



HOLIDAYS
Religion impacts daily lives
of students and community
Page 6

VIDEO CONTEST
Students participate in a video
scholarship competition through the
Better Business Bureau
Page 12



THE GUIDON

VOL. 94 NO. 6 • HAYS HIGH SCHOOL

MARCH 12, 2020

2300 E. 13th ST. • HAYS, KAN. 67601

EXPERIENCES

Natural Energy

Environmental Club travels to Cheyenne Bottoms

By Alicia Feyerherm
Online Editor-in-Chief

Twelve students from the Environmental Club traveled to Cheyenne Bottoms on Feb. 8 to learn more about energy efficiency in schools and to bond as a club. “I organized this trip because one of my mom’s friends knows someone that works at Cheyenne Bottoms,” Environmental Club president Kamryn Schoenberger said. “I got in contact with Mandy Kern, someone who works at Cheyenne Bottoms, and told her what activities we were interested in [and] how many people were going, and we got it set up.”

The first activity the club participated in was a bus tour of Cheyenne Bottoms. Each student had a pair of binoculars and a chart of the most common birds at Cheyenne Bottoms. Throughout the tour, Kern pointed out different bird species and gave more information about Cheyenne Bottoms. “Sediment is the largest threat to the wetlands,” Kern said. “It’s some peo-



COURTESY PHOTO

Environmental Club took a trip to Cheyenne Bottoms on Feb. 8 to explore the energy efficiency in schools in Kansas. Twelve students attended and spent the trip doing team bonding activities.

ple’s full-time job just do drive a backhoe and dig up all the sediment to improve water flow. Transportation costs are too high to take it anywhere, though, so it ends up just getting packed back down.” After the driving tour, Kern gave a presentation about energy efficiency

within schools. Kern has conducted “energy audits” at different schools. “Using different instruments, I help the school calculate how much energy they’re using and give suggestions on how to cut back on energy usage,” Kern said. In one year, McPherson

High School used approximately 1,389,200 Kilowatt hours of energy, which incurred a yearly electric bill of \$85,596.44. “If your school is struggling, the Environmental Club could take that upon

• See “Clubs” pg. 2

FOREIGN RELATIONS

Students attend German Student Council event

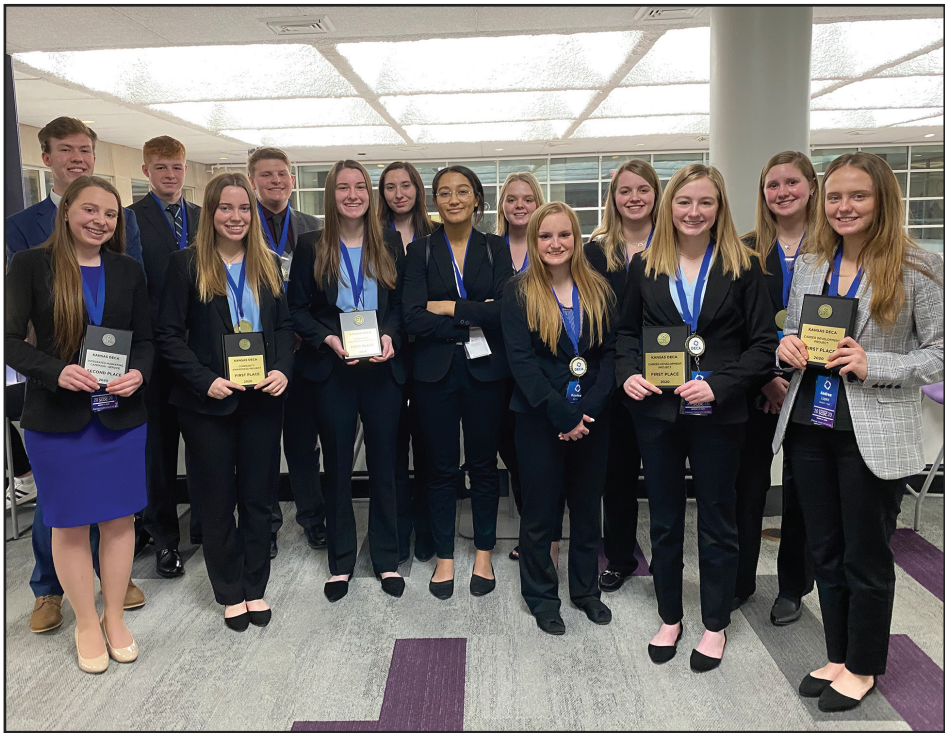
By Nikka Vuong
Hays High Guidon

On Feb. 22, three German I and one German II students attended the annual German Schülerkongress in Lawrence at the University of Kansas. The four German students who attended were sophomore Matthew Bollig and freshmen Cade Becker, Adriel Schindler and Erica Wilken. “This year, we had six students sign up, and two didn’t make it for one reason or another,” instructor Melanie Folkerts said.

Folkerts said due to extreme weather in the past and other issues, Hays High students have not been able to attend the German Schülerkongress the last two years. At the event, students who take German from all over Kansas participate in German activities, such as a breakout room, “Chor” (choir), “Kulturquiz” (culture quiz), “Lyrik-Zitieren” (poetry recitation), “Prosa Vorlesen” (short prose reading), scavenger hunt at the local art museum, song room and “Tanz” (folk dancing). “This year, I was able to lead one of the activi-

ties, and so, the first-year students did a breakout that involved classroom words, and it was so fun watching those kids solve puzzles all in German,” Folkerts said. Students also had the opportunity to collect Euros to spend at the German shop. “We could go around and talk to teachers and staff, and they would give you a fake Euro that you could later buy items with, like candy,” Becker said. The students met up at the Hays High parking lot and left Hays at 5:30 a.m. and were in Lawrence at around 8:30 a.m. “When we first got there at KU, we all sat at a meeting, where the instructors talked about our schedule and how the day was going to look like,” Bollig said. “After the meeting, I went to take the second-level Kulturquiz. When I was done, I started talking to people with certain topic tags on them, to get the Euros. I then got a couple German treats and some other nifty German-related items [at the shop]. At 11:20 a.m., I had to read my poem. Then, at

• See “German” pg. 2



COURTESY PHOTO

The Hays High DECA team competes at the State Career Development Conference in Manhattan on March 1 to 3. Of the team, six juniors and two seniors placed in the top two, making them eligible to compete at the International Career Development Conference.

MARKETING

Here We Go!

DECA students compete at state level

By Allison Hillebrand
Editor-in-Chief

The Hays High DECA Chapter attended the 2020 Kansas State Career Development Conference on March 1 to 3. The DECA competitive events were slightly altered this year, removing project events and replacing them with five new events, changing the amount of entries for this year. “Therefore, there was a lot more competition,” DECA instructor Shaina Prough said. “I think the sheer volume of the entries from other schools in the state added some difficulties.”

Prough said the team had mixed results, some being strong and some that the team was disappointed in, but she said she recognizes the competition level from the eastern part of the state. “I mean, we are competing against people who have been in DECA for four years and have very good entrepreneurship training programs and a lot more opportunity than we do,” Prough said. “That hurts us a little bit because we are kind of sheltered in our own little entity out here.” Of the competition, Hays High only made up seven teams in the written events.

First — juniors Andrea Lopez, Brooklyn Schaffer and Claire Shippy — Career Development Project
First — juniors Allison Brooks and Emmy Morley — Community Giving Project
First — seniors Carson Ackerman and Matt Goodale — International Business Plan
Second — junior Anna Brull — Integrated Marketing Campaign
Third — senior Landon Dinkel — Independent Business Plan
Fifth — seniors Allison Hillebrand, Emma Pfannenstiel and Paige Polifka-Denson — Integrated

• See “DECA” pg. 2

YOUR VIEW

What is the most interesting field trip you have been on?

“Our bus broke down on the way to a band field trip, and that was interesting.”
—freshman Brandon Schupman

“When I was in Kindergarten, we took a field trip to Walmart, and we got to witness behind the scenes. Alex and Megan Flavin’s dad worked there so he gave us kind of a private tour.”
—sophomore Alex Johnson

“My most memorable field trip was this year when I went to Straub’s office and got called out of class.”
—sophomore Aidan Gardner

“My most memorable field trip was in swim team my freshman year. I was really tired and fell asleep, and [senior] Isaac [Smith] made a meme of me.”
—senior Marshall Perryman

“My most memorable field trip was state golf my junior year because the whole week was just a crazy experience, and I would do it over again so fast.”
—junior Hope Schumacher

“My most memorable field trip would be state golf my junior year, and I’d like to say sorry to the coaches for making a mess of our hotel rooms.”
—junior Sierra Smith

“My most memorable field trip was in middle school when the band went to Worlds of Fun, and I sat next to Brandon Kennemer, and on the way back, the bus broke down, and the smell was so bad, he threw up into a plastic bag right next to me.”
—senior Jimmie Roe

CLUBS/Students learn about Kansas’ natural energy

• FROM PAGE 1

themselves to find out where energy is being used and see where energy could be saved,” Kern said.

Heating is the most energy expensive operation.

“The temperature of your thermostat makes a huge impact on your school’s energy bill,” Kern said. “Turning your thermostat down a couple degrees or looking for appliances that have the Energy Efficient star on them can easily compensate for the amount of energy used by computers within most schools.”

The group ate lunch together in the auditorium after Kern’s presentation and then suited up in hip waders to investigate the marsh.

“We’re going to see what we can find in the water,” Kern said. “Wetlands are the most biodiverse ecosystem on the planet, but bloodworms are very prevalent and arguably the most important insect in the marsh.”

In the summer, 64,000 bloodworms per square meter can be found at Cheyenne Bottoms.

After spending approximately half an hour trying to collect insects in the marsh, the students took off their hip waders and proceeded to the classroom area of the information center.

Kern then put the students’ findings in petri dishes and projected them onto a screen to discuss the findings and point out features of each insect.

This trip is not the only activity the club has planned, as Schoenberger is working on organizing many other events for the club.

“We’re hoping to get some speakers out to Hays High to talk during seminar, and some of us are looking into ways we can make the cafeteria more environmentally friendly, and we’re also planning a trip to see the Sandhill Crane migration later this year,” Schoenberger said.

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GERMAN/German Schülerkongress attended by four Hays High students



COURTESY PHOTO

Four students attended the German Schülerkongress on Feb. 22 at University of Kansas in Lawrence.

• FROM PAGE 1

11:30 a.m., I went to the German scavenger hunt, where we went to the art museum and had to answer the questions that were in German. After the hunt, I was done with all my activities, so I just hung out with some other stu-

dents and talked about our interest for the country. At 1:30 p.m., we had a meeting again, but this one was for the awards.”

