

ARLINGTON PUBLIC SCHOOLS



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News from June 2019

Dear Parents, Guardians, and Community Members,

I want to begin this final newsletter of the 2018-2019 school year by thanking the voters of Arlington for their positive response to the new high school and the override to continue town services. You have given our district a great vote of confidence, and I am excited about the positive impact your support will have for our community in the years ahead.

There are two important School Committee decisions that I want you to know about. First, the Committee has affirmed its vote to change the AHS, OMS, and Gibbs starting time to 8:30 am beginning in the 2020-2021 school year. This decision is based on research showing a linkage between later start times and improved student performance. Our elementary schools will continue to start at 8:10 am.

Second, the School Committee approved the first negotiated contract for our newly unionized education Paraprofessionals this month. The three-year contract includes an expanded pay scale and establishes benefits commensurate with other district employees. This is important recognition of the critical role these individuals play in educating our children.

Our young people continued their efforts on behalf of others this month, and I want to share a couple of examples. After the death of teaching assistant Alanna DeMella in 2012, the Peirce fourth grade began collecting money for the [Alanna and Joshua Foundation](#) and [Pitching in for Kids](#). This year the students collected \$5,000, which brings the overall total to \$20,000. Last month I reported that the AHS National Honor Society's Community Service Committee had organized a book drive for the [African Library Project](#). I am happy to report that as of June 10, 600 children's books had been collected for a Primary Community Library in Pundo Kawiti, Kenya. I am proud of the way our community comes together to support these efforts, and I thank everyone who has participated in service projects this year.

There are many events that mark the end of a school year. For example:

- Final vocal and instrumental concerts and art shows are held
- Elementary Field Days and the OMS Cluster Olympics take place
- The middle school Drama Clubs have their final performances: a show at Gibbs and the student-directed One Act Festival at Ottoson
- Transition visits for rising students and parents are well-attended: fifth grade to Gibbs, sixth grade to Ottoson, and eighth grade to Arlington High School
- Volunteers are lined up to tend the school gardens over the summer
- Moving on ceremonies honor those rising to middle and high school
- Arlington High School sends another graduating class on to its future

I also want to thank Debbie Botos, Julie Dunn, Karen Tassone, and Claudia Bertoli for their help in publishing this monthly newsletter, without which the breadth of activities and stories featured would not be possible.

It has been another wonderful year of accomplishment and achievement for our students, teachers, and staff. I hope you have enjoyed reading the things I have shared in my newsletters and I wish everyone a safe and happy summer.

Best regards,

Kathleen Bodie, Ed.D
Superintendent of Schools

Headline View

Safe & Supportive Schools

Menotomy Preschool Parent Training Promotes Skills, Enhances Understanding of Child Behavior

Parents attending the six intensive sessions of [Positive Solutions for Families](#) training offered by the Menotomy Preschool received information and resources on promoting social and emotional skills and understanding and positively approaching behavior problems. [Learn more>](#)

84 Club Reports on Vaping Retailer Mapping and AHS Behavior and Perception Research

AHS student researchers from the 84 Club have reported the results and recommendations from their retail mapping and vaping use and perception studies to the Arlington Board of Health, members of the AHS administration, and [The 84](#), the statewide movement of students fighting tobacco that is based out of the Massachusetts Department of Health. [Read more>](#)

Department News

With Appreciation, APS Honors Staff Milestones, Accomplishments, and Changes

At our Distinguished Service Award Ceremony last month, we recognized 72 individuals for their years of service, for attaining professional status, or for choosing to enter into the retirement phase of their lives. [Read more>](#)

Professional Development

Framing Your Thoughts™ Supplements General Writing Curriculum with Strategies, Resources

This month, members of our Special Education faculty and staff were trained in [Framing Your Thoughts™](#), a specially designed program dealing with sentence structure and paragraph writing that provides specific strategies and resources to supplement our general curriculum and help teach writing. [Learn more>](#)

