



Sophomores Elise Benton, Aliza Watt, O’Neal Fox and Sophia Smith attend the school walkout on March 14 to honor Parkland shooting victims and to raise awareness of gun violence. *PHOTO BY RAY BARRAM*

Bend-La Pine School District handles shooting threats; students walk out in national demand for legislative change

NATALIE BURDSALL
Editor-in-Chief

The Bend-La Pine School District has faced several shooting threats this school year, leaving students and parents fearful of in-school violence.

On Feb. 14, vandalism in one of the boys’ bathrooms at our school indicated a threat directed towards students for the following day. District administrators responded with increased security presence and the promotion of a secure tip-reporting system for information regarding the threat. Only nine days later, a threat against “SHS,” the acronym for our school, went viral on various social media platforms. The threat was quickly deemed a hoax by local authorities.

Several other schools within the Bend-La Pine School District have also received threats.

On Feb. 28, a 15-year-old student at La Pine High School was arrested for making credible threats to students and teachers at the school involving the use of firearms. According to the Deschutes County Sheriff, the investigation determined that the student had made “threats to the safety of students and staff on three occasions over the past two months.” While the student had no firearms on him, unsecured firearms were found in his home.

The student’s arrest is the second within the span of one week. Zachariah Johnson, a student at Marshall High School and former

student of Bend Senior High School (BSHS), was believed to be planning a shooting. He commented on a social media platform that he wanted to shoot several unspecified students at BSHS, according to the Bend Police Department. Johnson was arrested at his home Feb. 22, where several guns were found, although he reportedly didn’t have access to them.

The shooting threat was the fourth threat directed towards BSHS in nine days. Although it was the only one deemed credible, all incidents have resulted in heightened community concern.

Mountain View High School (MVHS) and High Desert Middle School also received threats.

The increasing number of threats have caused escalating student and parent concerns regarding school safety. As a result, abnormally low attendance rates have been recorded. Our school and BSHS witnessed a 25 percent absence rate on the days indicated by the threats, which is nearly double the normal rate.

“My mom wanted me to stay home mainly because the Florida shooting had happened so recently. Hearing the stories of the Parkland shooting made the possibility of a shooting more real,” freshman Kate Duggan said. “I like to think something like this can’t happen at our school, but I know it can.”

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Vice Principal Michael McDonald to be next Storm principal

QUIN FRALEY
Editor-in-Chief

Following a months long application and interview process, Vice Principal Michael McDonald has been selected as our school’s next principal. The announcement was made Feb. 14.

McDonald will be replacing Dr. Alice DeWittie. DeWittie made the decision to retire from public education.

“One of [Dewittie’s] greatest strengths was that she was an innovator, and I would like to take up some of that habit and build on some of the things she started,” McDonald said.

McDonald was one of four final candidates vying for the position.

The other candidates included Bend High Vice Principal Matthew Hicks, Willamette High Assistant Principal Zachary Lauritzen and Lebanon Principal Bradley Shreve. All applicants were from within the state.

Early during the second semester, the four candidates met with a student panel described by Superintendent Shay Mikalson as a “crosscut” of the student body. The panel asked applicants a variety of questions.

“I helped to create some questions to ask all the candidates and then I was in the room asking questions [with] other students,” sophomore Nick Brees said. “[McDonald] wanted our opinion on some of the topics, which was nice.”

Later, the four applicants gave presentations and answered questions in an open forum attended by faculty, students and parents.

Each candidate’s presentations included personal anecdotes about what led them to our school and their goals for our school if in the future if they were given the opportunity to be principal.

The mental health of students has been a persisting topic within the school and in the interview process.

“One of the primary goals is to make sure...people are happy to be here,” McDonald said, “and that they feel safe emotionally, that they feel safe intellectually, that they feel like they can try things and fail and be okay.”

At the forum, McDonald highlighted how his own experience as a student will influence his role.

“I wasn’t a great student in high school....It didn’t seem



Michael McDonald, our new principal, wears many hats He is a family man, an animal lover, home builder, gardener, environmentalist and a scholar. McDonald will assume his job in July. PHOTOS COURTESY CAROLYN CARRY-MCDONALD



like I had [what it takes],” McDonald said. “[That] was a defining moment for me because I realized that what I was really interested in was understanding things and being a learner all the way through, and that is what I brought into my teaching career.”

Perhaps one aspect that pushed McDonald above his competition was his teaching experience. He taught 13 years, including two years at our school before becoming an administrator. He has been based in the northwest for the majority of his life, attending various universities in the region for both undergraduate and postgraduate studies. McDonald started his teaching career at South Salem High School and eventually relocated on this side of the Cascades to join the Storm.

