

Class of 2026 graduates, speeches focus on future

Students received final lessons from teachers in short pieces of advice

By Charlie Baker
INDEPENDENT EDITOR

Hats flew in the air as the class of 2026 graduated and moved on to the next chapter in their lives on an afternoon when the speeches focused on the uncertainty of the future and advice from teachers.

The ceremony on May 29 started with senior class president Lila Brady and class officers Bissy Mitrano, Emma Brown, and Addison Lai presenting the class gift: a donation to the athletic department to purchase new gym equipment.

Mitrano then thanked class adviser Alicen Shaw for her contributions.

“Senior Week and prom didn’t just magically happen. Every detail, every schedule, every reminder, every problem that came up behind the scenes, Ms. Shaw handled it,” she said.

Next, Brady made her speech, touching on a variety of topics



Valedictorian Penelope Riggs and salutatorian Anna Gardner deliver speeches to the senior class of 2026. A common theme among the speeches was using class’s high school experience as a foundation as they transition to a future made uncertain by the emergence of AI.



MARY BUCKLEY HARMON PHOTO

including the dangers of comparison, the importance of balance, the class’s early fundraising struggles, the kindness she saw among her peers, a few funny memories, and the need to destigmatize mental health.

“Work hard, chase opportunities, have confidence, try new things, stay humble, and most importantly just be kind,” she said

as she closed her speech.

The next speaker was salutatorian Anna Gardner, who focused on the class’s transition from high school to adulthood.

“For most of our lives, the path ahead was already mapped out for us. Now, for the first time, we get to decide what comes next,” she said.

Gardner elaborated: “At this

moment, we are left with the unknown. We will have to learn to be comfortable in the uncomfortable, step beyond the limit of what feels familiar, and to understand that the easiest choice is not always the best one.”

Gardner said that the school has given students the foundational skills to forge their own path in this uncertain future.

“The footing this community has given us does not end when we leave the field tonight. It becomes part of who we are and everything we build next. The future is not something that simply happens to us; it’s something we make,” she said.

Valedictorian Penelope Riggs centered her speech around AI
GRADUATION, page 2

Prom features dancing, lively atmosphere

By Maya Frangioso
INDEPENDENT EDITOR

Lively dancing and a positive atmosphere helped make this year’s prom a success, junior Grey Brooks said.

Brooks said the dance floor at Willowdale Estate on May 21 remained active throughout the night.

“There were a lot of people dancing, and the vibe was overall really good,” he said.

Junior class adviser Courtney Brown also noticed the energy throughout the event.

“There was some really good positive energy, lighthearted, fun, just everyone happy to be there and have a good time,” she said.

Several students stood out on the dance floor. Junior Bianca Torri said senior Rocky Pratt and junior Sadie Rich impressed attendees with their enthusiasm and

dance skills. “Rocky Pratt and Sadie Rich had very good dance moves; they were getting down on the dance floor,” she said.

Brown agreed with this observation.

“Sadie Rich had the most fun; [she’s an] awesome dancer, and I was impressed with Rocky Pratt; his dance moves were stellar,” she said.

In addition to the dancing, Brooks praised the venue.

“The venue was perfect. The weather was great, not too cold or too hot, and the tents were decorated beautifully,” he said.

Torri said the atmosphere became more comfortable as the evening progressed.

“Once everyone started chatting with each other, it got very natural, and everybody was putting themselves out there and having fun,” she said.



MARY BUCKLEY HARMON PHOTO

Students hit the dance floor at Willowdale Estate, which features lawn games and a photo booth.

Brown said students’ behavior also contributed to the event’s success.

“The well-organized nature of the prom stood out to me, and I thought that everyone was making the most of their time and on very good behavior,” she said.

In addition to dancing, students enjoyed other activities throughout the night. Torri said the photo booth was one of her favorite

parts of prom.

“I loved the photo booth. It was very fun, and I think having those to keep and put around my room is so cute,” she said.

One of Brown’s favorite memories came on the dance floor.

“When me and Mrs. Woodcock did the Cotton Eye Joe on the dance floor, I thought, ‘I am having the time of my life, I am so glad we are here,’” she said.

Fashion was another highlight of the evening. Torri said she admired senior Lila Brady’s outfit.

“She wore a short dress, and I loved the way it looked. I think she is such a trendsetter,” she said.

Brooks reflected on the night. “It was just a really memorable night overall. It was so fun to see everyone come together and have fun,” Brooks said.

Baccalaureate features performances by students

Participants reflect on experience, faculty gives address

By Rosie Renehan and Maya Chaghouri
INDEPENDENT EDITORS

Baccalaureate gave seniors one last chance to reflect on their high school experience before graduation.

The ceremony took place on Thursday, May 28, the day before graduation. Seniors Harper Brooks and Teyah Fleming were the masters of ceremonies for the evening.

