



Photo by Anne Ramos



After the COVID-19 pandemic, CHHS was able to get back one of its most popular traditions: Bring Your Kid to Work Day. On April 14, many teachers brought their own kids to school with them. To read more about the day and what everyone did, go to page 2.

Colonial



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Teachers' kids experience high school fun

by Whitnie Hoyle

According to nationaltoday.com, the national holiday Take Our Daughters and Sons to Work Day was originally designed to address self-esteem issues in young females. The first Take Our Daughters to Work Day was held on April 22, 1993, and the event has been celebrated ever since. It has evolved to include boys and has now reached different places of employment around the U.S., creating a heartfelt tradition for the people involved.

Here at CHHS, the holiday is referred to as Bring Your Kid to Work Day. This is because many staff members bring children other than their own, such as grandchildren or nieces and nephews. After the rise of COVID-19, CHHS hasn't been able to participate in the event for the past two years. This year, we were finally able to get the favored tradition back up and running.

"It's my favorite day of the

year because my two worlds collide: my students and my babies," said Mrs. Samantha Smith, Spanish 4 and ESL teacher. "My girls always have the most fun."

especially important for them to have social interactions and to see their parent as an employee rather than just in the role as a parent or grandparent."

Photo by Terri Moody



Dylan Adams, 11, contributes to the fun for the kids by participating in face paint as a part of the science mini lesson in Mrs. Barefoot's room.

While Bring Your Kid to Work Day is full of fun and excitement, it also holds some importance.

"For older children, it's good to see their parent or grandparent in the workplace and to see how important it is to love what you do," said Mrs. Dana Barefoot, chemistry teacher. "For the younger children, it's

Bring Your Kid to Work Day not only serves as bonding time for staff and their children, but it also gives the chance for students to bond with the kids and see their teachers in a new light.

"It gives children a chance to see where their parents spend all day and meet the students we talk about at home," said Mrs. Smith. "I

Photo by Terri Moody



Mrs. Creasey and her nieces, Louise and Margaux, enjoy spending time together during the school day.

really think it's a good bonding time for everyone."

Many students enjoyed the experience of interacting with the children and entertaining them throughout the day.

"It was fun to meet my teachers' kids," said Hannah Mitchell, 11. "I enjoyed playing games and making crafts with them."

"Interacting with the kids was very exciting and they acted like I was the coolest person ever: they were very sweet," said Anne Ramos, 11.

The CHHS staff worked together to make this day special for the little ones by

planning the different activities and lessons to take place. The kids had the options to participate in science, drama, recess, journalism and art.

Mrs. Barefoot volunteered to plan a science lesson for the children. For kids 5 and younger, they made lava lamps. For kids 6 and older, they made shrinky dinks. The high school chemistry students also helped out with face paint for the kids. Science seemed to be a fan favorite of the kids.

Mr. Andrew Bryce, drama teacher; Mr. Mickey Alderson, art teacher; Mrs. Jennifer Carmichael, Health/PE 10 teacher; and Mrs. Terri Moody, English 9/9 Honors

and Journalism 1-4 teacher, all volunteered to teach mini lessons about their subjects to the children.

The CHHS tradition of Bring Your Kid to Work Day brings the staff and students together in a way that any other event can't accomplish.

"The importance of Bring Your Kid to Work Day is to continue to grow CHHS as not just a community, but as a family," said Mr. Brandon Greenwood, World History 1 teacher. "By bringing your family in, you are bringing both your kids closer to the school setting and your students closer to you and your life."

Photo by Terri Moody



Lisa Ou, 9, assists Marcella with a word search during the journalism mini lesson.

Class of 2023 captures a glimpse of Prom

by Paris Baldwin

"[Prom] is an important event that no one should miss out on because it's a key memory a lot of people will hold for years to come," said Keagan McNulty, 12. "One last time to have fun and make memories with people you might not ever get to see again."

The Class of 2023 Prom will be held at the Appomattox Event Center in Petersburg, which is a new Prom location this year, on May 20 at 7:30 p.m. No theme has been announced.

"I'm excited to go and am excited that it'll be at a new location aside from the ever popular location of 'just the gym' and 'just outside the gym,'" said Forest Oldmixon, 12.

Seniors and their dates are preparing for Prom by buying their dresses, shoes, tuxes, make-up and more. The dress code for guys is a tuxedo or three-piece suit, which includes a sports/suit jacket,

tie, dress shirt, pants, belt and appropriate footwear. Girls must wear a formal cocktail dress or gown that is at least fingertip length but does not have side/back/midriff cut outs, excessive cleavage or inappropriate slits.

"Prom is a time for us seniors to relax and appreciate these simple times before we all move down our

After Prom now that Swaders has finally opened up the laser tag," said Oldmixon.

After Prom will be held at Swader's immediately following Prom. The theme is "Bright Lights, Hollywood Nights." It will be from 11 p.m. to 5 a.m. In order to attend, seniors must turn in the registration form.

Many seniors and their



separate paths into adulthood," said McNulty. "I encourage everyone to attend Prom because you'll really be missing out on fantastic memories. After Prom is also a blast and a once-in-a-lifetime free event where prizes and happiness will be everywhere."

"I'm also really excited for

dates are excited about this event.

"My expectations since sophomore year have improved the more I hear details about the event," said John Jackson, 12. "I'm excited to see everyone all dressed up for the last time. It's giving eighth grade dance vibes all over again."

Harrison awarded with April Senior of the Month

Photo courtesy of Olivia Harrison

by Avery Pack

It was a typical day when Olivia Harrison, 12, was called down to speak to Mr. Mike Nelson, principal, who was waiting to tell her great news: she had been named the April Senior of the Month.

"I wasn't quite sure why I would be going to his office," said Harrison. "I was confused, but I knew it couldn't have been bad."

Throughout her high school career, she has made many memories and friendships along the way, but there have also been challenges. One challenge that Harrison has faced is balancing schoolwork and other activities.

"I've always been very committed to my academics and have prioritized them over everything," said Harrison. "It has not always been easy to do so when having to



Harrison plans to attend either Clemson University in South Carolina or James Madison University in Harrisonburg, Va., to study nursing.

fulfill other commitments, as well."

Harrison has been committed to the soccer team for all four years of her high school experience. She started out on the JV team for grades 9-10 and moved up to varsity for her 11th-12th grade years. She was also a part of the swim

team from grades 8-11.

Being a part of the soccer team and the swim team has given her friendships and leadership skills, which have helped with other aspects of her life.

"I will never forget the unity I have felt and the connections I have made through my swim and

soccer teams,” said Harrison. “The shared experiences of training, competing, and overcoming challenges together can create a bond between teammates that can last a lifetime. It also instilled a sense of pride and accomplishment in both my individual and team achievements.”

With all of the challenges and difficulties she has faced through the years, Harrison has been able to create amazing bonds with

fellow students and teammates as well as adults and staff who have gotten her to where she is today. One of these people is Ms. Kristin Crowder, resources coordinator.

“Ms. Crowder has had a profound impact on my life,” said Harrison. “She has been a constant source of emotional and intellectual support, always pushing me to strive for the best and encouraging me to reach my full potential.”

