

the INDEPENDENT

Administration attempts to find causes of WiFi issues

Students, faculty members express frustration regarding current internet problems

By Juliette Kelley
INDEPENDENT EDITOR

In response to the WiFi issues this year, the administration is working to identify the causes of the WiFi problems and fix them in order to optimize learning time. According to Principal Patricia Puglisi, she, network administrator Stephen Kwiatek, and technician John Kwiatek have been spending time in classrooms to attempt to identify what has been causing the WiFi to be so slow and in some cases simply not function at all. “[We] think it’s one thing and solve that, but then it’s another thing,” she said. “It’s been frustrating for everyone.” According to Puglisi, hav-



JULIETTE KELLEY PHOTO

Students who rely upon WiFi-dependent devices such as laptops have recently grown frustrated due to problems with WiFi at the school. An outside contractor was hired to help resolve these issues.

ing WiFi difficulties has been troubling for many teachers since they put so much time into planning lessons only to have to

modify the class to work around the inaccessibility to the internet. Science teacher Maria Burgess has experienced this prob-

lem. She said she remade her curriculum to have it all online, such as using Google Classroom and Google Forms; how-

ever, since the WiFi has become more of an issue, she has been forced to move back to using paper for many activities, such as with weekly quizzes. “Classroom is really nice because....everything is there [but] during class when we try to use those online resources, the class falls apart,” Burgess said. Burgess also said, she has often had to make paper copies in order for students to complete their work even though the work is already online. Digital learning specialist Del Vollink said a related issue has been a difficulty for the school to keep track of Chromebooks because students have been using them in place of their personal devices since Chromebooks use a separate network than students’ personal devices. “School Chromebooks have been flying [because] they’re on a different network. People have realized those work,” she said. Not only has the WiFi been frustrating for teachers, it has also

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Future schedule plans delayed, current system will continue

By Avery Shaw
Independent Editor

According to Principal Patricia Puglisi, the high school Scheduling Committee decided not to negotiate with the teachers union to implement the schedule planned for next year. “We just ran out of time. We realized we didn’t have enough information to have conversations that would be meaningful with the teachers union, and we had to have the final decision by the end of October,” she said. The schedule for next year was planned to be an eight-block rotating schedule where each day would have four 75-minute blocks and U block.

The current schedule originally was serving as a transition schedule for next year; however, according to Puglisi, the current schedule will continue through next year. Puglisi said delaying the four-block schedule by a year may end up being a wiser decision for the school community. “If you want to make really strong progress, sometimes it is better to go slow,” she said. English teacher Elizabeth Edgerton said the four-block schedule necessitates more time for preparation before it is implemented. “It seemed like we would have a lot of work to do in order to get to that next schedule--more work than we would have time,” she said. Puglisi said one of the concerns with an eight-block four-by-four schedule is that teachers would be teaching six sections instead of five, which they teach currently. To address this issue,

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Youth Risk Behavior Survey aims to help school understand student body’s physical, mental wellness

By Maddie Conway
INDEPENDENT EDITOR

The results of the 2016 Youth Risk Behavior Survey, designed by the Centers for Disease Control, were just reported back to the school. The administration, School Council, School Committee, and teachers are already discussing the results and how to use them to improve the school’s environment. The YRBS aids the CDC in collecting state-wide data and also allows each school to understand the mental, physical, and emotional health of their student body. There are eight categories of questions, ranging from safety to drug use and physical activity / nutrition. Twenty four students, which is 7 percent of the student body, reported attempting suicide at least once in the past year, although 10 percent seriously considered it. This was a 5% increase from 2015. Forty one percent of the student body has smoked marijuana at least once,

Areas of Concern

- Suicidality
- Marijuana use
- Alcohol consumption and binge drinking
- Sexual behavior and decision-making
- Poor sleep habits
- Cyberbullying

PATRICIA PUGLISI GRAPHIC

The administration is discussing data gathered from the Youth Risk Behavior Survey, which focused on the health of students. and 21 percent reported binge drinking, although 39 percent has had at least one alcoholic drink. In the past, the YRBS has been a quantitative tool the school uses when making changes. For example, the high levels of student stress reported in a previous survey was partly what prompted the schedule overhaul, according to teacher Maria Burgess. Between the two surveys the school has conducted in the past three years, Principal Patricia Puglisi said results in

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School introduces mandatory drug screening

Program aims to create safe environment for students to discuss substance abuse

By Abby Fitzgibbon
INDEPENDENT EDITOR

In an effort to provide support and information about substance abuse, the school will implement a state-mandated drug screening program next year.

According to school nurse Cyndi Aldrich, it will be for all seventh- and 10th -grade students and will start next year so guidance counselors and school nurses can plan and attend a six-hour training.

The screening, mandated by the Massachusetts government, is Screening, Brief Intervention, Referral, and Treatment, according to the Massachusetts Executive Office of Health and Human Services.

Both Aldrich and Principal Patricia Puglisi said it will be

private, and not punitive.

According to Aldrich, the screening will aim to create an informative and safe environment for students to discuss substance abuse with counselors who can offer them help.

“This is another way for students to connect with counselors that they may not normally meet with because there is sometimes a stigma about going to them... Everyone’s going to have the opportunity to meet some of these people, and it might create different relationships,” she said.

So that students feel comfortable, the screening will be meeting with only the nurse, guidance counselors, and adjustment counselors, according to Puglisi.

“If it’s a tool that can help to open a dialogue between a trusted adult and a student about the impact of drug and alcohol use, then that’s not a bad thing,” she said.

The screening will be a method of early intervention, she said.

According to director of guid-



SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION

SBIRT requires students to have a brief meeting with the school nurse to discuss drug use. The meeting will be confidential, and students will not be punished for coming forward with an issue.

ance Beverly Low, the data collected will help both students and counselors.

“It will help us be better school personnel if we have an understanding of how our students are making choices,” she said.

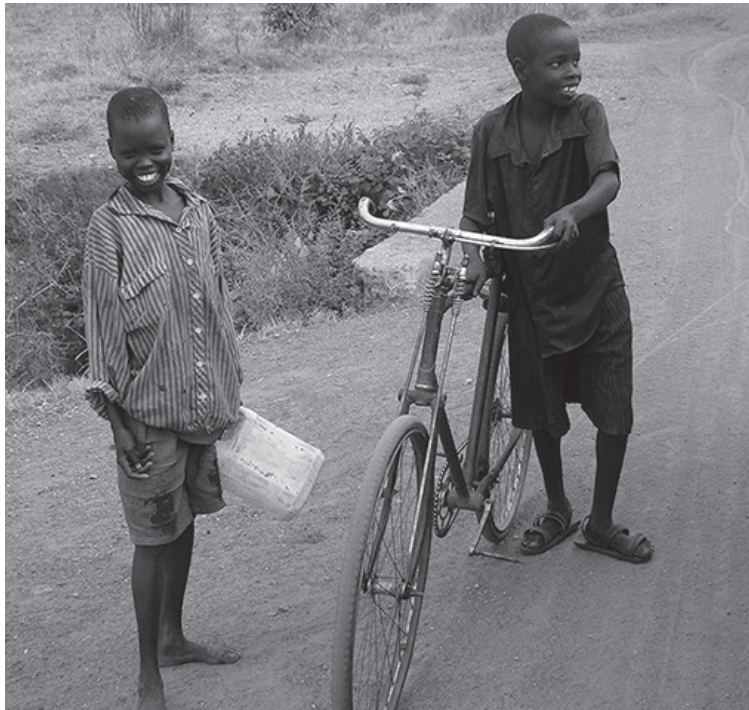
After learning that the screening will not be punitive, freshman Clayton Booma said it will be helpful for students.

“It’s a great way for kids to sort of let their problems be heard... without getting in trouble. It’s

a great thing for some people if they actually speak the truth and don’t hold back,” he said.

Puglisi will host a parent information session and send out letters to families to explain the benefits of the screening.

Global Issues raises money for Bicycles for Humanity



BICYCLES FOR HUMANITY

This year students chose to fundraise and send unused bicycles and bike parts to children in Africa for the Gardner Project.

By Fritz Spofford
INDEPENDENT EDITOR

Global Issues chose Bicycles for Humanity as its N.G.O. for this year’s Gardner Project, a cause devoted to sending bicycles to developing communities in central Africa.

The cause was thought of by the students and chosen through a “democratic process,” according to faculty adviser James Wallimann.

“It was overwhelming in support,” he said.

Part of the cause’s appeal lies in its tangibility, Wallimann said.

“A few years ago, when we did Stop Hunger Now, we were able to physically package 10,000 meals to be sent off. The impact of that is so much better than just sending money to somebody,” he said.

The fact that the cause focuses on bicycles, something familiar to most members of the community, also makes it more appealing, according to seniors Bridgett Kiernan and Evelyn Lantz.

“It’s interesting to see how impactful a bike can really be for these people in developing nations, whereas we see them as a hobby, something for fun,” Kiernan said.

“We can really connect with the idea that if you send bikes to people in need, instead of walking 20 miles to work or school, they can ride their bike there; their lives become easier,” Lantz said.

The group of students participating in the program have the potential to make a big difference this year with their hard work and dedication, Wallimann said.

The group has been successful so far in fundraising.

“[The students] are already well on their way; they’ve already raised nearly \$1,000 on just a couple of fundraisers, and they seem pretty committed,” he said.

One of the key events of the year will be a bike drive in the spring, Kiernan said.

“People can donate any old, unused bikes that are lying around, or bike parts, or even cash donations that will be put toward buying second-hand bikes and bike parts for the crate we’re going to be sending [to Africa] at the end of the year,” she said.

Additional upcoming fundraisers include a paintball day one Saturday in December, a student-teacher basketball game, and restaurant nights, with “more information to follow,” Wallimann said.

