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Mason teacher heals through horseback riding

Michelle Zuo | The Chronicle

Whether it be writing poetry, creating bands or running marathons, Mason High School (MHS) teachers have long expressed themselves and their interests through hobbies. Although some of these pastimes have been picked up over the years, others have lasted since childhood.

For MHS World History teacher Rachel Pansing, that longtime passion is horseback riding. Pansing began official horseback riding lessons in her pre-teen years while living in Virginia. However, Pansing said that her love for horses began far before the start of her lessons.

"My mom said that I always loved horses and one of my first words was horse," Pansing said. "The first horse that I ever rode was a mini horse named Buttercup. In the pictures I looked three to four [years old]. After that first little pony ride, I fell in love."

Pansing's great uncle owned a farm when she was growing up, and through this, Pansing shared her hobby of horseback riding with her mother and the rest of her family. Pansing said she continued to horseback ride throughout her years in college at Ohio University as part of the Intercollegiate Equestrian Association (IEA), riding twice a week and in competitions on the weekends. After graduating, Pansing said that she drifted out of riding as her life grew busier.

"I got married, I got a job and I started having kids, so I actually went around 15 years where I didn't ride [horses]," Pansing said. "I sort of closed that chapter, but then I was recalled to it as part of my grief journey."

In 2021, Pansing's mother was diagnosed with terminal breast cancer. She passed away a year later. Pansing said that she came back to horseback riding during her mother's cancer journey as a coping strategy for the grief she experienced.

"I had a lot of anticipatory grief where you know something's going to happen, in this case, my mom's pending death," Pansing said. "I needed to find a coping strategy to deal with some of that in a healthy way."

After her mother's diagnosis, Pansing found a trainer and horse through another MHS teacher to begin horseback riding again. In 2022, three months after her mother's passing, Pansing met Nordic of Cedar Lane, a Haflinger horse. Pansing said that she originally planned on renting Nordic before the breeder decided to put him on sale for ownership.

"I think it was a little bit of love at first sight," Pansing said. "But when I found



Rachel Pansing warms up her horse Nordic of Cedar Lane during a lesson at Hathaway Hill equestrian facility.

Photo by Hazel Davis

out he was for sale, I [thought], 'Oh no, I'll never see him again.' I talked to my husband about it, [and] we moved up the timetable because we felt that was the right horse for me. He was everything that I wanted; he was so peaceful and well trained. It was sort of a soulmate situation."

Pansing said she learned of Nordic's history through her trainer, who had been training with Nordic since birth as well as other horses in his family lineage, and who felt that his personality was the perfect fit. Pansing said that her connection with and eventual ownership of Nordic lead her to feel closer to her mother.

"I like to think that maybe my mom pulled some heavenly strings, got everything together and arranged for him to be mine," Pansing said. "When I was little, my mom was always so supportive of any animal I wanted. The way I look at [getting Nordic] is [as] a final departing gift from my mom and that it was that one final dream animal, [since] that was the one animal that I couldn't get as a kid."

Although a love for animals is shared within her family, Pansing said that the reason why she began horseback riding again was not just because of that shared interest with her mother. Having seen the impact of horse therapy programs that support mental health healing for special-needs children, war veterans and grieving mothers, Pansing said that she became more interested in horses because of their mindfulness and attentiveness to humans and their environment. This played a role in Pansing's decision to return to the hobby as a coping mechanism.

"[Horseback riding] forces you to be mindful when you're riding or just next to an animal that [weighs over] one ton,"

Pansing said. "You must be in the moment with the horse, for your safety [and] their safety."

Horse size and power are not the only factors that force a rider to be mindful and present in the moment when interacting with them. Pansing also said that riders should take into consideration horses' nature when it comes to safety.

"They're herd animals so they mirror your energy," Pansing said. "If you come in their presence and you're acting very nervous, they're going to pick up on that and start acting very nervous. But if you bring a calm presence with them, you'll have that mindfulness."

Despite having years of experience with horseback riding, Pansing said that she still faced challenges in the beginning when riding her new horse Nordic. Pansing said overcoming these obstacles allowed her to build a closer bond with him while also reconnecting with an old hobby.

"One of the first rides we had together was actually a bit rough," Pansing said. "Even though I felt an instant connection with him, I was a little bit scared. Even if you feel a connection, you still have to practice together and build your partnership over a long period of time. The longer we ride together the better communication we have in our riding together."

Pansing currently partakes in a form of horse riding called dressage, where the rider directs the horse in movements and choreography. Pansing said that the process of adjusting to a new horse and learning to communicate with him became the reason she began to feel more at peace in dealing with her grief.

"[Nordic] just brings so much peace and happiness to my life," Pansing said. "I

always feel so grateful when I'm riding, even if the lesson was harder. As a very little girl, I was always like 'I want to have my own horse and to be an equestrian.' So every time I go to see him, I always [think], 'I can't believe my dream came true, I can't believe this is real.'"

Pansing has navigated her grief for years with horseback riding and her connection with Nordic aiding her along the way. However, Pansing said the feeling of loss never goes away, still impacting her at sometimes unexpected moments in her daily life.

"I'd be angry about cancer [and] angry that there was nothing I could do to help my mom," Pansing said. "[But] sometimes I was sad about the same things. I feel like I went through all the stages of grief at different times. Grief is not linear, at any moment you might see something or hear something that makes you think of the person that you're grieving, and it might instantly bring up an emotion that you weren't expecting."

Pansing said that her journey with grief has changed her as a person and as a teacher. Her experience has shifted how she views her job and other parts of her life, allowing her to become a more understanding person.

"I like to think that it's made me more of an empathetic person," Pansing said. "Students aren't always going to tell [teachers] every personal detail because we're focused on whatever that day's lesson is. I always try to remember that everyone has a story and we all carry a lot. I want to use my own grief as a catalyst for others and to let them know that I'm here for [them] even if [they] ever want to talk about it."

In discussions regarding grief and hardships, Pansing said that her main piece of advice is to realize that everybody handles grief in different ways at different paces. This is why she encourages others to discover and pursue those parts of themselves or places within their life that they can find comfort in.

"It's okay to feel what you feel and it doesn't have to look like anyone else's grieving process," Pansing said. "There is no right way to grieve. You should do what you need to take care of yourself, that's the early grieving process. For some people that might look like getting back into horseback riding lessons after 15 years. [Grief] never goes away, but it gets better."



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Attendance matters. Excuses don't. Ohio's new policy tightens regulations

Henry Clipson | The Chronicle

As students in Ohio begin the new school year, they face a stricter attendance structure leaving less wiggle room for excuses.

Ohio House Bill 96, put into place for 2026 and 2027, states that if a student misses 5% of instructional time, equaling nine days, districts must notify parents. A student who misses 10%, equating to 18 days or more of an 180-day school year, is considered to be chronically absent. Additionally, both excused and unexcused absences count toward chronic absenteeism – days missed are impactful, no matter the reason. This new policy intends to emphasize early family outreach and intervention plans.

Mason High School (MHS) administrators hope that this policy can motivate students to improve attendance, and to further strengthen academic performance. Assistant Principal Ashwin Corattiyil said that the statewide policy was needed for students and that they should view this change as a motivator rather than a strict law.

“There’s a sense that chronic absenteeism is on the rise, needs a more close look and needs to be addressed,” Corattiyil said.

When students hit the nine day mark of absences, their family will receive a note from the school regarding the student’s absenteeism. Corattiyil said that these notifications are only to help students to get back on track.

“You have a scheduled absence intervention plan meeting [with] your family, an administrator and sometimes [your] counselor if needed,” Corattiyil said.

Many MHS teachers give students extra time to make up absent work, meaning teachers have to reach out to students and come up with a plan to keep them on track academically. Chemistry teacher Kevin Baumann, who aims to be flexible with student schedules, said that absences create an increased volume of work, even when helping a single student get back on track.

“Students missing school makes [lessons] difficult to plan,” Baumann said. “If I’m giving a lab and they miss the lab, then I have a very small amount of time before I need to hold them accountable for knowing that content.”

Even for teachers who are highly accommodating, students’ work must still be made up to move forward with their curriculum. While administrators

and teachers see the benefit in the new absence policy, some students including sophomore Morgan Shelton said they believe otherwise. Shelton plays soccer for the Elite Clubs National League (ECNL), a highly competitive travel soccer league. He said that a large chunk of MHS students play club sports that require multiple days to be missed for their sporting events.

“Nine absences may seem like a lot,” Shelton said. “But when you play for ECNL soccer and are constantly traveling for tournaments, showcases and games, those days add up quickly.”

Other extracurricular activities such as sports and competitions for clubs can also require students to leave school early or miss entire days. Corattiyil said that missing school days can create an increase in stress levels and mental health concerns.

“There typically is some reason [for absences] that’s beyond just academics,” Corattiyil said. “It could be social. It could be emotional. It could be mental health-related.”

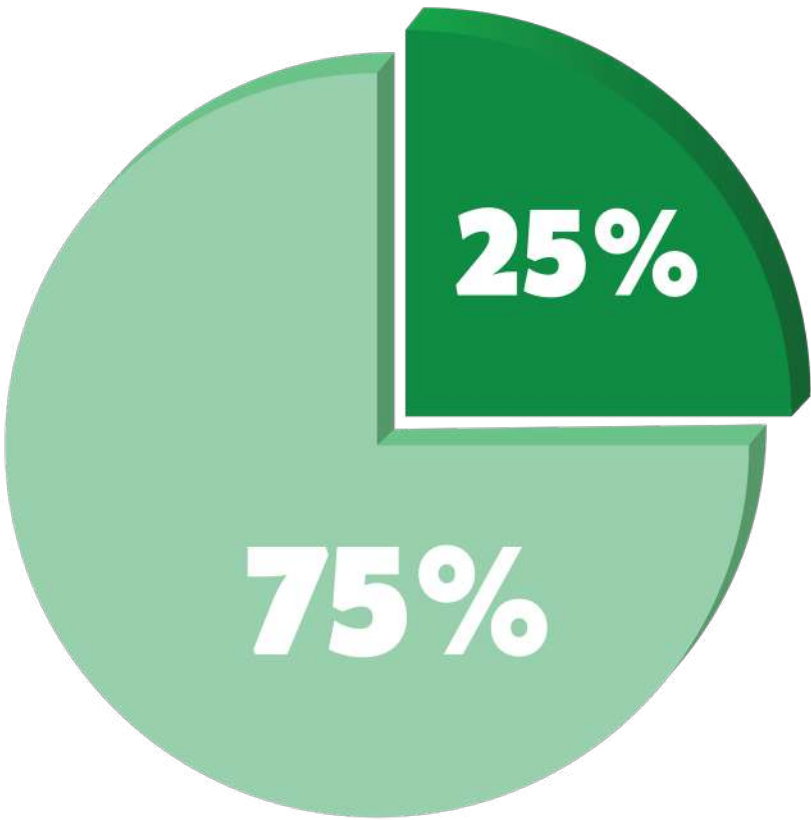
Corattiyil said that students miss school for a range of reasons, but students should always take attendance seriously. He said he believes going to school helps with critical thinking, social life and emotional and mental well-being.

