

CHRONICLE

BLOSTEIN RECEIVES GRAMMY NOMINATION

by Caroline Nero

Averill Park's very own music teacher, Mr. Blostein, has been selected as a quarterfinalist for a Grammy Award. Every year, the Grammy Foundation recognizes one music teacher in the country with the Music Educator Award. Roughly 200 quarterfinalists have been selected around the country, and Blostein is one of them.

This isn't his first time being nominated; he was also nominated for the award in 2017, making it to the quarterfinals then as well.

Blostein does not know who originally nominated him to the Foundation. He was sent a questionnaire to complete, but didn't hear anything from the Grammy Foundation for quite some time. Months later, he was notified of his position as a quarterfi-

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FLOODING AFFECTS APHS SCHOOL STILL DEALING WITH DAMAGE

by Owen Perala

Coming back to Averill Park High School this year was definitely different from what students became accustomed to over the past year. The entire student body was once again roaming the halls, and most extracurricular activities had started up again. The high school building itself had actually changed as well over the summer. The high school experienced some flooding, and a decent portion of the building was affected. All of the affected area had to be treated for water damage and replaced before school started up again in the fall. A lot of work went into these repairs, and the effects of the flood



are still taking shape.

The most obvious result of the flooding is the

replacement of old furniture, and the new layouts of most of the 300's wing (the room numbers in the hall containing mostly social studies rooms).

"It's something like a \$2,000,000 insurance settlement," said social studies teacher Mr. Kaedy. "It will be nice to get new things, it's just not the way you want to get them."

At the moment, most of the 300's wing is still being refurbished, as furniture has been ordered but has yet to be delivered. When it does arrive, it is safe to assume that the 300's wing classrooms will be the most updated in the school. Stu-

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COVID'S BUDGET IMPACT A LOOK AT TRANSPORTATION COSTS

by Rachael Strickland

During the 2020-2021 school year, the Averill Park School District was faced with a shortage of school bus drivers. This resulted in the problem of athletic transportation needs being met, including how to transport teams to school practice fields and to their matches and games.

In the face of this problem, the district outsourced some of the bus needs, contracting with the

Yankee Trails bus service to provide additional transportation.



"We have used private carriers for transportation in the past when it became absolutely necessary," said school su-

perintendent Dr. Franchini. "Last year and this fall, it really was a pretty simple decision for us as a district. We either had to utilize private transportation or tell our student-athletes that their games and competitions would be cancelled. Given all our students lost due to COVID, we really felt we needed to do everything we could to ensure they could compete.

Contracting with Yankee Trails meant an addi-

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GRAMMY (CONTINUED FROM PAGE 1)

nalist in the competition, which is where he says the publicity came from.

Students were active in his nomination, as well. They were asked to submit videos about the impact of Mr. Blostein's teaching, though their participation was not mandatory. When asked about student's interactions with the nomination, Blostein said, "I don't think that it actually impacted students." Nonetheless, students submitted videos to the competition to show their support.

Although he has not yet heard if he has been selected as a semifinalist, Blostein is happy to be recognized, and is definitely humble about it. "There are way more music teachers that really should be recognized. And teachers in general, they really should be recognized. I don't think I'm doing anything that a lot of other people aren't."

APHS awaits more information on the selection of semifinalists, and hopes Mr. Blostein is one of them.

FLOODING (CONTINUED FROM PAGE 1)

dents will hopefully be saying goodbye to the ancient chairs and desks that were previously used in these classrooms.

Due to the repairs, technology teacher Mr. Duff was able to do something he had wanted to do for a while. The wall that used to separate his two classrooms was taken down, opening up his usable teaching space.

"This is something I've wanted to have done for a while, and it's great to see it finally happen," Duff said, "even if it took a flood to do it."

While some good things did come out of the situation, this was still a destructive flood. For teachers and students, the start of the school year was supposed to be the start of returning to normal. This flood was not a good start to this return to normalcy. Almost all teachers who were affected had to delay their plans and spend time getting everything up and running again.

"It was a real dampener on the summer and especially on the upcoming school year. It just made the start of the year not feel right," said Duff.

"It was just a major inconvenience, especially for the administrators," said Kaedy. "Everyone was already busy enough trying to get everything ready for the year."

The teachers of the affected classrooms had to come in and package up all of the belongings that they did not want to get rid of. Most of this still is yet to be put away in the classrooms, as new cabinets have not arrived. No matter what results from the flood it was definitely a hindrance at the start of the school year, and any plans teachers had for the fall.

In comparison to the administration and faculty, the flooding that happened over the summer did not affect the student body as much. Apart from the refurbishment of the 300's

wing, and the setbacks faced by teachers, this year started off as planned. A lot of that is due to the hard work of administrators, teachers, and staff who put in the effort to ensure this would not get in the way of the year.

"Mr. Quiles was excellent; he kept in constant communication and updated us on the situation," said Kaedy. "Also, you have to think about the amount of work that had to be done and the lack of manpower we had. Every place is understaffed right now, and this is some hard work."

The district was faced with a major problem over the summer. It faced it down and ensured that the school year could start off as planned. It seems like the situation could even turn out to have some benefits in the end. This of course is all thanks to the work done over the summer to prepare the school to reopen.

TRANSPORTATION COSTS (CONTINUED FROM PAGE 1)

tional cost for the district transportation department, though "not much more" than it would typically cost when factoring in all the costs associated with transportation, including driver pay, depreciation of equipment and fuel costs, according to Mark Premo, Transportation Supervisor for the Averill Park School District.

"We worked out a deal with Yankee Trails that made it affordable for our district to provide the transportation for our sports trips when we did not have drivers available," said Premo.

According to the district website, the Averill Park transportation budget

did increase from \$3,000,560 in 2019-20 to \$3,228,281 in 2020-21, an increase of nearly \$230,000. While the online Averill Park budget does not provide the costs for the Yankee Trails buses, and the district office said a FOIL request would have to be made to get specific numbers, "Most of that (the budget increase) is contractual, health insurance and things of that nature," said Premo. He also pointed out the additional COVID-related expenses encountered last year, including supplying cleaners and PPD.

While the proposed 2021-22 school budget has not yet been released, Premo says the availability of drivers

this year has "gotten worse," and the district still utilizes Yankee Trails buses. He stressed Yankee Trails is only utilized when Averill Park drivers are not available.

Averill Park is not alone in relying on outside sources to meet busing needs. "Honestly, at this point, many school districts are using private transportation when needed," said Franchini.

In addition to outsourcing some of their transportation costs this year, the district decided to turn to parents for help. Before the school year started, the transportation department requested any parent able to

drive their own child to and from school would do so.

Another resource that the district turned to were teachers. In the early 2000s, the Averill Park School District assisted several AHS faculty, including Mr. Engel, Mr. Minkler, and Mr. Strich, to become Commercial Driver's License (CDL) certified drivers with a bus passenger endorsement. A CDL license allows them to drive bus routes for sick or otherwise unavailable drivers. Engel and Minkler continue to drive multiple times a week this fall for sports and field trips after school, in addition to their full time teaching duties.

NEW FURNITURE ON ITS WAY

RAFFLE DETERMINES WHO GETS NEW SEATING

by Sam Hart

Towards the end of the 2020-2021 school year, chairs and desks were ordered for eight Averill Park classrooms. The eight teachers were selected through a raffle. Twelve teachers originally entered the raffle, whose results were determined by a randomizer app. The twelve that originally entered were: Apelanz, Ashline, Emmons, Fairchild, Freeman, Gaboury, DeMarino, Goodnow, Klepsch, Mouzakes, Scheidel, and Strich. The eight randomly selected “winners” were: Apelanz, Ashline, Emmons, Freeman, Goodnow, Klepsch, Mouzakes, and Strich. For these faculty members, their new furniture is expected to arrive around Christmas time.

The teachers selected were instructed to choose between two options for desk

models. Their choices were a trapezoidal shape or a crescent shape. They are designed to fit together to en-

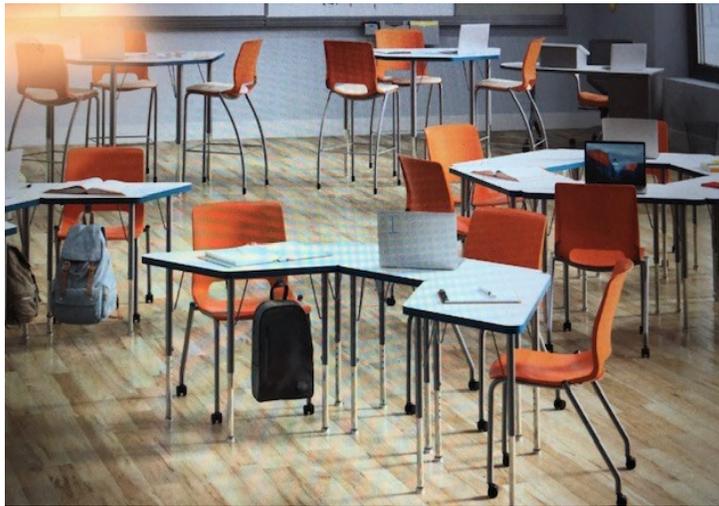
method of teaching, into a more collaborative-focused method, centered around interaction between students.

model, so students interact with each other, because we all learn better that way.”

