

NEW



YEAR

NEW

STORIES

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Northwest High School

STAFF

Editor-In-Chief:

Payton Strobel
strobel23379@waukeeschools.org

Print Editors:

Anna Hansen
hansen240102@waukeeschools.org
Naomi Pittman
pittman25454@waukeeschools.org

Business Editor:

Paige Finney
finney24201@waukeeschools.org

Web Editor:

Jack Andersen
andersen24896@waukeeschools.org

Yearbook Editors:

Thomas Campbell
campbell22554@waukeeschools.org
Emma Goode
goode24855@waukeeschools.org

Advisor:

Matt Blumberg
mblumberg@waukeeschools.org

Staffers:

Lucy Braman
Molly Campbell
Silvana Canela
Stephanie Chu
Ava Flores
Brooklyn Foutch
Gigi Garcia
Cassie Heit
Avery Herman
Cece Martins
Felicity Menning
Kalarga Mukhtar
Ava Osberg
Laurel Richards
Kaylen Robinson
Evan Scanlan
Addi Sell
Brayden Strobel
Bodhi Terrell
Sophie Thomsen
Aunya Van Zetten

ABOUT THE COVER

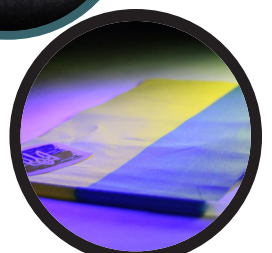


Photos by: Publications Staff
Design by: Naomi Pittman

Description: This edition's cover is made up of our staff's favorite photos from 2022, ranging from sports and activities to the classroom. "NEW YEAR NEW STORIES" commemorates the transition into 2023 as we reflect on 2022, represented by the mirrored back cover.

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TERM 2 PHOTO RECAP



BODYARMOR
Sports Drink

STUDENT-ATHLETE FEATURE:

GANNON BUHR

With the plethora of talented athletes at Northwest, it can be very easy to overlook the incredible stars within the school. When it comes to talent, Gannon Buhr ranks amongst the best, not only as an athlete but as a world champion.

According to Buhr, his passion for sports began during his childhood. He already had a deep passion for playing, ranging from solving Rubix Cubes to games of basketball and baseball, but he soon developed an intense love for a particular sport. It was disc golf, a unique sport that combined the rule set of traditional golf with the skillset of disc throwing. To Buhr, this sport quickly became a huge part of his life.

Disc golf, borrowing from golf, has a meticulous focus on form and game knowledge. Professionals are not only expected to master throwing but an understanding of different discs and throwing techniques. Due to this, disc golf requires a lot of practice, but Buhr was immediately hooked. He explained, "If you make a mistake it's your fault, in other sports, you can blame people on your team for losing... if you want to improve you're the one who can put the work in." This reliance on his practice and personal skill pushed Buhr to practice and perfect his form as much as he could. What started as a little hobby would one day go on to make Buhr the fourth-best disc golf player in the world.

Buhr began in modest tournaments, playing against other beginners and amateurs like him, but his dedication started to pay off quickly. At eleven years old, he finished third in a 2016 PDGA tournament, and a year later, he won first place by thirty strokes. Buhr had tremendous growth in disc golf and quickly became a fan favorite due to his playstyle. He described, "I want to be known for being clutch. I think I have achieved that right now, I know when I won the United State's Disc Golf Championship I made [almost] every single putt I had that final round playing against a six-time world champion."

Despite the fierce competition, featuring many veteran adult players, Buhr described the community as incredibly kind. While he is still relatively new to disc golf, being among younger players, Buhr still has plenty of fans within the community. He has been given the nickname of cold-blooded, or ice in the veins as a pun on his last name Buhr. Besides his fans, he considers the other professional disc golf players his family, often due to the long periods they spend during competitions. Buhr explained, "The disc golf tour is definitely a tight family, I can say I am pretty much friends with ninety percent of the players on the tour."

When it comes to training, Buhr has a meticulous regiment. While his disc golf training is entirely self-taught, he also physically trains in unique ways to perfect his form. Buhr said, "When I am home on the off-season I am probably working 2 hours a day... I am working on also improving my physical health with bodyweight exercises... that way I can really im-

#4 IN THE WORLD



prove my explosiveness. That is a huge thing in disc golf, to be explosive and get every muscle in your body in the shot." This focus helps Buhr to improve his form as well as recover from periods of injury, such as an ACL injury that almost took him out of the sport entirely back in the 2020 season. Even with the time requirements, using the help of his friends and family, he is able to continue his tournaments during the school year while still completing his classes.

