

The student-run news publication of Buffalo High School



HOOFPRIINT

Volume 51 | Issue 1
Fall 2025



Why Not Us,
Why Not Now?

Table of Contents

4-5 News

Full Classes and Long Hours

6-7 Spotlight

If the Train Arrives: BHS English Teacher Publishes Second Book

Curtis Brings Change to Buffalo Band Program

8-9 Voices

A New Chapter for the Library

10-11 Activities

A Fresh Perspective

The Show Behind the Show

12-13 Culture

Values in Action: The Real Culture of BHS

14-16 Sports

Why Not Us, Why Not Now?

Different Paths

Weight Room Makes Room for Change

Cover photo features Cayce Peterson '26
Photo by Braxton Teschendorf

Our 2025-2026 Staff

Editors-in-Chief

Adler Neu & Audyn Molesky

Managing and Web Editor

Hailey Hathaway-Oxley

Copy Editor

Guthrie Lostetter

Photography Editors

Ellie Lange & Miliya Chenvert

News Editors

Alexis Burgess & Emily Larson

Spotlight Editors

Kelcie Bode & Rosary Gilbertson

Activities Editors

Sydney Hoffman & Miliya Chenvert

Voices Editor

Madeline Krinke

Culture Editors

Ella Goodsen & Rylee Tetrault

Sports Editors

Rose Lamberts & Charlotte Lamberts

Staff Writers

Evelyn Diethelm, Dania Algebory, Addi Gerads, Kate Dobrava, Luke Gramstad, Evie Winger, Ireland Morris, Emma Lee

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

Welcome to our first print edition of the 25-26 school year! Hoofprint staff have been collaborating endlessly over story ideas, print spreads, and everything in between. From work nights to quick and productive BASE meetings, our group has worked to expand our knowledge and engagement more than ever to put together stories that authentically represent our values as a staff and help spark discussion within our community.

This year marks a period of growth and goal setting within our Hoofprint staff. After winning All-State Silver from the Minnesota High School Press Association for our print edition and placing Second in Best-in-Show for our website, we are continuing to work with a mindset of perseverance and grit. We are beyond excited to share our first print edition with you, and we can't wait to see what's to come in the future! We hope you enjoy!



Adler Neu



Audyn Molesky



The 5

Daily trivia
from The
Hoofprint

Play The 5 daily on Hoofprint.net or the5.cc

1. What type of simple machine is illustrated by a schoolyard seesaw?
A. Lever B. Inclined wedge C. Wedge D. Wheel and axel E. Pulley
2. In what article of the Constitution does the phrase “electoral college” appear?
A. Article II B. It does not appear C. Article IV D. Article I E. Article V
3. Combustion is a chemical process in which a substance reacts rapidly with what element to produce heat and light
A. Argon B. Nitrogen C. Hydrogen D. Carbon Dioxide E. Oxygen
4. Child abduction alerts were originally named after a little girl who was abducted and murdered in 1996. What was her name?
A. Caylee Anthony B. Chloe Moretz C. Gabby Douglas D. Tiffany Evans E. Amber Hagerman
5. The first Europeans to reach North America were what nationality?
A. Spanish B. French C. English D. Scandinavian E. Portuguese

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

the hoofprint



fall 2025

pg. 3

Full Classes and Long Hours

Teachers manage overages and larger-than-expected class sizes due to a summer enrollment surge after staff cuts



Photo by Adler Neu

Evelyn Peterson Staff Writer

Early mornings, late nights, weekends, and maximizing every single minute of every single day. This is the life of a teacher who is teaching an overage. This year at Buffalo High School, it has become increasingly obvious that classes are bigger than intended.

“My best analogy would be comparing it to being on a treadmill, and I do not get off until the bell rings at the end of the day. Sometimes you are sprinting and sometimes you are walking, but you’re never really off,” Science Teacher Tracy Lorenz said.

Last Spring, science teacher Kinsey Mens left for maternity leave. As a solution and to fill her teaching role, Buffalo High School hired a long-term sub, who then decided to leave the district and work elsewhere. This has caused teachers, such as science teacher Micah Morris and Lorenz, to lose their prep hour and teach all five periods of the day, which is also known as an overage.

“We were texted by administration about two weeks before the teacher workshop,” Lorenz said. “We kind of had

an idea that it was coming.”

Another factor is that there are more students than anticipated this year. Last year, the school had to cut several staff positions due to an expected dramatic drop in enrollment. However, that drop never materialized, and with last year’s staff cuts, there are larger class sizes than anticipated. However, because official enrollment numbers aren’t determined in Minnesota until October 1, the district was unable to hire teachers to accommodate those additional students. Principal Mark Mischke noted that the school is not currently hiring new staff, but it is difficult to hire full-time teachers after a school year begins.

