



the loudoun raider

Loudoun County High School's
Quarterly Newspaper

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NEW SCHOOL BUSINESS

PAGE 4: Discover how our school teaches students social skills in a business atmosphere.



GAMES USE LOGIC TOO

PAGE 4: Librarians create an engaging "escape" from the school day with escape boxes.



FUTURE TEACHERS

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BLAST TO THE PAST

PAGE 6: LCHS's rich history



"BLAZE OF GLORY"

The Drill Team performs as part of the dedication ceremony on November 11. The dedication, which included honored guests, followed the school-wide Veteran's Day Assembly. Photo courtesy of LCHS NJROTC Public Affairs.

ANNEX DEDICATED TO MILITARY HERO JAMES "JIMMY" F. ADAMOUSKI

Brendan Casey
ROTC correspondent

The NJROTC Annex was renamed in honor of military hero US Army Captain **James F. "Jimmy" Adamouski** during a Veterans Day ceremony held on November 11, 2019 at Loudoun County High School, after a unanimous vote by the school board.

"Captain Adamouski was a man who set high standards for himself and expected that from others as well," said Master Chief **Deanna Foust**. "That is something that we strive to instill in our cadets in NJROTC."

Army Captain James Adamouski had a distinguished military career, as reported by David Cho of The Washington Post. He served four tours in Bosnia and Kosovo prior to his deployment to Kuwait. This was

to be his last tour before his enrollment in Harvard Business school. Captain Adamouski was killed in action on April 2, 2003, making him the first West Point graduate to die in Iraq. Adamouski, along with five others, perished when their Black Hawk helicopter crashed.

The official dedication occurred following a school-wide Veteran's Day assembly, during which the Naval JROTC drill teams performed. The event that followed was held for members of the West Point Alumni Association and invited dignitaries, including Loudoun County school board chairman **Jeff Morse**, Army three-star General (Ret) **Ray Palumbo**, Army General (Ret) **Richard A. Cody**, Captain Adamouski's sister **Karen Marion**, and Adamouski's father, Army retired

Army col. **Frank Adamouski**.

"My hope is that this generation and generations to come will look at Jim Adamouski—look at how he served. How he lived his life and be inspired by it," Cody said, as reported by Tim Barber of ABC 7 News.

Adamouski's father, a Vietnam veteran, said, "He died in a blaze of glory, and he's an American hero," as stated in the Arlington National Cemetery Website Obituary.

"Jimmy would never be satisfied with the bare minimum and neither should anyone else," said Foust. "He gave his life not only doing what he loved, but to protect our freedoms. His life is a great example for our cadets and it's very fitting that our Annex be named after him. We should all strive to be like Jimmy."

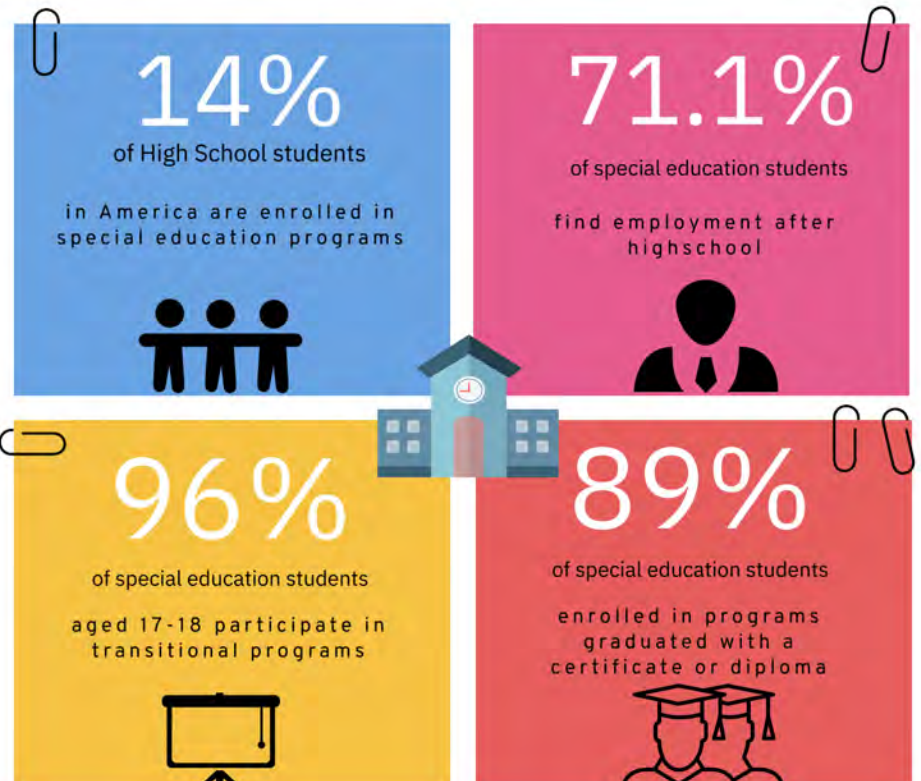
COMMUNITY INDEPENDENCE INSTRUCTION: STUDENTS DEVELOP REAL-LIFE SKILLS

Olivia Zavadil
Business Manager

Opening boxes, stocking merchandise, tagging items. These might seem like mundane tasks, but for students participating in LCHS's Community Independence Instruction program, completing these tasks is one step closer to finding success in their communities. Many students that have graduated out of the CII program have gone on to hold successful jobs around town.

"Empower ALL students to make meaningful contributions to the world with the skills necessary to do so through Community Independence Instruction." This is the goal of the LCPS Community

CONTINUED ON CII, PAGE 15



Infographic by **Olivia Zavadil**, powered by **Piktochart**

OPINION

YOUTH OBLIVIOUS TO WORLD EVENTS EDITORIAL

It seems a theme we come back to each issue this year, it's one highlighted by our guest opinion piece by Mrs. Lewis, and it's an issue that's become compounded in our lifetimes.

Perhaps people have always been more concerned with their own well being than important events and disasters happening in the world, but it seems electronics have made this problem much worse for us.

As an "altered generation," our youth are addicted to electronics. Everyone grew up around them, and in a vicious cycle became more self-absorbed and less concerned about the real world. Now, we are approaching voting age, and we are frequently uninformed. In an election year, this becomes concerning. According to The Washington

Post, a mere 36 percent of young voters actually voted in the last election.

The statistics are shocking. A poll at theguardian.com reveals that 85% of Americans are oblivious to hunger in Africa and the Middle East. And yet, according to ABC News, teens spend an average seven hours and 22 minutes a day on their phones. That is almost a full-time job.

Young people are not encouraged to make a difference, whether it's donating or helping, and they are led to believe they can't make a difference. While this should bother them, their electronics are a distraction that keeps them pacified. Why worry about the world when you can check your phone instead?

This generation needs to realize that they're the future of our world and a key piece of our society. Someone, somewhere, should be placing a larger emphasis on keeping up with world issues. But perhaps we should stop waiting for someone else to tell us what to do. Whether it's through a newspaper, a news show, or the Internet, we need to take the initiative to be informed. Electronics themselves are not inherently bad, but the way they are being used is making us more complacent to the problems of the world.

