

Gateway Academy

Haverhill Public Schools



Program of Studies

2026 - 2027

Gateway Academy
415 Primrose St.
Haverhill, MA 0130



Gateway Academy
415 Primrose St.
Haverhill, MA 01830
Phone: 978-374-3473 Fax: 978-374-3483

Brian Edmunds, Principal

Gateway Academy 21st Century Learning Expectations

Statement of Purpose

This alternative secondary school, focused on hands-on learning, aims to cultivate students who are not only knowledgeable but also highly skilled, adaptable, and ready to contribute meaningfully to the world. Our 21st-century learning expectations reflect this commitment:

- Students will demonstrate the ability to apply academic knowledge and concepts to real-world situations through projects, experiments, and practical applications. They will connect classroom learning to authentic contexts.
- Students will generate original ideas, approaches, and solutions. They will embrace experimentation, take calculated risks, and view failures as learning opportunities.
- Students will adapt to changing circumstances, embrace new ideas, and adjust their plans in response to unexpected challenges or feedback. They will view change as an opportunity for growth within their hands-on learning experiences.
- Students will demonstrate an understanding of and respect for diverse perspectives, cultures, and backgrounds. They will collaborate effectively with individuals from diverse backgrounds in their hands-on projects and interactions.
- Students will regularly reflect on their learning experiences, assess their strengths and weaknesses, and identify areas for growth. They will use feedback to improve their skills and understanding, documenting their learning journey.



Brian Edmunds, Principal

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MIDDLE SCHOOL COURSES

GRADES 7 and 8 STE (Science, Technology and Engineering)

All middle school students at the Gateway receive an engaging, relevant, rigorous, and coherent STE education. This preparation is crucial for civic engagement, college and career readiness, and developing scientifically and technologically literate citizens. Focus includes three main categories: **Life Science, Earth Science and Physical Science**. Using nonfiction, grade level, inquiry based text to focus weekly questions, students will investigate through audio, (text read aloud), visual, (short films) and class / group discussions. **Technology** will include web quests, and use of digital tools to explore and present findings. Students will be introduced to the world of **engineering** through hands-on activities and problem-solving. Engineering focuses on developing skills in design, innovation, and applying scientific and mathematical principles to real-world challenges. Students learn to brainstorm, visualize, model, test, and refine designs, fostering critical thinking and creative problem-solving.

GRADE 7 MATH

Grade 7 Math follows the Eureka Math 7th-grade math curriculum which focuses on developing understanding of proportional relationships, operations with rational numbers, expressions and linear equations, and problem-solving involving scale drawings and informal geometric constructions. Over the course of this class students will be able to apply these curriculum concepts to design and construct hands-on models.

GRADE 8 MATH

Grade 8 Math follows the Eureka Math 8th-grade math curriculum. This curriculum focuses on linear equations, functions, and geometry, including the Pythagorean theorem, with an emphasis on applying algebraic concepts and understanding relationships through tables, graphs, and equations. Over the course of this class students will be able to apply these curriculum concepts to design and construct hands-on models.

GRADE 7 ENGLISH LANGUAGE ARTS

In this course, students explore poetry, prose, and informational text in the context of high-interest readings. Students also write their own poetry, as well as essays that utilize the claim-evidence-reasoning structure. Novel choices have included classics like ***The Outsiders***, as well as newer selections like ***The Hunger Games***.

GRADE 8 ENGLISH LANGUAGE ARTS

In this course, students explore poetry, prose, and informational text in the context of high-interest readings. Students also write their own poetry, as well as essays that utilize the claim-evidence-reasoning structure. Novel choices have



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included classics like *The Giver*, as well as newer selections like *Divergent*. In coordination with the genocide unit in Civics, students read *Refugee*, a historical fiction novel following three kids as they flee from injustices in their respective countries.

GRADE 7 SOCIAL STUDIES - Ancient Civilizations

In Ancient Civilizations, students learn about many different societies from ancient times, including China, Japan, India, Australia, New Zealand, Oceania, Greece, and Rome. This course covers many topics, such as geography and how it influences the beginnings of civilizations, ancient cultures and customs, religious beliefs, interactions with other ancient societies, language, food, and more. Assessments are project-based.

GRADE 8 SOCIAL STUDIES - Civics

In Civics, students learn the basics of American history and government and explore how they fit into the bigger picture. The course begins with Personal Revolutions, a unit that ties the American Revolution to students' lives and experiences and walks them through the philosophies and principles upon which our country was founded. Next, students learn about the three branches of government and their functions and responsibilities. Finally, students complete the required coursework on genocide, with a focus on the Holocaust. The year concludes with participation in student-driven civics projects, wherein students examine how they might make a positive impact on the world around them. Assessments are project-based.

WIN and SEL

This course combines WIN (What I Need) academic support with SEL (Social Emotional Learning) skill-building. Students receive targeted help or enrichment based on their individual needs while also learning strategies for self-awareness, communication, and managing emotions. The WIN & SEL helps students grow academically, build confidence, and develop the social-emotional skills needed to succeed in school and beyond.

DIGITAL MEDIA

Throughout this course students will learn the principles of composition, animation, photography, videography and camera mechanics: aperture, shutter speed, and focal length. Students will review photography and videography from famous participants in the industry. Students will have the opportunity to work with camera and lighting equipment to get direct experience implementing techniques covered throughout the course.

ARTS and CRAFTS

Classes use Choice-Based methods that empower students to make choices about what they create and build critical thinking skills. Students can choose among several different genres including, but not limited to, acrylic painting on wood or canvas, collages, drawing, molding clay figures, jewelry making, digital art, sewing and more. Students are encouraged to create with a purpose of a feeling, a message, a memory or a reflection. Students can self-discover their project, video search, or learn from instructor and peers

CREATIVE EXPRESSIONS



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This course is a mixture of art and creative writing. It is intended as an outlet for students to express themselves. Each day, students are presented with a writing prompt and a drawing prompt from which to choose. If a student has a project of their own in mind, they are welcome to pursue it during this time as well.