Brooks and Fleming showcased their humor and wit on stage by referencing senior superlatives and classwide inside jokes throughout the ceremony.

After preparing the audience for the evening ahead, the two best friends introduced Chris Glass to play the piano and sing “Every Breath You Take” by The Police.

Brooks and Fleming congratulated Glass on his performance and then introduced the next group to perform: Nate Clements, Wren Shanks, and Luke Chrzanowski.

The trio sang “Something that I Want” by Grace Potter, accompanied by Luke Chrzanowski on piano and Nate Clements on drums.

Next, senior class president Lila Brady danced to “Last Dance” by Donna Summer. Brady plans to study dance in college at Loyola Marymount University.

Augie Capotosto, voted Most Artistic for senior superlatives, played acoustic guitar and sang “The Circle Game” by Joni Mitchell.

Glass returned to the stage for a heartfelt rendition of Ben E. King’s “Stand By Me,” dedicated



COURTESY OF CAMERON MOLINARE

The Class of 2026 stands around the circle in front of the school during the candlelight procession that concluded the Baccalaureate ceremony on May 28. Following student performances, a faculty address, and a slideshow highlighting memories and future plans, graduates gathered outside for one final moment of reflection together. The annual tradition gave seniors an opportunity to celebrate their shared experiences and mark the end of their high school journey before graduation the following day.

to his late relatives.

Social studies teacher John Mullady was invited to give a speech to the graduating class. Mullady’s speech was full of humorous recent anecdotes alongside his advice for the graduates.

Mullady began his speech by delivering a general apology. This apology was related to the time he got sick on the road and was forced to pull into the driveway of a Manchester resident.

Mullady went on to tell the audience the importance of appreciating the present and seizing the day. He quoted ancient Roman philosopher Seneca on the importance of making every day a masterpiece:

“Let us therefore set out wholeheartedly, leaving aside our many distractions and exert ourselves in this single purpose, before we realize too late the swift and unstoppable flight of time and are left behind. As each day arises, welcome it as the very best day of all, and make it your own possession. We must seize what flees.”

Mullady explained that on some occasions, it is very difficult to appreciate the present. He said his strategy in these scenarios is to

focus on gratitude and perspective.

He then told the story of when his house caught fire in January of this year. It taught him and his family to find joy in challenges and to recognize that situations he may be put in could always be worse.

“You shouldn’t have to recover from an injury to appreciate your body,” Mullady said. He remarked upon the terrible cliché that we don’t always appreciate things until

they’re gone.

By holding up his tortoise that survived the fire, Mullady brought his sense of humor back into his speech – a round of applause was then given for the tortoise.

After student-teacher participation was complete, a slideshow was presented, encapsulating the memories of the class of 2026 throughout their years together.

The slideshow also showcased the plans the graduates after high-school.

After the slideshow was complete, the graduating class, holding candles, processed outside to circle the school driveway for their final moment together before graduation.

CONTINUATIONS

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and the class of 2026’s experience in an increasingly technology-driven world.

“My senioritis could be so bad that I just copy and paste a speech from ChatGPT. But if I did that, many of you, especially our teachers, would know it came from AI. More importantly, it would be generic and wouldn’t capture the true substance of our connections and shared experiences. AI wouldn’t appreciate the heart of this class and the MERHS community,” she said.

Riggs continued this idea when applying it to life after high school.

“The transition may seem daunting, but we have already persevered through so much change. From the pandemic to the navigation of social media and the development of AI, the world around us seems to be changing even faster than we are, but through all of this, we have learned to adapt and to grow,

which gives us a strong foundation as we face uncertainty,” she said.

Riggs brought the speech home with something she can be certain of: “[AI] has its good and its bad, but it will never change what it means to be a good person. The things that are truly the most fulfilling can’t be replicated by an algorithm. They come from our relationships and common community.”

To deliver the final speech before diplomas were handed out, social studies teacher Jennifer Coleman, citing that “athletes are not the only people who deserve walkup music,” entered to Taylor Swift’s “Ready for It?”

She forwent a typical speech, instead compiling the faculty’s last lessons to the class of 2026.

Some teachers stayed within

their subject area, with world language teachers Margaret Kane and Michelle Magaña both encouraging students to talk to people in their native language, math teachers Lauren Woodcock and Courtney Brown offering financial advice, assistant cafeteria director Carin Grimes telling students to learn how to feed themselves, digital learning specialist Matt Tangney saying, “Don’t punch your computer screen,” and art teacher Tamera Burns reminding students to “stay curious and creative.”

Burns and administrative assistant Laurie Carlson, who were both in attendance, were graduating in their own way; they are retiring from the high school after 30 and 35 years, respectively.

Other teachers used the opportunity to give more general life

‘When you come home from college for the first time, don’t drop your bags and immediately leave to see your friends. Stay home. See your family.’