This teaching model has been shown to teach students better, so it seems like desks designed to enable interactive learning in such a fashion would increase student engagement and understanding of the material presented to them.

Quiles confirmed there are plans to implement these desks across the building in the future, purchasing them for 8-12 classrooms per year.

The extreme rain our area experienced this summer caused many floods in the school, which advanced these plans because the school's insurance would pay for chairs rather than the district allocating money for this purchase. Perhaps we'll see more furniture like this in the future.



courage collaboration between students. The administration wants to shift away from the standard lecture

“We’re trying to change what teaching looks like,” said building principal Mr. Quiles. “We’re trying to flip the

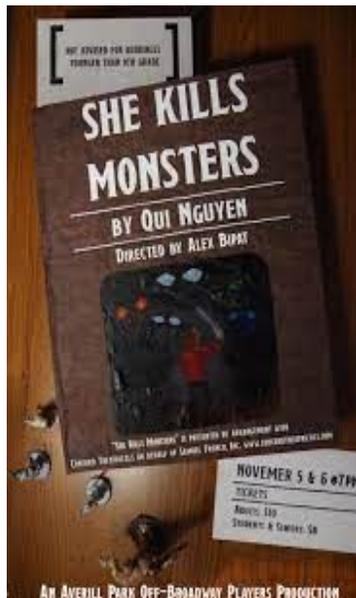
STUDENT PERFORMANCE WILL *KILL* IT

OFF-BROADWAY PLAYERS SHOWS HELD THIS WEEKEND

by Ashlyn McGarry

The OBP fall production of *She Kills Monsters* is quickly approaching. Written by Qui Nguyen, the play tells the story of Agnes Evans, played by senior Ashlee Bayer. Agnes is setting out on a journey to learn as much as possible about her sister, Tilly Evans, played by junior Kadi Palmer. Through fighting dragons, defeating demons and building characters, Agnes learns more about her sister than ever before.

The story takes place after Tilly dies a sudden death and Agnes comes across her Dungeons and Dragons module. She seeks the help of a



geeky high school boy, Chuck, played by senior Wolfy Balga, to work her way through the game and hold onto what's left of her memories.

The play touches on heavy topics such as bullying, homophobia, and death, or more specifically the guilt because of death. The audience sees that Agnes is clinging on to the little information that she has about her sister. She is really playing the game to make up for not paying attention to her sister when she was alive. Though there is a plentiful amount of comedy and good jokes in the show, it is also a touching and emotional story.

Alex Bipat, a senior at APHS, has directed the play

over the past few months. Both the cast and crew have worked very hard to return to a sense of normalcy in the theater world, and are very excited to showcase their hard work to the public.

The show premieres November 5 and 6. Tickets will be on sale and can be purchased the week of the show. Tickets are \$8 for students and \$10 for adults. There are a limited number of tickets available due to COVID precautions, so make sure to get your tickets as soon as possible.

We wish the cast and crew all the best of luck, and hope that everything goes well. Break a leg, OBP!

THE EVER-EVOLVING HIGH SCHOOL

APHS HAS SEEN MANY CHANGES THROUGH THE YEARS

by Catherine Hughes

Averill Park High School was built in 1967, but it has gone through many changes since then, and it will continue undergoing changes in the future.

An upcoming change for this year is that the APHS Mezzanine will be converted into an Innovation Lab. Librarian Mrs. Yost, and administrators Mr. Quiles and Mr. Hladun visited Queensbury High School to take a look at their Innovation Lab. During their visit, they gained inspiration for some of the changes to the mezz here at APHS. This new

"MakerSpace" will include both high-tech and low-tech things for students to use, such as a sewing machine, programmable robots, Lego robotics, kits to build your

own computer, VR goggles, chess boards, a 3-D printer, and much more.

Staff involved in this project hope to have the space completely set up and functional by the end of this

changes all together have about doubled the size of our school. Arguably the single most noticeable change to our school may be that what we now know as the Library and Counseling Center used

well, such as the addition of computers to classrooms, rewiring the building to allow for internet access, and later the availability of Wi-Fi within the building. The recently approved Capital Project will

allow for further change, as a security vestibule will be created at the entrance of the building.

You might think that all of these changes would take a lot of adjustment on the students' part, but according to Malenfant, students and staff seemed to have no trouble moving on as their building grew. The biggest challenge he



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school year at the latest.

"It should be a really cool extension of the library and APPS Suite, as well as an addition to our high school," said Yost.

Though some current students may be aware of these coming changes, many are unaware of the changes which our school has gone through in the past.

When our school was built in '67, it was very small compared to what it is now. Mr. Malenfant, who attended Averill Park High School and has returned to teach math, shared his memories of these changes.

According to Malenfant, nothing in the school was destroyed, only improved upon, and these

to be the gym and locker rooms. Our current gym and athletic foyer were built to allow for the creation of the library.

In the past, there was only one hallway on the second floor. The English and LOTE wings were new additions about 20 years ago. The wing leading to the teachers' parking lot was also a more recent addition.

Along with the changes to the physical building, many exterior changes have been made as well. For example, the sports fields and grounds have changed, as the football and lacrosse fields have switched places. Lights were also added to the football field.

Less obvious changes have been made as

observes is that as the building expands, students have to travel farther between their different classes in new, longer wings.

As the school building has grown, the community has changed as well. Teachers, staff, and students have cycled in and out of the buildings throughout the district as new protocols have been adopted to increase safety. From threats of physical violence to airborne diseases such as COVID, this school has dealt with it all.

From year to year, our school changes with us, physically in its buildings and grounds, and abstractly through new arrivals, graduations, and retirements.

EDITORIAL PAGES

ARE REGENTS EXAMS REALLY NECESSARY?

by Mia Lucey

Whether you attend Averill Park High School or not, I am sure you've heard about the Regents exams. Teenagers from all over New York State must take them annually to determine what they have learned over the course of the school year. Not only are these standardized tests used to establish the growth of students from the start of school, but they are also used as tools to decide whether or not students are ready to graduate from high school (or at least if they should get credit for the course they're being tested on).

Speaking for most of the teenagers in New York, I must ask – what are we still doing taking these tests? I

believe that NYS Regents exams are just another excuse for our state to make more money, rather than care



about the progress and development of our adolescent minds.

Let's start with the obvious: COVID-19. After being home for almost an entire

school year (and a half), I can honestly say that everything I learned last year is pretty much out the window. Due to a global pandemic, many other high school students, not just in New York, were forced to attend school from home.

At the end of last school year, Regents exams were optional. The option was given because many students (and parents) did not feel like they were quite ready to take the exam, given the way that they had been taught all year. Seems fair, right? Explain this: Regents exams are a test compiled of all academic material you learn in a course. If I had restricted learning opportunities for a whole year, and then I was forced to take a

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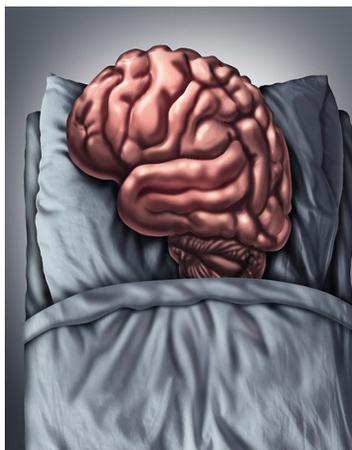
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SCHOOL IS KILLING OUR BRAINS MORE THAN NURSING THEM

by Bella Bernstein

It is a crime to make teenagers start school at 7:30 am. Until the age of 25, the human brain is still developing. The most crucial years of that development are happening when you are in high school. Without an abundant amount of sleep, students are becoming more stressed and anxiety is taking over.

During fully remote school days last year when we started school around 9:45 am, more students were en-



gaged and ready to learn. Now, as we enter our first class at 7:30 a.m., we walk in and feel the rising tension. We are tired and certainly not eager to learn.

Right as class starts, the relationship between teachers and students is already on the path of failure. The teacher gets annoyed with the student for not listening to their lesson. Stress levels are building up as eyelids are closing. The environment of the school is not what it is like at 2:10

when we are racing to get out of the anxiety-filled hallways. This is all caused by the lack of sleep.

The American Academy of Sleep Medicine did a recent research project and determined a teenager between the ages of 13-18 needs 9-10 hours of sleep each night. An average American teen receives 6.5 to 7.5 hours of sleep per night. Without those few extra hours of sleep, our

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EDITORIAL PAGES

REGENTS (CONTINUED FROM PAGE 5)

test that could have some material that I had never learned, how well do you think I would do? After virtually losing one and a half years of learning, the Regents exams just seem impossible. It seems as though scratching all future Regents exams, at least for students currently enrolled in grades 9-12, would be the best decision for their academic success.

