



ALL PHOTOS BY ASHLEY SEXTON

The fall play, "Twelve Angry Jurors," ran Sept. 28-30. Check out some snapshots from the show.

NORTH POINTE

GROSSE POINTE NORTH HIGH SCHOOL

SINCE 1968



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WEDNESDAY, OCT. 4, 2017

UPCOMING EVENTS

HOMECOMING PARADE

Oct. 6
at Monteith Elementary at 5:30 p.m.

HOMECOMING FOOTBALL GAME

Oct. 6
at North Football Field at 7 p.m.

SAT TESTING

Oct. 7 at 8 a.m. in the Cafeteria.

HOMECOMING DANCE

Oct. 7
in the gym at 7 p.m.

PSAT TESTING

Oct. 11 from 8-12 p.m.

FALL CHOIR CONCERT

Oct. 14 in the Performing Arts Center at 7 p.m.

Dress for success

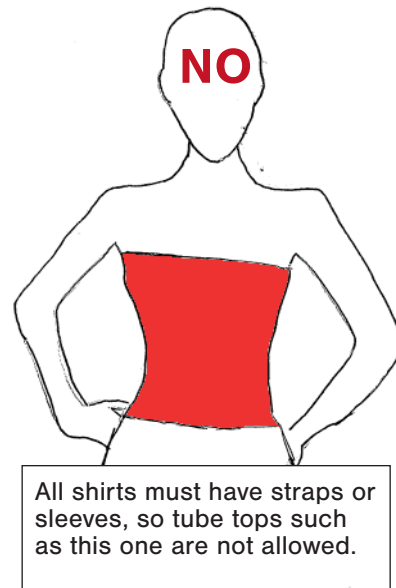
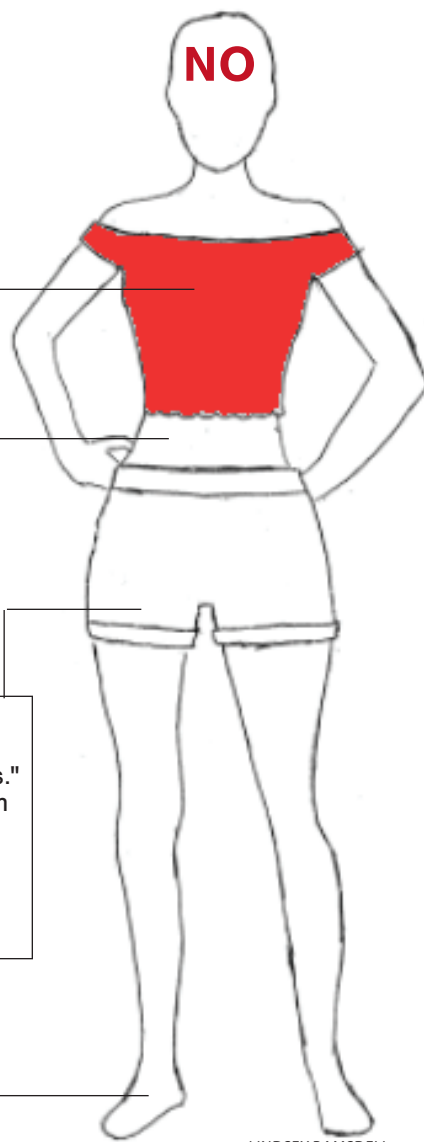
District reiterates clothing policy, allowing for more flexibility

NEW: Students are now allowed to wear shirts with straps instead of sleeves. However, the straps must fit the student's shoulders so they do not fall off like this. Transparent shirts are prohibited.

All shirts must cover a student's midsection.

NEW: Shorts must cover "a portion of the thigh at all times." This is different from the previous rule that stated, "shorts and skirts must be at least fingertip length."

NEW: The dress code no longer specifies against slippers, but it says that shoes must enable students to safely participate in all activities.



LINDSEY RAMSDELL

By Rory Angott & Emily Widgren
STAFF REPORTER & INTERN

Last year, the school board assembled a committee in order to revisit the district dress code. The committee came to the conclusion that some changes to the code were necessary.

“It tends to be very focused on what girls wear rather than what boys wear.”

Clare Loch
SOPHOMORE

The changes helped make the dress code less directed at girls. Some of the changes included that students are now allowed to wear shirts with straps and the length of shorts is less specific. However, off-the-shoulder tops and transparent tops are among the prohibited items. The changes have opened the door to a broader range of clothing for students.

