

CHRONICLE

LEARNING TO ADAPT

by Owen Peralá

One word that quite clearly describes this year is uncertainty. Our school schedule has been no exception to this. While it has been a bit more consistent lately, I think we can all remember the constant switching between hybrid and virtual learning we



saw a few months ago. The lessons and curriculum we faced seemed to be constantly changing, and, as students there was nothing more we could do than just go with the flow. What about those planning these lessons, though? How did our teachers react to these constant changes in their schedules and how did they feel about it?

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WELLNESS DAY WELCOMED, THOUGH EXPECTATIONS MIXED

by Mara Little

Never before has the Averill Park School District dedicated a full day to anything other than academics. Therefore, when Warrior Wellness Day was instituted on January 28, 2021, it was an unexpected change of pace. Warrior Wellness Day was a day requested by the student body to focus solely on emotional well-being and mental health.

Wellness Day was run in increments, all centered around the task of quelling teen anxiety. Before January 28, students were asked to pick two classes of their choosing to attend, one in the morning and

one in the afternoon. Classes offered to students included the following choices: Yoga, Nature Walks, Change your Mindset, Change your Life,



Unlocking Your Brain's Superpowers, Stress Relief and Management, Wellness Backpack, and Career Exploration. Each of these classes provided their own message to stu-

dents and encouraged a more positive way of conducting life.

The morning class started promptly at 9 a.m. and ended roughly around 10 a.m. At the conclusion of the first session students were asked to stay on the meeting and watch the hour long movie, *Angst*. *Angst* is a documentary in which mental health experts discuss the causes of anxiety, its sociological effects, and what can be done about those effects. Once the movie had finished, students were permitted to sign off for a 45 minute lunch break before attending their second class of the day. This second class started at 12:45

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CLUBS AND SPORTS PERSEVERE DESPITE PANDEMIC

by Samuel Hart

Many aspects of our life, both in school and out, have changed this past year because of the COVID-19 pandemic. Unfortunately for most students, and even professionals, one of the many things that has been dramatically altered are extracurricular activities.

One notable change

is that not all clubs and extracurricular activities are meeting this year. For exam-



ple, the Chamber Orchestra could not meet in person, yet

it is particularly difficult to play music together virtually. As an alternative, Music Club, which meets virtually via Google Meet, is available to students.

Fortunately, most clubs have figured out similar ways to stay

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COPING WITH COVID-19: A SURVEY

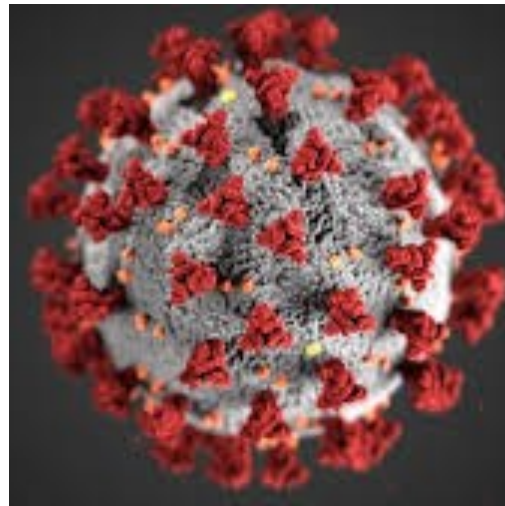
RESPONDENTS OFFER A VARIETY OF METHODS

by Carly Antolick

March 16, 2020. The final day when things were “normal” at the high school. It was the last day without masks, the last day without social distancing, and the last day we didn’t have to worry about signing into Google Meets every other day. As we passed the one-year anniversary of quarantine, I put out a three-question poll through social media, asking viewers to share their experiences during the pandemic. Not everyone who answered the poll is an Averill Park student, and all answers were taken confidentially.

The first poll question asked if the respondent had lost someone to the COVID-19 virus. Out of the 44 people who answered the question, 8 said yes. Some went further to specify who, with the answers ranging from a great-grandmother, to an uncle, to patients on the COVID floor where they work. The results from this question are dispiriting, to say the least. Even if you, personally,

have not lost someone close to you to this virus, someone you know likely has. If someone confides in you that they are struggling with a loss, the



best and most basic thing to do is to be there for them when they need a friend to talk to. If you personally are dealing with a loss and need someone to talk to, your school counselors and your friends are there to help you.

The second question asked was if they had missed

out on anything due to the pandemic. All 48 people who responded said yes, they had, which seems to be the most obvious response. Of course,

students have missed out on the second half of their school year, and everyone lost the privilege of gathering and going about business as usual. Responders to the poll also added that they had missed out on things such as birthdays, job opportunities, sports seasons, concerts, proms, graduations, vacations, funerals, recitals, championship games, and more. This overwhelming list can be neatly summed up with the answer: “I’ve missed out on pretty much everything!”

The third and perhaps most important question asked about how people had

been coping with the difficulties presented by COVID-19. Many people said that they had been dealing with more anxiety than usual, due to the unique situation the pandemic caused, and they shared their coping methods. These methods included therapy, meditation, daily walks, calling friends and family, exercising, and cooking. Methods of “escaping reality”, such as watching movies, listening to music, or reading, came up a lot, as they provided people with a temporary distraction. A few people frankly said they haven’t dealt with it and expressed how much they were struggling with this new quarantine lifestyle.

If you or someone you know is struggling with mental health, with loss, or with loneliness during this difficult time, I hope that this article provides you with some coping methods. In the meantime, remember that you are never truly alone and that your friends and family will be there for you if you need them.

SOME CLASSES HARDER TO DO AT HOME

CLASS TYPE INFLUENCES VIRTUAL LEARNING QUALITY

by Paula De Andres and Ava Ferriero

The constant transition from hybrid to virtual learning can be quite chaotic. There are some classes that can handle the transition well, and others that can make it that much more stressful and difficult.

Some of the easier-to-transition classes include physical education and foreign language classes. Stay-



ing active can happen anywhere and all you have to do is check in and then fill out a

log. The physical education teachers are caring and flexible, so it makes it all so much

easier. Foreign language classes are also less troublesome. Most of what has been occurring in language classes has been online. This makes it a very easy class to switch back and forth from considering you have nothing to bring to and from school with you, and all of your work is saved on a computer.

Some of the harder-to-transition classes include

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EXPLAINING THE CORONAVIRUS VACCINE

HOW THE VACCINE WORKS IN YOUR BODY

by Emma Hanlon

As of March 28, 2021, 3,261,810 New Yorkers had completed their vaccination series. That made 16.3% of New Yorkers fully vaccinated, and 29.2% with at least one vaccine dosage. For healthcare workers, the opportunity to administer vaccines to their community has its own reward: being able to give hope to others gives them hope too. Seeing smiles through masks as more and more people become vaccinated becomes the light at the end of the tunnel.

In total, three vaccines have been cleared by the FDA: Pfizer-BioNTech vaccine, Moderna-NIAID vaccine, and Johnson and Johnson vaccine. Each vaccine works differently, but they all achieve the same goal; allowing our bodies to develop immunity to the illness, without having to contract it.

“Don’t Hesitate. Vaccinate.” slogans are now prevalent in our society, but what actually happens when you get the Pfizer- BioNTech COVID-19 vaccine?

Tozinameran, better known as the Pfizer vaccine, was the first coronavirus vaccine to be approved for Emergency Use Authorization by the FDA on December 11, 2020. Two-shot dosages, 21 days apart, have a 95% effective

vaccine particles bump and fuse to nearby cells which release mRNA. The mRNA is eventually destroyed, and will not alter DNA or leave a permanent trace within the human genome.

The release of

and prevent illness.

After receiving any vaccine, the human body is left with “memory” T-lymphocytes and B-lymphocytes. Both cells are primarily responsible for basic functions within antibody production and cell-mediated immune response. Together, they will remember how to effectively fight this virus in the future. It takes a few weeks to produce T cells and B cells; therefore, it is possible for someone to become infected with the virus just before or after vaccination, because the body has not had enough time to provide protection.

Moderna-NIAID vaccines use the same basic biological processes, as both are mRNA vaccines. Johnson and Johnson

uses the more traditional viral-based technology, but at the same time is much different than other vaccines. Each is different, and deserves more than a short explanation for the hard work and dedication of those who made them possible.

Do not be afraid to consult your local health care professional to ensure a safe vaccine experience, and to find out how to get the COVID-19 vaccine. But until it is your turn, don’t hesitate. Educate.



rating for preventing COVID-19. Keep in mind that this article provides a very simplified explanation of the vaccination timeline.

Tozinameran uses messenger ribonucleic acid (mRNA), a genetic material that cells read to make specific proteins. This genetic material is very fragile and would be split by natural enzymes if injected directly into our bodies. Pfizer and BioNTech wrap mRNA in an envelope of lipid nanoparticles to prevent this occurrence. After injection,

mRNA instructs cells to create the spike protein found on the surface of the coronavirus, the protein that initiates infection. The spike protein spurs an immune response, such as the production of antibodies. Some B-lymphocytes (B cells) may be able to lock onto spike proteins, and if activated by T-lymphocytes (T cells) they will create and secrete antibodies to target the spike protein. Antibodies will latch onto any coronavirus spikes that enter the body to mark them for destruction

SOME CLASSES HARDER (CONTINUED FROM PAGE 2)

hands-on art classes and lab-based science courses. Selections like ceramics or sculpture are harder to do remotely. Because of this, it can make you feel disconnected from the class. There may be materials that you have to bring from school in order to work on projects or labs from home. This can

make it very unorganized and makes it tough to travel back and forth from school.

Lab-based science classes are also difficult because while you can do things like join a Google Meet with a student in class and be one on one with that student, you’re still not doing the experiment, you’re

just collecting data. Labs are a huge part of learning in science. It makes it extremely hard to learn when you are not doing an interactive lab. Online, it is similar to watching a video and copying notes. It doesn’t feel live and you are not with the class learning like the rest of them. Therefore,

doing labs remotely can be difficult.

COVID-19 has definitely changed the way we do things, and classes that are easier to do both online and in school make things much better. For the harder classes, we will have to pull through for now until things eventually return to normal.

WELLNESS DAY (CONTINUED FROM PAGE 1)

pm and ended around 1:30 pm. The day closed with student-led circles, where students were able to talk to their peers about the different things they learned in their classes, along with their feelings about them.