Bollig received first place for the second-year Kulturequiz. Becker and Schindler received first place on the first-year Kulturequiz and second place on the breakout room.

Both Becker and Bol-

lig enjoyed meeting other German students and being able to talk about their love for the language and class.

Folkerts and the students left Lawrence at 2:30 p.m. and arrived back in Hays at around 5:30 p.m.

“I would love to go back if I had the opportunity,” Bollig said.

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DECA/Students qualify for national competition in Nashville

• FROM PAGE 1

Marketing Campaign Eighth — seniors Kaydee Brin, Brooke Denning and Cassidy Prough — Franchise Business Plan Eighth — Ackerman — Automotive Services Marketing Series

Ackerman, Brull, Dinkel, Hillebrand, Pfannenstiel and Polifka-Denson were required to test on March 1, the day they had arrived at competition.

The testing day was followed by competition

day — presentations were made to judges by all teams attending.

“To prepare for competition, I started doing research over the specific market that would contribute to our paper,” Ackerman said. “We did research over what we could do with our hypothetical company.”

Ackerman said his team worked on their paper and presentations for months before competition time.

Morley said that preparation process had actu-

ally been her favorite part.

“My favorite event was definitely the work day [at the Ronald McDonald House], just because we got so many people from the chapter involved,” Morley said. “It was crazy [placing first], but we worked hard, so I mean, it’s not like unexpected, but I was just really excited.”

Morley joined DECA because she recognized the real-world application partnered with the extracurricular, as well as the leadership skills required.

Lopez also joined DECA this year, though her reasoning was more personal. Lopez’s brother had previously been a part of the chapter and she believed that she should try it out.

“DECA has been a really good experience because it taught me not just about the business part of the world, but I also have met a lot of people and broken out of my shell a little,” Lopez said. “It kind of grew on me, and it was a lot of fun.”

Prough said she would

like to see more involvement in future years.

“I think that motivates people,” Prough said. “We push each other a little more when our classes are a little bigger.”

Teams or individuals that placed within the top two are eligible to compete at the International Career Development Conference in Nashville, Tenn., on April 29 to May 2.

“We are coming for you, Nashville,” Morley said.

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Scholarship Opportunities

The VFW (Veterans of Foreign Wars) and Auxiliary support these scholarships:

- VOD (Voice of Democracy) – Audio essay contest for grades 9-12
- Patriotic Art – Art contest for grades 9-12
- Continuing Education Scholarship - awarded to Members, as well as the child or grandchild of a VFW Auxiliary Member – 18+ years



vfwauxiliary.org

Local Post:

VFW Fort Hays Post 9076
2106 Vine Street, Hays
785.625.9940



STUDENT LIFE

“EARLY” GRADUATION

Students use alternate programs to speed up education process

By Michaela Austin
Hays High Guidon

Typically, high school last four years, in which time students complete at least four credits of Language Arts, three credits of Social Science, three credits of Mathematics, three credits of Science, one credit of Physical Education and Health, one credit of Fine Arts, one credit of Practical Arts, one credit of Computer Technology and eight credits of Elective Studies. However, this is not quite the case for every student who attends Hays High.

One former Hays High student who did not have the typical high school education was senior Aiden Schmidt. Schmidt attended Hays High for three full years before leaving during the middle of his first semester of his senior year. Then, he finished his remaining credits for graduation purposes at the Learning Center.

“I was able to finish my credits in early November,” Schmidt, who plans on attending Fort Hays State University next fall, said. “So, now I’ve been working full time at Dillons in preparation for next year.”

Since Schmidt finished all of his credits by November, people would assume that he graduated early and already has his diploma. Although, that is not the case. Schmidt said that he does not legally graduate until May.

“I technically had to ‘drop out,’ so I won’t be able to get my diploma until a day after [the seniors],” Schmidt said.

According to Schmidt, some of the reasons that he left Hays High were because of his mental health and the feeling that he was just “existing” at school. While he said he enjoyed being in orchestra and being around friends, those were not enough for him to stay.

“As soon as I turned 18, I just signed the papers and left,” Schmidt said.

Ultimately, he said he had to do what was best for him, and Hays High just was not the right fit.

Schmidt is not the only one who has left or is leaving Hays High early. Sophomore Kristen Kuhl will be attending FH-SU’s Kansas Academy of Mathematics and Science (KAMS) next year, just like her sister, senior Caitlin Kuhl, did. This means that she will take classes at FHSU instead of Hays High.

According to FHSU’s website, “The Kansas

Academy of Mathematics and Science (KAMS) is the state’s premier early college program for high school juniors and seniors. The Academy was established by legislative action in 2006 by SB139 and is designed to promote STEM education.” KAMS gives students the chance to be challenged more in their education and attend college early.

“I want to do the KAMS program because I want the opportunity to explore,” Kuhl said. “Plus, this way, my parents pay for some of my college.”

If students are interested in KAMS, there are some requirements to be a part of the program.

“I had to complete Geometry and Algebra II, and it was recommended I take FST,” Kuhl said. “I also had to complete Biology and Chemistry. I also had to fill out an online form with my grades, activities, volunteer stuff and achievements.”

Kuhl said she is looking forward to having more freedom and living at the dorms, but she said she will miss the flow and the ease of high school.

“Everything has order, whereas at FHSU schedules vary,” Kuhl said.

People may assume that Kuhl will graduate this



ALEXIS PFANNENSTIEL / The Guidon

year since she will not be attending high school for the next two years. But, once again, this is not the case. For the next school year, Kuhl will technically be a high school junior and a college freshman at the same time.

“I graduate with my class of 2022, but my junior and senior year, I’ll

also be a college student,” Kuhl said. “They make you wait to graduate because, most of the time, I don’t think the students have all the credits needed, so by waiting, it gives more time to complete the required high school classes.”

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YOUR VIEW

If you graduated a semester early, what would you do with that extra semester?

“So, if I graduated a semester early, I honestly would just sleep in like all the time and work, and that’s it. I wouldn’t do anything else.”
—junior Cristina Leos

“If I graduated a semester earlier, I would want to travel, but I probably wouldn’t have enough money so I would probably just watch Netflix all day.”
—junior Fernando Zarate

“If I graduated a semester early, I would focus on taking college classes, whether they were online or on campus.”
—senior Maddie Lohmeyer

“If I could graduate a semester early, I’d probably work that semester and save up money and then start college at the regular time.”
—senior Yesenia Maldonado

“If I graduated a semester early, I’d spend the second semester kind of just traveling around, starting to get my mental health back and getting ready for college.”
—senior Levi Hickert

“If I graduated a semester early, I would actually enjoy my life for once.”
—senior Zoe Buffington

CLASSROOM

Teachers keep exotic pets in classroom

By Maysyn Tippy
Hays High Guidon

Hays High School’s students and staff not only have unique personalities, but also, sometimes, unique pets.

While most students may have dogs or cats, some of the students at Hays High have pets that include chinchillas, ferrets, hedgehogs, rats and squirrels. Though those animals can be fun, others prefer animals that are more unusual like goats, monkeys, pigs and more.

“We have had a chameleon, parrot, two Savannah Monitors, a variety of snakes and two uromastyx,” junior Zachary Chance said, while junior Robert Brown said, “I do have cool pets. I have a

turtle and a lizard.”

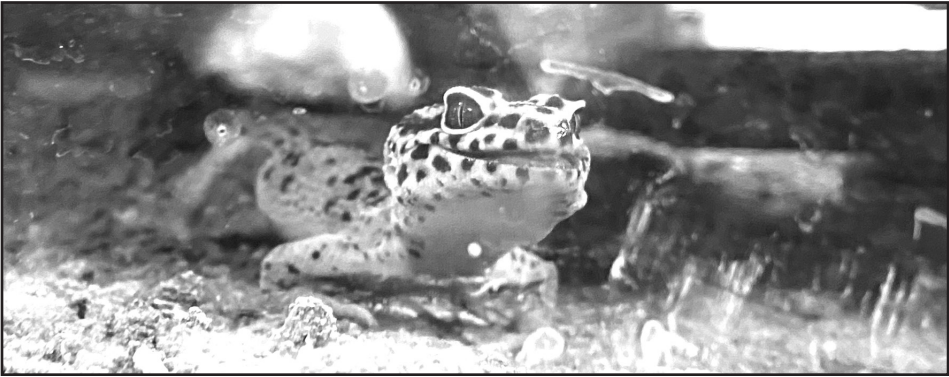
While students have weird pets, so do some teachers. Hays High art teacher Heath Meder has a friendly gecko as his classroom pet.

“I got MC gecko from a student’s friend who wasn’t taking very good care of him, and we just brought him, and we feed and care for him,” Meder said. “The students really seem to like him; they always want to hold and play with him.”

According to *blogs.ntu.edu*, some exotic pet enthusiasts argue that taking care of a dog or hamster is just not challenging or unique enough. They consider the responsibility of looking after a non-

native animal as a “new, learning experience,” not obtainable from caring for any other typical pet. More importantly, pet owners of small exotic animals claim that their pets offer the same or even more unique forms of love, companionship and satisfaction as that of a dog or cat.

All people buy pets for different reasons, but according to “Why Do We Love Pets? An Expert Explains,” an article by the *Washington Post*, the article explains that interacting with pets does reduce people’s stress, provided the pet is behaving properly. Good interactions do have quite a profound effect, causing changes in the oxytocin and in en-



ALICIA FEYERHERM/ The Guidon

This lizard Max Carl McGeck lives in art instructor Heath Meder’s classroom.

dorphins. Those are actual changes going on in the body of someone who is stroking a friendly dog.

Pets are fun for the classroom and at home, though they can take a lot of time and energy. The energy put into pets can be a bit much at times, but the more you interact with your pet, the more the work and

chores can be turned into fun. The pet you choose can be work, but it can also be your best friend.

“I got Minnie when I was seven, and she has been through a lot,” junior Ryan Deitering said. “I love her because she has been there for me when I am sick and stuff. Shiloh is two now, and I love her because she loves to

cuddle with me, and she loves to be with me. She makes sure I’m awake and ready and is also with me when I need her, and she will let me cry to her, and she is also there when I am sick.”

So, pets can come in all shapes and sizes, but they all have a place in our hearts.

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STUDENT LIFE

Hays High offers resources for students

By Maysyn Tippy
Hays High Guidon

At Hays High School, there are multitudes of resources for students to use, both technological and personal.

The technical resources that students have include the Hays High website, Canvas, Outlook, PowerSchool and many more. These can be helpful, no matter if you are a new

student or if you have attended Hays High before.

“I use them because I have to and to stay updated,” junior Zachary Chance said. “I use them to check my grades, check for homework and email teachers.”

