



BROWN & GOLD

Haverhill High School

APRIL 2024



Conneely's Corner

The boys were separated from the men at the annual **Student-Faculty Basketball Game** on Wednesday, April 5. As any reasonable person would have predicted, the **faculty triumphed**, outdoing the students in both skill and heart. Coach Wane, as expected, put up over 40 points in the paint, and security guard Victor Deaza banked the winning shot off the glass in the final seconds to ice the deal at 73-72. Good effort, boys.

Cinderella's Closet is open to anyone who is looking for gowns, suits, or accessories for prom, and all apparel is free. It will be open in the former Cyber Cafe right after school through the month of April.

The annual **Powder Puff** game will take place Tuesday, April 23 at 7 p.m. at Trinity Stadium. Junior and senior girls, be on the lookout for sign-ups. Space is limited.

Trivia Night, hosted by Student Council, will take place on Thursday, April 11 from 6-8 in the library. Admission is \$5/person and winners will be rewarded generously.

Senior Calendar:

Thursday, May 2: Senior trip to In The Game

Thursday, May 16: Early College Graduation, 5 p.m. at NECC.

Tuesday, May 21: Senior Prom, 6-9 p.m. at the Castleton, Windham, NH

Wednesday, May 22: Last day of classes for seniors; express sign out

Thursday, May 23: Chapel practice, 8:30 a.m. at the HHS Library

Night of Stars 6:00 p.m. in the Auditorium

Friday, May 24: Senior Chapel, 9:45 a.m. in the Auditorium

Thursday, May 30: Graduation practice and senior BBQ, 10:30 a.m. at the stadium

Senior Farewell, 7:00 p.m. at the Stadium

Friday, May 31: Graduation, 4:45 p.m. at the Stadium

Rain Date: Saturday, June 1

FAFSA gaffes leave students in the lurch

Persistent issues with student-aid rollout takes toll on college-bound Hillie seniors

By Ava Vasquez

HAVERHILL-For students relying on federal student loan help delays in awarding student aid packages is putting college plans on pause.

"With FAFSA being late, there will be doubt as to whether you can go to the school you want to, not because you're not qualified for it but because you can't afford it," said Kate Vivia Romero, a senior at Haverhill High.

FAFSA, the Free Application for Federal Student Aid, helps determine eligibility for college-related federal assistance. Usually open on October 1, this

year the U.S. Department of Education decided to open this form on December 31. This delay was already a setback for many, especially lower-income families who depend on this aid.

According to NPR, the big reason for the delay is that the department is fixing a \$1.8 billion mistake in the FAFSA that could have especially hurt lower-income students, likely discouraging some from enrolling in college. It's a mistake that affects more than 3.1 million students looking to further their education.

This isn't the only

delay seniors have received. The site to access FAFSA has been down half the time, and students were told they shouldn't expect to receive aid information until March, at the earliest, according to Justin Draeger, the president of the National Association of Student Financial Aid Administrators. As of April 2, students waiting on aid packages are still in the dark.

Erica Sullivan, a guidance counselor at Haverhill High School, brought up that as a result of the late start, schools were not receiving the SAI (Student Aid

Index) for applicants until May, at the earliest.

"Award letters are expected to follow shortly thereafter," she said. "Non-refundable deposits are typically due by May 1, so this doesn't give students much time to make decisions or negotiate award packages with colleges."

From a personal perspective, this writer is set on going to college out of state. But, out-of-state prices for universities are significantly more expensive. So, I am unsure of when, or if, I am able to move. FAFSA's delayed opening is making

the decision making process harder.

Kate Vivia Romero echoed how discouraging waiting for FAFSA has become.

"Choosing schools is already a difficult choice to make," she said. "But when you're leaning on a school you really want and know it's more expensive than other options, it adds stress because you already did the hard part of getting in."

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TRAGEDY BEYOND TEXT



HHS is first school in the nation to pilot groundbreaking Holocaust lesson

By Emily Miller

HAVERHILL-In the early hours of February 26, 25 Haverhill High School upperclassmen became the first students in the nation to pilot the live virtual tour of the Auschwitz-Birkenau concentration camps.

