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## News from May-June 2021

Dear Parents, Guardians, and Community Members,

With wonderful memories of colleagues, friends, and students, I write my final newsletter secure in the knowledge that we have been equal to the challenge of the COVID-19 pandemic and that school and daily life continue to move toward “normal”. The Department of Elementary and Secondary Education (DESE) has advised school districts that at this time all health and safety guidelines, including mask-wearing and physical distancing, will be lifted in the fall. DESE will collaborate with the Department of Public Health to issue any additional health and safety recommendations over the summer should they become necessary.

The district has been proactive throughout this year, extending pool testing to all our schools, holding vaccine clinics at AHS, OMS, Gibbs, and Thompson, and publicizing regional clinics. As guidance changed, we adapted, and in mid-May students no longer needed to wear masks during outdoor recess, physical education, youth sports, and outdoor learning environments. By May 10, all students who wished to attend in-person were back in class. It is heartening to see COVID-19 cases in the state continue to drop as vaccination rates rise. Nevertheless, we have lost many and I want to take this opportunity to extend my condolences to those families who have lost a loved one. Let’s hope that the trends continue, and that the 2021-2022 school year can proceed safely and normally.

Asian American and Pacific Islander (AAPI) Heritage Month (May) provided a great opportunity for the district to honor and celebrate the culture of Arlington’s second largest ethnic group by demographics. Our schools responded with a variety of informational programs and events, and I want to share just a few examples. The members of the AHS Asian American Coalition prepared a video that was delivered in Advisory when time was allotted to discuss the AAPI curriculum at the high school. Storyteller [Eth-Noh-Tec](#), a.k.a. Robert Kikuchi-Yngojo, visited Dallin to share traditional stories with music and movement in a program called *Asia Fantasia*. Principal Kate Peretz shared the links to the [Asian Pacific American Heritage Month](#) and the [NASA Celebrates Asian American, Pacific Islander Heritage Month](#) websites with families and teachers. Bishop welcomed [Motoko](#) to second grade classrooms to share Japanese folktales. I encourage you to read more about the work being done by the very active AHS Asian American Coalition in ***AHS Asian American Coalition Honored with MTA Leadership Award*** in the ***Awards & Distinctions*** section of this newsletter.

I want to thank the community for coming forward with tremendous Teacher Appreciation events in May. I cannot begin to share all the wonderful ways our teachers were honored, so here are just a few examples. At AHS, the Student Council distributed Appreciation Certificates to mailboxes, sent e-cards, dropped off Sponsor a Teacher Baskets, and held a Teacher Breakfast in the Downs House Office. The Dallin PTO offered flowers to brighten up teachers’ desks, ice cream treats and school supplies, a breakfast from Roasted Granola, and lunch in the gym. (Deliveries were made to Remote Teachers.) Menotomy Preschool families created digital thank you cards, held a lunch with sandwiches, chips, and cookies from Kickstand, presented notebooks, and had an Amazon gift card raffle. Hardy families sent treats and good wishes. All of the ways that our school communities came forward to appreciate our teachers and staff were heartfelt and caring and meant a lot to everyone. Thank you.

Our schools made the most of the last days in the semester, with many of fun events, enrichment, and service. Here are just a few examples:

- [Big Joe the storyteller](#), who has delighted our youngest students for about 15 years, visited Menotomy Preschool, providing lots of laughs for children and teachers.
- Visiting artist [Bren Bataclan](#) spent a week at Hardy where he worked with each fifth grade class to help them create images based on words that describe the school, creating a mural that delivers a feeling of happiness.



- Dallin afterschool Rainbow Alliance led the school celebration of Rainbow Pride Month with a week that involved activities such as Pronouns Day and Wear Rainbow Day. Bishop Rainbow Alliance offered *Safe Space for All* stickers to any teacher who wanted to put one outside their classroom.
- Bishop third grades had a workshop, *Physical Changes of Sound*, led by the [Discovery Museum](#)
- Author/Illustrator Bryan Collier met with all grades at Peirce to talk about storytelling through art.
- Gibbs held End-of-Year Spirit Days that included a Pajama Day, Rainbow Day, Fancy Dress Day, and Hat Day, among other fun themes.
- The OMS Queer Straight Alliance held a Pride Lunch to commemorate Pride Month and watch the raising of the Pride Flag in Boston as well as a Pride Party.
- The AHS Scoops Club held their first ever Scoopermania week, which featured *Arlington's Got Talent* and their annual all-you-can-eat ice cream event that raised funds to fight cancer.
- AHS welcomed certified therapy dog Willy, who is available to meet with students by appointment as well as during lunch and some class periods.

As guidance around COVID-19 relaxed protocols, our schools were able to hold events to mark the transitions of our students to middle school, high school, and beyond. Let me share a few examples. Peirce delivered fifth grade graduation signs to the homes of those moving on, held a celebration on the basketball court, and did a "clap-out" on the last day of school. Hardy held a ceremony at Thorndike Field, and a "clap-out" on the last day. Bishop's recognition was held on their field and Dallin had a virtual celebration that included a class gift and class video. Ottoson's ceremony was held on June 23 and Arlington High School hosted tours for the rising freshmen on the last day of school. AHS was able to celebrate on the field, and you can read more about that in ***A Traditional Graduation Ceremony Ends an Unusual Year, Sending a Strong Class into the Future*** in the [Graduation](#) section of this newsletter.

This year I am also transitioning, and I begin my retirement in July. When you read the article on graduation below you will learn that the Class of 2021 started in Kindergarten the year I began as Superintendent. A lot has happened during this time. We have rebuilt Thompson Elementary School, renovated Stratton Elementary School, added an addition to both Thompson and Hardy, renovated the Gibbs School to become a sixth grade school, moved the Menotomy Preschool to a renovated Parmenter School, and are in the process of building a new high school.

Our embrace of environmental issues and education earned the district the US Department of Education Green Ribbon School District Sustainability Award. We have accepted the challenges of digital learning, social emotional learning, and the importance of diversity, equity, and inclusion. We have added assistant principals, social workers, and academic coaches. We understand what it means to deliver a 21<sup>st</sup> century education and remain committed to continuous improvement to ensure that all students achieve emotional, social, vocational, and academic success.

I thank everyone who has worked so hard to help the district move forward in so many ways. It has been gratifying to be able to share our accomplishments every month in these newsletters and I thank Debbie Botos, Julie Dunn, Karen Tassone, and Claudia Bertoli for helping me do this.

It has been an honor to serve this community as your Superintendent, and I will miss working with colleagues, students, and families. I know, however, that we have built a strong foundation for the future and that you will give our new Superintendent, Dr. Elizabeth Homan, the same support you have given me. I wish her much success.

