



Teens begin looking for part-time work in improved job market

Page 2

The Quill

Fri., Nov. 5, 2021 Vol. 58, No. 1

Fans return to stands for games without COVID restrictions

Page 8



Robbinsdale Cooper High School www.rdale.org/chs/students/the_quill 8230 47th Ave. N., New Hope, MN 55428

ALSO INSIDE

News



NHS plans for busy 2021-2022

A new advisor coupled with a return to the building brings new energy to Cooper's National Honor Society chapter

Page 3

News



Carnival marks heritage month

October 19 event celebrating the conclusion of Hispanic Heritage Month featured games, music, arts, crafts and concessions

Page 3

Opinion



Busing issues hurt all Hawks

Not knowing whether their bus route will be canceled at the end of the school day is putting many students in a tough position

Page 4

Variety



Improv squad ready to perform

The return to Cooper for school gives the improvisational performance troupe a new chance to make audiences laugh in person

Page 6

Sports



Hawks crush rival Falcons

Cooper dominated Armstrong in the second half of the annual match-up on its way to a 49-14 victory, the sixth in a row over the Falcons

Page 7

HOMECOMING RETURNS FOR FIRST TIME SINCE '19



Photo courtesy of TALONS

The October 1 pepfest featured performances by the school's cheerleaders, step team and hip hop dance team.

By MYRA SINCHI
Quill staff writer

Cooper celebrated homecoming during the week of September 27 through October 1. This week of activities did not take place last school year due to the distance learning format of school during the early months of the pandemic, so the return of homecoming celebrations was appreciated by students, staff and community

members alike.

"Homecoming is a great way for students, staff and alumni to get together and appreciate all that our school has to offer," Ms. Heck, an English teacher who works with the Spirit Committee, said. "It's also a time to celebrate different student groups and allows all participants to look back fondly on all the memories and events that are created during the week."

The biggest part of the week was the October 1 homecoming game, during which Cooper beat Sibley 34-13. Some of Cooper's students performed noteworthy plays in the game, including Camden Royal (12), who rushed for 187 yards and two touchdowns, and David Connors (12), who finished with 114 yards receiving and two touchdowns. Additionally, Joe Russell (12) threw for 154 yards and three touch-

downs.

Another big event that took place during homecoming week was the pepfest, which was held on October 1. The pepfest is an assembly at the end of the day. During the event, there was a dance including the football team, the cheerleaders, the marching band, the step team and the hip hop dance team. The pepfest also included challenges to help entertain the crowd.

A full week of traditional events were held at Cooper following last year's pandemic-related cancellations

"One of my favorite events was the pepfest because I helped set up the pepfest and played the music for each group that performed," Naima Hussien (12) said.

This year, members of the Student Council picked out the spirit days. The spirit days this year included a comfy day during which everyone came to school dressed in pajamas; a jersey day when everyone dressed in a jersey; a dress your best day that asked everyone to dress neat and nice; a decade day where everyone dressed in styles from the past; and a Cooper spirit day on which everyone dressed in their own Cooper gear.

"The spirit days were picked from the student requests from the Google form sent out on Schoology," Heck said. "I think I saw the most participation on jersey day."

Another event that took place during the homecoming week was the powderpuff game, which occurred on September 29 after school. This year, the senior team beat the juniors during the event.

"I enjoyed the powderpuff game because I was a part of the game as a senior. It was a way to come together as seniors and work

HOMECOMING
continues on page 2

Lockers only available based on student request

Change in locker assignment policy stems from shifts in student habits, use of school materials and custodian work practices



Photo by NOLAN ANDLER

Students can request lockers using a QR code posted on school bulletin boards.

By ERIN CHUNN
Quill staff writer

Receiving a locker in high school seems automatic, but due to the new locker request system at Cooper, things are different this year. Cooper administrators explained that there are several reasons why the new locker request system was put in place.

"For the past several years, students left their lockers vacant and unused, which made it harder for custodians to know which need to be cleaned.

This way, they have a list," head secretary Ms. Lindquist said.

With the new locker request system, students will only receive access to a locker if they scan a QR code posted around the school on bulletin boards or fill out a request form on Schoology. There is no due date, but the locker requests are put into the system on Wednesdays, so students will receive a locker confirmation email on a given Thursday.

"There were more delays because this is the first year we've tried this system, so there's always kinks in a new system," Lindquist said.

The new locker system will be the way Cooper goes about assigning lockers from now on. Tamue David (12) is one student who said he felt it was necessary to request a locker.

"I'm in the IB diploma program and a student athlete, so I have multiple textbooks as well as sports equipment," he said.

Since there was a delay at the beginning of the year, David said he carried all of his materials throughout the day, which he said had an impact on his shoulders and his body. According to Mr. Connors, a physical education teacher who works with the weight training class, carrying a heavy backpack all day can have a negative effect.

"Depending on the weight of the bag, it will play a role in bad posture throughout the day," Connors said. "I would love to see more students requesting lockers because some bags are really heavy."

Under the new locker request system, staff have found less hallway loitering around lockers. Administrative intern Mr. Nelson said the new locker request system has reduced the number of students skipping class in the halls.

"Students requesting lockers has greatly reduced the amount of loitering in the hallways. There are still some students that are taking advantage of their locker privileges by hanging out in the hallway during class time. We are having conversations with students that are not following Cooper's hallway expectations," Nelson said.

Ninth graders adjust to being high school students

For some incoming freshmen, the start of the 2021-2022 academic year was their first time in a school building since March 2020

By LUKE REKELA-JASPER
Quill staff writer

A whole new lineup of freshmen are being welcomed into the building as the 2021-2022 school year at Cooper kicks off with in-person learning.

The transition from middle school to high school can be challenging for students. Social Studies teacher Mr. DiSalvi said he thinks there are some major differences between middle school and high school.

"I think that, in high school, there are higher behavioral and academic expectations. With those higher expectations, there are extra

privileges that are not available in middle school, such as more extracurricular activities, open lunch and more," DiSalvi said.

In addition, DiSalvi mentioned the benefits of Cooper's BARR program, which he is a part of. He said the program does a great job welcoming new students.

"We have fantastic counselors, personal learning coaches and principals that can help students. Usually, students can contact them through email or Schoology message and get a response quickly. They are also very present in the hallway," DiSalvi said.

According to DiSalvi, there are many things students can do to help make their transition a

smooth one. DiSalvi said that "building relationships" can be helpful in high school.

"I would say that students should be patient with themselves and with their teachers. I think that adjusting to in-person learning, especially after distance and hybrid learning, is a challenge for both parties," DiSalvi said.

Another Cooper teacher who works with many ninth graders is English teacher Ms. Prillwitz. Much like DiSalvi, she said there are major differences between middle school and high school for students.

NINTH GRADERS ADJUST
continues on page 5

School return causes anxiety for some Hawks

Various support systems can help students adjust to being in the building

By PHILIP ROBERT
Quill staff writer

A huge group of students came through the Cooper doors on September 8 into a building that some had not seen in 18 months. The realities of in-person learning have led to some anxiety among students, who are also dealing with COVID-related worries about sickness, grief from loss and finances. These concerns are being taken seriously by Cooper's staff.

"It is stressful," Head Principal Mr. Herman said. "Almost half of our students had not been in the school building for a year and a half because not everybody came back in the spring because they could choose between distance learning or in-person."

Herman pointed out that the adjustment back into the building made it necessary for students to change how they think about school.

"It is hard to address how we transition everything back into a school mindset," Herman said. "I think that how students feel about school is going to get better, but due to coming back to school, the stress levels have gone up a lot."

In addition to being back in the building, Herman said students have been anxious about the return to the pre-pandemic school schedule.

"Everybody's here full time, every day, all day long. Also, the block schedule was different last year, so we now have every single class every day," Herman said.

While Herman has been monitoring student stress from an administrative perspective, school nurse Ms. Kraft has been addressing it from the vantage point of health.

"Students here have anxiety because it's hard to transition from distance learning in the comfort of your own home to coming back to crowded hallways and a lot of students around," Kraft said. "We're seeing an increase in panic attacks and stressors that kids are having."

In response to these issues, Kraft said Cooper has resources in place to help students if they are experiencing extreme distress.

"We provide resources like the social workers and the school psychologists. We also talk to families about going to see their medical provider in case they need emergency meds to calm themselves," Kraft said.

For students whose stress levels are less intense, Kraft said the school has other levels of support available.

"Some kids just need to come in and sit for a second," she said.

HOMEcoming

continued from page 1

together to win," Hussen said.

At the end of homecoming week, there was a dance that took place on October 2 at 7 p.m. in the Community Gym. Many students showed up in their best outfits and danced the night away.

The homecoming celebration also included other events that took place throughout the week. Leading into the week, the Spirit Committee, along with help from the cheerleaders, helped paint and decorate windows in the main hallway. There was also a door decorating contest during which advisors competed to create the best door design promoting the game against Sibley. The homecoming court was crowned during an assembly at the end of the day on September 29. Finally, the marching band played throughout the school hallways during first period on October 1, the last day of homecoming.

In-person learning resumes for 2021-2022

Students, staff reflect on the positives, negatives that stem from the resumption of traditional schooling



Photo by NOLAN ANDLER

Having the full student body back at Cooper was one of many changes during the current school year.

