

AHS Vending Machine Thefts Decrease



STAFF PHOTO / Jacqueline Zhu

Junior Juliet Herrick enters her PIN into one of the vending machines.

By Jacqueline Zhu
COPY EDITOR

The introduction of personal identification numbers (PINs) for the vending machines has triggered a rash of PIN thefts, prompting administrators to issue warnings against vending machine theft.

The issue of students stealing others' PINs began in early fall, after the vending machines were put online. Offending students would take pictures or videos of other students putting their PINs in, and then use the PINs for themselves and their friends. Students who have had their PINs compromised would have to obtain a new PIN, a 30- to 40-minute process that involves the administration and cafeteria workers transferring the student's funds to a new account.

Gail Koutroubas, Director of Food Services at Andover High School, explained that despite having PINs consist of a five-digit number and a four-digit number to maximize security, some students are still able to copy down others' PINs. "We didn't think that kids would be videotaping other students putting their numbers in and then sharing it," she said.

Andover High School has had the vending machines with codes for four years, said Koutroubas, but PIN theft has never been an issue until this year. "We very rarely had an issue: kids were very respectful of each other," she stated. "But, for whatever reason, this group of kids didn't realize the severity of what they were doing. They're stealing money, and a lot of money in some cases."

The general consensus among students is that stealing others' PINs is unacceptable. "You should not be using other people's PINs to buy stuff," said junior Nathan Chu. "That's like using someone else's credit card to make your own payments. If you really want something from the machine but either don't have enough money or don't have a PIN, then all you need to do is ask your friend to buy something for you."

Some students are not sure if sharing PINs amongst friends is as significant an issue. "I think that while sharing your PIN so your friend can get a snack is considerate, lots of people are abusing this power and causing problems in the long run," said junior Madelyn Blanchette.

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Achoo-ing My Nails! AHS Students, Teachers Deal With Consequences Of Missed School

By Grace Wang
STAFF WRITER

This January, colds and COVID left students at Andover High School stuck quarantined at home. "Every class one to two students are out," mentioned Andover High School science teacher Lindsey L'Ecuier.

After returning to school, they're slammed into a whirlwind of test make-ups and overdue homework. How do students catch up from missing numerous 78 minute classes? Likewise, what is the impact on their grades? How are the teachers dealing with this epidemic of winter absences?

First, let's look at school through the eyes of a returning student. Every single day, they're missing around 5 classes, and if you've ever been sick before, you'll know that it doesn't usually only last a day. Additionally, because of COVID, any cold symptoms lead to an awkward exchange of nervous glances. After waiting for the worst of fevers and coughs to disappear, students will have missed multiple days of class.

"Once you get back, it's hard to get into the flow of things," remarked AHS sophomore Sydney Call, who has missed many days of school. "On top of all the homework and classwork you've missed, you also have to keep up with the present class content. Since you've missed previous class stuff, the current stuff might not even make sense."

More importantly, because of the pandemic, COVID will leave students having to catch up on weeks of missed school. After hearing from a student who has missed class time, it makes us wonder: how do students successfully catch up?

"Being in touch with the teacher and working on a plan to get their work made up [should be the first thing to do]...The key thing is communication," emphasized AHS geometry teacher Minda Reidy. It's better that students explain what's going on so that teachers can work with them, rather than leaving assignments missing with no explanation. H-blocks are a great way to catch up on class content with a teacher. Most teachers stay after school for a bit before leaving in case students need help as well.

"My rule of thumb is always to lighten the load and make the reentry easier," said AHS history teacher Mathew Perry. Similarly, L'Ecuier reaffirmed, "I try to work with them knowing that they have, you know, pressure from six other classes too." In many cases, teachers are very understanding of student's situations. Extensions are given when needed, and teachers try their best to integrate the student back into class, which can be difficult due to the rigorous pace of many classes.

Bus Changes Cause AHS Community To Adapt

By Anusha Sambangi
STAFF WRITER

From the beginning of the current school year, shifts in bus schedules and a shortage of bus drivers have led to changes in the activities and schedules of Andover High School students.

