

CHRONICLE

ARE YOU COLLEGE-READY?

by Jessica Beskid

High school seniors all over the nation have been very busy this year completing the college application process. This involves figuring out which schools they would like to apply to, and then filling out the Common App, along with other supplemental materials. The process as a whole is a lot of work, but hopefully it will pay off in the end when an individual is accepted into their dream school.

I asked some seniors here at APHS what they thought of the whole process, and if they had any advice for upcoming seniors. Keating Zelenke tells rising seniors that, "even if you don't think you will get into a school, apply anyway because you never know." After all, if you don't apply, you have no chance whatsoever.

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VAPING PROBLEMS LEAD TO POLICY CHANGES

by Gabrielle Mohos

Recently there was a rumor going around that Averill Park was going to have a sign-in policy in bathrooms to try to put a stop to vaping in school. Mr. Quiles, our school principal, attempted to clear up the confusion by saying that the administration has no plans to start this policy. The false rumor that this policy will be put into place most likely stemmed from a faculty meeting, wherein the idea was discussed, but not followed through with.

The main question about vaping is, according to Quiles, "Do we need to start supervising differently?" Most cases of vaping in school take

place around the bathroom areas. To combat this, the administration stationed hall



monitors around restrooms, which is already proving itself effective.

Every school in our region is having the same issue with vaping, and they are all dealing with it in different ways. Shenendehowa High School has started a

sign-in policy, like the one discussed here, and Albany High School for many years has locked their bathrooms so students have to ask hall monitors to unlock them.

Vaping at Averill Park High School is a big issue; in fact, it is the number one reason for suspensions this year, which has led to the Code of Conduct being updated

this past winter. There is now a rule that states that if a student is caught in possession of or in use of any vaping materials in school, they will receive an out-of-school suspension. However, because suspensions are not the most effect-

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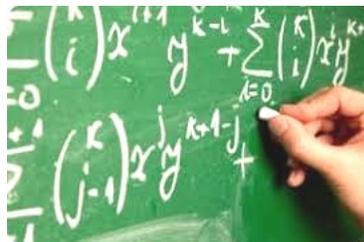
MATH POSITION BEING COVERED RESIGNATION LEADS TO DIFFICULTIES

by Sophia Minich

Just before Winter Break, one of Averill Park's math teachers, Mr. Jackson, resigned his position at the school. This meant that the school had to find a new math teacher mid-year. According to math curriculum coordinator Mr. Zehnder, it took about two weeks to get a replacement, and it was difficult to find a fill-in.

"We were not able to get anyone for the position,

partially because it was mid-way through the year," he said.



Fortunately, Mrs. Wood from Algonquin Middle School and Ms. Freeman, a

math teacher from the high school, were able to fill in for the rest of the year.

Wood took all of the algebra classes. She said that it was a very quick yet easy transition from the middle school to the high school, mainly because she already knew most of the students from when she taught them in middle school. As to how she felt about her current teaching position, she explained,

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VAPING (CONTINUED FROM PAGE 1)

tive method for helping students get back on the right track, Quiles said, "We're exploring other educational options for students who are caught vaping."

During the suspension that students get, they may soon have to take an online course on why vaping is bad. This may be more effective, because students may recognize why their habits are unhealthy and be more likely to quit.

As of now, these two are the only new policies against vaping in our school. Quiles said, "If it does get worse, we would definitely consider sign-in sheets." The hall monitors being placed by bathrooms is proving itself to be effective. So for now, according to Quiles, there is "no definite plans to go further."

MATH POSITION (CONTINUED FROM PAGE 1)

"At first I was scared but I think it was meant to be and I enjoy teaching Algebra." She also said that if necessary she would 100% fill in next year.

Freeman is now teaching the Geometry class. She did say taking this class was difficult because she didn't know the students, and the previous instructor had a different order of teaching the subject. Also, there is now no break in her schedule on B Days.

Overall while the situation was difficult, the school did find replacements for the rest of the year and everything seems to be running smoothly. As of right now, though, the school is still looking for a permanent replacement.

NEW COURSES NEXT FALL A VARIETY OF CHOICES OFFERED

by Adam Limoges

Averill Park is offering many new and interesting courses for the 2019-2020 school year. New electives across all subjects have been added to diversify the elective and core class options for students. All of these classes are still in development, but will be finalized by next year. The courses will help students take classes that are more specific to what they like, and they are unlike traditional classes.

Statistical Reasoning in Sports is one of the new math courses being offered to students. It's a way to apply mathematics to the real world. Students will focus on how statistics apply to sports such as baseball. "I think it

would be cool to see how statistics can be used to analyze my sport," said junior Lilly Kronau.

Project-Based Mathematics is another course being offered next year. This class

courses try to incorporate math into real life situations and avoid the calculations found in classes like calculus.

Horror History with Mr. McKeeby is another great option for a non-traditional English course. In this class, students will learn about the origins of horror stories, classic horror stories/films, horror in pop culture, and much more. Junior Luke Pelcher said, "It would be so much

better than regular English because my favorite genre is horror. This class would allow me to learn about something that I find interesting and am passionate about."

Along with Horror History, the English department will offer both Writing for Social

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focuses on the practical applications of math to projects in real life. Students in this class will complete various projects throughout the year using a math basis and real world knowledge. Other courses being offered in the math department include AP Statistics, Logic, Video Gaming, and STEM Computing. All of these

COLLEGE (CONTINUED FROM PAGE 1)

Hadley Chan's advice is to "make sure you know which schools need SAT/ACT scores early on, and sending SAT/ACT scores is expensive, so put in the effort and do well on them." She also added, "If I went through it again, I would start touring schools earlier, probably in my sophomore year."

This point came up a lot among the students I interviewed. They all explained that they wish they had started the entire process earlier in order to make the best decision possible and reduce some of the stress. It is also important to remember that senior year isn't going to be easy, and that you will still have a lot

of school work to do in addition to college applications.

The grades you receive in senior year are still viewed by colleges, and they have the power to revoke your acceptance if your grades drop drastically. Researching colleges is probably the most overwhelming part of the process, because there are so many options to choose from. When asked how she navigated this step, Ruthann Flick told me, "I did most of my research on college websites, then toured the schools that interested me the most." This was a common response, and many seniors agreed that touring a college in person is the best way to get a feel for the campus.

Lastly, I asked some

seniors to reflect on their time spent working on applications. Jackie Borland told me, "At first it was exciting, and going on tours was fun. I think that the process itself was overhyped because Common App made it pretty easy. The hardest part, in my opinion, was writing essays and supplements." Rebecca Zimmerman added as advice, "It's really stressful, but it will be worth the effort."

I wish the best of luck to seniors who are still working on the application process, and I urge underclassmen to start thinking about their decision as soon as possible. After all, college will help to form who you are as a person and prepare you for a bright future.

OFF TO NATIONALS!

STUDENT WINS NEW VISIONS COMPETITION

by Hadley Chan

On March 12, the University of Albany hosted the regional competition of the Brain Bee, a trivia-like competition where contestants are quizzed on facts about the human brain. The winners from the local Brain Bee Competition get to compete at the National Brain Bee, held in Hershey, PA, at Penn State University on April 12–14. One of the winners was APHS student Jessica Beskid, who is currently in the New Visions Scientific Research and World Health Program. I talked to Jessica to pick her brain about her thoughts on winning the local brain bee, how she's preparing for Nationals, and more.

When asked about how she prepared for the first round of the Brain Bee, Beskid said that in her New Visions classes, there was a recurring guest speaker, Dr. Albrecht, a neuroscientist working for Intidyn. He would give lectures in some of her

classes, mentioning additional important information that would best prepare Beskid and her class for the Brain Bee. They primarily focused



on learning the *Brain Facts* book published by the Society for Neuroscience.

"Winning the Brain Bee was exciting, and I look forward to competing in Nationals," Beskid said when

asked how she felt about winning the local competition and going on to Nationals. "However, I plan to treat it more like a fun learning experience because many of the other competitors have had the chance to study throughout all four years of high school, and some even have private coaches."

Going to Nationals is a huge accomplishment, especially with the odds stacked up against her. When asked about how she felt about going to the National Brain Bee, Beskid listed the pros and cons of it. "It's an honor and should be a cool experience," she stated. Being the underdog in this

situation may be a bit intimidating. As she put it, "I was told that some of the materials being used for questions are at the level of sophomores in graduate medical school."

In terms of the local competition, Beskid said, "I knew all the questions given to other students and felt pretty good. I noticed that I still had all my tickets left and nobody else did near the end. It was then that I realized I would probably win."

For Nationals, she explained, "my teacher, Ruth Russell, set a goal for me 'to not come in last'. I'm not expecting to do well, but I will gain a valuable experience, meet famous scientists, and interact with other students from around the country."

Congratulations again to Jessica Beskid for winning the Brain Bee at Albany, and best of luck to her in the National Competition coming up soon, April 12–14.

THE FUNDRAISING GOES ON AND ON...

A VAST ARRAY OF OPPORTUNITIES TO PICK FROM

by Katie Armlin

This school year many fundraisers have been happening at Averill Park High School, and many more are coming up. Over the past few months, there have been fundraisers such as the LOTE lip sync contest, the Kelsey's Promise tee-shirt sales, and the music departments Big Band dance. Coming up, APHS will be having the Chicken Barbecue lead by the music department, the Kelsey's Promise 5k Run, and the



World of Difference's Flamingo Flash. Here is a quick look at some of the fundraisers you may have missed, and some to look forward to.