“One of the things that I do then is to look at where our hot spots are, where we may need a couple additional sections [of a course], and see if we can pull off either adding to somebody that’s part time, or offering, a section or two, maybe as an overage for a teacher,” Mischke said.

With the current student-to-staff ratio, teaching five periods or overcrowded classes makes teachers lose time and forces them to constantly be working to complete a task. Lorenz struggles to

keep up with the neverending workflow of creating lesson plans, grading, and creating new, enriching material.

Lorenz prioritizes time with family, but sometimes struggles with work-life balance.

“I feel like I am stretched very thin every day,” Lorenz said. “I am managing, and it took a few weeks to get used to the routine. I have to maximize every minute of every day from the time I get here, to in between classes and in between the time that students are working. I am more mentally and physically exhausted at the end of each day, I try to come in early in the morning or work late at night so that I can maximize spending time with family to balance work and home life.”

Although there are many struggles with teaching an overage, amazing students help keep spirits high throughout the weeks. Lorenz, along with other teachers who are also teaching an overage, will continue to anticipate their duties to ensure every student learns and understands the information taught in class. Well-behaved and kind students help teachers who are teaching an overage continue to thrive.

Average class
size per
department

27.2
Math

29.67
English

29.67
Science

29.71
Social Studies

According to
the 25-26
Projections, BHS
would have

1,569
students this year

Enrollment on Oct 1
was

1,664

Information and
statistics from BHS
Student Services

There are approximately **90** staff members working at BHS

Sensational Scares

Sinister Hollows brings scaring to the next level during second year



Photo by Tuuli Youngquist

Hailey Hathaway-Oxley
Managing & Web Editor

Sinister Hollows, Hosted by Zion Lutheran Church for the second year was held October 24 and 25. This haunted trail in the field behind the church was littered with zombies, clowns, and other terrifying creatures in each corner. Jump scares, acrobatics, and bird seed thrown on guests from above are some notable attractions and scares.

The theme this year was 'Sinister Cinema', entailing film reels, theater signs, and themed sections of the trail around horror movies such as *Annabelle* and *Friday the 13th*. The actors consisted of various Buffalo High School theater students and Zion youth group participants.

Sinister Hollows is a fun community event allowing student actors a reprieve from the stress of the approaching musical, while still allowing them to use their talents for service, and creates community outreach through screams and scares. With it not being professional, there are some pitfalls: trial and error in scare tactics, a frantic makeup room, and a bumpy trail.

"Even though we weren't as prepared as we would be if it was professional, it went really well, especially because the theater kids are experienced with improvisation and thinking outside the box," Kyler Jaunich '27 said.

Starting Early

Scheduling changes to impact 2026-2027 school year and beyond

Buffalo-Hanover-Montrose School District Calendar 2026-27

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
August/September							October							November						
23	24	25	26	27	28	29				1	2	3	4	5	6	7				
30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29	30	31									
December							January							February						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
22	23	24	25	26	27	28	29	30	31											
March							April							May						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
22	23	24	25	26	27	28	29	30	31											
June							Teacher Workshop/No School K-12							174 Student Days						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
22	23	24	25	26	27	28	29	30	31											
July							Teacher Workshop/No School K-8							Quarters 44-41-46-43						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
22	23	24	25	26	27	28	29	30	31											
August							Teacher Workshop/No School 9-12							Trimesters 58-59-57						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
22	23	24	25	26	27	28	29	30	31											
September							No School/Holiday							First Day/Last Day of School						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
22	23	24	25	26	27	28	29	30	31											
October							Early Release (2 hours)													
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
22	23	24	25	26	27	28	29	30	31											

Calendar courtesy of BHSschools.org

Adler Neu

Editor-in-Chief

At the most recent school board meeting at Discovery Elementary, board members voted on a variety of topics, including school calendar changes for the 2026-2027 and 2027-2028 school years. The most noticeable changes will be to the start of the school year, spring break, and graduation. Starting in the 2026-2027 school year, school will begin on August 31 and commence on June 3. Graduation will continue to be in the first week of June. Spring break will now align with the end of the second trimester, falling from March 9 to March 12, with weekends on both ends of the break, elongating it to a total of ten days for students and nine for staff.

For the 2026-2027 school year, trimester lengths will be as follows: first trimester 58 days, second trimester 59 days, and third trimester 57 days to round out the school year.

If The Train Arrives: BHS English Teacher Publishes Second Novel

Heather Tierney turns her love of literature into a new novel inspired by her hometown

Luke Gramstad
Staff Writer

Respected by students and colleagues, Heather Tierney has become a pillar of the community at Buffalo High School. Every day she can be seen teaching English courses, including College in the Schools Literature, but her true dedication to her craft doesn't just occur in literature class. Along with being a teacher,

Tierney is also an author. In 2014, she published her first book, *The Freedom of a Tangled Vine*. Despite having a yearning to write more, she thought that was the only book she would publish.