As early as September, AHS students who took

the bus had been arriving late to school. Recently, morning bus schedules have improved, but now many buses have to combine routes or find substitute drivers to take students back home. As a result of the decline in available bus drivers, some clubs and after-school activities have had to make adaptations to regular club affairs.

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STAFF PHOTO / Anusha Sambangi

Students walk outside to board the afternoon bus.

OPINION

Spread Love, Not COVID, On Valentine's Day

By Caitlin Connell
STAFF WRITER

Valentine's Day is on February 14, and with COVID still interfering with our daily lives, it's important to be grateful for the good things in our life and the people who make each day worth it.

Whether it be something grand or something small, you can show love in various ways. One thing you can do for others is write them a letter. Watching a movie can also be a fun date idea or just a fun way to spend time with family and friends. Maybe you want to splurge a little and go out to dinner? Going to your favorite restaurant with loved ones can be a nice time to not only reflect on old memories but create new ones (don't forget to bring a mask!).

Senior Gianna Correia says she will be dropping off cards to friends as it is COVID-safe and contactless during this tough time. Something as

simple as a card can show so much appreciation for the people we love. Words can also be a means of appreciation for our loved ones. Sophomore Carlos Castros said this Valentine's Day, he'll "tell [his] family how much [he] loves them."

Family is so important and going the extra mile this Valentine's Day by doing something nice can make your loved ones feel special. Math teacher Mr. Armstrong said, "I typically get my daughters a small box of chocolates, and my son Starbursts or Skittles and then my wife, I usually get her a bigger box of chocolates." After all, candy is the key to the heart and the perfect gift.

Valentine's Day does not just need to be about showing love for other people. Ways to show self-love can be doing skin care such as facemasks, going to bed early, buying yourself something you've always wanted, or taking some time for yourself to just simply relax.

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EDITORIAL

New Tardy Policy Causes Frustration

The new tardy policy being enforced at Andover High School is causing controversy and uproar left and right. The new policy states that students are expected to be sitting in their seats at 8:15 a.m. and will receive an in-school detention on the fourth tardy. On the seventh tardy, the student is subject to detention, loss of parking privileges, or suspension.

The tardy line has initially been horrendously long each day, with over 100 kids waiting in the lobby the first week after the implementation of the new policy. As these students wait in line, they miss valuable class time, even if they had walked in at 8:15. Additionally, what is the purpose of reprimanding someone for being late by giving them a consequence that causes them to miss more class time?

Not all students have cars and can decide when they get to leave to be on time. Many students are driven to school by others or walk to school. How is this policy fair to students who might be driving from another parent’s house in a different town? These students are being reprimanded for being late when they may already be leaving 30-40 minutes early to commute. Furthermore, how is it fair for students to have consequences when the traffic system at AHS is a horrific mess?

There is only a fifteen-minute window for students to be dropped off in the morning where they can enter the entirety of the school, 8:00-8:15. Yet, according to this new policy, students have to be in their seats at 8:15, so technically this time window shrinks from 8:00-8:10. Ten minutes.

In previous years, having access to the rest of school in the morning truly encouraged students to come earlier because students used this time to freely hang out with friends, finish homework, go to teachers for extra help, use the printers in the library, and many more things. However, now there is no motivation to get there before 8 a.m. because we are all locked up in the cafeteria until then. Everyone tries to come to school at the exact same time, adding to the traffic, the tardy line, all the missed school, and the early morning headaches.

So, administrators, please fix pre-existing problems first by considering the use of the entire building before 8 a.m. and add an element of compassion, understanding, and empathy that all students have different situations at home. Instead of detention and suspension, how about sitting down with the student to truly understand what their situation is and coming up with a plan to improve it.