So what were students' feelings about their classes? "I took 'Open Your Senses and Relax with Nature' and 'Unlocking Your Brain's Super Powers,' said junior Rebecca Ware. "In the class about nature, we were told to go outside, and everyone did something different in the few minutes we were outside, which I got some ideas for what to do outside! In 'Unlocking Your Brain's Super Powers,' Mr. Reddy talked about how sleep affects mental health more than anyone thinks, so I've been thinking about that since Warrior Wellness Day."

Junior Gabi Mohos said she learned that "stressing about the future will not benefit me,

and it is best to just work as hard as I can in school and feel good about it." Michelina Lombardi, also a junior, added to these sentiments, saying, "My first session was called, 'Managing the Stress of Being a High-Level Athlete' and it was extremely bene-

wish that the classes were shorter so we could take more of them."

It appears that these students were able to join classes that were extremely beneficial to them and implement healthier ways of managing stress into their daily lifestyles, but oth-

a half day and calming meditation practices, as opposed to something more thought-provoking and interactive. With the sessions of learning that I was in, I found it hard to relax and appreciate the mental health day since I was trying to pay attention to videos and participate in group discussions."

"Right now a huge struggle of school is looking at a screen all day every day, so I don't think Wellness Day as a full day still on a screen is exactly what the student body intended," said Ware. "The sessions weren't exactly what I was expecting,



ficial. Being an athlete, I was truly able to relate to the speaker and connect more with him. This day was a great opportunity to de-stress, attend sessions that interest us, and of course, become more educated on the serious topic of mental health. The next session I selected was, 'Improving Mental Health Through Exercise'. This session was excellent because we were able to participate in a yoga class led by an instructor. Breathing deeply and relaxing your mind were great tools which I took away from this session. I now practice these tactics at home when I feel anxious or stressed."

"I think that this day was helpful," said Julia Skiba, a junior, "although I

ers said the day itself wasn't exactly how they pictured it, especially when the term "Wellness Day" was thrown around

"I don't think Wellness Day was necessarily what the student body intended for a mental health day, but I don't think we really knew what to expect," said junior Sydney Ferguson. "I think some of the student body expected more of a "take the day off" sort of situation to give our minds a break, and some expected a day in which we were all forced to talk about our feelings."

Junior Sonja Kay, a student who took the more "take a day off" approach, said, "Speaking for myself, when I wanted a mental health day, I imagined something more along the lines of

either."

Ashleigh Mein, another junior, added that, "If the school did another Wellness Day I would hope we could add in time for a 'catch up day' for students to get extra help or just catching up with their teachers. I know that would help me a lot."

Freshman Sydney Davey summed up her opinion by stating that the classes implemented on Wellness Day were a "waste of time," as she was more in favor of Kay's ideal mental health day.

Despite some negative feedback on how the day was conducted and the misconstrued perception of the day itself, when asked if the student body

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A TEACHER'S EXPERIENCE GETTING THE VACCINE

IT TAKES SOME EFFORT, BUT MR. SMITH GETS HIS

by Sophia Maddalone

In December, the FDA approved the Pfizer and Moderna vaccines. In February, the FDA then granted approval for the Janssen vaccine produced by the Johnson & Johnson Pharmaceutical Company. Since these vaccines have been approved, the Federal Government rapidly increased the distribution of the vaccines to states across the nation. However, only 14% of the U.S. population is now fully vaccinated. In order to reach herd immunity in the U.S., 95% of the population must be fully vaccinated.

This January, teachers in the Averill Park Central School District became eligible to receive the vaccine. The process to register and receive the vaccine is different in every state. New York, like other states, encountered many problems with technology as websites kept crashing with the overload of eligible New Yorkers scrambling to sign up for a vaccination. Mr. Smith, a ninth grade Global History and Current Events teacher, said he was "overjoyed" when he learned that he was eligible to receive the vaccine and he immediately signed up.

"Teachers were able to sign up very early in January, so they (the government) were just building the capacity of the website and they didn't have a lot of vaccination sites at the time," said Smith. "It was difficult to get online, and I kept having to



re-enter all my information each time. Eventually I got through to the site and booked an appointment, and from there everything went well. People have a much easier time now that the website is up and running, and there are more vaccination sites."

Once Smith signed up, he was able to choose the vaccination location. Since Smith was eager to receive

the shot, he stated, "My wife and I had to drive out to Utica to get the vaccine. I could have gone closer, but the appointment would have been much later."

Smith received the Pfizer vaccination, and said that getting it did not hurt:

"Just a little jab. I did have a sore arm the next day."

After receiving the COVID-19 vaccine there is a possibility of feeling some minor symptoms while your body and immune system adjust to their new ability to protect against infections and viruses. As for Smith, "for the first shot I felt fine, except for a sore arm. On the evening of the second day after the second shot I felt like I got hit by

a truck! Headache, chills, nausea. I was pretty worried. But I woke up the next morning feeling great. It turns out the second shot really triggers your body's immune response - so it seems it worked!"

Smith's reaction was somewhat typical, as many people who received a two-shot COVID-19 vaccine have said that the second shot can cause more symptoms than the first.

Teaching and being around a large amount of people during a global pandemic can cause some stress and fear. "Every day since September has been an overload of anxiety, as I'm sure it has been for students as well," Smith said. "Knowing that I now have immunity is such a weight off my shoulders. I am hoping that a vaccine will be approved for people under 16 as soon as possible. Knowing how difficult this year has been, I really want my students to be able to get vaccinated and have that burden lifted."

Based on recent news reports, it appears that all adult Americans are now eligible to be vaccinated, as well as teenagers 16 and up in most U.S. states.

For those who haven't received a vaccine, Smith suggested, "When you are eligible, get the vaccine. Take whichever vaccine you are able to get."

WELLNESS DAY (CONTINUED FROM PAGE 4)

would want another Wellness Day the response was an overwhelming yes. Many students enjoyed the break from their daily rigorous school schedule and felt freedom in the fact that, at least for one day, they didn't have to keep track of assignments or

worry about forgotten homework. In addition, most students enjoyed the fact that they got to experience Wellness Day with their friends and see people that otherwise they would not normally have seen due to grade difference, lack of classes together, or different cohorts.

"I think it's super important to talk about the pressures on teens in high school," said junior Liam Rounds. "I think Wellness Day did a good job of covering it, and I hope we all gained some insight into the often stressful and anxious lives of teenagers, and how

we can all help each other in this endeavor, together."

Overall, Warrior Wellness Day was a much needed addition to the APCSD school calendar, and hopefully there will be more days like it in the future.

HOW TO GET INTO GOOD COLLEGES...

SAT'S ARE OUT, PARTICIPATION IS IN FOR ADMISSIONS OFFICES

by Bella Bernstein

In 1920, the Scholastic Aptitude Test (SAT) was introduced to schools all across the country. This test was a benchmark used by the best colleges and universities to rate students and determine who would be accepted for their incoming freshman class. But while the SAT was a big deal for a very long time, it has recently lost its "hype" to determine if you are worthy of a certain college.

SATs do not hold the authority they used to. All eight Ivy League colleges are now "test-optional." This decision was made due to the COVID-19 pandemic sweeping across the nation. Brown, Columbia, Cornell, Dartmouth, Harvard, UPenn, Princeton and Yale believe that the scores do not justify how intelligent each candidate is. In a 'Special Message for High School

Juniors', Harvard correspondence stated that applicants to their university will not be disadvantaged if they do not submit SAT Subject Tests. Some students still took the SATs, but some did not, so don't worry if you missed them. The Ivy League administration pro-

have some criteria for acceptance. Take the Ivy League institutions, for example. They receive so many applications from students with different names but the same characteristics. As of 2020, Harvard University is ranked #215 in ethnic diversity

unlikely you will be accepted.

All colleges want you to challenge yourself. If you are a straight-A student but you only take "regular level" classes, you might not be getting in. They may say you took the "easy ride" in high school. They want to know you challenged yourself and you are ready to be challenged by the real world. A 92% in an advanced class looks significantly better than earning a 99% in a regular class.

All colleges look beyond scores; they want to get to know you. So putting yourself out there will only give you better chances. You need to prove to them you deserve to be there. Remember, there are a lot of people exactly like you, with the same test scores but colleges now care about more than that.

Keep this in mind when you are applying, since you want to load that résumé up as much as possible to make yourself stand out. If you are a freshman in high school this year, pick a few clubs to join, and then stick with at least one of them all through high school. Colleges also love when you complete community service, and are involved in as much as possible.

These are just a few things that will help your application stand out when applying to school. Even if you don't have the best grades, pushing yourself and doing extracurriculars can only help you.



cess is now primarily more focused on the person, not just ranking.

Some colleges are believed to now use what is called the bucket system. This is a new way to make sure their classes are more diverse; all candidates are split up into "buckets," or simple categories. Schools divide the applicants by gender, then race, then applicants go from those buckets into another. For instance, they may take all Caucasian students and divide them by where they live. Then they divide them by another characteristic. This process keeps going until they find students that are the most unique.

Schools have to

nationwide, which is above average. In past years, most of Harvard's student body was male; now it is pretty even. Another change has to do with race. 45% of their freshman class is Caucasian, a huge change for them, since just a few years ago most of the class was Caucasian.

Ivy League schools look at more than academic characteristics - they also want to see how involved you are. Say you are going for a major in the legal field, the schools want to see that you participated in Debate Club and Student Government. Even if you have a 4.0 average, they will notice if you were not involved in clubs or sports, and it is

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...AND THEN MAKE YOUR FINAL DECISION!

WHAT TO DO BEFORE, DURING, AND AFTER THE PROCESS

by Sarah Wallace

As young adolescents, everyone aspired to achieve their most desirable wants and dreams. Unfortunately, we always skipped one very crucial step, college. One of the first major decisions any teen will have to make is...where to attend college?

It's a hard, rigorous process for most teens, as timing is everything. For most, the looming questions of the uncertainty of one's future that lies ahead may overpower all other thoughts in your mind, but I have some helpful tips and tricks on how to manage the stress and ultimately make your college decision, all entailed below.

As most juniors and seniors approach their final years in high school, the college application process arrives. This year especially, from one's own personal experience, was particularly challenging in the face of the COVID-19 pandemic. So let's start off simple with freshman year of high school. One of the most important tips I can give is to get involved in a wide variety of extracurricular activities, whether that be sports clubs or even independent studies. Colleges love to see your involvement, so start fresh out of the gate in high school. Continue finding your passion and keep pursuing it. Don't stop, because colleges love to see your commitment and dedication.

