



**SUPERINTENDENT-** Robert Copeland resigned from his position as superintendent at the Neshaminy School District, later announcing his transfer to the Lower Merion School District for a coequal position. He is speaking at last year's graduation in the above photo. Words from the superintendent are part of the tradition during the commencement ceremony.

*Photo/Tom Sofield/LerittownNow.com*

## Copeland leaves Neshaminy: heading toward Lower Merion

By Reed Hennessy  
*Editor-in-Chief*

"It is with mixed emotions that I inform you that I have been offered and I have accepted the position of Superintendent of Lower Merion School District," said Superintendent Robert Copeland in his letter of resignation. Prior to serving as superintendent at Neshaminy High School, Copeland served in various other capacities as an administrator in the New Jersey school system for 33 years, including as assistant superintendent in Teaneck and Newark, principal in Lawrence Township, and as personnel administrator and assistant principal in the Princeton Regional Schools.

During Copeland's tenure as Superintendent of Piscataway Township Schools, Copeland was named 2007 New Jersey Superintendent of the Year by the Association of School Administrators. Copeland came to Neshaminy during, what now seems like a bad dream, a labor issue between the district and the Neshaminy Federation of Teachers which culminated in the NFT going on strike nearly three years ago.

In a Lower Merion School Board meeting held on May 18, Lower Merion school officials approved the appointment of their new superintendent Robert Copeland to a five year contract with a base salary of 240,000 dollars that will run from July 1, 2015 to June 30, 2020. Copeland started his position at Neshaminy on Oct. 1, 2012 making his tenure at Neshaminy High School about three years. "Over the last, almost three years, together we have accomplished much," Copeland said in his letter of resignation which is posted on the Neshaminy district website.

"The students and families of Neshaminy School District have benefited greatly from the programs Mr. Copeland instituted during his time here as

Superintendent," said district spokesperson Chris Stanley. Copeland oversaw the introduction of full day kindergarten, increased STEM (Science Technology Engineering Math) opportunities, expanded middle school reading and communication courses. "I thank the many teachers who gave countless hours sitting on committees providing feedback and lending their professional voice to critical decision, and I applaud the many parents who joined in the development of curriculum initiatives because, as we know, a parent is every child's first teacher," Copeland said. Copeland also developed a plan that will be implemented in the 2015-2016 school year that will bring world languages back to the middle schools and a 1:1 iPad program for sixth and fifth graders.

"I think the district is in a really good place right now. We're about to put together a consolidation plan and move forward with some interesting initiatives at the high school, middle school, and elementary school level; Neshaminy is poised to do some great things," Copeland said. In addition to the implantation of new programs, the district will also be moving forward with a consolidation plan which includes the closure of Samuel Everitt Elementary schools, renovations of existing buildings, and the construction of a new elementary school.

"Mr. Copeland is a highly-accomplished, nationally-recognized school leader who brings a wealth of skills and experience that will serve him well in Lower Merion," said President of the Lower Merion School Board Robin Vann Lynch in a press release made by the LMSD. "He will provide strong and capable leadership during a time of increasing challenges in public education," Lynch said.

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## Marrington races his way to states' victory

By Liam Krimmel  
*Sports Editor*

Senior Dave Marrington has proved himself again as an essential hurdler for Neshaminy's Track and Field program. From setting the record in both the 100 meter hurdles and the 4x400 meter relay in middle school to breaking the 300 and 400 meter hurdles school record at Neshaminy High School.

While having the number one leading time of 37.36 seconds in the 300 hurdles in the state of PA in 2015, Marrington's ability of winning a League title was easily within reach, but a state championship title takes hard work and determination. Marrington has been running for many years at Philadelphia CYO Track and Field, Cross Country club, even before joining the middle school track team.

Marrington spends most of his time training on his hurdle form at workouts and practices, and also does anaerobic and dynamic exercises.



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## Senioritis: a high-school epidemic

By Eishna Ranganathan  
*News Editor*

Plaguing many soon-to-be-graduates around the nation, senioritis is a phenomenon that occurs starting around the springtime. Characterized by general laziness, eagerness to part ways with high school, and general decline in work ethic, it creates an academic dilemma for many 12th graders.

Many seniors at Neshaminy have similar attitudes: "Honestly there is little motivation to do anything; school gets boring after thirteen years since across grade levels we do the same repetitive thing; read, take notes, and take tests," senior Amber DeBolt said.

Nationwide publications have consistently reported on the trend, featuring articles with tips on how to avoid it, insiders perspectives from teenagers, as well as links to humorous tweets for readers to view; College Board, a nationwide non-profit which creates standardized tests for high-schoolers, also specifically dedicates a page on their website with statistics and motivational tips for students to use as a guide throughout the duration of their senior year.

The New York Times, which has consistently addressed senioritis via various annual articles, published a piece by Laura Pappano which stated, "Twenty-three would-be freshmen found themselves without a college when the University of Washington revoked their acceptances during the summer because of poor final grades." She was in some form of communication with the college's dean in order to obtain this information, as stated in "Slackers, Beware."

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"I think senioritis is something that naturally happens. You get burnt out with apps, and when you see your acceptance you know you are going to college somewhere and you want to coast through the year," senior Jasper Nelson said.



Photo/Solomiya Syvyk

When examining it from a psychological perspective, a senior at Connecticut College for her Honors Psychology paper conducted a study about it and found that a key factor for motivation is newness. It compared the "disease" to a group of students going to the museum: those who were visitors for the first time displayed greater enthusiasm toward learning what it has to offer.

It serves as a classic example of developmental and social psychology since the brain tends to subconsciously prioritize play over work. It wants to spend time celebrating with friends who the person may never cross paths with again. Essentially, the brain manufactures hormones to choose happiness over stress, something typically associated with the duration of high school, combined with the fact it wants to imitate the surrounding environment, which is exhibiting the same phenomenon.

Globally, senioritis seems to be a phenomenon limited to North America. Numerous studies conducted

central cause of senioritis.

"In general in America there is less of a drive. Most of the time when we see work we think 'we don't need this.' Once you know you can give up you do: only being in the building is required. Europe has more of a push to pass classes until graduation – my mom's side mostly lives there," senior Terry Warner said.