New tardy policy introduces stricter punishments for late students

By Emily Clark
INDEPENDENT EDITOR

A new tardy policy, which sends a robocall home to parents every time a student is late and bans athletes from practicing or playing in a game on the fourth day of tardiness per quarter, reduced the number of tardies Principal Patricia Puglisi has seen so far this year.

“I think the robocall is a big help because with older students that drive, parents were not aware that their kids were tardy. Now that are aware their kids are late to school they can prompt them to leave earlier,” she said.

Despite the decrease in tardiness, some students think the policy is too harsh.

Senior Ainsley McLaughlin,

who has been late more than four times and been ineligible to play in soccer, said the policy is too harsh because it bans “a stress outlet during the day.”

“We stay up late doing homework after practice or a game, and we do not get enough sleep. We then get to school one minute late and can’t play a sport,” she said.

She said these four tardies were from staying up working on homework. She would sleep late and not get to school on time.

Junior Lake Fleming also agreed that the new policy is unfair, whether it is effective or

not.

“Today was my fourth time being late, which means that I have detention because I am not playing a sport right now; however, this winter the new policy will definitely affect my athletic life,” he said.

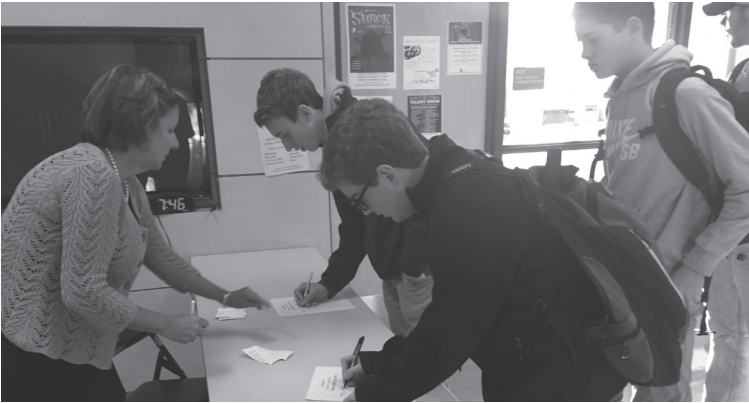
Puglisi said the punishment is reasonable.

“With the reduction in tardies, first block teachers are helped out a lot. When kids are late it is disruptive to the class and to learning, and our focus is just on learning in the classroom,” she said.

Math teacher Amanda Warren

‘With the reduction in tardies, first block teachers are helped out a lot.’

-PATRICIA PUGLISI



EMILY CLARK PHOTO

Principal Patricia Puglisi has started setting up a table for students to sign in when they arrive to school after 7:45 a.m.

has not noticed that less students are coming late. Because of the new schedule it is hard to notice a difference, she said. Last year she saw the same kids in A and B block every morning, but now she sees different kids each

morning, so she doesn’t notice students’ changing habits as much as she did last year.

English teacher Debra Isensee, however, said that she has noticed that less students are late to her first block classes.

Guidance opens U block to help seniors with applications

Counselors aim to provide resources for seniors in college process this fall

By Emily Clark
INDEPENDENT EDITOR

Guidance counselors Gillian Polk and Beverly Low continued the classes they held in the summer to help seniors during the application process in U block each week.

“We did a college application boot camp in August for the senior class, and we have done that for the last couple of years. There are always, however, a few kids that cannot make that because of work, and a lot of our students that are college-bound ended up having jobs that wouldn’t release them for the boot camp,” Low said.

She explained how this led to the idea of holding sessions during U blocks.

“Gillian Polk had the idea of using one of the U blocks for the students who did not have a chance to come to the boot camp to work on their applications. Then it blossomed to the fact that there are still some seniors that would like some additional help with their applications, working on their essays, or deciding if they want to

apply early anywhere,” she said.

According to Low, the “check-in sessions” are beneficial to all seniors wherever they are in the college process.

“Not everyone is applying early, so everyone is going to hit their stride at different times in these months; we just wanted to be available at least for one U block a week for seniors to pop in,” she said.

Around 50 percent of the senior class seems to be applying Early Decision to colleges, but Low said that she would know more for sure after the second deadline this fall; the two deadlines for Early Decision are Nov. 1 and Nov. 15.

Senior Ananya Dwivedi, who is not applying early anywhere, attended a few of the U blocks and said it was beneficial to get a lot of the application work out of the way.

“It is helpful to have some

‘It is helpful to have some time in a group of students with counselors.’

- ANANYA DWIVEDI

time in a group of students with counselors, where the time is pretty one-on-one, during U block because other times I usually have a lot of work to do; it isn’t always easy for me to go into guidance and ask them questions. It feels pretty personalized to your own application process because you can sit down and really go through everything,” she said.

According to Low and Dwivedi, only around two or three seniors are attending the sessions, but the students that do go during U block receive a lot of help.

Senior Maura McCormick agreed that the time was a great opportunity to ask questions she had on her applications and Naviance.

This U block will stay open for seniors during the first semester, but the goal for next semester is to have it open for the juniors.



EMILY CLARK PHOTO

Members of the senior class take advantage of sessions run by the guidance department during U block, which are held in order to answer any questions seniors may have about college applications.

“The plan for the second semester is to flip it and offer that block to the juniors, so they can get started thinking about testing and what colleges interest them,” Low said.

Students begin hunt for scholarships with help from guidance

By Antonio Gillespie
INDEPENDENT STAFF

As many students wrap up their college applications through the early submission process, the next frontier in the college process for seniors becomes applying for scholarships.

To help students with this search, the guidance department is taking extra steps to ensure that all students and families understand scholarships in the Scholarships 1.0 and Scholarships 2.0 informational sessions.

On Oct. 26, the guidance department led the discussion in the first session by answer-

ing questions about the updated FAFSA and heading forward with scholarships.

Beverly Low, director of guidance and college counseling at the school, said that there was lots of confusion in her first year about scholarships. The guidance department’s purpose in hosting these events is to provide clarity and allow for any and all questions to be answered.

It was an eye-opening experi-

ence for students who attended. Senior David LaForge learned that “there is always work that I can do” in the college process until it is all over, and this information led him to work on his scholarships.

Finding scholarships is “kind of like going on a treasure hunt,” according to Low.

With expansive online search engines and the whole guidance department’s help, there are resources for students

With...the whole guidance department’s help, there are resources for students to explore.

to explore, according to Low.

Picking and choosing which scholarships to apply for based on time needed to apply and money available is important, according to guidance counselor Karen D’Amour.

According to Low, one key takeaway from the informational session is for students to begin to solidify an official one-page resume. They are useful when applying to bigger scholarships with a national or international applicant pool such as from Coca-Cola or Comcast. Furthermore, some of these scholarships ask for a written portion, which is why Low and many

others highly recommend saving college application essays.

There will be a follow-up meeting called Scholarships 2.0 in January which will focus on the end of the scholarship application process. The focus of this meeting will be on local scholarships for which there is a standardized application form that students can fill out once to send to multiple potential donors.

The most important message that Low and D’Amour have about scholarships is to start the process early because there is money that people and companies want to give students if they take advantage of it.

CONTINUATIONS

WIFI

CONTINUED FROM PAGE 1

been frustrating for students. According to senior Zanny Lee, although the WiFi will often work in the morning, by the afternoon it will become slow and ineffective.

“In the past, it’s been super slow, [which] disrupts learning,” she said.

Sophomore Randall Doane has also found the lack of access to internet to inhibit academics. “[The WiFi] is not very useful... I can’t get things done.”

According to Stephen Kwiatek, one of the main issues causing network problems is that the more devices are on the network, the slower the network gets.

In order to try and identify the problems, the school is bringing in outside consultants to get a new look at what could be causing the problems, he said.

“If the outside consultants find other stuff that may help us, that would be great,” he said.

Vollink said that the current router may be undersized, which could also be causing the slow network.

To fix this, the school is trying out a new internet router in hopes that that will fix some of the problems Kwiatek said.

“We’re probably going to be purchasing a new router. We have one that we’re testing, so we’re either going to buy it or try a different one,” he said.

SCHEDULE UPDATES

CONTINUED FROM PAGE 1

there was a suggestion to implement a seven-block rotating schedule while still meeting with four blocks a day; however, Puglisi said there are issues with this idea.

“There would be no way to make the breaks consistent for the teachers. Some days teachers would have to teach four blocks and would have no prep time,” she said.

Sophomore Michaela Edelstein prefers the current schedule to a potential four-block schedule.

“I don’t want to drop four blocks because what if you drop your two electives? Then you would have four dreadful classes in a row. And with 75-minute classes, I would just lose interest. It would be hard to learn anything,” she

said.

Sophomore Abigail Lantz is in favor of the current schedule because she fears that, with the four-block schedule, seeing classes every other day would increase homework assignment.

“Teachers would end up assigning you so much more homework to make up for when we don’t meet. And I would probably forget what we learned if we met every other day,” she said.

The administration is planning to pilot a cycle of the four-block schedule in the spring in order to hear feedback, according to Puglisi.

“We will let kids see how it feels, let teachers see how it feels, and let administration get to see what it looks like. In doing that, we can determine whether we are making the right decision to implement a four-block schedule from actual data,” she said.

Puglisi said she wants to find the schedule that works best for the community.

“While the research may say that the four block schedule is the way to go, it also says that your school schedule is the one that’s best for your school community. So we are going to figure out

what is best, and that’s what we are going to do,” she said.

YRBS SURVEY

CONTINUED FROM PAGE 1

the areas of “students wanting to hurt themselves, self-harming behavior, alcohol and marijuana use, binge drinking, and cyberbullying” were concerning to her.

Additionally, Burgess said she was troubled by the increase in students who reported coming to school high.

Puglisi noted that although the rate of cyberbullying increased, the overall rate of bullying, has decreased, something she says she is encouraged by.

Bullying on campus fell 13 percent from last year, although cyberbullying has risen 8 percent.

