

Mask Rules in AHS Cafeteria Raise Questions

By Eva Liss
STAFF WRITER

Most Andover High School students are doing their best to follow the masking and social distancing rules in the AHS cafeteria this year.

When in the cafeteria, social distancing isn't required, and students are only required to wear their masks when walking around. These rules were created by Massachusetts' Department of Elementary and Secondary Education (DESE) in accordance with the Center for Disease Control and Prevention's guidelines. The mask mandates were extended through October 1, then November 1, and have since been extended through January 15 as of October 26. Although the vaccination rate in the high school is high, at 85 percent, it is still important for students to follow the guidelines to keep the school safe.

"I'm very glad we have masks," junior Juliet Herrick said. "But how can you eat food with a mask on? If we're distanced it's awkward. [The cafeteria rules are] like a compromise. It gives you a taste of normal."

Freshman Carmina Merrill said that she believes it's harder to enforce the masking rules in the cafeteria than in the classroom. Senior Tessa Barcelo said "Sometimes people don't follow [the rules]," and that she feels the rules should be a little more enforced.

With the amount of students and the large space, it's hard for the monitors to keep track. Ron Ramsey, an AHS monitor, has a different opinion than Merrill and Barcelo. He said that kids are generally more willing to follow the rules, especially ones who were at AHS last year.

The rules for eating in the cafeteria last year were much more severe. There were two eating spaces—the cafeteria and the Dunn Gym—and students ate at desks spaced six feet apart. Sophomore Ingrid Cotta said, "[The masking rules] make it easier to hang out with your friends at lunch, and I think most of the people are following the rules. It works out pretty well." Students seem to be willing to cooperate with the current rules if it means they don't have to go back to the old ones.

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STAFF PHOTO / Eva Liss

Masked and unmasked students sit in cafeteria during their lunch block

Is Feaster Five Back to Normal?



COURTESY PHOTO / Stephanie Guyotte

Feaster Five organizers stand with their signs.

By Philippa Konow
STAFF WRITER

It's official, The Feaster Five is back for their 34th annual event with in-person and virtual options available for all participants.

After a whirlwind past couple of years with COVID-19 uprooting much of society, there are a few things coming back to some sort of normal. The 2020 Feaster Five was held virtually and participants were asked to submit their times to the Feaster Five website. This year, while a virtual option is still available, there is also an in-person choice.

"We are working very closely with town officials to make sure we have the safest race possible," stated Stephanie Guyotte, a Feaster Five Committee Organizer. "We are scaling back our pre-race expo and planning more of a registration and number pick-up at the YMCA [and] we will follow any state or local guidelines at the race start."

Be prepared to wear a mask for at least the beginning of the run. While COVID-19 cases are significantly lower, with much of Andover being vaccinated, participants are still required to wear masks in schools, workplaces, and large groups.

According to Guyotte and the Feaster Five website, for the virtual option, with runners being required

to sign up through the website and choose which race packer they would like during the pick up times. They will then record their own times and submit them through the Race Roster's mobile app. "[runners] can sign up through our website, pick up a race packet during the pickup time, run on [their] own, and submit [their] time through our partner Race Roster's mobile app."

With the high vaccination rate in Andover, the possibility for a closer and more warming Thanksgiving is very possible, bringing much joy to the community. John Jannetti, a science teacher at Andover High School, is, as usual, extremely excited about the race. "I'm looking forward to having a large crowd!" exclaimed Jannetti. "I love seeing all of those people. I love seeing all of my fellow townies running. Former students that come home from far away, whether they are still in school or graduated from college, all come back for Thanksgiving."

"I think having the option to participate virtually and in person is actually really exciting, because it will encourage more participation than last year," said AHS junior Alex McNally. "It's really really important that we get back out there and [participate] in these really really awesome causes." Though McNally isn't able to participate in Feaster Five this year, they have run for years before.

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Trouble Under Your Nose

By Naomi Bloom
STAFF WRITER

Since in-person school resumed during the COVID-19 pandemic, wearing masks has been mandated. This was put in place in order to keep each student and staff member as safe as possible from the virus. The mandate within the Andover Public Schools system was going to last until at least November, but after a school committee meeting on October 21, the schools sent out an email regarding the extension of the mandate. Especially because the holidays are just around the corner and many students and staff have family members who had not been old enough to get vaccinated, it's great that the mandate was extended until at least January 15.