Today, you hold the world in your pocket, with constant access to Wi-Fi and 4G. Our question to you: how are you going to use it to change our world for the better?

HOCO AT LOCO LOSES POPULARITY

Maggie Sheridan

Managing Editor

There is one night each year on which all students at LCHS have the opportunity to dress in their finest outfits and participate in an evening of laughter and fun. Homecoming should be one of the most exciting events in a high school student's life.

Unfortunately, this event has been losing its popularity over the last several years. In fact, this year we had a significant decrease in attendance. There seems to be a wide variety of reasons behind this result.

The first culprit appears to be a diminishing sense of school spirit. Especially when compared to other schools, LCHS lacks greatly in an outward appearance of school spirit.

It seems as though students are not motivated to participate in school-sponsored activities compared to years past.

For example, fewer students attend assemblies, and no one cheers especially loud. They believe that they will be made fun of, and rightly so, by other peers for showing their pride and will become embarrassed.

"They aren't very fun and no one has any school spirit," said sophomore **Jessica Booker**.

"Students are less willing to go out and be social or to go support our school at events compared to previous years," said biology teacher **Robert Hanger**. "It seems that this is due to the growing use of cell phones. They feel as though connecting online is enough rather than connecting in person too."

Another factor in decreased attendance at Homecoming

specifically relates to the theme, decorations, and music.

"The dance was fun, but it could have been better due to the lack of decorations and only decent music," said sophomore **Sarah Moshrefi**.

"I'd go if we had a better DJ," said sophomore **Kirsten Ponticelli**. "No one likes the same old music that is played every year."

This appears to be a common complaint among other students who also were in attendance, even though this year LCHS used a new DJ.

Many students stop going to Homecoming after freshman year.

The price of the dance is also an issue for some students. While several high schools around the county, like Heritage, charge fifteen dollars for admission, and Tuscarora charges ten dollars, County charges twenty dollars.

"Twenty dollars is a lot for Homecoming, and not everyone can afford to pay that much money, especially if you're bringing a date," said sophomore **Franklin Castro**.

Lastly, students indicate that the location is also a cause for concern. Every year, Homecoming is held in the gym. This is odd considering the high price for tickets. "I would go if it was held at a nicer facility," said sophomore **Lillian Kern**. "It would feel more special for us students."

Unless attendance improves, Homecoming will have to be held in the gym and the price will remain the same since the small amount of profits are used to fund senior events. In fact,

most of the money from tickets is used for entertainment, including the DJ and lighting.

"Unfortunately, since attendance has dropped over the last few years, we cannot afford to lower the ticket cost," said math teacher and senior class co-sponsor **Jarod Brown**.

It seems as though in order for Homecoming to be as popular as it was in the past, we're going to need to work things out and make some changes. The best way to increase the popularity of the dance is to increase student involvement.

One solution would be letting students help in organizing the dance. A majority of the dance is run by adults on the PTA. Most staff and students are unaware of the details in the planning, but many students have ideas about how it could be improved.

Student-led committees could volunteer to help with decorations, food, and a theme. They could also provide input about what the money will be used to fund or cover. The widespread problem seems to be a lack of school spirit, so this approach could be used in a number of areas, including Homecoming.

Hiring a student DJ might be a good alternative, especially since we have so many talented musicians at the school. It will be less expensive than hiring an actual DJ and they will understand the style of music peers want to hear.

With more students helping plan Homecoming, they will care more about the outcome of the event and the end result should be a more successful turnout.

THE LOUDOUN RAIDER

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The Loudoun Raider is produced by students in Newspaper Journalism I, II, and III under the direction of an adviser. Topics are student-chosen, student-researched, and student-driven, but all content is subject to administrator review.

Letters to the editor:

The staff of The Loudoun Raider welcomes guest opinion pieces and letters to the editor.

Pieces should be no more than 400 words and must be founded on researched fact. Any student, faculty, staff, or alumni interested in contributing to the newspaper should contact the adviser, Valerie Egger, at valerie.egger@lcps.org.

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OPINION

CONVEYOR BELT EDUCATION: GRADUATES' OPTIONS SHROUDED BY SOCIETAL STANDARDS

Cara Hodge
Editor in Chief

School has become a factory and students are cycled through six years of elementary school, three years of middle school, four years of high school, then they're lurching to college on a conveyor belt and after four years they are spit out into the real world with loads of student debt and no marketable skills.

As soon as students enter middle school they are ingrained with the belief that a four year college is the only viable option for them to pursue after high school. All the while schools fail to mention the other marketable options like trade school, the military, or an actual job.

"As things change and progress over the years," said **Dan Croyle**, head of the counseling department. "The big push especially in Loudoun has been college, so the stuff we do for careers seems to take a backseat."

One might assume that this shift is a result of a lack of interest from students, but the real issue seems to be a lack of information about these options being presented by the school system.

"I think we do an awful lot for students that are college-bound, but I get concerned about students that are not necessarily college-bound," said **Langston West** the head of the career center.

This factory-like system quickly becomes monotonous. Instead of being provided with skills, students are being programmed to memorize facts, take a test, and then wipe their brains for the next information. The end goal, of course, is a college acceptance—as if that is an end in and of itself.

"It started in the late 80s with

the 'work smarter not harder' idea and then it became really stigmatized to want to do a job in construction or dig a ditch or fix pipes," said **Daniel Chandlee**, technical education teacher.

Schools spend all of their time telling students all about the illustrious benefits of going to college but not the affluence that can be obtained from pursuing a trade.

"It's not the most glamorous work you're ever going to do, but it will definitely pay the bills," said Chandlee.

By not promoting trades, the school system is stifling students' options to get ahead. Trade school is a viable option, and the skills learned at those schools will be imperative to the continued growth of upcoming generations.

"If we have a million doctors, that's great," said Chandlee. "But nobody's going to have a place to go to the bathroom or a house to live in [without attendance at trade schools]."

The haughty attitude of Loudoun County has led students to look with disdain on any option other than four-year college, but electricians, plumbers, welders, and construction managers are always going to be imperative to growth in society.

Trades and tangible skills are important, and "we can't just all go to college and all be on that track," said Chandlee. Trades are not "a negative alternative to going to college that's what needs to be stressed."

The way to stress this point would be by increasing students' options when it comes to career and skill oriented classes, allowing them to study information that is specific to what they are interested in, rather than classes that won't

benefit them in the future.

According to an article written by the senior vice president of workforce strategies at Strada Education Network, **Michelle Weise**, "43 percent of recent graduates" from college suffer from underemployment. Underemployment is having a job that doesn't require a bachelor's degree, which means a student is putting to waste the four years they just spent at college.

"If graduates start off underemployed, there is incredible inertia that prevents them from getting out of that rut," wrote Weise.

The reality is that most students aren't going to get out of this rut by plugging a formula into a calculator or by writing a perfectly formatted essay. They are going to need the versatility and ingenuity that most college degrees will not provide.

"I just feel that leaving high school there's a lot of students that have no idea what they want to do," stated Croyle.

If students had access to opportunities that weren't strictly based on academics they would have a greater expanse of career options to choose from. With this in mind, the school system should find ways to promote trades and apprenticeships.

