

THE HOOFPRINT

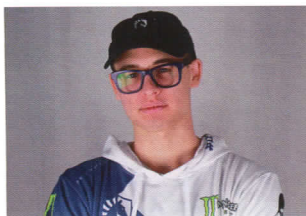
Buffalo High School

Visitor

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NEW PERSPECTIVES
WHAT'S UNDERNEATH THE SURFACE

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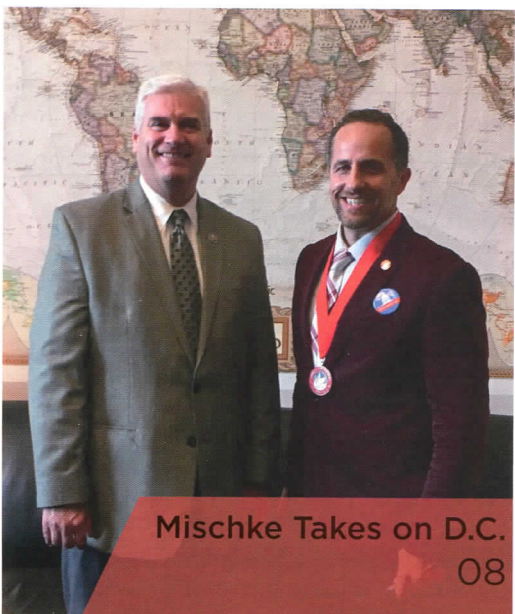
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Ms. Ward Spotlight 04



Mischke Takes on D.C. 08



School Spirit 14

LETTER FROM THE EDITORS

The hardest part of any project is the beginning.

Staring at a blank paper can last for hours, but once you begin to write, things start to get easier. As new school days begin, and just as soon end, we as students have to remember where we are starting. The holidays are around us, and we will soon find ourselves in 2019.

To the freshmen; dare to dream big. You are the future of Buffalo High School. Remember to act with kindness and respect towards your peers, and in turn, you will make connections that will last for the rest of high school. An individual may reach for the stars, but a team will find themselves on the moon. Success is easy to find at BHS, if only you dare to work with others to find it.

To the sophomores; hold your heads high. You have another three years at BHS, so make it count. Strive to be the best you can be in your academics, activities, and athletics. You will soon find yourselves as upperclassmen, so look to the juniors and seniors above you as role models. With extreme power comes extreme responsibility. Embrace the trust that your teachers and peers place in you, and prove to them that you deserve it.

To the juniors; these are the days that count. You have the chance now to lay the groundwork for success later on. Challenge yourself now to know what your limits are, then push past them. Never lose sight of what matters most, and always chase after that which you are passionate about. With hard work and dedication you can reach your goals, and don't let anyone ever convince you otherwise.

To the seniors; it's the final countdown. You are about to finish the final months of your high school career, but just as soon will you find yourself starting a new chapter of your life. Enjoy every moment of your final year of high school, as it only will get more challenging from here. Instead of hesitating in what lies ahead of you, rise to the occasion. Show the world who you are and why they should know your name.

Just as the year will soon change, the Hoofprint and the topics in this issue have as well. Whether it be the new staff members at BHS or the new safety policies that have been put into practice, change is all around us. So as 2019 approaches, ask yourself this: what type of changes do you want to be a part of in the new year?

Sydney Mischke

Carter Barton



NEW SCHOOL YEAR, NEW LEADERSHIP

Meeting Buffalo High School's new assistant principal

Madelyn Hackett
Staff Writer

One of the freshest perspectives found can be the ones of new staff. Ms. Ward is a new assistant principal of BHS as well as principal of Phoenix Learning Center. She was inspired to become an educator in high school.

"I had a fantastic choir teacher and language arts teacher," Ward said. "Both of them really encouraged me to think about teaching."

From there she continued her education at the University of Wisconsin Eau Claire—earning her comprehensive double major in english and education. While she was teaching in Forest Lake Public Schools she earned her masters degree from Southwest MN State University in teaching, learning, and leadership.