Other areas showed improvement as well, according to Puglisi. “We saw a decrease in the amount of depression, violent behavior, and drugs sold on school property,” she said.

Senior Jenny Duff, while noting that the YRBS is important for the school, expressed doubts on the honesty with which students answered the questions. “There are always going to be people who try to skew the data by answering dishonestly, even though this is anonymous,” she said.

Puglisi, however, said the school tries to look for obvious outliers and discards them.

‘We saw a decrease in the amount of depression, violent behavior, and drugs sold on school property.’

-PATRICIA PUGLISI

In order to use this data, Burgess said the school tries “to be proactive and prevent future problems.”

Puglisi said the biggest step the district is pursuing is a “Community Coalition, like ones in Danvers and Reading, where... agencies work... to provide intervention, information, and awareness to the community.”

She also said that the school is looking to “realign our health curriculum” and will continue with the Signs of Suicide program, implemented last year, which aims to make students aware of the signs of depression.

Health Matters



Owning a pet positively influences owners’ mental health, fitness levels, immune system

By Juliette Kelley
INDEPENDENT EDITOR

Whether it is a cat, dog, or bird, many people keep some type of pet in their homes, which actually impacts their health whether they know it or not.

According to an article from Animal Plane by Sarah Grace, one way that owning a pet can affect its owner’s health is by reducing the risk of allergies in children.

Grace wrote that research done by pediatrician James Gern from the University of Wisconsin Madison also showed that “children exposed early on to animals tend to develop stronger immune systems overall.”

In addition to helping children develop stronger immune systems, having a pet can also help reduce stress according to the March 2016 Harvard Health Letter in which Dr. Greg Fricchione, director of the Harvard-affiliated Benson-Henry Institute for Mind Body Medicine said, “When you feel securely attached to this living being, there are biological

brain effects that reduce stress response, so it may affect your breathing rate...or anxiety level.”

In addition to helping with mental health, pets can also



JULIETTE KELLEY PHOTO

While there are many positive effects from owning a pet, such as reduced risk of allergies and stress, there are also negative impacts such as risk of diseases that can be passed through pets.

help increase the fitness of their owner according to an article from the Los Angeles Times.

‘When you feel securely attached to this living being, there are biological brain effects that reduce stress response.’

-DR. GREG FRICCHIONE

Los Angeles Times journalist Karen Ravn writes, “[A] study found that dog owners were 60% more likely to go for walks in their leisure time than people...who didn’t own any pet,” which means that dog owners are far more likely to get in daily fitness.

However, in addition to being beneficial for one’s health,

owning a pet can also have some downsides. For example, Fricchione points out that if one has “problems with gait and stability, your pet can...knock you over,” which increases the risk for broken bones or injuries, especially in the case of the elderly.

Additionally, Ravn writes that sanitation can also be a problem for pet owners. Certain diseases such as Toxoplasmosis (a parasitic disease) can be transferred through cat litter, and pets can generally carry a variety of parasites, she said.

Despite the health risks to having a pet, owning a pet can improve overall stress and fitness, which in many ways can make for a healthier lifestyle.

New Tech Team elective teaches students how to help others, assist with common technology issues



COURTESY OF DALCIONE VOLLINK

Tech Team teacher Dalcione Vollink focuses her class on current real-world skills that students can apply in their everyday lives.

By Austin Pare
INDEPENDENT STAFF

In order to give students the ability to learn about technology in school, Dalcione Vollink, digital learning specialist, created a class called “Tech Team.”

Tech Team is a course where students learn how to fix common issues with computers at the school so that there are more people on hand to help when someone needs help with technology at the school.

Vollink allows students to have teacher capabilities in Google Classroom so that they can figure out what problems

occur. This way, students are able to find out ways to fix these problems.

“I have [the students] do a lot of things from a teacher’s perspective so that they can understand why adults would need help,” Vollink said.

In Tech Team, students are also asked to make commercials and videos using equipment like the green screen so that they have experience using different video equipment.

The class is pass/fail and takes place every block. It is offered to students for either one semester or a full year. There are currently 28 students in the class.

Sophomore Christina Calandra said she loves the class because “it is more of a project-based class so each week [students] get a new project to do, and then she gives us a week to complete it.”

Calandra said the projects can be anything from designing a class on Google Classroom or fixing a Chromebook for the school.

Physics teacher Deb Nolan said having a Tech Team is great for the school.

“When I have a problem in a class that has a [Tech Team student] in it, it’s really perfect because they are able to help me right away,” Nolan said.

Vollink said the Tech Team helps teach every day skills.

“The skill of being able to help somebody, bedside manner, things like that are things that you should learn before college, and this class really helps with those skills.”

Vollink hopes to grow Tech Team so that students can take over most of the technology troubleshooting.



Freshman
Olivia Ford:
“Stuffing”



Freshman
Finnbar Kiernan:
“Stuffing”



Sophomore
Annie Martin:
“Gravy”



Sophomore
Ben Soulard:
“Squash”

Student
Speak

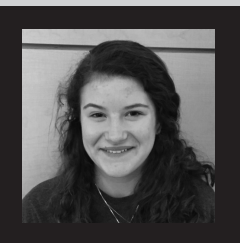
What is the
grossest
Thanksgiving
food?



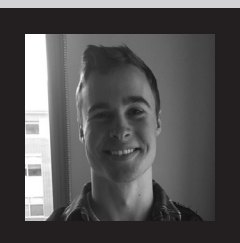
Junior
Sydney Ring:
“Broccoli”



Junior
Cosmo Pallazola:
“Mashed potatoes”



Senior
Maddy Stowell:
“Gravy”



Senior
Charlie Baker:
“Beets”

English teacher adjusts to new life with arrival of second daughter

By Abigail Fitzgibbon
INDEPENDENT EDITOR

After the birth of daughter Lucy on Oct. 26, English teacher Allison Krause is enjoying spending time with the new baby and her family during her leave.

Krause named her daughter Lucy Irene Krause, taking the name Irene after the grandmother of her husband Josh Krause, her mother-in-law, middle and high school librarian Sue Krause said.

Sophomore Bella Pomeroy said Krause’s water broke during U block the morning of her delivery, which was surprising for her students even though Krause remained calm.

“I was kind of nervous because none of us knew what to do, but she was really calm about it... and more concerned with spilling her seltzer in her bag [even though] she was just about to give birth,” she said.

After Lucy’s speedy delivery, which lasted only 30 minutes af-

ter Krause arrived at the hospital, Krause’s father, brother, and in-laws came to visit along with her 23-month-old daughter Charlotte, she said

Two days after delivery, the Krauses headed home.

“We were excited to bring Lucy home and settle in. Charlotte didn’t seem to really understand what was going on while we were in the hospital, but once we got home, I think she started to grasp that this was her little sister!” Krause said in an email.

The whole family is adjusting to life with a new baby in the house, but because this is their

second child, the Krauses are more prepared, she said.

“It has been a bit chaotic, but overall I would say it is more comfortable this time than when we brought Charlotte home. We have a better idea of what to expect, and I feel less anxious,” she said.

Lucy is an easy-going baby, sleeping quite well during the day and even attending Charlotte’s first dance lesson two weeks ago, Krause said.

Upon visiting Krause and her children shortly after she came home from the hospital, fellow English teacher Mary Buckley-Harmon also noticed Lucy’s calm disposition.

“The baby was sleeping, and then she woke up and was hungry, but she wasn’t screaming a



MARY BUCKLEY-HARMON PHOTO

Charlotte Krause holds her new baby sister Lucy.

ton, so she seems pretty low key. Charlotte had been tickling Lucy before I arrived, but then she seemed more interested in watching ‘Minnie Mouse,’” she said.

According to Krause, Lucy has lots of hair like her older sister

and has blue eyes that may turn brown eventually like Charlotte’s.

Even Charlotte is adjusting well to having a new baby in the house; she loves to hug and kiss her little sister, Krause said.

Hamilton-Wenham retiree becomes long-term English substitute

By Sirine Benali
INDEPENDENT STAFF

Retired Hamilton-Wenham teacher Lee Karpa will be English teacher Allison Krause’s long-term substitute while she is on her three-month maternity leave.

Krause said she is “excited to have some time so bond with the new baby and the family.” She also said the class will be in good hands with Karpa since she is a seasoned professional.

Karpa said she taught English for “about 20 years” at Hamilton-Wenham and retired last June. In her first two months of retirement, Karpa is currently teaching four college prep sophomore classes.

“We are incredibly lucky to have a veteran, respected teacher to be willing to come out of retirement,” English department chair Debra Isensee said.

So far, Karpa said she believes the school is “great” and “a beau-



SIRINE BENALI PHOTO

Retired Hamilton-Wenham teacher Lee Karpa is filling in for English teacher Allison Krause on her maternity leave.

tiful building.” She has said that the students are similar to the students at Hamilton-Wenham in that they follow a natural decorum of being respectful in

FUN FACTS

- Likes to ski
- Lives in Ipswich
- Likes the beach
- Loves to read

class.

According to her, she is looking forward to start teaching “The Crucible” with the students.

“It’s a play that I used to teach to the seniors at Hamilton-Wenham, so there are fun things to do with this play,” Karpa said.

Through her lessons, she plans to mix up the structure of the block with different activities.

So far, her students have enjoyed her teaching style.

“I like her because she makes

sure that we all get the information, and she doesn’t move on too fast,” sophomore Suzy Morton said.

Regarding her goals for her three months here, Karpa said she wants to maintain the curriculum.

Karpa said she “hope[s] that the students will have a different experience but a good experience with the material” while she continues to build off of what Krause has already taught.

Her students also believe that Karpa will make a smooth transition from what Krause has already taught them to new knowledge and experiences.

“I feel that she will be really good with carrying on the curriculum that Mrs. Krause already started,” sophomore Max Hahn said.

Outside of school, Karpa loves to watch her daughter’s field hockey, ice hockey, and softball games.

