



BROWN & GOLD

Haverhill High School

March 2022



Croft's Corner

In honor of Black History Month, the **Black Indigeneous People of Color Union (BIPOC)** put together celebrations on the week of February 14 consisting of poems by Black poets being read over the loudspeaker daily as well as Black culture and Black pride colors days. They also organized a student protest on February 17 in the mall area. This was a peaceful protest that gave scholars a chance to listen to their peers in a show of solidarity.

The **Haverhill High Drama Club** returns once again as they prepare for their spring musical, "The Wizard of Oz." Their performances are to take place on April 7 (in-school performance), April 8 at 7 p.m., and April 9 at 2 p.m. and 7 p.m. They will also be competing in Massachusetts Educational Theater Guild Drama Festival, a statewide performing arts competition, on March 20.

On Thursday, Feb. 17, from periods A-D, the **Armed Services Vocational Aptitude Battery** visited HHS. They came to offer an assessment for a student's qualification for the United States Armed Forces, but also what careers might suit a student best. The opportunity was only offered to grade 11 and 12 students.

The Haverhill School Committee voted to lift the mask mandate in Haverhill Public Schools as of February 28. This means that students and teachers are no longer required to wear face coverings on school property. The restriction also applied to school-sanctioned after-school events, like sporting events. Athletes and fans alike are excited for the change.

A **Student Voice Forum** took place on February 16 during J block in the library. These forums are a new institution this year, put in place by Principal Meland, giving students an opportunity to bring up issues they are experiencing in the school. This meeting brought up issues such as recycling, students' gripes with teachers, and the inequity people are experiencing throughout the school.

Many seniors are waiting patiently as **college acceptance season** rolls around. Many schools are releasing decisions as early as March 15, but a few are prolonging the agonizing wait for students by delaying their decisions until April 9.

The district-wide **iReady testing**, a curriculum-based instruction assessment, was postponed after initially being scheduled for the second week in February.

Strive for equity eyes Honors classes

High school administration prioritizes equitable representation in advanced classes

By Lauren Avandi and Julia Rodgers

HAVERTHILL—Teachers and administrators are striving towards greater equity in Honors classes, but there are differing views on how to make it happen.

At January's monthly Haverhill High School staff meeting, HHS administration encouraged staff to support equity initiatives by increasing the number of students of color, English language learners (ELL), and stu-

dents with individualized education plans (IEP) they recommend for Honors classes, while also reevaluating how those decisions are made.

According to Google slides from the January staff meeting, the administration's goal for the high school is to have Honors classes be a more accurate reflection of the student population as a whole. The initiative focuses in particular on providing enhan-

ced opportunities for more students of color and other underrepresented populations, including low-income students and students with IEPs.

"I think all of our classes should represent the diversity of our building, and if they don't, then we need to think about why that is and how we might work on it," said Associate Principal Dr. Christina Farese.

In a staff meeting on January 19, 2022, Princi-

pal Jason Meland, along with Farese, presented data regarding student demographics to the staff, encouraging them to consider diversity as a significant factor when making their course recommendations for the upcoming year.

When asked about the administration's main goal with the new initiative, Farese said that it is about "removing the predictability of success or failure and interrupting inequitable practices."

According to the data, the student body of 1,911 students is 52.3 percent white, 37.8 percent Hispanic, 5.5 percent Black, and 2.1 percent identifying as other.

Only 525 of the nearly 2,000 students at the high school are in Honors English classes. White students comprise 72 percent of Honors English classes, which is 20 percent higher than their

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DRAMA FEST BOUND!



HHS Drama Club rehearses "This Is A Test."

Courtesy photos/Marilyn Caradonna

Poll: Half of students still want to mask up

Survey reveals student body split over mask mandate

By Sydney Keyes

HAVERTHILL—Masks are no longer required in most settings at HHS, but according to a recent poll, many scholars can't mask their unease with the decision.

Students returned to school after February vacation without being required to wear masks for the first time since March 2020.

Haverhill Public Schools agreed to follow state guidelines and lift the mask mandate on February 28, the day students returned from February vacation. To gauge stu-

dents' reactions to the new rules, Brown & Gold surveyed 199 high school students.

The Brown & Gold survey found that the student body was split regarding whether they were happy with or disappointed by the lifting of the mask mandate. Overall, 52 percent of students agreed with lifting the mask mandates, whereas 48 percent disagreed.

The data revealed a significant difference of opinion between college prep and Honors and AP students.

Of the 199 students polled, 123 respondents are enrolled primarily in Honors or AP classes, and 76 are primarily in college prep. Breaking it down, 52 percent of Honors/AP students responded that they disagreed with lifting the mask mandate. In contrast, only 42 percent of college prep students were disappointed with the School Committee's decision.

