



## New boys' basketball coach Fonso White rejuvenates team

Highlanders prepare for game against rivalry team  
New Albany Bulldogs tonight at home at 7:30 p.m.

Pages 4&5



# the bagpiper

## SPORTS

## NEWS

## FEATURES

## FORUM

## A&E

Readers,

Welcome to the fourth issue of the Bagpiper for the 2023-2024 school year. In this issue, we covered a large variety of topics, such as the role of 504 plans and IEPs in schools, the history of Winter Fantasia, boys' basketball, teacher room decorations, and the conflict in Gaza. Our 1 in 1900 this issue is senior Srikar Vaasan, an orchestra student and active FC club member. Our editorial discusses why 504s and IEPs should be heavily valued. Other stories can be found in the table of contents below.

If you have any suggested story topics or questions, feel free to email us at [bagpiper.fchs@gmail.com](mailto:bagpiper.fchs@gmail.com). Also, be sure to check out our online coverage of events by visiting our website at [fchsbagpiper.wordpress.com](http://fchsbagpiper.wordpress.com) and @fchsbagpiper on Instagram. Thank you for reading, and we hope you enjoy.

Alexa Truex, Editor-in-Chief

- Page 3 **Wrestling:** FC honors former coach Dave Caple by naming its wrestling room after him.
- Pages 4&5 **Basketball:** Boys' basketball team welcomes new coach Fonso White as the Highlanders prepare to face New Albany tonight.
- Pages 6&7 **FC organizations:** Students and staff share what organizations they are involved in and what each plans to do to help out with the holiday season.
- Page 8 **504 and IEP plans:** Staff explains the role that 504 plans and Individualized Educational Plans play in a school.
- Page 9 **Teacher room decorations:** Students and staff share why they prefer decorated classrooms and the benefits they provide.
- Page 16 **1/1900:** Take an inside look into senior Srikar Vaasan's life and his role in FC clubs and orchestra.
- Page 10 **Conflict in Gaza:** Columnist Olivia Ebleisor shares her support for Palestinians in Gaza and encourages teens to speak out.
- Page 11 **Importance of foreign language:** Columnist Atlas Coble shares their views on why students should learn a foreign language.
- Page 15 **Editorial:** The *Bagpiper* staff shares their viewpoint on why schools should value 504 and IEPs and their many benefits.
- Pages 12&13 **History of Winter Fantasia:** The founders of Winter Fantasia explain how the event came to be.
- Page 14 **Advanced Theatre:** Students and staff discuss what advanced acting is and why the class is so beneficial.

### Front cover:

**COACH FONSO WHITE** instructs his players on the court at a game against Silver Creek High School on Tuesday, Nov. 25. **Photo by Grace Michell.**

### Table of contents:

**SENIOR OLIVIA HODGES** collects items for the Operation Christmas Child boxes that Fellowship of Christian Athletes put together on Tuesday, Nov. 14. "Participating in operation Christmas Child through FCA is important to me because I get the chance to partner with fellow believers in demonstrating God's love to other children in need by giving back and making kids feel recognized throughout the holiday season." said Hodges. **Photo by Sophie Douce.**

# FC wrestling honors former head coach

**Allyson Duckworth**  
Sports Co-Editor

**Kenny Ward**  
Sports Reporter

It is 1979. School just ended. Students leave, buses pull out of the parking lot, and wrestlers head into the wrestling room, rightfully nicknamed “the dungeon,” to start wrestling practice. Coach Dave Caple is beginning his second year as head coach. Little did he know, he would create a program with one of the richest histories of all FC sports, and even have the FC wrestling room named after him many years later.

In October FC wrestling decided to honor Caple, and name their new wrestling room after him. Caple coached the team for 21 years and has had a lasting legacy ever since.

“I grew up in with Caple ever since he started the Lincoln-Tom Wrestling Club, and wrestled under him in junior high,” said current head coach Brandon Sisson.

In Caple’s 21-year tenure as head coach at FC, he had 29 state qualifiers, 13 state medalists, and two state champions. Included on that list, Sisson is a runner-up and a qualifier. Along his career, Sisson took lessons from Caple not only on the mat, but in life as well.

“He instilled things like work ethic and being able to overcome setbacks. He was always there when someone needed support, through the good and bad, and I try to be like that in my life,” said Sisson.

Caple has a vast coaching tree, with many of his wrestlers

returning to help future generations. One of those wrestlers is a former IHSWCA’s assistant coach of the year, and one of FC’s first state qualifiers ever, Brian Foxworthy. Caple brought him out to help coach after high school, and the rest was history.

“When I was back in the area I wrestled in college, and he picked me up. There was a time where I was away and going through stuff and he said, ‘Why don’t you come home and coach for a few years,’ and a few years turned into a lot more,” said Foxworthy.

The Lincoln-Tom Wrestling Club was started by Caple early in his coaching career, with many continuing their career through high school. Some wrestlers went through it but did not wrestle for Caple. One of those wrestlers is former Saint Xavier coach and four-time Kentucky state champion Isaac Knable.

“When I first started wrestling he was my coach, and when I first started coaching he was at St. X, so he was special to me. When I transferred schools it was tough, but he sent me a congrats card when I won state and it meant the world to me to know he still was proud of me,” said Knable.

Wrestlers often say after wrestling, anything is possible. Caple wanted to make that phrase a reality. Often, he ran hard practices that pushed wrestlers to their limits, yet not breaking them.

Former principal Rob Willman, also a former FC wrestling coach, went through these practices for four years of high school. He knows that Caple was able to help reach his

## FLOYD CENTRAL WRESTLING

### State Champion:

|                        |                     |                    |                    |
|------------------------|---------------------|--------------------|--------------------|
| Shaun Garing '87       | Nathan Peterson '00 | Brandon Sisson '98 | Justin Denison '01 |
| Cooper Samuels '07,'08 | Jonathan Kervin '20 | Elliot Black '02   | Brad Spine '04     |
| J Conway '21, '22      |                     | Kyle Samuels '04   | Cooper Samuels '06 |

### State Runner Up:

|                     |                     |
|---------------------|---------------------|
| 3rd                 | 4th                 |
| Jeff Hoke '84       | Tristan Sellmer '18 |
| Russell Clay '87    | Gavinn Alstott '19  |
| Nathan Peterson '99 | Hunter May '21      |
| Brad Spine '03      |                     |

### 5th

|                     |                    |
|---------------------|--------------------|
| 6th                 | 7th                |
| Todd Kessinger '92  | Ben Hinkle '95     |
| Robert Jenks '03    | Justin Denison '00 |
| Jake Missi '07      | Cooper Samuels '05 |
| Jonathan Kervin '19 |                    |
| J Conway '20        |                    |

### 8th

|                     |                     |
|---------------------|---------------------|
| 3rd                 | 4th                 |
| Shaun Garing '86    | Tristan Sellmer '18 |
| Stan Taylor '89     | Gavinn Alstott '19  |
| Zach Beeler '99     | Hunter May '21      |
| Robert Jenks '04    |                     |
| Tristan Sellmer '17 |                     |

*Noah Vivrette / The Bagpiper*



**FORMER HEAD COACH DAVE CAPLE** gathers around former wrestlers to take a picture at the naming ceremony on Saturday, Oct. 28. Head coach Brandon Sisson said, “I went to the school board to see if we could get the room named after him. When they said ‘yes,’ I went out to my car to call Caple and check with him about it. He was all for it.”

hard, at the end of the day, Caple was always there for them and wanted to help them no matter what.

