

THE HOOFPRIINT

Buffalo High School Buffalo, MN

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THE HOOFPRIINT STAFF



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LETTER FROM THE EDITORS

Buffalo High School,

Everyday you get up, get dressed, eat breakfast, then go to school. At school, you attend one class after another. After school you may go to an extracurricular activity or head home to do homework, and on and on this cycle goes. The reason you can keep this schedule is because you put the in the effort to have a normal school experience. However this is not what this issue is about. We, the Hoofprint staff, wanted to explore the effort students here at BHS put into things, passions, and goals that get us up in the morning.

To find this effort, we the Hoofprint first had to find out what people are passionate about. On the cover, you would have noticed five BHS students with white lines on their bodies. The lines lead to symbols, which represents their interests, and the lines represent the effort it takes to reach them. Natural ability and talent may carry someone a long way on their path to success, however it is not enough to reach soaring ambitions. It is effort that someone puts into things that ultimately leads us to find success in our goals. That is why we choose to focus in on the effort, because the journey of reaching our successes is usually overlooked in our society.

As you go through this issue of the Hoofprint, you will see our theme of effort present in all of our stories.

In the walk out story, you will see the effort BHS did to address school safety in order to follow through with the commitment of having a safe environment for students. Another story is the effort put into friendships, specifically what is needed to build a lasting relationship and the work needed to maintain it. Or take for example the stories about music, Arts Magnet, and miscellaneous passions and the determination and process that goes into them. Or on the other note, our story about decreasing effort in Seniors as they progress in the stereotypical senior slide brings a new perspective, where effort might be shifting to things outside the BHS environment. With a community made of individuals with different values, the one thing that can connect us to each other is the effort we put into things that matter most to us. We, the Hoofprint Staff, hope you are inspired by this issue to recognize your endeavors and keep striving higher in whatever is important to you.

"Continuous effort - not strength or intelligence - is the key to unlocking our potential."

- Winston Churchill

Ella Shuherk

Jack Oistad

Seniors explain how they received their fourth quarter privileges

THE POWER OF THE PASS



BENJAMIN KIERNAN

"I made sure I got off my lazy butt and filled out the forms on time to get my senior pass. With my extra time, I usually hangout with my friends or get to work early. It's nice being able to get out of the parking lot fast."



MARCUS DURRE

"I don't have my pass because I abused my senior privileges by skipping Triple A before fourth quarter. To get my senior pass, I have to stay in Triple A for two full weeks. So far, I've been successful."



SOFIA NIKULA

"All I had to do was show up, on time through out my high school years. I usually just go home early with my pass. I'm glad I don't have to wait around anymore for Bison Time."



THE SENIOR SLIDE

The reasoning behind why seniors can't seem to beat the clock

Gretta Heinecke
Staff Writer

Everyone knows about the infamous “senior slide,” but what strategies are this year’s seniors really taking to maximize their high school experience?

Although some seniors end up on a senior slide, many others take steps to avoid it. Kaycee Lambert is a senior who is taking hard classes to avoid going on a senior slide.

“I’ve kept motivated because I want to go to college and having hard classes now will help make it easier then. If you work hard now you’ll have a lot of time to relax later,” said Kaycee Lambert ‘18.

The senior slide can be avoided, but, even if steps are taken to prevent it, sometimes the senior slide is inevitable.

“Don’t senior slide, or if you plan to, don’t take CIS classes. If you’re going to senior slide just chill so you don’t fail things all of a sudden,” said Ilene Fitzgerald ‘18.

As you go through high school the difficulty of your classes can change. Whether they get harder or easier depends on the person.

“I’m taking more easy classes just to relax for this last year, I’ve had a lot of classes that are CIS in the past couple years so I’m just taking it easy this year,” said Brett Oberg ‘18.

It seems as though throughout the duration of your senior year, graduation is looming. Most seniors have plans for what they want to do after high school, but what lies beyond high school can be scary.

“Graduation will hit you a lot sooner than you think it will. This

entire school year has gone by so fast. It feels slow at first which does add to the senior slide so be careful of that, and at least look at your grades because if you don’t you could miss things,” Hannah North ‘18.

Even though graduation may seem to come sooner for some people, others would have preferred to graduate earlier.

