



# The Mirror

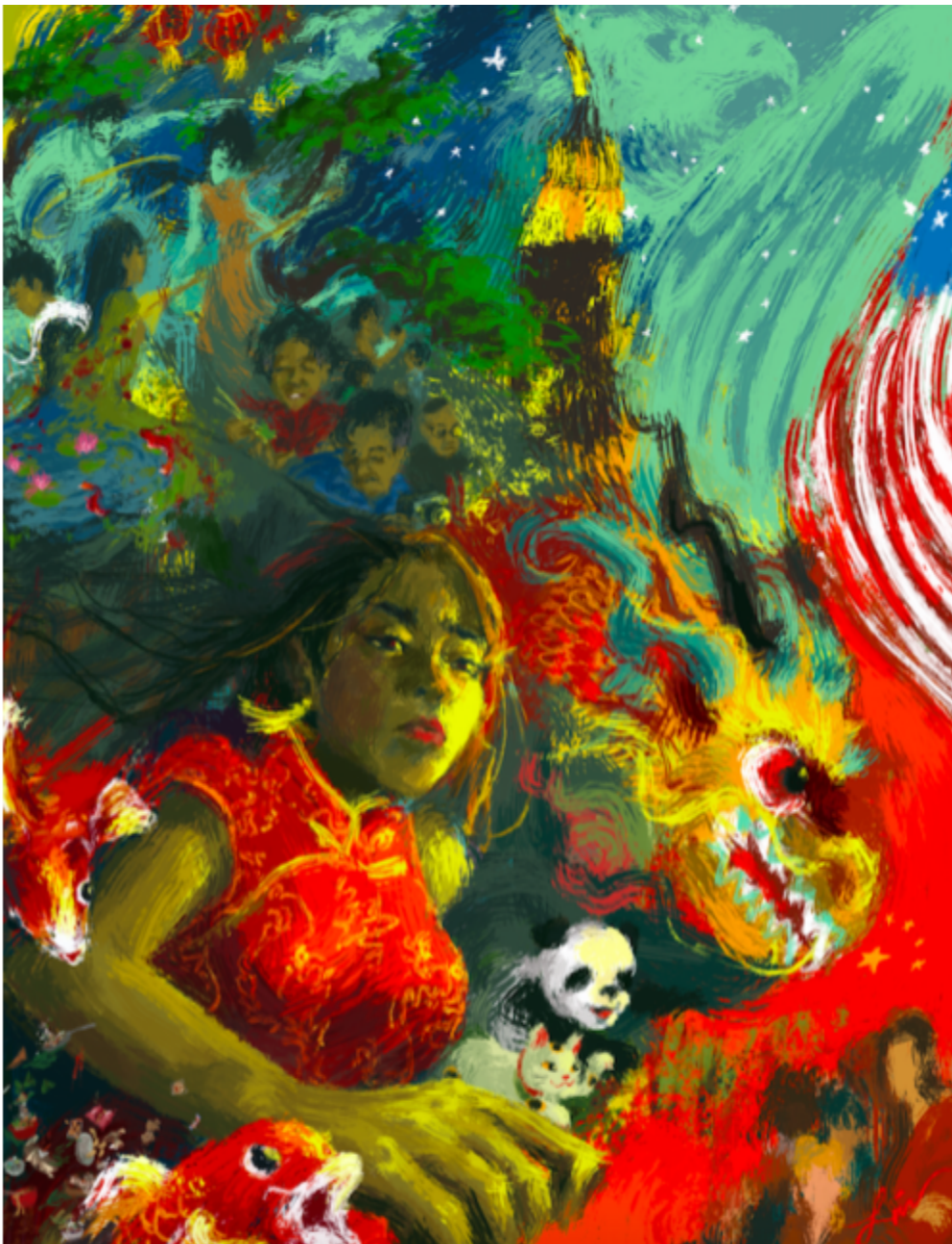
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*We are in the final stretch – summer is right around the corner!*

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When emotions from my childhood resurface, I find myself longing to reconcile with the place I was raised in. Only until a few years ago did I realize that I belong in both America and China, living with the accumulation of what used to be clashing beliefs and morals. But no matter what, I feel no betrayal or resentment from either home. In fact, I'm proud of the emerging upstanders who are doing everything in their power to empower everyone.

Looking back, I remember all of the gestures from the people who launched us forward. I think of my ancestors from China and Taiwan who are watching over us. I think of what my family has done for my brothers and I to be here in America. I think of the Linlin who they have always accepted and nurtured, the one who is slow with math, mediocre in Mandarin, and passionate about art. Mom, dad, grandma, grandpa, my brothers—I want to keep you safe.

Looking ahead, I know I need to fight for my community, for my family, and for myself.

And so do you.

*“Pursuit of Promise” by Linlin Yu*

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## FEATURES

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### *BEING BLACK AT BROMFIELD*

by Jordan Colon

**A**s one of possibly a handful of black students, surprisingly, I am rarely included in the crucial conversations that are so relevant to me. Although I think as a senior, sharing my experience at this point is a bit too late for it to have an impact for me, I do not want to waste this rare opportunity to bring awareness to the racially-biased issues that have affected me all along. I am opening up to my school community to share a few of my unfortunate and painful experiences, not only because I think it is somewhat therapeutic for me, but most importantly in the hope that it would bring positive changes for incoming students and ultimately make our community more inclusive, more culturally aware, tolerant and sensitive, and ultimately much stronger.

Being a proud member of the Harvard Public School system since first grade, I have always been aware of the privilege it is to attend Bromfield and receive a top-notch education that would prepare me to succeed in life. On that note, I want to express my appreciation and deepest thanks to all the teachers and staff who have inspired, challenged, mentored and encouraged me to reach my full potential. As a child of Haitian immigrants who have made inconceivable sacrifices to provide a better life for our family, I was taught very early on the importance of a good education. I learned that it is my ticket to succeed in life to a point where I can actually make a difference for myself, my family, my community and eventually the world. For that reason, I resigned myself at a very young age to look the other way, ignore the pettiness (so I thought) of racist occurrences, remain focused and just persevere, no matter what.

I have come to realize that there is nothing petty about the racist abuses that I have endured and there are no excuses for any of it either. There were many incidents that could have totally shattered me as a young black kid. Thankfully, I was surrounded by a strong, loving support system both at home and in school that held me up through the toughest times. Some of my earliest recollections still haunt me to this day. I remember once, one of my favorite teachers at Bromfield, who had always expressed admiration for my dedication to learning, saw me arriving at class and jokingly exclaimed “here comes trouble, let’s call the police.”

The other students laughed. I joined along, mainly to cover up the awkwardness of the situation and my embarrassment. For weeks after that, many of my classmates joked about calling the police whenever I joined them. I really don’t think that the teacher ever realized the impact of his ‘joke’. That comment, whether intended to be offensive or not, pushed the unjustified narrative that black boys are trouble makers to be dealt with by law enforcement. At such a critical period of formation for me and my classmates, and even though I have been an exemplary student all along, that day unfortunately set a tone for my future social interactions with several of my classmates throughout high school. Suddenly, I was a joke and not a fellow classmate. My blackness was no longer a part of my identity but a punchline in conversation. Over the years, many of these classmates felt comfortable to call me or refer to black celebrities using the N word, either as a joke or to get a reaction from me, knowing full well how derogatory it was. Each and every time that happened, I had an immediate flashback to my teacher’s insensitive comment. Throughout the years, I have had some teachers who would harshly scold me for another student’s mischievous behavior, irrationally assuming that I was the instigator, even though it was clear to everyone else around that I was innocent. One teacher would constantly question the integrity of my work, borderline accusing me of cheating, right in front of everyone in class. The teacher would smirk, the students would laugh, and again I would join along with them, trying to deflect the situation and ‘be cool about it’. But inside, I was breaking. Why was it so hard for a teacher to believe in my ability to do well? Why was it ok for a teacher to afflict this unnecessary humiliation upon me continuously? These questions reverberated in my head and almost drove me mad.