The email also explained that the extended mandate would allow more time for parents to have their younger children vaccinated, if they choose to, as the vaccine was to be approved shortly after the email was sent—it was approved on November third.

Despite the administration's efforts, many students still do not adhere to the rules about wearing masks, and teachers and other students are struggling to deal with them

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Restrictions Limit H-Block Use

By Anusha Sambangi
STAFF WRITER

The return of student-scheduled H-Blocks has resulted in many positive responses from students. However, this year's COVID restrictions have left some students unable to fulfill their needs during the period.

Since the COVID-19 pandemic began, meeting with multiple teachers during one H-Block has become much more difficult for students. Now, teachers should contact a student's H-Block teacher before the students are able to get a pass to leave their classroom. This is only encouraged if movement between rooms is necessary. These new rules were implemented to make contact tracing in the school easier.

A common problem among AHS students is the inability to access the teacher they need during H-Block. Usually, this is due to their classes being full, which has a direct impact on students' academic performance. Moving between H-Block classes is possible, but there is a certain procedure that needs to be followed.

Annie Song, AHS junior, said "[she] liked that [prior to the pandemic] we could go around to the teacher we needed to ask questions to."

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EDITORIAL

Opinions on H-block Changed Due to COVID

In 2017, H-blocks were implemented into Andover High School students’ schedules to provide a block where students can catch up on work and consult with teachers. The only problem is, H-block has become not-so-helpful in the 2021-2022 school year.

Previously, students were able to visit multiple different teachers with any questions or concerns they had in mind. Now, with certain COVID-19 restrictions, students are unable to leave classrooms unless specifically given permission. With many students needing to visit two teachers in one H-block, this update makes it difficult for students to get the help they require. How would a student prioritize one teacher when both are equally as urgent? Because of this dilemma, some students resort to getting bathroom passes to sneak off to another teacher.

When teachers do allow students to move around, different faculty enforce different rules. Certain teachers allow students to move to other classrooms, while others strictly do not. Within teachers themselves, some allow students to move around one day, while solid rejections are given the next. The rules are just consistently inconsistent.

The main reason why teachers do not let students move around is because of contact tracing; however, what is the consensus amongst contact tracing? Few teachers are keeping seating charts and, unfortunately, lunch contact tracing is near nonexistent.

In ideal circumstances, we believe that it should be appropriate for students to return to old H-block rules, where movement amongst classrooms was allowed. However, it is understandable that this may not be possible due to COVID-induced restrictions. In order to make H-blocks more organized, all we propose is an explicit set of rules to be implemented. Whether this be a definitive “yes” or “no” answer to movement during h-blocks or a more complex set of rules, a general uniformity amongst h-blocks would help take away the frustrations that both faculty and students are experiencing.



ILLUSTRATION / Naomi Bloom

Differing Mask Mandates Implemented

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Several students interviewed observed how many students were not wearing their masks correctly in school. Andrew Magner, a junior at AHS, said that in his classes, only about 60-90% of students wear their masks correctly. Senior Audrey HeatheringtonYoung said that in her classes, however, only half of the students wear them correctly. Junior Rachel Chen said that there are at least three people in each of her classes that wear their masks under the nose or mouth, and Junior Ohad Marnet said that only about 80% of students have them on right.

I took note of students in each of my classes, and by my count, an average of 19.6% of them were wearing their masks incorrectly. This is nearly one fifth of students, which is unsafe, to say the least, and rather disappointing. If not all students wear their masks correctly, then it ruins the whole point of wearing masks in the first place, and will prolong the spread of COVID. To stop wearing masks, you have to wear them first. Additionally, I found that an average of 1.3 students kept their masks below their mouths in each class, which is even more unsafe.

Teachers have been struggling to have students keep their masks on. Even when reminded to put their masks back up, many students simply tug them back down once their teacher looks away.

“There isn’t a teacher in this building who has time to constantly remind the same students to wear their masks properly,” said Mary Robb, a Social Studies teacher at AHS, “and, quite honestly, they shouldn’t have to.”

Chen noted that most of her teachers have to keep asking the same students over and over again to keep their masks up, to no avail. Those students still return to

class each time, masks hanging under their noses. Magner said that because of these students that continue to wear their masks improperly, some teachers seemed to have given up on enforcing mask-wearing as the year went on. “I still would say that the majority of my teachers do enforce it when they see a student not properly wearing a mask, even if they may not be paying as much attention to students’ masks as they did before,” he added.