Grants

AEF Development & Expansion Grant Supports Curriculum Equity Assessment

Thanks to a \$10,000 grant from the [Arlington Education Foundation](#), our district will embark upon a District Equity Audit to assess whether we are providing a bias-free curriculum and the learning environment necessary for our students to become lifelong learners and empathetic, responsible, active members of local and global communities. [Read more>](#)

Graduation

The Class of 2019 Remembers the Past and Looks toward the Future

This year's graduates looked back on their AHS experiences, were reminded that you only get through an experience if you keep on going and were asked to continue to be kind as they go forward into further education, the military, gap year activities, or employment. [Read more>](#)

Awards & Distinctions

Eleven Honors Geometry, Algebra 2, and Pre-Calculus Projects are Math Fair Winners

This year's group of Math Fair winning projects include research in Islamic Art, answers to complex math problems such as traffic patterns, and original mathematics such as where to face classrooms to avoid glare. Read more>

Academic Highlights

First Stratton Cultural Fest Shares Community Cultures, Promotes Understanding

The Stratton Community celebrated their diverse cultures and family traditions with homemade food, crafts, display tables, and performances in an event that featured 28 countries and one East European ethnic group. Read more>

Athletic Highlights

Tournament Play, Strong Performances, Awards, and Good-Bye to Mr. Vieira End Spring Season

Three teams took part in post-season play, the Boys and Girls Track teams qualified more competitors for Divisional and State competition than ever before, and we wish our Athletic Director Stanley Vieira much success as returns "home" to lead the athletes at Somerville High School. Read more>

Continue to read the full News from June 2019 Newsletter

Safe & Supportive Schools

Menotomy Preschool Parent Training Promotes Skills, Enhances Understanding of Child Behavior

"Thanks so much for the class today – was a great session and I left with some really great thoughts & ideas! The material is excellent, but [I] find the ability to hear other parents' challenges, and the context you and Teresa are able to put around how the material applies is so incredibly helpful."

"Nobody teaches you explicitly how to be a parent, but I feel you have given me a handbook on how to be a better parent!"

These comments are from attendees at the [Positive Solutions for Families](#) training offered by the Menotomy Preschool. Social Worker Elena Knightly and Teaching Assistant Teresa Spangler led 11 families through the six intensive modules, beginning with general practices to support social and emotional learning (SEL) and progressing to how to address specific behavior challenges. Each family received their own workbook that included resources such as social stories, visuals to support emotional literacy, problem solving, and friendship skills. They also got a Family Routine Guide that breaks down common family problems and suggests creative ways to positively modify parent and child behavior.

The Parent Training Modules are offered by the [Center on the Social And Emotional Foundation for Early Learning](#), a program that strives to "...improve the social and emotional outcomes of young children." The Menotomy Preschool is part of a cohort of schools utilizing the [Pyramid Model](#) with external and internal trainers. A leadership team meets monthly to create and apply initiatives such as the recent training. The goal is to support staff, parents, and children to enhance SEL as the foundation to success.

As you can see from the quotes above, the program was, in Ms. Knightly's words, "...a huge success." She goes on to report, "...on our last day parents cried, laughed, and hugged each other with gratitude for the shared experience and the confidence they felt walking away with a multitude of tools to support their families." The training, offered on a first come first served basis, will be available again next year, hopefully in both the fall and the spring.

I thank Ms. Knightly and Ms. Spangler for becoming trainers and offering this important emotional and community building experience for our Menotomy Preschool families. These sessions, which involve

homework and hands-on family assignments that attendees complete and report back on, require a significant commitment from both trainers and participants. I am pleased that we are able to offer this training, and that many of our preschool parents have taken part.



84 Club Reports on Vaping Retailer Mapping and AHS Behavior and Perception Research

In my News from April, I reported on the fact that the AHS 84 Club had received a grant to study vaping in our community and were embarking upon a research project to map retailers and understand vaping use and perceptions among students and teachers. This work has been completed and Club members presented their findings to the [Arlington Board of Health](#) (BOH) and members of the AHS administration late last month.

