

## “Devious Licks” at AHS



STAFF PHOTO / Camille Storch

Outside the 2nd floor boy’s bathroom. Lately, sign-in and sign-out sheets have been used in conjunction with bathroom monitors to resolve this issue.

By Sonja KrueckerGreen  
CORRESPONDENT

Walking down the bustling corridors of Andover High School during the past couple of weeks, students could not fail to notice that several of the bathrooms have been out-of-order and off-limits.

This phenomenon is not particular to Andover. All across the country, toilets have been intentionally clogged and sometimes even removed, along with mirrors and soap dispensers having been ripped off walls. This is a result of the “Devious Licks” challenge on TikTok, in which students vandalize school property and then post about it online, in hopes to go viral. Similar destruction has occurred at Andover High School in recent weeks -

although no officials have confirmed the details of that damage - and TikTok is likely the driving force here as well.

Assistant Principal Scott Darlington described the situation in the bathrooms as being “very concerning to our school and also to each student and adult in the building,” although he did not describe any specific details of the vandalism and could not confirm that the TikTok challenge played a role. Darlington went on to say that much of the vandalism that has occurred in Andover has been in the boys’ bathrooms. There have been a few acts of vandalism in the girls’ bathrooms as well, although these cases were “minor compared to the boys [bathrooms],” Darlington noted.

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## Making Change With DEI

By Naomi Bloom  
STAFF WRITER

Oftentimes, minoritized voices have been overlooked, but now with the creation of the Diversity, Equity, and Inclusion Student Advisory Committee (DEI), things are changing for the better.

Last year, the DEI was founded by seniors Jennie Wang and Eva McKone, with faculty advisors Joanna Ganci and Hannah Tola. The DEI is working to promote and celebrate diversity, as well as to improve aspects of the curriculum in regards to diversity, equity, and inclusion. McKone elaborated that their mission is to instill the values that the DEI stands for throughout the APS community.

Wang said that she and McKone wanted to establish the DEI so that students could have a voice in the school curriculum, what is taught, and the overall school environment. The committee is based around the voices of students, especially those of marginalized students. “This is in order for them to have a voice in a culture where they haven’t always been heard,” Wang noted.

Members of this committee can choose to work to make changes in the curriculum—the Teacher Bridge Committee—or the “culture climate” aspect of the school. Those working to help improve the curriculum will work with the curriculum developers to give their input. For example, if a teacher needs help with explaining a topic, they could ask members from the DEI for advice. An example of this work is in English classes, where these mem-

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Students working to improve the curriculum could also assist teachers who are unsure about how to approach or teach a topic in an appropriate manner. “It’s good to get insight from people who are actually experiencing those things,” explained Wang, “A lot of teachers have expressed that they do want to know what their students are thinking about, so this is an attempt to kind of bridge that gap.”

Ganci added that she wants the school to be a more inclusive place, where “everyone truly feels welcome” and that “they belong and can thrive.”

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## Students’ Opinions on COVID Restrictions, Schedule

By Jacqueline Zhu  
STAFF WRITER

The return to the 8-day schedule and the lifting of social distancing restrictions this year have prompted a variety of responses from students.

Concerns over safety have arisen over the removal of social distancing restrictions, such as one-way hallways and spaced seating in classrooms. Some students feel that the lifting of these restrictions has made them feel more unsafe.

“Lifting the social distancing [restrictions] and one-way hallways is definitely more convenient for students but not necessarily the safest thing,” said sophomore William Tutwiler. “I understand Andover’s vaccination percentage is very high, but I believe it is safest to continue social distancing especially with the new Delta Variant.”

Jack Klock, a junior, feels the same way. He said it’s definitely going to impact safety at the school, and acknowledged that although most people at AHS are vaccinated, it’s important to stay cautious.

Others feel that the removal of some restrictions won’t have much of an effect on safety. “I think as more peo-

ple get vaccinated and COVID-19 rates start to decline, lifting some restrictions will be okay,” stated junior Elisabeth

Shin, “as long as people still maintain some hygiene and make sure to get vaccinated, [it] shouldn’t impact the

safety of most students.”