“I saw these guys all the time, I was around them all the time. I tried to let them know I wasn’t just a coach but a friend,” said Caple.

As practice ends, wrestlers circle up and listen to Caple talk. Whether it was a lesson or advice, anything he said was invigorating. After, Caple broke it down as a team, and prepared for the next day.

goal.

“They were tough, lots of drilling, and they would run late. Although, they got more intense, and they were probably the hardest things I have ever done. I felt like after high school I could do anything I wanted,” said Willman.

Caple would keep his wrestlers moving around, never

letting them just sit around. He wanted to keep them active so that they could get better, and be able to go a full match if it was ever needed.

“I tried to keep them busy and challenged mentally all the time, because if they were sitting around, they were not getting any better,” said Caple.

Even though he worked them

are in need.

“Every year we try to have various community service activities like bellringing and angel tree shopping, which is we go to the mall and we are assigned a person in need and we are given a list of what they would like for Christmas and their necessities and fulfill whatever needs they have,” said senior and Interact Club president Sanjna Pathak.

These organizations value their member’s opinions on what service they decide to proceed with. Interact has done this through discussions in meetings and posting about it in their Google Classroom. This helps make sure everyone has a vote in what they decide to do.

“We try to take as many opportunities as we can so we hear from other members or in the community and after hearing something we usually post about it on Google Classroom or talk about it in meetings. We don’t try to pick and choose, we want our members to choose their opportunities when volunteering,” said senior and Interact Club vice president Srikar Vaasan.

Giving back to the community is an important skill to have throughout high school and into adulthood. Being involved in these organizations allows for that skill to be developed at a younger age.

“I think it important especially with high school clubs to start off volunteering and developing a passion for volunteering at a young age because it sets the basis for how you’re going to volunteer for the rest of your life and I think it forms a concrete basis

to want to give back to the community,” said Pathak.

Through this service, sponsors and students involved are able to see the appreciation on the faces of the people they are helping which has become one of the club’s favorite aspects of giving back.

“I like feeling that I am a part of something, it is also nice to see the looks on, not just the people’s eyes that you help, but in the eyes of the other people that are volunteering that you can tell it matters to everybody,” said math teacher and Interact Club sponsor Kimberly Haley.

Interact Club makes sure to do service throughout the year so they make sure they follow their motto of service above self. Interact has become involved in organizations outside of Floyd County helping those all around the country.

“In the things that we have done to volunteer, like the Salvation Army, food banks, clothing drives, raising money for polio research, we have helped give money to an organization called Shelter Box which helps victims of earthquakes, we have impacted in lots of different ways,” said Haley.

Mental Health Club has become involved in an activity called Food Angels, and this is the club’s first year involved in this service, which gives families essential food items that they may not be able to afford during the holidays.

“We are using some proceeds from our t-shirt fundraiser and donations from club members to

purchase a couple of food angels from Kroger for those who are experiencing food insecurities during the holiday season,” said Spanish teacher and Mental Health Club sponsor Amanda Ford.

These various clubs have found it’s always important to give back to those with less any time of the year but especially during the holidays, it’s even more important too as times are tough on many people. Giving back helps everyone involved, through the service of giving back to the community and those receiving the service.

“It’s important to give back and help others if you’re in a position to help those around you in your community because you would want help from others if the shoe was on the other foot,” said Ford. “Many times you get more from helping than they do. It gives you a warm, fuzzy feeling in your heart, knowing that you did a good deed. Everyone needs help at some time in their lives.”

Service has many benefits for everyone as it can be a learning opportunity. These activities can even be a fun experience while also making sure that everyone does their part and gets their work done.

“Not only as a leader, I would expect any leader to volunteer and at least be a part of the activities in the club, but, of course, I always enjoy doing volunteer activities – some of them are fun,” said Vassan. “There is a seriousness where you are doing actual work but there is always the fun that will go along with it like knowing something you didn’t know before.”



# Whitney Wells

## WHITNEY’S WINGS

### When did you start this organization?

“I started my nonprofit organization when I was 10. It first started as a little organization that just helped whenever we could. But over the years we have been able to grow and even became a 501c3, which was a big accomplishment. As the organization grew we were able to start partnering with other organizations to be able to help more kids.”

### What do you do with this organization?

“The organization helps underserved kids in the community. Our goal is to help these kids out in any way possible. We put together backpacks and pack them with toys, clothes, shoes, and more. Over the years we have been able to hand out over 900 backpacks.”

### Do you do anything special for the holidays with this organization?

“The organization primarily focuses on the holiday season. We put together backpacks with clothes, gifts, and anything they might need and deliver them to the kids in person. During the holidays we also partner with Miles for Merry Miracles to provide kids with clothes and toys for Christmas.”

### What is the goal of this organization?

“The goal of my organization is to help underserved kids.”

*Anastacia Granholm/The Bagpiper*

# FC offers 504s and IEPs to support students

**Emilia Hudson**  
News Reporter

**Noah Vivrette**  
News Reporter

FC has a wide array of students, everyone experiences high school a little differently, but for some to be able to have the same success as their peers, they need a bit of extra help. 504s and Individualized Educational Programs, also known as IEPs, are two resources offered to students who might need help to succeed at school.

According to the Indiana Department of Education “Section 504 of the Rehabilitation Act of 1973, commonly referred to as Section 504, is a federal civil rights law that protects individuals with disabilities from discrimination based on disability.”

To put it in simpler terms, 504s are legal documents used to provide accommodations to disabled students that help them succeed in school as students without disabilities would, or to even the playing field. This is better explained by the individuals who work directly with the students with these accommodations.

“A 504 is a legal document that we have in place for students that need accommodations within the classroom to allow them the same success and access to information here at school,” said Brittany Eisner, FC’s 504 counselor.

IEPs, according to the U.S. Department of Education, are, “IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when

appropriate) to work together to improve educational results for children with disabilities.”

Both 504s and IEPs function to benefit disabled students who need accommodations, This means a relatively wide array of students qualify.

“There’s not a type of student. I mean we have them for all kinds of things from high levels of anxiety that are causing mental health issues to students that broke their arm and it’s the hand they type with. We have them for all kinds of things,” said Eisner

With a wide range of students who use them, 504s must offer a variety of accommodations for the students who need them.

“A 504 means accommodations are things that we can offer in the school building without extra, say personnel or tools or materials. So, In a 504 we have extended time or if a student is better at auditory and needs a test or something read to them. It’s pretty all over the place and we try to get very creative,” said Eisner

With the accommodation altering from case to case, every student is unique depending on what exactly they need help with. For some students, this can mean extra help on tests; for others, it’s getting to leave class early for extra time.

An anonymous student with a 504 explained, “I’m allowed to be dismissed five minutes early if I need to between classes starting. 10 minutes before dismissal if necessary, Extra time for tests. I can get up and walk or stretch if I need to during class. I also have a pass

| IEP                                                                                                   | 504                                                                                                             |
|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Offers specific and individualized help to students with special needs while setting goals            | Offers changes and adjustments to the classroom environment to benefit the student                              |
| Needs to be reviewed annually and has a tight and rigid criteria                                      | Wider category that varies from school to school                                                                |
| Child must have 1 of 13 disabilities described in the Individuals Education Act (IDEA)                | Can be used for any disability that significantly affects a child’s functioning                                 |
| Functions with special education services including: (SPED) teachers, transport, Speech Therapy, etc. | Specific accommodations and modifications that do not interfere or differ from the broader education curriculum |

**Noah Vivrette/The Bagpiper**

to use the elevator, but I haven’t needed to use it this year at all.”