The BOH shared a list of Arlington vape retailers with the student researchers who input all the addresses to the online service [BatchGeo.com](#). This created a map of the locations, and the students were able to see which ones were closest to schools, public parks, and playgrounds. They then visited these retailers to create a Photovoice project that combines photographs and narratives to describe what is taking place. This qualitative research method is a powerful way to document and reflect reality around topics of community concern.

The vaping behavior and perception study tabulated the responses from 834 students and 45 teachers. All grade levels were represented. I am happy to report that the researchers found that while there is a higher percentage of students who say they have tried vaping than reported in a 2016 study, only 17% of respondents can be considered as “regular vapers”. Eighty-three percent of respondents report that they have NOT vaped in the last 30 days. This percentage is a little less than the US average.

Nationally, the use of overall vaping devices among 12th grade students increased significantly over the prior year, rising from 27.8 to 37.3%. The percentage of high school seniors who reported specifically vaping nicotine in the 30 days prior to the survey nearly doubled during the same time period. Additionally, over 1 in 10 eighth grade students reported that they vaped nicotine in the past year. Marijuana vaping also increased by over 3%. (2018 Monitoring the Future nationwide survey, University of Michigan, Ann Arbor, Michigan.) Dr. Nora D. Volkow of the [National Institute of Drug Abuse](#) points out that “Teens are clearly attracted to the marketable technology and flavorings seen in vaping devices; however, it is urgent that teens understand the possible effects of vaping on overall health; the development of the teen brain; and the potential for addiction.” She warns of the possibility for these users to transition to regular cigarettes, something that research has reported.

[Arlington Youth Health and Safety Coalition](#) (AYHSC) Director Karen Koretsky and Youth Coalition Coordinator intern Sagar Desai from the Harvard Chan School of Public Health supported the students in this work. Ms. Koretsky notes that the students approached this project with a desire to access knowledge and data that has the potential to help their peers. The young researchers gained new skills in survey construction, data collection, and data analysis and received public speaking consultation from a trainer from [The 84](#), the statewide movement of students fighting tobacco based out of the Massachusetts Department of Public Health. The AHS 84 Club is one of the state’s more active chapters.

Public health recognizes the importance of involving stakeholders to engage in a collaborative effort, and the Club members were able to experience this. They participated in a fair and inclusive process in order to inform and share ownership of the problem and project and amplified the voice of Arlington students. The work has also been presented to The 84 organization.

In addition to reporting their findings, the Club presented the BOH with suggestions for potential new regulations and or restrictions that can help keep their peers safe. They will also be using what they have learned to strategize for future prevention and outreach activities. I want to congratulate 84 Club members Maya Jacobs, Olive Eng-Canty, Ellie Egan, Claire Egan, Sophie Snibbe, Erika Siegal, Abi Hodgdon, Grant Wadman, Elizabeth Liakos, Gwen Van Allen, Sasha Beck, and a senior student who has chosen not to be listed on undertaking and completing this fine work. I thank Ms. Koretsky and Mr. Sagar for their leadership. This project is an excellent example of how our community, school administration, and students can work together to understand and solve important problems to keep our young people safe. Mr. Sagar has completed his internship with the AYHSC, and I thank him for the contributions he made to our community during the past year.

Department News

With Appreciation, APS Honors Staff Milestones, Accomplishments, and Changes

On May 30 we paused to recognize the members of our community who had attained special milestones in their professional lives. At this Distinguished Service Award Ceremony, we honored two individuals who have been with Arlington Public Schools for 35 years, one who has served us for 30 years, four whose tenure totals 25 years, and 14 who have reached the 20-year milestone. This spring we are saying goodbye to 17 individuals who are retiring. These include teachers and staff from the Menotomy Preschool, our elementary schools, OMS, and AHS, as well as the K-12 Director of Science. We also honored 30 teachers, one School Nurse, one School Counselor, and two Social Workers on attaining professional status.

