



Relationships are strained as people isolate during COVID

Page 3

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Winter driving requires planning, caution to be safe on the road

Page 3



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ALSO INSIDE

News

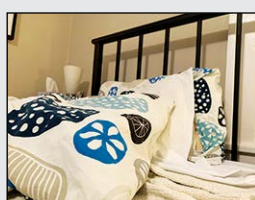


Debate squad leaps online

Despite a smaller-than-normal roster and changes to the competition format, the Hawks team is having success

Page 2

News



Proper sleep key to teen health

Experts agree that teens need to be consistent about their sleep habits to maintain their physical, mental health as the pandemic continues

Page 2

Opinion



Grading change provides hope

While there are some downsides to the new approach to grading, the guarantee of at least 50 percent can give students a chance to pass their classes

Page 4

Variety

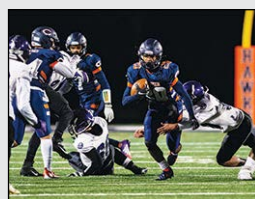


Art staff alters design of classes

Hawks art teachers make great efforts to transform their usual curriculum to meet the needs of students working at home

Page 7

Sports



Football season ends with victory

After nearly having their season canceled or postponed, the Hawks beat Southwest 39-19 in the section semifinal game

Page 9

COOPER HAWKS ADJUST TO WEDNESDAY CHANGES

In-person assistance, advisory questionnaire added to the existing student support offerings

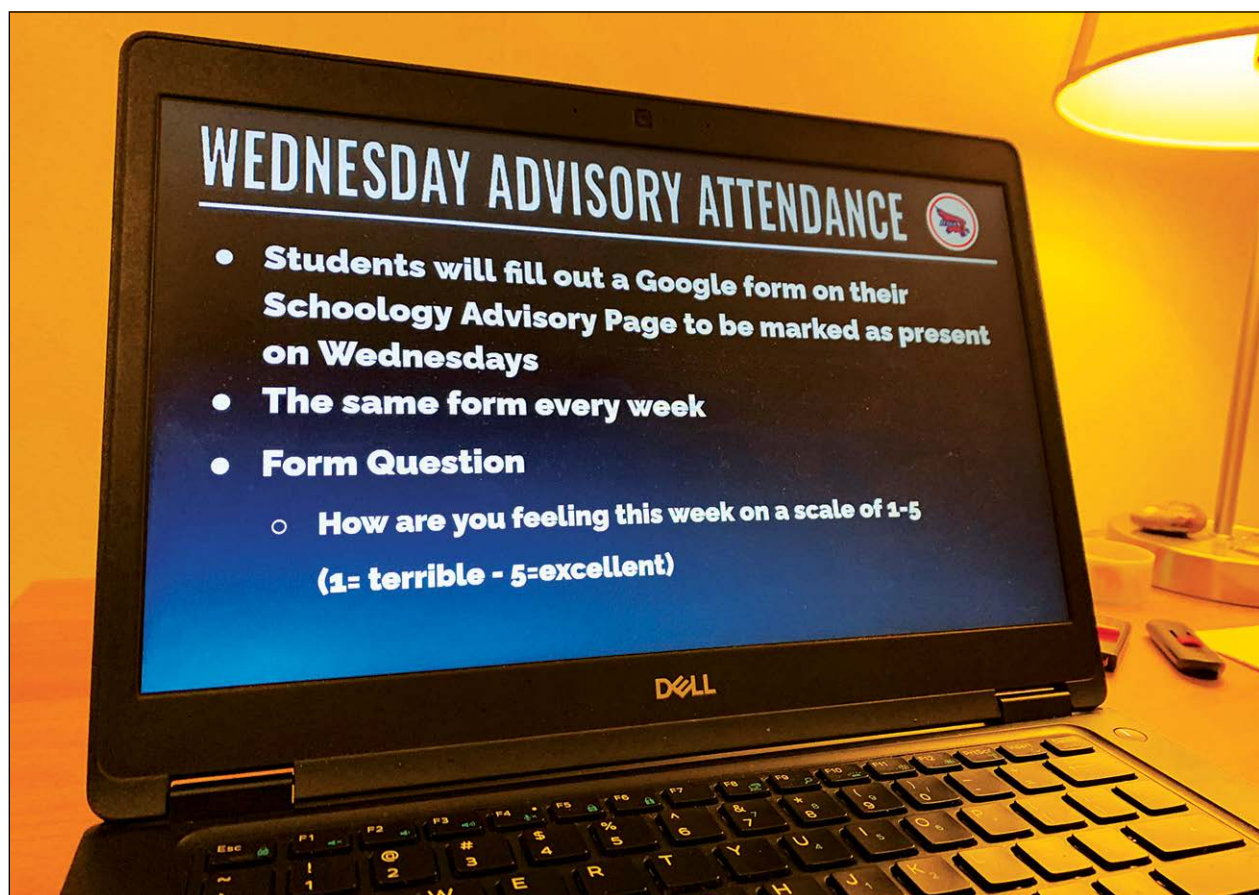


Photo by MR. ZUCCOLA

Students are asked to complete a Google form in which they indicate how they are feeling during that week of school.

