



Staff, Students React to ICE Shootings of Alex Pretti, Renee Goode Trigger Responses

By CJ Weisenstein
Staff Writer

When news broke about the fatal shootings of Renee Goode and Alex Pretti by federal immigration agents in Minneapolis, Minn., students at Triton High School began seeing updates immediately.

Phones buzzed as notifications appeared across screens, shifting the atmosphere over the snowy weekend. Some students whispered to one another while others continued working come Monday, quietly processing the headlines. Though the incident occurred far from Triton, it prompted conversations about immigration enforcement, accountability, and public safety.

"It's obviously a tragedy, and any way you look at it, someone died," said Triton Instructional Aide Zachary Colbert. "He (Pretti) was allowed to have a gun legally and was not physically doing any harm."

Reuters news service reported in the article, "Democrats press Trump officials on immigration enforcement tactics in tense hearing" (2026) that federal immigration enforcement actions in Minneapolis was drawing scrutiny from lawmakers. "Democrats grilled top immigration officials following the fatal shooting of two U.S. citizens, Renee Good and Alex Pretti, by federal immigration officers in Minneapolis," the article stated.



A Makeshift Memorial was created near the site where ICE officers shot and killed Alex Pretti, a trauma nurse, in Minneapolis, Minn. (Reuters photo).

Senior Nancy Arias said she first saw coverage of the incident through a circulating video online.

"I even ended up seeing a video of it on my feed on the news," said Arias. "Since I am not personally connected to the person, I can't bring myself to feel a deep feeling of sorrow or sadness, but there is still resentment towards the supposed 'ICE officers.'"

Arias added, "My opinion on ICE is it's really not good. There are people who are posing as official officers, often taking people away just because they look a certain way. It is really unfair to those who have not done anything wrong and just live their life normally. Instead of taking people who are dangerous and harm others, they are taking those

[See ICE on page 2](#)

Building Update: Manager Chosen for THS/TMS Project

Designer/Architect Choice is Next Step

By Laura Ewell
Staff Writer

In December 2024, the Triton School District began a partnership with Massachusetts School Building Authority, which invited Triton into the first module of a renovation process.

Triton Regional High School was built back in 1971, with the middle school added later. Since then, an abundance of factors have led to the natural deterioration of the foundation and interior; student mistreatment and reclamation from the marsh it's built on, on top of the inability to fund repairs. This reporter's parents, Rebecca and Jeremy Ewell, who were classmates at Triton and graduated together in 1991, shared what the building was like during their time there.

"It was somewhat rundown in the 80s, but not compared to today," says Rebecca Ewell.

"Back then, we probably treated the place worse than the kids today. There were missing doors from the bathroom stalls, so I always went to the bathroom at the nurse's...the lockers were rusted and dented, it smelled like cigarettes in the hallways," added Jeremy Ewell.

"Yeah, the kids definitely contributed to the poor conditions over the years," Rebecca Ewell continued, "But now, I think it's worse because it's an outdated infrastructure. A lot of leaky ceilings."

Superintendent Brian Forget and Triton High School Principal Patrick Kelley shared how the Triton renovation project began, and how it's going.

"Personally, I have been coordinating this process for many years, starting formally in 2019 when we completed a facilities assessment and began working with our towns to understand the needs," says Forget. "We have selected the Owners Project Manager and are working on selecting the Designer/Architect. We expect to have that team set by April, and then we can expect to study our options for about one year, and then work to create the schematic designs over the following year."

[See UPDATE on page 2](#)

Inspirational Learning An Inside Look at History Teacher, Mr. Chad Richard

By Willow Murnahan
Staff Writer

Mr. Chad Richard is well-known here at Triton and teaches Crimes against Humanity, Advanced Placement United States History (APUSH), and college-prep United States History.

A reporter from the *Triton Voice* wanted to take a closer look at Richard, who won the Teacher of the Year for Triton last June and whose students say he is inspirational.

"Mr. Richard is an incredible example of what a teacher is supposed to be," said senior Parker Harriott. Harriott stated that Richard's teaching style will have a huge impact on how Harriott teaches if he becomes a teacher. "And as someone who wants to be a history teacher myself," said Harriott, "I know his teaching will influence my teaching in the future."

Richard is very at making bonds with his students. "He seems to genuinely care about his students," said Harriott, "and makes an active effort to make connections with his students."

Senior Oskar Fyrberg has had Richard's classes twice in his high school career.

"When I look back at my high school career," said Fyrberg, "my favorite classes were by far Mr. Richard's classes."

Richard not only inspires future teachers, he also inspires students to push themselves.