Besides watching her daughter’s games, she enjoys the outdoors and reading.

“I like to ski, and I live in Ipswich, so I like the beach. I love to read, so that’s my favorite thing to do,” she said.

After her time as a substitute, Karpa plans to go back to retirement.

‘We are incredibly lucky to have a veteran, respected teacher to be willing to come out of retirement.’

-DEBRA ISENSEE

French native, musician joins staff as long-term substitute

By Amber Paré
INDEPENDENT EDITOR

While foreign language teacher Erin Fortunato is on her 12-week-long maternity leave, French native Philip Kaplan joined the staff, hoping to impart his knowledge and connect with students.

Kaplan said he was born in Paris and grew up in mostly Francophone countries due to the fact that his father was a diplomat.

Moving every one or two years in his childhood afforded him the opportunity to grow up bilingual, something Kaplan said was a “great gift” his parents gave him.

According to Kaplan, he studied music at the New England Conservatory. Music, he said, continues to be one of his life’s passions, as he plays electric guitar in a number of rock-and-roll ensembles and studies Indian classical music.

Kaplan previously taught

elementary music and middle-school French at schools including Peabody, North Andover, and Newton.

He said he is currently teaching French II, AP French, French V, and Spanish I; Kaplan believes his adjustment has gone “extremely well.”

“I’m really impressed with the studiousness and seriousness of the students. They’re pretty amazing,” he said.

Students also believe the adjustment has gone well, and some enjoy the opportunity to have a teacher from France.

“It’s a unique opportunity to have someone who has grown up speaking French teach us. One of our homework assignments was to eat a French baguette with bittersweet chocolate. I just thought that was so different and fun,” junior Sydney Ring, an AP French student, said.

Fortunato shared a similar sentiment, saying that Kaplan brings a high level of expertise to his classes.

“His skillset lets him easily work on lower-level things with French II students, and it also allows him to work on higher-level analysis with French V students, which is really great,” she said.

In his time at the school, Kaplan hopes to continue Fortunato’s curriculum and share his experiences.

“I just love imparting knowledge. Students have been very receptive to that so far, so teaching is very gratifying for me,” he said.

Kaplan is unsure of exactly what his future holds after his time at the school, but he hopes to continue playing music both on his own and in ensembles.

FUN FACTS

- Plays the electric guitar
- Has Skyped an Indian music guru every week for 10 years, studying Indian classical music
- Was born in Paris
- Has lived in countries including Belgium, France, and Switzerland
- Favorite place he has lived is India
- Favorite type of music is gospel



AUSTIN PARÉ PHOTO

French native Philip Kaplan has joined the foreign language faculty as a long-term French substitute, filling in for foreign language teacher Erin Fortunato, who is on her 12-week-long maternity leave.



By Avery Shaw
INDEPENDENT EDITOR

Who are the Bettuci Boys?



YEARBOOK STAFF

Bettuci Boys, a student-run group of sophomore and senior boys, holds up a poster as they “took over” Spirit Week last month.

While you may have seen their posters hanging along the hallways or heard their chants during the pep rally, the Bettuci Boys remain mostly a mystery in the school. Who are they? And what is their purpose? The signs-- displaying a rottweiler baring its teeth next to the group name “Bettuci Boys”-- posted around the school give little-to-no information of what the group is about. The secrecy of the group seems to be their most apparent characteristic, but fortunately, members of the Bettuci Boys were willing to inform the public on what the group is all about.

In the words of senior member Peter Coyne, “We are like a frat. We think of each other as a brotherhood.” Senior member Charlie Baker explained the origins of the group.

“It all started with [sophomore] Dan Rodier -- the Dan Master. He came up with the name. He was trying to pronounce Bertucci’s, the famous Italian restaurant, but he mispronounced it,” he said.

According to Baker, the group of boys who were present when sophomore Dan Rodier misspoke then became the Bettuci Boys.

Principal Patricia Puglisi said she was confused when the group first came about but now acknowledges that it is harmless. “When I first heard about it,

I was nervous, of course. But as I found out more, it appears to all be good fun,” she said.

Despite being an independent-created group, the organization follows strict rules for initiation, according to Baker.

“In order to be initiated, you have to eat two meat lovers pizzas from Bertucci’s. We do have a board of review members that will discuss, but Dan Rodier, being the highest member of the organization, is the one who makes the executive decision. He has the authority to kick someone out

or bring someone in,” he said. Coyne said the Bettuci Boys follow a strict code of secrecy.

“[One of our members] got kicked out for being a rat. He broke the code. We don’t snitch. Everything we do is very confidential and secretive,” he said.

The group has worked to publicize their name and is in the process of planning another “Bettuci Takeover,” which is what they called the sudden burst of advertisements for the group during Spirit Week.

“We took over Spirit Week. That is our biggest accomplishment,” Baker said. “Be ready for the next takeover. Stay woke,” senior Jacob Callahan said.

The group has worked to publicize their name and is in the process of planning another ‘Bettuci Takeover.’

SWING welcomes new teacher, aims to increase students’ involvement

Former Hamilton-Wenham teacher joins special education to integrate program into high school

By Amber Paré
INDEPENDENT EDITOR

Members of the high school special education department welcomed new staff member Erin Kenaga as teacher of the SWING program (Students With Integrated Goals), which made its transition to the high school this year. Kenaga received an undergraduate degree in elementary special education from Providence College before attending graduate school at Boston College. According to Kenaga, she taught special education students at Boston College for two years

before teaching at Hamilton-Wenham, a school with a program similar to SWING, for three years. Special education department chair Louise Vose said Kenaga’s

‘One of my goals is to allow [students] to access their community in a more social and independent environment later on in life.’

-ERIN KENAGA

ent approach to instruction, and its students learn and develop at a slower pace than their peers. Kenaga works with two students, one of whom is in high

FUN FACTS

- Lived in Ireland for two years
- Worked for charity CASA (Caring and Sharing Association), spending time with people with disabilities
- Avid runner
- Self-proclaimed “foodie”
- Loves trying new, local foods and supporting local farming communities

school and one of whom is in middle school, on a day-to-day basis, teaching them life skills in the context of their education.

GUESS WHO?

TEACHER EDITION

Favorite food?
French onion soup

Prior jobs?
Kitchen store salesman

Favorite activity outside of school?
Skateboarding

Favorite beverage?
Diet Coke

Favorite pie?
Pumpkin

Favorite singer?
Adele

How long have you worked here?
Three years

Favorite holiday?
Thanksgiving

Role model?
America

Favorite animal?
Lynx

Dream job?
High school teacher with better pay

Where would you live if you weren’t here?
Detroit

Favorite sports team?
Celtics

Favorite Dance move?
“I don’t believe in dancing.”

Favorite television series?
“Adventure Time”

College Sport?
Rowing

Favorite type of tree?
Weeping Willow

Answers can be found on Page 12 under Read, Watch, Listen

“One of my goals is to allow them to access their community in a more social and independent environment later on in life,” she said. Kenaga said “every day is different” in the program and that having the high school student and middle school student in the one classroom “allows for a lot of wiggle room” in instruction. For this reason, the program’s transition to the high school has gone smoothly. According to Vose, Kenaga’s transition into the school as a new employee has also gone smoothly. “She’s doing really well... She is extremely talented and is able to bring great curriculum and expertise that helps push the kids to a new level of independence,” she said. Samantha Webb, one of Kenaga’s two aids who is also new to the school, shared a similar sentiment and said SWING’s transition into the high school was beneficial. “I have loved working with



AMBER PARÉ PHOTO
New SWING teacher, Erin Kenaga, aims to help students become better self-advocates and community members.

[Kenaga]...It’s also really nice to have two students because [we] get to work with both eighth- and ninth-graders,” Webb said. In her future at the school, Kenaga hopes for her students to become more comfortable advocating for themselves and to get involved in activities.

College Applications

Should schools consider criminal history when admitting students?

Pro
Avery Shaw

In order to make an informed decision on the student they are admitting, college admissions officers should have access to a student’s disciplinary history.

College admissions officers need to assess an applicant’s history to ensure a safe campus.

Without a process like this, there is a risk of admitting students who are threats to the campus.

In 2005, according to abcnews.com, freshman Jessica Faulkner was killed by Curtis Dixon at UNCW. It was discovered later that Dixon’s record included a Navy discharge and possible expulsion from two other universities. The next year, the Common Application added questions asking for criminal record and disciplinary history.

By enforcing this information to be disclosed, admissions officers are able to prevent their campuses from felons like Dixon.

However, this does not mean that any applicant with a criminal record should be ruled out completely.

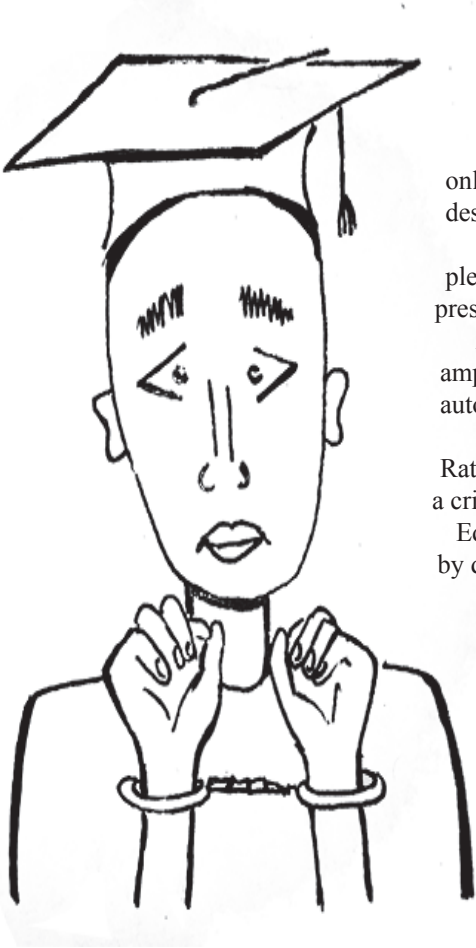
Some applications, like the Common Application, have opportunities for applicants to include additional information. Students can describe their circumstances, such as a difficult home-life, a death in the family, or the reality behind a criminal offense, to explain areas on the application that don’t share the full story.