Another point — Regents exams are a test. A bunch of problems (and trick questions!) to find out what you know. A test is an anxiety-inducing, stress enhancing, overwhelming bundle of worry. Most of us are pushed to get top grades. This al-

lows us the luxury of academic validation — but why should we be “validated” for a test grade that most colleges won’t even consider?

Being forced to take a test just for the benefit of our state is more pressure than any other type of exam. We are told that Regents exams matter more than anything else, but they hardly count at all! Colleges don’t look at them, and they don’t add to your grade point average at the end of the year. It is just a source of income for the state. Instead of using money to test us, we should be using that money to improve school lunches, renovate old buildings, and make more classrooms.

Mental health is a huge topic of conversation right now. For me, school is completely draining. The stress of always being perfect, getting good grades, and turning in all of my assignments, plus everything I do outside of school, makes me miserable. Knowing that all of my hard work at the end of the year could quite possibly be for nothing — no good grades, no validation — is a painful reality to face. Too much is expected of students as it is, and state exams give us even more stress. We need to put the well-being of students before their good grades.

New York State Regents Exams are an un-

necessary way to test students’ academic learning. There is no reason to push us over the edge with information, assignments, and tests during the year just to take one big one that we are forced to do well on at the end. Just because we are adolescents does not mean people with authority can use their power against us. After taking a poll of 17 New York State high school students, 17 out of 17 students voted against the giving of Regents exams — and it’s not just us! Next month, be on the lookout for a statistical article based on teachers and students’ views on NYS Regents.

BRAIN (CONTINUED FROM PAGE 5)

brain, and more importantly our mental health, is significantly affected.

A long day at school makes your brain more tired than your body may feel. Four main processes happen daily when you are sleeping to help the brain recover:

Process one: “Taking Out The Trash”— a housekeeping process. During a long day of learning, your brain is hard at work absorbing all types of information and becomes swollen. Sleep helps to remove the toxins and repair your brain for another day of learning. If you don’t have a good night’s sleep, the next day of school will be a waste of time, and it’s not likely you will absorb anything you are taught.

Process two: “Storage Time!” After remov-

ing all the toxins from your brain, it’s time to store the valuable information. The information is packaged and shuttled to the long-term memory part of your brain. The new math equation you learned today will be stored in your brain if you have a good night’s sleep.

Process three: “Problem-Solving!” Have you ever heard someone say, “I will sleep on it,” when trying to make a hard decision?

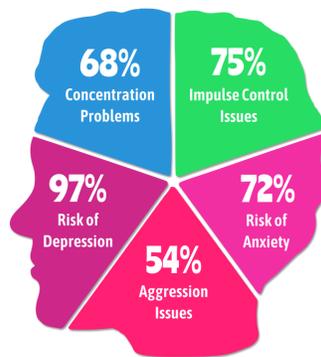
They weren’t joking. Your brain does solve problems when you sleep. From the arithmetic problems you were stuck on when doing homework to a personal issue that is taking up a lot of your time, rapid eye movement (REM) sleep helps solve these problems. Next time you are stuck on a math problem, go to sleep and when you wake up try solving it.

Process four: “Mental Health.” When you sleep you

are helping your mental health. When you fall asleep you instantly start dreaming about what happened during the day and your brain makes these events seem less horrible. The more you sleep and the more you dream, the less mentally drained you are. Sleep has a huge impact on teenagers’ mental health.

Mental health is an extremely important issue. Anxiety is the most common mental health issue in the United States. More than forty million adults are diagnosed and that number goes up 18.1% every year. The National Institute of Health determined 1 in every 3 teenagers between the ages of 13-18 has an anxiety disorder. And suicide is the second most leading cause

Its Official - 58% Of Children Are Not Getting Enough Sleep
These children are at a greater risk of experiencing mental health issues. Even mild sleep deprivation can result in the following increases:



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EDITORIAL PAGES

COVID-RELATED CUTS AFFECT US ALL

by Teddy Dangler

Throughout the end of last spring and during the 2020-2021 school year, COVID-19 impacted all of the staff and students throughout the Averill Park Central School District. This caused major job loss, staff cuts, and changes throughout each building. Hundreds of thousands of educators have been laid off all over the US, leaving thousands of people jobless and creating a historical economic fallout across the nation.

The coronavirus is a large factor when it comes to staff changes and budget decisions. For example, originally the school district reduced the number of faculty and staff that worked in academic intervention services to reduce the expected budget gap. Thankfully, the federal and state government increased Averill Park's funding, allowing APCSD to reinstate the positions. This also allowed AP to address and try to make up for any loss of learning during the pandemic.

The impacts of COVID-19 have also decreased the amount of available bus drivers for schools this year, forcing the district to do more to find drivers. The lack of drivers means that the

school frequently won't be able to transport those students staying after school. This can have a big impact on them because if



they can't get a ride home that doesn't involve a bus, then students can't stay after. This creates a domino effect - if a student can't stay after to get help with school work, they can miss out on an opportunity to improve a grade or better understand the curriculum.

The lack of transportation also makes it harder for the athletes who need to travel for a game, match, or meet. The district only has a limited number of drivers at certain times when it comes to transporting athletes. For the most part, the coordination between the drivers has been good enough to allow buses to transport. But

sometimes, even when athletes aren't going to places far away, the school has to use Yankee Trails buses.

These buses are expensive and put a dent in our budget, but are necessary. Especially last year, the school district spent a good amount of money on Yankee Trails.

The fact that the number of staff at the high school has decreased means that students aren't getting as good an education as before the pandemic. The fact that there are fewer teachers means that the class sizes need to be bigger, which some find better as it allows them to have more classes with friends, while some find it to be a more difficult learning environment. It may be

more fun getting to learn with more of your friends, but some see this as a disadvantage because there is less individual attention for students.

This can be bad in many ways. For instance, if students don't fully understand something or need help, they might not be able to get the direct attention they need if the teacher is busy helping other students. If this were to happen, then students might think that they can't ask for help in the future, making them fall behind, impacting their grades. If students feel like they can't ask for help, they would keep that habit not just during their school years, but in their future, which is why larger classes with less teachers could be seen as a bad thing.

Averill Park High School is one of many schools in the US which laid off staff in order to remain safe and stay within the budget. This eventually led to the school being understaffed and more chaotic. Fewer teachers have to teach more students spread into a smaller number of classes, creating an environment that some find difficult to learn in.

BRAIN (CONTINUED FROM PAGE 6)

of death in teens.

When schools start early, students are losing hours of sleep and this can have a negative impact on their mental health. Sleep helps the brain

process emotional information. When you are sleeping, your brain travels through your memories and dials down the pain to try and add positive emotions. Sleep and mood are also closely relat-

ed. Inadequate sleep causes stress and can also cause mood disorders like anxiety and depression. When you are sleep-deprived your mental state and emotional state are negatively affected. Lack

of sleep takes away your ability to compromise when making decisions, and it also drains your creativity. A poor night's sleep affects

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REVIEWS

FINALLY...THE SENIOR PROM!

by Sophia Maddalone

Last year, the class of 2022's prom was canceled due to COVID-19 restrictions. The prom was supposed to be held last May, but class officers decided against holding it due to the challenges that came with planning events of this caliber in the midst of the pandemic. Many were unsure if the prom would even occur in the future. But over the summer, class officers and the Junior Class advisor Mrs. Yost worked tirelessly to ensure that a prom would take place this fall.

After a long time coming, the prom took place on September 25 at the Albany Marriott Hotel. Originally planned at the Marriott venue as an inside event, the seniors were forced to move the prom to outside of the hotel due to Averill Park Central School District COVID restrictions. If the prom was not moved outside, all guests would have been required to wear masks and show proof of a negative COVID test.

Although an outside prom in the fall is unusual, the prom committee and the class of 2022 threw a fun and exciting dance to make up for what was missed in the past year, despite the odds.

The theme of the prom was "An Evening in an Enchanted Garden," a new and unique theme for a unique prom. The tables were decorated with greenery and flowers, creating an inviting ambiance for students to hit the dance floor and enjoy a delicious dinner. DJ Ketchup was invited back to another



APHS dance event by popular demand. The dinner menu consisted of chicken parmesan and a side salad. For non-meat eaters, pasta primavera was another option.

A photo booth was set up indoors. Students had the opportunity to take pictures and hold up different

props. The pictures printed out automatically and were labeled with "AP Class of 2022 Prom September 25, 2021," so that students could bring them home and keep them as a memento. By the end of the night the drop box from the photo booth was filled with over four hundred pictures.

Towards the end of the evening, after the dinner and much dancing, the prom king and queen were announced. The class of 2022 voted Alex Yash for prom king and Sophia Maddalone for prom queen.

Students celebrated on the dance floor before the entire event came to an end. The party favor was a champagne/rose colored glass to fit the theme of the prom.

In the end, the class of 2022's prom was a success and well worth the wait.