Conversely, nearly 60 percent of college prep students supported getting

rid of masks, whereas less than 50 percent of Honors or AP students voiced satisfaction with the change.

Haverhill High School students shared varying opinions regarding the new rules. Seniors Dean (Kosta) Dimopoulos, Quin Longenecker, and Vincent DiCicco all agree with lifting the mask mandate but differ in their reasoning as to why, while expressing different views on Covid in general.

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Cashed out at HHS

Haverhill Bank closes high school branch after 15 years

By Nina Hamel

HAVERTHILL—After nearly 15 years in business, the Haverhill Bank branch in the high school has officially closed for good.

Located in the busiest part of the school, the bank was located in the mall area along with the cafeteria, library, and school store. The bank served as a way for students looking to pursue business and/or finance to get hands-on learning and mentoring from employees working at Haverhill Bank.

Lise Zapatka, the Senior Vice President of Operations, Marketing, and Retail at Haverhill Bank, said a variety of issues led to the decision to close the

branch.

"There were a number of different factors, but the pandemic really brought some issues to life in terms of significantly reduced value, and we had some staffing challenges," Zapatka said, "Having to staff those branches with full-time employees, if somebody left we would have to take somebody out of a full service branch. We just made the business decision by looking at all the factors and the outgoing costs, and it just didn't make sense to keep them."

Overall, the challenges brought on by Covid definitely helped the decision to close down the branch. However, the problems ap-

parently began before the pandemic.

High School Finance and Business teacher Lori Capra served as the liaison between the bank and the school. According to Capra, the bank always had a manager who was a representative from Haverhill Bank, and back in 2019, a new manager came in that was not fit for the position.

"That is when the unprofessional behavior started happening," Capra said. "I think it was a mismatch. I think they put a person in there that was inexperienced, and I think that it backfired. So then it

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Former site of Haverhill Bank in the HHS mall area.

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.

If it's broke, then fix it

HHS modifies schedules for students struggling to balance school and life

By Kaelyn Kellett

HAVERTHILL—The return to school full-time is a relief to many students, but for others, it took away the flexibility remote- and hybrid-learning provided to assume more responsibilities at home, such as caring for sick relatives, younger siblings, or focusing on self-care.

To accommodate students who still want that flexibility, the high school has increased its offerings of “modified schedules” for eligible students. Currently, 67 of the 391 Haverhill High School seniors have some form of a modified schedule, not counting Early College students, many of whom leave campus for classes.

Although the exact number of modified schedules issued in past years is uncertain, assistant principal of the senior class, Mrs. Victoria Lu, said that both requests for and issuance of modified schedules have increased this year. Modified schedules permit students to come into school late or leave school early due to family obligations, health issues, or even to participate in internships.

Although the students are in school for less time than typical high school students, students with modified schedules are still required to meet the same graduation requirements and acquire the same number of credits.

To qualify for a modified schedule, a student must have passed all three MCAS tests and have a minimum of 17 credits. Also, they must either participate in an internship approved through Access 21; provide medical documentation of an inhibiting condition; have a 504 plan; or provide proof from a parent or guardian and an employer that the student is working to contribute to the support of his or her family.

Each modified schedule is subject to the approval of the student's guidance counselor, parent/guardian, and assistant principal.

There are also requirements students must meet to continue to enjoy the flexibility modified schedules offer. Students must maintain a 70 average in each of his or her classes, be enrolled in a minimum of four academic courses, and sign in and out of the front office daily. Failure to meet these requirements leads to the revocation of the modified schedule and a possible return to a normal school day.

According to Assistant Principal Lu, as an urban school, Haverhill High School has many students with responsibilities beyond the school walls.

“There are a lot of students that have a lot of responsibilities in their family,” Lu said, “who have younger siblings, who have sick parents, and this gives them flexibility

to be able to support their families.”

Some students also have medical reasons that make attending a traditional school day not feasible.

“If students have issues with any type of medical issue, from anxiety to gastric problems to concussions, we try to work with them to figure out how we could best support you here,” Lu said.

Modified schedules not only take excess academic pressure off of a student suffering from medical problems, but they also allow them to prioritize healing before the jump to college.

Despite being set up by the school's internship program, students who participate in internships sometimes require modified schedules. The Haverhill High School Internship Program is a semester-long opportunity for students to gain transcript credit and real work experience by interning in fields such as education, nursing, business, and politics. Many internships require students to leave campus to participate. One of the main goals of both the internship program and the modified schedule is to offer upperclassmen further flexibility and a smoother transition from school to the workforce.