Buhr has stacked up an incredible reputation for his age, becoming the youngest player ever to win the United States Disc Golf Championship at seventeen, had an official partner with Prodigy Discs since he was twelve and he is currently ranked as one of the best disc golf players in the world. Buhr said, "If you choose something you gotta work [for] that only, if you take your focus off of [your goal], or maybe not give it your all, you may not see the results you are looking for." He hopes that stories like his and other disc golf athletes will continue to grow the sport.

Buhr plans to continue his career in disc golf as his full-time job after this school year ends. Besides competing, he has plans to produce more custom discs, create content for his friend's YouTube channel Alden Harris and focus even more on the world of disc golf.

Story by

Bodhi Terrell

Photo by

Disc Golf Pro Tour



STUDENT-ATHLETE FEATURE:

PRYCE SANDFORT

Pryce Sandfort is among the highest-rated players to ever play basketball for a Waukee school, and he is going into his final season at Northwest High School. He began his career making and starting varsity as a freshman and was third on the team in points with 241 points in 26 games played. In his sophomore year, his points regressed only scoring 140 points in 18 games played. It was still a great year for the team as they won the Class 4A state championship game 61-50 against Johnston High School. That would also be his last game for Waukee High School as the next year, Northwest High School opened.

In his first year for the Wolves, he led the team in scoring 666 points from 25 games and averaging 26.6 points per game. He also increased his rebound total from 50 in the season prior, to a whopping 258, leading the team. Sandfort led the team to a 20-5 record, but they fell short in the quarter-finals of the state tournament, losing 61-55 to Cedar Rapids Kennedy High School. This year will be his last year playing high school basketball and he has some high expectations for his team and teammates. Sandfort stated, “[I expect] a lot of winning, and really working towards that state title.”

Sandfort recently committed to the University of Iowa after having offers from schools such as Clemson University, Seton Hall University, Washington State University and Iowa State University. Being a top 100 recruit in the class of 2023, his commitment to Iowa came as a shock to some. “Some of the biggest factors were the play style. I thought Iowa really fit what I wanted to do. Also the culture, I got along really well with a lot of the guys,” Sandfort expressed.

Sandfort has a very impressive game being able to do almost anything on the court. Many think his best attribute is his shooting, but Sandfort disagrees. Sandfort stated, “The best aspect of my game is being a slasher, being able to drive it, kick it, shoot it.” Like any good athlete, he knows there is always room to improve, and the main area he thinks he needs to work on is his agility and ball handling. These skills will help translate his game to the next level as he is projected to play either point guard or shooting guard in college.

SANDFORT’S STATS:

Age - 18 years old

Height - 6’7

Weight - 190 lbs

Position - Power Forward

AAU Team - D1 Minnesota

2021-2022 season 26.6 PPG

59-10 high school record

1 IHSSA State Championship

1047 career points (prior to senior season)

15.2 PPG (9th-11th grade)

Story by

Brayden Strobel

Photos by

Jack Andersen and Emma Goode

SEASONAL DEPRESSION

Many students at Northwest High School develop seasonal depression around late fall/early winter due to the change in weather and the changing of the light.

Seasonal depression is a form of depression that typically starts to show in the fall and continues through the wintertime. However, there are different types of seasonal depression like summer and spring depression. The lack of sunlight during the winter can produce too many sleeping hormones, and that can lead to releasing less serotonin. Seasonal depression can last four to five months with different symptoms. Some of the symptoms include anxiety, loneliness, sadness, mood swings and loss of interest in things one may have loved.

Seasonal depression has impacted many people whether they have it or know someone that has it. When someone has seasonal depression it is most likely going to impact more than just the person that has it. That may be a friend, parent, sibling, coach or even a teacher. English teacher Mrs. Jessica Wells stated, "I consider myself someone who has a lot of empathy for people, I do think that at times when my students are hurting I do hurt with them."

Many students are impacted by seasonal depression as well. Sometimes having friends with seasonal depres-

sion can be hard. Sophomore Jackson McQuistan said, "Usually they just need someone to listen, you don't need to figure out or solve their problems."

Four to six percent of people in the world have seasonal depression. Sophomore Vaya Warren stated, "I felt unmotivated and I would sleep all the time, I could never focus on one thing and I found little joy in the things that I typically found joy in." When someone feels down they might feel like they are bothering people and do not want to bring them down too. Warren stated, "I like to be alone because I fear my bad mood will rub off on others."

Reach out to friends and family and let them know. There are many different resources to reach out to also. Reconnect with people, join a club, start a new book, learn a new language and most importantly take time. Sticking to a schedule can also help to stay motivated at times, it leads to doing more things instead of laying down all the time. When the sunlight is out, taking time to absorb the sunlight sitting by a window or being outside can help.

Information from the National Institute of Mental Health: Seasonal Deffective Disorder.

