

CHRONICLE

UPCOMING PROM AND CONCERT ANNOUNCED

by Emma Hanlon

In recent weeks, junior class leaders and their advisor, Mrs. Yost, have been working tirelessly to plan upcoming events for this spring.



Junior Prom, one of our most popular events, is scheduled for May 21 at Crystal Cove in Averill Park. The daunting task of preparing a dance to host more

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SUPPORTING THOSE IN NEED APHS STUDENTS RUN FOODBANK PROGRAM

by Rachael Strickland

If you have ever seen the recycling being emptied from classrooms during the day, you have probably met some of the students from room 600. Throughout the week, the students in Mrs. Ferlito and Mrs. Rohl's class provide community service, which includes emptying recycling bins, collecting returnable cans, helping in the office, helping in the kitchens, and preparing backpacks for the elementary school's backpack program.

Each Wednesday, students in the class can decide on a task to help Averill Park High School, including helping with office work, preparing meals in the



cafeteria, and working on the backpack program.

Over a period of three days in February, I followed Ferlito and Rohl's class while they traveled to the Regional Food Bank of Northeastern New York and prepared meals for the backpack programs at each of the elementary schools.

Part of the class's weekly routine is visiting the food bank to pick up the weekly menu and ingredients to prepare for the elementary students.

The weekly schedule includes going to the food bank to pick up the menu and ingredients during the second block. Then the students sort and put away the food for the

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COMPOSTING COMES TO APHS CIVIC ECOLOGY CLUB INITIATIVE IN PLACE

by Mara Little

The APHS Civic Ecology Club will be implementing a composting system at the high school, a program that they hope will help both at the school and in the Averill Park community.

Compost is a mixture of ingredients used to fertilize and improve soil, commonly made by decomposing plant and food material. The final mixture is rich in plant nutrients and beneficial to organisms like worms.



A recent study has found that 72% of Americans don't compost their food

waste, although 67% of these said they would if it were more convenient to do in their communities. Therefore, composting in the Averill Park High School will not only reduce everyone's food waste, but is hoped will inspire some to take action and bring a very simple solution into their own homes.

Composting is both a necessary and beneficial way to help the environment. 31% of food ends up in land-

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COMPOSTING (CONTINUED FROM PAGE 1)

fills. That's over 90 billion pounds, equating to 123 times the weight of the Empire State Building. This is both wasteful and toxic because food waste results in 8% of global greenhouse gas emissions. When added to soil, however, compost helps filter out 60-95% of stormwater pollutants, leaving rich, healthy, and nutrient soil.

With this information in mind, I spoke with junior Isabelle Relyea, president of Civic Ecology Club and the spearhead behind the composting project, about what her ideas, hopes, and ambitions are for this program, and ultimately the green footprint of APHS.

"Our main goal is to tell students that compost is accessible and that it is a simple way to help the environment," said Relyea. "People are hard to convince to care, and many have reservations about the program even before it was launched. True, environmental issues are sadly politicized, but they are, in fact, social issues, not political ones. These are physical issues that are affecting our planet, and they are rapidly becoming

an existential threat to all of humanity."

"Because this is the first program of its sort at the high school, all I ask of the students is that they are open to change," she continued. "Even if it only makes their lives a little more difficult,

Averill Park student body participate in the composting project, Civic Ecology Club members clearly label what can and cannot be composted on the front of each of the composting bins. Compostable items include fruits, vegetables, coffee, tea, bread, and

them the results of their efforts (i.e. through less trash and by the success of the APHS garden).

In order to do this, data is collected every time a full compost bin is removed, so they can see how much trash they are decreasing and how much compost is being produced.

"It takes 3.5 percent of a population to make a difference on average," stated Relyea. "While 3.5 percent is a small percentage, such active engagement shows that many more people support the idea implicitly. If 3.5 percent of our campus composts, I consider the initiative to be a success."

And hopefully a success is exactly what it will be, even if an environmental project of this nature has never been carried out within our high school. Because of this, Relyea says, "it will take some time to iron out the problems and make it as successful as possible for our students. The Civic Ecology Club attempted to develop a composting program before the pandemic, but the effort was postponed until now due to the world turning upside down and being hybrid for the entirety of last year. With freshmen, sophomores, and juniors unfamiliar with what a typical high school year entails, why not start the program now and make it part of the new normal?"

We wish the Civic Ecology Club luck in their efforts in making our school a greener place. If you would like to learn more about this program or become a part of Civic Ecology Club, email Relyea at 23relyeai@apcsd.org, or Mrs. Sorriento at sorriento@apcsd.org. Additionally, if you would like to receive updates on how the composting project is progressing, please follow [@apgreenteam](https://www.instagram.com/apgreenteam) on Instagram.



people are already resistant to change. As a climate activist, I witness this type of behavior all the time, regardless of the issue. Change is difficult for individuals to adjust to, and I can understand why people who have never seen or heard of compost would want nothing to do with it. People complained about having to take the lids off their fruit cups on the first day of initiation and instead chose to toss them away. These changes can be implemented in the cafeteria by using less plastic and making it easy to compost food and food scraps."

To better help the

napkins. Non-compostable materials include dairy, meat, wrappers, plastic, and plastic-coated materials like milk cartons. And, to make it even easier for students and staff, Civic Ecology Club members post, "the daily lunch on [@apteamgreen](https://www.instagram.com/apteamgreen) (on Instagram) before lunch block, along with what can and cannot be composted on the menu."

In terms of enforcement, in order for this project to be successful, students must be motivated to participate. There is no penalty for not composting; all Relyea and her team can do is encourage students and show

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.

THE MENTAL TOLL OF SOCIAL MEDIA

AWARENESS CAN HELP OVERCOME NEGATIVE EFFECTS

by Caroline Nero

Have you ever posted on Instagram and found yourself constantly refreshing to check the likes? Posted on your story and kept looking at the views? Followed a content creator but just ended up comparing yourself to them? If so, you're not alone.

Many people, especially high school students, can agree that social media has a negative effect on mental health. Constant comparisons and unrealistic standards can leave social media users feeling worse about themselves than before they opened the app.

Social media posts only show the perfect parts of a person's life. However, being bombarded with posts of people living their best lives creates a fear of missing out, even though those people are only choosing to share the

best parts of their lives. "Social media gives people a platform to show a



highlight reel of their lives," explained sophomore Paula DeAndres. "We see just the good and it doesn't show the whole story, which makes others insecure for no reason because everyone has bad parts that they don't show."

When a person goes on social media, they tend to

forget that they're only looking at what somebody chooses to share with the world, which causes them to feel bad about how they're living their life.

Many social media influencers use filters to enhance their appearance, which causes vulnerable teenagers to feel insecure about how they look. When somebody is scrolling through Instagram, for example, and all they see are perfect models, it can be overwhelming. These things can lead to confidence issues, especially in young girls, as the constant comparison to models is detrimental to how they feel about themselves.

Social media also provides an easy outlet for people to mock and ridicule others behind a screen. Many people believe that since they keep their profile

anonymous, it's acceptable to say harmful things to others.

"One out of the millions of things social media provides is another way to see targeted hate to a category you fall under," said sophomore Zareena Ansari. "For example, it could be race, ethnicity, religion, or one's basic interests. In social media, you can't be you." Comments on social media can be especially brutal, which can immensely damage a poster's mental health.

So, the next time you're on social media, make sure you're not causing damage to your mental health. Take frequent breaks and unfollow people who make you feel bad about yourself. Social media is meant to be used to connect with people, not to tear them apart, so keep that in mind the next time you start scrolling.

WHEN THE NEWS ISN'T *REALLY* NEWS:

FAKE NEWS IS TOO COMMON AND DIFFICULT TO IDENTIFY

by Emma Hanlon

Undoubtedly, it is incredibly important to know what is going on in the world around you. But with so many sources of information in today's world, how do you know that you're really getting your information from a credible source? How do you choose what news to believe, what to question, and what to ignore?

The term "fake news" was highly publicized in recent presidential elections and throughout the course of the COVID-19 pandemic. Countless news outlets and politicians are responsible for the term gaining worldwide ubiquity, with its meaning

solely depending on the views of the person using it. Fake news can refer to an obvious



fabrication, or a story with small pieces of falsified information. But in recent events, the term "fake news" is most

often used by a person who simply doesn't agree with what they're reading.

Unlike the new twist of the term, the academic definition of fake news entails a person who deliberately

tries to misinform people by presenting them with information that is untrue, partially true, or taken completely out of context.

Many authors of fake news articles are successful in spreading their beliefs by preying on vulnerable psychological predispositions in humans, particularly fear and humor. Both of these crucial emotions make you a closed-minded judge when it comes to spreading and detecting misinformation. This in part is the reason why fake news is 70% more likely than real news to spread on social media apps like Twitter.

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MUSIC AND YOUR MENTAL HEALTH

EXPLORING THE POSITIVE EFFECTS OF MUSIC

by Paula DeAndres

As Maria von Trapp once said, "Music acts like a magic key, to which the most tightly closed hearts open." Music illuminates feelings, regardless of their positive or negative nature. Music opens people to their emotions where other methods fail to do so. Teens living in today's world survive on music. They consume it everyday, and often struggle to take the earbuds out and listen to the world around them. Why do you think that is?

Most students and faculty at Averill Park would agree that music enhances their life in some way. Between soothing a troubled mind or acting as a soundtrack to the adventures of life, music has powers that seem to help us all.

In a poll of APHS students, the majority said that music improved their mental health at one point or another. "Upbeat music is super helpful in improving my mood!" said junior Carly Antolick. Grace Fargon, a sophomore, thinks of music as a consistent way to wind down, saying, "It's something that is always there and is reliable. It also can be very relatable and relaxing."

Many students expressed that music helped them in both good and bad times. "Music gave me motivation when I needed it the most," stated senior Cadence Carter. Freshman Payton Santacrocce added, "Harry Styles has gotten me through my worst and best times."

However, music doesn't only impact teens.

Some people's jobs completely revolve around music. Take the music teachers at APHS, for instance. In an interview, Mr. Blostein commented, "I have a really fun job when it's not super stressful. The music part is not stressful. Stress comes from everything that's not making music. Most students would probably agree

the correlation between happiness in students and music, Christy said that while there wasn't a direct link between music and students who were suddenly happier, she did see a healthy effect on the emotional well being of students.

"Within our classes, our students learn to express a wide range of emotions that

agement and balancing helps students in other aspects of life, not just their music classes.

In the words of Jason Mraz, "Music is a weapon in the war against unhappiness." Most might agree. But when you look closer, music is by no means a weapon. Music is a powerful tool used for good. It bonds people. It enhances their emotions- which doesn't just include happiness. As Christy put it, "I personally think that happiness gets much too much attention. I know that this is not a popular take...it is after all even found in the start of our Constitution." She expanded that the entire purpose of music is simply to make you feel.

Christy seemed to find no negatives to the world of music saying, "Mentally, emotionally, even physically, music is everywhere and is central to our life and connection as humans!" Blostein shared the same sentiments, adding that the relationships you foster and the connections you make with music are healthy and helpful. However, he did find the negative aspect of a music class: the constant need to improve. That desire to be the best you can be as a musician makes it hard. Especially grade-wise, students have trouble accepting that there isn't a benchmark number for music. Students believe in his encouragement, but still feel the stress of knowing they can do better.

As for students struggling with mental health, Christy says to seek help. "You can feel so alone, but you are not. There are people who care deeply about you - friends, family, our counse-

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with that statement."

I also interviewed Mrs. Christy. Both teachers acknowledged the benefits of music in the life of an academic student. Blostein shared that both nationally and in Averill Park, music students tend to have a GPA of somewhere between 7-8% higher than non-music students. Christy shared similar statistics, but wanted to make it heard that, "They are often leaders, but our space also gives opportunity for any student to take ownership and lead the group or section. We look at all of our students as equal when they are in our rehearsal space. Any student, on any day, with any GPA, can decide that they are going to be the model for the section to work towards."