Best regards,

Kathleen Bodie, Ed.D  
Superintendent of Schools

### **Headline View**

#### **Safe & Supportive Schools**

##### ***Student-led Research and Discussion Leads to Retirement of Menotomy Hunter Logo***

On December 10, 2020, the School Committee voted unanimously to accept the recommendation of the AHS Menotomy Hunter Project and retire the Menotomy Hunter Logo, recognizing that continued use was harmful and hurtful to the Native American Community. [Learn more>](#)

#### **District News**

##### ***Milestones, Accomplishments, and Changes Recognized with Appreciation***

Meeting outdoors, we recognized 134 individuals for their years of service, for attaining professional status, and for choosing to enter the retirement phase of their lives in a Distinguished Service Award Ceremony that spanned two school years. [Read more>](#)

#### **Professional Development**

##### ***Professional Development in Literacy and Math Help Educators Support Struggling Students***

Training opportunities in the science of reading, writing, and mathematics were available to our in-person and remote teachers throughout the pandemic, providing key learnings that will enhance teaching of these subjects and the support of struggling students. [Learn more>](#)

##### ***APS Offers Wide Variety of Summer Professional Development Opportunities***

A brief look at examples from mathematics, social studies, and SEL provides a view into the types of programs that our teachers will be able to participate in during the summer. [Read more>](#)

#### **Grants**

##### ***Innovation in Education Grant Supports Early Anxiety Detection and Action***

Thanks to a \$3,500 grant from the [Arlington Education Foundation](#), selected students at Dallin who choose to participate will use wrist-based heart monitors to help them understand their internal state throughout the day so that they recognize when to act. [Learn more>](#)

#### **Graduation**

##### ***A Traditional Graduation Ceremony Ends an Unusual Year, Sending a Strong Class into the Future***

As the 326 graduates switched their tassels to the left side of their mortar boards and tossed them into the air, they set their sights on a future that includes two and four-year colleges and universities, college preparatory schools, career education, apprenticeship programs, the military, a gap year program, and employment. [Read more>](#)

## **Awards & Distinctions**

### ***Peirce Remains Undefeated in the Annual Textile Recycling Competition***

Congratulations to the Peirce Community for coming in first in this year's Textile Recycling Competition with a collection of 7.3 pounds/student. [Read more>](#)

### ***AHS Asian American Coalition Honored with MTA Leadership Award***

Congratulations to the members of the Arlington High School Asian American Coalition whose dedication to fighting bias and creating a welcoming community earned them the [Kathleen Roberts Creative Leadership Award](#) from the Massachusetts Teachers Association. [Learn more>](#)

### ***AHS World Language Awards Night Celebrates Student Accomplishments***

The 27 juniors inducted into the [AHS National World Language Honor Societies \(NWLHS\)](#), four seniors who completed the [Global Competence Program \(GCP\)](#), and eight seniors achieving the [MA State Seal of Biliteracy](#) were honored at the virtual AHS World Language Awards Night on May 24. [Learn more>](#)

### ***Ostergren and Boston Bruins-MIAA Sportsmanship Award Winners Announced***

Congratulations to the two athletes who were this year's recipients of the Ostergren Awards from [The Touchdown Club of Arlington](#) and to the athlete who was honored with the Boston Bruins-MIAA Sportsmanship Award. [Read more>](#)

### ***Ottoson Teacher Honored with National History Day 2021 Brian McSheffrey Award***

Congratulations to OMS Social Studies teacher Jason Levy, this year's junior division winner of the [National History Day \(NHD\) Brian McSheffrey Award](#) that recognizes exemplary teaching by NHD educators. [Read more>](#)

### ***Intern Wins Simmons University School of Social Work Community Service Award***

Congratulations to Richelle Smith on being a co-recipient of the Simmons University School of Social Work Community Service Award, one that recognizes graduating students for their service to the University and the overall community. [Learn more>](#)

### ***AHS School Counselor Recognized as Emerging Leader by MASCA***

Congratulations to AHS School Counselor Lester Eggleston on his appointment to the [Massachusetts School Counselors Association \(MASCA\)](#) Board as one of five Emerging Leaders. [Read more>](#)

## **Academics & Enrichment**

### ***Hardy Celebration of Reading Kicks-off with Author Visit on Literacy Night***

The Hardy community was happy to welcome back former librarian [Margaret Muirhead](#) to read her latest children's book, [Flip! How the Frisbee Took Flight](#) at Literacy Night in May. [Learn more>](#)

### ***AHS Offers Massive Open Online Courses for Students this Summer***

Once again AHS is offering MOOCs that span a variety of topics, offering students the chance to pursue an area of interest not normally offered during the academic year. [Learn more>](#)

## **Creative Highlights**

### ***Artworks at OMS Third Quarter Art Show Illustrate Choice-Based Teaching Strategy***

Two projects, Curiosity Portrait and Choice, enabled seventh and eighth grade artists to explore creative portraiture and also create artwork based on a theme of their choice using materials that excited them. [Read more>](#)

### ***Ottoson Students Present Virtual "High School Musical"***

It took three teachers, 40 cast members, multiple software applications, and what felt like hours of editing, but the result was a delightful virtual performance of *High School Musical* that kept drama alive for our middle school students. [Learn more>](#)

### ***Elementary, Middle, and High School Musical Groups Closed the Year with Virtual Concerts***

The excellent virtual concerts created by our talented student vocalists and instrumentalists from all three levels proved that they haven't missed a beat during these challenging times when they couldn't study and perform together. [Read more>](#)

### **Athletic Highlights**

#### ***Spring Season Ends with Tournament Play, Fewer Restrictions***

Two teams achieved Middlesex League Championships, and several went on to participate in post-season play as the spring season ended for Baseball, Wrestling, Boys Volleyball, Boys and Girls Tennis, Boys and Girls Track, and Boys and Girls Lacrosse. [Learn more>](#)

### **Continue to read the full News from May-June 2021**

### **Safe & Supportive Schools**

#### ***Student-led Research and Discussion Leads to Retirement of Menotomy Hunter Logo***

For many years, Arlington High School has used a logo based upon the [Menotomy Indian Hunter](#), a 1911 bronze statue by Cyrus Dallin which sits in the Arlington Town Gardens. The logo was originally designed in 1982 to create a "...cohesion for our High Schools sports mascots and team colors." Since that time, it has been used to represent the high school in a variety of ways ranging from team merchandise to banners. While it was meant to honor Mr. Dallin and not be derogatory, we know from listening to Native American voices that use of the image was harmful and hurtful to them.

On December 10, 2020, the School Committee unanimously voted to retire the image and remove it from where it appears out of respect for the Native American community. This issue was brought before the School Committee thanks to the [Menotomy Hunter Project](#), a student-led project of the AHS Inclusion & Diversity Committee. This Committee is a student group founded in the fall of 2019 that includes representatives from other high school groups that share a focus on creating a more equitable school.