- JENNIFER COLEMAN

advice.

English teacher Mary Buckley-Harmon said, “If it will make someone smile, say it,” a statement that Coleman backed up with research.

Social studies teacher Jessica Tran said to “live your life like Planet Fitness and be a judgment-free zone.”

Social studies teacher Lauren DuBois advised graduates to “have a next play mentality -- let go of the past and focus on the next thing you can control.”

Social studies teacher Abigail Donnelly warned students that “friendships require effort as you get older.”

Coleman said many teachers stressed the importance of manners.

Others chose to share quotes from famous figures like Nelson Mandela, Yogi Berra, and Michael Jordan.

And some teachers landed on more unconventional lessons.

Once Upon a Crime teachers Debra Isensee and Kristin Umile told students to “beware of predatory birds and staircases.”

History teacher John Mullady

reminded the graduating class, “Don’t cheap out on toilet paper.”

And science teacher Joshua Wladkowski, when asked if he could share a parting lesson with the class, responded “Probably, but that’s not how life works.”

Lastly, Coleman was not without advice of her own, ranging from her classic “don’t do drugs” to the grammatical distinction between women and a woman, to the importance of sunscreen and voting, to a lesson she herself learned the hard way: “When you come home from college for the first time, don’t drop your bags and immediately leave to see your friends. Stay home. See your family.”

Coleman ended by walking off the stage to “Unwritten” by Natasha Bedingfield, which she introduced as the theme song to the TV show “The Hills,” reminding students to “feel the rain on your skin” as they walked across the stage and collected their diplomas on the rainy afternoon that marked the end of their high school careers and the start of their adult lives.



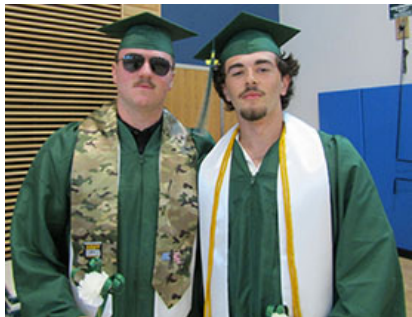
Chris and Joe Glass.



Journalism teacher Mary Buckley-Harmon and the three journalism seniors.



Students stand and carry flowers.



Aaron Crompton and Elliot Davis.



Class president Lila Brady gives a speech.



High school principal Julie Sgroi applauds the class.



Cora Hughes wears a pink graduation cap with a bow.



Anna O'Leary, Lily Oliver, Lucy Parmelee, Jessie Philpott, and Annie Pinkin.



Noah Jurczak, Izzy Zagrobski, Abigail Murray, and Parker Woodman.



Retiring art teacher Tamera Burns and administrative assistant Laurie Carlson.



Social studies teacher Jennifer Coleman delivers the faculty address.



Mia Decarvalho and Kaylee Delaney.



Megan Graeter, Eggie Guntas, Chris Heim, and Sydney Hemme



2026 graduates begin the walk to receive their diplomas.



Walker Valeo, Gray West, Felix Wood, Parker Woodman, and Izzy Zagrobski.



Jake Zschau.



Andrew Dell'Olio, Matthew DeOreo, and Connor Dickson.



Luke Renzi, Rocky Pratt, and Ben Tobin.



Adam MacLeod and Jack McCavanagh.



Luca Fortunato-McElwain, Amelia Franklin, and Cami Friedrich.



Violet Jakes and Laila Mears.



Danny Brophy, Harper Brooks, and Samantha Brigham.



Cia Donohoe, Brynn Duffy, and Charlotte Earl.



Scan this QR code to see more pictures from graduation 2026!



The journalism class with adviser and English teacher Mary Buckley-Harmon.



Senior Chris Heim



Seniors Elliot Davis, Noah Jurczak, and Colby Mello



Juniors Kepha Velasquez and Madeleine Franco



Juniors Troy Freni, Liam Grace, and Aiden Cronin



Seniors Cami Friedrich and Anna O'Leary



Seniors Laila Mears and Harper Brooks



Senior Abby Aiello and junior Katie Crompton



Juniors Cate Vendt, Maggie Whitman, and Peter Langendorf



Seniors Tor Gjerde, Luke Chrzanowski, Nate Clements, and Cora Hughes



Junior Charlie Athanas conversing with fellow attendees



Attendees dance at the venue



Senior Mia DeCarvalho, juniors Maya Frangioso and Madeleine Franco, seniors Izzy Zagroski, Ellie Morgan, and Kacey O'Connell



Senior Noah Jurczack, junior Graham Lewis, and senior Chris Glass



Seniors Connor Dickson and Zachary Hurd



Juniors Max Deery, Nick Bock, and Connor St. Laurent



Juniors Kepha Velasquez, Ronan McGilligan, Turner Valeo, and Chase Spencer



Juniors Bianca Torri and Anne Stevens



Juniors Izzy and Sophie Hano



Juniors Alex Montaresi and Luke Pilaud



Seniors Brynn Duffy, Annie Pinkin, and guest Reese Swanson



Juniors Cate Vendt, Alex Hatfield, Charlie Athanas, and Ellie Virden, and chaperones Courtney Brown and Lauren Woodcock



Scan this QR code to see more photos from prom!