On February 7, the LOTE department held their annual Lip Sync contest, where Spanish and French 4 and 5 classes competed in a battle of dances with fun costumes and themes. At this event the LOTE department collected optional donations at the door that benefit the program. These donations fund awards for senior LOTE students. Overall, Lip sync is a fun and exciting event that helps benefit a wonderful program that offers so many

opportunities to students at our school.

The Kelsey's Promise is another example of a club at our school that has had past and upcoming fundraisers. Kelsey's Promise is a group created this year in memory of Averill Park student Kelsey Kittleson that supports the Melodies Center at Albany Med. Kelsey's Promise's primary goal is to raise the money needed to add a

(continued on page 4)

NEW COURSES (CONTINUED FROM PAGE 2)

Media and Writers' Workshop. These courses are great alternatives to the traditional English courses that only cover classic novels and require reports and essays; instead, they try to find ways to engage students in topics that interest them while still learning important writing skills.

The History department has added Introduction to both Criminal Justice and Current Events. Introduction to Criminal Justice provides an overview of the foundations and components of the criminal justice system, including criminal law, police, courts, and corrections. The main emphasis will be placed on the criminal justice process and how the various

institutions of criminal justice interact. Junior Carley Salerno said that the course "sounds

about!" The Current Events course is fairly self-explanatory. It will focus on



very interesting and is something I'd definitely like to do. The whole prison reform debate really intrigues me so that would be cool to learn

issues currently affecting the nation and world, and look at how they are portrayed in the news and media.

There are clearly

many choices for everyone to select from next year. Every department has new courses. The courses include: Introduction to Theater Arts, Writing for Social Media, Writers' Workshop, Horror History, Biotechnology Laboratory Internship, Introduction to Criminal Justice, Current Events, Global Cinema Studies, Latin American History Culture and Politics, Music Theory, Statistical Reasoning in Sports, AP Statistics, Project-Based Mathematics, Logic, STEM Computing, Video Gaming, Digital Art, Video Art, and PLTW: Civil Engineering and Architecture.

GET INVOLVED

Join the Averill Park Journalism Club!

The Averill Park Chronicle is looking for writers, editors and photographers. Meetings are held the first Wednesday of each month at 2:20 pm in room 209.

FUNDRAISERS (CONTINUED FROM PAGE 3)

pediatric brain tumor social worker at the Melodies Center. In order to reach this goal and others, Kelsey's Promise has held tee-shirt sales at our school.

Coming up, Kelsey's promise is also going to be having a 5k run on May 19. Recently, social studies teacher Mr. Blais challenged the club to raise \$5000, and if they reach this mark he has promised to shave his beard. So far Kelsey's Promise has been very successful in taking on Mr. Blais' challenge and has raised \$2,300 in tee shirt sales alone. Kelsey's promise is a very important club at our school that helps many children in need at the Melodies Center.

Another fundraiser coming up is the Flamingo Flash run by the World of Difference Club. Club member Anna Olson explained, "For Flamingo Flash, we have students vote (for a dollar) on their choice of teacher to have their room decked out in

pink everything! Pink streamers, flamingo banners, and all sorts of decorations."

This fundraiser helps support the World of Difference Club in their activities oriented around spreading school spirit and kindness. Although the date of the fundraiser is still to be decided, we can expect to have it in April or early May.

Lastly, the music department is holding its annual Chicken Barbecue fundraiser after school during the budget vote on May 21. Throughout the few weeks leading up to that date, you can buy your chicken dinner tickets from music students. This fundraiser, along with the February Big Band fundraiser and the Barnes and Noble fundraiser in December, help support the music department in raising money for many opportunities. Some of these opportunities include music department trips, such as last year's Boston trip. Students had the chance to

perform and compete at festivals, attend musical events such as the Symphony, and go on other fun excursions. The Chicken Barbecue is a quick and easy way to support the music department and get a chicken dinner in the busy month of May.

As you can see, there are many important and often fun fundraisers at APHS, both from the past few months and in the future. Each of these clubs and departments has a very beneficial cause that they support. The LOTE department raises money for senior awards, and the music department offers many opportunities for trips and other events to students. The World of Difference club holds activities that spread school spirit and kindness. And lastly, the Kelsey's Promise Club helps support the Melodies Center at Albany Med. So keep an eye out for these upcoming fundraisers as they come up towards the end of the school year.

CHANGES IN THE DISTRICT OFFICE

NEW POSITIONS AND EXPANDED ROLES ANNOUNCED

by Kyle Reasor

Recently, a series of behind-the-scenes changes have been made within the Averill Park District Office, and additional changes are being planned for the near future. The role of the District Office is very important, with Superintendent Dr. Franchini labeling it as the “backbone of the organization.” Franchini stresses that the employees of the District Office hold vital responsibilities, and without guidance from them, classroom success would be limited. Handling matters such as payroll, curriculum, data, and the work in the “trenches”, the District Office is extremely important to ensuring the groundwork is set for the overall education of students.

Many retirements, including the departure of longtime Assistant Superintendent Mrs. Sharon Lawrence as well as several District Office support staff, are precipitating many District Office changes. In addition, a new emphasis is being placed on being prepared for the future, so a number of changes are being made to ensure the functionality of the District Office for many years to come.

Lawrence has been a prominent part of behind the scenes work for many years, and in the past, the Assistant Superintendent position has had two major portions: Human Resources and Education (which concentrated on the teaching and learning parts of the district.) This position is now being split into two separate categories, with a new Assistant Superintendent role, as well as a Director of Human Resources position. The retirements are being used as an opportunity to restructure the

District Office in hopes of setting up for success in the future.

For the revamped Assistant Superintendent role, many of the same responsibilities that Lawrence had will be taken over by Mr. Matt Hladun. His position will mainly focus on the coordination of instruction. He will have major involvement in the areas of technology, account-

and how it runs before applying his skills, as well as experiences to supporting the goals of the school.

When asked why he wanted to become the Assistant Superintendent for Averill Park Schools, Hladun stated that he not only wants to grow as an administrator and district leader, but also to help provide the best instructional opportunities for the students. Hladun

change being made is the expansion in coverage of some roles, one of which includes Ms. Dorgan, who has previously been overseeing special education. Now, she will have her role expanded into overseeing the student support piece of the district, which includes counselors and psychologists.

When making these modifications, Franchini felt it was not only important to make changes “in a budget conscious way”, but also in a way that makes sense physically. In the coming months, rooms and spaces in the current District Office will be reshaped and aligned not only with shifts in personnel, but in the physical sense as well. Franchini stressed how it is important for organization to occur within the offices, since this restructure will be a pivotal factor in the office for a long time to come. It is hoped that the offices can be set-up for the best organization for now as well as for the future. These changes are being made to better prepare the district not only for next year, but for down the road as well. Franchini and others have been planning for about a year now as they have been aware of the impending retirements. They have used the time to reevaluate and reinvent the District Office.

All in all, many impactful changes are set to be made. These changes will help shape the District Office in the coming years. The role of the District Office is often overlooked, but its responsibilities behind the scenes are crucial to creating a functional school and learning experience for the students, faculty and the staff of Averill Park Schools.



ability, curriculum, technology, student support services, special education, instruction, and the use of data. Hladun has been working as the Director of Instructional Technology in the Queensbury School District. He was appointed on February 11, and is set to begin working for his position officially on April 8.

Hladun is excited to begin work for the APCSD and stated, “To be in a position that can have such a great impact on teaching and learning is something I was really seeking and I’m excited about being a part of Averill Park.” When asked about his goals for the future with this position, he added that his “primary goal as I start will be to listen and learn what makes Averill Park unique.” Hladun wishes to first learn about the school’s culture

wanted a position where he could do both of these things, and is excited to be able to have an impact on the teaching and learning at Averill Park.

A new position, Director of Personnel Development (commonly referred to as Human Resources), will be covered as another separate position. This position is being implemented in hopes to increase consistency. The new director, Ms. Kim Nugent, who was only appointed by the school board on April 8, will be overseeing personnel from recruitment to retirement. Within this role, Nugent will manage insurance, benefits, and payroll all the way from “entry to exit.” Mrs. Fitzpatrick, who has previously been the Algonquin secretary, will be moving into a personnel specialist role, working under Nugent.

Another notable

KEEPING ONE SAFE VS. KEEPING ONE HAPPY

STUDENT PRESENTS DIFFERENCES BETWEEN SERVICE AND THERAPY DOGS

by Sarah Wallace

In recent weeks Megan Hale, a senior at Averill Park, gave a presentation to students at both the middle and high school on the difference between a service and therapy dog. Why, you might ask? Well, Megan is a partially blind student who walks around the school hallways with her dog Hero. For many people, when they see a dog their first instinct is to pet it, but the word needs to be spread across the community that a service dog's purpose is to serve directly to someone's disability and should not be distracted.

Dogs are very similar to us in many ways. Even though Hero and other service dogs are trained to stay on task, they can easily get distracted. For example, if someone were to pet, feed or talk to a service dog such as Hero, that dog will get off task because it is faced with an interaction that is not related to its job. In fact, Hero is on a strict diet in which he cannot be fed or given treats by anyone other than Megan while he is doing his job because it would

mess up his task at hand.