Story by

Lucy Braman

SEASONAL AFFECTIVE DISORDER

Seasonal affective disorder affects an estimated **15 million** Americans.



SAD is diagnosed **four times more often** in women than men.

30 minutes to an hour of **light therapy** per day is often prescribed to patients with SAD



The **further north** one lives, the **more common** seasonal affective disorder is. For example, SAD is seven times more common in Washington than in Florida.

Yevhenii Nakonechnyi's life was altered on February 24th, 2022 when Russia invaded Ukraine. He is currently a Ukrainian foreign exchange student at NWS for the 2022-2023 school year and shared his personal experiences pertaining to the unrest in Ukraine.

Nakonechnyi loves and is very proud of his country. On the morning of February 24th, 2022, the troops sent by the Russian President, Vladimir Putin, invaded the capital city of Ukraine, Kyiv. Multiple missiles were launched into the city of Kyiv. This was a targeted area seeing as it is one of the most popular and largest cities. Buildings were destroyed along with people's cars and homes. Hospitals were targeted so it was more difficult for citizens to get help. More attacks took place in Kyiv, Lviv, Zaporizhzhia and Kharkiv. With all of the attacks, 32,000+ citizens of Ukraine have been killed.

Nakonechnyi said, "It is ridiculous, it is an awful thing, and wars are not the way to solve conflicts in 2022, the 21st century. A lot of people die for this and it is not a really good thing, other than war there are other ways to solve this political issue."

Nakonechnyi said, "The [schooling] experience here and in Ukraine is completely different. We have a mixed system with secondary high school, so one building from 5th-11th grade and we don't have such activities like extracurricular clubs, sports teams we don't have that so it's pretty hard to like explore different communities in your grade, you have to do it by yourself."

"School, of course, it [changed] because we now have remote education for almost a year and most of the schools in the eastern part are destroyed by the Russian attacks."

Due to the war, the schools on the east side of Ukraine and other areas around the country have now been forced to move to online schools for the children's and staff's safety.

Nakonechnyi said, "School, of course, it [changed] because we now have remote education for almost a year and most of

the schools in the eastern part are destroyed by the Russian attacks. Different civic institutions like different university schools, kindergartens, most of them are left without schools, like a physical place, and now most of them just learn through the remote system."

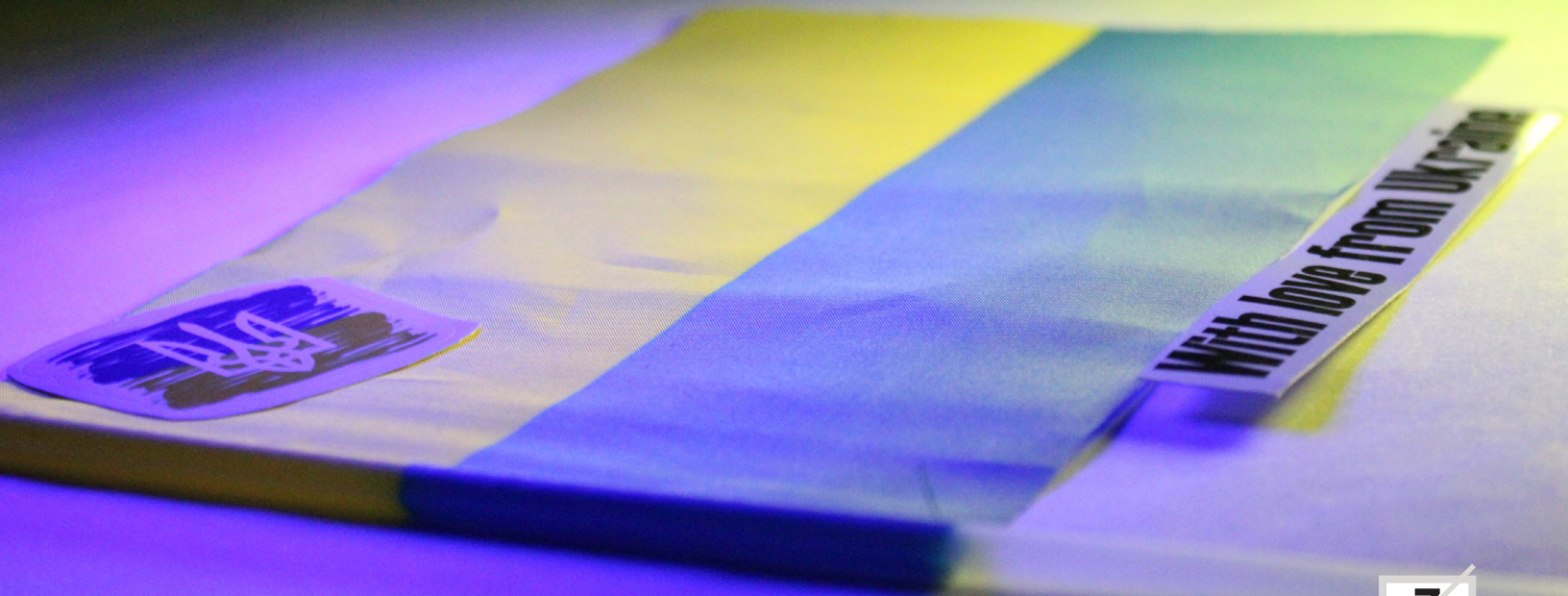
The conflict of the war has had effects on Ukrainians physically and emotionally. Ukraine is doing its best with what they have to ensure that the state and lives of citizens are being taken care of as much as possible.