The Project's work began in earnest in July 2020 when AHS Principal Matthew Janger announced a moratorium on the use of the image. This was followed by conversations with the [Arlington Human Rights Commission](#) (AHRC), the [Massachusetts Center for Native American Awareness](#), and the [Cyrus Dallin Art Museum](#) and a public panel sponsored by the AHRC that featured indigenous voices and representatives from AHS and the Dallin Museum.

The current plan is to begin the process of identifying and selecting a new Spy Ponder mascot image as early as Fall 2021. I urge everyone to review the excellent [Menotomy Hunter Project](#) website and understand the history of the Massachusetts tribe that lived in Arlington, how our high school students perceive the image, and learn more about Native American perspectives. Images like the one that has been used at AHS for decades hurts because it, as the website states, "Depicts Native people as relics from the past; Diminishes the real struggles of Native people today.; Obscures the bloody history of Native oppression."

I thank student leaders Louisa Baldwin who also chairs the AHS Inclusion & Diversity Committee, Amelia Ansell, Beatrice Croteau, Connor Rempe, Belen Sanchez Matthews, Grace Walters, Sofia Westerhoff, and all others who participated in this important project either through active work or completion of the survey on perspectives. Thanks also to Principal Matthew Janger and Collumb House Dean Paul McKnight who worked with the students.

## **District News**

### ***Milestones, Accomplishments, and Changes Recognized with Appreciation***

This year's Distinguished Service Award Ceremony was a little different. It was held on June 10 in the AHS Courtyard to offer safety to all and the awards spanned two years, honoring the milestones achieved in the 2019-2020 and 2020-2021 school years.

The recognitions include all schools and departments in APS. In tenure recognition, there were two individuals who have been with APS for 30 years, one for 25 years, and 14 who reached the 20-year milestone during 2019-2020. During 2020-2021, one person has served in APS for 45 years, one person for 35 years, two for 30 years, and 20 reached the ten-year milestone. Last year we said good-bye to 14 retirees, and this year there are 21 who have chosen to begin this new phase of their life.

We also honored 40 individuals who attained professional status during 2019-2020 and the 28 who did so in 2020-2021. We are grateful to all of these talented people for their dedication to our children, and for choosing the Arlington Public Schools in which to serve. Those who are departing will be missed, and we send our best wishes for their well-deserved retirements. Thank you to all of those recognized for their contributions to our children and our district.

### **Professional Development**



### ***Professional Development in Literacy and Math Help Educators Support Struggling Students***

It is important to note that even during the pandemic, with teachers working in-person and remotely, APS continued to advance the professional development of its teachers in the science of reading, writing, and mathematics. Offerings were designed to improve how we teach these subjects and support struggling students. Training held in May was on [RAVE-O®](#), "...a small-group, evidence-based literacy intervention curriculum for students in grades two through four." RAVE-O stands for Retrieval, Automaticity, Vocabulary, Engagement-Orthography and is designed to build reading fluency among struggling readers. We are fortunate to have two RAVE-O trainers on staff, and they led the on-site sessions which were attended by Special Educators and Reading Specialists. The on-site training was preceded by an on-line, self-paced section offered by [Dr. Melissa Orkin](#), Director of [Crafting Minds](#).

There were several other professional development opportunities particularly directed to our Special Educators over the last year.

- *Engaging Struggling Readers* focused on providing a background on fostering intrinsic motivation through the structure of activities and the use of process-based teacher language.
- *Orthographic Mapping* provided practical instructional strategies to build automatic word recognition skills among developing and struggling readers.

- *Decoding Math* introduced participants to instructional methods that help all students develop a conceptual understanding of mathematics, with a particular focus on the core neurobiological deficits that underlie dyscalculia, a specific learning disability in math.
- *Assessing Foundational Fluency Skills* provided guidance and support in administration, scoring, and interpretation of the Rapid Automatized Naming/Rapid Alternating Stimulus and the Test of Word Reading Efficiency standardized assessments.

Additionally, [Framing Your Thoughts®](#), a writing curriculum from Project Read®, was offered in June. I want to thank all those educators who took part in these courses. Thanks also goes to Special Education Director Alison Elmer who leads the important work of making certain our teachers have access to the information that will enable them to improve their teaching practices and support our struggling learners.

### ***APS Offers Wide Variety of Summer Professional Development Opportunities***

As in past years, the district is offering our teachers and staff a variety of professional development opportunities this summer. I want to give a few examples of what they can choose from as they strive to improve their knowledge and teaching practices. The following is by no means a complete list but will give you a taste of what we are able to provide.

Options for mathematics learning begin as early as June 23. Our teachers can choose from three different online courses offered by TERC that address aspects of the [Investigations 3.0](#) curriculum being used in the district. These courses offer 40 PDP credits and three graduate credits.

- [Implementing Investigations 3 in the K-5 Classroom](#) explores the content and pedagogy of the Investigations 3.0 curriculum.
- [Supporting Math Learning](#) focuses on the teacher's role in supporting the range of learners in K-5 classrooms.
- [Making Sense of Fractions](#) centers on how grade two through five students make sense of fractions in order to better support students in their learning.

Additionally, teachers may choose to attend a Developing Mathematical Ideas Seminar offered virtually. *Making Meaning for Operations* explores the meaning of the four basic operations with whole numbers and fractions. This course offers two graduate credits at Framingham State University or two school credits valid within Arlington Public Schools.

In addition to participating in curriculum revision work this summer, teachers of grades Kindergarten through five have two interesting scholar-led learning opportunities in Social Studies. *Race and Identity in the Social Studies Curriculum* offers two sessions, one for teachers of K-2 and the other for 3-5. Time will be provided after the sessions for attendees to create, adapt, or revise existing materials based on what they have learned. *Indigenous Perspectives* includes discussions and collaboration regarding these perspectives in the elementary Social Studies curriculum. Time to work on existing materials will be provided here as well.

Several sessions offer opportunities for teachers and staff to expand knowledge in Social Emotional Learning (SEL).

- *Equity Imperative* explores the five pathways to becoming an antiracist educator.
- *Second Step* is a training module that provides skills to teach [Second Step](#) SEL lessons.
- *Rebuilding Community* offers the opportunity to strengthen our classroom and school cultures and communities to enhance equity, SEL, and belonging.
- [Youth Mental Health First Aid](#) introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a five-step action plan for how to help young people in both crisis and non-crisis situations.

In August, the district will hold sessions for the new teachers coming into Arlington Public Schools. Over four days the attendees will be exploring topics with literacy coaches, getting oriented to our digital learning programs, reviewing the elementary literacy, science, social studies, and mathematics curricula, and meeting their mentors and curriculum leaders. These days will be followed by an Orientation Day that includes an overview of the mentoring, Special Education, Diversity, Equity & Inclusion, and Social and Emotional Learning programs in the district.