This year, especially, PRIDE Time teachers have been encouraging students to check Outlook, not only for email, but also for the school calendar, so that they can make ap-

pointments, copy events and schedule meetings.

“I do use the Maroon and Gold calendar sometimes, especially if we had a four-day week previously or a holiday,” junior Franklin Owens said. “Occasionally, I’ll use the staff directory if I don’t know a teacher’s email or some other contact information.”

In addition, most teachers use Canvas for their classes, whether

to post their daily agendas, post assignments or post other resources.

“I use Canvas to find my homework and other assignments,” freshman Trent Summers said.

Another popular resource is the PowerSchool app, which can be downloaded on phones and other devices. Students and parents alike like this app because it is easily accessible for them to check on grades.

“I use PowerSchool the most because it helps me

see what I need to do in class to do better,” freshman Jay Patel said. “PowerSchool is also very easy to get on your phone, and it’s accessible to me and my parents at any time.”

Along with the technical resources available, there are also human resources here at Hays High, including counselors, teachers and other students.

“[Counselor Suellyn] Stenger does a good job of making sure I have all my classes for next year

correct and is very helpful on helping me with college and all that good stuff,” junior Ryan Deitering.

While forming relationships at school can be helpful, your family and friends can help you out as well.

“Helping me save money, learning what to spend my money on so I don’t spend it all at once or on food, learning how to prioritize certain things -- you know the normal,” Deitering said.
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YOUR VIEW

Have you ever considered switching to online school?

“No, I’m not a complete bufoon; I’m only slightly a bufoon.”
—junior Skylar Zimmerman

“No, I haven’t because I need my friends to get through the day.”
—junior Hope Schumacher

“Yes, because there wouldn’t be as much pressure, but I wouldn’t because it would get boring.”
—junior Fernando Zarate

“No, because I only have one year left.”
—senior Coby Braun

“No, because I’m a big procrastinator, so I don’t think I would get the work done.”
—junior Erica Malleck

What is your opinion on the school’s AirPods ban?

“I agree with it because no one here listens. Everyone is so focused on their music.”
—freshman George Chapa

“It’s kind of a dumb rule. I understand why, but you already have such tight restrictions on technology, so why restrict it even more? You’re just going to have even more students that want to rebel.”
—senior Joji Beckman

“I think it’s stupid. People are just trying to listen to music, you know?”
—junior Kelby Rice

“Some kids listen to music to focus, so if they don’t have music to listen to, and if they don’t have earbuds with wires, then they don’t have a way to listen to music. Then they can’t really focus the way they should be able to.”
—sophomore Jesi McAlvain

“I disagree because I have them, and I like to wear them all the time.”
—freshman Jake Taliaferro

“It doesn’t really do anything. They’re trying to control more to stop us from doing things, but it’s our property and not really theirs to control.”
—freshman Cade Becker

“I could care less.”
—senior Luke Fletcher

CLASSROOM

SWITCHING SCHOOL SYSTEMS

Students choose to enroll in online high school courses

By Allison Brooks
Hays High Guidon

The number of high school students enrolled in online courses has been steadily increasing over the past two decades due to increased use of internet and increased awareness about that form of education.

Even with its recent growth in popularity, it is still a relatively new option for students, and some students that have switched to online schooling eventually end up switching back to public school.

Senior Addy Speier and junior Franklin Owens both attended online school and made the decision to return to Hays High.

“Throughout middle school and freshman year, my anxiety was so bad it made being in school really hard, so I switched over to online school for my sophomore year to try and get my mental health in check,” Speier said.

Speier did online school her whole sophomore year and then returned to public school her junior year.

“I basically isolated myself the entire year, and I

missed being around people,” Speier said. “It just wasn’t a good fit for me.”

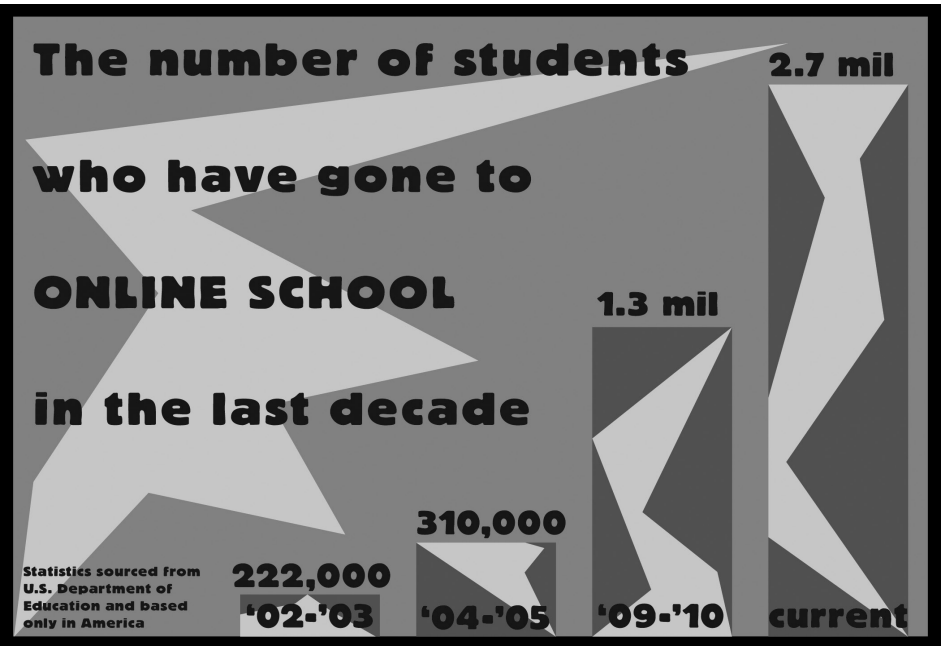
Speier said she encourages others considering online school to make sure they have good self-discipline since they will not have teachers telling them what to do all the time and it can be hard to stay on top of assignments.

“I’m very happy with my decision to come back,” Speier said. “I made a lot of new friends these past two years, and I’m positive I wouldn’t be where I’m at in life right now if it weren’t for me coming back to Hays High.”

For Owens, his motivation to switch to online school was much different, as he had grown tired of his daily routine and craved change.

He did online school for one semester during his sophomore year before returning to Hays High. He said he had a decent experience with online school, but that it takes commitment and planning.

“I had much more freedom, so the pressure was definitely all on me to make sure I was getting work done and keeping track of my important dates, times, locations,



ALEXIS PFANNENSTIEL / The Guidon

etc.,” Owens said.

Owens said he does not regret his decision to go to online school and feels that it gave him a new outlook on education and its meaning.

Missing his friends was a major factor in his decision to switch back to public school, along with missing the simplicity of public school.

“The pressure wasn’t on me entirely, and I felt that I was able to connect more with my teachers, and I was also able to learn with

others,” Owens said.

Owens said he is satisfied with his decision to return to public school, but he still thinks online school can be a great thing – it just might not be a good fit for everyone.

“I am happy with my decision to return,” Owens said. “At Hays High, I am back with my friends in a controlled setting, and I can really just cruise, instead of having to put so much effort and thought into my day.”

If someone is interested

New technologies banned for in-school use

By Caitlin Leiker
Hays High Guidon

“During school hours (7:56-3:00), students must have any type of electronic equipment with them turned off and put in their book bag or locker and out of sight. This includes all electronic devices that are considered disruptive to the school atmosphere. Rules and consequences will be enforced by the administration on an individual basis...” states the school’s Electronics Policy in the Student Handbook.

The banning of AirPods has brought a variety of student and faculty opinions to light.

Assistant principal John Linn said there was no “start date” for the ban because it applied to a policy above that was already in place.

“The cell phone policy states that portable communication devices may not be used in school during the school day, in detention or during ISS,” Linn said. “The only exception is during the five-

minute passing period between classes. AirPods can be connected to cell phones wirelessly and are therefore treated the same as all other electronic communication devices.”

Senior Dylan Ruder said he disagrees with the AirPods ban because he does not think it is a major issue for most students.

“If people want to listen to music, and the music is not playing out loud for everyone else to hear, I don’t see a problem that needs to be fixed,” Ruder said.

The primary reason behind the AirPods ban is the distraction they have caused in classes. Because they are more easily concealed, teachers have found that some of their students are tuning out what has been taking place in the class.

In order to eliminate this problem, math instructor Erin Deenihan said she sticks to her rule of not allowing students to listen to music while she is teaching her lessons, with AirPods or without.

“I understand the rea-

son for the ban because if a student gets their phone out, they can make the excuse of ‘I was just trying to change my music,’” Deenihan said. “Unless teachers are using phones specifically for education, it’s a weak excuse. The ‘none at all’ ban takes care of that, but I understand why students would be upset by having this option and not being able to use it.”

According to GPS par educator Myrna LeCount, the issue is perpetuated in the Lecture Hall and Multi-Purpose Room.

“With it being wireless, we don’t know what it’s connected to,” LeCount said. “I know that music is very important, but it’s not something that’s going to make or break your grade if you don’t have it. I’ve found that in GPS, it’s more of a distraction than it is a help. That’s just basing it off of observation.”

One of the AirPods’ capabilities is pausing, playing and skipping songs by tapping the side of the earbud, which eliminates a student’s need to be on

this or her phone to control the music.

Seniors Kallynn Petz and Madelyn Waddell said that if the student’s phone is put away in his or her bag and out of sight, the student should be allowed to use their AirPods when it is appropriate in class.

“I think they should use it respectfully; not when teachers are talking,” Petz said.

Junior Alex Aldrich agreed with Petz, saying that students should be allowed to use their AirPods during more than just passing period.

“In GPS, students should be allowed to listen to music as they please,” Aldrich said. “You can skip it from the AirPod, so you don’t even need to get on your phone.”

Freshman Jude Tippy said the same, adding that if a student pays for AirPods, they should be able to use them.

English instructor Diane Mason said she does not mind students listening to music as long as they respect the teachers’

lectures and any students’ presentations that are taking place.

“If they’re checking their ‘Snapchat’ or scrolling through ‘Twitter,’ that’s not really educationally-sound or necessary,” Mason said. “However, if I’m having a work day where they’re writing an essay or trying to get the creative juices flowing, I personally don’t see the problem with a student listening to music. It helps keep the classroom quiet and somewhat controlled if people can create their own zone in which to work.”

When it comes down to it, assistant principal Fred Winter said he encourages students to continue to follow the cell phone and smart device policies, and to continue using their possessions wisely.

“When new technology comes out and you are not sure if it is allowed either at school or at work, please feel free to ask and refer to the Hays High School Student Handbook,” Winter said.