At her presentation, Megan stressed the fact that the rules of no petting, talking or feeding a service dog are

ence, and that difference is a service dog versus a therapy dog. A therapy dog's job is much different than a service dog's due to the fact that a

apartment complexes because they aren't allowed anywhere else.

While this is similar to a therapy dog that must be invited into places, it is not the case for a service dog. A service dog can go anywhere except for a hospital operating room because it is assigned a task to protect and guide its handler.

Also, notice how Hero always has a harness in the hallways. This is because a harness on a service dog means the dog is working even if its handler isn't with them. At home Hero is allowed to have his harness off and play as a normal dog, while a therapy dog can do this at anytime.

Although the price of having a service dog may be high, it is well worth the cost. It takes two years from birth for a service dog to be fully trained. Raising a puppy from birth to when it goes off to its handler costs about \$50,000 and that's without the vet bills. You can imagine how expensive it can be, but it's all worth it in the end.

While both types of dogs are extremely important, people must know the difference between the two and know when it is the right and wrong time to pet a dog. Without knowing the difference, people could greatly distract a service dog such as Hero from its task and ultimately hurt Megan or any handler.

So please, take Megan's presentation to heart and listen when she says a service dog is not to be distracted. Hopefully Megan's presentation spoke to people and truly raised awareness on the difference between a service and therapy dog and what they are meant to do.



things she wants to let people know because those rules are greatly ignored. Almost once everyday Megan is faced with the challenge of someone ignoring those rules and distracting Hero from his job. This forces Megan to do a correction, which is when she has to pull on Hero's leash to get him back on task. But don't worry, this action does not hurt Hero or any other service dog.

While most people may think that these rules are useless because some dogs are allowed to be petted, the truth is that there is a differ-

therapy dog's job is to keep you happy, while a service dog's job is to keep you safe.

On top of that, anyone can have or register a therapy dog, while a service dog is not registered nor is it certified. This is because a service dog's purpose requires more training and time than a therapy dog who may also serve as an emotional support animal.

An emotional support animal is not as common as a service dog or therapy dog because an emotional support animal is commonly found either on planes or at

We Want Your IDEAS

The Averill Park Chronicle wants your story ideas. Send them to any Journalism Club member, or to Mr. Strich, The Chronicle's advisor.

EDITORIAL PAGES

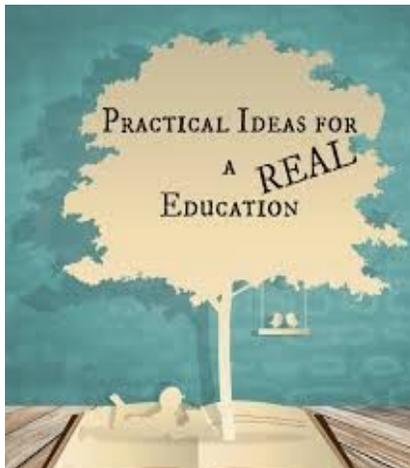
TEACH US THE RIGHT THINGS

by Lauren Harland

If you've ever taken a high school math class, you've probably heard the age-old question: "How are we going to use this in real life?" While some teachers might attempt to find the rare and unlikely situation where you have to derive an integral or find a horizontal asymptote, the answer is usually that you just won't. After sitting in these types of classes year after year, many students begin to worry that they won't be prepared for "real life" after they graduate. There are many subjects that high schools don't teach their students, but that they should.

Once students leave the high school, many are faced with the daunting task of doing their own taxes. They may be living in their

own apartment with their own job, but be unable to fill out tax forms on their own or



make important financial decisions. The only time that the school system even attempts to inform students on how to function on their own, by doing their own taxes, is in

middle school, when students are too young to care or remember. If there are any classes in the high school that teach these skills, they are widely unknown by the students.

When you think of the average high school student after graduation, you probably imagine them making Instant Ramen or eating exclusively from their college dining hall. When teenagers move out and live on their own for the first time, the vast majority of them have little to no cooking skills. Without their parents making dinner for them every night, many students rely on junk food and ready-made meals. If high schools taught students basic cooking skills, and how to prepare healthy food quickly and easily, they

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While *The Averill Park Chronicle* does accept outside article submissions, each submitted piece must be reviewed by the newspaper advisor and club editors. *The Averill Park Chronicle* will also accept signed letters to the editor and guest editorials.

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The content of *The Averill Park Chronicle* represents the views of the students and editors and not school officials.

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- Jessica Beskid (Features)
- Lauren Harland (Editorials/Reviews)
- Lilly Kronau (Profiles),
- Kyle Reasor (Sports)
- Carley Salerno (News)
- Advisor: Mr. Strich

LATE ARRIVAL, EARLY DISMISSAL

by Sonja Kaye

Within a high school, the debate of whether students should be permitted to have late arrivals or early releases built into their schedule is often discussed. Late arrivals and early releases can very be helpful for students, so much so that many people think that schools as a whole should just start classes later.

Studies over the years have shown that when well-rested, students do better academically. In fact, a recent study found that "the



academic benefit of later start times would be equivalent to about two additional months of schooling" (www.nytimes

.com). The effects of this seemingly small change can turn out to be quite drastic in the long run, supposedly adding "about \$17,500 to a student's earnings over the course of a lifetime." With these shocking statistics, it might seem like late arrivals

would help students, and they do, just not enough.

Implementing late arrivals for some students can be helpful in that they can get more sleep and feel less rushed in the morning. The problem is that when students have a late arrival on one day, it makes it even harder for them to get up the next day. Late arrivals would be more practical if instead of occurring on alternating days, they occurred every day. Sadly, this currently isn't

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EDITORIAL PAGES

SWIPER NO SWIPING...YET

by Jeana Monaco

These days cards, most commonly swipe cards, are increasingly accepted as the credential of choice for securely controlling access. Swipe cards are used to authenticate individuals, to determine the appropriate level of access, and to admit the cardholder to a facility. This is often done by using a card reader at the point of entry. Multiple access applications can be contained on one of these swipe cards, granting users access to both physical and online resources without the need for credentials. Also, access rights can be changed or revoked instantaneously if any threat were to be presented or if the system is in any way compromised.

What if students at Averill Park were issued swipe cards? Hall passes are a huge controversy within the school, and with these cards

teachers wouldn't have to scramble to sign passes for students.

During school hours,

nute for fast, efficient data collection.

"If we were to go to a swipe card system, then I



the student would swipe their ID cards at the entrance. These swiping stations record the exact time of entry and, if the card is valid, unlock the entry doors to admit the student. Each station could log in dozens of students per mi-

think all students should have their own card and account. Every teacher and location should have a card reader," said Mrs. Yost, the high school librarian. "If we went to student ID/swipe cards, then we could do

away with paper passes, and we wouldn't "lose" students in the school."

All teachers should possess card readers, while students should have swipe cards. Yost agrees that replacing the use of hall passes, attendance, cafeteria charging etc. with swipe cards would be beneficial. The use of passes can be extremely chaotic and are very cumbersome, especially in the library during advisory period. This system would make it easier to identify all of the students going in and out throughout the day. If any student or teacher had forgotten their cards and/or card readers, one could use a QR code to make it less of a hassle to mark attendance.

If this swipe card system were to ever be implemented at Averill Park, despite its cost, it would make everyone's lives much easier.

Look for issues of *The Chronicle* online!

Go to the APHS webpage on the APHS District website at averillpark.k12.ny.us/aphs and click on "Student Parent Resources." Then click on "Newsletters."

-In Color-

I CAN SEE CLEARLY NOW

by Cylie VanDeWal

Some people may wonder, what's better, glasses or contacts? Well, it really depends on the day and outfit.

Of course, when you have to pick out your frames, you need to pick ones that will match everything. You don't want to make the mistake of getting frames that don't match your favorite green shirt because they're hot pink.

If you have sensitive eyes, you do not want to get contacts. They're definitely for people who do not have a problem with their fingers being close to their eyes.

A lot of people like contacts better because they're less of a hassle. They are made so easy to where you can sleep in them now.

Some people don't like the idea of seeing the edges of the frames when they see things. Either way,

it's all based on preference.

Personally, I like to wear contacts more. They're more comfortable and easier to see things. But, I wear my glasses more because I never feel like putting my contacts in in the morning. It's just annoying, while with my frames I can just throw them on my face. I could spend more time and wear my contacts like I do outside of school but the timing is everything.

EDITORIAL PAGES

SENIORITIS IS REAL

by Emily Armlin

As the last few college admissions decisions are coming in and seniors are nearing their last few months of high school, "senioritis" is often a word that comes up in conversation. As defined in the online dictionary, senioritis is "a decline in motivation or academic performance that supposedly afflicts some seniors in high school, especially in their last term."