Students who need these accommodations go through a process with their school to figure out the best way forward.

“There is a process; a student/family would speak with the student’s counselor. Then, there would be a lot of data collected (grades, attendance, etc). This information is sent in a Pre-Referral Pack to a District Psychologist. The psychologist reviews the information and determines if special ed testing is needed or if interventions need to be tried first,” FC’s IEP counselor Christina Mayfield said.

The district psychologists that Mayfield speaks of are hired by the district, their jobs are to evaluate students for

learning disabilities and offer support for students.

“I work at all schools within the district. I typically evaluate students to determine if they have a disability that requires special education services. This could include specific learning disabilities (e.g., dyslexia), other health impairments (e.g., ADHD), autism spectrum disorders, emotional concerns, or several other disabilities. I also consult with staff to problem-solve support for students,” New Albany Floyd County Schools Psychologist Emily Morgan-Smitley explained.

For students with IEPs, testing through psychologists like Morgan-Smitley is how they can qualify for accommodations.

Eisner explained, “Usually

a student, parent or teacher can report a struggle or express concern to a school counselor. Then we will start the process of gathering a 504 and going over the information that we have. Whether it is doctors’ notes, attendance, grades, or all kinds of stuff like that. Then we meet with the student and parents and figure out what is the best way to serve the students and if it’s a 504 then we will write that.”

For students with disabilities, both 504s and IEPs offer them support and accommodations to help them succeed at school. They are vital to the process of allowing disabled students the same opportunities as the average student, the purpose of a 504 is to protect individuals with disabilities from discrimination.

# Teachers' decorations engage students in class

**Oliviah Campbell**  
Features Reporter

Four blank beige walls, carpet filled with a mix of dull blues and grays, the standard of any classroom for students and teachers to sit in for the majority of their careers. To escape this mundane atmosphere many teachers have altered their classrooms to give them new meaning.

"I have a lot of stuff in here. I have a lot of plants and I think I have very little space left on my walls, so it is a lot but I think that even though it's very busy, I think it has a very warm feel to it," said Spanish teacher Heather Bradley.

There are many ways that teachers can create a warm environment, whether it is through the decorations that they use for a unique change of

color for their walls or the more common option, a change in lighting.

"I've seen teachers who string Christmas lights around their room so they'll turn off their lights and it kind of gives it a cool ambiance. It would be kind of mellow and keep your class under control. There's all kinds of physiological education psych theories about what sort of environment you have and what it does to the kids," said history teacher Lewis Stevens.

Many teachers have been noticed for creating atmospheres in their room that can make students feel comfortable during the long hours of school. The way to create this environment is by creating the impression of a student's place of comfort, which is "home."

"I love classrooms that are very colorful and when teachers

have a pun of the day or a daily joke in their classrooms. I feel that if a room is colorful and makes me feel more at home or more inviting, then I'm more excited to go to that class," said freshman Hailey Brillhart.

Many teachers create traditions within their classrooms of having daily puns or jokes. This gives students a way to be interactive with their teachers on a less formal basis while having an enticing view.

"I'm getting ready to make my sign that sits over on my knight everyday and has a different saying or cartoon on there. I can't remember why I bought it. I saw it there and just thought it would be appropriate for a world history class," said Stevens. "If I don't put it up they'll say 'hey man where's the sign' because it's usually a goofy funny saying."

Many teachers use

"I'm getting ready to make my sign that sits over there on my knight everyday. I can't remember why I bought it. I saw it there and just thought it would be appropriate for a world history class."

**Lewis Stevens**  
history teacher

decorations that correspond with their curriculum to give students an interactive way of learning.

"I have a lot of things that I have gotten when I traveled to Spanish speaking countries. I like to have those things in class because when we talk about these places then I can show them the things that I have from those countries," said Bradley.

To incorporate students in their classrooms, teachers use student work to show the effort that is done inside them. Using students' work also shows appreciation by the teacher and can bring motivation for others.

"I also really love kids' work to be hung. I think that it's a good little moment to kind of feel proud and you can check it out and be like 'hey this is what I need to strive for next time'. Hopefully there's something that just speaks to everybody and that there's just little pieces of me too," said English teacher Tyler Brafford.

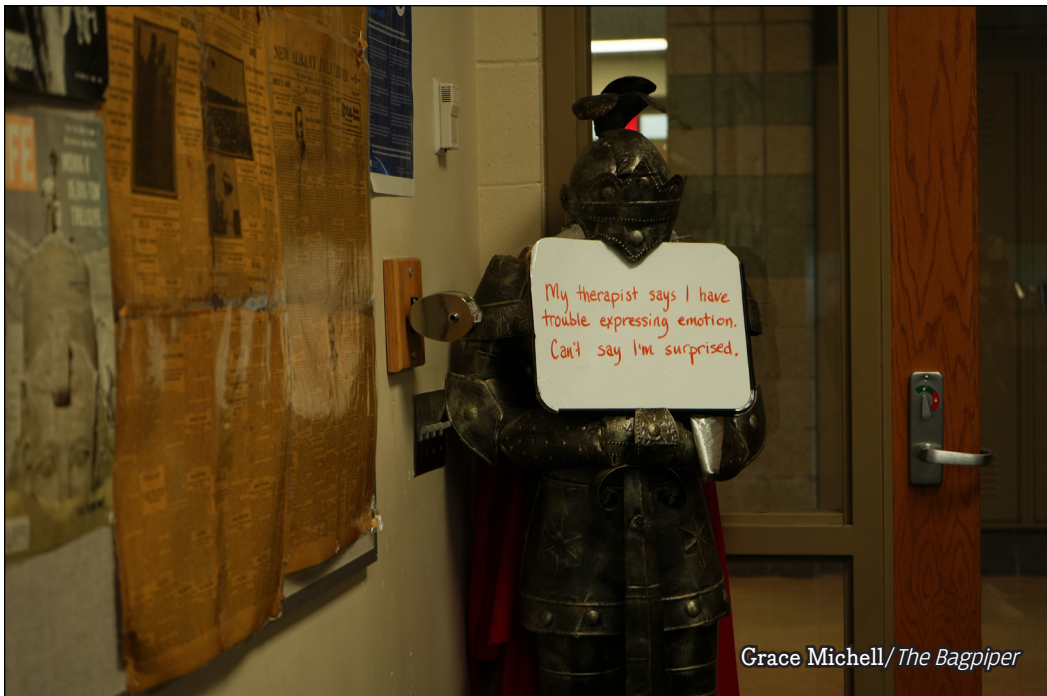
Displaying work from students can not only serve as motivation for students, but can also bring nostalgia to teachers.

"I love keeping senior graduation announcements on the wall because it reminds me of all the kids that have come through in the past and have moved on and left high school. I do have all the thank you cards that I have been given there in a drawer because I feel that's more of a personal thing to keep, but there's just lots of little gifts everywhere," said Bradley.

With many options and themes that a room could be enhanced by, there are also possible distractions that can affect a student's mood or way of learning.

