivery and to-go kits available
Family-friendly atmosphere

10% OFF
YOUR PURCHASE OF \$50 OR MORE
EXPIRES 12/31/22

BUY ANY ITEM, GET ANY ITEM 50% OFF
OF EQUAL OR LESSER VALUE, EXPIRES 12/31/22

9865 W. SAMPLE ROAD
CORAL SPRINGS, FL

954. 753. 5354
www.plastercarousel.com



CORPORAL
LAWN SERVICE

(954) 214-9033

Parkland's
Landscaping &
Lawn Service
Experts

LIKE A GOOD NEIGHBOR, STATE FARM IS THERE WITH...



Darrell Shelton, Insurance Agent
(954) 603-3187
10420 W Atlantic Blvd
Coral Springs, FL 33071- 5605
www.sheltonprotects.com



Story continued from page 13

the Feb. 14, 2018 shooting at MSD, the state attorney's office indicated in court proceedings that the state intended to have the jury walk the crime scene as part of their case against the shooter. On Wednesday, October 20, the shooter entered a guilty plea on in court, which could potentially hasten the demolition of the building.

The demolition does not solve the current over-enrollment issues at MSD.

Keeping the 1200 building and renovating it, would add much needed classroom space. This would keep the existing exterior walls intact while only clearing out and redoing the inside of the building. While this might seem a practical solution, the emotional impact of keeping a building associated with such

trauma is probably an unlikely outcome, especially since the budget already exists for the building's demolition.

Demolishing the building and replacing it with a new building in the same location or another location is also a potential solution, both of which would require a lengthy planning process and funding. For comparison, the cost of the newly constructed 1500 building was \$18 million dollars. Locations for a new building are extremely limited. Potential locations could include somewhere within the senior parking lot, the field between the 900, 400, and 1500 buildings, and the area near Marjory's Garden and the baseball field.

Those in the MSD community have strong feelings as to what they would want to happen in the space where the

1200 building currently stands.

"I think the building should be [torn] down completely. It's very traumatizing for those that were present during the horrific event," Belizaire said. "I think it should be remade into a memorial or at least a building honoring the lives of those that were lost."

Additional solutions could include adding modular units or portables on campus. During the two-year process of planning and constructing the 1500 building, 32 modulares were temporarily placed on top of the school's outdoor basketball courts and utilized as classroom space. The area was affectionately named Eagle Village. The return of Eagle Village could solve the overcrowding issues at MSD, but would require funding.

None of the possible solutions can

provide an immediate resolution and none of them will even begin to be considered until the FISH report accurately represents the usable instructional space on campus. *Story by Kate Becker and Haley Jackson*

Editor's Notes: Since 2018, it has been the position of the Eagle Eye Editorial Board not to include the name or photo of the Feb. 14, 2018 shooter in any of our publication's coverage, as it is a PTSD trigger for our readership and we believe in the No Notoriety organization's call for responsible media coverage in the interest of public safety when acts of mass violence are committed.

Joseph Garrity's law firm, Lorum Law, completed an internal conflict of interest review before he provided his legal opinion to the Eagle Eye.

DRESS CODE DRAMA

MSD dress code creates conflict between students and administration

Marjory Stoneman Douglas High School student Manoela Ford, gets up bright and early to prepare for school. Looking through her closet, she picks out a comfortable outfit with black sweatpants and a loose tank top, as she has a long day ahead of her. Ford doesn't think much of the small inch of skin revealed between her tank top and pants. However, right as she walks through the ruby red gates and shows her student ID to allow her entry, she is suddenly stopped by a female administrator.

"...right as I walked into school she pointed at me and started yelling at me and three other girls,..." Ford said. "[She was] basically saying that we knew that we were breaking dress code, even though the space between my shirt and sweatpants was less than an inch. She took photos of our IDs and said that if she caught us again, out of dress code, she would take our shirts, give us a new one and send us to detention."

At the start of this school year, the Broward County Public School dress code policy became a focus for the MSD administration. The purpose was to reestablish dress code expectations after a year of online learning due to the COVID-19 pandemic. Multiple Remind messages, emails and phone calls went out to MSD parents about dress code policy and the consequences for violating it.

The first time a student is in violation of the school dress code, they receive a verbal warning. The second time, they lose club privileges for one day, and the third, they lose club privileges for 30 days or receive an internal suspension for one to three days.

Each time a student violates policy, they are provided a change of clothes, which must be returned by the end of the day. If a student is uncooperative or rude, administrators will apply the BCPS discipline matrix consequences for insubordination, which is either a detention or one to two days of internal suspension.

According to the MSD administration, there were a large number of dress code violations at the beginning of the school year, which have sharply declined over



Inappropriate vs. Appropriate. Sophomore Quinn Braun models the difference between disregarding and following BCPS dress code policy. *Photo illustration by Theron Piccininni*

time. In a survey conducted by the Eagle Eye, approximately 30% of students reported that they have been dress coded.

Most violations were female students who were either identified as they came into school or were sent to the office with dress code violations ranging from an exposed shoulder or midriff to lowcut shirts.

"In order to make this [school] feel like a place of business and to respect the environment, we should come dressed as if we are going to work, and at work we wouldn't be dressing the way we dress at the beach or out at a party," Koltunova said.

In contrast, nearly 88% of students disagree with the school district's dress code and 59% feel that the dress code is completely unnecessary all together. This disagreement over the dress code sets up a conflict between students and school staff.

In addition to prohibiting tank tops, short shirts and shorts, and exposed midriffs, the dress code also prohibits students from wearing any head coverings, such as hats, bandanas or hoodies. The only exception is given to those with a religious head covering, which must be approved by administration.

"I really wish we could wear hats in schools," senior David Prengler said. "I have so many cute hats that could go so well with my outfits, and it would help

me a lot on bad hair days."

Some students feel that these restricted clothing types make wearing "trendy" or fashionable outfits to school difficult.

One possibility as to why students find it challenging to mix fashionable yet "school-appropriate" outfit choices is the reduced stigma around body-shaming in recent years. As this trend has surfaced over the pandemic, the student population has grown more accustomed to showing off their bodies, creating an increase in society promotion of body positivity. Body positivity and self-love has expanded tremendously through various social media platforms, like TikTok and Instagram.

Some students suggest dress code is a detriment to body positivity and limits a person's individuality. According to these students, "strict" dress code rules teach young women that they should hide their body, rather than appreciate it. Some even state that they purposely violate dress code simply because they do not support these so-called "sexist hostilities" and want to wear whatever they choose.

"Dress codes make women feel like their clothes matter more than their education," sophomore Alex Pfeifer said. "I intentionally break the dress code because I should be able to wear whatever I want, to a certain extent of course."

Although the BCPS dress code applies

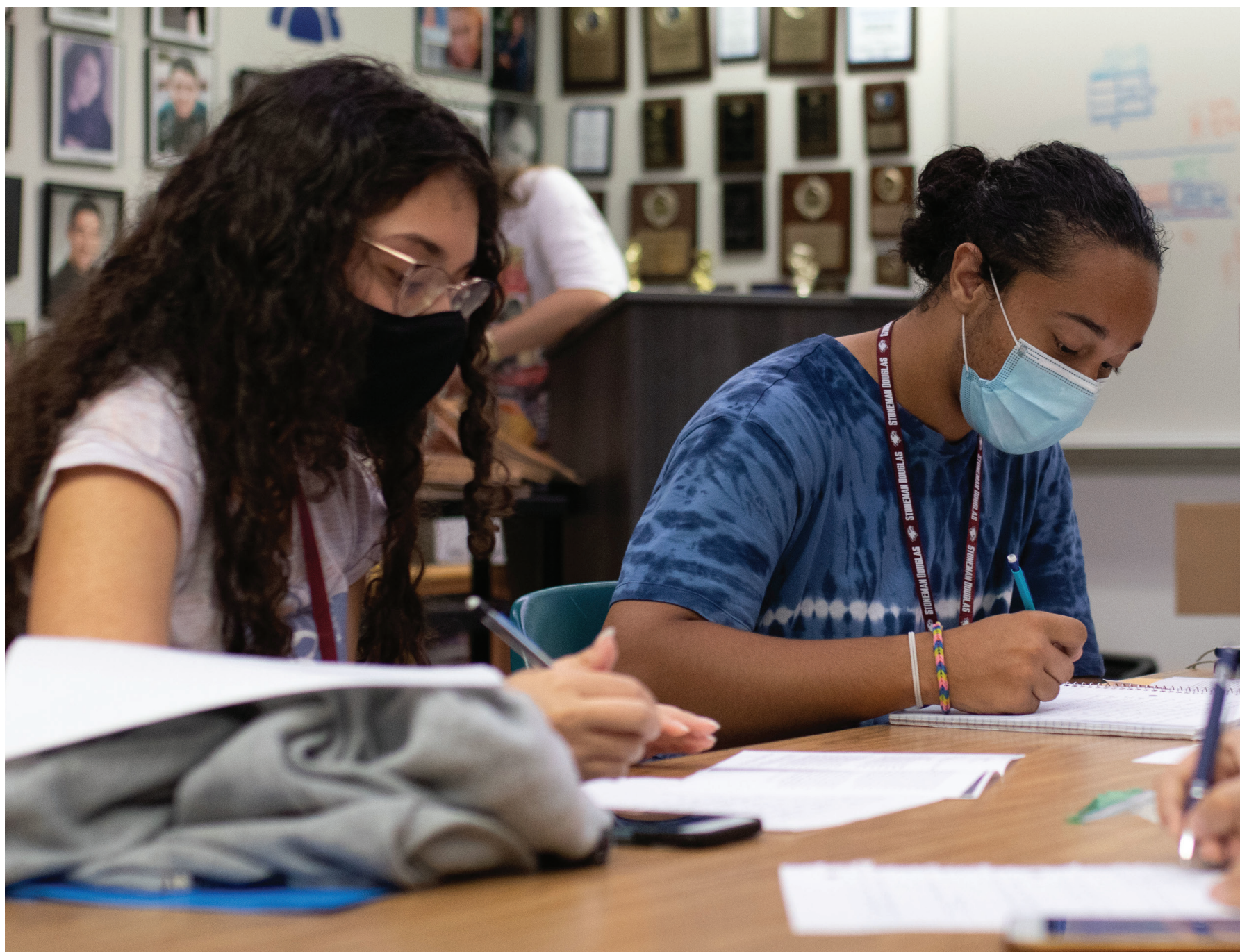
to all students on campus, some students feel that the majority of violations that are being punished are associated with female students, rather than their male counterparts. Of the students surveyed, 92% feel that this dress code enforcement is targeted more towards female students.