By MAKAYLA HOTT
Quill staff writer

Cooper introduced a pair of changes to the Wednesday student support day at the start of November. The first change involved the start of a Wednesday advisory check-in that is designed to monitor how students are feeling about school. Meanwhile, the second change was the beginning of in-person sup-

port through which limited numbers of students can sign up to work with teachers on Wednesdays.

The Wednesday advisory check-in is an extension of the weekly advisory class, which takes place on Mondays during fifth period. On Wednesdays, students are now required to fill out a Google form on their Schoology advisory page on which they respond to the question, "How are

you feeling this week on a scale of 1-5?" In order to be marked as present, students must complete and submit a response.

"After the school year started, we discovered that the state requires some sort of attendance-taking mechanism to be in place each day of the week," Head Principal Mr. Herman said. "Instead of revising our schedule, we decided to offer a quick check-in for

students around academic and social-emotional well being so we can better support our students."

The larger change to Wednesdays was the introduction of an in-person teacher support option. Through this new system, students can sign up to get support during an 8-10 a.m. or 12-2 p.m. slot. Up to three students can be with a teacher during each two-hour session and there is at least one

teacher available from each subject area.

"As part of the Distance Learning Plus model, the goal was to increase support for students this year," Herman said. "We started out the year by creating our Student and Family Support Center with the plan of moving to in-person support as the year progressed. During September and October, we worked on transportation, how many students could come in, set COVID protocols to follow and other details before we could roll this option out."

The first step in accessing this support is signing up, which must happen in advance. If a student needs transportation, the student must call 763-504-8478 or email nicole_williams@rdale.org to set up transportation by Thursday before the Wednesday they want to come in for support. If a student does not need transportation, they must sign up by calling 763-504-8478 or emailing nicole_williams@rdale.org before 2 p.m. the Monday before the Wednesday they want to come in for support.

Students who come in for support have a

WEDNESDAY
continues on page 2

Graduate gets national notice for published essay

Donny Pearson, who graduated from Cooper in 2013, had an article featured on the Huffington Post website in October 2020



Photo by CEYLON MITCHELL II

Donny Pearson is currently doing scientific research at the University of Illinois.

By ANDREA TRIBBLE
Quill staff writer

Stuck between two worlds, many biracial Americans struggle with being "too white" for one crowd but being "too Black" for the other. Cooper graduate Donny Pearson is a 26-year-old writer and

scientific researcher who has faced this battle himself.

Growing up in white suburbia and being raised by his white mother's side of the family, Pearson had little-to-no exposure to Black culture. When his father died, Pearson said he grieved the absence of his Blackness and resented that he never got the opportunity to embrace this side of himself.

In his published work, Pearson digs into intergenerational trauma, struggling to claim his Blackness and the importance and power of voting. Pearson initially got involved in writing after publishing a piece on the murder of George Floyd. He got into contact with a family friend who was familiar with journal writing and taught him about the importance of telling your truth and being vulnerable. His writing eventually came to the attention of the Huffington Post website, which published his article, "I've Grieved The Absence Of My Blackness. Now I Want To Make My Black Vote Matter," on October 23, 2020.

After this article was published, Pearson said he received many responses. Pearson recalled people sharing how moved they were by his work and how well he showcased his belief in the power of feelings and vulnerability. Pearson credits Cooper and his time in IB English HL for the development of this belief.

"I believe it is important to be authentic to ourselves and find a way to express our emotions. I spent a lot of time at Cooper learning how to be a good writer, particularly in my time in IB English HL. Our voice can be a powerful thing, especially when it tries to transform great pain into hope," he said.

Pearson graduated from Cooper in 2013. He also earned a full IB diploma during his time as a Hawk. Whilst discussing his time at Cooper, Pearson said he had many important connections with his

GRADUATE GETS NOTICE continues on page 3

Teachers become students on professional development days

While Cooper students have the day off, their teachers spend days like January 25 learning new ways to do their jobs

By JACK ATKINSON
Quill staff writer

Students are about to have a day off of school on January 25 as Cooper staff members take part in a professional development day. These days take place several times throughout the school year so staff members can take part in workshops and meetings to help them better perform their jobs.