We are grateful to all of these individuals for their dedication to our children, and for the fact that they have chosen Arlington as their home district. We will miss those who are departing and send our best wishes for their well-deserved retirement. I look forward to continuing to work with everyone who will be returning in the fall. Thank you for your contributions to our children and our district.

Professional Development

Framing Your Thoughts™ Supplements General Writing Curriculum with Strategies, Resources

Our Special Education Department has been working with [Dr. Melissa Orkin](#), Tufts University professor and literacy consultant at Crafting Minds, over the last three years to improve our ability to identify reading disorders as early as possible and match remediation to the needs of our students. One of the results of this work was the identification of the need for direct, explicit instruction in writing. Our district uses the [Lucy Calkins Reader's & Writer's Workshop Model](#) developed by the Columbia University Teachers College Reading and Writing Project. This curriculum is designed to "...prepare students for any reading and writing task they will face..." and "...turn kids into life-long, confident readers and writers who display agency and independence." While this is an excellent program, it became clear that some of our learners require an addition to this core curriculum.

Based on recommendations from Dr. Orkin as to how to help individual students she had assessed, a few of our teachers had already been trained in [Framing Your Thoughts™](#), a Project Read® curriculum developed by [Language Circle Enterprises](#). This month 39 additional APS teachers and staff spent three days learning this specially designed program that deals with sentence structure and paragraph writing. The attendees included all K-6 Special Education teachers as well as a few from Ottoson, and our Speech Language Pathologists. The program was offered to individuals from Bedford and Winchester as

well, and four representatives from those districts participated. A Language Circle Enterprises national trainer led the sessions.

The training was very enthusiastically received, and Special Education Director Alison Elmer believes that our educators are excited to have specific strategies and accompanying resources to supplement the general curriculum and help teach writing. Here are some examples of the feedback she has received.

“I thought the training was great! I thought it was such a good way to teach grammar and writing techniques proactively. Also, it gave a concise and precise language to use to make revising/editing conferences more meaningful. I think it would be really great for all third graders!”

“Our trainer was awesome and offered so much great insight, not only about the program, but also other supplementary strategies for supporting students with various disabilities. He clearly knew his stuff.”

“This is an excellent teaching method that can be implemented quite easily. I'm thinking students will learn so much about the writing process--beginning to end. This sequential and systematic method of instruction is incredible and the graphic symbols to represent the sentence parts and how they function, makes so much sense to me. I visually see this working.”

“I felt that many of us walked out of there excited and willing to share what we have learned with our schools. I believe that the program covers critical foundational skills that appear to be overlooked in various writing programs and will benefit ALL students when integrated into our lessons. We could have used this program when I was in elementary school!”

I want to thank Ms. Elmer, Kristin Burke, and Christina Ryan for bringing this program to our district and I am pleased that so many members of our Special Education staff were able to attend. This is an excellent example of how we work to identify and serve the needs of all students so that they will be successful in school and beyond.

Grants

AEF Development & Expansion Grant Supports Curriculum Equity Assessment

I am happy to report that the [Arlington Education Foundation](#) (AEF) has awarded our district \$10,000 to support a District Curriculum Equity Audit. This Audit is part of the work we are doing to become culturally literate and reach our goal of providing all students with bias-free instruction and exposure to diverse cultures, genders, and lifestyles.

Recent district survey results reveal that our 6th-12th grade students would like to see curricula that is more representative of who they are as individuals. Coupled with this data, supporting research states that multi-cultural curricula will teach all students the skills needed to interact with people from different cultures other than their own and provide them with the skills to combat implicit and explicit bias that can develop from a lack of exposure to other cultures. In addition, it will provide Arlington students of color with a sense of pride as they will be able to see themselves reflected in their lessons and teaching materials. The impact of this shift in instruction can be profound and assist with addressing the achievement gap that exists between Arlington's students of color and their White counterparts as measured by the Massachusetts Comprehensive Assessment System (MCAS).