"Mr. Richard inspired and pushed me to go into AP History courses," said Fyrberg, "and is the main reason I am in AP Euro (Advance Placement European History)."

But where did it all start? In Richard's junior year in high school, he had a history teacher who inspired him. Richard had always enjoyed history in the first place.

"I really liked history," said Richard. "I always



Mr. Chad Richard, who has been teaching at Triton for 20 years, stands outside his THS classroom (Murnahan photo).

did."

He is now in his 22nd year of teaching, and he enjoys every moment.

"Moments where a student just... gets it," Richard said when asked what his favorite thing about teaching is. "You see it in their face, the moment where they go 'Ah.'"

So Many Snow Days

How Storms Affect the Calendar,
How Snow Days are Called, &
How Many More We Might Have

By Nathan Rettkowski
Staff Writer

Snow caused more dangerous driving conditions as well as a late start today, but it was just the latest school cancellation in a series that has plagued New England this winter.

It was on January 26, when many woke up to see a layer of white covering the scenery. Plow trucks drove through the streets trying to clear them. Meanwhile, many were outside either playing in the snow or trying to clear their snow covered driveways.

The snowstorm on the 26th of January caused two snow days to happen due to the 23-ish inches of snow. Snow days are something many students wish for during the winter season. However for each snow day gained, the end of school increases by one day. This means after the four snow days that have happened, Triton will now end on the 18th of June. For many it's a pleasant surprise whether it be a day to have fun or an extra day to study for a test. The Triton Voice dug into how snow days are called, and whether students and teachers would rather have a snow day or end earlier in the spring.

How the Call is Made

The call for a snow day is dependent on the safety of students. The school has to clear the parking lots and make sure that there are paths for students in case of an emergency. Another factor that goes into the call is the state of areas like Salisbury Beach and Plum Island, which can get closed off due to high tides during brutal storms.

If a majority of students and staff can't get to school, then a snow day is called. If some of the staff and students can't make it in,

[See SNOW DAY on page 2](#)

Areas Needing Attention

Some of the most visible areas that need repair around the Triton Middle and High School Building are in the places where there is the highest traffic, including the hallways, bathrooms, gymnasiums, and stairwells.

In the photos below (clockwise from the top), infamous stains that have been painted over repeatedly still run down a gymnasium wall, stemming from the roof; one of the entrances to a central elevator that is no longer in working condition; the tiles near a ground floor stairwell peel up and are repaired often due to flooding during heavy rains; peeling paint and "spalling," of concrete (when concrete erodes and falls apart) can be found in stairways; the boys' upstairs bathroom, which has had multiple fixtures either broken or removed.



UPDATE from page 1

"We expect we'd be taking a proposed plan (including how much the project would cost) to each of our member towns' approval in May of 2028," said Forget. "With that plan, we'd start construction in 2029 and a renovation would be substantially complete in 2031."

Kelley stated that some of the initial work to envision what a renovated Triton would look like has already begun.

"Over the past year there has been a visioning committee that I have done a lot of work with and been part of," said Kelley. "This group is looking at what education needs to look like on this campus when we move into a new building. We have visited other new schools, conducted community workshops, and done a series of student observations."

When asked about the current building, he said that while it is working somewhat now, the school has many needs.

"It mostly functions, but it does not do all that we fully need," said Kelley. "The spaces are not designed for modern learning and many of the building systems are reaching end of life."

"There is more that we should be able to do but are limited because of the building," said Kelley. "Our campus is set on one of the most beautiful plots of land for any school in the state and I want our building to match that for our students,"

Members of the Triton community have aimed for and hoped for a change. So, when the district announced in August of 2025 that the full renovation project with MSBA is expected to be completed in 2031, many are satisfied, but some students are disappointed knowing they'll have graduated before that.

For now, Triton students and staff can wait for updates regarding the project as they arise.

Controversy & Commentary



Super Bowl 60 on *Viking Voices* By Olivia O'Leary & Gracelyn O'Neill Staff Writers

Superbowl 60 might go down as the most controversial game in the championship's history.

In the *Viking Voices* podcast, which can be found at tritonvoice.co, listeners can hear junior students Gracelyn O'Neill and Olivia O'Leary offer opinions on the game, which didn't have the best outcome for New England.

Going into depth about the players performances, who did well, and who made an impact and who didn't, listeners can all hear about the controversial halftime show.

Junior Macey Gay-Killeen shares her opinion on how she enjoyed the performance of Bad Bunny, one that got her up on her feet dancing.



Dear Helga

Get Off Aspen!