TED, in April 2014, released a report on what South Korea and Finland, two nations with the world's best education system do in schools; their findings stated that the former model emphasizes "grit and hard, hard, hard work;" it's the pathway to "climb[ing] the socioeconomic ladder" regardless of grade level.



Photo/Eishna Ranganathan

and cited among various organizations, such as the US News and World Report state that reliance "on computer-scored exams to provide readings on student achievement... is a gamble." Standardized tests are often another source of stress for a typical high school student and lead to burnout, a

The academic culture is extremely competitive and diligence-along with a "high performance attitude."

The latter's, Finland's, central motto is "extracurricular choice, intrinsic motivation" and thus they allow students to have short school days, so each student can build personal interests afterwards: "Education is about creating identity."

These types of setups leave little room for senioritis as core values are stated at the forefront and the foundation is built from there. Both nations have a commonality – "a deep respect for their teachers and academic accomplishments."

"In Greece, [the education system] is incredibly different. In high school you prepare three years to take a major exam at the end of senior year. [Ironically], that time is when doing well academically counts the most.

College is based on that one test and grades only, not all of these sports and extracurriculars and etc.," Greek senior Elena Kalkan said.

Senioritis has been a part of American culture for decades and has impacted the education system, which from an international viewpoint centers on standardized testing as opposed to "dedication to learning and hard work" in other nations.

## School board election results: new candidates, new plans

By Solomiya Syvyk  
News Editor

Following the May 19 primary election, three current Neshaminy School Board members, Anthony Sposato, John Allen (Region 2; Levittown) and Mark Shubin (Region 3; Middletown and Langhorne), were ousted from the possibility of reelection.

All three were proponents of the controversial consolidation plan which involves closing Samuel Everitt, Oliver Heckman and Lower Southampton Elementary Schools and building a larger, \$31 million Tawanka Elementary School, along with moving the fifth graders into the middle school and renovating other facilities.

Four candidates from the "Save Our Neshaminy Schools" Org. secured their spots in the upcoming general election in Nov. These outspoken, anti-consolidation members, Staci O'Brien (Region 3), Robert J. Sanna Jr., Robert Feather (Region 2), and Karen

Lowry (Region 1), assured a halt to the plan in their campaigns. But, according to officials, if these candidates are seated on the board, a reversal in the initiative could lose the district millions of dollars.

"Demolition of the existing Tawanka school is scheduled for early July," district spokesman Chris Stanley said.

Bids have already been awarded to contractors for the rebuilding of the new facility, plus materials and permits have been obtained.

Among others, Tina Hollenbach won the Democratic and Republican vote for Region 1 while Robert Tull won the Republican vote for Region 2 and Marty Sullivan won the Republican vote for Region 3; the latter two are also among the vocal opponents of the consolidation plan.

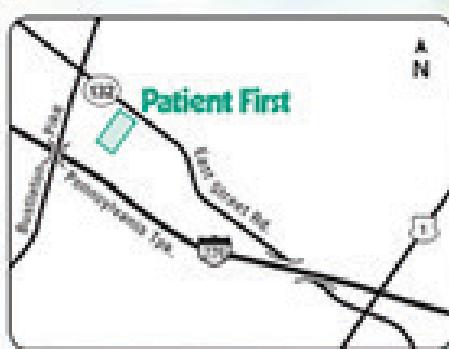
According to Matt Schickling from The Wire, "anti-consolidation candidates are asking the board to hold off on putting those shovels in the dirt and let the voters decide which candidates they want to make the decision."

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# 'Pulsera Project' threads nations together: Students aid growing communities, send aid to Latin America

By Makenzie Mason  
Circulation Editor

Neshaminy has many different clubs dedicated to service around the community; however, the Foreign Language club has adopted a project aiding people in South America. The Pulsera Project is a non-profit organization that raises money for different groups in primarily Nicaragua but also Uganda, Guatemala and Chile. 100% of the proceeds go back to these countries.

This is all accomplished by selling multitudes of "pulseras"—bracelets. Each are handmade by about 100 artists around South America using colorful yarn and thread to "enrich our own lives just as much as their purchase colors the lives of people in Nicaragua," according to the Pulsera Project's website.

Each pulsera is five dollars and is a wearable piece that will remind you of the support you gave to the organization. Attached to the bracelet is a tag with the artist's name, picture and country. More information can be found at [www.pulseraproject.org](http://www.pulseraproject.org).

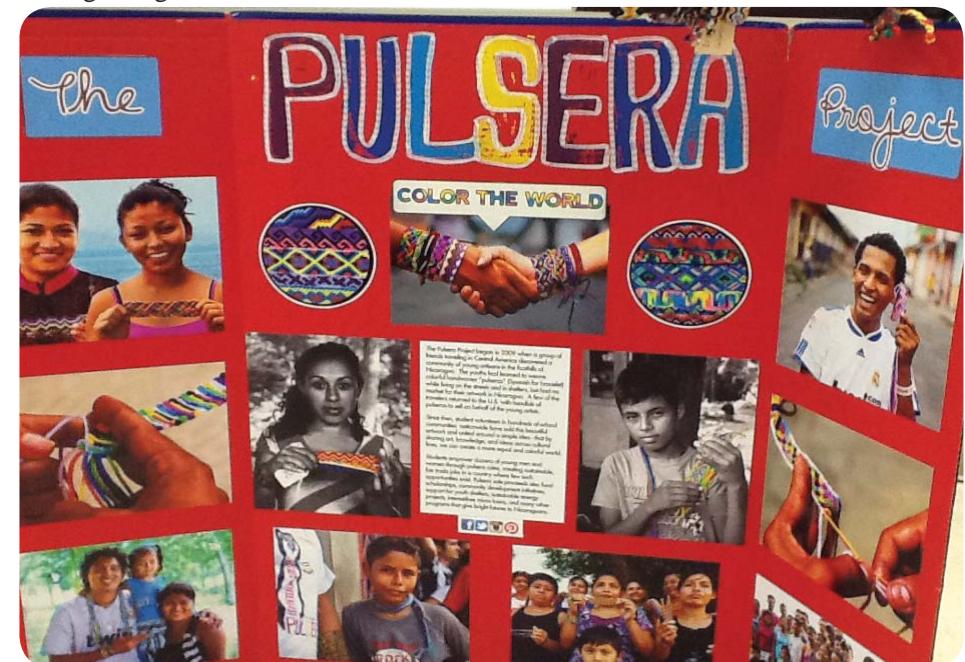
"The Pulsera signifies a small token of gratitude from the generosity of strangers. This exchange has evolved on a global level and has even expanded to two cooperatives, one in Guatemala and the other in Uganda," Maria Perez, advisor of the Foreign Language Club at Neshaminy, who is hosting the Pulsera Project, said.