That would not be the last of the issues I faced at Bromfield as a young black man. I was about 12 years old when a teacher told me not to worry that she would make a man out of me. Really? At 12, I was a child who needed guidance, understanding and support. I did not need to be a responsible adult male yet. The thing is, with my ADHD, I always had a tendency to be distracted and be forgetful. For example, I would leave my belongings behind or forget to bring them with me when needed. I could also be late to class or mistakenly go to the wrong one. Any such mistake was

## **BEING BLACK continued**

instantly seen as intentional and interpreted as mischief or outright disorderly conduct. That same teacher would make statements like “I know you’re working the system. I’ve got your number.” Huh??? Again, I was 12 years old. What number was she referring to? Even as a pre-teen, I understood that as a young black boy, I was not afforded the same luxury of childhood innocence as my peers. I didn’t need any research to confirm what I was already experiencing. To some, no matter how well I behaved, how dedicated I was to learning, as a black kid, I was seen as older, therefore should be more responsible than the rest. I was presumed guilty without any proof.

Some of the most hurtful assaults came from my classmates. Someone told me that I was a shame to my race for not running fast enough to win a gym class activity. Back in 2017, a few months after the Obamas were called monkeys, some of my classmates thought it would be funny to sing the birthday song to me and would end it with “you look like a monkey and you smell like one too”. Some might argue that the intent was not racist, but these kids were fully aware that black people have been called monkeys as a way to dehumanize them and make them feel inferior. It may have been hilarious to them, but it was not to me and to the others that pointed out the foulness of it to me afterwards.

I am always perplexed when people assume that I represent my race. If something happens in the news involving black people, the next day, some of my classmates would flood me with questions. “Tell me why black people think it’s smart or ok to burn businesses during demonstrations?” They would ask me to explain why there is more violence in the black community. They would refer to black demonstrators as “thugs”. They would argue that the reason black people don’t progress is because they are lazy. After the George Floyd incident and following the hype of social injustice awareness, many posted on their social media pages and on message threads that they were tired of “Black Lives Matter people whining about everything”. From their privileged standing, they could not understand that this was a painful moment for black people. We were reeling, forced to face the injustice that we’ve internalized and tried to bury in order to survive. We go along to get along.

I remember going to one of the sports meetings with my mother. We were there first, so we sat at a round table

upfront. When my teammates came, I went to sit with them. Within minutes, all the other tables filled up. I watched people standing right around my mom’s table, but not joining her. As she sat alone through the meeting, the speakers ironically praised the community for being exceptionally inclusive. I am convinced that many of my teammates realized what was happening. The awkwardness of the situation painfully reflected on their facial expressions. Someone even asked why my mom didn’t join the others. For eleven years, she did just that. And when she decided to remain at her seat, no one joined her. At some point towards the end of the meeting, I left my teammates to go sit with my mom. All I wanted to do at that point was stand on that table and scream at the top of my lungs “Come on people, this is the 21st century, segregation is no longer.”

These incidents may seem unreal to some, but that was and still is my reality. However harsh these experiences were for me, in retrospect, they may have taught me some of the greatest lessons about myself. They have made me more resilient, aware, motivated and empowered, more compassionate and empathetic. I am definitely more appreciative of those in the school community, and there were many, that have stood up for me or with me whenever I was the target of blatant discrimination, through exclusion, prejudice or other means. I am now more dedicated to bring awareness to racial disparities and work toward more inclusivity and social justice in our community and society as a whole. I think it is important for all of us to show mutual respect and have open and honest conversations with each other. We have a moral obligation to educate ourselves about each other, call out discrimination and injustice, and be empathetic to others. That is the only way to end marginalization and discrimination. I am encouraged by the steps that the school has taken, such as bringing Rebecca Rehm, the Diversity, Equity and Inclusion trainer, to help us understand and address these issues. The workshop was an eyeopener which provided invaluable tools to us to be better citizens. It was definitely a step in the right direction. I hope this is the beginning of many strides as we keep moving forward toward a better, more inclusive and equal tomorrow for us all.

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# Harvard Public Schools heighten focus on diverse hiring practices

by Hannah Chiou and Maible Daly

In response to recent events that have amplified the call for diversity, equity, and inclusion in all walks of life, the Harvard Public Schools are setting their sights on increasing the diversity of the faculty and examining its impact on the student experience.

The hiring process at the Harvard Public Schools begins with first “identifying a need”, as Dr. Linda Dwight, HPS superintendent, explained. The position is then advertised in two ways: in either an internal advertisement, in which all those in the district are notified of a new vacancy, or an external advertisement, to all those outside of the district.

The most popular way external positions are advertised is through an online education job search platform called SchoolSpring, where teachers can apply for jobs and immediately send their documents, including resumes, cover letters, and transcripts, to the school. Dwight cites the “diverse groups of candidates” from across the country as a benefit of using SchoolSpring.

After educators submit their information, a hiring committee is created and narrows down all the candidates from there. Vice Principal Robin Benoit explained, “It’s multi-step.... You have your interview committee, which is usually made up of teachers, department leaders, sometimes Mr. Hoffman and I will sit on those, as well.... Then, it kind of moves up the ladder... and we make a recommendation.”

In the interest of helping the Bromfield School progress to a more inclusive community, Benoit noted that the district does ask questions about prior work candidates have done to educate and to promote diversity. Principal Scott Hoffman added, “We do ask a diversity question... what you did in terms of learning [about diversity].... We’re learning that students need to learn the language of diversity and then learn the language and practice the language of speaking up, and then also.... What activities are you doing with kids or have you done with kids that address diversity? What projects have you done? So we try to listen to that.”

One such example of a recent hire with this question in mind was Ms. Katie Snow, a seventh-grade English teacher who was hired last year. Though Ms. Snow is a white woman, the primary demographic of teachers in the district, Dwight mentioned her strong commitment to diverse texts as an important factor for her hire.

While taking initiative with addressing diversity, equity, and inclusion upfront in hiring, Dwight, Hoffman, and Benoit acknowledged the challenges of attracting a more diverse

faculty pool in a profession where the majority of teachers are white. Dr. Dwight described how many potential candidates are drawn to the Boston area, as teaching salaries in the districts east to Boston pay higher due to the higher costs of living. “We would be the furthest out that people would consider,” she explained.

Despite attracting potential candidates as a result of location, schools still face hurdles in attracting diverse applicant pools. Hoffman discussed ways Bromfield can confront these obstacles: “I think you best address the challenges by being a school that people want to come to and creating an environment that is welcoming to everybody.... On our part, it’s really creating a school that people will be proud of and want to be a part of that attracts attention... and feels comfortable for all.”

Dwight echoed this sentiment, saying, “You have to go to places where there are diverse people and say, ‘Please come to us’... You almost have to sell the district to them.” Dwight described how the district seeks out diverse candidates by broadening the pool outside of SchoolSpring – when seeking for a candidate, the district sends out the job description to universities, in the hope that “it gets circulated to a more diverse group than [one] that might just look at our town.”