"I did a program that encompassed all three," Ward said. "I wanted some new perspectives on what was happening in the classroom. Also, I wanted to know how I could offer leadership as a teacher in this setting, so I picked that

program really specifically."

After getting her masters, she continued her education in learning and leadership.

"A couple of years after getting my masters, I was approached by my school leadership at Forest Lake," Ward said. "They encouraged me to think about getting my administrative license, so I did that through Hamline University."

From there, she became the Dean of Students at Forest Lake High School for five years. Now as a principal at BHS, Ward has high hopes she wishes to accomplish.

"I don't think that it's about me," Ward said. "I think it's about the kids and the staff here. By continuing to support an environment where they can feel safe and where they can feel connected, we can create a place where they can learn. I feel that if I can continue to support that, it would be an accomplishment for me."



Ward also recognizes the importance of community.

"I want to make sure I'm making good relationships with the staff and students," Ward said, "as well as the greater Buffalo community."

As a principal at both BHS and Phoenix, Ward has gotten a new perspective on education.

"Being a principal at both BHS and Phoenix has given me perspectives on the alternative versus the traditional setting," Ward said. "It has definitely widened my lens on a trauma sensitive approach to education."

The dual-role has also made her more understanding of what students deal with in and outside of the classroom.

"It has been a new perspective for me," Ward said, "looking at and being cognizant of what students bring into the building in terms of any emotional pieces that they're carrying and how we process through those pieces so that we can make sure kids are learning."

Leading two different groups of staff and students has forced Ward to adapt in organization and scheduling.

"Being at both places has forced me to get very organized, more so than I was before," Ward said. "I have to make sure that I'm leaving myself extra time to travel and that I utilize every minute. I need to make sure that I'm maximizing every minute in both buildings."

She has also had to change how she handles the tough situations with students.

"Looking at the behavior or the stress that may be going on with a student, we have to remember that it comes from somewhere," Ward said. "It's not a choice all the time to make a poor decision it might just be that it's just something coming from the inside out. Rather than give a consequence, sometimes we need to take a step back and widen our lense

and look at how we can restore that student or what can we do to help that student be well. Then, we can move forward with the learning."

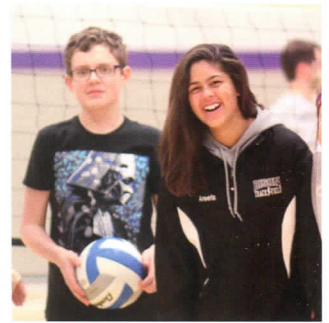
Her ultimate goal as an educator is to make students feel supported.

"I know that that's an environment that already exists here. That's the culture here at BHS, that students can feel connected and feel safe," Ward said. "That is something that I want to continue to support. I think the learning comes on it's own if the students feel safe and connected."

"Being a principal at both BHS and Phoenix has given me **perspectives** on traditional versus the alternative setting, that has definitely widened my lens on a **trauma sensitive approach** on education." ~Ms. Ward

TEAMWORK MAKES THE DREAM WORK

Integrated Gym Class enables students of different abilities to work together



Photos by Aaron Rourke

Hanna Van Den Einde & Carly Wilfahrt Staff Writers and Editors

At the start of the school day, a variety of students gather in the Buffalo Activity Center for a class as unique as the students enrolled in the class.

This year, Buffalo has introduced an Integrated Gym Class, a course for all students regardless of abilities.

"We all get into groups with a student who has a special need or a disability," Bella Vega '19 said. "We help them through things like weight training by adapting to their needs."

The students in the class get to put themselves in their classmates' positions by participating in adapted activities to relate to their classmates who have different abilities.

"We do activities, like last week we put on blindfolds and we pretended we were visually impaired to just see what the world would be like," Meghan Landsberger '19 said. "So we kind of put ourselves in their shoes."

This new class has given students the opportunity to see into the lives of those with different abilities.

"It's an eye opening class," Landsberger said. "You never really see what they go through until like you experience it for yourself."