Gateway Academy hopes to offer all courses listed in this Program of Studies, but due enrollment priorities all offerings may not be available. Students and their parents or guardians should be aware of this possibility.

HIGH SCHOOL GRADUATION REQUIREMENTS

Twenty (20) credits are required for graduation from Gateway Academy. All students must satisfy the graduation requirements listed below. At Gateway Academy students in grades 9–12 typically earn credits in half-credit increments per semester upon receiving a final grade of a 60 or above. In addition, students are expected to take and pass the Competency Determination (CD) assessment at the conclusion of English I, English II, Biology or Physics, Algebra I or Integrated Math I, Geometry or Integrated Math II, and for the class of 2027 and beyond, Social Studies II or U.S. History.

Note: Graduation requirements subject to change with School Committee approval.

HPS will enforce all previous graduation requirements, with the exception of a passing score on the MCAS examination. In addition, Computer Technology and School-to-Career courses are considered elective courses to more closely align with MassCore expectations. While local graduation requirements mandate 3 math credits, all students are required to enroll in four math courses. They are strongly encouraged to complete all four credits to meet the MassCore graduation requirements set by the Department of Elementary and Secondary Education. Mass Core is a state-recommended, rigorous program of study that aligns high school coursework with college and workforce expectations. **Mass Core requires an additional credit in Mathematics, one credit in both World Language and Fine Arts, and two and a half additional courses, for a total of 22 credits. Note: MassCore does not include Wellness which is a state requirement so two additional credits are needed for a total of 24 credits.** Gateway students completing the Mass Core graduation requirements will be acknowledged for their achievement of this distinction.

Area of Study	Gateway Class of 2026 Credits 20	MassCore Credits 24
English (I**, II**, III, IV)	4.0	4.0
Social Studies**	3.0	3.0
Mathematics** (Must include Algebra I or Integrated Math I, Geometry or Integrated Math II, Algebra II or Integrated Math III)	3.0	4.0*
Lab-based Science (Must include Biology or Physics**)	3.0	3.0
Fine Arts	1.0 or World Language	1.0
World Languages (MassCore: Must be the same language)	1.0 or Fine Arts	2.0



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Wellness (Health must consist of 1.0 of credit requirement)	2.0	2.0
Electives (can include technology and/or school-to-career. There is a mandatory enrollment for a 4th year of math)	4.0	---
Additional Mass Core credits (Must be from technology, school-to-career, business, or additional core academic areas)	---	5.0

**** Required by law**

***In addition, students are expected to take and pass the Competency Determination assessment as part of their high school graduation requirement in the following courses, English I, English II, Algebra I, Geometry, Biology or Physics**

****Class of 2027 and beyond are required to be enrolled in a 4th credit of math and will be required to satisfy a Competency Determination assessment for US History.**

A passing score of 60 or above is needed to earn full credit

Suggested Credits for Admission to Post-Secondary School

	English	Social Studies	Mathematics	Science	World Languages (same language preferred)
Highly Selective Colleges	4	4	4-5	4	3-4
Four-Year College	4	3	4	3-4	2-4
Two-Year College	4	3	3	3	1-2
Technical College	4	3	3	3	1-2



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HIGH SCHOOL COURSE DESCRIPTIONS

All high school courses are semesterized and earn 0.5 credits per semester upon receiving a final grade of 60 or above.

ENGLISH LANGUAGE ARTS

Whether students plan to attend college upon graduation or to move directly into the workplace, they need strong communication tools. Gateway Academy offers English Language Arts courses to help students develop the necessary skills for success in the 21st century. All English classes engage students in reading, writing, speaking, and listening. Students read a range of complex texts, learn to cite evidence, analyze information, write effectively for a variety of purposes and audiences, and conduct meaningful research. In addition to giving and receiving feedback, students learn more about the basic traits of writing – ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. Students also improve their language skills by learning principles of grammar and acquiring new vocabulary.

The English Language Arts courses at Gateway Academy align with the Massachusetts Common Core Standards for English Language Arts. All students at Gateway Academy are required to pass four years of English. Gateway Academy is committed to helping all students achieve high academic standards. The school nurtures and challenges students, encouraging them to express their ideas clearly and to think critically about the world around them. The course offerings in the ELA curriculum enable students to become stronger readers, writers, speakers, listeners, and thinkers.

CORE ENGLISH COURSES

ENGLISH I

Scholars entering English I read and analyze grade-appropriate literary and informational texts both independently and with teacher assistance. Throughout the year scholars will demonstrate evidence of independent reading. This course will also develop and enhance writing. Scholars will discuss model essay samples; create essays with the goal of structural, grammatical and mechanical integrity in the final drafts; and successfully and insightfully participate in class discussions, projects and presentations, demonstrating skill in the utilization of a variety of resources with appropriate scaffolding. **In addition, students are expected to take and pass the Competency Determination assessment at the conclusion of this course as part of their high school graduation requirement. Students pursuing honors credit within the course must complete additional writing and reading assignments that demonstrate a deeper understanding of literature and related skills.**



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ENGLISH II

Scholars enrolled in English II College Prep should be reading and writing at grade-level. Through reading a variety of core texts, scholars will develop and refine the skills to analyze, compare and contrast characters and their development; explain the motives and ramifications of major conflicts; and interpret literary symbols. Scholars will learn how to utilize a variety of rhetorical techniques in their own compositions and develop an understanding of development, cohesion, conventions, and the use of language and style to improve their writing skills. Scholars will master grade level standards. **In addition, students are expected to take and pass the Competency Determination assessment at the conclusion of this course as part of their high school graduation requirement. Students pursuing honors credit within the course must complete additional writing and reading assignments that demonstrate a deeper understanding of literature and related skills.**