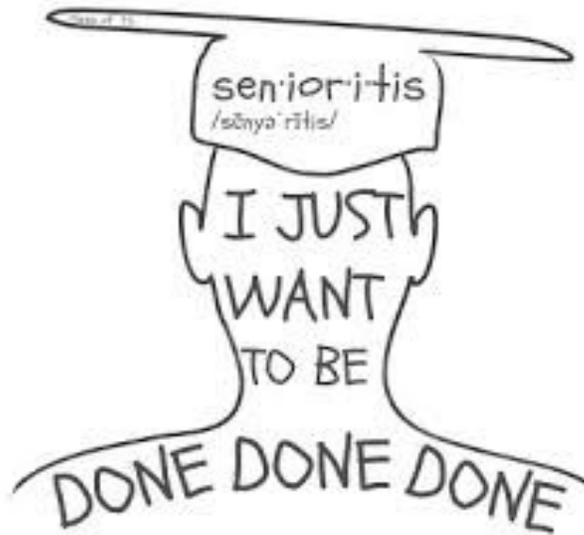
If you google the word, you will find many variations of the definition, many of them sarcastic and exaggerated. Some call it a "disease" that only seniors suffer from, listing the "symptoms" of what spreads quickly throughout the senior class. With so many examples and definitions to support it, is senioritis real? What would really fall under this category?

Most seniors have joked about this or actually used it as their excuse at one point or another. No matter when it is used, there is always the common theme that seniors are just ready to be done with high school. At this point in the school year, seniors are realizing just how close graduation is. All college applications have been submitted, and mid-year grades

have been sent in. After that, it's just the waiting period. Schools are reviewing applications, and since all of the

days until they're done.

When looking at the senior class, you can see this attitude reflected in



materials have been submitted, it's all out of the seniors' hands and we are just left to wait.

By now, many seniors have heard back from their schools and are deciding or have already decided where they're going next year, as well as what they'll do. Being so close to graduation, college, or the workforce, many seniors lose their motivation and are counting the

many students. Just from observing classmates, I would say that yes, senioritis is a real thing. For some, this means that they just don't want to do any more work or be in class any longer. For others, it's that they push off their assignments for as long as possible. Other times, it's that seniors just can't seem to get to school on time. Some don't see the reason to go to class any-

more. Others just think that it doesn't matter how they do in their classes as long as they pass. With decisions already made, many seniors just want to sleep in and can't seem to find a reason to get up early to get to class.

Whether it's something big like always being late or skipping class, or small like just not having the drive to get your work done on time, I think most seniors can say they've felt one or more of the "symptoms" of senioritis. Most of the motivation is gone, though it shouldn't be.

All seniors can think about is graduation and what we will do after high school, and while both of these are great things that offer many opportunities, we need to make sure we don't miss out on all of the great things that senior year has to offer. There are so many great parts of high school, so many memories to be made, and senior year goes by so quickly. While we can't seem to think about anything but graduating, we should be sure to enjoy our time in high school while we're in it.

LATE ARRIVAL (CONTINUED FROM PAGE 7)

possible because students would end up missing an extra class.

Early releases can also help students sleep more, but in a different way. Senior Emily Rupert said that when she has an early release she can "go home early

and take a nap before getting started on homework." Unfortunately, when Emily has a club meeting or sports practice after school, she can't go home and sleep, making this advantage of early release useless. Early releases can give a student extra time to

do homework, but if they need to do something at the school later that day, leaving and coming back can seem like a waste of time and gas.

Late arrivals and early releases can be very helpful and they should not be taken away, but there are

even better solutions to the issue of teenagers not getting enough sleep. Delaying school times could have more of a benefit and would help the entire student body.

REVIEWS

A TIME TO BREAK BREAD FOREIGN LANGUAGE DINNER A SUCCESS

by Alexandra Gaboury

The AMS cafeteria is filled with friendly chatter. The aroma of good food blends together into a cacophony of smell. Each table is piled with food from a specific country with miniature flags behind it. The tables are filled with appetizers, entrées, and desserts. People mingle and take various pieces of food from various tables to create artistically blended plates, with Italian meatballs spilling into Ukrainian borscht, balancing a French meringue cookie on top. Families catch up with their friends at middle school cafeteria tables. Siblings steal food off of each others' plates and take a swipe at the mousse, which is quickly running out. This was the scene at the recent LOTE International Potluck Dinner.

The LOTE International Potluck Dinner is an annual special event at Averill Park, this year held on March 7 at Algonquin. It is an

event much looked forward to in the community, a night filled with good food, good music, and good company. In addition to the

ers, Spanish 4 and 5 students have projects on display. Sometimes there is music and dancing or games." People were also

and what learning another language can do to help your brain. A trio of singers performed a song in Spanish and serenaded those who attended.

Salsa lessons were also given.

The ability to try new foods and have access to the cuisine of the world was a spectacular experience. It also provided a chance for teachers to see each other in a place other than a meeting setting and to see parents usually only seen at Back to School Night, said Brown. It is a virtual experience of what it is like to travel. The food involved much effort, and it turned out to be fantastic. Students from 6-12 were directly invited to bring food and come in class,

and students K-5 were welcome.

They say good food with good company is good times, and they are definitely correct.



food, students participated though projects created for the evening. French teacher Mr. Brown said, "French 4 students usually make post-

urged to speak to the Spanish students in the language they are studying. The projects included topics such as Immigration, Frida Kahlo,

REVIEWS

THE JUNIORS INVADE WASHINGTON TRIP COMBINES EDUCATION AND FUN

by Carley Salerno

Each year, the junior class is offered the opportunity to visit our nation's capital: Washington D.C. This past weekend, 40 APHS juniors made the six hour trek to this

nute homework), we were settling in for a six hour bus ride with our friends. The first stop on our path was Mt. Vernon, George Washington's estate. Here, students had the options to explore his grounds and home, or to visit

Washington Monument, the Reflecting Pool, the Lincoln Memorial, the Vietnam Memorial, and several more.

"It was awesome to be able to see the monuments in person," Lilly Kronau said, "And," she added, "We even got to see the exact spot where Martin Luther King Jr. delivered his famous speech."

The next day, students awoke at 6:30 to visit the Washington Zoo. The zoo

departed to the Smithsonian Museums for lunch and tours of the museums of their choosing. The trip was lucky enough to encounter a cherry blossom/kite festival while there. Students ate lunch surrounded by hundreds of kites soaring against of backdrop of beautiful pink blossoms with, of course, the Washington Monument standing tall directly above them.



beautiful city, and all returned to Averill Park with both a better understanding of our government and fun memories that will last a lifetime.

The travelers arrived at APHS at 5:30 am, and were on the road by 6:00 am. While most of their classmates not attending were asleep (or barely awake, doing last mi-

nute homework), we were settling in for a six hour bus ride with our friends. The first stop on our path was Mt. Vernon, George Washington's estate. Here, students had the options to explore his grounds and home, or to visit

the museum erected there in his honor. After the tour of Mt. Vernon, students were allowed to relax at the hotel, and were provided with a complementary pizza dinner. Then, travelers were roused out of their post-pizza naps for a night tour of the monuments. Students visited the



was full of exotic and odd animals. "The elephants were by far my favorite," said Xander Michaels. "There was even a baby!"

The students then

After lunch, students were able to choose which two museums they wanted to tour within the Smithsonian.

(continued on page 20)

REVIEWS

APHS HAS GOT TALENT NEW HORIZONS FUNDRAISER SHOWCASES DIVERSE SKILLS

by Hannah Ryan

At the end of March, the New Horizons Club hosted its third annual talent show. This year, they introduced a new element to the show by making it a competition with guest faculty judges. Mrs. Boulay, Mrs. Medici, and Mrs. Clark-Appelanz all volunteered their time to judge contestants for the titles of "Most Entertaining", "Best Musical" and "Best Overall." Each winner was awarded gift card prizes.

There were many musical acts of all genres, including rock, heavy metal, and banjo. Additionally, there were fantastic dance acts ranging from contemporary to hip hop. The teacher band put on a great show, just as always. They performed three songs and all participants in the show joined for the last tune, "Hey Jude."

The award for "Best Musical Act" went to a five-piece band who performed a medley of two songs. The members of this band were juniors Andrew Gorman and

Kelly O'Neill-Knasick, senior Hadley Chan, and two graduates from last year, Peter Anello and Sam Donato.

the award for "Best Overall," which was awarded to a musical sibling duo, freshman Zach Ryan and junior Hannah Ryan, who covered the song "Mr. Brightside."

club raised over \$1000 through suggested donations, concessions, and a raffle.

"It was an incredible turnout, especially considering we took the risky decision to not sell tickets and only ask for a suggested donation," said the vice president of New Horizons, senior Adam Limoges. The

money raised will go towards the maintenance of New Horizons' sister school in the Dominican Republic, as well as shipping costs to send goods down to the students.

Market 32, Hanzo Japanese Steak House, Five Guys, Chili's & Applebee's donated gift cards for the prizes.

New Horizons has many more events and fundraisers planned for the future. The club is preparing for a sports equipment drive in the spring to raise more money to send down to the school. And they still have their weekly pizza sales, with help from AJ's Pizza. New Horizons now looks forward to the opportunities they have to use the money to benefit their sister school in new ways.

The "Most Entertaining" category was won by the hip hop dance group including juniors Janey Adams and Lauren Meyers and seniors Madelyn Van Aken and Abby Vandenberg, who danced to a homemade song compilation.

This was followed by



THE HEALTH BEAT:

EATING A PROPER SPORTS DIET

by Gabe Hildebrandt

Since spring sports are now “sprouting up” left and right, it is as good a time as ever to look at the topic of a sports diet. To start things off, the rut most people find themselves in of having two to three meals main a day isn’t actually the best for the active person. This may come as a surprise to many, as this is what society has taught us to do since childhood. However, frequent eating throughout the day maintains a steady metabolic rate and guarantees constant energy levels.

