This year, because of the coronavirus, classes look very different. If you were to walk into a York Prep classroom today, you would see some students sitting in the room, but also see a Zoom session set up for online students. There are cameras for the online students to see the rest of the class, and Zoom is projected on the board so in-person students can see the online learners. In addition, if you look on Canvas, most of the assignments can be submitted online instead of in-person.

You might not even be able to walk into an actual classroom because all classes may be remote. Throughout the fall, the entire school had to switch to remote learning three times. Sometimes it gets hectic trying to navigate online learning when you are so used to being an in-person student. Ninth grader Trina Dempsey describes switching between in-person and online as, “a bit challenging because it is stressful to keep track of work and times when I need to work on something.”

Even though remote learning is new to everyone and takes a little bit of getting used to, it does have many benefits. When learning remotely, you don’t have to commute to school every day, so you are able to wake up a little later than normal. Also, of course, learning from home lowers the chance of coming into contact with a person who has the virus. And, since you are not around people, you do not have to wear a mask all the time, unlike in school. As 9th grader Sloane Yevoli explains, “Some benefits from remote learning are you get to be in the comfort of your home, you don’t have to worry about COVID-19, and you have extra time in your day to do other things too.”

Meanwhile, completing school assignments has not been a problem. Because teachers include an online submission for assignments, it is usually not that difficult to submit homework or classwork. If there is an assignment that is difficult to submit, online learners have said that they find it easy to communicate to teachers through email or Zoom. Eighth grader Katherine Carr explains, “I think that it is easier to email them instead of setting up a Zoom meeting. It’s also easier to email them now than it was to email them when I was in person,” because teachers are replying faster.

On the other hand, there are some challenges with remote learning. For example, it can cause headaches due to staring at a screen all day long. As Gabriel Cheng, a 7th grader, noted, “The physical effects that remote learning has had on me is eye strain. This is due to the 8 hours of school. I also do not get to exercise as much as I used to, so my body has become weaker.”

Also, technology still does glitch and present problems. For example, lagging WiFi that freezes your Zoom screen and doesn’t allow uploads can be an issue. And when a computer breaks down, there is no easy replacement as there is in the library at school.

Additionally, communication is very limited during remote learning. As described by many fully remote learners, it is very different talking to someone through a zoom call rather than talking to them in person. In-person social interactions are definitely something that is missed the most during online learning. Kimberly Pineda, 10th grader, explains, “I felt that I was more engaged in that classroom when I was in-person rather than when I am online.”

For now we have to live with COVID-19 and the changes it has brought, like remote learning. There is still hope for the future ahead of us where we can all be together in the same room without a mask. Tenth grader Valeriya Vinnechenko told The Paw how life at York would be without COVID-19 if she was in-person. “There’d be volleyball and I could talk to others,” she said. Both socializing and being active in sports were two important aspects that remote learners can miss out on. Even though it is difficult, there are still extracurriculars you can do when you are remote and you can still socialize even if it is through a phone call. Still, there is hope that soon everyone could come into school and we would all be able to meet up with each other in person.

**Emily Singh, 9th grade**
**ADMINISTRATION**

**PLANNING FOR THE UNKNOWN: MR. CLARKE’S REFLECTIONS**

Everyone at York Prep has been curious about our COVID-19 preparedness and how the school is keeping up with this dynamic pandemic. The Paw sat down with Mr. Jeremy Clarke, deputy headmaster, to learn about the different phases the school has gone through over the past year, and how the school administration is contingency planning for whatever comes next.

When the pandemic first broke in March, the school had to undertake its first phase. This was a move to a distance, synchronous learning environment for the 4th quarter. Next, over the summer, the administration had to plan what to do for the fall. Mr. Clarke and the other administrators spoke to many experts and worked with the governor’s office and the New York State Department of Health to build the best possible program for the new environment. Every day over the summer, the administrators came in to get the school ready, from the roof, to the gym, to the stairways, to the classrooms, to make the school as safe as possible for in-person instruction.