Picture this; it is now the summer of junior year heading into senior year, and college application portals are opening. August 1 comes around the corner and the Common Application, one of the most well known college application

programs, is open. Take this opportunity to get ahead of the college application timeline and begin filling out all that you know – your personal information, your SAT/ACT grades, your grades and even your intended major – and begin a rough draft of your

path, research all that you want to know and see what comes out, what piques your interest, and go from there.

Now comes time to make your decision. At this point it is mid to late January and most of your applications are due. But if you are an



college essay. Find something you are passionate about outside of school and simply write. Don't overthink it. Colleges want to know about who YOU are, not just the grades or clubs that you think define you.

Simply remember that it is okay to be unsure. Don't be fearful because you do not know what you want to do for the rest of your life, as that is a very intimidating thought, so take your time and follow your passion.

But how do I know what I want to do, you may ask? Well, the truth is that you may not know, but it helps to try. Maybe partake in some of the various career tests out on the internet and find what seems most appealing to you, and then branch out from there. Or look around and simply think of something you love to do, something that you can lose track of time in and take the

early bird like me and have all of your teacher recommendations, transcript and application ready, then you can apply early action or even early decision. These two forms of admission ensure you to hear back by an earlier date and since some schools are first come, first serve; you even get a better chance at more financial opportunities such as scholarships and grants.

As for early decisions, that is a binding agreement between you and your particular college. Let's say you have a number one school choice and if you know without a doubt that that particular school is where you want to go, then the early decision is for you; otherwise I would steer away from that particular type of admission.

So how do I know what school is for me? Well, take a look at the pros and cons. If you are someone who is tossing back and forth be-

tween two or more schools, look at their most desirable and least desirable features. Do you want to be close or far from home? Is the dorm life for you? Do you like the campus? Does one specific program stand out more than the other? Did one school offer you more money than the other? If you are an athlete, does one school have a better athletic program than the other? Can you happily envision yourself the next several years here?

These are all questions you need to sit down and ponder with your parents or guardians, because as much as the decision is yours, financially it may be theirs, too.

If you cannot find the answers to these questions, then here is something you should do. If the school allows it under COVID protocols and guidelines, visit the campus, see the buildings, get a feel for what is around you, and believe me when I say how crucial a step this is. Standing on the ground where you may potentially attend school for the next few years is such an eye opener and it was the step that made my decision crystal clear; I felt a sense of peace and warmth there.

I can tell you from first hand experience that yes, the college decision process is stressful, but you do not need to make it any harder than it should be. Give yourself breathing room, a timeline even, to figure things out, to write that amazing essay, for your counselors and teachers to get those transcripts and recommendations ready and most of all, for you to feel confident in what you are doing and where life will take you, because that is the most important part of this all. The future is unknown but make it worth while and take it by storm, because you've got this!

ONLINE AUDIO AND VIDEO PROTOCOL

WHEN SHOULD STUDENTS BE SEEN AND HEARD IN VIRTUAL CLASSES?

by Caroline Nero

The camera and microphone debate has been dividing students and teachers since the beginning of the pandemic. Students tend to have different opinions than teachers on whether or not camera and microphone policies should be enforced during online classes.

Many students believe cameras should not be completely enforced under any circumstances, while teachers tend to think that cameras should be on at all times. Students also believe that microphones should be asked to be turned on for participation, which is generally more in agreement with teacher requests. However, students also feel that answers in the chat should be acceptable as well.

A number of teachers do enforce policies for both cameras and microphones, and the debate on this has been ongoing between teachers and students for the entirety of this school year.

Most teachers agree that they prefer for students to have their cameras on at all times. They believe that it is crucial for communicating with their students, along with being able to get to know the students personally. Mrs. Engel, a 9th grade global teacher, believes that the high school should have enforced a "cameras-on" policy throughout the entire school, especially since Google Meet allows participants to blur their backgrounds. When students have their cameras on, teachers can watch the students' expressions and body language to determine whether or not they are understanding the material.

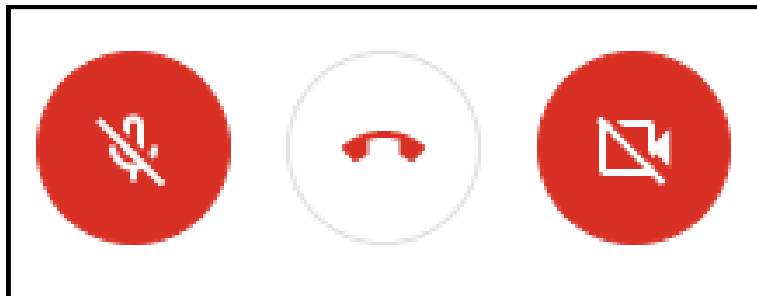
However, many teachers are flexible with students having their cameras off,

as they understand that some students may not be comfortable showing themselves on camera. Additionally, a few teachers acknowledge the fact that there are other ways for students to show they are engaged rather than showing their face on camera, such as typing answers in the chat.

Teachers also agree that students should unmute

as they understand that some students may not be comfortable showing themselves on camera. Additionally, a few teachers acknowledge the fact that there are other ways for students to show they are engaged rather than showing their face on camera, such as typing answers in the chat.

However, teachers tend to disagree on whether they should enforce their own



to participate. While most faculty do accept answers through the chat, they prefer to be able to hear the students' voices so that they can really connect and communicate with them. When asked if students should unmute to participate, science teacher Ms. Boulay explained, "Absolutely, just like if we are in the classroom. Because that's what teaching and learning is about, communicating with each other."

The majority of teachers agree with Ms. Boulay, stressing that hearing the student's voice allows the teacher to connect with them on a more personal level. This creates a better relationship between the teacher and student that will result in greater understanding and communication on the subject.

When students don't unmute, it can make the teacher feel like no one is paying attention to their class, and makes it a lot harder for teachers to see if the stu-

classroom's camera or microphone policy. Some teachers simply prefer for cameras to be on and for students to unmute, but a few teachers count cameras and microphones as a participation grade for students. Mr. Zehnder, a math teacher, has this type of policy for his classes, but is not extremely strict about it. Zehnder explained that he asks students to keep their cameras on, but if any parents give him a reason for why these expectations can not be met by a particular student, he will make an exception. As for microphones, he encourages students to unmute, and his students have not seen that as an issue so far this year.

The majority of teachers have a similar policy to Mr. Zehnder's, but some teachers, such as LOTE teacher Mrs. Caballero, don't enforce a policy at all. These teachers believe that students should only turn on their cameras and microphones if they are comfortable, saying they understand how stressful learn-

ing online can be.

Among students, their opinions on camera policies are almost unanimous. The vast majority of students believe that teachers should not enforce a "cameras-on" policy. This is because all students have different home situations, with some students not feeling comfortable enough to turn their cameras on. On Google Meets, everybody in the class can see their classmates at all times, which is very different from in-person classes. While attending classes in-person, you rarely ever focus on a classmate's face, but in online classes, it is the main thing that you see on your screen.

Students hate the pressure of knowing that they can be seen on the screen of all of their classmates. This results in the students focusing on if they look weird on camera rather than paying attention to their lesson.

"Some people are self-conscious or may not be looking their best, and it's not fair to them to force cameras," said freshman Paula DeAndres. This statement further strengthens the argument that students should not be forced to keep their cameras on during class.

Students are a lot more divided on microphone policies. The slight majority of students believe that their classmates should have to unmute to participate, but quite a few disagree with that. As for students who are on the "microphones-on" side, they believe that it is important for students to ask ques-

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ADAPT (CONTINUED FROM PAGE 1)

Teaching and learning this year is no easy task. Constantly adapting to new environments and situations is difficult, and even basic fundamentals of teaching have to be modified. Teachers seem to always have an agenda, or at least an overview of how they want their class and year to run. These practices have been basically thrown out the window due to the last few months. As chemistry teacher Dr. Perry put it, "Learning, especially in chemistry, is and should be very hands-on. I miss students enjoying school, and being fascinated with the material they were getting. It was tough to see these plans for these activities be canceled due to the switches."

Other teachers expressed their concerns with the students' comprehension of the material due to switching from hybrid to virtual. Several stated that with the alterations in teaching methods, "it has to be tough on students to learn." When constantly facing changes in their learning environment, and generally not knowing what to expect,

students are bound to struggle. "It's hard to develop that same environment that you normally do. You can't bond with your students as well, or glance over their shoulder to make sure they are doing ok," said Ms. Lambright, a technology teacher.



A common concern expressed by teachers was how these last few months have affected student interactions. Teachers are unable to interact as they would like to with their students. When agendas have to be changed into something other than what was planned, it is hard to make classes more student-friendly. Teachers are restricted to only planning

lessons, and not really creating positive classroom environments.

Along with this, teachers expressed that the way they talk with students online is different than in the classroom. Teachers claimed that it is hard enough to teach over a Google Meet, and nearly impossible to connect with students as they normally would in the classroom.

With all these issues, teachers needed to find a way to cope. "You have to keep the curriculum moving," said Lambright. "We still need to meet the same standards we have been tasked with."

At the end of the day, a teacher still needs to teach, and modern technology has been a big help to cope with the problems. "I enjoy the challenge of adapting. The show still has to go on," said Perry. "I am not a very tech-savvy person, but I was forced to learn more about it and I'm glad I did. First off, without it, I wouldn't be able to run my class virtually, and the tools I have

found, I think have benefited the class as a whole. There are certainly some things I have gotten from this that I will continue to use when this is all over."

While technology helps, the best thing to do is just to try to connect with the students, according to Lambright. "Communication is key," she said. "Just because we are in a difficult situation doesn't mean we can stop. We have to continue to communicate with our students and check in on their progress."

The last few months have been challenging from a scheduling standpoint, there is no denying that. Constant adaptations had to be made to the curriculum to ensure that school could continue, and students could continue to learn. Whether it was difficulties adapting to a new learning environment, or the lack of face-to-face student interaction, our teachers worked hard to ensure that we were still getting the best education possible, despite the circumstances.

MICROPHONE AND VIDEO (CONTINUED FROM PAGE 8)

tions and participate in the class, not only to help the teachers but to help themselves as well. This opinion is shown by out-of-district student Grace Perito, who exclaimed, "We've all heard each other speak before, no need to be shy speaking over a meet."

If students don't unmute to ask their questions, then the teacher will never know they were struggling, resulting in the student never fully understanding the subject.