Students have been exposed to a new environment of learning and adapting to the people and problems around them, in order to better understand themselves and their classmates. This class has brought about a new perspective not only in the classroom but in life.

"I've learned how to adapt to changes, not just assume things and learn from other people's actions," Jacob Muhich '19 said. "I've had to figure out how to deal with things when there's obstacles that you can't control in your way."

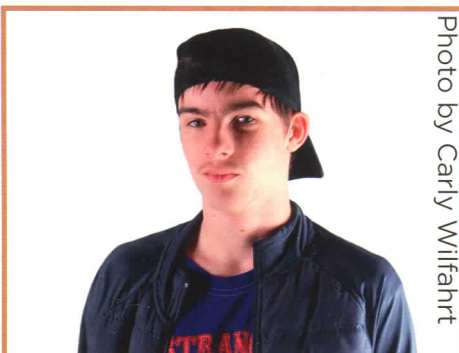


Photo by Carly Wilfahrt

"We have people that come around and help us. It makes class so much easier."

~Nicholas Grady

SOMETHING OLD & SOMETHING NEW

Mrs. Mundahl's new class emphasizes just how important our elders are

applicability of the material they said, "A broad portion of careers has to do with older people."

The class materials, administered by Saint Cloud State University, consist of many different appliances necessary for retired life. For example, they have wheelchairs to observe the obstacles that someone using this form of transportation faces. Another engaging activity they take part in is trying to read while using a pair of glasses that shows what someone with depleting eyesight sees.

Finally, they take this learning into a palpable environment: Parkview retirement home. Over the period of the quarter, they visited three times and worked to build meaningful connections with the residents. One student stated that "old people are cooler than what people think." These students were truly passionate and driven by their work. They brought up how the class has opened their eyes to the reality of aging and broadened their views.

"Everybody's aging," Mrs. Mundahl said when talking about the significance of Gerontology to undergraduates. Mrs. Mundahl has a degree in Family and Consumer Science Education degree and has been teaching at BHS for 12 years. She saw the vast opportunities that this class had to offer and pushed to bring this new perspective to BHS. The registrants shared some possible career paths they were considering. For example, Kodie Ashbaugh '19 has shown interest in pursuing Geriatric Social Work, which is an elderly communal profession.

This class is a great look into the physical and mental maturing that all people face. Not only does this class benefit the students, but also the elders. Substantial bonds are born, and a bridge between two different generations is being constructed.