The tour is the first of its kind in America, a virtual reality tour of the Auschwitz and Birkenau Concentration camps. The innovative and impactful experience was produced by The Auschwitz-Birkenau Foundation, a non-profit organization out of Warsaw, Poland that is dedicated to reaching the most remote corners of the world.

"Auschwitz in Front of

your Eyes," the dark and horrifying tour, takes students through the setting of one of history's most atrocious scenes, giving students a far more intimate and unsettling understanding of World War II, and in a way that no history lesson or textbook could ever provide.

John Craven, Head of the History Department, believes that this tour will become a model to build other history units around genocide. His belief is that educating the younger generations will prevent this horrific event from happening again.

"This is the kind of activity that will leave our stu-

dents reflecting on the divisions between people created by humans," shared Craven. "The way that the education department is planning, this live tour will branch out into multiple different branches. We are hoping that this will begin units on other genocides such as Rwanda and Armenia," he added.

Meghan DeLong, the District Social Studies Coach and a driving force behind finding and obtaining the grant that allowed Haverhill to participate in this program, informed Brown & Gold that the school received the necessary funding through a Genocide Education Grant from the

Massachusetts Department of Elementary and Secondary Education. DeLong is elated to bring such an intensive educational opportunity closer to Haverhill's students.

"This is an experience that we want all of our students to have," DeLong said. "It's an expensive trip to go to Warsaw and take a tour of the camp, this way more students can experience that same feeling while seated in a Haverhill classroom," stated DeLong.

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State pushes for stricter cell phone policies in public schools

Neighboring schools, such as Lowell, have already instituted cellphone bans in the classroom

By Raymond Bartimus and Ava Votto

HAVERHILL-Are Haverhill students willing to give up their cell phones if it means paying more attention in school?

In the aftermath of a stricter cell phone policy at Lowell High School, and the media attention it received, the question becomes: Would Haverhill consider revamping their policies, especially with DESE providing schools with incentives to crack down on cell phone use?

"[Cell phones] can be useful tools in a pinch but overall they are a distraction, kids use them as pacifiers," said Jared Long, a math teacher at Haverhill High School.

According to Low-

ell Public Schools, the new cell phone policy at Lowell High School as of January 24, 2024, reads: "No cell phones in the classroom. Upon entering class, cell phones (and other electronic devices) must be turned off and cell phones must be put into the designated classroom container. No cell phone use is allowed while out on hall pass during class time."

Additionally, any student who "repeatedly violates the cell phone policy will have his or her phone confiscated, lose the privilege to carry a cell phone in school, and the parent will need to come collect the phone and discuss the potential disciplinary action."

The cell phone policy here at Haverhill High School is a lot less strict.

Here, students may use their personal electronic device in the classroom with "teacher discretion." Should students be "out of compliance with the classroom expectations," the following is prescribed in the Student Handbook: for a first offense, the teacher will discuss with student after class; after a second offense, the teacher contacts the parent or guardian; and after a third offense, the teacher consults with the grade-level assistant principal about the issue.

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Students locked into their phones.

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Brown & Gold
The mission of the Brown & Gold is to provide the Haverhill High School community with accurate, socially significant, and thoughtful news. As an organization of dedicated, conscientious, and curious journalists, we honor and revere our responsibility to ensure that our readers are equipped with all of the necessary information to make the mature and deliberate decisions that are the foundation of rich and ethical lives.

The bad kind of extra credit: graduation requirements set to increase

Starting next year, Haverhill High School will align with MassCore credit standards

By Emmerson Cerasuolo

Haverhill-Starting next year, Hillies will need to attain two more credits to graduate than in years past.

As a part of Haverhill High School's commitment to the principles of MassCore, a state recommended program of study intended to align high school work with college expectations, the school has increased its graduation requirement to better ensure that students are prepared for higher education and the workforce.

For many years, Haverhill High students have been required to accumulate 20 total credits to graduate. That total has

been increased to 22, which means students will have to take up to four more semester-long courses for electives or two more full-year classes over the duration of their high school tenure.

Associate Principal Victoria Lu believes the updated requirements will provide students with a beneficial challenge and help to foster accountability.