Benoit described the work of connecting with a more diverse applicant pool as “trickling down” the levels of the education system: “This is happening in the big world, and then, we have a position here in our school where we’re also trying to diversify what our teaching faculty looks like. The thing that we can do... are some of those things to make us an attractive community to want to apply to. ‘I can apply to anywhere, but why do I want to apply to Bromfield?’ But also then in our candidate pool, regardless of what it looks like, making sure that as part of our interview, if we’re explicit in our posting and also through the interview process really stressing that this is work we’re committed to and we’re getting people to come and teach here that are saying ‘hey, we’re committed to this too.’”

While increasing faculty diversity overtime is crucial, according to Social Studies Department Leader and GSA Advisor Kathleen Doherty, it is also important to emphasize the work that the current faculty is already doing to address these topics. She said, “I would say there is a tremendous amount of desire to move forward in diversity, equity, and inclusion and all that that could potentially mean. I would

## DIVERSE HIRING continued

say... that the interest is definitely increased... because of the pandemic and because the systemic inequality has been so heightened — it's really hard to not see. And, of course, with Breonna Taylor and George Floyd, those things have really been sort of a catalyst for things coming together."

Doherty also referenced the open letter sent by Harvard Public Schools alumni in June 2020 and the following addendum written by current Bromfield students as a spur for this renewed focus on diversity, but mentioned that "a lot of this work was ongoing long before our current situation."

Many faculty members have been engaging in diversity workshops, book groups, speaker series, and other opportunities to learn and discuss issues surrounding racism and diversity, which to Benoit signals a healthy drive for progress and change: "I think there's this real collaboration around it. It's not just work happening in isolation for individual teachers. They're really coming together and working together, so I think that that's another healthy part of it, as well."

Doherty marks the beginning of that augmentation in conversation surrounding DEI around 2015, which is when she recalls the Diversity Committee being started after the large rock in front of the school was vandalized with hateful slurs and symbols. "After the incident with the rock in 2016... I think a lot of people think that the Diversity Committee came out of that, but we had actually already been in existence, but it certainly took on a heightened level of awareness, and then Arm in Arm for the community started."

One of the biggest arguments for increasing staff diversity is the extent to which the makeup of the teacher population affects the student experience. The approximately 150 members of HPS staff are predominantly white, with 95% of teachers and faculty members identifying as white, with one Black person, one person of Pacific Island descent, and four Hispanic staff. Though white students are also the majority within the school system, the percentages of BIPOC students are significantly higher, with 12% of students identifying as Asian, 4.4% as Hispanic, and 2.2% as Black.

Doherty shared her perspective: "I am a middle-aged white woman. I am the demographic of, not obviously every Bromfield teacher. We do have a number of male teachers, we have some teachers of color, we have some openly LGBTQ teachers.... I think that Bromfield [and] Harvard is sometimes more diverse than we give it credit for.... I would love to see a more diverse teaching staff and faculty because I think it's really, really helpful for people to see themselves reflected in their teachers. And psychology certainly shows that. I'm going to use the example of young women, who maybe aspire

to be in a field, a math or a science field, and if you don't see any women in those fields, on some level you may question 'can I even do that?' So, the more we can see ourselves reflected, whether it's in the people who teach us or whether in the books we read or the movies and the television shows, that's a very important goal."

Dwight's commitment to diversity in hiring is both personal and professional. Dwight described how raising her two children, both BIPOC, increased her wish for them to see "role models in positions of authority" and for them to have "teachers that represent them..and see the world a little bit more through their perspective". On a district-wide level, Dwight sees diverse hiring, where all students can see themselves represented through teachers and staff, as the key to a "richer, better, [and] more complete" school district. Like Doherty, she highlighted the importance of seeing representation as a child is growing up and forming their own identities and building self-confidence.

Snow, the recent English teacher hire, described how her experience teaching at a small but diverse private school in Brookline, Mass., where she estimates "about 70% of the students were first-generation," helped her learn how to bring in "different perspectives in [her] teaching" and "validate... students' own family experiences through [her] curriculum". Even though she was initially nervous teaching in a less diverse classroom, Snow found that she was still able to "have the same type of conversations... that allow [her] to have discussions about diversity" at Bromfield. For Snow, school is more than just a place for students to learn different topics: it's also where students learn how to be "a citizen of our community and a citizen of our country", which is especially important given how globalized the world is and how likely it will be for students to "interact with those who are different from us" and "navigate a global life".

While the current staff learns about and works on addressing diversity-related topics, the district has a vision for the future in this regard. In terms of increasing staff diversity, Hoffman explains, "Our general goal would be that every student has someone that they feel they can identify with. And obviously, we want every student to have a strong connection with people... and that's a pretty lofty goal, even in Harvard, where our population is pretty homogenous, but we would like every student to be able to identify with a faculty member. I wouldn't want to put a number or percentage on it because we haven't."

Doherty summed up her hopes for the district, saying "Do I see the need for change in Bromfield's current climate?... I don't know if change is the right word. I would say a continued evolution. It's a work in progress, and I think we are truly always working to improve, and I think that we always

**DIVERSE HIRING continued**

need to do that.... Do we have more work to do? Absolutely, and I hope that the students truly believe that they have a voice. I think that the administration really listens to the students."

Hoffman agreed: "I think this work of diversity, equity, and inclusion is an ongoing process. Whether we're working with students or working with staff or we're looking at who

we are as a group, it's an ongoing process.... It's something that we are committed to, and we're hoping that by taking the actions that we will, we'll get to those goals of every student feeling like they can identify with somebody on the staff — that person at least might know how I feel, no matter what race, ethnicity, gender, sexual preference or orientation."



# SCHOOL NEWS

## Seniors struggled under pressure of Service Projects

by Timur Sahin

### Statements from Principal Scott Hoffman about Service Projects

**Wednesday, March 31st**

#### Statement to The Mirror on senior projects:

I am very proud of the service done by the Class of 2021 during their time at Bromfield. It is very apparent that this year has presented challenges faced by no other graduating class. The stress of the Senior Project is clear and evident to me. As a result, the Senior Service Committee is accepting service completed earlier in their high school careers and also working diligently to find safe ways to complete hours this year. The committee has also been much more flexible this year, approving service projects and hours that would not be accepted under normal circumstances. Service Saturdays during the Fall, Winter, and Spring allowed students the opportunity to gain hours. I am aware that students are concerned about not finishing hours, balancing time between service, school, and family, and fearing that they could get Covid or pass it to a relative.

As a result of these concerns, the Service Committee and myself will work with each student to find ways to not only serve their community safely but also document their contributions in a way that is meaningful to all. While hours are supposed to be completed by April 16th, students can use April Break and beyond to complete their service. In addition, I will take into consideration special circumstances on a case by case basis. Finally, while reflection papers and videos are due on April 30th, I am looking at those requirements to see if adjustments should be made. I urge students who are feeling stressed about getting this requirement complete to see me.

**Thursday, April 8th**

#### Statement shared with Class of 2021:

As I see the stress that our recent changes in schedule are creating, I do want to ease some of the anxiety of the Service Project. Therefore, I am going to give you the option of doing either a reflection paper or a video presentation. If you are taking On Your Own, you will be doing a video presentation in class and you can use that video. The video or reflection paper is due on April 28th unless you have permission from me or have a separate due date from the On Your Own class.

