



BROWN & GOLD

Haverhill High School

JANUARY 2024



Conneely's Corner

AP Literature and Language Mock Exams will take place Saturday, January 20, from 7:30-11:30.

Wednesday, January 24 is a half-day for students.

Term 2 ends on January 19. Grades are due Wednesday, January 24, and report cards will be issued Friday, January 26. Two more terms, seniors!

February Vacation begins Friday, February 16 and runs through Sunday, February 25.

Kudos to Boys Wrestling! As of January 11, Hillie Wrestling is the #1 ranked tournament team in the state and ranked #4 for dual team. Keep it up!

The first **presidential primaries** will be held in New Hampshire on January 23. Tune in, get registered and ready for the MA primaries in March.

FAFSA is finally open with changes to create a more user-friendly experience. Hurry up and wait!

Congratulations to **Olivia Melo** for breaking the school record on the beam for gymnastics! Melo earned an impressive 9.65, exceeding the former record of 9.5.

Punxsutawney Phil will or will not cast a shadow for the 137th time on **Groundhog Day**, February 2.

The **Super Bowl** kicks off at 6:30 on Sunday, February 11. Usher Raymond will be performing the halftime show.

Students and staff: get that jumpshot buttered up. The annual **Student-Faculty Basketball Game** is fast approaching...

Shedding some light on the high school's guiding lights

Guidance Department impacted by turnover, expansion, caseload changes

By Ava Vasquez

HAVERHILL--Venting about one's guidance counselor is a pastime for many high school students, but perhaps a little context might make those frustrations easier to understand.

With changes in the Guidance Department, Haverhill High School was experiencing delays in the making of schedules earlier this year. Also, many students had to acquaint themselves with new counselors deep into their high school careers. But there is a lot going on behind the

scenes that caused these issues.

According to Jami Dion, the current Director of Guidance, the department has nine guidance counselors working with the general student population, which includes one counselor who is bilingual and works a lot with multilingual learners. The department also has a college and career counselor attached to the Early College program to bring the total number up to 10.

"In terms of turnover

there was some, but not a ton," Ms. Dion said. "The turnover that did occur was really for life events."

Edzaida Alvarez, who is the one who works with the Early College program, pointed out some of the life events that reshaped the department.

"[There are] brand new guidance counselors, a few new to the building, and a few old ones," said Ms. Alvarez. "One is on maternity leave, a few left...The few that left, left for higher paying jobs, which I under-

stand, but it affects all of us because they've been here for a while and have good relationships with the students. It takes a toll on the whole department."

Described as the "heart and soul of guidance," Alvarez cites the loss of Andy Alsop, a well-known counselor who had left at the end of last school year, as a big hole to fill.

"A lot of students are still upset by that and I get it," she said. "He was here for a long time, and he understood everything stu-

dents needed, so that was a loss. It just causes chaos, it causes confusion."

The integration of a freshman team also had an impact. There are now three specific counselors for freshmen, while Shawna Cruz is the bilingual counselor for grades 9-12. The rest of the caseloads are divided alphabetically among the other counselors.

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Scant snow, foggy outlook



Last week's Nor'easter aside, Bradford Ski fights an uphill battle with increasingly mild winters

By Emily Miller

HAVERHILL--Given last week's "jackpot" Nor'easter, it may be hard to sympathize with skiers, but it takes more than a storm to make for a good season, and good ski seasons have been harder and harder to come by for northeast ski resorts.

It wasn't too long ago, just a couple weeks in fact, when ski hills from Haverhill's Bradford Ski to Bethel, Maine's Sunday River were brown and barren. The most recent school vacation week, for example, one of the busiest weeks for ski areas in the Northeast, result-

ed in utter disappointment for ski resorts: most mountains had less than a quarter of their terrain open. Many of the White Mountains, such as Gunstock Mountain Resort and Cranmore, lamented the dramatic decrease in visitors because of lackluster terrain.

According to WCVB, the unseasonable warmth and lack of snow cover has not only taken a significant toll on ski resorts but also local businesses.

Some businesses, such as restaurants, did well, while others were hurt. Lodging facilities had

drops in vacancy and revenue. In North Conway, the Cranmore Inn, located at the base of Cranmore Mountain, suffered a loss in revenue and even had to drop their rates up to 40% a night to lure visitors.

Further south in our hometown of Haverhill, Massachusetts, Bradford Ski was unable to open for the holiday break, losing out on a vast amount of their yearly revenue.

This may be good news for Bradford Country Club but not so much for its neighbor Bradford Ski Area, which has struggled

to open early enough and close late enough to keep the business running.