Some students, like sophomore Natalee Cohen, feel dress code policies discriminate against women, specifically those with larger body types.

"When it comes to women with uncontrollably enhanced body parts, it is unfair to violate them for what is worn, when in comparison to someone who is not as developed has no issue of wearing that clothing because they are not considered to be "showing as much," sophomore Natalee Cohen said. "It implies unequal rights to self expression and damages the self-worth of a woman who cannot control these factors."

On the other hand, administration points to the fact that female students may be more prone to dress code violations due to the fact that current female fashion trends reciprocate more "showy" outfits.

"We have a pretty gender neutral dress code," Koltunova said. "Right now young males do not have any popular dress that requires them to show their midriff. If that becomes something like it was in the 90s for a while when males wore crop tops, then they would be dress coded." *Story by Isabel White*



BACK TO BRICK AND MORTAR

COVID-19 pandemic
alters many aspects
of nation's school
system

The bell rings loudly, alerting students that it is time to begin moving to their first period classes. They settle into their seats and listen to the morning announcements as they take out their supplies. The class commences and the students take notes, complete assignments and work on tests. At lunch, they sit with their friends and after school they attend club meetings and participate in sports. Despite many aspects of school remaining the same, this year is unlike any other school year.

Student's face's whose smiles were once put on display are now covered by face masks. Teachers encourage students to bring their own school supplies to limit cross contamination between individuals and utilize online resources during class time. Maintaining distance between others and frequently washing their hands have become the new normal for students and staff who have returned to campus in the midst of the COVID-19 pandemic.

Last year, with little-to-no notice, teachers and students alike found themselves in the middle of

a huge national experiment in discovering new ways to teach and learn through virtual mediums.

The COVID-19 pandemic disrupted almost every aspect of traditional schooling and forced educators to rapidly adapt in order to fit the needs of the student body. The movement of classes to an online setting resulted in the reliance on sites like Canvas and Microsoft Teams to get through the school day, with the majority of schoolwork expected to be submitted virtually.

However, transitioning from in-person to remote learning was more than just a switch from classrooms to computers. While in-person schooling has resumed for the majority of students in the 2021-2022 school year, the pandemic has challenged our basic ideas of what school should look like, from technology to the structure of the classroom to mental health to the role that human connections play in education.

One of the most prominent changes from the move from online to in-person school is the requirement of face masks amongst other COVID-19 guidelines.

For Broward County Public Schools, face coverings are mandatory for students, staff and visitors at all district schools and facilities, including school buses. The masks must cover and fit snugly on the nose and mouth, with no gaps.

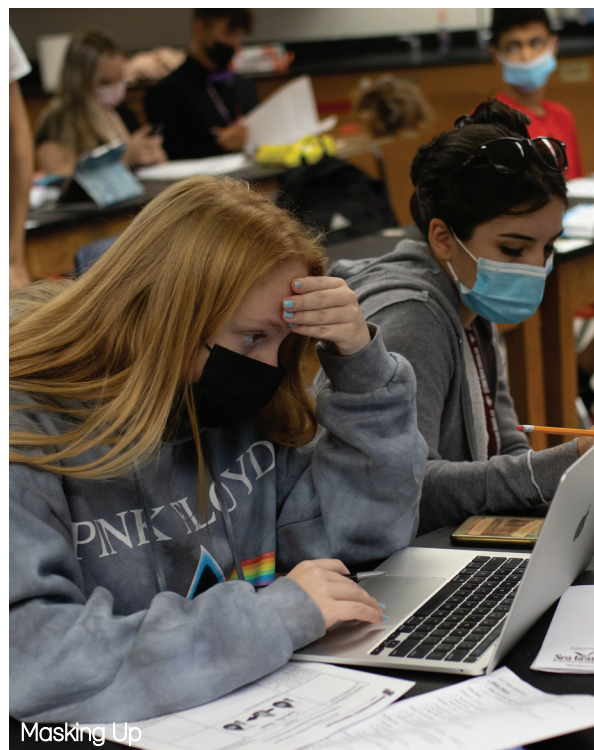
"According to the CDC, we have to follow certain protocols, one being to wear a mask and the other is social distancing," Marjory Stoneman Douglas High School calculus and trigonometry teacher Shanthi Viswanathan said. "Some of the classes I teach have a capacity of 35 or over, so the least I can expect from my students is that they follow the mask mandate the same way that I do."

Masks must be worn during classes and class changes. However, there are certain times throughout the school day where face masks are not mandated, such as during mealtimes, while engaging in strenuous physical activity, participating in athletics, and during music and theater performances. Additionally, masks do not have to be worn outdoors if a minimum of 3 feet of physical distance is maintained.

"Wearing a mask is a necessary thing that we



Safe Science



Masking Up

Back to Reality. Freshman Allan Burrows and sophomore Melina Carpio complete classwork in an Acting I class. Many aspects of in-person school have been altered due to the COVID-19 pandemic. *Photo by Marijose Vera*

Safe Science. Coach Christopher Fitz-Gerald helps freshman Zainub Siddiqi in an environmental science class on an assignment while wearing his mask incorrectly. *Photo by Marijose Vera*

Masking Up. Sophomore Brooke Glaros and senior Paula Recio in Caitlyn Hanley's marine science class wear their face masks properly over their nose and mouth. *Photo by Marijose Vera*

have to do to keep us and everyone around us safe, but it does have some negative parts to it," junior Manoela Ford said. "For me, the worst thing is the heat because it is already so hot out, and wearing a mask makes it worse."

Students can be exempt from wearing a mask with an approved IEP, 504 Plan or Health Plan with signed documentation from a licensed medical professional.

However, the mask mandate is not entirely enforced. Students can often be seen wearing their masks below their noses when walking to other classes or standing outside in the morning. Many students take their masks off for the entirety of lunch, even after they are finished eating.

"Walking around campus and seeing students who are not wearing their masks properly is disrespectful and inconsiderate to everyone around them," junior Olivia Alvarez said. "Not only are they putting themselves in danger, but they are also putting their peers' health at risk, which is selfish."

Other COVID-19 guidelines for BCPS include the encouragement of students and staff to fill out a Health Screening Examination before attending school each morning. The virtual checklist asks if the individual has had any symptoms that could indicate COVID-19 such as a fever, or if they had recently come into contact with someone who had tested positive for the virus.

A minimum of 3 feet is maintained between students in classrooms, hallways and indoor common spaces, when possible. There is daily cleaning of high frequency touch points and

weekly disinfection. Moreover, BCPS continues to provide two nurses per school and offer voluntary COVID-19 tests at all schools as well as reinforce frequent hand-washing.

In contrast to the 2020-2021 school year, standard seating capacity has resumed on school buses, school cafeterias are open for meal service through the traditional food service line and all sports and athletic facilities are now open.

Another major change brought by the COVID-19 pandemic is the plan of many school districts to embrace an online learning program even after the pandemic induced remote learning is behind us.

Students at MSD will not have the option for e-Learning this year. Virtual classes are only available to student enrolled in Broward Virtual School or Florida Virtual School.

The COVID-19 pandemic has proven that

"We have to follow certain protocols... Some of the classes I teach have a capacity of 35 or over, so the least I can expect from my students is that they follow the mask mandate the same way that I do."

Shanthi Viswanathan, math teacher

remote learning is not for everyone with over 60,000 BCPS students being identified by the district as not meeting adequate academic progress. More than half of these students signed up for voluntary summer school in order to better catch up and prepare for the current school year.

The pandemic has also changed the structure of the classroom. This year, many teachers have set up their rooms with seats that are further spread out, eliminating whatever space was allocated for walking, in an already tight classroom space. Desks are no longer pushed together to form table groups, but instead are placed individually around the classroom to account for social distancing.

However, this is not true in every room. Some classrooms have returned to business as normal, with the only change being that teachers now must submit a seating chart to allow for contact

Story continued on page 19



Petsitting with Maria

All animals are
welcomed
(prices vary)

contact:
mariajv33@gmail.com



HOMEMADE ITALIAN ICES & GELATI

10726 WILES RD
CORAL SPRINGS, FL

954.753.2727
www.ceciliesices.com

jurick

financial
services



jurickfinancialservices.com



THICK & THIN

THE BEST
ITALIAN FOOD
IN BOCA

(561) 482-7020
www.thickandthinpizza.com
23062 Sandalfoot Plaza Dr
Boca Raton, FL 33428



REGISTER ONLINE AT:
www.parklandlittleleague.com

6575 NW 76TH DRIVE
PARKLAND, FL

954. 595. 7119

GET READY FOR SUMMER!

Now open again with sanitation procedures & social distancing

QUINN

Total Fitness LLC.

- ✓ EQUIPMENT CLEANED THROUGHOUT DAY
- ✓ MASK REGULATIONS ENFORCED
- ✓ UV LIGHTING IN STUDIO
- GUARANTEED RESULTS
- VERY AFFORDABLE
- NO CONTRACTS



Corey Quinn
A.C.E. Certified Fitness
& Nutrition Specialist
Certified & Insured

Improve Your Skills in
Soccer • Baseball • Flag Football
WEIGHT LOSS & MANAGEMENT
Personal Training
In-Home or Private Studio

CALL NOW
GIFT CERTIFICATES
AVAILABLE



954-629-9370

Story continued from page 17

tracing in the event that a student comes into contact with COVID-19.

"For the first time in my life, I have assigned seats in order to track my students, if, God-forbid, an outbreak happens at the school," Advanced Placement Government and Politics teacher Jeff Foster said.

Moreover, many teachers are continuing to implement the learning materials they created during the pandemic for this school year.

Understanding students' struggles in learning virtually during the pandemic, some teachers decided to record their lessons and post them on Canvas where students could easily access them. Having the opportunity to re-watch a lesson can help clarify a topic for students and enable them to do better on assessments.

In some instances, teachers have stopped asking students to take traditional notes in class, instead assigning pre-recorded videos for students to watch and take notes on for homework. This frees up class time for students to ask questions and to complete assignments that reinforce the information.

Another method of teaching that has carried over from the pandemic is Nearpod, a tool that allows teachers to create interactive presentations which allow students to take notes, watch videos, answer questions and post on discussion boards. Students can either use a join code to follow along on their own devices or watch on the teacher's screen.

"I'm reusing Nearpods I made last year, because they're a good tool to review and/or introduce a concept," science teacher Tammy Orilio said. "I'm also using some general virtual activities for students who need to make up assignments that I've already graded and passed back to help reduce copying from the students who've gotten their work back already."