*Note: Some of the students quoted in the article have been kept anonymous at their request.*

Throughout the year, many seniors expressed their frustration with the expectation of Senior Service Projects in the midst of a pandemic.

To gain an understanding of how the Class of 2021 was feeling about the projects, The Mirror conducted a survey. This Google Form questionnaire was sent out via email on Thursday, February 18th, and concluded two weeks later. In total, 53 seniors out of 96 completed the questionnaire. This article has been split up to reflect the topics that emerged from the responses.

### February 18th Google Form Questions

by Timur Sahin

- Have you finished your 40 hours of service?
- On average, how many people did you physically come into contact with while doing your project?
- If you did work with other people physically, were COVID-19 protocols taken (wearing masks, social distancing, sanitizing)?
- If you are still working on your hours, how motivated do you feel?
- Do you think we should have had the project be required this year?
- Do you think that in the following years, the project should remain?
- Do you have any other opinions on the project this year?

### Scrambling to Finish Projects

As of February 28th, 40% of seniors had not finished their 40 hours of service, about 30% of whom reported struggling to finish their hours with the rest (approximately 10%) still unable to find a project. Many service project opportunities were shut down due to the pandemic such as the 2021 New Orleans trip, other travel destinations, and projects that would normally be in-person.

Some seniors were trapped in an endless cycle of proposal writing, service, cancellation, and rewrite. In this state of perpetual emailing and struggling, students turned to

### **SENIORS STRUGGLE continued**

adults to give them a helping hand in this process – yet some found that adults, too, gave them a hard time. Claire Stoddard said, “my project offered less hours than expected and I have been trying to find online volunteering opportunities (as I am not comfortable with the in-person ones they offer) and have been met with little to no help. I had to write a new proposal, find multiple new organizations to work with, without much help from advisors and without much certainty.” Stoddard later elaborated on her perspective on support from adults. She stated that when she looked for some closure to her limbo about completing hours in time, the response she got did not reduce any of her stress, and instead prompted more. She remarked that communication between students and advisors is “not the greatest, and there seems to be a lack of transparency through this entire process.”

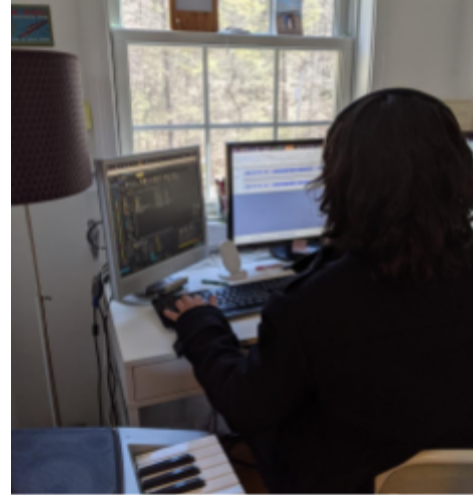
The school and project advisors such as Patricia Nilan offered service opportunities to students who were in need of more hours for their 40 hour service requirement. Such opportunities took the form of Service Saturdays, where seniors got together and did various volunteer tasks such as raking, sewing, organizing, and moving. Michelle Mazzu, who attended these service opportunities, said, “it was being forced on me to get my hours... and there was no help or accommodations for me.” Kayla Lem added, “I think the ‘Service Saturdays’ aren’t enough to do all your hours...there have only been 3 this year.” In a follow up message, Lem expressed that although she only had ten hours of service left to finish, she wished that “we had [‘Service Saturdays’] every Saturday and that we had started getting opportunities earlier.”

Many students felt that a big problem was support from the administration – or lack thereof. However, during the senior class meeting on Wednesday, March 10th, Principal Hoffman reassured students that they “get it” and “understand it’s a pandemic,” noting that the adults are there for support, and the service committee is trying their hardest to make sure every senior gets their hours in on time.

### **Concerns about Contracting COVID-19**

One senior said, “as someone with a high risk adult at home, I am not willing to do any sort of project that raises my risk for getting COVID; when I found a project that was safe and I felt comfortable doing, I realized I was not going to hit the time requirement... but I’m sorry, I’m just not willing to put me or my family at risk.” When The Mirror followed up with this student, they elaborated and said that their project was done remotely for a period due to family complications. The student felt certain they would not complete the hours in

time due to “zero adjustments to the project” and confusing, “cryptic” answers from advisors when asked questions. “It makes me feel like I’m being pushed aside yet again,” they said, adding “we really haven’t gotten much this year and the least [administration] could do is throw us a bone by requiring half as many hours.”



Senior Arjun Khurana works on editing interviews for his remote senior project with StoryCorps.

Another senior said that their project carried COVID risk because it involved conducting interviews with elderly Harvard citizens, which was done both remotely and in-person due to technical difficulties. The student elaborated that they were “pressured to keep continuing doing the project during the holiday COVID peak” and that they felt “frustrated and very alone in [the] project” as a result of the pressure. “It did not take long for the school to go from ‘students’ mental and physical well-being is the most important concern this year’ to ‘go out and interact with people or you can’t graduate,’” they concluded.

Jessica DePietro said, “I understand the importance/significance of the project but I don’t think it was very safe to continue with the project this year. During one of my project sessions, I was exposed to someone who had tested positive for COVID. Luckily, I tested negative but I still had to quarantine for 2 weeks.”

### **Mental Health Concerns**

Seniors grappled with the college process, scholarships, homework, studying, Zooms, extracurriculars, and the senior projects added on top. Senior projects rocked the boat enough to the point where some were just about

## SENIORS STRUGGLE continued

ready to call it quits on the projects.

Allie Donahue said, “the cherry on top of this awful year is sending off a senior project application once a month just to have it denied.” Donahue had her proposals denied multiple times. As of March 11th, she had completed six hours out of 40 and talked a lot about her frustration with the project. “The administration does not appear to want to change parameters for projects that are piling on more and more stress to what has been easily the worst year of school we’ve ever had. They seem to care more about their perfect graduation percentage than my entire wellbeing,” she said. As of May 19th, Donahue had five hours left to complete her project.

Tara Modica stated, “Every time I think about the senior project, I feel a pit in my stomach, and I can’t think about it for too long or else I start breaking down. It’s too much on my plate, especially during a pandemic.” In a follow up, she elaborated and said “I feel really guilty whenever I’m working on my service project because I feel like I’m ignoring my homework.... And whenever I’m taking a break from [homework and service project] or doing something that I need to do like eating, showering, or sleeping, I feel guilty because I’m not being productive.” Modica also mentioned how they attempted to use Global Competency Certificate hours for their project by sending in a proposal, but they did not hear back from the committee for a period of a month. The proposal was ultimately rejected on March 23rd. Modica finished her hours over April vacation with a project that was accepted at the last minute.

The words that students used to detail their experience and overall mental state – “wrecked,” “anxiety,” “struggle,” “devastated,” “unmotivated,” “cruel,” “stressful,” “unfair,” “painful” – were troubling and concerning. As one

senior put it, “We need the adults to talk to us. About the projects, about our well being – everything. We are not

## What Should Have Been Changed

According to the survey, 49.1% of respondents believed seniors should have had the projects but with fewer requirements, 37.7% voted that seniors should not have had projects at all, and 13.2% voted that they should have had the projects this year with all the standard requirements.