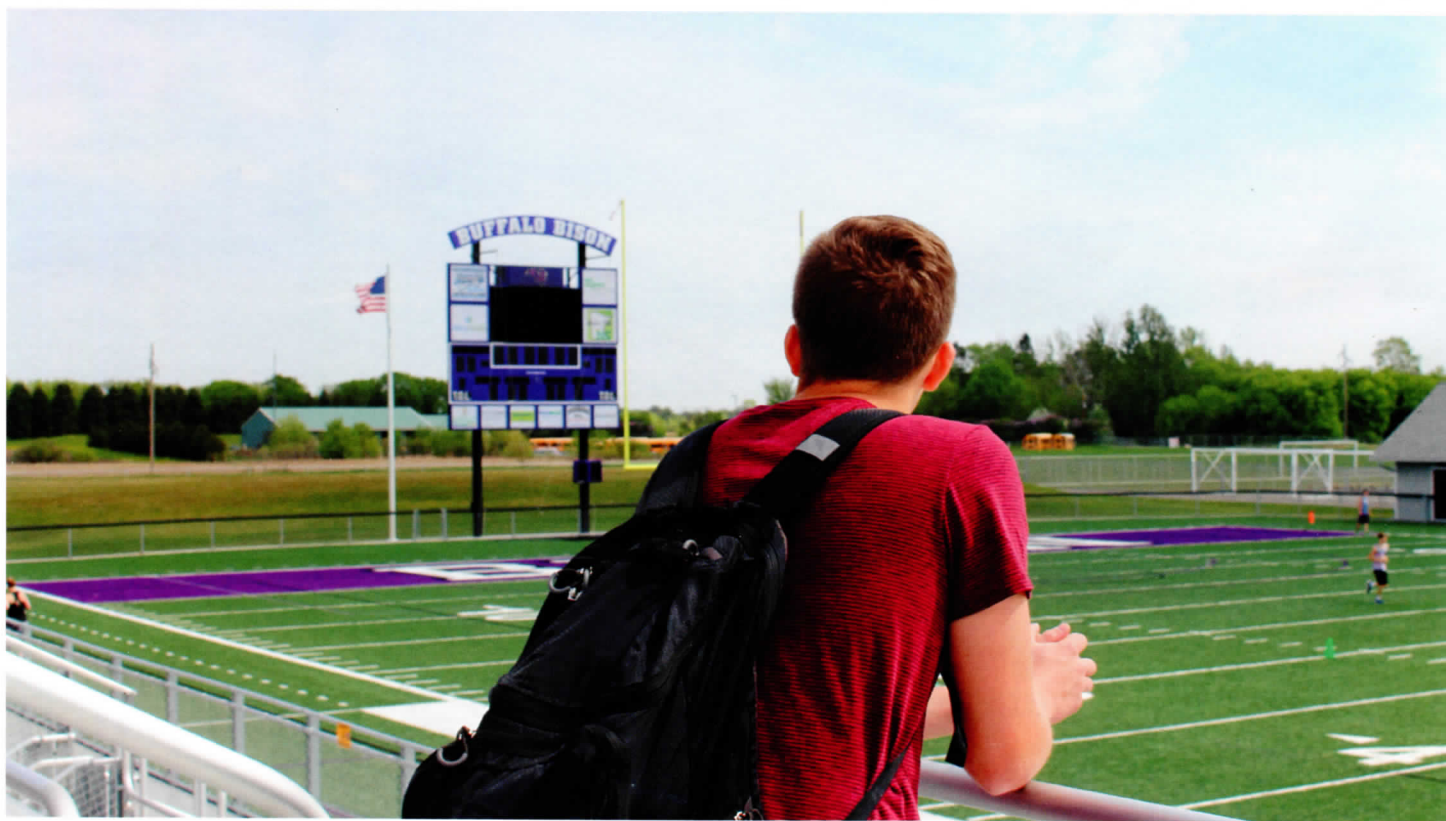
“Honestly, if you’ve already finished all of your credits and your electives and you’re not playing any spring sports graduate early. It gives you time to relax and figure out what you’re going to do for the rest of your life,” Brett Oberg ‘18.

There is no right or wrong way to attempt your senior year. The important thing to remember is to make the most of your last year of high school, or not, you do you.

“Graduation will hit you a lot sooner than you think it will. This entire school year has gone by so fast.”

- Hannah North

When tasked with studies and sports, students search for a balance between the two



ACADEMICS WITH A SIDE OF ATHLETICS

Jackson Vliem

J2 Writer

When entering High School, you are bombarded with a lot of decisions right away. But the biggest decision you have to make is how to balance it all and make the most of what the school can offer.

A lot of high school students play a sport or participate in other activities. But some students may focus more on their sport than their work they do inside the school.

"I plan on playing in college, and I work on academics just as hard as I do on sports. But I feel like I am much more dedicated to sports," Logan Grossinger said.

According to USnews.com, 55% of students in High School play a sport. The whole idea of playing a sport in High School is to put your academics first and then have sports be a separate part of your life. But sports may be taking that over slowly.

"Yes, I do think that some people might be putting sports first. But I know that school is what will get me to where I need to be, not sports."

