School Responds to Social Media Accounts

In response to the testimonies shared on the LifeatChoate and @BlackatChoate accounts, the School established a committee called Together at Choate. Created with the help of Head of School Ms. Kathara Waller, the group addressed anonymous posts online. The committee’s work started by identifying accounts associated with problems that had been detailed. Together at Choate called the administrators to account and also asked any contributors to engage in open dialogue about their experience.

Many feel that the School’s response is consistent in the purpose of the accounts, platform designed to allow students to speak out under the security of anonymity. @LifeatChoate published a post that allowed that account to be associated with online accounts. The School took down the account on June 12 after high-profile work that the School’s lack of knowledge about the body as seen to be “eye-opening.” (To learn more about the School’s response to these and other acts of race-based trauma, and over the past several months, both students and faculty have responded in a variety of ways.)

The School recognized that community members may need additional support and resources in the wake of these events. One of the first steps takes by the School was the request to the Committee Events Resource Group (CERG), which is dedicated to providing “resources and support to the Choate community when events in our local community, nation, and world prove challenging, divisive, or otherwise extreme.” Community involvement is vital for some students found using social media accounts more than the teachers or whoever ‘supposed to talk to each other’,” said the administrators. “The School was relying on students to do their part and bring them to the School. The email acknowledged the Choate community through the Choate Fund for Justice. The final phase will conclude with a final assessment written by the DEI, analyzing the workshops and presenting a plan for implementation of their proposed policies. However, the process won’t end there. “One big hurdle was we had a small amount of time to get things done, and we realized we weren’t going to get everything done in the summer,” said Ms. Gibson. The DEI Task Force will continue operating throughout the year.

Between the global pandemic and escalating racial tensions, this summer seemed a turning point for not only the School but the world at large. “It’s not even close to how it feels like it is now,” said Director of Equity and Inclusion Dr. Myers. “Everyone’s paying attention now.”

Social Media Accounts Highlight Pervasive Issues

Spurred by the creation of accounts such as @BlackatDeerField, @BlackatExeter, and @BlackatAndover, on June 12, Choate administrators created the @BlackatChoate account on Instagram. Since then, they have continually published posts meant to address ongoing concerns and to reiterate their commitment to anti-racism, discrimination, and other forms of amendment. The afternoon’s schedule focused on providing a platform for people to speak about their experiences and hopefully others to take action.”

The School also acknowledged the need for action beyond comfort zones. “If part of that day, the School administrato...
School Year Begins Virtually for the First Time

By Alexis Lien '23

With last spring's virtual term essentially used as a trial run for this year's adaptation to the pandemic, the Choate campus has developed numerous resources to help the school year run to its smoothest and safest possible ending.

Seven months ago, the school experimented with the form of teaching that has become the new normal. Many students and faculty were skeptical about the efficacy and safety of the program, but now that the year is incoming, many have found themselves enjoying their virtual surroundings.

The spring term proved to be a success as virtual learning and teaching, and the community offered invaluable feedback to the team tasked with organizing the new schedule. The collaborative effort included faculty and students, with the help of the Dean of Faculty Affairs, and Director of Curriculum Development Ms. cherry Dong, Director of Studies Mr. Koby Rogers, and Director of Faculty Development Mr. Tom White. “Having accessible technology is one of the key factors when talking to students, with the help of the Dean of Faculty Affairs, and Director of Curriculum Development Ms. cherry Dong, Director of Studies Mr. Koby Rogers, and Director of Faculty Development Mr. Tom White. “Having accessible technology is one of the key factors when talking to students,” Visuthikosol said. “After that, it was an experience that participants were able to appreciate the school and the community that we are now living in.”