By DEVIN GRAY
Quill staff writer

The start of the current school year brought with it a return to in-person learning. This followed an 18-month quarantine due to the COVID pandemic in which schools, stores and even waffle houses were shut down. After the pandemic caused one of the most weird time periods during our lives, es-

pecially from an academic standpoint, the adjustment back to in-person learning has varied depending on the person this school year.

One advantage of in-person learning according to students relates to paying attention in class. Amir Bryant (12) pointed out how easy it was to fall asleep during online learning and how he is actually "forced to stay focused" during in-person classes. It is for this

reason that he thinks in-person learning is better. At the same time, Bryant added that the students around him can get "quite annoying" and that he hates "writing on paper."

Meanwhile, Mimi Otu (12) said that a good thing about in-person learning is "actually getting to see your teacher." In addition, she likes being around people.

"Group work is very easy and I

like seeing my friends," she said.

However, Otu points out that the hallways are always crowded and "fights are always happening left and right," which gets "quite annoying."

In light of this, Otu said she would like to change the "environment because it's really toxic." She also said she wishes in-person school was set up so the teachers come to the students "instead of us going to them."

In contrast, Jada Parker (11) said that in-person learning makes it "easier to see friends again and to ask help from teachers." She said she believes that there are no problems with in-person learning and that she would change "nothing at all" about the decision to come back.

Teachers are also feeling different ways about the return to in-person learning. Math teacher Ms. Fair-Manke said she believes that the only downside to in-person learning is that the "pandemic is still on-going" and that students and teachers have "high exposure" to the virus. However, she also believes that being in person is helpful because "students are able to get direct help from teachers" and that students are more engaged.

"Students are more likely to participate in class, instead of logging on and falling back asleep at home," she said.

Two things Fair-Manke would change for in-person learning, however, would be to "bring back the cleaning procedures that were in place" during the second semester of the 2020-2021 school year and to have smaller class sizes.

Students re-enter market for part-time positions

Traditional openings in retail, restaurant work return for teens after pandemic led to many job losses

By TAJANNEA JENKINS
Quill staff writer

Many people found themselves out of a job due to COVID-19 last year. However, with the help of the recent COVID vaccinations, the world is getting back to normal, which has started to affect the job market. One group this has specifically affected is teens who are seeking jobs.

Businesses in many industries are desperate for workers, which may be a good opportunity for high school-aged students in the area to get work. One Cooper staff member who has experience helping students find jobs is Ms. Morris, who oversees the school's work experience program.

Morris said her job entails helping students fill out job applications, writing resumes, preparing them for job interviews and knowing what to expect once they start their new jobs. She also talks with students about setting goals for their careers and postsecondary options.

According to Morris, there are a great number of things students can do if they are looking for a job. Her first tip is to prepare a resume.

"Resumes may not be required on an application, but they will set you apart from other teens applying for the same job. There

are templates on Google Drive that make it so easy. Make sure to have someone look it over for spelling and other errors before sending it out," Morris said.

Another helpful item is to learn your social security number, which is key to filling out applications.

"A lot of online applications will ask for the last four digits specifically, and they won't let you apply without it. Also, it's a good idea to know where your social security card is. You'll need it when you get the job," Morris said.

Morris also suggested applying for as many jobs as you can to increase your chances of getting an interview.

"Don't apply to just one place and wait for them to get back to you. Apply to 20 different places and you'll have better odds. It's okay to have multiple employers fighting over you. Then, you can pick the one you feel the best about," Morris said.

A related tip is to make sure everyone you know is aware that you are looking for a job.

"Tell everyone you know that you're looking for a job," Morris said. "Your friend's mom's cousin's son might know the perfect place for you and he's got a connection. It's all about who you know."

Once the interviewing process



Photo by NOLAN ANDLER

Help wanted signs have been a frequent sight at area businesses.

gets underway, Morris said it is important to be aware of how you come across to employers. One way to do that is to be careful about your phone mail message.

"Think about what an employer will hear if they have to leave you a message. Make sure your voicemail and your actual phone greeting are professional. Answer your phone in a quiet place when possible and, if an employer leaves you a message, get back to them as soon as possible," Morris said.

Similarly, Morris added that it is important to look professional when seeing your potential employer in person for an interview.

"You've heard it a million times, but for job searches, it's so true: first impressions are important. Turn the wardrobe up a notch, even if you're just going somewhere to pick up an application. Many employers make decisions within the first 60 seconds of meeting someone," Morris said.

If you are able to get an interview, Morris said it is important to sell yourself.

"The interview is your time to shine. Be early, be professional and be calm. You already know all

PART-TIME POSITIONS
continues on page 5

Unemployment numbers start to change as pandemic continues

Some families of Cooper students still addressing job losses related to COVID and its ongoing spread

By AALIYAH HALL
Quill staff writer

Many Cooper teens and their families lost their jobs during the pandemic. As businesses continue to return to normal, the demand for workers is increasing and people are currently looking for new jobs.

Mr. Patterson, a Cooper equity specialist, said the percent of unemployed Americans has been going

down in recent months. In fact, the national unemployment rate, which was 5.4 in July 2020, has declined by 0.5 points to 4.8 percent.

"Over the pandemic, many jobs were lost during the time period starting in July of last year," Patterson said.

In addition to having an impact on people's employment, the pandemic also led to a reduction in how much jobs pay.

"During COVID, family wages and hours have decreased," Patter-

son said.

One industry that saw a big impact during the pandemic was restaurants. All over the Minneapolis area, restaurants were shutting down, which had an impact on people's ability to work in those kind of part-time jobs.

"For example, the restaurant Pablos opened during COVID and instantly closed before the inside was even available," Patterson said.

One area in which they are looking

to hire people is in busing. However, they are finding it difficult to find people due to health and safety concerns.

"School activities and transportation have decreased and it's affecting Cooper students," Patterson said.

However, some workers have not yet returned to the labor force due to unemployment benefits.

"Some jobs pay way less to work, where unemployment was giving more, so why work?" Patterson noted.

Area families bracing for possible end to America's DACA program

Supreme Court's response to a federal judge's decision that DACA is unlawful will decide fate of many people

By NAIMA HUSSEN
Quill staff writer

Some Cooper students and their families are facing the possible end of DACA following recent legal challenges that are threatening the program.

DACA stands for the De-

ferred Action For Childhood Arrival program. This was created in 2012 by the executive order of President Barack Obama to prevent illegal immigrants from being deported. The program currently protects more than half a million people in the United States.

In July of this year, a fed-

eral judge in Texas ruled DACA unlawful, which means the case will ultimately go to the Supreme Court. Judge Andrew Hanen called the program illegal, saying that Obama "exceeded his authority" when he created it through an executive order in 2012, according to *The New York Times*.

This isn't the first legal challenge that DACA has faced. Due to the bill being passed by executive order, it is vulnerable to reversal. In fact, the Trump administration suspended the DACA

DACA PROGRAM
continues on page 5

NHS group plans to come back strong

A new advisor coupled with a return to the building brings new energy to Cooper's National Honor Society chapter

By SHENG VANG
Quill staff writer

New advisor Ms. Kilsdonk and the National Honor Society (NHS) kicked off another year for the NHS group in late September as they continue to promote scholarship, character, leadership and service.

“[NHS is] a society of individuals that are promoting strong scholarship, character, leadership and service,” Kilsdonk said.

Some general qualifications for students to join NHS are having at least a 3.6 GPA and at least 20 hours of community service, which is made up of 10 hours of service with the group and 10 hours individually. Another requirement is to attend the bi-monthly meetings held during HLL and to participate in the group's activities.

Meeting those requirements is just the first stage of getting into NHS. To stay in NHS, you need to maintain the requirement of a 3.6 GPA and continue showing the four pillars: scholarship, character, leadership and service. These four pillars can be shown by participating in group events planned by the NHS members, the NHS officers and Kilsdonk, and the individual activities that students have to do outside of school time. These individual activities may include things like Cooper Cares or it can just simply be helping out a neighbor or family member.

Kilsdonk stressed that the behavior of NHS members is im-



Photo by SHENG VANG

The 2021-2022 NHS group met during Lunch and Learn on October 26 to start planning for the current school year.

portant.

“If you are being dishonest and not making good choices, you will be removed from NHS because this is a national organization,” she said.

As the NHS activities begin, there will be an opportunity to run for one of the four officer positions: president, vice president, secretary and treasurer. Duties of these officers include planning meetings, event planning and speaking at the spring ceremony. The president and vice president will be elected by the rest of the members, while the secretary and

treasurer will be appointed by the advisor. The results of these officers were scheduled to be announced in early October.

According to Kilsdonk, one benefit of being in NHS is that it will make a student's resume look good, no matter if it is for college or after college. Beside it looking good on a resume, NHS membership shows that students are “trying to be a role model.”

“You are being a leader in your class by doing the right thing,” Kilsdonk said.

As a matter of fact, Kilsdonk said one of the reasons why she

decided to be NHS advisor this year was because she wanted to acknowledge kids who “do really well and really want to build the community in this area and focus on service.”

Unfortunately, due to the pandemic last year, there were no new members inducted. Therefore, as the NHS advisor this year, one of Kilsdonk's goals is to make this a great opportunity for “kids to build lifelong relationships” and to “continue the great work previous Cooper chapter has done for the Cooper community and the cities around Cooper.”

Hispanos Unidos hosts carnival celebrating culture

October 19 event marking the conclusion of Hispanic Heritage Month featured games, music, arts, crafts and concessions

By NAIMA HUSSEN
Quill staff writer

Cooper's Hispanos Unidos club launched its first annual Hispanic Heritage Month Carnival celebrating the end of Hispanic heritage month on October 19.