This fall, after seven weeks of in-person learning, York had to close due to a positive COVID-19 test at the school. After a period of quarantine, students were able to return. Then the school found another potential case, and the students were sent home again through the end of Thanksgiving break. Upon returning after Thanksgiving, another case was discovered, so students learned remotely for the rest of December.

The administrators have been creating several contingency plans to guide the rest of the year since nobody knows what is going to happen.

**The Paw:** How did you approach planning during the pandemic?

**Mr. Clarke:** It has been very challenging. Of course, we’ve never had a year like this one. The teamwork and planning have been intense. Navigating has been exhausting, but something we all should be very proud of here at York. We have a real sense of purpose across the team.

**The Paw:** What other changes have you made that students can’t see?

**Mr. Clarke:** The school has created space on the roof for classrooms and middle school lunch. In all classrooms, seating is spaced out to avoid contact. This fall, after seven weeks of in-person learning, York had to close due to a positive COVID-19 test at the school. After a period of quarantine, students were able to return. Then the school found another potential case, and the students were sent home again through the end of Thanksgiving break. Upon returning after Thanksgiving, another case was discovered, so students learned remotely for the rest of December.

The administrators have been creating several contingency plans to guide the rest of the year since nobody knows what is going to happen.

**Mr. Clarke:** Besides the changes students can see, like masks and desk dividers, teachers needed to be trained in a whole new medium of education. They needed to learn how to teach a hybrid classroom with in-person students and at-home students, including all the technology that comes with that. How do you annotate so it is visible both at school and at home? What if you want to save a screenshot as a PDF to post on Canvas later? Students deserve a seamless education, so we have done a lot behind the scenes to make it happen. It was a chaotic but successful challenge to be ready for September school opening.

**The Paw:** How should students keep up their motivation at home?

**Mr. Clarke:** The most honest answer I can give you is that we just don’t know yet. The world is changing every two weeks. But, we like to be way ahead of the game, so we are working on a variety of scenarios so York is ready with alternatives. At every stage, we will see what is happening with the government, vaccines, infection rates, and other schools.

**The Paw:** How should students keep up their motivation at home?

**Mr. Clarke:** I would advise that nothing is permanent. While this seems to be going on and on, we will get to the other side. If students can keep up with their studies as best they can, they will be in a strong position when life gets easier again. I would also advise students to stay connected. Invest time in your family and friends. And take up new hobbies. For example, I am getting better at cooking and video games. But seeing more of my daughters has been the real blessing of this difficult time for me. For those students who feel like they are hitting a wall, they should reach out to the school counselors. Our counselors are experts at helping people through these challenging times. And most importantly, give yourself a break. We’re all struggling at the moment. We’re all tired. Nothing is easy. The experience you’re having is everyone’s experience. If you’re feeling listless and unmotivated, welcome to Planet Earth in 2020!

In closing, Mr. Clarke shared that he is really proud of the faculty for learning how to instruct students in this new environment. And he is very proud of the students for handling everything so well.

**Emily Zaretsky, 10th Grade**
COVID Testing at York: No Studying Required
(only spitting)

As COVID-19 cases started spiking around the country in the fall, causing increased anxiety, were you wondering what the York administration has been doing to keep us safe? The good news is: The school has had a plan. Even though this plan includes tests, for the first time at York Prep, it’s a test students don’t have to study for.

As most of us now know, in late 2019, COVID-19, a highly contagious virus, spread around the world by the exchange of respiratory droplets when talking, singing, coughing, or sneezing when people are close to each other. It was first identified by epidemiologists, a person who studies disease control, in Wuhan, China. COVID-19 was believed to have come from a live animal sold in a market there, and in turn spread quickly throughout the world.