We look forward to our teachers and staff taking part in these, and many other important opportunities for learning.

## **Grants**

### ***Innovation in Education Grant Supports Early Anxiety Detection and Action***

Consistent with the experience of districts across the Commonwealth, the Massachusetts Department of Elementary and Secondary Education's Winter 2020 Promoting Wellbeing document states, "...schools are reporting increased rates of chronic stress, anxiety, and depression due to the pandemic, social isolation, a weakened economy, and the racial trauma that many students have experienced." Arlington Public Schools has been using a COVID-specific screening tool developed by UCLA in grades 3-12 that has illustrated that the same is being seen in our schools. For example, 21% of fifth grade students were identified as experiencing moderate or severe stress.

Thanks to an [Arlington Education Foundation](#) (AEF) [Innovations in Education Grant](#) staff and students in the Supported Learning Center and those identified within the general education setting as having anxiety or other factors impacting regulation will have new tools to understand when heightened anxiety is occurring. *Turning Anxiety Inside Out Using Heart Rate Monitors* funds the purchase of monitoring and assessment technology from [Interactive Health Technologies](#). Students who opt to take part will wear wireless, wrist-based heart rate monitors that are specifically designed for children and education. Both students and staff will be able to understand their internal state throughout the day and act earlier in an escalation cycle or period of anxiety.

This technology will be a valuable addition to the curricula already in use to help teach students to identify feelings and sensations within their bodies so that they can learn to self-regulate. Thank you to AEF for recognizing the potential benefits that this technology will provide and awarding this \$3,500 grant.

## **Graduation**

### ***A Traditional Graduation Ceremony Ends an Unusual Year, Sending a Strong Class into the Future***

"Wow, we're here. We planned the graduation six times, the prom five times, and the school year 10 times."—Principal Matthew Janger, in his opening remarks at the 155<sup>th</sup> graduation ceremony at Arlington High School

Changes were being made up to the last minute as COVID-19 cases decreased, vaccinations increased, and safety protocols were adjusted. In the end, being able to have a "normal" high school graduation, outside on the field with families and friends in the bleachers, was an unexpected delight to the end of this highly unusual school year. It was a joy to see the bagpiper, an annual tradition, lead the way and to watch the 326 graduates file-in to *Pomp and Circumstance* and take their seats. The introduction by Collomb House Dean Paul McKnight was followed by remarks from Dr. Janger, the announcement of elementary and middle school Awards of Appreciation, reflections from School Committee Chair Bill Hayner, and then from Superintendent Kathleen Bodie who began her tenure when the graduating class was in Kindergarten. Since she retires from Arlington Public Schools at the end of June, it can be said that Dr. Bodie graduated with the class as well.

The Class President spoke next, reflecting on how failure and setbacks can trigger introspection and help us do better. The President of the Student Council reminded the students of the importance of friendship. AHS English teacher Justin Bourassa was this year's chosen Faculty Speaker, and he told the graduates that "everyone has broken ground" and asked them "Now what will you do?" Mr. Bourassa was followed by the Honors Speakers who told the class that "We are prepared and are a force to be reckoned with" and reminded everyone that "it is our creativity that will allow us to thrive."

After the diplomas were presented, the ceremony was closed with the presentation of the Class Gift. This year's gift was in two parts. The class donated funds to the Diversity and Inclusion Grant that is administered by a student group made up of representatives from AHS groups that share a focus on creating a more equitable school. They also commissioned a painting by a senior student artist Genevieve Baldwin that features the old high school building along with signatures of the graduates. When the tassels were moved from the right side of the mortar board to the left, graduation was over.

The Class of 2021 graduated with over 98% of students having a postgraduate plan. These plans include higher education, college preparatory schools, career education, apprenticeship programs, the military, a gap year program, and employment. Over 95% will be going on to college—90.2% to four-year institutions and 5% electing to attend two-year colleges. Three per cent of those going to four-year institutions will study outside the United States. The list of domestic schools the young people will attend is varied with some venturing as far as Arizona State University in Tempe, Indiana University in Bloomington, Loyola University in Chicago, University of California San Diego, and Utah State. Next fall we will see students at Brown, Cornell, Dartmouth, Harvard, MIT, Vassar, and Wellesley. One will attend the Coast Guard Academy. In total, Arlington will have graduates at 139 colleges and universities within and beyond New England.

Wherever life takes this year's graduates, our hopes, dreams, and wishes for accomplishment and happiness will follow. We wish each a successful college, military, gap year, and work environment where they will feel fulfilled. May their future in this vast and wonderful world be filled with joy as they continue their pursuit of lifelong learning.

## **Awards & Distinctions**

### ***Peirce Remains Undefeated in the Annual Textile Recycling Competition***

They've done it again! The Peirce Community came in first in the annual Textile Recycling Competition, just as they have every year since the Competition began. Their total collection was 7.3 pounds/student (2,225 pounds total for 305 students). Hardy came in second with 6.9 pounds/student and Thompson captured third with 6.2 pounds/student. Altogether our families donated 18,225 pounds of textiles between May 15 and June 15, earning close to \$1,000 for the district. Additionally, that means that nine tons of textiles are being put to good use rather than going to incineration and landfills.

The annual Competition asks elementary and middle schools to drop off old, worn, and torn clothing, shoes, bedding, stuffed animals, and more to the outdoor collection bins. You don't have to wait until the Competition to donate, as the collection bins are available for the community to use all year. [Bay State Textiles](#) records the weights of donations and returns a share of the profits to the schools. The donations are recycled as reusable clothing, household insulation, car seat stuffing, and wiping cloths. This is a wonderful way to take discarded textiles out of the waste stream, have them converted into other products, and generate some money for the schools.

Congratulations Peirce, and thank you [Rachel Oliveri](#), the School Sustainability Coordinator who leads our sustainability initiatives and education, and all those who donated.

### ***AHS Asian American Coalition Honored with MTA Leadership Award***

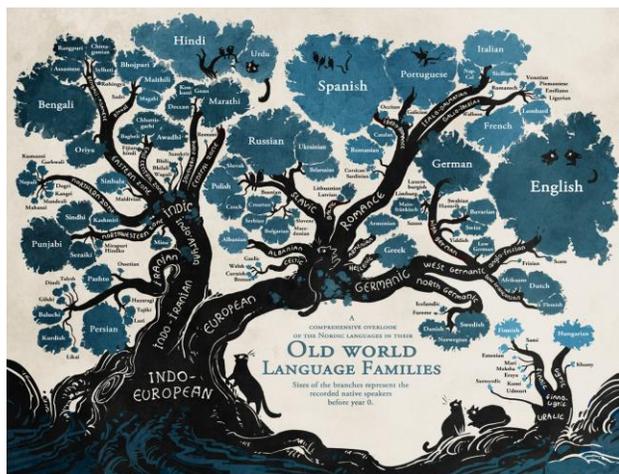
Congratulations to the Arlington High School Asian American Coalition (AHS AAC) on being awarded the [Kathleen Roberts Creative Leadership Award](#). The Massachusetts Teachers Association (MTA) Human Relations Committee has been recognizing individuals and groups that, in their words, "...have shown extraordinary dedication to civil rights and human relations" since 1983. The award was presented virtually on June 18.