"We have large group meetings about standards and best practices, updates on policies and procedures, and get-to-know-each-other morale boosters," English teacher Ms.

Kope said. "We also have department meetings where we talk as a department about the work that needs to get done, or for all advisors of a certain grade to be trained in how to proctor state tests, help kids register, or plan for the next big Cooper event. Sometimes, we have specialized district meetings for all secondary language arts teachers or other district-level groups to meet and work on district-level alignment, standards, and best practices."

The trainings that happen during professional development days are designed both at the district level and at the building level by different groups.

"There really isn't a district group that plans professional development. Instead, there are people, mostly former teachers, that are part of the district curriculum and development team. These people help implement district-level initiatives by creating training for building staff," Cooper Administrative Intern Mr. Nelson said. "At Cooper, there is a group called the Instructional Leadership Team made up of teachers, counselors, and administrators. The team meets monthly to discuss the needs

PROFESSIONAL DAYS
continues on page 2

Relationships are being tested by COVID

From interactions with family members to touching base with friends, staying at home makes staying connected harder



Photo by DAVINA BELLINGER

Seeing one's closest friends can be a challenge when one is trying to stay safe during the pandemic.

By SANDY VUE
Quill staff writer

A human relationship is the state of connection between two people. There are many types of relationships that people have, including friendship, romantic, familial or professional. During COVID-19, relationships have been subjected to stress as people have either been forced together or forced apart due to various

stay-at-home orders. This is a reality that has been faced by Cooper students, whose access to the people with whom they have relationships has been affected by the pandemic this year.

Ashleigh Sailer (11) said COVID has caused her to distance herself from the outside world.

"Since COVID started, my dad wouldn't let anyone over or have anyone leave because I live

with both my dad and grandma and they both have bad health," she said. "I have bad Wi-Fi, so when it comes to talking to friends online, it's frustrating."

Sailer added that maintaining long-distance relationships is not her strong suit, so she is staying away from having a romantic relationship for the time being.

Another relationship challenge Sailer has faced is not being able to visit her mom and

siblings since her parents are divorced and she mainly lives with her dad. COVID has also impacted her relationships with the people with whom she lives.

"I feel like we either argue the whole day and stay away from each other or we're the complete opposite," she said. "Our emotions I feel like are just all over the place because we don't really talk about it too much."

On the other hand, some things have been easier for Sailer during the pandemic. She said school has become easier because she now doesn't have people distracting her from her work.

"I would definitely say that I needed a break from others. It helped me see what I can truly do," Sailer said.

Even though Sailer said it's difficult to maintain the energy to do things in school, she sets goals for herself and does not give up on things easily during distance learning.

At the same time, Sailer said there are things she misses about seeing her friends. For example, she said she misses hanging out, being around people and being in a loud environment.

"I miss not having to worry about people I care about getting sick. Thankfully, I haven't lost anyone close to me from COVID," Sailer said.

COVID has also impacted the relationships of Christina Nguyen (12).

"I feel that physical interac-

RELATIONSHIPS
continues on page 8

Students share resolutions for brand new year

Hawks set various academic, personal goals as they head into 2021

By ANDREA TRIBBLE
Quill staff writer

The new year represents a fresh start for many people. The start of a new year is also a chance to set goals that will help you have the most productive year possible. After the year 2020 turned out to be, it's safe to say people will have a long list of things they hope to bring into their lives in 2021. Personally, I'm going to hold myself accountable to be consistent with practicing gratitude and acknowledging and prioritizing my mental health. I also am going to continue to get better with saving money. The following are some resolutions fellow Cooper students have made for 2021.

Tori Dalton (9): "Get good grades and eat healthier."

Somah Kamara (9): "Save more money."

Bre Frazier (10): "I want to get my first car."

Olivia Lauter (10): "I want to get my license."

Aaliyah Newman (11): "Try new things and be open to learning more."

Khadir Ahad (12): "I want to grow spiritually and work on being less judgmental."

Lyrick Arie-Krogfus (12): "Getting accepted into North Carolina A&T and into their nursing program."

Ramon Arrington (12): "To begin to discover my purpose in life and to get closer to God."

Tabitha Bergeson (12): "My main goal is to start to dig deeper into the bible."

JJ Collier (12): "I want to weigh 235 by the end of 2021, graduate in June with all As and have a car."