It was important to have answers to questions about COVID-19 testing at school, so The Paw interviewed Nurse Richard Loo. He explained the uptick of virus cases in the surrounding geographical area in October prompted the decision to do COVID-19 tests at the school. “Once our area was designated to be within a ‘yellow zone,’ we were then mandated to test 20% on a weekly basis in order to remain open,” he said. “This was not the case when we initially opened, as the state-wide infection rate was very low in comparison to where we are now. Much of this has to do with the New York infection rate rather than our school specifically.”

York began on-site testing the week of November 9th. Nurse Loo personally administers the tests and provides instruction to students who are being tested. He collects the samples, which are overnighted to Vault Health, a testing company. They deliver results within two to three days.

He stated that the test we use, the Vault Health saliva test, is considered a PCR test, and it differs from antibody testing. Antibody testing tests for past infection while the PCR test looks for active infection. The PCR test is important at school because we can see who has an active infection that can spread to others. Nurse Loo says that the Vault test “can detect the virus down to fewer than 10 copies per milliliter of saliva, which makes it extremely sensitive, with an accuracy rate of 98%.”

When asked where they were testing at school, Nurse Loo responded that they were using the roof as well as classrooms that were large enough to allow for students to be spaced well apart from each other. When testing happens in a classroom, 4 students sit in the corners. On-site testing will continue to be conducted Mondays to Fridays whenever the school is open for in-person instruction. He explained that York is testing students in small groups of 4-6 students at a time because of the social distance guidelines and the limited space in the building. This results in 20% of our in-person students being tested weekly.

Lastly, we asked a fellow 8th grade student her opinion on York’s testing policy. She responded that she felt that the administration is doing the best of their ability to make sure York is a safe environment during this global pandemic.

Although COVID testing is complicated and expensive, the safety of the York community is important. Remember to be responsible: wear a mask, wash your hands often and keep your distance to protect yourself and others around you.

**James Crovitz, 8th Grade**
For many years, York Prep had beehives on the roof. But all that changed because of COVID-19. Ever since 2009, the school had beehives, which students could help maintain during the fall and spring seasons.

The Bee Club is where students would gather to learn and work with the beehives. Most years, the school had 4 hives with a little less than 15,000 bees per hive, according to Ms. Janet Rooney, co-director of college guidance, who ran the club. However at one point, they had about 15,000 bees per hive and a total of 5 hives (for you math whizzes, that’s an astounding 75,000 bees living on our roof.)

Dylan Berman, a 12th grader and former member, said, “In the fall we worked together and fed the bees. After the winter had passed, we would collect the honey.” York Prep gave the honey to students who were applying to the school. After their interview, they would receive a little jar.

During the winter months, the bees would get fondant to eat, and the hives were wrapped with beehive covers. But because the roof is so exposed, usually only one hive survived per year.

Once COVID-19 hit, the school moved the bees to New Jersey. The beekeeper in New Jersey has moved them to a farm in Upstate New York.

Urban beekeeping is very important in the city and in general. Ms. Rooney said, “Urban beekeeping is very important, so I would always side with keeping the bees, but as an administrator I understand how necessary it is for York to have the roof for extra space due to COVID-19.”

For the safety of the students and teachers, York Prep got rid of the beehives. The school gave the bees away so students could learn and eat lunch on the roof. Ms. Rooney said, “I wish we could have bees again, but we cannot risk having a student who is allergic on the roof for a class or lunchtime getting stung. We are very saddened to have them gone, and it was a very peaceful hobby.”

Even though some people want to see the bees again, the bees won’t be back anytime soon. The school still has the sign leading up to the roof telling people about the bees, and the sign will stay for now. The bees will be missed, but it is for the safety of everyone at the school.
WHY THE PINE FAMILY
SHOULD JOIN THE YORK FAMILY ON THE ROOF

There is a natural air sanitizer that purifies the air. These elements belong to the Pinaceae family, or more commonly referred to as the Pine family. In open air environments, pine trees naturally purify the air around us because they release phytoncides, antimicrobial agents that clean the air. An antimicrobial compound effectively kills germs so well that they are sometimes used to make household cleaners. The biologist from Leningrad, Boris Tokin, described in a 1965 study, "If you add a pinch of crushed spruce or pine needles to a drop of water that contains protozoa in less than a second, all the protozoa are dead." (Protozoa are single-celled organisms that can cause disease.)