"I do think there is something to be said for asking our students to challenge themselves," Ms. Lu said, "for holding themselves to that high expectation, especially if they're

thinking about going to college."

"There is the hope that with this increased challenge [students] will be able to see themselves in that role."

The Guidance Department has been hard at work these last few years working to make sure the Classes of 2025, 2026, and 2027 are prepared to meet the new requirements. HHS Guidance Counselor Erica Sullivan shared that the guidance department has been working with students to make sure they are meeting the new requirements.

"We are being very intentional about course

selection," she said. "We bumped up our course selection to be much earlier this year and we are gonna hopefully have a schedule out before the end of the school year, which will help fix some of the issues like classes being full or students having holes in their schedules or missing a week at the start of the year waiting in line."

MassCore is not legally binding, though the guidance the organization provides is often heeded. The Massachusetts Department of Education, which is legally binding, only requires Massachusetts grad-

uates to attain 20 credits.

Spearheaded by former high school principal Glenn Burns and ratified by the School Committee, Haverhill Public Schools has aligned itself with MassCore's policies and principles since 2020.

MassCore recommends 22 credits to graduate: two credits in the same World Language, four credits in Math, four credits in English, three credits in Science, three credits in History, one credit in Art, two credits in Wellness and an additional three credits in core academic areas of the student's choice.

This has led to an addi-

tional math credit and two credits of the same world language which were previously not required.

Ms. Sullivan believes that these changes have overall helped students choose classes and improve on scheduling issues.

She said: "So I think knowing that they need these classes, having our schedule built early, and our numbers prepared well in advance in terms of what classes can run and what sections of which class we need is really going to help have flexible schedules for every student."

PHONES:

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"I don't feel like we have a very cohesive phone policy," said Dorian Oberstein, an English teacher at Haverhill High School. "I would be in favor of collecting phones, [but it's challenging with] the scale of the school and students coming in late. They can be a useful tool, but they can be a distraction. I think phones are genuinely an addiction."

Mr. Long in the Math Department feels there needs to be a change in the policy sooner rather than later, also noting the addictive nature of cell phones.

"The phone policy at this school is ineffective.

We should ban cell phones for whoever is failing three or more classes. They should have to submit their phone to the office," Long said. "Your phone is a privilege not a right...Social anxiety and interactions are worse with the phones because they are addictions."

The state Department of Elementary and Secondary Education (DESE) is incentivizing districts to adopt stricter cell phone policies, providing some funding for districts looking to implement technology to enforce the policies.

DESE has set aside about \$800,000 to help dis-

tricts implement new or revised cell phone policies, with funding amounts for eligible districts being based on the number of students in the school. DESE's website notes that up to 300 students get up to \$10,000; 301-650 get up to \$15,000; 651-950 get up to \$20,000; and 951 and above get up to \$25,000.

These funds can be used to "purchase materials to secure student electronic devices while on school property (e.g. pouches, lockers, caddies, or other), support other costs associated with developing/revising and implementation of practices, professional development, school culture impact, and the collection and reporting of data related to implementation."

On DESE's website, they state that the purpose of "this targeted federally funded grant is to support districts in implementing policies/programs and practices that address the use of electronic devices (cell phones and similar electronic devices) by students throughout the school day in middle and/or high schools."

To explain incentivizing more restrictive cell phone policies, DESE also cited the "growing evidence of the negative impacts on academic, social-emotional and mental health outcomes, as noted in the recent United States Surgeon General's Advisory on Social Media

and Youth Mental Health."

Associate Principal Victoria Lu explained that DESE is likely promoting new policies based on a lot of the same observations that Haverhill's teachers are making when it comes to cell phone use.

"I have heard from a lot of our own staff members that cell phones are a big distraction and that students are always on their cell phones or that students struggle with self-control to keep the cell phone away and that is the reason DESE is coming out with this," Ms. Lu said.

"You have to be focused in order to learn and I feel like active listening is a very important skill in learning," she added.

When asked if the school had recently thought about issuing a stricter cell phone policy, Ms. Lu said the current administrative team has yet to explicitly discuss it.