Last winter, for example, the mountain couldn't open until January 5, after the local Christmas break which used to be a prime week for the business.

Ski Central shared that prior to 2021, Bradford Ski could be depended upon to be open for a full three months or more, averaging about 90 days of skiing with varying terrain.

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Upping the bar, gunning for gains

The weightlifting and fitness craze hits Haverhill and Hillies hit the gym

By Mikayla DeFrank

HAVERHILL--Attending after school practices or games at HHS, one thing is clear: kids are growing, and not just in height but especially in bulk.

Weightlifting has taken hold in Haverhill, as it has in much of the country. Haverhill's very own weightlifting teacher, Mr. Jordan Britton, has seen this himself.

"I would absolutely say over the last few years strength training has grown more popular. With covid came the explosion of content creators, especially in the fitness industry. I believe that with the content boom it influenced a lot of people, especially in the younger generation, to get more active in the gym," Britton said. Teenagers, in particu-

lar, are hitting the gym and beefing up at rates uncommon just a few years ago. Rather than gaming, driving around with friends, working or even playing a sport, students are putting in their time beneath the bar.

The popularity of the gym has even made its way into the school's curriculum. The weightlifting class here are HHS was introduced within the last five years. With the class being one of the more popular gym electives, student interest has grown quicker than biceps.

"Adding the personal health and fitness class has definitely helped to increase the number [of students in the gym] at HHS. So many of my current and former students end up getting gym

memberships and making fitness a permanent part of their lives. It's a great feeling and I love seeing them at the gym," Britton said.

Samantha Dion, a senior and frequenter of the Cedardale gym in Bradford, said that working out has had a major impact on her self-confidence and her view of herself.

"Growing up, I always had a soft side and wanted to get more fit. I fell in love with the gym and it helped me not only physically but also to become mentally strong and a better version of myself," Dion said.

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Hillie Senior Samantha Dion deadlifting

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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.

OPINION: Parents, Don't let your politics interfere with your kid's college prospects

By Taylor Lewis

HAVERTHILL--It's college application season, and students around the globe are stressed!

Between researching colleges, writing essays that may change their future, then writing more essays, studying for SATS--again!--sending out scores, reaching out to recruiters and admissions officers, gathering recommendations, and, oh yeah, balancing seven classes and trying to keep that ol' GPA up, the first semester of senior year is typically a frantic whirlwind for students and their families, who are also stressed out with FAFSA, college visits, and the burdensome economic obligations that are quickly coming to roost.

While we greatly appreciate all the guidance, support--financial and otherwise--and time our parents put into the most exhilarating venture of many of our lives, it has to be said: parents, despite your best intentions, you are not always much of a help (sorry, guys), and sometimes even a major stressor, especially when it comes to the dreaded duel--where we want to go vs. where you want us

to go.

Take me, for example. I am a pretty high-achieving student athlete. I've had straight A's for all four years of high school, I'm a captain of a varsity sports team, a member of the National and Language Honor Societies, and I don't even go to parties. I'm not trying to be self-indulgent, but what else could a dad ask for? You'd think a student like me has earned the privilege of choosing which college I go to, especially considering there are probably worse things going on in Haverhill and in the bathrooms here than at any institution of higher education--and I mean *any*. But that is not the case.

My dad has done an excellent and tireless job of finding schools that appeal to my interests, using websites like Niche and CollegeVine to determine if they are a good fit for me. He is the one who has crunched all the numbers, balanced the finances, and filled out all the important paperwork that other students may have had to fill out alone, and I thank him for the time and ef-

fort he has put into getting me--hopefully--into a great school. But sometimes the assistance becomes overbearing, especially when it comes to where I am *allowed* to apply to, which is not exactly an economic consideration, but one that, like so many things these days, has come to be driven by politics.

After researching the University of Vermont, a highly respected public university mind you, I instantly fell in love with the location, the academic opportunities, and the overall 'vibe' of the campus. As someone with an interest in ecology and forestry, UVM provides several majors and many clubs and activities that I would enjoy. When I told my dad about this discovery, he instantly shut it down.

As a conservative parent, he sees UVM as a hippie stoner school that merely indoctrinates their gullible students. To make a long story short, despite the fact that UVM is ranked 13th by the Princeton Review in environmentally friendly schools, which is ideal for a prospective envi-

ronmental science student, he has forbidden me from attending.