MHS administrators keep track of student attendance, and now, with the new bill in place, they have to further log and contact families about their students’ attendance. MHS Attendance Administrative Assistant, Alberta Creech, said she has had to talk to some families about common misconceptions in Ohio House Bill 96, such as next steps after a student receives a note from the school.

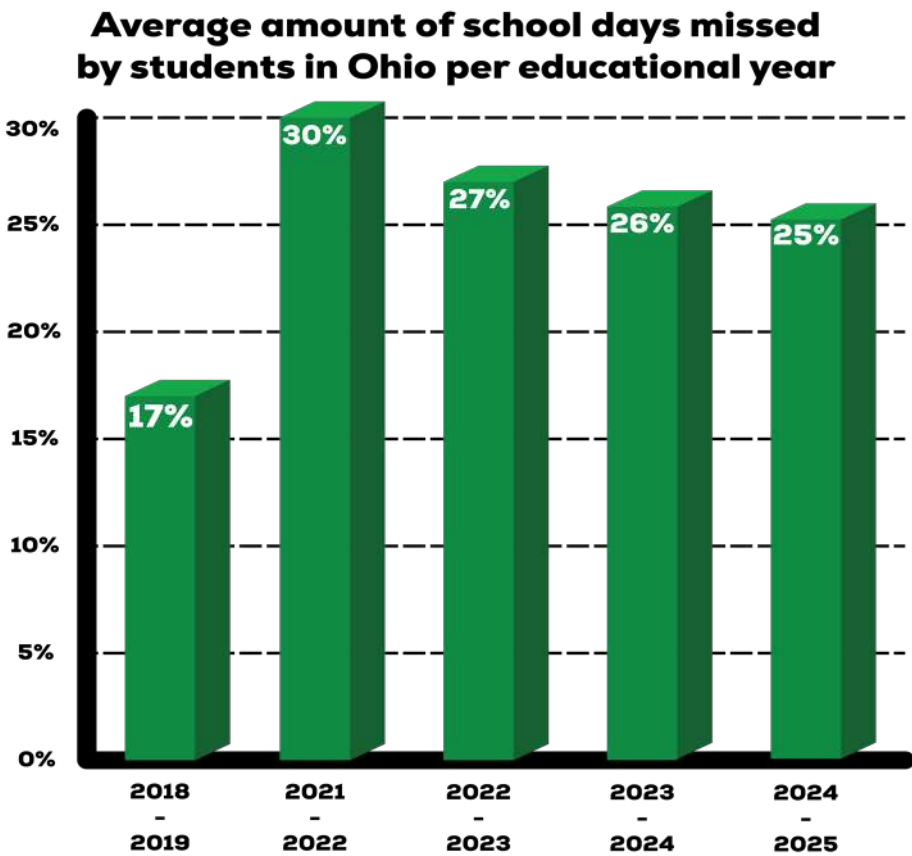
“This [system] usually includes sitting down with the parents to build a support framework rather than just issuing immediate punishments,” Creech said.

Creech said that there have already been many concerns about Ohio Bill 96. She said that knowing the truth about what actually happens when a student reaches the chronic absenteeism threshold is deeply important. The goal within MHS attendance disciplinary measures is to create a support system for the student rather than to simply administer a disciplinary action.

Creech also said that in previous years, there was a loophole that allowed students to have more absences without a truancy letter being sent to parents or the student being flagged. This workaround allowed students to miss instructional



Students who miss less than 10% of school in Ohio
Students who miss more than 10% of school in Ohio



Graphics by Hazel Davis

time under an excused absence. Legislators have noted this workaround and now, all absences are counted equally. “[Ohio House Bill 96] has created a lot more communication [with parents], which is a good thing,” Creech said. “[Now], we can communicate early and get parents and students on board with some sort of plan to make their future brighter.” While MHS students have mixed opinions on the new bill, the policy is here to stay for the future, and there are hopes from administrators and state

legislators alike that it can help boost the academics of MHS and schools statewide. “There are [qualities] that we have to train students to understand about life, and we want to make sure people know [the importance of attending school],” Corattiyil said. “I think it’s a good thing for schools to work together with students and families on attendance.”



This story was written by Henry Clipson, a sophomore in his first year on The Chronicle staff. Contact him at Henry.Clipson89@masonohioschools.com



Photo by Kaho Asai

The MHS Marching Band woodwinds, or “hunters,” circle around the battery with their instruments in “archery bags,” weaving through the entire band throughout the show.



Photo by Kaho Asai

Junior Emily Gorder rides one of 44 bikes across Dwire Field during the first part of the ten-minute Chinese New Year themed performance.

MHS Marching Band wheels into new territory

Kaho Asai | The Chronicle

The 10 minutes of a marching band show are made up of countless constantly moving parts. Spinning rifles, matching steps, waving flags and now 44 bikes.

The Mason High School (MHS) Marching Band purchased bikes this year to use in their 2026-2027 show, becoming the first ever high school to do so on such a large scale. Not only are the color guard performers riding them, but the musicians are as well. The show will have a theme inspired by the Chinese New Year and is titled Fire Horse.

Marching Band Director Jason Sleppy is in charge of organizing the show, including the theme itself. He said that he stumbled across the concept of a fire horse and decided that moving bikes would bring that idea to life much better than any stationary prop.

“Marching band is a way that people grow and learn, but also [a performance],” Sleppy said. “Bringing something that’s unique and creative to audiences that are watching is a cool [part] of the marching band experience.”

Sleppy said the bikes will be modified to represent this theme. Prop horse heads will be attached to the handlebars, and flame tails to the back. To provide musicians a safe place to keep their instruments, the band purchased “archery bags” for

students to wear while riding.

“Lots of unique problems arise when you try to do something nobody’s ever done, because you have to come up with the solutions for everything that goes wrong,” Sleppy said. “Nobody’s ever done it. You can’t copy paste anything. You [have to] make it up.”

Junior Emilee Gorder has been part of the color guard for three years. She said she is one of the few people who did not have prior experience with bike riding, and had to learn independently in order to participate in the show. Before the season, the show theme was revealed to the students by the directors.

“I was genuinely horrified,” Gorder said. “[The directors were] like, ‘We’ve had no props, we’ve had tarps, we’ve had huge bridges, but we’ve never had a prop we could ride. Then they started talking about how we’re gonna have 40 something bikes, and I was like, ‘I don’t know how to ride a bike.’”

With the bikes being a completely new concept, the demands are different than what the color guard is already familiar with. The group had to practice riding in straight lines, staying in time and pedaling on certain counts. Freshmen, being new to high school color guard, had to add bike riding to the long list of skills they are required to learn to succeed in the sport.

“I think it might be a little challenging,

especially having to prop the bikes up in a certain amount of counts,” Gorder said. “Then, the freshmen have [a routine] right after. But there’s no doubt that they will get through [it]. I’m proud of them all, and they’ve done awesome work.”

Seniors Sreshta Cherukumoolinti and Lucia Munoz are woodwind Section Leaders in the marching band. The two were assigned the roles of Bike Captains, which includes resolving any technical issues with the bikes and arriving early at practice to set them up. Cherukumoolinti said her first reaction to the bikes was not positive.

“I thought they were gonna be really gimmicky,” Cherukumoolinti said. “Like it was gonna be some kind of joke, it wasn’t gonna be taken seriously. But after we started working with them and we got to see other people’s reactions to them, I think it was really cool to see how they were integrated into the show.”

Cherukumoolinti said this show is different from her past three years because it is difficult to picture what it will look like when it comes to fruition. For previous shows Enchanted Promises, Rabbit Season and Regency, the students had a stronger sense of the visual story going into the season. But her final show Fire Horse has a completely unique concept.

“It’s like going out with a bang,” Cherukumoolinti said. “I can’t imagine not

doing bikes [senior] year. I’m really excited. With the direction we’re going, I think it could be a really special show.”

Munoz said that due in part to her childhood background in dance, she was selected to perform a visual solo. For a portion of the show she will be distanced from others on the field, and is required to improvise her own choreography.

“Usually I’m pretty good at following the choreography, but when I’m making it up myself, it’s definitely a lot more challenging,” Munoz said. “I’m [on the field] with my bike trying to figure out what I can do that looks somewhat cool and not super [silly].”

Munoz said American high school marching band programs have been increasing in intensity in recent years. With bands constantly trying to out compete one another, she said there is a pressure to perform more difficult music and elaborate visuals with higher level props.

“I don’t know how you can get more elaborate than bikes,” Munoz said. “A lot of people who didn’t know who Mason is, will after this show. They definitely will remember [us].”



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Teens tackle \$25,000 investment portfolio

Maria Ataya | The Chronicle

During sixth bell, standard coursework gets swapped for stock portfolios. At Mason High School (MHS), investing is not something students read about in a textbook; it is something they experience firsthand. Through the Comet Capital Fund (CCF), 17 juniors and seniors who completed the Banking and Investments course manage a \$25,000 portfolio, pitching investment ideas to industry professionals and making decisions that mirror a professional investment firm.

The concept for CCF emerged when program director Joe Schroeder observed college students managing a multimillion-dollar endowment portfolio at Xavier University. Seeing the potential in high school students, Schroeder said he pitched the idea to district leadership and secured \$25,000 from the Mason Schools Foundation.

Schroeder said CCF is structured like an internship. Students are evaluated on attendance, performance and their understanding of stock market analytical tools.

“It’s not a class where you’re guaranteed to be there [or] getting a grade. You’re getting internship credit on your transcript,” Schroeder said. “It’s like a job.”

Managing real money exposes students to industry pressure. Junior and CCF Technology Sector Analyst David Darcy said he finds the high-stakes environment exciting, increasing his focus.

“I think we would take [CCF] as seriously, even if we didn’t have it being real money,” Darcy said. “But knowing that it is real money, we do have steps in place to make sure that we don’t lose it.”

CCF aims to match or beat the S&P 500, an index tracking 500 of the largest publicly traded U.S. companies. But reaching that goal comes with the risk of losing money. Senior and CCF Chief Investment Officer Sri Bala said downturns are a natural part of investing, and the team has steps to determine what to do when a stock drops.

“If we missed something, we have to decide whether to cut our losses, sell, buy something else or hope it rebounds,” Bala said. “There’s going to be nerves, but as long as we make good investment choices, the goal is that it grows in the long run.”