The responses about fewer requirements shared similar ideas: decreasing the number of hours, being flexible with what projects are allowed, accommodating individual needs and circumstances, receiving more project and mental health support, and possibly eliminating extra assignments such as the presentation and essay.

Hannah Chiou talked about her fear of not being able to graduate as a result of not finishing hours in time. She would have liked for there to be no project requirements whatsoever, and said, “every time I get an email or notification about the senior project, it just feels like a reminder of my failure and incompetence and I feel terrible. Overall, the senior project this year just seems unnecessary given the costs and an incredible source of stress for so many people.”

Another senior said, “I think volunteering should be encouraged and opportunities still be given to those who actually want to help the community, but it should not be mandatory....this is the one thing I hated about moving here and to this school. Many kids do just fine without having a whole senior service project to worry about.... I don’t need someone telling me to help out the community.

As of June 3rd, almost all seniors have finished their service projects, except for a few who are not too far behind.

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## Schedule changes met with mixed reactions from Bromfield students

by Hannah Chiou

On Jan. 25, the Massachusetts Department of Elementary and Secondary Education (DESE) released a mandate requiring students to have live interactions with their teachers and peers every day. At Bromfield, this was in the form of afternoon classes from 1:40 to 2:45 for everyone on both in-person days and days that were previously completely asynchronous. The first day of the change took place on Monday, Feb. 1.

These changes served as a precursor to the announcement that both cohorts will be combined and in

person beginning on April 5, following guidance released by the Massachusetts Board of Education. On March 15, Principal Scott Hoffman sent an email detailing the specifics of this shift, including reducing space in classes from six to three feet and daily letter-day scheduling. Additional details such as parking were outlined in class meetings.

Students’ initial reactions ranged from concern to excitement. Senior Olivier Bradley explained he initially felt “excitement at the opportunity to see my friends again in a school setting”. Other students such as senior Sarah

### **SCHEDULE CHANGES continued**

Sobalvarro expressed concern over the potential of increased workload with more days back at school, saying she'd already gotten "used to the amount of work we've been given over the course of this year". However, overall, most students seemed to be much more receptive and open to these changes than those enacted in February — as Bradley explained, "the current schedule change at least has the tangible benefit of moving towards full in-person school with both cohorts".

Both Sobalvarro and Bradley admitted that the new schedule might be initially difficult to adjust to, as most students had already based their weeks around the current schedule. Sobalvarro described, "I recently quit my job as a retail associate at TJMaxx in order to have more time to focus on school, and with dance, Youth and Government, and my senior project picking up at the end of this year there's definitely going to be a lot going on."

Teachers like AP Psychology and US History teacher Ms. Kathleen Doherty felt apprehensive at the April 5

announcement due to the initial lack of expanded vaccinations (Massachusetts has now expanded its vaccine eligibility to teachers beginning March 11). But from an education standpoint, the five-day schedule is an asset, especially for those who teach AP classes. The AP curriculums have not been changed during the 2020-21 school year, and as such, teachers have had to tackle getting all of the needed material in before the May test dates with the limited schedule and split-up cohorts.

In terms of safety, the students interviewed said they felt quite safe given the numerous COVID-19 safety protocols taken by the school, including weekly testing, masks, wiping down desks and chairs, and spacing in the halls and classrooms. As Doherty described, the school has been diligently working toward the combined cohorts "even before the state mandate", but the April 28 changes, during which lunch will be served at school, will prove a logistical challenge.

Ultimately, slowly but surely, the Bromfield School is working up to a new sense of togetherness and normalcy.

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## **COVID-19 pandemic changes future of standardized testing**

by Hannah Chiou

On Jan. 19, 2021, the College Board announced that they would be discontinuing the SAT Subject Tests and SAT Essay after the administration of the June 2021 exams. The not-for-profit organization cited the pandemic as a primary reason for the changes in the announcement posted on its blog: "The pandemic accelerated a process already underway at the College Board to reduce and simplify demands on students."

The pandemic has placed strains on college admission testing, as test centers closed unexpectedly or capacities of centers shrank considerably, and students were left unable to take their tests. In October of 2020, over 150,000 students who signed up for and paid to take the SAT were unable to do so due to closures. With the upsurge of testing closures, the number of test-optional or test-blind colleges in the US grew from 1,070 before the pandemic to 1,686 as of December 2020.

However, the SAT Subject tests and SAT Essay have also become less prominent in the past decade. The 20 SAT Subject tests were considered "achievement" tests that covered five general subject areas: science, mathematics, English, history, and languages. In March 2005, some highly selective colleges, such as those in the Ivy League, required applicants to take at least three SAT Subject Tests. But in recent years, increasing numbers of colleges have dropped these requirements, and the amount of students taking them

has decreased as well. For example, in 2017, about 1.8 million high school students took the SAT, but only 219,000 took a subject test. The SAT Essay has also fallen in popularity as fewer colleges required this optional section. In addition to the logistical strain of these tests, the dwindling profit from these tests were also causing financial burdens on the College Board, as despite its not-for-profit status, it is still run as a multi-million dollar organization.

These changes have left students and parents speculating on the consequences to the college admissions process in the future. Guidance counselor Sara Lamere describes this as a positive change to college admissions as it allows for students' applications to be viewed "on a more holistic level," meaning colleges will evaluate transcripts and other components of the application more closely. This change is especially helpful "for students who may not be the best test-takers." The removal of these tests also decreases the burden of testing on students, who, in normal circumstances, have to take either the SAT or ACT tests as a requirement for college applications, and may also choose to take Advanced Placement Tests.

Students' opinions on these changes varied by grade. Seniors, who had already taken some of the exams for the 2020-21 college application season, expressed some irritation at the removal of the essay and subject tests. Senior Matthew

## STANDARDIZED TESTING continued

Atwell, who had taken two subject tests and the SAT with Essay, viewed the developments as a “net negative” for students, as “testing can give students another opportunity to showcase their skills in the admissions process. This can help students who....go to a weaker school district because their standardized test can still be just as good.” Atwell himself submitted his SAT Subject Test scores for Math II and Biology but not his SAT score, as he did not score as high as he would have liked. As Atwell explained, “Even though I was not able to take the SAT as many times as I wanted to, I could still send my subject scores that were much higher and a better representation of my intelligence.”

Junior students, the group most affected by these shifts, viewed the discontinuations in a mostly positive light. Junior Olivia Ren expressed that she was relieved at this announcement, explaining that, “not having to take these subject tests helps lighten the workload--and the stress. It's one less thing to worry about.” Junior Tiana Jiang echoed these sentiments, saying “I am really happy that I can now stop worrying about the essay portion of the SAT”, but that she wished the College Board had made these adjustments sooner at the beginning of the academic year, as other juniors had already spent time studying for and taking the SAT Essay. Both Jiang and Ren asserted that these changes did not

significantly disrupt their plans for testing as they had not begun studying intensively, and that they were glad for the extra time they had for, as Ren explained, “relaxing and focusing on finishing the school year.”

Jiang suggested that the SAT Subject tests could have been eliminated even sooner since “pretty much every single subject test... corresponds to some AP class. A student's grade in that class and score on the AP exam is pretty indicative of how well they perform in that subject, and there is really no need for another test to show that.” The College Board themselves explained in the Jan. 19 announcement that the “expanded reach of AP and its widespread availability means the Subject Tests are no longer necessary for students to show what they know.” The AP tests were also more accessible for low-income students and students of color than the Subject tests.