The AHS Asian American Coalition aims to raise awareness about issues that impact the Asian American and Pacific Islander (AAPI) community and combat racism and cultural prejudice. Together with their advisor, AHS Spanish teacher Sein Park, the students in the Coalition have created a safe space for AAPI community members to gather, share their experiences, and pursue their goals. There are 15 members of the group and three student leaders.

Although the group is relatively new, its work has been significant in promoting the cause of diversity, equity, and inclusion throughout the district. This year's accomplishments include:

- Creation and execution of Advisory activities at the high, middle, and elementary schools
- Collaboration with other school groups including the Young Feminist Alliance and the Antiracism Working Group to focus on the intersectionality of bias and hate
- Leadership of a community rally and workshop on anti-AAPI bias attended by teachers, students, police, and community members where Coalition members facilitated conversations to build awareness and gain commitments of support

Please take a look at the short [video](#) that the Coalition shared at the award ceremony on June 18 for a rundown of the group's accomplishments. As part of the award, the MTA is donating \$1,000 to Loving Little Minds, a Boston non-profit that provides children with books that teach cultural awareness, in the name of the AHS AAC. I commend the Coalition leaders President Andrew Yang, Vice President Samip Phuyal, and Secretary Lindo Zhou and all the members for their dedication to fighting prejudice and creating a community that is welcoming to all, and I thank Ms. Park for leading the group.



### ***AHS World Language Awards Night Celebrates Student Accomplishments***

Arlington High School was happy to host a virtual World Language (WL) Awards Night on May 24 to celebrate students being inducted to the [AHS National World Language Honor Societies \(NWLHS\)](#), students completing the [Global Competence Program \(GCP\)](#), and students achieving the [MA State Seal of Biliteracy](#). The event was organized by Latin teacher and faculty leader of the NWLHS Cassandra Mea, and by faculty leader of the GCP, Spanish teacher Sein Park. Rebecca Blouwolf, Wellesley Middle

School French teacher and 2020 National World Language Teacher of the Year, recorded the opening remarks, highlighting the value of students' language skills to address and solve problems in the world.

Twenty-seven juniors were inducted into the National World Language Honor Societies, reflecting high achievement in their language of study. These students are currently enrolled in an honors level WL course, have maintained an A- average in their language courses throughout their language learning, have demonstrated a commitment to their language outside of the classroom, have an unweighted GPA of 3.0, and have been recommended by both their language teacher as well as another teacher outside of the WL Department. Of the twenty-seven students, six are students of French, two are students of Italian, six are students of Latin, three are students of Mandarin, and ten are students of Spanish. Many of them will serve as peer tutors next year and continue to support WL at AHS and beyond.

Four seniors completed the Global Competence Program, engaging in a project connected to the [UN Sustainable Development Goals](#) (SDG). The four projects are: *The Value of Travel: Breaking stereotypes and immersing yourself in a new culture*; *Mano a mano con la comunidad Latinx*; *Clean Climate: How to take initiative and combat climate change*; and *Creating an antiracism mindset: Telling stories to engage and teach children*. These projects were a result of research on a specific SDG over the course of a few years, conducted outside of school time. Their edited presentations were part of the program, where they included reflection on the significance of their project to their lives moving forward beyond high school.

Eight seniors achieved the Massachusetts State Seal of Biliteracy, a graduation distinction that encourages students to pursue literacy in two or more languages, honors the language skills our students attain, and serves as evidence of skills that are attractive to future employers and college admissions officers. Awardees demonstrated a minimum of Intermediate-High performance in the three modes of communication, with three students demonstrating Advanced-Low performance to achieve the MA State Seal of Biliteracy with Distinction. An additional eight seniors were awarded the Language Opportunity Coalition Biliteracy Achievement Award for demonstrating Intermediate-Mid performance. These students missed qualifying for the state seal in only one section of the assessment. The awards included five languages: Spanish, French, Arabic, Swedish and Latin, and two students received awards for two languages. More information about world languages performance levels can be found [here](#).

All of the students honored during this event displayed tenacity and commitment to maintaining high achievement, completing long-term projects, and developing a high level of language proficiency over two years of interrupted and non-traditional learning. We congratulate these students, applaud all their WL teachers for supporting and encouraging them on their learning journey, and thank Ms. Mea and Ms. Park for organizing the celebration. As Rebecca Blouwolf said in her remarks, we hope that their language skills will help them find their place in this world, hearing and understanding other people's stories, and becoming allies of people from other cultures who speak other languages.

### ***Ostergren and Boston Bruins-MIAA Sportsmanship Award Winners Announced***

There are three athlete award winners to share with you. First, congratulations to Claire Ewan and Dominic Laiosa on being named this year's Ostergren Award winners. Every year [The Touchdown Club of Arlington](#) recognizes two student athletes who excel on the playing field, in the classroom, and in the community. Both of this year's winners are accomplished athletes. Claire has played varsity sports since her freshman year and holds 12 varsity letters. This year she competed in soccer, basketball, and softball. She will be playing soccer at Bentley University in the fall. With this year's unusual four seasons, Dom was able to compete in four sports—Cross Country, hockey, football, and lacrosse.

Additionally, Makayla Doherty is the winner of the Boston Bruins-MIAA Sportsmanship Award for the Middlesex League. This is an annual award that is presented in partnership between the Bruins and the Massachusetts Interscholastic Athletic Association that honors an ice hockey player from each league in the state.

It is great to see our student athletes recognized for their skill and dedication to their sports. Kudos to Claire, Dom, and Makayla.

### ***Ottoson Teacher Honored with National History Day Brian McSheffrey Award***

Congratulations to OMS Social Studies teacher Jason Levy on receiving the 2021 Brian McSheffrey Award in recognition of his exemplary work as a [National History Day](#) (NHD) educator. For many years Mr. Levy has worked with interested student history buffs who wish to complete a project and submit it to the National History Day competition. During this time, our students have consistently won awards and had projects in various categories move on to state and national competition.

Every year, National History Day challenges students to complete a documentary, create an exhibit, write a paper, deliver a performance, or design a website on a topic that corresponds to an overall theme. The finished project is the result of six months of work—writing a thesis, narrowing down a topic, connecting the topic to the theme, conducting research, completing a finished product, writing a Process Paper and Annotated Bibliography, and submitting the work to the judges. Mr. Levy is a constant presence during this time, providing guidance and support.