Sasha McCabe, a senior, has had a modified schedule for a majority of this school year and says that it has proven to be very beneficial and made her more productive.

“Having the modified [schedule] has really helped my motivation to work more hours and improved my attitude toward school,” she said.

She, along with many other students, owe their ability to time manage this year to their modified schedule.

Aubrey Waelter, a senior, who just received a schedule for this semester, stated, “A modified schedule has tremendously helped me excel in my academics.”

Several years ago, the former assistant principal, Tony Curet, limited the number of modified schedules the school was willing to offer because of the time students were losing on learning.

However, after the rise of Covid in 2020, the allowable student capacity in the school building decreased, enabling another former assistant principal, Tamara Stras, to be more liberal when dispersing these schedules.

As Lu explained, “We had a limited number of students in the building and the seniors could get what they needed, and then we could have space for other kids.”

If a modified schedule is something that would be a good fit for you, reach out to your guidance counselor for more information.

OPINION: Say yes to the dress, no to the stress

Girls need to remember what's important this prom season

By Samantha Danos

Prom is around the corner and many students are still in the thick of the long, stressful journey of preparation. Senior girls are in complete stress mode because this process takes lots of time and money. In order for girls to get their hair done, nails done, makeup done, shoes, transportation, tickets and more, they work their tails off, running themselves ragged.

I know many girls at Haverhill High who penny-pinch, make real sacrifices, and save up, working and waiting for their one special night to look absolutely perfect. This agonizing and expensive process takes time and, in reality, doesn't amount to much. (I mean, what will prom mean when you're graduating college? What will prom mean on your 21st birthday? What will it mean a year from now; will it have been worth the sacrifices?) If prom is a significant and memorable occasion for someone, they should absolutely go, but girls should stop obsessing over it. It should be a monumental night, but it shouldn't take the toll that

it does on people's well-being and wallets.

Many seniors, after months of saving tips and paychecks, are getting ahead of the game and have started their dress search; some have already purchased their dresses. But prom dresses can be expensive, fetching as much as \$4,800. Granted, most Haverhill girls aren't spending that kind of money for a dress, but when middle-class parents or minimum-wage-working teenagers are the ones picking up the tab, even a \$500-\$1,000 dress is quite steep, and very stress-inducing.

The dress, however, even if it's the most exciting part, is only the beginning of it. According to a 2015 survey from Visa, “American families were spending an average of about \$919 on their prom-goers” (which, considering the low cost of items in Mississippi or Arkansas, for example, where prom is also celebrated, says a lot about how high costs can be in a costly state like Massachusetts). Senior Christina Tejada is one student who

refuses to get sucked into this ponzi scheme.

“Prom is a waste of money, time and school events just aren't fun,” she said.

Even more stressful than even the cost is the social competition girls subject themselves to, especially in the age of social media, where there is nothing worse than... a dress duplicate!

Many girls say that they would be very upset if someone had the same dress as them and some even go to the length of harassing the “duplicators.” It is the ultimate betrayal, aside from stealing your friend's boyfriend, of course.

Daniela Giordano, a senior at Haverhill High School, is planning on attending prom. She says that she has found her prom dress after three, six-hour days of searching and \$375. When asked what she would do if someone had the same dress she explained, “If it was someone in my friend group I would be like [female dog], what are you doing? But if it was someone else, I would be a little upset but

I wouldn't care that much.”

Unlike Giordano, senior Amanda Hinkle, who will be attending prom, said, “The prom dress Instagram page has potential to be upsetting. I think that the prom dress page is great, on the one hand, because girls can post what they wear and dresses can be unique and girls can avoid having the same dress; however, there is the anxiety that other girls will make fun of what you're wearing, which definitely happens.”

Most girls do a good job of balancing their excitement about prom and what they're willing to put into ensuring it's the best night of their lives, but there are also a lot of girls who need to take a step back and reevaluate all the energy and resources they're putting into the process. Preparing for prom shouldn't break the bank or a friendship; it shouldn't lead to anxiety attacks or insecurity or over-working; it should be something to look forward to and a way to memorialize a milestone with great friends.

All About the Drama!

HHS Drama Club to attend the METG Drama Festival

By Max Popoloski

HAVERTHILL— Not to be dramatic, but for the Drama Club, the time between Drama Fests felt like an eternity!

The Haverhill High Drama Club is on its way to Chelmsford High School for the Massachusetts Educational Theater Guild Drama Festival, taking place on March 20, 2022.

With a cast and crew of 24 students, as well as director Mrs. Melissa Allen and lighting and sound design coordinator Mr. Matthew Lima, the group will be taking the one act “This is a Test” by Stephen Gregg to the competition. This one act was previously performed on January 14 and 15 for the Drama Club's Winter One Act performances.