Ideally, the body should intake five or six evenly spaced meals throughout the day. Eating in this way helps maintain

body weight, prevent bad snacking habits, and im-

good suggestions for meals through the day. Have cere-



proves energy storage. This of course will only happen if you eat meals that have a proper balance of carbohydrates, fats, and protein.

Here are some

als, low fat muffins, pancakes, waffles, toast, fruit, low fat milk, and egg whites for breakfast. Next, for mid-day and end of day meals, some good choices would be

fresh vegetables, fruits, pastas, breads, soups, rice, skinless chicken, and fish. Post workout foods, as seen with this chart, should be almost completely carbs. Things like pancakes, pasta, breads, waffles, the occasional light salad, water, and juices or powerades are optimal.

I will assume it goes without saying that fried foods, butter, and processed meats are quite bad for you. They will also worsen your performance and lower your overall energy levels. Trust me, I know dieting is difficult; however, if you want to go the extra mile and be your best self while participating in spring sports this year, give it your best shot.

Meal planning

	◆ Carbs	◆ Protein	◆ Fat
Off-season training days	50-60%	20-30%	20%
Post-game with no game next day	50%	30%	20%
Post-game with back to back	60%	20%	20%
Pre-game (3-5 hours before)	60%	20%	20%
Immediate post-event	80-100%		

TEACH US (CONTINUED FROM PAGE 7)

would be much more prepared to enter life on their own.

Offering classes that teach the basics of fixing a leaky pipe or repairing a bro-

ken door handle would also be of great use to high schoolers once they are living on their own. Many kids aren’t taught these basic skills by their parents, and are then

left without the ability to fix the most simple of things around their house. People end up spending money hiring people to fix things that they could easily learn how to

do. If they learned these skills in high school, students would be much better prepared for the real world once they graduate.

ART WORK ON EXHIBITION AT BOTH THE SAND LAKE CENTER FOR THE ARTS EXHIBIT AND THE REGIONAL HIGH SCHOOL JURIED SHOW

There are two venues showing Averill Park High School student art this month—one local, and one regional.

Since March 15, the Averill Park Central School District K-12 Student Art Exhibition has been held at the Sand Lake Center for the Arts.

On April 6, there was an artist reception held from 1-3 pm.

These exhibitions are free and will continue to be open during SLCA events or by appointment through April 25.

In addition, the 20th Annual High School Regional Juried Art Exhibition is presently underway at the Albany Center Galleries this year. Twenty-four

local school districts were invited to submit 25 works of

Ladiccio, Takeyce Walter and Peg Foley. After judging 508

Averill Park fared well above average, having had nine works selected. This is a testament to the K-12 art program, and its hard-working students.

Due to the size limitations of the gallery, there will be two openings. A reception specifically for the artists, along with their families and friends, was held on Thursday, April 4, 2019 from 5—8 p.m. There was a presentation including certificates and awards at 6:30.

The Albany Center Gallery opened the exhibit for the general public as part of Albany's First Friday on April 5, and will run through May 19.

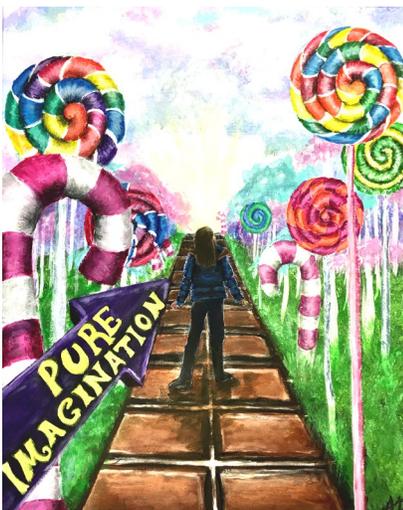


art each to be adjudicated by local arts professionals Tony

submitted pieces, the judges selected 100 for the show.

(continued on page 15)

STUDENT'S WORK SELECTED FOR PROCTORS



Acrylic Painting by Ashley Bayer



Acrylic Painting by Alex Heap



Mixed Media Sculpture by Isabella With

Averill Park art students Ashley Bayer, Alex Heap, and Isabella With were selected to exhibit their artwork inspired by Roald Dahl's *Charlie and the Chocolate Factory* at Proctors Theater in Schenectady, New York. The exhibition was entitled "Pure Imagination," and ran from February 26 to March 21 during the run of the play *Charlie and the Chocolate Factory*.

STUDENT WINS NATIONAL RECOGNITION WINS SILVER MEDAL FOR SCHOLASTIC ART COMPETITION

Olivia Bonesteel's painting titled "Still Envy," which won a gold key from the regional Scholastics Art and Writing Competition, went on to win a silver medal on March 13 at the national level.

Bonesteel's artwork was among fewer than one percent of total entries chosen to be included for the second round of adjudication at the National Level. The judges base their decisions on works that exemplify the awards' core values: originality, technical skill, and the emergence of personal voice or vision.

Through the awards, students receive opportunities for recogni-



tion, exhibition, publication and scholarships. Colleges and universities are sent a special announcement with a list of all graduating seniors who received a National Medal in 2019. Students who apply to schools on the list of Scholarship Partners will be considered for scholarships from those schools.

Additionally, a selection of national medalists' works will be included in the awards' publications, including *Scholastics' National Catalog*. Congratulations go out to Olivia for this prestigious award.

ARTWORK (CONTINUED FROM PAGE 14)

Averill Park students whose work was selected include:

Olivia Bonesteel, grade 12, charcoal drawing, "Connection"

Karissa Dell, grade 12, Mixed Media, Acrylic & Embroidery, "Exhale"

Lauren Harland, grade 11, oil painting, "Lida Rose"

Alex Heap, grade 10, acrylic self portrait (completed during his freshman year)

Taylor Liberty, grade 12, Color Trio, Digital Print



Alyssa Lindheimer, grade 11, "I Need Privacy" (created in 10th grade), Tempera & Chalk Pastel

Isabella McClave, grade 11, charcoal drawing titled "Dad" (completed in 10th grade.)



Anita Reitano, grade 12, "Inside the Veil", Digital Print, and "Sweet Dreams" Digital Print

ROBOTICS CLUB WRAPS UP SEASON INNOVATIVE CLUB COMPETES FOR AVERILL PARK

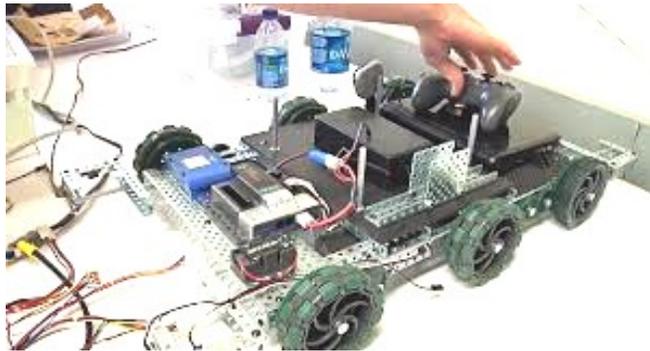
by Mara Little

The Averill Park High School Robotics Team has had an eventful season. In total, there have been four Robotics competitions held throughout the course of this year. Unfortunately, the Averill Park High School Robotics Team did not win an event at any of the attended competitions. However, a few groups did earn Judges' Awards in the Lansingburgh and Queensbury state qualifiers. Katie O'Neill-Knasick and her team also won the Judges' Award at the State Competition.

The Robotics Team is not only a club, but a class as well. The dedicated members of Robotics arrive at school every day at seven o'clock and meet until 7:35 for the first two quarters of the school year. Along with these early morning meetings, Robotics members are required to meet after school every Friday from 2:10- 3:15 to go over their plans for the following competitions. Extreme amounts of devotion along with a lot of practice is necessary in order for the teams to be synchronized and

work cohesively with one another.

The Robotics Team has been run by Mr. Duff and Mrs. Lambricht since the institution of a computer science club at Averill Park High School seven years ago. Both teachers enjoy instructing



kids on how to innovate their ideas into real life actions. Lambricht stated, "It's great to see their designs come to life. How excited they get when something they've implemented works and works well."

Being in Robotics allows you to apply lessons you have learned in other classes and use them in a unique fashion to create something new. Duff said, "I like the tie between what we

do in school and how it applies to what we do in club. It allows there to be a lot more time to take the lessons we learn in club and apply them to school as well." Here, students are able to take their academic abilities and admin-

members to gain a sense of the competition aspect that these games provide. For the first 15 minutes of every competition, each school must undergo an "autonomous" period, where students must work through the course without touching the robot. This is why getting a feel for the size of the course and obstacles at RPI is important. They are able to find exact spacing that the required programming needs by timing each movement the robot makes.

Following the scrimmage at RPI, robotics members worked towards attending the state qualifiers held during the months of January, and February in Lansingburgh and Queensbury. Every school is allowed to bring as many robots as they see fit to win the competition. Interestingly enough, Averill Park normally brings the highest amount of robots. While most schools generally show up with two or three machines, APHS brings five robots for their five teams. The state competition was held on March 2 in Syracuse, New York.