"I really try to avoid anything that's like bright red because I think red is distracting and also when you think of the feeling that goes along with that it's probably not positive feelings, while the blue or green are more calming," said Brafford.

With all the ways a teacher can decorate their classroom it all reflects on the type of person they are outside of the classroom. With this students are able to find comfort and the feeling of home within the standard beige walls.



Grace Michell/The Baggiper

**HISTORY TEACHER LEWIS STEVENS** uses a knight prop to hold a new quote on the marker board.

# Basketball tips off season with new coach

**Ryan Miller**  
Sports Reporter

**McKenna Pruitt**  
Sports Reporter

The start of a new season always comes with an air of anticipation, and for the boys' basketball team, that is multiplied tenfold by the excitement surrounding new coaching hire Fonso White.

White has previously coached at Bishop Luers High School and Caldwell County. His ties to Floyd, however, go further back than just a handshake after a job interview.

"A gentleman I student taught under was from Jennings County, and he had a high regard for Floyd Central. I had an opportunity to coach for Jake Heidbreder, who went to school here at Floyd Central back in 2021. Jake was on my AAU team, I had a great relationship with him and his dad. A Floyd Central job opened up and I knew it was going to open up again. I just told myself that I owe it to everybody to just take that leap of faith and see what

happens, put my name in the hat and see if they give me a call," said White.

Coming off a season where the team went 8-16 (2-4 in conference play), the players are eager to improve, with junior Ethan Scott saying the one thing he wanted to improve was their record.

The players are looking to Coach White to bring a fresh start to the program. The team is already seeing results, both physical and mental.

"We're all just a lot more positive, we're all really excited for this whole thing," said junior Brock Conrad.

The team has been working very hard at practice, with many players discussing how Coach White has emphasized things like playing together and talking on defense. Coach White, however, had a different thing he was proud of prioritizing.

"Conditioning has got to be the utmost important thing; besides x's and o's, you got to have a well-conditioned team. More than talent, you know, kids and players have to

be conditioned. If you're not conditioned, you're not going to be able to compete with the team that has talent, you're not going to be able to compete at all, really. So conditioning was one of the biggest things that we had to implement to be able to play the style of play that I would like to play, which is an up tempo style," said White.

The team corroborated that statement, with many players describing his coaching style as "fast." This style of play will allow them to get up and down the court more quickly, and allow them to run plays they would not have been able to last year, or in years prior.

"He's really implemented like the fast break offense and trying to get up and down the court, and it's worked well because we've been putting up more points," said senior Austin Cardwell, saying his coaching style is "fast-paced."

Coach White expects the best from his team and pushes them to their limit, which has not gone unnoticed. "He wants us to be very disciplined," said senior Nathan Rushing.

Rushing said that one thing he wanted to improve from last year was "playing together a lot better this year than last [and] making sure everybody practices hard and is doing the best they can."

The team is also looking to enhance chemistry by a variety of methods, as they are "becoming more of a fluid machine, rather than five different pieces on the floor," said Conrad.

It is an absolute necessity that the players form these relationships, as it creates a



Grace Michell/The Bagpiper

**JUNIOR BROCK CONRAD** shoots a free throw on Tuesday, Nov. 25. Silver Creek won the game 80-61.

stronger team that fits together perfectly. Chemistry plays a big role on and off the floor, as the new seniors and juniors are stepping up into leadership positions and becoming role models for the underclassmen, especially the freshmen.

"This year we're going to be playing together a lot more, I think the team chemistry and team bonding is good, it's

better than years past, a lot of friendships within the team instead of certain groups," said Rushing.

Coach White's influence is palpable in this aspect of the team, as many players are inspired to step up by his leadership and the example he sets.

"It's been different because we've been pushed a lot harder

“...we got to be one percent better at everything we do, not just the game of basketball, just in everything that we do in life, be one percent better.”

**Fonso White**  
Basketball Coach

# Student activism brings awareness of Gaza terror



## Finally Speaking Up

Olivia Ebleisor

Since Oct. 7, 2023 the people of Gaza have had their lives ruined and their families torn apart for an act of terrorism that they had nothing to do with.

On Oct. 7, the Islamic terrorist group Hamas marched into Israel, proceeding to murder 1400 Israelis and taking approximately 240 hostages. This act sparked a war along the Gaza Strip, leading to too many innocent deaths in only the span of a month.

The death toll of those Israelis who were so cruelly murdered on Oct. 7 nowhere nearly reaches the amount of just Palestinians who have had their lives taken by violent acts of war. There is support seen from all sides for Gaza.

Even the United Nations disagrees with the violence currently taking place, with calls of a ceasefire coming nearly

three weeks after the first acts of violence in Israel. The UN made claims of a humanitarian crisis that were already all too clear to onlookers.

In the article “Gaza City: Babies dying in hospital amid scenes of devastation,” the United Nations wrote, “the UN has reiterated that humanitarians should never be a target, and that hospitals and medical personnel are specifically protected under international humanitarian law.”

Raz Segal is the program director of genocide studies at Stockton University. He said in an interview for the TIME Magazine article “Is What’s Happening in Gaza a Genocide? Experts Weigh In” by Solcyre Burga that it is clear that the Israeli government is committing a textbook genocide in Gaza.

He quoted Israeli President Isaac Herzog during a press conference on Oct. 13 when he said, “It’s an entire nation that is out there that’s responsible. It’s not true, this rhetoric

about civilians not aware, not involved. It’s absolutely not true. They could have risen up, they could have fought against that evil regime which took over Gaza in a coup d’etat.” Segal followed this quote by explaining that it paints Palestinians as “an enemy population”

On Wednesday, Nov. 15, the IDF began a raid of the Al-Shifa Hospital in northern Gaza. Al-Shifa is the largest medical facility and is housing many Doctors Without Borders. They have attacked and killed many patients and doctors.

Once making contact with an anonymous MSF Surgeon currently inside Al-Shifa the Doctors Without Borders website published some of what the surgeon said in the article “Gaza: A call from Al-Shifa.”

“The situation is very bad, it is inhuman. It’s a closed area, no one knows about us. We don’t have an internet connection—you managed to call me now, [but] maybe you’ll [have to] try 10 times before you can reach

me again.”

On Nov. 18, those inside of Al-Shifa Hospital were told to evacuate. While the IDF denies making this demand, doctors inside of the hospital explain that they would not be evacuating so many critically ill patients in any other circumstance.

In the article “Panic as Gaza’s al-Shifa evacuates, Israel army denies ordering it to do so” from Al Jazeera, the Director General of hospitals in Gaza, Mohammed Zaquat said, “I categorically deny these false allegations [from the Israeli army] ... I am telling you, we were forced to leave by gunpoint.”

Even though we are high school students and it may seem as though there is nothing we can do about this genocide, that is not true. There are still petitions to be signed, calls to be made, and emails to be sent. If someone wants to be more visibly involved, there are many acts of protests going on around us, including some done by high school students.

Jasper Howard, a junior at New Albany High School (NAHS), is one of the organizers of a protest at New Albany High School. He said that the group came together wanting to become more involved in activism for the cause but having few funds or voice to make a difference in the war.

The group held the protest on Nov. 21 at noon, meeting in the parking lot at the main entrance of NAHS.

“I also especially encourage people who, at my school right now, don’t feel comfortable partaking in the protest—I just ask them that they spread awareness, because that’s all a protest is is spreading awareness. And if you can’t participate physically, just tell people about it,” Howard said.