He has, however, allowed me to apply to schools like Middlebury--where a conservative speaker was assaulted on campus by a student-led group. Even teachers throughout the high school agreed that Middlebury was far more progressive, even extremely so, than UVM.

I love my dad, but what is the rationale? How can UVM, which accepts a fair number of libertarian farmers from the Green Mountain State, be more extreme than Middlebury where progressive activism is a core objective?

But it's not just me, or my dad's politics. Many other students are experiencing conflicts of varying natures and degrees during their college application process.

Senior Megan Gardner, for example, has family members who are urging her to avoid going to school in the city.

"My grandparents are very particular about where I'm going; they don't think I can handle myself in

a big city. They want me to go to a smaller campus because they believe it's safer," Gardner said.

Another senior, Emme Cerasuolo, has similar struggles as my own with her desire to attend Virginia Tech.

"My dad believes that Virginia Tech is in a very backward community, even though it is a college town," Cerasuolo said. "Even though he hasn't lived there for twenty years, he has these existing beliefs that it's a racist place, which has made me very frustrated because this is one of my favorite schools."

These concerns from parents can most likely be attributed to the extremism that characterizes the digital age, whether it be the highly partisan information being disseminated by different "news" outlets or the sensational social media being shared about how life is places we actually know very little about.

Some prejudices among parents don't originate from the partisan divide but are simply the product of past experiences. When parents allow for their past

experiences to completely shape the way they see the world in the future, they are subject to dated assumptions about populations that may be harmful and carry on to their children. Instead of perpetuating some ideas or prohibiting others, parents must allow children to explore their options on their own, and allow them to write their own stories.

As a parent, it is your responsibility to prepare your child to contend with the "real" world, not to carefully curate or control the environment in which they learn. With parents breathing down our necks, we aren't able to make the mistakes vital to our ability to grow into functioning members of society. Maybe we should be exposed to views from both sides, maybe experiencing and hearing certain ideas for what they really are is what will help us "come around."

That being said, I strongly encourage all parents to reconsider their existing judgements, and take a step back and allow for their children to be more independent in the college search process.

Finding time for everything and letting the sand fill the spaces

By Emily Fusco

HAVERTHILL--From keeping my grades up, dancing and teaching dance, and maintaining relationships, I have a lot on my plate each day. And if anyone wonders how I manage it, the answer is simple: I stick to a schedule.

Everyone has a schedule: people to see, places to be, things to check off a to-do list. It's the map that we follow from the moment we wake up until the time bed-time finally comes around.

My schedule starts at 6 a.m., after snoozing my alarm for 15 minutes, then getting ready for school, prepping snacks for the day, and grabbing a Diet Coke to get my caffeine jolt. Then it's out the door by 6:30 a.m. to pick up my boyfriend and get us to school with time to spare before the day begins at 7:25 a.m.

During the day I have to be strategic about getting my work completed, taking advantage of any available class time the teacher offers to work on assignments and using lunchtime to put

in extra study and homework time. The school day ends at 2:05 p.m., but I am only half way into my daily schedule.

I need to get home by 2:30 p.m., so I can try to eat a healthy snack before I need to start prep for the rest of my day.

I am a dancer, and I will spend several hours at the dance studio every day, teaching, assisting with classes and taking classes. If my classwork took all of my time during classes, I need to use whatever time I have when I get home to prepare for the dance classes I am going to teach, choosing music and choreographing combinations.

Sometimes I need to come up with a plan quickly, if I've been asked to substitute for a teacher who cannot make their class for example. That means I have to make quick changes and decisions to meet the commitment I hadn't planned for. When I'm faced with this, I usually use any free time I get during my school

day to prepare content for the classes, which really leaves me with no breaks during the day.

Most days, by 4 p.m., I'm at the studio and won't be home until after 9 p.m. On the days I have a little time to spare, my mom encourages me to "Take a cat nap, it will refresh you!"

The evenings are when things get interesting. By then I'm tired and hungry, "Hangry", according to my parents. I've missed out on spending time with my family and friends. I'm lucky that my boyfriend comes over to spend an hour or two with me, as he also is a student-athlete and works a job everyday.

"I had to get a modified schedule, to find time to be able to work, that doesn't interfere with practices," he said.

He takes advantage of his modified schedule to go to work when he leaves school in order to earn money during the day so he can go to wrestling at night. Even with our busy sched-

ules, we still make time to relax for a few minutes. I get to be with the people I love, watch a few minutes of a TV show, play with my dogs, and maybe catch up with my brother, who has his own busy schedule.