"It did come up last spring when I was working with the deans but because of the administrative changeover, it wasn't something we were willing to bring forth."

Ms. Lu explained that last year she and the deans had some conversations about lock bags, such as Yondr, and what would be the logistics of using them, along with how parents would feel if they wouldn't be able to access their students during the day.

"Parents are used to hav-

ing this unlimited access to their kids," she said.

Ms. Lu noted that changing the cell phone policy would require a vetting process.

"In order to make a change like that, it needs to go to the Student Council and School Committee," she said. "It is a huge change...It is not a priority at the moment, but I would not be shocked if it comes out in the next year or two."

In Lowell, when the stricter cell phone policy was implemented, it received media attention for some of the pushback it received from parents and students.

Students in Lowell made a change.org petition advocating against the new, stricter policy, with one person on the petition writing: "They aren't taking my phone. I'm not about to let these teachers take my right away because if there is a shooter or anything I'm not waiting on anybody to give me my things back."

Lowell students also planned a walk out, which never happened.

In Haverhill, while many students would share similar sentiments as those protesting the stricter policies in Lowell, there is at least some support amongst students for a change.

Felix Molina, a student from Haverhill High School, thinks the current policy isn't very good.

"The phone policy is

very mid [mediocre], and it doesn't work," Felix said.

"We should enforce it better and make it stricter. It is hard to implement because of the kids, they refuse to listen. They can be used to help with work, but they can be a distraction."

Marcos Delossantos, another Haverhill High student, feels like the policy here is understandable but there is room for improvement.

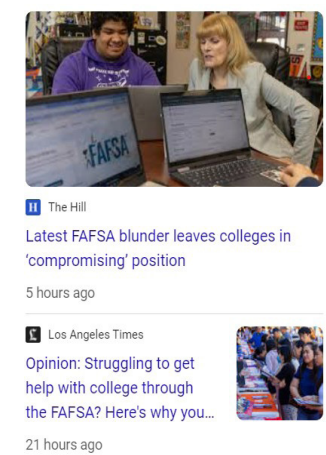
"The phone policy is understandable, see who is on their phones a lot and put rules on them, because you shouldn't punish kids for no reason," Marcos said. "People are ignorant so it's hard to implement, they are too addicted and greedy. If you are done with work, you should be able to go on it, but if not, you do your work."

Haverhill High student Rafael Fournier feels like there needs to be a heavy change in this policy, going as far as suggesting metal detectors.

"No phones should be allowed in school, they are a distraction," Rafael said. "We should have metal detectors. If you get caught, then you put it in the office. The principal should take the phones, even on the bus. I see no reason why this shouldn't be implemented, it's laziness. I think that phones in the classroom demolish brain cells. Phones are very bad, devil-like, you know."

FAFSA:

Continued from page 1



Ava Votto added onto the frustrations that FAFSA has caused.

"Getting in was supposed to be the hard part, but now it's the waiting game with FAFSA," Ava said. "I'm still weighing out my options with my future schools, but it's hard not knowing what schools are going to give me aid. Honestly, I wish FAFSA had figured this out months ago, when it was originally supposed to be done."

"This new update is worse than I thought; of course it had to be our year," Ava added with a laugh.

Litzzy Jimenez, an HHS senior, commented on the impact the delay is having on figuring out living situations.

"I was thinking about dorming my freshman year, but not knowing the expenses, it's kinda hard to quickly pack my things and go," Litzzy said. "I still don't know if I'm moving and I have to commit by the end of this month. Honestly,

I'm kind of scared. This is already a big change and now I have to make it in less than a month? It's kinda ridiculous."

One of FAFSA's new updates is having separate forms for parents and guardians to fill out.

"I have received a ton more questions from parents and guardians on how to fill out the FAFSA," Ms. Sullivan said. "There is so much uncertainty about it... not knowing what the financial aid packages are and it's now April. That deadline to commit is looming."

Ms. Sullivan does offer some hope for the Class of 2025.

"It sounds like FAFSA's goal is to return to normal next year, to return back to that October first deadline," she said.

In the meantime, current seniors are still playing the waiting game, as we should hear back about financial aid soon... maybe... hopefully.