When asked about

leads to a deeper understanding of what they are feeling," she said. "They develop empathy by studying pieces that capture the feelings of a particular event, composer, or mood that is created in the music we create together."

When asked the same question about a correlation with happiness, Blostein responded, "Sometimes. Some students when they do music, band, orchestra, chorus - whatever the case may be - they enjoy the camaraderie." He touched on the stress that comes from wanting to be a better musician. He told me that learning how to manage that stress and balance it with the joy that comes from playing an instrument and creating music in the end creates happier students. That stress man-

FINDING HARMONY

MUSIC DEPARTMENT GRAPPLES WITH CONFLICT

by Chava Thiel

I recently spoke to Mr. Blostein and Mrs. Christy of the music department about the effects of scheduling conflicts and COVID on their respective classes. The music department faced more struggles than possibly any other in light of the pandemic, and the teachers spoke about the resilience of their students and how they have dealt with the challenges of these unprecedented school years. Moreover, the department faced further struggles this year when multiple classes clashed with the scheduling of the ensembles, lowering the enrollment.

When asked about how they first heard about conflicts, Blostein noted many students have personally reached out to him. However, he was quick to note there are other opportunities for students interested in the music program and many have joined these groups; one new addition has been jazz ensemble as an extra-curricular, open to all students, even though

freshmen previously could not join.

Meanwhile, Christy said that she has had more students reach out to her throughout the year, and stu-



dents in extracurriculars like Off-Broadway Players are “so engaged and excited to be a part of” the group. She also stated that the music theory class has had more engagement, possibly as a result of conflicts, saying that half the students aren’t enrolled in any ensembles but have been “surprisingly, doing a good job,” as she imagined the class would be difficult with little frame of reference.

Both Christy and

Blostein have been grappling with the lower numbers of enrolled students, as Christy is dealing with a third of her usual students, and Blostein with about a

been limitations to what each ensemble can do. He noted that, musically, balance “is a much bigger challenge for the ensemble.” This also places restrictions on the different pieces each group can play, as it’s difficult to provide enough players for the parts. With the smaller group size, though, he said, “almost every student is really engaged, progressing really quickly,” and it is ultimately more fun.

Christy has similar comments, noting that engagement is at a high, and that it is easier to assess what needs fixing in the moment, and that “some voices that may have hidden in the section now have to step up,” which is a plus.

Some of the trends in the past two years have not been completely due to scheduling conflicts. Blostein noted that enrollment has, for years, dwindled amongst the upper grades; he said that freshmen enrollment dropped most significantly. Christy said that her group is equally composed of students from each grade level, but that this year, each grade

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MUSIC (CONTINUED FROM PAGE 4)

lors, teachers, even the person who makes your coffee! Reach out. This life is not meant to be journeyed through alone and the world needs you to be a part of it!”

A primary struggle of high school students seems to be life after high school. Blostein gave excellent advice to anyone out there struggling with their future: “Find something that you really enjoy and do it. If somebody else

doesn’t find it enjoyable, that’s okay. What works for you doesn’t have to work for other people. Life is too short to worry about what others think.”

A career in music is often overlooked, but if it’s something you love, you should go for it. Christy echoed that, saying, “Remember, you can be so many things in this life. Don’t pick a label too soon, you don’t know what

you could miss out on!” On another note, she also reminded us to spread kindness every day – even if it’s just a little hello or holding the door. The smallest gesture can change the course of someone’s entire day. She also reminded us, “You can just as easily ruin someone’s day. Be mindful of that power and your choices.”

Music has so many effects on our well being. It

even creates different neurological pathways in the brains of musicians! It can do so much for our mental health, even if it’s just letting us feel all the feels.

Christy put it well, saying, “Music can be the soundtrack of your life, regardless of the emotion it is outlining.”

So, don’t be afraid to press play.

TRAUMATIC BRAIN INJURY AWARENESS

A GIRL, A FIGHTER, A TRUE WARRIOR'S STORY

by Sydney Davey

Did you know that March is Brain Injury Awareness Month? March is an important month for the brain injury community because it brings attention to the prevention of brain injuries and the month promotes certain strategies to improve life for someone living with a brain injury. Ways to honor Brain Injury Awareness Month are to learn about head injuries, post support on social media, donate, fundraise, attend an event, and volunteer.

Brain injuries are the leading reason for specialized education. People with brain injuries can have their lives defined for them, which is not welcome. I can speak with authority, as I am someone who has experienced a brain injury.

Brain injuries are invisible wounds, but if the person has scars, like me, it obviously isn't very invisible. But don't stare when you see scars. I've gotten past the staring but it still isn't right. My scars are kind of faded, but I still worry about people looking at them and judging me by what they see. People with brain injuries are the strongest people that I have the pleasure of knowing.

Within the month, March 20 is Brain Injury

Awareness Day. The theme developed for 2021 through 2023 is "More Than My Brain Injury."

There are nearly 400 daily incidents in New York State that result in a traumatic brain injury (TBI). Every year, traumatic brain



injuries result in more than 2,000 deaths, 19,000 hospitalizations, and more than 112,000 emergency room visits. In the United States, at least 3.6 million people get brain injuries each year. The survivors of any head injury are challenged every day by

what they can't get, by physical limitations and by feeling awkward in social environments.

You can lose many things resulting from a traumatic brain injury. I know that being social can be difficult for any teen but it's

ception to not being able to recall things is not remembering the injury. But, we can all relate to music.

People with traumatic brain injuries memorize music. It has been said that music is like therapy for anyone living with traumatic brain injury and music can help heal the brain. I bet if you play any country-pop song I can name the song and say who it is by. I would also be able to say some lyrics too. The music can make TBI survivors tear up or they can memorize the song and sing it with their greatest passion.

I remember relating "The Fight Song" or "The Fighter" to my life, and I can remember those songs from the beginning all the way to the end.

The people at greatest risk of getting a TBI are young children, young adults, and the elderly. But males are at a greater risk than females and more likely to be hospitalized with a traumatic brain injury. Males are more likely to get a TBI because they participate in higher-risk activities that can cause injury.

The most common causes of head injuries are bicycles, motorcycles, and falls. That is the reason why helmets are SO important.

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FINDING HARMONY (CONTINUED FROM PAGE 5)

level is down in enrollment, particularly the senior class.

Both teachers agree that COVID has made the way the middle and high school music programs interact increasingly difficult; Blostein believes that the

middle school teachers are doing, "a phenomenal job," and adds that their work is, "even more difficult than my job has become," as the interruption of musical education at a younger age takes a significant toll on students. Christy said that

high school staff relations with the middle school have been wonderful, and are something that she hopes continues. However, what she feels is most lacking is the relationships between students, as previously older kids would have

made several trips to the middle school to share what their high school music experiences were, and that the motivation to join "is so much more than an individual person," which is what middle school students are missing right now.

TRAUMATIC BRAIN INJURY (CONTINUED FROM PAGE 6)

You never know, your helmet could be the reason that you are still alive.

She was up in Maine when it happened to her. It was the year 2016 on July 19. It was a beautiful day, warm and not too hot. She doesn't remember anything from this day exactly, just what her family tells her. She sustained a permanent traumatic brain injury that she will have for the rest of her life. She fell off a horse. She will have scars for the rest of her life as well. The she is me; this is my story and I'm not afraid to tell it anymore.

If you see me or anyone with a scar, please don't make fun of them because that will hurt the person's feelings. I've always been self-conscious about my scars and people staring at them. But know that my scars tell a story about what I've been through.

Before I came to Averill Park, I went to a different school, Gardner Dickinson. I graduated from GD in 2020 right when the pandemic started. I had a pandemic graduation but I still got to wear my white dress! I still stay in contact with the teachers that I had at GD. I contacted some of them about this paper to know what they thought of my injury. I asked them the same questions: What was it like working with me? Do you think my TBI held me back from anything? What is something that you miss about working with me? And finally, did my TBI cause any obstacles?

I asked my special education teacher from GD who was known as Ms. Sepp at the time (now Mrs. Johnston) the questions. "Working with Sydney was busy!" she replied. "Sydney would transition from one task to the next until all her

work was complete." I still like to do that on occasion.

"Everything Sydney set out to do, she completed with hard work and a sense of humor...so no!" she continued. "Sydney is the type of student who hits the ground running and does not stop until her tasks are complete. I also miss her sense of humor."

Johnston recalled, "One obstacle at the beginning

thought to ask him these questions. It made my day reading his responses.

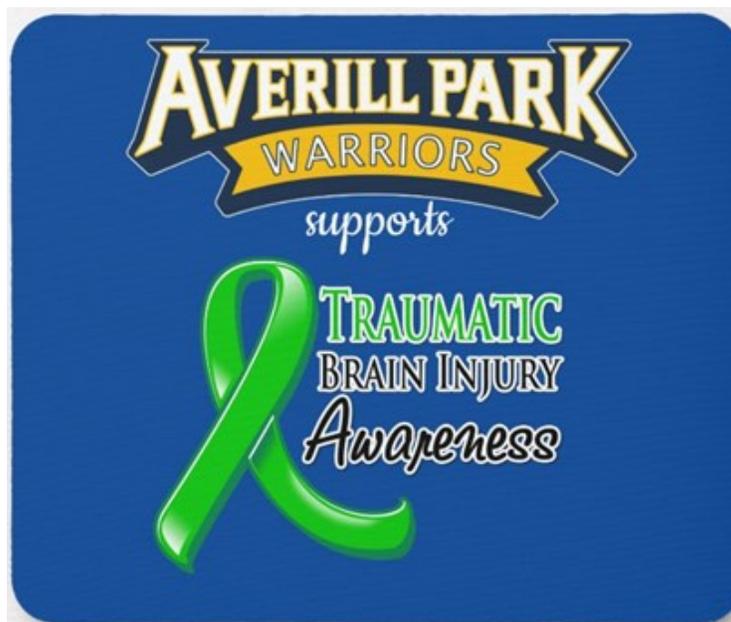
"It was such a gift to be able to work with you, Sydney. You taught me what true strength is all about. At first, I was very nervous because I had never worked with a student who had a traumatic brain injury in a phys ed. or health class before, but boy did I learn a lot

because you were always looking for ways to push the limit! Watching your confidence and your spirit grow with the little gains you had every day was truly a blessing that I will never forget."

Bateman also remembered that, "Your TBI definitely had its challenges in a sense of motor movement and control and keeping up with the game speed, but what was beautiful to watch was the fact that you never quit on yourself. You would get frustrated at times, but that frustration became your fuel to work on your skills and move faster in order to become better - and you did. That is what determination is all about, and you demonstrated that each and every day; whether that was on a gym floor or in my health classroom."

While Bateman had to make accommodations in his teaching, "I never saw it as an obstacle Syd; I always looked at it as an opportunity to not only make a difference in a kid's life (the most important part about being a teacher), but I saw it as an opportunity to make myself better as a teacher. I was thinking about all the different things I was going to teach you, and how I was going to teach them to you, but realistically; you were always the one that was teaching all of us. You taught me how to be a better teacher, you taught your peers how to be better people. There are times I would be having a bad day, and I would have you in class and I'd say to myself, 'You know what, Sydney wouldn't be feeling sorry for herself, she'd be looking for some way to get better today,' and it would help me get through my day. You are the epitome of strength and drive; not to

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of middle school was remembering usernames and passwords. Sydney overcame that obstacle by writing down her usernames and passwords in a planner and bringing her planner to every single class." I still use a planner to write down my assignments and to keep my passwords in.