Another teacher that Harrison has looked up to is Mr. Tracy Boyd, Biology 2 teacher.

“I am eternally grateful for the role he has played in my life, and I know that I am a better person for having known him,” said Harrison. “He has helped me deepen my relationship with God, providing me with spiritual guidance and encouragement when I needed it most.”

Being a part of the soccer team has given Harrison an opportunity to make memories, but she also was given a role model, Ms. Sarah Crinkley, varsity soccer coach and Biology 1 teacher.

“Her dedication and passion for the sport were infectious, and she inspired me to push myself to new heights both on and off the field,” said Harrison. “I am truly fortunate to have her as a coach, and I will always be grateful for the impact she’s made on me.”

Photo courtesy of Olivia Harrison



Pictured from left to right: Olivia Harrison, 12, and Heather Claytor, 11. Harrison has been committed to the girls soccer team for all four years of her high school experience.

Harrison has worked throughout her high school soccer career to improve and get better.

"Olivia has improved tremendously with her leadership abilities, and at practice, she is way more aggressive with the ball," said Ms. Crinkley. "We move her around a lot, and she does great wherever we put her, but she also wants to learn more and know what she can improve on."

Understanding this is Harrison's last year of high school, Ms. Crinkley feels bittersweet about her leaving and starting a new chapter.

"We are really going to miss her next year; she is so willing to learn," said Ms. Crinkley. "She is such a role model for the younger girls. They see her participating in clubs and being involved, and they want to do it, too."

As her high school years come to an end, Harrison remembers the unbreakable bonds and

friendships she has made over the years.

"The bonds and friendships I've created will undoubtedly last a lifetime, and I am so incredibly blessed to be surrounded by such amazing people," said Harrison. "I truly will never forget about my teachers or peers as they have had a huge impact on the person I've grown into over the last 12 school years of my life."

After she graduates, Harrison plans to attend either Clemson University or James Madison University for her Bachelor of Science in Nursing. Then, she plans to go to graduate school and pursue a physician's assistant program to become a licensed physician's assistant.

Harrison has improved and has grown in more ways than one since her freshman year; however, there is one way she has grown that stands out among the rest.

"Freshman year me could be characterized as an insecure and uncertain teenager," said Harrison. "Navigating the challenges of a new school environment and attempting to establish my place within it felt extremely scary and overwhelming; however, by senior year, I have grown into a more confident and self-assured young woman."

As she wraps up her final weeks at CHHS, she is upset about leaving her friends and teachers, but she knows the best is yet to come, and she is excited to see where her life takes her.

"The friends, teachers, coaches and mentors who have supported me along the way have truly been the backbone of my success," said Harrison. "Leaving this chapter of my life is undoubtedly difficult, but I am confident that my fellow graduates and I are all well-prepared to tackle whatever challenges lie ahead."

Gwaltney provides warm welcome

by Nathan Frazier

In every school, there are a lot of important people who work tirelessly to make the school days flow more efficiently. Mrs. Maurie Gwaltney is one of those people. She works at the front desk and is a crucial part of CHHS.

Her job consists of checking in and out students, checking in parents and other visitors and taking calls.

"I do the normal secretary duties," said Mrs. Gwaltney. She also said she loves her job and all it entails.

The one aspect that she loves most about her job is the students. Always with a smile on her face, she is motivated by the students to come to school and perform her duties each day.

This year, Mrs. Amanda Creasey, English II and College Composition teacher, has begun working closely with Mrs. Gwaltney. Mrs. Creasey said that "Mrs. Gwaltney is sweet and easy to

talk to" and that she is "a whiz at the front desk. She knows most of the students by

Gwaltney is always at work! She basically never misses a day. She takes her job at the

Photo courtesy of Maurie Gwaltney



Outside of school, Mrs. Gwaltney enjoys traveling with her husband. Her favorite places to visit include tropical islands.

name."

Mrs. Gwaltney also has a very strong work ethic. In fact, when Mrs. Creasey was asked to describe Mrs. Gwaltney's work ethic, she said, "Mrs.

front desk, especially the security aspect, very seriously. She is organized and a very hard worker."

Mrs. Gwaltney is from a large family.

"I am the youngest of eight: seven sisters and one brother," said Mrs. Gwaltney.

After high school, Mrs. Gwaltney went to college, but decided that having children and a family was more important to her at that time.

Mrs. Gwaltney has been married for 29 years, and she and her husband have been together for 33 years. She has two children, a son and a

daughter, and three grandchildren.

Mrs. Gwaltney is a native of Colonial Heights, even graduating from CHHS herself. Her grown children also attended CHHS. As a result, Mrs. Gwaltney knows a lot of Colonial Heights residents, making her a "kind of staple of the school and the community," according to Mrs. Creasey.

In her spare time, Mrs. Gwaltney enjoys going on runs and working out. She also really loves to travel, especially when she can sail the seas on a Carnival Cruise. Her favorite places that she has visited are San Juan, St. Thomas, Half Moon Cay and Dominican Republic.

Photo courtesy of Maurie Gwaltney



Mrs. Gwaltney and her husband of 29 years spend much of their time with their daughter, son and three grandchildren.

Ponce prospers and grows in his artistic abilities

by Jenna Mason

CHHS is full of students who are creative and talented in many different ways. Some students excel in music while others excel in drama, but one student, in particular, has shown his progression and passion in art: Axel Ponce Alonso, 11, has spent this past year showing off some of his artwork in room 216, Mrs. Samantha Smith's classroom.

Ponce has attended CHHS since ninth grade. He's taken a variety of classes, including English as a Second Language (ESL). During his time in ESL, he has gotten to know many students who've seen him grow in his artistic ways.

Starting art in his early childhood, Ponce has experimented with many different mediums. In the beginning of his artistic journey, he would doodle with crayons and colored pencils; then, in late elementary school he started drawing with pens and pencils. Since then, he has used paint, clay, Expo

Photo by Jenna Mason



Since the beginning of the school year, Ponce has been creating a huge masterpiece on the whiteboard in Mrs. Smith's classroom, room 216.

markers and much more.

"My favorite things to draw are people," said Ponce. "I also like to create things from my culture, like Mexican skeletons and *alebrijes*."

According to definitions.net, *alebrijes* are brightly colored Oaxacan-Mexican folk art

sculptures of fantastical creatures.

One of Ponce's favorite pieces of his has been his paper maché sculpture of an *alebrije* he made in Art 2.

"I made an *alebrije* out of paper maché with Mrs. Unger, and she's been one of

my favorite teachers ever since,” said Ponce. Mrs. Ashley Unger is a former CHHS art teacher.

Besides the creations Ponce has made during class, he has also spent time drawing portraits of world renowned soccer players on the white board in room 216. Many students have witnessed him

in action creating his masterpiece.

Ponce has taken many opportunities to work on his artwork throughout the school day whenever he has felt stressed or upset.

“Art is something that has made me relaxed,” said Ponce. “Whenever I’m sad or

upset, I can take a deep breath and draw, and it helps me calm down.”

Not only has Ponce shown a small part of the world his work, but also he affected many people by his art. One student in particular is Stiven Rodriguez Manueles, 11.