The return to the 8-day schedule is another of the many changes to AHS

this year. The 8-day schedule has long been a contentious topic, and many are divided on whether its reinstatement has been beneficial or detrimental. Senior Janice Lee is among those who do not prefer the 8-day schedule. “During the 4 block schedule we had during the hybrid model, it was easier to manage my work because the classes would be every other day. So if I had class one day I would have at least the day I had class and the next day to work on [homework].”

Others, such as Shin, enjoy the 8-day schedule. Shin likes the 8-day schedule because it allows her to sign up for teachers for H-blocks and helps keep the days interesting. “While there is no predictable pattern, I think it kind of symbolizes how life is not set in stone,” she said.

Despite these mixed opinions, students are overall happy that they can be in-person. “I think it’s just a blessing to be back in school learning in classrooms rather than behind a screen and I am looking forward to a really great school year,” said Tutwiler.

2021-2022								
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
	A1	B1	A2	B2	C3	A4	B4	C5
8:15 – 9:19								
	C1	D1	H2	A3	B3	H4	A5	B5
9:23 – 10:43								
	H1	F1	D2	H3	F3	E4	D4	H5
10:47 – 11:49								
	E1	G2	C2	G3	D3	F4	E5	F5
Lunch 11:49 – 1:43								
	G1	E2	F2	E3	G4	C4	G5	D5
1:47 – 2:51								
DROP	BDF	ACH	BEG	CDG	AEG	BDG	CFH	AEG



EDITORIAL

Buses and Start Times

With the beginning of the school year, there have been many issues and complaints in association with bus transportation whether it be from parents or students, even teachers. Due to the shortage of drivers, the routes have been switching up and buses have been coming in late. This is due to many of the original bus drivers leaving during the 2019-2020 school year (the year when COVID initially hit and closed down the schools). This situation has caused many students to arrive ten to thirty minutes late to school in multiple classrooms.

The school was cooperative the first couple of days with announcements telling teachers to hold attendance until 9 o'clock, or till all the buses arrive before then. However, this has been discontinued in the past couple weeks and many students who are still arriving late to school due to busses are facing consequences.

While we know no one is to blame, we suggest that teachers wait to take attendance. This will allow bus students to not stress more about getting to school on time. This will decrease the stress present in a student's morning as well as the teachers who don't have to worry about submitting attendance every 5 minutes when more students arrive to class from the buses.

Another solution would be to have a mark on the attendance sheet that indicates if the student takes the bus or not, in order to differentiate from students who are actually late. If a students had the bus-indication mark, if they are late from the bus, it will be an excused tardy. However, if a student arrives late and doesn't take the bus, then they will be marked absent as it is in their control to come to class on time.

It is not the student's fault if they are late due to the bus, therefore they should not face consequences from the teacher. A temporary solution is to become more lenient to those students who are on the busses.

A solution that was hoped for was for the National Guard to come and help drive students to schools due to shortages, however, since this is a nationwide issue, this was given to towns in much greater need. These solutions can help bring a smoother and hopefully less stressful flow to this issue.



STAFF PHOTO / Philippa Konow

View from the cafeteria stairs during breakfast on Tuesday October 5, 2021.

Reasons for Lunch Complications

By Philippa Konow  
STAFF WRITER

Everyone loves lunch. You get to sit with your friends after your classes, you get to socialize with them, and this year, you also get free lunch on top of that! Unfortunately for students, an issue has been arising, especially during fourth lunch.

For the past couple weeks, some students in fourth lunch have experienced the cafeteria running out of food to serve. Students going into the lunch line have come to the front only to be told, "Sorry, we are out of lunch." I, myself, have experienced this issue. It was on one of my days where I'm at the school until 7pm due to clubs so having lunch is very important. Some lunches are even locking the kitchen doors, refusing to allow students to get food ten minutes after lunch starts in order to combat students grabbing a second lunch.