SENIOR FAREWELL

Journalism seniors reflect on their experience on staff

By August Capotosto,
Bissy Mitrano, and
Riley McKinnon
INDEPENDENT EDITORS

Today, finally, is the day when we are able to reflect back on our years within journalism, and hopefully share a few words of wisdom.

As students who were heavily involved in MERSD, we are often asked how we would describe high school overall. Honestly, it cannot be described in one single word, but it can be described through a ninth-grade English class.

Back in freshman year, Ms. Rice kept us in class while the seniors were out doing their prank. When we complained about missing the opportunity to see their slip-in-slide in the hallway, she told us simply: The seniors had already put their time in. Ours was still ahead of us.

It felt like nothing at the time, but that phrase echoed through every assignment. Putting your time in. It might be the most honest way to describe what high school actually is. The act of trying again and again to overcome obstacles, and once you’ve accomplished all that’s in front of you, you’re crossing the stage to get your diploma.

When we first joined journalism, it was hard. For some of us, English was not the subject we felt the most confident in, and putting our writing out there for people to read was intimidating. But somewhere over these three years, something shifted. We can actually say that we all see futures in writing.

What kept us going through the hard parts was the environment. The overall energy in the



COURTESY OF THE INDEPENDENT SENIOR EDITORS

Senior journalism students managing editor Riley McKinnon and editors-in-chief Bissy Mitrano and August Capotosto said working on the school newspaper made them strong reporters and writers. They all said they see futures in writing and that they are ready to go out into the world due to their writing experience in the journalism class.

classroom, and maybe it was because we were all tired from class ending at 9 p.m., was serene.

The snacks people brought in were made with warmth, and the harsh deadlines brought us closer together, meaning we would be on the phone at midnight, talking each other through the tiniest, most pedantic language choices. There is nothing quite like getting an A on an article for the first time.

This year, the three of us all stepped into new roles in class. Augie and Bissy became editors-in-chief, and Riley became the managing editor. While the responsibilities that came with these jobs could seem intimidating at first, like all other obstacles we’ve faced in journalism, we figured out our own individual ways to conquer them.

The experience of being in a

high-level position in this class is both a great responsibility and an opportunity that has led us to become better journalists. We wish nothing but the best for those who are transitioning into these roles next year; we know we are leaving the program in good hands.

While it’s bittersweet to leave behind this amazing class, eventually, everything must come to an end. We have learned so much in our time being writers for The Independent and are leaving this experience with some amazing memories, whether it was having to leave class abruptly due to a fire alarm at night, attending the New England Scholastic Press Conference in Boston, making our favorite editor cut 500 words from an article every other week, or seeing the bulletin board in the hallway that we’ve kept forgetting to update during the year.

We are leaving the journalism staff behind, not only having strengthened our journalistic skills, but also with bright memories that we will remember for years to come.

A significant part of our gratitude goes to our wonder-

ful journalism teacher, Ms. Buckley-Harmon. Throughout our years here, she has supported us through everything, including helping us through scary deadlines, working through article ideas with us, staying late with editors during layout, and so much more. Through this

The experience of being in a high-level position in this class is both a great responsibility and an opportunity that has led us to become better journalists. We wish nothing but the best for those who are transitioning into these roles next year; we know we are leaving the program in good hands.

class, she has given us the tools to develop a range of knowledge, allowing us to delve deeper into our school community and expand our understanding of global events. We were amazingly lucky to have a mentor who never shied away from polarizing

topics or controversial ideas, handling every conversation with curiosity and guiding our unfiltered opinions into honed, deliberate writing. She is the heart and soul of the newspaper, and has shaped us into the journalists we are today.

Whether we are continuing our education in journalism or not, we are ready to go out into the world as strong writers because of the experience we have gained. We cannot thank her enough for everything she has done for us.

To anyone joining The Independent, just stick with it. It won’t always feel easy, and there will be moments when you want to give up. Keep moving anyway. The version of yourself that comes out on the other side is just waiting to meet you.

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Editors-in-chief
August Capotosto
Bissy Mitrano

Managing Editor
Riley McKinnon

News Editor
Charlie Baker

Features Editor
Anna Garth

the
INDEPENDENT

The Independent is published monthly throughout the school year. It is a product of the Manchester-Essex Regional High School Journalism class.
We welcome letters to the editor from MERHS students, faculty, and community members. All submissions must be signed. The Independent reserves the right not to print letters and to edit the content for clarity and length. While letters can be critical of an individual’s actions, they cannot slander or libel.
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The Independent staff hopes that all Manchester and Essex citizens will take advantage of this forum. The paper is meant to serve the school community, and we are open to suggestions to help it better serve its purposes.