From a teacher's point of view, the key to success in these competitions

(continued on page 19)

REFERRALS HOW MANY, AND FOR WHAT?

by Makayla Kiely

A referral is a way for teachers to refer a student to an administrator to be disciplined. A referral is filed via an electronic form, which is filled out under the student name and then sent to Mr. Quiles. Referrals are typically assigned in situations where the wrongdoing

DISCIPLINARY REFERRAL		DATE OF INCIDENT
STUDENT NAME	YOUR SCHOOL OR DISTRICT NAME	PHONE NUMBER
CLASS	TELEPHONE NUMBER	PERIOD: TIME OF DAY
TEACHER	IMPRINTED HERE	
<p>1. The purpose of this notice is to inform you of a disciplinary incident involving the student. 2. Please note the action taken by the teacher and the corrective action initiated today. Please sign below and return to the school on the next school day.</p>		
<p>NOTICE TO PARENTS</p>		
<p>REASONS FOR THIS NOTICE</p>		
<input type="checkbox"/> CUTTING CLASS	<input type="checkbox"/> DESTRUCTIVE TO SCHOOL PROPERTY	<input type="checkbox"/> UNACCEPTABLE LANGUAGE
<input type="checkbox"/> EXCESSIVE TARDINESS	<input type="checkbox"/> LITTERING	<input type="checkbox"/> PARENTING
<input type="checkbox"/> LEFT UNPROTECTED PERMISSION	<input type="checkbox"/> PUBLIC DISPLAYS OF AFFECTION	<input type="checkbox"/> DISRUPTIVE/UNCOOPERATIVE
<input type="checkbox"/> ANSWERED TO CLASSMATES	<input type="checkbox"/> EXCESSIVE PLAYING	
<p>ACTION TAKEN PRIOR TO THIS NOTICE</p>		
<input type="checkbox"/> REFERRED TO COUNSELING	<input type="checkbox"/> CHANGED STUDENT'S SEAT	<input type="checkbox"/> HAD CONFERENCE WITH PARENT
<input type="checkbox"/> HAD CONFERENCE WITH STUDENT	<input type="checkbox"/> DETAINED STUDENT AFTER SCHOOL	<input type="checkbox"/> SENT PREVIOUS NOTICES
<input type="checkbox"/> CONSULTED SUPERVISOR	<input type="checkbox"/> TELEPHONED PARENT	
<p>PRESENT ACTION AND RECOMMENDATIONS</p>		
<input type="checkbox"/> STUDENT REFERENCED	<input type="checkbox"/> STUDENT HELD BACK OF THIS	<input type="checkbox"/> STUDENT SUSPENDED
<input type="checkbox"/> PARENT CONFERENCE RECOMMENDED	<input type="checkbox"/> STUDENT PLACED ON PROBATION	<input type="checkbox"/> MATTER REFERRED TO
<p>Action Taken By: _____ Date: _____ Parent's Signature: _____</p>		
<p>PKK - PARENTS COPY (30 days) PKK - PARENTS COPY (30 days) GREEN - OFFICE COPY GOLD - TEACHERS COPY</p>		

is too severe for the teacher to deal with or it is a more serious issue. There are 32

offenses for which a teacher can give a referral to a student, such as a dress code violation, cheating/plagiarism, or skipping class. The most frequently given out from teachers are behavioral issues, insubordination, and cutting class/detention. Most teachers don't give out that many referrals in a typical school year. Teachers at APHS hand out on average of

two referrals each school year. Most teachers prefer to handle the problem with the student one-on-one and talk to them. They like to take the student out of the classroom and see if there is another reason the student is acting up. If a student has too many referrals, they can be suspended from certain after school activities like dances and games.

OLD SCHOOL, NEW SCHOOL

STAFF SHARE THEIR VIEWS ON CHANGES IN EDUCATION

by Bridget Mulligan, Zephryn Noble, Zach Purdy, Samantha Schroeder and Laura Williams

Have you ever wondered how school has changed through the years? We interviewed some of our faculty and staff to see how it is different, and asked if they would choose the same career knowing now what they didn't know when they were in school. We also asked them if their techniques have changed in the classroom. Here is what we found out...

Special Education teacher Ms. Hall started teaching in September 2000. She thinks that the math program has changed through the years. She also thinks that the students are taking too many tests. She would choose to teach again because of the kids. Her techniques do change year to year with her students' needs.

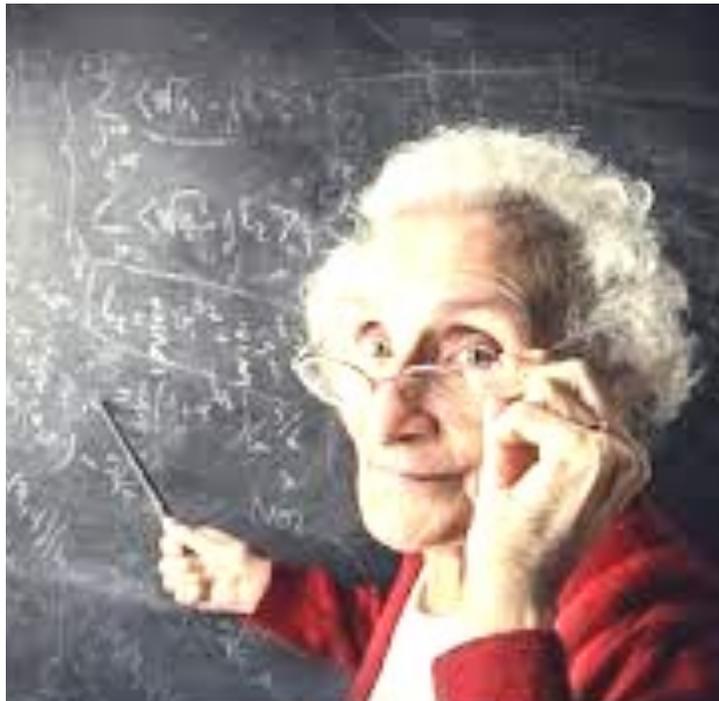
Mr. Carvel was a substitute for many years before he started teaching in 1986. Even before that, in 1965, he started coaching many sports, including basketball, baseball, soccer and hockey. He also refereed baseball, basketball and soccer for 30 years. Now retired from teaching, but substitute teaching at Averill Park, he feels that the education field has changed. He thinks that students learn more at an earlier age. He is concerned about the excess usage of cell phones from young children through high school age. He has had to change some techniques in the classroom to keep up with the times. For example, he has had to use the computer and smart board more.

English teacher Mr. Engel started teaching in 1991, when he was 21 years old. He thinks that education

has changed "a lot, there are more materials, more expectations and more regulations." He feels that there are a lot more individual (student issues) to deal with. If he had to do it all again he would but he would also like to work more with animals. He uses a

standards have changed through the years and tech is a big deal. If he had to do it all again he said "Yes! It is the best job ever!" His techniques have changed due to technology; he has adapted to it.

LOTE teacher Mr. Brown started teaching in



lot more technology (computers, internet, cell phones) in his classroom than when he first started teaching.

Art teacher Mrs. Bailey started teaching in 1983. In her opinion education has become more structured over the years. There are more rules. When we asked her if she would choose teaching again, she said "of course". Her techniques have not changed; she teaches the same way.

Social Studies teacher Mr. Kaedy started substitute teaching in 1990. He taught full time from 1995-1997 at Bishop Maginn and has been here at AHS ever since. He thinks that teaching

1991, when he was 26 years old. He feels that the basics of education have not changed, but "teachers are held more accountable for student success". If he had to do it all again would he choose teaching... "Yup I would." Mr. Brown's techniques have changed; he has more tools and more options.

Special Education teacher Mrs. Kraft started teaching "A very long time ago!" Her first year of teaching was 1981. Education has changed through the years, there are increased requirements from the state, there is greater technology. However, there are some basics that haven't changed, such as wanting to help each student

to succeed. When asked if she would do it all again, she said "Yes, I would definitely choose it again. I love being a teacher." Some of her techniques have changed; for instance she now uses a photocopier instead of a ditto machine. Certain techniques have not changed, such as organization, flexibility and caring.

Science teacher Ms. Boulay started teaching in 1989. She does feel that the education field has changed, "They do a lot of cool stuff." "It's harder to get the kids towards the natural world," she said. "The kids are more in their screens." When asked if she would choose teaching again, she said she would do the same thing. "Yes, absolutely!" She is doing more student-centered activities than when she first started teaching.

Special Education teacher Mrs. Ferlito started teaching in 1993. She feels that the education field has changed, mostly in technology. If she had to choose her career again she would choose teaching. Her techniques have changed in the classroom over the years. There is less "book and paper" and more participation and activities using technology.

Substitute teacher Mr. Beck started teaching in 1982. He feels that the education field has changed. "Today there is a greater use of technology." He would choose teaching if he had to do it all over again. Some of his techniques have changed, "like using computers, but in dealing with students, nothing has changed."

(continued on page 18)

DEDICATED EMPLOYEE SET TO RETIRE

MR. WEATHERWAX KEPT DISTRICT RUNNING SMOOTHLY

by Lilly Kronau

Mr. Weatherwax, the Head Groundsman for the Averill Park Central School District, has been a key member of the Averill Park community for 35 years. Many people don't actually see Weatherwax during school because they are primarily inside learning. Weatherwax generally arrives at 6 am and leaves at 3 pm every day, so most students have already left school by that time. Next year though, APCSD will have to continue without Weatherwax — he's retiring!