While having many obvious negative impacts, for websites like Canvas, Quizizz and Remind, the pandemic has been more than beneficial.

"I already had Canvas before COVID, so I just became more robust in it, but that was a huge disadvantage for other teachers," finance teacher Sharon Cutler said.

Throughout remote learning, these sites made online teaching easier and continue to help avoid the spread of germs in person this year. Teachers have been using these sites to teach and review lessons, as well as for getting in contact with their students, rather than printing out assignments on paper.

"I try to use less paper now," Cutler said. "Instead of making copies like I used to, my students can read their assignments online or print it themselves."

In this effort to prevent the spread of COVID-19 by limiting the amount of paper and supplies passed between students, some have also been forced to print out a majority of their papers and assignments rather than being handed them by teachers in school. For students who lack access to a working printer, this has posed a problem.

"My printer is old and often stops working. While the media center has a printer, it costs money, which I would have to spend money to print



Mask Mandate. Senior Jordan Epstein is pictured wearing his face mask incorrectly. Amidst the overcrowding issues at MSD, students and staff are required to wear masks that properly fit over their nose and mouth. *Photo by Marijose Vera*

out my assignments everyday, an issue that I did not have before the pandemic," senior Maegan Pierre said.

While in previous years many teachers gave students the option to borrow supplies such as staplers, pencils and calculators, this year many students are being encouraged to come to school with their own materials to limit the sharing of items between students.

"I encouraged my marine II students, who do a lot of dissections and need to wear goggles, to purchase their own goggles instead of the shared set that's UV-sterilized, just for an added layer of safety," Orilio said.

Some teachers still lend out their supplies, but many ask their students to wash their hands before and after they use the supplies and wipe down the item when they are done.

"Being a science teacher, I have to have students share materials," Orilio said. "Some of them use disinfecting wipes before using shared materials, and I make sure everyone washes their hands at the end of the period. I have lots of sinks and soap for hand washing."

Although students may have to deal with the added weight of paper handouts carried between school and home, they save the challenge of transporting a textbook, as many textbooks have moved to online platforms. As the use of online assignments and courses persists into 2021, the utilization of online textbooks follows with it.

Some teachers who have previously taken on collaborative teaching styles have adjusted their curriculum to avoid group assignments in an effort to reduce contact between students.

Another change the pandemic has brought to the school system is the importance of students' mental health. The mental health battles of the nation's students will outlast the pandemic and thus require school districts to create a strong system of support for the student body.

"[The pandemic] made it harder to hash out issues with friends that you would see in-person on a daily basis because they no longer feel obligated to respond to you, which made my mental health suffer as I had more unsolved issues than pre-pandemic," junior Jason Choy said.

An August 2021 report by the Child Mind Institute revealed that there has been an increase in the number of students who report feeling depressed or anxious. Furthermore, over 75% of students who receive treatment for their mental health do so at school.

As the demand for mental health care rises, school districts have had to adapt through hiring more counselors and mental health providers. Some schools have hired therapists to aid students on campus.

Additionally, a new app entitled "Tell Another. Listening is Key" is one of three new initiatives released by Broward County Public Schools to support students with mental health resources. The T.A.L.K. app was published on students' learning platforms, providing K-12 students with the opportunity to confidentially request mental health support or report abuse. After submitting a form through the app, the student will be connected to a mental health professional before the end of the next school day.

Various 24/7 mental health hotlines have been made available to students such as the Crisis Text Line which can be reached by texting "HOME" to 741741.

The pandemic has also permanently changed the college admissions process. For decades, the SAT and ACT have been a mandatory part of applying to college. However, for the class of 2021, many competitive universities across the nation decided to change their admissions process, acknowledging the multitude of hardships students have faced over the past year that may have prohibited them taking and getting a decent score on the tests.

In a February 2021 survey conducted by ACT, many colleges answered that they were unlikely to return to requiring the tests in the future. Over the next few years, colleges will learn whether eliminating the testing mandate means they will be enrolling a more economically and racially diverse class of students. Additionally, universities will be able to see how students admitted without test scores do compared to those who submitted theirs.

"I'm really intrigued by the fact that this change could take place," junior Tilak Patel said. "Having the ability to not submit my test scores might affect where I decide to apply to college."

For the majority of students, their days of remote learning have been put behind them. In-person classes resume, clubs are able to host events, sports seasons commence and students have been able to regain some sense of normalcy.

In the past, the American school system has been criticized for its resistance to change. However, the past year has shown that the system can be changed to better meet the needs of students across the nation. *Story by Lily Singer*

“Walking around campus and seeing students who are not wearing their masks properly is disrespectful and inconsiderate to everyone around them.”

Olivia Alvarez, 11

SCHOOL of ROCK

CORAL SPRINGS

Music Lessons.
Done **DIFFERENTLY.**

954.621.ROCK
CORALSPRINGS.SCHOOLOFROCK.COM

VANTAGE

MANAGEMENT SERVICES

Specialties:

Owner Representation

Design Development

Preconstruction Services

Contract Management

Scheduling & Oversight

Discovery & Problem Solving

+1.954.448.3065 | jlangfitt@vmspm.com

tunie's

natural grocery & vitamin market

Savings Card
5% OFF
YOUR ENTIRE PURCHASE

FIND YOUR PERFECT FIT

- Organic Produce
- Protein Powder
- Natural Groceries
- Energy Drinks
- Power Bars
- KETO
- CBD Pain

CORAL SPRINGS
Sawgrass Expressway

5651 Coral Ridge Dr.
Coral Springs, FL
(954) 510-0410

V8>EVC

Must surrender this card in store to redeem. Limit one per customer per day. Cannot be combined with any other Tunie's store coupon or offer. Not valid on sale days. Valid on in-stock merchandise only. Valid in-store and online. Expires 6/30/2022.

FRESH PET MARKET | NATURAL GROCERIES | VITAMINS | SUPPLEMENTS

sage

PUBLIC
ADJUSTING
SERVICES

SHIBU SCARIA
Annjoisy@hotmail.com

PUBLIC ADJUSTER
License #503036

1 East Broward Blvd
Suite 700
Ft. Lauderdale, FL 33301

M: 954-696-7872
O: 954-283-8928

SAGEADJUSTING.COM

BETTER SAFE THAN SORRY

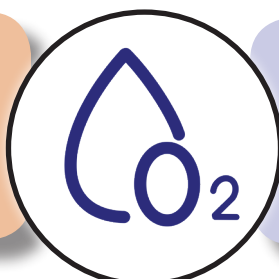
Misinformation about face masks widens the perception gap between fact and fiction

FICTION

VS.

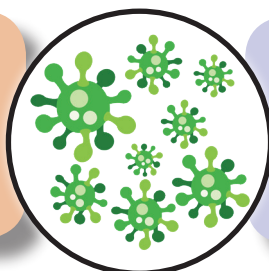
FACT

25% of students believe
Daily masks block oxygen from passing through the material.



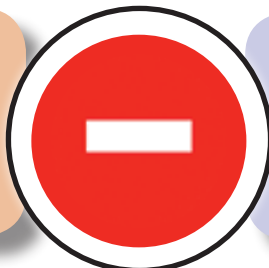
Although breathing through a mask can be difficult at times, according to the CDC, there is no medical evidence that wearing face masks result in a decrease of oxygen levels. Breathing through the mask takes more effort, however, this does not change the chemical makeup of the air that comes through the mask.

17% of students believe
Daily masks do not prevent the spread of COVID-19.



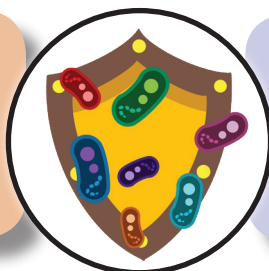
Wearing face masks consistently and correctly, covering the mouth and nose, help limit the spread of COVID-19. Face masks are only one preventive measure to slow the spread of COVID-19. People should continue to social distance and wash their hands, in addition to wearing face masks.

26% of students believe
Mandating masks are considered to be unconstitutional.



Implementing mask mandates in the United States is not unconstitutional. Under the Tenth Amendment of the Constitution, states are given the power to protect the safety and health of the public. In a pandemic, enforcing masks does protect the safety of the public, so the court ruled that it is constitutional.

20% of students believe
Wearing masks weakens one's immune system.



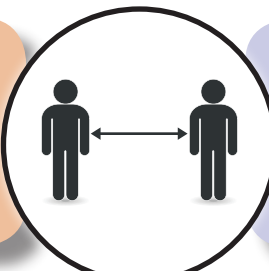
Face masks absorb exhaled droplets of breath that may contain virus and prevent them from entering the air, but they do not prevent all microbes from entering the body. The body is still exposed to the elements needed to maintain a strong immune system.

34% of students believe
Daily masks trap in carbon dioxide when one breathes out.



Molecules of carbon dioxide are much smaller than droplets of breath that carry virus. Due to this, face masks are able to filter the virus, while still allowing the carbon dioxide to pass through as it usually would.

32% of students believe
Wearing masks is in place of social distancing.



While daily masks with filters significantly limit the amount of virus a person can transmit, most masks people opt to wear are not 100% effective at filtering large amounts of virus. Because of this, it is necessary to social distance in addition to wearing a face mask. The CDC specifically states, "masks should still be worn in addition to staying at least 6 feet apart."

33% of students believe
Only people who feel sick should wear a mask



Because over 50% of COVID transmissions are from asymptomatic individuals, it is necessary to wear a face mask even if one exhibits no symptoms and is feeling well.

Based on a survey of 392 MSD students

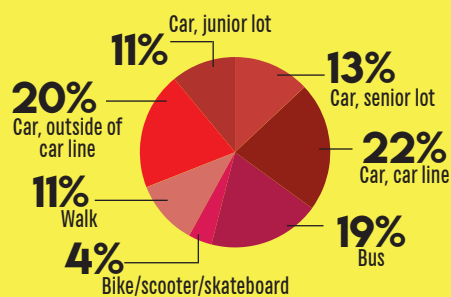
Hold On, Holmberg. Buses, students, parents and regular cars pile up easily each day at 2:40 p.m. on Holmberg Road as school lets out at Marjory Stoneman Douglas High School. The traffic tends to reach the Westglades Middle School car line on a daily basis. *Photo by Travis Newbery*



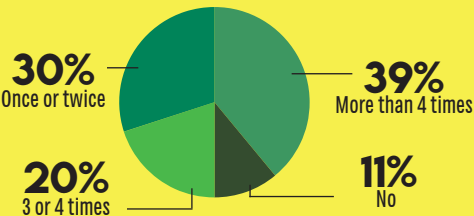
STREET STATS

Survey of 380 MSD students shows challenges students face commuting to campus

How do you get to and from school?