Trades allow students to "get into an apprenticeship or get into a job much quicker and then learn on the job as opposed to spending extra years in college," said Croyle.

The school system should accept their duty to serve students and provide them with every possible option to be successful, rather than sending students through the factory year after year.

If a student chooses a skill to focus on they could go "to Monroe or Academies, get out

and they can start making \$50,000 or \$60,000 a year," said Chandlee.

Companies want employees with tangible skills, and our school system could provide that by offering certification and training for EMT, mechanics, or construction management at the school.

The school system could also promote trades by making options like Monroe or Academies that offer training in things like welding, HVAC, or healthcare services more apparent and accessible to students.

West took a group to Academies of Loudoun and "LCHS was the largest school base of the other 15" schools that attended said Croyle. Despite the growing interest, Academies of Loudoun only has an acceptance rate of (10%) which leaves most students with no other outlets to pursue their specific interests.

"It's easier to sit students in front of a computer, and say let's run them through some scenarios," said Chandlee.

Easier isn't always better, in today's diverse and competitive workforce it is imperative to provide students with skills that will help them stand out in a large pool of candidates.

Chandlee stated that "it's a machine, so you go through the whole process and it wants to spit out that one made thing that is successful, so that in the past has always looked like a college graduate but I think it's slowly changing."

Our society doesn't need more carbon copies of graduates that leave college with nothing to show but a piece of paper, it needs more workers who are trained and prepared to serve their communities.

CHALLENGE: ABANDON PHONES TO ENRICH YOUR LIFE

Arlene Lewis
Guest Writer

Since my son was in the University of Virginia Glee Club several years ago, we receive their periodic newsletters, which I always enjoy reading. However, the most recent one had a troubling article written by the conductor, **Frank Albinder**.

Albinder was dismayed that the smallest number of students auditioned for the club this year since he arrived in 2002. This wasn't because students were busy with other clubs or sports. In fact, participation in all groups at the university suffered from

the same lack of interest.

In his opinion, this disinterest is a result of the effects of technology on "brain development and other aspects of behavior and personality." He commented that while university curricular classes can ban device use during class, he is unable to do so during rehearsals.

Albinder added, "Students are more and more distracted, seemingly unable to focus or concentrate for more than a few minutes at a time." Also, he noted that students simply don't have the desire to commit to weekly rehearsals, working

toward mastering vocal pieces for a concert that is weeks away. From his perspective, the goal is not immediate enough in an age when young adults see instant gratification as a norm.

Smart phones only came into wide use ten years ago, but the changes to us, not as a society, but as people, are astounding.

Have we really gotten to the point where we are not unwilling, but actually unable, to participate fully in activities that are both fun and enriching? Choosing not to participate is very different from being incapable of participating.

Are you living your life on a three-by-five screen instead of the three-dimensional world (or a three-dimensional reality)? Is your natural curiosity being satisfied with Instagram and Snapchat instead of life's many opportunities?

In this new decade, I challenge you to take a break from your phone, even if it is just for a few hours each day. Open yourself up to the possibility of alternatives to video games and social media. Explore your options.

Don't let technology limit your life.

NEWS

STUDENT-RUN BUSINESS SETS CAREER PATH FOR THE FUTURE

Michaela Scott
Editor in Chief

It's common for students to feel stressed about their future and what they will go on to accomplish in their life. Luckily for the students in **Alyssa Casanova's** Basic Skills School Business Class, they are well on their way to understanding the aspects and importance of businesses and how they are run.

During this past school year the students have put together a well-run business supporting and giving back to the teachers of LCH, called Gifts and Munch More. This operation not only teaches teens how businesses work, but it also is giving them social skills that they will use in their future jobs.

"It's a very nice job," sophomore **Xavier Dickey** said. "I am getting lots of experience for a position later in life, and I feel much more prepared being a part of this business."

The team prepares lots of pre-packaged food, thank you cards, drinks, and small gifts for their delivery every other Friday. The way the business works is every other week a Google Doc is sent out to each staff member, and they can personally choose an item to

order, or send a card to another worker in the school.

The food varies from sweets like cookies and chocolate pocky sticks, to crackers and many sorts of chip flavors. However, the personal gifts are all student-made, which is what adds a sentimental touch to the present. Each teacher can submit a customized message to include on the note/card. These cards can be made with a holiday theme, or can be a simple thank you letter.

On the day of the distribution, the students are all contributing and setting up for the big delivery right as the bell rings to start the block. "Ten minutes into the block we are scattered throughout the building working hard to deliver each special gift," Casanova stated.

The team begins the trip by taking the cart to the main office and then they work their way around the 100s and towards the gymnasium. This is then followed by the delivery in the library, and after they move to the classrooms on the upper level.

"We all take turns delivering each item, because it's key to



Moiz Javid, Christian "Xavier" Dickey, Thomas Payne, and Victoria Ramos deliver goods to teachers during third block. As part of the their Basic Skills--School Business Class, the students have crated "Gifts and Munch More" as a way to raise funds and learn the ins and outs of business. Photo: **Michaela Scott**

share in businesses," senior **Victoria Ramos** said. "It's always very exciting when it's your turn. What I love about the business is that it allows us to spend time with our friends outside of the classroom."

"Gifts and Munch More teaches

students important life skills, such as organization, executive functions, working with a team, and having strong social skills," Casanova stated. In addition, it also is building up friendships that will truly last each student a lifetime.

CLEVER HEADER GOES HERE: LIBRARIAN CREATES ENGAGING ESCAPE BOXES

Olivia Zavadil
Business Manager

Stressful tests, agonizing worksheets, and long lectures can all contribute to a bleak classroom environment, and take the fun out of learning. Students yearn for engaging and fun lessons that keep the school day interesting. This is where librarian **Christina Burge** comes in.

Burge has implemented an activity based on the popular "escape rooms," in which students must solve problems based on current areas of study. They use the answers to the problems to open several different types of locks. Working in teams, the students must solve all the challenges within an allotted time.

Starting early this year, Burge began running escape boxes in the library to help enrich student learning. "I wanted to bring something new to the library since I'm new, and get people down here for different reasons," said Burge.

"It's a great way to get students to engage in valuable, fun learning activities outside the classroom," says teacher **Rick Ricci**. Ricci had his CAMPUS classes complete an escape box activity on Edgar Allan Poe and on cyber security as a way to

build the class as a team.

The boxes are aimed to target student's critical thinking and problem-solving skills. "For the activities, my main goal is that it's just a fun, engaging learning activity where the students have the ability to learn the content in a different way," said Burge.

"I know that escape boxes are trending right now especially in the libraries," said Burge. "I love putting together puzzles, and it's like a puzzle."

Burge tailors each box to the class that is participating in the activity and builds each activity to benefit students. The boxes highlight communication and teamwork skills along with problem-solving strategies. "I saw the value in this fun problem-solving activity as one way to get the new CAMPUS students and returning students to get to know each other better," said Ricci.

The boxes can take up to three days to prepare and are filled with class-specific content. Burge uses Adobe Photoshop and Adobe Illustrator to modify and customize each box. She aims to host one to two sessions a month. So far, the classes that have participated include cybersecurity, CAMPUS, AP English and personal finance.