A very intelligent coach once told me, "Nothing is impossible, the word itself says I'm possible," which is a quote by Audrey Hepburn. Which brings us to our next person, Coach Bateman or Coach B. Coach Bateman was one of my gym coaches and he was my health teacher at GD. His responses were a little longer than Mrs. Johnston's. He was honored that I

of priceless lessons that I'll take with me for the rest of my teaching career," said Bateman. "My first thought was I really don't want her to get hurt, because accidents do happen in P.E. at times; and I'd never forgive myself if something ever happened to you. But, as the year went on, you taught me so many different ways to teach the most basic of movements (which may seem easy but it's actually quite difficult because you don't think about teaching those minor details that come with those movements as much); you taught me how to modify games to make it fun for you. You always forced me to think outside of the box,

TRAUMATIC BRAIN INJURY (CONTINUED FROM PAGE 7)

mention you are a person of great and high character. I'm so proud of all the things you're doing, and all of your accomplishments so far Syd. I'd say the sky is the limit for you, but quite frankly the sky isn't even close to being high enough for you, because someone like you is always looking to push through those limits and fly higher."

His closing really hits home: "All and all Syd, as we've said before, YOU can do anything YOU want in this life. The only one who can stop YOU from doing them is YOU."

After my eighth grade year, I had five schools to choose from: Averill Park, Troy, Columbia, Tamarac, and Tech Valley. We were between Columbia and Averill Park. I chose Averill Park because it's smaller than Columbia and they have dealt with a TBI in the past. I am very good friends with that person. The teachers are super caring and compassionate too.

I've worked with some outstanding people here at Averill Park. I was curious about what some of the people that work here think, starting with our principal, Mr. Quiles. I was very interested to know what he has to do for people with TBI's.

Over the years, Quiles has worked with dozens of people with different types of brain injuries. I was curious if he needed to change anything in the school for people who have a TBI. It seems Averill Park will always accommodate a person's needs, even if they don't have a TBI — "Meeting the needs of each person," as Mr. Quiles put it.

When asked if working with a person who has a TBI made him a better person, Quiles thought so. "Anytime we can learn we become a better person" be-

cause you "ask more questions." If Quiles faces any obstacles, he faces them and tries to make that obstacle go away.

Experiences with TBI's can tend to be different depending on who the person is. You need to get to know the person, as each situation is different. It's "not one ex-

injury may impact individuals with a TBI," she said. "As challenging as having a TBI must be, I've witnessed more strength, courage, and determination from you than a lot of individuals without a brain injury. I love that you are always smiling and that you get excited to share things about yourself with

being shared. Engel misses seeing me in the meetings or in-person (depending on the situation) everyday and "having someone to talk to." It took a little more effort on his part to accommodate my TBI but he doesn't think my injury held me back from anything.

Engel has worked with another student who had a TBI in high school in ninth grade. His advice for any student living with a special ability is "Stay positive. Work through it because you can do anything you want to do."

What about earth science? I asked Ms. Hunter some questions as well, such as what it like working with me. "I felt fortunate to have you as a student," she said. "You will always be special to me because I learned a lot from you. You taught me the importance of slowing down and checking in with my students more often to ensure we are on the same page before moving forward. I was also so impressed by how hard you worked every day even though we were in a hybrid learning model. Your work ethic motivated me, especially when I needed it most when I was getting burnt out."

Hunter doesn't think anything held me back. One thing she misses is "your work ethic! It was impressive to observe every day. You always said 'hi' to me on the Google Meet and sent me pictures of cool earth science-y things we were talking about that you observed in nature. That always made my day and was definitely a highlight of that school year."

I would like everyone to realize you can do anything you put your mind to, and my story is proof of that. One additional thing to remember is, "You are braver than you believe, stronger than you seem, and smarter than you think."



perience, different experiences," he said.

My last question for Quiles was advice for every person needing help with a disability, "Put yourself first and advocate for what you need and don't let people not give you what you need," he responded.

I still work with a teacher at the high school, Ms. Murray, and asked her the same questions put to the principal.

"It has been an enlightening experience to work with you so closely, Sydney. I appreciate your willingness to educate others on your experience and help us understand how a traumatic brain

me. You're very easy to talk to and I enjoy our time together."

Last year, I had the pleasure to work with Mr. Engel. Mr. Engel teaches English 9 here at the high school. I also got to interview Mr. Engel for the newspaper. He said that I brightened his day with my smile and I was usually the first one on the meeting and in the classroom. On the meetings, he would say "There's Sydney!!"

"Did anything hold me back in English?" I asked him. He responded, "I don't think so." Sometimes it just took me a little longer to process the information

THOSE IN NEED (CONTINUED FROM PAGE 1)

next day.

On Thursdays, during the third block, students package the ingredients they picked up into individual bags to be sent. Some weeks the regional food bank has a lack of fresh fruit, so the class always makes sure to add supplemental fruits and vegetables such as applesauce or packaged fruit cups. The class also makes sure to account for dietary restrictions, including those affecting gluten free students.

The class took over the program a few years ago and it has been going strong since. In order to fund the additional resources not provided by the food bank, the class collects and returns cans from lunches that students leave in the returnable bucket in their classrooms. This provides an income source for the class and their other activities as well as helps make a difference in the amount of waste that is going into the landfill.

Students enjoy going around and collecting the cans and other returnables during the week, along with feeling good about recycling. All of the students have fun with the backpack program and choose to continue each week.

"It's a good program, I like doing the backpack program," student Mario Hepp said. "It's a really fun thing to do". Throughout the days I was shadowing the class, Hepp made sure I was put to work saying "No

slacking on the job! We've got work to do!" Hepp has been with the class and involved in the backpack program for several years and says he is

ing their students to and from the Regional Food Bank every week and doing something that they can be proud of.

"We have been doing this program for several years and it seems to get easier and easier as we learn the little tricks," Rohl told me. "I really enjoy our class running this program. I think that really the students run the program and keep it going."

As the program continues to grow and develop, the class is able to enjoy the pro-

to help unload the meals and says thank you to the class. Each school is always grateful to be given the opportunity to lend a hand to some of the students that need the help within their own schools. Many of them even go as far as having friendly conversations with some of the students while unloading bags from the bus.

One of the teachers involved with the on-site portion of the program said, "I'm only surprised that we live in a community where everyone seems affluent, yet we still have 50 kids that we serve. But in our community there is a lot of support, and



cess instead of seeing it as a chore. Many of the students have been involved in the program for several years and wish they could come back for more even after they graduate.

One of the last parts of the program is delivering the meals that have been prepared to the elementary schools. One morning the class gets on the bus with all of the meals and takes a journey to each of the schools. Someone from the school usually comes out

companies are willing to help pay for the milk and egg cards, and the community has definitely shown tremendous support."

The class is very appreciative of the continued opportunities they have to give back to the community on a daily basis.

"This is my first year with the specific class and I was learning about the class and some of the activities they had done in the past and we just added another step," said Ferlito. "We

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THOSE IN NEED (CONTINUED FROM PAGE 9)

just added picking up the food and we take care of the program from start to finish. It was really so they (the students) could see start to finish the entire process of the backpack program.”

The students and teachers in the program are grateful for the opportunity to give back and the schools are grateful for the help and assistance in the backpack program that the class has provided. The students in Room #600 are really some of the nicest students that



you will ever meet, and the work that they do is under-appreciated. Throughout the process I watched students talk to teachers and hall monitors who love interacting with each other; one hall monitor even gave a nickname to Hepp, calling him Mario Speedwagon.

This group of students is truly one of the bright spots at Averill Park High School and the work they do should no longer go unnoticed.

PROM AND CONCERT (CONTINUED FROM PAGE 1)

than 300 students is now tackled by the prom committee. The committee, a large group made up of around 15 juniors, meets during select advisory times to organize decorations and other details of the dance. The theme was voted on by the junior class earlier this year, and the overwhelming majority selected “Starry Night”.



If you were a fan of 10:01 in early November, you'll be thrilled to hear that they're performing another show this spring!

10:01 is a popular rock cover band made up of local high school students from Averill Park and Christian Brothers Academy. The Class of 2023 and 10:01 have partnered yet again to bring you the Spring Fling

Dance. This May, all grades are welcome to come hear 10:01 in action, to enjoy games and dance at Butler Park.

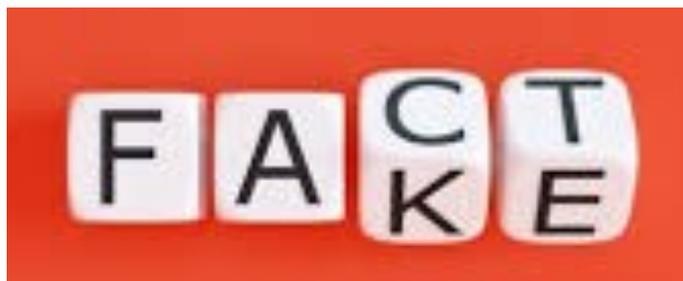
Look out for updates regarding these events as they approach us. If you have any suggestions for future projects, please contact the junior class leadership team or Yost in the library.

FAKE NEWS (CONTINUED FROM PAGE 3)

Experts have concluded that people who have low analytic ability, less relevant knowledge, and high levels of bias are more susceptible to believing fake news. People are less likely to question the media if they support their preconceived notions of the topic at hand, or they simply have no desire or skill set to do so.

Depending on the level of emotional response experienced by the reader, one may be more likely to fact check the source than others. For example, if some-

one were to read an article about George Washington's



teeth being made of wood, they aren't likely to look further into the topic solely because it doesn't invoke

much emotional response. On the other hand, if this article

claimed Washington's dentures were made of other human teeth – quite possibly slaves, the same reader

would be more motivated to find another source of information. This could be because this new claim challenges the reader's view of George Washington.

Experts urge you to make sure your main source of news isn't social media. Sources like Facebook or Twitter are more likely to spread fake news than other sources. To avoid being a target of misinformation, check multiple sources and their authors to ensure their reliability.

EDITORIAL PAGES

IT'S TIME TO BRING BACK OUR FIELD TRIPS!

by Bella Bernstein

One of the many effects COVID-19 has had on our high school education is taking away our ability to go on a field trip. As we all know, field trips hold more value than just getting time out of class. The best source of knowledge, after all, is the information you experience! Today, many students are visual learners, and being able to touch, view, and truly experience what they're studying helps bring critical thinking back to the classroom. We need to bring back safe field trip opportunities!

I asked a few teachers if they believed field trips were educational or not. Mr. Bertram, who is a Regents chemistry teacher, values field trips as a bridge of con-

nection. He mentions how students can physically see what they learned in the classroom,



and how it is applied to the real world. Pre-COVID he taught a physics class, and every year he enjoyed bringing these classes to the Six Flags Amusement Park. "The park is the perfect

place to apply the principles of motion and mechanics," he said. "Theories and calculations we use in class can be applied to real-life examples. [It's] truly applying physics."

Applying what you learn in the classroom to society can also help young adults explore career pathways. Mr. Bertram carefully selected the field trips that he brought his students on based on academic value. For example, in the past he brought his chemistry students to Regeneron to tour their facilities. Regeneron is a leading biotechnology company that uses the "power of science" to bring new and advanced medicines to its patients. It is located in Westchester county, a good three hours away from Averill

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- Paula DeAndres (Reviews)
- Julie Hale (Profiles)
- Emma Hanlon (News)
- Tyler Michaels (Editorials)
- Owen Perala (Sports/Features)
- Advisor: Mr. Strich

THE SCHOOL DRESS CODE IS OUTDATED

by Matthew Frost

The school dress code has been an important part of schools across the nation for many years. Having a dress code allows students to be able to express themselves with their clothing, dress nicely, or dress in clothing that is most comfortable to them. But as the years go by, Averill Park's current dress code becomes more and more outdated as modern clothing changes.