My dad is my cheerleader. He makes me laugh and boosts my confidence saying, "That's my girl!" about any tiny good thing that happened during the day. He tutors me with my math homework when needed, and tells me it's "fun" because he loves math, which is just silly (in my opinion!)

Late evening is when I finish assignments I wasn't able to complete during the day, and I plan out my schedule for the next day. It will be similar but just different enough that I need to plan to make sure I have it covered. My mom checks in before bed, concerned about my mental health.

"You take on a lot, and I know the things you do are important to you," she said, when I asked her about her

routine of checking on me. "We fully support whatever you want to do. We just want to make sure you don't get overwhelmed and know you can set limits. You have our support, always."

Weekends are the time when the school catch-up happens and is generally busy with dance. In addition to classes on Saturdays, there are weekend rehearsals, choreography sessions, dance conventions, performances and college dance auditions.

Dance is extremely important to me, and I sacrifice a lot to make sure I'm able to fully commit to the opportunities. I plan to major in dance in college and prepping applications and auditioning is an additional priority that needs to be included in the schedule.

What you'll notice is that all the "musts" that make the schedule, but sometimes "needs" don't. When time is short, they are the corners that are cut. My day looks like many other students who have sports or activities after school

and have jobs. We also have loved ones, need to eat and sleep, scroll through Tik Tok, laugh with our friends, and have date nights. Those things fall to the side because they aren't seen as priorities.

I saw a story once about an experiment where people were given a jar that was partially filled with sand and then handed some rocks. They were told to put all of the rocks in the jar. They all tried to put the rocks in, but they couldn't fit all of them inside. One person dumped the sand out, put the rocks in, and then poured the sand back in, over the rocks. The sand filled all of the spaces between the rocks and everything fit.

The person leading the experiment said that the rocks were the big things in life and the sand was all of the little things that we need to find space for. We all need to remember how all the little things in life fill the spaces, adding support, and stability and make our lives full!

HPS Health standards updated

Changes to sex ed., LGBTQ+, new elementary curriculum

By Emmerson Cerasuolo

HAVERTHILL--In a move to make health education more inclusive, content about gender identity and LGBTQ+ are now part of the state's Health Curriculum Standards.

For the first time since 1999, the Massachusetts Department of Elementary and Secondary Education updated the State Health Curriculum Standards. The changes are presently being implemented at all schools throughout the district and state.

Several key changes were made to the curriculum including increasing information provided during sexual education and expanding content about gender identity and LGBTQ+ relationships. Health education will also be introduced to grades K-4, whereas in the past it was limited to grades 6-12.

HHS Health Department Dean Mrs. Cara Labelle also feels positively about the changes.

"As someone who has been teaching for 26 years it is hard when there isn't any new material. But now for the first time in more than 20 years we have fresh development."

Previously under the topic of Reproduction/Sexuality students learned effective decision making skills to

promote their emotional, sexual, and reproductive health. While the new standards also focus on making good decisions, the content has also been expanded to explore sexual dynamics such as why it is wrong to trick people into sexual activity and the complexities of consent.

Another topic that was modified and expanded upon was sexual orientation. In the old standards, students, by the end of grade 12, needed to be able to "Identify possible determinants of sexual orientation and analyze the weight of each in light of available research." This was the only standard pertaining to sexual orientation, whereas in the new standards there are multiple subtopics that cover gender expression and identity, including inclusivity, empathy, and respect.

Another major change is that the new standards have four different recommended age groups ranging from preschool-grade 2, grades 3-5, grades 6-8, and grades 9-12. Previously, health education was not taught until the 5th grade.

Haverhill District Coach of Health and Wellness Meghan Arivella has been working to incorporate the new standards into the younger grades.

"We will need to consid-

er the younger grades and how to effectively provide more instruction in these areas," Arivella said. "The middle school health team has already been working hard at adapting, learning, considering, and are excited to work as a team to collaborate."

Arivella also shared her excitement and voiced her belief that students' experience in health and gym will be enhanced.

"We feel very positive about the direction that our Health and PE curriculum is heading," said Arivella when asked about her feelings about the changes.

However, when asked about any difficulties posed by the changes Ms. Labelle stated that the new standards does present challenging topics for both teachers and students.

"There are some heavy topics which can be difficult to discuss with students," she said. I am not typically one to shy away from topics but things such as pornography or sex trafficking can be difficult to discuss."

Even though the new standards carry more information the number of main topics has decreased from 14 in 1999 to nine in 2023. The remaining topics include healthy relationships; mental and emotional health; nutrition and balanced eating; personal safety; physical activity and fitness; physical health and hygiene; public, community, and environmental health; sexual health; and substance use and misuse.