Some people may even rely on their ability in sports to push them along rather than their academics. Someone who may do well in school but can do great in a sport might focus more on the sport because it clicks to them.

"I personally think that students are concentrating on sports more so than academics," Jayden Vliem said. "While I do agree that sports have its benefits, I also think the way students are neglecting their grades make it so there are more cons than pros."

Even though there are people that may focus on sports, there are also people that don't participate in other activities so they can be fully attending the school work. While this is a good way to keep your grades up, it is also a missed opportunity. Activities can lead to social time you might not get in other situations.

"Sports can bring a lot of valuable friends into your life, as well as good life lessons, such as teamwork and working hard. I think sports and academics should be taken in equal moderation, as focusing on one can bring both positives and negatives," Vliem said.

Everyone has something they like to focus on. But the best way to do it is to make sure you don't lose control of your grades, and try to stay active in your community and participate with others.



Explaining the effort AVID students take to increase their opportunities

Sydney Polzin & Lauren Ehlers
J2 Writers

When going through high school, many students' goal is to graduate and attend a college of their choice. Most high school classes don't teach you the organization skills and proper preparation of how to be successful in high school, and essentially college, but the AVID elective program does. AVID is a class that is offered at Buffalo High School, in which the goal is to help give guided learning and prepare students to be successful. "AVID means helping students figure out who they are, what they want to do with their lives, what kind of extra education that means, and finding the path and setting goals to create a step by step action plan to make them a reality," Lacy Schramm, AVID Coordinator at BHS, said. Students can enroll at any time in their high school career, even beginning before with an elective class in middle school, but many choose to start their freshman year. The AVID class helps students engage and be more focused with their notes, and interact with them outside of school.

AVID stands for "Advancement Via Individual Determination" and is aimed for students in the academic middle that are very engaged, and hope to attend college

one day. Melanie Dumas, a senior at BHS, said, "people don't really know what it is, but it's for anyone if you're struggling in a certain area, and it will definitely help you with note taking and organization," as a way to describe the AVID program. Being

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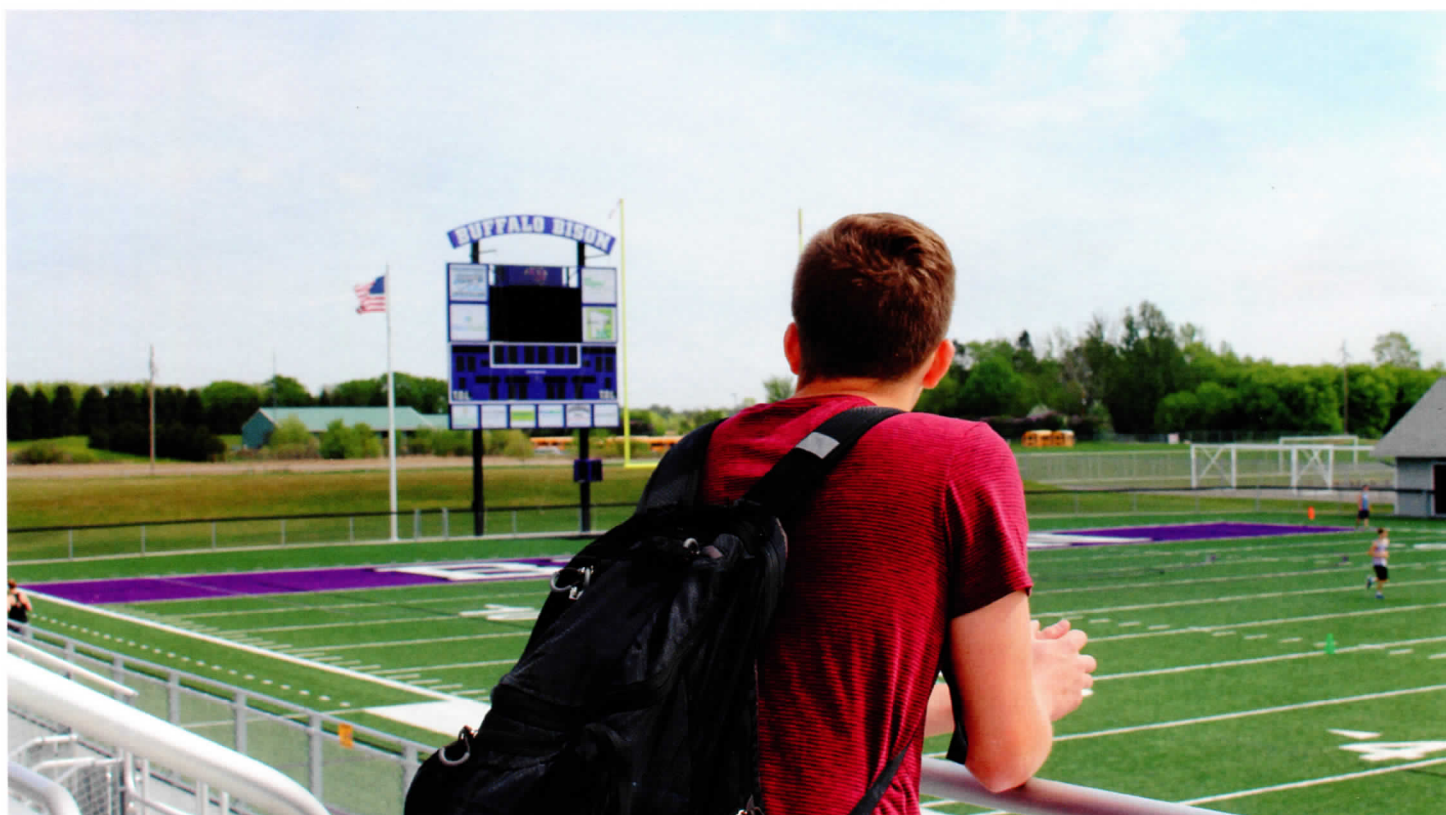
-Melanie Dumas