On the other hand,

there are many students who believe that microphones should not be on. They agree that many students can have various different home situations, where there could be background noise present when they unmute. Those students might feel uncomfortable or even embarrassed to unmute, therefore reinforcing the statement that students should not be forced to unmute for participation. Rather, they should be allowed to use only the chat and still get it counted towards a

grade if their teacher does enforce a policy.

While teachers and students can come to a consensus for microphone and camera policies, the argument on whether or not these policies should be enforced continues. Students agree that camera policies should not be enforced, but they are a little more lenient with microphone policies. In contrast, the majority of teachers believe cameras should be kept on and students should unmute.

This debate affects schools all over the nation, as the differences between the opinions of students and teachers can cause problems in school districts. Students may not comply with these policies if they see them as too harsh, which results in frustration for all involved.

As a whole, the microphone and camera debate is far from conclusive, as opinions are so contrasted that teachers and students may never be able to reach an agreement on the topic.

PERSPECTIVES ON HYBRID VS. VIRTUAL TEACHING

PLUSES AND MINUSES TO BOTH MODELS

by Sam Bonesteel

This school year is far different than any other we have seen, but it seems things are running more smoothly at the high school compared to the fall and winter. Yes, it appears that Averill Park is back on track, and now with the warmer weather and vaccines rolling out across the country, we may not see the all-virtual schedule again this spring. This promise of more time outdoors and a decreased spread of COVID-19 at the high school gives us hope of staying open.

In the hybrid schedule, at least.

It is entirely plausible that we remain hybrid for the foreseeable future, and it is for the best to keep school open for the better education and interactions in the building, but some may miss to some degree those days of the virtual schedule in the winter. Although it's hard to find someone who doesn't love face to face interactions, we all sometimes want back those four-hour school days with numerous long breaks and an hour for lunch. It's unlikely that we will go back to the virtual schedule anytime soon, but it could happen, and would we prefer it that way?

Many teachers recently gave their perspective about which schedule they prefer, the hybrid or virtual schedule. Naturally, there are complaints about the technicalities in both circumstances. In any schedule where students aren't all at school, teachers

must worry about Wi-Fi connectivity, problems with logging onto class, and simple issues we've never had to worry about in school, like individualized power outages. Teachers in general like having a consistent platform to teach and schedule.

However, as everyone being in-person is not an option at this point, the most consistent schedule in which

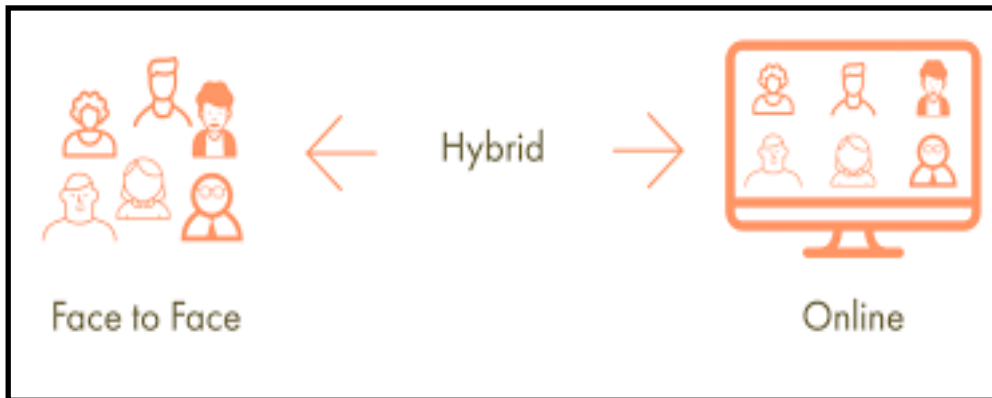
students join the Meet from the classroom.

Additionally, the virtual schedule adds a level of relaxation to everyone's life that is unachievable through hybrid formatting. Shorter class time means less screen time, which gives both students and teachers a chance to relax or go outside and off of their devices. Waking up later, having long-

er give and take, closer interactions, more silliness, and more drawing on the chalkboard. I teach synchronously so there is a lot of muting and turning down the speaker volume so in-class students can take part in the Google Meet with their at-home classmates, so that makes the mechanics of the lesson more involved."

Brown enjoys the interactions with students in school and finds them more enjoyable because he gets to connect with students in a more relatable way.

Looking at this from a teacher's perspective at the high



everyone in class is viewing each other the same way is the virtual schedule. Both Mrs. Mouzakes, who teaches English, and Mr. Brown, French, agree that it's easier to handle full class discussions on Google Meet than when only some students are in-person.

"I can say that although I prefer having my students in front of me, the technology is much easier to manage when we are all on one consistent platform as in virtual," said Mouzakes. "For example, when trying to read a script as a class it's hard to deal with the microphones and speakers when there is a hybrid schedule."

For those teachers who try to teach the class as a whole, the virtual schedule is easier because everyone is on the Meet and the teacher doesn't have to worry about echoing or having

er breaks in between classes, and finishing earlier leaves students and teachers feeling less stressed and able to fit more into the day, although they can fit a lot less into their 50 minute blocks.

"Those long lunches were pretty sweet too during 100% virtual instruction," said Brown.

While there are definitely perks to the virtual schedule, face-to-face interactions make teaching much more engaging for students in the classroom. Apart from education, being able to see and socialize with teachers and peers in the building makes school more enjoyable and personable for everyone.

"Now that hybrid is including more in-person students in the classroom, I am enjoying teaching more," said Brown. "There is great-

school, there doesn't seem to be a definite preference for either schedule specifically. The virtual schedule is desirable because of its loose, calm feel, giving teachers time to relax and take time away from their screens. With this in mind, the hybrid schedule offers more interaction with students and gives teachers a chance to socialize with their students and other teachers, face-to-face. Both have benefits for teachers and students so it's hard to pick a true winner.

"Teaching is enjoyable in either virtual or hybrid mode but seeing more students in person is a nice benefit of hybrid," added Brown. "I've actually had to ask my in-class students to quiet down on more than one occasion now that they are back. What a nice problem to have again!"

FACULTY MAIL ROOM KEEPS UP WITH THE TIMES

LOTS HAPPENS IN A WORKSPACE THAT IS FOREVER CHANGING

by Dani Lapier

Over the past several years, the mail and copy room at Averill Park High School has gone through a tremendous evolution. Mrs. Otty, who began working at Averill Park and assisting in the mailroom in March of 2002, continues to carry out those responsibilities, and has even recently claimed the area as her own office.

When Otty began learning the process from former secretary Mrs. Lapierre, the duties were far beyond just copying and distributing mail. "Because all the teachers did not have computers at that time, she would type (that is, type with a typewriter not a computer) anything they needed typed, then copy it for them," said Otty. "She did the daily bulletin, the mail and many other things." Back then, the only copier in the school was in the mailroom, so she was kept busy.

However as technology advanced and more teachers began getting their own computers, they would do their own typing, then bring it down to the copy room to be copied. Today, there are several copiers throughout the high school so most teachers will do their small copy jobs them-

selves. If the jobs are larger, they will either physically be

Due to the pandemic, teachers have been,

ments on Google Classroom. Since everything is digital, the copying and printing workload has become substantially less for Otty.

"Will copying remain at this level when we are back to 'normal,' or will it increase a little and go back to what it was pre-pandemic?" she wondered. Only time will tell.

A typical day in the mailroom for Otty consists of turning on the copier and computer, checking her email, copying anything that has been brought down or sent via network, and other tasks. Before she leaves for the day, Otty ensures that all mail has been sorted and put in the correct mailboxes. Other mailroom duties completed by Mrs. Shupe include writing passes for faculty and staff and laminating. Additionally, Mrs. King or Mrs. Rohl will sometimes

(continued on page 12)



brought down or be sent through the network.

for the most part, handing out most of their assign-

Look for issues of *The Chronicle* on-line!

Go to the APHS webpage on the APHS District website at apcsd.org and look for the news link.

-In Color-

CLUBS AND SPORTS (CONTINUED FROM PAGE 1)

active using Google Meet. As the year has progressed and regulations have changed, some clubs have now found a way to meet in person. For example, the Off-Broadway Players had virtual fall and winter productions, but hope to perform their spring production of *The Trials Of Robin Hood* live on May 14 and 15.

Unfortunately, students who participate in clubs and activities that aren't meeting in person don't have much of an opportunity to socialize in that particular club. This has resulted in a loss of camaraderie between club members, according to both Mr. Blostein, advisor of the Music Club and Jazz Band, and Mr. Strich, advisor of the Journalism Club.

"What I really miss more than anything else is the family atmosphere of having everybody together," said Blostein. "Beyond the musical stuff, everybody just gets along and supports each other, and really we operate as a family, but this year that's a real challenge."

Blostein was able to organize a concert for his students, though it did look a bit different this year. The concert took place in the small parking lot in front of school, with musicians and

audience members all distanced. Everyone was temperature-checked on their way in and the parents and students were happily able to enjoy the concert, which required coordination and approval from both the school and the Department of Health.



Several clubs have exhibited less participation from previous years. For example, some have reported lower participation. "Although we've had lower audition/participation numbers, I don't think it directly links to less interest," stated Emma Parker, the President of OBP. "I think that due to the uncertain nature of this past year, a lot of people are either hesitant to participate or are just simply not aware of the opportunities available."

Other clubs, such as the Journalism Club, have had very similar participation numbers to previous years. "It's about the same amount, which is a positive outlook because I thought it would drop off," said Strich. "I think students at home, especially, want to have an outlet. They want to do something, be-

cause they're getting kind of bored."

In addition to having something to do in a year where we're all still spending time at home, there are other positive effects of virtual meetings. Kevin Cooper of YMCA Youth and Government told me that virtual meetings can be easier to attend, especially if students participate in other activities such as sports. It's no science; a virtual meeting is easily more attendable because you don't have to go anywhere to gather. When speaking with Parker, she noted that that communication has vastly improved. This has been a necessary change in today's world where the primary method of communication with most people is the internet, which for some is a sad



yet truthful fact.

Another group of extracurricular activities that has changed here at AHS is the school's sports with notable changes this year. It was a year of uncertainty for those who participate in sports, as a lot of people didn't expect

Governor Cuomo to allow sports to even take place.

"It was a tricky season for sure as we kind of did not expect the governor to allow it, but then it got passed down to the local DOH (Department of Health) and school boards and thankfully they allowed it, albeit a shorter season," said Mr. Hirschhoff, the assistant coach of the Varsity Boys Basketball team. "I think students were ecstatic about having a chance to play again and do something that they truly love."