Rodriguez and Ponce have been close friends for a while now. As Ponce has progressed in his work, Rodriguez has been by his side. Rodriguez has even given Ponce the opportunity to design his next tattoo.

“He’s really good at drawing, and he has a good vision to make things perfect,” said Rodriguez. “He’s going to design a spiderweb that I’m going to get tattooed on my elbow, and I’m excited.”

Thinking about his future, Ponce has made clear where he wants his artistic journey to go.

“I don’t think I would want a career out of art,” said Ponce. “It’s something I do for myself and not for others, so I’d like to keep it that way.”

Photo courtesy of Axel Ponce Alonso



One of Ponce’s favorite art pieces was a paper mache sculpture of an *alebrije* he made while he was a student in Art 2.

Jones thrives despite genetic disease

by Seth Jackson
Jahnesa Jones, 12, courageous and free-spirited, faces the difficulties in her life with positivity and action. She and her brother live with Hypertrophic Cardiomyopathy, a genetic disease that makes it difficult for the heart to pump blood properly. This condition poses great difficulties in daily life and, in some cases, requires sacrificing things they love.

Despite this obstacle, Jones still pushes forward and inspires those around her.

"She has every reason to complain or to feel sorry for herself; I have never once heard that from her," said Ms. Kristin Crowder, gifted resource coordinator and National Honor Society sponsor. "I cannot imagine what kind of amazing things she is going to achieve during her lifetime. I wish that everybody had an opportunity to sit down with her because she just radiates light and joy. Just looking at her makes me smile."

The NHS, to support the

Make-A-Wish Foundation and a member of their own, has been raising funds and will continue to do so with up-and-coming events.

"It was called

Photo courtesy of Jahnesa Jones



Jones and her family enjoy a trip to Universal Studios provided by Make-A-Wish for her brother.

Tape-A-Teacher," said Crowder about an event that occurred in March. "What we did was we let the student body select the teachers that they wanted to try to Duct Tape to the wall, and NHS members sold yards of Duct Tape during lunches to see if they could keep the teacher on the wall."

This event was a massive success and raised close to \$600. The NHS plans to

continue the fundraising and donate the proceeds to Make-A-Wish's own fundraiser, a walk, on May 20.

"Our next plan moving forward is creating t-shirts,"

said Jones. "The march is in May, so we plan on having these t-shirts prepared and ready to sell. If students would like to join the walk, they have a t-shirt representing Colonial Heights and Make-A-Wish."

The Make-A-Wish Foundation is a nonprofit organization whose focus is on granting life-changing wishes for children with chronic illnesses.

These wishes impact not only the children but also everyone around them. The fulfillment of these wishes creates unforgettable experiences and offers a sense of optimism for the children.

Jones's wish of skiing in a winter wonderland type of environment and her brother's wish of going to Disney World were brought into reality with care through Make-A-Wish.

"Make-A-Wish is really good at making sure you're taken care of," said Jones. "They make sure your flights are booked, you have somewhere to stay, and you have daily activities, so, really, the adults get to relax, too, and they also get to see their kids happy. I really think that helps with all the craziness that happens with being diagnosed."

Mrs. Laurie Melis, Spanish teacher, agreed with this sentiment as she has experienced this generosity firsthand; her nephew, Javi, was granted a wish to become a firefighter.

"I always knew Make-A-Wish was a special program," said

Mrs. Melis. "Seeing the amount of work, time and magic they put into making Javi's day as a firefighter, I have a whole new appreciation for the organization. Every detail was well thought out and coordinated."

The importance of these wishes cannot be overstated. They can even be what gives a child that push to survive.

"I want a lot of people to know about it and understand why we do it," said Jones. "Make-A-Wish isn't a materialistic charity. Every dollar that is raised goes to funding a child's wish. These wishes help guide and encourage children through their medical struggles and continue life with a positive attitude. Exposure to this cause helps others understand the impact they could make and spread much-needed kindness in the world."

A final wish from Jones, especially to those that have the possibility of having the same condition she does, is stressing the importance of checking in on their body's

health and not being afraid to take action in their own lives, as well.

"I want other people to become aware of the symptoms just to get checked up because HMC can lead to problems, like sudden cardiac arrest, but the most important thing is being diagnosed," said Jones. "A lot of the people that suffer from fatal side effects of it, do so because they don't know that they had it. It's prevalent in athletes and people who are active a lot, and it's really sudden. Bringing awareness might help someone in the future."

Photo courtesy of Mrs. Kristin Crowder



Mr. Jacob Crowder, finance and economics teacher, gets Duct Taped to the gym wall during the spring sports pep rally in March. He, along with three others, were nominated by students for the Tape-a-Teacher event that raised funds for the Make-A-Wish Foundation.

SODA mentors prepare students for the future

by Arianna Wooldridge

Do you enjoy working with children? Do you plan on becoming a teacher? If so, SODA might be right for you. Not only does it provide some training for your future career, it also gives you opportunities to try new things and spend time with your friends.

SODA, which stands for Students Organized for Developing Attitudes, is a program that rising junior and senior students are able to apply for.

After applying, SODA sponsors will review the applications and decide which candidates will be interviewed.

In SODA, students create and teach lessons to fourth graders about subjects that involve having a good attitude toward others, goal setting, the qualities of a good friend, positive self-image, communication and empathy.

The sponsors, Mrs. Elizabeth Roberts, AP Calculus and Statistics teacher, and

Ms. Cassie Damon, Algebra 1 and Honors Math Analysis teacher, encourage new potential members to apply.

opportunity to develop leadership skills.

“SODA is a big commitment, but it is fun and very

Photo courtesy of Cassie Damon



CHHS SODA was started by Mrs. Diane Yates during the 1980s. This group carries on the tradition of guiding elementary students in making smart choices.

“I chose to be a SODA sponsor for two reasons,” said Mrs. Roberts. “One, I was a SODA member when I was in high school, and it played a big part in my decision to become a teacher, and, two, my best friend, Ms. Damon, was one of the sponsors, and I thought it would be fun to do it together.”

Even if you don’t want to be a teacher, SODA offers an

rewarding,” said Mrs. Roberts and Ms. Damon.

To be eligible to apply, students must be at least 15 years old by August of the year they want to apply. Membership in SODA is offered only to juniors and seniors because they must be able to provide their own transportation.

Also, being a good student is important because SODA

members are posing as role models. Candidates must have a C or above average, have a clean discipline record, refrain from alcohol and drug

Morris, 12, talks about an instance of this in her life.

“The only advice I have is to be a great role model,” said Morris. “These little kids see

Members must be willing to put in effort to be a part of the program. Kellie Roche, 12, another SODA member, offers some advice for those who are nervous to apply because of the work.

“Don’t be intimidated by the heavy workload SODA comes across,” said Roche. “It definitely seems like a tall order, but after the first couple lessons, it’s almost second nature, and you’ll see that it’s not that it’s necessarily a large amount of work, just that all our work is very thorough. You are definitely able to juggle SODA with other extracurriculars.”

If students have any more questions, they may ask Mrs. Roberts, Ms. Damon or Mrs. Casey Crow, who will be a sponsor starting in the fall, or any current members of SODA.