in AVID means putting in just a little more effort with notes and homework each night to set up for the best possible success story. Dumas talked about how

she now puts in more effort and does as much extra work as she can to help her succeed and prepare her each year for the future. To think about college seriously, the right outlook and willingness to help themselves will make an AVID student succeed in the long run.

The teachers and role models of the AVID program contribute a great amount to the success of the AVID students. Lacy Schramm is a social studies teacher as well as the AVID Coordinator, and has to put in effort in order to help her students succeed. "I really believe that education is the path to a better future, to the best version of you," Schramm said. "There's a lot of people that want to go to college or want to be successful, but they just don't know how." She stresses that students need to want to go to college to reach their full potential. Students accomplish this by focusing on their writing, reading, inquiry, organization, and collaboration skills in class. Those with a drive to have a successful future can take this college ready class to have a great toolbox of skills to set them up for a world of possibilities.

When tasked with studies and sports, students search for a balance between the two



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ADMIN'S CURE:

THE STEPS TAKEN IN ORDER TO ENSURE STUDENTS' SUCCESS



When thinking about school, the first thing that comes to mind isn't about what goes on behind the scenes. The different programs the school does in order to ensure the well-being of students often goes unnoticed. These programs can be called Admin's Cure, and are all integral to the success of a school. One of the most recent programs to spread school wide is AVID. WICOR is a part of AVID, and it is something that teachers use in order to insure best practices in their classroom.

"One of the programs that we have been incorporating is the AVID program and WICOR, which is an acronym that stands for Writing, Inquiry, Collaboration, Organization, and Reading," said Mrs. Bouman.

Mrs. Bouman is a math teacher that, like all teachers in the building, incorporates the WICOR strategy into her teaching. "I try to look at the different aspects of the WICOR strategy

to ensure that our students have the opportunity to do inquiry and look at problems and investigations in mathematics and applications before we instruct them and provide them with methods," said Mrs. Bouman. "We try to give as much opportunity as we can for students to develop their own understanding."

A similar program to AVID is the Arts Magnet program. Both programs give a feel of community to kids who learn in ways different than the traditional methods used. "The intent for the AVID program, as well as the Arts Magnet program, is the idea of creating a situation where we don't miss any kids," said Mr. Mischke.

Kids who are in the Arts Magnet program learn through artistic inquiry. Mrs. Johnson is an Arts Magnet teacher who teaches the general biology and the arts infused general biology courses.

"The program provides Arts Magnet students a community of peers who understand how their brain works and how their creative process works," said

Mrs. Johnson. "They grow with these people and they help each other out. It doesn't feel like you're 1 out of 1900, it makes you feel like you're 1 out of 170."

The Arts Magnet program gives students an opportunity to learn and excel in a path that is not often offered in most high schools.

"I've seen the Arts Magnet kids in my general biology class, and those kids do well, they're just bored. They don't find the work as valuable as it would be in the Arts Magnet classes," said Mrs. Johnson.

AVID and the Arts Magnet programs are two programs that help kids to feel a sense of belonging and community in a large school, and both are considered forms of Admin's Cure.

The spring survey is also a form of Admin's Cure, where the

administration collects data from students. The data goes through many people and is evaluated thoroughly.