*AP Class of 2022
Prom
September 25, 2021*

REVIEWS

HERE BE DRAGONS RENFAIRE

by Bridget Denley

Gates of towering stone welcome and envelop you. Beyond the veil lies a world diverged from our own storyline. Crowds roar. Gallops thunder and something cracks like lightning. But only fluffy wisps of clouds lay in the sky. This storm is in the dirt, and the atmosphere is electrifying. This is the last turn of the joust, but there are more to enjoy later. You are guided past the triumphant victor, down the market square. Stands, stalls and storefronts entice you with whispers of magic both imaginary and infinitely real. Shops beckon you with promises of piracy, glory and adventure. Staffs and brooms pull you in with visions of fire and sorcery. Smells of traditional pies, seasoned meats, and warm bread waft towards you. Wood carved signs advertise ye olde caffeination, boba, and more conventional foods. Pirates, Excalibur, and Queen Elizabeth I's court. Sights most only dream of.

What kind of mystical world have you ventured to exactly? The New York RenFaire. Now if ye be an ignorant fool you might say, "RenFaire? Like a Renaissance Festival? Why on earth would you go? Sounds nerdy!" First off, rude. Secondly,

you're right. But you're also stupidly wrong. Yes, it's a whole horde of nerds running around in costume buying handsomely expensive hats,



swords, and armor. And ridiculously priced food.

Not interested in "nerd stuff" like that? Do you happen to be a sports man? Test your strength and dexterity in contests of axe throwing and knife tosses. Ever taken up archery? Try your hand at the favored sport of Robin Hood in the field. Do you prefer to be a coward and watch from the sidelines? Feel the wind of power blow past you as knights trade blows on the battlefield. Three daily jousts,

the last one TO THE DEATH. (Real Horses, Fake Gore). Ever taken an interest in the Mystic Arts? Wander down the wayside through the enchant-

noxious friends, enduring countless sea shanties for two hours only to wait in lines for fun? You know, people of the medieval era were fantastic brewers of alcoholic drinks.

And if none of those things interest you? God, you're really not that fun at parties, are you? Don't worry, there are plenty of opportunities to be boring while enjoying live music from acts like Lady Prudence, the 9th level bard. Or perhaps to offset your own extreme blandness you might catch an extreme sport show like Acrobatrix. If still nothing captures your interest, at least you require food to function. Unless you're a robot.

Now, you might say, "Okay, RenFaire sounds fun now, where would I even find one?" Um, Google is free. Try it once in a while. The esteemed New York Renaissance Fair is located in Tuxedo, New York and usually runs from about September to November. And given that you've only just now been enlightened to the transformative experience, it's a very plausible assumption that the RenFaire is the best place you've never been.

BRAIN (CONTINUED FROM PAGE 7)

you detrimentally and can make your day in school more stressful than it needs to be.

If society cares a-

bout students' education and future, it must take into consideration mental health. They are intertwined! School

should start at 9:30 am. It would benefit everyone. Students' grades can improve and teachers will be happier

educating a captivated audience. All in all, the school will become a happier environment.

HUMOR

WHY YOU SHOULDN'T GET VACCINATED

by Samuel Bonesteel

One of the greatest tests of bravery in America and in the world right now is the global pandemic, and the implications of getting a vaccine. Lies are being spread far and wide; we're being told the wrong things about this shot. People are being suppressed by the government and forced into taking the vaccine, and the phrase "anti-vaxxer" is often said as one would say "criminal" or "uneducated delinquent." But why shouldn't we fight for our health and rights, even if this fight is a hard one to win?

This year, while COVID-19 continues to plague the planet, many people are urging the public to get the vaccine. They say that this "scientific" achievement will help everyone get back to normal. But how much do we really know about the vaccine, and why should we trust those who say we have to inject it into our bloodstream?

When I first heard about the COVID-19 vaccine, I thought it was a step in the right direction during the pandemic. But as I heard more and more people convincing and coercing others into getting vaccinated, I realized that news about the virus is nothing more than leftist propaganda. Science all over the globe points to the claim that you should not get vaccinated, and if you already have, it may be too late.

The effectiveness of vaccines is certainly questionable. In fact, science actually suggests that vaccines may give you COVID-19. There is virtually no scientific evidence

that the vaccine actually works against the virus, but it most certainly has the opposite effect. It's common knowledge that vaccines actually contain part of the virus, which could easily pass the

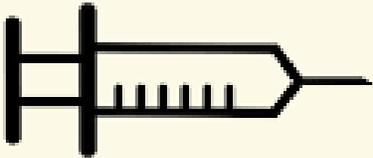
tainly enough proof for me that they exist. This shot could be detrimental to your health and maybe even your kids' health if it alters your DNA. Experts don't really know what these alterations

an unknown substance being injected into your arm is enough to scare anyone.

Also, why get vaccinated if you don't have to? Young people with strong immune systems are totally fine without the vaccine. Staying healthy prevents you from being affected by the virus; it's not called an immune system for nothing. Seeing as the cases have dropped in Averill Park, I think it's safe to say that we are all fine without this so-called "lifesaver" of a shot. I think students should wait until cases are actually seen at Averill Park to start turning to these radical measures.

It's very important for everyone to educate themselves with the risks of getting the vaccine. The growing movement of vaccinations is threatening to uproot and undo all the progress we have made so far to be safe from the virus. America is falling apart, and we need to stand strong against this or face an even tougher wave of COVID as a result.

The people of our country need to realize what we're up against in this pandemic and stop complying with the government. We need to start following hard facts and science instead of fanatic conspiracy theories and misconceptions that the vaccine is good for us. It's time to stand up for ourselves and say no to vaccination, because we're smarter and stronger than an increasingly radical vaccine offensive.

**THERE'S NO
VACCINE

AGAINST
STUPIDITY.**

disease onto you. Any well-educated American is expected to know this, so why is such a high percentage of people living in ignorance? A tick or mosquito will pass viruses and diseases onto you if it bit you, so of course a shot containing the virus will do the same.

There are also some other dangerous side effects of this vaccine to be wary of. These vaccines can cause long-term effects, and maybe even alter your DNA! Scientists are still trying to figure out what these long term effects may be, but there's cer-

could imply or lead to, but mutations and cancer aren't out of the equation.

It's hard to believe that so many people are oblivious to what the vaccines actually imply. The public doesn't know what is in these shots, and whatever it is goes right into our bloodstream. There could be microchips or worse in our arms — small nanobots controlled by the government swimming around in our bodily fluids. It's impossible to trust an administration that so far has done nothing to help against COVID-19. The implications of

THE UNSUNG HEROES OF ROOM 600

LIFE SKILLS STUDENTS WORKING FOR ALL

by Zareena Ansari

“There have always been classes like these, and I love teaching life skills, so I just had to teach this!” said Mrs. Rohl, who helps teach the students in classroom 600. One of the ways students learn is to have everybody in the classroom provide actual help around Averill Park High School, and lots of it.

Rohl, along with Mrs. Ferlito and Mrs. Gawron — and their students — always have something to do. They’re given a brand new list from the office each morning, and they’re always helping out. Students put mail in staff’s mailboxes, supply tissues, collect teachers’ recycling, shred unwanted papers in the office, make sure all Chromebooks are plugged in, help out in the cafeteria, and so much more.

Outside of the classroom, every day is an adventure. Social studies teacher Mrs. Engel’s request for the students to make dog toys out of t-shirts for Homeward Bound Dog

Rescue seems to be a class favorite. The class also went to local pet stores and played tug of war with dogs. Another



thing that the students liked (before the COVID era) was when their teachers would take the class to Jiffy-Lube during school hours, making

sure to get back in time for lunch.

Inside the classroom, they have their own routine for morning meetings. There are different zones

or nervous, and “red” is angry. Usually there’s a relaxed start of the day, and they discuss the day’s plan.

Teacher appreciation is monumental in this classroom. Various students still recall how they made pillows for Mrs. Ryan’s class, and made brownies and cookies for custodians during the midst of COVID-19.

A sneak peek at their new “Backpack Project” proves that it might just be their greatest one yet. Classroom 600 will collect food and other necessities in backpacks and ship them off to students in need at the Averill Park elementary schools. The students clearly love giving to charity; they describe it as a glory only a smile could bring.

Classroom 600 contributes loads of goodwill, kindness, and progress to the Averill Park Central School District. If you asked them, the students would tell you everything there is to know about the value of volunteer work. They know everything about hard work, consistency, and taking pride in one’s work. Full of the kindest and brightest students, classroom 600 is always here



students can be in: “green” being ready to learn, “blue” is too tired, “yellow” is anxious

to deliver a smile, helping hand, or even a tissue box.

BUDDIES FOR LIFE!

CLUB WORKS FOR INCLUSIVENESS THROUGH FRIENDSHIPS

by Sydney Davey

Do you love making new friends and meeting new people? How about advocating for inclusivity and equality? If you answered yes to either of these questions, Averill Park's Best Buddies may be the club for you.