“Hispanic Heritage Month is an opportunity to recognize, share and highlight our culture with our community. It also provides a platform to educate others about the diversity within our culture and many contributions to American history,” Ms. Peralta, Cooper's Spanish teacher, said.

The carnival took place during the A and B Hawk Lunch and Learn sessions during fifth period in the community gym and after school from 2:30-5 p.m. in the cafeteria. According



Photo by MS. PERALTA

The carnival featured activities like the Jarritos ring toss.

to Peralta, there were games, music, arts and crafts during both celebrations. Additionally, the after-school carnival featured

concessions.

The carnival helped celebrate Hispanic/Latino Heritage month. This month recogniz-

es people of Hispanic heritage. According to the 2020 Census, Hispanic Americans account for 18.7 percent of the total population, making it the second-largest ethnic group.

Unlike many national, month-long observations, Hispanic Heritage month does not comprise a single calendar month. It starts on September 15 because Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua all declared their independence from Spain on September 15, 1821.

The observance began as Hispanic Heritage Week, which was first recognized by President Lyndon B. Johnson in 1969. Nineteen years later, President Ronald Reagan recognized Hispanic Heritage Month in 1988.

Vaping raises series of health issues for Minnesota teens

Although vaping seems to many like it is less addictive and harmful than smoking, the facts demonstrate otherwise

By DEVIN GRAY
Quill staff writer

Vaping is a serious issue in modern-day America. According to Wikipedia, the first vape-like device was created in 1927. However, vaping in the modern sense did not start getting popular until the early 2000s. Across the country, it has become an addiction problem that many students, teachers and other people in the surrounding community face.

According to health teacher Mr. Rooney, “E-cigarettes are an electronic device that heats a liquid or produces an aerosol or mixes small particles in the air.” He also said that they “come in all shapes and sizes.”

At least 99 percent of vape or e-cigarette products contain the substance called nicotine. Rooney mentioned that some companies advertise these products as nicotine free. However, studies show that isn't the case, according to the CDC.

Rooney said the dangers of teen vaping relate to brain development because “the brain keeps developing until about age 25.” Nicotine, which most vape products contain, can hurt the developing brain. Using nicotine during these early ages can harm parts of the brain responsible for learning, mood and impulse control.

“Each time a new memory is created or a new skill is learned, stronger connections, or synapses, are built

between brain cells,” Rooney said. “Young people's brains build synapses faster than adult brains. Nicotine changes the way these synapses are formed.”

On top of that, Rooney mentioned that young people who vape “may be more likely to smoke cigarettes in the future.” Ultimately, Rooney said vaping can be the gateway drug to not only cigarettes, but other harmful drugs in the future.

Vaping is a topic student Kivan Whittler (12) has strong feelings about. Whittler suspects that the main cause for many teens to start vaping is to “look cool” and gain “brownie points” with their peers.

While Whittler knows a few

people who vape, he said vaping is “nasty as hell” and that “it should be illegal.”

Meanwhile, Jaya Overs-Ross (12) has even more distaste for the habit.

“It's gross,” she said. “It's sick to me.”

Overs-Ross pointed out that she looks at others differently when she finds out that they vape.

“You could be really pretty, but then I find out you smoke, and that's a couple points down,” she said.

In contrast, Tamue David (12) said he does not know much about vaping. However, he said that “vaping is another trend” and that the habit “is another gateway to other drugs.”

District provides all students with brand new Chromebooks this year

Most of the hardware, software features on the new laptops are the same as they were with the previous devices

By LLEWELLYN BOUTHIM
Quill staff writer

New Chromebooks were recently distributed to all students in grades 9-12. While the devices are largely similar to the old Chromebooks, students are continuing to adapt to the new laptops.

Most students are used to the old Chromebooks and how

to take care of them properly. According to Cooper student Ben Smith (11), who has had the new Chromebook for a few weeks now, device care is important. He added that having a Chromebook is a privilege that a lot of people abuse or take for granted.

“The new Chromebooks are alright, but I don't see much of a difference besides a fan-

cy charger port and a big deal about replacing them,” Smith said.

The new Chromebooks are a huge part of doing work in school. Having them charged is essential to success in school, Cole Johnson (11) said. Johnson added that Chromebooks are used for textbooks, learning, activities and more.

“They are a huge part of

day-to-day life in and outside of school,” Johnson said.

Johnson said there are basic ways to care for one's Chromebook. Four main tips he pointed out are turning the brightness down a bit to keep more battery life, always have it charged, make sure to only

CHROMEBOOKS
continues on page 6

Police liaison role designed to aid safety

New Hope Officer Mr. Barton hopes to help the Cooper community

By JACK ATKINSON
Quill staff writer

Members of the New Hope Police Department are stationed at Cooper every year as police liaison officers. Their presence at Cooper is designed to create connections with the student community and to help support the safety of the school. This year, one of those officers is Mr. Bardon, who said that there are many responsibilities of a police liaison officer.

“The primary responsibility of a Safety Resource Officer is the safety of the students and staff at the school,” he said. “We then respond to law enforcement issues within the school, most often stolen property, and then a handful of other issues, such as illegal drug possession, threats, harassment, assaults, disorderly conduct, motor vehicle accidents, etc.”

In response to these issues, Bardon said they have the ability to help, investigate and submit cases to the city or county office for charging students if needed.

“However, we take the direction of what the school administration would prefer to do, such as resolving issues through school counseling or their restorative justice program,” he said.

One thing Bardon emphasized is that his presence here is not just about finding perpetrators of school-based crimes, but also helping the victims.

“Students should be aware that we are here to act on their behalf if they are a victim of a crime and would like to pursue charges through the criminal justice system. We also work with victims to find resources in the community that can assist them, such as social workers, victims' advocates, legal aid, etc.,” he said.

According to Bardon, a typical day for a police liaison officer can be unpredictable.

“The typical day is spent trying to be present at passing time in the halls, in the cafeteria at lunch times, and at the end of the day around the bus zones,” he said. “In between those times, we often respond to staff and students coming to us with lost or stolen property reports or recovered property, usually cell phones and air pods. Once or twice a day, we are summoned by the administration to assist them with students involved in criminal activity or disorderly behavior.”

One challenge of being a resource officer that Bardon pointed out is balancing their work at school with their work at the actual police station.

“During the school year, we are committed to the school. Other than mandatory department training days, we work each day at Cooper. During the summer, we will be assigned to a patrol or investigative assignment based on the needs of the department and each officer's background,” he said.

According to Bardon, there are many benefits from having police liaison officers on site at Cooper.

“Police liaison officers' presence significantly enhances the safety of the student body and staff. One of our primary missions is to engage and neutralize an active shooter threat on the campus. While our department trains heavily for responding to active shooter threats, having officers on site reduces the response time to neutralize the threat in the

POLICE LIAISON
continues on page 6

Lunch and Learn should continue despite flaws

Leisure activities are plentiful, but it would be good to get academic help every day

By ANAIJA SHANNON
Quill staff writer

Lunch and Learn at Cooper is an interesting program. There are many academic sessions to cover the many things students may need to get help with. Lunch and Learn also is an opportunity for students to have a bit of freedom through various leisure activities. Overall, Lunch and Learn is a great way for students to address their academic and leisure needs, but there are some drawbacks in the system as well.

One thing I like about Lunch and Learn is how the whole school has control over what academic and leisure choices they want to make. For example, if I want to go to the Math Lounge, I can go to there on my academic days. It's a good thing to have a choice like that.

Another thing I like about Lunch and Learn is the leisure day options. Although some students want Lunch and Learn to be all about academics, I disagree. I feel that we need to have some fun sometimes. For example, on leisure days, students who want to do play sports have access to the gym. This is just one of the many ways we can have a good time on leisure days.

One thing I don't like about Lunch and Learn is that we have to sign up on the Efficiency website. Because of how time consuming the process is, some students feel like they don't have a chance to pick what classes they want. Students coming home after a long day at school and may not have the energy to go through the sign-up process.

Another issue with Lunch and Learn is that freshmen and sophomores don't have as much freedom as juniors and seniors. The reason for that is because freshmen and sophomores may be unable to handle the responsibility of having open lunch. Younger students may be more inclined to mess around or not come back to school when lunch is over if they were allowed to leave campus.

A third issue applies to students who want to take care of academic needs on leisure days. Students who need to finish a test or get their classwork done are not able to do so during leisure sessions. This may lead to these students not caring about the leisure session and getting randomly placed in an activity that is not important to them.

Despite these drawbacks, Lunch and Learn is a great way for students to make their own choices. Students need the freedom to think about what choices they need to make in order achieve success. That is why the Lunch and Learn system should continue.

Transportation issues need to be fixed

Not knowing whether their bus route will be canceled at the end of the school day is putting many students in a tough position



Photo by NOLAN ANDLER

The daily routine of getting on the bus at the end of the school day has become unpredictable.

By ERIN CHUNN
Quill staff writer

Have you ever agreed to go to an event with no way of getting there or home? That's what going to school feels like during the bus driver shortage. I've definitely made plans with no transportation and, five times out of 10, I ended up stranded. However, in these cases, I considered that being stranded was a possibility. In contrast, no one expects their only ride home from school to be canceled an hour before the ride is sched-

uled to happen. This situation is bad. I understand there's a lot going on due to students being back in school for the first time in a long time, but how much can these students take missing school or work because of flakey transportation?