The HHS Drama Club attended the METG Drama Festival, often referred to as Drama Fest, once before in March of 2020, prior to the COVID-19

pandemic. The one act “At the Bottom of Lake Missoula” by Ed Monk was performed at Chelmsford High School, the same location as this year's festival, and it was a unique experience for all of the cast and crew of students.

Director Mrs. Allen noted the contrast in moods from the last trip to the festival to this year's return.

“Last time, it was dark and heavy, and this time, it is lighthearted and a comedy,” she said. “I am doing my best as a director to try new ideas for fest.”

Furthermore, Ms. Allen expressed that the “biggest takeaway from the first time is that it is a wonderful experience to see other shows in a supportive environment.”

“Everytime you perform is an opportunity to grow, like in this new space,” she said. “There is a different audience and different setting that gives an opportunity to

practice performing under pressure.”

Bella Rozzi, an alumna of Haverhill High School and Drama Club who performed in “At the Bottom of Lake Missoula” at Drama Fest last time, reflected on her own experiences within the competitive and uplifting environment of the festival.

“Going to Fest meant facing new challenges, it was a completely new experience, and I learned how to work better with others and communicate,” said Rozzi, a graduate from the class of 2020.

Rozzi felt like it gave her “a sense of a greater community.”

“It was a positive experience that I learned a lot from just attending,” she said. Drama Fest is hosted by several schools around Massachusetts with 6-7 schools being invited to perform at each location.

On the day of Fest, the cast and crew will be leaving early in the morning with their set and will unload it once on site. Then, they will go into the auditorium. There, they will listen to opening remarks, and the club will be given a slot to perform throughout the day.

During the day, they will watch each one act perform, and once they have all performed, they will break for dinner.

Later, the students have a dance, and finally, the festival will conclude with an award ceremony, where individual awards will be given.

The use of various theatrical elements in each show will play a part in the judges' decision. Their decision will determine which three schools will be moving onto the final Regionals Round of Drama Fest, taking place on April 2, 2022.

TRAVEL: A Taste of Dorm Life

A magical weekend of pasta alfredo and Shamrock Shakes

By Nina Hamel

BRIDGEWATER—I have been to the Bridgewater State campus several times as it is the college that my dad went to and now my sister, but this trip would be different: I was going to experience dorm life for the first time.

Pulling up to the school, after driving past rows of single-family homes, felt like going through a portal into a different world of imposing brick buildings.

After pulling into the empty lot, I looked around at Woodward Hall, the dorm building I would be staying in for the weekend. Across from the dorm is the quad and main building. I watched two students throw a football back and forth and it reminded me of a scene from a coming-of-age movie where the main character is arriving at her college for the first time.

I wouldn't exactly say that it's the place to be for a rager, but it certainly was not boring. Whether I was walking to the dorm or to a dining hall, almost everyone I saw was wearing some kind of red-and-black university merchandise, so I felt compelled to do the same. I liked the feeling of putting on the uniform and fitting in with the college students on campus.

When I wasn't out and about, all my time was spent in my sister's dorm room. The way the dorm was decorated can be described as... unique. There were several posters

from women's rights protests, inspirational quotes about teaching, and a large tapestry of a character from a Barbie movie named Bible standing in front of a blazing fire. It perfectly captured the minds of liberal college students who don't quite know how to decorate, but it worked.

Life in the dorm made me feel a sense of relaxation and independence. I spent one night sitting in bed watching “Little Women” with a pack of raspberries and the next night I stayed up until 1 a.m. playing a game that involved throwing fake

plush burritos. The simple act of scrounging for food in the dorm on my own time made me feel a sense of independence for some reason. Even having the option to take a shower at any time without disturbing anyone was nice, hence my late-night showers at 1:30 a.m.

Exploring the dining halls was actually pretty exciting because I am a huge food lover. The dining halls are where I saw the most people, and I would be lying if I didn't admit that it threw me off seeing people who truly look old enough to consume alcohol, but that is

probably because I still go to school with people who could pass as middle schoolers.

I really enjoyed the wide variety of food offered, but I, of course, always kept an eye out for all the pasta options. From breakfast foods to dessert, I was pleasantly surprised with how much I enjoyed the food, especially the pasta with alfredo sauce, which was the chef's kiss!

Even though I had never met half of the people I spent time with, it didn't take long to feel a sense of closeness to them just after one night. Everyone that I met was a friend of my sister, and I loved how the group seemed so different but meshed together so beautifully.

Over dinner, I laughed as I listened to their stories and complaints about professors who didn't accept their 5-page paper that they submitted late. In the dorm, we played games in which we ended up learning so many personal details about each other. We also got into a soccer mom minivan named “Mama Steel” at midnight to buy McDonald's Shamrock Shakes too.