Best Buddies is a friendship program that pairs high school students with each other, forming a lasting bond between partners. This club creates one-to-one friendships, improves leadership skills, and advocates for both integrated employment and for inclusive living.

This not-for-profit organization was founded by Anthony Kennedy Shriver in 1989. Shriver is a graduate of Georgetown University, and is the nephew of former President John F. Kennedy. Best Buddies has been around for 32 years, but Shriver and his family's efforts towards inclusion have been going on for far longer. In 1987, Shriver founded the first Best Buddies chapter, and eight years

later, Best Buddies was established in high schools with one goal in mind: to pair students with intellectual impairments with high school volunteers and to create life-long bonds.

By 2003, Best Buddies had chapters in all 50 states and on six continents. Best Buddies serves high

ing a Program Manager at Best Buddies is having the chance to watch friendships develop and working side-by-side with amazing student leaders like the ones at APHS!"

I also had the honor of being able to interview Mrs. Ryan, the director of Averill Park Best Buddies,

who founded the club along with now-seniors Makayla Kieley, Ashleigh Mein and Jeana Monaco. Little helped form the APHS Best Buddies Chapter to create a space for everyone to feel safe and loved.

"I'm so appreciative of all the friends I have made in Best Buddies and wanted to extend that experience to those at the high school level," she said. "I'm so grateful others felt the same way and we were able to grow the club so much over these last four years." Little is a great advocate for Best Buddies; she has always included everyone, and she sees people for who they really are.

The mission of Best Buddies is to establish opportunities for friendships, employment, leadership development, and inclusive living for everyone. The goal of the organization is to get rid of it, because there will no longer be a need for advocacy.

I know what you may be asking yourself... how can I take action? One way is by advocating for the ideals that Best Buddies chapters represent. Show others that no one should be treated differently, no matter what. You can attend an event for Best Buddies, you can donate, you can help fundraise, or you could join a chapter. If you're interested, and you're a student at Averill Park High School, talk to Mrs. Ryan for more information on how you can get involved.



school students with Down Syndrome, autism, Fragile X, Williams Syndrome, cerebral palsy, traumatic brain injury, and other intellectual impairments...but anyone can join the club.

Personally, I have met some amazing people in Best Buddies. One of them is our New York Program Manager in the Albany office for Best Buddies. Her name is Nina Benvenuto, and she's awesome. I asked her what this club means to her, and she replied, "Individuals in special education classes can feel socially isolated from their peers. The vision behind Best Buddies is to break through this sense of isolation, and increase social opportunities for students in general education and special education classes."

We also discussed what the favorite parts of her job are. Benvenuto said, "My two favorite things about be-

and senior Mara Little, the past Averill Park Best Buddies president.

For Ryan, the club director, this club means friendship and acceptance. I was interested to learn why she started this chapter of Best Buddies. "The 9th graders that were coming up to the high school requested it, and I wanted the school community to be more inclusive," she said. Her favorite part about Best Buddies is seeing smiles on everybody's faces.

For Little, the past Best Buddies president, the club is a place where inclusion is everyone's number one priority. She said of the club, "The kindness and acceptance of everyone in this club is what made me fall in love with it and what keeps me coming back each meeting." Little was one of the upcoming 9th graders that Mrs. Ryan mentioned

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.

A HOMECOMING CELEBRATION SLIGHT CHANGES DON'T DAMPEN APHS'S SPIRIT

by Emma Hanlon

Homecoming celebrations started off on a sour note this year, beginning with an announcement of the cancellation of the homecoming dance. News spread like wildfire, as did disappointment and confusion. The administration chose not to hold a homecoming dance due to the limiting circumstances that our school is operating under this year. Students were forced to abandon their hopes of dressing up for a celebration this October.

Students, particularly of the senior class, expressed their discontent in missing their last homecoming of their high school career. Despite the disappointing beginnings of spirit week, Averill Park High School students still exhibited their school spirit by dressing up as tacky tourists and sports fans, as well as decking out in elaborate outfits for class color day and school pride. After more than a year of not being together, it seems that Averill Park Warriors made up for lost time with extraordinary excitement for homecoming week.

On that Wednesday night, the junior girl's powderpuff team took on the seniors in the annual Powderpuff Football Game. Students and faculty cheered on both sides in seas of black and pink to

support their favorite team. You could see each and every smiling face as members of the junior and senior classes cheered on their classmates towards victory.

trying out for the cheer team next fall. Even with a roaring crowd on the junior side, the senior team cranked out a win on Wednesday.

It was no secret that

land, a junior who participated in the contest, said, "The pie eating contest was really fun!" Strickland said he wishes there had been more participation in the raffle, but was ultimately happy he got to battle Leach in the pie contest.

When asked, students shared various opinions regarding the new unity theme. Some shared that they were disappointed that this year's pep rally did not involve a grade vs. grade competition. They missed the friendly trash talk between each grade level and the various competitions usually held in the gym. However, those on the opposite side of the spectrum appreciated how administration went the extra mile to unite us once again.

To bring our excitement-filled week to a close, Averill Park students cheered on our varsity football team during their homecoming game against Niskayuna. Chants of support flooded the stands to boost our player's morale, as Averill Park beat their opponents with a score of 35-0.



"I really enjoyed the energy in the stands at the powderpuff game," said junior Carly Antolick.

One of the most memorable moments of the

this year's pep rally looked a bit different from those in the past. All of the grade levels remained united, instead of the usual competitive atmosphere present at pep rally.

There was no official spirit stick winner this year, so the ultimate question still remains: which graduating class exhibited the most school spirit at pep rally?

Pep Rally was held on the football field bleachers as students cheered on each of the fall varsity sports, followed by the senior class. Students beat the faculty in a quick round of tug of war, and later took on Mrs. Mein and Ms. Leach in a pie contest. Officially, both principals "won" the competition, but the student body begs to differ. Jason Strick-



night was during half-time; a group of amateur male cheerleaders performed their own halftime show, complete with pink cowboy hats and pom-poms. Each of these new cheerleaders should consider

Look for issues of The Chronicle on-line! -In Color-

THE RETURN TO IN-PERSON LEARNING MOST FEEL THE ADJUSTMENT BACK IS A GOOD THING

by Jason Strickland

With the return to fully in-person learning this year, I wanted to break down the experiences of transitioning back to pre-pandemic learning. As a student who was in school all of last year, I was curious to how the community would react to this shift. The Averill Park school administration had to work extremely hard to bring the students back full-time, but are they being a bit too careful about COVID and blocking the school from the core activities that make up the high school experience? What about the learning that happened last year? How does it compare to this year after only 5 weeks?

A Teacher Perspective:

As many of us know, the pandemic hindered many students' learning as a result of the newly implemented hybrid learning system. Students were alphabetically split in half and had to take their classes separately from many of their peers. Likewise, instructors had to split their attention between two distinctly different classes to teach. I interviewed Dr. Perry, a chemistry teacher here at the high school. For those who haven't taken the class, chemistry is a rigorous subject, filled to the brim with confusing topics and ideas. With such a difficult class, there were bound to be many challenges to learning in the classroom. Perry was constantly shifting attention from virtual to in-person students last year throughout the class.

As this year began, she felt much more confident in the learning happening in her classroom. She said that her attention didn't feel as divided as it was last school year. "Even the smallest classes feel full," she said. Just before her interview, she finished grading her first unit test of the year. Dr. Perry decided to

ease into testing this year, giving kids much more practice and time to grasp each topic. Overall, she was quite pleased with the scores she got back, reaching higher than they were two years ago, before the pandemic.

She did feel that



there were gaps in her students' previous knowledge. She said that "there's no question" that cheating was happening last year, and it shows. The students' work ethic had really dropped as a result of less intense work during the virtual settings, especially those periods of time when the school was fully virtual with 50 minute classes. She has come to realize that countless students struggle greatly with meeting deadlines and keeping focus in class.

Throughout our interview, Perry highlighted her gratification for in-person learning this year. She believes that the schools in Averill Park are the safest place during the pandemic because of the strict mask and social distancing guidelines in place. The learning environment has improved

as a result, and kids are back in classrooms learning much better than before.

An Administrative Position:

Next, I interviewed Mrs. Leach, an assistant principal at Averill Park High School, about the transition

lunch. She spoke about how lunch periods are the most susceptible to the spread of the virus, and the administration team needed to mitigate how much movement was occurring during that time.

As progress report grades begin to roll in, Leach has begun to see trends in grades between students this year and has received comprehensive feedback from instructors. There was a significant increase in students passing their classes this year compared to that of last, but teachers are still noticing gaps in learning. Many of the skills necessary for this year's classes are shallow due to "just the essentials in terms of curriculum" last year.

Overall, Leach is quite pleased with the return to in-person learning, especially the aspect of "unification," stating "people were away from each other for so long." That being said, she and the rest of the administration team are worried about keeping the schools open and focus much of their time and effort towards keeping these restrictions tight. Though many of the classic high school events are being canceled, Leach stated "the bottom line is we want to keep people safe."