"I thought I was done with the first book," she said. "I'd always wanted to write a book, and once I did, I figured that was it."

But inspiration struck Tierney one morning when visiting her hometown in Wisconsin. While

having breakfast at the old train depot, she began to notice the history molded into the place. Those worn out floorboards told stories, stories about the people who used to travel through the station.

"I started thinking about who they were, why they were traveling, and where they were going," she said. "That's when the idea for the book began."

If The Train Arrives is Tierney's second published novel that centers around events at the very train station where she was having breakfast. This work of fiction focuses on three central characters who find their stories connecting at the train station in the most unexpected ways possible, showing how their actions affect other people's lives. "The book is really about how our choices impact people," Tierney explained. "And how we all need others around us to feel a sense of belonging."

While focusing on this main theme, there are also aspects drawn from the author's personal life. One of the emotional themes of the book focuses on the struggles of caring for old parents, something the author has experienced firsthand.

"My parents are in their late

seventies, making it close to my heart," she said. "That's the most emotional piece for me in this book."

The writing process took four years to complete, with most writing done in the summer during Tierney's breaks from teaching. As a result, it was written piece by piece over these years. The pressure began to build in the third summer when Vine Leaf Press offered to publish the book.

"When the publisher said they would take the book, I realized I needed to get serious about this," Tierney explained. "So over the next year I would start working on it whenever I had spare time."

The entirety of the fourth and final summer was spent revising and editing the book before the mid-July deadline.

In order to maximize her time, Tierney would often find unconventional ways to progress on writing her novel. When undertaking long drives to visit her family, she would use an audio recorder to "verbally write" and put together her ideas for the book.

"I'd talk to the recorder and say things like 'comma' or 'period', I'd actually say the punctuation," she said laughing. "Even if I only took



"Three characters, all carrying the weight of their pasts slowly become connected in the most beautiful ways."

English Teacher Sydney Driver



“It’s very calm and well-written. There’s a lot of different, complex characters that are created thoughtfully.”

Evelyn Winger ‘27

a couple of hours on the drive, that’s a lot of time that you can work.”

When asked what she hopes people get from reading *If The Train Arrives*, the answer was straight forward.

“I hope they enjoy it,” Tierney said “It’s very character driven, so if the reader wants action then this isn’t the right fit. It’s built on character development and the relationships between characters.”

Now that her second book has been released, Tierney intends to keep on writing.

“I have a small idea, but it is a long ways away. There is a character from *If The Train Arrives* that I really love, and I want to tell the backstory of the character, but I don’t really write during the school year,” Tierney explained. “Maybe this coming summer, I’ll get started on that.”

Heather Tierney’s passion for literature is clearly visible through her writing. *If The Train Arrives* is a story delivered with such heart that it is impossible to ignore. From the characters to its celebration of midwest imagery and lifestyle, *If The Train Arrives* is an essential piece of Minnesota literature.

If The Train Arrives by Heather Tierney is available at Buffalo Books and Coffee, through her publisher Vine Leaf Press, and on all online retailers.



Photo by Luke Gramstad

Curtis Brings Change to Buffalo Band Program

New band teacher makes the move from Elk River and brings principles of authenticity and joy

Elmara Duopu

Staff Writer and Herdcast Host

Wake up Bison! There’s a new musician in town.

Shannon Curtis comes to BHS from Elk River, where he had a fulfilling career teaching high school and middle school students, Curtis took the leap for what he called a needed change.

“I’m not the type of person to do the same thing for 40 years. So I was ready for a new adventure,” said Curtis.

So why Buffalo?

“Knowing the reputation here and the way things operate,” said Curtis, “I felt that I could bring the band program into a new modern

era.”

For Curtis, creating this environment comes down to two key principles.

“My two things are authenticity and joy. I want somebody who’s authentic. I don’t like people trying to put on a personality that’s not them. I like it when kids live their true lives in class, I really appreciate that even if it is a little strange,” Curtis said.

With Curtis’s vision, the future of the Buffalo High School band program looks bright. A place where students can grow, be themselves, and make music with joy.



Photo by Adler Neu

A New Chapter for the Library



**“It doesn’t feel
like a library
anymore.”**

Adeline Brenny ‘27



**“I love the new
study rooms
allowing good
space for
conversing and
studying.”**

Ireland Morris ‘27

Photos by Evelyn Winger



Remodeled Library Learning Commons comes with a new philosophy and mixed opinions from students

Evelyn Winger
Staff Writer

The once busy, vibrant Buffalo High School library now has a completely different vibe from past years. In previous years, walking into BHS's library felt energetic and inviting—a space where students felt welcomed to spend time with their friends in the morning. This year, entering the library feels calmer; more like an academic workspace than a fun place to hang out.