The Award is given to one junior division and one senior division National History Day educator every year. It includes \$250 given in memory of Brian McSheffrey, a beloved teacher who taught NHD and coordinated contests for many years. It is always gratifying to see our talented educators recognized by organizations outside the district. You can read about this year's NHD successes in ***National History Day Projects Win Awards, Advance to National Contest*** in the ***Awards & Distinctions*** section of my [News from April-May 2021](#). Thank you, Mr. Levy for your continued dedication to providing our students with a National History Day experience.

### ***Intern Wins Simmons University School of Social Work Community Service Award***

Arlington Public Schools is fortunate to be able to include interns in our programs, and I want to take a moment to congratulate and recognize Richelle Smith who has served us in a variety of ways since 2019. Ms. Smith has been a Social Work Intern under the METCO Program working with Director Margaret Credle Thomas, Community Partner Outreach Coordinator under the leadership of Social Emotional Learning and School Counseling Director Sara Burd, and a Club Co-Advisor directed by AHS Principal Matthew Janger. During this time, she has been completing her Master of Social Work and Urban Leadership Certification at Simmons University. I want to congratulate Ms. Smith on her graduation and also on being a co-recipient of the Simmons University School of Social Work Community Service Award.

This award is given to graduating students in recognition of their service to the University and overall community. While at Simmons, Ms. Smith's contributions have included:

- Serving as Vice President of the Association for Black Social Workers (the only University Chapter in Massachusetts)
- Establishing intern opportunities with the Boston Public Health Commission, Homeless Service Bureau and facilitating class discussions with political leaders
- Serving as a Dean's Fellow in Community Engagement and Social Justice and participating in social justice discussions
- Connecting with potential and newly entering students as a Student Ambassador
- Designing and facilitating Self-Love workforce development workshops for the Goodwill HELP Program
- Collecting, sorting, and distributing over 4,000 articles of clothing to the homeless/unstably housed along with other Simmons students and faculty members
- Participating on the Board of a non-profit that serves women in recovery, homeless women, and homeless veteran women through life skills and sober housing

Her work with us was also a factor in her winning this award, as she helped students and families get connected with mental health services and assisted the METCO program with building upon its parent advisory and Bridging Two Communities connections. Her AHS Co-advisor role was with the Black Student Union, and she was a Faculty Liaison for Leading with Equity student discussions.

After she leaves us, Ms. Smith will be a School Social Worker at the [TechBoston Academy](#) in the Boston Public Schools and will be exploring the possibility of running for political office in the city. She combines her recent degree with a prior Master of Science in Management (MSM). She believes that the two go hand-in-hand as each is entrenched in leadership, critical decision making, formulation of multi-step strategies for problem solving, and collecting and analyzing data. The core ethical standards of practice in social work coincide with many of the concepts she learned in MSM classes like Human Resource Management and Applied Leadership Strategy and Policy.

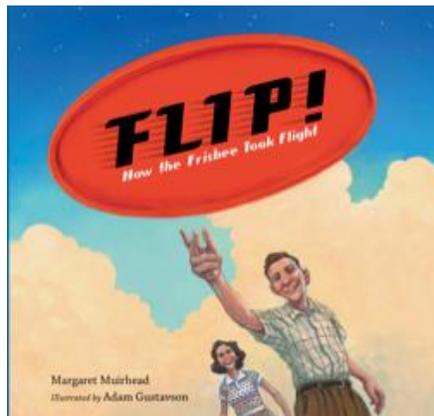
Ms. Smith believes that working in Arlington has provided learning in several areas that will contribute to her future professional career: Social Emotional Learning implementations and practices, fostering and building community relationships and partnerships, mental health screening and assessments, and diversity, equity, and inclusion frameworks. I thank her for spending time with us and for her contributions to our children and our district and wish her much success in her future endeavors.

### ***AHS School Counselor Recognized as Emerging Leader by MASCA***

Congratulations to AHS School Counselor Lester Eggleston on his appointment to the [Massachusetts School Counselors Association](#) (MASCA) Board as one of five Emerging Leaders. The Emerging Leaders Program, begun in 2007, offers development and learning opportunities to individuals identified as future leaders within the school counseling profession in the state. Mr. Eggleston will be invited to the annual MASCA Leadership Development Institute as well as to Board meetings, will work on special projects, contribute to the Counselor's Notebook, and will be encouraged to present at the organization's annual conference or other professional development programs.

It is gratifying to have one of our talented educators recognized by a professional organization in this manner and offered opportunities for career development and growth. I wish Mr. Eggleston much success as he serves as an Emerging Leader.

### **Academics & Enrichment**



### ***Hardy Celebration of Reading Kicks-off with Author Visit on Literacy Night***

This year's Hardy Literacy Night was very special, and not just because it had to be held virtually. On May 7, former Hardy librarian and co-creator of the event, [Margaret Muirhead](#), joined the community for a reading of her latest children's picture book. [Flip! How the Frisbee Took Flight](#), goes back in time to look at the history of people "...flipping and flying discs" and how Fred Morrison and his wife created the modern frisbee.

During her tenure at Hardy, Ms. Muirhead enjoyed sharing nonfiction books with the students. She noticed that the children especially liked ones about inventions, such as books about how bubble gum or

the Super Soaker were first created. When her son started to play ultimate frisbee at Ottoson, she decided that the history behind the sport might be the perfect subject.

Besides reading *Flip!* to her large Literacy Night audience, Ms. Muirhead was happy to take questions and share information on what it takes to write and have a book published. Budding authors without agents need to start by tracking down possible editors, and this is typically done by attending writer's conferences—the process Ms. Muirhead followed. She identified a publisher that deals in a lot of children's nonfiction, set up time to talk to an editor, and the rest is history. The editor was interested, Ms. Muirhead sent her a copy, and the process began.

Publishing a book involves a lot of rewriting and working with the editor to identify and secure an illustrator. Publishers review the portfolios of illustrators they like to work with. After the editor had narrowed the field down to two possibilities, Ms. Muirhead was asked for input. While the eventual decision lies solely with the editor, the final choice of Adam Gustavson was the author's choice as well. Ms. Muirhead worked with the editor on the written revisions and the illustrator followed a similar process working with the Art Director. She estimates that the entire process, from idea through conferences, acceptance, revisions, matching with the illustrator, and completion, took about three years.

Almost all picture books are 32 pages, so an author, constrained by only about 800 words, needs to be very concise and get the reader hooked-in quickly. While at Hardy she observed that young readers "read" the pictures and communicate through drawing, so the illustrations are very important. *Flip!* is Ms. Muirhead's first nonfiction book, and she may have found her writing niche. She has more ideas, and she and a collaborator are actively exploring a book about the history of a popular children's game.