It was nice to get a feel for living a life where there is no authority figure looming over to be the decision makers of our lives. You can choose who to spend time with, what you say, what you believe, what you do... you really learn how to let your true self guide you.



The author hanging late-night with Bible.

Do Your Homework

BANK:

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was a human resource issue. That went into February and then Covid happened, so those two things kind of converged and Covid was the final straw.”

Although Zapatka could not address this, she did confirm that the human resource issue was not the main cause of the bank’s closure as the Haverhill Bank branch at Whittier Tech was also closed.

Despite the closure, relations between the bank and the school are still strong and Capra is pleased with how it ran.

“I look at the program, and I’m kind of neutral that it is over,” Capra said. “I was so happy with the program. We ran it for 15 years, and everything has its time. You can’t run a program forever, and everything has to run its course. Over 300 kids got trained through that program and they hired about 10 percent of them.”

Although the bank is now closed, both Zapatka

and Capra made it a point to state that the bank and schools still work together to give students mentoring opportunities.

Zapatka, speaking on behalf of Whittier Tech, stated that they still have a co-op program. As for Haverhill High School, Capra said the relationship continued for a while but in a different way.

“We went back to the old model last year and sent about 10 kids over to a different branch and did some shadowing,” Capra said. Capra did add, however, that the “shadowing” did not occur this school year.

The empty space where the bank was located is now said to be used for the CTE Healthcare classes. This is not the only space in the mall being used for something different, as the old cosmetology center now serves as the meeting space for the high school’s VIP group.

MASK MANDATE:

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Dimopoulos, who has had both of his vaccination shots, agrees with the School Committee’s choice.

“If you have problems, wear the mask,” he said. “If you don’t, don’t wear it. It’s a personal choice.”

DiCicco, who is fully vaccinated and received a booster shot, agrees with Dimopoulos. DiCicco views Covid-19 as having morphed into a virus similar to the flu. “We don’t worry about the flu,” he said. “People get the flu, they stay home for a couple of days, they’re fine. With the effectiveness of vaccines and all that we’re learning, Covid will turn into that.”

Longenecker, who, like DiCicco, received both Covid-19 vaccine shots and the booster, thinks differently than his peers. He believes that Covid-19 is still very prevalent and that masks can help people stay safe.

“I think Covid is still a very serious issue in our society right now because of the older people and the people that are immuno-compromised,” he said. “So I hope people don’t think we’re out of this just because masks aren’t required.”

Earlier last month, Gov. Charlie Baker refrained from extending the statewide mask mandate, which

expired on February 28. Accordingly, on February 10, the Haverhill School Committee voted 6-1 in favor of following the state’s guidelines and lifted the mask mandate across Haverhill Public Schools. Mayor James Fiorentini cast the single vote in favor of extending the mandate.

As of February 25, the requirement to wear masks on buses was also lifted. Although masks are no longer required, students, teachers, and staff still have the option to wear masks in all settings.

Masks are still required for five days after a student comes back from being out with COVID-19. These requirements are enforced by the federal government, not individual school systems.