Now that sports are being conducted in person, masks and social distancing are required. In addition, all coaches and players must be tested for the coronavirus weekly by the school nurses and fill out a daily form to be permitted to participate.

The common theme among everyone spoken with was that they were delighted to be able to meet and participate in any way they can. Most highlighted the fact that it is important to interact and talk with other people. Cavan Hicks, a participant in YMCA Youth and Government, cross country runner and basketball player, said, "I think the main importance for these things happening is people getting interactions with other people. This goes for sports and clubs."

MAILROOM (CONTINUED FROM PAGE 11)

come down with a few students to help sort the mail.

The actual mailroom contains the mailboxes, copier and Otty's newly transplanted office. There are also several filing cabinets— four tall and two short ones. Over the years the setup has changed many times, but currently final



renovations are being done as Otty made the move into the mailroom.

The mail and copy room process has been long and ever changing, but soon the final touches will be completed. Undoubtedly, as things begin to return to normal in the high school, the process will be shaken up once again.

EDITORIAL PAGE

A QUARANTINE REFLECTION

by Sophia Maddalone

As 2019 came to an end, we reached for our journals to write down our New Year's resolutions that went something like this: "2020 will be my best year yet!" Little did we know, we'd be spending most of it in quarantine.

We had our expectations set high for 2020, but come March, the new year was put on hold for a global pandemic. March of 2021 marked one year since social distancing and isolation began in the U.S. Since then, we have experienced a new way of life consisting of online school and adding masks to our wardrobes. Many challenges have emerged while learning to safely navigate the difficulties of COVID-19, but we learned to live and cope with the new normal.

Being stuck in the house with your family can oftentimes drive you crazy, and in March of 2020 this became our reality. All regularly scheduled activities were canceled and this became a



time for many to try new hobbies or to surf the internet for the latest trends. Whether trying new recipes or developing new workout routines, many of us put our best foot forward exploring new interests outside of our comfort zones.

Some of the most

popular trends at the beginning of quarantine were making whipped coffee, adopting a new pet, or redoing your room. For fashion lovers, some popular trends were sewing a new outfit or mask, and tie-dying random items of clothing lying around the house. Most of us were influenced to try these new trends after spending numerous hours scrolling through Tik Tok, Instagram, and Facebook.

When summer and warm weather began, it was important for many to find socially distanced activities to enjoy outside. A family walk or a hike was a popular and safe way to get some exercise outside of the house. Those who missed eating out at their favorite restaurants had the opportunity to dine outside.

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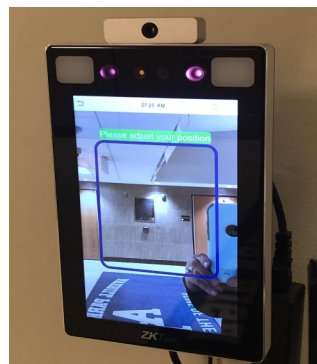
- Katie Armlin (Features)
- Julie Hale (Profiles)
- Dani Lapier (News)
- Tyler Michaels (Editorials)
- Sarah Wallace (Sports/Reviews)
- Advisor: Mr. Strich

TOO MUCH RELIANCE ON TECHNOLOGY?

by Paige Graham

Many schools across the globe have had to adapt to the fast-paced changing world we live in, and when the pandemic hit, schools across the nation were closed, forced into a virtual learning environment.

Due to new health codes and restrictions, schools, including our very own, have had to find new ways to bring students back into the classroom. For most, this includes social distancing, masks, hybrid and virtual learning, stricter



rules, and even temperature checks. Instead of the old fashioned thermometers that go inside your mouth or ear, the temporal thermometers have been adopted by

schools and public places, especially at APHS. Unfortunately, with these technologies come issues of their own.

Temporal thermometers being used during the COVID-19 pandemic make the most sense, but are they really that accurate? The human body is a complex machine. We as human beings regulate our body temperature by sensing the changes in the environment or body. This means that although at a resting state the human body will have a normal body temperature, when

someone starts exercising or is outside in the hot or cold air, their body temperature will change. This is one downfall to these types of thermometers, but unfortunately, there are several more.

There have been quite a few instances where a temporal thermometer will read a high temperature off someone, when in reality the person has a normal temperature. This has resulted in getting sent home, or not being allowed in a building. The saying

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REVIEW

FOR VIRTUAL CABARET AT APHS...

by Mara Little

The 2020-21 school year has looked very different from years past for multiple reasons, the biggest being that we're currently in the midst of a global pandemic. This pandemic has closed schools, locked down stores, put rations on food items and sanitary supplies, and increased the necessity of the internet immensely. We now live in a virtual world, where every communication, assignment, or even purchase is made through a screen. So why would the performance of the APHS Cabaret be any different?

Historically, a cabaret is when entertainers, namely singers, perform in nightclubs or restaurants while the audience eats or drinks at tables. Averill Park High School has done something similar to this over the past few years. Instead of eating or drinking at tables, though, parents, friends, and community members would gather in the Averill Park High School auditorium to watch select choir students perform their musical talents.

This year, however, things had to work a little differently. Instead of watching students perform live, those accepted to sing in the

showcase were asked to virtually record their performance - whether it be a solo or duet - and send it to Ms. Christy, the APHS Choir teacher and Cabaret director. Christy then edit-

ed together each student's performance, adding subtitles and captions to introduce each student and their song.

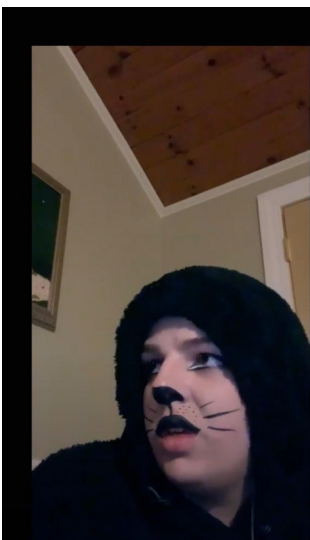
Once completed, Christy posted the complete video on Youtube and opened up viewing to the Averill Park Community for roughly two weeks. Never before had this movie style attempt to Cabaret been done, but it seemed to run smoothly despite the many challenges a virtual setting has presented.

Senior Abigail Garrison, who sang "Times are Hard for Dreamers", "Life's too short" (duet with her sister Ellie Garrison), and "Take me or Leave me" (duet with Emma Parker), expressed her thoughts on virtual Cabaret, saying, "The good parts about having a virtual cabaret are two things. When recording the actual performance, it was nice to have the ability to

were able to see it. On a regular year, there is only one day where we show the Cabaret and a lot of people are unable to make it. However, performances always feed off having an audience in front of them and we didn't have that. It was very difficult to sing a duet virtually because we couldn't feed off each other's energy and we couldn't even practice together." Garrison added that, "This year was certainly more difficult than the other two years, but I feel it was worth it and I hope the people who watched it enjoyed it!"

Garrison's duet partner, senior Emma Parker, who opened the Virtual Cabaret by singing "Maybe this Time", stated, "I think our virtual performances were harder to put together not only physically, because we couldn't perform together, but it was also hard on the morale of the club (Off Broadway Players, or OBP). Such a big part of OBP is doing all this together, and we kind of missed out on that when we had to be completely virtual." Parker felt that, "There were definitely some upsides to

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REVIEW

...THE SHOW MUST GO ON!

(continued from page 14)

performing virtually, such as keeping everyone as safe as possible, so everyone could participate without having to worry about COVID. I also think virtual performances taught us how important communication is. As I mentioned before, I really wish that we could have been all together to perform, because in my opinion, that's the best part of the club - making memories with all types of wonderful people."

Junior Silvio D'Arcangelis, singing "Empty Chairs at Empty Tables" and "Party Hat" (in a duet with Lauren Wicks), said that doing Cabaret virtually this year "was pretty difficult. However, I still got to be able to try my best and find the best recording of me singing, but we didn't get as much rehearsal time as I would have liked. I do miss the actual performance aspect of it and rehearsals. It was also very difficult to line up the instrumental with the vocals. Since I was actually the second one to sing in Lauren and my duet I had to line up all of her vocals and the instrumental with mine. Overall, I'm still happy I did it. And I'm even more excited to do it in person next year."

Senior Emily Horton followed these same sentiments when she said, "It was nice to be able to re-record as much as necessary, however, I really wish I got to

have my last cabaret moment at the high school. The piece I did this year, 'She Used to be Mine' from *Waitress*, meant so much to me that it hurts my heart a little

I'm still glad I got the opportunity."

Emma Parker, a senior, agreed with Horton's attachment to Cabaret, saying, "The fact that this is my



that I didn't get to share it with everyone the way I wanted. I'm really sad it was my last one since Cabaret holds some really special memories and people for me, even though I didn't get to do it exactly how I wanted

last Cabaret is definitely a bittersweet feeling. I'm proud of what we created, especially in these circumstances, but I'm very upset that I'm leaving the club soon, for it has been my home for the last four years. Nevertheless, I'm super excited to see what comes next!"

Despite the lack of a physical audience, or the complications in stitching vocals with instrumentals, and the shortened rehearsal times, each of the students who participated in Cabaret was still very thankful for their opportunity to sing and share their talents in some way. The students who were involved in this year's showcase of Cabaret were Katie Armlin

(senior), Emily Clark (senior), Silvio D'Arcangelis (junior), Abigail Garrison (senior), Eleanor Garrison (freshman), Sam Hart (freshman), Emily Horton (senior), Ashlyn McGarry (sophomore), Georgiana Montagna (senior), Emma Parker (senior), Hannah Stewart (freshman), Anna Wicks (freshman), and Lauren Wicks (junior). Christy's message to each of these students in response to all of the hard work and time

they put into making this production run as smoothly as possible was "They are amazing, and while it doesn't feel like it all this time, they are producing wonderful work! I am so incredibly proud and thankful of my students. When you are a vocalist, your body is your instrument. The stress that we have been holding in since the pandemic affects our performance in ways that are sometimes hard to explain. On top of that, not every singer I have enjoys singing alone. They have had to produce so much content and work so independently for our projects to be possible. That fortitude and passion is really special and will serve them well beyond their time at AP."

SEEN A GOOD MOVIE LATELY?

YOU SOON WILL BE ABLE TO, AS THEATERS OPEN

by Wyatt Thorsen

Movies. We laugh with them, cry through them, admire them, and stare at them through global pandemics. At least that is what we do with them now. Throughout this past year, hundreds of thousands of movies were streamed all over the world. But now as the social curtain of COVID-19 begins to lift, films are beginning to hit theaters again. Well, maybe.

