

Link Crew: Easing the 9th Grade Experience

by Eydan Lavi '24 and
and Dana Pletter '24

On August 28th, Link Crew hosted their much anticipated 9th grade orientation, marking the start of an exciting journey for the incoming Class of 2027. Link Crew is an organization dedicated to easing the daunting transition from middle school to high school. The Link Crew leaders are a group of 70 juniors and seniors tasked with this responsibility.

The week prior, they spent several days training for this event. Training activities were designed to prepare Link Leaders for not only Freshman Orientation but also for the school year ahead.

Link Leader Ava Holden '24 said, "The training activities and events equipped me with the tools necessary to ensure an effortless transition for her 9th graders."

These days of preparation were an effective way to get Link Leaders ready for their job in the upcoming school year.

Orientation day was filled with energizing activities designed to alleviate the fears that accompany the transition to high school. Before

splitting off into smaller cohorts, the class of 2027 participated in engaging icebreaker activities led by Link Crew coordinator Tasia Kimball.

Zoe Katz '27 enjoyed getting to "waddaly atcha" as both an "incredibly engaging and fun activity." The

Crew's overarching goal of easing freshmen's transition to high school. Creating smaller communities and relationships, especially between different grades, within the larger Amity community is an effective way to make high school less intimidating to the incoming freshmen.

of their high school experience. Activities such as "Name Tag" and "64 Squares" prepared them to juggle their schoolwork and other activities outside of school simultaneously.

Following this, 9th graders were given Amity-specific tips in an activity called "What Every 9th Grader Should Know," helping to clear up the confusion regarding the letter day schedule and lunch wave system.

Shai Hurwitz '27 appreciated and found the information helpful, making him feel "unfazed by the transition."

Discussing ways to handle stress regarding school, friends, and sports with peers who have gone through similar experiences is a great way to alleviate anxiety about starting high school.

To cap the day off, Link Leaders chose themes for 9th graders to participate in during their Amity tours. Along with their themes, the leaders brought candy to make the start of high school extra sweet.

Link Leaders and freshmen alike believe the activities were worthwhile and provided an auspicious start to the school year while also allowing the students to form a strong connection with one another.



Photo contributed by Andie Napolitano '24

Freshmen and Link Leaders at Orientation

morning was filled with many opportunities to meet new peers and talk to upperclassmen, which is important to achieving Link

After meeting everyone, the 9th graders were led out of the gym by their Link Crew leaders to learn strategies and tips to make the most

Tech Department Introduces Schoology and E-Hallpass

by Sabrina Osowiecki '25

As a school year changes, so does the implementation of new programs, opportunities, and technologies. Starting this year, Amity is shifting away from Google Classroom and Swipe, adopting Schoology and E-Hallpass instead.

Originally developed in 2007, Schoology is a program utilized as a learning management system, and its functions are similar to those of Google Classroom. Teachers use this program to post updates and material, while students use it to submit work and check their grades.

Additionally, E-

Hallpass, a program released in 2013, is considered to be a comprehensive and effective way to manage students' appointments and hall passes. In theory, these changes sound like a major upgrade, but do administrators, students, and teachers agree?

When asked why Amity decided to switch from Google Classroom to Schoology, Associate Principal Miguel Pickering said, "A large part of the rationale for the change was the fact that Schoology directly communicates with PowerSchool, which is the district's student management system."

Regarding the new Swipe replacement, Pickering continued, "E-

Hallpass can be helpful for the supervision and accountability of students in all locations of the building throughout the day. It allows for the opportunity for all staff members to be able to supervise our hallways in real-time."

On both programs, he said, "The implementation of both of these new technologies is going well because anything new is going to have issues, but because our staff and students are smart and patient the implementation is going as well as can be expected."

The administration seems hopeful for the success of these programs.

Many students have

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Pep Rally Offers Enthusiastic Start to the School Year

by Aachal Gupta '25

On the second day of the 2023-2024 school year, students and staff gathered for a memorable pep rally. Bursting with school spirit, it featured a thrilling relay race and an intense tug-of-war competition. The pep rally, which was held on the football field, set the tone for an exciting year ahead. Students and teachers alike crowded the stands. The

intensity was apparent and the atmosphere was electric. Student body president and vice president, Annie Yun '24 and Eydan Lavi '24, kicked it off by announcing the pep rally events and new mascot, the Amity Spartan.

The student tug-of-war game was the first event. Teams of students from various grades competed in this traditional test of tenacity and willpower. In this

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Photo contributed by Andie Napolitano '24

Seniors vs. Sophomores in the Tug-of-War Finals

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Lunch and Breakfast Policies Updated after COVID Pandemic

by Sarah Shaikh ‘25

Since the COVID-19 pandemic, Amity has been giving students free lunches and breakfasts. Before COVID, free or reduced price breakfasts and lunches were exclusively provided to kids in need.

Now, in the 2023-2024 school year, the district has reverted to the pre-COVID lunch policy of only providing free lunches to certain eligible students, while maintaining one daily free breakfast for all students. Applications for free or reduced lunch are available on the Amity website as well as in the main office.

Many students have utilized the free lunch and breakfast policy since its implementation in 2020; however, the fact that the meals are now either free or not, depending on eligibility, is one of the new variances in the policy. Even though this modification may not

be significant, it nevertheless differs from the previous policy.

Despite this small adjustment, students still rush to their study halls to obtain breakfast and lunch during the lunch waves.

Sadie Chadbourne ‘25 said, “I find free breakfast helpful to students

breakfasts and lunches without any complaints, others have suggestions to improve the cafeteria’s meal selection and the available alternatives.

Tanisha Chaturvedi ‘25 said, “I feel like the options could be a little healthier for those who had food allergies or limited options.”

Many students agree with her recommendation, especially those with dietary restrictions or food allergies, because they may not always have the healthiest option for school meals.

While complimentary breakfast has benefitted many students, quality and nutritional value should be taken into consideration as a potential area for improvement.

Overall, the school’s new meal policy still provides students with free breakfasts, while returning to the pre-COVID procedure of reserving free lunches for eligible students.

who either don’t have time to eat breakfast in the morning or don’t eat breakfast until later in the day.”

Having meals easily accessible is a substantial benefit to students.

While some students appreciate the free



Photo contributed by Emily Russo ‘24

Students browsing lunch options

Pep Rally Offers Enthusiastic Start

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competitive tug-of-war event, class presidents from all four grades selected students to represent their grades.

First, the sophomores competed against the freshmen, with the sophomores coming out on top. The rope strained as each kid contributed to this team activity and competed for the win, keeping the student section on the edge of their seats.