According to Niche, a research organization, 48 percent of students in the United States see their school dress codes as moderately strict. In terms of uniforms, 23 percent of schools, public and private, have a uniform policy in the United States.

Although North students don't have to wear uniforms, sophomore Clare Loch believes that the dress code at North still has its ups and its downs.

“Well, it has pros and cons. It has brought good things, like setting boundaries for how people present themselves at school. But it's also bad because it really only affects a certain group of people: the young ladies that go to our school,” Loch said. “I think it needs to be more inclusive and less restrictive.”

However, Loch also said that there is still room for improvement. She said that the recent changes are a step in the right direction. While the code still requires all undergarments to be covered, it acknowledges the exposed bra straps for girls are not an issue.

One of the main goals of the School Board was to try to give students a bit more freedom with the way they dress so that they can better express themselves while at school.

“It doesn't really affect me personally. However, I know a lot of people are very sensitive to the dress code,” Loch said. “Mainly because it tends to be very focused on what girls wear rather than what boys wear. A lot of people think it puts a lot of pressure on girls to conform.”

Along with the less girl-specific rules, the dress code also doesn't specify against wearing pajamas to school. However, it does still say that shoes must enable students to safely participate in school activities, so slippers are still advised against.

Sophomore Michael Kehrig said that he feels that many students are still unaware of the changes in the dress code.

“A lot of people like to express themselves through the clothes they wear,” Kehrig said. “I mean the changes don't really affect me and I've never really had problems with it in the past but for people

that like those types of things yeah I definitely think it's a positive.”

Like Loch, Kehrig believes that the dress code is a step in the right direction, but it could be more relaxed.

“Well they could make the rules a little bit looser,” Kehrig said. “I think what's most important is that people are comfortable in the clothes they wear and that they like them.”

According to counselor Jennifer Sherman, the changes affect all of the people that attend our school.

“The greatest impact is on both students and staff. Both need to understand the changes and uphold them,” Sherman said via email. “It is a student's responsibility

“Both (students and teachers) need to understand the changes and uphold them.”

Jennifer Sherman
COUNSELOR

to come to school wearing appropriate clothes. It is the staff's responsibility to uphold the rules for those who don't.”

District discontinues special education adapted art, music classes

By Michal Ruprecht & Hannah Zalewski
EDITOR & INTERN

Parent Mary Ellen Kaiser was shocked when she was informed the first day of school that the adapted art and music classes her daughter took last year would be cut from the master schedule. These are classes for special education students taught by elective-specific teachers. But this year, they would be replaced with an adapted physical education class twice a day. According to parent Joan Mason, the change was made last spring by the School Board as part of the budget cuts.

“I find this unacceptable ... my daughter was just stripped of those same opportunities (that general education students have) even though she has seven periods a day,” Kaiser said at the Sept. 11 School Board meeting. “I'm here fighting not only for her, but for all special ed students coming up in the system. Parents with special ed first graders should be concerned about special ed services being cut in order to balance the budget.”

At the end of the last school year, Mason met with director of student services Stefanie Hayes to discuss the decision. According to Mason, Hayes indicated that there would be new, certified special education teachers hired through Wayne County RESA. The organization provides services and support to school districts in Wayne County as well as money to oversee ACT 18 Programs or Special Education Programs for Handicapped Children.

In other words, the district taps into funds available through Wayne County RESA but does all of its own hiring for teachers and paraprofessionals for adapted art, music and P.E. classes.

According to Superintendent Gary Niehaus, teachers have to be highly qualified in both special education and certain elective areas like P.E. to be eligible for ACT 18 funding. The adaptive art and music teachers were highly qualified in special education but not in art and music. Co-teaching art and music classes makes funding available.

The district hired 2.8 teachers through ACT 18 funding for the 2017-18 school year. They will work throughout the district but primarily among the elementary schools.

At the Sept. 11 meeting, parents Karen Grobbel and Kaiser said that they weren't informed about the change at their last Individualized Education Program meeting in June, which outlines the special education students' personalized curriculum. The unanticipated announcement that adapted classes will no longer be in the master schedule angered Mason, Grobbel and Kaiser.

Niehaus agreed that communicating the change was a challenge and that the district could do better.

Although the change comes as a surprise to some parents, Hayes said she has seen integrated general education classes work well in the past.

“Our kids are awesome. The general education students that support and work with our kids in those programs and classes tend to all benefit from being part of it,” Hayes said. “(This) shows our commitment to having our students included with all students in each building.”