Although the fund’s success is measured by numbers, Bala said its impact goes beyond the portfolio. The experience students gain can last beyond CCF.

“This program makes kids financially literate so that when they invest on their own, they can do so successfully,” Bala said.



Photo by Matluba Eshonkulova
(Left to right) CCF members Sri Bala and David Darcy present to Mason City Schools Superintendent Dr. Jonathan Cooper’s Business Advisory Committee about CCF’s future goals.

“If the fund loses money this year, I would hope people look at the fact that 17 high school students were able to learn so much about investing and finance, knowledge that a lot of adults don’t even have.”

Schroeder said CCF’s value is not dependent on money. He said the goal is to allow students to figure out what they might want to pursue after high school.

“[Helping students find their passion is] the number one thing. If [students] experience [CCF] and say, ‘Hey, I want to be a stock analyst,’ that’s what I’m hoping to see,” Schroeder said. “Or they say, ‘I did this whole experience, but you know what? It’s not the path for me,’ that’s all I want. Find

your path.”
For Schroeder, exploration is most valuable when students take ownership of their work. He said that freedom sets CCF apart.

“When you use a fake portfolio, it’s like playing Monopoly,” Schroeder said. “That’s a fun game to play, but it’s not real money. It’s the real, authentic experience of ‘we have to make a stock decision’ [that makes a difference].”



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From students to staff: MHS alumni return home

Alessia Korvessis | The Chronicle

The beginning of the school year means new things for many, but for this group of staff, the school grounds are anything but new.

This year, five Mason High School (MHS) alumni returned to MHS to be teachers and a counselor in the same place they got their high school education. For these staff members, returning means reuniting with old teachers, sharing past experiences with current students and leaving a mark on the place they spent their teenage years.

Class of 2022 graduate Rachel Bair returned to teach English I and III. After spending her high school years in the same halls she now walks as an educator, she said coming back to MHS felt like second nature.

"Honestly, Mason was a dream as a student, and I admired my teachers so much," Bair said. "So many of them are still here, and I really want to be that teacher for somebody else."

Bair said returning has brought back many familiar memories, like clubs and football games. But stepping into the role of teacher rather than student has given her a chance to make her own impact on the school.

"I worked very hard to be able to come back here and live this dream," Bair said. "[Mason has] always been home for me, but now I get to make my own mark on Mason High School, and that's exciting to me."

While Bair could have predicted taking the education route, Class of 2022 American and World History teacher Brianna Kelly had a different journey. Kelly said her experiences as a student provided her with a new perspective and appreciation for the other side of the classroom.

"I didn't think I was going to become a teacher, so I think my high school self would be very surprised," Kelly said. "As a student, I gave a little bit of attitude, but now being in the teacher's spot I see why they do the things they do."

Although Kelly was not originally planning to become a teacher, she was also drawn back to MHS by her experiences as a student. By coming back, she was hoping to replicate the same

motivation to them.

"The community was so good when I was in high school," Kelly said. "They made me feel like I could do anything, and so I want to give that same feeling to the students."

Like Kelly, Class of 2021 graduate Annie Buquo also came back because of the people at MHS. Buquo is serving as a long term sub this year for Honors English I and Creative Writing teacher Amanda Bross. Buquo said her return was motivated by MHS being a place where she can be her true self, and where she is truly comfortable to teach.

"Coming back here was so easy for me," Buquo said. "I never feel bad for being myself, whereas in other places I would feel like I had trouble fitting in or finding my people."

Buquo said MHS's support system has always been strong, even from when she was a student there. As the largest high school in Ohio, Buquo said the pressure and responsibilities that come with MHS can be hard to navigate, but doable because of its support system.

"I would say when you are taking six classes, working, playing a sport and trying to be a good friend and family member, that is so much," Buquo said. "But I feel supported here, and we have so many resources."

Although some of the new teachers are experiencing their first year as educators, former Mason Middle School (MMS) teacher Danielle Peters decided to make a switch. Peters previously taught Physical Science at MMS, but recently switched to the role of MHS counselor. As a Class of 2004 graduate, Peters said her connections with staff from when she was a student impacted her.

"Mr. Affatato was my coach in high school, and he had a huge impact on me and how to interact with and be an advocate for students," Peters said. "That is one thing that I want to take into this

role as a counselor."

As an alumna, Peters has witnessed first hand the growth of MHS over the years. Since she graduated, the school has almost doubled in size, as well as in diversity.

"I love going through Mason and putting my kids through Mason too," Peters said. "They have the opportunity to get to know a lot of different people from different backgrounds."

Class of 2022 graduate Ava Franke now teaches Algebra I and Geometry. Franke said her high school experience drew her back to MHS, hoping to have the same supportive and innovative culture she encountered as a student.

"I loved [MHS] when I was a student, and I knew I wanted a similar culture," Franke said. "I wanted some place that would support my ideas of wanting to do innovative things, [and go] against the grain."

Franke said that desire for innovation was reinforced when she experienced other schools during her teacher education, making her realize how unique Mason's approach was.



Rachel Bair - English I & III



Brianna Kelly - American & World History



Annie Buquo - Honors English I & Creative Writing



Danielle Peters - School Counselor



Ava Franke - Algebra I & Geometry

"[Mason] is so progressive in terms of student engagement, being interactive and personalized learning. It is so student centered compared to other schools that are more traditional," Franke said. "After doing a bunch of observations at different schools in college, what I realized was that [there] is no place like Mason."



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Reselling rises among MHS students

Sophie Allen | The Chronicle

Mason High School (MHS) teens have been trading in mall trips for online clicks. Buying and selling clothing on online platforms such as Vinted and Depop have become increasingly popular among teens; some look for deals, while others search for unique pieces. What is a bit of quick cash for one teen can be another's find of the century.

Sophomore Angela Li has been reselling her clothing on the online secondhand platform Depop since March of 2026. What originally started as a way to clear

out her closet and make some money has immersed her in a community.

"I try to make the prices very affordable because I'm not there looking for money," Li said. "I usually pick out some clothes that I want to donate to charity and some that I feel would be resellable. So I split them into two and the clothes that are more [trendy] I sell online."

Li said that her experience with Depop started with social media. She discovered the platform and first considered selling her clothing after seeing advertisements and influencers' posts about it.

"It's definitely become a trend and I think it's mainly because of social media and how it has impacted it," Li said. "Like, people would post Depop hauls and everything, and I just knew if I wanted to go sell my clothes I would sell them on Depop because that's apparently what everyone uses."

Junior Indie Kenzik has been a thrifter her whole life, after being introduced to it at a young age by her mother. Indie said that she has noticed changes to thrifting—both positive and negative—since clothes reselling began trending a few years ago.

"I don't like how people take advantage of [thrifting] and they really up the prices," Kenzik said. "They see people will spend that much money, and so they buy things at \$1, \$2, and resell it for maybe \$100; it makes thrifting less enjoyable because reselling has become such a trend that thrift stores are kind of raided, almost."

Thrifting is its own hobby, separate from online secondhand shopping. Kenzik said that while Depop and online platforms give a curated experience, making it easier to find specific pieces, it

is also more expensive. Thrifting, on the other hand, can be more time consuming, but cheaper; part of the fun is the search itself.

"If you've seen videos online or on TikTok, you'll see that the Goodwill bins are a really popular thing right now," Kenzik said. "People will post videos just grabbing all the vintage Hollister and Aeropostale—the things that people really look

terms.

"I think secondhand clothing has become pretty trendy because influencers have hyped Depop up a lot," Li said. "There's a lot of stigma around secondhand shopping, but I feel like ever since Depop has become trending and [because] it's much more affordable the stigma [around secondhand shopping] has gone down a bit because everyone is using it and influencers are using it."

Depop has blurred the line between marketplace and social media. More so than on other platforms, such as eBay, Li said the aesthetics of a listing can be a major factor in whether or not an item sells.

"The photographs that I put on my [listings] matter a lot," Li said. "I remember when I was selling this one sweatshirt it was really [trendy] so I knew it was going to be sold. It was sitting there for around two months until I just deleted the post, and I started taking photos of myself wearing the clothing and it got sold within a week."

Kenzik said that while trends and influencers popularizing the hobby can be a major factor in the rise of secondhand shopping, there are other reasons people are beginning to turn towards it, such as ethical concerns for the environment and labor conditions.

"People are finally realizing that fast fashion is horrible," Kenzik said. "They're finally understanding the consequences behind it because it may be cheap for you, but that means it's also expensive for someone else. Like it takes up so much of their time; they get paid so little for it. They're not in great environments, which is what makes it cheap for you."

While Kenzik said she has noticed the many drawbacks reselling can have on the secondhand market, she said she is glad that more people are showing concern for the planet and ethical problems that often arise from fast fashion.

"I think people have finally started to realize that the stigma behind thrifting isn't real, and they're just missing out," Kenzik said. "It's so much fun, and I think people are starting to realize that, too."

"People are finally realizing that fast fashion is horrible. They're finally understanding the consequences behind it because it may be cheap for you, but that means it's also expensive for someone else."



Indie Kenzik, junior

for. Thrifting now feels like a competition since the resellers are just rushing to get all this stuff, and they will grab it out of your hands."

On the other hand, shopping secondhand online provides benefits beyond price. For some shoppers, these platforms offer access to styles and pieces that may be difficult to find at brand-name and even thrift stores, where the stock varies greatly.

"In this economy there's inflation and so many things are more expensive, so of course some people tend to go thrifting [and] shop on secondhand sites because it's more affordable," Li said. "But a bigger piece of it is mainly style. I think the people who are wanting to hone into specific styles or really specific [pieces] will shop secondhand because they can't find a brand that might produce that certain thing that they want."

Sophomore Rhea Bangera began selling and occasionally buying from Depop in July 2026. She said secondhand shopping and selling has many aspects which appeal specifically to teens, especially those with limited budgets.

"I mean, we don't have a lot of money as teenagers, like I don't even have a job so I don't have a ton of money," Bangera said. "Secondhand shopping is just a lot easier to get cheaper clothes because I can't always be buying name brands if I'm not making any [money]."

Ultimately, Li said Depop's popularity comes down to convenience. Where traditional retailers may not cater to every style and the stock of thrift stores often boils down to luck, platforms like Depop can provide exactly what someone is looking for through filters and search



This story was written by Sophie Allen, a junior in her second year on The Chronicle staff. Contact her at

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Graphics by Medha Shinde

Persistence propels MHS sophomore to TEDx stage

Suhani Datta | The Chronicle

Many teenagers spend their summer swimming in the pool, going to Kings Island or watching movies at the cinema. For Mason High School (MHS) sophomore Saanvi Ramachandran, summer was spent in a constant loop of writing, modifying and pacing in circles.