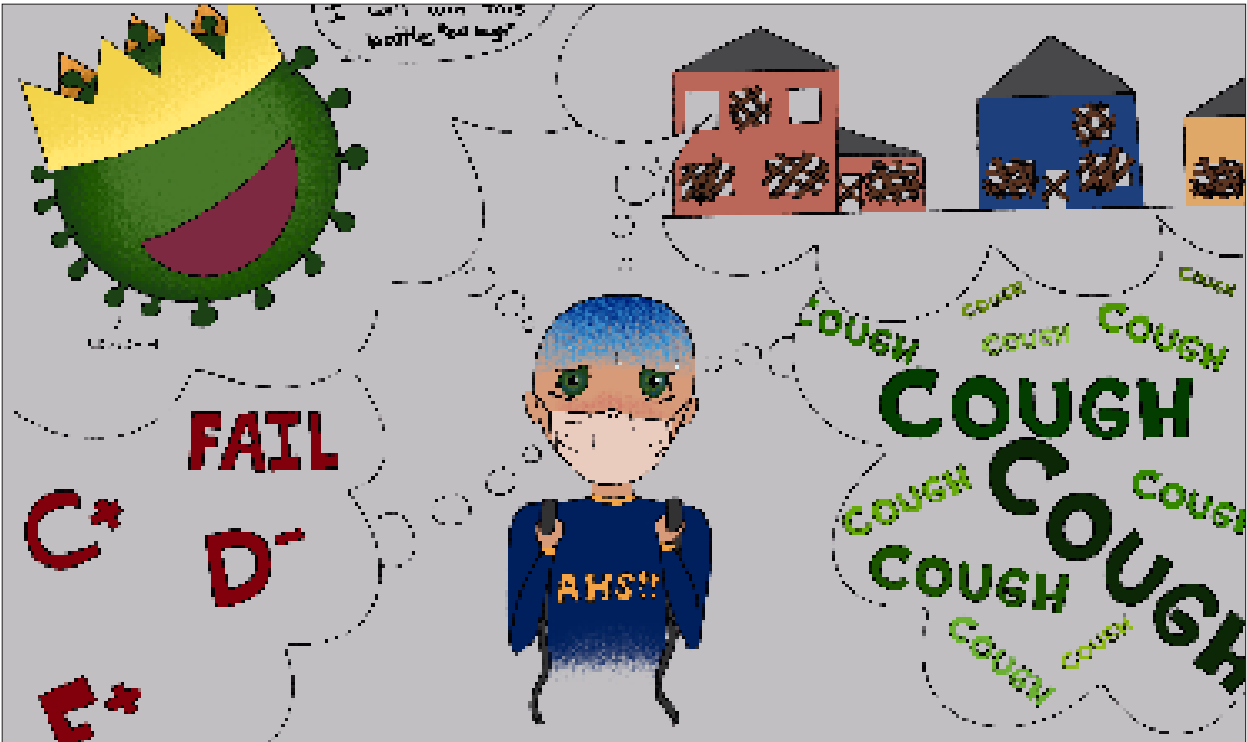


ILLUSTRATION / Philippa Konow

OPINION

Should Schools Be In-Person With Covid-Surge?

By Philippa Konow
STAFF WRITER

COVID-19, the modern-day plague, has ravaged this world for almost three years now. Schools across the country have repeatedly opened and closed throughout these years in an attempt to battle the virus. New mask mandates and lockdown policies are still being created every day to protect students and staff. This time of high anxiety and the mental decline has caused many to question what the right steps are to get the pandemic under control, especially with the new variants evading almost everything we have.

With the most recent surge of COVID-19 popping up after this year’s winter break and sending hundreds of students and staff in the Andover Public Schools district into quarantine, many are wondering if being in school in person is safe. I recall friends, classmates, and myself asking a very common question: “Why are we still in school?” This was a question I continued to hear in every class and H-Block for weeks after the break. Why are schools still open?

The pandemic has been a big struggle for the science community. There have been so many questions and so few answers due to the ever-changing state of the virus. Alan Kalf, a science teacher at Andover High School, said that “As our knowledge of epidemiology and biology develops, it can be frustrating for people to see health and safety expectations change”—referring to the changing quarantine guidelines. “No solution is a perfect solution; all involve compromises, and the government and society have decided that the risks of spreading COVID-19 are worth the benefits of being in school,” Kalf stated.

While I am worried about the current pandemic surge, the idea of going back to remote schooling is one I strongly dislike. The emotional and mental toll it can take on both students and teachers is severe.

“There are studies out there that have said depression rates are higher due to [COVID-19] and the isolation while at home,” stated AHS health teacher Holly Breen.

