



The student-run news publication of Buffalo High School



HOOFPRIINT

Volume 51 | Issue 2 | Winter 2026

Table of Contents

4-5 News

New Classes Roll out for the 2026-2027 School Year

BHS Social Studies Department Announces 2027 Spring Break Trip

Students Across Minnesota Lead Anti-ICE Walkouts

6-7 Voices

ICE Walkout Sparks Conversations at BHS

Overlooked Art

8-9 Sports

Three Perspectives, One Story

Beyond the Mat

10-11 Activities

Finding the Balance

You Only Have One Act

Finding Meaning Through Melody

12-13 Spotlight

A Second Chance

Balancing Boots and Books

14-16 Culture

When Posting Replaces Listening

The Year That Doesn't Slow Down

Spotify Wrapped: Accurate or Inaccurate?

Cover photos by Adler Neu & Elly Kohls

Our 2025-2026 Staff

Editors-in-Chief

Adler Neu & Audyn Molesky

Managing and Web Editor

Hailey Hathaway-Oxley

Copy Editor

Guthrie Lostetter

Photography Editors

Miliya Chenvert

News Editors

Alexis Burgess & Emily Larson

Spotlight Editors

Kelcie Bode & Rosary Gilbertson

Activities Editors

Sydney Hoffman & Miliya Chenvert

Voices Editor

Evelyn Winger

Culture Editors

Ella Goodsen & Rylee Tetrault

Sports Editors

Rose Lamberts & Charlotte Lamberts

Staff Writers

Evelyn Diethelm, Dania Algebory, Addi Gerads, Kate Dobrava, Luke Gramstad, Ireland Morris, Emma Lee, Wilder Warhol, Dylan Fairbanks

Photography Staff

Doint Hermann, Hailey Hathaway-Oxley, Braxton Teschendorf, Tuuli Youngquist, Ireland Morris, Anna Utsch, Josh Nelson

Herdcast Staff

Elly Kohls, Elmara Duopu, Charlie Sorsoleil, Via Sanders, Lucas Ettl

Games & Graphics

Rainer McCallum, Michael Schroeder, Connor Smude, Juniper Lostetter

Social Media Staff

Sophia Chapman, Via Sanders, Miliya Chenvert & Elly Kohls



A Note from the Editors-in-Chief

It is with incredible gratitude that we are publishing this issue. In recent months, *The Hoofprint* has continued to flourish thanks to the creativity and diligence of every staff member. Each meeting, we come together to collaborate on the topics and issues that impact our staff and broader community to ensure we can present the most authentic coverage of the Buffalo High School community and culture.

Hoofprint staff have made an effort to focus on stories that promote connection within the student body. We view the opportunity to express student voices, perspectives, and personal stories as a privilege. We hope that with each story you read, you can reflect on the shifting cultures of the world around us. As Minnesota Secretary of State Steve Simon said, "Empathy does not mean converting to another point of view, but understanding it better." Happy reading!



Adler Neu



Audyn Molesky



1. Unlike most plants, ferns, horsetails, ground pines, and club mosses do not produce what?
A. Spores B. Roots C. Seeds D. Flowers E. Stems
2. These are examples of what kind of literary or artistic works? The Onion, Spaceballs, Airplane!, Bored of the Rings, Blazing Saddles.
A. Dystopians B. Parodies C. Horrors D. Fantasies E. Odes
3. If $2(p+1)$ is less than or equal to $p-4$, then p is less than or equal to what?
A. -7 B. 6 C. -5 D. 5 E. -6
4. Complete this quote by Martin Luther King Jr. "Injustice anywhere is a threat to justice..."
A. In every heart B. Somewhere always C. Everywhere D. At all times E. Anywhere else
5. Mexico borders how many Central American countries?
A. 1 B. 2 C. 3 D. 4 E. 5

Answer key: 1. C 2. B 3. E 4. C 5. B

New Classes Rolled out for the 2026-2027 School Year

*BHS introduces
broadened selection of
elective, CIS, and
hybrid classes*

Kelcie Bode Spotlight Editor

Buffalo High School students recently registered for the upcoming 2026-2027 school year. Enrolling for new classes brought feelings of both excitement and nervousness for many students. Registration introduces the opportunity for students to pick classes that align with their academic goals; it also has the effect to majorly impact students' lives for the following year.

As many students look towards their future, they aim to prepare themselves for college and the workforce; many were also looking for more flexibility in their schedule. Buffalo High School has openly adapted to these demands, adding many new classes for upcoming year. This includes a wider selection of College in the Schools (CIS) and hybrid options.

One goal that has been emphasized by BHS is to maximize student's ability to earn college credits in the Minnesota Transfer Curriculum's (MnTC) goal areas. This will give students the opportunity to graduate high school with an Associate's degree.

The MnTC provides the foundation for students aiming

to earn an Associate's degree. This will help students' general credits transfer easily to a four-year college or university.

The ten goal areas include communication, critical thinking, natural sciences, mathematical/logical reasoning, history and the social and behavioral sciences, humanities and fine arts, human diversity, race, power, and justice in The United States, global perspective, ethical and civic responsibility, and people and the environment.

In order to meet all of the MnTC goal areas, BHS has expanded CIS and Advanced Placement classes for next year to include CIS General Biology, CIS American National Government, CIS Microeconomics, AP Environmental Science, and AP Human Geography.

There will also be changes in a few CIS classes. CIS Human Anatomy will be taught through a different college to increase transferability, and CIS German and French classes are transitioning to allow level-three students to earn college credit.

These new classes have been widely received with excitement from BHS students. Among those looking to take advantage of the new offerings

2026-27 BUFFALO HIGH SCHOOL Registration Guide

Image courtesy of BHS Student Services

is Gabriella Broadhead '29.

"I am excited [for CIS Biology]," Broadhead said. "It is another great opportunity to get free college credit while in high school, and it is a topic I have a passion for and enjoy."

In addition to giving students more opportunities through College in the School Classes, BHS has also rolled out additional hybrid classes. These classes have seen an increase in demand as students continue to desire more flexible options.

"I think as we look at what students really want, they want that flexibility in their schedule," Wurtzberger said. "Some people like to learn in the classroom. Some like to learn on their own, and so that hybrid gives them the option to

do both."