“I’ve been here for 14 years as an assistant principal, two as a teacher, and [being principal has] been something I’ve wanted to do for years, and I feel like I have things to continue to offer to this school and that this new position will give me an opportunity to continue working on these things,” McDonald said.

McDonald plans to involve the community more next year. “I would like our parents to see what we do and feel welcomed in our building.”

He is already working with English teacher Erin Carroll in organizing next year’s opening day of school for the freshmen. The two are planning for an evening barbecue with new students and their parents to introduce them to the school and members of the faculty. One of McDonald’s goals is having open pathways of communication between parents and the school.

“Michael McDonald has been a constant presence in our classrooms and it’s clear that his commitment is to enhance our school community and make Summit a better place,” said Carroll. “It was obvious that the faculty was excited when we heard the news of his appointment at the faculty meeting. We gave him a long, standing ovation.”

Outside of the school, McDonald enjoys the various outdoor activities Bend has to offer.

“I take care of my property. I garden. I take care of the animals we have, ski, hike, fish, spend time with my family and read a ton...I have 17 chickens, two ponies, three horses, a dog and a cat...I have two gardens and 10 acres of land to take care of and some machinery,” McDonald said. He has also successfully helped construct his own house using straw bales and recycled woods.

McDonald attributes much of his administrative philosophy to his time as a parent. “My experience as a parent influenced my work significantly. I have four daughters, three of whom have graduated from Summit and one who will be here next year,” said McDonald. “They’re all completely different from one another and that’s really taught me...to try to understand what students bring as individuals to their education.”

thePINNACLE

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AP classes overextend students, increase pressure

HANNAH WILLIFORD
News Editor

While Advanced Placement (AP) classes have long been a staple of students looking for a challenge, the label has been pushed to something beyond its intended use. For high-achieving students, multiple AP courses have become a necessity for entry to top colleges and to keep up with their peers.

Storm students are no slackers when it comes to difficult courses; 203 students will graduate with honors diplomas this June, and our school’s AP scores are well above national and state averages, however, students looking to attend competitive colleges are taking tough schedules a step further. While an honors diploma requires five AP classes throughout all of high school, some students are tackling that many per year.

According to Data Secretary Karen Young, the average amount of AP classes per student is 2.23 per year at our school. This includes freshman who are not offered AP classes and consolidates the two sophomore AP World Humanities course into one. According to College Board, the average AP student takes only 1.8 AP classes per year.

This leaves a group of students who are bombarded with AP classes to make up this difference. For these students, AP has gone beyond the idealistic approach of interest to a competition.

“I feel a social pressure to take certain AP classes and because of the overwhelming sense of competition, I feel like I’m slacking because I’m only taking three AP classes,” junior Kelly Britton said. “I know that the number of AP classes that I decided to take was most likely the best option for myself personally, but it’s hard not to get swept up in this mentality of you need to be doing the absolute most at all times, no matter how you feel about it.”

The mental struggle high-achieving students face due to AP courses may not be worth the effort.

According to Washington Post’s long time college diagnosis writer, Jay Matthews, AP classes are no guarantee in the eyes of an admissions officer.

“Taking six, seven, eight or 20 AP courses will almost never make you more attractive to those colleges that reject more students than they accept,” Matthews said.

Instead, Matthews places an emphasis on student participation in extracurricular activities that show passion and glowing letters of recommendation.

Future Center advisor Sondee Low-Johnson feels the correct balance is somewhere in between the two possibilities.

“AP classes improve a student’s chances of getting into the more competitive colleges and the rigorous course load demonstrates a level of success on a college campus. Good grades and solid test scores are a healthy goal for students to aspire to,” Low-Johnson said. “With that said, more colleges appear to be going back to a more holistic review when it comes to college admissions: they, of course, look at a student’s GPA, level of rigor such as AP, SAT or ACT scores.”

However, when looking for a challenge at school, AP courses seem to be the only option. This year’s senior class has 238 students of a total 376 participating in at least one AP course. With the only options for

upperclassmen being a regular class or the AP level, students choose between overwork from too many difficult courses or lack of challenge in an ordinary course.

“There are definitely times that I would prefer to take a class other than AP,” junior Mario Cacciola said. “However, there is such a huge gap that I would not be challenged at all in a regular class. I don’t know of any other options besides AP but if there was a middle level class I would seriously consider taking it.”

In addition to heavy course

loads, there is an indication that AP classes create large amounts of stress. In a survey of multiple high schools, Atlantic writer Alexandra Ossola found that 49 percent of students were experiencing high levels of stress on a daily basis. With 627 students total enrolled in AP classes, our school is not immune to the effects of a tough schedule.