Every other day at around 1:35 p.m., we hear the announcement bell go off and already know what's to be discussed on the intercom: canceled buses. School ends at 2:10, so that gives you approximately 35 minutes to find a solid ride home. While that is bad enough, it makes me wonder

what type of warning the district gives for canceled morning buses. Personally, if I'm forced to wake up before the sun even comes out and walk to my bus stop just for the bus to not show up, I'm going back to sleep. I can't focus on my academic performance if I'm worried about how I'm going to get to school and back.

It's one thing to be stranded at school, it's another to miss work because you have no ride home from school in order to change and get ready for your shift. As a student balancing school with

having a job, punctuality is everything. Every teenager has their own reason for getting a job, but how can we maintain our main source of income with transportation obstacles throwing our schedule in a loop? We're told to have backup rides, but it's even harder to depend on my employed parents, who have their own jobs to worry about, or another student, who has other responsibilities.

I completely understand that the lack of bus drivers is just the result of a series of events, and you can't really blame anyone, but why are we waiting so long for a solution? Why aren't students allowed to ride buses that would drop them off closer to home? From the student's perspective, it seems like the district doesn't care enough to solve this problem. With the need to comply with new safety rules due to COVID, this is probably the worst time to have a transportation crisis. I feel like there should be more backup plans, more notice and announcements, and more actions taken to fix the problem.

All in all, the lack of bus drivers has caused many canceled routes with little notice. This has negatively affected many everyday routines of students and parents, whether it is cancellations of the morning or afternoon routes. We are all aware of the transportation crisis, but what's being done about it? I believe there needs to be more discussions about how to solve this issue before students just decide to not come to school altogether. Ultimately, whether or not your bus is being canceled is a community issue.

Bathroom vandalism hurts everyone at school

The impact of vandalism on students, Cooper's reputation and the school's budget make it a problem that needs to be addressed

By DEMARIUS HAMILTON
Quill staff writer

The bathrooms around the school are never really treated well by the students. They are always either dirty or just treated poorly by people who go in them. I often go into the bathrooms and see writing on the stalls and paper towels on the ground. Sometimes there's not even soap or a place where we can dry our hands because people want to damage the equipment and take it apart. I feel like this is especially bad for the school because students don't have anywhere to use the bathroom and it takes away more money from the budget to make repairs.

The more certain students

destroy and vandalize the bathrooms, the more the administration closes the bathrooms down for repairs. There are no cameras in the bathrooms themselves, so it is difficult to know exactly who is doing the vandalizing. Even if they know who is responsible for one instance of vandalism, it is hard to do anything to stop it in any way because someone else will likely be the next vandal. While it seems like this makes the janitors' jobs easier because a closed bathroom is one less area they have to clean, it is actually the custodians who have to help with the repairs. Additionally, these repairs cost the school more money, which we cannot afford to be spending on bathrooms. I'm sure any staff member would

agree with me on how I feel about this aspect of the situation.

Students who vandalize the bathrooms are dumb. Much like the majority of Cooper students, I'm a person who has to use the bathroom during the day. However, due to vandalism, many bathrooms are closed down. I don't want to have to walk all around the school just to find an open bathroom. Using the bathroom during the school day is already causing me to leave class and miss out on certain information I might need to do well in class, so I always try to get back to class as soon as I can. Unfortunately, when I have to walk around the whole school to look for an open bathroom, it wastes time and is very annoying.

Another reason it is a problem for the bathrooms to be shut down is that students are not the only people who use the bathrooms: teachers and visitors use them as well. I feel it is embarrassing when we have a game or other event going on and a visitor who needs to use the bathroom has to be told that they are all closed due to vandalism. This reflects poorly on our school.

Ultimately, I don't understand what's so fun about destroying a bathroom and getting it closed down. It just gets you nowhere and causes unnecessary problems for everyone else. Students need to work together to stop this vandalism if we know who is doing it or if we see it taking place.

Full editorial policy of the Cooper High School Quill

The purpose of *The Quill* is to function as an open and public forum for the thoughts and opinions of the student body of Cooper High School, as a means of expression for the *Quill* staff, and to help create a more solid community for our school through news, information, thought, humor and opinion. Student editors are responsible for all *Quill* content decisions.

The Quill's policy regarding profanity and obscenity will reflect the practice of professional daily publications of the Twin Cities metropolitan area. It is under the final control of the student editors to strike any

unneded words from quotes that are considered offensive if these changes are within reason and still accurately retain the meaning of the quote.

Editorials will be presented in their respective section of the paper if the issue concerned is timely and of consequence to the community. However, editorials will not be printed that intentionally offend or hurt any racial, ethnic, gender or religious groups in the school.

All news stories, editorials and advertisements should be of a

content pertaining to the interests of the Cooper community and surrounding communities. No material will be refused based solely on the views expressed therein.

From the Editors

News and feature stories are under the creative control of the staff and editors. The staff of *The Quill* will attribute each article to its own writer and will make every effort to retain accuracy in facts and quotes. If a mistake of significance is made, the following issue will address it in a correctional section.

Illustrations and photographs should be tasteful and not be offensive toward any groups based on race, ethnicity, religion, gender or sexual orientation.

Advertising space will be available to all advertisers, yet the editors reserve the right to deny space to any advertisement based on the previously stated policies. The cost of advertising will be determined by the advisor and the advertising manager.

Distribution of *The Quill* will be handled by staff members during eighth period on the day of the paper's release.

| The Quill | | Staff Writers | | Letters to the Editor | | Editorial Policy | | | |
|------------------|--------------------|-------------------|--------------------|---|--|---|--|--|--|
| Leadership Staff | | | | <i>The Quill</i> welcomes Letters to the Editor. If you would like to send <i>The Quill</i> your thoughts about a story that ran in the paper, or your thoughts about an issue affecting our school or community, please word process and email your letter to eric_zuccola@rdale.org as a text-only file. <i>The Quill</i> reserves the right to edit all Letters to the Editor for space. | | <i>The Quill</i> is an open and public forum for the thoughts and opinions of all students at Robbinsdale Cooper High School. Editorials contained in the Opinion section of the newspaper are the views of their respective authors alone. They do not necessarily represent the views of Cooper High School or Robbinsdale School District 281. | | | |
| Editor-in-Chief | Andrew Hagge | Nolan Andler | Damarius Hamilton | | | | | | |
| News Editor | Sheng Vang | Jack Atkinson | Naima Hussien | | | | | | |
| Features Editor | Tajannea Jenkins | Llewellyn Bouthim | Tajannea Jenkins | | | | | | |
| Opinion Editor | Erin Chunn | Jamira Choedak | Luke Rekela-Jasper | | | | | | |
| Variety Editor | Luke Rekela-Jasper | Erin Chunn | Mariah Riley | | | | | | |
| Sports Editor | Nolan Andler | Zamiyah Davis | Philip Robert | | | | | | |
| Copy Editors | Andrew Hagge | Devin Gray | Anaija Shannon | | | | | | |
| Advertising | Jack Atkinson | Andrew Hagge | Myra Sinchi | | | | | | |
| | | Aaliyah Hall | Sheng Vang | | | | | | |
| Circulation | Llewellyn Bouthim | | Kenneth Ward | <div>Advertising</div> <div>To advertise, please write to <i>The Quill</i>, Robbinsdale Cooper High School, 8230 47th Avenue North, New Hope, MN 55428; call at 763-504-8500; or email eric_zuccola@rdale.org.</div> | | <div>Robbinsdale Cooper High School's <i>The Quill</i> is a member of the National Scholastic Press Association.</div> <div>NSPA</div> | | | |
| | | Support Staff | | | | | | | |
| | | Photographers | Nolan Andler | | | | | | |
| | | | Richara Bullock | | | | | | |
| | | | Myra Sinchi | | | | | | |
| | | Advisor | Eric Zuccola | | | | | | |
| | | Principal | Frank Herman | | | | | | |



Squid Game becomes global phenomenon

The South Korean series, which is currently streaming on Netflix, perfectly captures our dystopian times



Photo courtesy of NETFLIX

One of the many interesting aspects of *Squid Game* is its unique production design, which is especially apparent in the player barracks.