"Once the data has been collected through the student surveys, the first group to take a look at the raw data is the BLT, or the Building Leadership Team. They are the first ones to gather that data and look at every single answer. Once they get all of that mapped out, they put the emphasis on where there's been growth and where there are red flags," said Mrs. Eld. "They are the first ones to see how things have changed since the last time students were surveyed."

Changes are often made to the school in order to satisfy the results of the survey. One of the more recent changes is the integration of the four school mottos.

"We've been emphasising model behavior, work hard, be nice, and be proud. Those four pillars are the ones who have had a

lot more emphasis because we've shaped that language across the last several years to articulate our goals," said Eld. "I don't know one thing that a student would want to do that wouldn't touch on at least one of those four categories."

The student survey sets Buffalo apart in the way that the administration looks at and dissects the information gained from the survey.

"A lot of schools don't have goals for student surveys. They have goals for ACT scores, MCA scores, and graduation rates, which are important. But our half of our school goals are on student perspective of their school experience," said Mischke.

The student survey, AVID, and Arts Magnet are all formal forms of Admin's Cure. There are also informal forms of Admin's Cure. This can be in the form of the selection of new teachers.

"I ask every single one of the teachers if they want kids to like them, and I want them to say yes. Not because I want them to be friends with the students, but you do learn better from people that you like," said

Mischke.

Many actions are taken in order to make Buffalo High School students feel like their opinions and voices matter and make change throughout the school. Admin's Cure helps to ensure this for all students and faculty throughout.

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- Principal Mark Mischke

PASSION:

an intense desire of enthusiasm for a thing or idea; a fascination



IN THE PURSUIT OF PASSION

Students voice their passions and loves

McKinzie McDowell
Staff Writer

Finding our passions can to be a difficult process for some. However, that was not the case for Audrey Green '19, a BHS junior with a love for photography.

"We would travel a lot when I was a kid, and that's how we made our journals and scrapbooks, so I branched off of that," Green said. "I've met a lot of new people through it and it's really fun. It has given me a lot more opportunities in the cities and stuff."

Green described her photography business that she started.

"My business is focused on kids my age for pictures, and sometimes families too. It has become a really popular thing in our generation for social media," said Green. "With my photoshoots, they'll ask me 'what should I wear?' And I'll say something like 'whatever makes you feel confident and beautiful!' It's really cool to see what they come up with. I just hype them up and their confidence and beauty really shines through. It's the most amazing feeling."

Passions arise from a multitude of different origins, ranging from cooking to collecting bandanas. Nathan Beal '19, a BHS junior described how he initially started acting.

"I first became involved with acting when I was just trying to find something to do after school because I really didn't have anything. At the time I was in soccer, but I figured that the show at the time sounded cool," said Beal. "I tried out for it and I thought it was super awesome. I got a lead in the first show that I was in. After that I started doing every show that I could because I thought that they were super fun and I love singing anyway."

Our passions have been known to leave lasting impacts on us. Beal described how acting has impacted his life.

"Acting has definitely impacted my life because it has basically decided what career I want to go into and it has been the main focus of all of my time," Beal stated. "Currently I'm in three plays at the same time, and there's never a night where I'm not doing a play rehearsal. Sometimes there's two different play rehearsals on the same day, and it can get a little crazy with scheduling, but acting is definitely a huge part of my life."

We put in the effort for our passions because in a way they show who we are as people. Our passions drive us forward through life, making us richer and more in depth people.

Meet the people who set out to create an abundance of positivity in the locker bays

SPREADING POSITIVITY THROUGH POST-IT NOTES



Ava Steinmetz & Devyn Thulin
J2 Writers

On March 26th, students walked into Buffalo High School at the beginning of the week, expecting nothing out of the ordinary, nothing other than a replication of every other school day. Little did they know the lockers, classrooms, and hallways were to be filled with color and positive phrases.

It was unknown when students walked into the school exactly who the creator was and why they did it. No student stepped up, no announcements were made, and the school was left questioning the anonymous person who stood behind Post-It note mystery.

Junior Danielle Bottiger spent a night at school earlier this month counting every locker and classroom in the school, making sure to not miss a single door. In hopes of carrying out a plan that would spread positivity and make finals week a little better, an idea sprung up on her that she decided would be a little easier with friends, music, and a lot of sharpies. Juniors Teagan Saylor, Elizabeth Lawrence, Megan Rempel, Anastasia Hensel, Sam Poeschel, Madeline Hill, Emma Hill, Anna Ebnet, Collins Kuns, Makenzie Wondra, and Makenzie Fladung assisted Bottiger in her enlightening idea. 2,000 colorful Post-It notes were to be covered in unique positive phrases and plastered all over the school in preparation of finals week to help brighten up the stressful last days of the quarter.