Everyday clothing that people would wear ten years ago has many differences from clothing that is

worn in the modern day. Because of this, many students and teachers agree that the



dress code should be changed so that it has looser restrictions. As the years have gone on, there has been

a massive downward trend in the number of dress code violations that get reported,

and now these reports only happen a few times each month. When our principal Mr. Quiles was asked about if

the current dress code was outdated, he said, "It is fair to say that in general the dress codes are fairly outdated." Quiles also commented that a lot of parents and teachers are considering making revisions to the dress codes.

Even though the dress code is outdated and revisions are expected in the future, this does not mean that the intention of school is just to be a place to show off your clothing and today's fashion to others. Although fashion is an important part

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EDITORIAL PAGES

WHAT CLUBS DO WE NEED AT APHS?

by Payton Santacrose

Averill Park High School has quite the number of clubs for students to join. There really is a club for everyone. Although, are there any clubs the school does not have? What other clubs would students potentially want to do?

I have been asking around the school and one of the most popular club ideas is a skiing and snowboarding club. For example, this club could go to a mountain on Fridays after school and ski as a group. I personally think this is a really great idea.

In a similar situation, some Averill Park students recently advocated for a swim team, which the school did act on, and as a former member of that team I think it certainly has been quite successful. Many kids

who go to APHS are involved in some type of snow sport but are or are not involved in a school sport. Because many schools in the area don't have a ski club, we could be one of

same time.

Another popular club idea is a dance club or dance team. I know a number of talented dancers at the school and having a dance team

Another popular idea was a foreign sports club, such as rugby (a British sport) or cricket (like baseball). Some students participate in these activities outside of school. However, having a club here would allow students to get together and play these sports with a group of friends and other students within the community. They could play the sports listed, or they could play other sports from around the world. It would be a good cultural learning experience as well as a good outlet for the physical well being of the student body.

While APHS does have a great selection of clubs and activities, that list could always be expanded upon. These are some great options that students would like to see as options added to the roster of clubs at Averill Park High School.



the first to pioneer such a club. If we were to add a ski team or ski club, it would be a great way to get students physically active during the winter. Doing a winter sport outside would be really good for students' mental, as well as physical health. For me, one of the best ways to unwind after a hard week of school is going skiing; I find it peaceful and fun all at the

would certainly be a success. It could be as simple as a group of students getting together and choreographing dances that can be performed at school events. This club would be great for dancers to have a more active role in their school community. Personally, I would definitely join this club, and it would be a really good experience for dancers here at APHS.

DRESS CODE (CONTINUED FROM PAGE 11)

of society today, it is not the main focus of coming to school. A part of the social aspect of school is, for the most part, being able to wear what you want to wear, but there is a divergence between what we want the focus to be when we come to school and the reality of coming to school.

A lot of the clothing that is not allowed to be worn according to the dress code is in place because some articles of clothing can lead to a worsened learning environment and be more disruptive

to other students in the classroom. Quiles stated that "if someone has a provocative statement on their shirt, this may create a disturbance which takes the focus off of their class" and other clothing like that is "potentially distracting."

Quiles has also gone back and forth on the idea of school uniforms, although overall he is not supportive of the idea, and believes that clothing is a good way for students to be able to express themselves.

Even with the cur-

rent dress code restrictions in place, there are still violations that are reported in our school. These violations happen very infrequently; a couple of times a month students are reported for violations. Generally speaking, most of the students and teachers in our school are good with staying in line with the clothing guidelines.

In the next couple of years, Averill Park High School will plan to look at the code of conduct and dress code to make it more relevant to today's society. They plan to

look at it with parents, students, teachers, and the board of education. They'll attempt to make the dress code more modern while also making sure to not allow clothing that could be distracting, keeping a focused learning environment.

When this new dress code is eventually implemented, we hope that it will have looser restrictions and more ways for students to express themselves while also making sure that other students are able to learn in an environment free of distractions..

EDITORIAL PAGES

ADDING THIS CLASS WOULD BE MOST HELPFUL

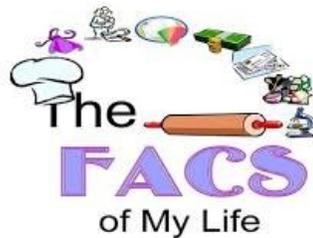
by Lindsay Agro

Averill Park has a wide variety of classes and subjects, but it is always fun to look at what else you would add if given the chance.

If I had the choice of what class to add, I would add a family and consumer science class to APHS. Many people who went to Algonquin Middle School know this class as FACS, which was an elective that many students took in sixth grade and possibly in eighth grade too. I believe many people in middle school did not understand the importance of this class and how it could be applied in their future. However, as students become older and enter high school they understand they will have more responsibilities once they graduate and become more independent.

There are more topics under family and consumer science than we have discussed in middle school, so there could be a mix of new topics and a review of the ones we may have

learned about at Algonquin. FACS could include a unit on personal and family finance including five lessons: income, spending, sav-



ings, investing, and protection. By learning these skills, students will become more informed on their decision making skills and it will encourage students to be more aware and responsible of



their money.

Since many high school students have jobs, whether it may be a year round job or just a summer job, learning how to manage their money is an especially important skill to learn. Finance is also an essential part of everyday life because money is everywhere you go. Without the knowledge of certain topics it could cause



serious consequences, such as debt.

In addition to this, a family and consumer science class could include a lesson on child development, which encompasses the changes a child experiences as they grow older. It provides development milestones a child will go through and inform

students about what exposure a child needs to develop a specific milestone. There are five main areas for development in children: cognitive, social and emotional, speech and language, fine motor skills, and gross motor skills. Having knowledge about child development can allow a child to grow and develop to their full potential and help adults become more aware if their child is receiving enough care.

A family and consumer science class would allow students to further develop their knowledge of life skills. These skills can be applied throughout a student's life, and there are many more topics that could be discussed. These include consumer education, leadership development, interior and housing design, and many more. All of these topics can help students make more responsible decisions, especially as they grow older and become more independent.

FIELD TRIPS (CONTINUED FROM PAGE 11)

Park!

Along with many students, Mr Bertram believes field trips should not be put on hold.

"Students that are protected to the best of our abilities and have parents that are willing to consent should be allowed to participate in field trips," he said.

We are in a pandemic, but life is still moving – time does not stop. As their time at the high school is winding down, many students are still struggling to find their pathway. Field trips were a good source of inspiration.

Many students are graduating this year with no idea as to what they want to

do in the future. Our school should start having more job-oriented field trips. Mr. Reddy, who also teaches many science classes, feels strongly that field trips help expand teenagers' interests. "An interest can manifest a profession," he stated.

Many students are lost while trying to find their

passion. In school, we learn all sorts of different materials, but we are sometimes left wondering: "Why do we need to learn this?" Field trips are a great way to explain the "whys"! These trips should be valued as a way for students to learn to

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EDITORIALS

VALENTINE'S MIGHT NOT BE SO BAD

by Tyler Michaels

February has always been an awkward month. Stuck between the apex of winter and the oncoming spring fever, it is sometimes hard to tell what season you are in. February is not necessarily considered awkward due to its weather though, but rather because it is known as the month of love.

With Valentine's Day in the middle of the month, it's no surprise why. The holiday that has come to represent February can no doubt be awkward; whether it's feelings unreturned, single people feeling left out, or cheesy acts of affection, there are plenty of reasons to make the holiday feel uncomfortable. In a high school full of awkward students, how was the most awkward holiday of the year celebrated?

This year, Averill Park offered a fantastic way to show your valentine you cared about them: carnations. Whether you bought one for a friend as a joke or gave it to

your date, carnations are nice reminders of affection. Yet, even these can create awkward situations for students.

Whether a student forgot to buy one for their

the halls with those flowers, many wishing they had a valentine to receive a carnation from. Despite this, carnations still serve as a strong symbol of care for a friend or a valen-



valentine, or received one from an unexpected source, carnations could serve as gateways to scenarios unwanted from everyone involved. The pressure for couples to buy flowers was an indication of their affection, but allowed for awkwardness if a student did not.

Single students also couldn't help but feel left out as their peers walked around

the halls with those flowers, many wishing they had a valentine to receive a carnation from. Despite this, carnations still serve as a strong symbol of care for a friend or a valen-

time, and were a positive way for Averill Park to fundraise while embracing the spirit of Valentine's Day. Outside of school, Valentine's Day can feel commercialized or forced to many people. The holiday can force couples to buy each other gifts they would otherwise not want, and cheesy commercials held airtime throughout the first half of the month.

This raises the question, does an expected and forced gift still show affection? I find the answer to this question to be simple; a gift can still show how you feel, even if it is expected. A classic valentine present is still heartfelt, and at the end of the day, who doesn't like getting gifts? Despite its commercialism, Valentine's Day fulfills its purpose of giving everyone a chance to show those they care about their affection.

Despite my apparent disdain for the awkward day, I enjoyed Valentine's Day. It served as a positive reminder to let those you care about know what they meant to you; whether that was as a valentine or as a friend. If we look past its commercialization, we all need a chance to show our affection, and Valentine's Day serves as the perfect chance to do just that. It may be awkward, but for teenagers exploring their first relationships, awkward can be exactly what they need.

FIELD TRIPS (CONTINUED FROM PAGE 13)

appreciate their education more, and maybe even to find their passion.

The COVID-19 pandemic has changed both the way education is used and how it's brought about, but one thing that should never change is the opportunity to explore why what we learn in

school is important. Students who are fully vaccinated and who have their parent's or guardian's permission should have every right to go on a field trip.

We have a global pandemic going on in the world, but we also have one going on in the classroom –

to real-world connections. What we learn in school holds no value if students cannot explore why this matter is important to their lives. We are setting our students up for failure. Leaving high school with no interest makes it much more difficult for graduates to find a col-

lege that's truly a great fit, and to find which classes to enroll in for their freshman year.

If you care about your students' education as much as you say, then bring back field trips for those who are protecting themselves as much as possible!

HUMOR

HEY, WHY DON'T YOU LAY OFF THESE GUYS!

by Samuel Bonesteel

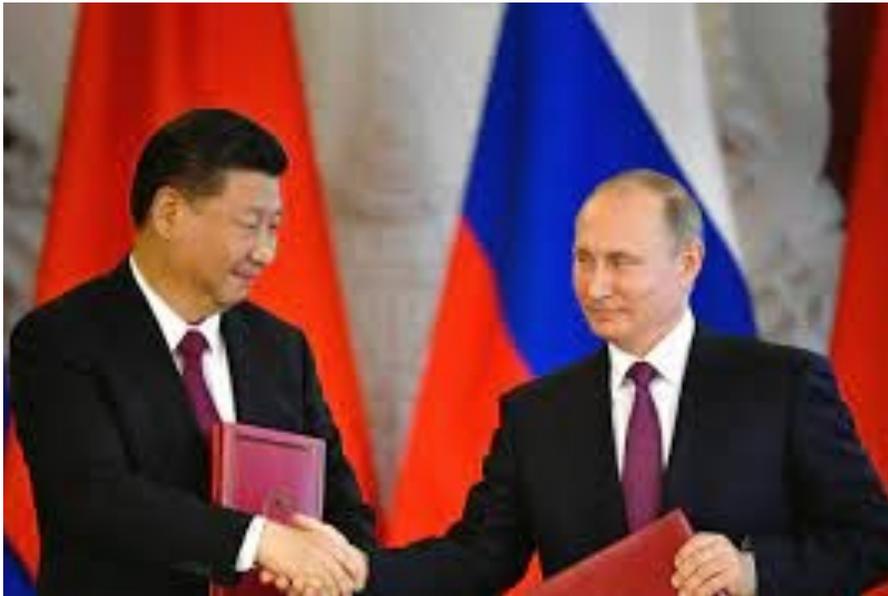
The world is constantly criticizing world leaders who believe in different ideals, and unfairly giving other governments flack for taking steps to better their own countries. Because democracy and capitalism is etched in the constitutions of so many powerful nations, the world has become a critic of any alternatives.