ENGLISH III

Scholars enrolled in English III College Prep will be responsible for independent and assigned class readings from classic and contemporary American literature. They will work on the following writing skills for analytical and research assignments: topic development, textual support of the thesis, and the proper use of grammar. Scholars will use peer and self-evaluation as part of the writing process and develop revision skills through completing multiple drafts. They will work cooperatively, complete assignments, and proceed at a consistent pace, as well as master grade-level standards. **Students pursuing honors credit within the course must complete additional writing and reading assignments that demonstrate a deeper understanding of literature and related skills.**

ENGLISH IV

Scholars enrolled in English IV College Prep will be responsible for engaging in a wide variety of sophisticated and socially relevant modes of reading and writing. In addition to exploring compelling, rigorous, and diverse works of literature to expand upon the reading, writing, speaking, and listening skills required in traditional English Language Arts classes, scholars will also be reading and composing cover letters, resumes, editorials, reviews, blogs, and other relevant modes of reading and writing to better prepare them for successful participation in post-high school and professional life. **Students pursuing honors credit within the course must complete additional writing and reading assignments that demonstrate a deeper understanding of literature and related skills.**

ENGLISH ELECTIVES

CREATIVE WRITING

Creative Writing is designed as a workshop to provide scholars with the opportunity to study and write short stories, poetry, creative nonfiction, and scripts. Scholars will explore the characteristics of these forms. Teacher-student conferences and peer conferences will be held frequently to help scholars strengthen their writing skills and their confidence. Scholars will be required to complete a final writing portfolio to demonstrate their writing and growth over the course.

JOURNALISM

This course focuses on journalistic writing in its many forms. Scholars will analyze the structure, point-of-view, and style of writing through exploration of print, radio, television, and Internet sources in order to acquire the skills needed to effectively impact readers. Along with writing informative, explanatory, and persuasive articles, scholars



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will develop their reporting, narrative, and research skills while also enhancing their awareness of both local and global issues. ***School to Career requirement option.***

BOOK CLUB

This semester course has students select and read a novel individually or with a partner based on text availability. Students will show evidence of their reading through reading logs, discussions, and reflective writings. Students will be expected to cite references to their text in writings about setting, character development, theme, and other aspects of literary analysis.

LITERATURE AND MEDIA

This semester course has students consider the question posed by Shelby Ostergaard: Can Television be Considered Literature and Taught in English Classes? Students will be assigned several contemporary readings on the topic and view programs and films to determine which, if any, meet the criteria of "literature". Students will write a final paper at the end of the semester defending their answer to the question posed by the course.

ENTREPRENEURSHIP AND PUBLIC SPEAKING

This course provides instruction and experience in preparation and delivery of speaking opportunities, including an entrepreneurial pitch, within a public setting. Emphasis is on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, scholars should be able to prepare and deliver a well-organized pitch and participate in group discussions. Scholars should also demonstrate the speaking, listening, and interpersonal skills necessary to be effective communicators in academic settings, in the workplace, and in their community. ***School to Career requirement option.***

SOCIAL STUDIES

The study of history and social studies is vital in a democratic society. All scholars need to know and understand the European historical tradition, our national heritage, and the cultures and civilizations of the entire globe in order to become informed participants in shaping our nation's future. The history and social science courses are designed to: (1) develop the knowledge and skills of history, geography, civics and economics that enable scholars to place the people, ideas and events that have shaped our state and our nation in perspective; (2) enable scholars to understand the basic values, principles and operations of American constitutional democracy; (3) prepare scholars for informed and responsible citizenship; (4) develop scholars' skills in debate, discussion and writing; and (5) provide scholars with a framework for continuing education in history and social sciences.

CORE SOCIAL STUDIES COURSES

SOCIAL STUDIES I

Approached thematically, students explore three major units: the concept of revolutions—political, social, economic, and technological—, looking to their causes and impacts on society. Students will examine different types of revolutions—political, social, economic, and technological—and analyze their effects. Students will also study economic basics from a broad societal level down to personal finances, taxes, and entrepreneurship, while examining



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different types of economic systems and theory. Lastly, students will consider the roots and consequences of colonialism studying the causes and effects on local societies and globally, including, but not limited to, chattel slavery, cultural diffusion, trade, the impact of technology, revolution and nationalism. **In addition, students in the class of 2027 and beyond are expected to take and pass the Competency Determination assessment at the conclusion of this course as part of their high school graduation requirement.**

SOCIAL STUDIES II

Approached thematically, students will study their rights and responsibilities as residents and citizens of a democratic society: the principles and philosophy of government in our founding documents; the structure and purposes of our democratic as opposed to other forms of government; the achievements of democracy and the challenges to maintaining it; the concepts of liberty, equality, rule of law, and how evolving human and civil rights have shaped our history; looking at the various peoples that make up our pluralistic society, their tribulations and contributions; struggles for power and control over competing values both within nation states but also between governments on the world stage.

SOCIAL STUDIES III

Approached thematically, students will explore the wide ranging perspectives, ideologies, values and beliefs that have moved people to take action in the past, brought them into conflict, and that continue to do so today; Secondly, students will explore why and how various peoples move to, from, and within national boundaries, and how they adapt to new social, political, economic, and physical environments, as well as how their new cultures adapt to them. Lastly, students conduct a civics project that informs their own understanding of themselves as changemakers. Students will have the option to pursue an individual, small group, or large group project based on their interests and teacher guidance: identifying an issue that is important to them, researching the issue, and then drafting a direction for action using the civic skills and knowledge that they have gained throughout the year.