Has your bus been late to pick you up from the bus loop?



MORE THAN STOP GO

Return to physical school and influx of new students magnifies traffic problems on roads in and around campus

It's 7:15 a.m. The air is cool but the humidity has already kicked in. The sun has only just come up, but the roads are filled with bumper-to-bumper cars. This is a normal morning at Marjory Stoneman Douglas High School, where the perfect storm forms twice a day.

Stagnant Streets

With over 225 more students enrolled this year compared to last year, a vast increase in the student body translates into overcrowded classrooms, hallways, buses and streets. According to a survey of 380 MSD students, around 22% of students get dropped off through the school's car line, 24% park in the senior and junior lots and 19% ride the bus.

With the ongoing COVID-19 pandemic, an increased number of parents have resorted to taking their child to school, instead of allowing them to ride the bus or carpool with other peers. This, of course, causes an increase in the number of cars in the car drop-off line as well as an increased number of cars occupying roads near MSD.

Additionally, with the vast majority of students not attending physical school for the 2020-2021 school year, some parents, as well as the parents of freshmen and transfer students, are unfamiliar with the routine of transporting their students to school.

"I think it's a combination of more students and parents and students, [and] being off for a year and a half, not remembering or realizing how bad it gets, and that's just going to take time to work itself out," Assistant Principal Jay Milmed said.

More than 72% of students agree that there is a lot of traffic around school, both before and after school.

Morning Mayhem

"The traffic in the morning is very hectic. I have to leave my house 45 minutes before school starts, to then wait in the line for 25 [minutes]," sophomore Arlanni Velez said.

The main way parents themselves drop their students off in the morning is by utilizing the car line. Once inside the gate, parents and students are directed by Principal Michelle Kefford and Broward

Sheriff's Office Deputy Dean Seymore. Situated on a fairly small landscape, the car line fills up quickly, pushing the surplus of waiting cars onto the main road.

Besides the small capacity of the car line, buildup is also caused by a lack of efficiency from both parents and students within the loop.

"[Staff] is trying to move cars forward, and kids are taking 3, 4, 5 minutes to get out of their car by taking their book bag and [going] to the trunk; if everything is ready and you just hop out of the car, traffic will move faster," Milmed said.

About 52% of car line students state that it takes them more time to get to school than in previous years. Roughly 62% classify the car line's efficiency as "well" and about 33% rate it as "poor," leaving only around 5% calling it "efficient."

Immediately next to the car line is the bus loop and teacher parking lot. Due to their close proximity to the car line, their turning lanes and entry points often become mixed with parents' cars, resulting in slow entry to the school by buses and teachers.

"In the morning, usually around 7:05 or after, it gets really busy on Pine Island heading north, because there's the drop-off line in the front, and then the teacher lot, [which] causes a large back-up, so [me and my husband] usually get stuck in traffic trying to turn into our parking lot," English teacher Andrea Kowalski-Rospieski said.

The intersection at Pine Island Road and Holmberg Road serves as the central hub for getting to school. Located between the car line, the senior lot and the three closest residential neighborhoods, it becomes very easily congested with parent drivers, student drivers, buses, regular citizens and walkers and bikers crossing the street. It also proves to be a consistent place where parents drop their children off in places besides the car line.

"It is a little dangerous, depending on where they get dropped off. If they get dropped off along the sidewalk and stay on the sidewalk, it's not bad," senior Gabriel Tio said.

With the many newfound tensions clogging up MSD's transportation network, more parents than ever have chosen to use questionably-permissible methods when it comes to bringing their students to and from school. Both before and after school

in previous years, parents have utilized the nearby Walmart parking lot to drop-off and pick-up their children. However, this year parents have found spots closer to campus, like turning lanes in the intersection and the side of the roads.

About 20% of students get transported in a car but outside of the car line, with approximately 61% of those being dropped off on the side of Pine Island Road and Holmberg Road in the morning and about 36% being picked up on these roads after school. Other hot spots include the junior lot and the adjacent North Community Park, and the aforementioned Walmart lot. Additionally, some students get picked up a different way than they get dropped off, and vice versa, like through the car line, bus loop or getting a ride with a friend.

This tactic not only severely bottlenecks traffic by causing numerous temporary roadblocks per day, but is also frowned upon by MSD administration.

"You should not be dropped off on the side of the road anywhere. You shouldn't be dropped off at Walmart; [parents] just need to get through the [car] lines faster," Milmed said.

A recent change has been made to the junior lot in the mornings: the entrance gate closest to MSD is now closed. A BSO officer monitors the entrance to the other gate, located farther away from the school on Westview Drive, only admitting those with an MSD parking pass. This change was made in an attempt to prevent those who have not paid for the privilege to park in the lot from parking there for free.

This has proved heavily disruptive to traffic flow in the junior lot area. There is now a large line that forms to enter the lot, and also some students who were dropped off by their parents within the junior lot now are dropped off on the side of the road.

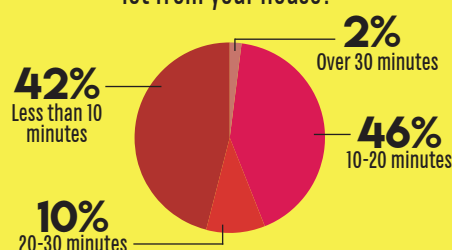
The severe traffic in the morning regularly causes many students to be late to their first classes.

"A lot of students show up to school late because of the morning traffic and the tardies are unexcused which creates a problem with their attendance," senior Sophie Etchevers said.

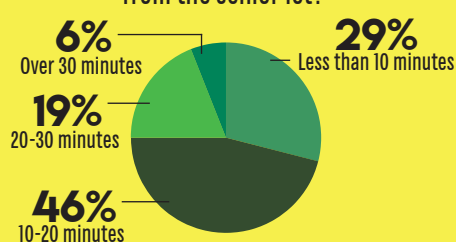
While announcements are made when buses are late so that bus-driven students are excused

Story continued on page 24

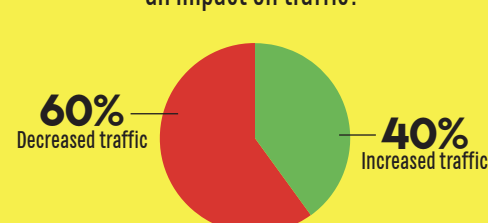
How long does it take you to get to the senior lot from your house?



How long does it take you to get to your house from the senior lot?



Has the police officer directing traffic had an impact on traffic?



Story continued from page 22
from getting what would otherwise be tardies, other students may suffer at the hands of the now notorious traffic.

Two-lane Maze

At dismissal, students file out of class to the senior lot, junior lot, car line and bus loop in hopes of getting ahead of the crowd. The formation of the car line begins well before the dismissal bell, causing major congestion at the Pine Island Road and Holmberg Road intersection.

Similar to the morning, some parents choose to pick up their students on the side of the road. However, since parents need to wait for school to end, they often park themselves along the road.

Holmberg Road becomes a circadian obstacle with a long line of parents directly outside of the senior lot. The waiting parents pull to the right side of the road, allowing regular traffic to go by on the left, creating a two-lane road in what is supposed to be a one-lane road. Double the amount of cars on the road slows things down, simply because of twice the automobile volume and because cars need to slow down to make sure they

narrowly avoid the stationary parent lane.

The senior lot becomes a major point of conflict in the afternoon. With hundreds of seniors trying to leave the lot simultaneously, as well as parents picking up their students on the side of the road and waiting to enter the car line, cars come both in the lot and instantly out of the lot daily.

“It takes way too long to leave, and sometimes the traffic is so bad they make me go in the opposite direction of where I live,” senior Yali Har-Nov said.

To help reduce traffic, MSD and BSO allocated a school resource officer outside of the lot to direct exiting seniors, parents and other ongoing traffic. The officer acts like an impromptu stoplight, timing out the movement of lanes to be more organized.

After 2:40 p.m., the junior lot is host to not only departing juniors and seniors, but also parents picking up their students. Due to the small size of the lot, it easily becomes congested with these parents, who are not supposed to utilize the lot as a pick-up zone.

“[The junior lot] is very hectic and kind of dangerous. There’s always somebody about to run into someone else because pathways get blocked

off by parents,” junior Gabriella Reiss said.

Like other traffic issues this year, stoppage in the junior lot is not a new issue, rather one that has been multiplied by hundreds of new students and a lack of familiarity.

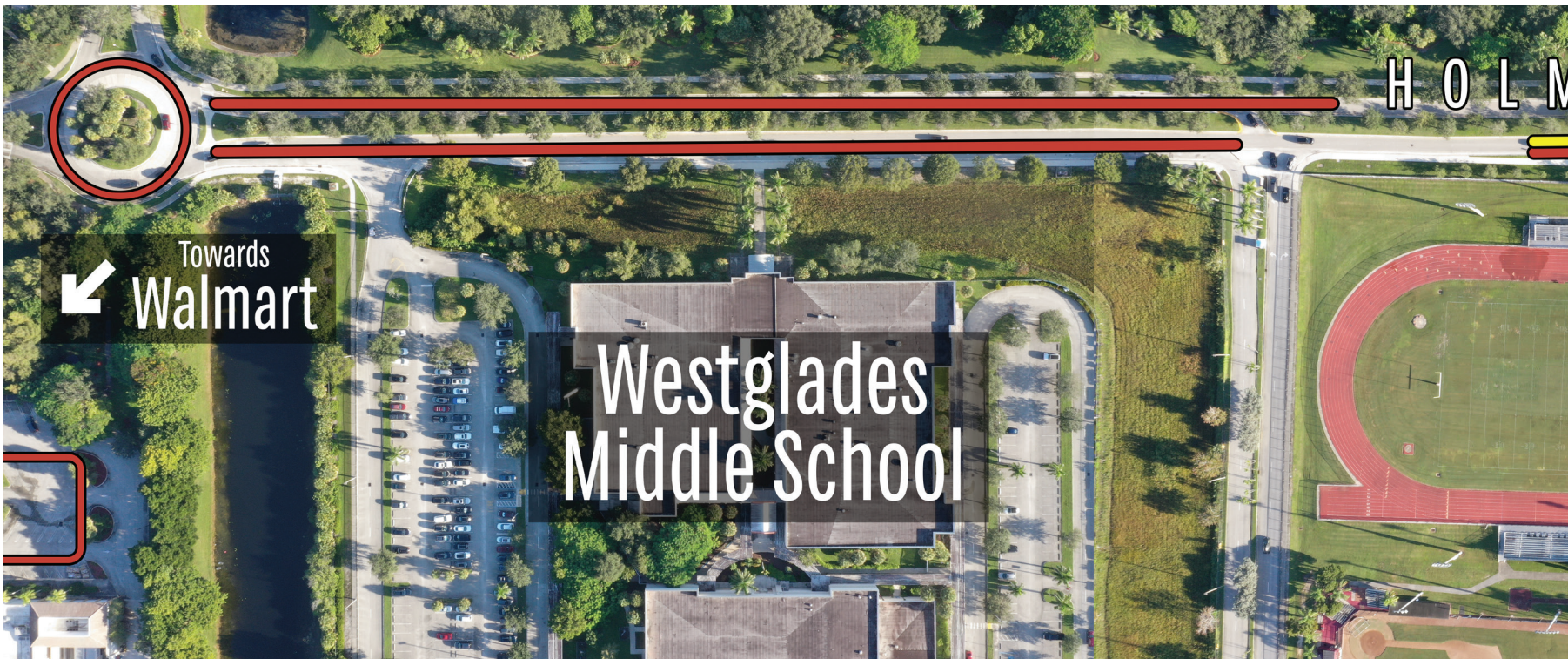
End of the Road(blocks)

Due to the severity of the situation and the frustration it causes, many have proposed solutions to alleviate the traffic problems around campus. There are a variety of ideas put forward. Several survey respondents suggested making a second car line, which would obviously need to be constructed, but would theoretically move things twice as fast.