The Pulsera Project provides fair trade jobs to the impoverished unemployed people who may experience poor working conditions if given any other job in their country. This allows them to make a living to support their families safely. The Pulsera Project also aids teens in Nicaragua who otherwise would be on the streets.

The organization is based off of service, leadership and education. By involving schools in Pulsera Project, students learn about the Latin American as well as the struggles economically they possess.

Donating only a mere 5 dollars will not only give you a colorful keepsake, but it will also give chances to underprivileged people in South America, helping them make a living and live a better life.

"By Neshaminy students volunteering their time and joining this cause, they are gaining global awareness as well as gaining a unique perspective of their lives. Neshaminy [Pulsera] volunteers are actively helping the less fortunate in addition to making a brighter and more 'colorful' future for others," Perez said.



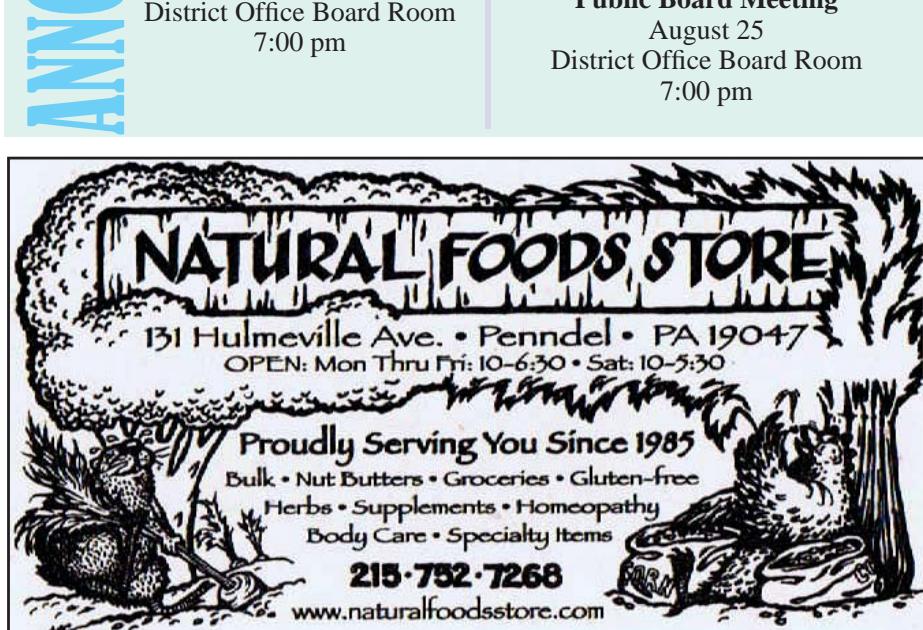
**PULSERA**-- The Foreign Language club participated in raising money for Nicaragua, Uganda, Guatemala and Chile through selling bracelets made by people inside these countries.

Photo/ Maria Perez

## GRADUATION GIFT IDEAS

By Namish Siddiqui  
Staff Writer

1. **Money Tissue Box** – Your graduate will always need money, so why not make a box filled with it. Then just add a cute saying and you're done.
2. **Special T-Shirt Quilt** – Make a quilt your grad can use anytime, with just old T-Shirts from concerts, field day, anything. Always remind your graduate of home.
3. **Keepsake boxes** – If you have always kept everything that your Graduate made. Make one of these and put everything in it. From art work to short stories. Decorate it then you're done. Easily finished and looks great in your graduate's eyes.
4. **Instagram journal** – Make a journal filled with Instagram pictures of the graduate and his/her senior year. The ups and downs. Then just add a few comments and sparkles.
5. **Graduation frame** – Don't throw away your graduates tassel put it in a frame and throw in a picture of the family. This makes a perfect way to always remember graduation day.
6. **Polaroid magnets** – Use an old baby picture or vacation pictures and turn them into magnets. Graduates will love them and it will remind them to call home once in a while.
7. **Personalized coffee mug** – Put a quote or a nice reminder on the front of the mug. Your graduate will love it and always have a mug for his/her coffee.
8. **Book Safe** – Turn any old book into a safe. Put notes, keys, even jewelry in it. It's a perfect way to hide something.
9. **Framed Whiteboard** – Frame a whiteboard and decorate it. Your Graduate can have one to hang in their dorm. They will have something useful and pretty.



## Seniors perform final show:

Five hundred twenty-five thousand six hundred minutes later, seniors walk on stage **one last time**

By Diana Cristancho  
Staff Writer

For students that have been in the music program for the past four years, from freshmen to senior year, they have performed countless concerts and performances. On Thursday, May 21, these singers stood on stage for one last time.

The concert was held at the Theodore Kloos auditorium. The symphonic band, conducted by Donna Burmylo-Magrann with the band assistant director, Michael Lipton, performed three beautiful musical pieces: The opening song was "Conquista," followed by "Repercussions." After those two pieces were performed, Magrann announced the name of the seniors graduating and what their future plans were going to be.