"I would recommend that



Freshman **Sachi Kataria** opens a lock during an escape box challenge for her Introduction to Cybersecurity class, taught by **Tammy Bullock**. The escape boxes challenge students to apply course content matter to real-world situations in a timed environment. Photo: **Christina Burge**

teachers talk to Mrs. Burge in order to see how they could fit escape boxes into their curricula," said Ricci. "It's a great way to get students to engage in

a valuable, fun learning activity outside the classroom. Students should be developing their soft skills, and an escape box is a way to help with that."

EDUCATORS RISING: A LOOK INSIDE

Byron VanEpps
Raider Staff

Meghan Kirk knew that she wanted to become a math teacher but being in Educators Rising reaffirmed her aspirations.

“I had known for a while that I wanted to be a math teacher, and while I was teaching in a middle school instead of a high school during my internship, I just felt right to teach math,” Kirk said. “Now, I’m going to William and Mary next year for college to get a bachelors in math and a masters in education, knowing that I feel truly comfortable with teaching math and teaching in general.”

Kirk’s dream is shared among the 60-plus members of Educators Rising, all of whom joined the club to help and teach kids younger than them, with some, like Kirk, aiming to become teachers themselves.

Educators Rising is a co-curricular club sponsored by business teacher **Patricia Virts**.

Students in the club are required to take Teacher Cadet, a class offered as a Family and Consumer Sciences, through the Career and Technical Education department.

As part of Teacher Cadet, students travel to cooperating elementary and middle school

classrooms every A day morning to serve as teachers’ aides and observe how to be a teacher, helping them decide if they want to be a teacher themselves.

Once every month, students in Educators Rising visit other school classrooms, working hand-in-hand with Teacher Cadet members at elementary schools like Catoctin, Sycolin Creek, and Evergreen Mill, as well as Simpson Middle School.

“I love going into the classroom. It’s so fun to work with students and help them learn, while also getting experience that can help me in the future when I become a teacher,” said Kirk.

Members of Educators Rising also participate in community service through programs like Backpack Buddies, which provides food for children and families in need when school is not in session, and Storybook Treasures, which provides children with access to good books to help increase literacy and a love of reading.

Aside from partnering with organizations, Educators Rising also participates in community service through things like tutoring, adopting families for the holidays, and making blankets for sick children.



Thomas Krivoruchka, a sophomore Educators Rising member, explains the word “puppies” to a first grader after the boy asked him to be his dad. Funny encounters like this are common for students in Educators Rising because as we all know, kids can be kids.
Photo: **Meghan Kirk**

The importance of Educators today can’t be understated, as educators’ abilities to connect with students of all ages to provide a good education and influence is what affects the next generation the most. “The role of educators is not only to educate kids, but to serve as

role models,” stated Educators Rising President **Anabelle Smith**. Kirk agrees, stating: “Educators shape students and make them into better people while simultaneously helping them learn. The best educators I’ve had are the reason I want to become a teacher.”

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NOW AND THEN

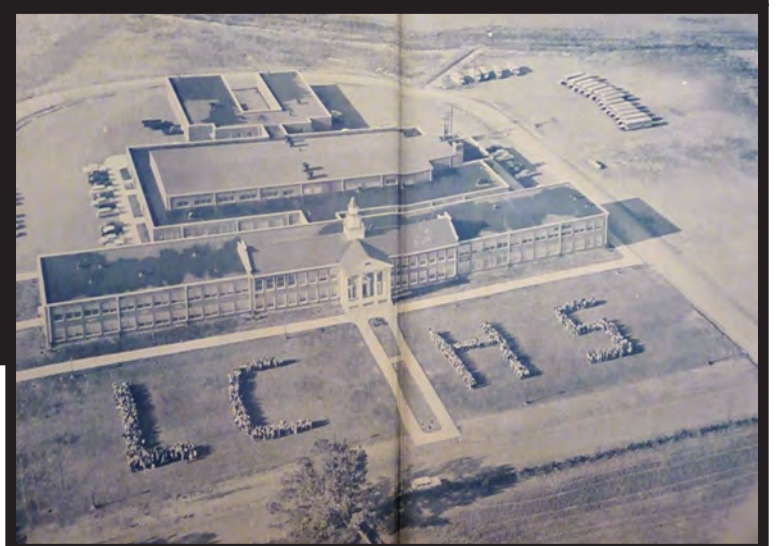
HOW OUR BUILDING HAS CHANGED

Every school building has a history, but few come close to the amount of history LCHS does. LCHS is the oldest school in Loudoun County, and, at the time of writing, has been around for sixty-six years. With that many years under its belt, the building is bound to have gone through lots of changes. Old classrooms and hallways being repurposed, new areas being created, and outside areas like the tennis court being built are among the many new things that have been added to the school over the years.

*Byron VanEpps,
Raider Staff*

Top, Facing Page: As seen on the facing page, a photo from the 1965 edition of the Lord Loudoun yearbook shows that the front of the school has changed very little since the photo was taken fifty-five years ago.

OUR GROWING FOOTPRINT



Left: Much has changed from when LCHS was first built; the surrounding land has been filled with houses and neighborhoods, and the school has expanded exponentially, adding parking lots and multiple new facilities like a tennis court and a bus garage, which later became the ROTC building, as shown in this view from 2019. **Top right:** In this aerial view from 2006, you may notice one key difference from the 2019 photo: six small buildings in the parking lot. Before the renovation in 2005, these small buildings were used as math and science classrooms. **Middle:** Students gather in the front yard of the school to form the letters "LCHS" for an aerial photograph. This photo was taken in 1956, just two years after the school was initially founded in 1954. **Bottom right:** Everything has to start somewhere; for LCHS, that "somewhere" was a patch of rural land along Drymill Road in 1937. Drymill Road still stands today as one of the oldest pieces of history in Loudoun County.

MIDDLE SCHOOL OR HIGH SCHOOL?



Left: Four students sit together at a table in the school's library. These students were the officers and leaders of the eighth grade class that used to attend the high school. LCHS eventually discontinued the eight grade program, along with all other high schools in Loudoun County, and it became part of middle school. Before 2005, the library was located at the far left end of the main upstairs hallway, and began where room 230 is now. During the 2005 renovation, the library was moved and the area it was in was used as a space for new classrooms. You can see this change for yourself by looking for a line of tiles with diamonds on them that mark the beginning of the new classroom section.



FROM BASKETBALLS TO BOOKS



Left: LCHS basketball players get into formation and play basketball in the old gym. While this gym is very similar functionally, structurally, it is very different from the one we have today, and was transformed into something students know very well. **Top Right:** The old gym was also used for dances and some assemblies just like our current gym. **Bottom Right:** In 2005, the old gym underwent a massive renovation and was changed to the library we know today. This renovation cost near eighteen million dollars and was also responsible for the construction of a new gym, the math hallway near the science wing, and the walkway connecting one half of the second floor to the other. A piece of the old gym's floor was saved during the renovation and was transformed into a table for the library by the woodshop class.