The juniors lost the following game against the seniors, who went on to the next round.

Finally, the seniors and sophomores engaged in combat, with the seniors emerging as the winners. The senior section of the field cheered and applauded them as they won.

Will Napolitano ‘24 said, “Participating in the tug-of-war was a fun experience and I’m glad the seniors got the win to start off our last year at Amity.”

The relay race, though, was unquestionably the rally’s highlight. Teams representing all four grade levels were created, and the competition was intense. The relay event demonstrated our students’ commitment to helping one another as well as highlighting their athletic abilities.

Each grade had to navigate a different set of obstacles as they made their way around the track. These difficulties needed not just incredible coordination but also speed and agility. Each team ran and laughed their way to the finish line as the crowd’s cheers reverberated.

In the end, the seniors were the winning team for the second time, a great way to secure the senior overall victory. The race served as a display of the fact that this was not just individuals but a tight-knit school community.

With its tug-of-war and relay races, the pep rally

showed a representation of the enthusiasm and unity of Amity. It served as a reminder that, rather than being a group of isolated individuals, this is a community that, when united, can accomplish great things.

Teesha Godwat ‘27 said, “The pep rally was a great way to start the year off on a good note. It brought all the Amity students together and introduced freshmen to the spirit of the school.”

She thought it was an amazing event as a freshman and she looks forward to future pep rallies.

Let this pep rally serve as a reminder that our unity gives us power as we begin this new school year. Let it motivate us to help one another, work together, and pursue excellence in all that we do.

There is no question that this school year will be one full of successes, friendship, and a sense of belonging.

Tech Dept. Introduces Schoology and E-Hallpass

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been learning Schoology since last year and are also getting to know E-Hallpass. In terms of Schoology, Mila Mejnartowicz ‘26 said, “Once we all get used to [it], I think we will like Schoology as much as Google Classroom, other

Just like students, teachers are learning these new programs as they go.

Conversely, Cathy Piscitelli, a Science Research teacher, said, “It’s actually much easier to use than I initially thought.” That being said, she also remarked, “I’m



than the inconvenience of not being able to un-submit assignments [which] I feel... was a valuable feature.”

Gabriela Restrepo ‘25, on the other hand, said, “I share the same frustrations as many other students who preferred the familiarity of Google Classroom, which we’ve used since middle school. In my opinion, the implementation of Schoology has not been the smoothest [and] I think it’s extremely difficult for us all to transition to something new.”

Overall, many students have mixed feelings about Schoology. This has caused quite a few issues, despite its potential benefits.

About E-Hallpass, Mejnartowicz remarked, “E-Hallpass is harder for students and teachers and takes more time for everyone.” Sharing a similar sentiment, Restrepo asked, “Why can’t we just return to normal written passes or simply raising our hands to use the restroom?”

As useful as E-Hallpass seems in theory, it might take time for it to catch on in practice.

Teachers also have to adjust to this new technology. In regard to Schoology, English teacher Jen Pascale said, “I understand the need for a system for managing assignments and grades, but this one is not as intuitive as Google Classroom was. It’s a bit frustrating, to be honest.”

still getting used to how to view assignments and grade them.”

While Schoology is much like Google Classroom, it seems to be missing certain features.

On the topic of E-Hallpass, Pascale reflected, “It can be a bit more time-consuming, but it has definite positives. It does interrupt class, which is a bit of a problem, but if a [teacher] had a second device they wouldn’t need to mute or freeze the screen to manage the passes.”

Managing both class and E-Hallpass simultaneously can be problematic for teachers. Piscitelli shared a similar opinion, saying, “I like that the students have the ability to generate their own passes, but it is hard to get into the habit of going into the system to end them.”

With regard to the implementation of the new programs, Pascale said, “[Transitioning to Schoology is] rough, but we’re learning. I think [E-Hallpass is] more effective than Swipe to be sure.”

In general, teachers and students seem to agree: while these new programs could prove to be helpful, they can be quite cumbersome at first.

In time, the school as a whole will hopefully be able to learn and grow while determining the best ways to apply Schoology and E-Hallpass in our everyday routines to their fullest potential.

Amity Welcomes New Faculty and Staff!

Claire Collins - School Psychologist

Xuelian Yan - Chinese Language

Gunnar Poulimas - Physical Education/Health

Emily Connelly - Social Studies

Natalia Panesco - Spanish Language

Mark Alexander - Special Education

Elias Kabecne - Mathematics

Adam Donroe - Social Worker

Nicole Yancey - English

Editorial

E-Hallpass: Students’ Friend or Foe?

by Andie Napolitano ‘24

As students entered school this year, we were greeted with yet another change to the status quo - the e-hallpass system, a self-proclaimed “innovative, totally digital, mobile-enabled, cloud-based solution for hall pass management.” As is the case with most new technological developments, some students welcome this change while others despise it.

In the first couple of weeks of school, a main concern among students, especially upperclassmen who have gotten used to the relatively laissez-faire hall pass systems used in the aftermath of Covid, is the loss of freedom that the e-hallpass presents.

Because seniors have spent the past three years looking forward to gaining new freedoms in senior year, many view the e-hallpass as a slap in the face. It definitely causes many inconveniences, especially when a quick bathroom trip turns into a ten minute debacle because the e-hallpass isn’t loading, or the teacher can’t figure out how to approve it, or you already have another e-hallpass that has been going for three hours because a different teacher forgot to end it.

Over the past couple of weeks I have heard multiple students and teachers say something that a year ago no one could have ever fathomed: “I miss Swipe.”

As much as everyone hated Swipe, its ease of use (sometimes) was definitely something many of us took for granted, especially during study hall, which now often consists

of a disorderly mob of students in the front of the cafeteria for 10 minutes waiting to check in, and then waiting 10 minutes in another line to get their e-hall pass approved.

However, the e-hall pass system presents many benefits that Swipe did not offer. First of all, it is more environmentally friendly than the previous paper hall passes (which people definitely used). It is also (theoretically) easier for teachers to use; instead of writing out paper hall passes they can just press ‘approve’ on a computer screen.

But the main value of the e-hall pass system is that it helps promote a more secure and safe school environment. It helps the school ensure that every student is safe in the location they are supposed to be in and that students are actually attending their classes rather than taking a 53-minute-long bathroom break.

While e-hallpass presents some difficulties to students and teachers, I feel that the benefits of this new system outweigh a few minor inconveniences throughout the day. Even in just two weeks I have noticed the amount of issues with e-hallpass decrease drastically. Hopefully this pattern will continue, and use of e-hallpasses will become seamless, just like Swipe used to be.