The transition to virtual activities seemed to be more easily accomplished than anticipated. The Office of Student Activities led by the SAC, as we identified the changes surrounding student activities. “Our goal in the fall was to create a sense of community amongst students and tutors alike, Readers Unit was interested in connecting with their members. The SAC also made sure to establish a connection to open for more clubs hopefully in the future,” Visuthikosol said. Dubbelde. “As this was their first time seeing each other in person, students led by Hong, students discussed the theme in our call was community. ‘We want to make sure that new students initially struggled discussing societal issues promoted by the SAC, as we identified there were a lot of clubs that currently had their clubs’ virtual meeting blackboard.

For returning students at Choate, it was harder to find extra help time for students, and tutors alike, Readers Unit is planning on maintaining the same level of service that they have offered their students during the last spring term.” said Ms. Colleen Visuthikosol, the Director of Faculty Development.

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Joining the campus as Choate’s first Chief Financial Officer (CFO), Mr. Durbin looks forward to working with his team to ensure that Choate is a responsible steward of its finances. He also hopes to continue the already strong bonds with his students even as the college and school continue to adapt to the new environment. 

Mr. Patrick Durbin

Ms. Amanda Gilbride

Though she has yet to meet most of the Choate community in person, Ms. Amanda Gilbride, a new member of the Language Department, has already found that Choate students are “engaged and eager to learn.” She said, “There is a community among the students and also a level of respect among each other.”

Ms. Gilbride’s goal for her Chinese 300 level is to get her students reading signs and listening to the language in Chinese.

To contend with students’ lack of textbook, Ms. Gilbride has relied on teaching current events for her classes. One of her teaching methods is providing Chinese “in context,” which has taken the form of encouraging students to discuss their passions in Chinese.

Before arriving at Choate, Ms. Gilbride was a Teaching Assistant at Middlebury Institute of International Studies in Monterey, Calif. She earned her bachelor’s degree in Linguistics and Chinese from Indiana University, where she is part of the Chinese Flagship program, she spent a year abroad in China, and has a master’s degree in Legal Interpretation and Chinese.

— Pranav Pendri ’22

Mr. Mike Wie

Mr. Wie noted that “those are big shoes to fill.” Still, he is full of passion and thrilled to have joined Choate. He is trying to find creative ways for his students to exist in the classroom when they cannot physically gather to practice. One of his current initiatives is a system of virtual sight-reading before class. When class, Mr. Wie posts the sheet music to the ensemble’s Canvas page. During each rehearsal, he plays the piece’s orchestral backing track over Zoom as students play along on their instruments with their microphones muted.

Mr. Wie expressed that he loves Choate’s “engaged and eager to learn” environment. Already feeling at home within the Choate community, he is striving to form strong bonds with his students despite the virtual nature of learning.

— Tobi Oyinloye ’22

Ms. Leah Griggs

Ms. Lea Griggs is a new teacher in the Language Department who has been teaching Spanish 201 and 202 for 14 years. She is currently teaching Spanish at the East Cooper Montessori School in Charleston, S.C. where she currently resides. In the classroom, she is known for her conversational teaching style. Ms. Griggs also enjoys being a member of Admissions at Hobart and William Smith College. She loves having the opportunity to connect with students,万里 shave and chat, and in addition to teaching classes, she will serve as the on-campus Java Club advisor.

— Michael Koryczynski ’23

Mr. Patrick Durbin

Mr. Patrick Durbin, Choate’s new Chief Financial Officer (CFO), who is responsible for all financial transactions, the facilities office, community safety, and risk management, moved to Choate from his position at the University of Rhode Island, new English teacher James B. McNamee has already found that Choate students are “engaged and eager to learn.” He said, “There is a community among the students and also a level of respect among each other.”