“I definitely think [AP classes] help kids develop study habits but they do cause a lot of stress which definitely isn’t healthy,” junior Jacob Lorenz said, who is enrolled in four AP classes.

Although many of the detrimental effects of AP courses can be avoided by taking a practical amount, some consequences will affect the entire student body.

According to a study done by Texas Christian University Economics Professor Kristen Klopfenstein in 2010, AP classes potentially lower the instructional quality of non AP classes, reduce funding in other areas due to AP costs and increase class size for those not participating. The district and state discount the price of each student’s AP test from \$94 to \$68, taking a considerable bite out of the budget that does not benefit those not enrolled.

While AP classes provide an avenue for students to challenge themselves, the pressures associated with the classes have pushed them beyond their intended means.

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SHOOTINGS

Continued from Page A1

Although a majority of threats to Bend-La Pine schools lack credibility, safety concerns are well founded; BSHS is one of the many schools that have experienced an active shooter situation. On Feb. 7, 2014, 17-year-old Zachary Leyes fatally shot himself in an American Sign Language class. The incident left all other students physically unharmed. The school district pursued a variety of safety measures in reaction to the event, including the hiring of an expert on school safety to assess safety practices and facilities.

Recent threats and parental concerns have encouraged the school district to reevaluate safety protocol once again.

At the end of the day on Feb. 28, our school had a lock-in and lockdown drill. Students practiced closing blinds, locking doors and silently hiding in classrooms. During the drill, several police officers patrolled the halls and observed lockdown protocol in order to determine what the school needs to improve on to increase student safety.

A primary concern police officers had was the noise level of classrooms. Despite the strict rule that students remain silent, several classrooms were loud enough to be heard from the hallways.

“It was observed by the Bend Police Department and myself that upon checking for a protocol response, one or two classes could possibly be detected if someone was walking through the halls,” School Resource Officer (SRO) Jimmy Krauger said. “Students need to be quiet in classrooms...because if the doors are locked and they cannot be seen, based on our studies the active shooter or the threat will check the door, look in, but if everything is quiet they’ll move on to the next classroom or office.”

After the drill, all faculty members met to discuss thoughts on protocol and what they can do to better protect students.

“We want to make sure everybody is safe—that’s our greatest priority in school. We had a lockdown drill, and followed it with answering any questions faculty might have about how to keep students safe and debriefing questions students had for the faculty,” Assistant Principal Jay Etnier said.

School lockdown drills are not the only measure the district is taking to increase security. As of the beginning of Feb., all people entering our school must use the front entrance, excluding a window of time before first period classes start. Faculty members have been monitoring who enters and exits the doors, and are assigning detentions to any student that lets someone in a side door, even if it is a fellow peer or faculty member. By controlling who enters and exits the school, the administration hopes to decrease the probability of an active shooter situation.

“Our first and foremost responsibility is to make sure everybody feels safe to come to school, whether you’re a student or staff member. How we do this is by controlling the points of entry and exit. By doing this, we’re able to observe anybody that’s coming in the school that might give off a suspicious nature, that might be carrying a suspicious object or is just acting weird,” Krauger said.

Manual monitoring of entrances and exits in our school is only a temporary solution; the district has approved a renovation plan for the summer of 2018 to increase the security of the front of our school. This will include a new layout for the entrance that will allow administrators to more effectively monitor who enters and exits the building. Specific plans will be released in the upcoming weeks.

Student opinions on school safety were also collected. The day after the lock-in and lockdown drill, all students were asked to respond to a survey developed by the school administration. Results revealed that only 16.2 percent of students report having teachers explain what to do in an emergency. Nearly 40 percent of students report having most teachers address it, 35.5 percent said some have and 8.4 percent said none have.

This information will help the administration improve discussions on safety protocol. A faculty email was sent out the following day reminding all teachers to spend class time explaining what to do in the case of an emergency.

“We wanted to know if students felt like their teachers had provided them the safety information they needed...we wanted to make sure every student in every class knows what to do. We want to find out if students felt that way, and if not, let teachers know,” Etnier said.

Bend-La Pine School District Superintendent Shay Mickalson has maintained active communication with the community during this process. Mickalson continually informed parents



Senior Maddie Reitz (top) reads the memoir of Parkland shooting victim Alaina Petty to a crowd of students during the walkout. Sophomores Maddie Beeh and Annika Groner (above left) participate in the walkout and listen to students reading biographies and speeches. Senior Ella Knowlton (above right) speaks about the impact of gun violence in our community. PHOTOS BY HANNAH WILLIFORD, EVA MERRILL AND ANDREW SCHULTZ

and faculty of each threat towards schools in our district and has shared the steps taken to increase school safety.