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End-of-year Assessments

Should traditional final exams be used instead of culminating projects?

Pro

Maddy Holsomback

Traditional final exams prepare students for college exams and test their knowledge more than culminating projects.

“I think it [traditional final exams] gives a nice snapshot of what the students have retained and learned, and if they’re ready for the next course,” math teacher Lauren Woodcock said.

Traditional final exams allow students to prepare for college-level tests and what they should expect for AP exams in the future.

“Assuming people are going off to colleges, you’ll see a lot more traditional tests because [professors] are going to be grading hundreds and hundreds of tests, and I do feel a responsibility for us to prepare you guys for this sort of situation,” science teacher Josh-Wladkowski said.

There are some positives to culminating projects; for example, they test students in different ways.

“With traditional finals, I don’t always feel like I’m testing someone’s ability to practically use their knowledge,” said Wladkowski.

Culminating projects are important to students and allow them to show their knowledge in a different way that may prove more successful to some students than others, although culminating projects do not always test everything a student has learned over the academic year.

Projects are rarely better than a traditional final exam at testing students’ overall knowledge on the subject.

“I feel like a culminating activity does have some merit to it; it’s better than nothing, but a traditional mid-year and a traditional final exam would have students retaining more Spanish, and they would be better able to use that life skill,” Spanish teacher Robert Bilisbury said.

“I know some students might get upset because they don’t want the finals, but a majority of our students do go to college, and that is the feedback from students who have graduated, actually wishing they had more high-stakes testing to prepare them for college where you only have a midterm and a final. We’re just trying to do our best to prepare you guys,” Woodcock said.

While culminating projects do have their place in an educational environment, traditional final exams are overall better for the student in the long run.

Con

Anna Garth

End-of-year assessments should be projects instead of tests.

Culminating activities should assess whether students can apply their knowledge, not if they know the topics, since they have been tested on their knowledge of the topics all year.

Projects go well with this kind of final assessment.

Math teacher Alicen Shaw said projects let students show creativity and apply their knowledge in real-world situations.

“Projects kind of assess beyond simply, “Can you perform a set of processes?” ... Instead, it’s, “How can you synthesize this in a way that kind of fulfills a different purpose?” she said.

The real-world aspect of projects can make students connect with material in a way they can’t with tests.

English teacher Allison Krause said projects boost student engagement levels because they feel more real.

“I think there’s more opportunity with projects for students to see their learning in a more authentic way or connect it to their own lives,” she said.

In addition to benefiting students’ experience, studies show that students perform better with projects.

In the study “From Exams to Engagement: Evaluating Project-Based Learning in Introductory Biostatistics With R for Public Health Students” by Kevin Lutz, Sean Young, Lindsey Chambers, and Joseph Su, they compared the performance of students with a project-based curriculum compared to a test-based one. They found that projects improve student performance alongside their engagement and satisfaction levels.

“...Students in the project-based cohort outperformed their exam-based peers in midterm and final exam scores and demonstrated more consistent overall course performance,” the study said.