Due to this demand, BHS is continuing to offer and expand its offerings of hybrid classes next year to include CIS Business, PE 10, CIS College Algebra, CIS Statistics, and CIS Auto Service and Maintenance. Economics and psychology are other classes that have the possibility of being available as a hybrid.

The only class leaving BHS next year will be Adulting 101; this class will be replaced by welding and a unified science class, as BHS continues to add more classes to the school's catalog.

These increased options are sure to provide even more opportunities for students to craft unique schedules specific to their goals.

"We are focusing on getting classes in each of those goal areas. Kids coming into BHS should have every opportunity to get their two years by the time they graduate from Buffalo High School."

BHS registrar Kris Wurtzberger

BHS Social Studies Department Announces 2027 Spring Break Trip

*Plans for Washington D.C.
trip come to fruition*



Graphic by Juniper Lostetter

Alexis Burgess
News Editor

The social studies department will unite the classes of U.S. History, World History, and U.S. Government into one field trip. The field trip is planned to take place in Washington, D.C. and Gettysburg from March 5-8 of the 2027 Spring Break. The trip will have days filled with activities; from tours, to sightseeing, to government and historical buildings, to eating at landmark restaurants, to walking the hallowed grounds of America's most famous Civil War battlefield, and standing in the same locations where some of America's most famous military leaders were.

"For me, I went on a similar trip during the 2025 Spring Break," said BHS social studies teacher Craig Lachowitzer said. "I was able to see many of the foundational pieces of America's government and also step foot on the grounds of the most well preserved and famous battlefield in America. As I was there, it made me think of what a great opportunity it would be for students to see firsthand the things that we were learning about in class. And when students get to travel with their friends and peers, it is even more special. So I am really looking forward to the students to have those lifelong memories and to learn so much about our wonderful nation and its history."

The trip is said to be an amazing opportunity and fun experience to sight-see with friends and enjoy a trip without having to plan anything.

Mock Trial Teams Face Off in Regions

*Experience gave Varsity 1 an edge
against a promising V2 squad*

Payton Hutchcraft
Staff Writer

There's an urban legend among Mock Trial students that Buffalo v. Buffalo always happens in the fifth round of trial, the round that decides who is going to state. One year, it was round five Buffalo V1, mostly seniors facing off against Buffalo V2, mostly underclassmen. They rode the bus to the courthouse together, and they faced off in a battle of characters and wits, and the winner was... V2. There was silence and tears on the bus ride home as seniors lost their last chance to go to state for Mock Trial.

This is not what happened on January 28 in round 3 of the Mock Trial Competition. This story is told when it's Buffalo v. Buffalo Mock Trial, to remind V2 there's a chance to win, and to give it their all.

The trial started as usual, both teams introduced their lawyers and witnesses, and handled all pre-trial matters, asking for permissions such as water at the attorney tables and preferences of the presiding judge. This year, the case provided by the mock trial competition was a defamation case, where Jesse Gates, of the defense, accused Harper Lightfoot, the plaintiff of stealing a life preserver tied to the bow of the shipwreck of the S.S Fitzgerald in Lake Superior.

Grant Swanson gave the opening statement for V2, highlighting the elements of the case that they must prove. Jesse Gates' statements were made either recklessly or maliciously. Charlise Sorsoleil gave the opening statement for V1, who were playing the defense, and delivered their theme for proving Jesse Gates, played by Samantha (Sammy) Baardson, innocent of delivering defamatory statements by proving Harper Lightfoot – the plaintiff – did steal from the shipwreck of the S.S Fitzgerald in Lake Superior, which Jesse had accused him of, "Money over Morals".

Both openings covered the technical side of things that need to be declared in a jury trial. V2 was playing the role of the plaintiff and was up first to call witnesses. One main essential witness, Erika Torres Gutierrez, playing Jackie Coostow on the plaintiff's side, was declared the best witness of V2 at the conclusion of the trial. The entire line of questioning– delivered by V2 lawyer Lucy Mills– revolved around all the natural things that could have happened within Lake Superior for the life preserver to be gone missing from its usual spot.

Then, V1 called their key witnesses, such as Jesse Gates, and Cook Gambi who was played by Haley Gentry. The trial concluded with both closing arguments from the Buffalo teams. Jill Sherwood reminds the scoring judges who act as the jury, "money over morals," and how Harper Lightfoot was the last person to dive to the wreck of the S.S. Fitzgerald.

Lucy Mills did the closing argument for V2, remarking on how the defense did not meet the elements to prove without a doubt that Harper Lightfoot didn't steal the priceless life preserver from the wreck. After the trial, both teams received feedback from the three judges, and results were announced shortly, with both scoring judges putting Buffalo V2 at a point loss.

Buffalo V2 member Lucy Mills commented, "We kinda knew we would lose because it was junior varsity against varsity. But regardless of that, I feel like my team did pretty well, and I'm proud of them and all the work they did this year! It was also overall a very fun and positive experience and a good opportunity for our team to bond and grow closer together."

Most viewed it as an opportunity for growth; an opportunity for the newer talents on both teams to learn, and gave V1 member Haley Gentry hope for the future of mock trial at Buffalo.

"It was really fun going against the V2 team," Gentry said, "because seeing how hard they've worked and how good they're already doing brings me a lot of hope for the future of V1 and Mock Trial."

ICE Walkout Sparks Conversation

Multiple perspectives surface across the student body following an organized walkout

Emma Lee
Staff Writer

Students at Buffalo High School participated in a peaceful walkout on Monday, January 26, to speak out against I.C.E. (Immigration and Customs Enforcement) actions in Minnesota. This walkout was organized by the student-run group Courageous Conversations. Many students saw this as an opportunity to use their voices to express their opinions and perspective despite the consequences of an unexcused absence.

While some students participated in the walkout, others chose not to.

For students who did participate, many stated that their goal was to spread awareness about people they believe are being negatively affected by I.C.E.

"I.C.E. has killed multiple people on multiple occasions," Ashley Garcia-Mora '29 said. "People who have just been standing and watching. People are just attending rallies, and they [I.C.E.] shot them for no reason."

"I.C.E. is terrible," Jayda Etem '28 said. "They're literally killing people, and they're using it in such a bad way."