“I have already been isolated away from other people enough through the pandemic, and I don’t know if I could necessarily go through another hiatus without it taking a major toll on my school work and my mental health,” said one student. They aren’t the only ones who struggled during remote classes. “Keeping students isolated seems to have impeded some students’ emotional and social maturity,” said Kalf.

There are some solutions that could be implemented. One shared by many students is to better reinforce the rules in place. “It would [probably] be nice to start requiring the vaccine unless you can’t get it for medical reasons,” suggested Gabriel Lima, a senior at AHS. “The virus seems to spread the most during this time of year.”

“I’ve heard that two lunchrooms were a pain last year, but I think that having the entire school packed into one cafeteria while eating is probably causing a lot of issues as well, given that there’s not enough space to safely social distance with the mask off,” suggested Diya Ganesh, a junior.

I definitely agree with having multiple lunchrooms because having one-quarter of the school in the cafeteria is extremely crowded, with not enough space to socially distance.

“Across the country, I wish that schools had better funding, classes were smaller, hallways less crowded, and buildings in better condition to be as safe as possible,” said Kalf. Having a school that isn’t big enough for all of the students definitely increases the number of cases.

The most important thing to remember is that staying safe is a group effort. Everyone needs to take their part in battling this virus by getting vaccinated, wearing masks properly, and obeying the safety protocols and quarantine guidelines.

OPINION
COLUMN

Safe Valentine’s Day Plans During Covid-19

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If you have some free time and want to reflect on your day, keeping a journal can be very beneficial. We can forget to take care of ourselves and Valentine’s Day is the perfect time to spend some energy on yourself and improve your mindset.

Senior Jacob Moore stated, “For self-love I think I’m gonna make myself a nice breakfast in the morning, maybe a fruit cup and some eggs—you know, start off right.” Staying on top of self-care can make the biggest difference in how we feel each day. Doing something nice for yourself is just as important as doing nice things for others.

For self-care, “I’m definitely going to binge rom-coms the whole night, and then you know, think unrealistically about love,” concluded Ms. D’Alise.

The perfect night in can be just what someone

needs to relax, allowing for reflection and alone time, a great way to show self-love. Valentine’s Day is supposed to be the day of love. Whether that means for yourself or for the people you care about, spreading any love is better than spreading none.



STAFF PHOTO / Caitlin Connell
Handmade cards to be delivered on Valentine’s Day.

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Vending Machine Thefts Solved

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“In my mind, sharing PINs is okay as long as it’s mutual,” stated freshman Gavin Cleary, “but if it is not or if it’s stealing PINs, then it is not okay.”

Koutroubas explained that students sharing their PINs with friends is also inappropriate. “When we assign you the PIN, there’s a letter that says ‘Do not share your PIN! That’s like your mom or dad sharing their PIN to their bank account.’”

Several students suggest that of-fending students’ PINs be deactivated as a countermeasure against vending ma-chine theft. “I think if sharing a PIN is be-coming an issue, a suspension of the PIN could work,” said Blanchette.

Sophomore Megan Zhang agrees. “I think appropriate consequences for those who share their PIN numbers is to have their PIN deactivated for a certain amount of time, such as two or three weeks,” she said.

Zhang believes a possible solution would be to use biometric technology in-stead of codes. “Having everyone’s finger (of their choice) to be used for scanners

marked/identified and then using those for the ‘codes’ would make sure that it is the correct person using the account,” she explained.

Koutroubas’ idea is similar, only stu-dents’ ID cards would be scanned instead of their fingers. “We really would love for students to carry their IDs and be able to scan everything,” she said. “It would elim-inate lines, and it would eliminate theft. I think that it would be a little more secure, unless you lose your ID or something. Un-til there’s enforcement from the adminis-tration on carrying IDs, we’re just left with the PINs.”

Since holiday break, there has been a decrease in vending machine theft. “There was a decrease right after the students that compromised the num-bers were punished,” stated Koutroubas. “As soon as we found out who they were through the cameras, it stopped.”