Welcome Back Amity!

Growing Pains

by Ellen Ko ‘24

I grew up watching High School Musical 3 every single day. Every. Single. Day. Without fail I would come home from preschool and immediately put the dvd into the TV and watch the entire thing. I never cared for the first or second movie. It was always High School Musical 3. I always thought high school and my senior year would be just like that: full of impromptu musical numbers and social hierarchies that could never mix.

Spoiler alert: high school has been nothing like High School Musical. There haven’t been impromptu musical numbers nor the social hierarchies that never mixed. Although, the latter I’m increasingly thankful for.

When I first moved to Orange, it was the summer before seventh grade and I remember the night before the first day of school I was terrified. I thought that making friends would be nearly impossible and I missed the friendships I had cultivated in North Haven. Yet, I walked into AMSO and in my first period Spanish class conversations came easier than I thought they would. By the end of seventh grade, I had formed a solid group of friends.

Come freshman year, again I was terrified the night before the first day of school. Sure, making friends in middle school was a piece of cake but this time I was entering high school in the middle of a pandemic. How would I talk to anyone if I’m remote for half of the week?

Yet, I walked into the high school and in

my first period English class, conversations came easier than I thought they would. By the end of freshman year, my small group of friends had gotten a little bigger.

However, as high school went on, my circle changed. It would get smaller, then bigger, then smaller again. As I drifted from the friends I made in seventh grade, I became closer with the ones I made in freshman year. Still, I saw the friends I shared secrets with in middle school be reduced to hallway smiles and getting updates from their Instagram feeds. It wasn’t until this year I finally realized that I’m not the same person I was when we first met and neither are they.

With me, I carried pieces of our relationship but ultimately, growing (up) apart helped us all become the people we are today. This realization has helped me heal my past relationships and make amends. As of now, I’ve only been a senior for about a week, yet I feel incredibly hopeful for the future. I want to reconnect with the people I drifted away from and see how much we’ve grown apart.

Growing up is such a beautiful thing. I look back on my freshman year and all the hopes and plans I had for the future. While some of them didn’t come to fruition, I wouldn’t change a single thing. I love the person I am now and I’m hopeful for the person I will become.

Growing up means being able to navigate the turbulence and coming out the other side a little stronger. And for that, I am so grateful for all of its beauty.

The Amity Trident

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Stop by our table on Club Day
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Affirmative Action in College Admissions: Balancing Equity and Opportunity

by Liam Roselle '26

in a landmark decision in the case of Students for Fair Admissions v. Harvard, ruling that the consideration of race in college admissions is unconstitutional.

This landmark decision, though legally binding, has ignited a contentious debate regarding its perceived fairness and the potential adverse consequences it may impose on minority communities.

While the decision upholds the principle of equal treatment under the law, it is argued by many that it is unjust due to its disproportionate impact on minorities, who are already underrepresented on college campuses. Black students constituted 50 percent of 2015–2016 high school graduates in Mississippi but only 12.9 percent of University of Mississippi undergraduates.

Declaring affirmative action only widens that gap. However, keeping affirmative action promotes diversity for both races.

Diversity on college campuses plays a pivotal role in enriching the educational journey for students from diverse backgrounds. Research conducted by the Century Foundation highlights the multifaceted benefits of racial integration in classrooms. It not only helps reduce racial bias among students but also enhances satisfaction levels, boosts intellectual self-confidence, and fosters leadership skills. The omission of race in college admissions could potentially lead to a de-

On June 29, 2023, the Supreme Court ruled

cline in educational quality.

Affirmative action has also played a significant role in providing opportunities for historically excluded groups to attend college. Students of color have faced systemic barriers within the American education system, including exclusion, segregation, underfunding, limited resources, and lower familial wealth.

These factors have contributed to disparities in educational outcomes and hindered ac-

nontraditional factors that may contribute to a student’s potential for success. These factors are often overlooked in traditional admissions criteria.

It is important to note that wealthier, predominantly white students tend to benefit from practices such as legacy preference, where having a parent who attended the college can provide an advantage in the admissions process. This further exacerbates the disparities faced by students of color.

Affirmative action is crucial to not only keep the little representation that minorities hold in universities. Critics argue that affirmative action is reverse discrimination, but it is important to recognize that the goal of affirmative action is not to discriminate against any group, but rather to level the playing field for historically marginalized communities.

It seeks to address the structural barriers that have hindered equal access to education and opportunities.

The Supreme Court’s ruling on race-based admissions is unjust and fails to recognize the

importance of diversity in higher education. Affirmative action is a crucial policy that promotes equal opportunity, addresses historical inequalities, and fosters a more inclusive learning environment.

It is imperative that we continue to advocate for policies that ensure fairness and equity in college admissions for all students, regardless of their background or race.



cess to top-tier public and private colleges for people of color. Traditional indicators of success used in college admissions often disadvantage students of color, making it more challenging for them to gain admission to prestigious institutions.

Affirmative action and race-conscious admissions practices aim to address these inequities by encouraging colleges to consider



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“Students of STEM” Addresses Tutoring Needs

by Soumya Wijesekera ‘25

As we all know, navigating school can be challenging for many students. The workload, coupled with the pressure to complete all assignments, can often seem overwhelming. However, Aarav Patel ‘24 and his peers have come together to help those in need. Founded by Patel in 2021, Students of STEM is a non-profit organization with over 50 volunteers. Students of STEM teach kindergarten students through seniors in high school about helpful STEM topics such as math, Python, and Scratch. Patel began his tutoring journey by helping out his friends, family, and other locals around him. He realized his passion for tutoring and wanted to share his abilities and help others in need.

Patel partnered with some of his past fellow Amity classmates, such as Charles Chen ‘23, Jennifer Lu ‘23, Edgar Babajanyan ‘23, and Trevor Lavallee ‘23. With their assistance in 2021, Patel established Students of STEM and began to reach a larger audience. Originally, the organization primarily focused on helping the BOW community. By starting locally, Students of STEM was able to gain feedback from customers and create the groundwork of the company before expanding nationally.

Today, Students of STEM are broken into 2 forms of tutoring: online and in-person. Once a customer visits the Students of STEM website and fills out a form with the subjects they desire help in, the website matches the customer with a volunteer specific to their tutoring needs.

“Many people are hesitant to ask certain questions in large scale formats,” explained Patel. “Because of the more intimate setting of the one-on-one classes our program provides, they are much more free to ask questions.”