Photo courtesy of Cassie Damon



Roche stated that another great thing about SODA is being able to work with the kids, and even during the short lessons they have, they learn a lot about them.

use and have few tardies and absences.

SODAs never know who may be watching them. One member of SODA, McKenzie

you out in public, and they look up to us. I know I see some of my SODA kids all the time at work.”

SODA does come with work.

Culinary students reach national competition

by Whitney Williamson

The culinary team at CHHS has come so far this year by showcasing their talents in competitions. Their hard work has paid off and will continue to be recognized. Mr. Chris Booth, Culinary Arts teacher, is beyond excited about the team's achievements at both the state and national level.

The culinary team placed 20th out of 46 teams at a national competition in Washington, D.C., in early May.

"This experience has made me a better chef and educator," said Mr. Booth. "I am truly blessed to have been part of the recipe."

The culinary team currently includes the following students: Ian Baker, 12; Kaylee Gilmore, 10; Nathan Hughes, 12; and Christian Black, 10.

Culinary Arts classes may be viewed as an extracurricular that is only enjoyable for students who can cook decently. The truth is, the skill of cooking is not the only

Photo courtesy of Chris Booth



The competitors placed 20 out of 46 teams nationally. Pictured from left to right: Ian Baker, Kaylee Gilmore, Christian Black, Nathan Hughes.

thing that is taken away from Mr. Booth's class.

Hughes believes that Mr. Booth's class gives him the opportunity to gain beneficial life skills.

"I think that Mr. Booth's class can teach you how to cope with stress and achieve your goals," said Hughes. "There is so much that you can take away from culinary arts; it is not limited to one thing."

Mr. Booth also believes that his class can improve life skills as well as culinary skills.

"Whether or not my students enjoy my class, I believe that they will be impacted beneficially," said Mr. Booth. "Experience with cooking is not as important as having drive and ethics when taking culinary."

When signing up for Mr. Booth's Culinary Arts 1 class, prospective students should

know that the class focuses on the principles and sciences behind cooking. Students are not expected to automatically know how to be professional chefs.

Mr. Booth is a teacher who is proud of and values his students' work. Even though Mr. Booth was not initially interested in being a culinary arts teacher, he has developed a liking for it.

"I was surprised by how much I and my students have

accomplished; however, I am more focused on the accomplishments of my students rather than myself," said Mr. Booth. "Being a Culinary Arts teacher wasn't an initial goal of mine, but I am currently enjoying it."

Every culinary student may not have the same experiences as Hughes does; in his case, he has been interested in cooking for most of his life.

"What made me initially

want to take a culinary class was the fact that I've always had an interest in cooking," said Hughes. "I've been involved in cooking since I was three, and I saw the Culinary Arts class as an opportunity to learn more about it."

Contrary to common belief, competitions are not always about doing better than others. They are about how much skills have been improved for the person competing.

"I am confident that I and my team will succeed at the National ProStart competition, but it is not about competing with other people," said Hughes. "It is about competing with ourselves, acknowledging what we are capable of doing, and how proficient we are at making a dish."

Photo courtesy of Chris Booth



Ian Baker and Christian Black pay attention to every detail as they plate their meals for judging.

ALC provides structure, opportunities

by Landon Lopez

ALC is tucked away in a front corner of CHHS and is run by none other than Ms. Melissa Brown and Mr. Ryan Shepperson. ALC, which stands for Alternative Learning Center, is a disciplinary room for any students who don't abide by the school rules, and now they have to receive and finish work from their classes only in the ALC room.

"This room is a work area," said Ms. Brown. "My expectation at the beginning of the day is for everyone to come to school prepared to be successful."

Ms. Brown runs an effective schedule to assure that students are working at their very best to be as successful as possible.

The main reason students are able to focus so well is the restriction of technology; this allows students to have their minds cleared without any worry of the safety of their technology.

"The restrictions on

technology, typically phones, is a great balance for students to stay focused," said Mr. Shepperson. "Phones are a big distraction especially

assignments."

Obviously, there are still struggles with and without technology. Some students

Photo by Landon Lopez



Mr. Shepperson and Ms. Brown work together to provide structure and routine for students who spend time in ALC. They appreciate when former students return to share their successes with them.

to teenagers as they wander on social media, playing games or texting friends, instead of completing their

may rely on their technology a bit too much and can be totally unaware of what's happening, what's being said

and even where they are.

A challenge Ms. Brown faces is a lack of mobility throughout the day.

“A common struggle I have while in ALC is being in one class setting all day,” said Ms. Brown. “I avoid this struggle by reflecting on my purpose.”

Even though ALC is meant for punishment or a punitive experience, it also provides students opportunities, not only for grades and work, but also for behavior and respect, with the support of the administration and cooperation between teachers.

“My greatest accomplishment was being provided plenty of time to catch up on my work,” said Brayon Mendoza, 10. “I really feel like you can ask for help when you need it, which is helpful considering the administration is very understanding and actually made me feel very comfortable to ask questions. It’s nice and quiet in there.”

When Mendoza spent time in ALC, he realized the opportunity he was given and

took advantage of it.

ALC provides the schedule and structure for students to finish their work or accomplish their goals in general. Ms. Brown and Mr. Shepperson help in any way they can and make sure students get as much work done as possible.

Lunch works well with their work schedule.

“Believe it or not, students look forward to lunch as they are able to move and stretch their bodies from sitting for a while,” said Mr. Shepperson. “Students walk in a single file line and must be quiet while doing so to and from the cafeteria.”

Whilst in the cafeteria, students are expected to get their food, sit on the senior/junior side and eat quietly, giving them the ability to receive a small wake-up call to provide the energy the students need to get through the day.

Students are given such mass amounts of time to realize what they should expect whilst in the ALC room and are reminded that they

shouldn’t judge the people who are trying to help them.

“I hope students realize that while here in ALC, I have shown the love, respect and care that is needed. I hope students realize that I really have a big heart outside of me being the ALC teacher,” said Ms. Brown. “Just know that you’re safe and are given an opportunity to really turn not only your school life, but mental life around.”

At the end of the day, ALC students receive their technology and leave proud knowing what they’ve accomplished whilst in ALC.

“At the end of the day, I leave work knowing I made a difference in someone’s life,” said Ms. Brown.

Mr. Shepperson values “seeing our students grow within weeks or within the semester.”

“The students come to check-in with Ms. Brown or myself and tell us they are improving, either with their grades or behavior,” said Mr. Shepperson.

Part-time jobs prepare students for future careers

by Emma Knode

Managing schoolwork and jobs may not be the easiest for young people, but according to a few students, gaining experience for their future careers is worth the hassle.

Christian Moaning, 11, works at the Chick-fil-A at Southpark Mall. Moaning wants to be in the culinary field, and this job is helping him find his way to that goal.

“If I’m being honest, I know I don’t want to work at Chick-fil-A, but I know I want to be in the culinary field,” said Moaning.

Waking up in the morning and feeling excited for the day may not be easy for everyone. Moaning seems to be someone who can get up every morning and get going.