If special education students opt to take an art and/or music class, they must join general education students in a non-adapted class. This change mainly affects special education students with cognitive impairments, as some students with autism spectrum disorder have already taken classes with general education students.

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“NUMBERS ARE A DOUBLE-EDGED SWORD IN THE WORLD OF ATHLETICS.”

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IN BRIEF

Homecoming court ballots go digital

Every year for homecoming, students are asked to select one boy and one girl who represent the best aspects of their class through character, academic performance, involvement in extracurricular activities and ability to make all members of the class feel welcome. This is the first year North has used electronic ballots for this process.

Each student received an email last week with a link to a Google form that allowed them to nominate homecoming candidates.

English teacher and Student Association adviser Jonathan Byrne is a part of the homecoming organizers who will announce the winners.

"This is our first year using an electronic ballot process. Other than it being electronic, though, nothing else has changed," Byrne said via email. "We haven't done it this way before, but I don't foresee any major problems."

Byrne is the only one who will know the results before they are announced.

Students compete in math competition

On Tuesday, Oct. 10 at 8 a.m., the Mathematics Michigan Prize Competition will be held. The competition will last about 100 minutes. This event is sponsored by the Michigan Section of the Mathematical Association of America and is open to all students in high school for a fee of \$5.

The test is divided into two parts. All participants take the first part, and the top 1,000 scorers move on to the second test. From the second test, MSMAA will honor the top 100 at an awards ceremony and give \$20,000 in scholarships ranging from \$250 to \$2,500.

Math teacher Katy Vernier recommends any student interested take this test, even though it covers topics ranging from Algebra to Calculus.

"I believe the students who have a better chance of being successful are juniors and seniors. On the other hand, I have seen freshmen make it to Part Two," Vernier said via email. "(This) is an opportunity for students to really challenge themselves with the possibility of scholarship money if they are successful."

By Syeda Rizvi

Counseling office undergoes renovation

Those who frequent the counseling office may notice the new spacious and organized atmosphere. They can thank counselor Jennifer Sherman.

"We felt like (the counseling office) didn't really display what we wanted it to display. So we asked for some donations, we got them, and we thought we did a good job making that space better," Sherman said. "Students have been now working at the desk, so it's giving students a place to work. It's more comfortable."

Sherman and the rest of the counseling department are proud of the space and feel it is an all-around better environment.

"I feel more confident because we have a lot of guests from colleges all over the country, and so for them to walk into the space and use the table and have the nice lighting ... makes me feel more confident about having guests in," Sherman said. "So I've really started to see a change, but I'm hoping it will continue throughout the year."

FAFSA opens

Student loans are a common cause of stress for students, but there are always tools available to help minimize the cost of college in order to make higher education possible for anyone. One of the more well-known is the Free Application for Federal Student Aid. FAFSA is one of the many financial aid programs offered, and counselor Brian White recommends everyone complete it.

"All students should do the FAFSA," White said. "Even if you are not eligible for the financial aid, some private scholarships and some merit-based scholarships they will not give you without the FAFSA."

FAFSA is an asset even to those who are not eligible for financial aid. Many colleges depend on FAFSA to grant students a variety of scholarships and if neither you nor your parent has made a FAFSA account, there is little the counseling office can do to help you receive that scholarship without it.

"Without it, you don't move forward with a need-based or merit-based aid for some of the colleges," White said.

By Abi Murray

Teachers buy class spirit shirts

Homecoming week brings spirit days, one for each class. Now, teachers can buy spirit shirts too. Alyssa Sandoval, English teacher and the Class of 2020's advisor is very excited for this change.

"I think that many will make the decision to do so in the coming years," Sandoval said via email.

Sales were good this year, and are expected to rise next year as awareness of this option increases.

"The option of purchasing a Spirit shirt is a direct representation of what North values are: love for our school and the community within it," Sandoval said. "I know that so many faculty members of GPN represent each class by wearing the respective colors during the Homecoming Spirit Week, so this option will just make choosing a color-coordinated outfit that much easier."

By Arzoo Chhaya



RUNNING THE ROUTE | Freshman Ethan LaCroix catches the ball at the Sept. 28 freshman game against Cousino High School.

BEHIND THE HELMET

Head trauma causes Chronic Traumatic Encephalopathy in addition to concussions in professional football players

By Sonny Mulpuri & Erin Kaled
WEB EDITORS

At 6-foot-1 and 245 pounds, professional NFL player Aaron Hernandez has had three successful seasons with the New England Patriots. Off of the field, he was supported by his fiancée and small daughter. The 23-year-old rookie tight end was captivating the world.