So get out. Make people aware that this is not right and that this cannot stand. We might not be adults but that does not mean we do not have a voice. Sign petitions, call representatives, do whatever it is feasible to make a difference.

## What is your stance on the conflict in Gaza?



“It’s definitely more of a multi-faced conflict than it’s been given in the media, especially our media, and it’s a lot more complex than we’re seeing.”

senior  
Bristol Cobb



“I think each side has committed a variety of terrible crimes and I don’t think either side deserves outright support.”

senior  
Kaiden Brooks



“They’re both in the wrong but if I had to say we should fund one or we should maybe help out a little but, it would probably be Israel, just due to the fact that at least when their attacks have targeted civilians it hasn’t been purposeful, where Hamas’ has.”

senior  
Harrison Prifogle



“Ralph Waldo Emerson once said ‘Our chief want in life is that person who make us do what we are capable of.’ Mr. Yankey and Mrs. Hampton and myself and Mr. Hatchell are pushing these kids to do what they are capable of.”

**Doug Elmore**  
orchestra director

many years, there have been minimal technical changes from the first Winter Fantasia to the current one. Directors explained that little format changes allowed the behind-the-scenes aspects to become more efficient and smooth.

“We have gotten better at efficiently moving people around at least to what it looks like to the audience,” said choral director Angela Hampton. “We figured out how to move groups with groups in front of the curtain, behind the curtain. It has gotten smoother in terms of that.”

From the audience’s perspective, performers who are on stage move swiftly from group to group. What they do not see is how much goes into making sure those changes look smoother than they feel. Elmore expressed the importance of keeping that front for the audience’s enjoyment.

“It’s good that they don’t know how the sausage is made. It would not be entertaining for them (the audience) cause they would see all the elbowing, and the shoving, the throwing the music stands, and plugging the plugs in. ‘We don’t have a chair!’ ‘Here!’ ‘Where’s my hat!’

‘Gimmie that!’ ‘Get out of the way!’,” said Elmore.

Furthermore, the outward appearance the group of performers emits to the audience members is an extremely important part of any performance.

“What you want in a production like this is the illusion of polished perfection,” said Elmore. “It’s the same thing trained in the professional world. You can have all kinds of crap go wrong just don’t let the audience see.”

Currently, Fantasia is set up to where each group performs multiple pieces separately before moving on to a different music group. There are pieces where certain ensembles will be performing together, meaning that groups that have already gone will be on stage again. During the first Winter Fantasia in 2004, the setlist was ordered that each group would play one piece, and would rotate until the end of the show with fewer combined pieces throughout the program.

“Originally we just did White Christmas and I think one other medley of Christmas carols. Then we got to where

we added in the Do You Hear What I Hear and the Hallelujah Chorus and those really became standard,” said Hampton.

One thing that has not changed is the finale of the show: White Christmas. Directors explained that multiple factors went into choosing this specific song to close out each Winter Fantasia performance.

“Mr. Yankey picked that one because he said he did some background research and so the predecessor to Floyd Central High School is Georgetown High School and they did some sort of holiday program, Christmas program, where they always ended with ‘White Christmas,’” said Hampton. “When we started this he suggested that we finish with that and it kinda just carried on that tradition.”

Along with “White Christmas” being a fan favorite for the audience, the snow at the end is an important part to Fantasia. The idea of fake snow and making it happen has been a process of trial and error.

“There is not a perfect system

for it because snow machines they make noise, they actually make a lot of noise, so it gets picked up in the microphones and then it’s a problem while they are singing and playing and all that stuff because then you hear this hum going,” said Hampton.

Winter Fantasia is performed four times a year and with that many performances, there are countless memorable moments engraved in directors’ as well as students’ memories.

“One year one of our percussionists got sick and he was the one who does the [whip] (in Sleigh Ride),” said Elmore. “Well, Mr. Thomas, the bad director from Highland Hills came in and covered on the whip. Something went wrong and he didn’t have the thing by the handles properly, and this is on the video you can see it on YouTube, and he lost the handle and it just went screening off into the brass section. You see him dive into the brass section to grab it because he has another whip crack in about four measures...that was kinda

funny.”

Additionally, there are moments in Fantasia where seeing kids perform exceptionally well has become a great memory.

“Just seeing the reaction [of] the audience when everybody is finally on stage at the end, ‘cause they know it’s going to happen but when you actually see 400 whatever kids on the stage all doing the right thing at the right time together it’s pretty impressive,” said Hampton.

Winter Fantasia is an event that FC is widely known for. The students, the directors, and the community play a significant role in making this program something that provides an inward look into the hard work and dedication of musicians and students.

“Ralph Waldo Emerson once said, ‘Our chief want in life is that person who makes us do what we are capable of,’” said Elmore. “Mr. Yankey and Mrs. Hampton, and myself and Mr. Hatchell, are pushing these kids to do what they are capable of.”

YOU ARE INVITED TO  
**FLOYD CENTRAL'S**  
*Winter fantasia*  
PRESENTED BY FLOYD CENTRAL'S PERFORMING  
ARTS STUDENTS AND STAFF  
Dec. 9, 2023 2p.m. &  
7p.m.  
*Lizzie Didat/The Bagpiper*

# Advanced acting gives theatre a new life

**Alexis Leuthold**

A&E Reporter

**Ian Receveur**

A&E Reporter

Despite having two mainstage musicals every year, a wide variety of theatre classes are offered, giving students other ways to interact with the world of theatre.

Advanced acting is one of those classes. Being audition-based, the class is full of talented students and has been showing sophomores, juniors, and seniors new aspects of theatre and the art of acting for years.

"It is a class that puts much greater emphasis on the actors, instead of the spectacle," said theatre director Brooklyn Chalfant.

An excellent example of this is the class's recent rendition of the popular children's novel *A Wrinkle in Time* by Madeleine L'Engle. Chalfant explained that for this play, students had to master devised acting.

"With it being a science fiction show with fewer technical elements, we had to learn ways to

represent those," said Chalfant. "The ensemble played a lot of different things such as a haunted forest, the idea of time travel, and even becoming the wings of a character. They came up with these movements and actions on their own and are not told them in the script."

Traditional productions use a mixture of sets and acting to make the show happen, while devised acting uses movement. This form of acting may seem like a daunting task, but the students enjoy the change.

"Working with so few technical elements, it's honestly a lot less stressful," said junior Reilly Ketterer.

At the beginning of the year, members learned the fundamentals of devised acting.

"We have been able to work together as a cast to make it look cooler and smoother," Ketterer said.

After learning the basics, the class spent this semester practicing "A Wrinkle In Time" before they presented it to judges at Indiana Regionals last week. Indiana Regionals is a one-act production competition where



Taylor Rothrock/*The Bagpiper*

**SOPHOMORE BROOKS ROSEBERRY, JUNIOR EMMERSON DICKSON, SENIOR SYDNEE METZINGER, AND JUNIOR ISABELLA HOFFMAN** participate in their first dress rehearsal for the show "A Wrinkle in Time" on Wednesday, Nov. 29. Last Friday was their opening night. "It's a role I've never done before. I've usually done serious/older roles so this is a first for me. I've really enjoyed finding those moments in the story where I can be vulnerable and create a true performance," said Metzinger.

schools in Indiana compete to go to state.