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SUNDAY PRACTICE

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YOUR VIEW

Have you ever been affected by truancy?

“No, I have never been affected by truancy.”
—sophomore Landri Dotts

“No, I have not been affected by truancy.”
—sophomore Jersey Johnson

“Yes, I had to go to court and almost got taken away from my mom.”
—junior Kylie Trendel

“Yeah, and I had to go to court for it. It sucked.”
—sophomore Margaret Holmes

“Nope.”
—sophomore Liahna Hyatt

“No, I have not, but there are some circumstances where people need to be gone from school. It can be very stressful and hard for people. I think it is good that people can have breaks. It doesn't give people time to do what they need to do and heal mentally.”
—freshman Cade Becker

“No, I have not been affected by truancy.”
—freshman Anthony Arial

Do you think the smoking ban has had any impact?

“No, because people will still find a way to get it. It isn't that hard to find someone who is over 21.”
—junior Skylar Zimmerman

“No, it doesn't do anything. People just find a way around it.”
—senior Coby Braun

“No, if people really want it, they are going to find a way to get it.”
—junior Erica Malleck

“Not really because I think if they are already doing it at an age they aren't supposed to, I just really don't think they would care about the rules.”
—freshman Kareem Bello

“Not really, because people still do things even when people tell them not to.”
—junior Jessica Luedders

ATTENDANCE

Truancy leads to district designated court date

By Allison Hillebrand
Editor-in-Chief

In the United States, it is estimated that nearly six million students are considered “chronically absent,” or truant, according to the U.S. Department of Education. These rates are highest among high school students.

Truancy is defined by KSA 72-113 as lawful and inexcusable absence from school for three consecutive days, five days or more within a single semester or seven days in a school year, assistant principal John Linn said.

“An unexcused absence is defined as absence from school for any significant part of the school day in which a student is not in attendance,” Linn said. “Neither the parent or guardian nor the school is aware or approves the absence.”

This “significant part of the school day” is defined by USD 489 as one or more period of the day.

If a student fits these qualifications, the said student's name will be turned over to the Ellis County District Attorney's Office.

“At that point, a date

will be set by the court for a hearing in front of a judge,” Linn said. “The courts will set the consequences, which usually include a court order that the student must attend school at all times, without tardies, unless they have a doctor's note or the student is dismissed by the school nurse.”

Linn said there is a high correlation between being in school and getting good grades. Due to this correlation, the court requires a student to pass all of their classes.

“There are numerous reasons why a student may end up truant,” Linn said. “Usually, it is a refusal to come to school because of a lack of interest or motivation to learn.”

This lack of motivation can be brought on by mental health disorders, such as anxiety, depression or other issues, Linn said. It can also be difficult to pinpoint the reasons because every case varies from another.

Mental health can take a toll on any part of a person's life, specifically in maintaining a healthy motivation levels and quality of life, according

to the National Center for Biotechnology Information.

Students are able to avoid facing truancy by attending school when they are required to.

Although truancy does take into account how often a student misses school, absences do occur, whether it be due to illnesses, vacations, emergencies or any other unexpected events.

“These absences are understandable and occur daily,” Linn said. “We believe that students need to consider all of the opportunities available and take advantage of the benefits that participation in these activities can bring to them.”

Linn said he encourages this involvement so that students are more content with attending school.

“Consider getting involved, meeting new people, making new friends, exploring new opportunities and staying open to all Hays High has to offer them,” Linn said. “We have excellent programs with excellent teachers and staff who are always willing to help our students avoid falling into the truancy trap.”
20ahillebrand@usd489.com



Absenteeism in the first month of school can predict poor attendance throughout the school year. Half the students who miss 2-4 days in September go on to miss nearly a month of school.

Dear Student,

You are considered truant if you do any of the following:

- Miss three consecutive days of school
- Miss five days in a school semester
- Miss seven days in a school year
- *7 Tardies = one unexcused absence

Your Attendance Record

Your Attendance Record

PAIGE POLIFKA-DENSON / The Guidon

HEALTH

Smoking ban has positive impacts on health, mixed feelings from teens

By Eythun Wyatt
Hays High Guidon

On Dec. 20, 2019, the Food and Drug Administration (FDA) announced that the age to purchase tobacco products would change from 18 to 21. The bill was then voted on and passed by President Donald Trump on the same day. This was a movement pushed by the American Lung Association (ALA).

It was first passed in 19 states before moving on to the rest of the United States. These 19 states included Arkansas, California, Connecticut, District of Columbia, Illinois, Maine, Maryland, Massachusetts, New Jersey, New York, Ohio, Oregon, Pennsylvania, Rhode Island, Texas, Utah, Vermont and Washington.

The ALA also plans to, and has administered, the recall of flavored tobacco products. Tobacco products containing nicotine have started to become increasingly more flavorful within the last five years, making kids more susceptible to becoming addicted.

The ALA believes that by raising the smoking

age from 18 to 21, it will prevent young people from easily accessing these nicotine products, which were already illegal for teenage use. This was decided since it is generally expected of teenagers to have fewer social interactions with people over the age of 21 that are not family members or coworkers.

Hays High School's school nurse said she

believes the smoking ban is beneficial.

“I think it's a good thing,” nurse Jessica Roe said, “A lot of students do not fully understand the risks of smoking at this age. They think it's a cool thing to do.”

Roe also talked about the negative health effects smoking had on a developing body.

“Smoking can definitely damage your lungs and

makes getting over illnesses a lot harder,” Roe said. “And, then, there's always cancer. Smoking – for a couple years or many years – either way has the same risk.”

On the other hand, some students do not think that the ban is all that effective.

“I don't think it's beneficial because people will just complain,” sophomore Sydney

Wittkorn said. “Also, I was under the impression that 18 is when you become an adult, so shouldn't you be able to make your own decisions?”

Though Wittkorn may not agree with the legal change, she does think smoking has a negative effect.

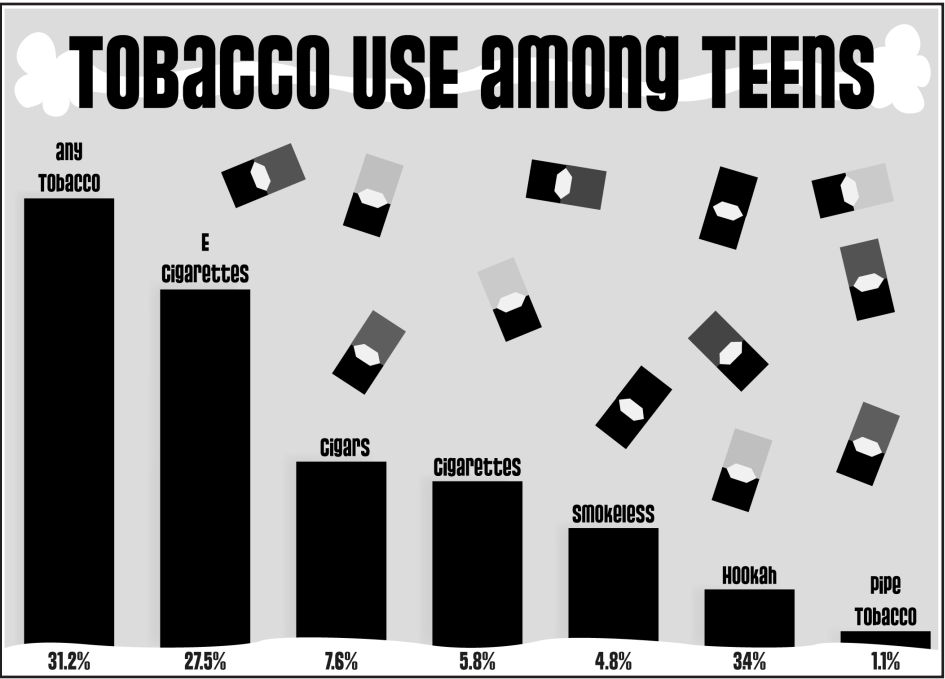
“I think it's good if people don't smoke because, even though they can do whatever they want, it's not just affecting them,” Wittkorn said.

Wittkorn also said she understands the effects that smoking has on the body and has decided not to smoke and to never try smoking.

Some people have said that the age limit is not going to stop people who are already addicted from smoking. Roe, though, has a more hopeful look on the situation.

“I'm hoping it'll make them consider stopping,” Roe said. “I'm hoping it makes them think, ‘I don't want that ticket that comes with getting caught and realize how expensive this habit really is.’”

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TO GIVE OR TO GIVE UP

Students take part in Lent and Ash Wednesday due to religion

By Nikka Vuong
Hays High Guidon

Lent is a period of time where specific branches of Christianity, mainly Catholics, participate in abstinence, fasting periods, confessions and different acts to bring people closer to God.

Lent began on Ash Wednesday on Feb. 26 and continues for 40 days until Easter Sunday on April 12.

Some students, including senior Carson Ackerman, junior Sophia Garrison and sophomore Ross Eckroat, participate in Lent.

“For Lent, I am giving up swearing and saying unkind things,” Garrison said. “We don’t always have to give up something for Lent; we can do something too. So, for my new task, I will be trying to write down five things I’m thankful for every day.”

Garrison is Roman Catholic and has been participating in Lent for as long as she remembers.

In the past, Garrison’s goals for Lent have been saying a rosary every week and giving up social media and Netflix/YouTube to limit herself to media that would bring her closer to God.

“[Lent] has definitely forced me to reflect upon my inner thoughts and to appreciate life outside of technology,” Garrison said. “The hardest part was definitely finding new hobbies to occupy my time, but I was definitely more productive!”

Eckroat will be participating in

fasting, which are meatless Fridays, and giving up pop for the entirety of Lent.

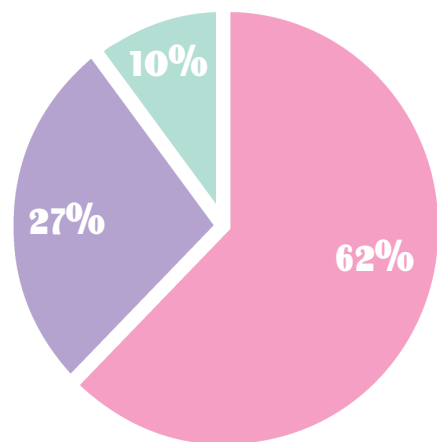
Ackerman will not be giving up anything for Lent, but rather, making sacrifices to connect himself “with the suffering of Jesus Christ” and making changes in how he lives.