Koutroubas’ ultimate advice to stu-dents is to not share their PINs. “Be con-scious of who’s around you when you’re putting your PIN in. Make sure there’s no kids videotaping you,” she said.

Changes To After-School Activites

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AHS sophomore Megan Zhang uses the bus regularly and is a member of the math and science teams. “Usually the most fun part of the clubs [is] traveling, then meeting up with other people and enjoying the meets,” she said. However, with the shortage of buses and bus driv-ers, things are a little different. This year, she said that “[the math and science teams] haven’t been able to [travel] be-cause of bus shortages.”

Cindy Button, the transportation manager for the Andover Public School district, said that the COVID-19 pan-demic has led to several changes in bus schedules and routes this year. “Our transportation services, Trombly and North Reading Transit (NRT), have been experiencing staffing shortages since the start of the school year,” Button said. She explains that this isn’t just a chal-lenge for Andover; the entire country is experiencing similar setbacks.

In addition to these shortages, But-ton mentioned other changes to sched-ules that have worsened the situation

for many drivers. A few months ago, the School Committee voted to adjust start timings during the school year. Button said, “It is important for students and families to know that while Trombly services Andover Public Schools, they service private schools in town as well.” These private schools have different school day schedules compared to An-dover Public Schools, which requires more adjustment from services like Trombly to take students to and from school.

“Trombly also services many addi-tional cities and towns in the Merrimack Valley,” added Button. “This adds more logistics to providing service to all these students and families.”

Button states that the priority of our bus services is to find the most efficient way to get students to school and back home safely. “Trombly and NRT do their best to make sure all of our bus routes have coverage every day,” said Button. “We are hoping that as the pandemic subsides, things will smooth out and be-come more consistent for our families.”

Colleges Continue Test-Optional Policy For Future Application Seasons

By Melody Tang
STAFF WRITER

As juniors decide whether or not to take the college entrance exams such as the SAT or ACT, many colleges have an-nounced an extension for the no-stand-ardized-test-requirement policy.

High school classes of 2022 were not required to submit standardized test scores when applying to most colleges. Recently, many schools have been re-releasing announcements extending this policy for the upcoming years.

Found on some colleges’ websites, such as Harvard University’s, a state-ment has been posted that this change is because of the COVID-19 pandemic. Meanwhile, Columbia University has announced in a new update on their website that they have extended it “to consider systemic shifts in access to ed-ucational opportunities.”

In fall of 2020 and 2021, nearly ev-ery college went test-optional, with most colleges continuing the policy in fall of 2022. With this change, guidance counselor Anne-Marie Fortier noticed that the number of students who went test-optional has increased. This brings to light the possible disadvantage that

some students face when taking stan-dardized tests. “When the SATs were first put together, it was supposed to be an equalizer,” stated Fortier. “It’s not an equalizer, because what happened is the people [who did well were the ones] who had resources for studying [and] taking prep classes... Kids who didn’t have access to that did not do well, and it had nothing to do with their inherent or innate ability.”

According to Fortier, the test-op-tional change prompted “a lot of kids [to apply to]... more competitive schools. [As a result,] super competitive schools, like the Ivy League schools, saw their ap-plication numbers just shoot to the sky.”

Senior Isabel Rodenberger, who ap-plied for and got into Tulane University with the test-optional policy, stated that all twelve schools she applied to fol-lowed a test-optional policy, and she is “very happy with [her] decision.”

“Most schools are starting to value other qualities in an application over test scores,” she remarked. “A test score will not determine the outcome of your col-lege decision. Test scores may look very impressive, but an absence of scores will not hurt an application.”