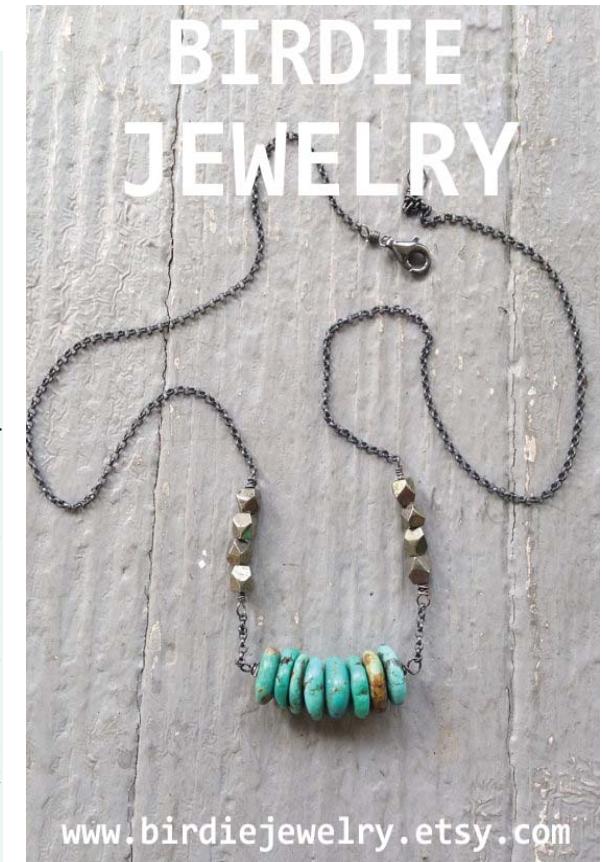
The symphonic band's last piece, "Baba Yetu," is a Swahili language translation of "The Lord's Prayer. and

was performed with the concert choir. After the concert's intermission, the concert choir performed "Elijah Rock," a spiritual piece, performed acapella

After this piece was performed, a group of soloists from the select and concert choir performed "Seasons of Love," from the musical, "Rent." Then, soloists Catherine Turner and Sarah Evans introduced the beginning of "Into the West," a song from "The Lord of the Rings" sound track.

This was followed by a medley from "Les Misérables," which included seven songs from the musical, like "I Dreamed a Dream," solo performed by Carly Curran, and "On My Own," performed by Morgan McCormick.

The concert ended with "We Are One." The seniors stepped down from the risers and into the pit to be accompanied by their parents to sing. A bitter-sweet moment, this final performance filled the eager seniors with more anticipation for graduation.



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The following is an excerpt from Policy 600 which the Playwickian staff must follow. The excerpt is not representative of Policy 600 in its entirety. The Playwickian has been directed to publish this excerpt of the Policy in its masthead. The staff feels this section of the policy is also important to be featured in the masthead: "It is the intent of the Board of School Directors of the School District that School District publications be considered government speech for purposes of the First Amendment and to the extent permitted by the First Amendment."

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# What we believe Neshaminy needs in a new superintendent

Superintendent Robert Copeland will be moving on to Lower Merion. Though it seemed he was a fresh face to the district, implementing programs as part of something "new," Copeland has left and gone, and behind him he leaves a district altered, unsure and divided.

Now, the next superintendent, whoever that may be, has a task rested upon him or her greater than that which rested upon Copeland.

This new superintendent must see through the consolidation plan to its final implementation and conclusion.

However, there is a possibility that the school board may be composed of new members opposed to the plan. In that light, this new superintendent may be expected to champion consolidation, or expected to kill it.

In this atmosphere of uncertainty, a special superintendent is required by the community.

We need a superintendent that has a forward focus, one that is constantly looking to improve and expand. This includes continuing to expand our STEM programs, which were begun under Copeland.

We need a superintendent that is not afraid to step in and disagree with board members meeting.

and other officials, so long as he or she does so professionally and respectfully, and with civility. At the same time

the district administrator needs to do more to create a united front and bridge the gaps that have developed between administration, teachers and the school board. The fracturing that this district has undergone must be healed.

Lastly, we need a superintendent that is committed to this district and is willing to follow through with plans. Copeland was a forward thinker, yet he did not have that commitment to the district to see his plans through. The constant shifting between district chiefs has only hurt the students. Long-term commitment to the district, at this juncture, is more valued an asset than ever.

So when this board looks for its new Superintendent, they should bear these qualities in mind; in doing so they will have the district's best interest in mind. This district has a tough and challenging task to be tackled.

Whoever fills Copeland's shoes must rise to the occasion by sticking up for what is right and playing an active role, unifying fractured camps in the Neshaminy community, having a flexible and forward thinking approach to consolidation and all things, and committing to these things and seeing them through. Then, under that effective man or woman, this district shall have been brought to a better place.

**This unsigned editorial represents the majority view of the Editorial Board.**



Robert Copeland will split ways with the district, leaving his successor with a harder task

Photo/NSD

## Last thoughts from the graduating editorial staff

**S**ome 19 and a half months ago, this paper published an unsigned editorial titled "Why we refuse to publish the R-Word," in which the sitting editorial board put forth its reasoning for a newly instituted ban on the name of the school mascot.

In the 595 days that followed, that ban had been placed "on hold," yet, aside from an erroneously placed cartoon in November of 2013, was still enforced. The Playwickian has gone well over a year with the ban enforced.

Lots of questions were raised by that ban; primarily, we were asked what our motive for that ban was. The answer is simple: we believed "the R-word" to be wrong. A Native American woman in the community plead--and still pleads--her case before the school board to have the mascot changed, as the word was offensive to her son who had to tolerate it every day. She is not alone in her stance. Native Americans nationwide have been protesting the word for decades. A large group of Native Americans protest it more ardently than ever, but those protests largely fall on deaf ears. The Playwickian editorial board did not want to be among those.

We researched the history of the word and its bloody ties to an era of genocide. We saw the American Psychological Association's study showing that a Native

American mascot could actually be disruptive to the educational process of Native American children. We decided, in this light, that it would be better for the Native minority in our school and for the prospect of future Native American students to have the R-Word appear in one less place.

In the 595 days since then, a lot has happened: the Pennsylvania Human Relations Committee has handed down a preliminary ruling ruling against the word, a virtual death knell. The Courier Times has banned the word within its own pages and a small, yet vocal minority has come out against the word. These things were all rather unexpected.

Yet, not enough has happened. While the aforementioned events send encouragement, the general attitude in the district is troubling, as community leaders and the masses have dug their heels in.

The R-Word's day is done. Regardless of the PHRC's ruling, the mascot will one day be changed. The movement has gained too much momentum, and the mascot will eventually become so great an inconvenience to the district that it cannot go.

We believe that inconvenience has already been met, financially.