“Bend-La Pine Schools addresses school safety through a comprehensive approach focusing on planning, prevention, intervention and response... The district also understands the importance of training and practicing emergency protocols with students and staff, using drills to prepare them to respond safely in a variety of emergency situations,” Mickalson said.

Each step the school district takes is designed to increase school safety, but a variety of uncontrollable factors prevent the measures from being completely successful.

There is considerable room for error in the event of an active shooter situation, particularly regarding students not already in classrooms when a lockdown commences. Teachers are required to immediately shut and lock classroom doors; if students in the commons, hallways or bathrooms need to take cover, teachers can’t let them in.

While this policy is done with student safety in mind, it makes students sitting ducks for a potential shooter. Mass casualties can easily be inflicted to these students, and therefore prevent the policy from optimizing safety.

Additional faults in safety are caused by a lack of security by school entrances. Although our school has mandated specific monitoring of entrances and exits, we only have one building that all classes are located in. Other schools in the Bend-La Pine school district have several buildings, which substantially increases the number of entrances to monitor, making the task nearly impossible.

MVHS in particular struggles with monitoring entrances and exits. The school has four separate buildings with several doors that cannot be locked, since students come and go to classes throughout the day.

Practicing only one lockdown drill per year also fails to maximize school safety. Students absent the day of a drill—an average of 15 percent of the student body—miss out on critical information and practice. These students will not get another opportunity to practice a lockdown drill until the following year.

“I was absent the day of the drill, and although I’m not too worried since I’ve done lockdowns before, I know being absent could be a problem for people who are unsure how to react in situations that would require a lockdown...Missing the drill could contribute to someone feeling unsafe at school,” senior Gabby Parks said.

In addition to flaws in protocol, the increased frequency of school shootings in the US has made shootings a part of normal life. This normalization often causes students not to take drills seriously, and miss out on important instruction as a result.

“My classroom was joking a lot during the drill and some students were playing tic-tac-toe and hangman on the floor with dry erase markers. This drill was for something very serious and even though it is a drill it should be taken seriously,” junior Mia Winiarski said.

Even if safety protocols work flawlessly, they are a defensive response; protocols do not prevent school shootings. Students and community members alike are now demanding legislation to prevent attackers from obtaining their weapon of choice: guns.

In order to obtain stricter laws, Mickalson has encouraged the community to get involved with the legislative process by contacting representatives.

“I...urge your support of school and community safety efforts that must be moved to law during the current short session,” Mickalson said in a letter addressed to the community. “As superintendent of Oregon’s fifth largest school district, I have seen firsthand how our legislators can move mountains in short order when lives are at risk. I plead for you to do this now.”

Relatively relaxed gun protocol in the US has allowed mentally unstable individuals to obtain firearms. In the credible shooting threats made to La Pine High School and BSHS, both students had access to firearms in their home. Had their behaviors not been reported, our community could instead be facing a tragedy of epic proportions.

“The reality of a shooting seems so unlikely because we’re desensitized to the violence in the media, but the reality of the situation is that it could happen at any time. It’s a terrifying reality,” senior Paige Clement said.

Although stricter gun laws can help protect students, the influence of the National Rifle Association (NRA) over government officials has significantly slowed legislative action over the years. This includes Oregon Representatives Greg Walden (R) and Kurt Schrader (D).

Walden, the representative for our district, has accepted nearly \$40,000 from the NRA since 1998, while Schrader, the representative for Oregon’s 5th District, has received \$5000 since 2014, according to The Nation. As a result, both representatives have been given an “A” rating by the NRA in recent years and have maintained pro-gun rights voting records since NRA contributions began, according to Oregon Public Broadcasting (OPB).

“NRA funds greatly impact gun legislation...It just goes to show politicians can very easily be bought out and place money over human lives,” senior Sonya Arnis said. “In 2015, Oregon suffered a great tragedy when a student enrolled at Umpqua Community College fatally shot nine people. This is an issue our state has had to deal with too, and it is extremely disappointing when our own politicians continue to accept money from the NRA.”

Although Oregon representatives appear unwilling to pass legislation protecting our schools, students throughout the Bend-La Pine School District refuse to remain inactive.

Our school’s Muse Club organized a 17-day protest to get students throughout Bend involved in gun control legislation. Named the 17 Days of Action, each day the club assigned students an action that will aid in the fight for school safety. Actions included contacting state representatives, donating to the Stoneman Douglas Victims Fund and creating artwork to express emotions about gun control. The protest began Feb. 26 and ended on March 14 with participation in the nation-wide 17 minute walkout to honor the lives lost in the Stoneman Douglas High School shooting.