Planet Earth, which used to be the hunting grounds of nomads fighting for their lives, has now become a free-for-all for politics and international insinuations. To put it simply, in order to give back to the international community in any way, a country needs to get a grip on its own internal problems, which is not easy to do when the world is showing a broad display of disrespect and insensitivity.

The United States has been a superpower for over a century, but it is relatively new compared to the nations that make up the Eastern Hemisphere. However, its great power does not make it the judge, jury, and executioner for the globe; at least, that's not how the world sees it. America's sense of sympathy is dulled by its insufferable superiority complex, which continues to nag at other countries for negligible offenses.

Xi Jinping, the lead-

er of China, has been struggling with many obstacles, both international and domestic, including hosting the 2022 Winter Olympics. The coronavirus pandemic (which spread through China before even touching the United States), civil unrest, political



reform, and environmental challenges are all coupled with the daunting task of hosting an international sporting event.

The Western world, instead of sympathizing with shared concerns, is taking the opportunity to stab at the whole administration. Despite all of the internal roadblocks Xi Jinping had to bypass to even be able to think of inviting athletes to Beijing, the world is hung up on its inconsequential domestic policy of counter-extremist detention.

A million Uighars, an ethnic minority made up of

mostly Muslims, were responsible for extreme measures taken for land and resources in the Xinjiang area. After leading terrorist attacks that threatened the safety of China's people, like blowing up a city bus, Uighars were detained in

case, the easygoing authoritarian structure of China's government would surely allow the people to speak up.

Despite the belligerence on the part of athletes from the United States, Germany, Australia, and other countries who boycotted against a whimsical human rights crisis, the Olympics were thankfully able to happen. However, international athletes continue to slap Xi Jinping in the face by portraying their skepticism and distrust with the use of burner phones. If the great nation of China wanted to steal data, it could just do it whenever — it doesn't matter if you're in Beijing or the middle of Nebraska.

China clearly had no intentions of doing anything wrong to athletes, so long as they don't say anything offensive, distasteful, or insulting about China, Xi Jinping, China's domestic policy, or voice any personal opinions not approved under rule 50 of the IOC. Bringing politics to an international sporting event is fundamentally wrong.

The Beijing Winter Olympics are not the only subject of America's meddling and disrespect. It seems to find flaws in every move that the esteemed President of the Russian

camps beginning in 2017.

While Xi Jinping knows this move was necessary to counter terrorism and promote economic mobility for the minority by providing job training, the world has since accused him of human rights violations. While some say their families are still being held in these camps and facing poor living conditions and unjust imprisonment, these claims are completely unfounded. Xi Jinping clearly knows what's best for his country, not a few extremists fighting for natural resources. If this wasn't the

(continued on page 20)

REVIEWS

GIVEN ONE NIGHT, CABARET DELIVERED

by Cooper Smith

The time was 6:30 p.m., on a cold Saturday night. Dozens of Averill Park students and their families filed into the auditorium. There they saw a dark stage decorated with twinkling lights, and they waited.

Meanwhile, a group of students were preparing to put on a show. Among these students were not only singers and actors, but also crew members, all committed to do their best for tonight.

And soon enough, they were ready.

The lights of the auditorium dimmed. The audience sat up and looked at the stage. The spotlights were readied. 3... 2... 1... Action!

This year's Cabaret was held exclusively on Saturday, February 5. Shows were planned for Thursday and Friday, but were canceled due to inclement weather. 24 songs were performed by the students that night, and one by Averill Park choir teacher Ms. Christy.

The songs were impressively diverse, ranging from solo performances to all-cast acts, and from serious, stoic prose to funny, light-

entire cast.

The students in this year's Cabaret — whether performing or in stage crew — put lots of time and effort towards that one night.

in January (excluding weekends). Much of the crew at Cabaret was new, trying their hand at lighting, audio, and other roles backstage.

In addition, there were concerns about COVID-19. "You can't replace a voice easily," said Christy on the threats COVID posed for the production. On the other hand, she said that production challenges "showed how professional the performers were" in the face of adversity.

Effort and adversity paid off, however. Every song of this year's Cabaret was great; it was clear that the performers were putting their best into their songs. My feeling was shared by Christy.

"It was great... The performers really put themselves out there," she said regarding the overall quality of the shows. Ticket sales were favorable as well, making the evening a great success. I'm

already looking forward to Cabaret 2023!



hearted bits. My personal favorite was "Seasons Of Love," performed by the

For example, those singing in the play practiced every day

REVIEWS

MIXED REVIEWS ON CAFETERIA FOOD

by Owen Perala

Cafeteria food is a staple of high school society. How much a student enjoys their lunch period can be decided by one factor – that, of course, being what’s on the menu?

Generally, cafeteria food is not considered to be the best. Most people do not think of the Averill Park High School cafeteria when it comes to their favorite places to eat. At best, cafeteria food is a (somewhat) hot meal in the middle of the day. In addition to this, the APHS cafeteria has faced a number of challenges this year. Whether it’s been a lack of available staff, or supply chain issues, the cafeteria has not had it easy. All of this has not set the stage for a positive reception of what’s being served.

In a survey involving 41 students from all four high school grade levels, students were asked their opinion on the cafeteria and what was being served.

The most positive feedback received had to do with breakfast and lunch being free for all students. Almost every student agreed that free meals were a very positive change for the school, and made cafeteria

food more accessible.

When it came to the food itself, feedback ranged from “okay” to “not great.” Students felt that most days the food was not the best, but was still decent enough, all things considered.



The general complaints would be ones you would expect. Students claimed the food was dry and not fresh, with a lack of variety in meal options.

Yet, there were certainly some dishes that students seemed to really like, these being primarily pizza crunchers, cheesy bread sticks, meatball subs, and French bread pizza. Salads also had a generally positive reception, seeing as they were a more healthy option and offered more variety to the menu.

Despite these views, students generally believed that the quality of food had decreased in comparison to prior years. Many cited that there is less variety being served, and the quality of dishes and sides has de-

creased.

For example, chicken nuggets and mozzarella sticks are nothing compared to their former glory, something that has disappointed many. In addition to this, the replacement of the cafeteria cookies has been very upsetting, and is something many of the surveyed students want to see returned.

When asked in what ways cafeteria food could be improved, most students believed that more variety was the solution. Quite a few agreed that the cafeteria

should try to branch out and serve more things, instead of the same few meals each week. The roasted chicken that was served a few months ago was well received, with many students using it as an example to support this method's potential success. A few students even recommended more vegetarian/vegan options, as there are not many.

Overall, students do not seem to be too happy with the quality of cafeteria food this year, especially in comparison to previous years. However, it should be taken into consideration that this year has been like no other. The cafeteria has faced staffing issues, supply shortages, and the entire school shifting to free meals. These challenges are not easy to overcome and are most likely the reasons behind students' complaints.

Generally speaking, the food is pretty good. Not to mention, the cafeteria staff deserve much more recognition than we give them. At the end of the day, we would all be a lot more miserable if we did not have cafeteria food as an option.

ANIME CLUB MEETS TWICE MONTHLY

by Willow Dorr

Anime club was formed for the appreciation of anime and Japanese culture. We meet every other Thurs-



day in the library, we essentially just watch anime with snacks, sometimes we have special events. We welcome all people interested.

Getting Through Insurmountable Odds

Mrs. Daviero shares her ordeal with COVID

Note – The information in this article was completed as a collaborative effort during a 30 minute virtual Journalism Club meeting on January 5.

by Ava Ferriero

This month, the Journalism Club had the pleasure of interviewing Mrs. Daviero, a friendly, encouraging special education teacher at Averill Park High School who got hit hard with COVID-19 on January 16, 2021, and has still not been able to physically return to school, though has resumed teaching remotely.

When she first got COVID, Daviero felt that something was “off.” She took a COVID test and continued to attempt to teach her students virtually. But after falling asleep in a class with her students, then continuing to fall asleep for two weeks straight, she knew she got hit badly.

“I would never wish this experience on anyone,” she said. Daviero didn’t simply get a little sick, then quickly better again, she got extremely ill. As time went on, she became unable to walk, ending up in a wheelchair for four months. She had tremors and nerve damage.

Ten months later, on Thanksgiving Day, it was confirmed that “my body still has active Covid 19 antibodies in my system which give me some protection, unfortunately not enough,” Daviero said. To this day, she is still unable to drive.

Due to her circumstances, she has had to resort to virtual teaching until she is able to come back into school. “The school had a need for someone to support students while quarantined or tested positive, and I was able

to fill the role for the district,” Daviero said. “It allowed students to have a connection and get assis-



tance if needed. I have supported 144 families this year working from home, along with my five full time virtual students I see daily.” Daviero said she has learned

several K-5 curricula during her time instructing younger students, and looks “forward to seeing these students once they come to the high school.”

As a teacher, there are challenges to teaching completely virtual. Teaching online is easier said than done, especially for a long period. “It definitely takes the personalization out of the instruction,” she exclaimed. “My role is just re-teaching what

was always there for me... he was amazing.” Due to the fact that she cannot drive, her husband is her chauffeur.

Despite her illness, Daviero is incredibly grateful for many things. Along with her husband, she said her colleagues were incredibly supportive, as well.

“They [the district] have been phenomenal, and very supportive... and I’m very grateful!” Mrs. Daviero explained how she keeps in constant contact with the district, as she gives them an update on her status.

“My colleagues, especially the Special Education Department, were amazing, sending meals, cards, emails, and support.”

Daviero cannot return to the building until next year. She has learned to walk again with the help of physical therapy. The process involved helping her stand up, and took seven weeks. As time went on, Daviero discovered that she has myocarditis and liver damage, preventing her from getting vaccinated at the moment. Along with this, she cannot be back in public due to her other auto-immune diseases. She still hasn’t driven since the beginning due to the fact that she still has tremors, her leg has had “seizures,” and she has nerve damage.

When asked for any advice she could give, Daviero expressed, “Don’t push yourself forward faster than you need to.”

Daviero is taking her time in her healing process, slowly getting better



the classroom teacher has already taught.”

Daviero explained how tough it is to engage students over a computer screen; it is truly not the same as in a classroom, although there is at least one advantage. With younger groups, Daviero has time to work alone with them. “They have someone to keep connection with,” she said.

Although there are many challenges, the people surrounding her always did their best to be there for her, which aided her so much through the tough times. “My husband is a saint,” she stated, “My husband

(continued on page 19)

SURVEY SAYS: TWO TEACHERS, TWO INTERVIEWS



For this column, two faculty members of different ages and subjects were contacted, and both were asked the same set of questions. The two teachers that this prestigious and distinguished honor has been bestowed upon for this edition are teachers Mr. Fairchild, who teaches English, and Mrs. Agnew, who teaches math.

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

Fairchild:
European History or Physics, only one of which I am qualified to teach.

Agnew:
Philosophy

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

Fairchild:
I coach volleyball both in season and out. I love to

watch movies and do some training with my dog.

Agnew:
Gardening, teaching at a Montessori Sunday School, and playing with my kids and dogs.

Is there anything that your students have taught you?



Fairchild:
Patience and kindness go a long way. I figured out a long time ago that *gasp* students are people, too. Being honest and respectful is a two way street. They are patient enough to listen to me going off on tangents; in exchange, I listen and respect their input.

Agnew:
I forgot how important making a connection with students can be.

How were/are your grades in school?

Fairchild:

High 80s in high school—I was an average student from the ‘burbs. In college I excelled.

Agnew:
A/B. work I didn't love to do homework. ;)

What was the last good book you read?

Fairchild:
Cloud Atlas. I am starting *Wild* this week.