Through the online program, Patel and his fellow volunteers are able to reach kids from multiple states, such as California, Texas, and Florida. “I’ve seen first hand how our in-person sessions left an indelible mark on young minds by delivering engaging in-person STEM demonstrations and activities,” said Matt Muravnik ‘25. “Through our programs, we’ve ignited a passion for STEM in our kids by offering them an exciting avenue to explore the world of science, technology, engineering, and math beyond the confines of their school.”

In addition, Students of STEM offers in-person tutoring. The organization frequently works with the town of Orange for ongoing coding classes, the Ansonia Boys and Girls Club for STEM awareness workshops, and the Girls Scouts Chapter in Orange for Java script workshops. In addition, Students of STEM partnered with the Eddie Project, an organization in California that aims to tutor students in underserved communities. Students of STEM’s main goal is to make their program as accessible as possible to reach all types of audiences.

This upcoming year, Patel and his partners plan on hosting a STEM workshop with LEAP (Leadership, Education & Athletics in Partnership), a mentoring organization that helps younger children in New Haven, CT. In addition, Students of STEM hold engineering competitions and science demonstrations for communities in the area.

Throughout the development of this organization, Patel is touched by the impact Students of STEM has made on a small and large scale. “I wanted people to see that STEM was more than an intimidating subject in school,” he said. “In reality, STEM is a very creative field that requires you to think critically and come up with new solutions. I really wanted people to see what I saw.”



Photo contributed by Aarav Patel ‘24
Kids learning to code with the help of Students of Stem.

Berke Landscaping: Laying the Groundwork for Continued Success

by Avery Dillon ‘24

Berke Landscaping is a student-founded business at Amity High School. Founder Dylan Berke ‘24 discussed his views on entrepreneurship, his company’s growth, and what helped get the company to where it is now.

The landscaping season runs from March through August, and Berke discussed that this is when his business truly started to grow. He started creating his company in 2019 when he worked smaller jobs and gained clientele, communication, and business skills. Berke did this for three years until the establishment of Berke Landscaping.

He first announced the business in May 2022 with only one technician, Ken Ganun ‘24. By this past season, the company had grown to have five technicians. Berke credits his highest technicians Ganun and Charlie Hogan ‘24 as the main reason for the success of Berke Landscaping.

When asked how his company had developed so much in a relatively short amount of time, Berke expressed

that his main advertising tools are merchandise, flyers, word of mouth, Instagram, and Facebook.

“Having a professional reputation and good work ethic has helped us tremendously,” Berke explained, adding that “a huge investment that helped us become more popular locally was our merchandise.”

When looking back on the creation, development, and growth of Berke Landscaping, the senior shared only one thing he would have done differently.

“I would have not worried about trying to make a lot of money quickly. I have learned the importance of connections and how they are worth more than money,” he said.

“Having good connections with clientele and the people who work for me has led me to grow to where I am today in business,” Berke added.

In the future, Berke intends to continue his business. He plans to attend a four-year university, but is considering continuing the company by having Ganun and Hogan run Berke Landscaping on the side as they are in their first few years in the electrical field at trade school.

“Having a professional reputation and a good work ethic has helped us tremendously.”
Dylan Berke



Photo courtesy of Berke Landscaping
A home landscaped by Berke Landscaping.

Labor Day Celebrates Dedication of All American Workers

by Jacqueline Miller ‘27

Monday, September 4th, was a celebration of the unofficial end of summer with Labor Day. Every year, on Labor Day, Americans recognize their hard-working laborers’ immense contribution to the economy and workforce. Typically, people enjoy a day off from school and work to honor these laborers.

One may wonder, “Is this holiday created to honor ALL working people?” The answer to this is yes!

Back in the late 1800s, only a handful of states in the United States recognized Labor Day. However, for the past 130 years, Labor Day has been celebrated nationwide. Why is Labor Day in September?

Peter J. McGuire, an American Labor Leader of the nineteenth century,

decided to make this day the first Monday in September. This way, the holiday would fall between the 4th of July and Thanksgiving.

Locally since 1978, the New Haven Road Race has occurred on Labor Day. The race attracts many local athletes, and the event helps boost New Haven’s economy. The event takes place on Labor Day, reminding runners and fans to celebrate the end of summer in a fun, festive, and healthy way.

Eve Marin ‘27 said, “On Labor Day, my friends and I visited a lake. We enjoyed a nice day off from school with a beautiful lake day.”

Similarly, Evan Pedigo ‘27 said, “I celebrated Labor Day by having a cookout with my family and friends.”

Many citizens of Connecticut also enjoyed outdoor activities with friends and family. Labor Day barbecues are very popular as they mark the end of hotdog

season. As explained by the National Hot Dog and Sausage Council, “From Memorial Day to Labor Day, Americans typically consume 7 billion hotdogs. That’s 818 hotdogs consumed every second.”

Although Labor Day reminds everyone that the summer season is ending, Americans are grateful for the opportunity to celebrate the importance of the holiday.



FUN FACTS ABOUT LABOR DAY

The first Waffle House opened on Labor Day in Avondale Estates, Georgia.

Oregon was the first state to declare Labor Day an official holiday in 1887.

Today, Labor Day is considered the unofficial NFL season kickoff.

Students Demonstrate “Working Hard”

As the new school year gets underway, it is important to reflect upon how we can improve our environment. Our theme for the 2023-2024 school year is “Work Hard, Help Others.” We encourage you to put in your best effort and supporting those in our community. Take a look at our students' responses to these questions regarding this year’s theme: *What did you learn from your summer job or volunteer work?* *Why is unity important as we go into this new school year?*

Gabby Celozzi ‘26: “Over the summer I worked at a church camp for kids. Helping them gives them a person to look up to and it is nice to be a good role model for them. It helps me when I help others because I feel needed and I know that there are so many people that need help that I am capable of giving. It also is rewarding to give back to the community and for me it is always so much fun!

Joey Kopel ‘24: “I worked as a coach over the summer and it taught me to be patient and a better role model. Helping others impacts our lives because the more we help others, the better connections we form and the happier our community can be.”

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Olivia Chomiak ‘24: “I worked at Billy’s Old-Fashioned Ice Cream and Marketplace over the summer. I learned communication skills, how to manage my time, and also how important it is to have a good work ethic. Helping others spreads kindness and improves social interactions.”



Becky Chen ‘25: “Over the summer I volunteered with the Bethany Land Trust. We pulled invasive species from Bethany trails as an attempt to help the environment. Helping others impacts our life because it allows us to be the best version of ourselves. By helping others, we are also indirectly helping ourselves by improving our compassion, understanding, and patience.”