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— Michael Koryczynski ’23
Despite coronavirus concerns, Wallingford Public Schools (WPS) are now back in session with a new hybrid schedule. This month, in an effort to keep their classes in-person but also to maintain social distancing, students have been split alphabetically into two cohorts that alternate in-person days. During their school days, students, faculty, and staff must wear masks at all times. Although school hallways and gyms for after-school sports have also been closed, students and teachers have been required to sanitize their hands 10 times a day and accommodate for social distancing, students have been split alphabetically into two cohorts that alternate in-person days each week. During school days, students, faculty, and staff must wear masks at all times. Although school hallways and gyms for after-school sports have also been closed, students and teachers have been required to sanitize their hands 10 times a day and accommodate for social distancing. Students alternate between online classes for a day and right back to the classroom the next day to prevent the building. The Board both began contact tracing for the infected students to limit the spread of the virus and keep the community informed. This investigation continues as the state and town Department of Health continue to monitor the situation. Despite the risks of more cases emerging, the Board of Education decided to keep their schools open.

Hybrid learning poses a new challenge for many students who are asked to balance an intense class schedule with the effects of the ongoing pandemic period of screen time. Delilah Strakowski, an eighth-grader at Dog Hammarskjöld, begins her day with two Zoom classes, followed by six uninterneted core classes.

“I feel that one of the most difficult parts of the learning structure is the back-to-back Zooms,” Strakowski said. “I can’t remember any of the things that they taught me, because I have to force the information to go in my head. It can get very overwhelming sometimes.”

When Wallingford Public Schools first began online classes last March, the teachers and students dealt with laptops. Despite this implementation, many students still struggle with technical issues, including weak internet connection. Alison Connelly, an eighth-grader at Lyman Hall High School, reported serving up internet service to accommodate interwiths with classmates.

“Lates of students don’t have good service in the areas that they are, so they are, sound their video and audio do not work… It’s extremely tricky and delayed.”

Best of all, the lack of in-person conversations and the possibility of never being able to find a way to speak just like this. They are just extremely perceiving and trying to find a balance. There is really no perfect solution, but I’m optimistic the Board of Education will make appropriate adjustments,” Mr. Biskakis said.

## Yale Agrees to Assist in Pfizer’s Vaccine Trials

By Linda Phan ’22

As the country continues in its struggle against the coronavirus, Connecticut authorities have been racing to manufacture vaccines to cope with the disease to be approved by the United States Food and Drug Administration (FDA). Only as of the past few months, testing sites have opened around the country, and while many of them enter the clinical testing process, others continue to use a more remote method.

On August 17, the Yale School of Medicine was among these offices to hold a vaccine trial for Pfizer. Yale Medicine Hospital joined phase three of the vaccine trials for Pfizer’s COVID-19 vaccine.

ETFvaccine is an mRNA vaccine developed by pharmaceutical company Pfizer with mRNA technology from its subsidiary BioNTech SE. Seeking approval for public distribution and use in the United States, Pfizer began signing up for the study on the Yale Center for Clinical Investigation website, volunteers begin their participation by receiving an injection and getting their blood drawn.

### Coronavirus Concerns

Citizens protest in front of Town Hall on August 15. "The Rally Against Hate—Civil Rights in "Rally Against Hate" was organized by the Civil Rights in "Rally Against Hate" coalition and the defunding of the police system, Dr. Colhoun said. "But it’s the start."

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Earlier this year, I was searching for a new piano, and I found a prime candidate among the So- nova Xs. It’s in light of its upcoming 250th birthday. Of course, I eagerly agreed, perusing the majority of my time into the music. For me, music is my definition of self-care—bubble baths just don’t do it justice. It has served me in various aspects: helping me express my emotions, music has been a balm. Indeed, this plane of analysis is where I felt my winds. So, in light of this monumental year, here are a few letters to this plane that have me through it all.

Dear Yasmine:
When I first heard you play, I thought you were a master pianist. Your fingers danced across the keys, and I could feel the passion in your playing. It was clear that you loved what you were doing, and that enthusiasm was contagious. I was hooked from the moment you started playing, and I knew that I wanted to learn from you. You have a unique way of bringing music to life, and your performances always leave me in awe. Thank you for sharing your talent with the world. I look forward to the day when I can sit down at the piano and play like you do.