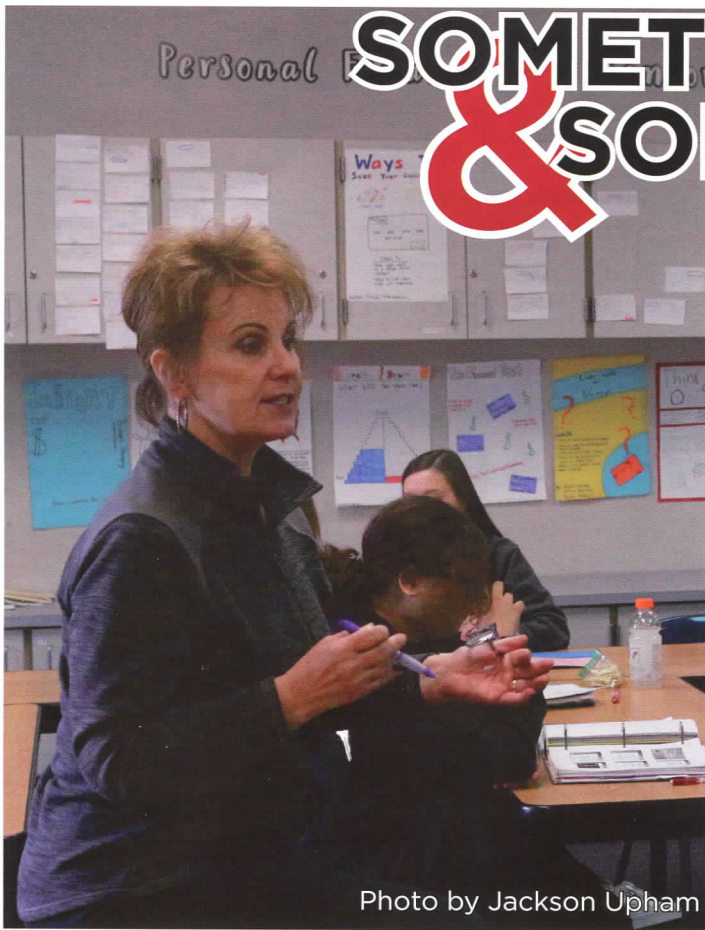


Photo by Jackson Upham

Jackson Upham
Staff Writer and Photographer

Have you ever wondered, "What is it about getting older that makes everyday tasks more challenging"? Then dive into that curiosity by enrolling in CIS Intro to Gerontology. This class takes a closer look at the scientific study of the aging process.

Mrs. Mundahl has started this new course here at Buffalo High School with the pure intention to educate the next generation about this critical study. This class focuses on the basics of this scientific field and career opportunities surrounding it. She uses tactile methods to help the students get an education with real-world value.

"It is a really big demographic," Allison Shinnick '19 said. When people in the course were asked about the



Photos by Jackson Upham

One School, One Country 21st Century Issues

“Identify the what, look at the why, and then you can find how to fix it.”



Photo by Carly Wilfahrt



Photo courtesy of Tom Emmer

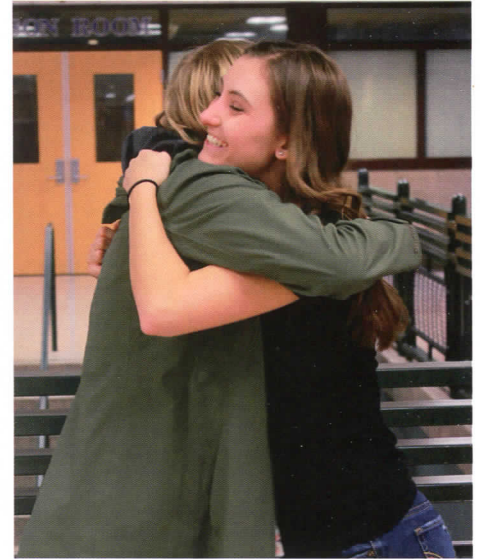


Photo by Carly Wilfahrt

Sydney Mischke Editor-in-Chief

One uniting front in this chaotic political environment is education, wanting to build a better future for our kids. At least, that is what Principal Mark Mischke found when he traveled to Washington D.C to talk to the 50 other nominees of the Principal of the Year award.

“By no means did everyone have the same idea or path to get to our end goals,” Mischke said, “but everyone wanted to talk about education and how to change it.”

It came as no surprise when Principal Mischke mentioned the topic of school safety coming up at the conference, especially with the emphasis we put on it here at BHS.

“Speaking about the topic reaffirmed me that we are on the right path while trying to solve an extremely important issue in education,” Mischke said. “Similar to us, schools across the nation are focusing on why these tragedies happen.”

Principal Mischke went on to acknowledge the new act coming out named Title 4 with the focus being school safety. The wording of the document paints the picture that the government is taking the same approach that we are

here at home.

The NASSP states the goal for the act as “to aid schools in balancing physical and psychological safety that creates a school environment, supports student learning, naturally prevents violence, and supports an effective recovery in the event that a crisis does occur on or near school grounds. This act goes beyond purchasing equipment, it is about sustained effort and funding.”

Taking this back to the high school, Mischke is planning for big changes to the school to make an impact that people can see, even if it is not perfect. There is currently a committee of 14 teachers working on the two major roots of school violence--academic support and social/emotional support. They want to make a change at a tier two level.

This leaves the overwhelming question of how we make the changes needed to make our school

the best it can be. There is no easy solution- but on the following page you will see a simplified flow chart of the ideas and solutions Principal Mischke and the rest of the administration are working through and expanding on.