Over the summer, BHS underwent major construction, completely transforming many aspects of the building. One of the most significant changes is the brand new Library Learning Commons. Old brown and white couches have been replaced with spotless, purple booths. Stained wooden tables have been swapped for new, modern tables. The worn-out carpet has been removed, replaced with a brand new, fresh carpet. Overall, this new library creates a consistent purple and white theme that aligns with BHS's school colors.

Along with this refurbished space, the layout is now completely rearranged. Where the staff help desk used to be located now consists of many short bookshelves. The help desk is now in the center of the library, surrounded by booths and other modernized work areas. One brand-new addition includes glass rooms designed for groups of students to use as a collaborative working space without disrupting other students.

The faculty is ecstatic about this new look.

"I love the new space," Jess Nickelsen, LLC/Peer Coaching Coordinator, said. "It is a great place for all the needs that we have at BHS, between the books and technology access for students and staff, the peer coaching, and having classes able to come in and use the small group spaces for collaboration. Everything seems to be working really well."

Many students use this library as a resource to study, do homework, or even socialize with friends in the morning. Although everything from furniture to carpet is brand new, something invisible appears to be missing in the library. After roughly two months into the school year, there has been a notable reduction in chatter among students. Many students are having the conversation about whether the updated look is as welcoming as its previous design.

"I don't like the new library because it's not cozy anymore," Adeline Brenny '27 said. "The layout feels too modern. I miss the couches. There are not enough places for me to sit with my friends, and there is very limited space. I don't go there in the mornings anymore. The old one felt like a library, but now it doesn't feel like a library anymore."

Layla Sohns '27 also claims to miss the old library, mentioning how the space and furniture are not the only problem being discussed amongst students.

"I wish there were more tables, and everything feels very pushed to the left," Sohns said. "The teachers are always hovering over us, and the booths feel very squished. They also got rid of all the board games, and I am furious because I used to play those. It's also really annoying how they don't let us

have fun drinks."

Along with these changes to the library comes room for improvement.

"I wish we had more furniture available for the center section," Nickelsen said. "The nice thing is that everything is flexible, so we can easily move it back and forth. We are also in the process of ordering some things, like whiteboards for the small group areas, and just making it feel a little more like BHS rather than just a new space. I think having it open is a lot more welcoming for everybody. Overall, it was a really great change."

Many students have agreed that the new library does not feel as comfortable as the old one. However, some students like the updated, modern look of the library, many agreeing that they enjoy the new booths. For students who use the library as an academic resource as opposed to an area of socialization, the renewal of the library has added a multitude of opportunities.

"I love the new library," Ireland Morris '27 said. "It provides a very academic atmosphere, and it is very cozy. The new furniture is super nice, and I love how organized everything looks, especially with the new study rooms allowing good space for conversing and studying. We use the study rooms often for student council meetings," Morris said. "In the mornings, sometimes I go to the library to study and work on homework. I love the variety and abundance of available alternate seating compared to last year, and I love the big check-in desk."

Nickelsen enjoys this new angle of the library and has noticed a shift in how the space is being used before the school day begins.

"Students definitely seem more productive," Nickelsen said. "We have had a lot of flexibility now that the senior study and online PSEO kids can have an alternative space in the cafeteria if they want to be more social or use their phones. Here, it's a lot more of an academic focus, helping others get a space that they feel comfortable in and an extension of learning from the classroom. There's been a huge change in the purpose students have to come in here."

This large shift wasn't accidental. Principal Mark Mischke wanted to encourage students to focus on schoolwork in the library, while also feeling welcome to be there.

"Trying to find the happy medium is where we're at," Mischke said. "We have a really nice new space, we're trying to navigate how we keep it in line with what it's supposed to be and still be welcoming. I want it to be an academic space. I want kids to come in here and feel like they can both enjoy it and do their work. That shift has growing pains, and it's still a work in progress."

The library ultimately has many distinct changes, provoking different emotions and opinions from students. The overall atmosphere of this space has completely shifted from the buzzing, talkative library it was in previous years to being redirected into a calming space, allowing students to focus on their work and get things done.

Photo by Evelyn Winger

Fresh Perspective

Hadestown features the debut of several freshmen

Emma Lee
Staff Writer

The 2025 fall musical, *Hadestown: Teen Edition*, kicked off in September when the cast list was announced. In previous years at BHS, directors have cast very few freshmen. However, this year, six freshmen were cast, a jump in numbers from years past. Many of them auditioned with modest expectations, knowing that leading roles usually go to upperclassmen.