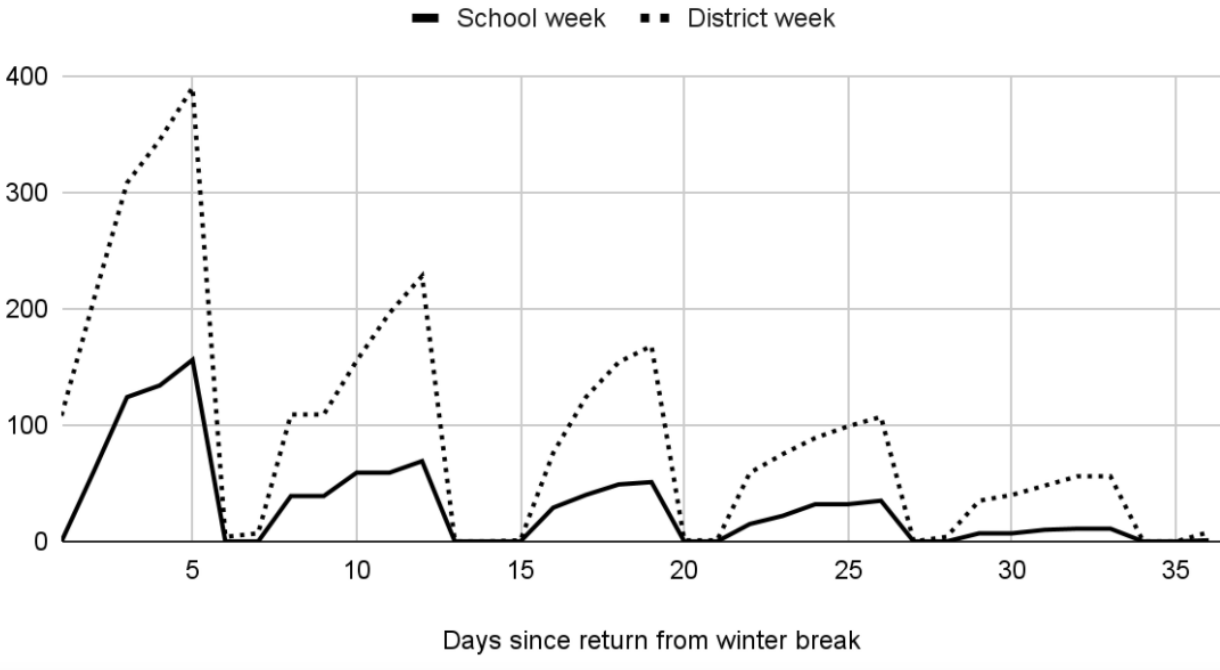


COURTESY PHOTO / Isabel Rodenberger
Isabel Rodenberger visits Tulane University’s campus

Andover High School COVID Update After Returning From December Break

By Naomi Bloom
STAFF WRITER

Weekly Cases



After winter break, there was a surge in COVID-19 cases, but the numbers are gradually decreasing. According to the Andover Public Schools COVID-19 Dashboard, shown on the Weekly Cases graph, the number of cases in the school has tended to spike after the weekends, then go down over the week. This pattern has been repeating each week since the break, but the spikes have been becoming smaller.

The Dashboard resets on Saturdays, but as of February 7th, as shown in the Total Cases graph, over 317 students at Andover High School and nearly 100 students and staff in the district had tested positive for COVID since after winter break. This is about 17.6% and 14.7%, respectively, of stu-dents and staff. While the number of cases is at a steady de-cline, it is still important to follow the COVID-19 guidelines and be careful to not catch it.

Current guidelines encourage getting the vaccine, wearing a mask, avoiding crowds and poorly ventilated spaces, cleaning your hands often, and practicing distance.

The graph shows the number of new cases reported through each week in Andover High School and the Andover Public School district since the return to school after winter break on January 3, 2022 until February 7, 2022. See more graphs and updated information on the Andoverview website.

First AP Art Class Added To ‘22-’23 Curriculum

By **Avi Shapira**
STAFF WRITER

Andover High School will add Advanced Placement (AP) 2D Design to the curriculum in the 2022-2023 school year.

Taking an AP class could look good on a transcript, and students who do well on the AP test may get college credit for it. AHS offers AP classes in a variety of subjects, but there are currently no AP classes in the fine arts department.

“[The school had been] sending the message that the arts are not as valued at the school as STEM is,” said senior Giulia Panzica, who plans to study art in college.

Since there were no art APs offered, some students, including Panzica, had to study for the art AP tests on their own and take them outside of school. Having AP classes on their transcripts can help students get into art school, and are required by many international schools for American applicants.

“Some of us need this on our transcripts and it’s ridiculous that it’s not more of a problem,” said Panzica.