AUSCHWITZ:

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Theodore Kempinski, longtime Haverhill High School history teacher and the brain behind bringing this tour to Haverhill, believes that with this program Haverhill sets itself apart from other schools. His hope is for students around the world to learn from the mistakes caused from this horrifying moment in history.

Kempinski believes that this tour is crucial to students around the world as it will transform the way students view genocide, and he is proud that Haverhill is the first to test it.

After attending a conference for educators at the Auschwitz-Birkenau State Museum in Poland this past summer, Kempinski began conversing with Wojciech Soczewica, Director General of the Auschwitz-Birkenau Foundation. The two worked diligently to bring this program to Haverhill through the help of John Craven, Meghan DeLong and the Curriculum Department.

"When I was at that conference, I was originally just looking for tours that my Holocaust class could use to further their education. When the idea was presented, to bring this tour to the freshmen of Haverhill, I was overjoyed," shared Kempinski. "I hope that this tour sticks with our freshmen and really puts this time into context," he added.

The two-hour video tour is divided into two sections, one focuses on Auschwitz I, and the other section covers Auschwitz II, Birkenau.

Much of the virtual journey is guided by Holocaust historian and tour guide Agata Andruszczyszyn, who takes viewers through gas chambers, barracks filled with wooden beds, and hospital rooms where cruel experiments took place, all of which added to the gruesome understanding of the Holocaust. The tour also features museum materials such as artwork, survivors' testimonies, historical images, an overhead view by drone,

legal documents, and other artifacts to deepen viewers' awareness of the heinous nature of this dark chapter in history.

David Martinez, a Haverhill High School junior who attended the tour, believes that this tour will be beneficial to students in terms of how it advances students' knowledge of what human hatred is capable of.

"I definitely think this tour will be beneficial to students," Martinez said. "There is a striking lack of awareness about the Holocaust in the United States, and this tour equips students with a sobering perspective of what it was like."

Liam Jordan, a senior in the Advanced Placement Government class, explained that this tour is so vital for students because of its shocking revelations.

"This program was very eye-opening in a way that books and movies can't replicate because we see the actual survivors of the Holocaust and the harsh conditions they really lived through," shared Jordan.

Eve Farrell, one of the first freshman students to witness the virtual Auschwitz-Birkenau tour in the comfort of a Haverhill High School classroom, believes that this experience allows these students to realize the truly horrifying reality of the Holocaust and provide context to their learning.

"Watching this tour gave us more context and more information that we can't get from a textbook," Farrell said. "It made us realize how dark this time was in history through listening to and watching real experiences," she added.

With the tour having such a profound impact on students, Haverhill's Curriculum Department is hoping to continue to secure the funding for similar opportunities and to develop more thorough units and learning experiences around "Auschwitz in Front of our Eyes."

The surest sign of spring

There's nothing quite like high-stakes sports in Boston

By Thomas Bergeron



Haverhill-When many people think of the coming of spring they jump immediately to flowers, warm weather, playing frisbee with their freaking labradoodles in public parks; however, there are some of us who are moved by a much more powerful force and even surer sign of the season: the Boston playoffs extravaganza!

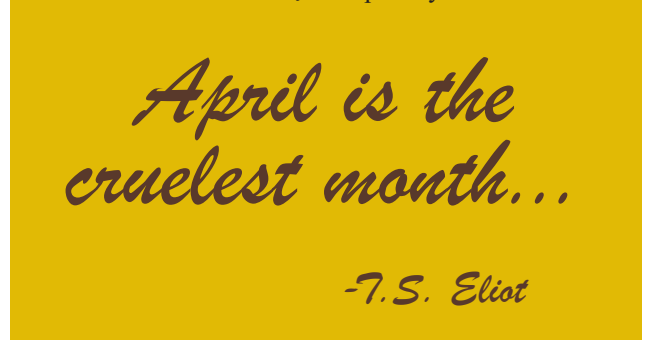
Rather than take to the forests to watch the trees bloom and listen to the birds sing, us fanboys (and girls) do a quick spring cleaning of our couches in preparation for our annual two weeks of Bruins and Celtics competing in round one of their respective leagues.