A Student Perspective:

Finally, I interviewed my friend Tyler Michaels, a student who was in school throughout all of the time that the school was open, about his thoughts on the return to 100% in-person learn-

(continued on page 19)



HALLOWEEN COSTUME

THE AVERILL PARK HIGH SCHOOL HALLOWEEN COSTUME CONTEST WINNERS WERE:

SCARIEST: AUBRYN CAVAGNARO AND GIA POWELL

MOST CREATIVE: KAT GABOURY AND COOPER SMITH

FUNNIEST: NATHAN BERGMANN AND AIDEN MCCUE

BEST PAIRS: ABBY AND SAMANTHA ALBERINO, AND ANN WICKS AND HANNAH STEWART

BEST STAFF: MR. QUILES AND MISS CABOOT

THE CONTEST WAS SPONSORED BY THE CHRONICLE, WITH PRIZES PROVIDED BY SHOPRITE OF NORTH GREENBUSH.





CONTEST WINNERS



KEPT THROUGH COVID: HOW TEACHING HAS CHANGED SINCE THE PANDEMIC

by Tyler Michaels

In March 2020, Averill Park was forced to transfer to a digital learning model due to the beginning of the COVID-19 pandemic. While many teachers initially struggled with this sudden change, they quickly learned how to use technology and better connect with their students when they could no longer use previous teaching methods.

Last year, teachers were even more prepared for the digital teaching environment, and their use of technology clearly reflected that. Although every student is now in school every day and teachers do not need to continue their usage of technology, most teachers have yet to return to their old teaching methods. Since the beginning of the Covid pandemic, many teachers have integrated the use of technology into their classrooms.

Even with students fully returned to in-person learning, many teachers have used the technology they

learned during the first stages of the pandemic to keep themselves organized. Even outside of Averill Park, students have noticed the in-

could barely pick up a computer mouse now teach using only PowerPoint," commented Perala. Reid also noted that his teachers this year handle tech-

school doesn't become more and more virtual," commented Perala. "There's something to be said about in person hands-on learning. If they keep using the best resources it'll continue to be good, I just hope they don't become too dependent on them."

Reid felt similarly, noting that "the integration of technology is nice for easier note-taking, but some teachers are definitely more reliant on it than they should be." Reid also noted that while on Zoom it became much more difficult to pay attention, and that in-person learning allowed for a much more focused learning environment. Goodnow expressed a similar sentiment, saying that "as a teacher, my question is always how our change in teaching styles affected our student's ability to learn, and I think last year was a good example of how important it is to be in person and in class."

Goodnow continued to say that student learning styles have been able to adapt a lot, and whatever the future of education looks like, students will grow used to the increased usage of technology.

Personally, I hope that school does not transition again to a virtual learning model, as I found it much more difficult to concentrate online, but the integration of technology into common assignments gives teachers the opportunity to change their teaching model with the change of technology.

While this year returned to normal, pre-pandemic schooling for students and teachers, it is evident that the usage of technology in the classroom is a long-lasting effect of the pandemic of which we have yet to see the end.



creased usage of Google Classroom for teachers to post assignments.

Ethan Reid, a junior at The Albany Academy, commented that more of his teachers have been using Google Classroom than at the beginning of the pandemic. Averill Park social studies teacher Mr. Goodnow also highlighted Google Classroom when asked what tools he began using during the pandemic.

"I use it to keep track of assignments," commented Goodnow. "It's a lot easier that way since we have kids who are out and kids who are quarantined."

While Google Classroom has been helping keep teachers organized outside of class, teachers have managed to keep technology integrated within the classroom. This serves the benefit of making teachers grow used to the technology as they use it everyday. Owen Perala, a junior at Averill Park, has found that teachers have become more technologically adept. "Some teachers who

nology better than they have in the past, and seem more comfortable than they did prior to the pandemic.

Goodnow stated that the pandemic has forced him to embrace technologies he otherwise would not have used. Perala also commented that, as a society, we have been shifting to a more technological focus in education, but the pandemic has certainly helped highlight the tools that technology can serve in the educational field. Similarly, Reid noted that he did not know of Zoom or other tools before the pandemic, and students must now know how to navigate them for classes.

With teachers becoming more comfortable with technology, students and teachers alike have begun wondering what this means for the future of education. Although they are enjoying the more technological aspect of learning this year, students seem unenthusiastic for schools to adopt more technology into its routine.

"The resources they use are good, but I hope

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.

FAMILIAR FACE MOVES UP TO APHS

SCIENCE TEACHER MAKES THE MOVE FROM ALGONQUIN

by Olivia Maddalone

Emily Caboot is the newest addition to the Averill Park High School Science Department. Caboot previously worked for four years at Algonquin Middle School as a 7th grade science teacher. Now Caboot is teaching 10th grade biology and a science elective called Horticulture to students in grades nine through twelve.

Caboot grew up in Rochester, New York. After high school, Caboot attended SUNY Oneonta. She has two bachelor degrees, in Adolescent Biology Education and Biology. Caboot furthered her education at UAlbany for her masters in Biodiversity, Conservation and Policy.

Caboot has always had a passion for plants. "I like learning and really like to learn more about the biological processes around us, especially plants," she said. "I like to learn how to work with other plants and the ideal conditions for them to grow."

Caboot is excited to explore biology and horticulture in an indepth curriculum

with her high school students. "The science we can talk about is more indepth and

share how that connects to the real world," she stated.

As well as teaching,



that was a major reason why I wanted to come to the high school, to talk more about science, the details, and

sports play a big part in Caboot's life. She was on her high school's swim team, and has continued her love for the

sport by becoming the boys and girls varsity swim team coach. Additionally, Caboot coaches softball.

Outside of school Caboot enjoys spending her time outdoors with nature. "I love to hike and I am trying to become an Adirondack 46er," she said, having already hiked 16 High Peaks. Also in her free time, Caboot likes to knit and loves to find and grow new plants.

Caboot is looking forward to teaching biology and Horticulture and continuing the program while sharing her passion for plants. Caboot believes biology is important because "Biology is not only a class people need to pass but it relates to the students' lives so that they can use this (information) past high school."

We welcome Caboot to Averill Park High School and wish her the best of luck.

IN-PERSON LEARNING (CONTINUED FROM PAGE 15)

ing. He began the interview by being grateful for the learning he received last year, but felt that hybrid learning did not compare to the learning of this year. Michaels shared that the classroom environment feels much less divided, with the teacher able to focus on one group of in-person students, instead of dividing their attention across two platforms. Additionally, he feels a large uptick in the course load of his classes. The pace slowed down drastically last year, and he is now feeling the

effects of that. But he stated that it felt right — that the workload felt typical of what he would expect in a normal school year.

Like many, hallway traffic really threw him off this year. At the beginning of the year, the intersections of hallways became much more crowded than they were last year, sometimes coming to a complete stop. He described that it got much better as the year progressed and people became more accustomed to the full school together again.

As a student who was in-person all of last year, the restrictions have become almost a part of school for him. He almost forgets he is even wearing a mask and it becomes second nature to distance himself.

With the return to in-person school, many of the traditional events were cut from the fall schedule. Michaels agreed in part with the school, stating "obviously I would have liked to have a homecoming and it stinks that this stuff was cut," but he also understood why the

school decided to prioritize safety over these activities.

"This year feels like the exact opposite of last year, as the schools are more crowded, classes have been assigning more work, and the social events have changed with some being added and some being taken away."

For all involved, it seems, though there are some adjustments to get used to, the return to in-person learning is a good thing.

FROM APHS TO THE OLYMPICS!

U.S. RECORD HOLDER MAKES A GUEST APPEARANCE

Note - This article was written as a collaborative effort during a 30 minute virtual Journalism Club meeting on October 6.

by Members of the AP Journalism Club

If you watch a video of Rudy Winkler setting the U.S. record in the hammer throw, you can't help but notice the loud scream he emits as he releases the hammer. So, does yelling help someone throw a hammer farther? "There are silly things people say to justify the yelling, such as it helps exert more force," said Winkler, a two-time Olympian (yeah, those Olympics) and 2013 Averill Park High School graduate. "It doesn't really have an effect." So, why does Winkler yell? "The yell just kind of happens naturally," he admitted sheepishly.

Winkler was recently interviewed by students in the October Journalism Club meeting through the internet. In addition to answering questions about his experiences in athletics, Winkler also discussed his connection to Averill Park and shared his insights into success.

Winkler, who was born and raised in Sand Lake, recalled his start in athletics when he participated in the AP Road Runners after-school sports club in 4th or 5th grade. His first big success, which helped draw him to the sport, was when he participated in a field day; he started off with shotput and did very well, which made him want to go farther and farther. By middle school, Winkler was already participating on the high school track team, where he did the weight throw. From there Winkler moved onto the hammer throw, which ultimately led to

where he is now, having thrown the hammer farther than any other American ever.

Winkler mentioned several specific Averill Park staff who were instrumental in getting him involved: Mr. Welkeley pushed him to start

stating he had a hard time at first finding motivation and seeing why school was important. But "track really helped push me with that," he added.