Several students explained that their participation in the walkout was motivated by values they hold; stating that they believed the events went far beyond politics.

"I think that human decency shouldn't be a question," Abigail Coppes '29 said. "It shouldn't be about politics."

"I think it's important that we show our support, even in small towns," Gonzalez Estrada '26 said.

"I think it's important to stand up for your community and for people who help make it great, regardless of whether people disagree with it," an anonymous student at BHS said.

Participants stated that their goal in participating in the walkout was to bring greater awareness to what they believe is an issue within the school and the community. They want others to know that they care strongly about the current events, and are willing to use their voices to express their opinions.

Some of the students who chose not to participate still expressed support for those who did walk out.



Photo by Braxton Teschendorf

"I support everyone's opinions," Jayden Edberg '29 said. "Even though I didn't participate, I still support them for their choices."

"I think it's fine that they did the walkout," Abbie Bresnahan '29 said. "I thought it was a very peaceful protest, and it's not something that really hurts people or destroys anything."

For many of the students who chose not to participate, their decision not to join was solely based on their academic priorities and other commitments. Several students stated that they would rather stay in class and avoid getting involved in politics.

"I just need to kind of lock in on school, and I feel like I don't feel strongly enough about it for that to outweigh my school life," an anonymous BHS student said.

"I don't really like getting involved with politics," Edberg said. "And it was also at the time of my favorite class that I wasn't willing to miss to protest."

Other students who weren't

involved stated that they did not feel informed enough to participate, or that they thought the walkout was not necessary.



Photo by Braxton Teschendorf

**Walkout -
Continued
on Page 7**

Walkout - Continued from Page 6

"I am just a kid who doesn't have the full story," Bresnahan said. "And it didn't affect me all that much. I just feel like it's very excessive for a bunch of kids to be doing, if they have no relation to what they're protesting."

Many students who refrained from participating disagreed with the event entirely. Some students stated that they thought the walkout was unreasonable, expressing that it was damaging towards friendships within the school.

"I feel as though the walkout wasn't the best way for students to show their beliefs. I don't think the event truly had an impact on what is going on, and it caused more conflict within our school. People are losing friendships and getting in arguments already, and I feel like this just made it worse," an anonymous BHS student said.

Overall, the walkout showed that students at Buffalo High School hold different perspectives and make different choices when it comes to activism.

It exhibited a reminder that each student has their own values and opinions that influence the choices they make.



Photo by Braxton Teschendorf

Overlooked Art

Evelyn Winger
Voices Editor

The artistry behind the yearbook should be enough to qualify as an art credit

Publications Writing is a class offered at BHS where students design and create the yearbook. The first year of the class includes heavy loads of writing and conducting interviews, while the second year has an entirely different focus. Seniors spend the year learning many different aspects of digital and graphic design, photography, and many other art elements. This leads students to wonder why the class isn't counted as an art credit.

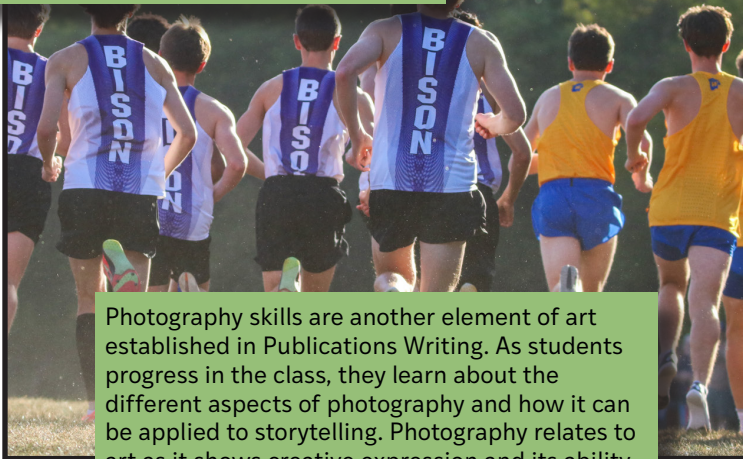
Throughout the year, students spend critical time putting together color themes that are intended to be cohesive throughout the entire book. Color themes are an element of art that are intentional and are meant to establish moods and different emotions for the audience. This aspect of the yearbook teaches students about color theory and the different effects of it.



4. Running with purpose, Maddie Jackson 26 strides her way to the finish line. Despite having plenty of courses she enjoyed, Jackson felt that one course that stuck out from the rest. "Without a doubt [my favorite is] Alexandria," Jackson said. "Their course is always an amazing, and a cool run." Photo by Lucas Lawrence



Another skill taught throughout the class is the different types of design elements and how they can be applied throughout the yearbook. Students in the class choose their design elements at the beginning of the year and ensure they remain consistent throughout the book. These elements relate to art as they create an eye line for the audience, as well as provoking desired emotions.



Photography skills are another element of art established in Publications Writing. As students progress in the class, they learn about the different aspects of photography and how it can be applied to storytelling. Photography relates to art as it shows creative expression and its ability to capture moments and emotion.

personal best," said Farnick. "Now whenever I listen to that song, I see it as a good luck charm." Farnick found herself not only at the finish line, but in a community that welcomed her with open arms; a group that genuinely wanted to see her succeed.

Encouragement is nothing out of the ordinary to BHS cross country. Thumbs up, pats on the back, and words of affirmation are constants in practices and meets. Brooke Doggett '27 took motivation a step further by creating a tradition with her female teammates.

"We do this thing called 'big sisters,'" said Doggett. "Before each race, we write a note for our big sister and attach something like a piece of candy, and it encourages her to run better." A group of girls simultaneously chasing their next PR, and lifting one another up, even at their lowest. They've raised the bar on what it means to be a team.

One of the ways runners improve their times is by finding the perfect pre-race nourishment. Carrying on a mealtime tradition, Isaac Worth '25 looked forward to loading up on pasta on nights before his races.

"I'll normally have a spaghetti dinner with my family. It's just kind of a tradition at this point," said Worth "My dad used to do it when he was a runner, and now I do it."

Winning is a grandiose feeling, that many search to relive by and finding a way to celebrate victory in a memorable way makes people want to come back, play hard and win again. Tristan Lenton '26 always felt energized and excited at wins, and looked forward to the team's biggest celebration of the season.