The mascot debate has costed the district tens of thousands of dollars. If the

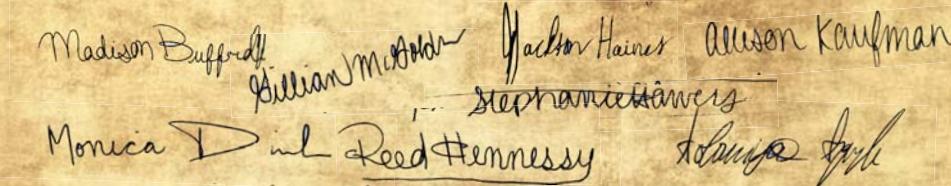
PHRC rules unfavorably to the district and the district appeals, there will be great legal costs. Keeping the mascot will likely prove impossible, and at the end of the fight there may be a bad bill waiting for the school board.

On the other hand, the National Congress of American Indians wishes to see the mascot changed so much that it is willing to compensate the district for the expenses involved in changing it! If it is cost versus benefit, changing the mascot now appears preferable.

Would the district rather spend thousands upon thousands only to have a mascot change forced upon them, or now begin the process of changing without the legal fees?

We were at first reluctant to extend any judgment on the mascot issue beyond our own paper. Now, with this new situation, it appears that changing the mascot is right in every way.

This district may have to go through the tough trials of the change, but it may come out stronger on the other end because of it. We may be leaving this district with its racist mascot, but ultimately, a unified Neshaminy will ally under a new one.



# Stop trans-blindness: Adapt school policies to accomodate *all* students

**By Maddy Buffardi**  
Managing and  
Op-Ed Editor

The idea of being transgender has always existed but it does seem that it has become much more talked about and in the public eye as of recently. Being transgender simply means the individuals self-identity does not conform to conventional notions of male or female gender.

The important thing to address is the difference between gender and sex. Sex is biological but gender is not. Any person has the right to choose what they identify as – and gender identification is all about comfort for the individual.

People often become concerned about offending a person and combat that fear by simply avoiding using any terms or

pronouns, but that isn't necessary. Most trans people will not get angry if you misgender them, or use the wrong name accidentally. It's generally understood that it's something people will need to adjust to, and so will people who recently came out as transgender. If people accidentally use their former name, or an incorrect pronoun, it's okay. As long as people are trying to comply with what makes said person comfortable, they're happy.

As a result of this topic becoming more talked about it is becoming more frequently occurring in schools across the nation. Which begs the question, what are schools doing for their transgender students? In Neshaminy, not very much.

There are certain disciplinary codes – for explain the dress code -- which in Neshaminy is gender specific. Because of the Equal Protection Clause schools who insert explicitly-gendered classifications into an otherwise neutral dress code greatly increase their own chances of a court finding said school in violation of its students' rights.

Supreme Court case *Craig v. Boren* proclaimed "classifications by gender must serve important governmental objectives and must be substantially related to achievement of those objectives."

Essentially, in order to legally tell any trans student who wants to dress to their own comfort – that they cannot, they would have to prove that doing so improves the educational potential and achievements of said student.

Administration has encouraged that students who are trans, or want to help advocate for trans students, should talk to the school board about changing certain discipline codes and to talk to members of the gay-straight alliance club for support. He stressed the fact that the rest of the student body does need to be considered – they may be distressed if a trans student uses the "wrong" bathroom or locker room.

Herein lies the first big issue trans students are facing. Though some students have no problem doing so, it is not the student's job to advocate for themselves. It is not the "minorities" job to create a safe and welcoming environment for themselves. In high school especially, this is not the way things will get done.

Originally this article was intended to feature just one of Neshaminy transgender student's story. The article was then put on hold following Principal Robert McGee, choice to first call said students parent to obtain their permission since the student is a minor. Problem being, administration may not have the right to make that call.

"Minors can give valid and legally binding consent as long as they understand the nature and probable consequences of their actions; in the case of a newspaper interview, that means they understand that people will read the things they talk about. That said, getting parental consent doesn't hurt anything-- but no, the school can't require

it." Adam Goldstein, Attorney Advocate from the Student Press Law Center said.

Denying this student a platform of expression is further silencing the struggles of all transgender students and amplifying the ignorance and avoidance toward the topic. By facilitating this environment of isolation toward anyone who is different, administration is causing some of those students to feel uncomfortable inside the school building.

Keep in mind this story was not this students way of coming out, that has already happened previously. This article was merely a platform for this student to tell their story, their struggles, and what changes they would hope to see in the future. An article like this was meant to educate the student body on the topic and facilitate a conversation about what can be done for trans students.

The student was informed on the possible backlash and repercussions following the publishing of this piece, and gave their informed consent to have it published. In the students eyes, they could handle any backlash if it may help other students struggling in Neshaminy feel less alone – a brave stance that was punished and stopped.

For a school that maintains the expectation that students and staff will actively "accept and appreciate differences" this seems like a lot of work to do the opposite of.

Neshaminy's student

body and administration should constantly be working to become more educated, understanding, and accepting – and learning more through communicating and discussing the topic of transgender people can only help do that. The administration especially is responsible for creating a safe and comfortable environment for all of their students, and should work with every student in order to be more considerate and accommodating.

Neshaminy school district should be working with the Gay, Lesbian, and Straight Education Network to create new district policy on transgender and gender nonconforming students. Gender identification doesn't exclude a student from obtaining their right to an education, as protected by the first amendment and the Equal Protection Clause.

## It's time to stop ignoring the history of an entire culture

**By Grace Marion**  
Staff Writer

Gov. Jay Inslee of Washington State signed Senate Bill 5433 into law, on May 8, making it mandatory for schools in that state to educate students about the history of all indigenous nations. The 29 federally recognized tribes within Washington state, who will finally receive public recognition of their existence, have funded this curriculum initiative and thoroughly endorse the importance of its use.

Previous to the passage of the aforementioned law in Washington tribal history was only 'encouraged' in schools. Supporters say the law, SB 5433, will give balance to history instruction, which has often ignored the state's indigenous history.

In 9 years of public schooling it is likely that one will not learn anything about Native Americans, save the 'first Thanksgiving' and coverage of a few colonial scuffles, which could be argued as to historical accuracy.

It is likely to have learned nothing about the segregation of Native Americans from the white community mass discrimination, the forced sterilization of over 3,000 native women by the American government between the years of 1973 and 1976 (according to a study by the United States accounting office), the estimated genocide of 100 million of the people indigenous to America since the landing of the Mayflower, and almost no mention of The Trail of Tears.