A proposed solution held by various students and staff members is to simply space out when cars begin arriving to campus.

“The biggest thing for me is just having people come earlier. Everyone seems to like to show up at 7:25 [a.m.], and it’s going to back traffic up,” Milmed said.

By more evenly dividing when parents are dropping off and even picking up their students, there would be less of a buildup spiking at specific

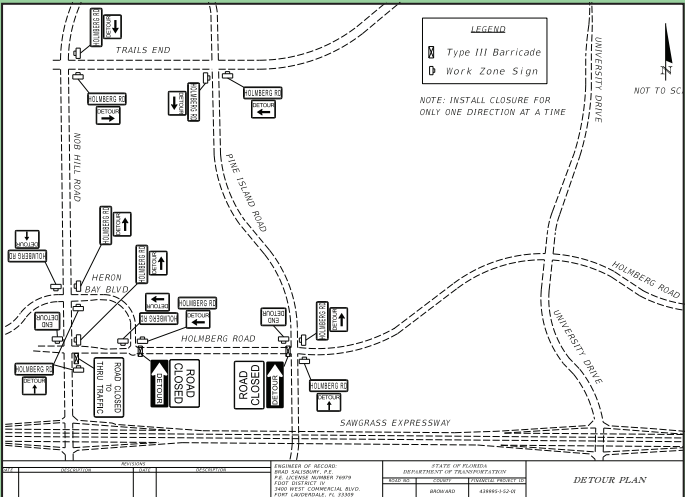


ROAD RENOVATIONS

City of Parkland plans additional turning lane into senior lot at MSD



Lanes of Progress. City of Parkland plans to make road improvements along Holmberg Road. The main change is a turning lane into the senior parking lot’s main entrance, which would improve traffic by differentiating MSD traffic and passing vehicles. Schematic courtesy of the Florida Department of Transportation



Determined Detour. Holmberg Road will be partially closed during the summer of 2022 to complete construction of the new turning lane and to minimally affect traffic during the school year. Schematic courtesy of the Florida Department of Transportation

times right before and after the school day.

Some propose having more organization and structure to the drop-off and dismissal systems.

“They should have more organization, like one of the gates should be for people going to the right and one for people going to the left,” Har-Nov said.

About 60% of seniors say the police officer directing traffic out of the senior lot has decreased traffic, but the other 40% report increased traffic at that particular junction. Numerous survey respondents recommended simply better systems in place to manage traffic, whether that be through increased BSO officers, school security workers and crossing guards controlling traffic or structured timing with car line, the senior lot and bus loop.

As for the junior lot, the issue of parents picking their children up after school upsets the many students that park there, who want a ban enforced on non-students being in the lot during dismissal times.

“There should be some sort of restriction on parents of underclassmen picking their children up [in the junior lot.] [they should] pick their kids up in the car line where they’re supposed to,” Reiss said.

However, another mentality shared by MSD staff

and students is one of submission. They reason there are simply too many factors to handle when it comes to MSD’s transportation, so it would just be easier to get used to the gridlock rather than fight it.

“I don’t think there is a way to alleviate traffic. The reason for the traffic is overpopulation in our school,” Velez said.

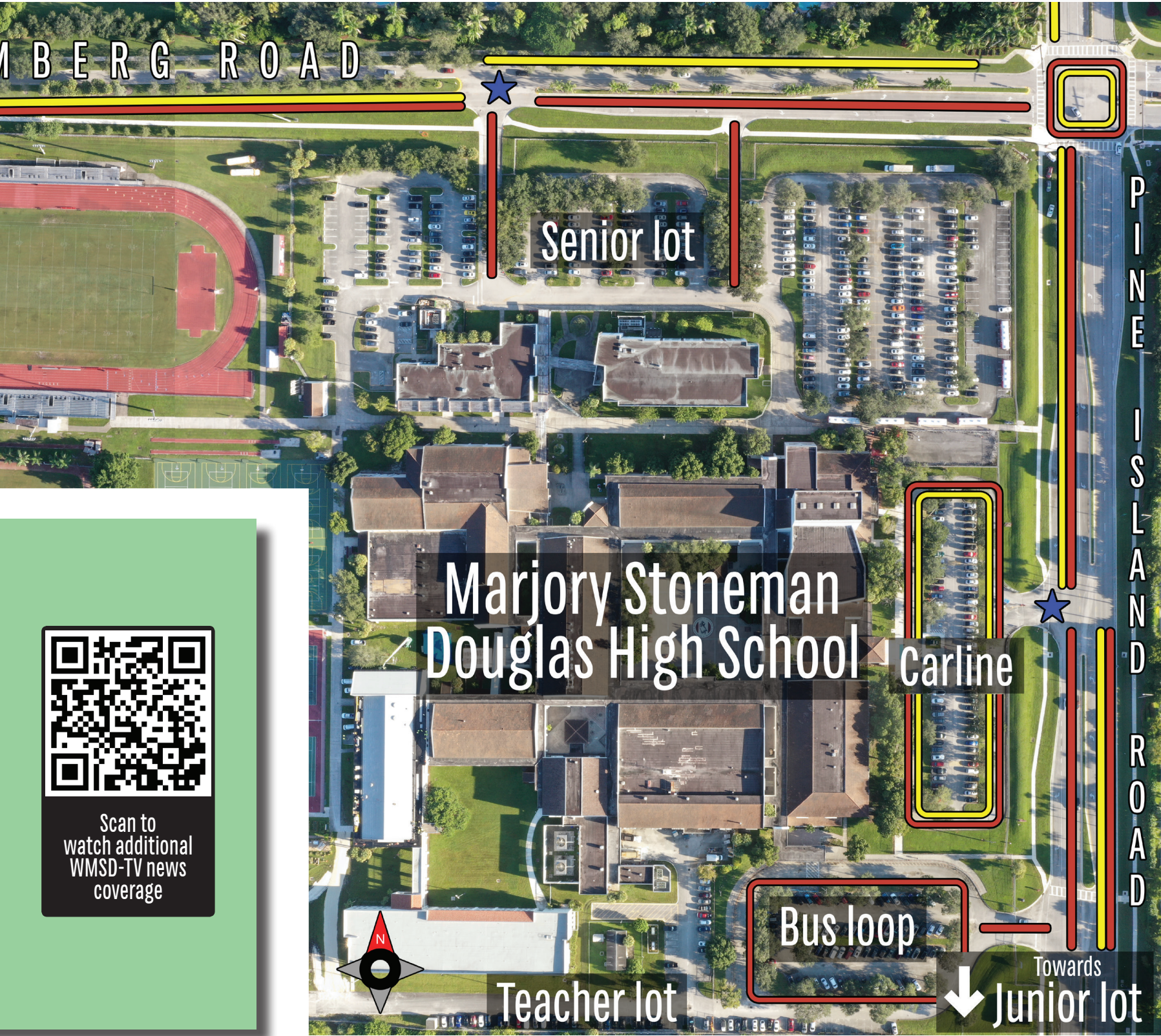
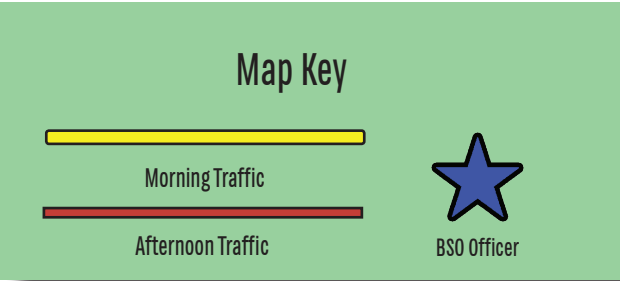
On Thursday, Sept. 30, both a virtual and in-person meeting were held at the City of Parkland Library by the fourth district for the Florida Department of Transportation to review a proposal, contract T4602, to improve Holmberg Road. This would be done by repainting bike lanes, repaving the street and upgrading signs and street markings. Additionally, a right-hand turning lane for the central entrance to the senior lot would be constructed, allowing seniors (and perhaps parents who wait on Holmberg Road after school) to be out of the way of general traffic.

“[The City of Parkland] submitted an application to the Broward Metropolitan Planning Organization. Back in 2016 Parkland had proposed this, and the DOT is doing the project on behalf of the city. We expect it to start construction next summer,” FDOT district project manager Brad

Salisbury said.

The improvement project is estimated to cost \$600,000 and will be finished in the fall of 2022, barring any construction delays. This timeline was chosen to minimally disrupt road usage during the school year.

Currently, the traffic caused at and around MSD is at a standstill. Unable to make substantial changes to school start and end times, road expansions and employment of bus drivers, MSD administration is only able to continue the current measures already in place. For the safety of students and overall improvement of transportation efficiency, one must hope significant fixes are made to alleviate what many consider to be a traffic disaster. *Story by Travis Newbery and Haley Jackson; map graphic by Travis Newbery*





SAFETY THEATER

School COVID-19 safety procedures just for “show”

Like most theater productions, our shows here at Marjory Stoneman Douglas High School attempt to put a mirror up to society’s problems, and often propose solutions through satirical or comical methods. These productions typically include eye-opening lessons to teach those in the audience about the negative effects of their actions and prevent students from taking dangerous paths in their futures. However, this year’s neglectful attitudes towards COVID-19 safety measures seem like a mock production of “Safety Theater,” and take a slightly different approach. With that in mind, we ask that you sit back, relax and enjoy the show.