"When we are celebrating a section championship we like to roll down the hill at the buffalo Heights Golf Course," said Lenton. "It always makes me feel victorious, and it's a great time with the team." For Lenton, those chaotic triumphant moments of rolling down the hill, laughing alongside his teammates; those are the bits he will remember.

Cross country is not a walk in the park, it is a grueling run through the woods, with a side of shin splints and a cramped foot. But, for the Buffalo cross country runners, having these memories and stories to look back on makes all the sweat, ruined shoes, and miles run worth each and every step.

Story by Leif Carl
Photo by Lucas Lawrence

Three Perspectives,

The Jordan brothers all step in to the starting lineup

One Story



Tony Jordan '27

Photo by Braxton Teschendorf



Thomas Jordan '28

Photo by Braxton Teschendorf



Matthew Jordan '27

Photo by Braxton Teschendorf

Emily Larson

News Editor

The Buffalo boys basketball team has been soaring to new heights in the 2025-26 season. The Bison have fought their way to an impressive 16-2 overall record, and as a result, are ranked third in the State class AAAA. They also rank second overall in the Lake Conference. The only losses in their record come from intense games against the Wayzata Trojans; the defending class AAAA State Champions. One of these games ended in an overtime thriller that resulted in the Trojan's barely pulling away with the 97-96 win.

While success for the Bison has been anything but rare, one thing about this year's team is especially unique. Juniors Mathew Jordan '27 and Tony Jordan '27 and sophomore Thomas Jordan '28 are brothers, making up three of this year's starting five. While this is a rather unusual roster, for these three brothers, playing together is anything but out of the ordinary.

"We've been on the same team since I was in ninth grade. But we've been practicing and playing pick up with each other our whole lives," said Tony. "Me and

Matthew have actually been on a team together since kindergarten so I've never not had him as a teammate."

The brothers began playing as a trio in the 2023-24 season. Even though Matthew and Tony were freshman and Thomas, an eighth grader, they played together on the sophomore team. Despite the many hours they've spent together, on and off the court, the brothers say the energy between them is the same with their other teammates.

"On the court and whenever we're with the team, the dynamic is no different between us three brothers and the rest of the team. We all hangout and get along very well," said Matthew.

"When I first started playing with them I would say yes [the dynamic was different]. However this year I've had the opportunity to play with two of my best friends growing up and some really great seniors who I've built good relationships with. So I would say this the dynamic isn't very different this year," said Thomas.

While their bond is unbreakable, playing together comes with its occasional challenges.

"Being brothers we always want the best from and for each other, and that can lead

to arguments here and there," said Thomas.

"Some challenges that come from playing with my brothers is separating home-life from basketball and the team. This is something we do very well and when we do discuss team matters at home, it is done in a constructive manner," said Mathew. "Everyone on the team fights like brothers at times because we're all so close. This is part of what keeps our team so strong and connected."

While any sibling relationship comes with the occasional speed bump here and there, the time they spend on the court together, is an enjoyable experience that has brought them closer together.

"I enjoy playing with my brothers because we get along well and understand each other," said Matthew.

"I love getting to play with my best friends. It does feel like sometimes on the court we do have a little extra chemistry and we play very well off each other and that makes the game so much more fun," said Tony.

"One of my favorite things is I always have someone to go to the gym with to get a lift or shoot," said Thomas. "I think all the extra hours of going up to the gym together really has brought us closer."

Beyond the Mat: *Wrestlers make State appearance*



Lucas Potter '27
Photo by Braxton Teschendorf



Levi Becker '29
Photo by Braxton Teschendorf



Gabe Roehl '27
Photo by Braxton Teschendorf

Emma Lee Staff Writer

Courtney Kotish '27 made history by officially becoming the BHS's first ever female MSHSL State Qualifier. She did so by taking first at Sections on February 4. Along with Kotish, the boys Wrestling team also qualified as a whole to participate at State. The success of advancing to state goes beyond just the mat. Players have worked hard for months to become their best selves.

"[Being in shape for] Wrestling is unlike any other sport," Courtney Kotish '27. "You could be in the best shape for football or soccer, and you still wouldn't be in good shape for wrestling."

Wrestling's popularity at Buffalo High School tends to differ from year to year. Participation numbers often rise and fall depending on interest and commitment, but this season, athletes are hopeful that the program will continue to grow.

"Wrestling, it's a tough sport, so people quit," Lucas Potter '27 said. "But I think it's getting bigger. I think it is starting to grow on people, and that's great."

The difference in class sizes each year signals future growth for the team. Underclassmen participation appears stronger than upperclassmen.

"I'll definitely say some of the lower classes are bigger than our upper classes," Potter said. "Because right now, our senior class is like, three, four people or so. But our freshman class is like 15 people."

Beyond overall participation, another major shift in wrestling is the rapid growth of girls wrestling across the State. Minnesota has seen a significant increase in female athletes joining wrestling, even if Buffalo's numbers have yet to fully reflect it.

"Girls wrestling is the number one growing sport right now," Kotish said. "The number of girls participating in the sport in Minnesota in just this last year has doubled. I would say that it is very popular in many other schools, but as far as our school, it obviously doesn't seem very popular."

Compared to surrounding schools, Buffalo's program remains smaller in size and depth. Larger programs often have stronger junior varsity teams and wider recruitment efforts, which can create a noticeable competitive gap.

"In places like St Michael, their programs are at least eight times the size of ours," Potter said. "And their junior varsity team is probably better than our actual varsity team, and they recruit people from all over Minnesota just to wrestle."

Despite the challenges, leadership and representation within the program continue to

shape its future. Kotish stands out as the only girl on Buffalo's wrestling team, taking on the role so well she advanced to State.

"I would say that I am paving the way for the girls in the youth program so they can see what they can be one day," Kotish said.

Looking ahead, Kotish hopes to see more female wrestlers join the team, more opportunities for travel, stronger team bonds, and a more visible girls wrestling culture within the school.

"When I joined the sport I didn't really have anyone to look up to," Kotish said. "So for them to have someone to look up to and be like makes me so happy and excited for them and what's in the youth programs future."