“Speaking about the topic reaffirmed me that we are on the right path while trying to solve an extremely important issue in education. Similar to us, schools across the nation are focusing on the why these tragedies happen.”

~ Mark Mischke

WHAT WILL **TITLE IV** DO?

- Provide more aid for mental health, how to deal with mental health crises, and more training for staff, students, parents.
- Funding to train school members and implement threat assessment protocols
- Training and implementation of positive behavioral interventions, supports and other positive discipline strategies intended to reduce the inappropriate use of suspension and expulsion
- Training for students and staff on appropriate conflict resolution skills
- Developing and implementing a multi-tiered system of integrated social-emotional, mental and behavioral supports for students, including those identified as being at risk

Academic **INTERVENTION**

- Change time of Bison Time/AAA
- Attendance taking during this time to ensure students are where they need the most help
- Lean on ideas of other schools that are using it more effectively
- Continue to improve organization of Freshman Bison Time

Social-Emotional **LEARNING**

- Train teachers to help students self regulate
- Give students tangible resources and coping skills to work through their emotions
- "Identify emotions, then regulate"
- Setting up a situation where students have the option to work through emotions with other students

MOVING FORWARD

- Goal is: a more productive, supported, and knowledgeable environment all around
- "Identify then regulate"
- 14 member committee is working on tools to properly educate teachers on how to foster this environment
- Working on strengthening programs such as Bounce Back
- Continue to work with other schools to find the best course of action



Photos by Jackson Upham

AAA | BISON TIME

Understanding Admin's planned change to revamp the end of the day

Madelyn Hackett
Staff Writer

Rumors have been spreading through the halls of our school that AAA and Bison Time will be removed next year. Our principal, Mr. Mischke, has confirmed this recently. More excitement has seemed to surround the possible change, as many people feel as though those 20 minutes at the end of the day are a misuse of time. Mr. Mischke acknowledged that the survey results for AAA and Bison Time popularity have plummeted to under 50%. Sticking with the school's motto--doing what's best for kids--admin is revamping AAA and Bison Time.

"What it will look like is still to be determined," Mr. Mischke said. "We have a committee of teachers--actually about 14 teachers and principals and counselors--that we meet with. We meet once a month throughout the year to try to look at what other schools are doing. What we want to do here is to bring ideas together to create something really great for our school."

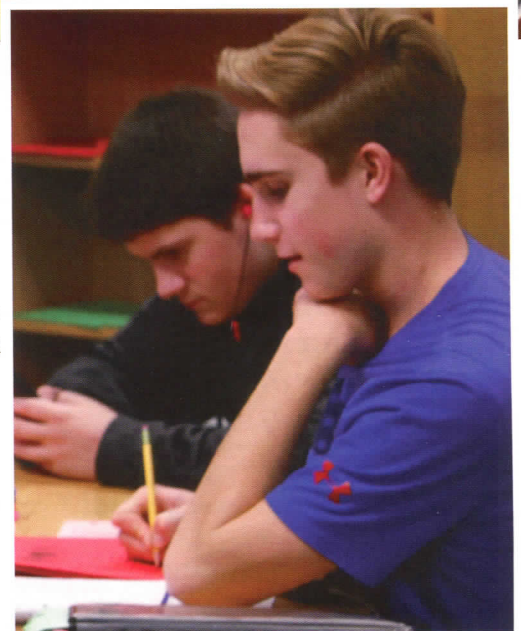
The committee and admin has goals for the time and what it will be used for, with the main purpose being intervention. With the unsettling

climate of school safety, the team has focused on many changes--not just in this time--around making our school a more comfortable environment. Both in the academic and social sense, the administration wants to help staff members meet with kids to make sure they are getting the kind of support they need.

We have all seen a highschool student who has been too prideful to accept the fact that they need help, but admin strongly believes they need to learn how to do this before they leave high school. Mr. Mischke spoke to another writer about the concept of building self-monitoring skills in the students during this time, with student connections being another major focus to be added to the time.

Admin recognizes that these are lofty goals to fit into 20 minutes, and they are looking at ways to expand the time to make it more beneficial, but this comes at the cost of having it everyday.