This is why York Prep should put pine trees on the roof.

During the COVID-19 pandemic, clean air is essential to keep people safe. A strong compound like the pine tree phytoncides generously wafting through the air could substantially decrease the likelihood of catching the virus on the roof from someone who is asymptomatic. “Coniferous forests noticeably reduce the number of germs in the air,” according to The Hidden Life of Trees: What They Feel, How They Communicate - Discoveries from A Secret World, by Peter Wohlleben.

And there are other reasons to acquire the trees. Not only do pine trees effectively kill germs, but they are magnificent examples of nature’s beauty. Plus, pine trees are hardy plants. Because pine trees are native to northern climates, the likelihood of newly planted pines dying on our roof is diminished.

A roof with pine trees is not only a good investment in our community’s emotional well-being, it’s also a good investment in our community’s health. During the spring, the five-degree surface difference produced by the pine tree’s shade will act as an anti-hidrosis (sweating) area. In other words, in the spring the teacher and students’ odors will be mitigated on the roof. In the colder months, according to the website Climate Change: Global Temperature, “Evergreens that block the wind can save 3 percent on heating.”

In an interview with Mr. Jeremy Clarke, our Deputy Headmaster, I learned York Prep will consider pine trees on the roof in large pots. Mr. Clarke stated that he thought bringing some nature back would be an excellent idea. He further exclaimed, “Who doesn’t need more green in this city?” I couldn’t agree more with him. Additionally, according to him, there would be no shortage of student volunteers and excellent custodians willing to maintain the pine trees.

During this pandemic, clean and purified air is essential to keep people safe. Not only do pine trees kill germs, but they also look stunning. York Prep would reap many benefits by planting pots of pines on its roof, including improving the air, providing natural beauty and giving the students a small forest to care for.
SPORTS

A Season That Will Go Down in Infamy

SPORTS IN THE AGE OF COVID-19: THROUGH THE EYES OF YORK PREP’S PE TEACHERS

On the night of March 11th, 2020, the sports world seemed to stand still. In the NBA, a player on the Utah Jazz, center Rudy Gobert, tested positive for COVID-19. This caused the league’s commissioner, Adam Silver, to halt all regular season games indefinitely. As a result, this incident created a domino effect throughout all other sports. According to an article by Bleacher Report, the next day was one of the busiest days in sports history. Leagues like the PGA Tour, XFL, Major League Baseball, National Hockey League, Major League Soccer, and the National Collegiate Athletic Association’s tournaments, including March Madness, were all canceled or postponed as well.

After that, no sports were played for another 3-4 months. Then, starting in late June, sports fans could finally rejoice. On June 27th, the first league in American sports to come back was the National Women’s Soccer League, when the North Carolina Courage beat Portland Thorns FC, 2-1. About a month later, the first of the four major sports restarted: Major League Baseball. Six days passed, and the NBA came back. This created another domino effect, but in a good light this time.

Fast forward to today and the major leagues have finished their seasons. In the MLB, the Los Angeles Dodgers won the World Series for the first time since 1988. In the NBA, the Los Angeles Lakers won their 17th title in franchise history. And, in the NHL, the Tampa Bay Lightning won their first Stanley Cup since 2004. But the road to finishing a season was far from easy. Professional leagues instituted strict protocols to help combat COVID-19. Some worked and some didn’t.