Nakonechnyi said, "You watch all these pictures and videos from articles and almost all of the refugee has come from the eastern part. Talking to them and looking at their eyes is breathtaking. They carry all the sounds that sound like the bombs and guns and they just hide from those sounds. Especially children, their mental health will be really damaged and there are a lot of psychologists working with them now."

Story and photo by

Ava Osberg

EFFECTS OF THE WAR IN UKRAINE



WHAT IT FEELS LIKE TO BE AN ADDICT

This is a true story of a Northwest student who struggled with substance abuse, told in first-person perspective by Silvana Canela, a publications staffer. The 10th Street Times choose to highlight this individual's story to help bring awareness to real issues some students may face. Whatever hardships you may be facing, turning to substances is never the answer and we encourage anyone struggling with substance abuse to reach out for help.

My name is [REDACTED] and this is my substance abuse story. I would drink, I would smoke weed, I would use Xanax and I've tried perc's a few times and they weren't necessarily for me. I was just smoking weed and drinking every day. I slowly started to spiral when it came to school. I would simply just stop going. In my mind, I felt the need to just be around and live life riskily. I wanted to do it while I was young because obviously, I could get in more serious trouble when I was older.

I went around doing drugs and risking everything. I was risking my friendships, my relationships, my mental health and my health by using drugs and living life on the edge. Suddenly in my mind, I slowly started realizing that my life could all crumble up. I could just mess everything up.

It all started in the summer of 2021.

My drug of choice was Xanax.

When I was using, I started hanging out with people a lot older than me. At the time I thought these were my people and that I was going to be okay and that nothing wrong would happen to me. That wasn't the case at all.

I would start using substances every day. I would be outside with my friends, who I thought were my friends at the time, all day until it would be six and it was winter and dark. Once it would be dark I would call someone to get me since I was too messed up to even get myself up. The only people who would get me were these old people that wanted to be around young girls.

For a long time, I would just use and use and use. It would be

an everyday thing. I was alone. No one came to wake me up. My mind was slowly telling me I needed help.

My main wake-up call was when I lost someone due to my substance abuse. When I had lost that person that was truly valuable to me, some sort of spiral hit me and I started using even more, multiple times a day. I simply just stopped being around my friends, never coming home because I was so out of it. I couldn't even bear to get myself up to go home. After my loss, my mental health declined. In my mind, I was gasping for help but no one came to save me from this spiral. None of my friends that I had been smoking and drinking with ever knew about my Xanax use. I went to outpatient care, they never knew, I never told them.

Around Christmas time I was informed I would be going to Jackson Residential, a residential rehab program. At that point,

“In my mind, I was gasping for help but no one came to save me from this spiral.”

my life was so screwed up, I just accepted going. Honestly, in my mind, I thought it was a great idea for myself and I didn't even try to fight it or run. I easily could've but I didn't. It needed to happen or else nothing would've changed, and that's why I didn't resist. It was my father's idea to send me to residential treatment. If I'm being honest, that was the only good thing he has done for me. My mom came with me to get admitted into Jackson Residential and she was in tears. It wasn't necessarily sad tears, it was more joyful tears. She was proud of me

RESOURCES

If you or someone you know is struggling with substance abuse:

- Meet with your counselor to get in contact with WCSD's onsite therapists from Affinity Therapy and Counseling. The onsite therapists offer assistance during the school day for different mental health services.
- Make an appointment with your counselor or email Affinity Therapy and Counseling at affinitytherapy-andcounseling@gmail.com
- To find substance use treatment and information you can call the Substance Abuse and Mental Health Administration national hotline at **1-800-662-4357**
- In an emergency, the suicide and crisis lifeline can be reached at **988**

for getting help and not resisting or fighting my way out of treatment.