Realizing he could only go to school on a schol-

how much I put into it to this day," he said. "A lot that goes into it includes diet and other lifestyle choices as well."

While in high school, Winkler added a part-time job to his busy schedule, working at Young's Pharmacy in the back deli. As for socializing and fun, he said he mostly just hung out with friends on the weekend in high school, rather than go out a lot. He still hangs out with his high school friends when he comes back to Averill Park, and mentioned Lakeview and Town Tavern as his favorite places to eat.

Winkler's success in both the academic and athletic fields led him to be accepted at Cornell University. While at college, he majored in information sciences (he would later earn a Masters in cyber security from Rutgers University). When asked if Averill Park prepared him for Cornell, Winkler replied "There definitely was a transition time, but that's the same for everyone." He said Cornell's coursework was tough but he cared more so he was working harder, and sports helped him by making him better at time and life management. "Averill Park definitely prepared me by making Cornell a little bit easier."

As a member of the Cornell track and field team, Winkler won multiple Ivy League championships for weight and hammer throw events, and placed second at the 2016 NCAA championships in the hammer. As for when he first set his sights on going to the Olympics, Winkler said, "From the start." As there is no professional league for track and



in weight events, Mr. Santoli (a former Averill Park social studies teacher who had competed in weight events in college) provided inspiration, and math teacher and coach Mr. Keegan was "instrumental" in encouraging him to continue throwing the hammer.

It also helped that Winkler was good at the various weight events. "It's really easy to be good at something if you enjoy it," he said, and suggested people "find what you love doing, what you love doing in the sport." Winkler stressed liking what you do as the most important thing, as it gives you great motivation to keep going. "I drew an interest really early, and because I enjoyed it so much I wanted to keep getting better at it."

His success in athletics also helped Winkler focus more on his schoolwork. In middle school, "I was a straight C student," he said,

and for hammer if he had the academics, he decided to get his studies back on track. "If I didn't have that influence of track pushing me to go farther then I don't think I would've gotten my grades up like I did," he said. Though he had to work even harder in high school, "Having sports made it easier to time-manage," Winkler said, and he ended up as an A student throughout high school. Once he started working hard and putting in more effort, Winkler also found his schoolwork more interesting.

For his first two years of high school, Winkler mainly participated on the Averill Park track team. Because of his success, "I started to go to (non-school) meets on my own to find competition, and to train...I focused on hammer on my own.

"I would practice 2-3 hours a day, which is really

WINKLER (CONTINUED FROM PAGE 20)

(continued on page 21)
field, the top level could only be reached by making it to the Olympics. "Olympics are the dream," he said. Winkler said that didn't become an achievable goal until midway through college, when he realized he had a shot at becoming an Olympic athlete and put more effort into it. At the 2016 U.S. Olympic trials, Winkler garnered his first national title, and that also made him first in line to represent the United States at Rio de Janeiro Summer Olympics. Winkler represented our nation at those games, where he came in a respectable 18th. He then won another national title in 2020, followed by his participation in the most recent summer Olympics in Japan, where he finished in 7th place overall.

When asked about dealing with pressure at the Olympics, Winkler honestly said "The first time around, I didn't." He said he was extremely stressed, and it affected his performance. "At every level, you're anxious or nervous about competing," he said. While he says he's not bad at dealing with stress, he just does better when he has a space separate from the meet. For the most recent Olympics in Japan he utilized a mental coach, who helped him with any performance anxieties.

"Everything is relative, and understanding that you're not "not" going to be nervous but being able to use it to your advantage," is how he approaches competitions now.

The Olympics held this year in Japan were problematic because of COVID issues. First, there was the difficulty in training. Winkler had just finished earning his Masters at Rutgers University, and said the school was still accommodating and let them

use their facilities because they were away from the main school. "We just lifted in a shed on campus," said Winkler. "We made it work with what we had."



"Travelling too was a bit crazy," Winkler said, and once in Japan he had to get tested every day. "That part of it was little stressful."

Unlike his previous Olympics, due to the pandemic all the sights the athletes would normally get to see were taken



away, but that also meant fewer distractions as well. "The overall stress level was probably

about the same" as his previous Olympics.

As for his future, Winkler says he re-evaluates his throwing career every four

to see it promoted and shown a little more regularly," he said.

After he's done competing, "I'd like to be involved with it throughout my whole life if I could," said Winkler, "either in coaching or teaching."

As for advice for other Averill Park athletes wanting to go professional? Winkler said if he didn't enjoy what he does, he would have been wasting two hours a day for the past 15 years.

"Even professionally, the most important thing is enjoying it every day," he said. "Find what you're passionate about and what you enjoy, and just lean into that as hard as you can."

Winkler visited with the Journalism Club via live streaming from Ithaca, where he lives with his girlfriend Olivia. "She's been huge with helping me," he said, specifically mentioning she really helped him to plan ahead and kept him company. "She was a part of why I had such a successful season." He also mentioned his sponsors, Tracksmith and the New York Athletic Club, which have supported him along the way.

years, based on the Olympics. "Okay, am I feeling like going for 2024?" he asked himself. "Yeah, absolutely; it's only three years away and this last season was my best." He'll continue to train and compete using that schedule. He'll reevaluate if he's going to keep going after 2024.

When asked about his next big goal, Winkler said his focus is on becoming more consistent, and that he wants to break the American record again.

"I don't think I'm at my limit yet," Winkler said.

So, what's it like interacting with athletes from other countries? "It's the same competition, same routine, very similar," Winkler said. He's friends with all the U.S. throwers, though not with the European athletes, so he will make an effort to get more comfortable around them. He also hopes the Diamond League of track and field showcases the hammer throw more. "It's a tough sport to promote; I would like

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.

YOU USED TO DO...WHAT?

HOW MUCH DO YOU REALLY KNOW ABOUT YOUR TEACHERS?

by Paula DeAndres

Can you picture Mr. Goodnow as a football coach? Or Mr. Brown supervising a shooting range? Well, I invite you to realize how much you'll never know about your teachers and to picture them, your givers-of-homework, doing such fun activities like the ones you're about to read.

We'll begin with Mrs. Gaboury, who I was told coached cheerleading back in the day. When asked about it, she jokingly replied, "I was a lame duck coach...I was someone who used to just watch over and make sure no one died."

More seriously, though, Gaboury did coach soccer - and she was a real coach this time! The current class of 2022 might remember their youth soccer days with Gaboury as their coach from kindergarten to first grade. Her talented soccer team included seniors Jack Adams, Shawn Catlin, Grant Conlee, Alex Gaboury, Isaac Joseph, and Kylie Weaver. Her eldest son, Chris Hammond, was the assistant coach.

After the first year of coaching, there were scheduling conflicts and she couldn't continue coaching. "I absolutely loved working with the kids and two of my own," commented Gaboury. "I played soccer when I was younger, so it's a sport I do love."

Next, we investigate Mr. Goodnow, everyone's favorite news-loving history teacher. Goodnow, as many people know, sometimes rides his bike around the school. This talent of his was put to good use as he used to advise the Averill Park High School

Cycling Club. In 2006 and 2007, the club rode around the roads here in our community, using bikes that were donated and some that belonged to Goodnow. Eventually, it got to be too dangerous with all the traffic near the school, so they had to stop doing it.

from Albany Med with a PhD and then started at Averill Park as a Regents biology teacher in 1994. Something you might not know is that Perry coached JV girls soccer for six years! Perry mentioned that she loved coaching, but stopped after having her first child.

Ms. Caboot is new at the high school this year, but

what's happening in the ecosystem around them. The information that the students collect is added into a state database where state officials use the information for management.

As if she hasn't already done it all, Caboot coaches varsity girls swimming in the fall for Troy-Averill Park-Tamarac and varsity boys swimming in the winter for Troy-CBA.

Now, for the moment you've all been waiting for - Mr. Brown at the shooting range. I know you've just been skimming the article just to find out how your lovable French teacher ended up at a shooting range. Well, supervising a shooting range is pretty much what you'd think it would be. When Brown was 15 years old, he was the BB Gun Shooting Range supervisor at a YMCA summer camp. Imagine letting a 15 year old supervise such an event in today's world!

That's not all Brown has up his sleeve, though. He is currently teaching Global Cinema Studies, where students watch, write about, and talk about films from other countries. "The films are in the language of the country and use actors and studios from the foreign countries as well," he said. The films come from all over the world, including places like Japan, Spain, France, Russia, and even South Africa. He also told me, "One thing we learn is that sometimes we're not all that different from people in other places around the world." Very insightful stuff, Mr. Brown!

So, between coaching soccer and developing curricula, the teachers at AHS have some pretty interesting backgrounds. You never know what you could find out about your teachers. Maybe all you have to do is ask.



Even more interestingly, Goodnow coached middle school football and basketball when he lived in Colorado. As a kid, Goodnow was quite sporty, playing football, hockey, and lacrosse. However, he never played basketball, which made it hard to coach the sport. He told me, "I still don't understand all the rules in basketball!"