By SHENG VANG
Quill staff writer

Squid Game, directed by Hwang Dong-hyuk, is a Korean TV series released in September 2021 on Netflix. On the surface, it is about hundreds of people playing children’s games for a large amount of money as they fight and try to survive until the end. However, this is only a little of what the drama is actually about. Instead, the show is a look at socio-economic issues between the rich and the poor. Personally, I think the idea of expressing this concept through a survival drama is really brilliant. However, have you ever watched a really well-made movie but it just wasn’t there on your top-10 list? Yep, that is how I feel about *Squid Game*. I remember the first time I watched *Squid Game*, the cliffhangers at the end of each episode were what kept me absorbed in the drama. However, seeing similar movies before, I wouldn’t say *Squid Game* is the best drama in this field, but it surely isn’t the worst, either. The drama starts off with

our main character, Seong Gi-hun, being offered an opportunity to earn money by playing games. Gi-hun, who is in huge debt and whose wife and daughter left him, decides to take the opportunity. Being mysteriously transported to another place, Gi-hun arrives at the game setting: a plain room filled with hundreds of stacked bunk beds. Within the room are hundreds of other players who also have the same desire of winning money by playing games. After encountering unexpected horror from the first game, the remaining players fight their way through all six games, "Squid Game" being the last game, to get the final reward of 45.6 billion won (\$38 million U.S.). Whether it be one of the game scenes or a death scene, the acting in *Squid Game* is on point. In the first game, “Red Light Green Light,” Lee Jung-Jae portrays the clumsiness of Gi-hun through his action of tripping when Gi-hun is near the finish line. The portrayal of the other characters is also splendid. Anupam Tripathi, who plays the character Abdul Ali, portrays

his character as a foreigner by speaking slowly and always bowing whenever thanking someone. How each character is portrayed tells the viewer the characteristics and traits about that character. Aside from the acting, the layout and stage setting in *Squid Game* are extremely astonishing. From the stacked bunk beds in the players' room to the stage setting of the marble games, the neatly organized layout and the creative designs of the set make each scene unique and satisfying to watch. The synchronization of the people in red working and moving and the alignment of the identical rows of beds and players make scenes like this satisfying to watch. Also memorable are the never-ending, endlessly rotating, colorful stairs. The variety of shapes of each staircase makes them look like puzzle pieces, similar to something out of a video game. The strangely addicting background music also is something to remember. It plays a huge role in adding flavor to each scene of the drama. The power the additional background

music holds is shown in the second game, “HoneyComb,” as it builds onto the already stressful scene, making the scene more nerve-wracking and intense than it already is. Sometimes, the power of the background music also prolongs the time frame of a scene to extremely exaggerate something, which I often find humorous. Many times, the implementation of the music is so perfect that I wouldn’t even remember there was music playing until the scene was over. Overall, *Squid Game* is an entertaining drama. Though it may not be my number-one drama, I can’t say it wasn’t well made. As a matter of fact, I would totally rewatch *Squid Game* again. The portrayal of each character, the game-like theme of the settings and the addition of background music make the plot of the drama flow well. *Squid Game* is most recommended to those who enjoy movies like *The Hunger Games* and *Alice in Borderland* as they have similar themes of survival. My final rating for this drama is four out of five stars.

NINTH GRADERS ADJUST TO BEING HIGH SCHOOL STUDENTS continued from page 1

“I think in high school, students are given more choices and responsibilities. There are also so many opportunities and extra activities for high school students to be involved in,” she said. Prillwitz also recommended Cooper’s BARR program when a new student is struggling or needs guidance. “Guidance counselors and their BARR teachers are great resources for ninth grade students,” she said. Prillwitz said there are many ways to help a freshman’s transition

into high school be a smooth one. “First, they can prioritize their schoolwork to make a solid start academically. Second, they can get involved in a club, sport or group to build connections within the Cooper community,” Prillwitz said. Prillwitz said she has some advice she usually gives to newly arrived freshmen. “This is a great chance for you to determine who you want to be for the next four years and beyond. Try a new sport or activity, get to know your classmates

and teachers, and choose to be successful academically. If you use your time at Cooper High School well, you will open many doors for your future,” she said. As for the freshmen themselves, Andrew Brooks (9) said he has noticed some key differences between middle school and high school. “The difficulty of the courses and the variety of courses one can take,” Brooks said. According to Brooks, the biggest challenge about starting the new school year was “finding a

daily routine as well as the amount of homework assigned.” At the same time, he said his decision to join a fall sport is one way in which he has felt more welcome in the building. “The seniors on the cross country team were very welcoming to me,” he said. Overall, Brooks said his transition into high school has been going well for him so far. “I’ve been able to adapt to school, thankfully, and have been able to keep my grades up well,” he said.

STUDENTS RE-ENTER MARKET FOR PART-TIME POSITIONS continued from page 2

the answers. They’re going to ask you about you, and who knows you better than you?” Morris said. Although the interview can be exciting, Morris cautioned that bad news can still be on its way. “Be prepared for rejection,” Morris said. “It’s possible that you will fill out applications and even do interviews and you will never hear from them again, or they’ll politely tell you that they’ve hired someone else. You can’t win

them all. Stay professional and move on.” While the process of finding and keeping a part-time job can be exciting, it can also be stressful. According to Cooper social worker Ms. Mersy, it is important for students to monitor their stress levels when dealing with work, school and a social life. “Students who are considering having a job need to be sure they are able to continue to have

enough time and energy for school as well as any home responsibilities and time for leisure. So, the first thing to consider is whether or not a student has time for a job on top of everything else,” Mersy said. Mersy said it is also important to remember that teenagers need to get between 8-10 hours of sleep a night. “They shouldn’t work if they can’t get the rest they need so their brains can still function at school

the next day if they are working weekdays,” she said. “Having a job is a great experience, but it’s important that it isn’t too much.” Once you do start the job, Mersy said it is important to have confidence that you can do the job well. “Ask questions as needed if clarification is needed [and] be prompt and hard-working,” Mersy said. “Also, take some deep breaths and use self talk that is positive and upbeat.”

AREA FAMILIES BRACING FOR POSSIBLE END TO DACA PROGRAM continued from page 2

program in September 2017, calling it “unconstitutional.” However, they didn’t suspend the protections for current recipients; it only closed the program for new applicants, according to *The New York Times*. In response to that move, the Supreme Court in June 2020 ruled that the Trump adminis-

tration had not “given adequate justification for ending the program,” but it did not rule on the fundamental question of its constitutionality. President Joe Biden is expected to appeal the federal judge’s decision in Texas, making it likely that the issue will head to the Supreme Court again.

While these legal issues are playing out at the national level, it does have an impact in local communities, including that of Cooper. Ms. Calvillo, Cooper’s Equity Specialist, said that affected Cooper students and their families should prepare for a potential end to DACA. According to Calvillo,

DACA is important to Cooper students because it can help students “get the opportunity to get an education beyond high school and have a well-paying job.” “I would like to know what comes next with DACA as well. I think it’s hard to prepare for something that is uncertain,” Calvillo said.

Readers will love both protagonists in novel *Grayson*

Engaging 2010 release is co-authored by John Green and David Levithan

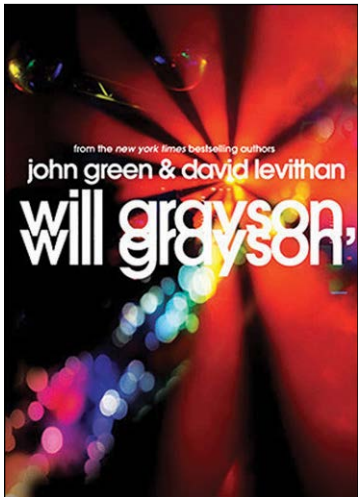


Photo courtesy of DUTTON JUVENILE

Will Grayson, Will Grayson is noteworthy for its realistic portrayal of teens.

By TAJANNEA JENKINS
Quill staff writer

Will Grayson, Will Grayson is a young adult novel written by John Green and David Levithan and published in April 2010 by Dutton Juvenile. *Will Grayson, Will Grayson* is a novel that focuses on two teens with the same name but very different lives and backgrounds. In my opinion, the book has amazing character development as the reader experiences two lives so interesting that you will not be able to stop reading. The main characters in *Will Grayson, Will Grayson* are two teens with the same name who both live in Chicago but with very different lives and circumstances. Will Grayson number one has a best friend named Tiny Cooper. This Will, who is just trying to get by unnoticed, always has his name capitalized in the novel. Meanwhile, Will number two, whose name is not capitalized, goes through life without much of anything. He is seen at the beginning of the book talking to his “one good thing,” someone he met online named Isaac. Making plans to finally meet Isaac in person, Will ends up in Chicago, which happens to occur at the same time Will number one also is in Chicago. They eventually meet and realize they have the same first and last name in common but nothing else.

Will Grayson, Will Grayson has a lot of great things about it. One that I like in particular is the development of Will Grayson number one. He is a very relatable character who goes through issues a lot of teens do. However, the way he deals with things is what makes him interesting. Another element that draws me to the novel is the dialogue. It sounds like an actual teen is talking and holding a conversation. An example of this can be seen in the following dialogue: “Tiny, I say, you gotta get the snot out your nose, man.” This is how I speak to my friends. The dialogue isn’t forced; it just flows like some regular teen is speaking to their friends. The writing style of *Will Grayson, Will Grayson* is very unique. You don’t find many books written like it. What’s so unique about the novel is that you’re able to differentiate between the two main characters based on the writing style alone. One example of how style helps readers differentiate between both of the Graysons is that one Will has his name capitalized in the book and one has his name in lowercase. This is done on purpose to show whose point of view we are in during any given moment.

Will Grayson, Will Grayson is the most unique, well-written, realistic book that has been written in a long time. To me, it’s life-changing. The situations the characters are in are situations most of us face in one way or another. The novel teaches you about life and shows you that it’s worth living. I rate this book five out of five stars.

Premier Performers

The story of the musicians and artists who bring their talents to Cooper

Hayden Tourtelotte

By ANAIJA SHANNON
Quill staff writer

Hayden Tourtelotte (12) is a Hawk musician whose skills playing trumpet and piano have him taking part in wind ensemble, marching band and jazz band.

"I have been playing trumpet in band for about five years," he said. "I have played piano for 12 years and guitar for about seven. I initially chose trumpet somewhat randomly, but found it to be a lot of fun right away."

In addition to his "overall growth as a musician," Tourtelotte said he has enjoyed making friends with his peers in music. He said his trips with these musicians have been memorable.

"My best memory in band is going to Chippewa Falls, Wisconsin every year with marching band. We perform our halftime show, then watch other high

school bands perform their shows," he said.