US I

US I is a thematic exploration of the nation's development from its founding through World War I, focusing on the promises, conflicts, and transformations that shaped American society. Students examine the ideals of the Revolution and Constitution, how these ideals moved westward, and the social, political, and religious changes that tested the nation's commitment to liberty and justice. They analyze the Civil War and Reconstruction as pivotal moments of conflict and transformation, as well as the dramatic economic growth, immigration, industrialization, and reform movements that propelled the United States into the modern era. Through these themes, students consider how Americans have continually redefined citizenship, opportunity, and progress—and what was gained and lost as the nation evolved. **In addition, students in the class of 2027 and beyond are expected to take and pass the Competency Determination assessment at the conclusion of this course as part of their high school graduation requirement.**

US II



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U.S. History II is a thematic study of the United States in the modern era, examining how American identity, democracy, and economic systems were influenced due to profound domestic and global change. Students explore how modern ideologies and international responsibilities reshaped what it means to be American, from the rise of modernity and the challenges of fascism, to the Cold War competition between Communism and Capitalism, as well as the cultural changes wrought by the Civil Rights movement. They analyze how economic forces—from industrial capitalism to globalization—transformed society, influenced policy, and redefined the nation's role in the world. Through these interconnected themes, students investigate how Americans confronted new pressures, defended democratic ideals, and adapted to a rapidly changing global landscape.

WORLD HISTORY

World History is a thematic investigation of how power, technology, and identity have shaped the modern world from the 18th century to the present. Students explore how political revolutions challenged old hierarchies and redefined nation-states, how industrialization altered the economic and political landscape, and the impact imperial expansion, all of which left lasting global legacies. They examine the transformative—but often destructive—impact of technological change, from the Agricultural and Industrial Revolutions to mechanized warfare in the World Wars. Finally, students analyze how the Cold War, globalization, and conflicts rooted in racial, ethnic, and political divisions reshaped borders and belonging, revealing both the possibilities and perils of the contemporary world. Through these themes, the course emphasizes the voices that resisted domination, the innovations that restructured societies, and the profound struggles over identity and justice that continue to shape global history.

SOCIAL STUDIES ELECTIVES

PHILOSOPHY

This course introduces students to fundamental philosophical questions and methods of inquiry. Students will explore major branches of philosophy including metaphysics, epistemology, ethics, and logic while developing critical thinking skills and learning to construct and evaluate philosophical arguments. The course emphasizes active learning through discussion, debate, and application. Students are encouraged to develop their own philosophical positions while learning to understand and respect opposing views. The goal is not to arrive at "correct" answers but to develop rigorous thinking skills and appreciate the depth of fundamental questions.

PSYCHOLOGY

Major goals of the course include promoting an interest in Psychology and the study of the following topics: personality, intelligence, and theories of development, abnormal behavior, frustration, anger and other areas. The course is designed so that students working at all levels can find success in this class. ***School to Career requirement option.***

JUSTICE AND SOCIETY

This course examines fundamental questions about justice, fairness, and how societies organize themselves to address human needs and conflicts. Students will explore different theories of justice, analyze contemporary social issues, and



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develop critical thinking skills for evaluating ethical and political questions by asking "What is Justice?," "What rights and responsibilities do we have?", while looking at justice through the lens of economics, the law, the criminal justice system, and social identity on a global stage, but also closer to home. The course emphasizes active learning through discussion, debate, and application. Students are encouraged to develop their own philosophical positions while learning to understand and respect opposing views. The goal is not to arrive at "correct" answers but to develop rigorous thinking skills and appreciate the depth of fundamental questions. ***School to Career requirement option.***

MATHEMATICS

Whether a student is planning to attend college or move into the workplace, a sound mathematical background is necessary. All students at Gateway are required to pass a minimum of three mathematics courses. Most colleges, universities, and applied technology institutions recommend that students successfully complete 4 years of mathematics. Mass Core, the state recommended program of study, recommends 4 years of mathematics in order for high school graduates to be career and college ready. Courses in grades 9 and 10 focus on the content, skills, and strategies assessed by the Mathematics MCAS test which is administered each year in May. The goal of the mathematics department is to have all students achieve mathematical competence through a strong program that emphasizes reasoning, communication skills, problem solving, making connections, and technological literacy.

CORE MATHEMATICS COURSES

INTEGRATED MATHEMATICS I

This integrated I class is designed to support all learners by building strong foundational math skills in a safe, inclusive, and respectful environment. The course blends pre-algebra review with core algebra concepts to help students strengthen their understanding, fill in learning gaps, and build confidence in problem-solving. Through teacher guidance, real-world connections, and trauma-informed care, students will progress at their own pace and develop the tools they need to succeed in math and beyond. **In addition, students are expected to take and pass the Competency Determination assessment at the conclusion of this course as part of their high school graduation requirement. Students pursuing honors credit within the course must complete additional assignments within the course and participate in demonstrating the skill among peers.**

INTEGRATED MATH II

In this alternative-setting integrated II math class, students will explore key geometric concepts while receiving teacher-guided instruction rooted in trauma-informed care. The class is designed to support all learners by focusing on conceptual understanding, building foundational math skills, and filling in any gaps in prior learning. Students are encouraged to apply their knowledge to real-world contexts and develop critical thinking and problem-solving abilities. This course is designed to meet students where they are, helping them build confidence, competence, and a deeper appreciation for mathematics. **In addition, students are expected to take and pass the Competency Determination assessment at the conclusion of this course as part of their high school graduation requirement.**



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Students pursuing honors credit within the course must complete additional assignments within the course, show competency in more advanced yet related skills, and participate in demonstrating the skill among peers.

INTEGRATED MATHEMATICS III

This Integrated III class is designed to empower students by deepening their understanding of algebraic concepts and strengthening their problem-solving skills in a respectful, inclusive, and growth-focused environment. Building on the foundations of Algebra I, this course helps students make meaningful connections between abstract math and real-world applications. With a trauma-informed lens and a flexible, student-centered approach, learners will progress at their own pace while gaining the confidence and skills needed for higher-level math and everyday reasoning.