“You have to work hard to get where you want to be in life, and I have big dreams,

so I’m going to work hard now so that way when I’m older, I will be set,” said Moaning.

Working hard at a public facility also comes with following certain guidelines.

“Always meet customers with a smile, speak with an enthusiastic tone, make eye contact with guests and always say ‘my pleasure,’” said Moaning.

Another student has been following his dreams for quite some time now.

Photo by Slade Jackson



Garrett Jarvis, 10, divides his time outside of school into playing left wing on the varsity soccer team and playing video games in tournaments for profit.

Garrett Jarvis, 10, has been playing in video game tournaments for about three years now.

Jarvis has been putting in a lot of hard work to meet certain goals for himself. A few years ago, Jarvis found his passion for making money for playing video games.

"About three years ago I made \$200 from a tournament, and at that moment I heard you could get scholarships for gaming, so that motivated me to keep going," said Jarvis.

Jarvis is planning on going many places with this hard work. He wants to include school with his job.

"I want to get a scholarship for my work," said Jarvis. "I think putting school before gaming is very important to me."

Jarvis is also on the varsity boys' soccer team, so it definitely seems like he has a lot on his plate.

"Managing soccer, school

and my tournaments is a very big responsibility," said Jarvis.

The students here at CHHS have been working hard to make sure they can do something good in their lives. Managing so many activities at once with school involved is a huge responsibility for young students.

Grace Newton, 9, just recently started working at McDonald's in Colonial Heights. She has been working really hard to improve her skills and do something better afterward.

"I have been getting better by taking my time to learn and do everything," said Newton.

Newton has to follow two simple rules in order to have a healthy work environment. She also has to make sure the customers are satisfied with her work.

"We have to stay sanitary and be respectful to the

customers," said Newton. "Sometimes the customers are rude, but I put a smile on my face and get their order going."

Newton wants to be in the culinary field in the future and thinks her fast food job is the best way to start.

"I want to join the culinary field at some point, and I think working at a simple fast food place is a great start for me," said Newton.

Newton has only been working at McDonald's for a short time but is already making major improvements.

"I have been noticing some big changes as I work, and I have been feeling better about how I work when I get home every night," said Newton.

Gaining time management skills is crucial

by Aurora Lee

Time management is a life-changing skill to learn at a young age. Managing time is a tough skill to master, but it's very important for the real world.

William King, 12, is a student who not only goes to school, but also has a job and runs for the CHHS track team.

"Track practice is my favorite part of my day because I get to see all my friends," said King.

Oftentimes when students go to school and have activities, such as work or sports, they don't have much time for hanging out with their friends.

"I believe keeping myself busy now with work and track will be good for me in the long run because it will mean I'll always have a good work ethic," said King. "I feel very relaxed because I accomplished everything I needed to. I would feel that I need to work harder after not working hard enough to

complete my tasks."

Although being busy might be hard at the moment, being done with everything is a proud feeling everybody can feel after simply doing something that is required of them or something they have an interest in.

"School, practice, chores and work" are a few of the tasks that King completes in a day. Juggling school with work, sports or both can be very hard to manage.

"I'm very smart and stay on top of my work when I'm at school," said King. "I've always been good at keeping track of what I need to do."

School work can be hard to manage even when people don't have other things going on.

"[School] made me get into the habit of planning ahead and also making sure I make time for myself," said King.

Making time for peace is a good way to not only make sure that the high school experience is good but also make sure mental health is

maintained.

Zoi McKenzie, 9, is a student who maintains an A average, plays basketball and runs track for CHHS, all while making sure she works on herself and her growth.

"I don't think it's going to impact my future positively because I rarely have time for myself," said McKenzie. "If my future is as busy as I am now, I feel like it would have a negative impact on my mental health."

"School, track from 2:30-4:30, AAU practice from 7-9, homework from 9:30-12," said McKenzie about a typical day for her. "It really all depends on the day and what I haven't completed in school."

McKenzie's time management skills have improved during this school year.

"In the beginning of the year, it was hard to stay on top of work, but now in the fourth nine weeks, it has become a routine," said McKenzie.



McKenzie stated that her time management skills have improved during this school year with balancing her sports and work.

"In the beginning, doing two sports at a time was hard, but after some months, it became easier," said McKenzie. "[Sports] affected me in a positive light. It helped me stay disciplined and focused on the things I need to do."

While sports can be hard to manage, so can work. Donovan Miller, 12, said "after work I feel drained and tired." Even though teens in school are only allowed to work a few hours on school days, work can be draining to social lives, as well.

"I would be able to build more relationships without work," said Miller. "I'm a pretty good multitasker; I do my homework in class so it's not hard to multitask outside of work," said Miller. "I don't enjoy school work, but I have to do it because it's a necessary evil. You just have to want to do the work."

In Miller's words, work can be "evil," but working, whether it's for school or a job, can also bring great opportunities.

"You have to work to get

opportunities," said Miller. "I'm a hard worker so the doors will open up for me."

Time management is an important skill to learn for daily life. Learning how to manage time may be harder to learn later in life than it will be at a young age.

"It's important for students to manage their time because if they don't, they're going to feel overwhelmed, and that can lead to stress," said Ms. Grace Hogan, English 9 teacher.

Healthy relationships: knowing the ins and outs

by Riley Bridgman

When students move to high school, they are faced with many new adventures. One of these new adventures may be finding and figuring out relationships.

According to www.ny.gov, a healthy relationship will “involve honesty, trust, respect and open communication between partners and they take effort and compromise from both people.”

While there is a general understanding of what a healthy relationship should look like, it can be described in many ways. Mrs. Tara Seely, school counselor, believes that in a healthy relationship, the two individuals should be equals.

“I think in a healthy relationship, there should not be an imbalance of power,” said Mrs. Seely. “I feel like there should be mutual respect, open communication and some give and take between the two individuals. There should never be one