Tourtelotte is the section leader for the trumpets in marching band.

"I have enjoyed taking a leadership role teaching a lot of new trumpets how to march," he said.

This winter, Tourtelotte will take part in pep band along with continuing his work with jazz band and wind ensemble.

Tourtelotte said his favorite subject in school "is obviously band." Additionally, he said he is enjoying IB music because he gets to "learn about music theory and history."

In addition to his work in band, Tourtelotte plays baseball for Cooper and Armstrong-Cooper youth baseball.

After graduating, Tourtelotte hopes to attend college and major in geography or music.

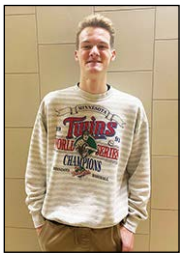


Photo by R. BULLOCK

Emma Borisevich

By JAMIRA CHOEDAK
Quill staff writer

Emma Borisevich (12) is involved in Cooper band, wind ensemble, Jazz 1 and marching band. Borisevich said she has enjoyed her music activities because of "the band community at Cooper is so welcoming."

"I've made so many important friendships with the people in the band that I will cherish for a very long time," she said. "I also enjoy playing difficult music. Challenging music is always so much fun because hearing how the band progresses throughout a period of time is so rewarding."

As she looks back over her three previous years in music, Borisevich said a highlight was playing in the Fall Festival at Orchestra Hall during tenth grade.

"Being able to perform in that set-

ting, and spending all day at rehearsals, then hanging out with my friends during the break was such an awesome experience," she said.

Another highlight was serving as drum major with marching band at this year's Minnesota state fair performance.

"Seeing all of the people clap and cheer as the band is marching in the street is such a cool feeling," she said.

Not surprisingly, Borisevich said her music classes are the ones she enjoys most during her school day. However, she also mentioned that she enjoys her social studies class, History of Africa and the Middle East.

Borisevich plans on attending college as a clarinet performance and music education major.

"I've already gotten into my top schools, so now the next step is going to auditions early next year," she said.



Photo by R. BULLOCK

Alyce Madson

By AALIYAH HALL
Quill staff writer

Alyce Madson (12) is a Cooper musician who is involved in band, for which she plays the tuba, and marching band, in which she plays the sousaphone.

"I've been in band for eight years and marching band for five," Madson said.

Over the time she has been in band at Cooper, Madson said a highlight has been her bandmates.

"For both, I enjoy the people and my section," Madson said.

Madson said she has had great opportunities and amazing memories while being in band. In fact, it is her dedication to the program that led to her having a leadership role.

"I am a section leader for the low brass section in marching band and it's

going well," Madson said.

Although marching band is winding down for the season, Madson said her band activities will continue.

"Band continues through the year, and once basketball starts, so does pep band," she said.

In addition to band, Madson is an IB diploma candidate whose favorite subjects are French and chemistry.

"I love my teachers but also the subjects themselves are super cool," she said.

Madson is also active in sports. She plays soccer in the fall and rugby in the spring.

"I also have a job and I enjoy hiking," she said.

Next fall, Madson will attend college to major in nursing.

"I hope to continue playing in marching band at whatever college I go to because it is one of my favorite things," Madson said.



Photo by R. BULLOCK

Arielle Davis

By MARIAH RILEY
Quill staff writer

Arielle Davis (12) is involved in many arts-related activities, including band, marching band and yearbook.

"I started doing these activities because I liked the idea of being able to express myself in different ways other than just my words," Davis said.

Davis said there are many things she has enjoyed about being in the arts.

"What I enjoyed the most was the different bonds that I made with people. Some of the people in band and marching band are my closest friends," Davis said.

One important memory Davis has from her time in music goes back to ninth grade.

"At the very first football game that I played at, before we started to play our

set of music, a screw fell out of my instrument on the field and my piccolo started to just completely break apart in my hands," she said. "I had to wait until we went back to the stands to tell Mr. Hahn and he was not able to fix it."

Davis' work in music has led to her being the section leader for the flute section in band.

Outside of her music classes, Davis said English and yearbook are her favorite subjects.

"I like these because I like to read and write, but it also helps me express my creativity," Davis said.

The arts also play a role in Davis' hobbies, which include painting and writing.

After graduation, Davis plans to continue her writing at the college level.

"My plan for college is hopefully going to an HBCU to major in communications and journalism," she said.



Photo by R. BULLOCK

Improv team ready to entertain

The return to Cooper for school gives the troupe a new chance to perform live



Photo by LOGAN VOIGT

Members of the 2020-2021 team were able to gather in person by the end of last school year.

By LUKE REKELA-JASPER
Quill staff writer

Improvisational theater, or "improv," is a form of comedic theater in which most or all performances are unplanned or unscripted. Cooper's improv team is currently finalizing its cast in preparation for the 2021-2022 performance season.

"I wanted to join the improv team because I love making people laugh," team captain Logan Voigt (11) said.

There are two types of improv: short form and long form.

"Short form mainly consists of a variety of short improvisational games. These are usually only a few minutes long and they can consist of a number of activities from speaking only words from a book, recreating someone's vacation photos, or going to a party with a funny quirk. Long form consists of longer acting performances where everyone has unlimited creative freedom and creates a comedy sketch on the spot. These can change direction and go anywhere at a second's notice," Voigt said.

Since there is not really an improv coach, the captains usually take command in organizing the troupe's activities.

"An improv captain teaches the other members of the troupe the basics of improvisation. We lead every practice and give everyone feedback and guidance to get better at improv. We also organize every practice outside of school and every show we have. We stand as role models for the younger and less-experienced members and do our best to create

of respect.

"The Cooper improv team is one of the most welcoming environments at Cooper," Jasper said. "Students get the opportunity to express themselves in whatever way they want. For me, improv was a way to escape the stress of high school. I had a lot of fun playing all sorts of characters. The people on the improv team were also great, as some of my best friends now are friends I met on the improv team. Overall, joining the improv team was one of the best things I did during my time at Cooper."

Jasper said that he thinks the new members of the troupe "will be challenged to think outside the box and will be put out of their comfort zone." Jasper added he strongly believes that the troupe helps high school students express themselves in whatever creative way they want to.

Joseph Kubly (12), one of the new members of this year's troupe, said he was looking forward to improving his improvisational skills and was excited to put on some excellent shows.

"I have enjoyed watching the other people in improv and they almost never fail at making me laugh," Kubly said.

"The Cooper improv team is one of the most welcoming environments at Cooper," 2021 graduate Max Jasper said. "Students get the opportunity to express themselves in whatever way they want. For me, improv was a way to escape the stress of high school. I had a lot of fun playing all sorts of characters. The people on the improv team were also great, as some of my best friends now are friends I met on the improv team."

a fun and inviting environment," Voigt said.

2021 Cooper graduate Max Jasper, a former member of the improv troupe, said his experience with improv was excellent. He added that the troupe members accepted him as one of their own and treated him with a lot

POLICE LIAISON ROLE DESIGNED TO AID SAFETY continued from page 3

unfortunate event that this occurs. These events are extremely rare, at a rate of one to six incidents in the United States, but we view our response to these as our primary duty," Bardon said.

In addition to the safety issue, Bardon added that having resource officers in the building can help develop positive relationships.

"Another benefit to having officers in the school is having police officers that are accessible to the students. People often find the police intimidating and unapproachable. Policing in the school environment is one of the closest things to true community policing that there is. The school community and the police are in a position to know each other," Bardon said.

Bardon said a number of factors led to his decision to work in law enforcement. He went into the Army right after graduation and took part in

Infantry and Airborne school. After the Army, he joined the Minnesota Air National Guard as a Security Specialist.

"I was initially enrolled as pre-law with a minor in studio arts believe it or not, and was interested in going to law school to be a criminal defense attorney," he said. "I had a girlfriend about this time tell me that I looked like a cop and that upset me; I had no intention or attraction at that time of going into law enforcement."

Eventually, his military background led to Bardon working security and getting a job in Minneapolis public housing.

"I began dealing with residents who were victims of assaults, robbery, rape, etc. and found myself in a position to help them. It was my first experience arresting suspects and providing a presence to actively protect the residents. That is where I got hooked. I felt I could do the most beneficial

work protecting people as a police officer versus an attorney," he said.

Bardon's decision to become a police officer led him to New Hope, where he said he has had "a very full career in a variety of assignments." However, he said he eventually needed a change from the "drudgery of patrol," which is what led him to Cooper.

"The school schedule is normal. I've missed too many of my daughter's activities, social events, holidays and such over the years. It is nice to feel like I'm a part of the world again," he said.

Bardon noted that his experience at Cooper has been "overwhelmingly positive."

"I like working with the staff and students and enjoy the constant interaction with people. Working eight hours versus our 12 hour shifts on patrol is a nice change, too. Our days are busy and they go by too fast most days," Bardon said.

DISTRICT PROVIDES STUDENTS NEW CHROMEBOOKS continued from page 3

use it for school-related projects, and to keep it safe somewhere.

The new Chromebooks are covered by insurance. Should a student experience issues with the Chromebook, they can see the staff members in the Media

Center for help.

"Students can visit the Media Center for any Chromebook issues," Media Center Specialist Mr. King said.

Students will eventually turn in their Chromebooks at the end of the school year.

"In a normal year, students are instructed to clean up their devices, wind their chargers and go to the Media Center by classroom and by grade to turn in their Chromebooks," King said. "Hopefully, this year will be better than the last."