On July 25, Ramachandran delivered an eight and a half minute speech at TEDx Kingsmill Youth, an independent event focused on highlighting underrepresented voices. TEDx events are organized by individuals who want to spark conversation and community in their local areas about new ideas and research.

Ramachandran said that giving a TEDx speech has been a long-time goal for her, applying to events for the last year and a half. She said this aspiration stemmed from her love for meeting new people and giving speeches. She said that coming up with a short, conversational topic for her talk was a vital first step in the speech writing process. Her inspiration came from a diagnosis of her father's neurological problem, a tremor that caused her to observe the unpredictable nature of life.

"He's all good now," Ramachandran said. "But [the diagnosis] made [me] question the purpose of life [and] how to accept this big change because now, he's getting slower [and] it's getting harder for him to do things."

After Ramachandran's message was finalized, she said there were still more obstacles for her to overcome. She said breaking into the adult-dominated scene proved to be a massive challenge.

"I was the only person [speaking at the conference] who was a high school student," Ramachandran said. "There were physicians [and] people who spoke from pretty much all around the world, so [that] was really difficult. I had to build credibility from how well I spoke."

Ramachandran said that her time on the MHS Speech and Debate team competing in the Original Oratory division gave her the skill set necessary to go through with this undertaking. Original Oratory, an event where competitors write and memorize a 10 minute persuasive speech on a societal issue, is also where Ramachandran met her mentor and friend, senior Amruta Puntambekar. Puntambekar said she saw Ramachandran's drive early on and helped her refine her approach.

"I've always appreciated the fact that Saanvi is an [extremely] determined



Photo contributed by Saanvi Ramachandran

Saanvi Ramachandran discusses how to approach change positively in her speech at TEDx KingsMill Youth on July 25.

person," Puntambekar said. "She is an incredible natural speaker. It was [amazing] seeing her take what she was learning in Original Oratory and put that into a much more real-world setting."

To build the credibility required for a TEDx stage, Puntambekar said she advised Ramachandran to ground her personal narrative in concrete research. Puntambekar said these hard facts are integral for the speech to be persuasive.

"When you're giving a speech that's personal to you, it can be easy to try and convince your audience purely on that emotion," Puntambekar said. "But it's really important that you bring some kind of external validation."

Ramachandran said that external validation came from her experience volunteering in hospitals and her research in neuroscience from medical journals. One psychologist in particular was fundamental in her speech, his famous saying serving as the scientific explanation behind how human brains process change.

"I ended up reading [journals by] this famous neuroscientist Donald Hebb," Ramachandran said. "He has a common quote that everyone in the medical world knows: 'Neurons that fire together, wire together.' What that means is in our brains, we have different neural pathways that influence how we think, and because that influence happens, that's why we think [the way we do]."

Once Ramachandran had her speech finalized, a rigorous preparation routine began. Ramachandran practiced giving her speech for around 72 hours in total. Ramachandran said this exhaustive ritual paid off the day of the event, when her pre-stage anxiety was replaced with self-assuredness. When she finally stepped off the stage, she said she was able to witness the emotional payout of her hard work.

"I delivered the speech so well that the audience was crying, bawling their eyes out," Ramachandran said. "But when I was on stage, I had no clue what was happening. I was just speaking."

In the sea of people in the audience at the conference sat Dr. Richard Van Dyke, Ramachandran's long-time piano teacher. Ramachandran said that Van Dyke's attendance was especially meaningful to her.

"I invited him to my speech because he's a mentor to me," Ramachandran said. "He's been with me since kindergarten. He's the type of piano teacher to [say], 'Play this again, you suck.' He's straightforward, and he doesn't want people to feel full of themselves."

After Ramachandran concluded her speech, she said that a moment with Van Dyke showed her the effect of her words. Van Dyke approached Ramachandran to congratulate her and displayed a reaction she said she hadn't expected.

"He gave me this big hug, and

he was sobbing on my shoulder," Ramachandran said. "In that moment, I just knew I did impact somebody. Even if it's just one person who goes to bed tonight, thinking, 'This girl actually did something,' I'll take it."

Ramachandran said she had already applied to two TEDx conferences before landing a spot at Kingsmill. She said her rejections, rather than discouraging her, motivated her to keep trying.

"Every single time I got rejected, for sure I was bummed," Ramachandran said. "But more than that, I thought, 'There will be a point where someone will pick a high schooler who will give a TED talk, and that high schooler will be me.'"

Now, having achieved her goal, Ramachandran said she plans on continuing to refine her public speaking and use these skills in the medical field. She said she hopes her journey encourages other students to push past their fear of failure.

"Every single rejection you have is [an] opportunity that you are given," Ramachandran said. "We don't think we can do a lot of these things, but you don't know what you can do until you give it a try."



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Handmade gifts craft social-emotional skills

Evelyn Feldmann | The Chronicle

Six months ago, a team of Mason High School (MHS) freshmen joined to form a nonprofit organization. Their initiative would go on to donate over 22,000 items, all resources used to teach kids how to handle their emotions.

Handmade Gifts Initiative (HGI) has one goal: bring social-emotional learning (SEL) education to kids and teens. Sophomore Sonali Kulkarni said that she founded the organization to remove awkwardness surrounding SEL, make SEL education fun and provide teachers with practical, pre-made educational tools that align with Next Generation Science Standards (NGSS). These standards aim to educate students in more hands-on, real-world ways.

"We create pre-made lessons for teachers that help them teach their core subject that aligns directly with the Ohio [standards] and NGSS," Kulkarni said. "[We] combine social-emotional learning into that lesson so [teachers] can teach two things at once."

Sophomore Nyx Shek is a founding member and co-leader of the bilingual books project for HGI. Shek said SEL is a supplement to everyday life, adding on to what students would already learn simply from life experiences.

"[Social-emotional learning is] learning how to deal with your emotions," Shek said. "[It is also] how to reconcile with very

strong emotions [and] how to deal with others' emotions in a non-harmful way."

Sophomore Navisha Ranjan is the head of the communications department for HGI. Ranjan said SEL is valuable because it helps kids understand their own emotions and empathize with those of others.

"At the end of the day, we're still kids," Ranjan said. "We're still learning how to handle the real world, and with the real world comes new emotions that we haven't experienced before."

In the summer of 2026, HGI partnered with Crayons and Beyond, an organization that makes school supplies available for free to teachers. HGI donated materials to make 20,000 hoop gliders, a sort of advanced airplane, for 667 classroom kits. These donations impacted 16 counties in Southwest Ohio, Northern Kentucky and Southeast Indiana. Kulkarni said that the kits were designed to merge SEL with traditional academic focuses.

"Each classroom kit allowed 30 students to make their own gliders," Kulkarni said. "[The lesson] focused on the aerodynamic concepts [of the glider], and combined teamwork, anger management, and conflict resolution from social-emotional learning."

Shek said that they were especially proud of the help the initiative was able to offer through their donation of the science kits.

"I think it's really cool that we get to help people," Shek said. "I feel very strongly



Photo contributed by Sonali Kulkarni

(Left to right) Handmade Gifts Initiative members sophomore Nyx Shek, freshman Kiara Kanade and sophomore Sophia Li package 667 STEM classroom kits that were donated to Crayons and Beyond.

about human rights, and I think it's really good that we can help people who are underprivileged, or don't have access to as much stuff [as we do]."

HGI continues to develop projects that promote their mission. Kulkarni said they are going beyond the individual student to share their resources with larger audiences through their recent digital projects.

"We're now working to create bilingual books that teach social-emotional learning," Kulkarni said. "We're also starting a virtual social-emotional learning club [for 5th to 9th graders] where we can build an

audience of younger students."

As Kulkarni looks back on her experience founding HGI, she said she does not yet feel satisfied, and is always seeking what good she can do next.

"I just want to do more," Kulkarni said. "There's so much untapped potential that still has to be explored. I feel like this is just scratching the surface."



This story was written by Evelyn Feldmann, a sophomore in her first year on The Chronicle staff. Contact her at Evelyn.Feldmann16@masonohioschools.com

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Wednesday, October 28
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Nostalgia, Faith, Culture Inspire Student Creativity

Divya Khan | The Chronicle

From buying senior backpacks to attending Senior Sunrise, members of the Mason High School (MHS) Class of 2027 are embracing their senior year with a variety of traditions. Many seniors have purchased and painted a senior parking spot, their ideas ranging from Pinterest-inspired creations to freehand paintings and plans they have developed over the years.

While the tradition is shared among the MHS seniors, students' parking spots vary widely in design. The visuals and stories behind each space are unique, with students drawing inspiration from religion, nostalgia, culture, and other personal interests. Aiden Nyhuis, one of the leaders of Fellowship of Christian Athletes (FCA), painted his parking

spot with the words "God's Not Dead".

"I got the idea from the movie God's Not Dead," Nyhuis said. "I've watched that movie since I was young, and it inspired me to speak out on my faith [because the movie is] about this kid who has to defend the existence of God in his college against his professor and class."

Nyhuis said that he considered several possible designs before choosing one connected to his faith. He said he chose his design to include an important part of who he was.

"I thought of doing something like lacrosse or my favorite superhero," Nyhuis said. "But my true identity is in Jesus. I thought about who I am and what I live for, and that was the deciding factor in my spot."

While Nyhuis's design was inspired by his spiritual beliefs, Dominic Thomas looked to music when deciding how to decorate his senior parking space. Thomas said he based his spot on Kanye West's album titled

"Graduation".

"I grew up not only listening to that specific album, but also Kanye's [music in general]," Thomas said. "I think [my parking spot] is a good representation of my younger years. Getting older, you start to care less about people's perception of you: who you are and what you do, how you dress, and who you hang out with. I feel like that was a big thing for me when I was younger."

Thomas said that Kanye's music is a big part of his life, and he hopes that his parking spot will represent it well. He said that painting his spot an album cover from Kanye's music felt like a full-circle moment.

"I was going to do [another design], but then I decided that the album cover would be a better [option]," Thomas said. "[My spot] is a good representation of me in my senior year, no matter what people think about it."