Overall these standards will provide a new and updated curriculum across Haverhill Public Schools that will expand the information that students in every grade level are taught.

Traversing HHS' tricky halls

Simple etiquette cited as way to ease passing time traffic

By Isabella Budd



Typical passing time heading to the M-wing from the 100's

HAVERTHILL--The halls of Haverhill High School during passing times resemble gridlocked, rush hour traffic.

The school year can be stressful for all, with those newer to the school still trying to figure out the high school's layout. With math in one wing and science in the other, it can all be very confusing upon first entering the school.

Additionally causing chaos in the hallways is the crowding in certain wings, making hallway traffic stop due to a significant number of people trying to exit a single entry-way between certain wings.

Associate Principal Victoria Lu cited the M Wing and C Wing as particular issues during passing times. Both wings are connected to hallways leading to the Mall area by a set of double doors with a pole in the middle.

"[They] are really a pinch point where traffic backs up because of the automatic closing features of the doors and the poles in the middle," she said. "That limits

the amount of kids who can make those turns through the hallways."

This can further induce stress to all that need to get to class. Some students' schedules make it so that they have to go from the A Wing to the 200's, which is a stretch in the 5-minute passing time students have to get to class.

"Because my classes are relatively close to one another this year, I don't have many issues with making it to class on time, as long as I leave relatively quickly after the bell rings," said Maddie Boucher, a junior at HHS.

"However, last year I had classes which were all the way across the school from one another, and it was very frustrating to go back and forth when people were not moving quickly enough to get to class on time," she added.

Maddie agrees with Ms. Lu's assessment of where there is the heaviest traffic. "Crowds in the hallways are definitely very common," she said. "I always see them right at the junctions in be-

tween halls and also around the mall."

When asked how students can maintain hallway etiquette to make the shift from one class to another less stressful, Ms. Lu suggested that students stay to their right to make room for foot traffic the other direction.

"Always walk to the right hand side so that way traffic can flow freely in both directions," she said.

It's important to follow this so it's more efficient for those who need to get to class on time, Lu noted. Maddie Boucher and fellow HHS junior, Marcelina Burrows, feel the same.

When asked what to do when encountering a crowded hallway, Maddie and Marcelina said that they would wait until there was an available hallway or space to walk down to move past it.

"I would either just wait behind them if it's really crowded, try an alternate route, but usually I like to walk in the other lane to avoid them," Marcelina said.

They both noted hallway etiquette could be improved. If that doesn't work, they would politely ask those in the way if they could quickly get by.

"It's especially frustrating when people will walk with each other and there are more than two people next to one another as they walk," Maddie said. "If worst comes to worst I'll ask them to move aside, honestly."

So, next time you travel the perplexing halls of our high school, just remember: stay to the right and some people are trying to get to class on time, even if you aren't.

Happy New Year
from
Brown & Gold

GUIDANCE:

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“[The freshman counselors] have a smaller caseload so that way they can really help students focus on that transition from 8th grade to high school,” said Associate Principal Victoria Lu. “There’s been a lot of research done that shows that freshman year is the most important year in determining whether or not a student graduates from high school and the number of credits they attain.”

“So we have those three counselors working intensively with our freshmen to support them in that transition,” Ms. Lu added. “[Since] there’s a lot of maturity and independence that students need to learn so that way they can handle the structure of high school.”

The shift in caseloads among guidance counselors, which the changes created, has taken a toll on the department as well. Long-time counselor Erica Sullivan pointed out how most

counselors received new caseloads this year.

“Mostly everybody, except for my caseload [whose cases are at the start of the alphabet], was assigned a different counselor due to the alphabetical split,” she said, emphasizing that consistency is the key as the dust settles.

“We understand how important consistency is,” Ms. Sullivan said. “Hopefully, moving forward, keeping consistency is prioritized.”

Ms. Dion said the Guidance Department was able to add three positions to the department that it didn’t have before, which also contributed to the caseload changes.

“When you add three more guidance counselors to a department, the caseloads for our students are going to shift because we need to give the new staff some caseloads,” Ms. Dion said, noting that this may have led to the perception



Guidance counselor Jacilyn Hackett tending to several of her many responsibilities.

of a higher turnover than actually took place.

Ms. Dion noted that the students strongly feel the changes in the Guidance Department, given the emphasis the job has on building relationships with students.

“What’s really important and what hit home for me is that there’s turnover in a lot of departments,

but where I feel the turnover is felt more is with the counselor,” she said. “That speaks to me about the relationships that the students want with them, and when your person leaves, that doesn’t feel great.”