Here's a quick and beautiful morsel often overlooked and certainly taken for granted: Did you know that since at least 2016—nearly a decade!—Boston sports fans have been blessed with nearly two consecutive weeks of high-stakes sports viewing every April? This year, for example, between April 20th, when the NBA—and NHL—playoffs kick off, and at least April 27th, the Bruins and Celtics will play virtually every night! And this is no one off! In 2018, for example, we got to indulge in 10 evenings of playoff hockey and basketball in a 13-day span. Although all of this time, all of these years (must we remember!) ultimately turned out to be entirely

wasted (if you're in it to win it—which we are!), at least by the time we were able to peel ourselves from our flat screens, the weather was actually, or almost, pleasant.

Although for many years the success of our sports teams, which has led to us being dubbed the City of Champions, has made us quite lonely (as it always is at the top), this year we will not be alone in our spring splendor. Fans in Denver, Philadelphia, New York, and LA will also find themselves in the throes of what is essentially the Mardi Gras of pro sports. We, of course, hope the suffering of these fans in defeat is very, very great and far exceeds our own, but, nevertheless, that means that tens of millions of people will be doing the same thing, at the same exact time for two weeks—talk about cultural cohesion!

The Super Bowl might be great, but it is but one night, followed by a cold, bitter, miserable morning. Round one in concurrent sports seasons, on the other hand, is the gift that keeps on giving, night after night, toying with our hopes, dreams, priorities, and family relationships. So, as the day lengthens and the weather warms, make sure to close your blinds so there's no glare on your tube and turn down that heat to save a couple bucks for a wager or two, responsibly of course.



Coffee House Is Their Cup of Tea

HAVERHILL-Coffee House is always a big hit when it comes to Haverhill High School, with so many people showing off their talents, such as spoken word, poetry, singing, playing an instrument, etc. This school has an abundance of talent! Brown & Gold spoke to several performers and asked them a few questions regarding their performances, fondest memories, and how to handle the pressure when it comes to performing in front of an audience.

Emma Serverius, Class of '25

What do you usually perform at Coffee House and why are you passionate about it?

I write songs a lot. That's been my hobby for the past three years and since I write songs a lot I perform them. Usually at Coffee House I would do a song that I wrote and I'll play it on my guitar. I choose to perform, because I'm a performer at heart since I'm performing at different things and not only is coffeehouse an extension of that, it also helps with my anxiety and getting over that stage fright.

What is the most memorable



moment at Coffee House?

I think that after every Coffee House it's a very magical and loving environment. This was the last coffeehouse in December and I had just finished singing my song and one of the adults came up to me and told me to "don't ever stop and keep doing what you love."

How do you handle the pressure of performing?

I truly have fun with the whole performance because with Coffee House I think a lot of performances that get the most love are ones that are having fun. For example Sophia DeFrank and Lincoln Bohanan when they sang the Spongebob Christmas song. Everybody remembers it be-

cause of how much fun they had. Doing something that I enjoy doing and I don't do it because I think other people will enjoy it. I do it for myself.

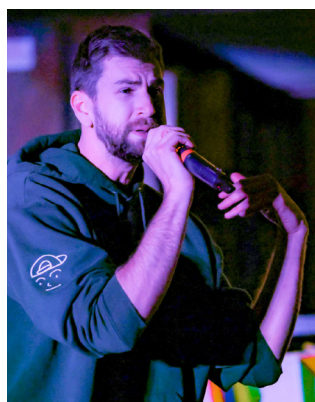
Zachary Colten, English teacher

What do you usually perform at Coffee House and why are you passionate about it?

I usually perform rap songs that I write. I have been writing my own independent songs for a few years now, coming on 10 years. I started when I was a Junior in high school. I started doing the raps at Coffee House, because I like to give kids an example of what they can do with the skills they have in terms of performance and showing off their talents for other people and there is something to be said for inspiring and motivating others to try and be passionate about it. I think modeling that for students is a great way to inspire them to do it themselves.

What is the most memorable moment at Coffee House?