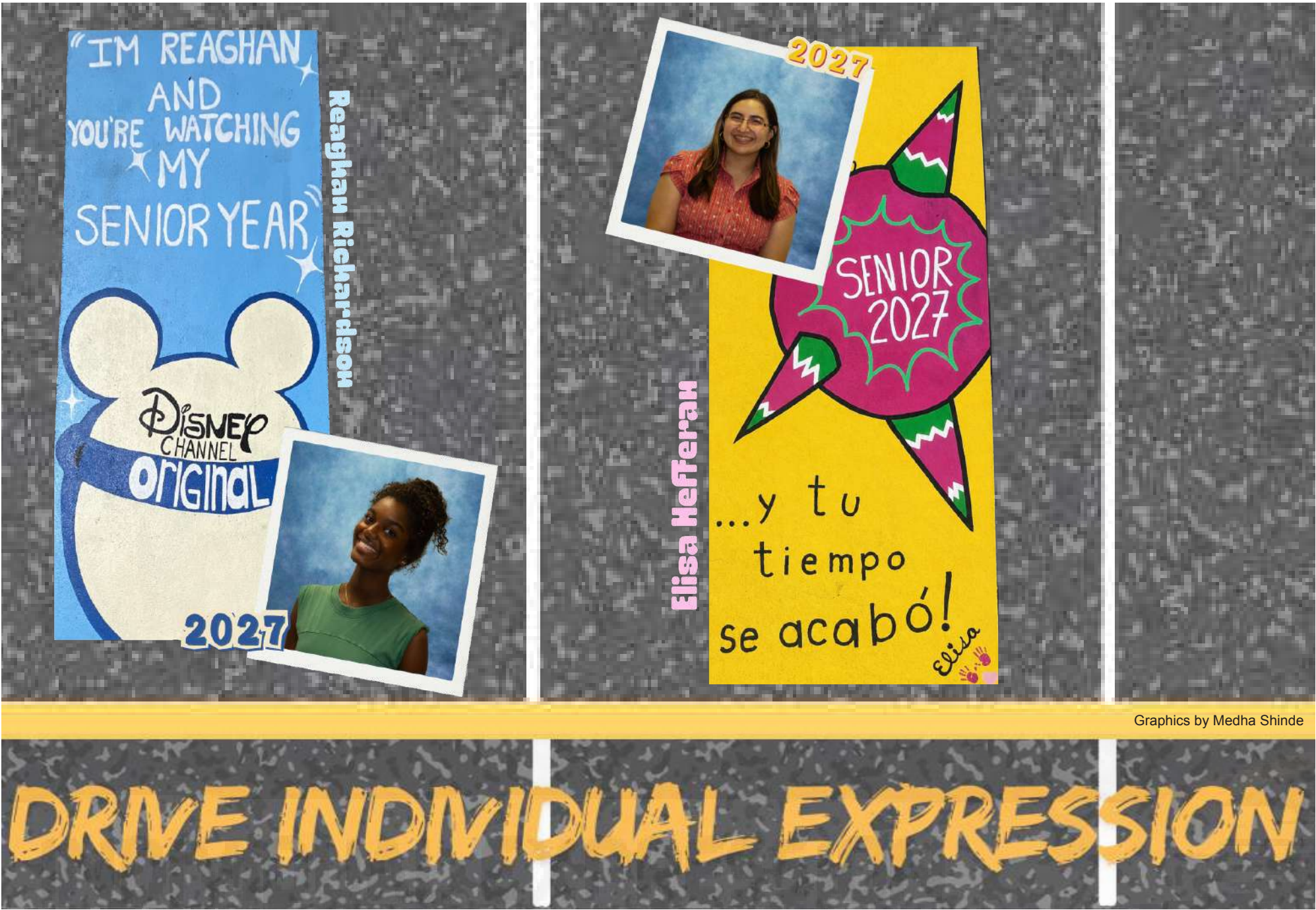
Thomas focused on his current interests, but for Nico Marietta, inspiration was drawn from his childhood for his senior space.

Marietta painted his spot with a Lego Spider-Man design, merging his favorite superhero and childhood pastimes. Marietta said he feels like each superhero is different and that he sees himself relating to Spider-Man.

"Spider-Man is very nostalgic for me because growing up, that was kind of my comfort movie," Marietta said. "I feel like I resonate with Spider-Man because he is always trying to do the right thing, even if he is not getting credit for the things he's doing behind the mask."

Marietta said he used to watch the Spider-Man movies as a kid and that his spot ties his childhood to senior year. He said the Marvel movies were something that his family could connect over when he was growing up.

"I remember always watching [Spider-Man] with my siblings," Marietta said. "Painting my spot is what made senior year real for me. It feels like not that long ago that I was with my two siblings watching [Spider-Man] for the first time."



Graphics by Medha Shinde

DRIVE INDIVIDUAL EXPRESSION

Following the trend of childhood entertainment inspiration, Reagan Richardson said she also got her senior spot idea from nostalgic media. Richardson painted the original Disney Channel logo from the 2010s commercials with the words, “I’m Reagan, and you’re watching my senior year” across the spot.

“If you know me, you know I love Disney Channel,” Richardson said. “I’ve loved it ever since I was younger; to this day I can only go to sleep if I watch one of those Disney Channel shows. They were serotonin boosts.”

Richardson said that she chose her design based on her love for Disney Channel and her desire to make her spot unique. She said that she still keeps that piece of her childhood in her life.

“I wanted to do something a little bit niche, a little bit more original,” Richardson said. “Everyone was kind of doing similar things, similar shapes,

similar colors, but I feel like [my parking spot] fits me.”

Rather than choosing a childhood memento, Elisa Hefferan said she found inspiration in her cultural background when outlining her parking spot. Hefferan painted a yellow background with a pink and green piñata, the Spanish words “Y tu tiempo se acaba!”, translating to “Your time is up!”, written across the space. Hefferan said that the words come from a song associated with celebrations in her family’s Mexican culture. The song is sung when a person hits a piñata, and once the song ends, party guests sing, “Tu tiempo se acaba.”

“Mexican culture [is a big thing], the parties and the song that goes with it, the very last line: ‘and your time has ended,’” Hefferan said. “I’m a senior; my time here at high school has ended. That was the inspiration behind [my parking spot].”

Hefferan said she enjoys connecting with her heritage, and that she wanted her

spot to represent that love. She was able to connect the Mexican festivities in her childhood with this tradition signifying her final year in high school.

“I wanted it to be something more personal, something meaningful,” Hefferan said. “I grew up hearing that song all the time. [My culture] is something really important to me and [I wanted] to show that through my parking spot.”

Hefferan said that when picking her spot, she thought of doing other designs to represent her youth, but she ended up picking what represented her culture. She said she was not sure what she was going to choose as a design, but listened to her family’s suggestions.

“There’s a difference between childhood toys and something that actively represents your culture,” Hefferan said. “[The spot] was my mom’s original idea. Your family, your friends, that’s such a big

part of my life.”

Hefferan said that by including a Spanish phrase, personal and familial significance was more important than a universal understanding of the meaning behind her spot. She said that Mason is full of diverse heritage, and she hopes for students to see that through her parking space.

“Maybe not everyone understood [the design], but I knew what it meant, and that’s what was important to me,” Hefferan said. “Think about all the culture here at Mason. We may be living here in Mason, Ohio, but we’re still proud of who we are, and hopefully [people] understand that I’m proud of who I am.”



This story was written by Divya Khan, a senior in her first year on The Chronicle staff. Contact her at Divya.Khan86@masonohioschools.com

chron corner

OOTD

with
Kelly Li, junior



SONGS ON REPEAT:



“stupid song”
Olivia Rodrigo



“oh yeah?”
Steve Lacy



“For the First Time”
Mac DeMarco

Students' Favorite:

class



Sophie Roberts, junior

Forensics



Jumana Ahmed, senior

Sociology



Nashwa Fazlani, senior

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68% = early fall



entertainment



MOVIE REVIEW

by Katie Samol

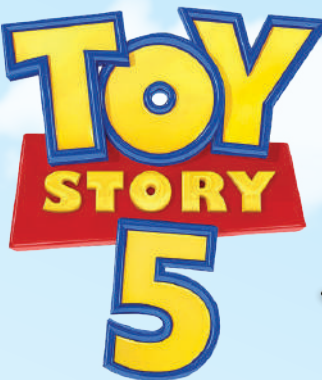
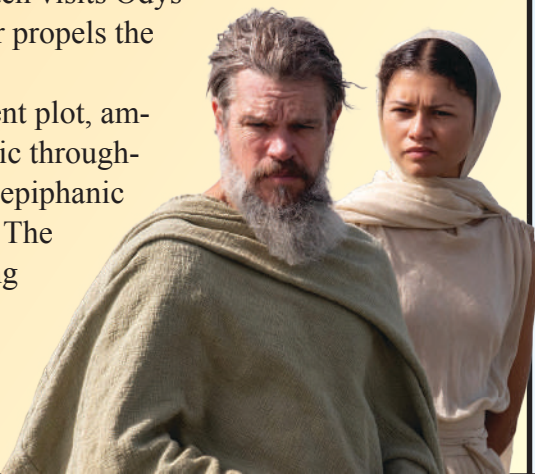


In “The Odyssey”, director Christopher Nolan adapts Homer’s epic poem, bringing Odysseus’ (Matt Damon) journey to the screen with a star-studded cast, larger-than-life visuals and bold interpretations of the scenes of the poem.

There is arguably no story as huge, as truly epic as “The Odyssey”, and I think only Nolan’s skillset and stylistic choices could do the story justice. The story felt new, unexpected and suspenseful even though the plot comes from the eighth century B.C. and many people including myself went in already knowing the events. Odysseus’ visit to Hades, for example, was a scene that was approached boldly and uniquely, the fallen soldiers rising out of the black sand to speak of how Odysseus could make it home.

The adaptation thoughtfully held a tension between victory and peace, snippets from the Battle of Troy repeated throughout the film as more context is revealed until eventually the true weight of Odysseus’ decisions falls into place for the viewer. The manifestation of Athena, the Greek goddess of wisdom and just warfare, as Agamemnon’s daughter who often visits Odysseus throughout his journey further propels the theme.

Creative approaches to an ancient plot, ambitious visuals and a strong thematic through-line that leaves the viewer with an epiphanic ending strengthen “The Odyssey”. The film does right by the poem, sharing the epic with a new audience and leaving them thinking beyond the last frame.



MOVIE REVIEW

by Emily Kemper



Woody, Buzz, Jessie and the gang’s return to the big screen for the fifth time since 1995 was simultaneously a safety net and a risk. While Pixar can count on audiences showing up to see these beloved characters over and over, further additions to the “Toy Story” franchise run the risk of tarnishing the charm the first three films hold. “Toy Story 5” may not be a necessary addition to the franchise, but the film makes fantastic use of its characters’ perspective as toys to send a compelling message about technology.

In the film, Bonnie’s parents attempt to help her make friends by buying her a Lilypad tablet. Jessie, however, thinks Lilypad will stop Bonnie from playing and connecting with other kids. Trying to tag along to Bonnie’s sleepover, Jessie is accidentally returned to the house where one of her past owners used to live. There, she meets outdated tech tools and plans to make Bonnie a new friend.

Throughout the film Jessie struggles with feeling useless compared to new technology and unable to help Bonnie keep up with her peers, but eventually understands that despite kids growing up and technology changing over time, she has still made an impact on all of the kids who played with her.