Students pursuing honors credit within the course must complete additional assignments within the course, show competency in more advanced yet related skills, and participate in demonstrating the skill among peers.

ALGEBRA I

This course follows the common core standards for Algebra 1 and integrates the Standards for Mathematical Practice. Topics include solving and graphing linear equations and inequalities, systems of linear equations, exponential functions and sequences, polynomials, factoring, quadratic functions, operations of exponents and radicals, and data analysis, and graphing absolute value functions. A variety of mathematical models, real-life contexts, and technologies are used to develop conceptual understandings. **In addition, students are expected to take and pass the Competency Determination assessment at the conclusion of this course as part of their high school graduation requirement.**

Students pursuing honors credit within the course must complete additional assignments within the course, show competency in more advanced yet related skills, and participate in demonstrating the skill among peers.

ALGEBRA II

This course continues a rigorous presentation of the number system properties begun in Algebra I. Content includes the study of arithmetic and geometric sequences, quadratic functions, polynomials and polynomial functions, rational equations and functions, radical equations and functions, exponential and logarithmic functions, probability, design of statistical studies (including gathering data, making inferences and justifying conclusions), trigonometric functions, and choosing a function. Some of the topics covered within these units of study are solving systems involving both linear and quadratic functions, the fundamental theorem of algebra, complex numbers, and the binomial theorem.

Students pursuing honors credit within the course must complete additional assignments within the course, show competency in more advanced yet related skills, and participate in demonstrating the skill among peers.

GEOMETRY

This course formalizes the geometric concepts that students have learned in middle school, with an emphasis on reasoning and making mathematical arguments. Students will also study fundamental measurement theorems and postulates and apply these rules when solving problems. Students will use formal geometric construction tools to formulate reasoning and understanding of significant concepts. Geometric transformations will be utilized as the foundation for the congruence, similarity, triangle trigonometry, quadrilaterals, polygons, and circles units. Students will also further explore probability concepts they have learned in middle school. **In addition, students are expected to take and pass the Competency Determination assessment at the conclusion of this course as part of their high school graduation requirement. Students pursuing honors credit within the course must complete additional assignments within the course, show competency in more advanced yet related skills, and participate in demonstrating the skill among peers.**



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MATHEMATICS ELECTIVES

Money Matters - FINANCIAL LITERACY

Financial Literacy is an elective designed to equip high school students with the essential knowledge and skills needed to navigate the complexities of personal finance and build a strong financial foundation for their future. Through engaging discussions, real-world case studies, interactive activities, and technology-based tools, students will develop a comprehensive understanding of financial principles that are immediately applicable to their lives and crucial for long-term success. ***School to Career requirement option.***

APPLIED MATHEMATICS OF THE WOODSHOP

This course is a unique Hands on Learning experience for Gateway Academy students held in the woodshop space, and will apply concepts of mathematics to small woodworking projects. The mathematics trajectory will include the following units: 1. Sequences, 2. Linear and exponential functions 3. Features of functions, 4. Equations and inequalities 5. Systems of inequalities, 6. Transformations and symmetry, 7. Congruence, construction, and proof, 8. Connecting algebra and geometry, 9. Modeling data. Each unit will incorporate two hands-on woodworking projects and take one month to complete. Students will have the flexibility to create their own designs within the curriculum to build engagement and improve student outcomes. Students will be trained in general shop safety as well as machine specific safety training, and then have to complete safety quizzes and performance tests before being allowed to use shop tools. Tools included in the training include: drill press, band saw, sander, table saw, scroll saw, jig saw, power drill, circular saw, compound miter saw, and pneumatic brad nailer. ***School to Career requirement option.***

SCIENCE AND TECHNOLOGY

The science curriculum is designed to develop science literacy for all students. Globalization of information and economies has made it imperative that students understand scientific processes and content. Students are required to take three (3) college preparatory courses in the sciences (including 2 courses with laboratory work). Semester science courses without a laboratory component typically do not satisfy the science entrance requirement of four-year colleges.

BIOLOGY

Biology is a challenging course emphasizing the following topics: molecules to organisms (structures and processes), ecosystems (interactions, energy and dynamics), heredity (inheritance and variation of traits), and biological evolution (unity and diversity). Scholars are expected to apply conceptual knowledge to interpret the biological world. Emphasis is placed on those topics and types of questions likely to be seen on the Biology MCAS test. All scholars will be expected to take the Biology MCAS test at the conclusion of this course. **In addition, students are expected to take and pass the Competency Determination assessment at the conclusion of this course or Physics as part of their high school graduation requirement.**

STEM

STEM is a course designed to explore the exciting and interconnected worlds of Science, Technology, Engineering, and Mathematics! Introduction to STEM is designed for students curious about how these disciplines shape our modern world and prepare us for the future. Through engaging projects, interactive labs, and real-world case studies, students will develop critical thinking, problem-solving, and collaborative skills. This course emphasizes an interdisciplinary



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approach, demonstrating how STEM principles are applied to solve complex challenges and inspire innovation. Specifically, we'll explore data analysis and statistical reasoning to interpret scientific results, use algebraic modeling to design and test engineering solutions, and apply geometric principles in technology and spatial design. Students will also be introduced to computational thinking and the foundational concepts of discrete mathematics that underpin computer science and logic circuits.

PHYSICS

Physics presents basic physical principles that require both an understanding of qualitative concepts as well as proficiency in mathematical methods. The course may include a review of algebra; unit conversions; scientific notation; kinematics, forces and their effect on motion; work and energy; and linear momentum. Students are expected to integrate these concepts and apply them to a variety of situations. Laboratory work is an integral part of the course. **In addition, students are expected to take and pass the Competency Determination assessment at the conclusion of this course or Biology as part of their high school graduation requirement.**

SCIENCE AND TECHNOLOGY ELECTIVES

CHEMISTRY and the ENVIRONMENT

This science elective explores the chemicals and chemical processes and their impact on the environment, focusing on water and soil chemistry, how human activities regarding toxic organic compounds and heavy metals contribute to pollution. The course also explores environmental regulations related to climate change and resource management.