“I don’t really understand what the big deal is about masks,” said Elias Pantazi, a junior. “It has been proven that they help control the spread of COVID and they aren’t uncomfortable or hard to breathe in... I’m not really in the mood to be sent home because people feel too much pride to be a team player.”

Additionally, Junior Avanthika Suryadevara also said that there are several people in her classes, especially in the hallways, who wear their masks incorrectly. “It mostly shocks me when I see people wearing them completely down, because that’s not effective in any way,” she said. It’s extremely disappointing that so many people don’t mind putting others at risk for such a small personal benefit.

Wearing your mask is for the good of the community, and it doesn’t hurt to keep it up—there are mask breaks for a reason. Keep your mask up, not just for the safety of everyone else, but also yourself.

“I know it is an inconvenience,” said Michelle Chachus, an AHS teacher, “but if wearing masks keeps us safe until more people are vaccinated and the variants are under control, then I think it is a small price to pay for health, safety, and peace of mind.”

OPINION COLUMN

Long Overdue Library Makeover Complete

By Caitlin Connell
STAFF WRITER

The Andover High School library was renovated this past summer to improve the learning environment for students.

The library was last renovated in 1997 before the current updates this year; and after about 20 years without improvements, the library is finally getting the updates it deserves. Mr. Berube, a librarian at AHS, stated that the carpet in the library was “starting to split.” one of the many reasons the library needed renovations. This split was a safety hazard to students, who could potentially trip on the carpet. The renovations were initially just supposed to replace the carpet, but as the process started the school decided to paint the walls, update lighting, as well as fix sound issues.


Berube said they had been “talking about [the renovation] for years,” and over the summer the project finally started up. So far, the brick and concrete has been painted over white, blue, and yellow—the colors of the Andover Warriors—and our school’s logo has been added

on one of the walls.

Ms.Coombs, who is also a librarian at AHS said, “The new paint made it feel brighter and more engaging.”

The school has also hired an acoustical engineer to help plan out how to make the library less echoey, and more suitable for classroom use. Berube said the library “echoes something wicked,” so for sound regulating, acoustical panels will be installed along the walls which will absorb some of the noise. Along with the noise panels, a new wall is going to be put in the library surrounding the open classroom on the left by the entrance. This wall will help control sound to minimize the noise produced during classes.

The renovation will continue through the year and consist of updating the light fixtures in the entrance of the library and changing the lights to LEDs for a brighter working space. New light fixtures will be added to the front of the library brightening up the space even more. The bookshelves in the library were also spaced out further to create room for two new classroom spaces in the library, providing even more space for learning.



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Changes Happen in Andover High School Library

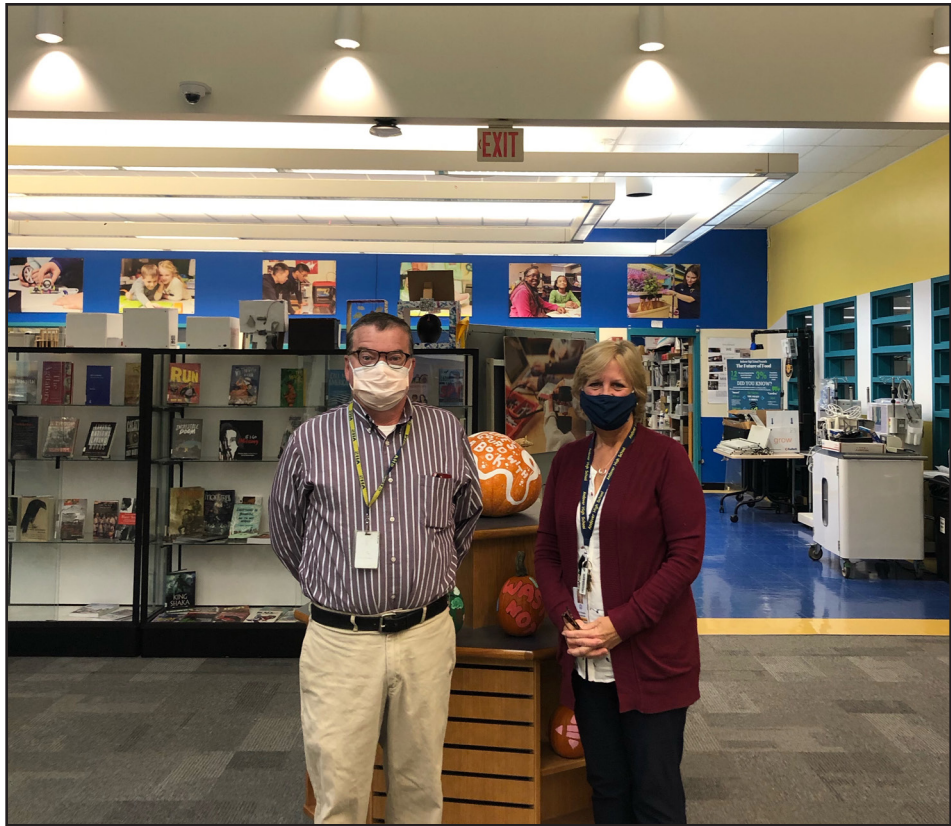
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The bathrooms in the library may also be getting renovated in the future. The plan is to modernize them by making the bathrooms touch free. The bathrooms in the library will also be gender