While I was struggling in rehab I would try to be in contact with my sister, but my father would never let me. He would always make up a lie saying she couldn't come to the phone to talk to me. The program in Jackson is great if you're there to do what you need to do. It's a great program for adolescents. I have nothing bad to say about the program because at the end of the day it did help me. I've been clean from Xanax since January of last year [2022]. The program worked. I was successfully discharged at 70 days and when I got out everything was going great. I didn't even smoke at the time. I didn't use any pills or any substances for the longest time except for my really good friend marijuana. I would use marijuana as a form of self-medication.

Marijuana didn't necessarily get me in trouble but it sure helped. I didn't relapse on pills, which is what my father cared about the most, but I ended up getting in a lot of trouble with my father because he's the type to act differently around my stepmom. I came home from my friend's house one day and I wasn't high at the moment but you could tell I was tired from being high. He went on to drug test me and the test came back positive. That's when he flipped out, saying he was going to take my phone, saying I was restarting all over again, and I just screwed up everything. That had to be the biggest trigger for me at that moment. Whenever that would happen to me I felt the need to use to get away from the way my father made me feel. My father would never support me in any way; it's like he never cared for me. I felt like my presence bothered my father. I wasn't welcomed. My father has accused me of many things such as using cocaine. I have never been a coke person and he just threw that at my face. He thought I was using coke because apparently, I had come out of my room all paranoid but in reality, I was just tired. That broke me. The fact that my dad always has my stepmother's side instead of his daughter's. While I was staying at my father's I needed a therapist, but my father never put any effort into trying to find a therapist. I couldn't handle my problems by myself so I just started smoking. I couldn't just go out and find myself a therapist due to insurance issues. My relationship with my father is broken and it won't be fixed.

On the other hand, my mom is my girl. She is my support system and she just understands me. We understood each other

since she is a recovering addict in the same generation. I feel like my mom understands me more than my father does. My father was an alcoholic but he had also smoked with my rehab counselor. I got into the first [outpatient] program because my father knew my rehab counselor. My mom let me move in with her because she knew how toxic and mentally abusive my father is. It was a one-bedroom apartment and she still let me move in with her knowing she wasn't going to have enough room. I help my momma with bills because at the end of the day my mom is never going to be caught broke. I don't feel the need to sit there and see my mom hand me things when I can provide for myself. I always feel comfortable talking to my mom about my substance abuse since she understands me more than any other person in the world.

I didn't relapse, but after I moved, a kid offered me Xanax for an exchange of a vape, and that really screwed with me. You don't shove stuff in people's faces like that. It would've been a bigger thing if I was still using Xanax, but I'm not going to sit here and lie saying I've never thought about calling someone and getting what I need in twenty minutes. But the fact that that kid just threw them all at my face and then gave me a bunch of them and told me to take a lot of them because they were prescriptions... That was also a really big trigger for me. It was picture day and he kept on asking me, informing me he didn't have any money but had Adderall and Xanax. I took them from him. I didn't use them, I didn't do anything with them. I got rid of them. That kid still tries to talk to me. I've spazzed out on him about this. You do not just do that to somebody. It's one thing if you knew they were already using, but he knew nothing about me. It's just so surprising to me how cruel people can be.

Honestly, if you were to ask me how am I doing now I would say I am completely a whole different person since the summer of 2021. I have been faced with many challenges at such a young age. My father mentally abusing me, seeing my mother struggle with substance abuse, not feeling welcomed by my father, my mind playing tricks on me, being at the lowest point of my life, losing someone close to me, always being told and treated like nothing. Who am I? I am [REDACTED], a survivor of substance abuse.

TEACHERS REFLECT ON THEIR HIGH SCHOOL EXPERIENCE

It may seem hard to imagine, but Northwest High School's teachers were once students. They went to high school, took tests and struggled with homework, just like students today. Teachers have "been there and done that," and their advice extends beyond their academic subject.

MRS. FAIRBANKS



Mrs. Amber Fairbanks is a biology teacher at Northwest High School. She has been teaching for 15 years and has spent 14 teaching in the Waukee School District. In 1992, Fairbanks graduated from Anamosa High School, located in the small town of Anamosa, Iowa. Fairbanks was active in numerous extracurriculars, participating in softball, volleyball, speech, National Honors Society and French club. Fairbanks faced similar challenges as students today; she was not a morning person and struggled to wake up for early classes. However, things have changed since she graduated 30 years ago. The most significant difference Fairbanks has observed in high schools is increased academic support for students. Fairbanks stated, "Mental health wasn't talked about, you sucked it up, or you ended up doing something detrimental." Fairbanks prompts today's high schoolers to utilize resources the school provides, such as counselors, advisors and campus recruiters.