Above: County students eat food in the then-cafeteria. Today, it has become the hallway that connects to the band and chorus rooms. The cafeteria we know was added in 1990 along with the science wing located directly above it.

THE MORE THINGS CHANGE...

Not everything changes with time. The main front hallway is a prime example, being virtually unchanged since the school's creation in 1954.
Left: Members of the newspaper staff pose in the same hallway as students from a 1954 yearbook photo (right).



WINTER CONCERTS

STRINGS



Once again, the performing arts were able to show off their talents to the student body and their parents before winter break. Above: Anika Patel performs her solo for the winter strings concert. • Top middle: Sirra Faal, the president of the Choir department welcomes students and parents to the 2019 winter choral concert. • Below: Jessica Kemon, Jackson Chinn, Sophia Macchiarolo, Kyle Torrence-Johnson, and Cristin Fries sing with the chamber choir. • Center: The jazz band wears Santa Claus hats and performs holiday music at the performing arts showcase for their fellow students.



Bottom line left to right: Karim McC teacher, conducts the Artist Guitar I • Sophia Macchiarolo, Cristin Fries, Yourself a Merry Little Christmas as Coyler, Rebecca Kauffman, Caitlin R perform the song Danse Macabre as • Brice Wagner, Nicholas Cheshire, saxophone for the jazz band.

GUITAR





CHOIR



Left below: Nicholas Cheshire performs a saxophone solo for the jazz band. • Right below: Jacob Lee, Marienne Mobo, and Zaina Salman in the artist guitar group perform at their winter concert. - Above • Sydney Schaefer, Gracie Hawkins, and Sirra Faal sing for the choir during the winter showcase under the direction of choir teacher William Rosenfeld. • Top middle: Sarah Charah and Wayne Griffin, members of the string orchestra, perform at their winter concert.

ullough, the guitar and strings Members at their winter concert. and Sirra Faal perform Have a chamber womens trio. • Carson Robinson, and Marjon Ganjriz part of the artist guitar group. and Evan Bertoglio play the



BAND



“9 TO 5” DEPARTS FROM THE NORM: DRAMA DEPARTMENT DELIVERS A MESSAGE OF CHANGE

Cara Hodge and Mackenzie Munn
Editor in Chief and Managing Editor

Diverging from the usual romance-centered musical, the drama department chose something new for their fall musical: a play about fighting back against injustice and working for equality.

The musical “9 to 5” was initially a movie made in 1980 that became a musical in 2008. It is about the lives of three women who feel trapped by their office jobs in the oppressive social climate of the 1970’s.

The musical follows their different stories and accidental hijinx as they get revenge on their tyrannical boss.

The three women were played by seniors **Kate Manson** as Violet Newstead, **Sirra Faal** as Doralee Rhodes, and **Sydney Barker** as Judy Bernly. Franklin Hart, the ladies’ tyrannical boss, was played by senior **Harrison Rands**.

At the end of every year “the upcoming seniors usually get the majority of the say as to what the play is,” Rands said. This year’s seniors felt very strongly about their pick. Rands said they “talk a lot about relevancy” and for the senior’s

last performance of high school they wanted to be “more relevant to social issues.”

“It’s one of those shows where the audience is bumping in their seats,” said Manson. “They’re enjoying the music not just the production quality but also the spirit of the show.”

The spirit of the show shines through the heart-felt songs and comic dialogue. Though this musical was not only for entertainment but presented a message of “fighting back against the people in your life who do you wrong and fighting for what’s right,” said Manson.

The structure of the show is different from the way a lot of musicals are structured, according to the senior leads. Usually the romance plot is the central focus of the show, but in “9 to 5” this is not the case.

For their final performance of high school they wanted to deviate from the usual and tell the story of a bond between a united group rather than the love story between two people. “The show was all about fighting back and the sisterhood that the three girls have,” said Mason.

“I think its a message of acceptance and equality,” said Rands. “We wanted to send a message of respecting



Sydney Barker, Kate Manson, and Sirra Faal, the three leading ladies of the musical, stand in the spotlight as they sing in unison. Many of the songs in the musical “9 to 5” portrayed a message of equality and change. Photo by **Cara Hodge**

each other and treating others equally.” Rands noted that “9 to 5” accomplishes that: the story ended in the three ladies receiving the fulfillment they longed for and finally getting revenge on their “sexist, egotistical, lying, hypocritical boss,” accordin to Rands.

“You see what happens when people are hateful towards

each other and you can see what happens when people are loving towards each other,” said Manson. At the end of the show the message that the drama department wanted to send filled the room.

As Manson said, it was the resounding message of the importance of “love, acceptance, equality, and change.”

STUDENT ARTIST EMERGES IN LOCAL COMMUNITY ARTIST OF THE ISSUE

Maggie Sheridan
Managing Editor

For Mallory Little, art has been a passion for as long as she can remember. Her interest in art began when she was only four years old. “I started out drawing little stick figures and my mom started to notice and thought they were good,” said Little.

Little has focused on art over the years and worked her way up to more and more detailed and challenging pieces. In fact, at this point, she will frequently get commissions for her pieces.

“I had an art show about a year ago at King Street Coffee. I sold a few pieces there,” said Little.

Little’s favorite artist is Gustav Klint. He is known for his many paintings and sketches of women. “There’s something very ethereal and haunting about his art,” Little said. “I love his style and use of colors as well.”

Surprisingly, she doesn’t

currently take any art classes at LCHS; however, she plans to incorporate art into her life in the future. In an effort to continue to improve her artistic talent, she has started taking private lessons.

Little enjoys talking about her interest. “I often share that I create art with most people,” said Little. “It’s a good conversation starter.”

She has continued with art because she gets better the more she works at it. “I like art because it’s so interpretive. There’s no set definition and anyone can do it. I’ve kept doing it all these years because I feel like I can’t stop now.”

Little believes she gets her love of art from her family. Her mom was an art major and her aunt is a prop mistress, which is a person who creates prop tables for musical performances.

“Art is something that definitely runs in the family,” said Little. It looks like Little will keep the tradition alive.



Mallory Little displays one of her favorite drawings, an original piece entitled “Bullseye.” She created it using acrylics. The detail reflects the amount of time she spends on her artwork, earning her sales at King Street Coffee. Photo courtesy of Mallory Little.

SPORTS

SMALL TEAM, BIG HEART GYMNASTS STRIVE FOR THEIR GOALS

Karen Cortes
Staff writer

For gymnasts like Junior **Maddie Reece**, practicing gymnastics is a mix of individual effort and team accomplishments. With only five members, the gymnastics team is small, but each member of the team brings her own passion.

Each girl has an individual goal at the beginning of the season, but they come together to score as a team. "Our goals as a team are to make our routines consistent and make improvements to score higher week after week at our meets," said head coach **Macie Heuring**.

Coach Heuring along with assistant coach **Alyssa Casanova** are teaming up for the first time this year to coach the girls gymnastics team. This is Heuring's first year as head coach after former coach **Jennifer Merritts** stepped down.

The girls are picking up after the highlight of last year's season in gymnastics, in which current

senior **Kristin Gettier** moved up to regionals and states for bars. She didn't come back, due to an injury.