"I went into it being told that they were only gonna cast one or two freshmen, and figuring like okay, there's no way I'm gonna get a part because two out of sixteen even is a low shot," Natalie Joy Schmutzer '29 said. "I'm really glad they cast a lot of freshmen."

While the casting process surprised many, others were simply eager for the chance to perform in such a meaningful and well-known show.

"I've been doing theater since I was really little," Evelyn Marks '29 said. "So when I heard about *Hadestown*, I was like, 'Oh my gosh, I have to do *Hadestown*,' and that's when I realized I had to try out for it, so then I did the audition process, which was terrifying," Marks added.

The excitement didn't end with the freshmen's success. Many students praised the strength of this year's cast overall.

"Avery Russek ['26] and Vincent Johnson ['26] are so amazing," Schmutzer '29 said. "I mean, everyone's amazing, but we knew going into it that was the part they were gonna get. Kyler Jaunich ['27] and Maddy Krinke ['27] were kind of out of nowhere, but hearing them and knowing them, they're all amazing performers, amazing singers, amazing dancers. So I'm really excited to see them do it [perform lead in lead roles]."

Many students also recognize that experience plays a major role in casting decisions.

"I think it makes sense that the older kids get better roles," Marks said. "They worked hard for more years than we have, and also HD [Director Tracy Hagstrom-Durant] looks at them and is like, 'hey, I know Vincent can do this, so he can play Orpheus, I know Avery has this vocal range she can play Eurydice.' So they've shown that they have the talent to play these characters."

With such a strong and diverse cast, the 2025 Fall Musical is already setting the stage for an unforgettable season.



Avery Russek '26 and Vincent Johnson '26 Photo by Miliya Chenvert



Hadestown: Teen Edition cast members prepare for a bow Photo by Miliya Chenvert



Photo by Ireland Morris

The Show Behind The Show

Backstage work takes center stage in Hadestown: Teen Edition

Maryam Sonbol
Staff Writer

This year's Fall Musical, *Hadestown: Teen Edition*, announced the cast list in September. Since then, the tech crew has been getting everything ready. Bringing the musical to life isn't just about the actors. Capturing the jazz, blues, and New Orleans energy that *Hadestown* is known for takes time.

The tech crew faces a big challenge: transforming the Performing Arts Center into an early 20th Century industrial setting, complete with mythological stories and a touch of magic. They are responsible for painting the sets, designing the lighting effects, and paying attention to all the small details that might be easy to overlook but are important.

"They [the audience] should probably look out for when the balcony, on the right side of the stage, transitions from being the top world to the underworld," Anna Utsch '28 said. "There's a bit of a scene change there, and it looks pretty cool."

One of the most difficult and vital parts of working in tech is following instructions carefully to keep everything running smoothly.

"Trying to take directors' comments when they're stressed out, and they can't give you the biggest leads on it [is very difficult]," Emily DeWolfe '26 said.

The process of designing and painting sets for *Hadestown: Teen Edition* is mainly guided by the director's vision, but it's the students who decide how to best use what they are given. This year, the musical has much more color compared to last year's show, *The Hunchback of Notre Dame*.

Towards the last steps of the painting process, some hidden, meaningful secret emblems are being incorporated.

"Old trains, usually they have a company emblem on the front, and we thought it'd be fun to make a symbol of Hades," Tulli Youngquist '26 said. "We [tech crew] thought, we could put that on the front of the train instead of a company logo."

The creative tech team is finishing up the last touches to bring the musical to life. From painting sets to following directions, everyone plays a part in creating the jazzy, New Orleans-inspired world. Alongside everything else, problem-solving and teamwork remain key for opening night on November 14.

Showtimes

Friday, 11/14 @ 7 p.m.

Saturday, 11/15 @ 7 p.m.

Friday, 11/21 @ 7 p.m.

Saturday, 11/22 @ 2 p.m.



Emma Lee '29 paints the *Hadestown* set Photo by Miliya Chenvert



Tulli Youngquist '26 paints the *Hadestown* set Photo by Anna Utsch

Values in Action:

The Real Culture of BHS



Lotta Scheimann, Teagan Trom, Taylin Beckett, Anna Nissen, Hannah Rosso Photo by Evelyn Winger



English Teacher Madi Miller, Spanish Teacher Carrie Alberts, English Teacher Sydney Driver and French Teacher Jason Swanson Photo by Evelyn Winger

Evelyn Winger

Staff Writer

A school's culture is typically based on the overarching values, routines, dynamics, and traditions; it dictates the overall atmosphere and environment of the students and teachers within it. At Buffalo High School, teachers and administration consistently claim that their students embody each of the four core values: kind, proud, driven, and leaders.