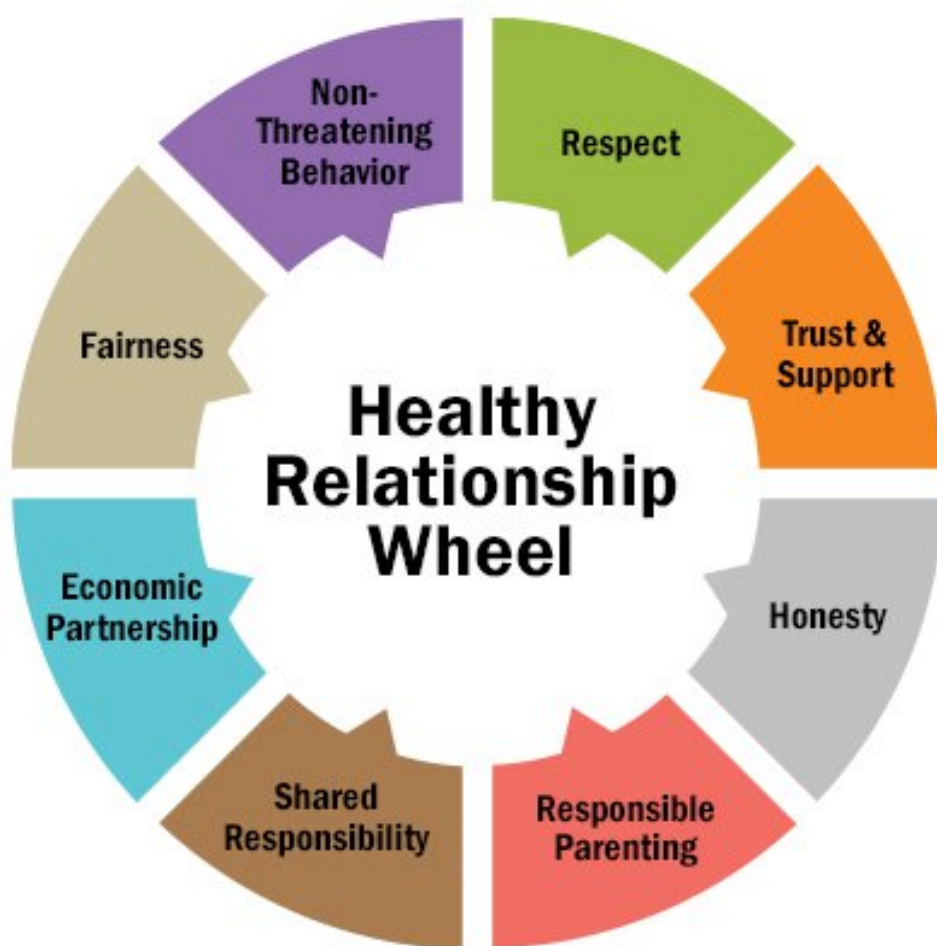
person who has more power than the other.”

When in a relationship, both partners can develop traits to make sure they are a good partner in the relationship.

“Communication and trust

listening to those outside influences without checking with your partner is important. A lot of people want to get involved or like to see drama, but instead of just listening to what you hear, it is super important to

Photo courtesy of Clairemont High School



is huge,” said Mrs. Seely. “You have to build trust. It’s kind of a leap of faith, but I think it’s important to be open to that. Keeping lines of communication open and not

communicate and find out directly from your partner.”

Ideally, relationships should be healthy and keep both partners happy, but that is

not always the case. When getting into first relationships, people may have trouble recognizing if the relationship is healthy or not.

“Typically if someone is unhappy in a relationship and the communication piece is

or don’t feel like they can please their partner. These can lead to toxic relationships.”

According to www.youth.gov, some characteristics of an unhealthy relationship are

Photo courtesy of www.fiveactionsteps.org



not working, it is unhealthy,” said Mrs. Seely. “Unhealthy relationships can look a lot of different ways. Someone may feel like they are in a healthy relationship, but to an outside observer, they are always stressed, always upset

hostility, control, dishonesty, disrespect and intimidation. Mrs. Seely believes that if you think you are in an unhealthy relationship, you should talk to a trusted adult.

“I think it is important that

they talk to someone who is maybe not always the same age,” said Mrs. Seely. “You are all trying to figure these things out together, but I think it’s important to talk to a trusted adult. It is important to say what you are experiencing, that you feel troubled by it, and ask what their suggestions are.”

Relationships may be difficult to navigate, but they are important to learn what a relationship should and shouldn’t look or feel like.

“I never make light of high school relationships,” said Mrs. Seely. “I think it is super important for you to be able to figure out what you want in a relationship moving forward and what are deal-breakers in a relationship. I think it is important to know that even if it’s something that doesn’t last, you learn a lot from the relationships. That will help you in the future as you get older and find your hopeful life-long partner.”

Biliteracy test recognizes bilingual students

by Caroline Woodward

According to the Washington Post, more

than English spoken in the United States are Spanish and Chinese. According to propio-ls.com, there are

At CHHS, bilingual students or students that are academically inclined in a foreign language have the opportunity to take the biliteracy seal test. This test allows students to prove that they are capable of understanding, speaking and comprehending a language other than English and are able to use it effectively.

Photo Courtesy of Global Seal of Biliteracy



Students who have earned the biliteracy seal in high school can use it on applications to colleges and places of employment to prove that they are able to speak multiple languages. Because there are so many languages spoken in the United States, many employers seek applicants that possess this skill to be able to communicate effectively with the public.

than 20 percent of the American population, which is 1 in 5 American adults, speaks two or more languages. Of all the world languages, the most popular languages other

over 41 million Spanish-speaking Americans and 3.5 million Chinese-speaking Americans in the U.S. today.

“The biliteracy seal is a seal on your diploma; it’s a sticker, and it indicates that you have met the intermediate, mid-level of language proficiency,” said Mrs. Jamie Wulfekuhle-Zaweski, French teacher.

Some bilingual students at CHHS are currently working toward earning the biliteracy seal on their diploma. There are three categories of bilingual students at CHHS; those groups include the English as a Second Language

students, "heritage speaker" students and fourth-and fifth-year foreign language students.

The English as a Second Language students came to the United States and speak an entirely different language with little to no previous knowledge of the English language. The ESL students at CHHS work diligently to try to learn the English language because it is a requirement for graduation and to pass the state SOLs. However, the ESL students have a bit of an advantage when it comes to earning the biliteracy seal because the test they would be taking would be in the format of their mother language.

"This group works the hardest to get through high school, but the seal is very easy for them to get, and these are our English as a Second Language learning students," said Mrs. Wulfe.

The second group of bilingual students are called

"heritage speakers," which means that the students' parents speak a language other than English, but the student can speak both.

"The second group that we have -- they probably have the best of both worlds here -- we call them our 'heritage speakers,'" said Mrs. Wulfe. "Their parents are native speakers of a language, and our heritage speakers may or may not have traveled and had an immersion experience where they have been surrounded by their parents' language their entire life."

The third group of bilingual students have taken fourth-and fifth-year courses of a foreign language. At this point, students should be understanding the language by not only being able to speak it, but also by being able to write and read it.

"Our SOL requirements indicate that at the end of

the fourth level, the student in that class should be an intermediate; mid-speaker, listener, writer and reader," said Mrs. Wulfe. "If that student has worked well in class and gotten through the fourth level, they could potentially also demonstrate their biliteracy."

The biliteracy test has been proven to demonstrate students' abilities to communicate effectively in another language. The test has been evaluated by professionals to make sure that it is an accurate representation of students' knowledge.

"[The biliteracy test] solidly indicates your language ability; it's a third-party test; it's been created by professionals; the test has been tested; it's been authenticated; it's statistically relevant," said Mrs. Wulfe.

Not only has having the capability to speak another language been proven to be

beneficial towards the physical brain health, it also is a valuable skill on a humanistic level. Being able to speak another language helps people communicate and connect with others of different cultures and backgrounds.

"I think on a human, cultural level, you can open your world up to so many more people, so many more experiences, so much more information, so many more perspectives," said Mrs. Samantha Smith, ESL and Spanish 4 teacher. "I think if you can speak English and Spanish, you can speak to pretty much 90 percent of the world. It would be insane to not have those barriers in communication and be able to learn from and grow from and just connect with that many people."

Being an ESL teacher, Mrs. Smith gets to educate so many students from many cultures and backgrounds. As a teacher, her favorite part is getting to connect with her students and their cultures. She believes that it is important to stay open minded and to be accepting of all kinds of different viewpoints.