Ms. Muirhead says she really enjoyed participating in Literacy Night at Hardy and seeing some of the students she had taught during her tenure was very special. She had a great audience, and the students asked questions such as "Is Mr. Morrison still alive?" "Did Mr. Morrison make a lot of money?" and "Where did the idea for the book come from?" Ms. Muirhead has this advice for aspiring young writers: "Read a lot and read books you really love. This will inspire your own writing. And above all, practice, practice, and enjoy."

Literacy Night kicked-off a celebration that included pre-recorded readings from eight Hardy teachers that could be downloaded to listen to at home. Readers included Kindergarten teacher Erica Dusombre, second grade teachers Emily Vecchione and Kim Connors, ELL teacher Hannah Dingman, fourth grade teacher Thomas Nickerson, fifth grade teacher Laura Ribeiro, Music teacher Kristin Deming, and Physical Education teacher Linda Flynn. I want to thank all these readers, PTO organizer Alham Saadat, and everyone else who worked to make Literacy Night a great success.

### ***AHS Offers Massive Open Online Courses for Students this Summer***

Arlington High School is currently establishing Massive Open Online Courses (MOOCs) that will be available to students during the summer. MOOCs are offered through organizations such as [Coursera](#) and feature qualified instructors from across the United States. Each course has an AHS faculty member who serves as the onsite advisor/mediator, and many are chosen in response to student requests.

The following courses have been identified thus far:

- *Unconscious Bias: From Awareness to Action*
- *Art of the MOOC: Activism and Social Movements*
- *How to Make A Comic Book*
- *Number Theory and Cryptography*
- *Game Design: Art and Concepts Specialization*
- *Queering Identities: LGBTQ+ Sexuality and Gender Identity*

The process of identifying courses and registering students was still ongoing as of this writing, so additional titles may be offered. I want to thank the faculty and staff members who are working on this

effort and all those coming forward to serve as advisors/mediators. These courses offer a chance for our young people to explore a topic of interest that is not available through the routine curriculum. I am glad we can provide this opportunity for summer enhancement and learning.

### **Creative Highlights**



### ***Artworks at OMS Third Quarter Art Show Illustrate Choice-Based Teaching Strategy***

At the end of every quarter, Ottoson Visual Art teachers Polly Ford and Kayla McKenna celebrate the wonderful work done by the seventh and eighth grade artists by sharing it with the community. This year all the art shows had to be done virtually, and the third quarter was no exception. The work that was shared came from two projects: a Curiosity Portrait and a Choice Project.

For the Curiosity Portrait, the students explored both historical and contemporary portraiture and considered the different styles. How the character of individuals could be captured in different ways—through objects, color, places, and more—were also considered. The challenge was to create a self-portrait or one of someone that inspired them and capture the person in a curious or clever way.

The Choice Project in the seventh grade asked the students to design their own projects based on a theme that interested them: Narrative Art (telling a story), Materials Exploration/Study (exploring a particular material thoroughly), or Art as Process (exploring a particular process of making art). Eighth grade students could choose one of those themes, or complete a portrait, still life, or landscape exploration or choose a topic of interest to them and create a piece of art that conveyed a special message about it. In addition, the artists could incorporate materials that excited them.

The few examples above and following this article give you a flavor or the range of artworks that the young people created. The work done this quarter is an excellent example of the choice-based teaching strategy that is being used in our Visual Art Department. [Teaching for Artistic Behavior](#) (TAB) empowers teachers to help their students become confident and expressive art makers, independent thinkers, and learners. I thank Ms. Ford and Ms. McKenna for challenging their students to, as TAB describes, become "...artists responsible for their learning."





### **Ottoson Students Present Virtual “High School Musical”**

Ottoson English teacher Jenna Fernandes, Music teacher Cori Smith, and Special Education teacher Randi Flynn generally offer a musical theater experience during the summer as part of the SummerFun! program. After that was cancelled last year, they reviewed what they had planned and decided that *High School Musical* would lend itself to a virtual production, being high interest and light on sets and costumes. So, the three teachers worked with about 40 students during the winter and spring to produce the fun production that debuted this month.

Creating *High School Musical* was really a labor of love for students and staff members. Almost everything had to be accomplished virtually. Students signed up for a three-minute audition slot. Those selected for a callback created videos for review. Rehearsals were done on Zoom: acting on Mondays, music on Wednesdays, and dance on Fridays. The dancing was especially challenging to teach virtually so choreographer Ms. Flynn made instructional videos to break things down step-by-step for the students to practice at home. Ms. Smith recorded herself singing the student parts, and the singers recorded their versions in [Soundtrap](#) and returned them. Ms. Smith combined all the individual recordings into one audio track using [Logic Pro](#). Lining up all the students and balancing all the volume levels for each song was tedious work!

Scenes were recorded after the audio work was complete. Some lines had to be recorded individually while others could be done together using Zoom recording sessions. Ms. Fernandes used [Screencastify](#) to record her computer screen while the actors performed. Those who ran into Internet issues at home came into OMS and recorded in separate classrooms with others joining from home. Ms. Fernandes said it took about eight hours to record the scenes. Google Classroom was used to assign the individual students vocal videos to match their audio. They sang or lip-synced their part in a video with big smiles and engaging facial expressions.

Dance recording was also challenging. Students danced in individual videos for one number, but for others they came together. Five songs were recorded on the softball field and one in the Wood Gym, with everyone masked and distanced.

Creating the complete show meant editing using [Final Cut Pro](#). Just one song with about two thirds of the ensemble took about 12 hours of editing. Acting and dance recordings were edited and placed where they needed to go. Along the way, some recordings were redone and added back in. The last step was to put some title cards in to help the audience understand where and when the scenes were taking place and add some scene-change music and sound effects.

There were a lot of challenges for the cast as they had to be self-motivated and work independently—practicing, recording, listening to feedback on their work, and getting things in on time. Not being around the others meant that they could not watch the dancers in front of them for help learning choreography or practice in small groups. There was also none of the fun usually associated with putting together a

show—Saturday rehearsal, down-time between scenes, eating dinner together, and hearing the audience reaction. But there were also many chances to get things exactly the way they wanted them in their recordings. Ms. Fernandes also said it was nice to see all the faces up so close—better than a front row seat.

Ms. Fernandes describes the process, especially the long hours of editing, as “life consuming for a while”. But she, Ms. Smith, and Ms. Flynn understand how important and affirming drama is to their students. Eighth grade drama enthusiasts missed out on their final fall show, never got to direct a one-act play or take the annual drama club trip to New York City to see a Broadway play. Creating *High School Musical* was a great way to acknowledge how important the performing arts are to our middle school students.

Despite the challenges the three teachers “...really love working with these kids in any form...” At a cast party after the play aired the students brought them flowers, pineapples (an annual tradition), and made really sweet posters and cards. I congratulate the cast for such a delightful production and thank Ms. Fernandes, Ms. Smith, and Ms. Flynn for all the hard work that made it possible. I also thank Performing Arts Director Bill Pappazisis for the support he provided in getting the show off-the-ground, making sure the technology tools were available, and helping navigate the editing process.