When The Paw asked Nicholas Turi, a PE teacher here at York Prep, about the current state of sports in a pandemic, he said: “Obviously in the springtime, there were so many unknowns when the pandemic hit, so sports were canceled globally at all levels. You feel for those who not only participate in the sports, but also those who coach or work as part of those organizations, schools, and youth teams. It’s affected lots of people top to bottom throughout the sports world, whether it be financially, emotionally, or mentally. Hopefully things can return to some normalcy soon.”

Now, let’s break things down league-by-league, starting off with the NBA. Its season resumed on July 30 at the Wide World of Sports Complex in Orlando, Florida. The NBA had a huge spotlight put on them for how well they handled their COVID-19 protocols. When all was said and done, and the Lakers lifted the coveted Larry O’Brien Trophy, not a single player in the “bubble” tested positive. Here’s what Turi had to say: “The NBA was nearing the end of their season and I think they only had a handful of games left. So creating a bubble environment to finish their season and start the playoffs made a ton of sense. They did a great job being able to keep their players safe while also allowing for them to be involved in social issues outside of the bubble.” Because the NBA did so well with their coronavirus regulations, one would think that other leagues would create a near carbon copy of those plans. In fact, that wasn’t the case.

Take for example Major League Baseball. There were a few teams that had COVID-19 outbreaks, but the most notable were the Miami Marlins and the St. Louis Cardinals. Miami’s outbreak started almost immediately once the season started. How could an outbreak start so quickly within the clubhouse? The answer is the players failed to follow protocols. Twenty positive tests later (18 players and 2 coaches) and the Marlins had fallen behind by 9 games. When the outbreak finally stopped, they had to build a new team from scratch on the fly. They searched all over the sports world and, shockingly, signed a former Olympic speed skater: Eddy Alvarez. He competed in the 2014 Winter Olympics and won a silver medal. The last time he played baseball was in high school. After eight days with their games postponed, they faced the monumental task of playing 57 games in 54 days. They weren’t just able to finish every one of them, they were able to win enough games to clinch a spot in the postseason for the first time since 2003.

Meanwhile, the Cardinals doubled the Marlins stoppage: 16 days without play. They had 10 players and 8 staff members test positive. Once they restarted, they played 53 games in just 44 days. Guess what that led to - another clinched playoff spot.

“It seemed at the beginning that MLB had some irregularities with their schedule of testing, but smoothed it out pretty quickly,” Turi said. “A big part of them being able to finish the season without many positive tests was the buy-in from the players to stick to the guidelines of the shortened-season. I believe they almost went the last two months without a single positive test at the end of season. It must be noted, baseball is also a socially distant game, which I think helped as well, compared to more physical sports like soccer, football and basketball.”

As for whether or not York Prep’s competitive sports will continue, that’s in the hands of Athletic Director Coach Paul Curran. When The Paw asked him if there will be any competitive sports coming back during the pandemic, he said, “I’m still hopeful we will have all the sport seasons but a shorter version. We are planning to start basketball at the end of January for ten weeks, then play the fall sports ten weeks after, which should lead into the spring season. This is of course if everything goes well and we get the green light from the state. It’s also me thinking glass half full.”

In place of regular team sports, he instituted after school sports clubs (at least for when the students have been in school and not learning remotely). From 3:30 pm to 5:00 pm, a couple of teachers and some students go to Central Park and play various sports outside. Whether that’s baseball or two-touch football, it’s intended as another way to keep students active during a pandemic. “It was something I did during my early years teaching in England,” he said, “and I thought it would be a great fit for York during this challenging time.”

**Rome Kadi, 10th Grade**

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Mets vs. Yankees 2020 style: Fake fans
**Craving the International Dinner**

This coronavirus pandemic has ruined our International Dinner! This special event is for the whole York Prep community to see each other and bond. And it’s only one of the important social events our community is missing this year.