Ms. Dion emphasized the stress the changes have on the counselors, as well as the students.

“Our counselors, wheth-

er or not students realize, are very proud of the fact that they really genuinely want to know their students,” Ms. Dion said. “They have great relationships with their students, but when you don’t have that long standing history, it takes a while to build a relationship...That’s perhaps what some of our students are feeling this year.”

Ms. Dion said a lot of effort is being put into making things smoother moving forward for the benefit of counselors and students.

“Nobody likes the hecticness that happens at the beginning of the year, so they’re making some efforts this year to change that,” she said.

Ms. Lu agrees, noting students’ frustrations are more a reflection of the things that are outside the counselors’ control.

“It kind of gives them this not always positive reputation,” she said. “I think that students can sometimes be really hard on guidance, when it is not always the individual counselors, but more structures that have shortcomings.”

Ms. Dion emphasized how the counselors at the school are ultimately advocates for the students.

“Their role is to support and navigate,” Ms. Dion said about guidance counselors. “They don’t want you to be the same person that you walk into high school that you are when you leave. They want you to grow and be different.”

Ruth’s House Scholarship offers enrichment opportunities

Students are urged to apply, donate 15 hours for \$500 toward cultural endeavors

By Amanda Jones

HAVERHILL--’Tis the season of giving, and most likely a little receiving, which is exactly how a prime opportunity now available for Haverhill High School students works.

Starting last school year, Ruth’s House, the well-known thrift store located in Lafayette Square, began offering enrichment scholarships to students in need—if they are willing to donate 15 hours to working in the store.

Ideally, the scholarships Ruth’s House offers go towards activities such as tennis lessons, music lessons, art classes, or other endeavors that lead to the intellectual and cultural enrichment for students who may not have the opportunity to pursue such endeavors.

Senior Kate Viviana Romero, who used the



Senior and Ruth’s House Scholarship recipient Kate Viviana Romero

Ruth’s House scholarship to pursue tennis lessons at Cedardale, found the experience surprisingly rewarding.

“The experience was really good,” she said. “Everybody was very friendly, and [the experience] definitely taught me

a lot about how people engage with the community.”

The Ruth’s House scholarship is funded by a state grant for non-profit organizations. Barbara Canyes, the store’s operations manager, applied for the grant in an effort to get kids involved in after-school en-

richment programs to learn about community service and volunteering.

“This program has helped students learn about some of the challenges that exist in our city,” Canyes said. “By helping us receive the donations of clothing and organize and sort them to give to families, they’re learning all about that and at the same time they’re participating in work skills that could help them in the future.”

To take advantage of the opportunity, students can either go to Ruth’s House, send an email to any of the board directors, or else call 978-521-5575. Students will need to inform Barbara Canyes of what they plan to do with the money Ruth’s House is offering for enrichment and then arrange a schedule of 15 volunteer hours.

HAVERHILL EDUCATION FOUNDATION

ATTENTION TEACHERS

The Mini-Grant application for school year 2023/2024 is NOW OPEN!

HEF’s funding priorities are to support Project-Based Learning in all disciplines, for example:

- Development of youth leadership skills
- Visual arts • Performing arts
- STEM (Science, Technology, Engineering, Math)
- Health, wellness, and social-emotional learning

For more information or to apply please visit

www.haverhilleducationfoundation.org/mini-grants

BRADFORD SKI:

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Bradford Ski owner Neil Sawyer

Last year, the mountain was able to stay open until March 13; however, with not being able to open until after the New Year, the hill was up and running for just over two months, nearly a four week decrease from years past.

Neil Sawyer, owner of Ski Bradford since his father passed down the area to him in 1970, has noticed that in past years there has been a shift in the weather regarding temperatures.

“There has been a two week shift in the cold temperatures, from mid-December to now the first week of January,” said Sawyer.

This is crucial because a December opening is a significant driver of revenue, as the mountain makes a majority of its profits during Christmas and February breaks.

He further added that last year they were unable to open the entire hill due to the warmer temperatures, impacting the financial status and the number of people that came to Ski Bradford.

“Last year’s season was one of the poorest years

we had, as we were unable to open the terrain park, which brought in fewer locals,” said Sawyer.

The unfavorable conditions of recent years force mountains to prioritize trails and programs that ensure the most revenue, which, unfortunately, leaves other features, such as the terrain park, in the cold, or at least waiting for it.