To support this work, we have contracted the services of [Dr. Dena Simmons](#), Assistant Director of the Yale Center for Emotional Intelligence. Over the years, Dr. Simmons has been an educator, teacher educator, diversity facilitator, and curriculum developer. She has written and spoken about social justice pedagogy, diversity, education reform, and bullying in K-12 school settings at the United Nations and delivered two [TEDx Talks](#) and a [TED Talk on Broadway](#).

The audit will be conducted throughout 2019-2020 and will include a document review of curriculum resources in each of the major content areas of English Language Arts, Mathematics, Science, and Social Studies literature and instructional materials. It will culminate in a report written by Dr. Simmons that gives recommendation on how we can update our curricula and instructional resources to have a more have multicultural focus.

This work is the beginning of a larger equity audit that Assistant Superintendent Dr. Roderick MacNeal, Jr. is planning to ensure that our district provides the elements necessary for our students to become lifelong learners and empathic, responsible, active members of local and global communities. I thank Dr. MacNeal for applying for this [Development and Expansion](#) grant and look forward to the outcome of the project.

Graduation

The Class of 2019 Remembers the Past and Looks toward the Future

On June 1, Columb House Dean and Master of Ceremonies Paul McKnight announced the arrival of the Graduating Class of 2019, and over 350 young men and women filed into their seats. This was the 153rd time community members have gathered to celebrate the end of an Arlington education and the beginning of a journey into the future. Some graduates will stay close, while others will venture far from home as they pursue their dreams. Acceptance letters have been received and decisions on which college to attend, what career education to pursue, which military branch to join, whether to attend a college prep school or take a gap year have all been made.

As we celebrated these wonderful young people, they honored some of their elementary and middle school teachers and spoke fondly of each other as they reflected on their time at AHS and offered words for the future. The first student Honors Speaker, Margaret Horgan, remembered the challenges posed by the current building and talked about the way the students came together to overcome them. The second Honors Speaker, Joseph Dalton, asked the graduates to continue to "...keep your hearts on your sleeve...", "show the world how you want things to be done...", and "Keep the notion of kindness in your hearts."

The elementary and middle school teachers chosen by the class to honor were:

- Alyssa Frank - Bishop
- Colleen Gorman - Brackett
- Adriane DePasquale - Dallin
- Laurie Johnstone - Hardy
- Christina Perkoski - Peirce
- Janice Satlak Mott - Stratton
- Siobhan Foley - Thompson
- Nanta Hardesty - OMS

The Class of 2019 will attend over 130 colleges and universities—private and public, large and small, specialized and general, as close as Bunker Hill Community College and as far away as Scotland and The Netherlands. Whether they continue their studies, begin their working life, or enter the Army, they leave with this charge from English teacher Timothy Marten, the faculty speaker the graduates chose.

"There is an unimaginable array of new experiences hurtling toward you right now. Some of them will be effortless and some will require courage and passionate intention. Those latter may trigger anxiety and doubt, but don't make your lives small to avoid feeling those feelings. Step right into their path. Something is going to happen to you no matter what. It may as well be the thing that you suspect is going to lead to awesome."

Congratulations Class of 2019!

Awards & Distinctions

Eleven Honors Geometry, Algebra 2, and Pre-Calculus Projects are Math Fair Winners

Congratulations to the 34 students whose 11 projects were chosen as Math Fair winners at the end of last month. All students in Honors Geometry, Honors Algebra 2, and Honors Pre-Calculus are required to do a project over the course of the school year. Each one is presented in class, and then the teachers choose the ones they consider to be the “best” for inclusion in the Math Fair. At the event, the projects are presented to outside individuals that include retired teachers, professors, and individuals who work in STEM related fields. The judges evaluate each one for Mathematical Content (Original Mathematical Content in the case of Pre-Calculus projects), Creativity of Approach, Physical Presentation (whether trifold poster or PowerPoint), and Oral Presentation. Those with the highest total scores in these areas are deemed the winners.