Agnew:
Ethan Frome.

What character trait do you value most in a student?

Fairchild:
Spunk and a kind-hearted sense of humor.

Agnew:
Integrity and a sense of humor.

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

Fairchild:
A doctor of medicine, perhaps.

Agnew:
I have never wanted to be anything else. But, I wish I had learned more outside the realm of mathematics in college.

INSURMOUNTABLE ODDS (CONTINUED FROM PAGE 18)

while learning to appreciate the little things in life. She has learned to walk again and has tremendously improved since she was first sick. She is looking forward to getting vaccinated as soon as she can and eventually being able to come

back to school, better than ever after this year.

Through all the difficulties she faced, she still seemed to remain positive and transparent, sharing her experience and takeaways with others. “I’m so excited for the little things we take for

granted,” she said. She stated that she was beyond thrilled when she was able to walk a mile again. The situation allowed her to realize how crucial helping yourself, accepting help, and your health and self-care are. She also shared with us her favorite quote by her

mother: “Without adversity, a person has no dimension.”

Daviero’s story is inspiring, and we are glad she was able to share it with us in hopes we will be always grateful for what we have. As Daviero said, “Someone else always has it worse.”

Providing Support In and Out Of School

Mrs. Wood And Her Classroom Setup To Help Students

by Sophia Maddalone

Three years ago, Mrs. Wood became the teacher of the In-School Support classroom here at Averill Park High School. When she stepped into this position, she may not have realized she would be expected to handle many different roles; she runs in-school suspension, out-of-school suspension, APEX, and supported study halls. Wood says her classroom is, "A constant revolving door."

Throughout our twenty-minute interview, Wood's phone was ringing off the hook. Guidance counselors and administrators reported new suspensions and updates about students she was working with.

"We never know what our day is going to look like," Wood said. She does have a set schedule for the students in APEX and supported study halls, but students



can always be added in at any point of the year.

Wood said Mr. Quiles, the school principal, originally came to her with the

idea for this classroom, and they have been adding pieces to create this multifaceted In-School Support Classroom ever since.

"We have a team built around this room that involves the vice principals, everyone in the guidance office, and the teachers of the students that I work with," Wood said. "We all work closely together to support the students here."

At the beginning of

this school year, Wood also worked with students who were quarantined to help them catch up on work. "Second semester really picks up because I will start to work with kids who have failed," said Wood.

In October of 2021, Ms. Card was hired and has been working with Wood and the students. Card said, "I adore Mrs. Wood, and she is very flexible, collaborative and a great listener. I am very grateful to have been placed here." Wood also stated that, "Card has been a huge help."

Wood said, "I have a great opportunity to work with and get to know the kids, because I don't have twenty-five kids at once like most teachers. At least fifteen to twenty kids stop by each day just to check in and say 'Hi.' I really enjoy working with the students."

LAY OFF THESE GUYS (CONTINUED FROM PAGE 15)

Federation, Vladimir Putin, makes to better his country.

When the Soviet Union collapsed in 1991 it lost a lot of territory in the Eastern Bloc to the arrogant North Atlantic Treaty Organization. To this day Russia has never reclaimed this glory.

America, the USSR's nemesis in the Cold War, was boosted by this collapse. It led other countries to believe that the only way to gain self-validation and international respect was to change its policies to match the democracy and capitalism of the United States.

Vladimir Putin is a brilliant man who could have the power to save his country

and restore its old glory, but the major countries in NATO are stepping all over his toes.

The fall of the USSR was "the greatest geopolitical catastrophe of the century" to Putin, and he believes restoring its lost territory is a crucial step in bolstering Russian power and privilege.

However, the cowardice of the international community is forcing him into an economic trap. The West blatantly refuses to listen to the great leader's main concerns about Ukraine. Threatening to put a damper on Putin's genius move to better his country, members of NATO are threatening to push intolerable, harsh economic sanc-

tions and trade implications on Russia. These evil hindrances would clearly obstruct Putin and the Kremlin's ability to provide for and serve the dire needs of its country.

It may be clear to the adept leader that he needs to reclaim the region to help his country, but the world is refusing to listen to his primary concerns. For example, if Ukraine joins NATO, any conflict could easily escalate into a large international war. It's like spraying gas on a fire to put it out. The world has overreacted to the presence of Russian troops on the Ukrainian border; a few soldiers doesn't mean a

full-on attack. And since no one but Putin knows his intentions, reactions from countries like the US and France are completely unreasonable.

It is becoming obvious with more and more clarity that in this day and age powerful leaders face criticism and even threats for just trying to help their countries. Having different international opinions and approaches to problems has become akin to walking down a dark alley holding a wad of cash over your head. Except holding cash isn't helping billions of people in your country.

DOUBLE THE TROUBLE? MEET THE TWINS OF AVERILL PARK HIGH SCHOOL

by Max O'Connor and Faith Rescott

You look once, you look twice – are you seeing double? No, it's just a set of APHS's lovely twins. Here at Averill Park, the halls seem to be filled with these duos. Big, small, fraternal, identical– they come in all sorts of varieties! As a twin myself, I'm asked the same questions all the time. "What's it like?" "Aren't twins supposed to look the same?" (for those wondering, no – we're fraternal). Even questions like "Do you have twin telepathy?"

For years, I've answered these with the same responses, but Faith and I were interested in what other pairs had to say, so we asked a few questions.

The Pratt twins are juniors who like to spend their free time hanging out with friends. We asked them (since they spend so much time together) what the other twin does that gets on their nerves. "She'll just walk in my room and just stare at me, or she'll sit in my desk chair and look at me," said Lily. We asked Riley the same question, and she responded, "She talks over me a lot. Also, she just walks in my room and looks in the mirror, then leaves." This question seemed to bring about some hostility, so we asked a little more light-hearted question– what's your favorite thing about your sister? As Lily said, "She would most definitely take the blame for anything I get in trouble for."

Out of the three

interviews, the Mazzacco twins told us the most. "My colors were purple and blue,"

were whose." Additionally, we asked Kim what it's like being a twin. "It's kind of fun some-

One of the newest set of twins in APHS are the Bergmann twins,

freshmen Hailey and Reese. A common question twins are asked is if they know and ever have experienced twin telepathy. We asked Hailey, and her response was, "No. I don't think so, but we do always seem to know what we each are thinking." Reese informed us she and her sister do a lot of activities together such as skiing, homework, and often have little meaningless arguments.

We also asked both Bergmann twins when someone mixes them up, if they are bothered by it. "No, unless they're our relatives," they said. "Some relatives do have a problem telling us apart!" They explained that it makes them a little frustrated when a family they've known for a long time still mixes them up.

Twins are one of the world's most interesting phenomena, and our halls are filled with them! There are even more pairs in our school that we didn't get the opportunity to talk to, including Lillian and Evelyn Mostaccio (grade 9) and Haylee and Hannah Jansen (grade 10), each with their own interesting stories. It's a life that comes with its ups and downs, but, at the end of the day, there's nothing cooler than having a friend by your side no matter what.



said Marisa. "My mom would have us dress the same, but she color coded it so we could tell whose clothes

times, but it's sometimes annoying because we spend so much time together," Kim replied.

WHEN DETERMINATION MEETS INNOVATION

HEAD OF JIMINY PEAK SHARES HIS SUCCESS STORY

Note – This article was written as a collaborative effort during a 30 minute in-person Journalism Club meeting on February 2.

by Members of the Averill Park Journalism Club

A “titan of industry” is a term that shouldn’t be thrown around lightly. However, one local person who fits that description recently visited Averill Park High School for an interview. The visitor was Mr. Brian Fairbank, and the industry he’s associated with is one that brings joy to those looking for outdoor recreation - skiing. Fairbank is the chairman of The Fairbank Group, which runs nearby Jiminy Peak Mountain Resort, as well as Cranmore Mountain Resort and Bromley Mountain Resort.

Fairbank’s importance in the ski industry has resulted in his election to the U.S. Ski and Snowboard Hall of Fame, not as a skier, but as someone who has “done something to impact the ski industry.” Fairbank mentioned three major areas where his decisions have had a positive effect on the U.S. ski industry: ski rental decisions, service information, and energy use.

Fairbank and his organization were “pioneers in the shape of skis,” he said, which led to easier skiing for beginners, and the greater likelihood they would continue skiing. His second area of influence had to do with the more immediate data usage of visitor feedback, including “how likely a guest will recommend you.” Adopting a process “to see real-time information and utilize it on a timely basis,” according to Fairbank was highly beneficial in the industry.

The third area where Fairbank had an impact was his prescient decision to put in a wind turbine, something that others in the industry have now followed. “We put in the wind turbine in 2007,” Fairbank said. “It was the first in North America. Once

efforts at Jiminy”) to all the participants at Averill Park.

On a more personal level, Fairbank is at heart someone who took an interest in a field, and then pursued it.

When asked how he first learned to ski, Fairbank, who is originally from outside

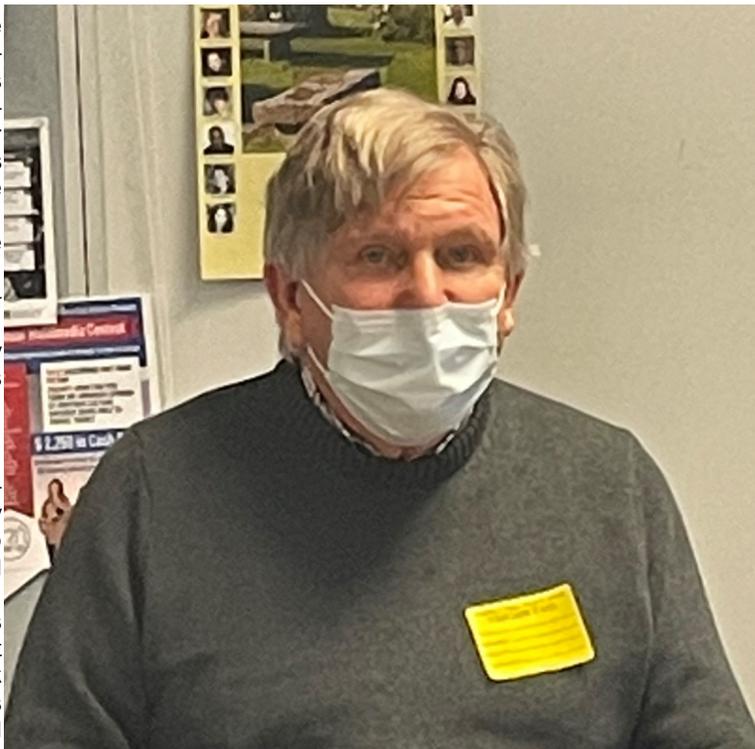
Asked why he would recommend skiing as a sport to participate in, Fairbank responded, “Fresh air, exercise, time to spend with friends, views, the excitement of skiing, and having something to look forward to.” He also proudly stated that, though still working, “I’ve skied four out of the last six days.”

“It was a childhood dream to develop the business,” according to Fairbank, who was hired as general manager at Jiminy Peak in 1969 at only 23 years of age, and would eventually help purchase the resort. He said to make Jiminy “happen,” he needed “a good group of people,” but “the most important ingredient of having a career is having a passion for it. You have to have a desire to do it or you won’t get much done.”

Fairbank was a certified ski instructor and examiner for the Northeast for 15 years in the 1970s-80s, in addition to running Jiminy Peak. Along the way, he has seen his work make a difference in people’s lives, as the resort has grown, and The Fairbank Group has added two more mountains to its holdings. As an example of forward thinking, “In 1977, we put in our Alpine slide. That was important for summer business.” With the addition of the slide, Jiminy went from 5 employees to 25 employees, helping the resort employ people year round.

From that time, “14 employees are still there since 1977, and have grown with the resort,” he proudly said. Fairbank said there are “742 employees at the present time.”