### ***Elementary, Middle, and High School Musical Groups Closed the Year with Virtual Concerts***

One of the frustrations for our singers and musicians during the pandemic was not being able to gather and make music together most of the school year. But that didn't stop our wonderful instrumental and choral teachers from helping the children create amazing virtual concerts. There were several performances during May and June, and I will try to talk briefly about them and give you a sense of how special they were.

The May 29 concert was the final event in a trans-Atlantic collaboration between AHS and the Liceo Musicale GB Grassi in Lombardia, Italy. The concert showcased musicians from both schools in live performances from living rooms as well as pre-recorded numbers. There were solo performances on piano, violin, flute, cello, French horn, and saxophone, duets with violin and viola, harp and voice, and piano and voice, a string quartet, a jazz ensemble, a trio of trumpet, saxophone, and trombone, and one of xylophone, marimba, and vibes. One student recorded a piece that he arranged and also played all the parts himself using different instruments. AHS Instrumental Director Sabato D'Agostino even got in on the fun, playing bass in a trio with a drummer and vocalist. The students all performed together in larger groups as well. Throughout the concert the Zoom chat feature was filled with positive comments and supportive words from the students in English and Italian. It was a wonderful afternoon of music, and it was great to see the joy and pride on the faces of Mr. D'Agostino and the GB Grassi Director of the Performing Arts, Maurizio Fasoli.

Arlington High School ended the school year with a Final Concert in the AHS Courtyard. This featured all the high school instrumental and choral groups, and performances by Music Technology students. Thank you, Mr. D'Agostino, Choral Director Mara Walker, and Music Technology teacher John DiTomaso for enabling our high school students to continue their music education and perform for us throughout this unusual year.

We always enjoy seeing the progress of our instrumentalists in the All-Town concerts near the end of the year and we felt very lucky that it was possible to view them virtually. On May 13 and 14, the All-Town String Virtual Concert 2021 was shown on ACMi. Eleven groups, starting with the third grade beginner String Ensemble and ending with the AHS String Orchestra, each played one number. The performance included pieces by Mozart, Haydn, Brahms, Handel, Holst, and Tchaikovsky. The students each recorded their parts individually at home and it was great fun to see all of the “Zoom squares.”

The All-Town Band Concert was aired on ACMi on June 14 and 17. Eight groups, starting with the All-Town Beginning Band and ending with the AHS Jazz Band, performed together in their “Zoom squares” treating the audiences to folk songs, marches, and popular tunes. The AHS Concert Band offered

*Polonaise* by Chopin that was played jointly by Arlington students and those from the Liceo Musicale GB Grassi in Lombardia, Italy. The concert was a pleasure to listen to from beginning to end.

The Gibbs concert was held on June 21, and it featured the Gibbs 6<sup>th</sup> Grade Chamber Orchestra, Gibbs School Orchestra, Sixth Grade Chorus, the choral ensemble Encore, the Gibbs Concert Band, and Gibbs Grade 6 Jazz Workshop. This was another wonderful display of talent. Additionally, the Eighth Grade Chorus at Ottoson created a moving graduation video of *Found/Tonight* by Lin-Manuel Miranda, Justin Paul, and Benj Pasek that included 14 OMS teachers.

Thank you, Elementary and Middle School String Director Jing-Huey Wei, Berklee student intern Ashley Jeon, Elementary and Middle School Band Director Paula Demetrio, Music teacher and OMS Choral Director Cori Smith, and the instrumental instructors who work with our children for bringing us these wonderful virtual experiences. I also thank Seth Hamlin whose hours of video editing made it possible for us to see our youngest performers “up close”, AHS student Daniel Gorbunov who edited the AHS groups in the All-Town concerts, ACMi Youth Studio Manager Kevin Wetmore for all his expertise and support in bringing these to the air and Performing Arts Director William Pappazisis who oversees our wonderful program. These concerts brought a happy musical end to a challenging year.

### **Athletic Highlights**

#### ***Spring Season Ends with Tournament Play, Fewer Restrictions***

The AHS spring athletic season is ending, with one team remaining in tournament play as of this writing. In a year full of rules and restrictions, it was nice to see spectators return to the fields and masks come off as COVID-19 lessened and life began to return to “normal”.

We had two Middlesex League Championship teams this season: Baseball and Wrestling. Baseball went on to the Massachusetts Interscholastic Association (MIAA) tournament, where they made it through the preliminary game only to fall to Concord-Carlisle in the First Round. Because of the lateness of the season, the Wrestling team decided against going to the state tournaments. With seniors graduating, some students needing to start internships, and other student commitments, the team would not have been able to compete in as many weight classes as would have been optimal. This is the third year that the Wrestling team has captured the Middlesex League Championship.

Boys volleyball made it through the Preliminary Round at the MIAA tournament but lost to Chelmsford in the First Round. Boys Tennis fell to Winchester in the First Round.

Girls Tennis beat Central Catholic in the first round of the MIAA tournament, falling to Newburyport in the Quarter Finals. They had a very strong season, finishing 11-4. Three of the losses were to Winchester and one to Newburyport, both of which are undefeated for the year. The team finished second in the Middlesex League. Softball was participating in the tournament Quarter Finals as of this writing after having beaten Newton South and Boston Latin.

This unusual year saw more flexibility when it came to participating in tournaments, and teams who might not have taken part in other years were given a choice. Boys Lacrosse with a record of 2-9 decided to enter the tournament and lost to Walpole in the First Round. Their season wins came consecutively at the end of the season. Finishing the season at 3-7, Girls Lacrosse chose not to participate in the tournament. Their wins also came at the end of the season, so they chose to end on a high note. Both lacrosse teams faced a very tough season as they ended up playing the “powerhouse” teams in the Middlesex League, Lexington, Reading, and Winchester, twice.

Girls Track finished second in the Middlesex League meet and finished 11<sup>th</sup> in the sectional tournament. Two competitors were to participate in the All-States as of this writing. Boys Track finished ninth in the Middlesex League meet and sent a few athletes to sectionals but did not finish in the upper half of the field.

Athletic Director John Bowler says that this is a year he will always remember. There were so many changes—masks to no masks, no spectators to spectators, some traditional fall sports played in the spring. He is very proud of the great AHS team that supported all our athletes this year—administrators, nurses, the trainer, custodians, and many more who pitched in to help make the athletic year successful. Because of them, the chaotic year went smoothly. Teamwork, as Mr. Bowler says, is the essence of sport.

Congratulations all our athletes for their participation, accomplishments, resilience, and willingness to follow the rules and stay safe. I thank all our coaches, support personnel, and Mr. Bowler for their flexibility, tenacity, and dedication to our student athletes. Football begins August 20 and all other fall sports start on August 23.