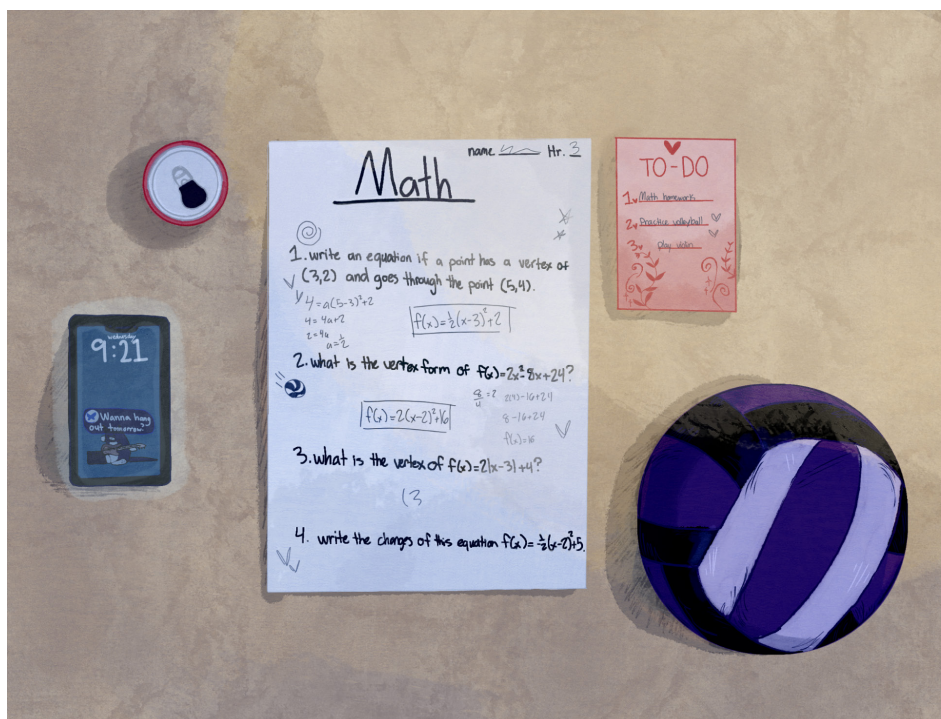
As Buffalo's wrestling program works to grow in numbers and confidence, athletes like Kotish and Potter remain optimistic about what lies ahead. Whether through expanding underclassmen participation or the continued rise of girls wrestling, the team is building a foundation that could shape the program's future for years to come.



Courtney Kotish '27
Photo by Braxton Teschendorf

Finding the Balance

Students work to balance activities, sports, jobs on top of academic strain



Graphic By Juniper Lostetter

Addilyn Gerads Staff Writer

High school life is filled with many different activities that shape each student's daily schedule. Between homework, sports, clubs, jobs, friends, and family, students have to learn how to balance these responsibilities in their own ways. Where some students thrive on a packed schedule, finding motivation and energy daily, others struggle to keep up when feeling the pressure of deadlines and expectations creeping in. Each student finds strategies to manage their time differently, whether it's making plans, setting priorities, or having a to-do list to keep them on track.

For some students, being busy is both motivating and challenging. Skye McKibben '26 shared that staying involved helps her feel productive, but it can also come at a cost. "I like to be involved as much as I can because I like to stay busy, but I think a lot of the time I end up over-committing. I struggle to

have enough energy in order to fully commit myself to all of the activities I choose to be a part of," McKibben said.

Other students rely on organization and planning to keep their schedules under control. "I am involved in a lot of activities like Yearbook, Student Council, and have a job, so my schedule is very busy. To help me organize activities and school assignments, I make an assignment list and a weekly to-do list for every day of the week to help manage my time and make sure everything gets done," said Keeley Annonen '26.

Hearing directly from students shows that no two schedules-or strategies- are the same, and the challenges of balancing school with other commitments are universal. Some days can be stressful, rewarding, or a mix of both, but each student finds a way to keep moving forward. Finding balance isn't about doing everything perfectly, but rather about learning what matters most and making time for it.

You Only Have One Act

One Act stars at State for the first time since 2023



Photo by Adler Neu

Adler Neu Editor-in-Chief

BHS One Act made a State Appearance for the first time since 2023 on February 5. This year's production, *The Women of Lockerbie*, which was based on true events followed American couple Bill and Madeline Livingston (portrayed by Lucas Louwagie '26 and Lily Kinches '27) along with the townspeople of Lockerbie, Scotland, through the winding road of grief after the bombing of Pan American Flight 103 heading from London to New York City, killing a total of 270 people on December 21, 1988 including thirty-five Syracuse University students and eleven residents of Lockerbie. It was the deadliest terror attack on American citizens until the attacks on September 11, 2001.

The show dives deeply into the ideas that not every choice is one's own; some may even be controlled by a higher power, and that in every situation, there is an opportunity for love to triumph over hate. This show not only made it to the State Festival, but also starred, which is the highest honor a performance can earn.

Finding Meaning Through

Melody

BHS Concert Choir creates new opportunities in light of cancelled state convention

Adler Neu

Editor-in-Chief

In any sport or activity, earning a state appearance is no small feat. It comes from months—even years—of persistence and dedication to one's craft, and that is no different for the members of Buffalo High School Concert Choir, who this year were selected to perform at the Minnesota Music Educators Association (MMEA) Midwinter Convention. The choir was set to perform a 55-minute set on February 12 at the Minneapolis Convention Center, titled: A Tapestry of Belonging. However, on January 26, educators and students across the state received an email from the MMEA executive board detailing that the Midwinter Convention would be cancelled due to safety concerns in Minneapolis, with no possibility for rescheduling or alternative performance arrangements for any ensembles chosen to perform, along with the cancellation of every auditioned All-State ensemble. This news came as a shock to Concert Choir members like Avery Russek '26, who had been preparing for the performance since September.

"Finding out MMEA was cancelled was a lot of different emotions. I was shocked at first, then really disappointed and sad," Russek said.

Although this felt like the end of the road for many Concert Choir members because they would not get to see their many months of passionate rehearsal come to fruition, Choir Director Zack Carlson-Giving was determined to make sure his students still got the opportunity to perform their program. Carlson-Giving arranged for Buffalo High School to host a choral showcase, independent of the MMEA organization, with the choirs that were originally intended to perform at the MMEA Midwinter Convention. Schools that were involved in the showcase included: Austin High School, Bemidji High School, Sauk-Rapids High School, and multiple others from across the state.