"I think I get to learn from so many different perspectives and so many different world views and cultures and customs," said Mrs. Smith.

Some students that intend on taking the test plan to use another language in their careers. Caitlyn Bahn, 9, speaks fluent Korean and English and dabbles in Spanish. She plans to take the test in order to invest in her future occupation to be able to

communicate with more people.

"It would be a good opportunity to put my skills to use and also is something that could contribute to my future career and college," said Bahn.

Maleeka McLeod, 12, speaks Jamaican Patois as her first language and also speaks fluent English. She is taking the test not only because it will benefit her in the future, but also so she can keep a piece of her culture close to her.

"I am taking this test because I am proud of my heritage and culture, and speaking this language helps me carry my home with me wherever I go," said McLeod.

The biliteracy test will be given on Friday, May 19.



Image courtesy of dcaprosearch.com

Students promote 'unwritten rules'

by Micah Wilkerson

The *Colonial Courier* staff surveyed students on CHHS's "unwritten rules" that everyone should follow even if they aren't spelled out in the Student Code of Conduct.

Hallway Rules

Many people mentioned in the survey that strolling in the hallway and going up and down the stairs involves some unwritten rules that everyone should follow. A lot of responses mentioned that when you're walking, to make sure to walk at a good pace. Also when walking, people should stay in their lane on the left or the right side of the hallway. Also, don't be overly loud in the hallways.

- "Walk at a comfortable but fast pace so you won't hold up the people behind you," said Christian Richardson,

10.

- "Don't huddle all your friends up and stop in the middle of the hallway where no one can get around you," said Rhilee Shook, 9.
- "When walking up the stairs, if you are going up, walk on the right side; down is on the left," said Benjamin Sroufe, 11.

Bathroom Rules

Many students feel strongly about bathroom etiquette throughout the school.

- "Only go into the bathroom if you need to go," said Maddie McNulty, 10. "Don't crowd in front of stalls and talk."
- "Don't take forever in the bathroom," said Cadence Martin, 10.

Manners

According to the *Colonial Courier* survey responses,

being polite and respectful is essential for a smooth school experience.

- "My unwritten rule is to be nice to the custodians, cafeteria staff and secretaries because they go through as much as we do," said Arriyah Carson, 12.
- "Say 'good morning' to teachers you pass in the morning," said Eliza Chiodo, 12.
- "Say 'thank you' to the crossing guard when crossing the street," said Chiodo.
- "When pulling out of the parking lot, let one car per row go," said Chiodo.

Creed III tops March box office

by Logan Buck

On March 3, 2023, Creed III was finally released in theaters all around the world. Despite its recent release, Creed III has already garnered global acclaim from critics and audiences. As of April 12, 2023, the movie had grossed a box office of \$267 million in U.S. dollars worldwide, making it the most successful film in the trilogy.

In 2015, the first Creed movie was released. It is the first spin-off and seventh installment of the Rocky franchise. Just three years later, Creed II came to theatres.

After almost five years, Michael B. Jordan has returned to his role as Adonis Creed in Creed III. Although the wait was long, it was well worth it.

Jordan used this film as an opportunity to materialize his directing career and has left many sports drama fans, including myself, impressed.

Although Creed III follows the same pattern as many

other boxing films, it still consists of original concepts and touching scenes.

One scene that particularly caught my eye was toward

the end of the movie when Adonis Creed and Damian Anderson are pitted against each other in the ring. They begin to see each other as

Photo courtesy of en.wikipedia.org



Michael B. Jordan returns to his role of Adonis Creed in the new movie "Creed III."

their younger selves. This perspective lands a blow on your heart, similar to how they felt when exchanging blows in the ring.

Not only did the scene have emotional significance, but it also contained remarkable fighting choreography. In addition, the cinematography helped create an incredibly realistic atmosphere that only further contributes to your investment in the movie.

Along with the creative decisions, the movie also incorporated the representation of deaf individuals through Amara

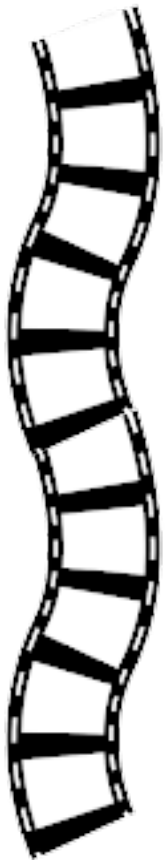
Creed, the daughter of Adonis Creed, and his wife, Bianca Taylor-Creed. These female roles were played by Mila Davis-Kent and Tessa Thompson. Both the actors and characters shined a new light on not only deaf people, but also people with disabilities in general.

While the absence of Sylvester Stallone was, ironically, present, it created an opportunity for Adonis Creed to shine. Stallone's absence proved to fans and nonfans alike that the Creed trilogy is capable of standing on its own without Rocky.

Although Rocky was the icon of the series, the focus on Adonis makes this film feel more authentic and original and less like a spin-off.

Michael B. Jordan, Keenan Coogler and Zach Baylin are the directors of the Creed series. Their collective efforts have enabled the franchise to reach its maximum potential.

With the emergence of a new beginning, you can't help but feel like this movie is the start of a new age. It's no longer a spin-off of Rocky but an original film to add to the classics in the future.



SUMMER BLOCKBUSTER MOVIES

Spider-Man: Across the Spider-Verse

June 1

Transformers: Rise of the Beasts

June 9

The Flash

June 16

Indiana Jones and the Dial of Destiny

June 30

Mission: Impossible - Dead Reckoning, Part One

July 12



Tyler The Creator surprises fans with deluxe

by Gavin Jarvis

After surprising fans with the release of his single “DOGTOOTH,” Tyler The Creator released the deluxe version of his album “CALL ME IF YOU GET LOST” that made its debut in 2021.

together with the “Tyler Touch” that makes his music so distinct from other artists.

The deluxe version “CALL ME IF YOU GET LOST: The Estate Sale,” features eight new songs that weren’t on the original album.

“MUST GO,” which introduces the newer songs. Also included, Tyler The Creator thanks everyone for buying a ticket to the live shows he performed in.

“I love y’all, man, for real,” said Tyler the Creator.

Immediately after, listeners are ambushed with “STUNTMAN,” exposing listeners to a high energy vibe that is followed by the lyrics “Show ya how to stunt.”

Tyler The Creator then goes on to rap with Vince Staples to criticize the wealthy people who prioritize buying unnecessary accessories instead of buying things they actually need.

After “STUNTMAN,” Tyler The Creator transitions to “WHAT A DAY,” a more chilled out song that is a sample of Madlib’s unreleased song “What A Day.” That gives the listener a break before slowly bringing them back to reality with “WHARF TALK.”

“WHARF TALK” features A\$AP ROCKY with an unexpected twist in style,

Photo courtesy of pitchfork.com



Tyler The Creator surprised fans with the release of “CALL ME IF YOU GET LOST: The Estate Sale,” which includes eight new songs that Tyler The Creator didn’t release in the original “CALL ME IF YOU GET LOST” album.