In addition to more emphasis on the AP tests, the College Board stated they would be investing in a “more flexible SAT”, as the unprecedented circumstances of the pandemic had highlighted the need for being “innovative and adaptive.” This would come in the form of a “digitally delivered test” and allocation and expansion of testing seats for the class of 2022. The numerous changes to the testing process is yet another example of how the pandemic has affected the education system in the US.

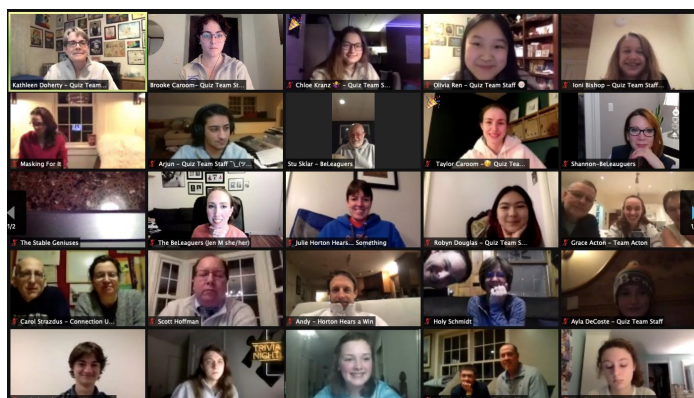
## The Bromfield Quiz Team hosts a successful virtual trivia night

by Naomi Linde

The Bromfield Quiz Team, led by seniors Brooke Caroom and Maxwell Strazdus, put on a trivia night on February 5, 2021. The trivia night was over zoom, and teams submitted their answers through a Google Form. The answers were then reviewed after the respective round, although there were also mini rounds.

This year, Caroom and Strazdus, the leaders of the club, had to put more work into preparation for the trivia night, since it was online this year. For example, they had to call and email local businesses to ask if they would donate prizes, whereas before the pandemic they would drive to places to ask for donations. They also had to create questions and spread the word. In preparation, there was also a Google Form created so the teams could submit their answers.

Caroom said that there were some struggles regarding the online platform, but once those were figured out, the night went more smoothly. She said, “In previous years, it was easier to take in walk-ins [or] those who didn't have a team yet but we had to limit our access of this forum to the Bromfield



Quiz team staff and trivia night participants smile over Zoom

School community and be firm with registration.” She said if they did this again, she would try to “extend it outwards to the community.” Ms. Doherty, the Quiz Team's advisor, added that she appreciated the audience's patience as the Quiz Team navigated through the difficulties of the tournament being



### QUIZ TEAM continued

online. "There's a different sense of comradery in person, but I think it's terrific that we've been able to do as much as we have. I'm very grateful for that. ... In zoom, when you talk over each other, it's really obvious and confusing. Somehow, in person, many people can be talking all at once and it seems okay. . . I never realized how much we all talk over each other until we did it in Zoom," said Doherty.

This was the third trivia night that the Quiz Team put on. Captain Brooke Caroom was only a member of the Quiz Team at the time. Doherty shared that the first trivia night was "small, but a lot of fun." When Caroom won leadership, she, along with past captain Grace Acton and current co-captain Maxwell Strazdus, helped organize last year's trivia night. Doherty said the trivia night was larger, but still fun.

Junior Julian Iverson participated in the trivia night and was a member of the winning team. He said they got lucky when it came to having knowledge in all of the areas in the trivia night, but that they also did a good job listening to one another: "Camila and I were stronger with the history and lit[erature] sections[:] Tiana was really strong with math and science. Catalina and Camille knew a lot about pop culture and music."

Iverson thought this was executed well, even through the online platform. He liked how his team was able to discuss answers as a group instead of making quick decisions. He said he and his team "had a really fun time doing it, and winning was just a bonus!" He concluded with, "I really value

light-heartedness for competitions like these because it lightens the tension without getting rid of the excitement."

Caroom noted her favorite parts were the Laughing Dino Cupcakes's responses. Their team won the award for most creative responses. She also gave a shout-out to Junior Olivia Ren for her friendly smack talk.

As for the future years, Doherty said it largely depends on what the students want. She said that if the students want, they do not have to do tournaments, but most likely they will choose to participate in tournaments. She mentioned the team will probably participate in more in-person events, as they open up. She said there are some tournaments in Acton-Boxborough and Lexington that the Quiz Team traditionally participates in. Doherty noted the team will likely participate in the WGBH Quiz Show if it is running, and the 3-2-1 tournament, which has always been online, even before the pandemic. For this tournament, the team chooses when they compete, and they have to try to answer a question with the help of some clues, if they wish. Trivia night will most likely continue, because it is a fundraiser to help finance the other tournaments in which the Quiz Team competes .

Doherty said if people want to join the Quiz Team, they do not have to worry about committing until the end of the year. She also mentioned that anyone can join for one session to see if the club is for them. The club meets every Tuesday at 3:30 pm

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## Senior class events continue with modifications

by Anya Buchovecky

As a result of the COVID-19 pandemic, spring for the senior class will look much different than previous years. Many of the classic senior events, like the Staff-Senior basketball game, prom, and running through the school giving high-fives, have to undergo modifications to happen in accordance with the state and local health guidelines.

Right now, Massachusetts Governor Charlie Baker has limited indoor gatherings to a maximum of 10 people and outdoor gatherings to a maximum of 25 people. Since the Bromfield Class of 2021 has 96 students, no full-class indoor or outdoor gatherings are allowed. That said, the senior class officials, Taylor Caroom, Kaitlyn Ostrowski, Ziyad Ali, Vivian Liu, Arianna Thornton, and LinLin Yu, and class advisors, Ms. Kellie Carlucci, Ms. Sara Lamere, and Ms. Susan Chlapowski, have been busy brainstorming and planning events that meet the gathering limitations.

The highly anticipated Staff-Senior basketball game has

been called off because there is no way to safely hold the event. As Ms. Chlapowski stated, "We cannot put over one hundred people in the gym at once with the current restrictions, and it just isn't a good idea." However, seniors will still be able to order a shirt with a nickname, like they would've done for the Staff Senior game. Instead, a field day for seniors, which will occur later in the spring, will take the place of the basketball game, according to the class officers. Ziyad Ali stated that kickball and cornhole are among a long list of games and such that seniors will be able to choose from. The plan is to have multiple sports activities for seniors to choose from, in order to keep the number of people in one place at a minimum. Another senior tradition is running through the hallways on the last day of school and high-fiving classmates. Principal Scott Hoffman, addressing the senior class during a zoom meeting, made it clear that given the state of the pandemic, this tradition won't be able to

### SENIOR EVENTS continued

take place in its normal form. However, as the year progressed and the COVID-19 restrictions loosened, Hoffman allowed students to run through the halls during the last ten minutes of their final day. The only caveat was that students were not allowed to high-five younger classmen, which often happens.

Last year, the class of 2021 officials booked The Colonial Hotel in Gardner on April 28th for prom. However, the date of prom has been moved from April 28th to May 30th. thanks to The Colonial offering to let the school push back the date and switch the venue from an inside room to an outdoor tent. Luckily, Governor Baker relaxed the gathering restrictions prior to May 30th and the senior class could attend prom at The Colonial.

Whether the gathering limitations change or not, the seniors will end their high school experience by spending time with their classmates at some unique, fun, and thoughtfully planned out events.