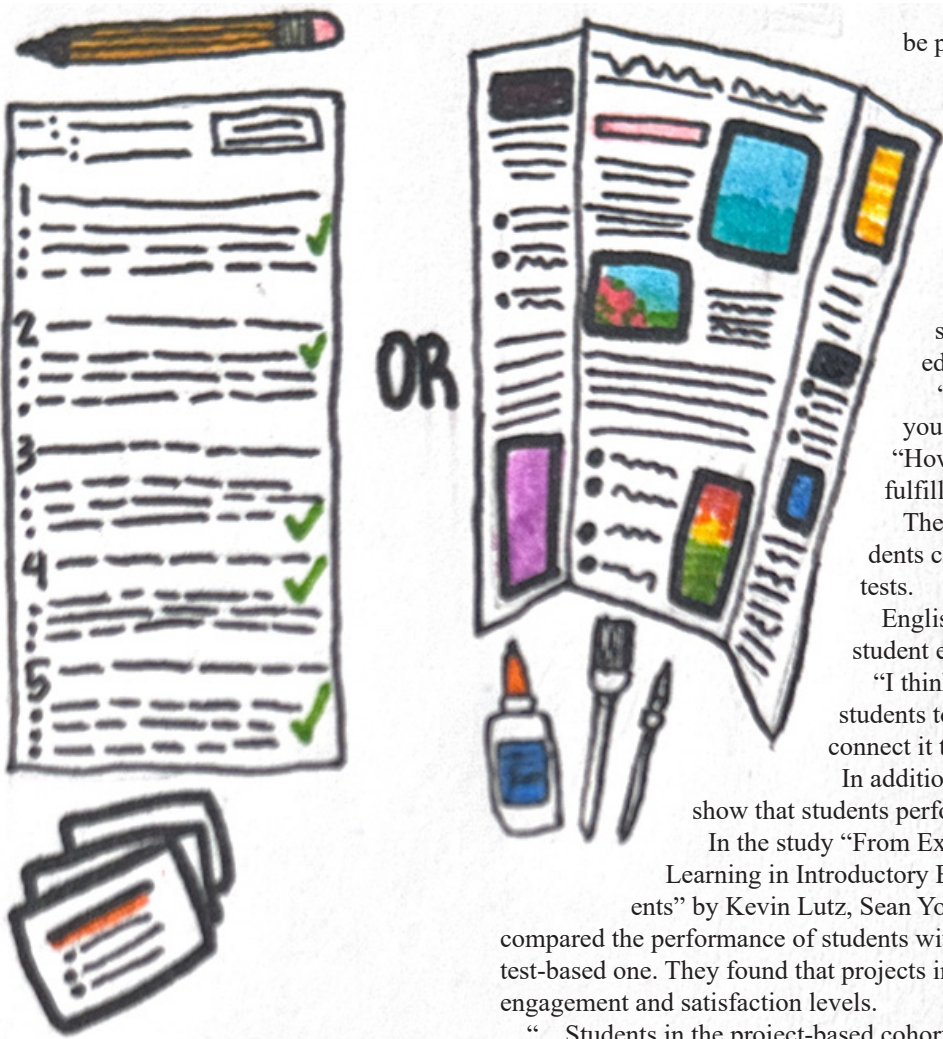
Tests, on the other hand, can misrepresent a student’s abilities in a subject. In “Test Anxiety and a High-Stakes Standardized Reading Comprehension Test: A Behavioral Genetics Perspective” by Sarah G. Wood, Sara A. Hart, Callie W. Little, and Beth M. Phillips, they found that test anxiety can overwhelm students, which causes lower test scores despite proficient skills.

If high-stakes tests misrepresent students and projects benefit them, projects should take the place of high-stakes tests like finals.

That’s not to say tests don’t have their place. Shaw said certain units don’t have many high-school-level real-world applications, so tests are a better option.

Krause said grammar and vocabulary assessments work better as tests.

A culminating assessment, though, should be testing how students can apply their knowledge. At the end of the year, students have already had other assessments to show they have the necessary skills.



Sports betting needs clearer regulations

By Rosie Renehan
INDEPENDENT EDITOR

Sports betting raises concerns among students and young adults about the need for clearer regulation.

The Speech & Debate Team debated whether or not the Federal Trade Commission should create a federal framework for sports betting. They will return to this topic on Wednesday, June 10, for their Mock Debate Fundraiser in the auditorium.

One argument in favor of a federal framework is that problem gamblers often lose a large portion of their money to sports betting.

The New York Center for Problem Gambling wrote that 96% percent of participants in a 2019-2023 study lost money to

online gambling. Direct deposit data from about 250,000 participants also showed that 43% of panel gamblers exceeded 1% of their income in gambling months.

Additionally, recent concerns of youth sports betting have surfaced. In a February 2026 article by Eric Goldstein on the website Gambling Insider, Goldstein explained that sportsbooks such as DraftKings and FanDuel have had to block around 5,000 underage accounts from signing up in the past year.

“Sports betting companies face criticism for marketing to underage kids. DFS (daily fantasy sports) contests, for example, are open to players as young as 18,” Goldstein said.

Amid concerns over insider trading, many debaters support

stronger regulation.

Just three months ago, the Department of Justice unsealed an indictment accusing three current and former NBA coaches and players of taking part in an illegal sports betting scheme and giving insider information to bettors.

Surprisingly, benefits of sports betting to the American economy are extremely low considering the impacts of insider trading and underage gambling.

A November 2025 article by Samidh Guha and Kan M. Nawa-day on ABC News said, “Unlike the public capital markets, there is no long-term benefit to the American economy arising out of sports betting ... Sports betting forums are purely for the potential benefit of the individual gambler. There are no positive



COURTESY OF BEATTA RENEHAN

On June 10, the Debate Team hosted a mock debate fundraiser on whether more regulations should be placed on sports betting.