The 11 winning projects are:

Class	Project
Geometry	<i>Countable and Uncountable Infinities</i>
	<i>Fractals</i>
	<i>Islamic Art: The Math Behind the Beauty</i>
	<i>Online Dating</i>
Algebra 2	<i>Car Clumps</i>
	<i>Northeast Airlines</i>
	<i>Trek to the North Pole</i>
Pre-Calculus	<i>Arlington as an Island</i>
	<i>Bright, Bright Sunny Day</i>
	<i>Modeling the Spread of Disease</i>
	<i>Protein Party</i>

The projects and processes vary by grade. Honors Geometry students choose their own topics for a research project on something math-related and form their own working groups. A paper write-up is required as well as a presentation. Teachers assign Honors Algebra 2 students complex problems with multiple solutions. Working in groups, they have to work through the problem and explain their math. They present their work in class and create a poster.

Honors Pre-Calculus students work in groups and may choose their own topic, but they must come up with a problem to be solved using original mathematics—in other words they can’t just Google the answer. For example, the winning project *Bright, Bright Sunny Day* explored the amount of glare in different classrooms at the high school during different hours of the day. With this information the students determined where to face rooms in the new building. They used engineering tools to measure room sizes and directions and used calculus to track sun movements over the hours and days. These students make videos as their final class presentation but show the judges a PowerPoint presentation or poster if the work is chosen for the Math Fair.

Mathematics teachers provide a lot of feedback throughout the process to help students choose a topic that is appropriate for their level and will provide a challenge. The students submit objective statements and outlines throughout the year so that the teachers can make sure the groups are staying on track and working on the project. The goal is for every student to research something that interests them outside the general curriculum.

This year’s winners were chosen from the 38 projects completed by 114 students that were selected to be part of the Math Fair. I commend all the students whose work was chosen for judging. It is very exciting to see the level of work that our Geometry, Algebra 2, and Pre-Calculus students complete, and I thank all the teachers who guide and support these projects.

Academic Highlights

Stratton Cultural Fest



First Stratton Cultural Fest Shares Community Cultures, Promotes Understanding

“The event brought our community together in a wonderful way, making a very positive impact. We celebrated our uniqueness and differences, shared our diverse cultures and family traditions. It was a success in many different aspects. We continue to get overwhelmingly positive feedback from parents and teachers about the event, even weeks later. It was a perfect culminating event for the school year and a great example of the type of work the Stratton Diversity, Equity and Inclusion Group has been doing all year.”

The quote above comes from Stratton parent Gisella Landi, one of the event co-chairs for Stratton’s first Cultural Fest held on June 8. Ms. Landi reports that the event exceeded all expectations, and that she and fellow co-chair Gustavo Pardo were overwhelmed with the wonderful response from the school community. One ethnic group and 28 countries were represented: Rusyn (East European ethnic group), Mexico, Panama, Venezuela, Colombia, Peru, Nicaragua, Brazil, Germany, Greece, France, Italy, Romania, Bulgaria, Hungary, Poland, Turkey, Israel, South Sudan, Sri Lanka, Nepal, Philippines, Israel, Iran, Japan, China, India, New Zealand, and the U.S.A.

Food was an important part of the event which was divided into four different areas. All the offerings were homemade, nut free, and labeled with the ingredients to alert those who might have food allergies. Japanese dumplings and rice balls, Chinese dumplings and fried rice, Brazilian rice and beans, Colombian empanadas, New Zealand hokey pokey, Peruvian papa a la Huancaína, Panama patacones, Polish sausages, Mexican tres leches, Venezuelan arepas, Sri Lankan pancakes, Boston cream pie and donuts, French crepes, and Italian cannoli chips were among the amazing array of delicacies available.