"It was important for Buffalo High School to step into the position of leadership because we have the facilities,

the administration, and the teachers that will put in the work," Carlson-Giving said. "Students were able to showcase their hard work and effort that all the choirs have been doing across the school year, and we got to do it here at BHS, which is like singing at your own home."

The Choral Showcase took place on February 12 and 13 in the Performing Arts Center, with its success largely due to the high participation of student volunteers within the music department who took time out of their days to usher, run stage crew, and host the other choirs who travelled to perform in the event.

"It was really important for not just the people at Buffalo High School, but the people from all the schools who came, that just because bad things happen doesn't mean we can't celebrate, and let our music be heard," Concert Choir member Lucas Louwagie '26 said. "We kind of got home-field advantage and were able to tell our story in a space that we were used to, so I think that amplified the work we put in, and the stories we were able to tell."

Hosting this event helped Concert Choir members to better grasp the importance of the work they had put in throughout the year.

"It was important that we hosted because we didn't let it [MMEA] getting

cancelled ruin all the work that we had been putting in," Concert Choir member Madeline Krinke '27 said. "It was a ton of work, and we grew a lot as a choir. I feel we became closer in a way of pushing so hard to get it done and do a good job."

Though this was not the state experience Concert Choir was expecting, they were still able to make the most of it through perseverance and a commitment to musical excellence.



Photo by Braxton Teschendorf



Photo by Braxton Teschendorf

A Second Chance

Mark Tuchscherer channels his coaching mindset and resilience to overcome heart attack

Luke Gramstad
Staff Writer

When Business Teacher Mark Tuchscherer returned to the halls of Buffalo High School in the fall, it was a return marked by perseverance and bravery. Many students were eager to have him back in class, but few realized how close he had come to never returning at all.

Following a summer road trip with his family, life appeared to return to normal for Tuchscherer. School meetings resumed, routines began to settle, and life felt ordinary again. But early on a warm summer morning, everything changed. Tuchscherer awoke with pains in his chest, pains serious enough to warrant a call to 911.

"I knew it was different; the pain was immense," Tuchscherer said. "It was hard to believe at the age of 45, but I knew right away I was having a heart attack."

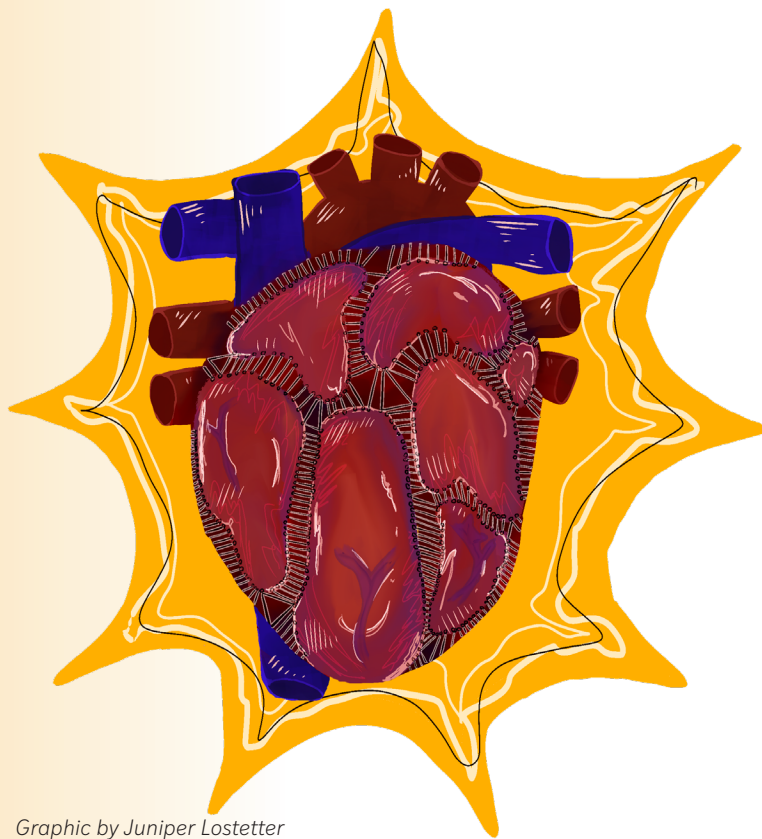
First responders arrived on the scene within minutes, confirming what Tuchscherer already knew. When he was told the news, Tuchscherer flipped a switch in his mind.

"I turned on my coaching voice and my inner dialogue," Tuchscherer said. "I told everyone in the ambulance that they were going to save my life today."

Following the ambulance ride to Mercy Hospital, Tuchscherer



Photo Courtesy of Mark Tuchscherer



Graphic by Juniper Lostetter

was rushed to get an emergency angioplasty procedure in which they put a stent in his artery, which was 100% blocked. In total, the entire process lasted less than three hours. During his recovery stay in the hospital, he was informed of the severity of the situation. Tuchscherer had experienced a 'widowmaker' heart attack, which in his specific condition carries a 75% mortality rate.

"A lot of people aren't fortunate enough to survive a heart attack like that," Tuchscherer said. "They call it a widowmaker for a reason, but I wasn't going to make my wife a widow or leave my two boys without their dad."

This positive mindset allowed Tuchscherer to survive the heart attack, but it has also contributed to his recovery. Through lifestyle changes and meeting fellow survivors at physical therapy, he has gained a new understanding of life as a heart attack survivor.

"There are definitely a lot of hereditary things for me, as well as my diet," Tuchscherer said. "It is strange that I had such a major heart attack at 45, but all shapes and sizes can have them. I was even in rehab with a person who was a marathon runner!"

Tuchscherer has committed to these lifestyle changes, losing over 50 pounds and closely monitoring his diet. These adjustments are just a few of the many hurdles in his recovery process, all made possible by the support of those closest to him.

"So many great people reached out and were super supportive, especially my family and friends," Tuchscherer said. "My wife was an angel. She took care of our boys and did a lot of things she wouldn't normally be doing. It was amazing."

Going forward, Tuchscherer isn't letting anything hold him back. Building on his already positive mindset, he hopes to come back stronger with a gratitude for the second chance at life he has been given.