There have been many movies planned for a theatrical release that have either been delayed, postponed, or just completely switched over to streaming. A specific example of delay is Marvel Studios' *Black Widow*, a super-powered film starring Scarlett Johansson and Florence Pugh, directed by Cate Shortland. The movie was supposed to hit theaters May of 2020 but was then officially pushed back again to November of the same year. After that didn't work out, it was once again delayed to its current official release date of July 9 of this year. It will be released both in theaters and as well as Disney+™ for \$29.99.

Another movie that plans on following the same structure is *Cruella*, which

plans for its multi-platform release on May 28. According to *Vulture*, there have been 102 movies delayed because of the coronavirus. That's 102 more delays than anyone could have ever expected over this past year, and the virus is still lingering around us. Therefore, those films with



an "official" release in April still have a chance of getting pushed back like they already have been several times.

Despite the delays, here are a few different movies to look forward to. The Bill Murray and Paul Rudd-led fourth installment in the franchise, *Ghostbusters: Afterlife* is planning on coming out in June. *A Quiet Place Two* comes out in May as Emily Blunt continues the fight against aliens in a seemingly silent world. Another movie

coming out is *The Beatles: Get Back* in August, in which viewers can see never before seen footage of the band during their recording of their album *Let It Be*.

Superhero movies are being released like crazy, as 14 movies in that business are coming out in the

for the whole world.

As spring breaks begin and the world in general begins to reopen, theaters have been creeping closer and closer to a full reopening. A few theaters have tried to open up in small capacity and in the heart of the pandemic that obviously didn't go well due to safety precautions. Additionally, it was the simple fact that most people would not even step out of their homes, let alone go to a movie theater. Now things are loosening up but in order for cinemas to reopen people need to follow all the necessary precautions because there is always the possibility of a large resurgence. Theaters have been waiting very patiently, especially in some places, since January of 2020.

Locally speaking, our theaters have finally scheduled reopenings. The closest to us, Regal in East Greenbush, is eyeing a May 21 reopening, while the Cinemas in the Colonie Center and Crossgates Mall are set to make their comeback on April 16. Additionally, the theaters at Clifton Park Center and at the Aviation Mall

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TECHNOLOGY (CONTINUED FROM PAGE 15)

goes "better safe than sorry," but for most people this spells disaster. When your child gets sent home with a high temperature nowadays, they have to quarantine for two weeks. For parents or guardians who work, this can cause various problems, as they now have to take leave of absence from work or even work from home, although this isn't an

option for everybody. Some can't take their work home, and even if they can, they may not be able to do both.

This year has brought many challenges upon the world, on us as individuals, and even on our very own school district. But one thing is for sure, never did our school as a whole think brand new, digital thermometers would be

a pending issue. Unfortunately for most, this goes beyond the money lost from these thermometers but instead towards the livelihood of an individual. Getting sent home or even a possible quarantine is something no one wishes to go through, especially if your temperature reading is inaccurate.

For now, as this school year is coming to a

close, Averill Park High School has adapted to the usage of handheld thermometers, a much more accurate representation of body temperature. Now we as students and faculty can take a step back and relax in knowing that we no longer have to concern ourselves with a false reading in regards to our body temperature.

SURVEY SAYS: TWO TEACHERS, TWO INTERVIEWS



by Julie Hale

For this column, I sat down with two faculty members of different ages and subjects, and asked them the same set of questions. The two teachers that this prestigious and distinguished honor has been bestowed upon for this edition are student teachers Ms. Cross, who plans to teach Global History, and Ms. Piehler, who is going on to teach English.

If you had to teach another subject - besides the one you did this year - what would you pick?

Cross: If I had to choose another subject area to teach I would choose either biology or music. Science was always my second favorite subject in school and I have been involved in music programs from a very young age. I played the alto saxophone from third grade up to my high school graduation and I was involved in my chorus groups both in and out of school.

Piehler: That's a tough question! If I had to choose another subject other than English, I'd probably choose algebra. It was the only part of math that actually made sense to me. But I would also love to teach a creative writing class, too. That seems like it would be fun.

What hobbies and interests do you have outside of the classroom?

Cross: I have several hobbies outside of the classroom. I love to ride horses, I have owned one for about three years now and I also like to spend time outside. I love to camp, take road trips, snowmobile, and hang out with friends, to name a few. Pretty much anything that gets me outside.

Piehler: I love horseback riding! I've been on the Siena College Equestrian Team ever since I was a freshman. I also love theater and musicals. Some of my favorites are *Les Miserables* and *Moulin Rouge*.

Is there anything that your students have taught you?

Cross: My students have taught me a lot about resiliency. This has been a very challenging year and all of you have embraced the new normal and made the best out of it. There have been very few times where I have heard complaints about this way of learning. Nobody likes it but you all have adapted as best as possible.

Piehler: Working with my students this year has taught me not to be afraid of them. I used to worry about messing up in front of them all the time. At the end of the day, though, we're all just people. It's okay if we mess up or trip up every now and then. We laugh about it

and carry on. And I think that's probably the most valuable lesson I've learned while teaching.

How were/are your grades in school?

Cross: I have always been a very studious person, holding

myself to a high standard. Throughout high school, I had grades in the high 90's and around a 3.4 GPA in college.

Piehler: They were fine at the beginning of high school, but during my junior and senior years, I managed to get grades in the high 90s and take some college courses! Now they're in the low 90s, but every so often I'll get in the 95-100 range.

What was the last good book you read?

Cross: I don't take a lot of time for reading books that aren't related to school anymore, but the last book that I read for class that I really enjoyed was *Coming of Age in Mississippi* by Anne Moody.

Piehler: *Tess of the d'Urbervilles* by Thomas Hardy. I read it last semester for one of my classes and absolutely loved it. I'm actually thinking about rereading it once I'm done with classes this semester.

What character trait do you value most in a student?

Cross: The ability to multitask. So many of my students can laugh and joke around but also do the work that I ask them to do. Even though it may seem as though they are not paying attention, they are and they can add high-quality comments to a class discussion or answer questions. It makes my day so much better when you all can enjoy your time in class and learn about the topic as well.

Piehler: A willingness to improve and make an effort. I know English isn't everyone's preferred subject, and that's totally fine. But it matters that my students at least make an effort and try their best. Seeing someone try their best and put time and effort into their work really puts a smile on my face.

If you got the chance to start over and be something other than a teacher, what would you be?

Cross: This is a really hard question because it has always been my dream to be a teacher. If I had to choose another career, I would probably choose a vet because I love animals and I would get to work outside.

Piehler: When I was younger, I used to want to be a veterinarian. I would like to go back and try it out, but I'm not very good at science to begin with, so I wouldn't be able to understand all the medical talk. But I would love to have a job involving animals. Maybe a professional equestrian, or someone who trains service animals. I'm happy as long as I'm around animals.



SERVICE WITH A SMILE

AN INTERVIEW WITH ONE OF APHS'S CAFÉ WORKERS

by Members of the AP Journalism Club

School food is usually the brunt of much joking. But what would a food service worker at Averill Park say about it? The Journalism Club recently invited Mrs. Griffin, a staff worker in the cafe, to visit our virtual meeting and answer some questions about herself and school food at APHS.

Griffin, who comes across as very kind and passionate about her work, loves the interaction with the students and her coworkers. She can also be called a true Averill Park resident. "I grew up on Snyders Corners road and I went to Averill Park High School," she said, graduating in 1989. Griffin's father ran Vic's Place, a restaurant located in the present Mess Hall building, where she waitressed as a teen, so she grew up around food. "I literally live about like a mile from where my parents lived (and) now my kids are all in the district," she said.

Prior to working in the cafeteria, Griffin was a substitute in the Averill Park district for 11 years, filling in for various positions. She has worked exclusively in the café for the last six years.

When asked about the most difficult part of the job, Griffin answered, "Being at work at seven in the morning. It's also weird to be back in the school I graduated from." When asked about the best part, she says it's her coworkers, "We get along, we help each other," Griffin said, "it's a good time. We're always laughing...we get along great!" Asked about

disagreements, she said, "Honestly no. We have the best group of people in there."

While the food Griffin and the other food workers provide may satisfy a student's hunger, it's also healthy. By law, the food



has to be nutritious. There have to be a "certain amount of grains, proteins, fruit," said Griffin, "every meal requires a fruit." The food workers are not allowed to give out butter ("it's too fatty") and "have to look into the sodium count" of their dishes, said Griffin. She said the café can also no longer use communal items like ketchup bottles.

"They (government standards) are very strict. They want everything to be very very healthy."

To provide healthy food, dishes are more often baked and low in fat. These are limitations they have to work with, but it "doesn't

narrow the types of meals that could be served that much." As an example, Griffin mentions the whole grain Rice Krispies.

Griffin is happy with the food the staff provides; in fact, they also eat it. "The pizza is really good...(and I

ria has "never served anything that totally didn't go over well."

The meal that takes the longest to prepare is tacos, "due to all the parts." When asked what would be the one meal she would add to the Averill Park menu, she responded, "I don't know. I think we have quite a variety."

When Griffin has a chance to go out to eat herself, her favorite restaurant is Delmonico's in Albany. "I love their filet mignon," she said. "I have expensive taste." Griffin also admits her family gets their fair share of pizza locally from Bella Mae's.

Griffin acknowledged that the pandemic has definitely had an impact on the cafeteria. Due to the hybrid schedule, the staff makes the same meal for two consecutive days, so students who come in are served the same choices as the students were the day before. Also, with fewer students in the building, "We make half of what we usually do," Griffin said. They are still busier than in "normal" times, though. "For meals that go out to virtual people, each meal needs a fruit, vegetable, main course and milk," she said, and "everything has to be individually packaged before it goes out so that takes a lot of time to prep" All of those things have to be individually wrapped before it can be packaged." In fact, "All condiments are packaged, including ketchups, and even utensils are packaged now," she said., adding that the staff is "constantly cleaning."

The pandemic has affected the staff's working environment in other ways, too. "We try to stay away from each other...(we) can't

(continued on page 19)

A TRICKY SITUATION

WHAT IS THE ORIGIN OF APRIL FOOLS' DAY?

by Zareena Ansari

Although it's not an official holiday, April Fools' Day accumulates quite a bit of popularity around the world for jokers everywhere. It came as a surprise, since nobody knows exactly when, where, or why the holiday originated, but the history behind the day of laughs actually contains some funny stories.