(continued on page 23)



the turbine was paid off we were able to reduce the cost of making snow.” Fairbank spoke with pride of the turbine, and rightly so, as it was a costly and multi-year endeavor at the time. The turbine, which he said “could power 441 houses for a year,” was paid off in seven years, and coupled with a solar field, makes Jiminy Peak one of the few U.S. resorts entirely powered by renewable energy.

The turbine remains as an important symbol of Jiminy Peak, and Fairbank even distributed turbine pins (embossed with “a deer, representing the environmental

of Buffalo, asked the students to remember their first time skiing.

“If you close your eyes you can probably remember the weather, how you did, who you were with, and how you did on the first day,” he said. On his first day at 6 years of age, Fairbank said his instructor told him to make a “V” with the skis and go, but he only made it around 100 feet. He “crashed and burned more than you can think” that day, but he was hooked.

“Skiing became part of my teenage years, and became part of my adult life,” he added.

FAIRBANK (CONTINUED FROM PAGE 22)

An average day for Fairbank now starts with "checking the weather first thing in the morning, to see what's ahead. Then dealing with snow making strategies." He also has to constantly manage financial information, including payroll, and make sure the "Kid's Rule" program, an all-day program for children aged 4-14, continues to run. "We will do 200 kids on Saturday," Fairbank said.

Many Averill Park students not only participate in the Kid's Rule program (including at least one of our interviewers), but go on to work at Jiminy Peak themselves. There are benefits beyond the pay and free ski pass that come with employment though the program, Fairbank said. "Anybody who becomes a Kid's Rule ski instructor learns how to deal with frustration, develop skills." He also sees "the biggest difference in high school students that come to work for all four years of high school." He estimates there are 105 Kid's Rules instructors presently employed.

Even the off-season is busy for Fairbank. From April to June they shut down the skiing, but are already thinking about hiring people in the fall, what the pay rates are going to be, and completing their budget. They also work on getting their summer programs up and running. "It's a quieter time of year, but it's surprisingly busy from a management standpoint," said Fairbank.

Despite all the work he's doing, Fairbank doesn't seem to be slowing down. The next big project on his plate will be construction done at Cranmore Mountain - a 20 million dollar building that replicates Jiminy's base lodge, with a mini-residence on the third floor.

As for Jiminy Peak, "Jiminy is pretty much built out," Fairbank said, stating the master plan for the resort cre-

ated in 1984 was finished in 2008. "Now the only big thing left there is taking care of the physical plant that is there," he said, adding that's no small feat when there are "12,000 bearings to maintain or replace."

The costs to go skiing are "driven by a lot of issues" according to Fairbank, and admitted that



compared to 1976 pricing, ticket prices are a bit beyond inflation. He mentioned the \$500,000 spent for one special grooming machine, as well as insurance, liability insurance, propane, and the biggest expense the last few years- payroll. Fairbank also touted how proactive Jiminy been in assuring its employees "got the benefit of a wage increase and a pass for free skiing."

When asked why Jiminy Peak's tickets are higher priced than at Gore Mountain, which is two hours north, Fairbank responded, "We are competing with the government...that's why our prices are higher. We...have income taxes." Fairbank pointed out that both Gore and Bellayre Mountains are state-owned entities, which lose a million dollars each year because they don't

make as much as they spend. "New York taxes pay a lot for Gore and Bellayre," he said. "Jiminy doesn't have taxpayer support."

Asked if ski resorts are turning into conglomerates, Fairbank didn't believe so. He named the five largest ski organizations in the U.S., each of which own 10-35 ski sites, but "I don't

think there's going to be as much buying up of ski areas. They may think they can operate with the number they have."

He considers The Fairbank Group a smaller organization, and when asked if they are connected with other resorts across the country, Fairbank responded that it's more about the skiers than the company. "Diehard skiers will go to Jiminy and learn and develop their abilities," he said. "Then they'll go on a trip to other parts of the country and ski there..we are like a peoples' backyard ski area."

Like every other business over the last two years, an additional issue The Fairbank Group has faced has been providing safe skiing during the pandemic. "COVID has been

challenging," he admits. First, wearing masks was a problem for some, though the state mandate made enforcement more easy, while "this year staffing issues are a bigger problem," Fairbank said. "We have ten times as many staff out (compared to last year), though for not as long, and sometimes they're just safely quarantining."

While it costs a lot of money to stay in business, Jiminy Peak has grown and survives because of the skiers who come. "We draw from Albany...and on weekends and holidays, most come from Long Island and New Jersey," Fairbank said. He estimates that in addition to the skiers on the mountain, the resort sleeps about 2,000 people a night. And while the organization used to advertise on television and radio, it's "all now on social media," he said.

When asked to respond to an online review about overcrowded lines and rowdy crowds, Fairbank said there are about "Six days of

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FRIENDS, PARTNERS, AND COLLEAGUES

MEET THE TEACHERS MARRIED TO THEIR WORK

by Veronica Cardillo

Ever have that moment on the first day of school where one teacher has the same name as another teacher you just had? And then you wonder: "Is my math teacher married to my science teacher?" Well, that may have been the case.

However, instead of it being a math and science teacher, at Averill Park you may know these married teaching couples as Mrs. Engel (Global) and Mr. Engel (English), as well as Mrs. Dutcher (special education) and Mr. Dutcher (technology).

This was a fun interview. I mean, just think about it; imagine getting to work each day with a relative, friends, or partner. All the stories that happen over the course of time can be fun. Well, wait a moment, no need to wonder, because some important questions have been answered.

I asked both the Engels and the Dutchers a few questions about what teaching as a married couple looks like. Here are, the Dutchers responses:

Question: Do you two carpool to school? Who drives?

Answer: We typically carpool to work every day. Mr. Dutcher usually drives. The interesting part about our carpool situation is that we also drive to and from work with our four children who go to Poestenkill. Sometimes we feel like we should paint our van "school bus yellow."

Question: What subject do you teach at the high school? When you were a student in

high school, what did you do in the subject your spouse teaches - was it one of your favorite subjects or not?



Answer: Mr. Dutcher is a Technology teacher. During the warmer months, his Energy & Power classes can be found racing lawn mowers on the front field. His Auto Tech classes are always working on cars. When Mrs. Dutcher was in school, she took a woodworking class and loved it, but she didn't really pay much attention to engines and oil changes.

Question: Are there any funny stories that involve the two of you that you'd like to share?

Answer: Funny stories? Hmmmm?

Most people assume that we met in this building. We actually met at Jack's Drive-In (Wynantskill) in 2006. We

worked in the same building for almost three years without ever knowing each other!

Question: How does it feel to work in the same workplace?

Answer: Working in the same building is great. When we go to Averill Park sporting events, we're cheering for the same team and have connections to the same kids. We've quite literally "grown up" with many of our co-workers. We've spent almost 20 years watching our peers get married, raise kids and suffer losses. It's amazing that we get to share those same friends and experiences.



Question: What is your best tip for working with family?

Answer: Our advice is to always be supportive and have each other's backs. Ultimately, family is the most important thing.

Now onto the Engels:

Question: Before COVID, when you and Mr. Engel brought your dogs to school, would one of you have the dogs for half of the day and give them to the other or how did that work?

Answer: Aww, we loved bringing puppies into our classrooms at APHS and modeling for the students' our love of volunteering at Homeward Bound Dog Rescue. Typically, we would bring them in on Thursdays and Fridays for one A/B rotation — on each of our free blocks, we would take them and then most of the other blocks, they would stay in Mr. Engel's room. His classroom was a science

room years back so it has the huge lab table in the front where the puppies would be crated while he taught. My favorite part of bringing them in was watching all types of students bond over dogs — they may run in VERY different circles socially, academically, politically — but EVERYONE

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FAIRBANK (CONTINUED FROM PAGE 23)

the year...Easter Sundays, we call them," usually on a nice holiday weekend, when five or six thousand skiers will descend on the resort. "We usually have to turn people away."

Fairbank also recalled a promotion that got out of hand many years ago. Jiminy Peak had worked with Price Chopper to advertise six weeks of free Saturday night skiing for children. "It was too popular," Fairbanks said. "Cars were backed up miles down the road."

While there's no sure way to avoid crowds, Fairbank said when considering the average number of patrons, "Wednesday's the quietest day of the week."

In addition to running (and eventually purchasing) Jiminy Peak, Fairbank served on the board of the National Ski Areas Association from 1990 to 2004, including as board chairman from 2000 to 2002. Among many other honors, he was given the lifetime achievement award from the NSAA in 2017.

Even having brought innovation to the ski industry, Fairbank remains true to his

roots in one sense. "I tried snowboarding 25 years ago and flopped and flopped, and was very sore the next day," he said. He got frustrated that he couldn't go down the mountain when his son could (on a snowboard) within a few hours, and "decided not to go back, because breaking his wrist wasn't worth it."



When asked how he reacted when he found out he was nominated for the U.S. Ski and Snowboard Hall of Fame, Fairbank took us through the long process. It was several years ago when he received his nomination, "which means a select number of people spent time filling out a nomination form,"

he said. "A year and a half ago, the vote occurred and I was in a tie with a husband and wife team." After a tie-breaking vote, Fairbank was informed he had won the runoff by seven votes. "Because of the build up of the tie, I was pretty excited when it happened." Though he was

neering challenges that made the event incredibly worth it, he said, "seeing that big turbine, which is taller than the Statue of Liberty, turn for the first time was remarkable."

Fairbank has been the Chairman of the Board of The Fairbank Group for the past six years, and prior to that was its CEO. Fairbank hopes the business, which employs around 100 year-round workers, will be passed down to his son, Tyler, who has taken the CEO title and a lot of the operational duties, while Fairbank focuses more on the finances.

In addition to the day-to-day operations, some of the long term challenges Fairbank lists include "protecting the environment and being sustainable, protecting wildlife and trout (brook beds), and figuring how to reduce energy consumption."

Now well into his 70s, asked when he might retire, Fairbank hesitated, and said he didn't know if he could. "I'm afraid I might get bored."

named to the national hall of fame in 2020, his induction will be held this March 5 at Bretton Woods, New Hampshire.

His favorite memory from his time at Jiminy, however, was "probably pushing the button on the wind turbine," Fairbank said. Explaining the financial and engi-

MARRIED TEACHERS (CONTINUED FROM PAGE 24)

pulls out their phone and shows you pictures of their pets. It was a great school-bonding experience.

Question: Do you and Mr. Engel carpool to school?

Answer: Living 20 miles from school, you would "think" we would carpool, but for the past several years, Mr. Engel has been driving a bus for AP after school almost every day. Some days, he's even driving a morning AND afternoon run! His schedule is so unpredicta-

ble that we have to drive separately—someone needs to get home to the kids.

Question: Are there any funny stories that involve you and Mr. Engel that you'd like to share?

Answer: Well, Mr. Engel LOVES telling all the freshmen on the first day of school to "be nice to my mom who teaches Social Studies on the other side of the building" — most of the kids know it's a joke when they get to my

room, but there's always one or two who have no concept of age and ask me if I'm Mr. Engel's mom!

Question: How does it feel to work in the same workplace?

Answer: We honestly don't know any differently! We met in my first year teaching (1999), which was Mr. Engel's second year at AP. Having students in common and similar stressors to talk out has worked out well for us. It's not like we don't understand what each other does all day at

work!

Question: What is your best tip for working with family?

Answer: Try to have space at work. While we do work in the same building and have many students in common, we don't actively work in the same space or as closely with the same colleagues. This allows us to develop professionally and grow in our own independent direction. I think it's a good thing we're literally on opposite sides of the building!