Then in 2013, his world flipped upside down.

Hernandez was charged with the murder of Odin Lloyd. He was indicted and sentenced to life in prison without a possibility of parole. His story came to a traumatic end on April 19, 2017 when he was found hanging from his cell in an apparent suicide. Evidence pointed to the biggest factor of his behavior: Chronic Traumatic Encephalopathy.

CTE is a brain disease caused by repetitive brain trauma. Commonly found in football players and other athletes in contact sports, the disease was not acknowledged by the NFL until 2009.

Athletic trainer Lizzy Landa is aware of the connection between concussions and CTE, but it isn't something that is a common occurrence when an athlete walks into her office.

"Mostly, former NFL or older athletes who have played football or other contact/collision sports in the past that have experienced multiple concussions in their lifetime have been affected by it," Landa said. "Chronic is the key word here. Chronic means that it has been going on for awhile or hasn't really healed in a

sense that other injuries are affecting it as well. So multiple concussions or head injuries can result in Chronic Traumatic Encephalopathy."

The brain disease usually shows early symptoms in patients during their late 20s or 30s. CTE is also commonly seen in military veterans, boxers, hockey players and victims of domestic abuse.

Common signs of CTE include memory loss, confusion, depression, aggression and difficulty with balance and motor skills. Patients have a higher chance of developing dementia as well.

"These symptoms often begin years or even decades after the last brain trauma or end of active athletic involvement," Landa said.

Currently, CTE can actually only be diagnosed after death. According to the Journal of the American Med-

ical Association, at least 110 out of 112 tested former NFL players have been diagnosed.

However, new research from Boston University has uncovered a method to find CTE in living patients.

Senior John Lizza is aware that every time he steps foot on the field, there's a risk of him becoming injured mentally.

"(CTE) is an aspect of the game that's pretty well known, and every player has been warned about it from anyone concerned about them," Lizza said. "But, if you love playing football, it's something you never worry about."

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Cutting classes

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Special education students still have access to the same electives as general education students, Hayes said. However, enrolling in general education classes requires a long process of scheduling. In addition, many students need a paraprofessional to go with them, which makes scheduling even more difficult. Mason said that the special education department began working harder to accommodate special education students' needs after the discussion at the meeting.

Also, many parents are concerned that general education classes won't meet their children's needs, as these classes aren't adapted to special education students and can eventually lose meaning to them.

"There are a lot of special ed kids for whom the placements are official. Their parents want them in there, and that is great, and I am for whatever works for the student. But, the curriculum in the high school music or choir classrooms are designed to be competitive, performance-based, and they are not singing music that is going to make sense to some-

one with a significant disability," Mason said. "The chances of the experience in a general education classroom at the high school level for a lot of these particular students being of benefit to them is small."

Special education teacher Ellen Nichols prefers to give her students the opportunity to learn with general education kids. She said it helps them work on their social skills.

"We want to make sure that we're doing right by all our kids,"

Stefani Hayes

"Some of my students go to an art class second hour, and it's a (general education) art class, and I kind of prefer it that way because then my students get to get out of this class-

room, and they get to be in the (general education) setting, which doesn't really happen that often. So they get to be around other kids that don't have special needs. I think that benefits everybody," Nichols said. "There is a lot of modeling that goes on that they get to see, and they get to see new faces and meet new kids that they haven't met before."

Nichols added that even though art and music classes aren't officially part of a special education student's schedule anymore, the additional P.E. class time is beneficial. She has noticed that her students enjoy the physical activity and understands that teaching them about nutrition and lifestyle is important as well.

Although general education classes aren't for the right fit for all special education students, Hayes said she wants to continue to accommodate those interested that meet requirements to learn in those classes. "I just know that it's a concern area that we want to make sure that we're doing right by all of our kids," she said. "We're going to do the best we can to make every kid have access to their curriculum, to their peers and to the electives."

Special education budget breakdown

Old VS. New

Adapted classes
Specifically tailored art and music classes were run by certified special education teachers last year.

Mainstream classes
Special education students could opt to take general education electives if they're qualified to.

"I find this unacceptable ... my daughter was just stripped of those same opportunities (that general education students have) even though she has seven periods a day."
-Mary Ellen Kaiser

Adapted classes
The only adapted electives are physical education classes, which are offered twice a day.

Mainstream classes
If a student wishes to take an art or music class, general education electives are the only option.