“[I will be] working daily to improve my relationship with not only God and the Holy Trinity, but also my relationship with Blessed Mary,” Ackerman said. “This will involve a commitment to praying the Holy Rosary, asking Mary for her intercession more often, attending more masses, strengthening my personal prayer life, practicing Lectio Divina, receiving the Eucharist and Sacraments, receiving Penance and Reconciliation and making more visits to the Adoration Chapel so I can kneel before the presence of my God through the consecrated host and pray in front of Him.”

Ackerman said Lent is based on two Biblical accounts: the 40 years of wilderness wandering by the Israelites and Jesus Christ’s 40 days in the wilderness, at which point he was tempted by Satan.

“I am making these sacrifices to bring myself closer to God and to try and better myself as a person,” Garrison said.

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No, I do not.

I make a Lenten sacrifice.

Yes, but I don't sacrifice.



MICHAELA AUSTIN / The Guidon

Businesses use holidays as a way to boost sales and increase customer interest through providing specials, sales, discounts and more. Packaging also is changed to suit the near holiday.

FOR FAMILY OR FORTUNE

Businesses use the holidays as a method to increase sales

By Michaela Austin
Hays High Guidon

Valentine’s Day. St. Patrick’s Day. Easter. Thanksgiving. Christmas. Typically, people view holidays as a time to spend with friends and family. Depending on the holiday, people may also view it as a time when they need to buy special gifts or to prepare large feasts for their loved ones.

However, businesses see holidays as opportunities to commercialize their products to try to increase consumers’ interest. Holidays mean that people are willing to spend money on products they buy to help enjoy the holidays or give as gifts.

There are several ways that businesses try to commercialize holidays. Some of the ways including providing specials, sales and discounts, and by even making the packaging of the product themed around the upcoming holiday.

One of the negative aspects of over commercializing the holidays is that people begin to forget the real meaning of the holiday and where it originated. One example is St. Patrick’s Day. People know it as a holiday on which you have to wear green, or else you might be pinched by someone. Some even view it as an excuse for adults to drink excessive amount of alcohol.

According to www.timeanddate.com, “St. Patrick’s Day is a global celebration of Irish culture on or around March 17. It particularly remembers St. Patrick, one of Ireland’s patron saints, who ministered Christianity in Ireland during the fifth century.” People may not remember the real

meaning of this holiday because they are too busy being caught up in companies try to make money off of sales centered around the holiday.

Some people may even eventually get annoyed by the holiday commercials, especially if they have seen too many of them.

“I think it’s annoying because some people already have holiday spirit,” senior Skyla Sanchez said.

Although, it is not just holidays that can be overly commercialized. One event that is known for have commercials filled with funny advertisements is the Super Bowl. This is because people almost treat the Super Bowl as a holiday. It is typical for a group of family and friends to gather at one place to make or bring a bunch of food to share with everyone while they watch the game and commercials.

According to NBC Sports’ website, FOX sold 77 national advertisements slots for the 2020 Super Bowl. You can tell how much business and companies care about these advertisements based on how much they are willing to spend for this event. “By November, FOX had already sold out its advertising slots for as much as \$5.6 million for each 30-second ad slot,” NBC Sports said. “All but one ad sold for more than \$5 million and the total sales figures are estimated to top \$400 million.”

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WE WERE ON A BREAK

School offers ‘holiday’ breaks through seasonal vacations

By Meg Taggart
Hays High Guidon

With Christmas being over and Easter approaching soon, students are accustomed to receiving days off for these holidays.

However, Hays High School is a public school, and public schools are not constitutionally mandated to cancel school to meet people’s religious needs. That would include Christmas, Good Friday or Easter Monday.

Granted, many of the students and staff, religious or not, probably like the additional days off, but it is not required of the district.

On the school calendar, which can be found on the website, it says that the school is out over Christmas for “Winter Break,” and school is also out the Monday after Easter for “April Recess.” However, on Good Friday, the Friday before Easter Sunday, the calendar states that school is out for “Good Friday.”

“I think school gets out on Good Friday to prepare everybody for Easter and give the students a little break,” junior Nick Park said.

Park is Catholic, like many other students at Hays High. In fact, the majority of the stu-

dents who attend Hays High practice some version of Christianity. Every Catholic and Christian typically celebrates Christmas and Easter, yet even some students who are not committed to a religion celebrate these holidays in a secular way.

“My family and I typically just open presents and eat a big dinner on Christmas,” said freshman Spenser Mills-Kumala, who said she identifies as an atheist, or a person who does not believe in the existence of God or gods.

While these holidays and breaks may be important to students, the Hays High calendar committee does not only pay attention to these religious holidays when scheduling the school days for the year. Instead, they pay more attention to the amount of days to make sure the school meets the state regulations.

“The days we pick to schedule off usually depend on the community,” assistant principal Fred Winters said. “We don’t just let them off because it’s ‘Good Friday;’ it’s more of just a day off.”

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WHAT RELIGION DO YOU PRACTICE?

“I’m Catholic.”

—freshman Carson Spray

“I practice Christianity.”

—freshman Remy Stull

“I’m an agnostic.”

—freshman Savannah Lawson

“My family and I are Catholic.”

—sophomore Allyson Werth

“I am an atheist.”

—freshman Spenser Mills-Kumala

“I’m a Catholic.”

—senior Braden Stauth

“I guess I’m a Christian.”

—freshman Seth Sumaya

“Definitely a Catholic.”

—sophomore Bryson Werth

“I’m a Baptist and Lutheran.”

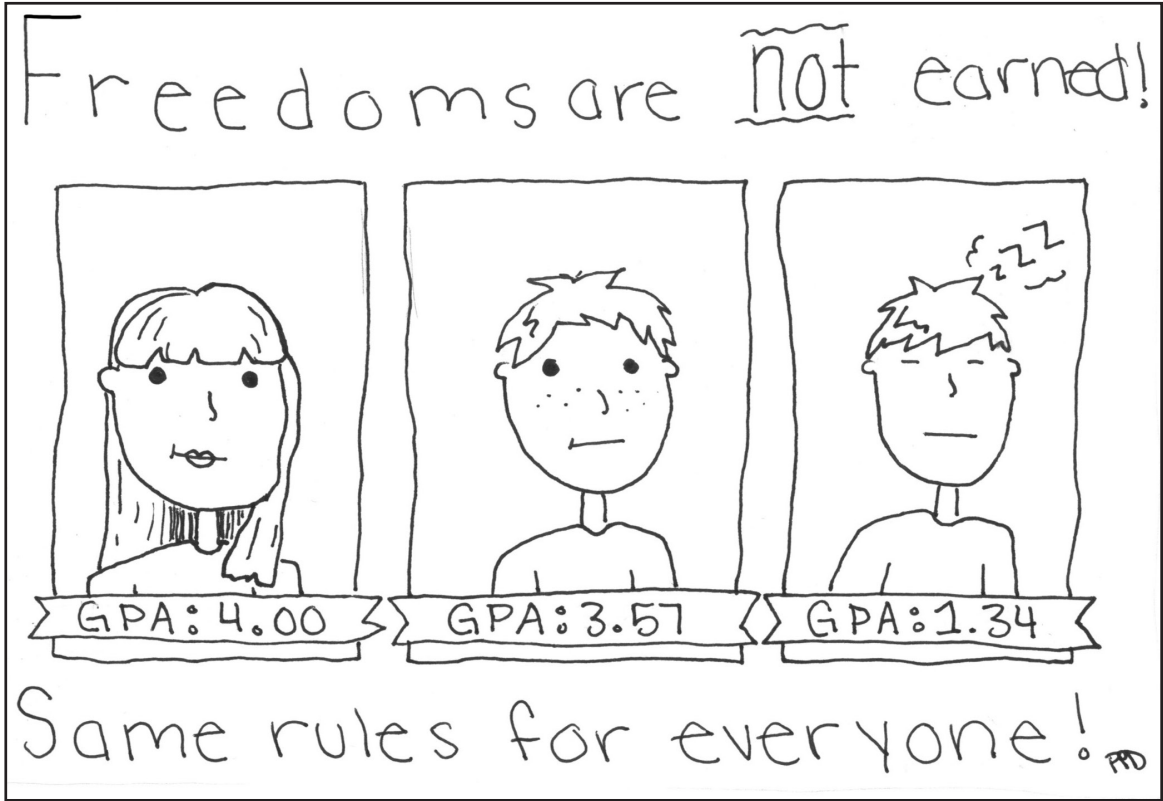
—freshman Zach Maske

STAFF EDITORIAL

HHS should offer Advanced GPS class

Guided Personal Study -- a class loved by some students, hated by many others. However, with a few revisions, GPS could be a class that all students come to enjoy. The most common complaint among students is that the GPS paraeducators are too strict. Games, Netflix, YouTube and group work are banned in both the Lecture Hall and Multi-Purpose Room classes. In addition, the constant prowling of the GPS rooms and continuous grade checks lead students to be uncomfortable and hinder the study routine of productive students. While these measures are understandable for students who are not intrinsically motivated and for those who can easily handle their own course load, these regulations are irritating. Abolishing all regulations and letting students have free reign of their GPS time would be foolish, but a solution is still present.

Instead of having one GPS class that all students are randomly placed in, Hays High should offer a regular GPS class and an advanced GPS class. To qualify for "Advanced GPS," students must maintain a 3.0 GPA. By meeting the GPA requirement, students prove their work ethic, and therefore, earn more freedom. In Advanced GPS, students would be allowed to watch Netflix or YouTube and have the freedom to play games if they want. Students who meet the GPA requirement obviously know



PAIGE POLIFKA-DENSON / The Guidon

how to manage their time and complete assignments and do not need to be hounded about their usage of time during GPS. A student playing the game "Papa's Pizzeria" or watching an episode of "The Office" does not impact other students' ability to learn and complete homework. If students choose to spend their GPS time in that way, so be it. They have earned that freedom by maintaining a high GPA. Group work would also be beneficial for students in Advanced GPS. Advanced math and science classes are challeng-

ing, and having the ability to confer with other students to better understand concepts is a key component lacking in the GPS rooms. By allowing group work, the dead-silent atmosphere of GPS would be disrupted, but as long as the noise is kept at a reasonable level, it should not be a concern. For students who prefer to work in the silent atmosphere, the option of being in the regular GPS would always be available. Not only would adding an Advanced GPS benefit students who qualify for the class,

but having the class as an option could motivate other students to improve their grades so they, too, could enjoy the benefits of the class. While adding the class would inevitably make scheduling more difficult, the pros far outweigh the cons, and the proposition should be thoughtfully considered by administration. Time is taken to ensure students have access to advanced math classes, science classes and even advanced history classes. Then why are all students treated the same way when it comes to GPS?