Students also participated in the March For Our Lives protest on March 24.

“I was amazed by the number of people who showed up to the march. It was inspiring to see so many members of our community, from young children to seniors, all marching in hopes of inciting change,” sophomore Savannah Kane said. “Our generation must come together to make our country a better place by protesting, spreading word about the cause and voting as soon as we’re able to.”

A large portion of the student body also plans to participate in the national walkout on April 20, which marks the 19th anniversary of the Columbine High School shooting.

Although Mickalson supports gun control activism, he has mandated that all students participating in the

walkout receive unexcused absences, even if they are given parent permission to participate. Mickalson also prohibited teacher participation. Faculty members must remain in class, and are forbidden from encouraging student activism.

Despite the lack of administrative support, students still plan on protesting.

“I will be participating in the walkout because I feel it’s important to advocate for a change. This problem is only escalating and I think it’s important to make sure people know we have an opinion on this issue, because we’re the ones being affected by it,” Clement said.

Arnis also plans to walk out. “This is the last straw. Enough is enough. The fact that I may be given unexcused absence has no effect on my decision. I have always and will always continue to share my beliefs. As far as administrative actions go, I think it’s always important to question authority, and even, at times, challenge it,” Arnis said.

The recent threats towards our schools made it clear that school shootings are a reality for students of the twenty-first century, but this time students aren’t waiting for government action. Students are demanding protection for schools not only in our district, but around the nation, and they’re not going to back down.

“This is the last straw. Enough is enough...I think it’s always important to question authority, and even, at times, challenge it.”

Sonya Arnis, senior

“I had to learn who I was all over again.” <i>Megan Baldonado, burn victim</i>	“People think coming to America will be easy, but it’s not. It’s very hard.” <i>Geraldo Mendez, immigrant</i>	“Life changes... and change is okay.” <i>Rob Landis, transgender man</i>	“Once you’re a survivor, you’re the winner. If you stay in victim mode, your victimizers become the winners.” <i>Deb Mrowska, child of Holocaust survivor</i>	“Taking care of yourself is like preventative healthcare, but for your mind.” <i>Margie Anderson, GI ginger</i>	“We wear masks of who we want others to see.” <i>Michael Stevens, Buddhist</i>	“Don’t let anyone take your feelings away from you.” <i>Megan Baldano, Burn Victim</i>	“Don’t tell people how to fix themselves.” <i>Margie Anderson, GI Ginger</i>
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THE HUMAN LIBRARY

STORIES THAT CHANGE LIVES



On February 15, librarian Eila Overcash held the first Human Library. Throughout the school day, students attended talks held by members of the community who had experienced various struggles, including immigration, assault and religion.

“I wanted students to gain more perspective and come away with a better understanding of other people,” Overcash said.

The sessions were kept intimate, averaging about 10 students. According to Overcash, most students went away with a lasting impression from the participant’s stories, both big and small. These are the stories that were told.

JANE NYMAN, JOAN SONG
Staff Writers

Michael Stevens has always been interested in theology. In third grade, he wrote a paper on the subject, much to the shock of his non-religious parents. He decided to pursue this passion, majoring in theology. Stevens then briefly served as a Methodist minister but eventually found Buddhism.

Studying and following the religion granted him the spiritual fulfillment he had been looking for. For example, Michael says chanting mantras reorients his negative thoughts and protects his positive ones.

“As you chant, you become the higher self,” Stevens said. “Once you snag the noise in your mind in positive ways, you can let all of it go.”

Students who attended his session asked how such teachings might be applied to maneuvering thorny situations such as the current political climate. Stevens advised acting with compassion rather than with hatred, as hatred only breeds more conflict.

“We are one. We are not a separate entity...who we are doesn’t exist as an individual,” Stevens said.

Rabbi Jay Shupack agrees. Even when Jews abandon their religion and don’t attend service often, Shupack feels that they are still part of the community. Rabbi Shupack also discussed the importance of kindness and generosity through a story about a woman asking if a chicken she plans on cooking and bringing to a meal at the synagogue is kosher, or fit to eat there.

“What do you think the first question you should ask yourself is before responding?” Stevens asked the gathered students. “The most important question is ‘how wealthy is this woman?’ Because if she’s well-off, she probably has the ability to find a different food, but if she’s not as well-off...just let her bring the chicken!”

This mindset of acceptance permeates many aspects of the Jewish community in Bend, something that Rabbi Shupack hopes can spread through all of society.



Two presenters of the Human Library, Rob Landis and TJ Evans, have something in common. They are both transgender males. Although their stories have many commonalities, their journeys to become their authentic selves differ.