For one teacher, the cancellation of the International Dinner is particularly painful. Ms. Fiona Hutchison, head of the performing arts department, is one person who brings this event to life every year. She enjoys decorating and transforming the gym into a magical evening for parents, teachers and students to come together and enjoy all the delicious foods and entertainment. Her department starts preparing for this evening right at the beginning of the school year in September.

“The York Prep International Dinner was the first event Ronnie and Jayme asked me to work on right at the beginning of hiring me nine years ago,” Ms. Hutchison said. “Needless to say, I was determined to add as much “Ta da” as possible, while keeping the integrity and deliciousness of all the different foods provided by all our parents. The International Dinner quickly became one of my favorite evening events at York.”

As a student who has been to the York Prep International Dinner, I found it to be a magnificent night where every culture in our community gets represented. Our community is very diverse, and we are lucky to have students who are willing to share their culture with us. There are many countries in the York Prep community, and these are a few countries that have been represented at the dinner: China, Japan, Puerto Rico and Spain. Despite the delectable dishes from each one of these countries, one country’s culture blew me away — Italy.

When I was in sixth grade, the family representing Italy brought their own homemade bolognese with a side of bread, and it was delicious. In seventh grade, my mom represented Italy by bringing meatballs — which you could put on bread, lasagna and ziti — and I helped her serve them. My mom was not born in Italy, but her grandparents immigrated to the United States, and her mother speaks Italian. This recipe was from my great grandmother, Ann Mary Lemmo, and was passed down to me by her daughter, my grandmother. (See recipe)

What I miss most about the International Dinner is spending time with my friends and running around the gym and the lobby with them. Also, I miss all the special performances from singing to dancing.

In honor of the International Dinner and the diversity and fun spirit of our school that it celebrates, we are featuring two recipes: My great grandmother’s meatballs and Spaghetti Carbonara from York Prep teacher Ms. Patricia Arnao. Ms. Arnao, who is of Italian descent, got this recipe from an Italian friend, and it is one of her all-time favorites.

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**Ms. Arnao’s Spaghetti Carbonara**

*yield: 1 SERVING
prep time: 10 MINUTES
cook time: 20 MINUTES
total time: 30 MINUTES*

Spaghetti carbonara is simple and satisfying. If you are a vegetarian, you can make it without the bacon — just use more olive oil.

**Ingredients:**
- 1 large egg yolk
- 3 tablespoons (1/2 ounce) freshly grated Parmesan cheese
- 1/4 teaspoon freshly ground black pepper, to taste
- 1/4 cup (about 1 ounce) diced pancetta or bacon
- 1 small to medium garlic clove, minced
- 2 tablespoons white wine or stock
- 3 ounces spaghetti
- kosher salt to taste

**Directions:**
- You’ll need a wide-bottomed bowl for tossing and serving the pasta.
- Start a large pot of water boiling for the pasta.
- Whisk the egg yolk, Parmesan, and black pepper together in the bowl to make a thickish paste. Set aside.
- Cook the pancetta or bacon in a skillet over a medium-low heat, until the pieces are crisp, about 5-7 minutes.
- When the pieces are browned, stir in the garlic and cook for a minute.
- Add the wine or broth to the pan to deglaze it, loosening the bits off the bottom of the pan for the sauce.
- When the water comes to a boil, add 1 tablespoon kosher salt and stir in the spaghetti.
- While the spaghetti cooks, add the cooled pancetta and its sauce to the egg and cheese mixture in the serving bowl.
- When the pasta is al dente, remove the pasta from the pot with tongs and put it directly into the serving dish — don’t drain it. The pasta should be very hot and drippy with the water. (The pasta water is salty and starchy and is part of what makes the sauce great).
- Mix and toss with the tongs, adding extra pasta water as needed to blend all of the ingredients and coat the pasta.
- Taste for seasoning before eating; the dish might need a little salt but the Parmesan and bacon add salt to the dish.
- You can add a little parsley for color and some extra ground pepper on top. Serve.