According to the most common theory, the holiday was invented on a sunny day in France in the mid 16 century. Pope Gregory XIII issued a papal bull (a type of decree) mandating a new calendar system for Europe. The Julian calendar moved to the Gregorian calendar, but the people of Europe were slow to catch the memo and continued to celebrate the new year on April 1.

The people who celebrated the new year throughout the last week of March until April became the joke of the town earning the nickname "April's Fools". Such people were referred to as "poisson d'avril", symbolizing an "easy catch" or a gullible fish, and pranked by paper fish.

Historians also claimed April Fools' Day to have relations to the Roman festival Hilaria (Latin for joy-

ris, and Seth.

There's also speculation April Fools' Day was tied to the vernal



ful). This festival was celebrated at the end of March by followers of the cult of Cybele. It involved people dressing up in disguises and mocking citizens and magistrates, and was said to be inspired by the Egyptian legend of Isis, Osi-

equinox. Since it was the first day of spring in the northern hemisphere, people claimed Mother Nature played tricks on others, due to unpredictable weather patterns.

Since we couldn't skip out on this five-thousand

year-long tradition this year, we had to improvise other ways of celebrating this holiday. There were hundreds of jokes and numerous prank opportunities to deliver at home, alongside being socially distanced. One way to pull this day off would have been in online classes. Costumes, funny backgrounds, and effects could have been used in seemingly everyday presentations. Another way to celebrate this day would have been through advertisements. TV stations could have aired corny small talk jokes or played tricks on the audience. Neighbors could have left notes on doors, baskets of goodies, or a simple card.

Regarding in-person schooling, extra credit opportunities thrived. Coming to school dressed up as a pun, an inside joke, or as the school mascot would have earned some laughs and recognition. Regarding pranks, there wasn't much to do, sadly.

Skipping out on this year's day of laughter shouldn't have been an option. Instead, it was just a reason to "amp" up the holiday with a little creativity.

SERVICE (CONTINUED FROM PAGE 18)

sit next to each other to have lunch," she said, pointing out trying to keep distances and wear masks while preparing food is not that easy.

When asked if she could change anything in the kitchen, Griffin had one suggestion related to the pandemic. "It would help me if everyone in line was a little more quiet," since students can't touch the keypad due to

COVID restrictions, the kitchen staff have to input the Personal Identification Numbers. She doesn't believe a student saying their PIN aloud to get your lunch is a security risk, since a picture comes up.

Asked about leftover food, Griffin said, "Some of it goes in the trash, some is leftovers the next day. Some things can't get reheated, and

some has to be thrown out," she said. "It depends on the food, whether it can be reheated or not."

As for food fights, "We've had one or two over the years, and interesting things happen in the cafeteria, but for the most part they (the students) behave. I even have some who call me mom."

Despite the restraints from government food

regulations, the coronavirus and changes to the school, Griffin and the other members of the staff work every day to provide APHS students with nutritious, and often tasty, food.

Note – This article was written as a collaborative effort during a 15 minute virtual interview with Mrs. Griffin during a Journalism Club meeting held on March 3.

PURE GENIUS, OR...? WHEN TECHNOLOGY FAILS, MR. MILLER MAKES DO

If you walk by room 618, you'll see some sort of contraption hanging from the ceiling. No, it's not modern art, and it's not a science lab experiment, either. It's math teacher Mr. Miller's solution to a technology problem that he is dealing with.

Made of masking tape and a McDonald's Nerf Ball, its purpose is to fix the bad connection that causes Miller's ceiling projector light to turn off. Something like a loose connection-type problem in the hookup causes the entire projector to stop projecting. Since the projector is 12 feet in the air, this was problematic.

"I first started off by throwing the Nerf football across the room," said Miller. "But I had to go up and get it, and that defeated the purpose of me not moving off of my chair. So then I was like,



'Hey, I could make a rope out of masking tape.' "So now I sit at my desk and when the lights go out, I pull the rope and the lights come on, and I'm happy.

By slightly jiggling the wire, Miller can "reset" the projector so that the bulb comes back on.

So what do his students think of Miller's solu-

tion? "I think Mr. Miller is a nut without a shell," said sophomore Jeff Lane. "I'd say he's a pretty good teacher, but he's a bit out there."

"It's quite literally a piece of tape...ingenuity at it's finest," said junior Ahaz Naranjo.



QUARANTINE REFLECTION (CONTINUED FROM PAGE 13)

Since traveling to Europe or even the Caribbean was out of the picture, driving to the nearest beach or lake became the safest way to enjoy a summer getaway.

During the fall, school was back in session. Students and families had the option to attend school with the choice of a hybrid or an all virtual schedule. Students and staff members who returned to in-

person learning may have experienced a two-week quarantine when coming in contact with a student or teacher who tested positive for Covid-19.

Through trial and error, schools across the country improved the online teaching format and implemented protocols to ensure the safety of students and faculty.

For political junkies, the fall brought a chaot-

ic 2020 presidential election. Many were glued to their TV, watching their preferred news stations and waiting days to hear the result.

As winter approached, headlines of the new COVID-19 vaccines appeared on television, giving all of us hope for the end of the pandemic. The process of a COVID-19 vaccine had even influenced some major scientific discoveries that will benefit society in the future.

Now, with more and more people in the U.S. being vaccinated, we move closer to returning to normal and reaching herd immunity.

Although there have been many lows, this year has been unique and tested our limits. We learned to persevere through a global pandemic and, most importantly, we succeeded in adapting to a new way of life.

SEEN A GOOD MOVIE (CONTINUED FROM PAGE 17)

in Queensbury are looking forward to a May 14 return.

So whether you end up streaming the film from home or putting on

your mask and heading to the theater, movies are coming back. This is some positive news throughout the world after a bump in

the road, but now the lineup of films for 2021 and 2022 is absolutely stacked. Hundreds of movies are heading to viewers globally. Yes, some films

surfaced over this past year, but it wasn't enough to stop us from watching our favorite movies and shows for the thousandth time.

STUDENT ANGLER CLUB DOES IT ALL!

YOUNG CLUB ALREADY ONE OF THE MOST ACTIVE AT HS

by Lucas Reiter

“Wanna play catch?” Most people would grab a ball and a glove if they were asked that question, but if you ask a member of the Student Angler Club, they’d much rather reach for a rod and reel.

The Student Angler Club was formed in 2019. Lucas Reiter, who was a freshman at the time, met with Mr. Quiles and asked if he could form a club for students who were passionate about fishing. Like all clubs, it needed a faculty advisor. “I remember reading an email from Mr. Quiles to the staff of Averill Park High School, asking if anyone was interested in advising this new club”, said Ms. Gawron, a Teacher Assistant in the Special Education Department at the High School. “No one responded. I was hesitant to offer my time, since I was so busy with other personal commitments, but this was a unique opportunity to share my love of the sport with students that had the same interests.”

Gawron agreed to work with Reiter to present a proposal to Quiles and the Board of Education, and the club was approved.

The Student Angler Club at APHS provides opportunities for students to learn about and participate in all areas of freshwater fishing, including habitat management and ecology. Before COVID, the club would meet once a month after school. Guest speakers would come to the school and talk to members about everything from conservation law to ice fishing techniques. In addition to this, many of

the meetings offered workshops, such as making bass lures, tying trout flies, and casting demonstrations.

Club has persevered. In-person club meetings are not allowed, so now meetings are virtual. The club

great success.

Club members participated in outdoor events as well. In the fall of 2020, they participated in an eDNA study through Cornell University and with the help of volunteer Gary Favro (Ms. Favro’s father), they collected water samples from local lakes and streams for analysis.

The club also held its 2nd annual ice fishing outing in February, 2021. Members had a good time catching fish and meeting the environmental conservation officers that stopped by to introduce themselves.

Next to this year, two members of the club will be participating in the New York bass fishing tournament for high school students. Reiter and Mike Angrisano will be competing against other students from across the state this summer, in hopes of qualifying for the state team.

“I am very thankful for the very friendly and cooperative staff such as Ms. G that have helped me take my idea this far,” said Reiter.

Anyone can become a member of the Student Angler Club. “We welcome all students of all abilities,” explained Gawron. “The benefit of being a member of this club is that a student can be a novice or seasoned fisherman/woman. The things that we do will challenge any level of experience.”

For more information on how to become a member of the Student Angler Club, please contact Gawron in Rm 225, or any club member.



While the 2020-21 school year has been challenging for clubs at the High School, the Student Angler

held its first fundraiser - selling apparel through Capital Marketing - that has the club logo on it. It was a

MAKING A WORLD OF DIFFERENCE

“NO PLACE FOR HATE” VIDEO IS JUST THE START OF CLUB ACTIVITIES

by Alex Gaboury

On February 11, the entirety of Averill Park High School tuned in during Advisory to watch a video by the A World of Difference Club, or AWOD. It featured the “No Place for Hate” pledge and promoted the values of the club itself, which include increasing and spreading the message of inclusion, acceptance, tolerance, diversity, and kindness. The video’s message was shown through the words and signs of A World of Difference members Lindsey VanAlstyne (Senior), Alex Gaboury (Junior), Giovanna Dooley (Senior), Bailey Bates (Senior), and Rose Jokiel (Senior, who also edited the video). The video also starred the musical talent of senior Emily Horton.

The video itself was the culmination of efforts over several months of group and individual work, resulting in a product made to encourage others to sign the pledge and make Averill Park a “No Place for Hate,” and to apply that mentality and values to make Averill Park High School truly that in practice.

A World of Difference is a program through the Anti-Defamation League, an organization started in 1913 to combat antisemitism, but has grown to fight all forms of discrimination. This global anti-hate organization has been crucial in exposing bigotry and discrimination, and educating others. It’s been an important institution in history for over 100 years, and is still presently involved in today’s current events and social rights issues, as well providing educational programs through schools.

The Averill Park High School’s chapter has been meeting since the beginning of the school year, once a month after school. They are working to increase kindness and empathy while combating discrimination and apa-



thy. Their message is to “exhibit kindness and compassion for all people,” said Jokiel. And they’ve begun this with the aforementioned video, which “was to let our students and teachers know what our hopes are for APHS,” said advisor Mrs. Yost. These hopes are “to foster a school community that accepts, supports, and nurtures each and every student inclusively,” she said.