Rob Landis voiced to his mom at age five that he was different. Growing up he had been a tomboy, but as high school approached, he became someone he was not.

“I was going to play this part that society told me to. I did not want to add any fuel to the fire” Landis said.

Rob had won homecoming princess and wore a bright orange feather dress to the dance, but in his eyes he was not living authentically.

“I was acting as someone I was not,” Landis said.

After beginning his process of transition, money became an obstacle. Through intensive research, Rob came to the conclusion that the best surgeon to have his breasts removed was in Florida, a far and expensive way from his home on the west coast.

He had saved up for the surgery, but housing and plane tickets (for both him, his partner and their young child) were expensive and not readily available in Rob’s budget. A sympathetic friend lent them a resort condo for the week of recovery in Florida.

Rob expressed that it was awesome to have someone not only accepting him but also providing resources to allow him to live his best life. After the strenuous process, Rob enjoys life as a male.

TJ Evans, however, transitioned a mere six years ago and is now 56 and living as a male.

Two ideas that have played a significant role in Evan’s life is respect and effect of one on others.

“By previously working at Juniper Swim and Fitness, a very public place, I became very aware of how I affect other people,” Evans said.

Despite this, his philosophy is simple. He believes that people are human are just like he is, so they should treat him with respect, just like they would any other person regardless of his choices.

Megan Baldonado, an abuse survivor who was severely burned by her attacker, and Kristy Knoll, a survivor of date rape, shared their traumatizing experiences of physical abuse and the lasting effect. While their stories differ, the accounts share striking similarities.

Kristy Knoll was 21 when she went out for a drink with a male friend of hers. Playing pool and socializing, she did not think anything of leaving her drink unattended. By the time she realized she had drunk only two beers, but felt overly intoxicated, it was too late.

The little memory Knoll has of this event makes it all that more scarring. Spots of recollection brought her to the conclusion that she was taken to an Oregon State University fraternity house and raped. Waking up and realizing she “was sore in places a person should not feel sore in,” she called her ex-boyfriend to pick her up.

From the campus police station, she was directed to go the main police station in Corvallis to address the situation. Knoll declined and went home.

To this day, Knoll does not remember the entire experience. Afterwards, she became a rape victims advocate, helping the victims after their assault.

While an advocate, she encountered gruesome cases of rape, including a four year old who had been raped by two 15-year-old boys.

Baldonado was also 21 when she became a victim of abuse. In 2011 her ex-fiance lit the garage on fire in a failed attempt of suicide-homicide.

Megan’s burns were so severe, she was forced to learn to walk and function all over again.

“I had to learn who I was all over again,” said Baldonado.

After the fire, even simple tasks created a challenge. She had celebrations for the little things, like when she opened her first ketchup packet.



Margie Anderson, also known as G.I Ginger, is not your average veteran. Margie has striking red hair and personality to match. Even though she is not the tall, strong, male figure who many would expect, she is defying the norms and is just as strong as anybody else.

At the Human Library event, Anderson had a table full of memorabilia. This table had her favorite international snacks, her size five and a half boots, gifts from her interpreter’s wife and her uniform.

“It was really cool to see a first hand account of the military. I enjoyed how she took pictures during her deployment and were able to share them. Bringing her story of women in the military to the Human Library helps to show other girls that they can achieve their goals and gender shouldn’t be what holds people back from living their life,” said sophomore Jade Jura.

Anderson has been awarded the Army Valorous Unit Award, Army Commendation Medal, Army Achievement Medal, Iraq Campaign Medal and the Global War on Terrorism Service Medal. During her training, she took a hard fall and ended up with a traumatic brain injury. Today the TBI results in spotty memory, but that did not slow her down. She served as a member of the military police in Iraq. Through performing countless combat patrols in Iraq, she earned the rank of sergeant. In total, Forty-five people were on her platoon, but only three of those soldiers were women.

“She was intimidating and hard-core but really brave. I could have never done what she has done, especially with all those guys. It was cool to see a woman in a position that is usually filled by men; she was interesting and enjoyable,” freshman Hailey Gutowsky said.

Gender discrimination was a serious issue within the army, but Anderson did not let it affect her. “It is all how you present yourself; all as long as you are proud of yourself,” Anderson said. Currently, she works to help veterans and aspires to create a non-profit to further help those who have fought for our country.

Other presenters of the Human Library included Geraldo Mendez, Meg Archer, Nicole Shannon, Frank Patka and Gente Saliu.

Mendez and Saliu both immigrated to the states several years ago, Mendez as a young child and Saliu as a young adult. Despite being citizens, both feel discrimination.