Agree: 13

Opinion of the Guidon staff

Disagree: 0

Self-care is not selfish

At the beginning of the school year, the juniors and seniors in Leadership Team lined up in front of the stage in the Lecture Hall. Braving a roomful of staring faces, we passed around a microphone, urging the incoming freshman to complete their assignments, write everything down, talk to teachers, get involved, make friends, start preparing resumes, get a suitable job and learn how to take care of oneself. We all know that self-care is important, and we all know why. It has the power to reduce anxiety, lift people from depression, and it helps them feel refreshed and fulfilled. All you have to do is type "self-care" into the search bar, and you'll be presented with countless articles filled with statistics, lists and hacks regarding the subject I just presented. It is being preached to us. However, we often get so focused on the mountains on our



BY CAITLIN LEIKER
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shoulders that we don't realize we are holding a pickaxe. We are presented with the tools to get help. We understand what needs to happen. It's just a matter of implementing it all. It's about having the courage to take that first step. We are taught from a young age to always put others before ourselves, but what happens when we begin to neglect taking care of ourselves first? Sometimes sacrifice is necessary, but I am referring to the type of sacrifice where

the line between loyalty and unnecessary obligation is blurred. The type of sacrifice where a person pours their heart into something at a rate that leaves them emotionally, and sometimes even physically, exhausted. I'm referring to the people who work so hard to take others' pain away or get every detail precise that they're nearly driven mad by attempting to withhold the level of responsibility they've created for themselves. It can become an unhealthy practice. I know this because I've seen it, in school and out. Developing independence and leadership skills are extremely important, but don't assume admitting inexperience or ignorance automatically labels you as "weak" or "ineffectual." Seeking different ways to problem solve in order to expand your horizons is, in fact, the opposite of those things. Acknowledging any mistakes and pinpointing what you don't yet understand is what directs you towards improvement, even

if it takes some roundabout searching to find the answer. As I always say, "If you're the best in the room, then you're in the wrong room." That said, it is just as important to congratulate yourself on a job well-done and not beat yourself up for circumstances that are out of your control. You can plan all you want, but chances are, things might not work out that way. And, if you let your planning go for a little bit? That's okay, too. It happens. You can't give 110 percent all the time. If you work out the same muscle every single day, in reality, you aren't doing yourself any favors. That includes your brain. You're not invincible, so don't try and act like you are. Rest and recovery are just as important as pushing your limits. So, what do you think I'll tell next year's freshman? Go back and read that headline again. Take it as you may.

PRAISES & PROTESTS

PRAISES

- KSPA regional results
- Sweatpants
- Clorox™ wipes
- Investments
- Democratic primaries
- People who make you smile
- Polaroids
- Clear iPhone cases
- Warm hoodies

PROTESTS

- Coronavirus freak-out
- Arrogance
- Essays
- Sexism in the work place
- People who are mean to animals
- Wimps
- AirPods ban
- Public restrooms

THIS MONTH IN HISTORY

- March 4, 1933 - Newly elected President Franklin D. Roosevelt took office and delivered his first inaugural address attempting to restore public confidence during the Great Depression, stating, "Let me assert my firm belief that the only thing we have to fear is fear itself..." His cabinet appointments included the first woman to a Cabinet post, Secretary of Labor, Frances Perkins.
- March 6, 1836 - Fort Alamo fell to Mexican troops led by General Santa Anna. The Mexicans had begun the siege of the Texas fort on Feb. 23, ending it with the killing of the last defender.
- March 13, 1943 - A plot to kill Hitler by German army officers failed as a bomb planted aboard his plane failed to explode due to a faulty detonator.
- March 20, 1995 - A nerve gas attack occurred on the Tokyo subway system during rush hour, resulting in 12 persons killed and 5,000 injured. Japanese authorities later arrest the leader and members of a Japanese religious cult suspected in the attack.
- March 23, 1775 - Patrick Henry ignited the American Revolution with a speech before the Virginia Convention in Richmond, stating, "I know not what course others may take; but as for me, give me liberty, or give me death!"

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."
—First Amendment, U.S. Constitution

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The Guidon is published eight times a year by the Digital Media and Design class at Hays High School. The 2019 *Guidon* Online was voted a Pacemaker Finalist by the National Scholastic Press Association. It is produced as an educational tool to give students the opportunities to inform, investigate, entertain, interpret and evaluate in an open forum and to provide accurate, fair, objective and truthful coverage. The opinions expressed here are those of *The Guidon* staff and do not express the opinions of the USD 489 Board of Education, administration, faculty or staff. *The Guidon* welcomes letters to the editor, as long as they are not libelous or obscene. Letters must be signed and must include the writer's name, address and phone number.

SPECIALIZATION

DEDICATION AND MOTIVATION

Students specialize in one sport throughout school year

By Brenna Schwien
Hays High Guidon

Rather than playing one sport in the fall, one sport in the winter and one sport in the spring, some athletes choose to perfect their craft by only playing one sport year round. Sophomore Sydney Fagan used to play volleyball, basketball and softball, but now only plays softball. She has also been “I play softball in the summer, spring and fall, so it’s not like I need another sport to keep me busy because I’m playing most of the time, and when I’m not, I’m getting ready for when it starts back up,” Fagan said. Choosing to only play softball was an easy decision for Fagan because she said no other sport compares to softball. There are different factors that come into play when an athlete chooses to only play one sport, and some people think that you cannot reach your full potential by only playing one sport. “I personally think that playing one sport is better because you can take that time to practice more and fine-tune your skills,” Fagan said. “Also, you don’t have to worry about getting hurt in another sport.” The lessons learned while playing only one sport are the same as the ones that are learned while playing multiple sports. “I’ve learned some very impor-

tant lessons while playing softball,” Fagan said. “One being that, if you let the little things get into your head and mess with you, then you will most always make worse mistakes. Another is, if you want to get better, only you can make yourself better; you can’t rely on other people to do the work for you.” The memories that are made during the countless practices, games, bus rides and team bonding are experiences that you will remember forever. “Playing softball is my favorite thing to do, so trying to pin-point one favorite memory is really hard,” Fagan said. “One of them is freshman year when I had to pitch one inning for JV, and everybody was supporting me and being hype.” Senior Lysie Hansen used to play soccer and tennis, but now only plays tennis. “I don’t think that playing one sport is better than playing multiple; it just simply works better for me,” Hansen said. A couple of people wanted Hansen to continue to play soccer, but she decided against it. Hansen played varsity tennis this year and made many memories while doing so. “My favorite sports memory would probably have to be having a water balloon fight during one of our last tennis practices my sophomore year,” Hansen said.



COURTESY PHOTO

Sophomore Sydney Fagan specializes in softball, a sport she plays year-round.

There were certain factors that helped Hansen to decide to only play tennis. “One thing that influenced my decision to play one sport was the time it took out of my schedule,” Hansen said. “I enjoy having time to still do what I want to do. I also don’t work during the season, and I didn’t want to take off work for two full seasons.” There are differing opinions about athletes specializing in a certain sport. It can be easier for the athletes to get injured, but it also gives athletes a chance to be the best that they can be that their particular sport.

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YOUR VIEW

If you could play one sport for the rest of your life, what would it be?

“I would play soccer because I’ve been playing soccer for most of my life since I was 4, and it’s my favorite sport.”
—freshman Savannah Lawson

“Corn hole, because it’s fun, but it is also competitive.”
—senior Madelyn Waddell

“Softball, because I love the people that do it, and I have so much fun playing it. I have also met some of my best friends through softball, so it has a special place in my heart.”
—sophomore Sage Zweifel

“I would do track because it’s something I’ve done for a while, and there’s many opportunities, events and sports that you can participate in.”
—freshman Rylee Burd

“Bowling, because it doesn’t involve any running.”
—senior Cassidy Prough

“I would play soccer for the rest of my life because it is my favorite sport.”
—freshman Toby May



EMMA PFANNENSTIEL / Indian Call

Senior Isaac Smith competes at a home swim meet before state competition. Smith broke his school record while competing at state.

SWIMMING

Senior competes at state swim

By McKena McBride
Hays High Guidon

Senior Isaac Smith competed at state boys swimming on Saturday, Feb. 22, placing 12th in the 50 freestyle and 10th in the 100 yard breaststroke. There were 47 teams who attended the meet. Smith was able to get into the finals. Atstate, Smith broke his personal record and the Hays High record again for the breaststroke with a time of 1:04:48. This is the third time that Smith has broken that same record for Hays High. Smith joined the Hays Hurricanes swim team when he was 9 years old and has been swimming since then. He has participated in Hays High swim team all four years of high school, qualifying every year in each event he did. Smith said he felt he could have done better in his events at state this year, though. “I was disappointed with how I did, but I definitely didn’t do bad,” Smith said. “It was a good time, so I enjoyed it.” First-year head coach Jane Rorstrom said she was happy that Smith had the

opportunity to go to state. “I’m very excited for him and the team, as they got to have someone represent Hays High School,” Rorstrom said. “State is a privileged conclusion [to the boys swim season]. It is a neat place to see guys that have worked hard at a high level compete and do well.” Rorstrom said there were also boys who earned state consideration based on their 200-medley time, but their time was a few seconds short of being state qualified, although she wishes they would have. “Hopefully, next year, more guys will make it in both individual and relay events,” Rorstrom said. “I am encouraged about the future of the team as well.” As for Smith, next year, he plans on enrolling at and swimming for Sterling College. “When I went on a visit there, I felt at home and felt like everyone was so friendly,” Smith said. “I’m very excited to swim under such a great coach next year. I hope to do very well.”

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ATHLETES OF THE MONTH



When I was younger I was a very small kid and my parents thought I needed to toughen up so they had me make a choice if I wanted to stay in gymnastics or do wrestling, and I chose wrestling. Wrestling definitely plays a huge role in my life and is probably the most important and most dedicated thing in my life. I feel very proud to be the first female wrestler going to state for Hays High and am excited to represent Hays High.”
—freshman Sarah Zimmerman



Swimming has impacted me in a good way throughout the years. It’s definitely taught me good character and how to be mentally tough, and those are some things that I think are hard to learn in life. I was super happy to go to state. I always enjoy going, and I was very excited to come back this year after breaking my collarbone last year.”
—senior Isaac Smith

SPORTS

STUDENT ACTIVITY

Hays Recreation Commission offers intramural basketball league

By Brenna Scwien
Hays High Guidon

For some people, sports are a way to let loose and have fun. Intramural sports, in particular, are a common way for students to stay active and be competitive, but also to enjoy playing without pressure. The Hays Recreation Commission has a basketball league for high school students. Students who are playing for Hays High’s basketball teams are not eligible to play, but a few of them are volunteer coaches. “Playing in intramurals is definitely competitive but playing for the school is two times more competitive,” senior Dawson Armstrong said. Intramural teams are organized by the people who choose to participate, and they can have up to eight players on them. Typically, they are arranged by grades and genders, but sometimes, the teams are mixed. There are a few reasons that students play intramurals, but some of the main ones are that it is not as competitive as high school basketball and that there are not practices every day after school. “People, for sure, have more fun playing intramurals because it’s more relaxed and not as serious, and you don’t have a certain way that you need to play to every game,” Armstrong said. “You can just go out and ball with your friends for fun.”