You've also probably heard of the International Club here at the high school. Goodnow advised it back when it was called New Horizons. He ran it from 2008 to 2017. Under his supervision, the club conducted the Sand Lake Garage Sale, many bottle and can collections, chocolate sales, and even put on a talent show for four years to raise money. They participated in many other fundraisers as well.

Now, we take a look at Dr. Perry. She graduated

she isn't new to Averill Park. She's been teaching science at the middle school for a few years. Caboot may not have taught anything out of the ordinary, but she is an impressive up-and-coming figure in our community. She developed an Invasive Species Curriculum that's being used in classrooms today. "It is something I developed in graduate school, and I worked with many state agencies and high education groups to develop the curriculum," she said. "It is something that classrooms all over the state are integrating to discuss the issue of invasive species."

Caboot mentioned that she loves how the curriculum gives students real-life experience of how science works and how research can be presented in the real world. What's really cool is that the program is locally based, so students are able to know

EARLY BIRD WORKOUTS

DOING WHAT IT TAKES TO PREPARE FOR THE UP-COMING SEASON

by Elizabeth Aiossa

Twice a week, by 5:45 a.m. the Averill Park basketball players are up and in the gym working to get better for the upcoming season. Both the girls and boys teams have been doing this for the past couple weeks, getting to school over an hour before most students come into the building to get some practice in.

Girls in grades eight through twelve have been arriving early every Wednesday and Friday for their workouts. They are joined by Coaches Organ, Keegan, and Dags on Wednesdays and on Friday by Organ and Keegan.

"It helps to build or rebuild basic skills and to break off the rust," said Organ. Especially after a sum-

mer of being away from the court and the team, it's a great way for players to get back into the swing of things.

"The morning workouts do a great job getting our team

ready for the upcoming season," said Senior Amelia Wood. "They are also a great way to improve the team chemistry before the actual basketball season starts."



"I love being back in the gym with my teammates and coaches," added sophomore Taylor Holohan.

The workouts have been a great way for both teams to get back in the gym together. The boys have been in the gym Tuesdays and Thursdays with Coach Puglisi, who stated, "Getting the ball back in their hands and getting the team camaraderie back together is a huge advantage for us."

"I really think it's good for us to get up and be active," said junior Jake Kelly.

These athletes are ensuring that they are prepared for the upcoming 2021-2022 season, and we wish them the best.

MAJOR LEAGUE BASEBALL...IN TROY?

SEVERAL AREA CONNECTIONS EXIST TO AMERICA'S FAVORITE PASTIME

by Wyatt Thorsen

Troy, a city in upstate New York. A short drive away from Averill Park with a permanent place in Baseball history. Let us go back in time to a time where the city of Troy had a Major League Baseball team. We exit our imaginary time machine and the air smells of train smog, ballpark foods, and the local Troy Trojans are facing the Boston Reds. It's 1879.

The team played in a few different parks. The Trojans took the field at parks known as Putnam Grounds, Haymaker's Grounds and Troy Ball Club's Grounds. None of these parks are around today. Walking through their respective areas today would give you no

illusion to the fact that a Major League team played here once. The team only played four seasons in the MLB, finishing with a combined record



of 134 wins and 191 losses. They never finished above fourth place in their respective division; the Trojans were never exactly good, although, a few of their players made

the trip to Cooperstown when the dust settled. Back to back first basemen Dan Brothers and Roger Connor, the catcher and third baseman Buck Ewing, and pitchers Tim Keefe and Mickey Welch all made it to the Baseball Hall of Fame.

Another little piece of history out of the Trojans is the fact that the first ever Major League grand slam was hit by Roger Connor in 1881.

Oh, you want more Trojan history? Let's hop back in the time machine and go to September 28, 1882, to a matchup between the Trojans and their hosts, Worcester. We exit the time machine and boom, we have made

history. We are now two of the six fans in attendance at the second to last game of the season — a record low for all of Major League baseball. The MLB program ended after that same 1882 season, though the Trojans carried on as a minor league team up until 1913.

While the Trojans did not withstand the test of time, the area supported multiple minor league teams such as the Albany-Colonie Yankees and the Tri-City ValleyCats. Both of those teams produced future stars, some of which you probably saw play in the 2021 World Series, and some who may someday join the Trojan Hall of Famers in Cooperstown.

THE STUDENT ATHLETIC ADVISORY COUNCIL: A STUDENT GROUP FORMED TO ADDRESS ATHLETIC ISSUES

by Simone SchwarzEise

Not many students know what goes on behind the scenes when it comes to athletics at Averill Park High School. We have all heard of Mr. Bubniak, the director of athletics for Averill Park, although not many know of the role that student athletes have when they are off the field.

I spoke with Mr. Bubniak to understand what role students do play in the athletic community, and the formation of the Student Athlete Advisory Council.

The Student Athlete

Advisory Council is a group of upperclass students at Averill Park High School in grades 11 and 12. These students are selected according to their GPA and coach recommendation to

president, runs the meetings along with her officers seniors Abbey Nagel, Macenzie Slattery and Amelia Wood.

The Student Athlete Advisory Council otherwise known as SAAC, has been a

Suburban Council. Meetings are held every month and the athletes can voice their comments or concerns on events happening within the athletic department.

An example of addressing a student need was the issue of having spectators at winter sporting events last year. The solution was for last year's spectators to be regulated.

Bubniak and the Council are working hard to ensure that student athletes have their voices heard in the athletic department at Averill Park High School.



AVERILL PARK WARRIORS

give the student athletes a voice in decision making within their program, and athletics as a whole at Averill Park.

Senior Michelena Lombardi, the Council

part of the Averill Park school district for three years. A few goals of the program include promoting positive sportsmanship, promoting leadership within teams, and working with other schools in the

FIRST COLLEGE

ATTENDED

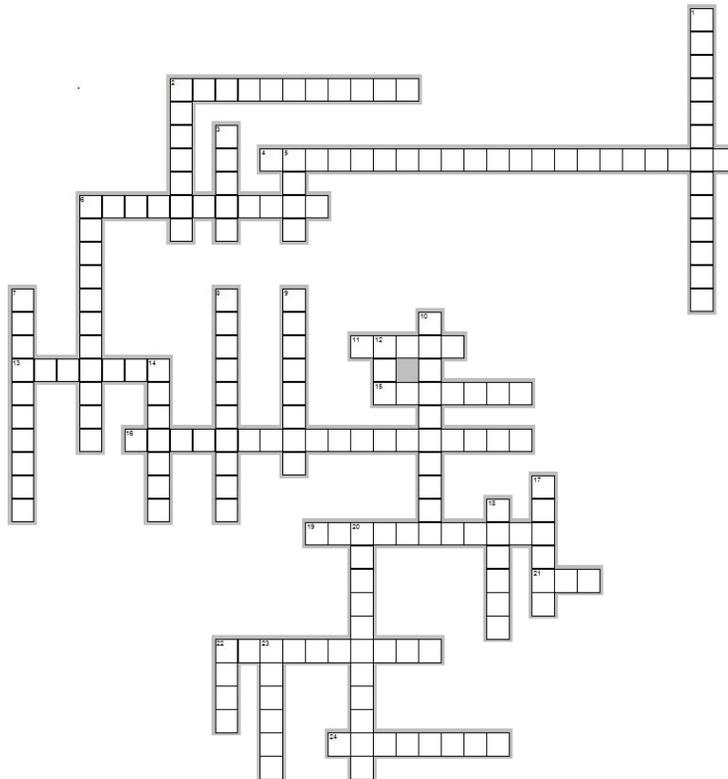
CROSSWORD

Match the STAFF MEMBERS with their

FIRST COLLEGE ATTENDED

- | | |
|-----------------|--------------------------|
| BINGHAMTON | CLARK |
| CLARKSON | COBLESKILL |
| DAEMON | FREDONIA |
| GENESE | HUNTINGTON |
| HVCC | NASSAU |
| NIU | OCC |
| ONEONTA | POTSDAM |
| PLATTSBURGH | RUSSELL SAGE |
| SPRINGFIELD | VASSAR |
| ST. JOHN FISHER | ST. LAWRENCE |
| STONYBROOK | UALBANY |
| SUNY GENESE | UNION |
| | UCC |
| | HOBART-WILLIAM SMITH |
| | JUNIOR COLLEGE OF ALBANY |

NOTE—Don't Skip Spaces In Puzzle



Down

1. Miller T.
2. Glunk
3. Quiles
5. Minkler
6. Engel B.
7. Oldendorf, Porter
8. Panzanaro
9. Glerthy
10. Pollock
12. Dutcher M.
14. Hunter
17. Fox
18. Burger
20. Perry
22. Fink, Keegan, Miller V.
23. Schmidt

Across

2. Fairchild
4. Bailey
6. Brown, Freeman, Malenfant, Strich
11. Mouzakes
13. Quesnel
15. Engel S.
16. Ford
19. Emmons
21. Shupe
22. Brown R.
24. Rees