This gives applicants opportunities to express their side of the story, so the admissions officer can weigh the significance of the offense appropriately.

While removing the requirement to fill in disciplinary history is aimed to address discrimination seen in the application process, diminishing the importance of a criminal record is not the solution.

By treating those with a criminal record or a poor disciplinary history the same as those without, it takes away any incentive for the students who remained well-behaved throughout their high school years.

In the real world, a majority of employers enforce background checks before hiring. It is important that students know the reality of the effect a criminal offense has.



AVERY SHAW ILLUSTRATION

Con
William Heslop

Currently, questions regarding criminal history on the Common Application are unnecessary and go against the fundamental goals of education; in order to make the admissions process more equal, they should be ignored by colleges or removed altogether.

Circumstances certainly exist where a person has committed a crime egregious enough to prevent admission, such as murder or rape, but the current questions on the Common App are too broad and only serve to inhibit a prospective student’s chances at getting into his/her desired school.

Everybody makes mistakes, especially in high school. There are plenty of good-natured people who get mixed up in situations where peer pressure caused them to make a mistake and commit a crime.

A teenager who makes one mistake and gets caught at a party, for example, should not be punished for the rest of his/her life by being put at an automatic disadvantage in the admissions process.

In general, this is how crime should be approached with teenagers. Rather than indiscriminately punishing all teenagers who have committed a crime, we should promote forgiveness and rehabilitation.

Education is a major stepping stone to success and rehabilitation, and by discriminating against people who have had minor trouble with the law, colleges prevent well-qualified individuals from attaining a good education.

Back in 2015, President Barack Obama encouraged all federal government agencies to remove admission of a criminal history from job applications. While mostly symbolic, this gesture was a crucial first step in fixing discriminatory hiring policies.

The so-called “Ban the Box” campaign has been almost exclusive to job applications until recently, and there has been a new push to extend the message of this program to the college admissions process.

NYU has pioneered the new initiative, which calls for an overhaul of this portion of the application. They have chosen to ignore the Common App questions altogether and create their own questions regarding criminal history. NYU has its applicants only report on “any offense which caused physical harm to another person.”

This approach means that colleges can still be informed if an individual is a murderer, rapist, or other serious criminal while not punishing applications that have a criminal record because of a minor drug/alcohol charge.

End of Gloucester spring track co-op negatively impacts its runners

Fear that Manchester Essex runners steal spots is unfounded; co-op is reason team went to Nationals

By Maura McCormick
INDEPENDENT EDITOR

Just months after the girls’ outdoor track team won the NEC league for the first time in 24 years, former Gloucester athletic director Kim Patience unjustifiably ended the co-op.

The team’s success last year speaks to the value of the cooperative program.

According to assistant track coach Austin Sousa, the talent that Manchester Essex runners bring makes the program more competitive and creates opportunities for Gloucester athletes.

“Last year we took two teams to North Carolina for Nationals. That is something we wouldn’t have been able to do without the co-op,” he said.

Although students who were on the team last year can still participate this year, the co-op will not accept new athletes.

Many students who were hoping to participate in track and field this spring are upset that they can’t join the team.

Freshman runner Olivia Ford said, “I have been running cross country this fall and was really hoping I could continue running on a team this spring. I’m really disappointed that I won’t be able to participate in outdoor track because it is a program that I was looking forward to joining all throughout middle school.”

According to Manchester Essex athletic director Paul Murphy, Gloucester track has grown in size and no longer has space for Manchester Essex athletes. Manchester Essex only contributed 15 students to the program last year, however, so they only make up a small portion of the team.

Manchester Essex athletes also pay the Gloucester athletic fee, so their participation does not put a strain on resources.

Sousa said Gloucester parents have also expressed concern that Manchester Essex athletes take varsity spots away from Gloucester athletes.

In track and field, however,



HOLLY FOSSA PHOTO

Running for the Gloucester team, Manchester Essex runners senior Niamh Dalton and sophomore Eve Feuerbach (middle) pose with Gloucester athletes senior Carly Curcuru and sophomore Leah Rudolph at Nationals last year. They medaled in the 4 by 800 meter relay. Even though Manchester Essex runners were instrumental to the team’s success, new runners will not be able to join the team.

the varsity distinction means nothing in terms of participation because JV athletes participate in the same meet as varsity athletes; they just don’t score.

The co-op is also an opportunity to bring two school districts together, and students at Manchester Essex have formed strong bonds with the athletes from Gloucester, according to Sousa.

Sophomore runner Eve Feuerbach said, “I like that the program combines two schools because I have met so many new people, and running has brought us together.”

Murphy said he has been reaching out to other schools to try to start a new co-op, but so far nobody has accepted his request. Manchester Essex does not have enough interested students to form its own track program.

Many students this year will be left disappointed, unable to participate in a program that used to be a fundamental part of Manchester Essex athletics. As such, the program must be reinstated to allow runners from both schools to join.



Opinions become wrong when they can hurt someone

By Maddie Conway
INDEPENDENT EDITOR

I was sitting in an assembly as a participant in Massachusetts’ Girls’ State, focused on the fuzzy caterpillars on the floor, when one of students from Boys’ State, which was also in attendance, stood up and spoke his mind.

I quickly forgot about the caterpillars as he detailed why he believed it was perfectly acceptable for his family to fly the Confederate flag – instead of the American flag – in front of their home.

Everyone booed him, and although I didn’t audibly join in, I shook my head in disbelief. “In Massachusetts, of all places,” I thought.

The assembly quickly moved on, and for the rest of the afternoon, his comment was forgotten. When my group and I returned to our dorms, however, we stayed up until after midnight arguing about his right to say something like that.

About a quarter of my group, although they made it clear they did not agree with him, thought his comments were protected by the First Amendment. The others thought that due to the horrifying historical connotations behind that flag, the First Amendment couldn’t be used as an excuse.

I really didn’t know which side I was on, specifically because the First Amendment pertains to the ability of Congress to pass a law prohibiting freedom of speech, not our ability to say whatever we want to.

As the night wore on, the debate ended up veering into the territory of opinions. Could his opinion be wrong?

Before then, I had thought that opinions could never be wrong, per se, because they were not facts and could not be proven. My friend and I could disagree, but neither of us would be wrong. But as our discussion continued, it became clear to me that there was a line when opinions crossed over into the realm of being wrong.

This student was of the opinion that it was all right to proudly fly a Confederate flag outside his home. By extension, he also believed that it was okay to praise a government who encouraged the enslavement of millions of people and promoted abhorrent racism not representative of modern American values.

It became clear to me that when opinions trigger people to act in such a way that causes or represents harm to themselves or others, a line is crossed, and an opinion can be absolutely wrong.

STAFF EDITORIAL

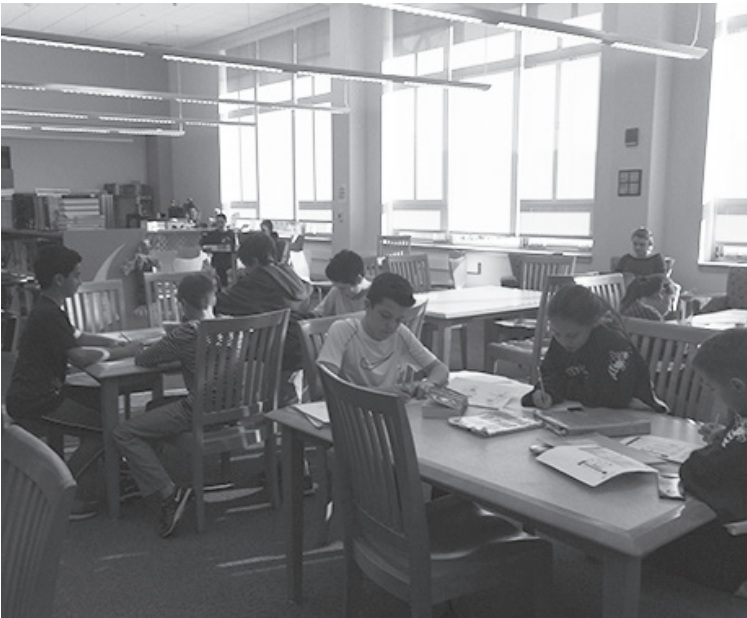
High school students can look forward to increased library access next year

Libraries are a place where people should be able to have light conversation, read quietly, and study during study hall and U block; yet high school students have not had adequate library access for the past two years due to the sixth-grade literacy classes using the library as classroom space.

According to Principal Patricia Puglisi, the literacy classes occupy the library because of a demand for more space and growing class size. The class also needs the tools and resources that the library offers, such as access to computers and books when learning research skills.

Sue Krause, school librarian and teacher of the sixth-grade literacy class, said the source of this year’s issues with library use is that the schools are on different schedules.

With the high school on a seven-day schedule and the middle school on a six-day schedule,



MARY BUCKLEY-HARMON PHOTO

Because sixth-grade literacy classes take place in the library, high school students often struggle to find a quiet place to study.

there is not much clarity for students or teachers as to when the library is occupied or free.

The schedule difference also creates chaos because transitions

for the literacy classes.

The library has computers, comfortable lounge chairs, and a centralized open area with tables for group work. The literacy classes occupy the central tables, creating a separation among high school students in the other spaces, leaving the high school with a few small tables at which to work and even leaving some students working on the floor.

Krause understands that “the library is not being used as it should be.”

Despite their frustration this year, high school students should be happy to learn that Puglisi said the literacy classes will not use the library next year due to an alteration in the middle school program.

In order for high school students to ensure their use of the library next year, they should demonstrate proper respect for its resources and space despite the challenges this year.