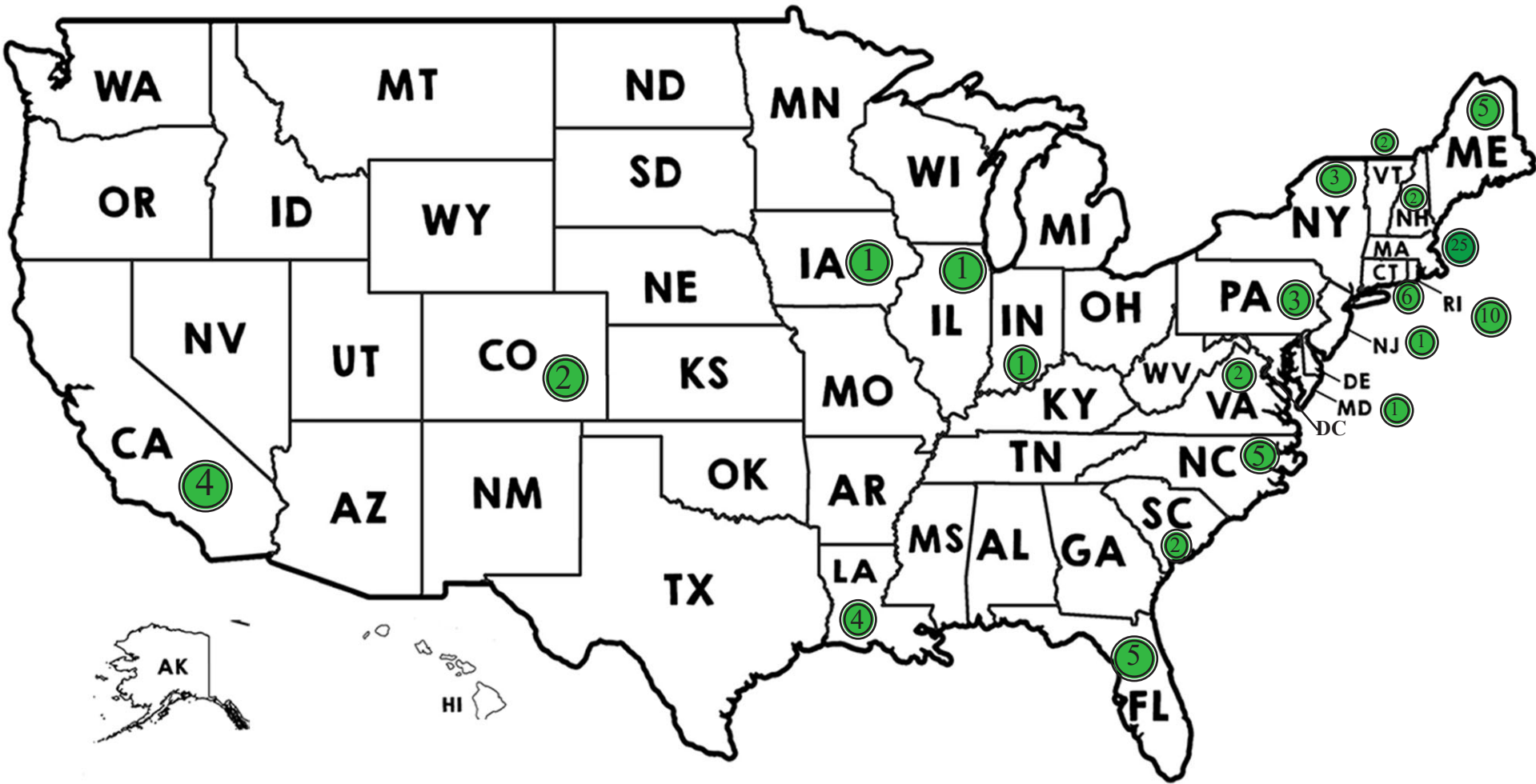
benefits to a broader audience.”

On the other hand, some debaters argue that the Federal Trade Commission cannot take on the responsibility of regulating sports betting as an industry, as they have had to make budget cuts and reduce staffing.

Andrew Ferguson, chairman of the FTC, “reported that the FTC is implementing a 10% re-

duction in its workforce, bringing its headcount to approximately 1,100 employees — the lowest level in a decade,” a May 2025 article by Leonard Gordon said.

Implementation of new restrictions on sports betting is an unsure topic, but knowing the risks and harms of sports betting should be made known to all potential bettors.



California:
Lily Brady - Loyola Marymount University, Los Angeles, CA
Noah Jurczak - United States Coast Guard, CA
Addison Lai - Chapman University, Orange, CA
River Silva - University of San Diego, San Diego, CA

Colorado:
Brynn Duffy - University of Colorado Boulder, Boulder, CO
Anna O’Leary - Colorado State University, Fort Collins, CO

Connecticut:
Abby Aiello - Sacred Heart University, Fairfield, CT
Maeve Coletti - Fairfield University, Fairfield, CT
Mia Decarvalho - Sacred Heart University, Fairfield, CT
Emma Hickey - Trinity College, Hartford, CT
Jessie Philpott - Fairfield University, Fairfield, CT
Luke Renzi - Fairfield University, Fairfield, CT

Florida:
Laila Mears - University of Tampa, Tampa, FL
Abigail Murray - University of Tampa, Tampa, FL
Lucy Parmelee - University of Tampa, Tampa, FL
Carter Smith - University of Tampa, Tampa, FL
Parker Woodman - University of Tampa, Tampa, FL