Mendez finds stickers on the porta-potties at his work telling him to “Go back to Mexico.” Saliu still feels separated after living in the US for 15 years despite overcoming a language barrier. Regardless of the adversity, both are happy for the freedom that America offers them.

Archer’s struggle has been less obvious to those around her. She grappled with mental health issues, including bipolar disorder and depression, that were extremely difficult for her to understand at the time.

“My experiences have dragged me through the darkest nights, pushed me to my proudest accomplishments, forced me to redefine my self-concept and challenge the stereotypes of madness,” Archer said.

With time, she has learned how to manage her mental health and pursue her dreams.

While people like Archer try to live beyond their labels, Patka chooses to embrace them. A former drug addict, Patka spent time in jail and watched many of his fellow convicts attempt to escape the labels that landed them there.

But Patka feels that the past defines oneself and influences the decisions made in the future.

Shannon’s story was quite different than her fellow “Books”. On the outside, she lived a life that mirrored many of our school’s students. She was an athlete with a large social life. But as anxiety and depression entered her life, she turned to alcohol not as a social activity, but as a way to cope. After years of cycling through self harm and addiction issues, she attempted suicide, and failed. She is attempting to turn her life around, now two years sober.

The Human Library was enlightening for all students involved. Due its success, Overcash is planning to make the series of presentations an annual event in order to inspire and inform students, making them more sensitive to the outside world through the intimate discussions.

“It’s amazing for students to have the opportunity to talk to someone with a disability who still leads a normal life,” Overcash said.

Those interested in becoming involved or who know someone who would like to be a part of future Human Library events can contact Eila Overcash in the library.

1. Kristy Knoll 2. Deb Mrowka relays the tragedy of the Holocaust to a group of students. 3. Geraldo Mendez shares his struggle of being accepted. 4. TJ Evans speaks about his transitioning experience. 5. Margie Anderson explains her life in the military and the discrimination she faced. PHOTOS BY KAREN BOONE AND SOPHIA SAHNI

Bend-La Pine discusses school start time changes

MICHAEL WAKEMAN
Staff Writer

The Bend-La Pine School Board recently announced two options for school start times and invited the community to share feedback in April and May.

Elementary school students would start classes earlier and middle and high school students later under a proposal Bend-La Pine Schools presented at a recent school board meeting. The proposal will now go to the public for feedback.

The change is one of two options. The other is to keep the current schedule. The district intends to roll out a feedback process in April and last until the end of May. The process will allow students, parents, staff and other members of the community to comment on the various pros and cons of both options.

The current class schedule is 9 a.m. to 3:30 p.m. for elementary schools, 7:45 a.m. to 2:40 p.m. for middle schools, and 7:45 a.m. to 2:45 p.m. for high schools.

The proposed schedule runs from 8 a.m. to 2:30 p.m. for elementary schools, 8:45 a.m. to 3:40 p.m. for middle schools and 8:45 a.m. to 3:45 p.m. for high schools.

The district will engage in a public outreach campaign including multiple public meetings and online and in-person surveys. The meetings will also include an informational presentation explaining pros and cons about both options, which can be found on the district’s website. The campaign is designed to gather feedback from parents, students, staff and other members of the community.

“We are saying broadly that any parent or any organization is invited to submit comment, but we are not looking to tweak anything about those start times,” Bend La Pine Superintendent Shay Mikalson said. “I want to be clear that this isn’t a public vote. We are trying to communicate where we’re trying to go.”

Childcare was noted as a significant potential conflict if start times were changed. A later start time might necessitate morning childcare, while an earlier start time would cause a need for after school childcare.

Familial help teens provided in the past could be compromised as well. Later start times could prevent older students from helping their parents take care of younger siblings after school, especially if they are involved in athletic practices.

“The research is pretty solid on adolescents needing a later start time. The issue comes when the research hits the practical, pragmatic pieces,” Principal Alice DeWittie said.

Under a flipped schedule, elementary students would also have to expect earlier bus routes, some as early as 6:15 a.m.

Changes could prove equally disruptive to teens’ schedules. Extracurricular activities, including after-school athletics, would occur later in the day under the proposals, limiting daylight time. Teens’ work schedules would also be affected.

“Having a later start time makes a lot



of sense, but nothing operates in isolation. We are part of a community. We are part of our homes. As much as we would like to make it a very simple, cut-and-dry thing, it actually ends up that it isn’t as simple as what it would seem,” DeWittie said.

Many of these complications are a result of the separation of elementary and secondary schedules. Lack of funds and a tiered transportation system are the main issues surrounding the separation.

Even swapping or adjusting current start times could require more busses and drivers, something the district already struggles to maintain adequately.