"Twenty minutes is not an entire night, that we can acknowledge," Mr. Mischke said, "but we are gathering



data to get the entire picture on the amount of time needed. This may mean we only have this allotted amount of time 3 or 4 times a week versus every day to accommodate the changes."

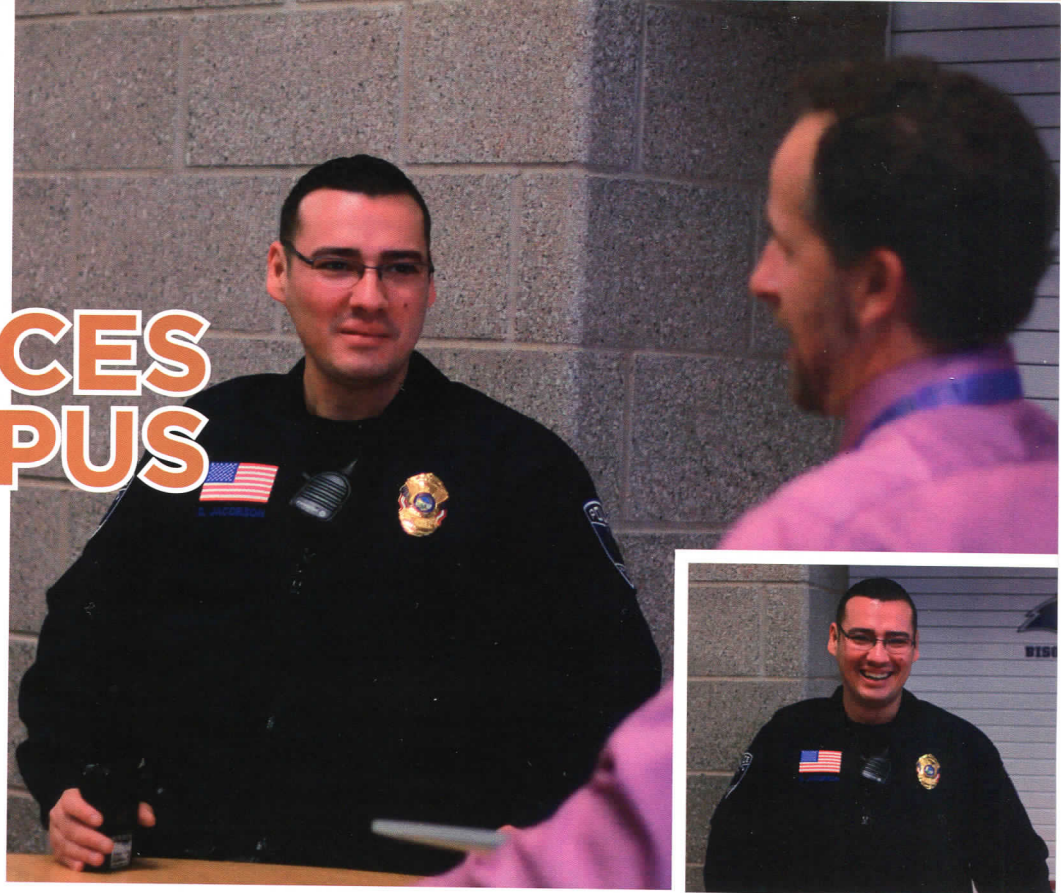
With so many activities taking place during AAA and Bison Time, some students and staff members are worried about the changes on the horizon.

"There is still the chance for student organizations to meet," Mr. Mischke said. "But with this comes the potential for attendance to be regularly taken."

NEW RESOURCES ON CAMPUS

Officer Jacobson's take on BHS

Kinzie McDowell
Staff Writer



Among the new staff brought into the school, a new resource officer also showed up: Officer Derek Jacobson. A former police patrol officer, Officer Jacobson found himself inside Buffalo High School for a new adventure.

While building a life for himself, Officer Jacobson met some people along the way who assisted him on his journey.