"I'm a person who eats a lot and therefore needs seconds." said junior Abby Spewock. "I know if I go to take seconds, someone in the fourth lunch will probably not get food. No student in the public school system should feel guilty for taking more food or being hungry." This is a point that many people in the student body share as this is a very big issue. Another key fact that seems to be overlooked is the need for larger portion sizes, especially as many students are involved in afterschool activities that require a significant amount of fuel to give them energy. One piece of pizza and a small serving of salad might be enough for one person, but might be very little energy for someone else. Having more of a variety in serving sizes would help more students in feeling fueled up after lunch.

Many of the students who need more to eat either do sports or stay after school for clubs, hours after school has ended. Now imagine if they didn't receive lunch during the school day. They would be famished by the time they came home, especially if they didn't have breakfast. The students then take seconds during the school to accommodate for the fact that they are still hungry after one serving, which, as Spewock mentioned, risks taking another student's lunch away during h-block.

The reason for these troubles are pretty simple: COVID-19. This has caused many problems for everyone of all ages and professions. During the beginning of the pandemic, it was difficult for many individuals to keep their jobs, with the restaurant industry suffering heavily. When Andover schools closed, many of the kitchen staff left and never returned. Since schools con-

tinued to remain fully remote for the rest of the 2019-2020 school year, the kitchen staff had to leave to seek other employment elsewhere.

Many truck drivers working for food shipment delivery services also lost their jobs. According to Gail Koutroubas, the APS Nutrition Director, "There is a huge nationwide shortage of truck drivers. An example is, I ordered fresh produce... I ordered 25 cases of snack pack carrots. I didn't get any of them in shipment. I ordered 25 cases of sliced apples. I didn't get any." This issue with the shortage of drivers is causing individuals, like Koutroubas and her kitchen staff, to struggle to find ways to make ends meet. This isn't an issue about not ordering enough food for all the students, this is an issue with there being no one to deliver the ordered food to the schools.

For parents, graduated siblings, etc., who are looking for some work, APS schools are hiring in the kitchen. "We pay \$15.97 an hour to start, and we need people even if it's just for 4 hours," stated Koutroubas. Just those four hours alone can help bring back the fully functioning cafeteria for the ease of the students and the staff as well!


As suggested by Koutroubas, there is a possibility for student assistants during H-block class so students can help serve food for those who missed breakfast! This will give all students the opportunity to have some breakfast in their stomach so they can get through the day. this would be able to bring together the students to achieve a common goal; avoiding hunger in the student body during the day.

There are steps being taken to help this situation get resolved. We all love lunch and miss the beloved Snack Shack, but if we all work together as a community, we will be able to get to a very much normal as close as we can. We just need some good old team work to help! If you think that one lunch won't be enough for you, bring one from home until this is sorted out. If you see someone without food and they are hungry, if you have something that you are too full to eat, offer it to them!

If anyone is interested for a staffing position in the APS kitchens, please visit this link: <https://www.aps1.net/401/Employment-Opportunities>

- Info:
- Pays \$15.97/hr
  - Flexible Hours
  - Requirements:
  - Friendliness to kids of all ages
  - Ability to work with others
  - Training will be provided

OPINION COLUMN



Andover High School  
80 Shawsheen Road  
Andover, Massachusetts 01810

ANDOVERVIEW is a publication written, edited and designed by the Newspaper Production class to serve as an open forum for students to discuss issues relevant to the Andover High School community. Letters to the editor and guest commentaries are encouraged; please email submissions to the following address: [andoverview@andoverma.us](mailto:andoverview@andoverma.us). Include contact information for verification purposes. The staff of ANDOVERVIEW reviews letters to the editor and guest commentaries and reserves the right to refuse material for reasons pertaining to length, clarity, libel, obscenity, copyright infringement, or material disruption to the educational process of Andover High School.