"Last year and this year are different because this year we gained two new gymnasts and a new assistant coach," said Reece.

Reece has been on the team for two years and has grown as an athlete. "I have accomplished some goals, like specific tumbling skills I wanted to get on floor, and I'm still working on other skills, like an aerial on beam," she said.

While Reece enjoys the team, she wishes it were more widely known. "I wish people knew we had a gymnastics team," she said. "It's so much fun and the team has a great time at both practices and competitions."

"Maddie Reece has definitely been our stand out gymnast this year," said Heuring. "She continues to improve and gain new skills. She has placed for multiple events as well as winning two first place all around titles this



Senior **Melanie Vieyra** competes. Photo: **Jeff Scudder** for Viva Loudoun

season."

Team leadership and friendship make the team stronger. "It wouldn't be the same without my friends and amazing coaches," said Reece. "Leadership is important because it helps us stay motivated and excited about everything we do."

Heuring has been coaching for ten years, but she is new to the sport. "This is only my second year coaching gymnastics so it is still new to me. I've always loved watching gymnastics and I love learning new things about the sport that help me become a better coach."

WRESTLING RALLIES TOGETHER IN PURSUIT OF VICTORY

Cara Hodge
Editor in Chief

Head throws and chin whips, fast maneuvers and a determination to succeed brought the wrestling team a second place title at the two day LCPS Wrestling Championships. The Raiders tied with Dominion, ending the tournament with 167.5 points. The team has seen obvious improvement in the past three years and have high prospects for the remainder of the season.

With all 16 of the schools from the county in attendance there was plenty of competition. The team did not disappoint, with **Zach Rios** coming in second place in the 106 pound weight class, **Timmy Faber**

coming in third in the 120 pound weight class, **Luke Roberts** taking second in the 126 pound weight class, and **Andrew Judd** and **Josh Pettiford** securing first place in the 138 and 170 pound weight classes.

"We figured this would be a big jump for us," said **Kent Nagy**, the head coach of the wrestling team. The past three years have brought major changes to the team with a record of 10 and 15 last year, and a record of 9 and 20 the year before that, now currently with the impressive record of 15 and 2. The athletes wear t-shirts that say "make the leap." "We wanted to make that leap and become a respectable program," Nagy said.

The wrestlers' climb to success has not been one without obstacles.

"We've had a couple injuries which aren't going to help us, but the kids are rallying together and trying to do the best they can to finish out the year strong," said Nagy. The team is nearing the end of the season with districts on February 8, they came into the season with the prospect of winning a district title and Nagy is still confident that they will perform well.

"It's the culture of the team, we're serious. We're all really serious about doing well this year," said **Michael Ponticelli**, a senior on the wrestling team who is looking forward to many victories in what is left of the season.

"Wrestling is a weird sport. I like to say it's an individual sport with a team emphasis. The better that you do for yourself, the harder you push your partner, the more you get for your team," said Nagy. The team has truly come together this year to bring the program the success it's been missing in recent years.

"Individually you're the only one out there and everybody's looking at you but all the preparation is because of what your team has done, what your coaches have done. It's a collective effort," said Nagy. Despite injuries and setbacks, the team is motivated to push themselves the rest of the season, gain a district title, and leave everything they have on the mats.

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ALEXANDRIA - STERLING - LEESBURG

WHITLEY MAKES COMEBACK AFTER A STARTLING INJURY ATHLETE OF THE ISSUE

Mackenzie Munn
Managing Editor

Junior **Elayna Whitley**'s athletic career came to a halt when she tore her meniscus during her sophomore year basketball season. After going through surgery and physical therapy, she is ready to make a comeback for the 2019-2020 winter season.

Whitley has been on the varsity girls' basketball team since her freshman year and received a captain position for the current 2019-2020 season.

"I played the entire game, and I sat down for a timeout and I couldn't get up," Whitley said. "It was loose in my knee and the doctor said if I kept on playing it would probably end up ruining my knee."

After her surgery, she went through a month of physical therapy until she was cleared to play again. Whitley admitted that the mental aspect of it was more difficult to get past over the physical aspect.

"It was really rough. Basketball is a distraction for me," Whitley said. "Being out for that long and having to sit on the bench and watch my team and only be able to cheer

them on and not be able to help was really hard."

Spending the rest of her sophomore season on the bench built up her motivation for her current junior season. Even though she loves the sport, the team aspect is what is most important to her.

"Obviously our goal is to try and make it to states, but even if that doesn't happen, just being able to be with them and work together for a common goal and coming together is what really matters," Whitley said.

Whitley has been playing basketball for eight years and has played for various different teams and organizations. This past summer her team, Fairfax Stars, won Nike nationals in Chicago.

"That was really exciting, it was so crazy," Whitley said. "Traveling so far and actually winning was such a great feeling"

Whitley is looking ahead for her future and her biggest goal is to play in college. After her summer travel season in 2020, she is hoping to see a lot of options for herself for her senior year.



At the varsity girls' basketball game on December 16 at Tuscarora High School, **Elayna Whitley** looked up the court to make a pass. The Lady Raiders battled through a tough game but ultimately the Huskies won with the final score of 53-37. Photo: ????????

"It's definitely the goal. I've had interests with the University of Delaware and Robert Morris." Whitley said.

So far this season, Whitley has

been the leading scoring in several games and earned the December athlete of the month for girl's basketball with an average of 12.2 ppg and 6.0 rebounds per contest.

SCOREBOARD

Girls Varsity Basketball:
 12/09/19 vs. Stone Bridge HS - 46-56 L
 12/11/19 vs. Freedom HS - 32-44 L
 12/13/19 vs. Riverside HS - 45-44 W
 12/16/19 vs. Tuscarora HS - 37-53 L
 12/18/19 vs. Broad Run HS - 49-35 W
 1/03/20 vs. Stone Bridge HS - 37-39 L
 1/04/20 vs. Briar Woods HS - 31-42 L
 1/10/20 vs. Independence HS - 48-31 W
 1/13/20 vs. John Champe HS - 43-30 W
 1/14/20 vs. Park View HS - 39-35 W

Boys Varsity Basketball:
 12/09/19 vs. Stone Bridge HS - 67-59 W
 12/11/19 vs. Freedom HS - 77-51 W
 12/13/19 vs. Riverside HS - 51-51 T
 12/18/19 vs. Broad Run HS - 70-46 W
 1/10/20 vs. Independence HS - 50-39 W
 1/14/20 vs. Park View HS - 69-49 W
 1/15/20 vs. Briar Woods HS - 58-60 L

Girls Varsity Swimming:
 12/06/19 vs. Tuscarora HS - 303-201
 12/14/19 vs. Broad Run HS - 110-174
 12/21/19 vs. Multiple Opponents - 79
 1/03/20 vs. Woodgrove HS - 123-160
 1/04/20 vs. Heritage HS - 179-106
 1/11/20 vs. Loudoun Valley HS - 182-77

Boys Varsity Swimming:
 12/06/19 vs. Tuscarora HS - 294-189
 12/14/19 vs. Broad Run HS - 169-113
 12/21/19 vs. Multiple Opponents - 145
 1/03/20 vs. Woodgrove HS - 172-105
 1/04/20 vs. Heritage HS - 141-145
 1/11/20 vs. Loudoun Valley HS - 182-103

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RAIDER RUNDOWN

NEWS IN BRIEF

SEA PEACH PROVIDES HANDS-ON EXPERIENCE FOR NJROTC CADETS

Mackenzie Munn

Managing Editor

The NJROTC program introduced a new team to the program this year called Sea Peach. Any student in the unit who wants to join is allowed. The team builds underwater submarines that are controlled during competitions. The theme of this year's goal is for the submarines to "clean-up trash." They host practices twice a week where they built their submarines and then perform sea trails in the indoor pool in the NJROTC annex. After the trials, they run their subs through an obstacle course in a real pool. "I really enjoy it because it is very hands on and there is a lot of freedom to learn how to do everything," **Erica Dobies** said. "We do almost all of it on our own." They compete in their first meet on March 14th.