"It was actually a police officer that got me to change my life around. I didn't graduate high school on time, I was a typical teenager in a rough place with a rough family upbringing," Jacobson said. "It was a police officer that gave me my potential and showed me that there's more to life than what I was bringing to the table. I always remembered that."

With the many twists and turns that come with the job, Officer Jacobson discovered how interacting with students brings joy to his day.

"Being a resource officer, I love being able to talk to you guys. I love talking to students," Jacobson said. "I love being out there and being proactive with you guys. It's been

really fun."

On occasion, interacting and relating with students proved to present somewhat of a challenge to Officer Jacobson.

"I hope to be present, I hope that my personality shines and that everybody can realize that I'm a normal person who loves video games and Mountain Dew," Jacobson said. "I have a wife, I have kids. I love playing outside. I'm just like your guys' mom and dad. I just have a job to do and this is my job."

With resilience in the face of adversity, Jacobson gained a new perspective that he offered as advice to students.

"Even when faced with difficult situations or adversity, you can make a positive difference and to treat everybody with respect," Jacobson said. "You can achieve anything if you put your mind to it."

After only a short time at Buffalo High School, Officer Jacobson proved to spread positivity around the school with his policies, connections, and personality.



Photos by Jack Leipholtz

SAFETY

Student safety is the new #1 priority

Gretta Heinecke
Staff Writer

It's the small things. The added security cameras. The fact that to get into our school you need to buzz in. The speeches that administration gave to each class at the beginning of the school year to assure them that they are safe in this school.

From this year to last, our school has taken many preventative measures to make sure that our school doesn't turn into a statistic. Teachers, administration, and students have been active in creating a safe learning environment.

"Buffalo High School has always been such a welcoming environment, we don't want to change that with safety measures, but part of being a welcoming environment is that students feel safe," said Mrs. Rodenwald. "There's that balance between making sure everyone who walks into buffalo high school feels welcome and that's something that's always been a signature of our building and that we take a lot of pride in."

One concern that administration has been very vocal about is making sure that students feel safe, but not uncomfortable. This includes taking students' privacy into account when implementing safety measures.

"I think our school is a good example of a way it should be handled," said Chloe Paul '19. We implemented a new safety system that's helpful, but its not violating our rights as students."



Photo by Kiaunna Kirkendall



Photo by Jack Leipoltz

WHAT'S IN MY LUNCH?

From hot to cold, BHS students have many opinions on school lunch options



Photos by Alayna Mills

Mac Merges
Staff Writer

After trying to rush to lunch, seeing if he can get there early, Weiland Johnson '21 saw that the rumors were true and every day chicken patties are back in line four. However, the chicken patties became an option only on Tuesdays and Thursdays.

"[I wonder] what happened to the chicken patties; I used to eat them almost every day," Johnson said. Many students have their own opinion on what lunches should be, and how they are served.

"My favorite extra was the Cheetos; bring the spicy and regular ones back," Garrett Volk '21 said. "[I think we should] get rid of the tongs and use a spoon or something because I feel rushed trying to pick my carrots."

Other students, such as Elle Kaiser '21, showed different feelings towards school lunches.

"I think school lunches are great for the requirements they have to follow," Elle Kaiser '21 said. "It would be nice if

there was a wider variety of side options. Other than that I enjoy school lunches overall, for sure."

Kaiser isn't alone, Nick Brings '21 also shared some positives about the school lunches.

"My favorite upgrade this year was the beef stroganoff," Nick Brings '21 said. "It's my favorite meal."

Though students have said the lunches may need a few tweaks, others have expressed their appreciation for the lunchroom staff.

"One thing that I appreciate is how much the lunch ladies do for our school," Gretta Heinecke '21 said, "I think it's a big thing that a lot of people don't really know about."

Overall the lunches may need changes in some people's opinion, but there is no substitute for the energetic atmosphere of the lunchroom and the cheerful smiles that the lunch ladies give everyday.