Even with all of these changes, senior Claire Stoddard is grateful that versions of these events will be able to take place in one way or another this spring. Stoddard is hopeful that, “with new guidelines coming out, some of these senior traditions can take place,” but emphasized that the safety of the school and local community need to be prioritized. Senior Emily Douglas shared similar sentiments, but highlighted the disappointment that many seniors are currently experiencing knowing that these events will not be the same events that Douglas envisioned she would participate in as a senior.

Ostrowski added that attitudes are everything, as they can make or break your experience: “Our attitudes towards having any activities is really what determines whether or not they're fun. As long as people get excited they'll be just as good as events in the past years.”



Seniors Jonny Corrieri and Ethan Taylor, decked out in cowboy attire, pose in front of the senior spirit month calendar. The senior spirit month is one of the few senior traditions that is able to go on unchanged due to COVID-19.

*Photo by Holly Jones*

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# District launches COVID screening process

by Bodhi Chadran

On Jan. 5, 2021, Harvard Public Schools administered the first of many weekly COVID-19 screenings. Liz Ruark and Toby Bazarnick spearheaded this new routine. They are two Harvard parents and co-chairs of COVID-Safe Schools, a group that aims to organize screening efforts as well as educate the community about the process. They collaborated with Shannon Malloy, the School Committee Vice-Chair, and Superintendent Linda Dwight to make the weekly testing possible.

Ruark explained how the COVID-Safe Schools website came to be, saying, "I put out a call looking for people who had contacts at various labs in Massachusetts that were doing COVID screening, and Toby knew someone at Ginkgo Bioworks," she said. "Since August, the two of us have been talking to various labs and people who know about labs to try and get this screening off the ground." They had no official connection to the school or the state before this, Bazarnick explained, noting "I'm just a sales guy, and I work in medicine, so I'm used to interacting with vendors, and Liz is a vet by training."

About five weeks before Harvard, the Wellesley school district started its screening process and was one of the first districts in the state to do so. "They got the money first and fast..., because they're a large, wealthy district with testing industry relationships..., and they have a good foundation to support that," said Bazarnick. Due to Harvard's size, the process of getting funds was more difficult.

The Massachusetts government provides some funding for the program, but much of it has come from individuals. "From private donations, we had the money to start [at] the beginning of January and go through the beginning of February," Ruark explained. "The state will cover the pooled testing part of it from the beginning of February to the middle of April, and then we'll fund the rest of the school year through individual donations." She says that the government does not provide funding for individual tests for people in a positive pool, so that will also come from private donations.

Ruark stressed the importance of sharing the data from the screenings, saying, "[It's] showing that week by week, wearing your mask, staying distanced, keeping the windows open, washing your hands is working."

Along with COVID-Safe Schools, Bromfield nurses have been working hard to keep the new system running. Nurse Jessica Capobianco began working as a full-time nurse at the

Bromfield School this past September. She has since been working with Lead Nurse Colleen Nigzus to help the testing process go as smoothly as possible.

In addition to the safety of the students and the greater community, Capobianco said there are other benefits to the screening system: "Another important aspect that has resulted from the COVID testing has been decreasing people's anxiety about coming to school. Mrs. Nigzus and I have seen a significant improvement in people's anxiety and stress levels since starting the COVID testing," she said.



Students wait in line to get tested in front of the sixth grade wing.  
*Photo by Jordan Hoover*

New variants of the disease such as B.1.1.7, first identified in the United Kingdom, and B.1.351, first identified in South Africa, have recently been circulating and are predicted to account for most cases in the coming months. About these variants, Nigzus stated, "The new strains are another reason why continuing to follow current safety precautions is so important. Masks are our number-one defense against passing the virus to others, no matter what strain it is."

An average of 70 to 75 percent of students in the district are screened each week. So far, the district recorded six positive tests in the month of January, one in February, three in March, and none through the week of April 26. The test positivity rate for the first ten weeks of the program was 1.22 percent.

With consistently low cases and vaccines becoming available, Nigzus acknowledges that the future looks bright,



## COVID TESTING continued

but, she warned, “The virus is still out there. In order to continue to keep our family members and each other safe, we need to continue doing what we have been doing... Keep

wearing a mask near other people, socially distance yourselves, and wash your hands often. The more people follow these precautions, the safer we all will be and the faster we will be back to normal.

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# Students compete in abbreviated winter sports season

by Jordan Hoover

From safety regulations to the number of games played, the winter sports scene has changed significantly due to COVID-19. Even with the changes, all the teams were able to successfully complete their season. Bromfield’s winter sports season started on Dec. 15, 2020. Winter sports include the boys’ and girls’ basketball, boy and girls’ swimming, and boy and girls skiing teams.

Mr. Dave Boisvert, Bromfield Athletic Director, commented that scheduling was one of the biggest challenges this year, resulting in fewer games played. “Instead of a normal 18 game season, we [were] hoping to get 10 games played at most,” he said.

Another change to the season was the absence of an audience at competitions. As a new safety regulation, no spectators were allowed at any competition: a stark contrast to the previous fall season. However, basketball games were live-streamed, and swim meets were recorded for viewers at home. Co-captain of the varsity boys’ basketball team, junior Nick Russo, commented, “I do think it affected our team’s motivation to an extent as we didn’t have our home crowd to cheer us on, but we did a good job creating our own energy.” He would also like to “thank anyone who watched the games via Youtube.”

Furthermore, as the season progressed, the weather grew colder making the “bus rides with the windows opened were a little bit chilly,” reported Boisvert. Opened windows on bus rides was another safety regulation added to filter the air.

## Basketball

For the boys and girls basketball season, there were a few slight changes to the game. For example, jump balls were called quicker and were not allowed to begin the game with. There were also frequent inbound passes from the sideline and fewer people were able to line up at the free-throw line.

Another addition was the change in the schools that Bromfield played. Varsity girls’ basketball captain, junior Chloe Scornavacca shared, “most of the schools we played this season, we would not normally play in a regular season. I think it was a good competitive pod, and being able to play a team twice in the same week really gave us the opportunity to make changes for the rematch.” Teammate, freshman Kennedy

Dylewicz, added, “Coach [Bob Miller] mentioned that we had the hardest schedule of all the teams that we played.”

In comparison, the varsity boys’ basketball team’s schedule differed. Russo said, “I think this year’s schedule was easier compared to past years’ schedules. Although we moved down a division, we played a lot of different teams that we usually do not play so we also had to get used to what these other teams do.”

For the boys’ basketball team, the biggest change was the switching of coaches. “Our coach took the year off, so we had our assistant replace him. I think Jimmy (the new coach) did a really nice job with the team, and I had a lot of fun,” shared Russo.

However, Russo does not think the lack of pasta parties, fundraisers, and other team-bonding activities affected the “comradery” of the team. Scornavacca agrees, but adds that “events like those would be great for us to get to know each other more,” because the team was fairly young and new. Dylewicz described the overall season as “different, unexpected, and all-around fun.” Overall, the boys’ basketball team ended with a 2-8 record and the girls’ basketball team ended with a 3-7 record.

## Swim and Dive

For the boys and girls swimming team, their overall record was 4-1. Because the swim program at Bromfield was a co-op program with three neighboring towns (Ayer, Shirley, and Littleton), it brought an abundance of changes to the season. For example, each town had to create its own pods small enough to keep the four swimmers per lane requirement. In the end, the team was split into 3 pods (Harvard girls, Harvard boys, and Ayer-Shirley/Littleton), and the swimmers were able to spread out in the lanes and circle swim, but with the caution of social distancing. Due to the limited pool time and the rotation of pods, swimmers only practiced around 2 times a week. The team met once a week to cover important information through in-person meetings while spread out on the deck or via zoom.