What makes a student kind, proud, driven, and a leader, and how is this shown throughout our school? Is the culture of BHS truly the compassionate, prominent, motivated student body that the faculty portrays it to be?

Once a month, BHS's Principal, Mark Mischke, announces highlighted students who embody these four core values; they are nominated by BHS's teachers. Teachers and staff are the adults who see everything; giving them a better view of the school's true culture. Principal Mark Mischke sees BHS values being carried out everywhere.

"I see them [these values] on a day-to-day basis," Mischke said. "Whether they're holding the door for each other or they're picking something up, and not because I told them to pick it up. There's a lot of positivity,

and seeing those things in action is where the core values show up."

However, Mischke admits that the culture is not flawless, noting that there is always room for improvement among students at BHS. Groups of students might not be upholding what the school stands for—whether that's through treating another student poorly, or not abiding by the rules. Mischke's objective is for students to be able to show accountability and make sure that everyone is doing the right thing.

"It's [students not adhering to these values] a negative impact in terms of consistency," Mischke stated. "But we can really get to success when kids hold each other accountable. The goal is that other students feel confident to be able to say, 'That's not what we're about.' That's where the real magic happens."

Kindness is at the very heart of BHS. Teachers see students adhering to this value every day at school in both the little and large moments, both being of equal importance.

"I see a lot of kindness, especially during events like Rave Week, Unified Week, The Polar Plunge, and all kinds of different activities," English Teacher Alyssa Fligge explained. "I think even little things like picking up trash show kindness throughout our school."

Spanish Teacher Carrie Alberts sees

kindness in her classroom every day.

"I look for kindness and I see it whenever kids are interacting with each other," Alberts said. "I see a lot of 'come sit with us'. I overall see a lot of inclusion and those types of behaviors."

Being kind is the most essential value when defining relationships among students within the school. Despite the kindness evident in student life during Homecoming Week, Unified Week, and other events, student-to-student relationships often remain disconnected.

"I don't know if it feels like they're [the students] together," Teacher and esports Coach Dwight Monson said. "They don't feel connected as a class."

Pride is another core value at BHS. A proud student body includes those who are pleased with their work, school, and overall selves.

"Most of the student body, I would describe as prideful," US History Teacher Craig Lachowitz explained. "I think of B1 Leaders, student sections, and other activities. There is a good amount of school spirit, and the vast majority of students fit that idea of being proud to be a Bison."

Although pride shines through at certain events, it feels unevenly distributed amongst the student body.

"I don't think we have a lot of school spirit in students who are proud of being a Buffalo

Be Kind. Be Proud. Be Driven. Be Leaders.

High School student,” Monson said. “A lot of students here view it transactionally: they’re here to get what they need and then leave.”

To improve the pride within the student body, Monson suggests adding unique, communal activities to the school.

“I think we can do a better job as a school to make students want to be here for the extra stuff,” Monson explained. “I think making the Homecoming Pep Fest in the middle of the day, and not advertising that students can skip and go to the library, was a good first step. Students like seeing staff interact with students, and I think that was a good way to get them involved. I think we need to offer more opportunities where students feel they are doing something unique for the school. We just need to get back to doing the fun things for students.”

BHS preaches that its students are driven and constantly working towards personal growth. Lachowitz states how he sees this everyday at school, whether it’s through academics or under-the-surface moments, like extra curricular activities.

“The vast majority of students are taking on those extracurriculars and being leaders within them,” Lachowitz said, “which also kind of ties to the driven side. I would even say for some students the thing that drives them is their extracurricular more than the

academics. So it’s nice to be able to have so many opportunities for kids to be able to find what their niche is, to truly show their motivation and their ability to be driven.”

Finally, BHS declares it has leaders throughout its school—students who go above and beyond each day to help, include, and support one another. Math Teacher David Kilgore sees the leadership strongly provided by upperclassmen.

“The seniors are generally leaders,” Kilgore said. “They are very good role models for the kids. They really show what it means to have school spirit and how to interact with each other.”

Each of these values, and how they are executed, impacts the everyday lives of students who enter the large double doors and walk the purple halls of Buffalo High School. Despite some gaps, teachers praise BHS’s culture.

“I’ve worked in many schools and Buffalo definitely excels in these core values,” Alberts said. “I really credit Mr. Mischke and our other administrators for building that culture. They put a lot of effort into the school, and I think that goes a long

way in having our school become more of a community. Overall, the culture is strong, the kids are kind, and they are all trying to be good members of society.”



Illustrations by Ireland Morris



Why Not Us, Why Not Now?