Our story begins with our main protagonist, the not-so far away land of oh-so-red Florida government, the puppet master of all our school districts, twiddling away their fingers while manically laughing at the lack of protection statewide school districts have been given in regards to COVID-19 safety measures.

While implementations of Broward County Public Schools COVID-19 safety measures in the previous school year were relatively simple to follow with lower in-person attendance at MSD, the current population of over 3,500 students on campus begs the question: how well are these procedures are now being followed and enforced in the midst of enduring COVID-19 cases?

The answer, put quite simply, is not well at all.

We’ll give them light applause for trying; we do acknowledge that going against Gov. Ron DeSantis and his anti-science reforms takes courage. However, the mitigation of these much-needed regulations in order to satiate the

community’s frustrations, rather than protect it, is detrimental to our student body safety.

While BCPS claims they have safe COVID-19 protocols, such as social distancing 3 feet “when possible,” mask mandates except for when eating, sanitation of rooms and an essentially paperless classroom, the students and staff at MSD hardly follow such guidelines.

Sure, we “wear” masks, but not at lunch, not at sports games, not in outside spaces. Not in hallways, bathrooms or around the courtyard before we get to class. We “quarantine” COVID-19 positive or exposed students, but not if they are vaccinated, not if they have a doctor’s note, not if they are “asymptomatic,” not if they don’t tell the school, not if Gov. Ron DeSantis and his new surgeon general decide to ignore CDC guidance and let student’s parents choose otherwise.

We “social distance” 3 feet when possible, but with such a severely overcrowded school, it is physically impossible to have any sort of social distancing in stagnant stairways and classrooms stuffed full like sardine boxes.

Where is the logic in providing the formality of safety regulations but not the viability?

It would seem to most these “safety precautions” set in place by BCPS are less for actual utility and protection of students than they are for show and avoiding possible liability. Following their long list of disputes, from superintendent arrests to unproportional distribution of students among schools, turning the other way in the face of unenforced safety measures is commonplace, but God forbid they tarnish their already-well-soiled reputation.

Here at MSD, where dress codes are more regulated than worldwide pandemic safety measures, these so-

called enforcements of precautionary “requirements” feel unenthusiastic from some of the staff and security guards who refuse to properly wear a mask themselves while others try to do the right thing. The whole show is exhausting and the mixed messages are undermining those who properly follow a script that could ensure our safety.

The apathetic view of protection, mixed with BCPS’s tendency for appeasing everyone and protecting no-one, make it clear they are pulling the puppeteer strings of MSD administration in this Off-Off-Broward production of imitation safety of our students.

With students themselves feeling the frustrations that coincide with safety regulations, trust us, we know no one truly wants to wear a mask. It is an inconvenience to every single person on this planet, vaccinated or unvaccinated, rich or poor, Black or white, Republican or Democrat, teacher or student, old or young. This nuisance, however, does not excuse the real adults here from setting an example of abiding by the rules.

We’d like to ask, when will those in leadership positions, whose job is designed to protect and assist students, realize they are not exempt from truly enforcing these rules because they simply do not want to? When will the grown-ups be the actual adults?

But those questions would wrongly hit too close to home. Administrators aren’t wrong to care and try to make feasible rules; they have a duty to keep us safe. The directives from a district unwilling to pick a real fight with a governor who could not care less about keeping us safe creates an ever-befuddling divide.

Almost everyone wants us to be safe, but those who don’t continue to receive concessions. We then end up with half measures and half enforcement.

Additionally, due to an absence of honest communication from the administration, the student and parent population are often entirely disregarded and left clueless of the conditions of the school and the amount of students and staff who may have tested positive for COVID-19.

Some may receive phone calls or emails if they or their child are personally exposed, say, in a classroom setting, but what practical help does this notice bring to those exposed during the free-for-all maskless lunch period with at least 1,800 students plus staff, hallway passings, bathroom interactions or pep rallies where there is no “contact tracing” available?

This idea of “contact tracing” sounds good, in theory at least; however, like most “regulations,” if we can even call it that, it has no true application in mass student protection and prevention, only the appearance of a mitigating strategy for COVID-19.

It is clear this mockery of safety in no way actually benefits the health and safety of the severely overcrowded school; rather, it props up the translucent curtain of a ruthless state, district and administration that truly couldn’t care less about mass student safety.

Until there is a break in the pattern of systemic ignorance and safety regulations are updated to be made applicable and enforceable, the student body will continue to be compromised by this lack of authority over COVID-19 prevention.

When the community as a whole decides to take our collective health and safety seriously, we can finally hold a curtain call for this shambolic production of “Safety Theater” co-directed by the state of Florida and BCPS, starring Marjory Stoneman Douglas High School. *Editorial by the Eagle Eye Editorial Board; editorial cartoon by Julia Landy*

STAY IN YOUR LANE

Many of the school's traffic problems are caused by entitled drivers

As the world has progressed through the course of time, its technology has improved remarkably. Humans as a species went from walking, to riding horses, to boats, trains, planes and most prominently today, cars. But what do you get when you cross an ever-growing population with billions of these small vehicles? Traffic.

It's safe to say that any school with over 3,500 students is bound to experience problems related to traffic and transportation. However, the traffic around the campus of Marjory Stoneman Douglas High School is a serious mess.

Our traffic problems stem from a simple concept which has somehow blossomed large enough to severely deteriorate the school's transportation infrastructure: entitled parents.

These parents, these special snowflakes who apparently believe they are more worthy than thousands of other parents and students, actively circumvent the normal methods of drop-off and pick-up just to save a few minutes.

The most baffling cases of this crippling selfishness are parents dropping off their kids in the middle of the road. They drive halfway down Holmberg or Pine Island, pull to the side of the road and completely stop to let their kids out.

Do they not realize what they are doing? They are stopping in the middle of the road, holding up everyone behind them and being a nuisance to every other driver around.

The worst instances occur in turning lanes. I can be driving to school, following behind a seemingly unentitled-looking car, about to turn right onto Holmberg to get into the senior parking lot, when I am suddenly forced to completely stop behind some parent who, for some reason unbeknownst to me, cannot drive the extra 500 feet to reach the car line. I'm not even able to go around them because of the cars in the lane beside me, so I have to sit and watch their children take their sweet time to get out of the car.

What's even more appalling is what happens at pick-up time. There is a solid line of cars pulled over facing east on Holmberg, waiting for their children to walk out of school, and in the process forming a second lane on a one-lane road.

Obviously, this extreme misuse of the road results in free-for-all chaos and gridlock. This culminates with the slow formation of Westglades Middle School parents, whose kids get out only an hour later, creating a massive buildup of cars all the way down to the roundabout.

"The roundabout that's right next to the Walmart?" Yes, dear reader,

that roundabout next to the Walmart, whose parking lot is also plagued by the privileged masses. The entire shopping center that includes Walmart, Starbucks, Bank of America and Crumbl Cookies, is almost completely congested after that 2:40 p.m. bell rings.

I feel for the poor shoppers who just want their coffee or Subway and are stuck behind the swarms of parents and students, but I also feel for myself, when I have to rush out of school to get to Crumbl at least twice a week and can barely get into the parking lot by the time my shift is supposed to start.

Gridlock around campus after school is a big hassle. Many students and teachers alike, often sit waiting behind the sea of parents. I've sat at the traffic light at Pine Island and Holmberg for upwards of 10 minutes, waiting for the other seniors and parents ahead of me to go, while also being at the mercy of the groups of students biking and walking at the crosswalk.

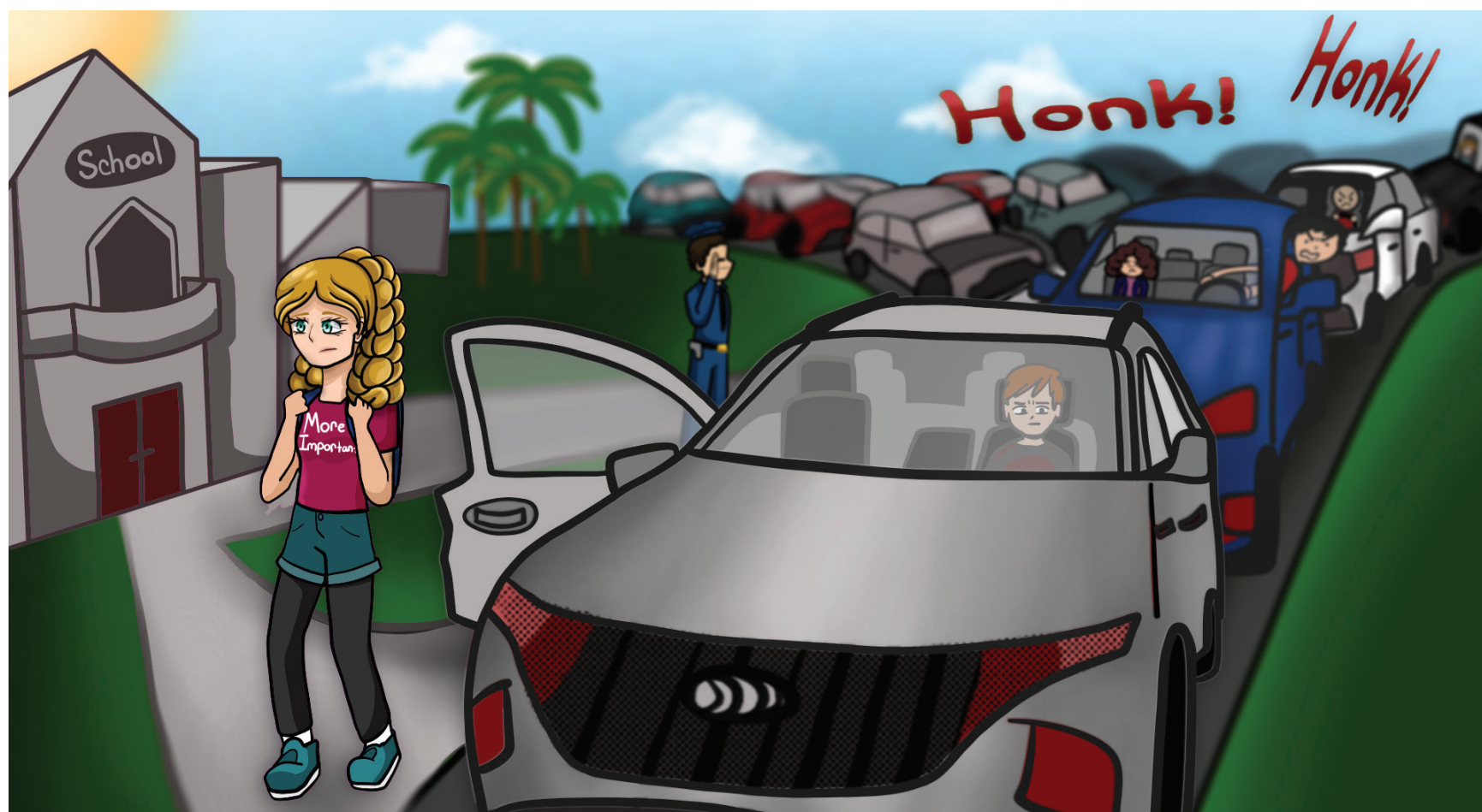
I know it's not just me who's frustrated at the inappropriate usage of the roads around the campus. Most every other senior and teacher I've talked to have shared their own stories of long waits and unformidable traffic. So, what is there to do exactly?