“Our main business here at the hill is the programs. There are lessons that run, teams that come to train, and local schools that organize programs. On weekdays, there are about 36 schools that come to Bradford for afterschool programs, so that’s who we tailor our snowmaking to,” added Sawyer.

With these warm winters, mountains are somewhat dependent on making snow rather than getting it, but when it’s too warm for snow, it’s usually not ideal for making snow.

“The further below freezing the temperature is,” Sawyer pointed out, “the more water to snow conversion can be made, so we always hope for cold temperatures so we can

make as much snow as we can at once,” said Sawyer.

While there are other mountains in southern New England, Bradford Ski Hill is uniquely vulnerable to increased winter temperatures due to its proximity to the ocean, which generates humidity other smaller mountains like Wachusett or Gunstock are protected from. Areas farther north and west tend to have colder temperatures and less humidity, which is of course better for snow-making.

Although larger mountains in Vermont and New Hampshire, home to around 30 ski and board areas, typically get more snow they have also seen a shift in their winters.

While many think going north will result in more open mountains and trails, in the past few years major mountains like Killington and Stowe only had 50 inches of snow, whereas they usually get around 200 inches a season. This dramatic decrease has caused fewer trails to be open, decreased profits, and increased operating costs, meaning skiers are forced to pay more for less.

Zachary Eldridge, the Foreign Languages Dean and an avid skier himself, has also noticed that while the shift in weather has taken a toll, other problems have also added to the hills lack of snow such as elevation and location.

“Here in Haverhill, it takes longer to get colder,” he said. “The local areas and resorts that lack elevation have suffered with a lack of snowfall so in recent years there has been much less snowfall for the smaller lower ski areas and cross country areas.”

Nonetheless, while the rest of us begrudgingly pull out our hats and gloves and are already rushing the onset of spring, people like Ski Bradford’s Neil Sawyer are crossing their fingers and praying for flakes in the hope of making their 75th year in operation a successful winter wonderland.

WEIGHTLIFTING:

Continued from page 1



Hillie Senior James Cassell

Photo courtesy of David

She hits the gym as often as five days a week, spending three days on legs and two more on her upper body, typically devoting an hour to each session.

“Working out also made me fall in love with eating to fuel my body and to give me energy. It has affected me mentally, in a good way for sure. By putting myself through so much pain, it has definitely made me stronger,” Dion said.

“It’s made its way into my schedule and I make sure to always schedule time for it. It helps to have a plan and stick to it,” she added.

Dion isn’t the only student to enjoy working out. Connor Chmieleski, a fellow senior, is also an avid gym-goer.

“I have been going to the gym for about two years. I usually go six days a week, five times after school, and one day on the weekend,” he said.

Chmieleski also spoke to the physical, mental, and emotional benefits of his fitness regimen.

“I started going to lose weight and it has definitely had its effect on me mentally, in a good way, because it made me more disciplined,” Chmieleski said.

Additionally, as much

as people are attracted to the gym, the fitness environment draws them in even further. People get jobs at the gyms they attend regularly and spend even more time between those four cement walls they eventually start to call “home.”

Senior James Cassell is an avid iron-pumping fiend as well as a respectable employee at Cedardale in Bradford.

“Going to the gym is very enjoyable. Since I am an employee and I also work out there, I know a lot of people there and certainly know a lot more [people] than before I started working out. I get to interact with a lot more people that I never had before,” Cassell added enthusiastically.

“I love going to the gym. It’s a good environment and the point isn’t to judge other people, everyone’s there to better themselves,” Cassell said.

Anyone can see that students have almost become obsessed with finding the perfect workout and ways to make their body appear perfect on camera and in real life. Students start as early as middle school, which can be beneficial if done right.

Mr. Britton, who has expertise on the subject, helps

to clarify a good starting point.

“It’s always been my philosophy in regards to fitness that it’s never too late to start. It absolutely helps to begin training when you are in your mid- to late teens, but even if you start when you’re in adulthood you can still achieve excellent results.” Britton added, “It’s probably best to stay active as you get older to maintain your health. If you don’t use it, you lose it!”

While it may seem simple to just head to the gym and go for it, there are also some precautions that fitness gurus must watch out for.

Being prone to injury is just one of a few risks that aspiring lifters accept when buying a gym membership. Not only that, Britton also warns against improper form and how lack of rest can be harmful to your everyday gym fanatic.

Other critics of the weightlifting boom point out that obsessive lifting can come with consequences.