The film makes a point to not reduce technology to pure evil. Instead, the film suggests that technology is a valuable problem-solving tool, but without boundaries can stunt imagination and face-to-face interaction for children and adults alike. Discussing the dangers of too much screen time in a way kids can understand is an important story to tell, but I wish the creatives at Pixar would have created new characters, concepts and settings to tell it. Although I left the theater wanting to bust my Barbie dolls out of storage, the constant stream of sequels makes me wonder if Pixar is losing its spark.



MOVIE REVIEW

by Nora Ghobril



“Spider-Man: Brand New Day” was a significant turning point in the evolution of one of Marvel’s most prominent superheroes. “Brand New Day” feels like a major transition into a new era for Spider-Man.

The film follows Peter Parker as he dedicates his life to being full-time Spider-Man even in a world that has forgotten him. Without the relationships that shaped his life, Peter struggles with loneliness as he continues his life as Spider-Man.

I appreciate how the film explores Peter Parker not just as Spider-Man, but as an individual. While some critics claim the movie lacks narrative depth, the subtle storytelling moves with Peter’s life—which is nothing far from chaotic. But beneath all the criticism, “Spider-Man: Brand New Day” portrays a deeper meaning: no one, not even the strongest of people, can live their life alone. It might not be a brand-new idea, but it’s definitely an important one.

RANDOM Recommendation



“Dewy Roses”
Pitcher56



Shally Singh



Senior Shally Singh has been baking since COVID-19 and has turned the hobby into a creative outlet. She enjoys experimenting with flavors and decorating cookies, which she now sells through her business, Baked by Shally, to students, friends and family.



the Games

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FOR ANSWER
KEY!



attendance
depop
tradition
running

portfolio
horseback
bikes
teacher

Mason football rallies around Bross family

Eshal Firoze | The Chronicle

On August 20, the Mason High School (MHS) Varsity Football team stepped onto the field for their season opener against Springboro, with Head Coach Brian Castner leading the way in an unexpected display of Springboro blue and white.

For their first game, the MHS coaching staff stepped away from their usual uniforms, instead sporting “Grant Strong” shirts in support of Springboro 7th-grader Grant Bross.

In July, Grant was diagnosed with an aggressive germ cell tumor of the brain. After having two surgeries, he is currently undergoing chemotherapy and will later undergo radiation. MHS English teacher Amanda Bross is Grant’s mother, and after 20 years teaching at MHS, she is taking a year off to spend time with and support her son.

The Grant Strong initiative was created to rally support for Grant and later began raising money for Dayton Children’s Hospital, where Grant is currently receiving medical care. The t-shirts with “Grant Strong” written across have become a prominent symbol in Springboro and Mason communities, but have also spread beyond, with orders coming in from across the country.

Amanda said that the diagnosis has changed Grant’s life vastly. She said seeing the Springboro stadium full of “Grant Strong” shirts and the Mason coaching staff supporting her son reminded her of all the individuals rooting for Grant.

“[Wearing the shirts] shows that it’s so much bigger than one football game,” Amanda said. “It’s people knowing that



Photo by Isabella Flores

Head Football Coach Brian Castner leads the Mason football team onto the field before the game against Springboro, wearing a “Grant Strong” shirt in support of Springboro student Grant Bross, MHS English teacher Amanda Bross’s son.

this is a kid whose family needs to know that they’re supported and loved. It’s special to see both of these communities and both of these teams, even though they’re playing each other, all of them are supporting my boy.”

Castner came up with the idea to wear the Grant Strong shirts at the game. Castner said it was important to show support for Grant and his family, as well as set an example for the players.

“I want to be here for the Bross family, and I want them to know that they’re being thought of,” Castner said. “Mrs. Bross has always been supportive of our team. The least I could do is give back and allow Mason Comets, the staff and our team

to recognize her son and the fight that they’re going through right now.”

Castner said that faith, family, academics and football are the four major priorities for his players and what ultimately drives the team. He said that building better people comes before building better players.

“Some things are way more important than the outcome of our game,” Castner said. “The sooner I can get a young teenager to realize how to be there for others and be a part of something bigger than himself, the more I can help [him].”

Castner said that the moment he stepped off the team bus wearing the shirt, Springboro coaches immediately recognized the gesture and expressed their gratitude. He said that wearing the shirts will go far beyond that one night; it’s something he hopes will serve as a constant reminder of the support for Grant and his family.

“I wore [the shirt] just to give [Grant] support,” Castner said. “It’s all I cared about to have our staff in [the shirt] for an hour the same night we play [Springboro]. When Mrs. Bross comes back next year after Grant beats this thing, I’d imagine we’ll all put those shirts on again.”

Castner said that his players recognize the importance of showing support and being able to empathize with and understand what the Brosses are going through. He said the team’s goal this year is to come together and be united in everything they do. He has seen the team make huge strides toward this goal, specifically through faith and prayer.

Senior Justin Paciolla leads prayer every week, hoping to bring his teammates closer and show compassion for others. Paciolla said that Grant is one of the people they pray for.

“I’ll speak out and pray before every meal that we eat as a team,” Paciolla said. “Our team believes in the value of prayer and faith. We thought it was the right thing to do to pray for [Grant].”

Paciolla said that leading the team through faith is a role he doesn’t take for granted. He said that along with giving back to the community, prayer is one thing the team prioritizes during the season.

“In [the Brosses’] situation, we can’t directly help,” Paciolla said. “We hope that showing our support has made an impact on [Grant] and helped in any way possible.”

Amanda said that the diagnosis has transformed her family’s world, but at the same time the support has been overwhelming. From receiving emails every day to being sent meals, she said she has felt the impact of the community surrounding her.

“Going through something like this can be isolating,” Amanda said. “It’s powerful to see how people wrap you in their arms and make you feel comforted. Having a lot of different people from a lot of different places remind you that you’re not actually alone.”



Photo contributed by Amanda Bross

Amanda (left), Grant (middle) and Tim Bross (right) all wear “Grant Strong” shirts in support of Grant’s cancer journey.



This story was written by Eshal Firoze, a junior in her second year on The Chronicle staff.

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A \$40,000 rainout: Volley Under the Lights pivots

Caitlynn Begley | The Chronicle

No high school team has ever spent \$40,000 on a volleyball match. This fall 2026, Mason became a part of this newly formed event.

Mason High School (MHS) Girls Volleyball planned to step into territory historically reserved just for football teams. The Volley Under the Lights match was set up on Yeager football field at Bishop Fenwick High School. The Falcons bought a mobile volleyball court large enough to take up a quarter of the football field. On the side of the court toward the center of the stadium, bleachers were set up so all fans could see the action of the game up close. The Joe Burrow Foundation supported the event, helping to fund the court, outdoor activities beforehand and food trucks at the venue.

Because outdoor games are not the norm, Fenwick Athletics first had to get approval from the Ohio High School Athletic Association (OHSAA) before the event could happen. Fenwick Girls Volleyball head coach Tyler Conley hoped that this year's Volley Under the Lights match would be worth all the planning, and just as exciting for the community and players as it was last year.

"The court itself cost nearly \$40,000," Conley said. "We were able to split that cost out over two years. Because of this, we now own the court and have every intention of making this an annual event."

This game is unlike anything else on the Mason girls' schedules. To start, they would be playing outside; weather conditions and the feel of the court are all unknown to Mason players.

Small changes to the atmosphere can impact the performance of an athlete. Going from the concrete walls of a gym to the packed stands of a football field can affect the team's communication and overall performance. Coach Conley said that Yeager Field was projected to have more than 3,000 fans; the Comets had never faced an audience that large. Athletes might feel the pressure of the moment which is why MHS Girls Volleyball Head Coach Eric Schatzle said he wanted to approach this game like any other.

The Volley Under the Lights match involved numerous unknowns and unpredictable moments. Uncontrollable factors can mess up the most routine parts of the game. Wind can change the direction of a serve, and a stadium means no ceilings for players to easily judge out of bounds. However, when talking to Conley about the prospect of Mason playing at the event this



(Left to right) Outside hitters Brooklyn Meinberg and Preslie Evans celebrate after a point in Mason's match against Fenwick on September 12.

year, Schatzle did not hesitate.

"I was like, 'I don't know if I need clearance for it, but I will 100% commit to it right now,'" Schatzle said.

Ella Groff is a junior libero on the MHS Girls Volleyball team and has played every set of the season thus far, growing into a leader on the team. Groff said she looks forward to high energy of the atmosphere.

"I'm most excited for the big crowd and being on the football field in general," Groff said. "That isn't something that girls, especially volleyball players, get to experience very often."

Groff said she is anticipating the large turnout and hopes this can give audiences a better appreciation for the sport.

"I feel like having such a unique game on a Saturday night will ensure a crowd that we wouldn't normally get," Groff said. "I think this gives us a chance to prove that volleyball can be exciting and fun to watch too."

Organizers expected roughly 3,000 fans, meaning this game would have a far larger impact for the players than a typical weekday match. Due to the unprecedented nature of the event, local press featured how unique an opportunity this was for the players and schools, bringing more press, photographers and pressure for the players.

Due to weather and the condition of the outdoor court, the Comets and Falcons had to pivot and play the Volley Under the Lights match inside. The junior varsity team was able to play their game on the outdoor court, but the court became slippery due to humidity, and the varsity match had to be relocated. The location change did not stop the high energy around the game. 3,000 fans still showed up for their teams and packed the gym.

While the Comets lost the match, the scores were close and Mason battled throughout all four sets. The Falcons won the first set 25-17, and the second set was taken by the Comets 25-20. The Falcons rallied in the third set, starting out in an early lead. Experienced players for the Comets shifted the momentum late in the set, with key plays from Avery Brannon, Preslie Evans and Leah Hugenberg. The Falcons took the third set 25-23. Fenwick won the fourth set, closed the game out 3-1.

The rain may have forced the game indoors, but it could not wash away what this night meant, the first chapter of a tradition Mason and Fenwick both hope to outlast any forecast.

Women's sports have gained popularity in the past couple of years; the WNBA growing in popularity, as well as the National Women's Soccer Team who will be playing in the next World Cup. Entertainment and Sports Programming Network (ESPN) has recently added coverage of collegiate women's volleyball, and with that comes more eyes, more fans and more pressure. That same energy is starting to trickle down to the high school level. Volley Under the Lights creates a platform that allows these athletes to display their talents on a larger stage than ever before.

Volleyball's growth at higher levels has opened doors for the Comets, this event modeled after collegiate teams playing in football stadiums. Groff said that players such as Lexi Rodriguez, a professional volleyball player for League One Volleyball Nebraska, have been inspirational for young competitors such as herself thanks to social media. Collegiate and professional players now post videos of their games and raise visibility and popularity of the sport.