Panzica, who applied to international schools, took AP Art History through Virtual High School (VHS) and is now taking AP Drawing. AP Art History is a test-based course like most AP classes, and AP Drawing requires students to submit a portfolio of their work as their test.

“It sucks. It was the worst,” Panzica said, describing her experience taking AP Art History on VHS. “I feel like I would have learned so much more in a classroom with a teacher who was explaining

things, but it was just me researching on Khan Academy.”

Currently AHS upperclassmen who are interested in studying art in college can take Portfolio I or Portfolio II. Portfolio I and II meet in the same class and are taught by the same teacher. In Portfolio, students create a portfolio of their artwork to apply to art school with.

Most students take Portfolio I senior year, but some take Portfolio I junior year and Portfolio II senior year. The curriculum is a two-year cycle, so every other year students are taught different content.

AP 2D Design will replace Portfolio II as an upper-level art class for seniors to take. “Those upper level, second year Portfolio students have a chance to get college credit,” said Sean Walsh, director of the fine arts department. “[They] also get to specialize, work with some of the AP skills.”

AP 2D Design involves writing and research related to the students’ artwork, which would be more prominent in the curriculum of AP Design than in the Portfolio II curriculum. AP Design will also have specific guidelines for submissions, which could influence student work.

Walsh hopes that after AP Design is introduced, the class will grow. According to Walsh, around five students are expected to take it next year. He also hopes adding an AP class will eventually separate Portfolio I and II and set apart the second year Portfolio students.

“We recognize that [students have] developed already what’s going to get [them into college], now [they can] de-

velop something that’s going to provide [them] some credits there,” said Walsh, explaining the purpose of AP Design.

Despite AP Design being a different class than Portfolio II, students will still be able to get help from an experienced teacher on their art school application. “[Portfolio] gives you insight into the college application processes, which is a lot of what we go over and is very hard to navigate even with Portfolio,” said senior Jillian Boyer.

While most students are excited for an AP art class to be offered, an alumni feels differently. Kai Lonie, who graduated from AHS in 2021 and is now attending MassArt, does not think AP 2D Design is a necessary addition to the curriculum.

Lonie explained there are large differences between high school and college art classes. “[AP art classes] don’t prepare you for college at all, considering all of my studio classes are five hours long and only meet once a week,” they said.

Lonie described studio classes as “made to give you uninhibited time to work on art,” which high school can’t provide. Each studio class also focuses on a different topic, from drawing to the concept of time in art. They “take the semester to teach and expand on that idea.” This is very different from high school and not an experience any high school class can prepare students for, according to Lonie.

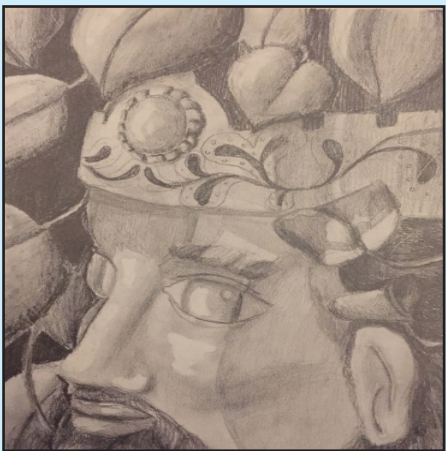
“Having an AP art class at this school is important because it opens up more opportunities for higher learning in art,” said Boyer.



COURTESY PHOTO / **Jillian Boyer**
“Self Portrait”



COURTESY PHOTO / **Giulia Panzica**
“The Pinecone And The Tree”



COURTESY PHOTO / **Giulia Panzica**
“Vaso Siciliano”

Preview: AHS Wrestling Team

By **Camille Storch and Shravya Sathi**
EDITORS IN CHIEF

“There is something special about wrestlers and wrestling teams,” said Andover High School’s head varsity wrestling coach, Michael Bolduc.

The AHS wrestling team has flourished over the past years and is hoping to win the state championship this year. Coach Bolduc has been at AHS for seven years and has coached over 26 years at the high school level.