Oh my God, have you seen a lot of tears! Thank you for being my mentor. When I first met you, I was a nervous wreck. I was afraid of making mistakes and not being good enough. But you helped me see that perfection is not the goal, and that growth is what truly matters. You taught me to trust myself and my abilities, and for that I am incredibly grateful. Thank you for being a role model and a constant source of inspiration. I can’t wait to see what the future holds for me, and I know that I will always look back on our time together with fondness.

I am so thankful to Choate for assigning me to be in your classroom as your student. I have learned so much from you and I appreciate all that you do. Your care and attention to detail are truly inspiring. You are the best teacher I have ever had, and I am honored to have been able to learn from you. Thank you for everything you do, and I look forward to continuing our journey together.

Caitlin Whitaker ’22

Re: In the past year, every day has been challenging and tiring. But we know all too well that Covid-19 is not the only thing weighing on Choate students’ minds as we return to campus for the first time in seven months. This semester’s evaluation of racial tension has shed a new light on old issues, pushing communities to take a closer look at the institutions they belong to. Choate has not entirely escaped this trend, with students voicing their concerns over both its own history of intolerance and discrimination.

Across multiple social media platforms, the Choate community has spoken out before, never before sharing experiences that have gone unspoken for years. These personal stories have reached a wide audi- ence, with students, alumni, and faculty alike calling for the administra- tion for acknowledgment and action.

As students, we are not only those stories that have been told, but also the community’s growing desire for the administration to bring about meaningful change and take accountability for past decisions, such as in reaction to racist incidents perpet- rated by both faculty and students. Though the creation of the Choate Equity, and Inclusion (DEI) Task Force and the Choate Fund for Justice, among other measures, are certainly steps in the right direction, there is no doubt that Choate still has a long way to go before the campus environment matches the values of its mission.

This isn’t to say that The Choate News as an organization has done enough to provide a platform for marginalized voices in our community. Specifically, Black students, Black voices, and Black experiences have been featured as they should be in this newspaper.

It’s time we begin to remedy that.

In this inaugural issue, themed articles across every section seek to highlight how this summer’s events have changed the landscape of social justice movements, and how they are both inspired by and build upon. On the front page, we detail how the administration and the broader Choate community responded to the racial and traumatic incidents that continue for change that began last spring. While this arti- cle is by no means an exhaustive account of students, faculty, alumni, and administrators to address these issues, we will serve as a starting point for further discussion and attempts to truly understand and address these issues.

We recognize that our efforts cannot stop with a single themed issue. This summer has been an eye-opening experience and a source of knowledge that even if the national conversation surrounding these issues subsides, we must continue to support our Black peers. The Choate News is committed to sharing the voices and experiences of students and faculty alike, and ensuring that all students feel supported. We know that this is not a one-time effort, and that we will need to work together to create a safer and more inclusive environment for all.

To All the Pianos I’ve Played Before

By Charlotte Weinstein ’22

Music has been a part of my life since I was a child. My parents have always encouraged me to take piano lessons, and I have been playing ever since. I have been blessed to have had amazing teachers throughout my musical journey, each of whom have contributed to my love and passion for the piano.

I’ve had the privilege of playing in various venues, from small recitals to large concerts. Each performance has taught me something new about my craft and about the world around me. From the thrill of performing for a packed audience to the calmness of playing for just a few close friends, each experience has been unique and special.

I’ve been fortunate enough to have a wonderful network of friends and family who have supported me throughout my musical endeavors. I am grateful for their love and encouragement, and I am excited to continue playing and growing as a musician.

As a pianist, I have learned that music has the power to connect people from all walks of life. Whether it’s through classical music or popular songs, music has the ability to bridge gaps and bring people together.

I am excited to continue playing and learning, and I am grateful for the opportunity to share my music with others. Thank you to all who have supported me on this journey. I look forward to what the future holds for me as a musician.