For one thing, the Broward Sheriff's

Office needs to step up their enforcement of basic road laws. They obviously know about the problem since they have a large presence on campus and an officer outside the senior lot directing traffic daily, yet to my knowledge, they have done little to prevent these self-serving parents from abusing the roads. I say bring the tickets on; what they do is obviously illegal, so make an example out of a few parents and show the egotistical lot of them that they cannot keep up their dodging of legal drop-off and pick-up methods.

There's also a simpler solution: arriving earlier in the morning and later in the afternoon. The school is open before 7 a.m. and after 3 p.m., but there are consistently the most parents right before school starts and right after school ends. I understand the desire to sleep in more in the morning and get home as soon as possible in the afternoon, but why not take a few extra minutes out of the day to help prevent the large influx of traffic by spreading it out over a larger period of time?

While the traffic around school seems like an insurmountable problem, there are a few very simple solutions that can be done to greatly alleviate it. But the biggest one I would suggest? Get off your high horse. *Editorial by Travis Newbery; editorial cartoon by Julia Landy*





6694 Parkside Dr, Parkland, FL 33067
http://www.bluefinparkland.com/

Babione Funeral Home
BabioneBocaRaton.com
(561) 483-9500

Dignity®
MEMORIAL

DentistArt

"AMAZING staff and WONDERFUL environment"
State of the Art and a Warm Welcome Setting

@dentistart  http://www.dentistart.com

954-906-8177 9955 NW 31st St #201, Coral Springs, FL 33065



TNI
THE NEUROLOGY
— INSTITUTE —

WANT TO SUCCEED IN COLLEGE?

CALL DR. SAM

- Superior applications & effective essays
- Choose the best roommate, prepare for move-in
- Tips for dorm life & daily living skills
- Emotional Regulation techniques for campus
- Improve Executive Functioning skills
- Learn college level study & paper writing skills
- Balance academics with a vibrant social life

DR. SAMANTHA MARKS, PSY.D.
LICENSED PSYCHOLOGIST
443.878.3544
DR.SAM.MARKS@GMAIL.COM

Dr. Sam is licensed in multiple states & provides Telehealth

RE/MAX®
1st Choice

Stacy Jurgens
REALTOR®
C: 954.658.4084
O: 954.334.4622

Stacy.Jurgens@remax.net
www.FloridaHomesByStacy.com
5691 Coral Ridge Drive
Coral Springs, FL 33076




BNT
IMPACT WINDOW & DOORS

RAY BERGAN
Project Manager


954.691.7306
ray@bntimpact.com

590 SW 9th Terrace Suite 1
Pompano Beach, FL 33069

 Diamond Dealer

Savino Family Owned & Operated
2950 N. State Rd. 7
Margate, FL 33063
954.953.HOME (4663)
MonarchFuneralHome.com



MONARCH
FUNERAL HOME • CREMATION SERVICES




Helping You Honor your Loved One with Life's Transition To Infinite Remembrance

William "Bill" Savino
Owner/Licensed Funeral Director

Students change the ways that they spend their free time

JUST FOR FUN

Since COVID-19 protocols have become slightly more lax, Marjory Stoneman Douglas High School freshman Kayla Wallach's schedule has gone mostly back to "normal," but her routine and leisure habits are still a bit different than they were two years ago. She sees friends less than she did before and doesn't dine out or travel as frequently either.

"I used to go on cruises a lot—like every year—but recently, I haven't been on any. I miss going to places like New York, Michigan and Seattle which are places I practically grew up in," Wallach said.

To everyone who has had access to any form of media during the past 18 months, the massive impact the pandemic has had on the economy, workforce and home lives of many is evident, but a reverberation less explored is the impact it has had on the ways teens have been spending their free time.

In the midst of this enduring pandemic, students at MSD, like Wallach, have seen some changes in the ways in which they enjoy their leisurely activities.

Over the past year and a half, there have been several changes to the way people access services and enjoy their leisure time. These include, but are not limited to, an increase in the number of stores and restaurants that offer curbside pickup, as well as certain movies being offered on streaming services on the same day they release in theaters. The Eagle Eye surveyed 370 MSD students about how the ways they spend their free time and enjoy leisure has changed.

Curbside pick up, which has been implemented in an increased number of locations since the pandemic's inception, is reportedly used by 64% of MSD students.

"It allows the customer to not have to wait at a table and instead in their car,"

sophomore Marco Mizrahi said. "I enjoy that [since] I don't [have] to wait inside for so long."

Of the students who use curbside, 40% of them say that they use it either frequently or very often. Take-out food options have been available to consumers since long before the pandemic, though they have sky-rocketed in popularity since the COVID-19 pandemic has begun. Of the students surveyed, 70% say that they order food for takeout either frequently or very often.

Students have found themselves spending less time at movie theaters, and more time watching movies online. More than 45% of students report that they go to the movies less than they did pre-COVID-19, with 21% saying they have completely stopped going all together. While only 30% of students are still watching movies in theaters, a whopping 87% would rather use streaming services

like Hulu and Netflix to watch their films.

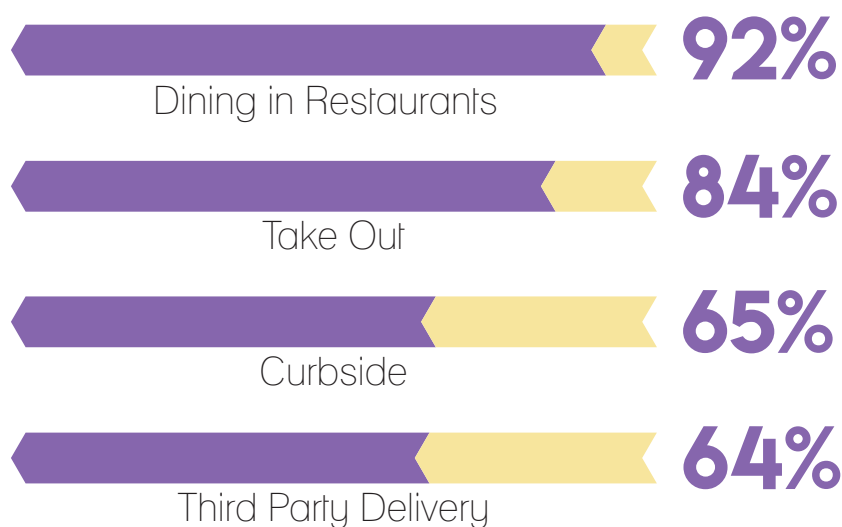
With restrictions from the pandemic beginning to lighten up due to more vaccination roll-outs and a shift back to normalcy, students report that their schedules nowadays have become a hybrid of their pre-COVID-19 and quarantine schedules.

To fill the free time that some now have, students enjoy a variety of activities such as talking to friends online or talking on the phone, shopping and partaking in school sponsored activities.

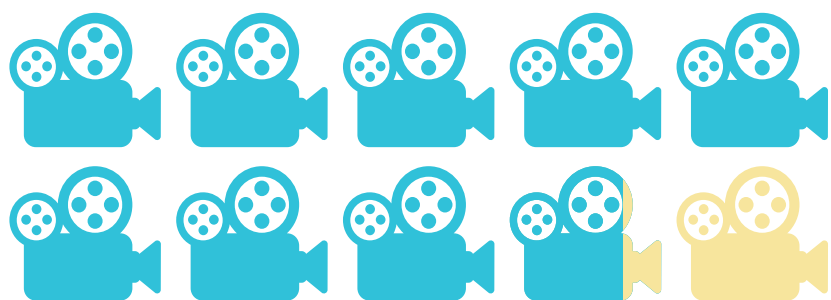
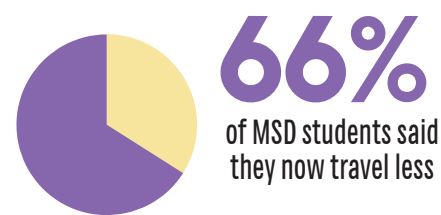
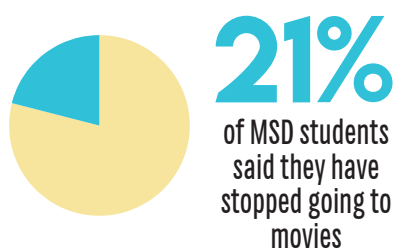
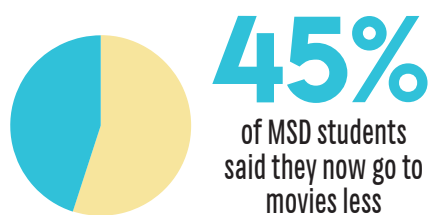
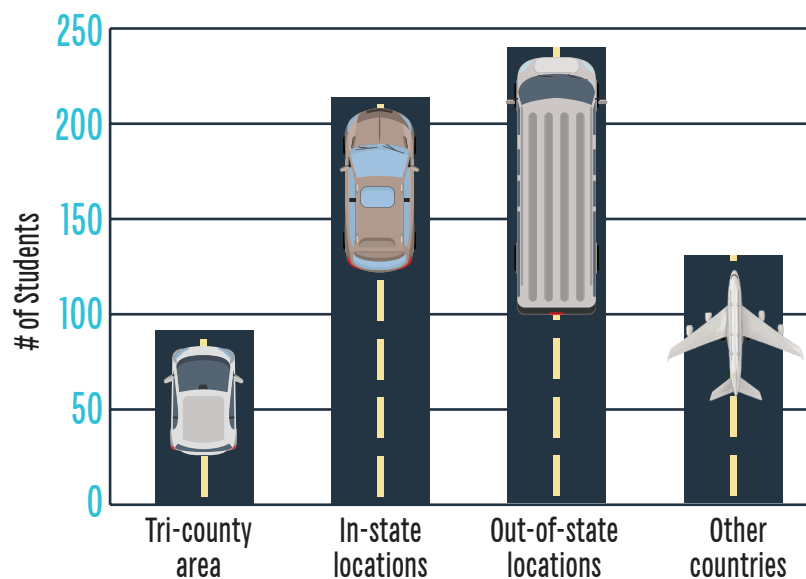
"I have a lot more free time now because of COVID," senior Romar English said. "I use [it] to improve myself mentally and physically by doing things I enjoyed, like gymnastics."