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Avi Shapira		Jacqueline Zhu



# TikTok Trend

BATHROOM/ from page 1

Currently, disciplinary action being taken against individuals involved in the vandalism has been in accordance with the AHS Student Handbook. Since vandalism is considered a crime, a variety of measures are being used to manage the situation. In some cases, police-involved school investigations have had to be carried out.

Darlington also shared that monitors are checking the bathrooms more frequently and a sign-in and sign-out sheet is being used for the boys' bathrooms.

Anecdotally, it has been observed that the pandemic has brought some behavioral issues in kids to the surface. This is well documented in scientific literature. In the medical journal, The Lancet, Amy Orben and colleagues review evidence from numerous pre-pandemic studies that suggest that adolescents are particularly sensitive to social stimuli, and have an increased need to interact with peers; therefore, physical and social distancing may have had a negative effect on this age group.

Mr. Darlington acknowledged that all students this year are likely both academically and developmentally behind as a result of the COVID-19 pandemic, and he emphasized that "the current 9th graders were only in 7th grade when COVID began so they missed having a normal 8th grade year." As a result, freshmen and sophomores especially may require more guidance in following school rules.

Darlington stressed that nevertheless, there is no excuse for any of the acts of destruction that have occurred. He additionally reiterated that it is imperative that students realize the enormous cost that comes with this vandalism. Not only is there a financial cost to the school, but it also "impacts [students'] ability to access a clean and functioning restroom" and is "creating more work for the custodians [who] have to clean up and repair any vandalism."

With regards to TikTok and social media itself, Mr. Darlington pointed out that students must be aware "that taking photos or videos of anything or anyone in school and then posting it online is a violation of school rules." He expressed the hope that the kids involved in the vandalism have learned important lessons from their mistakes.

# AHS Teacher Opens Independent Lowell Bookstore

By Avi Shapira  
STAFF WRITER

Andover High School teacher Kristen McDonie opened an independent bookstore in Lowell this August.

McDonie, who teaches French, initially opened Lowell Book Company in November 2020, running the company online. She now has opened a physical bookstore in Mill No. 5 in Lowell, where she lives. She manages the store and also has two part-time employees.

Opening a bookstore has been McDonie's dream for the last few years. "I love teaching," she said, "but there has always been a part of me that wondered if there were other things that I could do."

Before and while running the online store through bookshop.org, McDonie did a lot of research on running a bookstore. In addition, she took part in a business accelerator program over the summer to learn more about the business side of bookstores.

McDonie expressed that running a business from home was overwhelming. "[Y]ou have to make a choice to mentally disengage from the business because it's all in your home," she said. "[Y]ou have to work really hard to... be relaxed and present with your family. Having a bookstore is nice because it's actually the physical space. I'm not always looking at everything."

Today, many people buy books online instead of in stores, due to the wide selection available and lower prices. However, McDonie decided to open a bookstore because people still have an

interest in purchasing books in-person. "[The physical store] gives you the whole experience of handling a book," she says. "Being able to [physically] handle a book before you commit to it... makes you love the book even more at the end." Opening a business is about filling

strong tradition of poets, including Jack Kerouac, a famous 20th century poet. McDonie hopes to be able to host events in the shop, and has already partnered with the Lowell Reads program run by the local library to host a writing workshop in a coffee shop across the hall.

McDonie plans to continue work as a teacher in the future in addition to running her bookstore. She finds it exciting to run a business because she has a lot of say in what's happening. "My favorite thing is knowing that I'm building something from the ground up, building something from scratch, leaving a legacy for my family, for my children. Building something that can grow and having the ability to control the direction that it goes," McDonie said.

Mill No. 5, where the store is located, is a refurbished textile mill where the 4th and 5th floors have been converted into storefronts for small businesses. The mill is located at 250 Jackson St. in Lowell. The shops in the mill are only open for limited hours: 5-8 p.m. on weekdays, 10 a.m. to 8 p.m. Saturdays, and 10 a.m. to 5 p.m. Sundays. This makes it easier for McDonie as it means she is never teaching when Lowell Book Company is open.