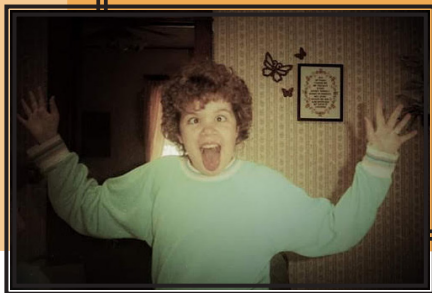
MR. JONES

Mr. Allen Jones is a math teacher at Northwest High School. He has been teaching for 30 years and has spent his whole teaching career in the Waukee School District. In 1983 Jones graduated from Dexfield High School in a class of only 49 students. Jones's favorite thing about high school was sports; he participated in baseball, football and his favorite, basketball, which he went on to play in college. In high school, Jones learned that treating people well and with respect will pay off later in life. Jones stated, "As you move forward in life, connections and who you know make a big difference." One of the greatest changes in high schools that Jones witnessed was the rise of social media. Teens can use the internet to talk with friends easily, something Jones could not do as a student, but it can also be damaging. Jones encourages students to be careful about what they say to others on social media and to treat people kindly.



MS. COLSCH

Ms. Nichole Colsch is an English teacher at Northwest High School and has taught for 24 years in various capacities. Colsch graduated in 1993 from Waukon High School, a small school in rural Iowa. During her high school years, Colsch was very active in extracurriculars, participating in band, choir, theater, National Honors Society, speech club, quiz bowl, mock trial and the school newspaper. Colsch's favorite memory she has from high school was being able to travel to Chicago for theater as a junior. Colsch has noticed how the popularity of social media puts a lot of pressure to be perfect on today's high schoolers. Colsch said, "There wasn't the additional pressure that if you did something ridiculous, it'd end up on TikTok or Snapchat." Fighting the new social pressures, Colsch encourages students that it is okay to not be perfect and to make mistakes.



Story by

Avery Herman



NORTHWEST'S ADMINISTRATIVE TEAM

Mrs. Tierney, Ms. Pitts and Mr. Ross are a new administration team working together at Northwest High School for the 2022-23 school year. They have made many new changes to try to fit the needs of students and staff.

Mr. Ross is the Northwest High School Principal for the 2022-23 school year. He has made many changes in an effort to make the environment better for everyone by asking for opinions from the administration, students and teachers. He tries to make everyone feel wanted and welcome at school and encourages students to go to school every day. Ross has been serving as a teacher and administrator for 10 years, most recently as the associate principal at Northwest High School for the 2021-2022 school year. Before that, he was an assistant principal at Waukee High School for four years. Prior to coming to the WCSD, Ross was a teacher and head football coach in Atlantic, Iowa. Ross, his three children and his wife Natalie, who is also a teacher in the Waukee Community School District, reside in the Waukee area.

Mrs. Tierney has been the Northwest Associate Principal for four months after previously being at Maple Grove Elementary as the principal for the past eight years. Prior to coming to the WCSD, Tierney was a principal for the Denver Community School District, where she was titled a National Distinguished Principal by the National Association of Elementary School Principals. Tierney said, "[Mr. Ross] and I and Ms. Pitts work collaboratively and work together every day to make the school a better place for the students and teachers. One goal of mine is to make everyone feel wanted and connected in the school." Before her administrative roles, she was a teacher and head coach of volleyball within the Waukee Community School District. Outside of school, she lives in Waukee with her husband

Casey and their two children who are currently in the Waukee Community School District.

Ms. Pitts is the Assistant Principal at Northwest High School. Pitts came from Nebraska with over 26 years of educational/teaching experience as a teacher and coach. Most recently, Pitts was an Associate Principal at Central High School in Davenport, Iowa. Before her roles in leadership at Davenport, Ms. Pitts taught elementary physical education for 16 years. Pitts said, "Building strong and effective relationships with students and staff members is one of my core values. It is my job and my main goal to create a school with parents, teachers and students all committed to creating an environment that enables students to gain the knowledge to have lifelong success." Outside of school, Ms. Pitts is a mother to her 15-year-old son who is also part of the Waukee district. Outside of her job as a mother and a teacher she loves to bake, listen to music and spend time with her son.

Mrs. Tierney, Mr. Ross and Ms. Pitts have worked together for the last four-plus months to change and make Northwest a better place for teachers and students. When the administration team came together, there were a few drastic changes from last year to this year including Mr. Ross transitioning from the associate principal to the principal and Mrs. Tierney changing from the Maple Grove Elementary Principal to becoming the Associate Principal at Northwest High School.

Story and photo by

Kaylen Robinson

About 20,800,000 results (0.38 seconds)

From last year to now, the Waukee school district has been blocking certain apps and websites on laptops, creating roadblocks to productivity.