Kylee McLain ‘24: “I worked at JRoos restaurant in North Haven and at Paugussett Pool and Tennis Club this summer. Both of these jobs taught me communication skills, how to work with others, and what the food industry is like. Helping others impacts our lives because it gives us a sense of accomplishment and peace knowing that we helped make someone’s day a little bit better.

Landon Smith ‘25: “I worked over the summer. I learned how to communicate with my boss and how to negotiate a salary. Helping others has an impact on our lives because it gives a sense of morality and makes things accomplished. It is important to help others because if you were in that position, you would want someone to help you.

Alexx Reinwald ‘25: “I helped out younger softball players over the summer and it helped me realize that sometimes people need to be pushed and encouraged to grow in anything. Helping others impacts our lives because we are able to influence others in things they may be passionate about or help them through their life so they can be the best version of themselves.



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Sophia Maniatas ‘25: “Helping others provides ourselves with fulfillment and makes us feel good. It can also teach us perspective and make us realize how lucky we are.

How will you “work hard”

“Hard” and “Helping Others” at Amity

How we can demonstrate perseverance and selflessness to create a positive “Help Others,” which emphasizes the importance of always putting forth positive responses from students when members of the Trident staff asked them about their experiences working over the summer? How does helping others impact our lives? What does a united Amity look like?

Jim ‘25: “Over the summer, I volunteered as a Link Crew leader for the incoming freshmen at Amity. I learned how important communication is, and how rallying around a common goal can bring all of us together.”



Ava Wooldridge ‘24: “Over the summer I worked at Munson’s Chocolates! I gained strong communication skills, and learned that staying organized and being responsible is very important to be successful. Helping others means we can develop better relationships with other people and it makes us happier inside to do something good for someone else.”



Taylor Hawkins ‘25: “Helping others impacts our lives because it creates empathy for one another and makes the world a better place to live in.”

Over the summer, I volunteered with my friend. Helping others makes us feel good and it makes us feel like we can help others. If we help others, then you can help them.

Amara Forstrom ‘25: “I worked over the summer with Amity Little League doing scorekeeping and I also volunteered at a few softball tryouts. Helping others impacts our lives because it’s a win-win situation. The people who need help are getting that help and the people giving them help get the experience with helping others. Personally, I love feeling the satisfaction of helping people, especially with volunteering. I don’t necessarily need the money, I just love working with people I like and doing something I love.”

Scottori ‘24: “Over the summer I worked as a camp counselor at the Woodbridge Rec. Center. I was able to allow younger kids to have fun while being safe and learned how to communicate, and collaborate with others. Helping others impacts our lives in many ways. We may not always realize it, but we help others every day. You never know what someone is going through in their personal life and we always offer help to others especially because we would want others to do the same for us.”



Cathy Lee ‘25: “Over the summer, I worked at a lab and I learned how to work together with a variety of different types of people. I think helping others can positively impact our lives by connecting us to our community and learning to fit into the world that we live in.”

Scarlett Zhai ‘25: “I worked at the Surreybrook Preschool over the summer. One of the biggest things that I learned from working was that patience is really important, and to never be afraid to ask for help. Helping others impacts our lives very positively as it can help us make new friends and connect with our community.”

and “help others” this year?

An Interview with Judy Primavera

The Woman Behind the Jamie Hulley Arts Foundation

by Hannah Guo ‘25

“What would I want with small dreams?” Following Jamie Hulley’s life mantra, the Jamie Hulley Arts Foundation has taken gargantuan steps to establish itself as a force for the betterment of artistic lives. When I talked with her mother, Dr. Judy Primavera in early September, I asked if she ever thought they would become so prominent, and with misty eyes, she started recounting their origin story to me.

A group of Jamie’s supporters met one afternoon after Jamie had passed, and they knew they wanted to do something. They didn’t know what they wanted to do just yet—all they knew was that they wanted to do something to represent the arts, because it was Jamie’s passion.

So for the first several years, it was just friends of theirs performing at small galas, where they hosted auctions as well. With countless hours of diligence and passion, everything got bigger and bigger.

When the Foundation started out, all they wanted to do was have a few legacy awards and establish a couple of scholarships for art in schools, dance studios, and colleges. That’s all they were thinking about.

But Dr. Primavera said that Jamie, wherever she was, said that they were dreaming too small. What started in the Bethany, Orange, and Woodbridge region has blossomed all throughout Connecticut.

“We never thought this would happen,” she said, smiling. Yet, last year was their 20th anniversary. They even exceeded the 1 million dollar mark in funds for schools, and every last dollar they took in went right back out.

The foundation has not only brought good to students in Connecticut, but also to Dr. Primavera herself. I wanted to know her favorite part of running the Foundation, and how Jamie played a role in it. After some thought, Dr. Primavera explained, “Jaime has brought into my life this array of really wonderful, incredible people that I wouldn’t have known any other way.”

This encompasses a wide web of people all over Connecticut. Dr. Primavera has created communities in Orange, Woodbridge, New Haven, Amity Creative Theater, scholarship families, and more.

“They are such amazing, smart, caring people in my life and my family’s life,” she said. “This is a family. We are a family.”

When I was speaking to Dr. Primavera, she carried boundless energy full of gratitude, passion, and vibrancy throughout the entire conversation. She and her team’s endless work for the Foundation shone through in everything she said, as well as her genuine devotion to the importance of the arts.

This, especially, resonated with me deeply. I personally can’t wait to see what the future holds for the Jamie Hulley Arts Foundation.



Seniors Demonstrate Their Creatvity in Second Year of Painted Parking Spots

by Sarah Fortin ‘24

This year, the Class of 2024 Student Government commenced the year by launching a fundraiser for the seniors to paint their parking spots. This fundraiser not only allows the expression of students, but it also supports their class’ student government. They host such fundraisers so that they are able to plan and execute more exciting events and activities such as prom, the senior picnic near the end of the year, and even reunions many years down the road.

Students first submitted their design idea, where the only rules were to keep it appropriate for school, which gave a lot of freedom for creativity to shine. After they were approved for their design, administration sent out days where there would be supervision for everyone to come paint.

Despite one day being rained out, the overall turnout was immense and spirited. They were so excited to show off their creativity and what makes them who they are.



Photo contributed by Sarah Fortin ‘24
Maya Haiday ‘24 helping to paint a parking spot.

“The last year of high school feels like a really momentous time,” Alice Xu ‘24 said, “and painting our spots was a really fun way to start it off.” All the seniors who chose to participate in this activity were given the freedom to choose what they wanted to paint so that it best represented them and their personalities. Students chose the design, words, and colors to showcase their personality and talent in art. For instance, Maya Haiday ‘24 chose to paint a pond in her spot to challenge her artistic ability “by giving the pond a water-rippled illusion to make it seem more realistic.”