School to Career requirement option.

HORTICULTURE

This science elective introduces students to plants, art, and practical skills of plant cultivation, covering topics like plant identification and biology, propagation, soil science, pest management, and landscape design, preparing them for careers in plant production, gardening, or related fields. ***School to Career requirement option.***

COMPUTER TECH

Computer Technology is an initial course in computer science and applications offering students a wide exposure to computer applications (G Suites) which will make their academic efforts more effective. Students will also explore introductory concepts in computer science allowing them to make informed decisions about future computer courses and/or careers. The course provides an overview of information technology and introduces students to the basics of hardware and software. ***School to Career requirement option.***

WELLNESS

HEALTH

A required course of study that focuses on communication and interpersonal skills, health assessment, risk and protective factors and behavior management. The course promotes lifetime skills and health-enhancing activities.



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Scholars participate in an assessment of various areas of wellness: physical, emotional, social, life planning, environmental, spiritual, cultural, financial and intellectual wellness. Scholars assess personal wellness, identify resources, set goals, and plan strategies and learn how to look at decision-making. Topics include, but are not limited to: Management of mental wellness, basic nutrition, types of fats, how various nutrients affect the body, BMI, disordered eating and body image, energy drinks, skin cancer, sleep, Internet safety will be explored. Sexuality will focus on basic anatomy and physiology of the male and female reproductive system, STD's, birth control, preventive exams, and basic safety issues in dating will be discussed. Friendships, bullying and harassment will also be addressed within this course. Scholars will maintain journals and evaluate progress throughout the program.

FITNESS AND CONDITIONING

Successful completion of Physical Education I provides scholars with the necessary knowledge and skills to improve fitness levels in order to live a healthy lifestyle. Physical fitness is essential for optimal physical wellness. Physical Education I focuses on individual skill development in a variety of physical activities. An introductory fitness unit, utilizing the Fitness Center, will focus on proper and effective use of the weight and aerobic equipment. Scholars will also participate in a variety of team and individual/dual sports as a means of gaining more opportunity for physical activity throughout their life.

FINE ARTS

VISUAL ARTS

BASIC FOUNDATIONS IN ART

Foundations in Art is open to all scholars. The course includes experiences in the use of both two and three-dimensional materials and concentrates on elements of Art and principles of design as they relate to painting, drawing, printmaking, ceramics, sculpture and other media. Students are expected to do outside projects as assigned by the instructor.

MUSIC AND PERFORMING ARTS

MUSIC EXPLORATION

This is an introductory survey course for those scholars who aren't quite sure where their musical interests lie and who would like to explore a variety of options. The course features short exploratory units on: keyboard, guitar, music software, (GarageBand) singing, and rhythmic composition using a variety of percussion instruments. By taking this course, students will be exposed to a wide variety of options for expressing themselves musically, and will develop a basic understanding of musical notation and theory.

CULINARY ELECTIVES

FARM TO TABLE



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Farm to Table is a Hands on Learning course where students learn the full journey of food, from planting seeds to preparing fresh, homegrown ingredients. Students will grow a variety of vegetables and herbs while gaining practical skills in gardening and sustainable growing practices. In the kitchen, they will learn essential food safety, sanitation, and preparation techniques. Throughout the course, students are encouraged to share favorite family or cultural recipes, connecting their harvests to meaningful culinary traditions. By the end, students will understand where their food comes from and how to turn it into wholesome, delicious dishes. ***School to Career requirement option.***

INTERNSHIP PROGRAM

TRANSITIONS TO ADULTHOOD

Transitions to Adulthood introduces students to the essential skills and experiences needed for career readiness. In this course, students learn how to create professional résumés and practice effective job-search strategies. They engage with guest speakers who are experts in their fields and participate in visits to local job sites to explore real-world work environments. Students also learn how to connect with internship opportunities that align with their interests and career goals. The class provides guided preparation for job interviews, helping students build confidence and communication skills. By the end of the course, students will be better equipped to navigate the path from school to meaningful employment. ***School to Career requirement option.***

Gateway Academy hopes to offer all courses listed in this Program of Studies, but due enrollment priorities all offerings may not be available. Students and their parents or guardians should be aware of this possibility.

SCHOOL COUNSELING PROGRAM

School Counselors provide a variety of student and community based services including, academic, career and post-secondary planning, and crisis intervention/resources. The School Counseling Office offers a comprehensive developmental guidance program consisting of individual and group sessions with students, as well as parent/guardian evening informational presentations, including at the Haverhill High School campus. The administration, counselors, teachers, and students work together to promote the best interests of the school and the individual student.

Students are assigned a school counselor upon enrollment in Gateway Academy and work individually with their counselor throughout their school career. This system allows the counselor and student to develop the relationship necessary to work closely in developing both short and long-term goals. Together they develop an individualized plan that helps the student actualize their potential and dreams.



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The focus of the school counselor is to work with the students and their parents/guardians in matters pertaining to academic advising, post-secondary planning, and personal/social counseling. This could include adjustment to school, registering for courses, placement in classes, college and career exploration, testing, tutoring, and personal/emotional issues. School counselors have access to a wide variety of community and collegiate resources in order to provide the scholars with the best possible options for all their needs.

Students can make an appointment with their counselor by emailing their counselor or visiting the main office. Parents are encouraged to call or email their child's counselor to make an appointment to discuss any areas of concern.

SERVICES

The counseling staff meets with students on an individual and group basis. Some featured supports for students and parents include:

- Junior Class Presentations ~ includes career and college exploration
- Senior Class Presentations ~ college and post-secondary planning
- Course Selection and Registration Meetings
- College Financing
- College Search
- Scholarship Search and Application
- College Application Workshops

Counselors will maintain regular contact with faculty and staff to ensure progress of each student and will assist the student in selecting an educational program that is appropriate for their educational and vocational interests. Counselors will work with the students and their parent/guardian to make any necessary referrals for outside tutoring, remedial work, 504 and special education services.