You can learn more about Lowell Book Company at their website, [lowellbookcompany.com](http://lowellbookcompany.com), or by visiting them in Mill No. 5. One upcoming event in the store is a Q&A and reading with local author Tracy Guan on October 24. More information about this and other events can be found on their website.



STAFF PHOTO / Avi Shapira  
McDonie in her bookstore on the grand opening day.

a need in the community. At this time there are no other local, independent bookstores in Lowell, and the nearest Barnes & Noble is in New Hampshire.

The store carries both new and used books, and books by local authors. Poetry is especially popular—Lowell has a

# Snack Shack Closed Due to Staffing Shortage

By Shravya Sathi  
EDITOR IN CHIEF

Many of the cafeteria staff have not returned to the school after AHS went remote in 2020. Due to this shortage of staff in the cafeteria, the Snack Shack is closed indefinitely.

The Snack Shack was a reliable option for many students as it provided an alternative for lunch and snacks before and after school activities. However, it was not open during the 2020-2021 school year

and has continued to remain shut down. "It was really great, as school meals often weren't enough to get me through the school day and cross country practice. Getting a yogurt parfait or a muffin really helped get me through the day and I miss it a lot," said Brandon Zhao, a senior. Many believed that the closure was due to the COVID restrictions. "The Snack Shack isn't 'necessary.' It's an add-on to lunch, so I think that the school wanted

to limit crowding in large areas with food. And so, they decided to not open it these past two years," said Carol Yu, a senior. However, Gail Koutroubas, the director of food services, revealed that she would be very happy to bring back the Snack Shack if she can find more staff. "All the staff is new, and the new staff that we have is limited because there are no applicants," said Koutroubas. She is hoping to get some more staff in order to put back the Snack Shack and made-to-order deli. "They just need to love kids. They don't need a food service background to serve lunch. Parents could even come in and help us... we would hire them on a temporary basis!"

Even if she gets more staff, another complication is getting the food for the Snack Shack to the high school. There is a bigger supply chain problem going on past the school. On top of that, there are not many drivers, nationwide, to get the food from the warehouses to the schools.

"When the pandemic came, and everything shut down, there was a certain percentage of people that left the workforce. A certain amount of people left the food service," Koutroubas said.

While the future of the Snack Shack is still in question, there is a consensus that it is a part of AHS that is very missed.

The Snack Shack was a place that had many options that the students liked, such as bagels, yogurt, smoothies, popcorn, coffee, muffins, and candy. Some students claimed to use the Snack Shack more than the regular lunch lines. If they were hungry, students would grab something quickly between classes. Teachers would even bring their classes down to the cafeteria so that their students could grab food from the Snack Shack.

"If you can get me some parent volunteers or something, I will open up that Snack Shack faster than you can say Snack Shack," Koutroubas said.

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**Spring Book Sale** Wednesday 4/27 5:30-8:30pm, Thursday 4/28 1-4:30pm, Friday & Saturday 4/29 & 4/30 9am-4:30pm, Sunday 5/1 1-4pm



# Brown Leads Andover to New Success

By Camille Storch  
EDITOR IN CHIEF

At an athletically competitive school like Andover High, making the varsity football team as a freshman is a daunting task, and one that not many accomplish. To start playing quarterback as a freshman is even more challenging, yet one young athlete was able to reach both of these milestones.

Scotty Brown, now a junior, has been playing football since he was five years old. Brown was given the opportunity to start as quarterback freshman year and progressed greatly as an athlete and football player throughout the past three years. “Come week four [freshman year], I had been playing receiver each game,” recalls Brown, “and then week five, I was

named the starter maybe fifteen minutes before the game started.” In his first match as first string quarterback against Methuen, Brown remembers the feeling of that moment: pure excitement.