Although there is a good chance that the hole described in education is unique, a 2014 study by Sarah Shear, an associate professor of Social Studies at Pennsylvania State University in Altoona confirms that Neshaminy School District's curriculum is paralleled in all 50 states.

The study shows that New Mexico is the only state to mention, by name, a member of the American Indian Movement, Nebraska textbooks portray Natives as lazy, drunk or criminal. Ninety-percent of all manuscripts used in school written about Native people are authored by non-Native writers.

Likened to that of Neshaminy, the previous curriculum in Washington encompassed "Nothing about the fact that tribes are still fighting to be recognized and determine sovereignty," said Shear. In Pennsylvania, there are currently 8 tribes residing.

Not only is native history not within school curriculum in Pennsylvania, but the state still refuses to recognize tribes, although many other states have recognized the

tribes that they encompass. For years, the Lenape Nation of Southeastern Pennsylvania and other American Indian groups have pushed for state certification, which would give tribes access to scholarships, government benefits, even a renewed sense of pride.

Neshaminy, along with many other districts, continues to refrain from teaching indigenous histories despite the enormous impact Native American culture has had on the Neshaminy community in particular. The name 'Neshaminy', in fact, derives from the Lenape word "Nischam-hanne" meaning: "two streams" or "double stream".

"It's about time that true native people's history is taught... written in the words of native people...when the history is finally told from the native perspective then, and only then, will the truths about genocide, abuse and discrimination be told... citizens are taught the horrific details of the Jewish holocaust while the Native American holocaust is hidden..." said local Native American rights activist, Donna Boyle, on the subject of the Washington curriculum change.

"America doesn't want to admit the atrocities inflicted on Native people, sponsored by its government...it's a shameful past but in order for us to move forward and be equal the true Native story must be told," continued Boyle. "There is such beauty in the many Native tribes and nations but only the truth can help understand the native cultures... true history will give people a better understanding of how, and why, certain words and behaviors by non-natives are not acceptable."

While Natives in Washington are one step closer to justice, those in Pennsylvania are still struggling. "We are trying to change the way native history is taught and we are making progress, slowly, but surely," Commented Boyle.

As the Native American community is treading the hard path to justice, another generation of students is falling to ignorance of the history of the land, and people surrounding them, and many to that of their own families. Without interference from community members that value education, and equality, another generation will spring into adult hood holding the belief that it is acceptable to use the representation of victims of a mass genocide as a mascot.

There is a great urge for community members to aid the Native American community in their struggle for historical and educational justice because; after all, what makes one atrocity less worth teaching than any other, especially if has taken place in your own country.



# Year in Review

**F**IELD HOCKEY -- The Field Hockey team finished in second place in the National Division, just behind Council Rock South. The girls finished their season with a 12-2 record.

**C**ROSS-COUNTRY-- Eric Chapman was the first athlete in seven years to qualify for the Cross Country championships and the Girls' team had their first winning season in 25 years.

**S**OFTBALL-- For the 2015 session, the girls' varsity softball team won the SOL Championship, finishing with a 13-1 record. The girls advanced to the playoffs but were eliminated in a game against Owen J. Roberts High School.



Photo/Ryan Miller

**S**WIMMING-- David Kneiss broke the 50 freestyle record this winter and freshman Ryan Link place 6th overall in the Suburban One League Diving Competition. Senior Lizzie Miller broke the 100 yard backstroke record this season.



Photo/NHS Yearbook

**W**RESTLING-- Bruce Graeber placed 5th at the PIAA State Championships. Also, Senior Dominic Stabilito finished the year with over 100 career wins.



NESHAMINY  
Photo/Neshaminy School District

**B**OWLING-- This year the boys' bowling team capture the state championship title. Senior Dave Moffit also won the state championship in his individual meet.

**L**ACROSSE-- Captain Fran Donato led the Varsity team to their first conference win in 10 years. The boys' varsity team also won their game against rival Pennsbury and finished the season with a 3-7 record.

## Track teams finish with record season

By Liam Krimmel  
*Sports Editor*

As the school year begins closing in, so do many of the sport seasons here at Neshaminy. The Neshaminy boys and girls track team finished their season with a strong finish. The boys' team finished their season with an impressive 6-1 record and also finished as the second best team in the Suburban One League conference.

The boys' team had many standout athletes who have made great impacts towards the team efforts during dual meets against other schools in the league.

Athletes like senior Dave Marrington, who has won the 300 hurdles at all dual meets to help Neshaminy gain a few points to better the chances of winning the meet. Ben Matzke, who runs the 400 meter, 300 meter hurdles, and the 4x400 meter relay, has always contributed to scoring points alongside Marrington in the 300 hurdles and the 4x400 meter relay with Sean Conway, Kyle O'Connell, and Anthony Murray.

On the Distance side, Neshaminy's mile and two mile runners are always making huge assists with scoring points. Freshman Rusty Kujdych, two miler, has always placed first

or second at all the dual meets, taking on other athletes who are juniors and seniors. Recently, Kujdych finished his season as the number one freshman in the state and number 14 in the nation and also set the 3200 meter run in a time of 9:35:67.

Seniors Eric Chapman, Dustin Willing, and Jack Haines run the mile and two mile and always focus on taking third place while Kujdych tries and place first. The boys also set the school record for the 4 x mile at the Central Bucks West relays invitational with a time of 18:42, finishing in 5<sup>th</sup> place.

On the jumpers side, senior D'Andre Pollard, who has won two title in the Triple and long jump at the Suburban One League National Conference, has made great contributions to the team, has left his mark in jumping here at Neshaminy.

In the high jump, senior Brian Plunkett, who also competes in the 800 meter run, the 4x800 meter relay, and the 5000 meter, has always helped the boys out when it comes to scoring points at dual meets. The senior has competed at the Indoor Track and Field state championships and is the only runner from Neshaminy to qualify for the PIAA District One Championship meet.

On the girls' side, the Neshaminy track and field squad had a very strong season with a 4-3 record and finishing third at the Suburban One League National Conference. The girls' team had a great season with the help of their coach Margie Stefan and senior captain Cheyenne Oswald. The team as a whole is a true force to be reckoned with by any school in the league.