COLLEGE & POST SECONDARY PLANNING

The college search and application process involve long term planning. Beginning in their freshmen year with the creation of the 4-year plan counselors and scholars work collaboratively in selecting an appropriate post-secondary path. Counselors assist students in the following ways:

- Course selection
- Guided Naviance Family Connection activities (The Game Plan, Personality and Career Surveys)
College search process
- College majors and related careers PSAT/SAT/SAT Subject/ACT testing
- College application Process
- Essay/Resume writing



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- Letters of Recommendation
- College visits and interviews

NAVIANCE & FAMILY CONNECTIONS

Family Connection from Naviance is a web-based service designed especially for students and parents. It is a comprehensive website that students and parents can use to help make decisions about colleges, careers, and post-secondary plans. Each student has a profile on Family Connection and is linked directly to the counseling office so that the counselors can monitor each students' progress in the college admissions process. It will specifically track and analyze data about college admissions and Gateway Academy students so it can provide up-to-date information that is specific to our school.

FINANCIAL AID AND SCHOLARSHIPS

The Counseling Department shares information and opportunities related to financial aid, FAFSA and internal and external opportunities. Students are encouraged to utilize the resources available in the school counseling office to assist them in this process. Families are provided with online resources and in person workshops to support students and families in this process.

In view of the ever-increasing costs of college, families need to take advantage of all resources available to finance higher education for their children. The school counseling department partners with MEFA (Massachusetts Educational Financing Authority) to bring parents and scholars the most up to date information and assistance regarding financial aid for college. Parents are able to access this information from the school counseling website or by visiting the following:

- www.mefa.org
- www.fafsa.ed.gov
- www.collegeboard.org

As a service to families, the school counseling department sponsors various Financial Aid Workshops each year with personnel from MEFA and other professional organizations to assist families in the process of securing financial aid and the preparation of the FAFSA (Free Application for Scholar Aid) and the CSS-Profile.

Scholarships from other sources: Throughout the year, the school counseling department receives notifications from local, state, and national organizations offering scholarships to our scholars. These scholarships are primarily from business, industrial, professional, and fraternal organizations. Criteria for these awards are usually based on academic achievement, community service, test scores, essays, and leadership qualities. These scholarships are publicized and updated weekly on Haverhill High School Naviance Family Connection and can be accessed by anyone in the Haverhill Public School community. It is the responsibility of the scholar to regularly check Naviance



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Family Connection for updates and deadlines, and to pursue these opportunities. School counselors are ready to offer any assistance with this process in regards to information, recommendation letters, and transcripts.

In addition, it is important for families to inquire about scholarships offered by their own employers, fraternal and veteran organizations, and church groups.

Local Scholarships for Haverhill High School scholars: In addition to the scholarships on Naviance, numerous local scholarships are also available specifically for Haverhill Public School Students. These scholarships are published yearly on our Haverhill High School website with instructions for students as to how to pursue each scholarship. Selection for most of these scholarships is based on need and merit, and upon being awarded, will be announced at the various end of the year ceremonies held for the senior class. Please check the website regularly for updates on deadlines and funding.

STANDARDIZED TESTING

The following is a summary of the testing programs made available to the students through the School Counseling office. Most of this testing is voluntary; however, students who plan to attend college after high school should take full advantage of all the testing opportunities available. These tests are usually a requirement for college admissions. Students must do their research to see what is required by each school or organization.

Information about testing will be available on the Haverhill High School School Counseling website and in the Counselor Connection Newsletter; however, it is the responsibility of the student to register for these exams, watch their deadlines, and to research which colleges require additional testing (such as the SAT Subject Test). The standardized tests recommended by the school counseling department are:

- **Preliminary Scholastic Aptitude Test and National Merit Scholarship Qualifying Test (PSAT/NMSQT) ~** This 2 hr., 45 minute version of the SAT is valuable for practice. It is highly recommended that students take this test in October of their sophomore AND junior year. For juniors, the National Merit examination is utilized by scholarship program sponsors for applicants who may qualify for scholarship consideration in their senior year. A detailed individual report is provided to each participant highlighting their weaknesses and strengths, and also offers them information about how to begin their college admissions journey. This test is offered only once per year. Registration information is available in the school counseling office at the beginning of each school year.
- **SAT~** The SAT is a globally recognized college admission test that shows colleges what you know and how well you can apply that knowledge. It tests your knowledge of reading, writing and math — subjects that are taught every day in high school classrooms. Most students take the SAT during their junior or senior year of high school, and almost all colleges and universities use the SAT to make admission decisions. Practice tests, tips, as well as registration information, are available at www.collegeboard.org



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- **SAT Subject Test** ~ Subject Tests are hour-long, content-based tests that allow you to showcase achievement in specific subject areas where you excel. These are the only national admission tests where you choose the tests that best showcase your achievements and interests. SAT Subject Tests allow you to differentiate yourself in the college admission process or send a strong message regarding your readiness to study specific majors or programs in college. There are 20 SAT Subject Tests in five general subject areas: English, history, languages, mathematics and science. Some of the more competitive colleges REQUIRE 2-3 SAT Subject Tests; it is the responsibility of the scholar to see if it is necessary for the colleges they are applying to.
- **ACT** ~ The ACT is also a nationally accepted college entrance exam and is looked at interchangeably with the SAT and SAT Subject Tests. It assesses high school students' general education development and their ability to complete college-level work. The multiple choice test covers four skill areas: English, mathematics, reading, and science. The writing test, which is optional, measures skills in planning and writing a short essay. In order for the ACT to be considered in place of the SAT for college admissions, the scholar MUST take the optional writing section. Visit www.actscholar.org for additional information, practice tests, and registration information.