EMMA PFANNENSTIEL / The Guidon

Senior Dawson Armstrong plays on an intramural team through the Hays Recreation Commission. Teams are organized by people who sign up to participate.

Sophomore Madelyn Martin said she likes participating in intramurals because she feels like it is not as serious as high school teams. “The players in intramurals are really just there to have fun, not completely focus on winning or beating others,” Martin said. “I have also never played basketball competitively, and I know my skills are not near what they would need to be for me to play school basketball.”

Martin is not the only one who has never played basketball competitively before; in fact, most of the people who participate in intramurals have little to no experience with playing team basketball. “I do think people have more fun playing intramurals because it is a lot less competitive than high school basketball, and most people who play haven’t played much before, which makes it entertaining,” Martin said.

Junior Amanti Debelo said he enjoys intramurals because he got to choose who was on his team and there were no mandatory practices. “Playing intramurals is not as competitive, because there isn’t as much on the line, and I’m not good at basketball,” Debelo said. Intramurals are also a way to make memories with friends as well, and that is another reason that some people play. “My favorite memories this season were when my teammate, sophomore Kenzie Flax, threw the ball at the ref, thinking he was our teammate, and when our team was so desperate, we put seventh graders in so we would win,” Martin said, while Armstrong said, “My favorite memory of playing is beating the team in the championship game by almost 30 points.” While intramurals are just for fun, sophomore Kamree Leiker said she feels like intramurals are just as competitive as school ball because everyone is at the same level and everyone wants to win for bragging rights. “I play intramurals because it is less time consuming and comes with no stress like school basketball does,” Leiker said. “I know, for a fact, people have more fun doing intramurals because I have talked to the girls that play school basketball, and their fun doesn’t compare to mine.”

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CONFLICT

Students experience conflicts during spring sports season

By Meg Taggart
Hays High Guidon

At Hays High School, there are a variety of sports offered throughout the year, but sometimes, picking and choosing a sport can be difficult for athletes who want to participate in several sports. This is especially difficult in the spring, since there are many options from which to choose. For the boys, there are baseball, golf, tennis and track and field, and for the girls, there are soccer, softball, swimming and track and field. Track has fairly large participation among Hays High students, as more than 100 students went out last year. With so many people wanting to be in track, it makes it hard to find the people for other sports. Some of the track athletes would like to partake in other sports as well, but dual sporting can be physically and mentally draining. In

order to dual sport, you have to get special permission from coaches, teachers and parents. “I don’t think I would dual sport just because I did it in middle school with volleyball and cross country, and it was a lot of weight on my shoulders,” freshman Carly Lang said. “With this being high school, the work is a lot harder, and it is much more important than middle school.” Lang participates in volleyball, basketball and soccer at Hays High, but she used to participate in track and softball and would now have to pick between them during the spring. “Something that influences me is kind of just going with my gut, because I love track, but also I really miss being on the soccer field,” Lang said. “My parents also influence me because they support me in whatever sport I decide to play so I do not feel pressured to do what they want me to do.”

Scheduling the sports so the more popular sports could be at different times could be a solution, but in order to do so, all of the other schools’ seasons would have to change, as well, which is not likely. “If we were ever able to combine girls and boys swimming, it would be a great cost reduction to the districts because they could both go to the same meets,” athletics director Lance Krannawitter, “It would also benefit some students at HHS because it would allow them to participate in other sports without the hassle of dual sporting.” Girls swimming is a sport that has been struggling to gain participation over the past several years, either because of conflicts with school sports or participation in outside sports. “Swimming has been a part of my life for a really long time, and I used to look forward to do-

ing it in high school, but since I enjoy track more, that’s what I’ve decided on doing,” freshman Amelia Jaeger said. “Plus, swimming helped get me in shape for track, and I can always participate in club swim.” Jaeger participated in cross country and plans on doing track for Hays High this year. “When choosing a sport to play, I like to base my decision off which one I enjoy the most,” Jaeger said. Isabel Robben is a senior at HHS who is planning on dual sporting track and soccer during the spring season. Both sports require a lot of time and can be physically taxing. “If it all works out, I think it will be exciting,” Robben said. “There are still quite a bit of things that need to be worked out, but I would love to be a part of both of the teams.”

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WINTER SPORTS WRAP UP



Boys Basketball



Girls Basketball

Hays vs. Salina Central
Jan. 31
33-54, L

Hays vs. Great Bend
Feb. 11
56-60, L

Hays vs. Garden City
Feb. 21
59-50, W

Hays vs. Arkansas City
March 3
42-26, W

Hays vs. Salina South
Feb. 4
51-65, L

Hays vs. Liberal
Feb. 14
67-56, W

Hays vs. Dodge City
Feb. 25
47-25, W

Hays vs. Great Bend
March 6
43-36, W

Hays vs. Dodge City
Feb. 7
69-48, W

Hays vs. Abilene
Feb. 18
56-46, W

Hays vs. Abilene
Feb. 27
49-47, W

Hays vs. Salina Central
Jan. 31
39-51, L

Hays vs. Great Bend
Feb. 11
20-35, L

Hays vs. Garden City
Feb. 21
38-54, L

Hays vs. Abilene
Feb. 27
37-34, W

Hays vs. Salina South
Feb. 4
34-44, L

Hays vs. Liberal
Feb. 14
29-62, L

Hays vs. Garden City
Jan. 17
54-38, L

Hays vs. Andover Central
March 4
67-38, L

Hays vs. Dodge City
Feb. 7
34-56, L

Hays vs. Abilene
Feb. 18
47-44, W

Hays vs. Dodge City
Feb. 25
60-31, L



JESSICA AUGUSTINE / Indian Call

The boys basketball team qualified for the state tournament by defeating Great Bend, 43-36, on March 6 in the substate tournament.



Boys Swimming

Topeka West Swim Inv.
Jan. 14
Team: Ninth

200 Medley Relay – Adam King, Isaac Smith, Zachary Smith and Matt Goodale - Eighth; Marshall Perryman, Chris Goodale, Grayson Walburn and Skylar Zimmerman - 16th

200 Freestyle – Carson Ackerman - 24th, Seth Sumaya - 25th, Dustin Rajewski - 26th

50 Freestyle – Isaac Smith - Second, Adam King - 24th

100 Butterfly – Dustin Rajewski - 23rd

100 Freestyle – Isaac Smith - Fifth, Matt Goodale - 24th, Skylar Zimmerman - 33rd

500 Freestyle – Carson Ackerman - 19th, Anthony Arial - 25th

200 Freestyle Relay – Zachary Smith, Grayson Walburn, Matt Goodale and Isaac Smith - Eighth

100 Backstroke – Marshall Perryman - 13th, Adam King - 18th, Grayson Walburn - 23rd

100 Breaststroke – Andrew Prine - 22nd, Ashton Bickel - 33rd

400 Freestyle Relay – Carson Ackerman, Aidan DeBey, Dustin Rajewski and Adam King - 15th; Jude Tippy, Seth Sumaya, Liam Buller and Ashton Bickel - 19th

Salina South Inv.
Feb. 5
Team: Fifth

200 Medley Relay – Marshall Perryman, Isaac Smith, Grayson Walburn and Matt Goodale - Fifth; Aiden DeBey, Chris Goodale, Zachary Smith and Carson Ackerman - 10th; Evan Dealy, Fernando Zarate, Dustin Rajewski and Andrew Prine - 14th; Liam Buller, Ashton Bickel, Kaden McBride and Jude Tippy (DQ)

200 Freestyle – Anthony Arial - Fourth, Evan Dealy - Seventh

50 Freestyle – Grayson Walburn - 10th, Carson Ackerman - 21st

100 Butterfly – Isaac Smith - First, Anthony Arial - Sixth, Chris Goodale (DQ)

100 Freestyle – Isaac Smith - First, Anthony Arial - Sixth, Chris Goodale (DQ)

500 Freestyle – Carson Ackerman - Sixth, Jude Tippy - Seventh, Dustin Rajewski - Eighth

200 Freestyle Relay – Grayson Walburn, Matt Goodale, Aiden DeBey and Isaac Smith - Fourth; Zachary Smith, Chris Goodale, Skylar Zimmerman and Carson Ackerman - 10th; Andrew Prine, Fernando Zarate, Ashton Bickel and Anthony Arial - 13th

100 Backstroke – Marshall Perryman - Fourth, Grayson Walburn - Fifth

100 Breaststroke – Isaac Smith - First, Chris Goodale - 13th, Andrew Prine - 14th

400 Freestyle Relay – Skylar Zimmerman, Evan Dealy, Anthony Arial and Marshall Perryman - Sixth; Dustin Rajewski, Kaden McBride, Liam Buller and Jude Tippy - Ninth

Western Athletic Conference Meet
Feb. 13
Team: Third

200 Medley Relay – Adam King, Isaac Smith, Grayson Walburn and Matt Goodale - Third; Marshall Perryman, Chris Goodale, Anthony Arial and Carson Ackerman - Fifth; Liam Buller, Ashton Bickel, Dustin Rajewski and Kaden McBride - Ninth

200 Individual Medley – Fernando Zarate - Eighth, Dustin Rajewski - Ninth

200 Freestyle – Marshall Perryman - Seventh, Evan Dealy - Ninth, Anthony Arial - 11th

50 Freestyle – Grayson Walburn - 10th, Aidan DeBey - 12th, Carson Ackerman - 14th

100 Butterfly – Isaac Smith - Second, Anthony Arial - Eighth

100 Freestyle – Marshall Perryman - Eighth, Adam King - Ninth, Matt Goodale - 10th

500 Freestyle – Carson Ackerman - Seventh

200 Freestyle Relay – Grayson Walburn, Adam King, Matt Goodale and Isaac Smith - Fourth; Anthony Arial, Chris Goodale, Skylar Zimmerman and Aidan DeBey - Seventh; Fernando Zarate, Seth Sumaya, Evan Dealy, Andrew Prine - Eighth

100 Backstroke – Adam King - Seventh, Matt Goodale - Eighth, Dustin Rajewski - 11th

100 Breaststroke – Isaac Smith - First, Andrew Prine - 11th

400 Freestyle Relay – Aiden DeBey, Skylar Zimmerman, Carson Ackerman and Marshall Perryman - Sixth; Jude Tippy, Kaden McBride, Evan Dealy and Andrew Prine - Eighth