Hawks annihilate Falcons

Cooper dominated the second half of the annual match-up on its way to a 49-14 victory



Photo courtesy of TALONS

The September 17 home game saw Cooper beat Armstrong for the sixth time in a row through strong offense and defense.

By ANDREW HAGGE
Quill staff writer

Cooper's football team uprooted Armstrong 49-14 on September 17 with their sixth win in a row against the Falcons.

"It's always great when the Hawks come away with a win," Head Principal Mr. Herman said.

The high-stakes game started off with a kickoff touchdown by David Connors, Jr. (12) for the Hawks. The Falcons got the ball and, trying to get out of their end, played a high snap over Joe Russell (12). The Hawks recovered on the 15-yard line, looking to score by already being in the red zone. The Falcons held on defense, forcing a fourth down. With no one open, the Hawks took it for seven yards, giving the ball back to Armstrong.

Another bad snap by Armstrong was recovered by the Falcons. This time, they managed to get a play down the field into the red zone, which they scored on three plays later to make it 7-7.

At the end of the first quarter, it was still up in the air as to who had the edge with each team going back and forth at each other. After going down the field, Cooper scored on a running play just

after the quarter change, making it 14-7.

The Hawks struggled once again on kickoff by giving up a kick return by the Falcons to the 43-yard line. Halfway through the second, Armstrong scored and tied it 14-14. After the constant action of back-and-forth football, the halftime hit with the teams even, leading to a tense start to the second half.

Two plays into the first

Two plays into the first drive by the Falcons after the second-half kickoff, the Hawks got an interception. However, the Falcons soon got one of their own to get the ball back. Almost immediately, the Falcons threw a pick-six to Cooper, giving the Hawks a 21-14 lead.

drive by the Falcons after the second-half kickoff, the Hawks got an interception. However, the Falcons soon got one of their own to get the ball back. Almost immediately, the Falcons threw a pick-six to Cooper, giving the Hawks a 21-14 lead.

After getting the ball back, the Hawks launched one down field into double coverage. It

looked like the play was over but the ball bounced off the defending Falcons toward Connors, who brought it into the endzone to double the lead to 28-14.

Cooper got another interception several plays later. Then, on third down, Cooper converted with a 50-yard pass down to the Armstrong seven yard line. Cooper then scored on a running touchdown by Camden Royal (12) on the play immediately after, settling into a comfortable 35-14 advantage as the game headed into its fourth quarter of play.

With tensions high and the rivalry deeper than ever, Cooper looked to run all over the Falcons. After another interception and a clutch running play by Royal, the Hawks scored once again to further bring out the lead to 42-14.

Cooper didn't stop there. With six minutes left in the game, the Hawks began to run down the clock after stopping the Falcons from pushing down the field. After an easy pass and catch, Cooper scored for the final score of 49-14. The second half was absolutely taken by the

HAWKS
continues on page 8

Revamped weight room open to all

Students can access the room through gym classes, sports teams and after-school programs

By DAMARIUS HAMILTON
Quill staff writer

The recently remodeled weight room gives Cooper students a chance to work out with new equipment, whether it be for class, to stay in shape after school or as part of a student's work with a Hawk sports team

"The new weight room gives the students the opportunity to build themselves up mentally, emotionally, physically and socially, making them more well-rounded," physical education teacher Mr. Connors said. "Students can work on building confidence after seeing their growth in strength and size. Working out reduces stress levels and helps make you feel good about yourself and image. With becoming stronger and having more balance, students can perform at a higher level in their sports, which helps their confidence."

During the school day, students can access the weight room if they take the weight training class or if they sign up for a Hawk Lunch and Learn session. Connors said these students can take advantage of the new equipment in the room, which includes "a seated row machine, abductor machines, speed treadmills, an arm pedaling machine for the lower body physically disabled, medicine balls, kettle weights, a neck machine, a Team Builder weight training program, a flip sled, chains



Photo by MR. ZUCCOLA

Among the new features in the weight room is a strip of field turf and field turf."

In addition to its use during the school day, the room can be accessed by students after school as well.

"The weight room has many opportunities for students after school," Cooper Administrative Intern Mr. Nelson, who oversees the weight room after school, said. "If a person is looking to be more fit, get stronger or increase their cardio, they can do that in the weight room."

Nelson said the weight room is open from 2:30-3:45 p.m. Monday through Thursday. For safety reasons, students need to be dressed to work out, which means they need to be

wearing athletic shoes and clothes in which they can move freely.

"No horseplay or play fighting will be tolerated in the weight room," he said.

In addition to working out after school, the weight room is also open to athletes taking part in official Cooper sports teams.

"Cooper athletes can access the weight room to build muscle and focus on improving strength and flexibility for their sport," Nelson said. "Student athletes can use a program from their coaches or I can help them find a program that will help them achieve their athletic goals."

Cooper Competitors

The story of the athletes who strive for success in Cooper sports

Bailey Morehouse

By RICHARA BULLOCK
Quill staff writer

Bailey Morehouse (12) plays tennis in the fall and is thinking of running track this spring.

Morehouse started playing tennis during her sophomore year. She said she initially joined to hang out with her friends and to stay active.

"I enjoyed watching everyone improve in such a short time and having fun," Morehouse said.

Morehouse's favorite memories from the tennis team revolve around their spirit days. She also said she enjoys the banquets and the team's match wins.

This year, Morehouse has the leadership role of being a captain, which she said can be tough sometimes.

"It is fun to be a leader of a group

and to help people," she said.

This spring, Morehouse plans on joining track for the first time.

"I never got to do it two years ago due to COVID," she said.

When it comes to school, Morehouse said her favorite classes are government because they "talk about a lot of real stuff" and AVID because it is helping her get ready for college. She also enjoys staying active by working out at the gym, driving and hanging out with her friends.

In college, Morehouse wants to pursue a major in dental hygiene. Her top college is Minnesota State, Mankato. She said she

wants to continue athletics after high school to have something to keep her busy and fit.

"I want to be part of a close team where we support each other," she said.



Photo by INFINITE CAMPUS

Elijah Enna

By ANAIJA SHANNON
Quill staff writer

Elijah Enna (12) plays football in the fall and, in the spring, he plays baseball and lacrosse. Enna has been playing football since third grade, making this his ninth year in the sport.

"I picked football because I love to hit and be physical. Plus, it's a way I bonded with my dad, who used to play and coached me," Enna said.

One aspect of football Enna said he enjoys is building relationships with his teammates and coaches.

"I like the jokes and fun competition as we push each other to become better athletes," he said.

This season, Enna is one of the team captains, which he said is going well.

"I love seeing some of the younger kids on the team grow up throughout the

season and become leaders on their own team," Enna said.

While Enna does not take part in an official winter sport, he said he uses that season to "stay ready for football."

"It went well last year," he said. "I lost weight while also building on my strength and speed."

In spring, Enna takes part in baseball and lacrosse.

"[Last spring] was my first season playing high school baseball and I made varsity," he said. "Also, in lacrosse, I was tied for the lead in goals with [2021 graduate] Malik Simmons."

When it comes to school, Enna said his favorite classes are math and AVID.

In his free time, he likes to play video games and pick-up games.

Next fall, Enna said he will probably attend Augsburg University and major in sports management.



Photo by ELIJAH ENNA

Jace Herman

By MYRA SINCHI
Quill staff writer

Jace Herman (12) has been playing sports at Cooper since she was a freshman. Her three main sports are soccer, basketball and softball. Herman plays soccer in the fall, basketball in the winter and softball in the spring.

Herman is currently captain for the girls soccer team. She has played soccer for 13 years, including four years at Cooper. Herman said she continues to play this sport for her "love of the team" and all the people she has been able to meet. Herman said her favorite memory is "beating Chanassen two years in a row because it was making history for the girls soccer team."

Once one season ends, another begins. In winter, Herman plays on the basketball team. The team was unable to play

sections last year due to COVID but will hopefully make a comeback this year.

Finally, during the spring, Herman takes part in the Cooper softball team.

"Last season was definitely a challenging one," she said. "Everybody was on different skill levels. Finding a balance can be challenging, but once it was figured out, we had strong games."

Outside of sports, one of Herman's favorite classes during the school day is psychology.

"Right now, my favorite class is psychology because it is interesting to learn why people behave or act certain ways," she said.

Herman said she is currently unsure about college, but has an interest in the major of kinesiology. If her decision is to go to college, Herman plans on continuing to play soccer because she "loves and enjoys the sport very much."



Photo by INFINITE CAMPUS

Kaidin Camp

By LLEWELLYN BOUTHIM
Quill staff writer

Kaidin Camp (12) plays soccer year-round, including varsity girls soccer at Cooper in the fall, and club soccer in the winter, spring and summer.

"I have been playing soccer in general for five years, but started playing for Cooper my sophomore year," Camp said.

As a team captain, Camp said she enjoys being able to be a role model for the underclassmen and leading by example by displaying work ethic and versatility.

"Some of my favorite memories from playing soccer at Cooper were leading my team to a three-game winning streak, breaking the record for Cooper for scoring with the least amount of time remaining [with] a second on the clock, and, overall, being able to display leadership in my

captain position," she said.

Camp said this season got off to a rough start considering their record and the fact they had to combine the varsity and JV teams. However, she said they are working with what they have.

Outside of the Hawks, Camp played for Fusion Soccer Club last year, but she is transferring to Minnesota Thunder Academy this upcoming season. She said last season was busy as she played for three teams and was playing soccer every single day of the club season.