A wide range of crafts were available for attendees to try. These ranged from Japanese origami, to coloring and putting together a flag from the countries represented at the event, an Eiffel Tower craft from France, making Nepalese dumplings with play-doh, and coloring theme sheets from Venezuela and the Philippines. Young people were invited to draw their hands and color them with the flag of the country of their choice as part of a large banner.

The display tables were great examples of each family’s creativity. Flags, posters, different types of objects like souvenirs, travel books, ornaments, traditional clothing, games, crafts, money, musical instruments, and children’s books were all used to illustrate and share different aspects of each culture. Additionally, attendees were able to enjoy demonstrations of Chinese martial arts, Nepali music, South Sudan dancing, and learn to dance along with Jewish music.

Teaching young people about different cultures at warm and inviting events such as the Stratton Cultural Fest are wonderful ways to help create a more accepting society—one with more perspective, curiosity, and love. I want to thank Ms. Landi, Mr. Pardo, and the members of the Steering Committee who organized and executed the event: Vanessa Salas, Pradeep Bista, Yuko Handa, Jennifer Hsu, Junia Linsenmayer, Jeanne Bouhey, Vince Kurdov, Jeff Sugarman and Naomi Greenfield. I also thank all the Stratton families who participated to make the event so successful.

Athletic Highlights



Tournament Play, Strong Performances, Awards, and Good-Bye to Mr. Vieira End Spring Season

The end of the AHS spring sports season was marked by some excellent team and individual performances. Although they didn't make it into post season play, the Baseball, Boys and Girls Lacrosse, and Boys Volleyball teams had exciting seasons, with Baseball coming within one game of moving forward.

Both Boys and Girls Tennis moved into Division 2 North tournament play. Boys tennis was competing at the state level for the seventh consecutive time, after finishing their season at 12-9. The team fell to Wayland in the first round. Girls Tennis qualified with an overall season record of 10-9 and fell to Marblehead in the first round. Softball finished second in the Middlesex League Liberty Division and came into the North Division 1 tournament with 12 wins. After besting Haverhill in the preliminary game, they fell to Lowell in the first round.

This spring the Boys and Girls Track teams qualified more competitors for the Divisional and State Level competition than ever before. Eleventh grade student Rafaela Diamond advanced to the State Pentathlon. She was joined by five other female athletes at the State Heptathlon North Finals, where Rafaela, Maia Patel Masini, and Naomi Olsen placed third as a team. Senior Ryan Oosting came home the winner of the two-mile championship at both the Divisional and All-State levels.

Ryan, who will be running for Stanford in the fall, then participated in the Adrian Martinez Classic in Concord, where he ran the top high school mile time in the country. His time of 4:03:70 beat his previous personal best by eight seconds and he finished fifth behind elite adult runners.

Every year [The Touchdown Club](#) recognizes two student athletes who excel on the playing field, in the classroom, and in the community with the Ostergren Award. This year's awards went to Ryan Oosting and Kaylo Mayo, who received their honors at a banquet attended by over 200 people. Jack Fultz, 1976 Boston Marathon champion, delivered the keynote address of the evening.

These accomplishments bring an exciting year of AHS Athletics to a close, and also find us saying good-bye to Athletic Director Stanley Vieira. A graduate of Somerville High School, Mr. Vieira is taking advantage of the opportunity to "go home" as he becomes the Athletic Director at that school. Our community is sorry to see him go but we understand how much it means to him to be able to provide leadership to the young athletes in his hometown. Mr. Vieira, thank you for your dedication to AHS students this year, and best wishes for success and joy in your new position.

I am happy to share the news that Mr. Vieira is being replaced by John Bowler, an AHS graduate who serves as the Boys Varsity Basketball coach. He assumes the position of Athletic Director after having served as Operations Manager at the Arlington Boys and Girls Club. Welcome, Mr. Bowler.