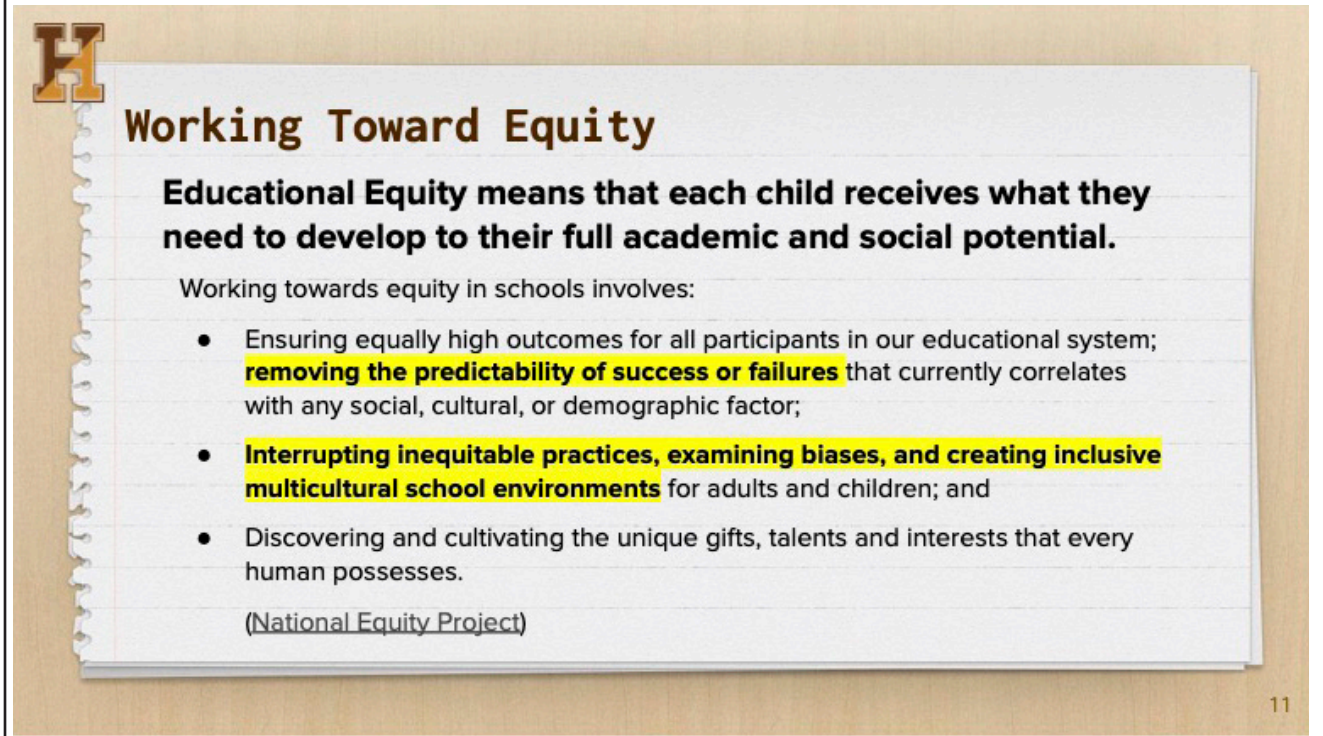
As of March 3, seven school districts in the Merrimack Valley Conference (MVC) have lifted the mask mandate: Haverhill, Billerica, Tewksbury, Central Catholic, Methuen, and Lowell. However, as of that date, Boston Public Schools have not lifted their mask mandate, nor have public schools in Cambridge, Somerville, Natick and Newton. Some districts, like Needham, are waiting two weeks after vacation before lifting the mandate.



High school students, some still masking, others not.

EQUITY:

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Slide presented at a recent faculty meeting explaining the rationale behind the push to increase representation in Honors classes.

overall representation in the student population. The data shows that Honors classes are disproportionately white despite the high school being nearly 50 percent non-white.

When asked how she thought the push to recommend more minorities for Honors classes will affect these students’ success in high school, Dr. Farese noted the goal for representation is broader than just one student group.

“I don’t know that it’s a push to represent more minorities in classes,” Farese explained. “Students in the groups we are mentioning are almost half of our population; they are really not the minority but half of the fabric of our community. It’s also not just about representation; it’s about opportunities and creating welcoming

spaces where all of our students feel able to take risks and challenge themselves.”

While the consensus amongst most of the teachers is that the initiative is a step in the right direction, some have voiced concerns about how it may not be an effective way to address existing academic inequities.

When asked if he thought that this initiative will help to accomplish the administration’s goal of achieving equity for all students, English teacher Mr. Michael Lavieri said he doesn’t believe the move will effectively address it, feeling the initiative doesn’t address deeper issues.

“The way that it seems now, it is like addressing a structural issue in your house by repainting the

walls,” he said. “It’s not going to solve the problem, there are bigger issues.”

On the other hand, Lavieri believes that many kids in college prep classes are already capable of doing Honors level work but lack the consistency, motivation, and production to justify recommending them for a more rigorous curriculum and elevated expectations.

Lavieri also expressed that many college prep students are unnecessarily intimidated by taking Honors classes and thus are reluctant to take on the challenge.

“It’s getting over that hump,” Lavieri said, “where you need to pass the CP class and then you can get into Honors and see that it isn’t too hard.”

Another English teacher, Ms. Anna Sabella, sup-

ports the spirit of the initiative but also noted the challenges in realizing it.

“Equity is a lofty goal, something we can always strive for but actually attaining it is difficult,” she said. “We could use some better training and professional development around diversity and equity, especially in our curriculum. We have gotten better over the past few years, but we can always do more in terms of getting minority voices in our curriculum.”

Haverhill is not alone in implementing diversity inclusion initiatives. According to NewsWeek Magazine, more than \$20 million have been spent on diversity inclusion programs in schools across the country following the national reckoning after the death of George Floyd in the spring of 2020.