The seniors chose a variety of designs, displaying the diversity of the student body.

Savannah Gallagher ‘24 chose to paint a picture of the yellow brick road from The Wizard of Oz since she played Dorothy over the summer, and it was her first lead role. She said she wanted to “carry Dorothy with me [her].”

No two spots are the same, and that just shows the creativity and beauty of the differences this senior class has. The support everyone received was what bridged the gap between the activity being an individual expression of personality and creativity and a whole class event.

Even when it got extremely hot outside, the seniors persevered and continued to finish their designs. Everyone, including administration and parents, were so proud to see how much effort and thought the seniors put into their spots in order to make them their own.

The excitement and enjoyment of these few days, and the smiles they will bring throughout the school year will be memories that will last a lifetime for these seniors and will be just as interesting for them to look back on at the end of the school year to see how much they have grown and changed.



Photo contributed by Maya Haiday ‘24
Maya Haiday ‘24 with her finished her spot.

WRITE FOR THE TRIDENT

Check out our table on Club Day, coming up on September 28!

ACT Hosts Summer Camp

Children Enjoy Acting, Singing, Dancing

by Ethan Enos '26 and
and CJ Brinton '24

Amity Creative Theater hosted its 36th annual summer camp this year, with over 90 campers, the highest numbers since the pandemic. The camp is run by Rob Kennedy and his wife Andrea. Their son, Amity alum Ryan Kennedy, served as music director, and Kelsey Sullivan was the choreographer.

The camp, which ran weekday mornings from July 3rd to the 28th, is designed for kids in second to tenth grade and is a great opportunity for exposure to performing and the world of theater.

Groups were split by ages, and each had four to five counselors, who are current Amity students or recent graduates. Students involved in Amity Creative Theater are an integral part of this program and are often former campers.

Sarah Ginsberg '24, who was a counselor for the oldest group of students, and who works on props for the high school shows throughout the year, discussed the best parts of being a counselor.

"I would definitely say getting to help these students with their transition to high school," she said. "It was great to know that I'll be able to participate in shows and events this year with the same people and get to see them grow."

Campers attended three workshops daily including Acting, Singing and Dancing as well as Group Rehearsal time.

Daisy Kusnitz '24 was a

counselor and shared her experience with these. "The classes were a fun experience for the campers and the counselors to bond," she said. "We did unique activities like writing plays and then we were able to act in them."

In addition to these daily classes, different "fun" activities were also put on by the counselors and directors, such as an ice cream social, themed dress-up days, and the "Camp Olympics."

These campers worked daily for around a month in order to create the culminating performance: the camp show. This is an elaborate endeavor, with full lighting and sound, and a collection of choreographed songs performed for members of the community.

Erica Manandhar '24 attended the camp show and talked about what she saw.

"The show was spectacular! I could see the students having a great time onstage! My favorite number was 'Cruisin for a Bruisin' from Teen Beach Movie," she said.

She also mentioned that this number was performed by both campers and counselors, reiterating the collaborative and community environment that this camp fosters.

This camp is such an important opportunity for Amity youth because it provides them an introduction to the High School, as well as an introduction and education in voice, dance, and acting. It can help children make new friends and find new passions, and maybe encourage them to one day audition for an Amity show.



Photo contributed by CJ Brinton.

Campers and counselors enjoy performing at the ACT Summer Camp.

Jamie Hulley Arts Foundation Presents

"Wonderful Crazy Night"

by Alex Klee '25

Each year, as a part of the Jamie Hulley Arts Foundation's annual "Evening for the Arts" gala, the foundation's supporters are treated to a concert by a talented performer. In an interview with Jamie Hulley's mother, Dr. Judy Primavera, she shared that she chooses the gala's performer by picking an act that can no longer be seen.

This year, the audience enjoyed an Elton John tribute concert by Colte Julian, titled "Wonderful Crazy Night" at Fairfield University's Quick Center for the Arts. Elton John wrapped up his third farewell tour this year, and he does not seem poised to attempt a fourth one. While this show started in Las Vegas, Julian has been touring it around the country.

For this performance, Julian intertwined information about Elton John's life with his music. When it came to the actual music, Julian played the piano and performed the lead vocals, while a pre-recorded

backing track provided the drums, bass, and backup vocals. He stunned the audience with his distinct interpretation of Elton's voice, and with his recreations of some of Elton's iconic looks. In all, there were four outfit changes between the two acts, each one more extravagant than the previous.

In terms of the show, Colte Julian played a total of sixteen Elton John songs.

He started the concert

off with "Philadelphia Freedom," while donning a bright red and orange body suit, with a feather tufted back. This was followed by one of Elton's breakout songs, "Your Song."

In his lead up to starting the piece, Julian regaled the audience with the story of how this song helped make Elton famous in the United States. This pattern of combining a song with a piece of Elton John's life story continued throughout the whole night, giving the performance an intriguing biopic feel.

Julian continued the evening with some of Elton John's most popular songs. Among them were "Tiny Dancer," "Rocket Man," "I'm Still Standing," and "Saturday Night's Alright." His interactive and engaging strange presence had the audience singing along and up on their feet by the end of the night. Overall, Colte Julian's entire show imparted the viewer with a heightened understanding of Elton John as a performer, a composer, a fashion icon, and an activist.

This evening was truly a celebration of the amazing work that the Jamie Hulley Arts



Foundation does, and the performance reflected this energy. The authentic Elton John feel helped the whole audience remember how much joy the arts bring, and the huge role that the Jamie Hulley Arts Foundation plays in delivering this to people in our community.

It truly was a wonderful and crazy night, both for the audience and for the foundation,

Opinion

"Oppenheimer": The Greatest Movie of 2023

by Nicholas Lu '26

2023 has been a year of extremes for the movie industry; a strong contrast of massive successes and flops, heavily politicized discussion surrounding every new release, and massive strikes in Hollywood against the Alliance of Motion Picture and Television Producers. In particular, this year was packed with sequels and franchise editions such as "Guardians of the Galaxy Vol. 3" and "Spider-Man: Across the Spider-Verse," to name a few. Even standalones like "Barbie" built off a long legacy of pop culture iconism.

"Oppenheimer" had neither a franchise nor pop cultural legacy, yet is arguably one of, if not the greatest movie of 2023. Oppenheimer is told from the perspective of Robert J. Oppenheimer played by Cillian Murphy. Oppenheimer is most well known for leading the Manhattan Project which helped end the Second World War. However, while much

of the movie shows the development of the atomic bomb and its ultimate first test, the film spends more time examining the complex personal life of "the father of the atom bomb," his conflicted past, and his struggle to protect his reputation in the years following the project.