Brown has gone on to start all of the varsity games since week five in 2019, and will continue to lead his team as the season progresses. The team is currently 2-2, and began on a positive foot. “We started off the year with a scrimmage against Naples, Florida,” stated Brown. Playing a team from another state, let alone Florida, is a rarity for Andover, but as Brown explained, “It was a scrimmage game for us, a real game for them, but it was under the lights and everything.” That Friday night lights feeling cannot be beat, and this will be Brown’s first year get-

ting to play under the lights each week with The Jungle in attendance. In 2019, the football team had to play their games during the day, due to a breakout case of Triple-E in the Andover area. In 2020, the team was able to play their games on a regular weekly basis, but were not allowed any fans due to COVID. They also had to wear masks while playing and follow strict COVID guidelines that diminished the simplistic fun of football.

Yet, Brown is not worried that the team has been set back at all by having a couple different seasons in the past. “The team is very young, there are a lot of sophomores, there’s got to be at least five on each side of the ball,” said Brown. “I think this year we look great as a team, but next year we are going to look even better.”

For football teams playing in Mas-

sachusetts, the main goal is to make it to Gillette Stadium for the Division 1 Championship. In past years, tough competition from St. John’s Prep (Danvers) has dominated, with the Prep winning multiple years consecutively. Yet, with Brown leading a strong, hardworking team, Andover could very well find themselves driving down to Foxborough at the end of the season.

Looking forward to the far future, Brown is still deciding whether or not he will pursue football at the collegiate level. In addition to playing football in the fall, Brown is on the varsity baseball team at AHS, and has an equal love for both sports. “I’ve always been saying this my whole life,” smiled Brown, “whatever season I am in [at the current time], that’s the sport I like the most.”

## Inclusivity with the Diversity, Equity, and Inclusion Club

DEI / from page 1

Wang said that she and McKone wanted to establish the DEI so that students could have a voice in the school curriculum, what is taught, and the overall school environment. The committee is based around the voices of students, especially those of marginalized students. “This is in order for them to have a voice in a culture where they haven’t always been heard,” Wang noted.

Members of this committee can choose to work to make changes in the curriculum—the Teacher Bridge Committee—or the “culture climate” aspect of the school. Those working to help improve the curriculum will work with the curriculum developers to give their input. For example, if a teacher needs help with explaining a topic, they could ask members from the DEI for advice. An example of this work is in English classes, where these mem-

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Ganci added that she wants the school to be a more inclusive place, where “everyone truly feels welcome” and that

“they belong and can thrive.”

As for the students working on the culture climate portion of the DEI, Ganci said that they will be based around working with other clubs to “do better as a school at celebrating identity... We want to celebrate, but coordinating those things can be really challenging.” With the DEI, setting up these celebrations would become much easier, as they would help clubs organize them, or even organize events on their own.

Since the DEI Student Advisory Committee was founded last year, the founders said that students from several other schools had contacted them about it, hoping to start committees of their own. The DEI is planning to eventually try to create this type of structure in many schools in the district. “It’s a relatively big project,” Wang said, “but hopefully in the future, we’ll split off across the district a bit more.” This would allow for a stronger voice

for students throughout the district, and possibly even at the state level.

The DEI Student Advisory Committee is open to anybody who is truly passionate about promoting diversity, equity, and inclusion in the school. “We want to have a really diverse group of students to be part of the committee to represent people’s voices,” added Wang. The committee is also planning on meeting during H-Blocks rather than after school so that more students will be able to participate.

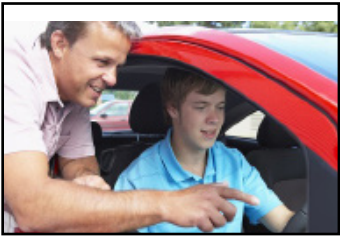
“What I love about this is that it is students that will motivate us,” said Ganci. “No matter what adults are in the building and whatever their good intentions are, we have blind spots, and there are things we don’t think about or realize. It’s going to take students constantly reminding us and partnering with us to make it better. That’s what we’re trying to commit to: being better.”



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