Freshman Sophia Barcenas makes a play at the net in game on Saturday, September 12.



Libero Ella Groff serves in Volley Under the Lights game against Fenwick.

"There's regular season matches on ABC and ESPN now," Schatzle said. "I feel like it's blowing up even more, which is really cool to see."

Although the Comets did not get the chance to play their first Volley Under the Lights match in the football stadium, the impact of the game would not be dampened by the rain. The Comets put on a strong performance and showed fans the excitement and energy that volleyball can rally.

"We got everyone to show up and they supported us, and we showed them a great game," Groff said. "I feel like they can see that [impact] and that volleyball is growing in general."



This story was written by Caitlynn Begley, a junior in her first year on The Chronicle staff. Contact her at

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PRIMETIME PERFORMANCE



ALEX NAGEL

JUNIOR | FOOTBALL | QUARTERBACK

Alex Nagel, Mason High School's junior quarterback, has shown determination and commitment throughout the season. In the Week 2 matchup against Sycamore on August 28, Nagel helped lead the Comets to a 43-24 victory. According to GMC statistics, he rushed for 181 yards on 16 carries and scored four touchdowns, including a 49-yard run. His performance helped Mason improve to 1-0 in GMC play. Nagel's strong rushing performance made him one of the key players in the Comets' Week 2 win.



Photo by Nicolas Amaral

181

YARDS

16

ATTEMPTS

49

LONGEST RUN

4

TOUCHDOWNS

GAMEDAY ESSENTIALS

GIRLS VARSITY VOLLEYBALL TEAM



Preslie Evans, junior

"My game day essential is a Better Blend Bowl because it gives me protein and energy for my game."



Avery Flowerdev, sophomore

"My game day essential is a yellow Gatorade because it gives me energy, electrolytes and hydrates me before a game."



Sophia Barcenas, freshman

"My game day essential is a Rice Krispie Treat because it gives me good luck and energy before a game."



COACH'S CORNER



GIRLS VARSITY GOLF - JENNA WOLTERS

"Something that stands out to me about this group is how much fun they're having and the overall good vibes. They truly seem to enjoy each other's company and spending time together. One other thing to know about this team is the overall improvement from top to bottom. Our varsity team and JV team have both improved their level of play this season."

CHRONICLE SHOUTOUTS

GIRLS VARSITY GOLF



Kate Atchley
Sophomore
1st Team GMC



Isabella Weir
Sophomore
1st Team GMC



Nicolette Barr
Freshman
2nd Team GMC
Steve Shuck Sportsmanship Award



Jillian Moreland
Senior
2nd Team GMC



Miya Zhang
Sophomore
2nd Team GMC



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A: NO, THE CHRONICLE IS A PUBLICATION OF THE JOURNALISM 1, 2 AND 3 CLASSES.

Q: WHAT TYPES OF ROLES ARE THERE ON THE CHRONICLE?

A: WRITERS, REPORTERS, DESIGNERS AND PHOTOGRAPHERS.

Q: WHAT GRADE DO I HAVE TO BE IN TO APPLY FOR THE CHRONICLE?

A: STUDENTS IN GRADES 9-11 ARE ENCOURAGED TO APPLY.

Q: HOW DO I GET ON THE CHRONICLE STAFF?

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Running: A family affair for the Morans

Evelyn Bahm | The Chronicle

As the 2026 cross country season gears up, one name carries three stories. Each of the Moran siblings have been able to define themselves within the Mason High School (MHS) cross country community.

Emily Moran, Tommy Moran and Ally Moran are siblings and students who are all a part of the MHS cross country program. What started as a way to spend time with friends led senior Emily to join cross country in seventh grade. This sparked a domino effect, inspiring her younger siblings, sophomore Tommy and freshman Ally, to join cross country as well. The 2026 season will mark the end of a cross country career for Emily, Tommy's second year with the high school team and a new beginning for Ally.

Heading into the beginning of the fall season, Emily is the 10th-ranked senior female cross country runner in the state of Ohio for the 2026 season according to Podium Watch. She said she is excited to contribute to the program again this year and redefine success for her teammates.

"Success [as a runner] is creating a better team experience," Emily said. "We've had points where maybe we didn't have the best culture on the team, and I feel like this year we have a great culture and so much good leadership."

It has been a long journey for Emily, who said she's improved throughout her high school career. Having no sport to participate in when heading into middle school, she said she was motivated by her friends joining the Mason Middle School (MMS) Cross Country team. Although she was encouraged by the community within the sport, she said that running long distances was a challenge in her early experiences.

"[Running] was so hard at first," Emily said. "I would have to walk after [running only] a quarter mile in seventh grade. To get to this point now, it just feels like an even bigger accomplishment."

As Emily's younger brother, Tommy said that running came easily to him when he joined the cross country team. Tommy said he has managed to remain consistent in his success with running throughout his career. Though he owes much of his success to hard work, he said his journey would not have begun without the inspiration of his older sister.

"I probably wouldn't even know what [cross country] was if it wasn't for my sister doing it," Tommy said. "I joined and I just wanted to beat my sister's times really bad. I wanted to have that success and accolades [my sister] got in middle school, so it just motivated me to work."

Tommy said that cross country is known for its required mental toughness. While Tommy said that he had an easy physical transition into the sport — being a top performing seventh grader on the (MMS) Cross Country team — he said it did not stop him from falling into the hole of comparison that many runners face.

"In the beginning I got kind of jealous

because my older sister was doing pretty good and I just wanted to do pretty good," Tommy said. "It also motivated me, and caused some stress."

Tommy was able to grow beyond stress to improve, and during the 2025 season Tommy was the top ranked freshman cross country runner in the Greater Miami Conference (GMC). In addition, he was nominated for an MHS Excellence in Sports Performance Yearly award (ESPY) later in the spring for his performance.

Beyond the Boys Cross Country team, the girls team is aiming high this year, feeling optimistic for an effective season. Girls Cross Country Coach Chip Dobson, said he believes that there are multiple upcoming freshmen that will be large contributors to the success of the Girls Cross Country team this season, one of whom is Ally Moran.

"I am hopeful we are top five at state, and much better than last year," Dobson said. "[Emily and Ally] are key to our success. They embody the tough working attitude I am looking for in an athlete."

For Ally, she said that she originally joined cross country in seventh grade as a way to bond with classmates. Ally followed her friends, and she decided to join cross country to spend time with those she knew, and also to make new connections.

"I really enjoyed [cross country] from the beginning," Ally said. "Being around everybody was really fun and a great way to make friends. It is just great because everyone is encouraging each other and working together. It is a personal sport, but it is also a team sport because you need all the scores [to succeed]."

Ally said she seems to find the balance between socializing and hard work easy. Beyond the friends Ally has made through cross country, Dobson said that Ally, like Emily, means business about running.

"[Emily and Ally] are both great, hard working, no nonsense, tough and committed to [cross country]," Dobson said. "Emily scores in nearly every meet and I expect Ally will as well."

Emily has run with Mason all four years of high school, this year being the only one in which she is joined by both Tommy and Ally. The 2026 season will mark the end of her high school career. Emily finds it bittersweet, and she said she hopes to end the year on a successful note by being able to share it with those who matter most. Emily said sharing her final season with her siblings has made the journey more rewarding, especially as she watches their growth in the sport.

"I am just super proud that [Tommy and Ally] have that hard work and dedication towards the sport," Emily said. "That they found something that they love, and can put their heart into."



This story was written by Evelyn Bahm, a sophomore in her first year on The Chronicle staff. Contact her at Evelyn.Bahm47@masonohioschools.com



Photo contributed by Emily Moran

Emily Moran competes for the Mason Comets during Centerville High School's Saturday Night Lights finishing with a time of 12:41.7 in the 2 mile race.



Photo by Ben Kandell

Tommy Moran running for the Mason Comets during the Mason Invite.



Photo contributed by Emily Moran

Ally Moran (right) competes, running for the Mason Comets during Centerville High School's Saturday Night Lights finishing with a time of 13:04.2 in the 2 mile.



Remember Dolly's whole legacy

Sophie Allen | The Chronicle

On August 25, 2026 at the age of 80, musician, businesswoman, actress and philanthropist Dolly Parton passed away, and with her vanished some of the sparkle that she brought into the world. Not just an artist, Dolly was a woman who made a fortune on her talent and boldly refused to keep the wealth she gained to herself. Though her gift for the arts was what skyrocketed her to stardom, her most notable achievements most certainly became her acts of charity.

Unsurprisingly, people love Dolly Parton. Across political parties, races, sexualities, ages, income brackets—these people all love her because she is beautiful, talented, authentic and kind. But they don't necessarily love where she came from. The same people who praise Dolly Parton's character are those who, in the same breath, will turn around and call Appalachians dirty, backwards, hillbillies or stupid rednecks.

It's ironic, because the truth is that it is impossible to separate Dolly the beloved celebrity from Dolly the Appalachian. Woven into every song she wrote were pieces of her childhood, perhaps the most famous of which is her song "Coat of Many Colors", in which she relishes a coat her mother lovingly made from rags, singing, "Although we had no money/I was rich as I could be/In my coat of many colors/My mama made for me." Growing up poor in the Great Smoky Mountains of Tennessee, Dolly carried on the oral tradition of telling stories and preserving history through her ballads. Even beyond her art, with every act of philanthropy Dolly honored her community back at home. Her authenticity and kindness are traits that Appalachians recognize in their own mothers and grandmothers, traits ingrained in the culture of the mountains and their people.

I won't deny that Appalachia has its problems. I don't think it's worth arguing that the region isn't poor, that education isn't underfunded, that people aren't hateful at times. Historically, rural communities in America have been some of the most underserved, and the effects are still seen today. Since the coal boom (and bust) in the 1870s and 1880s, and subsequent lack of investment in Appalachia, a cycle of poverty has been established. Though the percentage of high school graduates has gone up since Dolly's youth, in a 2024 study done by the Appalachian Regional Commission, it was reported that in Central Appalachia the percentage of people with a Bachelor's Degree was still nearly 20% below the national average. Yet none of these disadvantages or struggles make Appalachians any less valuable, or are reasons to discount the population.

Though I live in the suburban midwest, half of my family is Appalachian, and in them I've seen far more of the good that Dolly represents than of the "backwards" stereotypes people often spread. When my parents first got married, my mother—who is not Appalachian, but Arab—found her home in a people that could not have been further from where she was born. She wasn't shunned for her background or her religion. They didn't question why she didn't eat pork or go to church. They welcomed her, shared meals with her and treated her like family. That is the Appalachia I know, and the Appalachia that Dolly showed the world.