The movie is not told in chronological order, with frequent flashbacks and jumps to and from important moments in Oppenheimer's life. Each of these moments has its own story, but one important moment is Oppenheimer's relationship with communism in his early life. This moment, seemingly random at first, would later be brought up over and over again, especially during his legal battle against the controversy stirred up by Levi Strauss played by Robert Downey Jr. Even the character Levi Strauss, referenced early on in the movie, does not seem to play much of a role in the plot at first until much later.

Overall, this reuse and development of certain subplots over the course of the

movie helps make Oppenheimer such a fascinating movie to watch. The movie shows enough of the story to allow the reader to fill in the gaps and figure out the story themselves. While the movie's complex plot and incredible visuals deserve plenty of praise, the incredible acting and cast are what truly turns Oppenheimer from a good story into a great movie.

Even though many scenes have auditory effects to set the mood, the movie also uses silence to help enhance the storytelling. For example, immediately after initial detonation, the movie goes silent to emulate the wonder the observers experienced on seeing the atomic bomb succeed until the shockwave disturbs the silence. In the author's opinion, Oppenheimer is easily a 5-star and is recommended for all movie-goers. Although the movie can be confusing and dense with historical facts and figures, the movie tells a fascinating story and its acting is genuinely of unbelievable quality.

First Games Bring Exciting and Energetic Start to Spartans' Fall Season

Athletes Appreciate Fans' Continued Support

by CJ Brinton '24

date for the fall season was Thursday, September 7th. Many teams had their first game on this day, namely Girls Volleyball as well as Girls and Boys Soccer.

Girls Soccer started their season facing off Cheshire High School, and the game ended in a draw, 0-0. Captain Gabby Rosa '24 said, "I was really proud of my team for working hard and playing hard."

The Girls Volleyball team had a great first game, pulling a decisive win over Laurelton Hall 3-0 and showing great potential for this season.

Cece Cadelina '24 said of the game, "The whole team was super excited and had so much energy! It was also great to see so many people come to support us!"

The Boys Soccer team played West Haven and tied 1-1.

The first football game was on Friday, September 8th, against Brien McMahon High School. The heavy rain and lightning storm that preempted the game did not affect the turnout, however, as fans filled the stadium.

Despite a difficult loss against the McMahon Senators, the Spartans had a great third quarter, picking up two touchdowns. After an in-

terception and touchdown early in the third quarter, Lance Mahon '25 seemed to awaken something in both the crowd and the team.

Mahon commented on the game overall, saying, "We're disappointed in the loss, but we're hoping to only pick it up from here."

Throughout the game, the crowd was loud and supportive, and both the cheerleading and dance teams were energized and entertaining on the sidelines.

Girls Swimming had their first meet on Monday, September 11th against Hamden and performed very well. Katie Atwood '27 came out strong and her time in the 100m Breaststroke qualified her for States.

The Field Hockey team's first game was on Tuesday, September 12th against North Haven. They emerged victorious, winning 2-1.

Both the Boys and Girls Cross Country teams' first meet was on Tuesday, September 12th where they faced Branford, Foran, Mercy, and Xavier.

Regardless of the outcome of these first games, each team has demonstrated their willingness to work

hard, work together, and want to win. This is only the beginning of what is sure to be a great season. Consider attending a game, as our teams all thrive on Spartan support!



The football team readies to take the field at their first game of the season.

Photo contributed by CJ Brinton

Summer Conditioning: Teams Train to Gain the "Competitive Edge"

by Scarlett Zhai '25

Over the summer, many Spartan athletes continued their training, improving and growing as individual players and as a team.

Some teams in particular, including the Boys Soccer team, Girls Volleyball team, and the Girls Field Hockey team, participated in a strength and conditioning program with Competitive Edge (CE) Speed, Jim Ronai's training facility.

The Amity Boys Soccer team was one of the various sports teams that participated in a strength and conditioning program at CE Speed.

Regarding the program, soccer player Aiwen Lebreck '25 said, "It is essential to be in shape by the time the high school season comes around. Competitive Edge is a great program that pushes and connects players."

"The conditioning is two days a week and is very intense. This summer was my third year doing the CE conditioning and it is the sole reason why I am in shape every year," she continued.

Another sport that joined the program at CE Speed was the Girls Volleyball Team. Cecilia Cadelina '24, who participated in the conditioning, had a positive experience.

"CE Speed Conditioning was not only a great way for our team to stay active this summer, but it was also a great team bonding experience for us! I had such a great time working out and getting stronger with my team!" she said.

"Our trainers also pushed us to work our hardest and they kept us very motivated! It was a great way to prepare and get stronger for our

season!" Additionally, the Girls Field Hockey Team had multiple players training at the facility, all of whom had many upbeat remarks about the training.

Talia Coppola '27 said, "Over the summer, I participated in the Speed training through Jim Ronai's program, and although it was very difficult, and in the moment, I couldn't wait for the tiring sprint to be over, it helped me with my speed for field hockey so much."

"This year, I made the varsity field hockey team, and I partially have the training to thank. They [CE Speed] taught me stamina, hard work, and to always finish strong."

Holly Querker '27 also voiced her positive experience, saying, "Overall, my experience was very positive. The instructor's ability to work with us while having fun has undoubtedly made me a better player and teammate."

"This training also definitely prepared me for my fall sports try-outs and made me feel

more confident on and off the field!"

All the athletes that participated in this program had an amazing experience, working hard and to the best of their abilities throughout, strengthening team bonds, forging new connections, and growing and improving as individual players.



The Volleyball players enjoyed conditioning at Competitive Edge Speed.

Photo accessed from @amitygirlsvolleyball on Instagram

Club Teams Offer Additional Competition and Exposure for High School Athletes

by Avery Dillon ‘24

High school athletes have many opportunities to play the sport they choose at many levels. Different levels can vary from recreational to college recruitment teams. Many high school athletes play their chosen sport for the high school that they attend. A large percentage of these athletes also play on independent teams out of season.

Depending on the sport, these teams are described as clubs or travel teams. These types of teams allow you to play at a competitive level in front of collegiate coaches and possibly be recruited to play at the college level.

Monmouth Softball commit Kylee McLain ‘24 plays on a club softball team. She described it as “a great way for high school athletes to get the exposure to college coaches that they can’t really get during the high school season.”