ATHLETIC DEPARTMENT SEEKS 2020 HALL OF FAME NOMINATIONS

Cara Hodge

Editor-In-Chief

The LCHS Athletic Hall of Fame Committee is beginning the process of electing the next class. Former athletes are eligible to be nominated 10 years after they graduate and former coaches and administrators are eligible 5 years after they retire or leave LCHS. The deadline for applications is Feb. 28. Applications are provided by Kate Cassidy in the Athletic Director's office.

LCHS PARTNERS TO PROVIDE FOR FAMILIES IN THE HOLIDAYS

Byron VanEpps

Raider Staff

Over Christmas break, two families from Loudoun County High School and Heritage High School received groceries and gifts for the holidays. This came as a result of a partnership between the Leesburg Police, Ketterman's Jewelers, Loudoun Hunger Relief and Loudoun County Public Schools, who sponsored the families. Donations were accepted from members of the community, and it became a way for everyone to spread holiday cheer to some families in need.

LADY RAIDERS DOMINATE IN 12TH STATE VOLLEYBALL CHAMPIONSHIP IN 13 YEARS

Michaela Scott

Editor-in-Chief

The outstanding varsity volleyball team dominated at VCU's Siegel Center on Friday, November 22, 2019. This squad not only swept the opponent, Grafton High School, in a quick

three set match, but they did it with the weight of thirteen years of excellent volleyball players on their mind.

"It's a lot of weight off of my shoulders because the pressure each individual has to win the states game each year is incredible," said senior team captain and setter, **Chandler Vaughan**.

The 'Raider Family' grows closer each year and continues to strive for excellence. "Each of the years I've played here at County, the teams were so different and full of different personalities and greatness which made each season coming back super exciting," Vaughan said.

"GROW OUR OWN" PROGRAM KEEPS TEACHERS IN LOUDOUN

Olivia Zavadil

Business Manager

Starting next year, Human Resources and Talent Development will be offering students dual enrollment teacher cadet classes. These classes allow students to pursue their passion of teaching, while getting the opportunity to earn a letter of intent. This letter, offered through the "Grow Our Own" initiative, allow students who return to LCHS public schools 4-6 years after graduation to claim a guaranteed job position.

WINNERS OF AUTUMN LITERARY CONTEST ANNOUNCED

Olivia Zavadil

Business Manager

The Crossed Sabres literary magazine has selected students **Mia Jimenez** and **Julia Calvert** as the winners of this year's Autumn fiction and art contest. Jimenez's short story, "Vivat Rex," and Calvert's illustration "Hallowed Man" will be featured in this year's magazine. General submissions to the literary magazine are open through March 1, and interested students should turn in work and signed submission forms in Room 104.

RAIDERS RAVE ABOUT NEW RECORDING STUDIO

Maggie Sheridan

Managing Editor

Recently, a Raider Recording Studio has been added in the library. The idea was started by librarian **Christina Burge**. "Doing projects this way makes things more fun for the students and provides an interesting way to learn," said Burge. As a former graphic design teacher, she believes that students have an easier time working with the software compared to some



Students in **Kathryn Ives'** English class perform scenes from "Macbeth" in front of the library's new green screens. The screens allow students to take still or moving photography, using various software to change the background. Photo: **Christina Burge**

teachers.

The recording studio is fairly straight-forward and easy to use. You stand in front of the green wall and make a video or take photos. Then, you can edit and choose from different software. From there you select the color and use tools to erase parts you don't want included in the video. Finally, you insert the background of your choice. Students use it for a variety of

classes.

"So far we've had two English classes and a French class," said Burge. The librarians just received a grant to get a nice camera to use in order to take better quality pictures and videos. She hopes that it will take off as more time passes and more students become aware of it. "I'm excited because I think it will open up new doors for everyone," said Burge.

COMMUNITY CALENDAR

- January 28: College Financial Aid Workshop.
- January 30: Blood Drive. Play practice
- January 31: Club day. Adjusted schedule.
- February 4: Blood Drive. Play practice. PTSA Meeting.
- February 12: Wellness Wednesday. Play practice. Academic Night.
- February 13: NHS Meeting. Band Pre-Assessment Concert
- February 19: Academic night.
- February 20-22: Play, 7 p.m.
- February 28: Club days
- March 3: Student Holiday.
- March 5-7: Play, 7 p.m.
- March 10: PTSA Meeting. Rising Senior Information Night.
- March 20: Club days.
- March 26: End of quarter.
- March 27: Student Holiday
- April 1: Rising 9th Grade Visit.
- April 6-10: No school. Spring Break.
- April 14: PTSA Meeting.
- April 15: Booster Club Meeting.
- April 16: NHS Meeting.
- April 22: Wellness Wednesday. Guitar Concert.
- April 23: Guitar Spring Concert.
- April 24: Prom.
- April 29: Spring Concert. College Commitment Day.
- April 30: String Spring Concert.
- May 5: PTSA Meeting.
- May 13: Booster Club Meeting.
- May 14: NHS Meeting. Play.
- May 14-16: Play, 7 p.m.
- May 19: Guitar/Orchestra Concert.
- May 21: Choir Spring Concert.
- May 22: Choir/Banquet/Senior Showcase.
- May 26: Band Spring Concert.
- May 28: JLSMS Spring Concert.
- June 2: PTSA Meeting.
- June 4: Senior Awards Ceremony & Yearbook Dist. NHS Meeting.
- June 8: Year Distribution
- June 10: Last Day of School.
- June 12: Graduation

END ZONE

CAPTURING MOMENTS

A GLIMPSE INTO THE MAKING OF THE YEARBOOK

Karen Cortez
Staff Writer

The high school yearbook is one of the most treasured books of the school year, but have you ever thought of the amount of work and time the staff put into it, or how much pressure they're

under?

The yearbook is not a random collage of pictures. Instead, the staff creates a yearly theme and develops their spreads around that theme.

Chris Colston, advisor of the yearbook staff, said that the theme starts way before the first day of school. "So it takes about the whole year. We start at a yearbook camp at JMU and we go for four and a half days there and sort of set up the whole thing."

Hannah Dick and **Sierra Martin**, Editors in Chief of the Lord Loudoun Yearbook, attended Yearbook camp with others to get the theme set. "I had such a good time because they make it really fun while you're still getting a lot of stuff done," said Dick.