Hot



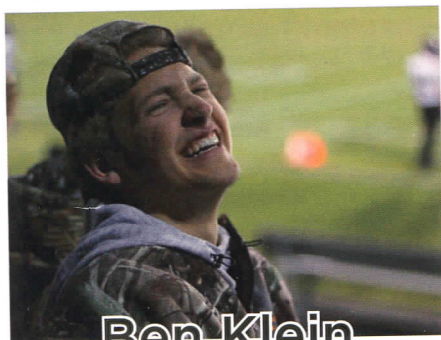
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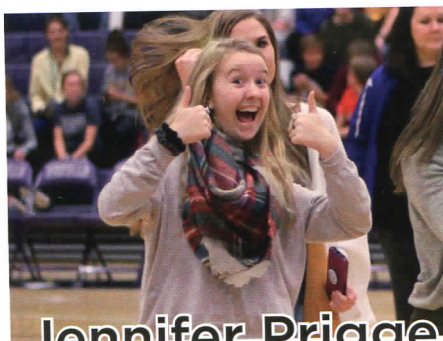
PUMP UP THE **HERD**

From football to volleyball, the Bison student sections step it up a notch with the energy



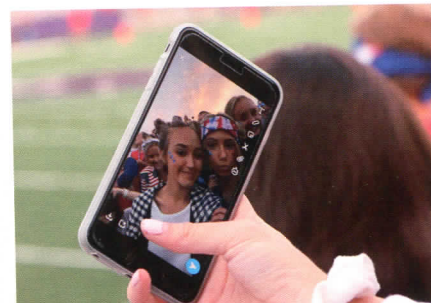
Ben Klein

"Being a leader for the student section is awesome. You're able to decide what kind of energy the section has. When people are cheering and getting loud, it makes the games a lot more enjoyable. Being a leader of the chants is the best way to go about football games."



Jennifer Prigge

"I think there's a lot of school spirit from upperclassmen because we like getting hyped. I think underclassmen are still unsure of how pep rallies work, but they're still quite involved. [Pep rallies] are a good way to unite as a student body."



Payton Johnson

"The energy [in the student section] was a type you can't get anywhere else. You're surrounded by people rooting for the same thing. Even if we were losing, the energy was always there. It's really cool to be part of something so big, with all grades cheering."

Photos by Chloe Paul

Photo by Lilly Ragab



Lilly Ragab
Staff Writer

Whether in the main gymnasium on home court or out on Bison Field West, the Bison student section created a unique energy among the supporters within the bleachers.

For the team members playing on the courts, such as Sadie Driver '19, the student section generated motivation and support that impacted the team in a way that couldn't be replicated.

"You can tell there's a bunch of people there to support you," Driver said. "Even if they're there not to watch the game, but instead to be with their friends, they're still cheering, and it helps with the adrenaline and excitement. If we're doing bad and they start cheering, it helps pick up the game."

The students also helped facilitate positivity into the gym and showcased even more support for the team from familiar faces.

"It gives a positive feeling and impact. It doesn't feel as empty in the gym; there's a lot of people there," Driver said. "Since the people in the crowd are at our school, it means more for them to support their school and our team. As for hockey, we've only had one home game, but there were a lot of people there supporting already, which is not normal for hockey."

From the actual supporter's perspective, different motivations for why they did what they did shined through. For Kaden Stubstad '20, his passion for the school became the driving force.

"When I got to high school, I came to the conclusion that I have four more years to experience all of this and I should try to make the most of it," Stubstad said. "I try to lead chants, and I really like cheering and losing my voice. I'm really passionate about my school and my school's sports teams, so I get really hype."

For the upperclassmen, especially seniors like Mackenzie Myrkle '19, the effect the participation in the student section added to the high school experience became irreplaceable for those who showed their support.

"I feel apart of something bigger than myself in the student section, I'm representing my school and my school spirit. I really enjoy supporting the whole team," Myrkle said.

"It's really sad that now, the experience is over, but I'm so thankful I had the opportunity to participate in the student section for four years."

The energy and experiences the student section provided for not only the team members performing on the court, but also the members cheering within the bleachers, influenced new memories for all those involved.



Photo by Kara Hageman