On the individual portion of the time, Senior Alyssa Zukowski broke the record for the 100 meter Hurdles in a

meter with a personal best of 1:58.95 minutes.

The throwers for Neshaminy have also made great assists this season with scoring points in throwing events such as Javelin, shot-put and the discus throw. Seniors Luke Hellyer and Tyler Irwin have made great improvements from last season and their progress has shown by scoring many points to help Neshaminy secure a win.

Newcomer Jehsus Santiago has made a huge dent in progress this season. Recently, Santiago won the Javelin at the Suburban One League conference with a throw of 164.4 feet and is the first thrower for Neshaminy to qualify for the PIAA District One Championship meet.

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On the individual portion of the time, Senior Alyssa Zukowski broke the record for the 100 meter Hurdles in a

time of 15.06 seconds and also qualified for the PIAA Track and Field State Championship meet at Shippensburg, Pa.

Besides Zukowski setting school records, the girl's 4x400 meter relay record, set back in was broken this year by Seniors Cheyenne Oswald and Abby Alexis, Sophomore Saloni Hebron, and Freshman Madison Bolli, setting a new time of

4:00.73 minutes.

On the distance side, many standout athletes like freshman Kabrina Weaver and Junior Natalia Bastida have made great progress from this past season. Both varsity athletes have hit the sub 6 minute barrier in the mile and performed very well at the Suburban One League National Meet.



TRACK-- Seniors Dustin Willing and Eric Chapman start off in the lead in the 1600 meter run in a meet against Council Rock North. Eric finished the race in second place and Dustin placed third.

Photo/Syd White

# SPORTORIAL



**STUDENT ATHLETE--** Dan Lentz looks on to the field as a member of the varsity soccer team. Dan also competes for the indoor track and spring track teams.

*Photo/Robert Lentz*

**By Stephanie Harvey  
Business Editor**

On a typical day senior Dan Lentz wakes up at 5:15 am to get ready and gather together his book bag and gym bag to prepare for his ten hour school day. Once he gets home at 5:00 p.m. from a day of school work and sports it is time to eat dinner. By the end of dinner it is typically 6:00 p.m.; now he can finally start his homework before going to bed and starting the cycle over again the next day.

Playing two seasons of sports since sophomore year, Lentz understands the challenges of playing a high school sport while also tackling the work load of honors and AP courses.

When high school athletes get home, they are tired from their long school day and intense practice. Schoolwork is the last thing on their mind. However, often times they need to start their schoolwork right away instead of relaxing.

High school athletes sacrifice a lot more than just an afternoon after school. Most athletes practice during their free time after they get home, on weekends, and on days off. They also take time out of their busy schedules to travel long distances for games, participate in fund raisers, attend pasta parties, and attend banquets.

"The hardest part is managing your time wisely," Lentz explains. "There are sacrifices you have to make in order to dedicate yourself to sports. With so much to do, it gets difficult to juggle it all, sometimes."

As much as athletes would like to relax after practice, the work does not end until they have completed their homework too.

Despite the difficulty of playing a school sport, athletes believe that it is worth the time and effort. Putting so much time into something you're passionate about can be very rewarding.

Many Neshaminy seniors have received the rewards of the relentless challenges: Dave Marrington won the state title in the 300m high hurdles; Fran

Donato got recruited by a Division I university for lacrosse in junior year; Dave Moffit won the state title for bowling; D'Andre Pollard is going to a Division I university for football.

For Lentz, however, he was not able to run at the end of his senior spring track season due to injury. Although he missed out on track when he was injured he does not "regret putting so much time into sports." Regardless of the outcome from spending so much time participating in a high school sport, it is rewarding.

Why is it so rewarding? The effort and sacrifice of student athletes is the driving force behind the success of Neshaminy sports teams. The effort and sacrifice of student athletes encourage exercise and physical health. The effort and sacrifice of student athletes create lifetime friendships.

The reward makes the work worthwhile. According to Lentz, "The most rewarding part of playing sports is being successful with your teammates. Realizing that all the hard work you put in is paying off is such an amazing feeling."

## NESHAMINY ATHLETE OF THE ISSUE

### Lacrosse captain says goodbye to Neshaminy career

**By Alli Kaufman and  
Natalie Pietrowski  
Sports Editors**

After one of the best seasons Neshaminy has ever seen, senior Fran Donato has finished her high school lacrosse career as the team's captain. Donato has proved to be a leader for the team since the moment she stepped on the field but this year she took to a whole new level, leading the team to their first conference win in 10 years.

Though Fran has improved as a player on Neshaminy's team it is not where she started her career and it certainly not where she will end it. Inspired by her dad who played for North Carolina, Fran began playing when she was just four years old for the Lower Bucks League and will continue to play lacrosse for St. Joseph's University's Division I team in the fall.

Starting for Neshaminy her freshman year on the varsity team, Donato consistently led the team in goal scoring. This past season she scored her 300<sup>th</sup> career goal, with over 100 goals coming from just her senior year. Even with such



**CAPTAIN--** Senior Fran Donato finishes her time playing for Neshaminy's varsity lacrosse team as team captain and with 300+ career goals.

*Photo/ Alli Kaufman*

an incredible accomplishment and an even better season, Donato still hopes to improve herself. "I hope to better myself and my skills, as well as become [more of] a leader," she said.

As far as encouraging other athletes, Donato advises players not to give up, and to keep working. "Don't give up on what you know you're capable of. Just try your hardest."

**Kumar Mangala**  
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### MARRINGTON: cont. from 1

When Marrington isn't hurdling in the summer, he also attends Cross Country invitational's and competes in the 5000 meter run. Although he likes running alongside his teammates, Marrington prefers running individual events like the 400 meters, 110 meter hurdles and especially the 300 meter hurdles.

Marrington had a phenomenal final season of Track and Field. Many of accomplishments from this season would include helping Neshaminy finish the season with a 6-1 record, setting the 300 meter hurdles meet record at the Montgomery Memorial Meet held at William Tennent High School, and winning both the Suburban One League National conference and PIAA District One Championships in the 300 meter hurdles.

Marrington's greatest accomplishment of his high school career was winning the 300 meter hurdles at the PIAA Track and Field State Championship meet at Shippensburg University, winning both of his prelims with the official time of 37.99, the sixteenth fastest time at the PIAA State meet in Pennsylvania History.