Boys Soccer makes history, places third at State

Charlotte Lamberts

Sports Editor

Winning the 8AAA Section and finishing third place at State, the Buffalo Boys Varsity team had the best season in the history of the program. A lesser known fact about the team is that they have not had a chance to compete at the MSHSL State Tournament since 2004.

Last season, the Varsity team had a motto for every game. "Why not us? Why not now?" was a slogan from last year's warm up shirts.

"Even though we did not wear those warm ups the team still carried that mindset," said Forward Cade Nissen '27. "It's just really, what draws us all together."

That motto became a driving force that contributed to the style of play that led the team to compete at the state tournament. That level of competition throughout the year led to many exciting games and close wins.

For many, winning the 8AAA Section title, and punching their ticket to the State Tournament were both first time achievements.

"I'm just happy I was able to play at US Bank," said Captain Wyatt Anderson '26. "Being able to compete there with all my friends and teammates was so fun."

Near the end of the Semi-final game, Anderson got into a collision

with the opposing team's goalie, causing an injury that took him out for the remainder of the game.

"Even though I got hurt and missed out on the Third-Place game, the experience was so fun that it kinda made up for it," Anderson said.

This attitude of camaraderie contributed to the overall measurable success of the Boy's season; with the final season ending in a record of 17-1-4.

Many of the Varsity boys mentioned that this overall success is likely due to the unity that is seen and felt in a team where many of the athletes have played together for four years.

"Teams like Maple Grove and Edina had better individual players, but we have better team chemistry than every team we play. As a whole team, we play better. We went into [the third place] game knowing we could win. Without Wyatt, we knew we had to fill his place and work extra hard as a team together. Neither team wanted to be there... but we knew we wanted to be that third place team, because getting third is better than getting fourth."

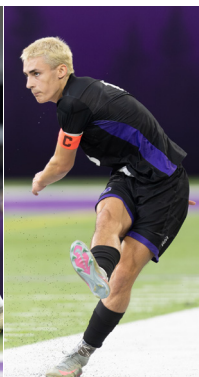
With that sense of teamwork and the off season work in the weight room and practice, the team came together to build something that both the athletes, the school and the community will remember for a long time.



Cade Nissen Photo by Braxton Teschendorf



Gerhard Ungaro Photo by Braxton Teschendorf



Elijah Soukup Photo by Braxton Teschendorf



Cayce Peterson Photo by Braxton Teschendorf



Tanner Schrepfer Photo by Gracie Alderman



Trevor Panek and Brandon Rodenwald Photo by Braxton Teschendorf



Coach Marc Mens Photo by Gracie Alderman

Two of Buffalo High School's senior athletes are taking very

Different Paths

Pederson plans to go D1 at Army West Point

Addilyn Gerads

Staff Writer

Hans Pederson '26 has been playing football for his whole life and is ready to bring it into his future. Pederson is committed to The United States Military Academy and intends to play football there as well.

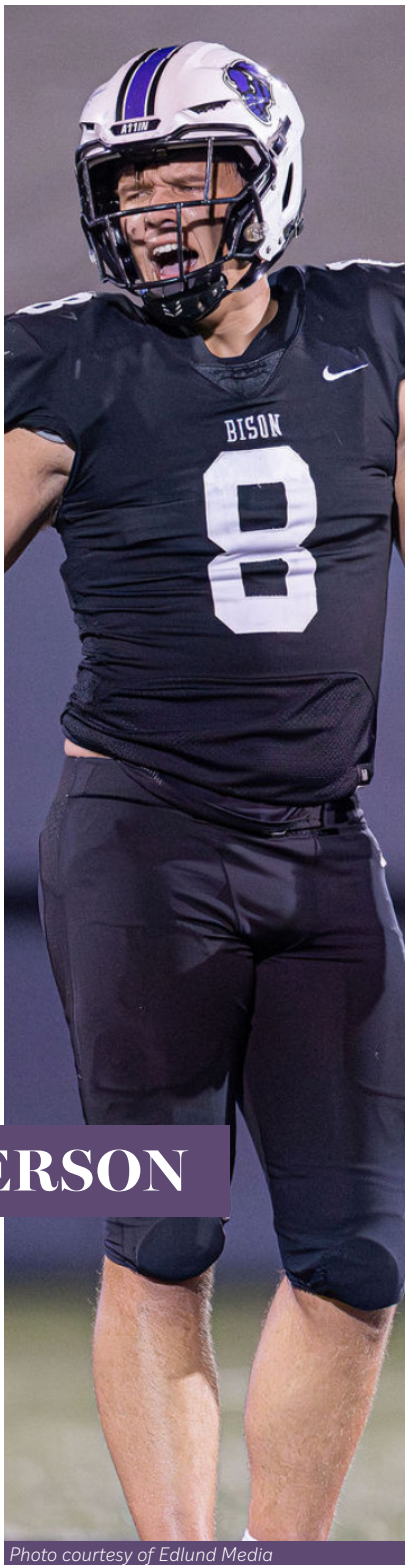
"Football is the reason why I am going to the United States Military Academy," said Pederson. "I originally wanted to play football to get into a selective school and have something to be proud of."