"Finals week is stressful and I had a bunch of fun making these, it took a long time but I laughed a lot making these, looking at quotes, hanging them up, I got to run around the school," Bottiger said.

Bottiger and Saylor revealed Google was a huge help with the phrases. With over 2,000 things to write, they admitted they

repeated a few quotes, and some of them were just to lighten the mood of those reading.

"Some of them were funny like 'you have nice feet' and other ones just were like 'have a nice day' or 'I'm glad you exist,'" Bottiger said with a smile on her face.

On a survey of 81 students, 66.3% said the Post-It notes had a positive effect on their Monday and 76.5% said they'd enjoy seeing something similar to this during future finals weeks. A few students shared their reactions to the whole event.

"The Post-It notes provide a new source of motivation," Sophomore Alexis Nichols said in her response to the survey. "For me I know it helped me continue on with my day when I hit a very rough patch. The post its were always encouraging and supportive everytime I walked into each locker bay or classroom. It's fun to walk around the school and see the lining the lockers in the special ed hallway as well as the music area. I've tried to go around and read them all during the week, and it's a nice pop of color in our ordinary lives. It also was an awesome surprise on Monday to see all of the colors all over the school. I instantly feel better when I read them during my day."

The group of about 11 spent about half a day on making sure they had the correct amount of Post-It notes so no one would be left out.

"I spent 14 hours making them and I think the average person spent about six to eight hours on it and then an hour to hang them up," Bottiger said. "We made 1,981 [Post-It notes] and then we were like, okay, we're just going to do one more stack and then we're going to be done, so it was definitely over 2,000."

"I felt like it was getting away from why people were involved in the very first place and whether it be about this political agenda or that political agenda, and I was like 'okay why are we even talking about this in the first place?' and it was because there were people that were killed, and so what I wanted to do Wednesday was to remind people that this is part of the reason why this time was set aside in the first place."

-Mr. Mischke



WALK OUT

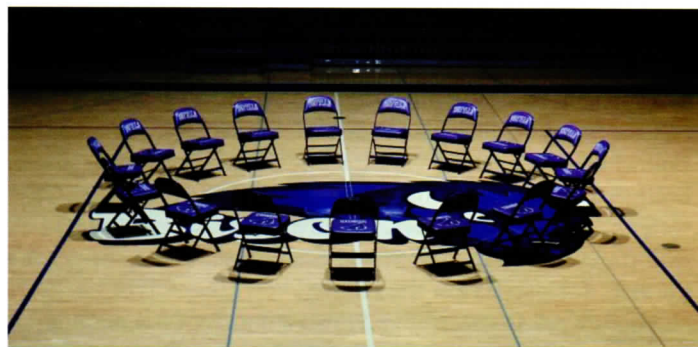
A reflection from the nationwide movement

Lauren Ehlers & Sydney Polzin
J2 Writers

On March 14, students nationwide made a movement to initiate a "walk-out" at 10:00 am. They made an effort to speak out and honor the 17 students that died in the Parkland High School shooting in Florida, and to fight for more gun regulations. However Buffalo High School chose to handle it differently. Instead of leading a walk-out, administration chose to have an assembly that raised awareness about student safety, which was considered a walk-in. Administration introduced the idea of a safety week at the beginning of the week, which included the idea of the assembly within it. The assembly was 17 minutes long and was held in the main gym. As students poured into the bleachers, there was a circle of 17 chairs in the middle of the gym to show respect and recognize the lives lost in the Parkland shooting.

Although the assembly was the main focus in the school safety week, there were multiple events that were held throughout the week to promote school safety and belonging. On Monday, there were various types of lock down drills held throughout the day. There was a soft lock down, a regular lock down, and a lock down during passing time. Student leaders pushed especially hard for the lock down during passing time as most students were unfamiliar as to what they would do if a situation were to occur where the school needed to go into lock down while in the hallways. On Wednesday during AAA, the School Board administrators came to BHS where they would listen to students and staff talk about their thoughts on school safety. To finish off the week, during Friday AAA Minnesota House of Representative,

Marion O'Neill, and State Senator, Bruce Anderson, came to have a meet and greet with the students at Buffalo High School. The safety week emergency initiations were very helpful to many students, as it ensured the safety of BHS' connections with those who have control of our laws and safety, and helped students feel more comfortable with what to do at school if a dangerous event were to ever occur. It eased the minds of those students who took the Parkland shooting and applied it to how it may affect them during their school day.



REACTIONS & OPINIONS

However many students have their own opinions on this nation-wide movement. From students to staff, everyone thought differently about how our school took part in the event differently than most other schools handled it. Some students were in favor of how things played out, some wished it occurred differently, and staff shared a completely different role in the success of the week long safety week. The collective community of Buffalo High School as a whole did believe in participating in honoring those who lost their lives and hoping to make a difference in the future.