OPINION: The true scope of teacher workload

Talk of lazy, overpaid teachers is ignorant and ignores the facts

By Cristopher Villaman

My mother teaches kindergarten in Methuen and most days she leaves the house at 7:30 and doesn’t walk in the door until close to 6 p.m. More often than not, when she does finally get home, she walks in, drops her bag, and spreads out her materials on the kitchen table to get back to her lesson plans for the rest of the week. Some days she walks in still on the phone with concerned parents. But every day I see the stress on her face.

My mother is certainly not alone. Teacher burnout and a lack of interested college graduates, fearing low-pay and heavy workloads, are draining education of its most important resource: teachers. In January, the National Teacher Association conducted a poll of teachers across the country. Of the 3,621 educators who took this survey, 55 percent say they are more likely to retire or leave education sooner than expected because of the pandemic, more than double the number that provided that response in July of 2020.

Complaints voiced in this survey cited low pay and staff shortages as the primary reasons for 90 percent of teachers feeling more burnout than ever

before. With staff absences and difficulty finding qualified candidates, teachers are frequently expected to fill in for others, sometimes leading to combined classes and taking over more lesson plans and grading for other teachers. With new challenges such as these, it should be clear why entering the field would seem like such a daunting prospect.

But everyone knows that teachers only work 180 days of the year, so why should they complain? Who can’t suck it up for ten months to get the entire summer off? And Christmas, and a week in February and April, right? As Greg Gutfeld from Fox News’s “The Five” says, we should be pulling money from the system in order to introduce competition, and encourage teachers to work harder. However, as Gutfeld points out, this would never work “because that means they’ve got to take off the jammies, put on the clothes, and go to work.”

These rote and uninformative critiques are of course spewed by people who obviously don’t really know any teachers and thus must necessarily fail to realize just how much

time and effort educators put into their jobs within the timespan of an academic year. So let’s come at this in a way everyone can understand.

Most Americans have come to understand a full work week to be 40 hours. Granted, there are many who work more and are compensated with bonuses and time-and-a-half, but there are just as many who simply do their 40 hours or whose place of employment caps the number of hours they’re allowed to work at 40. That being the case, the average full-time employee works 1,920 hours over the course of a year.

Teachers, on the other hand, are contracted to be in the building for 7 hours a day for 180 days, only logging 1,260 hours a year—nearly 700 hours fewer! What slugs!

But those hours are only the time spent in the building, teaching students. While teachers are compensated for staff meetings and after school programs, they are not paid for the time spent staying after school to meet with students, grading assignments, or creating lesson plans. If the average teacher worked two extra hours four days

a week and graded or planned on a single Saturday or Sunday each month—which most, if not all, are doing—they are actually doing 368 hours of uncompensated work, the equivalent of over nine 40-hour weeks. So, in reality, taxpayers are actually getting a deal with teachers, and a great deal of work educating their children for free. As The Job Network points out, factoring in uncompensated hours, just as I have, educators are clearly underpaid, and are certainly underappreciated, I might add.

There are many hard working educators using their free time creating lesson plans for the following week or grading assignments from the previous one. Just because there are a handful of bad apples muddying teacher reputation, the true effort of caring teachers who love their profession should not be thrown away. Education is one of the most important cornerstones of our society. Anyone who tries their best to shape those who will guide our future does not deserve all the ignorance and disrespect they receive for persevering through the challenges they must face.

BRADFORD ORTHODONTICS
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‘BAND OF BROTHERS’

Team chemistry launches boys hockey back into state tournament

By Marcus Antonelli

HAVERTHILL—After being frozen out for six years, HHS boys hockey heated up at the right time and returned to the state tournament.

The Hillies boys hockey team scored a ticket to the MIAA state tournament with a 3-1 win over the Pentucket Sachems in the Newburyport Bank Classic. This win made their record 10-9 on the season (They would finish 10-10 after a loss to Hamilton-Wenham). However, it was no easy road to the state tournament.

Going into the season, the expectations for the team’s success were low. They were recently bumped down to Division 3 after a few previous seasons in the losing column in Division 2. To elaborate, in the 2018-19 season the Hillies had just 3 wins. The following year saw little improvement with a 6-12-2 record, which wasn’t enough to make the state tournament. Last year, the hockey season was never completed due to the Covid-19.

Coach Joe Roberts cited the camaraderie within the band of brothers as being the winning formula for this year’s team.

“Doesn’t matter if it’s an upperclassman or a freshman, they treat one another like brothers,” he said. “There is no divisiveness amongst them. Everyone gets along and has each other’s back, which is important when you go to battle.” Roberts added:

“Everyone on this team would sacrifice and work hard for anyone else. That’s what makes a team. I’ve only seen that a few times in the 15 years I’ve been involved and it’s awesome to see.”