When it comes to school, Camp said her favorite class is IB Psychology. Outside of school, Camp enjoys traveling, cooking, running and training for soccer.

As for next fall, Camp said she is undecided about her choice of colleges, but she plans on majoring in either psychology or business.



Photo by INFINITE CAMPUS

Twins show life at conclusion of losing '21 season

Strong performances by young players brings hope as team enters off-season

By NOLAN ANDLER
Quill staff writer

This was supposed to be a great season for the Minnesota Twins. Coming off their second straight postseason appearance in a messed up 2020 season, along with big off-season signings and the return of fans, 2021 was primed to be another memorable year for the Twins. However, things did not go as planned.

The team started the season with consecutive series wins at Milwaukee and Detroit. Led by good pitching and hitting, the team earned a 4-2 record coming home to start play at Target Field for the season opener against Seattle.

In their home opener, they dominated the Mariners 10-2, led by left-fielder and, at the time, MVP Byron Buxton. However, after that, the wheels began to fall off the bus. The Mariners won the series after the Twins surrendered a 6-0 lead late in the tie-breaking game of the series.

After that, it was literally like a movie for the team: bad break after bad break. They wrapped up the homestand versus Boston, going 1-3 in a four-game series. Then, in their road trip to L.A. and Oakland, COVID hit the team, so the remaining two games of the L.A. Angels series and the first game of the Oakland A's series were postponed. Eventually, the Twins wrapped up the road trip with a heartbreaking 13-12 loss to Oakland.

There were a lot of things that contributed to the struggles of the 2021 Minnesota Twins at that juncture in the season. Poor bullpen play were the causes of a lot of their losses along with injuries. It also didn't help that most of the injuries were to some of their best players, mainly Byron Buxton and pitcher Kenta Maeda.

However, along with these unfortunate issues, the Twins had some bright spots. Veterans who struggled last year, like catcher Mitch Garver and second baseman Jorge Polanco, went off this season. Also, the Twins had great play from their rookies, who had to step up big time. Included in this group were outfielders Trevor Lamach, Alex Kirilloff, Nick Gordon, Rob Refsnyder and Brent Rooker. Also important were the catching duo of Ryan Jeffers and Ben Rortvedt, and the rookie pitchers Bailey Ober, Joe Ryan, Griffin Jax and Charlie Barnes.

After the midseason trade deadline, it looked like the Twins were cooked for the rest of the year. Losing veteran designated hitter and leader Nelson Cruz and pitcher Jose Berrios, the Twins became a young team without a mentor and many thought it would be the downfall of the team. Surprisingly, it wasn't.

Suddenly, the Twins started to go off. They had a winning road trip against St. Louis, Cincinnati and Houston. Then, in their subsequent homestand, they beat the American League Central-leading Chicago White Sox, the American League East-leading Tampa Bay Rays and their division rivals from Cleveland.

These weren't the only highlights for the Twins. In their next homestands against the Brewers and Cubs, star left-fielder Byron Buxton returned from injury and they won the series against the Brewers. While the Cubs series didn't go as well, a highlight was that the top pitching prospect they got in the Cruz trade from Tampa Bay, Joe Ryan, made his first start.

After all of this, the Twins won their last two series of the season, which had them heading into the off-season with momentum.

2021 was definitely not a good year for the Twins, but, in the shadows, there were flashes of light for this team. Given the returning youth and vets, this team is loaded in all positions. Don't be surprised if 2022 is a more successful year for the team. Perhaps this will be the year when they not only make it to the postseason, but they will bring home another World Series title to Minneapolis.

Fans return to Hawks sporting events

After the limitations on spectators during 2020-2021, Cooper is now able to have full-capacity crowds for sports



Photo courtesy of TALONS

Hawk football player David Connors, Jr. (12) said it "feels amazing to play in front of fans again" during games like the Cooper win over Armstrong.

By NOLAN ANDLER
Quill staff writer

After a year of the gates being closed, fans are back at Cooper sporting events.

Last year's pandemic presented challenges for fans who wanted to attend sporting events. For soccer events, a limited number of tickets were sold to the general public. As for football, admission was limited to friends and family. As time went on and professional and collegiate athletic events were being held with fans, Cooper administrators were able to open the gates again in 2021.

"In order for us to have spectators, we needed to wait to see what the recommendations would be from the Department of Education and the Department of Health. Once we knew that there was no restrictions on social distancing, we could open this up to the fans," Cooper Head Principal Mr. Herman said.

Currently, with COVID cases continuing to be a problem, Cooper is keeping protocols in place during sporting events. However, there are no limits on the number of spectators.

"As of now, masks are to be worn on the bus and in the school, but outside, we recommend good hygiene and masks with crowds, but it's only a recommendation for people to follow," Herman said.

Even with restrictions, the return of fans sparked excitement for the players of all Hawk teams. After football's first two home games this year, players said it was really special to have people back in the stands again.

"It feels amazing to play in front of fans again. All the family and friends coming out to support us is great," Dave Connors, Jr. (12) said.

According to Connors, it didn't really affect the players' performance last year when no fans were allowed in the stands, but it definitely brought them down.

"It was and always will be business, but when you look up to a crowd and see that it's just parents and a limited amount of people, there's less energy for it," Connors said.

Even for other sports like soccer, which tends to have smaller crowds than football games, it wasn't the same last year to have limited viewers. According to girls soccer captain Jace Herman (12), playing last year was a challenge.

"It was definitely quiet. We had to rely on our few parents and bench to keep the energy that fans bring," she said.

Fans have already had an impact on the games this year. For example, when Cooper and Armstrong had their football matchup on September 17, players said that fans definitely had an impact on what happened on the field.

"As shown in our game against Armstrong, they can be a big part of our success. They can juice us up and bring the other team down," Connors said.

Other players agree that the return of fans was a factor in the early success of teams this year. For example, boys soccer went 3-0 in the first three games of the season at home.

"Being at home impacted us having a good start because it allowed us to get used to playing high school soccer in front of fans and not having to take a bus to another school," goalie Jayden Hove (12) said.

Wild skates its way to a surprisingly stellar start

After a decent pre-season record of 3-3, Minnesota won its first three regular season games in a row

By ANDREW HAGGE
Quill staff writer

The Minnesota Wild in the offseason targeted young players instead of their usual go-to veterans. The result of that was Minnesota finishing 3-3 in the preseason, which isn't great, but that doesn't mean all that much. These games were designed to see who deserves those backup spots with third- or fourth-line positions. With the preseason ending in mediocre fashion, the Wild looked poised to play faster and harder against their opponents during the regular season, which just got underway.

One outstanding performance in pre-season play came from 20-year-old rookie Adam Beckman, who is joining Marco Rossi, Matt Boldy and Calen Addison in Iowa as part of the Wild AHL club. This may be disappointing to some fans because Beckham scored in every pre-season game he was in. However, this move proves general manager Bill Guerin's point true that the Wild need "impact players" to win. With that great performance by Beckman, he still has yet to show Wild management why he should be on top



Photo courtesy of WILD.COM

The Minnesota Wild beat the L.A. Kings 3-2 on October 16.

and in St. Paul. Although this doesn't look hopeful for those few players right now, Guerin stated "in our opinion, right now, the best thing for them is to go to Iowa and play a ton." This does still show a sign of hope for these players looking to make it big with the Wild.

After the organization made those difficult pre-season decisions, the regular season began. In their first three games, the Wild went 3-0, winning by slim margins of a goal in each game. In fact, the third win came in overtime following a stunning comeback

in the final minutes of regulation play. Eventually, the team pulled away with three points, which is worth more than a few losses or a blowout victory.

Starting off strong on the three straight victories, the team looks good enough to edge out their opponents in tough situations. Scoring the first goal of the season was Kevin Fiala, who tied up the game against the Anaheim Ducks in the second period. Marcus Foligno then scored with 7.2 seconds left in the game to take it. Squaring up against the Kings for their second showing, Wild

players did it again and pulled away with a close 3-2 victory after a tight battle.

The squad has also shown its perseverance already this season. For instance, after they were down all throughout the third game of the season against the Jets, they scored two in the last five minutes, the second goal being in the final 60 seconds, which sent them to overtime. What is more, Joel Eriksson Ek scored a hat trick in the home opener with the third goal being in overtime. Meanwhile, Foligno started out early in the first period with his second fight of the season, attempting a Superman punch and throwing some powerful hits.

The first few games are only the beginning for these win-hungry players, who hope to make it deeper into the playoffs than they did last year, when they lost in seven games to the Golden Knights. Roster changes were consistent throughout the entire organization with many new names added. The Wild are for sure looking in from the outside when it comes to the Stanley Cup, but the beginning of the new season shows that we should not count them out too soon.

HAWKS ANNIHILATE FALCONS continued from page 7

Hawks with the defense nabbing multiple picks to give the offense good field position upon which they were able to capitalize.

Herman said there was a lot of preparation for hosting the game against Armstrong. According to Herman, they work with the administrative team from Armstrong to coordinate this friendly rivalry.

One issue that the administrative teams try to tackle before the game is making sure pre-sales

of tickets for the game happens to avoid long lines at the game itself. Herman also mentioned that the schools also "look at hiring extra people to supervise."

During and after the game, there were some altercations between fans that were broken up and taken care of right away.

"We work with our student leaders to talk with leaders from [Armstrong] to keep it friendly [and] avoid any vandalism," Herman said.