Due to the collegiate-level softball schedule being at the same time as the high school softball season, college coaches cannot attend high school games. The club softball season is during the summer and the fall when college coaches are in the off-season and can travel all across the country to recruit players.

These club teams also offer a great learning opportunity concerning college. The club team coaches have experience talking to college coaches about so many different players. They know what research you should do, academically and athletically. Also, they can give insight on how to get a college coach’s attention and how to show them your interest. This allows high school athletes to have the opportunity to play the sport that they love at the college of their choice.

Gabriella Celozzi ‘26, an Amity Softball player, also plays club softball. She said, “Club softball is a great way to meet new people and become closer with teammates from high school. It is so fun to go to a high school game and see some of my club softball teammates playing on the other team. Especially when we win.”

Since the club sports teams are not usually designated to one high school, there are players from all over the state on the same team. This helps these athletes gain collaboration skills. They need to play with other players they may not know very well because they don’t attend the same high school.

Overall, club and travel sports are fantastic opportunities for high school athletes, especially if they want to continue playing the sport at the collegiate level. Students can travel across the country playing the sport they love while being recruited to continue playing it.

Girls Basketball Remained Active over Summer Break

by Liliana Fleming ‘24

The Girls Basketball team had a very active off season over the summer. They participated in various showcases, leagues, and training. Immediately after school ended they began training for their CIAC Summer Showcase. The showcase was on June 16th and 17th at Staples High School.

Jill Barnes ‘24 talked about the league saying, “We played 3 games and went 3-0, notably making a huge comeback to beat St Paul’s 33-32.”

The team continued on their training and then began playing in their annual summer league at Wilbur Cross High School.

Barnes also commented on the summer league. She said, “It was a huge success and ended too soon. We

had the best summer league record in years (10-1) with our only loss being to Sacred Heart.”

In addition to the league and tournament they played in over the summer, the team put even more work in by doing morning workouts in the weightroom.

They do not only focus on getting themselves better, but they also provide opportunities to help youth players in the community. From June 19th to June 23rd the team ran a youth clinic for girls in grades three through eight. Players from the high school team helped coach and run the clinic. Having clinics like this has helped them build up their program making it as successful as it is.

The team has put in a lot of hard work throughout the summer and is excited to see it pay off this upcoming winter season.



Photo accessed from @amitygirlsbasketball on Instagram.
The Girls Basketball team benefitted from summer training.

Kirby Perler ‘25 Commits to Yale



Earlier this year, junior Kirby Perler committed to play hockey for Yale University. Read his commentary on page 12.



Amity Athletics Schedule

9/16/23 - 9/26/23

Date	Team	Opponent	Time	Location
9/18	Girls Swimming	Guilford	4:00 PM	Branford Pool
9/18	Girls Volleyball	Wilbur Cross	5:30 PM	Amity Gym
9/19	Girls and Boys XC	Guilford, Fairfield Prep, North Haven, Laurelton Hall	4:00 PM	Guilford High School (East River Preserve)
9/19	Boys Soccer	Notre Dame-West Haven	3:45 PM	Veteran’s Park West Haven
9/19	Field Hockey	Guilford	4:00 PM	Amity Turf
9/19	Girls Volleyball	Brien McMahon (Norwalk)	5:30 PM	Amity Gym
9/20	Girls Soccer	Johnathan Law	6:00 PM	Johnathan Law High School
9/21	Boys Soccer	Lyman Hall	3:45 PM	Amity Turf
9/21	Field Hockey	Daniel Hand	6:00 PM	Daniel Hand High School
9/22	Football	Johnathan Law	7:00 PM	Johnathan Law
9/22	Girls Volleyball	Shelton	6:00 PM	Shelton High School
9/23	Boys Soccer	Foran	10:00 AM	Foran High School
9/23	Field Hockey	Fairfield Warde	1:30 PM	Amity Turf
9/23	Girls Swimming	Glastonbury and Greenwich	3:45 PM	High Plains Community Center
9/26	Boys Soccer	Branford	3:45 PM	Amity Grass #3
9/26	Field Hockey	North Branford	4:00 PM	Amity Turf
9/26	Girls Volleyball	Cheshire	5:30 PM	Amity Gym

Opinion

The Appeal of Committing Early

by Kirby Perler ‘25

Committing to Yale University for Division I hockey was one of the best moments of my life. It was August 1, the day when colleges could extend official offers to hockey players going into their junior year of high school. Yale had expressed interest in me since the beginning of the year, and my anticipation had been building for this moment.

On January 1, the very first day colleges could contact us, all I had hoped for was a single school to reach out to me. My wish came true when, on the afternoon of New Year’s Day, Yale’s assistant coach sent me a detailed text expressing his admiration for my play and asking me to talk via phone call.

That initial call, which I expected to be a brief introductory chat, turned into a near-hour-long conversation about our life stories, hockey, school, and more. It felt like I had known the coach for years. This left me eager to continue our discussions, and the coach kept checking in with me weekly with text and phone calls.

Although a few other Division I schools showed interest in me during the recruiting process’s initial months, none were as straightforward and interested as Yale. The coaches always made me feel like a priority.

In April, during spring break, I visited Yale’s campus. I had no idea what to expect,

but I was genuinely impressed. The coaches greeted me warmly, gave me and my parents a very thorough campus tour, and shared their own experiences at Yale. The tour of Ingalls Rink and meeting the head coach was the highlight of the day. The architecture, legacy, and welcoming vibe left me awestruck. I felt privileged to visit such a beautiful campus.

Over the next few months leading up to August 1, the assistant coach and I continued our weekly conversations. As the date approached, many, including my parents, close friends, and agent, believed Yale would make an offer on the first day. However, I remained cautious not to get too excited and instead focused on my training.

A few days before August 1, the assistant coach asked for a phone call. On July 31, I discussed the potential offer with my agent, contemplating waiting for more offers before deciding. The next day, during the call with the coach, he gave me the offer to join the men’s hockey team.

After a 15-minute conversation, I couldn’t contain my excitement. Later that day, I spoke with my agent and parents about the pros and cons. Factors like the coaches, campus, proximity to home, legacy, and, of course, the hockey program and academics influenced our decision.

During that conversation, we concluded that waiting wasn’t necessary. Yale would al-

ways be the right fit for me. I needed the rigorous academics of an Ivy League school if I were going to play Division I hockey. Yale would allow me to chase both my academic and professional hockey dreams. I called back the same day to accept the offer, and it felt like a dream.

Now, a little over a month later, my two main priorities are continuing to develop as a player and maintaining my grades. Getting to this point took an endless amount of discipline, resilience, and belief in myself. There is still a long road ahead, and I’m looking forward to the process.