SPORTS EDITORIAL

WILL JETS FANS EVER GIVE UP?

by David Mooradian

Since 2010, The United States has had three Presidents, The iPhone has gone from the iPhone 4 to the iPhone 13, and The New York Jets have been to the playoffs... zero times. Over this time the Jets have gone through four head coaches and seven starting quarterbacks. This perplexing drought can be attributed to a multitude of reasons, many of which can make the outside observer's head spin into oblivion.

The one variable that has remained constant over this span is their group of dedicated fans. A fanbase that has long endured heartbreak, disappointment, and every form of embarrassment. The Jets continue to be among the top of the league in attendance, despite a 63-114 record dating back to the beginning of this 11-year playoff drought.

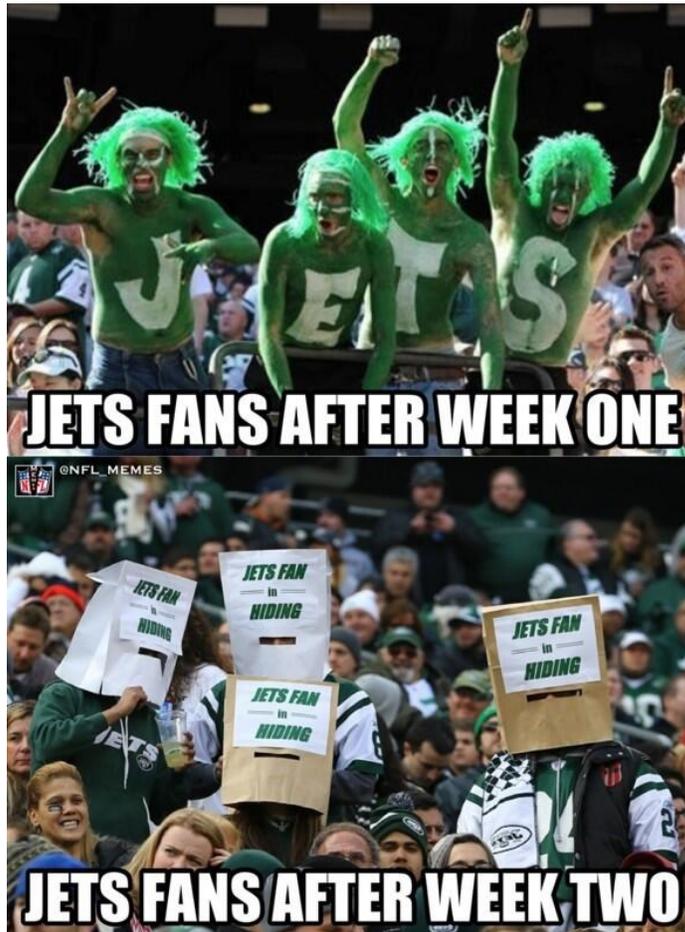
For reasons that most likely will never be understood, Jet fans (myself included) remain optimistic about the team at the beginning of each season, only to be disappointed nearly instantaneously.

This past season, the Jets wasted no time disappointing their fans. Rookie quarterback Zach Wilson tossed four interceptions en route to their home opener loss against their division rival, the New England Patriots. This was the first inclination that another year of hope and

promise would turn out like the previous ten.

Perhaps even more astounding than

is because the first picks are given to the team with the worst records in the previous season.



Jets fans continue to support the team, despite their putrid on-field performance.

their eleven year playoff drought is their placement in each year's draft. For those who are uninformed, the NFL Draft is seen as a prime opportunity for teams who struggled in the previous season to start anew. This

The Jets have had no problem accumulating low first-round picks; in the past five seasons, the Jets have had the third pick, third pick again, eleventh pick, second pick, and the fourth pick. So certainly they should at least have received good players or

at least solid contributors to the team from the draft.

Well, not exactly. Since 2010, not one player drafted by the Jets in the first round played a game this season. Mekhi Becton, the Jets 2021 first round pick got injured in the first game and didn't return all year. To add insult to injury, his future with the team remains a mystery.

The New York Jets are often the butt (fumble) of every joke. Phrases like "the buttfumble" and "same old Jets" have defined this organization and fans for decades. Whether it be in an office, school, or even at a Jets home game, Jets fans cannot escape constant ridicule, and mockery.

This season, I was at MetLife Stadium for a Jets home game, and was mocked and made fun of due to the team's dismal performance. Sometimes it's the comparisons that make Jets fans so irate. All we have to do is turn on the TV and watch teams like the Los Angeles Chargers, Cincinnati Bengals, or even divisional rival Buffalo Bills with their young stud quarterbacks and strong futures and it almost moves us to tears.

All three of the aforementioned teams climbed from last place to becoming AFC contenders. In Cincinnati's instance they have gone from last place to the Super Bowl in one years time. Something the Jets have not been able

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SUPERBOWL (CONTINUED FROM PAGE 28)

Bengals kicker Evan McPherson knocked one through the goalposts to put Cincinnati on the board.

Another Rams' touchdown to Offensive Player of the Year Cooper Kupp put LA up by a comfortable ten points, 13-3. A comfort, and a lead, that dwindled quickly.

Through the end of the first half and the start of the second half, the Bengals scored a field goal, a trick play touchdown, and a 75-yard touchdown from Burrow to Tee Higgins. This put the Bengals up by seven points, 20-13. A triumphant 17-point run for coach Zac Taylor and his team. However, Rams coach Sean McVay and defensive star lineman Aaron Donald, a one-man game-wrecker, had something to say about that.

Burrow was under constant pressure for the rest of the game, being sacked a Super Bowl record six times, giving the Rams the boost they needed. A field goal

by Los Angeles kicker Matt Gay put the Rams within a touchdown of the lead; the

yard drive, aided by penalties and luck, that resulted in a Kupp score and a three point lead for Los Angeles. The score was 23-20. So there we were, a minute and a half on the clock, and out marched Burrow. This was it, the Lombardi

had his own ideas for a Hollywood ending. Burrow, looking to pass, whom! Donald had Burrow wrapped up like a present in December. BUT WAIT! Burrow got the ball out! Hold your breath! Just kidding, down it went, that pigskin hit the beautiful SoFi turf, and it was over. The Rams had won it.

The Bengals, while leaving with the loss, let the world know that



score with six minutes left in the third quarter rested at 20-16.

The Bengals, determined to hold their lead, played lockdown defense until six minutes were left in the game. Then, Stafford and Kupp lead the Rams on a 79-



Trophy practically waiting for the Bengals in the endzone. What a story it would be, rags to riches, zero to hero... what a Hollywood ending it would be.

Well... remember Aaron Donald? Yeah. He

there's going to be something dangerous in the Jungle for quite some time. They will be back.

So there you have it, Kupp won the Most Valuable Player award, Stafford got his ring, and the Rams brought home the Lombardi Trophy.

Superbowl 56? That one belongs to the Rams.

JETS (CONTINUED FROM PAGE 26)

to do in fifty-three years. There is no doubt in my mind, come next August, I and Jets fans alike will be selling ourselves false hope and irrational optimism that will quickly fade away. Jets fans, much like our team, are stuffed to the brim with



delusion, and are unaware of what real football looks like. For the fifty-third year in a row, the Super Bowl was played without the presence of the New York Jets. That is, except for the few who bought tickets.

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.

All-In Rams Prevail 23-20

Stafford Leads L.A. Past Cincinnati For First Super Bowl Victory

by Wyatt Thorsen

Two teams, one game, one winner. The Los Angeles Rams and the Cincinnati Bengals, a game between two of the flashiest teams in the league. Two armies, clashing to cap off the longest season in NFL history. However, these teams took two very different paths to the Super Bowl.

The Rams are a team which has lurked in the playoff waters for a few years. They have become a team with lots of talent on both sides of the ball. They have been contenders before, and they could not get the job done. So, if the players from the past could not do it, then who could be the one to help them over the edge? Twelve-year veteran

Matthew Stafford, that's who. Picked up from the Detroit Lions, Stafford

The Bengals, on the other hand, weren't exactly a front-runner this season...

help of a high-flying offense led by second year quarterback Joe Burrow, the Bengals earned their spot. In a journey that put them through high highs and low lows, the Bengals were in the Super Bowl.

So there you have it, the stage was set. The powerhouse and the underdog, Stafford and Burrow, SoFi Stadium, the Super Bowl.

It did not take long for LA to jump ahead as Stafford found mid-season addition Odell Beckham Jr. in the endzone for a 17-yard score. Beckham would later tear his ACL, taking his abilities off the gridiron for the rest of the game.

Six minutes later,

(continued on page 27)



steered this team straight to the biggest game of the year, and the biggest game of his life. Stafford's impact on the field had not gone unnoticed.

Okay, I am being nice. They had the same chances as the New York Jets to make it to the Super Bowl. Not particularly good odds. With the

FIRST

AUTOMOBILE

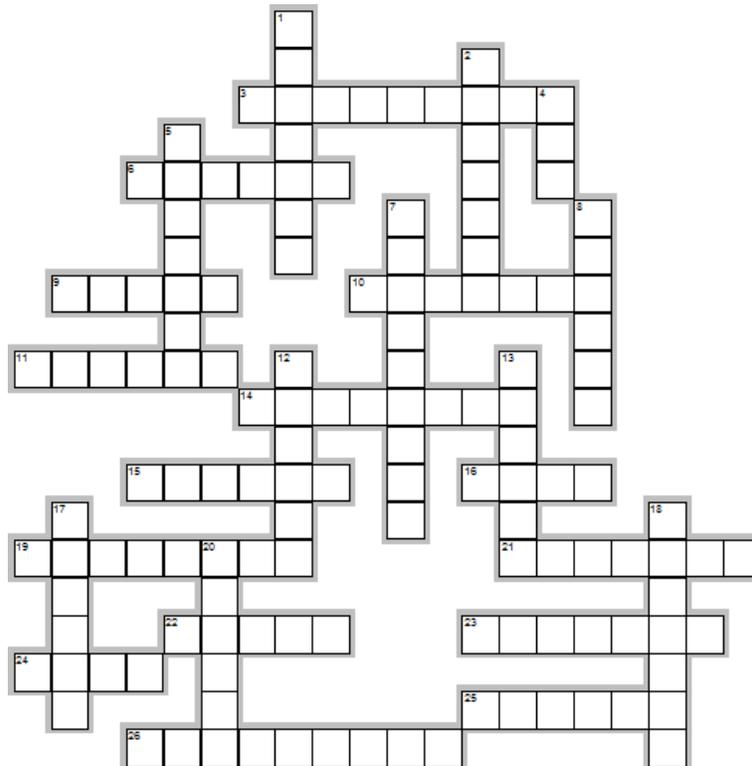
CROSSWORD

Match the STAFF MEMBERS with their FIRST AUTOMOBILE

- | | |
|-----------|-----------|
| Burger | Dutcher M |
| Emmons | Engel B |
| Engel S | Fairchild |
| Fox | Ford |
| Glerthy | Glunk |
| Hunter | Keegan |
| Miller T | Miller V |
| Minkler | Mouzakes |
| Oldendorf | Panzanaro |
| Perry | Pollock |
| Porter | Quesnel |
| Quiles | Rees |
| Schmidt | Shupe |

Strich

NOTE—Don't skip spaces in the puzzle



Down

1. Chevy Chevette
2. Eagle Summit
4. Mitsubishi Eclipse
5. Toyota Tercel
7. Ford Torino
8. Plymouth Valiant
12. Ford Escort
13. VW Beetle
17. Honda Accord
18. Chevy Cavalier
20. Plymouth Reliant

Across

3. Econoline 150
6. Subaru :Legacy
9. Renault
10. Dodge Coronet
11. Plymouth Horizon
14. Chevy Cavalier
15. Jeep Wrangler
16. Ford Cougar
19. Dodge Monaco
21. Camero
22. Toyota Camry
23. Thunderbird
24. VW GTI
25. Nova SS
26. Chevelle