“It’s always a great idea to start training with someone who has experience so you can learn things like proper form and how to give your body appropriate rest to avoid overtraining,” Britton said. “For a beginner, 3-4 days is recommended for strength training. Increasing to 4-6 days as you become more experienced is great. The only thing I 100% advise is not to strength train every day because your body needs that rest. However, getting cardiovascular exercise on the days you don’t strength train is highly recommended.”

This constant scrutiny to achieve the perfect form and shape can become overwhelming but when handled the right way it becomes incredibly beneficial to physical and mental health. When exercising regularly, it creates better emotional well-being as well as providing a nice mood booster. It can even have deeper and more physically focused effects such as improving cardiovascular health.

Whether a person pumps iron once a week or everyday, it can have a great impact on the state of their body. But it is crucial to be aware of your personal limits.

HOLIDAY COFFEE HOUSE



Photos by David Martinez

"I first met Mrs. Ray in 1982 when I was 10. Her husband, Denise, was a family friend. Up until her passing, Mrs. Ray was a woman of integrity. She never promised anything she didn't follow through on. Later, we reunited as teachers at Consentino where I learned from her as my mentor. She had such "thick skin" and we shared great laughs!... To say Mrs. Ray shaped and molded so many students is an understatement. She would often say "I just want them to be nice human beings." Her entire career was always about the students and giving back- and was always camera-ready at any event.

Mrs. Ray was a mascot of sorts for the Hillies, a legend, and finally a true representation of what a Hillie really is."

--Cara Labelle, Dean of Health

"Jean was awesome. I never got the chance to teach near her or work with her directly but I have coached Boys and Girls Volleyball, Boys and Girls Winter and Spring Track, and Football over the last 23 years...and Jean was always there for all of the players. Cheering on the Brown and Gold.

She was kind, supportive, enthusiastic and a true Hillie. We were lucky to have her."

--Vincent Pettis, Math teacher and coach

"I taught next to her for 14 years. She was my friend, mentor, and became part of my family. I know many students and colleagues felt the same way..."

Jean was a master at building bonds with all of her students and colleagues. Jean made school fun and taught you to look forward to being at school, not just learning but also enjoying all of the events. She had an infectious enthusiasm for everything that was going on during the school year and would highlight and talk it up, and you could not help but get excited about it because she was.

She loved all things brown and gold, loved getting to know the coaches, the players, and their parents and she would be invited to all of the end of the year banquets...

She truly loved Haverhill High School and its Community. In her memory I hope we can all celebrate ourselves, celebrate each other, celebrate all moments, take lots of pictures and most importantly be proud of who we are and where we are from.

--Michael Maguire, Business teacher and coach

Remembering Mrs. Ray Our Hillie, Our Hero



"Mrs. Ray's passing was especially sad for my family and I. I have such wonderful memories of Mrs. Ray. I was fortunate enough to have had her as one of my middle school foreign language teachers and then as my colleague here at the high school. She was such a great example of a wonderful teacher who cared so much about her students. She was the epitome of a Hillie fan! She attended an incredible number of games and events in all kinds of weather to cheer for our students. She was also incredibly thoughtful and always there for everyone through good times and bad. She will be greatly missed by our community."

--Lauren Laffey, Italian teacher

"Mrs. Ray always put everyone ahead of herself; she always made sure to ask how my brother and family were doing. She was always willing to do anything for anybody and understood the value of community, companionship, and spirit maybe better than anyone I have ever known.

--Cody Kucker, English teacher

"The death of Jean Ray affected not only me, but the entire World Language Department. I worked with Jean for twelve years. When I first arrived at Haverhill High, Jean was very supportive of me, and cheered me on through the rough days. She was a good friend and always ready with advice and words of encouragement. She was always in your corner if you needed any help, and she treated her students the same way. Jean was a Super Hillies Fan; she made such lasting connections with most of our students, and they all cherished her friendship and guidance.

--Antonietta Diskin, Italian teacher

"Mrs. Ray was actually my very first Latin teacher. I met her as a 7th grader at Hunking Middle School. Her enthusiasm for learning about different languages and cultures played a vital role in shaping my life's path. In addition, she was an important professional mentor for me when I joined the World Language Department at HHS. I will always be grateful for her support to me as a student, colleague, and friend."

--Zachary Eldridge, Dean of Foreign Languages

Tribute compiled by Makenzie Hillsgrove



Journalism starts with heart.

It's a privilege to be part of a community that looks out for one another and lifts each other up when needed. At Pentucket Bank, we're proud to support the Haverhill High School Brown & Gold newspaper. Thank you for showing us passion in action- and what students can accomplish when we all pitch in.



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