Before winning his state title in the 300 hurdles, Marrington was ranked as PA number 5 in the hurdles and finished 3<sup>rd</sup> at the State Championship meet during his junior year. Feeling devastated for his performance, Marrington used this as motivation to help him want to train harder and faster to try and regain his chance of winning.

"I was pretty upset for a couple of days, then I realized, I have another year so I thought to myself I was going to come back stronger next year and win."

Though his time at Neshaminy has come up short, Marrington's career as a hurdler is just beginning, leading him to make great accomplishments at Penn State University for the next four years.

Marrington's accomplishments will forever go down in the books here at Neshaminy, and his college career is right around the corner.



**MARRINGTON--** Senior Dave Marrington finishes his track career for Neshaminy with a state championship title in the 300 meter hurdles. Marrington will continue to compete next year for Penn State, University Park's Division I Track and Field team. Dave also competed in the 4x400 meter relay at the state championship.

*Photo/Syd White*



# JURASSIC WORLD:

New addition to "Jurassic" franchise opens up a whole new world

By Nicholas Hoffman  
Archivist

In 1993 the world saw the emergence of a new kind of film, a science fiction movie based in genetic engineering and cloning that would become an all-time classic. In John Hammond, Isla Nublar, and the dinosaurs reintroduced there, Stephen Spielberg created a movie that was considered a masterpiece in animation and that would spark a reemergence in prehistoric interest and an entire series of Jurassic films.

Now, 22 years later, "Jurassic World" is set to hit theaters. Already 14 years since "Jurassic Park III", "Jurassic World" has been in the works as "Park IV" for the past 11 years. Originally planned for release in 2005, the film has gone through many changes and filming drama.

The film returns to Isla Nublar for the first time since the original movie, and is actually set twenty-two years after the events of the first film. John Hammond's dreams are fulfilled by another company, the 'Masrani Global Corporation,' which has created a fully functioning dinosaur theme park.

In an attempt to boost attendance, the Corporation creates a new dinosaur, the Indominus rex, created from the DNA of four large dinosaurs. In classic Jurassic fashion, the new dinosaur proves too much to be contained and prehistoric hysteria ensues.

This film has seen little praise through its reveals, perhaps rightfully so in the shadow of other movies coming out this year. The last movie in the series was not well-received, and it is not an uncommon fear that the new film will



NEW DISCOVERY-- Female lead, Claire Dearing, played by Bryce Dallas Howard, stares down a newly genetically engineered dinosaur.

*Photo/jurassicworldmovie.com*

be similar. In addition, the visually overloaded trailer has brought people to fear that the film has gone overboard with computer-generated imagery (CGI). A needed technology for the Jurassic films, CGI has been increasing in its ability over the years and the production team seems to want to show off their new toys.

Also up to critiquing is the film's continued play on the fears of the public. The first film took cloning to a frightening proportion, and this time Isla Nublar is back with genetic modification. As in the first film, science that has caused fear to the public is being tied in with monstrous dinosaurs to create a scintillating movie and inadvertently increase public fear of

the specific science.

The advertising for the film is certainly top-notch, with a fully functioning website produced for the film. The site provides info about the film, about dinosaurs in general, and a store for film apparel. It provides a map of the "park" on a map of Isla Nublar, and has different film clips to get a view of the world of the film.

"Jurassic World" will likely not be another "Jurassic Park" level film, but it is doubtful that it will disappoint. With large dinosaurs, destruction, and astounding CGI, the film will be a show regardless of its plot content and quality. The movie premieres, and "the park is open" on June 12.

## ME AND EARL AND THE DYING GIRL



By Monica Dinh  
Entertainment Editor

"Me and Earl and the Dying Girl," has already won two awards at the Sundance Film Festival — Grand Jury Prize: Dramatic Winner and Audience Award: U.S. Dramatic Winner. Without the dedication and perseverance of director Alfonso Gomez Rejon, the success of the film probably would not be as extensive as it currently is.

Rejon previously directed episodes of "Glee," "American Horror Story," and commercials for various companies like Chevrolet and T-Mobile. Filming "Me and Earl and the Dying Girl" portrays a completely different concept than any previous work Rejon has done. "This is a film I consider my first personal movie, so that's how it's an entirely different experience going into it because you're trying to work through something personally that you're going through and want to learn from and hopefully come out a different person, a better person, and a stronger person by the end of the film."

The film carries a much deeper meaning to Rejon than what meets the eye, "I came to the project — I received the screenplay, and it was at a point in my life where

I was delaying my own personal grief for having lost someone very close to me, and I'd thrown myself into my work and television directing. That really saved me," Rejon said, "When I found the screenplay I loved the theme that people's lives continue to unfold after they die."

While the film is definitely noteworthy, most don't know that Rejon completed filming "Me and Earl and the Dying Girl" in 24 days. "It was a very, very tight schedule, especially for something like this. But then you have to be surgical in how you shoot. Like in high school sequences, I fell in love with that high school, but it was enormous. It had been abandoned for about five, six years, but we couldn't afford to dress the entire high school or clean up the entire high school," Rejon said.

Audiences all over the world can take away so many lessons from "Me and Earl and the Dying Girl." Rejon said, "This movie isn't about dying. It's about living. It's about love, not necessarily romantic kind of love, but it's about discovery and just the simple thing that when a person dies, it may not be the end. You just have to pay attention because they're everywhere in different forms and different shapes."

## MOVIE PREVIEW

By Shawna Bratton  
Staff Writer

The average human will call this film a "typical love story," or "just another cancer movie."

Those people are wrong. This is not another "The Fault in Our Stars" or "Perks of Being a Wallflower", it's different.

It is "Me and Earl and the Dying Girl", this is a story of its own. No sex, a few drugs, typical high school drama, and that's what everyone loves about it. There a

realistic twist. Nobody falls in love,

there's no mean girl that goes out of her way to destroy someone's life; it's just

Greg, Earl, and Rachel, the dying girl. "It provided a pointed look at what cancer does to

someone and how it affects their emotions", said senior Luke Hellyer. "Me and Earl and the Dying Girl" shows the realism of cancer and high school and friendship I the 21st Century. This is a

highly recommended film which is rated three out of five in the opinion of a Neshaminy High School student.

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