“Andover’s success over the last two to three years is because of our staff,” said Bolduc. “Ken Najem has been by my side since day one; Chuck Tedeschi joined us last year and made an immediate positive impact. My three coaches have a tremendous amount of knowledge and experience in wrestling. More importantly, all outstanding role models.”

In addition to the strong experience from coaches, the 2021-2022 season is led by captains Johnathan Davila and Yasser Maita.

“Captains and upperclassmen control the tempo of practice, not the coaches. They build the winning culture in our mat room,” acknowledged Bolduc.

While the team hopes for many suc-

cesses this year, it has been a difficult road to get here. Last season, they competed with a reduced schedule, a smaller roster, and limited attendance due to COVID. This season, however, the team is able to compete closer to a full roster of athletes again.

“Currently, we are anticipating a full schedule. The number of athletes has significantly increased, and there will be fewer restrictions on parents and friends that want to watch our matches,” said Bolduc.

Getting as close to a normal season as possible means the team is setting up short-term and long-term goals.

With the pandemic, there were limited social events, and student-athletes came in with a large gap in wrestling experience. However, this team does “not focus on the wins and losses; we focus on the growth of the team as the season progresses,” said Bolduc.

The most special part of this sport is that while it is an individual sport, the team’s successes only occur due to the sharing of the wrestling philosophy.

“We have common goals and those goals are achieved because we get there together,” ended Bolduc.



COURTESY PHOTO / **Michael Bolduc**
2021-2022 winter season roster of AHS Varsity Wrestling Team.

Drama Guild Returns To Competing

By **Eva Liss**
STAFF WRITER

After a year and a half break due to the pandemic, Andover High School is returning in person to the Massachusetts High School Drama Festival this spring.

The Drama Festival, also known as Fest, is a competition stretching over multiple rounds. The 2020 season was cut short by the pandemic, and the 2021 season was held virtually. However, this year, Andover is back to participating fully in-person.

This year, there will be accommodations made for the pandemic, including fewer host sites than usual and mandatory masks and vaccinations. Every participating school competes with a 40 minute long, one-act play and is judged on acting, tech, and general presentation skills.

“The way [Fest] got cut off my sophomore year... for my grade and the grade below me, [going back to competition this year is] like a comeback,” said senior Gray DiNino. “I think [it’s] going to be great this year, because even though it’s not the same as normal, it’s better than nothing.”

Due to COVID, instead of the usual three rounds of Preliminaries, Semi-Finals, and Finals, there will be two rounds this year: Preliminaries and Regionals. The preliminary rounds are scheduled for March 19 and 20, and regionals will be held April 2 and 3. All audience members, staff, and performing members of high school companies will be required to provide proof of vaccination and wear masks for the entirety of the competition. Additionally, while AHS would host at least one round in a normal year, AHS Show Choir is holding a competition taking place on those days, so Fest taking

place at AHS is not possible.

Although this year’s modifications may seem major, there are benefits to a toned-down competition. “[This year] is a good way to introduce Fest at a less intense level for anyone who’s never done it before,” said DiNino. Susan Choquette, director of Theatre Arts, had the same opinion. She said, “Until you experience Fest, you don’t really know what to expect or what you might be missing... but I can tell you—and if you ask one of the upperclassmen they can tell you—that it’s just one of the very best experiences.”

This year, AHS’s play is “Portraiture” by Katherine Budinger. Budinger is a freshman at Johns Hopkins and graduated from AHS last year.

The AHS Tech Crew is very excited to be a part of the production. DiNino and sophomore Anat Briskin are set designers, sophomore Hannah Lehmann is the costume designer, and senior Alex Worthley is the stage manager. On the acting side, auditions were held on January 19 and January 20, with callbacks on January 21. The first rehearsal was held January 27.

Briskin expressed that she’s been looking forward to Fest since her freshman year, when she first learned of the intensity of AHS theater. Freshman Jonathan Oatman had the same opinion, expressing a feeling of anticipation towards the production.

“I almost didn’t do [Fest] because I’d heard it was super stressful,” said Oatman, “because we have a short time to put together something we’re competing with, but I talked to [an upperclassman] and here I am... I’ve always loved the feeling of being that close with a group of people because of a performance.”