Though the pandemic has altered the routines of many, students are still finding ways to enjoy their favorite leisurely activities in COVID-19 friendly ways. *Story by Julia Landy*

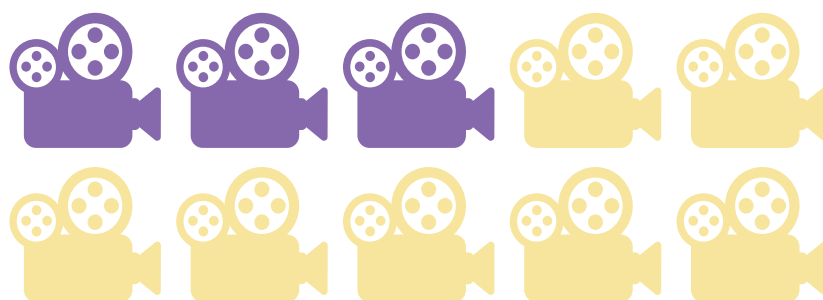
"WHEN DINING OUT, HOW DO YOU TYPICALLY GET YOUR FOOD?"



"WHEN TRAVELING, WHERE DO YOU TYPICALLY VISIT?"



MSD students use subscription streaming services to watch movies



MSD students watch movies in theaters

Based on a survey of 370 MSD students

CHANGING SIDES

Under the Lights. Varsity football cornerback Luke Evans (7), prepares for Marjory Stoneman Douglas' Homecoming game against Deerfield Beach High. Evans transferred to MSD from Saint John Paul II Academy and has already received a Division 1 football offer from Iowa State University. *Photo by Mariajose Vera*



Sideline Strut. Marjory Stoneman Douglas High School transfer and cornerback Calvin Fowler (21) exits the field towards the sideline during a tough game against Deerfield Beach High. Fowler led the Eagles' secondary to many successful turnovers, both in the game and throughout the 2021-2022 season. *Photo by Mariajose Vera*



On Home Turf. Matthew Burris (21) of the varsity lacrosse team looks towards his teammates for the ball during a match against Boca Raton High School during the 2020-2021 season. After transferring from St. Thomas Aquinas High School, Burris helped lead the Eagles to a successful 8-6 record. *Photo by Kelsie Yon*



Full-court Vision. Varsity basketball small forward Jevaughn Morris (4) takes the ball down the court against Plantation High School. Morris contributed to winning efforts against Plantation and several other games during the 2019-2020 season before transferring to Coral Springs High School the following year. *Photo by Mariajose Vera*

High school athletes transfer schools to support their athletic careers

As high school athletes look to grow their skills and talents, some take every opportunity they get, including changing schools. Students transferring schools for sports is more common than it may seem, especially across 32 sanctioned sports, including basketball, baseball, football and lacrosse.

In 2016 the Florida Legislature passed HB-7029 requiring the Florida High School Athletic Association to create bylaws that allow students who transfer schools to be immediately eligible to play. HB-7029 became Florida State Statute 1006.20.

The FHSAA predicted that over 280,000 high school students would transfer schools for sports in 2018. The prediction proved correct as the number of transfers nearly surpassed the previous prediction by 2019, and has substantially grown ever since.

Transferring can be motivated by numerous factors, differing for each athlete. These motivations include seeking a greater opportunity to display talent to colleges, finding a team that provides a larger possibility for success and championships and wanting to play with better teammates or coaches.

In 2020, schools across the nation shut down to protect students and staff from the dangers of COVID-19. Jevaughn Morris, then a junior, was among the thousands of student athletes disappointed in the obstacle that prevented the advancement of their athletic careers. When school sports began to reopen for the 2020-2021 school year, Morris was quick to seek the best way to make himself a better athlete. Ultimately, he was able to do so by transferring schools, as he made the decision to switch from Marjory Stoneman Douglas High School to Coral Springs High School.

Morris went from MSD to Coral Springs in October 2020 to further his basketball career. He wanted to make the most of his athletic journey, leading him to transfer schools.

"I feel that I worked so hard during quarantine for my season to be wasted. I wanted to have a successful season by making a playoff run," Morris said. "Ultimately, I wanted to be a part of a winning program, and Coral Springs [High School's] coach just came back to turn their program around."

Another transfer student, senior Matthew Burris, came to MSD from St. Thomas Aquinas High School to expand his lacrosse skills. Burris had previous connections with the MSD team, so he was quick to transfer before the 2020-21 season.

"My motivation behind transferring has to be MSD's coaching staff, who I met while playing in a tournament, kids on the team that I grew up playing with and the team's coaching philosophy," Burris said.

Burris is a prime example of how the 2016 Florida transfer law provides opportunities for students to expand their athletic career to fit their needs and goals, as a result of the bill's flexibility.

Before the law was passed, Burris's journey to becoming an MSD player would have been restricted by regulations and wait periods that caused some athletes to lose full seasons before the transfer would be processed. However, with the changes in recent years, Burris was able to quickly transition into a new life as an MSD student-athlete who could try out and play for the lacrosse team by the start of the season.

As student athletes pursue their desire to switch schools, they must undergo the transferring process. State law and FHSAA's bylaws allow student athletes to submit their transfer request at

any point in the school year, given that it is before the start of their sport's season. Additionally, this flexibility allows for student athletes to immediately join their new school's program to be eligible for competition, given that they have completed the transfer process.

Students are able to transfer to any desired Florida school from any zone in the state and are immediately eligible to play for their new school's team. Students are not eligible to play if a sport's season has already begun or if the student has already played the same sport for another school in that continuous school year. State law provides an exception for these rules if a student transferred due to foster care, military or court order placements.

Many students, parents and coaches admire the simplicity of the transfer process, which easily gives athletes the ability to achieve their goals in their athletic careers.

"Transferring schools was an easy process," Morris said. "Within 48 hours, I was able to be withdrawn from Douglas and enrolled at Coral Springs. It took some time to get the required forms, but it was a successful transition."

The ease of Florida's transfer process has made the state a popular destination, with more lenient transfer laws making the number of student athletes transferring schools skyrocket.

Senior Calvin Fowler transferred to MSD from St. Joseph

Preparatory School in Pennsylvania before the 2021-2022 school year and quickly became one of the top contributors to the success of the varsity football team as a skilled cornerback.

"Colleges have started to look at me for football, so I feel like transferring has transformed my game," Fowler said. "I feel like it was the best decision possible. It definitely paid off."

The transfer process begins once a student submits their request to their school's administration team. After a few days in review, the student's request may be accepted or denied.

However, the ongoing COVID-19 pandemic halted the transfer process and many other sports-related operations.

Amidst all the cancellations caused by the start of the pandemic during March 2020, sports seasons were put on hold for safety concerns. This meant that transfers to new schools, like other extracurricular activities, saw a sharp decline in the months the country spent on lockdown.

With Florida loosening COVID-19 restrictions earlier than many states, the decline in transfers was short-lived. By the start of the 2020-2021 school year, most schools in Florida allowed fall sports to proceed with COVID-19-related safety precautions in place. These clearances allowed for students from several states that might not have authorized sports at the start of the year to take a chance on transferring to where fall sports were being played.

Within the first few months of the year, most high schools allowed all sports operations to begin or continue, causing transfers to roll in like previous years. With student athletes attending statewide tournaments and very few shutdowns, the students who sought to better their chances at recruitment once again moved to new destinations.

Highly ranked schools in Broward County for various sports saw high transfer activity in recent months, with Deerfield Beach High School and American Heritage receiving some of the nation's highest ranked athletes in football and basketball. According to 247Sports.com, which focuses on the recruitment of high school athletes, four recruits ranked four stars or higher have arrived at Deerfield Beach while five of these coveted prospects have transferred to American Heritage since the start of the 2019-2020 season.

Additionally, MSD has become a popular transfer school for baseball, as the team is the fourth ranked baseball program in the nation, and football, as the team has made it to playoffs the last few years.

"Florida has better football, so I felt that I could push harder if I transferred here. I liked the school and I liked the environment, so I chose MSD. The coaching staff is pretty good, and I've had a good overall experience with the transfer process," Fowler said.

With students receiving the opportunity to pursue their desired schools for sports, many teams at MSD and other Florida schools have gained players in various programs. As these athletes enter programs that are beneficial to their athletic careers, they are given greater opportunities to not only become better competitors, but also better students.

Colleges have started to look at me for football, so I feel like transferring has transformed my game. I feel like it was the best decision possible. It definitely paid off.

Calvin Fowler, 12

"My new coach has far more connections to colleges, and suggested multiple ways that I could continue my athletic career. He nominated me for a Senior Showcase, in which college coaches were able to watch me play and contact me afterwards," Morris said.

With the arrival of the 2021-2022 season, more transfer requests have begun to funnel into schools and MSD has received several of these players looking to join the school's athletic program. After the lifting of many COVID-19 based restrictions and several schools re-entered athletic play, a multitude of players began moving schools in order to advance their careers.

Junior Luke Evans transferred from Saint John Paul II Academy in Boca Raton and was able to find a more suitable situation at MSD. Evans has since joined the school's varsity football team and made an instant impact, becoming a starter on defense and offense along with being offered a Division 1 football scholarship from Iowa State University.

"The transfer was really easy. I was able to make connections quickly and the coaches are really good. I didn't have a lot of difficulties switching over to Douglas," Evans said.

The transfer process, although slowed by the pandemic, has still provided many opportunities for student athletes across Florida. With high school sports on the rise again, student athletes are transferring schools frequently. As students do so, the future of high school athletics has changed, with many competitive programs that show promise for the future. *Story by Reece Gary and David Lopez*