Celebrities nowadays often feel stale and insincere. Hollywood is filled with privileged figures, many of whom's fame was bolstered by nepotism and wealth. But Dolly truly came from nothing, and knowing what luck she had in becoming famous, she put it to use. She was never embarrassed of her accent or her eleven siblings; her poor upbringing or her father who couldn't read. She didn't shun her community despite the picture the rest of America painted of them. Her most famous philanthropic program—The Imagination Library, which mails one book per month to enrolled children from birth until they begin kindergarten and has provided more than 300 million books since its inception—was founded in honor of her father.

So to truly love Dolly Parton and love the charity she dedicated her life to, we must give a second look to the people we've been conditioned to ignore and devalue. Dolly could not have been the woman she was without the culture she came from. If the legacy of her life reminds us of anything, may it be to approach people without judgment, to love authentic people compassionately and unconditionally.

STAFF EDITORIAL

Meta settlement step in right direction, not final resolution

\$18 billion. That's how much money Meta Platforms agreed to pay over the course of the next decade to a coalition of United States (US) states and territories to resolve a major landmark lawsuit. In this lawsuit settled on August 26, Meta also agreed to begin enforcing tighter screen time and safety measures for minors, including a two-hour daily limit, revoked access to Instagram and Facebook from midnight until 6 am, no more notifications during school hours and increased parental supervision controls. The settlement ends the federal trial over claims that Meta gave the public misleading information regarding child safety and social media addiction on their apps.

The trial began when 29 US states alleged that Meta intentionally designed Facebook and Instagram to addict children and teens, the apps deliberately harming adolescent mental health. The restrictions follow a global trend, resembling social media laws in countries like Australia and the United Kingdom. However, these countries have taken more dramatic measures, with Australia enacting a complete ban on social media for children under 16 and the United Kingdom working to enact similar measures.

The closest the US has ever come to a social media ban was in January 2025, when TikTok was shut down nationwide after the Protecting Americans from Foreign Adversary Controlled Applications Act forced either the sale or ban of TikTok due to national security and privacy concerns. In 14 hours, the ban was lifted after President Donald Trump paused enforcement and allowed time for data to be transferred to US investors. In those 14 hours, online outrage exploded as creators feared losing their incomes and app users expressed anger at a loss of community.

In other words, we have seen a fraction of what would occur if a social media ban were to be put into place in the US, and the act seems unrealistic. At the same time, this is a pressing issue that must be addressed, and these measures will not effectively curb the issue at hand.

With rates of depression and suicidal ideation significantly higher than 10 years ago, according to the U.S. Centers for Disease Control and Prevention, the importance of being educated on the harm of online platforms is more relevant than ever before.

Undeniably, social media has harmed our generation. Previously, social media platforms lacked enforced safety measures and did not conduct research—or at least did not make the research public—on the possible mental health impacts of social media before making the apps available to teenagers. In doing so, social media has contributed to rising adolescent anxiety and depression, become a medium for cyberbullying and led to low self-esteem for children and teens.

A picture of the dangers of online influence and the ways in which teens can easily be manipulated in unmonitored digital spaces is seen in Netflix's *Adolescence*, a 2025 series. The show follows 13-year-old Jamie Miller, arrested for the murder of a classmate after he was influenced by online misogyny and radicalization. While a dramatized version, the show opened eyes to the effects of social media on teens, sparking conversation about social media safety.

Acknowledging the effects is one step; Meta is now trying to lead the way in precautions to protect youth mental health, calling on other platforms like Snapchat and YouTube to join in doing so. But these measures are not enough to effectively combat teen misuse of social media.

From lying about their age to parents opting out of these features for their kids, there are too many ways for users to bypass these restrictions. This is a nuanced problem, and Meta's new measures are only the first step in curbing the social media-related mental health crisis.

Sure, Meta may have settled the case and tacked on some new safety measures. But we still have a long way to go to find a substantial, widely effective solution to the toll that social media takes on teenagers' mental health.

THE CHRONICLE'S POLICY

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The Chronicle promises to report the truth and adhere to the journalistic code of ethics through online and print mediums.

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Identity should not be “either-or”

Michelle Zuo | The Chronicle

“Go back to your own country.”

It’s a phrase I’ve experienced, seen and heard immigrants and racial minorities face for the longest time. So this summer, I decided to do exactly that.

I went back to my own country.

That country was China, known for its futuristic cities and diverse cuisines. I had been to Chinatowns where the majority of people spoke Mandarin on the streets. It felt so different from my daily life; it felt more like “home.” So, I thought I’d feel an amplified version when going back to actual China.

But when I got to China, I was met with infinite signs that I couldn’t read, fast-paced roads and looks that something was off. In everyday life on the streets, pushing was mandatory because if you wait, you’ll never get a turn, which is just so different from the United States. The culture shock was more than overwhelming, and every day it made me miss my “boring old” Ohio.

The contrast between the two countries was so stark that when I got back to America, I started to notice parts of America that I never seen before. I felt like a ragdoll, tossed between two places; I couldn’t quite decide where I belonged more.

This is a dilemma I’ve heard from so many other children of immigrants that were raised or born in America. Especially in areas with little diversity regarding minorities, you don’t quite fit into the place you live in, yet you don’t fit in the place you’re “actually from.”

This is also why I never fully understood the insult of “go back to your own country.” I knew what the intent was, but where was my “own country”?

The answer to that is different for everyone. I still consider my “own country” as the United States. My body is accustomed to American-style foods over some foreign dishes in China, and I’ve developed etiquettes such as waiting in line or refraining from car honking because I’ve grown up in America.

However, the most important thing that I realized was that not knowing the answer to where you belong isn’t necessarily a bad thing.

I’m also fortunate to live in an area that allows for the creation of new cultures. In Mason, I relate to others who are also born in America and find more familiarity in it. This allows for a “fusion” between those two opposing cultures that I felt when I came to and back from China. There’s less of a divide

between the whole “are you from this culture or the other,” the line between the two becomes blurrier.

This is why it’s crucial to have space for those kinds of camaraderies to form, especially in a country that is considered a “melting pot” of cultures. Places like Chinatown and International Districts create a shared space for those who were born in other countries and in the United States while also allowing others to experience a different culture without having to travel.

However, an important part of this “melting pot” is shared struggle. Every minority in America has faced discrimination and prejudice throughout history. But instead of combatting these issues together, it’s becoming more common for minorities to turn against each other.

In 2023, an Asian store owner named Rick Chow fatally shot 14 year-old Cyrus Belton after Belton allegedly stole from the store and pointed a handgun at Chow’s son. Chow was acquitted of his charges in the 2026 ruling after defense said that Chow acted out of self-defense. That summer, Black communities began to boycott Asian-owned businesses across America out of protest for Belton.

I also question the verdict of this case because of its muddy details. But, what I didn’t understand was why other Asian-owned businesses began to suffer. It’s essential to hold people like Rick Chow accountable, however, minorities turning on other minorities creates an even deeper divide in our society.

It’s these minority against minority situations, legislative decisions that suppress culture and modern day racism that makes it so much more difficult for people to find where they “truly belong.” When in truth, all of us are searching, and there’s no single correct answer. The reason why I felt so “at home” in Chinatown was because it resonated with my “American-born Chinese” identity. That community never existed until the cultures between America and Asian cultures fused together.

Which is why I encourage everyone regardless of ethnic upbringing to find the “in-between” of cultures. After all, we’ve all faced actions and words such as “go back to your own country.” So, perhaps realizing where we belong isn’t about picking an identity, it’s seeing that we were never made to fit into just one.

EDITORIAL CARTOON



It is time to rethink the back-to school haul

Emily Kemper | The Chronicle

The Common App is not the only thing that opens on August 1. A tidal wave of back to school hauls and wishlists flood our feeds, breaking up the block of “What to do this summer to get into your dream college” posts. I’ll admit it: I love back to school shopping. Picking out overpriced patterned notebooks, massive packs of highlighters and new outfits helps mitigate the dread of returning to school. But the more videos I scroll past, the more excessive it all seems.

What started as checklists sent from elementary school teachers has spiraled into a blatant excuse for overconsumption, and our culture already has enough of those. While back to school shopping helps us refresh before diving into a new semester of stress, spending money doesn’t have to be the activity that gets us back into an academic mindset. Instead, mentally refreshing for the year gives you a chance to clean out before bringing anything new in.

I know personally I was far overdue for a major decluttering session before my Senior year. I wiped out my email inbox that was still holding messages from seventh grade, tackled the desk drawer so stuffed with papers it wouldn’t open and donated boxes of clothes I no longer wear. Hauls of brand new supplies are definitely fun to watch, but I would be down to endlessly scroll through back-to-school cleaning spree videos instead, ringing in the new semester with that before-and-after satisfaction.

The first few weeks of a new semester is the ideal time to reflect on what went well last year, and what might need some adjusting. You might have a big goal on your mind: get straight As, win a competition, achieve a leadership position. But even small goals like learning life skills or challenging yourself in some small way can turn the dread of returning to school into momentum to carry you through the year.

Back to school shopping is a chance to try out new styles and reinvent your look, but customizing what you already own can often achieve the same effect. I’m no artist, but I spent the first few weeks of school searching for stickers to decorate my Chromebook, doodling with paint markers on my old notebooks and testing out new hairstyles. Of course, buying a new outfit or two isn’t a bad thing. But in an era where it seems like teens can’t do anything without spending money, make a conscious effort to find free ways to achieve that “New year, new me” feeling.

I still love the idea of back to school shopping, but after the first week that excitement is gone. My Sesame Street senior backpack is so small it hardly fits my stuff, my new tops no longer feel exciting to wear and I haven’t used my mini stapler once. But I do get excited to try a new hairstyle every morning, and feel a little happier when I see a clean email inbox for the first time, well, ever.

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WHY MASON'S DISCERNING FAMILIES CHOOSE ELITE



- **THE AREA'S ONLY FULL-ACRE PRIVATE PORTRAIT PARK**

Over an acre of manicured natural grounds and architectural settings, reserved exclusively for your session. Complete privacy — no public onlookers, no distractions.



- **STRICT SINGLE-CLIENT BOOKING**

We host one client at a time across our entire grounds and studio. No crowds, no rushing.



- **INDOOR/OUTDOOR PHOTOSHOOTS**

Each photoshoot includes a curated blend of studio portraits and outdoor imagery.



- **33-YEAR A+ COMMUNITY RATING**

A BBB accredited institution, trusted for consistency and professionalism since 1993.

EXCLUSIVE MASON SENIOR MILESTONE CREDIT

We are reserving a limited allocation of **10 designated calendar slots** for Mason Seniors.

Act now to receive a complimentary session and a **\$200 ARTWORK CREDIT** towards your customized collection.

TO CLAIM YOUR EXCLUSIVE SLOT & CREDIT, VISIT:
ELITEPHOTOGRAPHY.COM/MASON

Or call to inquire: **513-779-1500**



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