Band, chorus should be part of rotating schedule

By Heather Holley
INDEPENDENT STAFF

While most students’ schedules include a daily U block, students who take either daily band or chorus do not receive this opportunity to do homework, see teachers for help, make up tests or quizzes, or just take a break.

The administration should make changes to next year’s schedule so that those enrolled in either elective can take advantage of this block as well.

Although students may choose to take either elective every other day, they still do not receive the full U block opportunity if they take it every day.

Junior Sydney Ring, a band member, explained that although

she has an extra study hall, if she was a student who did not have this class, she should be overwhelmed with homework.

“It’s not fair to kids with heavy course-loads who can’t have an extra study hall,” Ring said.

These students are mainly the ones who choose to take band or chorus every other day, therefore filling up what they would normally have as a study hall with a class.

Not having a U block or study hall does not allow students to work on homework, schedule makeup tests or quizzes, or study if needed.

Senior Nellie Boling, a chorus member, shares a similar opinion.

“It is difficult to get to [chorus] because there is no real time in between [U block] and chorus. With all of the other kids you just get to leave [U block] and go to lunch and it doesn’t really

matter if you’re late to lunch, but to chorus it does matter,” Boling said.

Students who take either elective tend to eat during the first U block to get work done, but this sometimes they lose track of time doing work and are late to class.

She also noted that it is difficult for her on certain days that she has chorus and drops her study hall.

When this happens, she said she has a more difficult time making assignments up with teachers.

Not having a U block or study hall does not allow students to work on homework, schedule makeup tests or quizzes, or study if needed.

A senior who takes both band and chorus, Dante Lombardi, said, “It’s annoying because I cannot schedule any makeup

tests because teachers want to do it during [U block] instead of after school.”

Band and chorus have never been treated as a class in the regular rotating schedule even though they are electives just like art and photography, which are part of the rotating schedule.

Junior Garrett Lamothe said U block should be provided for band and chorus members like all other students who do not take these electives.

“[U block] takes some of the stress out of my day, so therefore we band and chorus members should always have it,” Lamothe said.

If the school hires a new band and chorus teacher for the middle school, there would be available time for these electives to fit in the rotating schedule.

The middle school budget should include this increase

U block should be provided to all students who take band and/or chorus so that they may take advantage of the opportunities that U block offers.

the **INDEPENDENT**

Manchester-Essex Regional High School
36 Lincoln St, Manchester MA 01944
978-526-4412 newspaper@mersd.org
online at <http://www.merhs.mersd.org/domain/702>



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Maura McCormick
Amber Paré

News Editor
Juliette Kelley

Features Editors
Avery Shaw
Emily Clark
Abigail Fitzgibbon

Opinion Editor
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Boys’ soccer team, led by senior captains, concludes record year

Seniors Gillespie, Kaper command team to CAL league title and tournament run

By Will Heslop
INDEPENDENT EDITOR

After contending for the title several times in recent years, the boys’ soccer team advanced to the Division IV North Final and earned its first title as Baker League Champions after a record-setting 16-1-3 regular season record.

According to head coach Robbie Bilsbury, this was always going to be “a special year.” One of the biggest factors that led to team to success was the senior leadership displayed by captains Antonio Gillespie, Marco Kaper, David LaForge, and Charlie Baker.

The most critical moment of the season, in Bilsbury’s mind,

was the player-held meeting organized by the captains after the Lynnfield game, which they tied 0-0.

“Instead of turning at each other when things got bad, we began to turn to each other and realize that we all need to be pulling in the same direction, and we have been playing at a super high level since” he said.

Five players were named Cape Ann League All Stars and represented the Baker Division in their 3-0 victory over the Kinney Division (seniors Gillespie, LaForge, Kaper and juniors Cole Hay and Christian Hadaegh).

Kaper was also the recipient of the Cape Ann League Player of the Year award, which is given



COURTESY OF THE MANCHESTER CRICKET

Sophomore Ben Lantz and seniors Aisea Collens and Antonio Gillespie played big minutes in the team’s second-round-victory in the state tournament against Cape Ann rivals Hamilton-Wenham.

to the best overall player in the league as voted by the coaches.

“His positional flexibility is ridiculous. I have never had a player so elite at every position on the field,” Bilsbury said.

Kaper will be attending Middlebury College next year. Although he could have played Division I, Kaper choose Middlebury because it combines “an elite-level Division III soccer program and one of the best liberal arts educations in the country,” he said.

In addition to Kaper’s leadership on the field, Gillespie has become “one of the most vocal members of the team,” according to Bilsbury.

“I was definitely quiet in my first two years on the team. Once I was elected as captain, I knew that I had to become a leader both on and off the field,” Gillespie said.

Bilsbury also recognizes Gillespie’s transition to a team leader. “He is the type of player where if he tells you to do something, you do it. He is respected by his teammates and has become one of the best leaders on the team,” Bilsbury said.

While playing soccer has been an important part of Gillespie’s high school experience, he said he does not have plans to play in college.

Strong play from Richard, Lantz motivates teammates, builds spirit

By Maura McCormick
INDEPENDENT EDITOR

Junior Hadleigh Richard and sophomore Abby Lantz, both strikers on the soccer team, played well this season and brought the team closer together, according to coach Luke Cosgrove.

Cosgrove said both players contribute to the team’s success differently.

“Hadleigh is more reserved and leads her team with her hard work and effort while Abby is more of a vocal leader who encourages her teammates and does a very good job of communicating her enthusiasm for the sport,” he said.

Senior captain Tracy Blagden said Lantz always tries her hardest.

“Abby, regardless of how the team environment is, regardless of how down everybody is, will play her heart out every single

game,” she said.

She also said Lantz’s optimism keeps practices fun.

“When Abby is at practice, she brings everybody’s spirits up, on and off the field. Abby is the loudest. She also sings and does our chants before games,” she said.

Lantz said she loves getting pumped up for a game.

“Usually I’ll sort of rally everyone up and we go into the locker rooms and blast music, and we’re dancing and singing along.[...] I’m like screaming usually, and then after that we circle up, and I end up yelling, cheering, and giving them motivational words,” she said.

Early in the season, Lantz sprained some ligaments and muscles in her neck and got a concussion, so she only played in five games.

“At first it was really hard,” she said, “It hurt to move, and I couldn’t go to school, and I was



COURTESY OF HEATHER RICHARD

Sophomore Abby Lantz was a powerful influence on the team.

on heavy medication for the pain. And then there was the emotional part of it, which was the fact that I was going to be out for a lot of the season, and I couldn’t go to school or see my friends.”

Blagden said when Lantz wasn’t at practice, the energy was noticeably lower.

Cosgrove said Richard also stepped up this year, leading the team and playing well.

“She works hard and is extremely passionate about the game,” he said.

Richard scored five goals this year and was a Cape Ann League All Star.

She hopes to play soccer in college, and has played for both the GPS North, and Aztec club teams.

Richard said she likes soccer more than other sports.

“In soccer you have to come up with it on the spot what to do. I like thinking ahead, and I love how we play together as a team,” she said.

Senior player Zanny Lee said Richard is consistent.

“Every game she plays her best. You can really count on her,” she said.

Although the team did not reach its goal of making it to the State Tournament, Lantz said the team has many skilled young players and will likely have more success in upcoming years.

Senior captain leadership helps football team break out of long losing streak

By Maddie Conway
INDEPENDENT EDITOR

With a disappointing 5-5 end to the football season and a missed chance at the playoffs, head coach Jeff Hutton said the two players who kept the team “together during this rough patch” were senior captains Charlie Otterbein and Evan Pennoyer.

At the start of the season, the team “really [needed] to work on [its] second line of defense,” he said, but only a few weeks later, three “devastating” injuries befell the team’s starting defensive line, resulting in a “sort of triage” where players were shuffled around into unusual positions.



MADDIE CONWAY PHOTO

Under the leadership of senior captains Charlie Otterbein and Evan Pennoyer, the team stayed together despite difficult games.

One of those injuries happened to Pennoyer, who broke his leg two games into the season. Hutton said the impact reverberated through the entire team.

According to Pennoyer, who

plays tight end, he’s “been on the team for four years and on varsity for the past three.”

Of the two senior captains, Hutton said Pennoyer was the one that “surprised [him] the

most.”

“I’d always thought of him as this quiet kid. He’s very good at football, but when he applied for captaincy, I was taken by surprise because he wasn’t very vocal, and although the kids definitely respected him, he was a lead-by-example type,” Hutton said.

“In the first two games, we beat two teams who were one and two divisions higher than [we are], and [Pennoyer] was the catalyst for why we did so well,” he said.

“Missing a player like that – he was a Gloucester Times All Star last year – really set us back,” he said.

However, Hutton said Otterbein “really picked up the slack

and helped the team to move on and look to the future.”

“After that initial period of us figuring out how to restructure the team after so many injuries, we have won the last two games with him in the lead and are hopeful that we can win the big Thanksgiving game,” he said.

Despite the success he’s had in leading the team, Otterbein said he does not plan to play in college.

“I’ve played football with a great group of guys since sixth grade, and we’ve really become tight, but I think I want to focus on studying,” he said.

Pennoyer is undecided as to whether he will play in college, but “he is certainly good enough to if he wants,” Hutton said.

Senior players rally field hockey teammates after playoff loss

Cape Ann League Champions lose to Gloucester in first round of tournament

By **Karlie Angelis**
INDEPENDENT EDITOR

Two seniors, Robert Carter and Jenny Beardsley, worked hard at keeping up the spirits of their field hockey team during their final game, coach Kara Crovo said.

Crovo highlighted Beardsley as a spirited captain.

“Jenny is an enthusiastic leader who is consistently cheering on teammates and driving them to persevere through obstacles we may face. She has a positive attitude that transcends to her teammates,” Crovo said.