neutral, making them available for all students to use. Coombs says, "I love the changes." Her part in organizing the renovations was vital and she is more than happy with how the library ended up looking.

Years ago, the library that we know today was once just a small room with a hallway in between and an auditorium on the other side that faced the foyer. Now the library is a combination of the hallway, library, and auditorium. The space has

grown dramatically in size since 1997 and continues to be used as a student-centered space. The new renovations have only made the library more inviting for students and teachers, creating a better learning environment.



STAFF PHOTO / Caitlin Connell
John Berube (left) and Mary Coombs (right) in front of the new library design.



COURTESY PHOTO / John Berube
What the current library space looked like in 1997.

Molly Kiley Goes the Distance in AHS Girls Cross Country

By Camille Storch
EDITOR IN CHIEF

From the beginning of Molly Kiley's freshman year, it was clear that she was going to be a competitive runner for Andover High School. A significant boost for the Girls Cross Country team at AHS, Kiley quickly rose to become the number one runner for Andover girls and has maintained that spot well into her junior year. At the same time, she continues to gain impressive personal records for herself. "I first started running the summer before freshman year," recalled Kiley, add-

ing that she "knew [she] wasn't going to make the soccer team, so [she] just decided to do cross country." For many athletes, the transition from middle school to high school athletics can be a bit of a jarring experience, with many students experiencing getting "cut" from a team for the first time. Cross country is one of the few fall sports that is non-cut, therefore many athletes from a multitude of sports end up joining the team. It can be an eye-opening experience for many kids, especially if they previously hated running but suddenly discover they have a natural talent for it. For Kiley, freshman year was "a lot

of fun," and full of learning experiences. "Going into the season, I didn't have any expectations, but my goal was to place at the Merrimack Valley Conference championship," stated Kiley. "My other goal for freshman year was to break 20 minutes [for the 5k] and qualify for the All-States meet." Even though Kiley did not qualify for All States freshman year, she did break 20 minutes in a 5k race and hopes to make All States this year. Sophomore year took a bit of a downhill turn with Kiley getting injured. Kiley added that she was "really down on [herself] sophomore year, thinking [she] peaked freshman year." Yet, she recalls how the

most important part of healing an injury is time, patience, and diligence with physical therapy and strengthening, all of which Kiley focused on as a tenth grader. Now, in her junior year, Kiley is back at full capacity and continues to break her own records. Most recently, on October 30 at the Merrimack Valley Conference meet, Kiley won the girls 5K varsity race with an astonishing time of 18 minutes and 27 seconds, equivalent to running at 5:57 mile pace for 3.2 miles. She finished 42 seconds ahead of the second place runner, Miana Carabello of Methuen. CROSS COUNTRY / page 4

Opinions on Masking Rules

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Scott Darlington, an assistant principal at AHS, said he believes that students need to focus a little more on following the rules and keeping themselves and others safe. He also said students are doing a good job so far. "It takes a certain amount of discipline to remember to [mask up]," said Darlington. "Sometimes people take off their masks, put them down, and then they

stand up to get a glass of water and they're halfway there, and we remind them, and they're like, 'Oh my gosh, I didn't even realize that!'" Darlington said he believes AHS is doing the best it can with the guidelines it has. "Everyone thinks 'Oh, why do we still have to wear masks?' Because you probably would have a hard time keeping your school open if you didn't," he added.

In-Person Feaster Five Returns

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As Feaster Five is slowly going back to normal, Table Talk apple pies will be given at the finish line. The Feaster Five will be having its regular 5k and 5-mile options, along with the Kids Fun Run.