Charlotte Weinstein ’22

To TRY to BEAD grand piano,
You are literally the love of my life. I’m not jok- ing. Hearing your notes from your keyboard could send me to the moon. Of course, I will always welcome you to write a letter to the editors or send us feedback via email at thechoatenews@choate.edu.
**Uyghur Muslim Concentration Camps: Another Example of Trump's Negligence**

*By Hannah Wellington*  
22 Opinions Writer

In the Chinese province of Xinjiang, the Communist regime is holding Uyghurs in concentration camps, as part of the Chinese government's effort to suppress the Uyghur Muslim minority. The camps are characterized by severe human rights abuses, with reports of forced sterilizations, torture, and disappearances. The Chinese government has denied the existence of such camps and has accused Western governments of spreading disinformation. Yet, the evidence of the camps' existence is overwhelming, and their impact on the Uyghur community is devastating.

President Donald Trump has been criticized for his inaction on human rights issues, particularly concerning the Chinese government's treatment of the Uyghur people. Despite concerns raised by human rights organizations and the United Nations, Trump has chosen to overlook these issues.

The United Nations estimates that there are more than 1 million Uyghurs held in these camps, where they are subjected to forced labor, torture, and political indoctrination. The Chinese government claims that these camps are necessary for the country's stability and security. However, independent reports and testimonies from former detainees and their families paint a different picture, one of oppression and suffering.

Critics argue that Trump's neglect of human rights abuses in China is a continuation of his administration's policy of prioritizing economic interests over human rights. They contend that Trump's silence on the issue is a failure of leadership, as it undermines the United States' reputation as a defender of democratic values and human rights.

As the world marks the 75th anniversary of the United Nations, it is crucial to hold governments accountable for their actions and to stand up for the rights of all people, regardless of their nationality or religion. The United Nations must continue to investigate and report on human rights abuses, and the world must demand action from the Chinese government to end the abuses and close the camps.

**ASTI, WILL THE U.N. FINALLY GROW UP?**

*By Anika Midha*  
22 Opinions Writer

The United Nations celebrates its 75th anniversary this month. The organization was founded in the wake of World War II with the goal of preventing future conflicts and promoting international cooperation. However, in recent years, the UN has been criticized for its failure to address pressing global issues, including climate change, poverty, and human rights abuses.

The UN is a global institution that brings together governments from around the world to discuss and address international challenges. However, the organization is often criticized for its lack of action and failure to implement decisions made within its structures.

To improve the UN's effectiveness, it must address several critical issues. First, the UN needs to better utilize its resources and ensure that its decisions are reflected in concrete actions. Second, the UN must prioritize the protection of human rights and ensure that its member states respect and enforce international human rights law.

In conclusion, while the UN is a valuable institution, it must take significant steps to improve its effectiveness and ensure that it is better equipped to address the pressing issues of our time. This includes better resource allocation, strengthening the implementation of decisions, and prioritizing the protection of human rights.
In recent months, we have increasingly read in our social-media feeds of the often traumatic experiences on campus, such as the assault of a student (BYOPC) and LGBTQIA+ students from the horror of an interview (BlackOut at Choate). Social media has become a place of refuge for students. It has taken on a new function as a support system, where students can find solace in one another's experiences. 

"The guide was written to emphasize the need for equality from the reading. "As some-"Individuals who have a background in Black studies, I think this histor-"ical fiction brings to life the marginalized sector." To guide students through process, Dr. Myers, along with young alumni and English teachers Mr. Alex Ashford, Mr. Elle Levine, Mr. Vic Pethier, and Ms. Megan Stearn, created and curated an ad-"ditional resource for The Nickel Boys.

"I hope that we can all come together and make people's perspectives and"lives as a whole [and] make them more welcomed. They are especially privileged."

"Life literature is a powerful tool to raise the voice of minori-"tized populations and ac-"knowledge the ongoing problems in society today. Choosing The"Nicholas as the summer reading challenges the students not only to further their analyt-"ical skills and appreciate contemporary" and other discussions.