Dear Helga,
My Triton students often are completing work for other classes during my class. I ask them to focus on our lesson, but when they begin independent work, they go on Aspen or other websites for other classes. Why are they doing this, and how do I get them to stop?



Dear Helga

Dear Frustrated Teacher,
I see where you are coming from and understand the frustration and disrespect you feel when your students are not paying attention to you in class. If students do not need to be on their Chromebooks during their lessons, I would recommend telling students that they can not have them out on their desks. If they need them out, I would do some research with Classwise as I am pretty sure that you can do something that forces students to be only on for a certain amount of time.

You might need to have students start clearing their desks and provide materials in print. If students continue to be disruptive, and not listen, you can add in a spot for a participation grade that is just for the lessons and lower their grade every time they are disruptive. I hope these suggestions help and

SNOW DAY from page 1

their absences are waived. It's stressful for Superintendent Brian Forget to make the right call.

"It is so stressful trying to figure out if I make the right call at the end of the day," said Forget. "If I say there's no school, there are people who are going to say, 'oh come on, things were safe enough. I couldn't get to work because I have young children.' If I do call it and then, it's unsafe then I'm putting people's lives at risk."

"I don't make a call until the day of, and so I usually get up at 3:30 or 4 to watch the weather," said Forget. "We have a weather service called Clarity Weather Service and we have access to meteorologists. If you start messaging with them right away and ask you know the information we're seeing in the app is specific and it looks accurate as far as timing."

There are so many factors that come into play, Forget said. If it's a snowstorm that's going to be done in the morning and the district has time to clear out the school, no snow day is needed. But if there is no time to clear out the town roads, a decision about safety needs to be made.

How Storms Affect Students, Staff

When asked about his thoughts on snow days, technology teacher Mr. Matthew Guerin responded that having snow days makes sense and that it's important for people to be safe on the roads. However from a more personal standpoint Guerin enjoys having snow days and has fond memories of them

"I have many fun memories from when I grew up not far from here," said Guerin. "I grew up in Hampton, New Hampshire, so I've had my fair share of snow. I remember going out and doing something with my friends, maybe like playing football in the snow or making snowmen or just going out into the woods. Sometimes if we get enough snow, we would like to climb up a tree and jump off the tree and land in the snow."

Junior Noah Collins loves a good snow day. When asked about whether he would rather have a large amount of snow days or get out early, he responded that 4-5 days is around the sweet spot of snow days.

"You have a significant amount of days that you get to just stay home in the snow but it doesn't add an entire week on to the end of the school year. You're not going back for two extra Mondays because you got six or seven snow days."

Senior Daniel Jones also enjoys snow days. "I'd love as many snow days as possible," said Jones. "My only real caveat is that I am going to be taking AP tests and I would like more time to learn all the material so I do well. Other than that I just want to enjoy my time and be able to spend as much time doing you know my own hobbies and projects so as many snow days as possible with my general consensus."



Delighting students with his call-off school videos, Superintendent Brian Forget is the one in charge of snow days (TRSD/Facebook images).



ICE from page 1

who are innocent."

On whether conditions may improve, Arias added, "I'm sort of in the middle about this. There are many people who are out there protesting and continuously fighting against ICE. I also think it could get worse due to the people who face prejudice and the government who keeps funding ICE, never holding any repercussions against them."

According to the Associated Press article "Six People Have Died in US Immigration Sweeps" (2026), Pretti and Goode were not the only ones shot. "At least six people have died during the Trump administration's intense immigration enforcement campaign in the U.S., the latest being a 37-year-old man who was shot by a Border Patrol officer in Minneapolis."

Asked what could help prevent future deaths, Colbert said, "accountability needs to be the number one thing and the way that I see it is the American police have a lot of power and responsibilities and the trade off for that is that the American people get to see how that power is exercised, and that cant happen if ice officers have masks or aren't wearing cameras, so until those are addressed not much will change."

History teacher Chad Richard said immigration enforcement has historically sparked strong reactions in the US.

"It's a country that can decide whether it wants to protect its borders and enforce rules, but America hasn't done it this rough since the 1950's," said Richard. "The United States sent lots of Mexicans who were allowed to work back to Mexico at that time."

On why the topic matters locally, Richard said, "Every person at one point or time came from an immigrant unless they were native or taken from the land. My father's side is from Canada, 1920's; my mother's is from Canada, 1960's." When asked what the government could do moving forward, Richard said, "More moderate policies are being passed through the legislature."

Although the events took place outside the Triton community, students said the discussions reflect broader national debates surrounding immigration enforcement, accountability, and public policy. As conversations continue in classrooms and hallways, students are weighing differing perspectives while reflecting on how national events can resonate locally.