RACE INFORMATION:
Race Number Pick Up / Registration:
165 Haverhill Street, Andover

Monday, 11/22 : Noon - 7:00 pm
Tuesday, 11/23 : Noon - 7:00 pm
Wednesday, 11/24 : Noon - 6:00 pm

Race Day Schedule:
Number Pickup
339 N Main St, Andover at 7:00 am

Kids' K: 7:45 am
The Track at Balmoral St

5K/5Mile/Walk: 8:30 am

Difficulties Occur With H-Block

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Now, Song says that some of her friends have not been allowed to move as easily between rooms. Like many other students, she has to book her H-Block's earlier since rooms fill up very fast. While these changes haven't affected Song academically, she looks forward to returning to previous H-Block freedoms. "I just wanna get all my homework done so I can go home and relax," said freshman Kara Stefani. When asked about the effects of these new restrictions on H-Block, Stefani said her "grades and academic environment have been affected." Stefani enjoys having time allotted in her day to do her schoolwork, but also often has problems finding space in the rooms of the teacher she needs. Sophomore Jingyi Kang has been having similar problems. Kang needed to prepare for a math test recently, but her teacher's class was already full. Due to the difficulty of moving between classes, Kang was unable to meet with her teacher. "I [was not] fully prepared," Kang explained. Many teachers are aware of this

problem with students. Social Studies teacher Michelle Chachus said, "It's a lot more challenging for students to move between H-Blocks. If a student need[ed] to meet with two teachers, it used to be really easy to go from one H-Block and then get a pass to go to another H-Block." If a student were to need help from a teacher they are not in an H-Block with, AHS Physical Science teacher Ralph Bledsoe recommends that students inform him about room changes ahead of time, so that he can write a pass for them or assign them to his class. "I can sign them up for any H-Block no matter how many students I have," Bledsoe said. Many times, students don't realize they need help until the H-Block has already begun. These restrictions aren't permanent, however. Assistant Principal Kwesi Moody said we have had a small change in this year's H-Block "due to some of the COVID restrictions." With the holiday season coming up, Moody and Principal Brown have become even more strict about enforcing COVID restrictions. In the future, Moody said, H-Block "will be less restricted but will have structure."

Teachers Voice Opposition to MCAS

By **Jacqueline Zhu**
STAFF WRITER

Discussions about whether MCAS exams should continue to be administered have been reinvigorated after the COVID-19 pandemic caused MCAS scores across Massachusetts to plummet.

Statewide MCAS test results from the spring 2021 exam show that fewer students scored Meeting Expectations or higher for math and English compared to students in the same grades before the pandemic, according to the Department of Elementary and Secondary Education (DESE). DESE issues accountability determinations for school districts based on how well students perform on MCAS exams. These determinations categorize districts as Districts Requiring Assistance or Districts Not Requiring Assistance, and they help the state decide how to allocate resources.

Many teachers are calling for an end to MCAS testing, arguing that it is unnecessary and detrimental to both students and teachers. Jennifer Meagher, who teaches English at Andover High School, said that the high stakes of MCAS testing further narrow methodology. “Students have to pass MCAS to graduate, and districts are punished if their students aren’t performing according to the state’s mandates,” explained Meagher. “So it drives everything, it drives the curriculum, and it creates pressure that I don’t think is healthy for students or teachers.”

The loss of class time is another one of the many grievances some teachers have with MCAS. Meagher stated that her work emphasizes critical thinking, creativity, and authentic dialogue between teachers and students, and spending time for MCAS exam preparation shifts the focus away from those things.

“No matter the discipline, MCAS takes away valuable instruction time from teachers and students during the school day,” said Matthew Bach, social studies teacher and president of the Andover Education Association, the teachers’ union.

Many also point to standardized testing’s deep-rooted history in racism and inequity and its inability to accurately measure students’ performance and success. “Standardized tests were invented by the Eugenics movement to serve as pseudo-scientific devices to support racist theories and marginalize vulnerable members of the working poor,” explained Bach.

Junior Diya Ganesh believes that MCAS is a flawed method for assessing students’ abilities. “I think that the idea behind MCAS is well-intentioned,” said Ganesh. “The state uses it as a metric to see how effectively students are being educated, but it fails to take into account outstanding circumstances. Lower income districts with a greater immigrant population tend to do more poorly on these tests through no fault of their own, due to English not being their first language, or their primary focus being to survive.”