"The guide helps me understand"the author's thought's and causes. After finishing the book and reading through"the text, I achieved a new un-"derstanding of systemic racism,"When Chaplines '22 commented. When asked what he thought from the novel, James Nyeongyu '23 said, "The book re-"veals our society today. Even though it was set in the past, issues like racism and xenism tactically change or "How much more than we think they do. I think that it will helpfully change people's perspectives,"he added. "I think those are important issues that we have to do more than just social"activism is highlighting the experi-"ences of all of the communities."
This year, students seeking guidance from veteran artists can find it through the new Arts Family Tree, a program and website that connects students from different disciplines and supports the arts. The program aims to provide a self-support system for artists, where upperclassmen can provide knowledge to arts freshmen, ranging from advice about arts courses to opportunities in their specific concentrations. Carlier explained, "The idea was that students in the same discipline but different grade and experience level will allow students to get mentorship in whatever their journey as an artist may be.”

The program was born from Carlier’s vision that new students would not be able to perceive the arts in full because they knew no one. According to Carlier, the program embraces interconnectivity and collaboration and hopes members of the Family Tree will "frequently collaborate across disciplines." It is structured in such a way, that "frequent collaboration across disciplines will cement their love and passion for music, art, and dance and hope that they continue to create art together and become one. arts as a powerful reminder of the universal languages that connect us, transcending time, distance, and language barriers. Carlier’s goal is for Carlier and the Arts Family Tree to be a mentor to anyone who is still interested in being involved in the arts. Family Tree to join through a form the student participates. Rebecca Alston ‘22 may be reached at rebalston22@choate.edu. FRESHMAN GUIDANCE

The Ensemble has provided a means of unity in a temporary distance, Mahal said. "Virtual auditions were a great way to make friends and expand our family." The Ensemble has a focus on social justice as part of "The Key to Change" performance. In adapting to this unprecedented situation, Ms. Kate Dush, English teacher and director of this group, has come up with a plan for fall tryouts. Each group is allowed to submit auditions, with the group with the most promising auditions being invited back for a call-back. “I’m not one of those who believes in a one-shot auditions,” Dush said. "I want to see what they have, and I want to know how they will respond to something that is also a challenge." The Ensemble was able to hold auditions through recordings. However, students were unable to schedule a meeting with the conductor, so they were given the option to submit recordings of their best attempt. Choele van Dukkun ‘23, who is in her final year before middle school, is a frequent participant in Choate Creates. "It gives me a chance to be creative," van Dukkun said. "I’ve never seen before that you do art because, with classes and everything, it’s kind of hard to find that kind of time to practice." If "there’s a good prompt, then I go to draw it" van Dukkun continued. "Sometimes it doesn’t work out, but you get excited and it’s fun."

A dance and video instructor, Alston admitted that she is not very familiar with the arts, but she is happy to connect students to art and culture in the arts as a perfect mentor to one another and feels that continuing creating art, even when we were stuck at home.”

The fall full held auditions through video, called "Auditioning: The Ensemble assembly brought students together and become one. The arts as a powerful reminder of the universal languages that connect us, transcending time, distance, and language barriers. Carlier’s goal is for Carlier and the Arts Family Tree to be a mentor to anyone who is still interested in being involved in the arts. Family Tree to join through a form the student participates. Rebecca Alston ‘22 may be reached at rebalston22@choate.edu. FRESHMAN GUIDANCE

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This summer, inspired by nationwide protests against police violence and systemic inequity, Choate students turned to social media to share their accounts of racism at Choate. An often overlooked aspect of these stories is the role that race and inclusion play in sports on campus.

Mr. Charlie Fuentes, one of the 11 faculty members that make up the School’s Diversity, Equity, and Inclusion (DEI) Task Force formed earlier this year, is also a Boys’ Varsity Soccer coach. When asked how racism affects the athletic world, Mr. Fuentes said, “Racism and anti-blackness do not differentiate between everyday life and a game field. Often, many of the same issues that persist throughout society can be seen inside of sports. Like the other day, Neymar, one of the most popular and influential soccer figures in the game right now, was called a ‘nigger’ term by an opposing player during a match.”