Weatherwax became Head Groundsman in 1988 which entails the maintenance of all Averill Park School grounds and infrastructure. He mows, plows, landscapes, does trash pick-up, minds the fields, and repairs damaged facilities.

There are many aspects of Weatherwax's job that he loves as well as some that aren't his favorite. As he says, "My job revolves around Mother Nature." During the spring and summer the



weather is warm and the sun is out, which makes his job a lot easier. At times like that, he is able to maintain the school's infrastructure without worrying about the bad weather interfering.

According to Weatherwax, the worst part of the job is definitely snow removal. Weatherwax and his crew have to get up every couple of hours throughout the night to check for snowfall even when there is the smallest chance of it actually snowing. When

the first inch or two of snow appear, Weatherwax is out plowing, which means it could be as early as 1 am. Averill Park is lucky to have someone like Weatherwax willing to interrupt his sleep to aid our community.

In 1997, Weatherwax added all of the new athletic fields behind the school, and since then Averill Park has prospered in the addition of new fields and facilities. Weatherwax says, "We have some of the best

facilities out there!"

Weatherwax is working on several new projects for the Averill Park district as of right now. In addition to upgrading and keeping Averill Park's sports fields up to par, the main project being worked on is the middle school drainage system for the baseball and softball fields.

Weatherwax is excited and ready to retire. Although he is looking forward to fishing, kayaking, and hiking, he is not sure how he will utilize this free time because he will never have had that much before. After 35 years of working, Weatherwax's vacations feel so quick, but now that he's retiring he is looking forward to the peace. He plans to travel in about five years when his wife, Mrs. Weatherwax, who heads Averill Park's K-12 Instructional Technology, also retires.

Weatherwax says he will miss a lot of the people he has come across in his time here, especially the staff. Likewise, APCSD is going to miss Weatherwax and all he does. We wish him well for years to come and are forever thankful for his hard work.

"Thanks for all to the good years, and many to go," said Weatherwax.

GET INVOLVED

Join the Averill Park Journalism Club!

The Averill Park Chronicle is looking for writers, editors and photographers. Meetings are held the first Wednesday of each month at 2:20 pm in room 209.

EDUCATION CHANGES (CONTINUED FROM PAGE 17)

English teacher Mr. Fairchild started teaching in 1987. When we asked him if the education field has changed, he said "It changes and then it changes back again. Every new initiative is replaced by a new one. Kids are generally the same." He feels that the tools have

changed. "We have fabulous technology, so (for example) typing and taking pictures for notes and using a projector." He feels that the fundamentals of education have not changed. When we asked him if would choose teaching again, this was his response..."Yes. It is very natu-

ral for me. However, my wife says I should have been a doctor!" As far as his techniques, they have changed. "I don't yell anymore or walk around to get kids to quiet down. I also use more multimedia, but as I said, the fundamentals have not changed."

ALL RISE FOR THE PRESIDENT

MR. KAEDY EXPLAINS HIS ROLE IN APTA

by the AP Chronicle Staff

The president recently visited an Averill Park Journalism Club meeting. No, not that president. We're talking about Mr. Kaedy, the president of the Averill Park Teachers' Association (APTA), the local teacher's union. Now in his fifth year at the position (though he said "it feels like 50"), Kaedy showed he is dedicated to and passionate about the job, though it is very stressful at times.

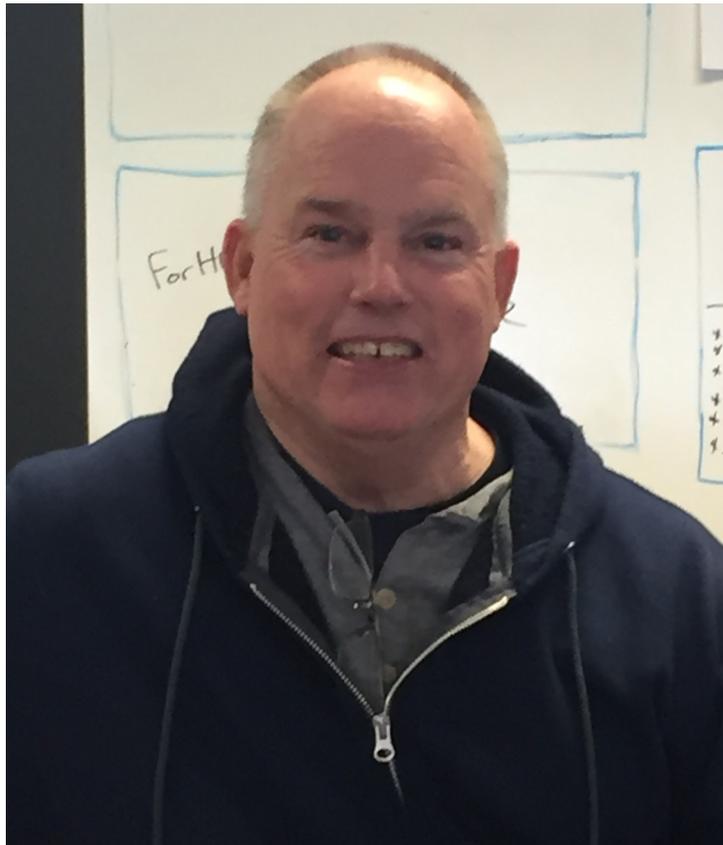
The APTA is "a professional association that represents all Averill Park teachers, health professionals and teaching assistants," said Kaedy. In total, there are 278 members he represents as their president.

It is evident this hard worker gets frazzled at times due to the demands of being a union president. It's "stressful and consuming," according to Kaedy. Considering he also teaches five classes of social studies at the high school and coaches JV baseball, it's no wonder it's difficult to manage it all. Outlining his busy work life, Kaedy said it's difficult "juggling all the balls" at the same time, especially since he's a "teacher first."

He called the position of union president "the most important part-time full-time job you'll ever

have." Some of his duties include organizing "meetings, negotiations, events (and) committees." He is responsi-

time off (though still has to teach all of his classes), and he gets to go to conferences, attend workshops, and partici-



ble (along with others) for deciding school calendars, break lengths, and organizing teachers' time off.

There are benefits to the position, though. Kaedy does get some

te in various training sessions. The favorite part of the position is his "interaction with the people, no question about it."

Now in his 21st year teaching full time at Averill

Park, Kaedy says he has one more year left to serve as union president. He originally became the head of the union through a "resignation; nobody else wanted the job," he joked. Throughout his interview, Kaedy expressed his love for the community he serves. He's now halfway through his third two-year term, and will give up the position when this term ends.

"I'm not going to do it again; you need someone new, someone fresh," he said. When that time comes, an election will be held by all the union members and a new president will be selected.

As for who might follow him, Kaedy did mention there might be some teachers interested in the job. "The job is political (requiring), a lot of diplomacy," he said, pointing out that in his case it made sense that a history teacher did it. Most important, though, is having help from others. "If you don't have that strong supporting group... you're lost," he said. "You're just lost."

Note - This article was written as a collaborative effort during a 10 minute interview session with Mr. Kaedy during a Journalism Club meeting.

ROBOTICS (CONTINUED FROM PAGE 16)

comes down to the action of working as a team rather than as individuals. Mrs. Lambright believes that in order to strive in robotics, "they need to have a high level of interest and commitment to the club and to their team. They must be a good

team player and have a positive attitude." Obtaining a good group dynamic is what helps to push these students ahead in the competition, so they must have a team that is fully functional. Duff added, "If you have one person doing all the work and everybody

else sort of hanging on, it doesn't work well. When you have a good coder, a good builder, and then a good connector, or a third person who can do a little bit of both, it really goes a long way."

Robotics is a team sport that is meant to chal-

lenge your intellectual achievements and strengthen your knowledge and teamwork abilities. This club has been a great representation of these skills, and has provided a great opportunity for students to grow as individuals, as well as in groups.

New Athletic Hall Of Fame Members

INDUCTION CEREMONY HELD TO HONOR PAST WARRIOR GREATS

By Xander Michaels

On April 13, Averill Park will be celebrating the second annual induction ceremony of the Averill Park Athletic Hall of Fame. This honor is granted to up to 13 individuals who have impacted athletics at Averill Park.

This year, the inductees are: athletes Steven Allard ('83), Mollie DeFrancesco ('98), Suzanne Ernst Howell ('96), Ken Gunderman ('83), Abby Jackson ('04), Jared Morine ('06), and Suzie Snyder ('00) as well as coaches Earl Retzlaff and Paula Maniscalco.

The Averill Park Hall of Fame began when Coach Malenfant, Coach Abbattello, and Mrs. Magill approached athletic director Mr. Bubniak in the spring of 2017 with the hopes of making their idea into a reality. From there, the four worked together to create the Athletic Hall of Fame.

Today, there is a thirteen-person committee which coordinates the Hall of



Fame. The largest role of the committee comes in choosing who is to be inducted into the Hall of Fame. First, there is a period of nominations, where

anyone can nominate a coach, previous athlete, previous team, or contributor who they feel is deserving of this recognition and fits the crite-

ria. These can be found on Averill Park's website. From there, the nominations go to a 4 person committee who choose 20 of the strongest nominees to be sent on to the rest of the 13 person committee. From these 20, the committee will choose up to 13 who will be inducted. In the thirteen-person committee, the members vote on who is to be inducted into the Hall of Fame; the 13 nominations with the highest number of votes get inducted. However a potential inductee must appear on 75% (10 of 13) ballots to be inducted into the Hall of Fame.