Bach and Meagher note the impact of MCAS on lower income districts. “Schools with a higher percentage of students who are struggling in those ways are taken over by the state,” said Meagher. “Their school committees and school leaders are rendered powerless.”

“[MCAS] is used to disenfranchise communities like Lawrence and expropriate them from democratic governance of their school systems,” stated Bach.

“Standardized tests treat students as data,” stated Meagher. “To think that you can quantify the way somebody interprets the world in a number on a page, I think it’s unrealistic and harmful.”

These sentiments have been exacerbated by the pandemic. “MCAS has changed the way we teach and interact, and I think we really saw it last year with COVID,” said Meagher. “For me, the whole experience with MCAS last year reinforced just how dehumanizing standardized tests can be.” She expressed her frustration with the state’s insistence on implementing MCAS despite the loss of class time and the pandemic.

Many students feel that the pandemic has made it more difficult for them to prepare for MCAS. “I would say [the pandemic has affected my MCAS scores],” said an anonymous student, a sophomore. “I learn better in a classroom setting and it’s sometimes harder getting in contact with teachers online to ask questions.”

A possible alternative to MCAS testing is being developed. “The [AEA] has started a process with UMASS professor Jack Schnieder to work on developing authentic and community-based school quality measurements that would take the place of MCAS,” stated Bach. “Potential alternative measurements could entail community curriculum priorities, extracurricular opportunities, educator turnover rates, [and] enrollment rates.”

Possible Changes to H-1 Block

By **Angela Mac**
STAFF WRITER

Andover High School students express their dislike towards H-1 H-Block, which encourages faculty to make changes.

Some students wish they could have more time to do homework. They also want the freedom to choose what teachers and people could meet in the same H-Block. This would allow students to meet with teachers and peers, as well as hold club meetings.

AHS junior Ryan Swenson expressed his frustration with the block. “The H1 teachers always have some weird assignment for us that no one actually does,” he said.

Many others agree that the bonding activities are a waste of time.

However, what students don’t know is that changes to H-1 are already happening. There is a small H-Block planning team that asked a few students what they wanted most for future H-Blocks.

Some students have offered some ideas for changes that could be made. Rajswami Kontham, a sophomore at AHS, said that he wishes students “had more time to complete work in H-1 alongside classroom activities.” This was the most common theme throughout the student body. x

During H-1 on Tuesday, November 2, instead of the normal curriculum, students were given time to get last-minute assignments done before the end of term one. This independent period goes by the name Bee You, inspired by worker bees.

“Some people might want to work on homework and just do a lot of work. Where others may want to give themselves some time to reflect,” said Assistant Principal Kwesi Moody. The H-Block planning team plans to implement Bee You in future H-1 H-Blocks.

As AHS neared the end of the first term, students went over their grades and concerns with their H-1 teachers before the term ended. H-1 teachers helped students get in touch with the teachers they needed to see.

Currently, a goal of H-1 H-Blocks is to meet the needs of each student. For example, H-1 aims to help freshmen familiarize themselves with the faculty members and the school, especially after transitioning from middle school.

They will have their H-1 teacher for all four years at AHS, giving them an opportunity to connect with that teacher. H-1 gives all students a time and place to get themselves organized for the next cycle. There are also learning activities that take place during H1, such as ALICE training, fire drills, and more. During this time, H-1 teachers may go over important events and announcements.

In addition, H-1 is a place where students can discuss recent issues and other important lessons. Some students have come to their H-1 teacher for both mental and academic support. For many, it is a safe space.

Social worker Abby Levins stated that students “have to think about the overall school environment and community, and the school’s need to have a sense of community and spirit so that everyone gets along well.”

Spotlight on XC Runner: Molly Kiley

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What are the keys to Kiley’s success? “I think summer training is super important,” said Kiley. “I go to Peabody with other girls on the team, and we work really hard over the summer, and that definitely gives us leverage for the fall season.” For Kiley, running is a year-round commitment, as she trains in the summer, runs cross country in the fall, and then runs track in the winter and spring.

Sue Kiley, coach of AHS girls and boys cross country, also happens to be Molly’s moth-

er. Having her mom be her coach for almost three years now has been an extremely valuable experience and one that she will miss in college. It’s easy to have my mom understand what’s going on in my life, whereas a college coach might not know me as well,” reflected Kiley.

In regards to her future, Kiley believes she definitely wants “to run in college, and [she] would miss it if [she] didn’t, but [she] is not entirely sure what that will look like at the moment, because academics do come first.”



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