In addition to college football and academics, Pederson will be serving in the U.S. military. He believes this will give him a feeling of regularity while being away, and an opportunity to have diverse experiences..

"I am going to a school that isn't a traditional college," Pederson said. "Football will give me a sense of normalcy in all the chaos. It will also add to my resume. People will see that I played a demanding sport in one of the most mentally and physically demanding schools in the world."

Lastly Pederson expressed how being given this opportunity of a lifetime is an amazing feeling.

"I am living to be a servant of God," said Pederson. "I wouldn't have done the right thing if he gave me the opportunity of a lifetime and turned it down, for he has a plan for me."



PEDERSON

Photo courtesy of Edlund Media



THOMPSON

Thompson leaves soccer to start new chapter

Addilyn Gerads

Staff Writer

Morgan Thompson '26 has been playing soccer for her whole life. With college coming up, she had to make a decision; continue competitive soccer, or start her new chapter in life.

"I have some college offers for soccer," says Morgan Thompson '26. "I'm choosing not to do soccer in college because I don't want to feel tied down, I want to go to a big school and have fun and explore new opportunities."

Thompson has been playing competitive soccer her whole life, and is hopeful that she will continue to find a way to keep it a part of her college experience.

"I have already been playing for the past 14 years and I had two knee dislocations and ligament tears," said Thompson. "I plan to hopefully be part of an intramural soccer club," said Thompson. "My whole soccer career I've been trying to prove to my coaches I have the talent to play college soccer... I wasn't even thinking about what I

wanted to do with my future."

Thompson expressed how moving to college and how leaving her sport behind will not only help her grow, but also give her a chance to create a future she desires; without the dictation of others.

"In the end, living to prove people wrong can confine you in a cycle of people-pleasing, where actions and futures are based on others' doubts instead of your own passions."



Weightroom Makes Room For Change

Youngmark marks major culture shift within the weight room

Lucas Potter
Staff Writer

Every place has a story, big or small, the weightroom here at Buffalo High School is no different. It doesn't matter if someone's a senior who's been lifting since freshman year, or a student who's only doing it because a gym teacher told them to; it matters. The weightroom's story is centered around Physical Education Teacher and Strength & Conditioning Austin Youngmark, or as most know him, Coach Youngmark.

As an open space for people to use, the weightroom attracts many types of people with its coaching sessions on Mondays, Tuesdays, and Thursdays after school.

It's a place that is clean and tidy when out of use, but full of energy and people genuinely enjoying being active when it's in use, and where there are not only athletes who know exactly what they are doing but also those who are new and want to get into weightlifting; this is what Youngmark's 'perfect world' for the weightroom looks like; a place where everyone can come to improve and challenge their grit.

"When you're in here, you're gonna do something that sucks," said Youngmark. "Life is hard, and that's what it teaches you, is to persevere, overcoming those obstacles."

Quitting when lifting gets hard creates a mindset that transcends into every aspect of someone's life. A class that might have been harder than expected, the aftermath of a bad argument with a close friend, the temptation to give in to laziness can either shrink, or grow with every decision someone makes.

"When adversity hits, it's the same situation here that you're gonna face in life," Youngmark said. "I think it helps everybody in that aspect, and even in school, you're gonna hate a class, you're gonna hate a lift in here, by skipping you're just teaching yourself you can skip things that are hard."

Much of Youngmark's dream has been accomplished already, and that is due in part to his ambition and vigor. Not only is he encouraging others by creating a better space where athletes can improve, Youngmark is also taking the extra time to teach the basics of lifting and instilling confidence in the younger grades.

"Youngmark does a great job of teaching the basics and instilling confidence in yourself," Aurora Meyer '26 said. "I've been lifting since freshman year, and the attention he gives to detail hasn't changed since then."

More than just Youngmark, the environment he's creating also encourages others to do better; even those who have been lifting regularly through high school. "I've Strength and Conditioning One twice, and Strength and Conditioning Two once," Meyer said. "I took it [Strength and Conditioning One] the first time to stay in shape, but being able to lock in and listen to music, along with Youngmark's enthusiasm made me continue to take it."

At the weightroom's core is a community of people who continue to push themselves to grow and improve individually, and collectively. Whether people choose to make the change temporarily or permanently, everyone can value from even the smallest time there. The weightroom's story is one that may never truly be complete, and although its authors may change, its story lives on through the lives of those whose lifestyle was affected by it.