Illinois:
Penelope Riggs - Northwestern University, Evanston, IL

Indiana:
Bissy Mitrano - University of Notre Dame, Notre Dame, IN

Iowa:
Stella Allen - Iowa State University, Ames, IA

Louisiana:
Kaylee Delaney - Tulane University, New Orleans, LA
Elsa Healey - Tulane University, New Orleans, LA
Adam Macleod - Louisiana State University, Baton Rouge, LA
Felix Wood - Tulane University, New Orleans, LA

Maine:
Anthony Brown - University of Maine, Orono, ME
Anna Gardner - Bowdoin College, Brunswick, ME
Zach Hurd - Bates College, Lewiston, ME
Ernest Taylor - Colby College, Waterville, ME
Walker Valeo - Bowdoin College, Brunswick, ME

Maryland:
Elliot Davis - University of Maryland, Baltimore, MD

Massachusetts:
Harper Brooks - Wheaton College, Norton, MA
Danny Brophy - Military Service
Olivia Burbage - Salem State University, Salem, MA
Luke Chrzanowski - Tufts University, Medford, MA
Nathaniel Clements - Employment
William Connell - Massachusetts Maritime Academy, Bourne, MA
Liam Coughlin - Wentworth Institute of Technology, Boston, MA
Aaron Crompton - United States Army at Endicott College, Beverly, MA
Drew Dell’Olio - Wise Construction, Winchester, MA
Caroline Eliassen - North Shore Community College, Danvers, MA
Teyah Fleming - Bentley University, Waltham, MA
Cami Friedrich - Stonehill College, Easton, MA
Tor Gjerde - Endicott College, Beverly, MA
Joe Glass - North Shore Community College, Danvers, MA
Cora Hughes - North Shore Community College, Danvers, MA
Abby Kent - College of the Holy Cross, Worcester, MA
Oriana Lico - Salem State University, Salem, MA
Ava Linson - University of Massachusetts Amherst, Amherst, MA
Kacey O’Connell - Babson College, Wellesley, MA
Rocky Pratt - Northeastern University, Boston, MA
Grace Scarbrough - University of Massachusetts Amherst, Amherst, MA
Wren Shanks - Clark University, Worcester, MA
Arielle Stafford - Bentley University, Waltham, MA
Ben Tobin - Bentley University, Waltham, MA
Xan Tomaiolo - Berklee College of Music, Boston, MA

New Hampshire:
Charlotte Earl - Plymouth State University, Plymouth, NH
Nathan Powers - New England College, Henniker, NH

New Jersey:
Oliver Bock - Stevens Institute of Technology, Hoboken, NJ

New York:
Emma Brown - Colgate University, Hamilton, NY
Violet Jakes - Hobart and William Smith Colleges, Geneva, NY
Grace Rumble - New York University, New York City, NY

North Carolina:
Grace Ashley - Elon University, Elon, NC
Amelia Franklin - Wake Forest University, Winston-Salem, NC

Colby Mello - University of North Carolina Wilmington, Wilmington, NC
Gray West - Wake Forest University, Winston-Salem, NC
Jake Zschau - Elon University, Elon, NC

Pennsylvania:
Cia Donohoe - Thomas Jefferson University, Philadelphia, PA
Egehan Guntas - Drexel University, Philadelphia, PA
Annie Pinkin - The Pennsylvania State University, State College, PA

Rhode Island:
Samantha Brigham - University of Rhode Island, South Kingstown, RI
Zac Carvalho - University of Rhode Island, South Kingstown, RI
Connor Dickson - Johnson & Wales University, Providence, RI
Chris Glass - Salve Regina University, Newport, RI
Megan Graeter - Providence College, Providence, RI
Chris Heim - University of Rhode Island, South Kingstown, RI
Jack McCavanagh - Providence College, Providence, RI
Ellie Morgan - University of Rhode Island, South Kingstown, RI
Charlie Thurlow - Roger Williams University, Bristol, RI
Izzy Zagrobski - Providence College, Providence, RI

South Carolina:
Sydney Hemme - Clemson University, Clemson, SC
Josh Smith - University of South Carolina, Columbia, SC

Vermont:
Augie Capotosto - University of Vermont, Burlington, VT
Luca Fortunato-McElwain - University of Vermont, Burlington, VT

Virginia:
Caitlin McLaughlin - James Madison University, Harrisonburg, VA
Lily Oliver - Roanoke College, Salem, VA

International:
Andrew Cahill - University of St Andrews, St Andrews, Scotland
Matt DeOreo - University of St Andrews, St Andrews, Scotland
Steel McDonald - McGill University, Montreal, Quebec, Canada
Riley McKinnon - Durham University, Durham, England

Have a fun summer!