<https://tenthstreettimes.waukeeschools.org/>

Story and Graphic by Gigi Garcia

This has caused many students and teachers to feel frustrated or confused. Many teachers have had to change their ways of teaching or plans because of certain websites or apps being blocked. Pinterest, Etsy, Zoom and Final Cut Pro are just some of the few apps and websites that have been blocked. This has made teaching harder not only around the Waukee School District but also at the WILC. Russel Goerend, a Business Start-Up and Designing Communication Solutions teacher at the WILC stated, "We run into issues where certain websites are caught by the filter with issues with organizing and brainstorming ideas on websites like Pinterest. We really struggled with that one, that was a big one where students would build a mood board on Pinterest to organize their ideas and having

Images for blocked apps on school laptops



instagram



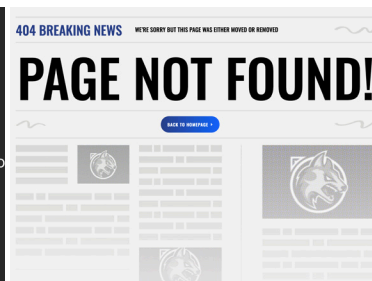
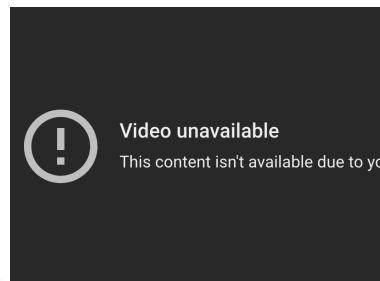
pinterest



final cut pro



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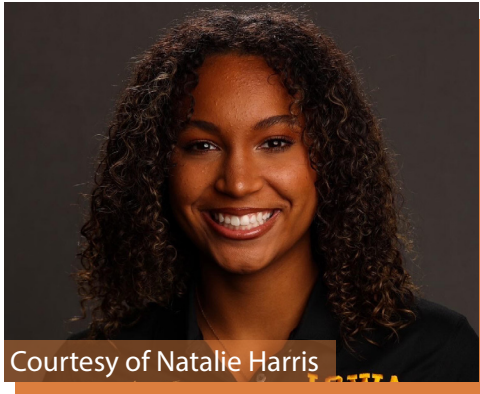
that blocked was a big issue for us." Goerend also talks about how blocking has made it harder for students to work with businesses which results in them having to find a way to work around the blocked websites and apps.

Students also have been struggling with apps and websites being blocked. All students are denied access to printing papers, changing time zones, other applications in system preferences and Chrome extensions. Numerous students have had to find new ways to study which has not been easy. "Not being able to take notes on a specific application is difficult because I have an app on my phone that I prefer to use when taking notes... [but] I can't download it on my laptop," Junior Aidyn Hoffmann stated.

Not all apps or websites need to be unblocked, like apps or websites such as Instagram, online video games and pornography. Not only are these a distraction for many students, but they also legally have to be blocked since there are some government dollars going into the WILC. "It's tough because if we block them, we're not teaching them responsibility, but if we don't block them then we have to deal with all the distractions," English teacher Mr. Vollmecke stated.

The images pictured above are common error pages from Google and YouTube that students are routed to when an app or website has been blocked by the WCSD.

ALUMNI ATHLETES



Courtesy of Natalie Harris

Natalie Harris is a freshman at the University of Iowa and a track and field member. She became a four-time state champion and five-time Drake Relay champion during her high school career. Harris also set multiple school records. "High school athletics set me up well for college athletics. I thought I was going to go in, and it would be challenging, and it was, but my high school coaches set me up really well, so it wasn't as challenging as it could have been," stated Harris.



Courtesy of Jordan Dawson

Another NWS graduate is Jordan Dawson. Dawson is a member of the Iowa Dance Team. During Dawson's high school career, she was a three-time State Soloist Champion and a three-time regional champion. Dawson helped to bring Waukee Northwest their first-ever state championship last year. "High school athletics has impacted me most by helping me build character. It has brought many ups and downs that I will cherish forever," stated Dawson.



Courtesy of Griffin Gammell

The next student-athlete spotlighted is Griffin Gammell. Gammell is a freshman at the University of Virginia and on the wrestling team. During his high school wrestling career, he was a two-time state finalist and an individual Iowa state champion in 2022. "High school athletics are a great way to get involved and a good way to get a feel of things and people you like," stated Gammell.

Story by

Laurel Richards



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19



at NW

This special edition of 19 at Northwest contains 19 different New Year's resolutions from the Northwest student body.