Wrestling

State Tournament at Wichita Heights
Feb. 28-29

182: DaVontai Robinson (27-13) placed sixth and scored 11.0 team points

Champ. Round 1 - DaVontai Robinson (Hays) 27-13 won by fall over Blake Smith (Topeka-Seaman) 25-19 (Fall 1:17)

Quarterfinal - Trevor Dopps (Goddard) 44-5 won by fall over DaVontai Robinson (Hays) 27-13 (Fall 3:39)

Cons. Round 2 - DaVontai Robinson (Hays) 27-13 won by fall over Shayne Curdie (Bonner Springs) 7-19 (Fall 0:00)

Cons. Round 3 - DaVontai Robinson

(Hays) 27-13 won by decision over Sean Carroll (OP-St. Thomas Aquinas) 20-11 (Dec 9-3)

Cons. Semifinal - Lynauz Cox (Maize-South) 34-9 won by decision over DaVontai Robinson (Hays) 27-13 (Dec 4-2)

Fifth Place Match - Charlie Frisch (Wichita-Kapaun Mt. Carmel) 35-9 won by fall over DaVontai Robinson (Hays) 27-13 (Fall 3:42)

220: Gavin Nutting (36-11) placed fifth and scored 15.0 team points

Champ. Round 1 - Gavin Nutting (Hays) 36-11 won by fall over Ezra Shove (Topeka-Seaman) 31-20 (Fall 2:56)

Quarterfinal - Cade Laultt (Lenexa-St. James Academy) 43-1 won by tech fall

over Gavin Nutting (Hays) 36-11 (TF-1.5 4:48 (21-6))

Cons. Round 2 - Gavin Nutting (Hays) 36-11 won by fall over Gabe Cornett (KC-Turner) 23-12 (Fall 2:08)

Cons. Round 3 - Gavin Nutting (Hays) 36-11 won by fall over Gabe Arredondo (Bishop Carroll Catholic) 13-13 (Fall 2:44)

Cons. Semi - John Hubbel (OP-Blue Valley Southwest) 34-6 won by major decision over Gavin Nutting (Hays) 36-11 (MD 16-7)

Fifth Place Match - Gavin Nutting (Hays) 36-11 won by decision over Mason Ross (Wichita-Northwest) 36-9 (Dec 9-8)

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COMING FALL 2020

FHSU will be launching a new Esports varsity team in Fall 2020. The students will compete in a variety of online games against other competitors in a tournament atmosphere. For more information or to learn more about the team and its requirements, contact the Director of Esports, Kevin Schaffer, at the Department of Informatics in Hammond Hall.

@FHSU_Esports



ASTROLOGY

WRITTEN IN THE STARS

Some students participate in astrological beliefs

By Allison Brooks
Hays High Guidon

There are many different belief systems that people to hold as true, some more controversial than others. Astrology seems to be one of those beliefs that is heavily questioned by the public. According to dictionary.com it as defined as the study of the movements and relative positions of celestial bodies interpreted as having an influence on human affairs and the natural world. Over the past few years, sophomore Mazzy Sacia has developed an interest in astrology. This interest was the result of looking for an explanation for why she functions the way she does. “Last year, I was at a new school in Stockton, and I would get really nervous around new people,” Sacia said. “I was wondering why I was like that, and I just wanted something that could tell me why I acted the way I did.” Sacia was able to find her answer through her birth chart. A birth chart is a map of the position of the planets during the time of someone’s birth, and it is said to show their character or their potential. “Of course, I don’t attribute everything to my birth chart, but it kind of explained to me what was making me so nervous and antisocial,” Sacia said. Through wanting to explore

herself, Sacia was able to befriend people with a similar interest in astrology and also use it as a conversation starter. “It helped me talk to new people even more because I was able to humanize them the way I humanized myself,” Sacia said. In astrology, there are 12 different star signs a person could have based off of their birthday. The signs are Aries, Taurus, Gemini, Cancer, Leo, Virgo, Libra, Scorpio, Sagittarius, Capricorn, Aquarius and Pisces. There are also other aspects to consider, such as a their dominant planet, their moon sign and whether their sign is an earth, water, fire or air sign. All of these factors can play into how a person behaves. Sacia is a water dominant Cancer, so she believes she behaves as a stereotypical Cancer would. “I even doubt the legitimacy of it sometimes, but often times, it’s like scarily correct, and I do attribute deeper truths to my zodiac,” Sacia said. Sacia feels that a lot of people only know things about their sun sign, and a lot of times, if they are not very much like their sun sign, they doubt the legitimacy of astrology. “What a lot of people don’t realize is that there is a placement for every planet, like I have a Virgo Mercury,” Sacia said. “I feel like your entire chart attri-

Astrology Facts

75% of those who read their horoscopes are women.

31% of Americans believe in astrology.

Astrologers believe that the moon can influence our bodies in the same way that the moon influences the ocean waves.

<p>aries ♈ (3/21-4/19) eager, brave, aggressive</p>	<p>cancer ♋ (6/21-7/22) moody, loving, protective</p>	<p>libra ♎ (9/23-10/22) lazy, romantic, charming</p>	<p>capricorn ♏ (12/22-1/19) ambitious, formal, unromantic</p>
<p>taurus ♉ (4/20-5/20) grounded, slow, orderly</p>	<p>leo ♌ (7/23-8/22) loyal, prideful, sensitive</p>	<p>scorpio ♏ (10/23-11/21) willful, secretive, energetic</p>	<p>aquarius ♒ (1/20-2/18) weird, strong, focused</p>
<p>gemini ♊ (5/21-6/20) restless, logical, sociable</p>	<p>virgo ♍ (8/23-9/22) worrying, modest, cynical</p>	<p>sagittarius ♐ (11/22-12/21) honest, possessive, bold</p>	<p>pisces ♓ (2/20-3/20) dreamy, shy, worldly</p>

PAIGE POLIFKA-DENSON / The Guidon

butes so much more to you than just your sun sign.” As an example, Sacia mentions her friend is a Capricorn, and Capricorns are typically known as being analytical and a little cold hearted, but her friend is not like that at all. “She’s fire dominant, and Capricorn is an earth sign, so she’s so much more outgoing than a typical Capricorn would be seen as,” Sacia said. 21abrooks@usd489.com

MEDIA

Students compete in a video contest for a cash prize

By Caitlin Leiker
Hays High Guidon

Sophomores Ryan Schuckman and Gracie Wente submitted a commercial to the Better Business Bureau Student Video Contest in the hopes of winning \$2,000-worth of equipment for the A/V Communications class, along with \$500 in cash or gift cards. Second place will receive \$1,000-worth of equipment and \$250 in cash or gift cards. The contest’s submission and promotion period began on Feb. 3, and students were allowed to vote for their favorite video on the BBB’s website until Feb. 28. The contest included many requirements regarding the production teams, the video’s formatting and its content. The main criteria was as follows: the video had to be 60 seconds or less, follow one of the themes of either “Ask BBB” or “Start with Trust,” be made by groups of one to four and apply to a target audience of 15 to 25 years old. The video also required the incorporation of the BBB’s logo with “a call to action” to visit the Bureau’s website. According to Schuckman, the inspiration for their project started with the phrase, “You can’t trust everyone you see, but you know

who you can trust? The BBB.” “At the time, we hadn’t decided what the majority of the video was going to be about, but I knew [the phrase] was a good transition from the beginning of the video to start talking about the BBB,” Schuckman said. “For the beginning of the video, we tried to come up with an idea about something you can’t trust.” After tossing around some ideas, Wente and Schuckman settled on the topic of “Fake News.” The production process, began with Schuckman writing a script, then moved to filming in the hallway, making a voiceover using the radio room and making an animation with a video program. “There were a lot of retakes because I couldn’t remember my lines, or I stumbled over the words, so that was a bit stressful,” Wente said. “Other than that, I think it came out great. It was very well-produced.” After everything was recorded, Schuckman edited the clips together to bring the result to life. Wente said she felt pretty confident after their video was submitted. “There’s a video with almost 6,500 votes, so that’s a little scary, but the voting portion is only a fraction of the contest,” Wente said. “People from the BBB com-



CAITLIN LEIKER / The Guidon

Sophomores Ryan Schuckman and Gracie Wente take time to work on their commercial submission for the BBB video contest.

pany still have to decide who the winner is. I definitely think our video has a pretty good chance. As far as I’ve heard, people have liked it, so that’s a good sign.” Schuckman believes the “Fake News” commercial has a good shot at securing first or second place. “Compared to our competition, I think we spent the most time and effort to make a quality video,” Schuckman said. “I also think that our video idea will be something the judges haven’t seen yet. Most of the videos submitted are a variation of something from the previous year’s competition.” A/V Communications instructor Dan Balman said he was very proud of Schuckman and Wente for putting their work out there and entering the contest. “Ryan and Gracie did a great job, and I’m looking forward to seeing how things turn out,” Balman said. “I hope more kids in the future take advantage of contests like that. It’s a great learning experience for them.” 21cleiker@usd489.com

lol The Haha's

- Q: What do you call a fake noodle?
A: An impasta!
- Q: What did the Mom Pasta say to the Baby Pasta?
A: It's pasta your bedtime.
- Q: What type of pasta do they serve at the haunted house?
A: Fettuccini afraid!
- Q: What do you call sick pasta?
A: Mac n' sneeze!
- Q: How do you say goodbye to an Italian chef?
A: Pasta la vista!
- Q: What kind of pasta grants wishes?
A: Fettugenie.
- Q: Why did the marinara thief get caught?
A: He was caught red handed!
- Q: What happend to the Italian?
A: He pasta way!
- Q: My friend told me I couldn't drive spaghetti.
A: Shoulda seen her face when I drove right PASTA!

Top Picks

1. "I Can't Sleep"
– POOR STACY
2. "Freedom"
– Cold War Kids
3. "Happy (Acoustic)"
– Oh Wonder
4. "Hey Ya!"
– Outkast
5. "Doin' It Right"
– Daft Punk
6. "Thank You"
– Mulherin
7. "3 Nights"
– Dominic Fike
8. "Gone"
– Blake Rose
9. "Forever"
– Justin Bieber
10. "The Potato Song"
– Ke\$ha
11. "Run"
– Joji
12. "Born This Way"
– Lady Gaga
13. "Trumpets"
– Jason Derulo

New Movies

- March 13
"Bloodshot"
"I Still Believe"
"The Hunt"
- March 20
"A Quiet Place Part II"
- March 27
"Mulan"