"It really feels like a different style of theatre. I've never done a show like this; acting with our voices and body," said senior Sydnee Metzinger.

Additionally, the productions put on by advanced acting are chosen specifically to emphasize the talents of the auditioning students.

"This group of students is really good at working together; they are very imaginative, and were excited about devised theatre and using lifts and movements. I had so many students interested that I wanted to find a show that incorporated everyone," said Chalfant.

Members are extremely enthusiastic about acting, taking

great care to get better and better each day.

"I love to act; it's my passion. I'm going into it after high school, and until I get to that point, I must hone my skills to the best of my ability," said senior Michael Bulleit.

Other differences between theatre and advanced acting include focusing on dramaturgy, character analysis, and only one production per year.

"Dramaturgy is the study of theatre as literature. So students study scripts and find the history and the cultural connections from them to the real world around them," said Chalfant.

Many students recommend this class for people who want a fun, stress-free class because it allows students to have a

class where they can express themselves while having a great time doing so.

"I wanted to have some fun classes," said senior Linden Masters. "Advanced acting is a good outlet for that."

Advanced acting opens up the world of theatre to an entirely new audience of students, letting people who may be busy outside of school get involved.

"I hope that students who cannot commit to theatre after school have the opportunity to still enjoy it, and I love it, this class does that," said Chalfant. "I also love seeing the students take ownership of a show: making it their own. Working hard to make something that is competition worthy."

"I love to act; it's my passion. I'm going into it after high school, and until I get to that point, I must hone my skills to the best of my ability."

**Michael Bulleit**  
senior

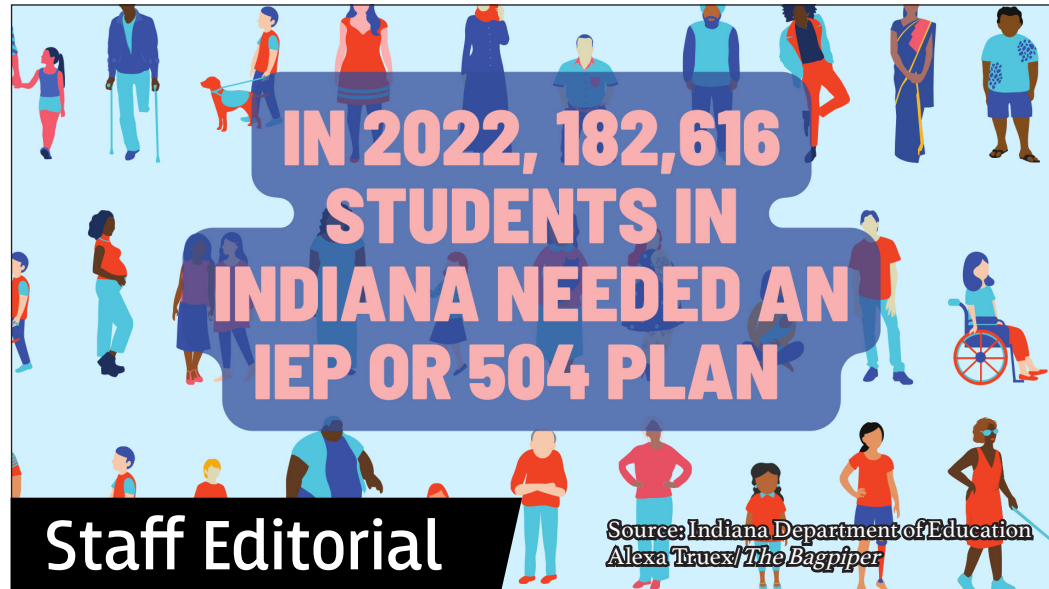
# Schools must value all learners

504 plans and Individualized Educational Plans (IEP) are some of the most integral aspects of FC's education system. These personalized academic help plans serve as crucial tools to support students with diverse learning needs, ensuring that every individual has the opportunity to thrive academically and socially. *The Bagpiper* believes that by valuing 504s and IEPs more highly, we can foster an environment that truly embraces the unique strengths and challenges of each student.

According to the University of Washington, a 504 plan is "developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment." An IEP is described as "a plan or program developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives specialized instruction and related services."

While both are similar and equally important, subtle differences are what set these plans apart. 504s were created for students who do not require specialized instruction, while IEPs were created for those who do.

New Albany-Floyd County Schools Psychologist Emily Morgan-Smitley said, "Section 504 plans are to 'even the playing field' for students with disabilities. High school can



be stressful for all students, and a Section 504 plan will not necessarily alleviate that stress. However, for example, if a student has attention-deficit/hyperactivity disorder (ADHD) or anxiety and needs extra time to complete a test, a Section 504 plan can provide that."

Emphasizing the importance of 504s and IEPs is not about creating a division among students; rather, it is about acknowledging the diversity within the student body. We believe each student brings a unique set of strengths to the classroom, and a commitment to honoring 504s and IEPs is a commitment to recognizing and harnessing these individual qualities. In doing so, FC can create an environment that not only meets the needs of students with disabilities but also cultivates an atmosphere of understanding, acceptance, and collaboration among all students.

504s and IEPs also contribute

to the overall academic success of FC; when students with diverse learning needs are given the necessary support that is outlined in their plans, they are better equipped to thrive in the classroom. If FC can foster an environment that is supportive of these plans, we as a school can tap into the full potential of every student, which will ultimately raise the academic bar for FC in its entirety.

"Our quality of life depends on both physical and mental health. Mental health does not mean just an absence of illness but also means skills to cope with challenges in life. Research has shown a strong relationship between mental health and academic achievement," said Morgan-Smitley.

High school students already face an immense amount of stress, so programs that are specifically designed to help alleviate this for students who require accommodations must be destigmatized.

Educators play a pivotal role in dismantling the stigma surrounding 504s and IEPs. Professional development programs should emphasize the importance of recognizing and accommodating diverse learning needs. By doing so, educators can better understand how to create an environment that caters to the individual needs of each student, promoting a more equitable and accessible education for all students.

Brittany Eisner, FC's 504 counselor, said that there are around 293 students at FC who require an IEP. For these students it is absolutely imperative that teachers, students and parents make an effort to educate themselves and actively try to break down the barriers created by the stigma surrounding plans for students with disabilities.

It is time to celebrate the journeys of each student and recognize that, in diversity, lies the strength of our educational community.

## *Bagpiper* staff

Editor-in-Chief

**Alexa Truex**

Web/Graphics Editor

**Lizzie Didat**

Photo Editor

**Grace Michell**

Copy Editor

**Peyton Reid**

News Editor

**Anastacia Granholm**

Assistant News Editor

**Deanna Akin**

Sports Co-Editors

**Allyson Duckworth**

**Lily Douce**

Features Editor

**Avery Sorrells**

A&E Editor

**Kylie Bristow**

Forum Editor

**Olivia Eblesisor**

1/1900 Editor

**Claire Jones**

Photographers

**Julia DeRossett, Sophie Douce, Isaac**

**Mullins, Taylor Rothrock, Jorge Zarate**

Reporters

**Danny Ashby, August Bain, Olivia**

**Campbell, Atlas Coble, Alexandria**

**Cunningham, Madeline Fellmeth,**

**Breanna Fischer, Emilia Hudson, Alexis**

**Leuthold, Izzy McKnight, Ryan Miller,**

**Lucy Owens, McKenna Pruitt, Ian Recev-**

**eur, Noah Vivrette, Kenny Ward Artists**

**Arden Garvis Claire White**

Adviser

**Jim Lang**

Assistant Adviser

**Jennifer London**

Interim Principal

**Dr. Al Eckert**

Superintendent

**Dr. Travis Madison**

## Mission Statement

The purpose of the *Bagpiper* is to truthfully report the news and to engage the audience in online and print media. We strive to provide the meaning and significance behind all news, making visual connections between events and the readers. Above all, we aim to uphold the ethical standards we see in the professional field while serving all faculty, staff, students, and the community.