This season the boys started off slow, dropping quickly in the standings to a record of 2-7. Similar patterns were beginning to show. Goaltender Calvin Pruet, a junior, believes the slow start was due to a lack of chemistry.

“I think all the new kids filling in spots slowed us down, but throughout the season we all got to know each other better and learned from each loss and mistake,” he said.

At the varsity level, adapting must come quickly, especially for the younger guys. For Jake Costa, it was overcoming fear:

“A way that I adapted to varsity was to not be afraid to get hit,” Costa said. “It was challenging because there were kids that were way bigger than me.”

For Costa’s linemates Nicky Terelli, a senior, and Jack Baker, a sophomore, it was all about working hard every day and adjusting to the varsity level of play. Costa, Terelli and Baker finished the season with a combined 20 points, which is very efficient coming from depth forwards.

Soon enough, the puzzle pieces clicked. The road back to .500 was something out of a movie.



Top left: Boys hockey celebrates a key victory during its late-season hot streak. Top right: Brendan Fitzgerald dekes past the goalie. Bottom left: players stand at attention during the National Anthem. Bottom right: Camden Connerty and Brendan Fitzgerald look on during warm-ups.

Courtesy photos / Marilyn Caradonna

“We realized that we basically needed to win every game to make the playoffs,” said Goalie Dylan Soucy, a junior. “We couldn’t afford to lose so that’s when we all stepped up to win.”

The Boys would go from 2-7 to 8-8 within a month

of play. Most of the kudos go to Soucy who stepped up when Calvin Pruet was sidelined with a lower body injury.

The game that brought the Hillies to that 8th win was a blowout victory on senior night against Amesbury.

“It felt amazing,” said Assistant Captain Charles Rastauskas, a junior. “It turned out to be my only chance to go, so it meant a whole lot more (to me).”

For the record, this was the first trip to the state tournament for all members of the team.

The Hillies were the 31st seed and went up against Gloucester, the second overall seed, in the first round on Thursday, March 3. Despite eventually losing that game, the hope is that this year’s late-season run proves to be a harbinger for future success.

HHS well-represented in state tournaments

By Brown and Gold Staff

HAVERTHILL—Even if most runs have already come to an end, it was good to be back to state tourney play.

Several Haverhill High School winter sports teams qualified for state tournaments. Due to Covid, the MIAA canceled all state tournament play in 2021, making this year’s showing all the more exciting and impressive.

In addition to the boys hockey team, the Haverhill-Pentucket-North An-

dover (HPNA) girls co-op team and the HHS boys basketball teams competed in their respective tournaments. Both teams qualified for tournament play in 2020.

The boys basketball team entered their tournament as the 40th seed after a 10-10 regular season.

The team delivered a promising showing in the first round of the tournament, defeating Framingham 62-56 on Tuesday, March 1. Unfortunately,

a strong Beverly squad ended their championship hopes in the second round on Friday, March 4.

The girls HPNA hockey team is also making the most of its strive for glory. HPNA hockey includes several HHS students: seniors Riley Buckley, a team captain, and Emma Skafas and freshmen Kendall LaRiviere and Grace Pelletier. They finished 10-8-2 this season and entered the tournament as the 9th seed.

The girls dominated in the first round, routing Mansfield, 6-1, on Friday, March 4. Five days later, they shut out a formidable Reading squad 2-0, with one of the goals coming from Haverhill’s own Emily Skafas. As of March 10, HPNA made the state quarterfinals where they will face Austin Prep.

Haverhill Cheer also ended the season with a bang, being named the MSAA Division I North Regional champions. At

the time of publication, the cheerleaders are slated to compete in the state championship on March 13.

Haverhill Swimming also had its fair share of success this season, spearheaded by Haverhill swimming prodigy Danny McLaughlin. Also adding to the winter sports excitement, wrestling had four boys qualify for the New England Championships: Brent Nicolosi (2nd), Ben Davoli (3rd), CJ Wood (6th) and Michael Morris.

(7th). Notwithstanding an impressive wrestling legacy, this is the first time in the history of the program that Haverhill had four wrestlers competing in the New England tournament.

Finally, according to the Haverhill Athletics Twitter @gohillies, Haverhill girls gymnastics was named Merrimack Valley Conference D2 co-champs and placed second in the MVC small school division meet on February 10, capping a very successful season.



First photo: Hillie girls gymnasts after placing second at the MVC Conference meet on February 10. Second photo: Haverhill High School players on the HPNA girls hockey team. From left to right: Kendall LaRiviere, a freshman, Emma Skafas, a senior, Riley Buckley, a senior, and Grace Pelletier, a freshman. Third photo: boys basketball captains: Phelan Belin and Patrick Roche, both seniors.

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