"I attended it this year and last year and it was so much fun," said Dick. "Last year I didn't really know what to expect but I went in and I learned so much about yearbook."

The logistics of scheduling at our school makes it difficult for staff to meet consistently. As with most electives, enrollment is impacted by other courses students want to take as well as required courses such as personal finance.

This year, the yearbook meets once per day, once on

A days and another one on B days. Dick and Martin are both present for. "There's about five or six of us that work both days and there's some people that are only on A day or B day," said Dick.

"Sierra and I both have [yearbook] class on B days, but Sierra is only there during A lunch on A days," said Dick. This is because Martin had a scheduling conflict on A days, during which she has to take a different class. Her dedication shows in her willingness to work during her lunch shift every other day.

Colston and Dick talked about what the most stressful part about yearbook is. "For me personally taking over this for the first year I just don't know the ins and outs," said Colston. "I'm learning as I go. Anytime where you have a deadline with a financial penalty is stressful."

"I think the most stressful part is having deadlines because if we don't get enough spreads in a certain amount of time then it won't be finished," said Dick.

It's not as easy as it seems, and it's a lot of commitment, said Dick. "I wish they knew how much work goes into it cause always people are complaining about little mistakes and we try our best but it is hard to make everything perfect."



Above: Hannah Dick snaps a photo at the stadium dedication in 2019. Photo: **Jim Klimavicz** Bottom left: Bottom right: Hannah Dick and **Sierra Martin** attend a pink-out on DATE. Yearbook staff spends time outside of school hours taking pictures for the yearbook. During school, they sort through pictures and conduct interviews in preparation for producing the yearbook. Photo: **Jim Klimavicz**



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ad*

CONTINUED FROM CII, PAGE 1

Independence Instruction program (CII). Students graduating with an Applied Studies Diploma and or students participating in the Virginia Alternate Assessment Program are eligible for the program, which aims to support student independence.

“What we try to achieve is to give some exposure to vocational skills, interacting with the community, life skills and solving problems,” said teacher **Madeline Lane**. “My kids love doing vocational skills. The whole point of it is not the task itself, but the fact that they can be completed and repeated.”

CII students participate in weekly activities that help with the transition from high school into their communities. “The LCPS recommendation for high school students and returning post-graduates is 1-3 times per week off-campus, and 1-2 times a week on campus,” said teacher **Martha Schonberger**. “Life ready skills are taught in the classroom, then practiced, then generalized throughout the school and into our community.”

CII lessons take place during school hours and follow a weekly schedule that gets pre-approved by the LCPS Transition Specialist every quarter. “For my quarterly planning purposes, my CII’s follow a day of the week schedule as opposed to

an A/B day schedule, as local businesses have no idea what an A/B day schedule means,” said Schonberger. “So, for instance, this quarter we may go to one locale every Wednesday morning and another location every Tuesday afternoon.”

CII lessons are built around seven core topics: Work-based learning, Personal Management/Independent Living, Academics, Communication/Social Competence, Community), Motor Skills and Self-determination/Self-advocacy. These lessons are approved by Job coaches and Transition teachers that provide support to students.

“For me, not all of my students go to every CII site every time. I match students with locations that compliment individual skill sets, vocational goals, academic goals, and communication goals,” said Schonberger.

Aside from school activities, many local businesses also take part in CII. Some of these businesses include restaurants, horse stables, grocery stores, and retirement homes. “Currently, for example, LCHS is partnered with Mobile Hope, Costco, Rust Library, Catoctin Elementary School, Big Lots, Michaels, Ledo Pizza, Walgreens, Play It Again Sports, Giant as well as LCHS school-based cafeteria and library,” said teacher **Chelsea Eddy**.



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END ZONE

CLEVER HEADLINE GOES HERE SCHOOL 'MEME' PAGE SATIRIZES LCHS' WATER FOUNTAINS

Michaela Scott
Editor in Chief

If you're a student that loves memes and social networking, you might've heard of the up-and-coming "LCH Water Fountains" page on the popular media platform, Instagram.

Over the course of the past year, this page has analyzed and reviewed each water fountain throughout the school. Each post is filled with hilarious detail in each caption, which is what brings the most laughter to the students.

The two sophomores in charge of the famed comedy page are **Kirsten Ponticelli** and **Antonio Robles**. The account originally began during SOL season and as a small joke between their group of friends, although blowing up was always something that appealed to them.

"I noticed a huge difference between every fountain and felt like it was an amusing way to alert the public," Ponticelli said.

According to the Instagram account, each water fountain can be distinguished by the way the flavor changes, the water temperature, the speed it's shooting out of the fountain, and the height of the stream.

Although, this topic may seem trivial, these students have put a satirical spin on each post, which is what's drawn the most attention to this humorous page.

"The really intense detail is what makes it so funny, it's just such a normal thing, but completely over the top. Every caption includes extreme description," stated Robles.

The two collaborate to create a report that kids would typically find in a meme online.

Throughout the growth of this media page, many other social networking

accounts started popping up to join the trend, reviewing similar features around the school. But Robles and Ponticelli's humor remains the original.

"Once our account started gaining more and more attention, other pages came about, like 'LCH Staircases' and 'LCH Clocks,' but we were the official trendsetters," said Ponticelli.

Ponticelli and Robles both have very different forms of humor, which is what creates a great contrast when the two collaborate. Ponticelli credits professional American comedian **Anthony Jeselnik** as a huge influence on her comical aspect because she admires how dark his humor can get, and how nothing is off limits.

On the other hand, Robles is incredibly light-hearted and his jokes are mainly influenced by social media influencer, 'Jericho.'

The two greatly admire the comedic genre and want to continue this passion even if it's considered a pastime activity for them. Ponticelli has made remarks about beginning a comedy club to continue expressing her love for comedy. Robles claims he is just there to sell jokes and make the people around him laugh.

"It's the best feeling ever making someone you don't know laugh," said Robles when asked what gives him the most personal satisfaction in his comedic work. "We both love what we do and I don't think we'll ever stop having this passion."



Above: In this Instagram post from May 1, 2019, authors **Kirsten Ponticelli** and **Antonio Robles** voice their overall approval of the water fountain found in the Latin hallway. The parody account has posted 25 times and has 354 followers.

Left: **Kirsten Ponticelli** and **Antonio Robles** review the new water fountain in the science hall as research for their Instagram account. After analyzing the new features, the duo posted the following review on September 20, 2019:

"Hello my fellow hydromaniacs, it's been a while but we're back and better than ever. Today we are reviewing the new and "improved" science hall water fountain, it has been completely replaced with a high tech clone. The school answered our requests for a solution to the injustice done to it by not only replacing his body, but his soul as well. The water flows, but there is no feeling, it simply does it's job and projects water. I will appreciate it's powerful stream and consistently cool temperature; however, perhaps taking the wild uncontainable freezing temperatures and wild height and replacing it with mediocrity is a fate worse than death. But if you just want water, it definitely has some."

Thank you reading! If you want to see issues from the past, visit <https://issuu.com/theloudounraider>. Follow us on Twitter for updates: @loudounraider