NCAA - NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

Student-athletes must register with the NCAA Eligibility Center to be eligible to play NCAA Division I or II sports in college. Athletes playing in Division III do not have to register. Students should work closely with their coaches and school counselors to determine if they should complete this process.

What is the NCAA Eligibility Center?

The NCAA Eligibility Center certifies whether prospective college athletes are eligible to play sports at NCAA Division I or II institutions. It does this by reviewing the student-athlete's academic record, SAT or ACT scores, and amateur status to ensure conformity with NCAA rules.

What are NCAA Divisions I, II, and III?

The NCAA is the governing body of many intercollegiate sports. Each college regulated by the NCAA has established rules on eligibility, recruiting and financial aid, and falls into one of the three membership divisions (Divisions I, II and III). Divisions are based on college size and the scope of their athletic programs and scholarships.

When should students register?

The NCAA recommends that scholar-athletes register at the beginning of their junior year in high school, but many students register after their junior year. There is no registration deadline, but students must be cleared by the Eligibility Center before they receive athletic scholarships or compete at a Division I or II institution.



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How do students register?

Students must register online at the NCAA Eligibility Center. The link for this site is accessible through the Haverhill High School School Counseling website and on Naviance Family Connection site. Students will have to enter personal information, answer questions about their course work and sports participation outside of high school and pay a registration fee.

Can students have the registration fee waived?

Students who have received a waiver for the SAT or ACT are eligible for a waiver of the registration fee. The student's counselor must submit confirmation of the scholar's test fee waiver. Please see your counselor for more information.

ATHLETICS INFORMATION

[Link to Athletics](#)

Gateway Academy students may have access to the athletic program through Haverhill High School. Haverhill High School sponsors a broad-based athletics program, offering **35** sports programs and fielding 55 teams. All programs are also governed by rules of the Massachusetts Interscholastic Athletic Association (MIAA) and the Merrimack Valley Conference.

The materials outlined below define some of the policies and procedures for all student-athletes participating in our High School Athletic program. Student-athletes must meet all academic eligibility requirements as well as the rules and regulations set forth in both the MIAA Handbook and Haverhill Parent/student-Athlete Guide.

Haverhill High School sponsors a Unified Basketball team and a Unified Track and Field team. These teams are supported by the MIAA and by the Special Olympics and bring together student-athletes with and without intellectual abilities. These teams will be competing against other schools in the Merrimack Valley Conference.

Participation Requirements

Student-Athletes and parents must submit the following prior to participation:

Participation Packet – includes Haverhill High School Permission Form, Medical History and NRH Consent.

Physical Examination - Student-athletes must present a valid physical on an annual basis. Physicals are valid for 13 months. Any student-athlete who has an expired or invalid physical will NOT be permitted to participate under any circumstances. Updated physicals should be submitted online or to the athletic department office through the course of the year. Physical examinations must be performed by a duly registered physician, physician's assistant, or nurse practitioner.



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ACADEMIC REQUIREMENTS FOR ELIGIBILITY IN ATHLETICS

A student-athlete must secure during the last marking period preceding seasonal tryouts (e.g., second quarter marks and not semester grades determine third quarter eligibility) a passing grade in the equivalent of four major subjects. To be eligible for the fall marking period, student-athletes are required to have earned credits for the previous academic year equivalent to four full year courses. Student-athletes must be enrolled full-time (minimum of four classes) at all times to be eligible to participate. The academic eligibility of all student-athletes shall be considered as official and determined only on the date when the report cards for that marking period have been issued. Incomplete grades will not be counted toward eligibility. The rules below also apply to academic eligibility:

1. A student-athlete who repeats work for which he or she has once received credit cannot count that subject a second time for eligibility.
2. A student-athlete cannot count for eligibility for any subject taken during summer vacation unless that subject has previously been pursued and failed.

STAFF DIRECTORY

School Phone Number: 978- 374-3473

Position	Name	Extension	Email
Principal	Brian Edmunds	Ext: 40020	Brian.Edmunds@haverhill-ps.org
Leader of Instruction and Assessment	Joanna Dix	Ext: 40011	Joanna.Dix@haverhill-ps.org
Head Teacher	Katherine Davis	Ext: 40002	Katherine@haverhill-ps.org
Guidance Counselor	Alexandra McArthur	Ext: 40023	Amcarthur@haverhill-ps.org
School Adjustment Counselor	Tracey David	Ext: 40019	Tracey.David@haverhill-ps.org
Educational Team Facilitator	Danielle Gregoire	Ext: 40009	Dgregoire@haverhill-ps.org
Student Support Coordinator	Lacie O'Brien	Ext: 40022	Lacie.Obrien@haverhill-ps.org
Invention Support Technician	Elsa Guzman	Ext: 40004	Elsa.guzman@haverhill-ps.org
Invention Support Technician	Alejandro Caraballo	Ext: 40004	Alejandro.caraballo@haverhill-ps.org
Director of Guidance, Counseling & Student Support Services	Jami Dion	Office: 978-374-5700 Ext: 1133	Jdion@haverhill-ps.org
Director of Safe and Supportive Schools	Maureen Irons	Office: 978-373-5700 Ext: 1113	Mirons@haverhill-ps.org
Job Coach	Kathy Moriarty	Ext: 40008	Kathy.moriarty@haverhill-ps.org



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School Nurse	Cheryl Marczak	Ext: 40021	Cmarczak@haverhill-ps.org
Bilingual Parent Engagement Liaison	Nancy Molina-Campos	Ext: 40004	Nancy.Molinacampos@haverhill-ps.org

Haverhill Public Schools does not discriminate on the basis of race, color, religion, national origin, gender, gender identity, sexual orientation, or disability in admission to, employment in, or treatment in its programs and activities