After passing the thirteen-person committee, the inductee is ready for the induction ceremony. At the induction ceremony, each inductee will be presented with a glass award and pin as well as a plaque which will be put up in the school. Congratulations to all of the inductees!

WASHINGTON TRIP (CONTINUED FROM PAGE 11)

After museums, students were allowed to return to the hotel for much-needed naps, or to relax with their friends. This brief rest was followed by a trip to the Fashion Center - a four story mall with nearly every store imaginable. After three well-spent hours there, students loaded the bus with their shopping bags and headed to the Capital and the White House for a night tour of each.

By Sunday, nearly everyone on the trip was reluctant to leave. "I was really tired, but also really



satisfied," said Lauren Harland. "We got to see so much over the course of the trip, but there was still so much more we could do."

Luckily, before the long trip home, there still were a few things to see. The travelers arrived at Arlington Cemetery later, and hastened to the Tomb of the Unknown Soldier to watch the

Changing of the Guard. Afterwards, they went to see JFK's Eternal Flame. "Arlington was probably my favorite part of the whole trip," said Bella

LaFreniere. "The sheer number of graves was really shocking, but also really cool." After Arlington, students began the long trek home, with a stop in Baltimore for lunch.

All of the students on the trip had lots of fun spending the weekend in Washington. It's such a beautiful city with so much to offer those who visit. I, personally, recommend that all sophomores consider this trip next year. If next year's trip is even half as good as this one, I assure you that it will be MONUMENTAL.

WHO WILL WIN IT ALL?

MANY TEAMS IN THE RUNNING TO TAKE THIS YEAR'S NBA RING

by Phil Jackson

The NBA Finals are coming up and there are some fierce teams. Find out who will win it all with a summary of some of the teams competing.

The strengths for the Milwaukee Bucks are their multiple great players that are firing on all cylinders that give them an explosiveness to their game when they play. One player that really shows off that team's skill in explosiveness is Giannis Antetokounmpo. The way that Giannis shows off that explosiveness is when they are playing defense. Giannis or one of his teammates will get a steal or a tip on the ball to help change the possession. The team gets it to Giannis, who's already down the court due to his sheer speed and athleticism, and that's what's made them one of the best for the Eastern Conference this season.

However, the Milwaukee Bucks don't have much experience in the finals or the playoffs because most of the time they make it to the playoffs they get knocked out in the first round.

Also in the Eastern Conference, the Boston Celtics have had a great all around team that shows off their athleticism, including their star player (formerly on the Cleveland Cavaliers), Kyrie Irving. This season he has been get-

ting more on fire as we start to arrive to the finals and playoffs. He has been breaking out some of his better looking crossovers and making the defenders look like they're dancing out there on



the court.

Attending to the other teams, the Toronto Raptors are going to be finishing second in the Eastern Conference for this year season. Their team could go far in the in the Conference with Kawhi Leonard. However, the weakness that could lead the Toronto Raptors to the defeat in the NBA Playoffs is one of the star players, Kyle Lowry, got a ankle injury in a game versus the Knicks. The ankle injury could occur again in a game in the playoffs.

For the Miami Heat, their strength of course would be Dwyane Wade, one of their all-time best players that they ended up getting back. Their greatest strength could also be their

weakest. That is, Dwyane Wade is not in the same state as he used to be when he first started playing.

The Golden State Warriors from the Western Confer-

getting injured through the playoffs. Chris Paul their point guard was injured with a hamstring strain back in December and was out for a month and a week, so if the Rockets want to stay in this, they have to keep their players healthy and rested up.

The Oklahoma City Thunder show their strengths more on the court than some of the other teams when they are playing. The thing helping them when they are playing is explosiveness, the right thing to have. What will stop them from making the Finals is them making foolish mistakes and starting to overthink playing the game.

The last team making a roll call are the Clippers. Right now for my guess they are a complete lottery team that is hoping to make the finals. With a team that hasn't seen the finals in awhile, they are going to have a rough time in the playoffs.

The team for the Eastern Conference I would pick to make it to the NBA Finals are the Milwaukee Bucks, and for the Western Conference the Golden State Warriors.

In my favor I would like to see the Milwaukee Bucks to win the Finals in five or six games against the Warriors from the Western Conference.

STATE TRACK MEET (CONTINUED FROM PAGE 22)

Jamie's favorite event is the weight throw. His personal record is 67' 5". At State Qualifiers, Jamie says, "I thought State Quals was a fun meet, but I felt I could have done better."

Hotaling continued to set personal records for himself, clearing 13' 6" at the State Qualifier, good for third overall in both large and

small schools in Section 2.

The New York State Meet took place in Staten Island at a track facility called Ocean Breeze, with athletes from all over New York. While it may sound pretty intimidating to compete against students from all over the state, Cocca said that the meet wasn't as intimidating as it was exciting. He added that he had been

looking forward to seeing how the other athletes were going to throw. Cocca ended up finishing third overall in New York State, and fourth at the Federations.

Ware said going into the meet she knew there would be some girls that were faster than her, but her competitors were all super friendly and fun to be around. As for

Hotaling he said "It was awesome; I really didn't think that I'd make it to States, but everything just kind of clicked around Sectionals."

Congratulations to all three Averil Park representatives at the New York State meet, and good luck in outdoor track season. We can't wait to see what you guys do next!

WARRIORS COMPETE AT STATE CHAMPIONSHIPS

COCCA PLACES THIRD IN NEW YORK, FOURTH AT FEDERATIONS

by Julia Skiba

In indoor track there are meets, just like soccer games or tennis matches. However, there are a few meets that are for the very best athletes. One of these meets is the New York State Finals. The State Finals is a prestigious meet where only a few of the best track and field athletes get to compete. This year, athletes seniors Jamie Cocca and Zach Hotaling and junior Lydia Ware competed in the State Finals. Cocca went to the meet for weight throw and shot put, Hotaling for pole vault, and Ware for the 55 and 300-meter sprint.

Not everyone who runs track gets into States — it is pretty difficult. For each event, there is a certain time



or length you have to obtain in order to get into this meet. If you can reach any of those

times or lengths, then you can participate in a state qualifying meet, where you

have to finish high enough in order to make it to the State Final meet. Ware ran a 7.61" 55 meter and a 42.50" 300 to make the qualifying meet. Cocca threw 51' 3" for shot put and 65' for the weight throw. Hotaling pole vaulted 13' in his last regular season meet to qualify.

Ware said, "State Qualifiers is always a lot of fun because you race against girls from all over the section, and everyone is nervous together so you build friendships that way."

Lydia's favorite events are the 300-meter sprint and running relays. Her best personal record for the 300 is 42.33 and she came in fourth place.

(continued on page 21)

STAFF

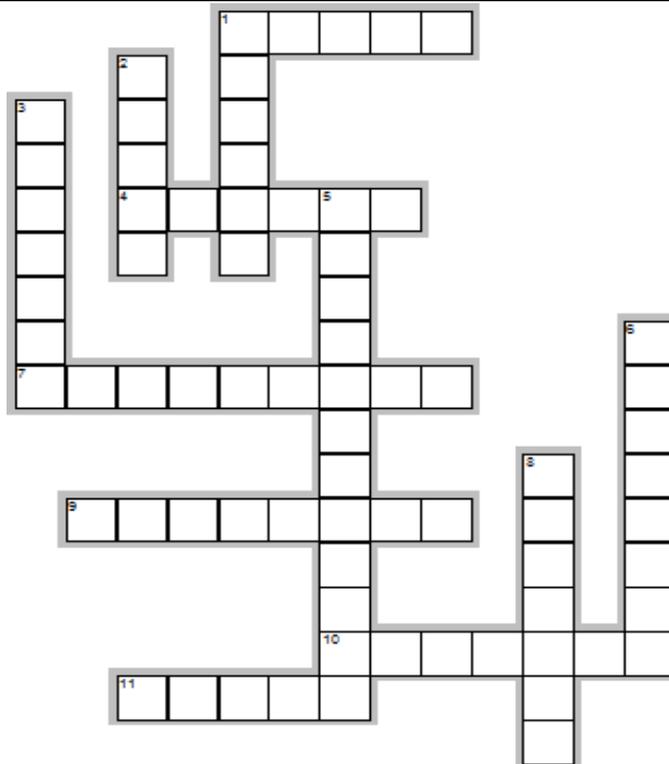
NATIONAL ORIGINS

CROSSWORD

Match each STAFF MEMBER with their NATIONAL ORIGIN

* Note—Leave Out All Spaces In Puzzle

- AUSTRIAN
- DUTCH
- ENGLISH
- GERMAN
- GREEK
- HUNGARIAN
- IRISH
- ITALIAN
- ITALIAN IRISH
- SCOTTISH
- SLAVIC
- SWEDISH



Down

1. Berner, Engel B., Gaboury, Gerke, Schmidt
2. Favre, Hale, Hall, Heilmann, Miller, Quiles, Quinn
3. Bishop, Ford
5. Medici, Perry, Sorriento
6. Marrufo
8. Malenfant, Quesnel

Across

1. Mein
4. Strich
7. Welliver
9. Nikles
10. Yost
11. Bailey