Lamiaha Irons (12): "I want to make sure I work out every day of the week once my volleyball season is over."

Cyrus Jarjay (12): "I want to learn how to edit photos through professional programs and work hard enough to achieve my ideal body figure."

Jewel Lee (12): "I would love to pick up painting again. I started to paint over quarantine but slowly faded out of it. It'd be nice to pick it up again."

AJ Massaquoi (12): "Be more active and be consistent in exercising."

Victoria Ombuna (12): "I want to make a decision on what college I'm going to attend in the fall."

Jayla Reliford (12): "I need to work on being more grateful for the things I have."

Henry Suah (12): "I want to work on staying true to myself."

Meme Wheeler (12): "I'm going to become more independent and work on being responsible."

Whether they're big goals like saving money for college or smaller ones like working on keeping your room clean more often, new year's resolutions can help you create some order in your life and give you a reason to hold yourself accountable. Make those goals and dedicate yourself to accomplishing them. Carpe diem!

Winter weather requires teens to drive with extra care

Preparation before leaving home and precautions while actually driving can help make winter travel safer for everyone

By MAX REKELA-JASPER
Quill staff writer

Winter has finally arrived, and thus, cold weather has, too. One of the main concerns about winter arriving is that the roads are going to get slippery, wet and icy. This can be a huge hazard, not only for adults, but also for teens who are just learning to drive. Thankfully, there are various ways to commute safely during this winter season despite all of the hazards on the road.

1. Scrape down your entire car before leaving for your destination

Clearing your car of snow and ice will greatly improve your vision on the road. First, you should start your car and let it warm up. Then, you can carefully scrape your windshield, your side windows and your rear window by hand.



Photo by MR. ZUCCOLA

Ice and snow can make a daily commute anything but routine.

There are two specific types of scrapers you will want to use depending on the condition of your vehicle. If your vehicle is covered with snow, one of the best snow scrapers on the market is a Hopkins 532 Mallory 26"

Snow Brush. This scraper includes a snow brush on one side, which is beneficial for scraping off snow. Also featured is a scraper blade with tough ice chippers to break through the ice on your windows.

GRADUATE GETS NATIONAL NOTICE FOR PUBLISHED ESSAY continued from page 1

teachers during high school.

"Ms. Kilsdonk and I bonded over *Star Wars* in her History of the Americas class and she is such a delightful person and teacher," Pearson said. "20th Century Topics with Mr. Gagnon was one of my favorite classes, mostly because he was always a fun teacher and gave us a lot of freedom with projects. Theory of Knowledge with Mr. Zuccola was a fun class, too. He and I both love film and have a similar sense of humor. One of the compliments that has stuck with me from high school is that I reminded an old friend of Mr. Zuccola. Sra. Whitehead is about the same age as my older brother, so she and I always clicked, and she was always like a big sister figure as a mentor in my time at Cooper."

Pearson also acknowledged his former English teachers Ms. Pulling and Ms. Kope, along with retired Cooper

guidance counselor and published author Mr. Stewart, for challenging him to be a better and more passionate writer.

"That has stuck with me to this day and I think a lot about what they have instilled in me as a writer," Pearson said.

In addition to writing, Pearson is also passionate

pursuing a career out in those fields," he said.

In fact, Pearson eventually went to Clark University, where he majored in both physics and chemistry. During his junior year, he studied abroad in England, where he felt he got the opportunity to really experience living on his

own and grow his passion for his field.

After graduating with high honors in physics, Pearson was accepted into a Ph.D. program at the University of Maryland, College Park. He assumed a teacher assistant role and won a runner-up award for being an outstanding teaching assis-

tant of the year. Pearson later packed up and moved to the cornfields of University of Illinois, Urbana-Champaign to follow his Ph.D. advisor and continue his Ph.D. in physics.

As for what his next steps might be with respect to his career, Pearson explained that he does not know what exact physics avenue he wants to go down.

"It's okay," he said. "I just turned 26 and still don't know what I want to be when I grow up."

Although his future in physics is undecided, his time at Cooper has taught him something that will stick with him.

"If it is one thing I have learned since my time at Cooper, it's to trust that things have a way of eventually working out in the end and things will be okay," Pearson said.

You can read Pearson's article on the Huffington Post's website at www.huffpost.com.

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about scientific research and traces that passion back to his time in Cooper's science department.

"IB Physics HL and Chemistry HL were two of my favorite classes in high school, with Mr. Geldert and Ms. Hawkins, respectively. They both challenged me and I ended up

own and grow his passion for his field.

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