Through the “Blue Out Day” and previous video, the club has connected with the school as a way to spread the message and its connected ideas, such as inciting a chain reaction of kindness in actual practice by delivering candy with inspirational quotes to students.

“By spreading the

values of tolerance, kindness, compassion, we hope to influence our community to be kinder and more compassionate to their fellow students and community members,” said Yost. “We want everyone to feel accepted by their

community members, and we model this for others in hopes that makes a difference.”

This is just the beginning of the club events coming up. After April Vacation, the club will virtually visit the middle school to present on matters of prejudice, bias and spreading of kindness, to foster a more empathetic and sensitive dialogue and response, starting with youth. The goal is to combat intrinsic bias and to impress the importance of inclusion and acceptance at a younger age. This is one of the values of Jane Golub, one of the creators of the A World of Difference curriculum that is taught in grades K-12. Golub believed to truly raise society to one sensitive to the real-time issues and problems of dis-

crimination and bias, the effort must be impressed on the youth so that it can grow with them. This effort, at all education levels, is to combat the bias that comes when “you hear something often enough, it gets ingrained in you,” according to Yost. And regardless of age or age of learning, by using the ADL curriculum or simply being more attentive to these issues, the effort is multi-faceted.

The club at the high school is a beginning to help open the conversation, but also acts as a leader into future life interactions and events, as preparation for engagements into adulthood.

For anyone interested in joining, at the core of the club and its activities is a deep desire to do good in the school, community, and larger world. “They are in it for the right reasons, I always say,” Yost said, “and THAT is what makes it so worthwhile for me personally.” The club is a collaborative space, one open for ideas and opinions. “Take the ‘Blue Out Day’ for example,” explained Van Alstyne, “we bounced ideas back and forth between doing something new or doing something we did before, and the pros and cons of each. It’s nice to be able to have that space where you know you can say anything and not be judged.”

It’s a place of acceptance for acceptance, as Jokiel said, “A World of Difference has always been a place where everyone is accepted and encouraged to be themselves. It is also a place where people who care for their fellow humans can make a positive change.”

For those interested in joining, please reach out to either Mrs. Yost or any other members mentioned. New members are always welcome!

PUT YOUR ENVIRONMENTAL AWARENESS TO WORK

CIVIC ECOLOGY CLUB IS LOOKING FOR ADDITIONAL MEMBERS

by Simone SchwarzEise

Do you care about the environment? Want to make Averill Park High School a more sustainable place? Then join the Civic Ecology Club, which meets after school virtually every Wednesday.

Last year the club was made up of seniors who have since graduated from APHS. The club has carried on, however, with current members Isabelle Relyea (President), Isla Multunas (Vice President), Simone Schwarz-Eise (Secretary) and Cavan Hicks. We are looking for

new members to help us do more and make an even greater impact on our community.



Currently the club is working on a few exciting

projects for the upcoming Earth Day later this month. We are also looking to restart the composting project back into the high school in the near future, which had been planned to be used with the APHS cafeteria right before the lockdown.

The club's Instagram page and Twitter accounts both post about current environmental conservation-

related issues and events. The handle is @apteamgreen. Our goal is to reach out to the community and share valuable information. For example, did you know you can make an immediate positive impact by simply no longer using plastic bags for your lunch? This idea is highlighted in Isabelle Relyea's recent post on our Instagram page. Check it out!

If you are interested in joining or just visiting us to learn more, please email the club advisor Mrs. Sorriento at sorrientol@apcsd.org.

STUDENT-ATHLETES (CONTINUED FROM PAGE 24)

coaches to worry about making a seating chart on bus rides. Gobel also said that there have been a lot of ups and downs, but the school district, athletes, and coaches have been able to make the best of the situation.

Student-athletes have also been affected by the change in athletics this year. "This year has been different in a couple ways," said senior Allison Lapinski, a four season scholar-athlete this year. "The first way is that, obviously, the seasons are shortened which means there is less time to be in the sport in general, but also there is less time to prepare."

Lapinski explained that most years, you would have a few weeks to get the athletes into shape. This year, teams have only had about a week to prepare for matches, so conditioning

was not up to the caliber as it has been in past years. With shorter seasons, teams have been playing as many games as possible within a shorter period of time. In the basketball season, the team had to play 14 games in 24 days, which was very exhausting for the athletes. Because of season overlap, Lapinski just had her first day off since basketball began.

Along with shorter seasons, teams have had to deal with local and state regulations. It can be difficult to comply with these rules, but the administration this year has done well in ensuring that every athlete has a chance to play their sport. "The one thing that I will say I did not, and still do not like, about sports, is people's unwillingness to wear their mask correctly. In basketball especially, we played whole teams who would wear their mask below their nose or on their

chin, which was very uncomfortable at least for me, because of our close proximity to other people" said Lapinski. Every other precaution, such as weekly testing, social distancing on the bench and during water breaks, and using hand sanitizer was perfectly adhered to. "It was unfortunate that all of that could have been moot because of someone from another school who felt that everyone else's safety was not a priority," added Lapinski.

Even with a different seasonal time, football, volleyball, and cheer have been able to play in the spring. Coaches and athletes have been able to adapt to these protocols and shortened seasons, and many athletes this year have been grateful to have a season at all. In addition to this, limited seasons have made students work harder than in years past to account for the missing

time. Even with huge schedule shifts, students and coaches have worked extremely hard to accommodate their new changes.

It can be difficult to find the bright side with all of the change going on in the world. This year has been difficult for everybody, but student athletes and coaches have done a great job of adapting to the shifting guidelines and shorter seasons. Lapinski and other athletes have even been able to play in four sports seasons this year, rather than the usual three.

This year, sports have been extremely different from past years. Shortened seasons and health precautions have made it difficult for athletics to return to normal, but with the positive attitudes of students and coaches, student-athletes have been able to turn this year's sports into a season to remember.

The Averill Park Chronicle

Student-Athletes In A Pandemic

Learning To Adapt Allows Teams To Continue Competing

by Tyler Michaels

Unfortunately, within this past year the COVID-19 pandemic has taken a toll, taking many things from our school year. As students have transitioned to fully virtual learning, Averill Park has been forced to adapt many of its activities. School athletics have all been affected by this change, but now fall sports that were deemed high-risk in the fall are returning to a regular practice and game schedule.

Although the district is keeping to as regular of an athletics schedule as possible, shorter seasons and safety risks provide obstacles to the regular year. Both coaches and student-athletes are dealing

with these impediments, but it is apparent that it has been a difficult year for the

shorter seasons, it can be difficult for coaches to keep their sport as normal as pos-



athletic department. With masks and

sible. "There's precautions we've got to take, from the

masks which have been a challenge to little things like not having water bottles" said Coach Gobel, the head coach of the varsity football team.

This year has been a challenge to adapt to, and every sport has faced a different predicament within practices or games.

"All of this has thrown us for a loop, but the athletes have done a wonderful job handling it," Gobel commented. As a head coach, Gobel has found this year to be quite different, primarily because of football being held in the spring instead of the fall. There have been more organizational tasks this year, and it is a change of pace for the head

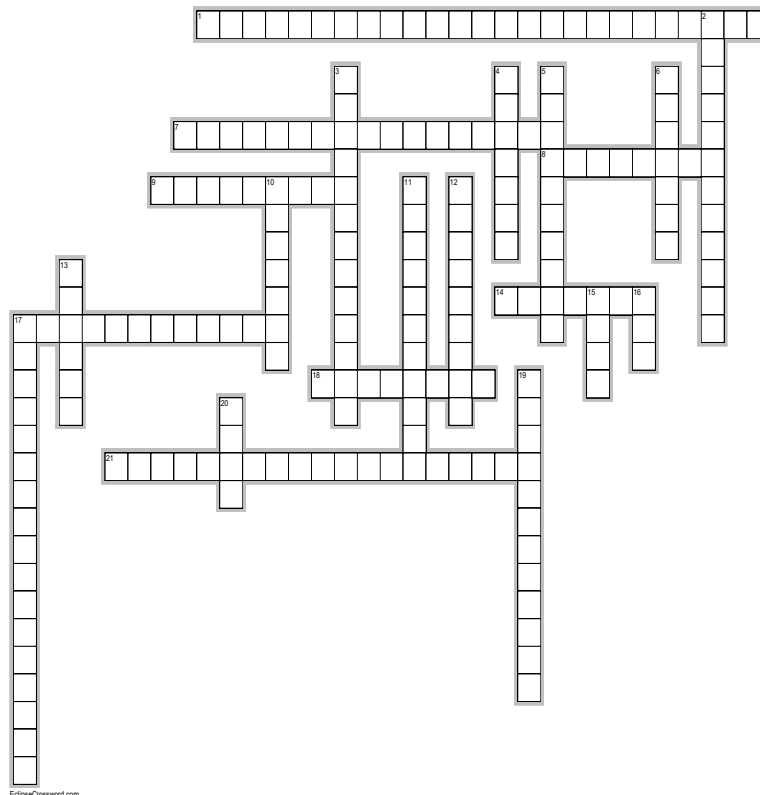
(continued on page 23)

LOWEST HIGH SCHOOL GRADE CROSSWORD

Match the STAFF MEMBERS with their LOWEST HS GRADE

* Note—Don't Skip Spaces In Puzzle

- ALGEBRA
- AP AMERICAN HISTORY
- ART
- BAND
- BIOLOGY
- CALCULUS
- CHEMISTRY
- COMPUTER PROGRAMMING
- EARTH SCIENCE
- ENGLISH
- FRENCH
- GEOMETRY
- MATH
- ORCHESTRA
- PARTICIPATION IN GOVERNMENT
- PHYSICAL EDUCATION
- PRE-ALGEBRA
- PRE-CALCULUS
- SOCIAL STUDIES
- PSYCHOLOGY
- SPANISH
- TRIGONOMETRY



Down

2. Fox, Klepsch
3. Perry
4. Quesnel, McKeough
5. Sorriento
6. Freeman, Malenfant
10. Agnew
11. Yost
12. Caruso, Gierthy, Glunk, Gregory, Marrufo, Strich,
13. Blostein, Galcik
15. Medici
16. Fairchild
17. Miller
19. Ashline, Gildersleeve, Mein Daviero, Gibbins, Heilmann, Hotaling, Kimberling, Minkler, Rohl
- 20.

Across

1. Otty
7. Oldendorf
8. Engel B
9. Rees
14. Hale
17. Clark-Apelanz, Engel S
18. Church, Schmidt, Stone
21. Dutcher M