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**My Family’s Italian Meatballs**

**Ingredients:**
- 1 pound of ground beef
- 2 large eggs
- 2 slices of dried thick bread (grated)
- 1/4 cup fresh parsley
- 1/4 teaspoon of black pepper
- 1/4 cup of locatelli cheese

**Directions:**
Mix all the ingredients together in a bowl. Shape the mixture into medium sized balls and fry in some oil — 4 to 6 minutes on each side. Test for doneness.

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Katherine Carr, 8th Grade
A Desperate Time for Restaurants

During these trying times, everything seems so vague and uncertain. One area of particular uncertainty is in the restaurant industry, where politicians can’t seem to settle upon a dining policy.

In late September, the ban on indoor dining was lifted, allowing our city’s restaurants to re-open with a maximum of 25% indoor capacity. If new cases did not show a significant upward incline, the capacity was supposed to increase to 50%. However, with the recent spike of COVID-19 cases, Governor Andrew Cuomo prohibited it. “If the numbers continue to go up, we’re going to clamp down even more,” said Cuomo in an interview with Morning Joe, on November 16th. And he did. In mid-December, he banned indoor dining entirely.

Over Thanksgiving Break, I walked around near my middle school in the 80s on Columbus Avenue, where I noticed that several once-thriving restaurants had gone out of business, mostly with new ones taking their spots. For the operating restaurants, it was like survival of the fittest. To survive, the larger restaurants took advantage of the outdoor spaces, and some smaller ones converted to takeout joints.

Despite the challenging circumstances, most restaurants seemed to be quite busy. I noticed several outdoor restaurants full of diners, some with outdoor music, others with electric heaters to keep off the mild chill. It was a beautiful fall night, where everyone was dining out and enjoying the nice weather. “But it is November,” I thought to myself. “How will these restaurants, who rely largely on outdoor seating, have any chance of tolerating the winter?”

A bit further south on Columbus, near my high school, York Prep, the scene is similar. Al fresco dining areas have spruned up on the streets outside many of the restaurants. In many cases, they have built sturdy shelters of wood or hard plastic siding. In December, intrepid diners, some swaddled in thick coats, huddled over their meals.

One restaurant in York’s neighborhood, Dig Inn, is taking the initiative to convert to takeout-only. Located on West 67th Street between Columbus and Broadway, Dig Inn serves healthy farm-to-table bowls, and is becoming increasingly popular among York students. In our interview with Dig Inn’s manager, Beatrice, we learned the specifics of how a small takeout restaurant has geared up for the most recent spike of COVID-19. She explained that they have gotten rid of all their indoor seating, and since they had no outdoor space, takeout was their only option.

Unfortunately, the loss of indoor dining did not result well for Dig Inn’s employees. “The jobs of our employees have changed a lot,” Beatrice said. “Because of COVID, 29 of the 35 Dig Inn restaurants have closed, and many workers have been laid off. It’s really sad knowing that some of us don’t have jobs right now.”

Overall, 2020 has been a questionable year in terms of the restaurant industry, to say the least. But hopefully, Dig Inn and other restaurants will bounce back. As Beatrice said later in the interview, “If there is one thing I would like my customers to know, it would be that our restaurant is clean and organized, and we are here for their safety.” So consider heading out to Dig Inn during lunch one day, and dig in to some delicious farm-to-table meals.

**Mark Tillinghast, 11th Grade**

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THE PAW

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The York Preparatory School newspaper strives to reflect the ideals of the school through accurate reports and thoughtful opinion pieces. The editing staff maintains professional standards as its basis. Bylined opinions reflect the views of the individual writers. All other articles attempt to provide the school community an impartial account of the facts.

Letters to the editor may be submitted to any staff member or mailed to The Paw, Attn: Hilary Hersh, 40 W. 68th St., New York, NY 10023. The Paw reserves the right to edit letters containing libelous or obscene material and to omit certain sections for space limitations as long as the original meaning remains unchanged.