I think the most memorable moment at coffeehouse was last year when Sheeba Nabiryo did a group perfor-



mance with a couple of other people of the Rent performance of "Over The Moon" and they were all dressed up and there was this amazing interpretive dance and a rendition of that "Rent" classic so they really did justice to that.

How do you handle the pressure of performing?

I have gotten a lot of stage anxiety before. I did do musical theater all throughout high school and I remember getting anxiety and forgetting a line on stage when I was in a production of "Romeo and Juliet" and I know how terrifying it can be. So I really worked on breath a lot and to really control my breathing. I also rehearse a lot so in the days leading

up to Coffee House, I know what song I'm going to be doing and rehearsed it. Writing the songs I feel a little bit more connected to the material so I find that it is not as hard as if I were performing one I didn't write. I think preparation is key and really try to control my breathing and really being present and having fun in the moment the audience will really buy into that.

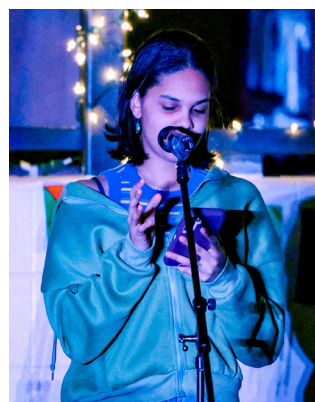
Emily Fermin, Class of '24

What do you usually perform at Coffee House and why are you passionate about it?

What I perform the most is poetry and I'm passionate about it, because my sophomore year English teacher used to run the Spoken Word Club, and she said that I would be interested so I gave it a shot and that's really what brought me into it.

What is the most memorable moment at Coffee House?

It has to be my first Coffee House and when I performed I was really scared because it was still hybrid and after I performed I felt so happy and I gotta sit back down and hear people clapping and enjoying it. That was definitely



a memorable moment.

How do you handle the pressure of performing?

I typically go with my friends so they'll be there and we will be making jokes which relaxes me because public speaking isn't my biggest strength so I think just being there with my friends beforehand helps remove the pressure that I might mess up.

The next Coffee House is on May 15 from 7-9 p.m. Pay attention to announcements or watch the walls of HHS for more details.

Interviewed by
Isabella Budd

A Glimpse Into the Future: Recent Grads Discuss Freshman Year in College

By Sara Tucker

As the final term of the school year begins and the end of high school nears for seniors, the coming months will be filled with anxiety and anticipation for seniors looking ahead to college. Though it can be a stressful time, having the advice from some current college students could prove helpful. To help guide soon-to-be HHS graduates into this uncertain future, Brown & Gold interviewed three alumni from the Class of 2023 now living it up at college, offering their advice for the Class of 2024.

Maya Bennett, Emmanuel College, Neuroscience and Theater Major

Which class at HHS helped you most with the transition to college? How did that particular class help?

My AP Language and Composition class for sure. The course load and the style of the class is very similar to college-level courses where the teacher lectures but there's also room for group work and full class discussion. And when it comes to the essays/writing that we did, that level of thinking is super helpful when writing longer college-level papers.

What was the biggest surprise when you came to college?

The thing that surprised me the most was definitely the fact that college "popularity" isn't the same as it is in high school. That one person that everyone knows just doesn't exist in college regardless of how big or small your school is, and it doesn't seem to be as important now as it was back then.

What does your day-to-day schedule look like?

My day-to-day schedule totally depends on the day of the week. For example, Tuesdays are my busiest day of the week, as it roughly goes



from 8 a.m. - 8:30 p.m. I wake up at 7 a.m. and I have three classes that day at 8 a.m., 10:50 a.m., and 4:30 p.m. In between classes, I have senate for the Student Government Association and other related meetings that keep me busy on campus. Then, of course, I have to fit in breakfast, lunch and dinner, and sometimes I have theater rehearsals at night around 7 p.m. So those things pretty much fill up the rest of the day.

What is something new you pursued in college?

Well considering that I was never in Student Council when I was at Haverhill High, I would've never thought that I would join the Student Government Association (SGA) here at Emmanuel. I'm currently the class of 2027 treasurer, and I'm actually looking to be appointed as the new executive treasurer for all of SGA. It's a lot of work being a treasurer, and I had to learn so much about being an elected leader on campus, but it's really nice knowing that I'm making a difference for students, so it keeps me going.