1. "To make my bed every morning." -Kiana Carnes, senior

2. "My New Year's resolution is to slay every day." -Lucy Weber, sophomore

3. "To have a positive mindset and understand that things are out of my control but how I respond to them are in my control." -Sydney Sander, sophomore

4. "My New Year's resolution is to be happy" -John Gãmer, sophomore

5. "I want to go back to therapy because my mental health is really bad." -Tilynne Cartmill, sophomore

6. "My New Year's resolution for 2023 is to study every night for the rest of the school year." -Allison Smith, sophomore

7. "To get better sleep and to get better at wrestling." -Ainsley Henderson, sophomore

8. "My New Year's resolution is to be less anxious." -Kejli Bektic, junior

9. "To procrastinate less." -Emma Greene, junior

10. "My resolution is to be myself and not change myself for other's appeasement." -Ava Hohenadel, sophomore

11. "My New Year's resolution is to take a 30-minute walk every day because it'll be a good refresher throughout the

day and it's an easy way of working out. And it's good for you!" -Rylee Cooper, sophomore

12. "To be proud of what I can accomplish and not underestimate

what I can accomplish in a given year." -Colby Grubb, junior

13. "Keep your room and car clean at all times. Eat healthier and have healthy hair." -Hailey Gojkovitch, senior

14. "My New Year's resolution is to have better hygiene." -Jenana Sinanovic, junior

15. "My New Year's resolution is to not get burnt out." -Avari Baldwin, junior

16. "To have better attendance in school." -Kylie Meadows, junior

17. "My resolution is to quit energy drinks." -Ty Conover, senior

18. "My New Year's resolution is to fail my New Year's resolution." -Nick Jackson, junior

19. "My resolution is to strength train." -Rachel Coon, junior

Head to the library for an event featuring books with common themes of New Year's resolutions.

Story by

The Publications Team

NEW YEAR NEW YOU

CLUB FEATURES

National Speech and Debate Association (NSDA), a new club at Northwest this year, is led by Marissa Kuiken and meets every Monday from 3:15-4:15 in room B307. While they are a newer club, they have already competed in their first competition on November 4th. All three speech students that participated in the competition placed in the top three for their event. NSDA starts practice in September and competes until March. NSDA has two main categories of speech and debate. Speech events include dramatic interpretation, humorous interpretation, original oratory and public address events, while debate events are congress and public forum.

In NSDA, members get to pick and choose what topics they want to talk about or debate. Kuiken said, "A lot of the speech topics in particular let you choose what matters to you... We have some really cool pieces that show passion from students." NSDA helps build public speaking skills, communication skills and confidence in its members, as well as helps with learning professionalism. Kuiken added, "It's an opportunity that you don't always get to have in high school." Even though NSDA and its members started practice in September, students are encouraged to check out the club if interested as many competitions are coming up in later months.



International Club, advised by Dana Ely, meets every Thursday morning from 7:40-8:00 in room B205. International Club focuses on learning about a multitude of cultures and experiencing new things within the community. They hold events like International Dance Night, the Winter Drive and International Night each year to raise awareness and to get the school involved in supporting all cultures. Members also take a field trip each year in the spring to enjoy local ethnic foods in Iowa and support different businesses from unique backgrounds.

name International Club makes it feel like if you do not have a really interesting culture or if you don't feel very international then you can't come. I even felt that way at first...but it's such a warm community." The club's members learn dances or songs from different countries, try different kinds of food and learn about the history of many cultures. International Club is mainly about learning about cultures and appreciating all backgrounds and lifestyles. Students are invited to join at any time and are always welcomed at International Club.

Junior Carly Rau commented, "The

Card Club, advised by Jay Winter, is a new club this year that meets every Tuesday after school from 3:15-4:30 in Room B128. Card Club teaches students how to play a variety of card games, such as Cribbage, Bridge, Five Hundred, Hearts, Spades, Euchre and even some card games with special decks of cards, like Magic: The Gathering. Card Club is not currently planning to compete in any card game tournaments. The club is more focused on creating a relaxing and entertaining environment. Sophomore

Isaac Lees, a member of Card Club, said, "It's relaxing and it's fun to learn new games and nice to meet new people."

Card Club is always open to its members suggesting or bringing their own games to play with others. However, they have a few guidelines that every member of the club has to follow. Gambling is prohibited and respect is a must. Card Club is open to new members all year round and is always excited to have new members join them for fun games.



Story and photos by

Molly Campbell



The 10th Street Times is a student-led, student-created magazine distributed to the students and faculty of Northwest High School and local businesses. The 10th Street Times does not voice any opinions or ideas of the Waukee Community School District. The 10th Street Times serves the purpose of entertaining its readers and informing them of issues and events going on around the Waukee community and globally. We strongly encourage our readers to reach out to us with questions, concerns, input, and topics they'd like to be seen addressed in the 10th Street Times. The rights and responsibilities of the student journalist are protected by the Iowa Code 280.22.