# 1 in 1900: senior Srikar Vaasan

Claire Jones

1/1900 Editor

How has orchestra impacted your life?

“Orchestra has not only exposed me to a community out there that really appreciates each other, but also the music we create and the form of music itself. I’ve learned a lot about music, but also about working together as a community to form a common goal.”

What responsibilities do you have as president of National Honor Society?

“National Honor Society works to not only promote students who have that academic excellence, but also get them involved doing service, as well as forming the four qualities necessary: leadership, service, scholarship and character. So, my job as president is to work with the other officers to try to get that going.”

What is your favorite thing about Interact Club?

“I think what’s always great about Interact Club is the opportunity to serve your own community. We do a lot of things I think we take for granted.”

What have you learned from your clubs and orchestra that you will carry with you throughout your life?

“I think it’s forming a dedication to the overall community. It’s really easy to think about yourself. It’s easy to say well ‘I know it might be better for everyone if I sacrifice this, but I still want to keep that,’ but what all these clubs and orchestra are all about is working with others and putting others before yourself.”

What one piece of advice would you give to the underclassmen?

“One piece of advice, the world’s a tough place and it’s your responsibility to make it a little better each day.”

Jorge Zarate / *The Bagpiper*

To watch a multimedia video about Vaasan, go to [fchsbagpiper.wordpress.com](https://fchsbagpiper.wordpress.com) or [@fchsbagpiper](https://www.instagram.com/fchsbagpiper) on Instagram.

## 2023-2024 SCHEDULE

Friday, Dec. 8 vs New Albany

Saturday, Dec. 9 vs Castle

Friday, Dec. 15 @ Providence

Saturday, Dec. 16 vs Bloomington S.

Wednesday, Dec. 20 @ Evansville  
Harrison

Friday, Dec. 29 vs Eastern - Pekin

Saturday, Dec. 30 @ Southwestern -  
Hanover

Friday, Jan. 5 vs Corydon

Friday, Jan. 12 vs Jeffersonville

Saturday, Jan. 13 @ North Harrison

Friday, Jan. 19 vs Jennings County

Friday, Jan. 26 @ Seymour

Saturday, Jan. 27 vs F. J. Reitz

Thursday, Feb. 1 @ Bedford

Saturday, Feb. 3 @ Center Grove

Friday, Feb. 9 vs Charlestown

Saturday, Feb. 10 vs North Central

Saturday, Feb. 17 vs Bloomington N.

Wednesday, Feb. 21 vs Columbus

East *Lily Douce/The Bagpiper*

because we're now the seniors and we have to lead the team and make sure all the underclassmen are on board and trying to win a sectional championship," said Cardwell.

Having good chemistry is more than just liking each other, however. It can also translate to on-court success, because of the added trust among the teammates.

"[We work as a team] by moving the ball around and just becoming good friends with everybody on the court, because if you're friends with everybody you'll trust them to be able to pass them the ball and you'll trust that you'll get it back too," said Cardwell. Players have said that Coach White consistently encourages them to play as a team.

"We're playing more as a team this year [and] we're moving the ball around a lot more this year," said Cardwell.

For Coach White, this first season is not entirely about results on the court, although that is a goal for many of the players, White is hoping for a reward that may go unnoticed by much of the student body.

"It's not necessarily about beating anybody, it's just all about being that one percent better. Every time we got an opportunity to practice, or every time we got a chance to step on the floor we got to be one percent better at everything we do, not just the game of basketball. Just in everything that we do in life, be one percent better, so if anything I would say my main goal is to be one percent better and that we bring our best every day," said White.

This attitude is one that not only improves overall play but makes for a better team atmosphere overall. Focusing

on improvement incentivizes players to work together to improve as a team.

"[We've been] talking after certain plays, coming together, basically a lot of communication," said Rushing.

Some of the players have some lofty goals to add besides getting better, with Cardwell saying he wants to "Win the Hoosier Hills Conference, win [a] sectional championship, maybe even get a state championship."

The team has a lot of returning players from last year, with lots of sophomores and juniors gaining a bigger role on the team.

With the coaching change, many athletes are making an effort to get to know their new coach. While a new dynamic can be challenging, working to form this relationship is essential for players to not only work efficiently with each other but with Coach White as well.

"We're really trying to just get to know him, like his play style and how he plays the game. Also just become good friends with him because if you're good friends with the coach it always

works well on the basketball court," said Cardwell.

The team is not expecting to just go out onto the court and win every game just by showing up though, they realize they need to put in the work to be the best they can be, that "one percent better."

"I think we could work on our defense a little bit better, getting back on defense after we shoot a shot, and if we hold people to less points the more games we'll win," said Cardwell.

It goes beyond team-wide needs, instead, some players are taking a look at themselves and realizing what they need to work on for the good of time.

"[I want to] extend my game out, not just play the big man in the post," said Conrad.

The Highlanders have already taken on Silver Creek in a 80-61 loss and Meade County, Kentucky in a 53-47 win. Last weekend the Highlanders faced Richmond, losing 75-61. The team, along with Coach White, looks to make a statement at their first home game tonight against rival New Albany Bulldogs at 7:30.



**BOYS' BASKETBALL HEAD COACH FONSO WHITE** instructs his players on where to take positions during a free throw by Silver Creek.

# Foreign languages provide opportunities



## Standing for the Voiceless

Atlas Coble

Language is an essential tool used for communication between people. Many current languages come from Latin or Greek, giving many of them similarities. Yet the culture formed around them developed based on societal and environmental factors. Although 40% of people in the world are monolingual, there is an undeniable importance to learning a language other than someone's mother tongue.

The article published by the University of North Georgia "Why Study a Foreign Language" showed that there are limitless possibilities career-wise with developing the skills to speak another language.

"Foreign language study enhances one's opportunities in government, business, medicine, law, technology, military, industry, and marketing," they stated.

According to Truman State University, 60 percent of the English language is derived from Latin. Due to this, Latin is an advantageous language to learn despite it being known as a "dead" language.

Latin teacher Lesley Austin said, "A lot of my students take Latin because they're planning to be lawyers or doctors and there's a lot of terminology that is used in law that is Latin in origin. A lot of body parts come from Latin words."

Students quickly learn when they take the required biology class that many of the prefixes

and suffixes stem from Latin words.

Additionally, Austin claimed that becoming skilled in other languages can embellish knowledge of English grammar.

"It helps you better understand English grammar and critical thinking. I really didn't understand the direct objects and I didn't realize I didn't understand it until I started taking Latin and had to apply it to the other language," she explained.

Many students disregard the required languages they have to take. They miss out on opportunities and pathways that are opened for them if they work hard at the classes.

In college, students need to pass a required amount of semesters to graduate with their degrees. FC offers a dual-credit program with the languages kids can take.