In order to rally her teammates, Beardsley tries to keep the idea of winning in everyone’s heads. “We had an unreal season, and nobody wanted to lose it, so we would always just try and get as pumped as possible,” she said.

Beardsley also reminded her team to “do it for the jackets,” she said. “Everyone was determined to win the CAL, and

we wanted jackets to prove it, so that is something that really motivated us, too.”

Although the team lost the playoff game 2-1 to Gloucester, Beardsley said the team worked hard throughout the whole season.

“Everyone played so well that it was just impossible to be disappointed. There were some tears, but we were all so proud of each other for an amazing season; that was what really filled the locker room with emotion,” she said.

The game was also very close, according to Carter, who played tough on offense as a center-forward.

“[Gloucester] scored two fortunate goals early and defended their lead really well. We controlled most of the game and were able to get one goal back with 10 minutes left, but we came up just short in the end,” he said.

Crovo said Carter is a skilled



COURTESY OF SUE BEARDSLEY

Senior Jenny Beardsley led the team on and off the field throughout the season with her hard work.

player who helped them move forward in the game.

“Robert is a fearless competitor who moves up the field with ease. He is able to pass and move...his hard work and determination are reflected in his

ability,” she said.

Beardsley is committed to play at Assumption College, and although there are no men’s or co-ed college field hockey teams, Carter said he would love to find a club or intramural team to play

on recreationally.

Although the team lost the playoff game, they ended with a record of 18-0 and won the Cape and League title for the second year in a row, thus receiving their jackets.

Malik, Heslop represent golf team through leadership, strong play

By **James Riordan**
INDEPENDENT EDITOR

Although the golf team missed the playoffs this season, the captains and coach said they were pleased with their results overall, considering the lack of experienced players. Head coach Hollis French said senior captains Will Heslop and Tyler Malik represented the team well as leaders and competitors in their final season.

French said at the beginning of the season the most important goals in his opinion were to be good sportsmen, be competitive, and improve every day, and he felt the team achieved all of them.

“Although we did not win the

sportsmanship award voted on by the coaches in the league, I thought we met my goal of being good sportsmen all season,” French said.

He continued by saying that despite the 3-10 finish, the team performed well throughout the season, and the younger players clearly got stronger from beginning to end. French emphasized the importance of the young core and how their varsity experience from this fall will positively affect the program in the future.

Regarding their final record, he said, “Our record doesn’t accurately reflect the team and the season. We had multiple matches against strong opponents decided by the equivalent of a point in basketball.”



COURTESY OF HOLLIS FRENCH

Senior Tyler Malik set a positive example for the underclassmen.

Heslop and Malik were also essential to the team according to French, as they showed the younger players how to conduct

themselves and help the team.

“Our seniors will be missed next year. They set a great example and were great at interact-

ing with the underclassmen,” French said.

Adding to this, junior captain Mitch Paccone said Heslop and Malik “were the heart of the team and always knew how to cheer everyone up.”

Paccone was the No. 1 in the majority of matches, and Malik said he was impressed with his play in general.

“As a junior captain I feel like Mitch really proved himself as both a player and a leader and set a good example for the younger players on the team,” Malik said.

French summed up the season by mentioning that although this year was not particularly successful, the return of one captain and a talented group of young players bodes well for the future.

Guinee, Feuerbach lead cross-country team by example in attitude, performance

By **Abigail Fitzgibbon**
INDEPENDENT EDITOR

Junior Patrick Guinee and sophomore Eve Feuerbach contribute greatly to the cross-country team by leading through example with their talent and focus, according to senior captain Maura McCormick.

Guinee and Feuerbach stand out on the team for their achievements in the sport; both are ranked in the top 10 in the state, she said.

Guinee set a school record this fall by “breaking 16” in a meet against Amesbury, meaning he ran the race, which is the length of a 5K, in under 16 minutes, according to Guinee.

Feuerbach achieved similar success last year by winning the Division VI in Eastern Mass. Divisional Race, making her a Division VI Champion, and is undefeated in the CAL this season, according to coach Mark



COURTESY OF LINDA FEUERBACH

Sophomore Eve Feuerbach placed first in the Division VI Eastern Mass. Meet on Nov. 12.

Dawson.

Guinee and Feuerbach both prefer cross-country to track because of its open, friendly environment and long distances.

“It’s pretty free. I feel free when I’m running, and like it’s

a really good environment. All the kids are really nice, and the coaches are probably the best coaches I’ve ever had,” Guinee said.

In the off-season, Guinee works with a personal coach who gives him workouts throughout the summer to keep him in shape.

Similarly, Feuerbach attends Northeast Kingdom Running Camp in Vermont during the summer and works on exercises on her own.

Dawson said beyond their talent on the course, both runners contribute to the team through motivation and leadership, especially Guinee who leads the young group of runners on the boys’ side, he said.

Junior Holly Fossa said

Both runners agree that the sport has helped them grow as athletes but also as individuals.

Guinee’s leadership helps the team because he pushes through setbacks.

“He’s so much fun to have around because even when he doesn’t have the best race, he still has a really good attitude. He doesn’t get pushed down easily,” Fossa said.

According to Dawson, Feuerbach is more reserved but leads the team by example and her easy-going

personality.

“Eve’s really a calm and cool kind of person. She doesn’t get riled up, so I think that passes over well to other kids in cross-country,” he said.

Looking forward, Feuerbach hopes to continue her cross-country career into college and to break a time of 18 minutes while

in high school. Being on the team has contributed to her love of cross-country and she wishes to pursue it because of how supportive everyone is, she said.

“I love the team. Everyone’s so nice, and we all love running, which makes it so fun,” she said.

Guinee already has plans to compete in college and hopes to get top 10 at Nationals.

Reflecting on their time on the cross-country team, both runners agree that the sport has helped them grow both as athletes but also as individuals, teaching them responsibility and independence, according to Feuerbach and Guinee.

The team as a whole is proud of their solid season, especially a close win against Newburyport, McCormick said.

The boys ended with a record of 3-7, and the girls ended the season with a record of 9-1, which Dawson said achieved their preseason goals.

NBC’s ‘This Is Us’ delivers meaningful messages, unique characters

By Amber Paré
INDEPENDENT EDITOR

With its poignant, touching storyline and multi-layered characters, the first season of NBC’s “This Is Us” is this fall’s must-see television show.

“This Is Us,” which airs Tuesdays at 9 p.m. on NBC, follows married couple Jack and Rebecca, played by Milo Ventimiglia (“Heroes”) and Mandy Moore (“A Walk to Remember”), and their three children Kate, Kevin, and Randall. The show follows each person’s life in the present day in addition to including flashbacks to the 1970s when Kate, Kevin, and Randall were growing up.

This format allows the audience to gain unique insight into the family’s dynamics, drawing parallels between the family’s past and present.

Despite the show’s interest-

ing format, its first few episodes lacked character development; exhausted character tropes defined most characters for these early episodes.

Chrissy Metz’s character Kate, for example, is an obese woman whose character was at first completely defined by her weight, while her brother Kevin, played by Justin Hartley, was merely a handsome actor whose narcissism and sheer stupidity were sometimes too cringe-worthy to watch.

The writers have started to develop characters more in recent episodes, showing how Kevin’s stereotypical behavior is a façade covering his deep inner desires to fit into the world around him.

Kevin’s superficiality faded away in a particularly touching moment when he tried to explain the concept of death to his young



NBC.COM/THIS-IS-US

“This Is Us” follows the life of an American family of five, teaching important lessons about life and love.

nieces after a scene in which he accidentally told them their parents would someday die.

In his explanation, Kevin uses a metaphor of life being a painting, saying, “There’s no dying. There’s no you or me or them. There’s just

us. And this sloppy, wild, colorful, magical thing that has no beginning and no end...I think it’s us.”

This beautiful, unique interpretation showcases an overarching theme of the show—finding meaning in even the smallest aspects of a

person’s life.

With this positive, optimistic theme, audience members will leave each episode having learned a meaningful lesson; these lessons give the show its uniqueness.

Skyrim’s new ‘Special Edition’ proves to be more of a graphic, visual upgrade

By Will Heslop
INDEPENDENT EDITOR

Fans of the notorious “Elder Scrolls” series will be familiar with the latest RPG game released by Bethesda Game Studios, “The Elder Scrolls V: Skyrim,” back in 2011. This year’s Special Edition of the game aims to recapture the core audience into the world of Skyrim but fails to offer more than an incremental and aesthetic upgrade.

The primary purpose of Skyrim’s Special Edition was to give fans with current-generation consoles the ability to play the game, which was originally released for the PC, PS3, and XBOX 360.

While Skyrim for last-generation consoles was one of the best games of its time, it did have its fair share of bugs that detracted from the overall experience for gamers. Those who played Skyrim for the PS3 will be well-aware of bugs that caused characters to fly into the air after being hit by giants or crippling frame rate issues that caused the game to be borderline unplayable at times.

The recent remaster fails to



ELDERSROLLS.BETHESDA.NET/SKYRIM

The new Skyrim Special Edition aims to revisit the popular world of the game, but it only manages to receive an aesthetic upgrade.

address even the most glaring bugs of the original release. Many players were disappointed to see their game suffer from similar frame rate issues and characters miraculously disappearing on-screen or

sinking into the ground.

These bugs are few and far between, however, and they are often overblown because of just how severe they are. It is easy to recognize when a bug happens and

is actually quite funny, and they are luckily infrequent enough where they do not detract from the overall gameplay experience.

Where Skyrim’s Special Edition really improves over its last-generation, however, is in the visual changes to the massive environment and its inhabitants. Skyrim has always been one of the most visually-appealing game worlds, but graphics technology has massively upgraded since 2011.

Recently, it has begun to show its age and has started to look slightly dull compared to graphics from modern games. Recent innovations in graphics technology have allowed Bethesda to fully refresh the environment and inject new life into that world that players have come to love.