"I'm going to continue to celebrate life," he said. "Life changes quickly, so I am going to enjoy it and make a difference every day."

Balancing Boots and Books

BHS Senior Laney Endres Prepares for the Army National Guard and Takes on Basic Training

Livia Sanders
Staff Writer

While most high school students are focused on classes, sports, and extracurricular activities, one student has already taken on a challenge far beyond the classroom. Laney Endres '26 has joined the Army National Guard, committing herself to service, discipline, and

personal growth while still balancing life as a high school student.

Upon deciding to join, Endres attended basic training in Oklahoma at Fort Sill for eleven weeks, ten of which were actually spent training, with the other week spent in reception. Reception is the

initial phase when new recruits transition from civilian to soldier.

Endres admitted that joining the army was never actually something she had imagined herself doing, since it meant leaving everything she knew. But that perspective completely changed when she heard about the Army National Guard.

"I always thought that joining the Army was a scary thing," Endres said. "When I heard about the Army National Guard, everything changed. I thought 'this could be for me'."

Endres described basic training as being the most impactful experience for her with the Army. It was immensely physically and mentally draining. The experience was designed to break the individuals down and shape them into a soldier within a short time period. The Drill Sergeants pushed the incoming soldiers to their limits, forcing them to find their inner strengths.

Basic training not only taught her battle drills and how to use different weapons, but it sparked friendships with people from all over the country that she would have never met otherwise.

"Basic training was a lot of yelling and sweating, but it also taught me a lot of lessons that I would have never learned elsewhere," Endres said.

Since Endres is still a high school student, she has had



to overcome many obstacles throughout the duration of her journey in the Army.

"It has mostly impacted me being still in high school by coming back to school after having a strict routine and high intensity setting," Endres said.

Due to switching between an austere environment and a hospitable school environment, she has acknowledged that some of the discipline has fallen off and will make it difficult for her to train again once she is done with high school.

After high school, she plans to go out of state and finish out her training with the army. After her training is complete, she will start college in spring of 2027 for nursing. Overall, Endres is grateful that she went to this training.

"To me, being a part of the Army National Guard gives me even more of a purpose to work hard and succeed in everything [that I do]," Endres said. "Basic was not just the most impactful experience in the army, it has been the most impactful experience of my life."



Photo Courtesy of Laney Endres



Posting Replaces Listening

Recent social media conflicts have raised tensions inside and outside of BHS

Addilyn Gerads & Audyn Molesky

Staff Writer & Editor-in-chief

Thousands of politically-charged comments on social media posts raised tensions in the community recently. First, alumni and current students traded insults on a *Hoofprint* Instagram post covering the student-led walkout protesting ICE activities in Minnesota. Only two days later, a Threads post by a Wayzata parent used derogatory and defamatory language to label a group of BHS students at a basketball game. This post included a video of students who were unaware that they were being recorded or that the recording would be posted online. As of February 10, 2026, this post has over 250,000 views.

This raises an important question: Are these conversations a way to spark important dialogue within our community or are they simply furthering divisions and outrage? Some students experienced social consequences for posting or liking comments. Others were the subject of targeted screenshots and dishonest accusations of aggression. How can social media actually cause productive conversations about culture, demographics, and its effects on individuals and on lasting change?

Social media can shape a narrative faster than facts can keep pace. Posts that are shared online can influence how a school is perceived and how students view one another. Students have been forced to reflect on how quickly labels can be applied to a group and how they affect the school's atmosphere.

Although social media platforms provide opportunities for conversation, they can also exaggerate situations that are more complex than the post suggests. Posts often reflect the views of a single person or group, leading them to be perceived as the entire community's perspective on the situation. For students, this can be overwhelming.



However, this issue extends beyond this context, as it is a problem exemplified nationally. By examining national patterns in social media use among teenagers, we can identify and address tensions and other social conflicts. According to an April 2025 Pew Research Center report focused on the effects of social media, 48% of U.S. teens ages 13-17 say social media harms people their age, up from 32% in 2022. While this national data highlights the broader impact of social media, these statistics can be brought into context when viewed from the

perspectives of current BHS students.

"Social media makes free speech easier than ever. It's literally right there in the First Amendment, and that's a good thing—but too often it turns into a shouting match where people go for drama, clicks, and picking fights instead of actually talking or figuring anything out," Hans Pederson '26 said. **"The claim from the Wayzata parent—that our student section was being racist—is nothing short of false.** I was right there in the front of the section the whole time, and to say the section is racist just because some kids wore Trump shirts or because Buffalo is mostly white is a huge leap and a lazy one."

Expanding off specific incidents, another perspective focuses on the student impact.

"Social media has affected our school in many ways. A lot of students have been able to connect more because of it, but a

lot of students have also been getting out of hand with what they are saying online and in person. There definitely has been a separation of groups due to their certain opinions," Vanessa Perez '27 said. "I really think social media is a great way to express yourself, but there has been a lot of talking and not actual listening to each other".

Beyond these students' experiences and insights into their personal impact, a teacher at BHS observed the influence of the school environment as a whole. From the changes of the classroom environment to conversations in the hallways, they recognize the influence it has on students beyond the online atmosphere.

"Most times, a student comes to me with an issue that is affecting them personally, whether it's a fight with friends or family, or anything that is bothering them, it seems that social media is always at the center. **I don't know if social media creates the issue, but I do know social media exacerbates it,**" an anonymous BHS teacher said.

This perspective helps connect the individual experiences and the overall atmosphere change throughout the school.

Students remain at the center of the conversation. Their experiences show that behind every post or comment, there is a real person affected by what is shared. While social media can amplify opinions, it can also spread misinterpretations of context and cause empathy to be left behind. By listening to one another and looking beyond labels, students can shape more thoughtful and respectful school communities.

Graphics by Juniper Lostetter



The Year That Doesn't Quit

Junior year can feel like a breaking point

Evelyn Winger

Voices Editor

At the halfway point in the school year, for the class of 2027, the year seems to hit with a harder impact than all years prior. For some, this has brought a new realization to light: this is the worst year yet. Between the constant questioning of where and what they want to do for college, trying to find a way to pay for college, keeping up with school activities, and trying to manage a heavy workload, juniors are finding themselves struggling to navigate school, work, sports, and overall life.