Spanish teacher Heather Bradley said, "The cool part is that if you've gotten dual credit here, then when you go to college, you can pick up a minor with just a couple of classes because you've already got a lot of hours. So it's an easy way to pick up a minor."

Surprisingly, developing a second language can assist with one's artistry and originality.

The University of Potomac stated, "In addition, learning a new language forces your brain to put words together in creative ways, which stimulates your brain and boosts your creativity."

Since one cannot separate a language from its culture, it is easy to broaden someone's cultural worldview. One

will begin to become more accepting of diversity and differences in other people's lives and religions.

Maryel School affirmed that students will become more open-minded as they learn a new language.

In their article "Benefits of Bilingualism," they expressed, "Being bilingual can allow you to see the world through different cultural lenses. Speaking two different languages can sometimes give people access to two different personalities. Because they have more than one view of the world already, bilingual people tend to be more open-minded to new experiences and less affected by changes in their environment."

Currently, FC offers only three different languages for students to sign up for next

school year: French, Latin, and Spanish. Each comes with their own benefits and a variety of students take them.

To help enrich skills in a new language, there are an unlimited number of different ways to assist.

In the article, "7 Steps to Learn a New Language," published by Top Universities and written by a guest writer, they describe numerous tactics.

They encourage the usage of speaking the new language to Native speakers. Despite the anxiety that comes with it, they stated that there is heavy importance to take that initial step.

"First of all, native speakers are usually flattered to see that somebody is making an effort to make themselves understood. Secondly, as someone said: 'never make fun of someone

who speaks broken English. It just means that they speak at least another language' and this is true for any language." Top Universities explained.

Additionally, the University of North Georgia wrote about how there was an increase of scores on the SAT and an increase in grades for students who took a foreign language as part of their curriculum.

"A second language improves your skills and grades in math and English and on the SAT," they stated.

Rather than disregarding free opportunities in high school to start learning a new language, students should work to truly become literate and fluent in them. Learning languages becomes harder as you grow older, so taking advantage of the free opportunities now is necessary.



Grace Michell / The Bagpiper

**SOPHOMORES NORA KOEHLER AND ELISE COLEMAN** study Spanish together in Heather Bradley's first-period Spanish II class on Friday, Dec. 1.

# COMMUNITY

FC directors discuss Winter Fantasia's historical background with reasons behind certain performance traditions

**Kylie Bristow**  
A&E Editor

**Avery Sorrells**  
Features Editor

Winter Fantasia has been a significant part of FC for 20 years and continues to be an event that students, staff and the community can take part in and enjoy. Although Winter Fantasia is a popular event conducted each year, not everyone knows

the history behind these united performances.

"There was a school up north called Concord that kind of did a similar thing that we do," said band director Harold Yankey. "I don't know that anybody has our way of doing it where we close the curtains and make it try to flow better, but there have been a couple of other things that have been inspiration... we got people that never heard the band, or never heard the

orchestra, never heard the choir, never heard the handbells and I wanted them to hear these people, and what better time to do it than the holiday season."

What started as a small way for students and the community to experience a performance that brought together a multitude of different people quickly became increasingly popular, and the demand for more grew exponentially.

"Then it [Winter Fantasia]

grew. It went from one night to two, to three, to four to try to meet the demand for audience members," said Yankey. "They really want to see it, so I think it was some kind of a win-win."

Winter Fantasia requires extensive preparation before the performances and can become nerve-racking towards the end. This realization was even more apparent in the beginning years of Winter Fantasia due to both directors and students having

never performed with combined music groups on a scale of this caliber.

"Over time we got better at the rapid escapes, but the massive thing at the end where we're all together on stage playing was just plain terrifying the first couple of times, we didn't even know if it was possible the first time," said orchestra director Doug Elmore.

Despite this massive performance being in place for



Taylor Rothrock/*TheBagpiper*

**FRESHMAN WYATT LINCH, FRESHMAN HARPER LITCH, SOPHOMORE NYX BREWER, FRESHMAN CHLOE SHULTHEIS, FRESHMAN LACY SHILLMILLER, AND SOPHOMORE LONDON MILLER** practice their part in the music piece "White Christmas" for their performance in FC's Winter Fantasia on Thursday, Nov. 30. There will be several more performances this weekend.

# FC organizations give back during the holidays

**Anastacia Granholm**

News Editor

**Maddie Fellmeth**

News Reporter

As the holiday season approaches, FC has begun finding ways to give back. This has been shown through the many organizations FC offers, such as the Interact Club, National Honor Society, Mental Health Club, Fellowship of Christian Athletes, and more, which have various events planned that help the community and those in need.

The Fellowship of Christian Athletes (FCA) is

involved in an organization called Operation Christmas Child where they package shoe boxes with items to help aid children and their families who are in need.

“We are doing Operation Christmas Child, and we packed 18 shoeboxes to be shipped around the world to children that are in poorer countries. The box has all kinds of gifts, toys, toiletries, art supplies, games, and other things in it, as well as a message about Jesus,” said social studies teacher and FCA sponsor, Mark McKay.

Students have shown enjoyment through doing these activities and

community service. It has proven to be an important aspect of their organization.

“We did this one time last year when one of the leaders chose to do it and we enjoyed doing it so much that we decided to do it again this year. We love that we get to help the community and it’s a good way to get everyone involved,” said senior and FCA leader Makaylah Cottingham.

These boxes help children and their families be provided for during the holidays and winter. The boxes include essential items such as socks, and cold winter items, as well as some fun items for the

“

It’s important to give back and help others if you’re in a position to help those around you in your community because you would want help from others if the shoe was on the other foot.

**Amanda Ford**

Spanish Teacher

”

children.

“As far as these boxes go, there are videos of these kids receiving the boxes and it is awesome to watch those videos. They are so poor and a lot of the stuff we put in the boxes, we would not be excited to get because it’s socks and stuff like that, but they are so excited to receive these boxes,” said McKay. “Of course, everybody likes to have a gift and be thought of, so I think just the excitement that we see in videos of kids opening these boxes and how important it is to them, as well as getting the chance to tell people about Jesus is my favorite part.”

The organization Operation Christmas Child not only helps these families by providing them with necessary items and goods but also spreads an important message and allows for that message to spread throughout the country as it provides for families all around.

“Especially as a Christian program I think it’s important to help show the love of God

and spread his word and how he provides by doing that with Operation Christmas Child, it spreads around the world and doesn’t just focus on our community,” said Cottingham.

Students have even become involved in their community outside of school and the clubs they are involved in. Through being in these clubs they have found enjoyment in giving back to those less fortunate or just the community in general.

“I do a lot of community service such as volunteering every week at my church and watching the babies, angel tree shopping for different rotary clubs, and food kitchens, and Blessing in a Backpack, I do a lot to help my community,” said Cottingham.

The Interact Club has also become involved in a variety of activities over the years. Interact Club is all about service above self which is why the club has found it important to make sure they give back, especially during the holidays when so many



Sophie Douce / The Bagpiper

**SENIOR MACY MCCOLLOUGH, JUNIOR STEPHANIE SMITH, AND FRESHMEN JENNA WHEATLEY AND KARA WALTER**

grab items for their Operation Christmas Child boxes during the FCA meeting on Tuesday, Nov. 14. “Operation Christmas Child is important to me because we get to pack the boxes together and I love giving back to others and helping the community,” said McCollough.