The Special Edition offers improved landscapes, more realistic player models, and more diverse

environments compared to the original release. All of these elements lead to a beautiful world that combines realistic landscapes with the fantasy element that players covet so greatly.

Despite these graphical enhancements, however, the Skyrim Special Edition does not have too much to offer its players aside from visual changes. The major quest lines and dialogue options have been untouched, and players will have a fairly similar experience on current-generation consoles as they did on older consoles.

Hardcore players will not be too bothered by the lack of ground-breaking changes. It will always be satisfying to throw an orc of a cliff using just the power of your voice, regardless of the minor bugs that still exist.

This year’s Special Edition of the game aims to recapture the core audience into the world of Skyrim but fails to offer more than an incremental and aesthetic upgrade.

‘Yes Lawd!’ successfully incorporates all elements that make duo rightfully admired

By James Riordan
INDEPENDENT EDITOR

NxWorries, a musical duo made up of singer-songwriter Anderson .Paak and producer Knxwledge, recently released their first studio album titled “Yes Lawd!” on Oct. 21. The two combined to create a cohesive album that is consistent with their unique individual styles.

.Paak has come out with four other albums while Knxwledge has over 50 releases since 2012, and the experience shows in their newest work as each song is polished enough to ensure a clean flow while avoiding the overly perfect product that today’s technology is capable of generating.

By transitioning between songs with shared beginnings and endings characteristic of many mixtapes, the album achieves a relaxed feeling that persuades the

listener to go through it in one sitting. With sampling from a variety of eras and a multitude of explored genres, it can speak to a broad, diverse audience.

While the first four songs make use of edgy, counter-intuitive rhythms and harmonies to stay true to both artists’ previous works, “What More Can I Say” provides an initial window into the contagious melodies and unusual editing, such as strangely timed pauses, that makes the album such an interesting pleasure.

Although there are a few strange, drifting songs such as

“Can’t Stop,” “Jodi,” and “Fkku,” the album fully hits its stride when it reaches “Get Bigger / Do U Luv.” Along with “Scared Money” and “Another Time,” it is the song most reminiscent of .Paak’s two most recent albums from 2014 and 2016, “Venice” and “Malibu.”

Not surprisingly, it is impossible for every song to sound utterly distinct, and the vocal intonation and prominent bass give “Khadijah” strong hints of inspiration from Kendrick Lamar, somebody who Knxwledge has worked with in the past.

Besides this instance, every song provides a combination of

Every song provides a combination of individuality, irregularity, and enjoyable sporadicity that only these innovative geniuses could provide.



COMMONS.WIKIMEDIA.ORG

“Yes Lawd!” by duo NxWorries speaks to a variety of listeners due to its sound from different genres and a variety of other eras.

individuality, irregularity, and enjoyable sporadicity that only these innovative geniuses could provide. Their mix of rapping and singing provides a versatile sound ranging from R&B to hip-hop.

Regardless, this inaugural album from NxWorries gives a clear picture of their styles and foreshadows a bright future for the pair if they continue to work together.

Junior Portfolio student Randall Doane receives Paint Essex Scholarship for art

By Holly Fossa
INDEPENDENT STAFF

Junior Randall Doane won a \$1,000 Paint Essex Scholarship from an essay and submission competition held by Robert Coviello, a member of the Essex Merchants Group.

AP Portfolio teacher Tamera Burns told Doane’s Portfolio class about the available scholarship and gave them a sheet that had questions and a summary describing it.

The scholarship asked personal questions regarding Doane, her art background, and how she wished to pursue her art career.

According to Doane, the process was casual. “All I had to do was answer the questions, each answer being about two paragraphs long, and it asked for a couple of art pieces that I already did,” she said.

The pieces that she submitted for the scholarship were mainly pen and ink drawings; however, one of her five pieces was made with graphite and another was made with charcoal.

“They were pieces that I did over the summer for AP studio art,” Doane said.

Doane has always been involved with art, she said. “It is just a platform



HOLLY FOSSA PHOTO



ARTWORK COURTESY OF RANDALL DOANE

Randall Doane entered multiple pieces of her artwork to the Paint Essex Scholarship, hosted by Robert Coviello, and won \$1,000 toward her college tuition.

that I connected with well because it let me express ideas in different ways,” she said. She also said that she has always been interested in art because it is fun.

Burns said that AP Portfolio is a lot of work and that Doane “is such a hard worker and has such high-

level thinking.”

Burns said that her students are all in really good places, and according to her, “As a junior, when you can get those credentials, it is just a wonderful thing.”

Upon receiving the scholarship, Burns accompanied Doane and her family to an auction in

the Essex Room behind Woodmans for an art show, where Coviello congratulated Doane and gave her the scholarship.

Burns said that the auction “all in all was just really great” and that she enjoyed the experience of attending the event with Doane.

Featured Artists

Two sophomores create band named Remedy

By Austin Pare
INDEPENDENT STAFF

After performing several shows in Essex County, sophomores Thad Fulmer and Ryan O’Connell began the process of creating their own album for their band Remedy.

Fulmer and O’Connell started a reggae rock band in 2014 when they were both in middle school and were inspired by another reggae band called The Dirty Heads.

“I always talked to Thad about music, and one day he introduced me to The Dirty Heads. That was one of the reasons why I started to sing,” O’Connell said.

Fulmer said he began to play the guitar when one of his friends, sophomore Bella Pomeroy, showed him how to play the song “Smoke on the Water” by Deep Purple.

“The song was the simplest song to play, and it blew my mind. I was so inspired and went home that day, took my dad’s



PHOTO COURTESY OF BURGER SNAPS

Since forming Remedy, sophomores Thad Fulmer and Ryan O’Connell have given numerous performances.

guitar and just played,” Fulmer said.

Some of Remedy’s supporters are Fulmer and O’Connell’s families as well as Salem musician Aaron Katz, who introduced them to their bass player, Rockport resident Jake Pardee.

“Everyone kind of comes together to help us make what Remedy is,” Fulmer said.

Fulmer and O’Connell have been paid to perform in multiple places over the past year including the

Black Lobster in Salem and a golf course in Billerica.

Remedy currently has five band members including guitar, bass, drum, and keys players.

History teacher John Mullady went to one of Remedy’s more recent performances at Katrina’s in Gloucester.

“[The music] was very

catchy. I think I actually laughed when I saw them perform for the first time because it was such a nice thing to see the connection between their schoolwork and their talent,” Mullady said.

History teacher Jennifer Coleman went to this performance at Katrina’s. She enjoyed their music as well as the environment, she said.

“I am really glad that I went because I feel like a lot of times [teachers] hear things about sports, and we do not really hear about these amazing talents that our students have, so I was really excited to go and see them perform,” Coleman said.

Fulmer and O’Connell said they want to focus on finishing their nine-song album “Under the Sun” before doing any more performances.

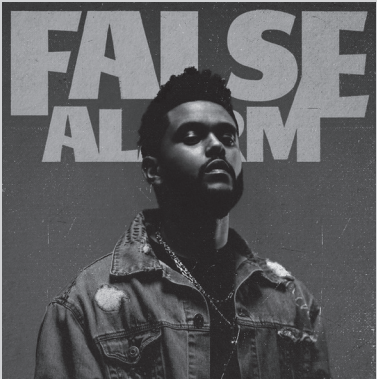
Fulmer and O’Connell have been paid to perform in multiple places over the past year.

What to...

Listen To: Song

“False Alarm” by The Weeknd

The Weeknd adopts a new sound in the new single “False Alarm,” branching away from his sensual slower pace. The chorus is the most surprising, where the repetition of the words “false alarm” are practically screamed. It is the perfect song to listen to while running, especially running from the police. The music video, filmed in first person, depicts a bank robbery. There is plenty of realistic graphic content, and even without the music video, the pump-up feeling sticks with anyone who listens to it. The lyrics, however, don’t seem to fit the tone of a criminal: “She always leaves the man she loves, / but the diamonds are forever. / She always seems to be alone, / but the diamonds make it better.”

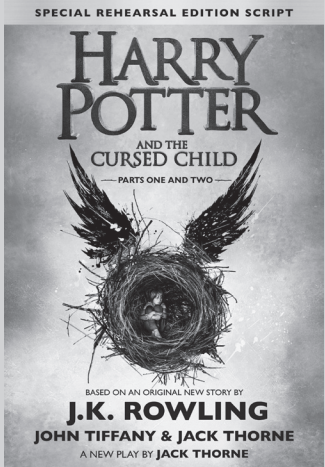


THEWEEKND.COM

Read: Play

“Harry Potter and the Cursed Child”

J.K. Rowling has added another story to her famous “Harry Potter” franchise with the help of playwright Jack Thorne. Instead of focusing on the usual three companions, the two-part West End stage play is focused on Hogwarts’ next generation. Harry’s son, Albus Severus Potter, and his surprising companion Scorpius Malfoy, Draco’s son, time travel to prevent the infamous death of Cedric Diggory. The pair run into challenges and questionable figures throughout their travels, and they even deal with father-son issues. Many characters from previous books make celebrity appearances, even ones that fans thought were gone for good. Due to the play’s structure, it is a quick read that keeps Potterheads on their toes.



COMMONS.WIKIMEDIA.ORG

Watch: T.V. Show

“Survivor: Millenials Vs. Gen-X”

In its 33rd season, “Survivor” continues to go strong and bring in new twists. This season’s theme divides two generations: the millennials, age 18-32, and generation-X, age 34-53. Young vs. old has always been a factor in the game, but the separation between the two tribes highlights the differences between the two generations. The millennials are carefree and optimistic, and generation-Xers are hardworking and determined. Despite this deep divide, both tribes work well together in different ways. Players such as David, the strong-hearted but physically weak member of gen-X, keeps fans of “Survivor” interested and laughing. New twists and close-calls make this season one to keep an eye on.



CBS.COM

By Karlie Angelis, Independent Editor

Guess Who? Answer: Josh Wladkowski