When students are presented with the option to earn multiple college credits at no cost, they seize the opportunity. At Buffalo High School, junior year is the first year that students can get a college credit for every core subject—along with some CIS electives. However, CIS courses include a more rigorous curriculum than regular classes; they create more time-consuming homework and a need for heavy studying. Although this might seem like a smart decision due to budgets, the stress it adds to students' lives is undeniable. Juniors often find themselves sitting at a table in the middle of the night, sifting through papers, wearing out pencils, and smashing fingers into a calculator—all while listening to an audiobook for their new English assignment.

"All of my classes this trimester are CIS, so I often find myself having to stay up until twelve, one, and sometimes two in the morning, multiple nights in a row, multiple days a week, just to feel somewhat caught up on all my work and studying," Ireland Morris '27 said. "Although I love how many college credits I will graduate with, I don't think any of it will be worth how much of myself I lost to my academics."

When students are in high school, there are many opportunities to be involved, whether that's through sports, NHS, choir, theater, etc. While trying to stay involved in their school, these extracurricular activities add even more to students' plates on top of trying to maintain good grades. Along with putting endless effort into the community, juniors at Buffalo High School are working to save up for college and other large expenses. This takes up hours of a student's life, during both weekdays and weekends. Everyday tasks like doing laundry, cleaning rooms, and even finding time for meals become a challenge like no other.

"I find that I never have time to complete the homework that I need to do to succeed in the classroom because I'm either working numerous hours or participating in an extracurricular activity," Braxton Teschendorf '27 said.



"My life is plagued by stress. I feel like I'm expected to complete tons of homework to stay on pace with the class, but I'm constantly juggling work and extracurricular activities. I do it because it gives me some sort of purpose and to keep myself busy."

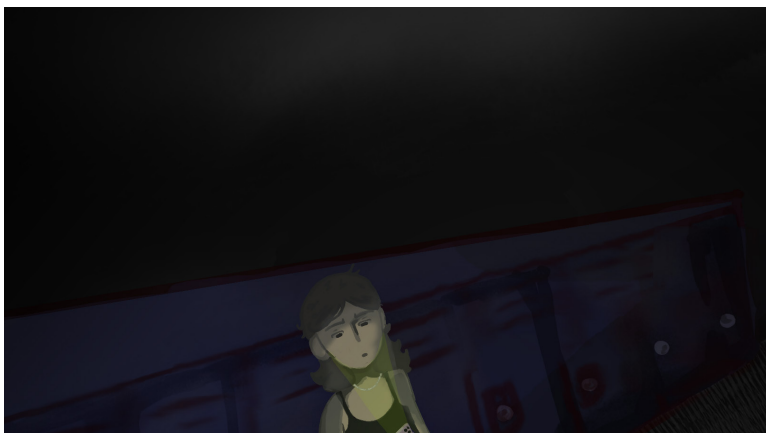
Along with trying to keep up with school work and other activities, junior year means that senior year is just around the corner—time to apply for colleges and determine a major. Students of all ages are always asked, "Where do you want to go to college?"

This is a light question—until it becomes serious junior year. Students are expected to attend college visits and other tours to prepare themselves for this life-altering decision. Trying to find time for these visits can add even more stress to students' lives.

"I don't know what I want to go to college for, and I don't know what I want to do when I'm older," Payton Millerbernd '27 said. "It's just a lot to think about because it's coming up way quicker than I thought it would."

While juggling the numerous weights of junior year, students find themselves wondering if giving their utmost efforts is truly worth it. No singular student is alone in this fear; there are resources available to help students get through this tough year. Counselors are always willing to talk and assist in any way they can, and peers also have a strong ability to help. Everyone has different strengths, and it's always okay to reach out to someone else when you're about to fall. Undeniably, upperclassmen's claims of junior year being the hardest are not far from the truth.

"Although I love how many college credits I will graduate with, I don't think any of it will be worth how much of myself I lost to my academics."



Graphics by Juniper Lostetter

the hoofprint



winter 2026

pg. 15

Spotify Wrapped: Accurate or Inaccurate?

BHS students express their opinions on their 2025 Spotify Wrapped

Rylee Tetrault
Culture Editor

Towards the end of every year, Spotify releases a personalized recap of users' listening history for that year. The recap shows the user's most played artists, songs, and albums, while also stating their total time spent listening to music or podcasts on Spotify. After seeing their Spotify Wrapped, some students don't believe their results resemble their year at all, while others think it fits them perfectly. What does Buffalo High School's Spotify Wrapped look like?

While some believe that their Spotify Wrapped may represent their year perfectly, others believe theirs was nothing like the majority of their year. At Buffalo High School, many students thought their Spotify Wrapped was not an accurate representation of what they expected it to consist of from their listening history

throughout the year. "I thought my music this year was very thought-out, but I was a little disappointed that there were some things I thought should have been on my Spotify Wrapped that weren't," Leena Ply '28 said.

Many students focus on listening to specific music throughout the year in hopes it will make it onto their yearly recap. Although many students have an idea of what may appear on their recap, many assumptions end up incorrect.

"I thought my Spotify Wrapped wasn't the most accurate thing. I feel like there were songs on there that were not my most listened to songs. There were also artists that I don't think are anywhere near my most listened to artists," Wilder Warhol '27 said.

Inaccuracy is common among many users' Spotify Wrapped results, making many want to have a 're-do' of their music listening history throughout the year to alter their Spotify

Wrapped. "I would change everything about my Spotify Wrapped. If it were the end of the year, I think it would have been way different and reflected my music taste a lot more," Vanessa Perez '27 said. While many students had negative reactions to their Spotify Wrapped, some were looking forward to seeing their results and were proud of how their year ended.

"I look forward to seeing my Spotify Wrapped every year because I feel like it shows how my music taste changes throughout the year. This year, I was really happy about it because it was a lot of my favorites I listen to mindlessly, not realizing how often I actually do listen to them," Payton Hynes '27 said.

Ultimately, the majority of BHS students have felt as though their Spotify Wrapped results were not relevant to their year; they are looking forward to what their Spotify Wrapped may look like next year.

MATCH THE Spotify Wrapped TO THE STUDENT



A- Payton Hynes '27



B- Wilder Warhol '27



C- Leena Ply '28