Melanie Linzbach

"I mean they talked a lot about school safety. We did do a couple more lockdown drills, but we never really discussed what would really happen if there was a school shooter and what people's opinions on gun laws were. In my personal opinion, you can have your guns, but we do need to discuss the gun laws because there have been so many shootings as of lately that when this past shooting happened, it was just like 'oh, it's another shooting'...and [we've] been so desensitized to it."



Officer Erickson

"What I would do is I would engage the threat. What that means is I have my bullet proof vest behind the cabinet, and if there was something going on in Lower C, I would go to Lower C. [My question is] if you carry a gun, you have to be ready to shoot someone with it... would I ever want to? Obviously not, I hope I never have to take my firearm out of it's holster. But would I? Let me think, 1 against 1900? Then I wouldn't have a problem with it."

Audrey Green

"I think it was comforting for students to know that the community's doing something about it now, or they're talking about it other than just putting it away," Green said. "With the school safety aspect I think it's a very responsible way to approach this, kind of disregarding the whole gun side of it, because there's kids with different opinions. But I hope we take this assembly and we put it into action."



TIME, ENERGY & ARTISTRY

The truth behind the effort in Arts Magnet

McKinzie McDowell
Staff Writer

For those not in the program, Arts Magnet may seem like an 'easy A'. It's a common misconception that the program offers an easy way out for students. However, that rumor is far from the truth.

Hannah Teichert '20, a sophomore at BHS who dropped the program in the beginning of the year, explained her opinion of the 'easy A' and compared it to a regular class. "I disagree with it. I know when I was in the program, it was not an 'easy A'. I felt like I actually had to work harder than I do now not being in it," said Teichert. "I could see why people would think it is because it is arts based, but it's not an 'easy A'. You just have to work harder in other areas, like working harder on your art project rather than your essay."

The grading system for the Arts Magnet program is different than that of an average class.

"You're graded on your proposal and you have to really go in depth on what you're doing," said Teichert. "You have to write out a sheet of what you did, and then you have your project. If you did a painting, why did you do a painting this way. Last is your reflection, which is you reflecting on it and what you want the viewer to take from it. It's project based, so you really have to put a lot of focus into your project."

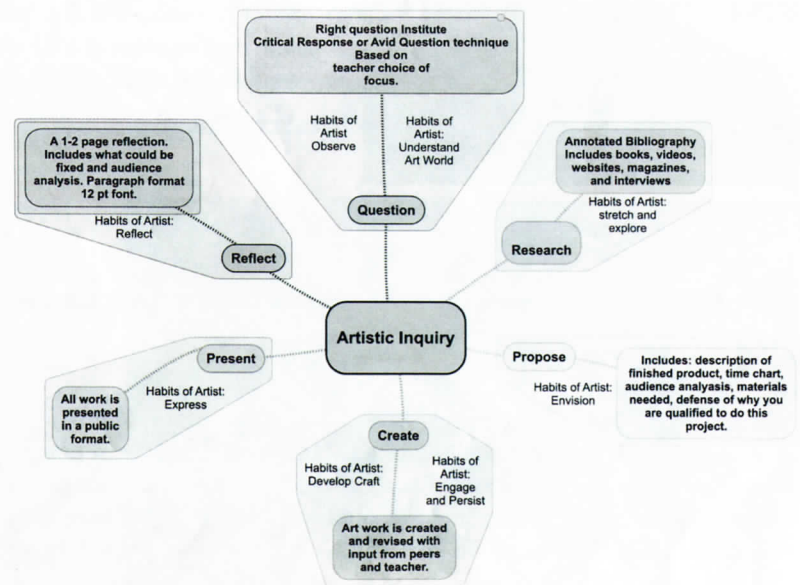
Katherine Wagner '19, a BHS junior in the Arts Magnet program analysed the idea of the program being seen as an 'easy A'.

"I definitely disagree with that. In all of the classes you still have to learn, show that you can learn, and show that you understand what is trying to be taught to you," said Wagner.

Wagner described how the program has impacted her life.