The Grammy-winning album combines hip-hop with many different genres of music that blend beautifully

The album opens with the 12 songs that were in the 2021 album, but then transitions to “EVERYTHING

exactly what you would expect when it's Tyler The Creator. Funky upbeat drums and synths that can't help but make listeners groove with the music was all this song needed to get listeners hooked.

Instead of rapping, Tyler The Creator sings lyrics like "so can you make up your mind?" and "I want you to come get lost with me," and highlights the pleasures of getting lost. A\$AP Rocky supports his claims by rapping about "rubies, diamonds," billionaire yacht parties, lobster, caviar and calamari.

You can search for the pleasures of being lost, but once you find "DOGTOOTH," you won't be disappointed. "DOGTOOTH" introduces listeners to a simple piano melody, carrying the song to the hype that it has collected. The song expresses Tyler The Creator's attraction for another girl, including lyrics like, "I don't want nothing in return, except for some of her time and all her love."

Tyler doesn't need a whole relationship, just some time

and love will satisfy him while his music satisfies the listener.

After listening to "WHAT A DAY," you may not think Tyler The Creator can make another catchy song by sampling yet another song, but he proves us wrong in "HEAVEN TO ME," sampling Monk Higgins's "Heaven to me," released in 1972.

In "HEAVEN TO ME," Tyler The Creator reminisces about his musical journey that has impacted him. He mentions that gas money was stark for him, but "now I got so many cars I could start up," said Tyler The Creator.

Heaven to Tyler The Creator might not be heaven to others, but heaven to listeners is "BOYFRIEND GIRLFRIEND," which is a demo that was featured at the beginning of the "CORSO" music video, a song that was released with the original "CALL ME WHEN YOU GET LOST" album.

Tyler The Creator collaborates with YG in "BOYFRIEND GIRLFRIEND," which was removed because

Tyler The Creator "couldn't figure the bridge out." What Tyler could figure out is what he was "SORRY NOT SORRY" for.

"SORRY NOT SORRY" is the final song in the album. It's a reflection of Tyler The Creator's past behaviors and character. He issues an apology because he felt like he could have done better.

Tyler The Creator explores different topics, including his past relationships with family and friends. He apologizes by rapping: "I'm sorry that the four minutes where you see your son could feel like a chore." "SORRY NOT SORRY" at last closes out the album leaving fans to develop their opinions.

There is no doubt that Tyler The Creator has revolutionized the music industry with his unique take on music. "CALL ME WHEN YOU GET LOST: The Estate Sale" has released a new wave of hip-hop that impacts the hearts of fans and creators with his infamous "Tyler Touch."

Teachers should be appreciated year-round

by Ethan Leininger

What is teacher appreciation? A week in May is designated each year for Teacher Appreciation Week; however, teacher appreciation shouldn't be restricted to just a week.

Why do students appreciate teachers? Being a good teacher isn't strictly being good at the job they have; it has a lot to do with how students are treated and how interesting the subject is made to be.

"If you ask me, the subject they teach kinda' like leans into what qualities they would need," said Cameron Myers, 11. "It depends on the way they like to answer questions in class."

Branching off of what Myers said, it definitely depends on the subject being taught for the qualities to reveal themselves. It takes only a second to realize that a teacher should be a bit more serious in a history class than if he/she were teaching Health and Physical

Education.

"I think that a good quality to have is to be lenient to the point where people in the classroom are comfortable but not slacking off," said Micheal Baldwin, 11. "The strictness of a teacher kinda' leans into how approachable they are."

Another deciding factor of what a teacher's qualities might be is whether or not their class is more strict or lenient. There has to be a balance between leniency and strictness to where students aren't getting bored or slacking off.

"I think a great quality to have is for the teacher to be very understanding and kind," said Gabriela Wolfe, 12. "It's very easy to come up to a teacher when they are smiling and enjoying their job."

Engaging students in a comfortable environment also makes teachers seem approachable.

"In my opinion, a good teacher quality would be to try to make your class

interesting while still learning important things," said Ashton Hendricks, 11. "I think the way teachers have their room decorated can really determine if they can be comfortable to talk to or not."

Teacher appreciation isn't something that's limited to a week; it's an everyday attitude that needs to be practiced more often. Teachers do so much for their students and get little credit where it's due; there's no reason for that credit to be given for only a week every year.

Photo by Terri Moody



Teachers and staff look forward to meals and treats that are provided by both the PTSO and the Hospitality Committee during Teacher Appreciation Week. Mrs. Sam Smith, Spanish and ESL teacher, dines on a lunch catered by K&L Barbecue.

Animals deserve protection, kindness

by Shaquira McKoy

Animals are an important part of our planet's ecosystem, and we must do everything we can to protect them. Animals are necessary for our ecosystems to function properly. They play an important role in keeping nature in balance. Humans, on the other hand, frequently mistreat and abuse animals for their own selfish purposes. Being gentle with animals in order to ensure their safety and protect their rights is critical.

Being kind to animals is imperative for both their and our survival. Because animals cannot speak for themselves, it is our responsibility to ensure that they are given respect and compassion. Food, clothing, and companionship are all provided by animals. As a result, we must treat them with the same respect and consideration that we would expect from them.

Animals, like humans, are sentient beings who

experience pain and pleasure. They can form strong emotional bonds with their owners and can suffer from loneliness if left alone for

have coexisted alongside a wide range of animals, regardless of where they lived on the earth. It is reasonable to say that any narrative of

Photo by Ava Kwiek



Cats have great long-distance vision, but close-up things might be fuzzy. When playing with your cat, keep the toys further back so they can see their "prey."

extended periods of time.

How could we start taking care of animals? We can begin by being aware of our actions and how they affect animals. We should not engage in any animal-harming activities, such as poaching or animal testing. We should also work to reduce our carbon footprint and protect natural habitats. We should also support organizations that rescue and rehome animals.

Throughout history, we

human civilization's history would be incomplete if it did not include information about animal involvement. All animals, from domestic animals that offer us companionship to wild creatures that we get to see in their natural habitats, deserve our care and respect.

Many species of animals have tragically become extinct as a result of our failure to equitably share our world and our resources with



Stella was rescued by a family after she was abandoned. With the care she needs and deserves, she continues to thrive and provide unconditional love to all people around her.

them. Population increase has caused habitat deterioration, and activities, such as overhunting, have had a detrimental impact on wildlife.

While animals have been beneficial to humans, we have also played a substantial

role in their extinction in many cases. Numerous organizations have been founded over time to preserve the lives of domestic and wild animals. On a local and global scale, efforts are being done to develop a culture of compassion and

respect for animals. Animals must be treated with kindness.

Preserving the ecosystem in which the animals reside is one of the simplest and most effective strategies to aid wildlife. Volunteer with local organizations to restore natural woods, grasslands and coastal environments by planting native plants, manually removing invasive plant species and dismantling old fences.

Be Kind to Animals Month emphasizes the importance of treating all animals with respect, regardless of their appearance. Its mission is to create public awareness about the necessity of respecting animals and protecting their natural habitats and ecosystems.

Let us demonstrate kindness to all creatures, big and small, this month and always.