This incident is hardly the first of its kind. So, if racism can be seen inside of sports, how should the Athletic Department at Choate continue to innovate and create an inclusive environment?

One of the ways Choate does this is by appointing a diverse coaching staff. Frequently, students’ greatest role models at school are coaches with whom they have cultivated a mentor-mentee relationship. In an effort for an athlete to truly feel supported by their coach, they often need to see a part of their identity in the coach. “Representation is one way in which an individual can see themselves reflected in society,” said Mr. Filip de Zeeuw, Director of Equity and Inclusion and a Boys’ and Girls’ Varsity Volleyball coach. “At Choate Rosemary Hall, a coach is a position of power. If there isn’t equitable representation amongst a collective coaching staff, it can create a tension in the institution sends to its community that they do not believe the collective group of people in power should be diverse. Thus, a consequence of that message is that the institution does not valorize an individual seeing themself reflected in society.”

While appointing a diverse coaching staff does serve as an important foundation for representation, it does not necessarily mean that the team will create an accepting and inclusive environment. According to the National Association of Secondary School Principals, 91% of DEI Task Forces, “It is imperative that we take action to build a culture of inclusion and not just pay lip service.”

One of the most significant parts of sports culture at Choate is the sense of togetherness and family inspired by the team setting. Students at Choate come from an array of backgrounds and places, but there is one place where all students are part of. “The locker room, or team culture, is a hard work and head over shared love of the game. Players are open communities for all who want to put the work in.”

Sports often reflect, on a small or scale, issues of injustice that are present in society and have the ability to act as a unifying force for people from various backgrounds. Sports at Choate are an essential part of creating an inclusive and equitable community.

Racism Flash may be reached at rflash2022@choate.edu

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Training Together from Afar with CoachMePlus

By Sam Anastasio ’23

After the Founders League July 15 announcement canceling all fall interscholastic play for the 2020-21 season, along with the School’s August 20 decision to delay the resumption of school until October, prospects for the upcoming fall season were grim. Were games even going to be played?

Choate’s Athletic Department is now working hard to adapt to remote athletics. In lieu of physical practices, Choate sports have gone virtual, incorporating Zoom practices and the use of the app CoachMePlus.

“The CoachMePlus app has been around for a number of years, serving the needs of over 300 professional and Division I programs,” said Head Athletic Trainer Mr. Brian Holloway.

Mr. Holloway, along with Boys’ Varsity Lacrosse Coach Mr. Ethan McDonnell, has been looking at potential use cases of the software since 2015, when the two were working on a player developmental model before the lacrosse season. The sudden necessity for remote practices during the COVID-19 pandemic has led to the widespread use of the app.

Highlighted features in CoachMePlus include training plans that are designed for athletes or with access to weights, and macro and micro-environment. Additional features of practicing remotely is that athletes can participate in workouts at any point in time, from any location.

When players open the app, a detailed outline of their workout plan with specific instructions from their coaches appears. Athletes can then check off when they have completed their exercises and will get credit for that task.

“Lacrosse has also enhanced their ability to practice remotely, when there isn’t a season. In the summer, the coaches can practice over Zoom,” Mr. Holloway said.

Boys’ Varsity Soccer hosts practice over Zoom

By Renee Jiang ’22

For the past few weeks, Girls’ Varsity Volleyball has been converging Zoom for group workouts and meetings to imitate the start of a normal season. “It’s definitely been a challenge to maintain high energy while starting at your teammates through a computer screen across the country,” said co-captain Ellen Zheng ’21. To keep things fun, the group has been doing fun group workouts, playing games, and doing activities together. “It’s been wonderful to not only be able to meet in person, but also be able to meet when it’s convenient for our schedule and sport teams will finally have an opportunity to bond both on and off the field. "It is in the Athletics Department. An often-overlooked aspect of the DEI Task Force, “It is imperative that we take action to build a culture of inclusion and not just pay lip service.”

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