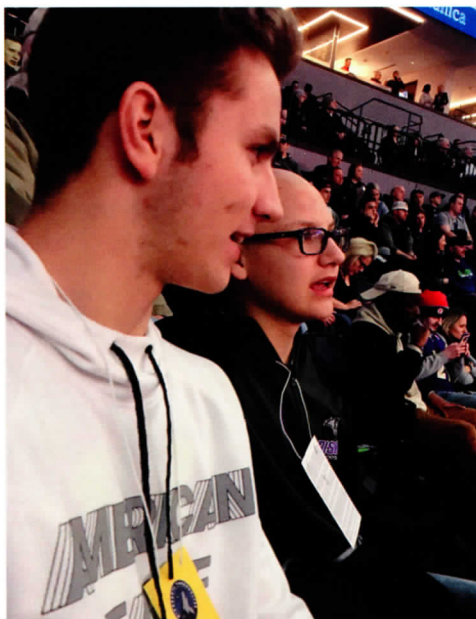
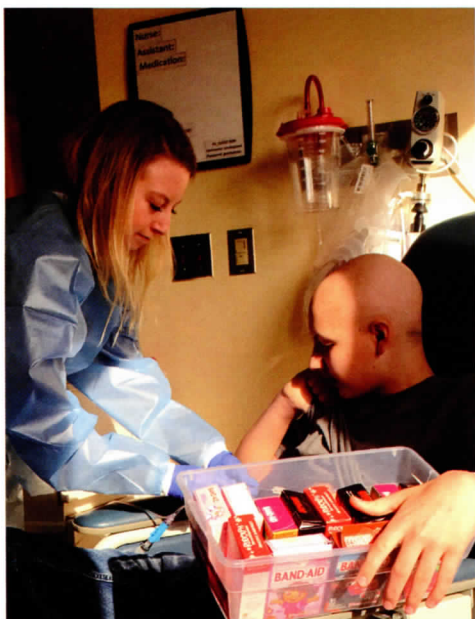
"I think it's made me a wonderful person, and the opportunities from it have really helped. I'm a thousand times more confident and happier than I was coming in the high school. I wouldn't have felt confident enough to be on national executive position for NHS, or to perform in front of two thousand people in Washington D.C. I never expected that coming into freshman year," said Wagner. "Going to Arts Magnet and taking the classes and programs, that's a doorway. None of my classes definitely lead to anything, but it's the overall experience and getting involved that has lead me now."

The idea that Arts Magnet is a program for an 'easy A' simply isn't true when looking at all the challenges offered along the way. The work is different, but still offers a challenge nonetheless.



THE TOUGHEST BATTLE

As classmates were experiencing 'freshman firsts', Blake Trout was preparing for the battle of his life



Alison Tokkesdal
J2 Writer

Hoping to get an answer for his chronic headaches, Blake Trout '21 went to get an MRI. When the results came back, they were worse than anyone could have imagined. The scan revealed a golf-ball sized brain tumor causing his severe pain, which he later would refuse to let define him.

Two weeks later, at the University of Minnesota, Trout underwent an eight-hour surgery to remove the tumor for testing.

His tumor was cancerous and Trout was diagnosed with Medulloblastoma in November 2017.

"I felt sad," Trout said. "Not horribly, but enough to where I cried a little. I just could never understand why me. Why am I the one with cancer? Why am I the one that has to deal with this?"

Trout's cancer fight began at the Mayo Clinic, where he would receive radiation treatment for 42 days, where Trout would spend Christmas and New Year's, apart from his peers. While receiving treatment, Trout was not able to go home, instead, he stayed at the nearby Ronald McDonald house. This journey made Trout realize how fragile life can really be.

"I learned to be grateful and realize how quickly life can change," Trout said. "One day I'm playing sports, and the next day I'm sitting in a hospital bed for the night."

Trout's parents, Jeff Trout and Tracy Sanner, stood by their son's side

the entire journey.

"Blake has taught me to be a better person," Sanner said. "I promise to live my life always knowing what we have been given and how much love we have to give."

Ethan Hansen '21 has been friends with Trout since second grade and was the only friend allowed in Trout's hospital room after his surgery. The duo's friendship has changed since Trout's diagnosis.

Instead of spending time at school together, they now go to Timberwolves games, play Fortnite duos and plan to take a week-long vacation this upcoming summer to keep his mind off of treatment.

"Watching Blake go through this makes me very proud of him," Hansen said. "He is fighting as hard as he can just to beat this stupid cancer. He is my best friend, and some days I just really miss seeing him. Now we only hang when he doesn't have chemo."

Trout is now receiving chemotherapy at the University of Minnesota every four to six weeks until October 2018. Trout does not attend high school due to his low immunity and rigorous appointment schedule.

"I believe that everything happens for a reason," Trout said. "The doctors that I have are very talented, so I put my trust into their hands. I never fear death. God gives his toughest battles to his toughest soldiers."

funny
fighter
strong
kind
friendly
hero
brave
energetic
caring
happy
lovely
hopeful
warm-hearted
courageous
sweet
unique
outgoing
genuine
positive
great
unforgettable
cool
nice
humorous
inquisitive
humble
dedicated
unique
smart