Sabiha Madraswalla, the assistant swim coach, explained how swim meets looked: “We obviously could not have swim meets with other schools in person, so we had

## WINTER SPORTS continued

'virtual swim meets'. The team would meet at the Atkinson pool every Saturday for their meets. There, the swimmers followed the six-foot social distancing rules and wore their masks on the sideline. Because no spectators were allowed, Madraswalla shared that sometimes they would stand outside and look through the windows. After the swimmers competed in their events individually, the times were written down and sent to the opposing team. After, the times and scores were compared, and they calculated the points to see who won. Madraswalla added that the virtual swim meet idea was a challenge: "Our swimmers did very well, and we had many records, but swimming at your best is hard when there isn't the competition of the other team in the lane next to you. Again, the swimmers did so well, but I'd be interested to see how they would've done if the other team was right next to them!"

### Skiing

For the boys and girls ski team, their season was also unique. Because the ski teams' practices were held at Wachusett, and their competitions were held at Nashoba, the student-athletes had to comply with Wachusett, Nashoba, and MIAA COVID-19 guidelines. Such restrictions included no spectators, social distancing, and racers only having one run. In comparison, every racer has 2 runs during a typical season. Additionally, this season did not allow JV skiers in 3 races, while only 6 female and male skiers from each school were allowed to compete. This was done to minimize exposure and to provide social distancing, only two skiers were allowed on a chairlift, in comparison to the typical four-person seating.

Another change that was added to the season was transportation. A bus was not provided for students to attend races and students were expected to find their own mode of transportation. This was due to the hybrid model with two

cohorts at Bromfield. The school decided against a bus since not all the students were in person on the same days. In previous years, the ski team had a bus to transport the students from school to Nashoba.

Although the season looked different from past years, the team still found a way to celebrate. "It looked very different this year because we couldn't have a banquet or



*Freshman Annie Ivanov carves the snow at Wachusett*

senior night, so we did a special celebration at Wachusett after our last practice. The senior parents provided food, and the team made posters for the graduating seniors," shared sophomore Imogen Slavin. To conclude the season, the girls' team placed 3rd in their league, and the boys' team placed 2nd in their league.

## COLUMNS

### Humor: Number alignment chart

by Matt Zoppi

*Everyone knows the classic Dungeons and Dragons alignment chart: Placing characters (or non-characters) into arbitrary categories based on their personality is what I enjoy doing every Friday night. Anywho, here's the alignments of various denizens of the number line!*

<b>Lawful Good</b>  1  Changes next to nothing, but when they do, the change is subtle but effective.	<b>Neutral Good</b>  2  Similar to 1, but slightly better. Prides themselves on being the first “truly” prime number.	<b>Chaotic Good</b>  -1  Tends to be very good at flipping things around, but really isn't good at doing much else.
<b>Lawful Neutral</b>  18  Perfectly normal. Relatively composite, but still a nuisance when you try to divide by 4 or 8.	<b>True Neutral</b>  0  The great equalizer. It's possible you survive unscathed, albeit unlikely.	<b>Chaotic Neutral</b>  100  Will escalate everything quickly for no discernible reason other than their own amusement.
<b>Lawful Evil</b>  7  The blandest of the primes. De facto standard random number.	<b>Neutral Evil</b>  $\sqrt{-1}$  Won't hesitate to mess up your day if you approach them wrong. No comment.	<b>Chaotic Evil</b>  51  They look so incredibly prime, but they're <i>not</i> . Who even <i>thought</i> of putting 3 and 17 together!?

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## Students' thoughts on going back to school five days a week

<p><i>I think that it has definitely developed well, especially as a member of a senior class. It felt disjointed in the beginning of the year being separated from so many of our classmates, that I'm glad we were able to come together during our last month here at Bromfield.</i></p> <p>~Brooke Caroom</p>	<p><i>I liked that we are able to go back because I can get more in-person learning and I can get more done in classes, but for me, it is hard to focus when I am in school for so long. We haven't gone back for this long in a year, so it feels really different and it is hard to get readjusted to the schedule.</i></p> <p>~Aaryan Bhatt</p>
<p><i>I definitely miss sleeping in, but it is nice to see everyone again and pay attention in class.</i></p> <p>~Dylan Winchell</p>	<p><i>I think that the last 5 days of school have been pretty good. We definitely need more time to eat lunch.</i></p> <p>~Freddie Curtis</p>
<p><i>I am really happy we are back 5 days a week as it feels like school again but in the best way. It's exciting being able to have full classes and see all of our teachers all day, every day, so our learning in school does not feel stunted.</i></p> <p>~Emily Douglas</p>	<p><i>As a remote student, going back to school 5 days a week is just too much sitting and staring at my computer screen. I feel like the quality of learning during our hybrid 3-day schedule was the same or even better than it is now.</i></p> <p>~Tiana Jiang</p>
<p><i>Going back to school five days a week was much needed after an extended period of online learning, I think being in a traditional classroom setting allows students to gain a richer understanding of the material, which is important.</i></p> <p>~Katie Iacomini</p>	<p><i>I am not used to working so many hours (after over a year of less working time!) so it's very hard to concentrate on my homework by the time I really get started.</i></p> <p>~Chloe Kranz</p>

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# Asian-Owned Businesses near Harvard

by Charlotte Foley

## ASIAN-OWNED BUSINESSES NEAR HARVARD THAT YOU CAN SUPPORT RIGHT NOW

BY CHARLOTTE FOLEY

With the recent spike in anti-Asian hate and violence, we as individuals might feel powerless against such a formidable force as racism. How can we possibly make a dent in this extensive, multi-faceted issue? Luckily, one of the easiest and most effective ways to facilitate change is to start right where you are and shop locally. Below, you will find several Asian-owned businesses near Bromfield that you can buy from, knowing that your financial support directly uplifts your local AAPI community.

### Harvard Cleaners

HARVARD, MA

Located right in the center of town, Harvard Cleaners is a warm and welcoming dry cleaning and alterations service that has been a staple business to the Harvard community for years.

### New Oriental Supermarket

LITTLETON, MA

New Oriental Supermarket is a small Asian market in Littleton Center. From a wide selection of fresh produce to shelves of seasonings and snacks, the store is stocked with all of the essentials needed for any Asian dish.

### Posh Nails & Spa

STOW, MA

Clean, relaxing, and full of friendly staff, this salon offers a variety of services for reasonable prices. From the kind, conversational technicians, to the calming environment, this spa is a must-visit!

### Masala Bay

LITTLETON, MA

Masala Bay provides some of the most flavorful and well-cooked Indian dishes around. The personal and accommodating staff top this restaurant off with incredible service!

### Osawa

AYER, MA

In the heart of Ayer center, Osawa attracts customers for its impressive Asian-fusion menu and excellent service. Its extremely COVID-safe takeout procedures highlight the dedication the staff has to customer satisfaction and well-being.

### Siam Pepper

HARVARD, MA

This local Thai restaurant is a fan favorite of many Harvard residents. The reliable staff consistently deliver delicious food at affordable prices.

### Woo Jung Restaurant

AYER, MA

This family-run Korean restaurant is a nearby hidden gem with an extensive and authentic menu.



# PHOTOS

## Indoor Track

by Annie Segaloff