What is your advice for incoming freshmen?

My advice, as corny as it sounds, is to be your most authentic unique self. It's

hard going into a new chapter in life that's so unknown and specific to each individual. So it's best to try to be true to yourself as much as possible. Not only will it help you find your true friends, but it'll help you figure out what you want to do post college and beyond.

Sheeba Nabiryo, UMass Lowell, Psychology Major

Which class at HHS helped you most with the transition to college? How did that particular class help?

I feel like there were actually - few classes that prepared me for college! definitely AP Literature and AP Language are up there though. The writing skills you learn in AP Language and Composition especially have been helpful, as I've had to write a lot of essays this year.

What was the biggest surprise when you came to college?

The biggest surprise when I came to college was probably how much free time I had. In high school it was so easy to imagine college being this super stressful, all consuming thing (which it totally 100 percent is at times!), but especially when I started starting out I had way more time on my hands than I was used to since there isn't a 7-hour school day anymore. So time-management has been really important for me in making sure I'm using that time effectively, but it's a change that I'm definitely enjoying more than high school.

What does your day-to-day schedule look like?

My day to day schedule looks a little different every week, but it's been very different from high school, I'll say that. This semester I was able to pull off making all my classes only on Tuesdays and Thursdays, so my sched-



ule for the rest of my week is more open than last semester. That does mean my Tuesdays and Thursdays are busy and long though, with my first class being at 9 in the morning and my last one ending at 5. I usually spend my time when I'm not in class studying in the library, and I have mock trial meetings every week too, and all of that keeps me pretty busy.

What is something new you pursued in college?

Something I'm pursuing now that I previously hadn't thought of is mock trial! I joined the mock trial team here on a whim back in the fall and it's been one of the best decisions I've ever made. I even ran for an e-board position for it and I'm the communications chair now, which was a huge surprise to me, and I'm really excited to see how our season goes next year. That's another thing I would advise incoming freshmen on too: join clubs!!! My teammates have been some of my closest friends this year, and it's helped me discover a new passion that I wasn't able to explore as much in high school!

What is your advice for incoming freshmen?

Advice I would give to incoming freshmen is to really put yourself out there. Especially in the beginning, it's

so easy to feel awkward and be afraid to talk to people and make friends, but you have to remember that literally everyone is new and going through the same thing. So go to campus events, join clubs, go to parties if that's your thing, just really socialize and get to know as many people as you can. The first few people you meet in college don't have to be your forever friends (they probably won't be), but just getting in the habit of putting yourself out there is going to be beneficial in the long run. I see at least one friend everywhere I go now because I talked to everyone at the beginning of school.

Joysmer Minaya Heredia, Bridgewater State University, Accounting Major

Which class at HHS helped you most with the transition to college? How did that particular class help?

I think both AP Language and AP Literature were the best classes for transitioning into college. Both of these classes really encourage critical thinking and relying on yourself and your ability, two crucial components to succeeding in university. They also helped improve my writing skills both with a time limit and long-form writing

What was the biggest surprise when you came to college?

My biggest surprise was that the workload is not too different from high school. Around midterms and finals, things may get a little hectic, but at the end of the day, it is pretty manageable. It all comes down to how much you want to pass at the end of the day.

What does your day-to-day schedule look like?

The best part about college



is you really get to dictate your own schedule and what you do. On most days I'll have class early in the morning and spend the rest of the day around campus at various clubs or in Bridgewater shopping and finding out more about the city. Once you get settled you realize that you have the freedom to do whatever you want in the day.

What is something new you pursued in college?

I think across this first year on campus I have been increasingly interested in global cultures and how they differ from ours. Thankfully Bridgewater has plenty of classes covering this ranging from exploring nations and cultures through music and international politics around the world. It's opened my eyes on how people live differently from me and has allowed me to continue research on my own time.

What is your advice for incoming freshmen?

My advice to incoming freshmen is to get involved on campus as much as you can. Join a club or two, talk to professors and enjoy your time on campus. While it's stock advice it really opens doors for you and makes your life so much easier.



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