“The dream would be to have everybody start at the same time, but the problem with the dream is that it’s really expensive for busses, like millions and millions of dollars and a hundred extra bus drivers,” Bend La-Pine Board member Cheri Helt said.

“You have to shift the start time of high schoolers. Keeping it where it’s at now really is just not staying contemporary with what we’ve recently learned about education, about adolescent sleep, about their ability to learn and most importantly of all about their emotional health,” said David Dedrick, the medical director of the St. Charles Sleep Center.

Despite the evidence behind benefits of a later start time, few schools in the United States have enacted reforms in response to the data. According to a 2014 study conducted by the Center for Disease Control (CDC), 93 percent of high schools

and 83 percent of middle schools in the US started before 8:30 a.m.

The average adolescent is chronically sleep deprived and pathologically sleepy, according to the American Academy of Pediatrics’ 2014 policy statement on school start times for adolescents.

This is a result of 56 percent of teenagers ages 15 to 17 getting seven or fewer hours of sleep a night according to the American Psychological Association (APA), far less than the recommended 8-10.

Sleep deprivation has several impactful physical and mental effects for teenagers. Physical health effects include increased risk for cardiovascular disease and obesity, and decreased physical activity and the increased use of stimulants, such as drinking coffee.

In the classroom, sleep deprivation has effects on academic students’ performance, memory and cognitive ability. Most alarming, however, is the heightened risk of anxiety, depression, and suicide in teens.

“Our teenagers are winding up sleep deprived. Sleep deprivation causes depression...and impaired judgement. Sleep deprivation, especially in a teenager, causes impulsive behavior. And if you combine depression, poor judgement and impulsive behavior, that is a clear cut suicide risk,” Dedrick said.

These health issues are the main motivation for changing school start times, which are designed to allow teens to naturally fall asleep at around 11 p.m. and wake at around 7:00 a.m. or later.

Schools that have introduced reforms

have seen remarkable developments, such as reduced disciplinary actions in addition to improved academic performance and attendance.

For example, in March 2017, the Lake Oswego School District shifted to start times between 8:00 a.m. and 9:00 a.m. for all levels of schooling.

“This was a seven month process that involved 40-plus stakeholders, guest speakers, and input from medical experts,” said Dr. Michael Musick, interim Lake Oswego Superintendent. “We found, although not a perfect solution, our teens are getting more sleep and feeling less stress. Yes, our sports and activities go on later at night, but our students are at their best later in the day and evening. This was a lot of work, but hundreds of schools around the country are following the research.”

Start times also have economic benefits. David Figlio’s suggests in his 2011 report for the Brookings Institute, “Start High School Later for Better Academic Outcomes,” that attendance rates increased with later start times and ACT test scores improved.

“Math scores improved by eight percent of a standard deviation and reading score improvements remained at six percent of a standard deviation,” Figlio reported. “This impact is equivalent to an additional two months of schooling.”

Similarly, a 2017 study conducted by Marco Hafner, Martin Stepanek, and Wendy M. Troxel of the Rand Corporation found that later start times improve academic performance, mental health and physical health. They also improved public safety with better driving hours.

The study showed that “the benefits of later start times far out-weigh the immediate costs.” Even after just two years, the Rand study projected “an economic gain of \$8.6 billion to the US economy, which would already outweigh the costs per student from delaying school start times to 8:30 a.m.”

After a decade, the study showed that delaying schools start times would contribute \$83 billion to the US economy, with this increasing to \$140 billion after 15 years. During the 15 year period examined by the study, “the average annual gain to the US economy would about \$9.3 billion each year. After 15 years, that figure is projected to around \$140 billion.”

Increased attendance rates, which influences federal funding, would also help with the additional costs.

Later start times may even improve safety, for teens. Less fatigue, due to sleep deprivation, would notably reduce teen car accidents. According to the American Psychological Association, “of the 100,000 accidents related to fatigue, more than half involved drivers younger than 25.” Better road conditions in the winter and less congested roads could very well lead to fewer automobile accidents, as well.

Suggestions may be sent through the Bend-La Pine School’s web page comments section on their main page.

“The research is pretty solid on adolescents needing a later start time. The issue comes when the research hits the practical, pragmatic pieces.”

Alice DeWittie, Principal

School-wide math curriculum undergoes change to aid students

WILLIAM PARLAN
Staff Writer

Math teachers have noticed a trend this school year: students lack core algebra skills and spend days of class time catching up on basic concepts.

The current math system allows most students to enroll in geometry after eighth grade math and proceed through geometry, Algebra II, pre-calculus and calculus without taking a formal Algebra I class.

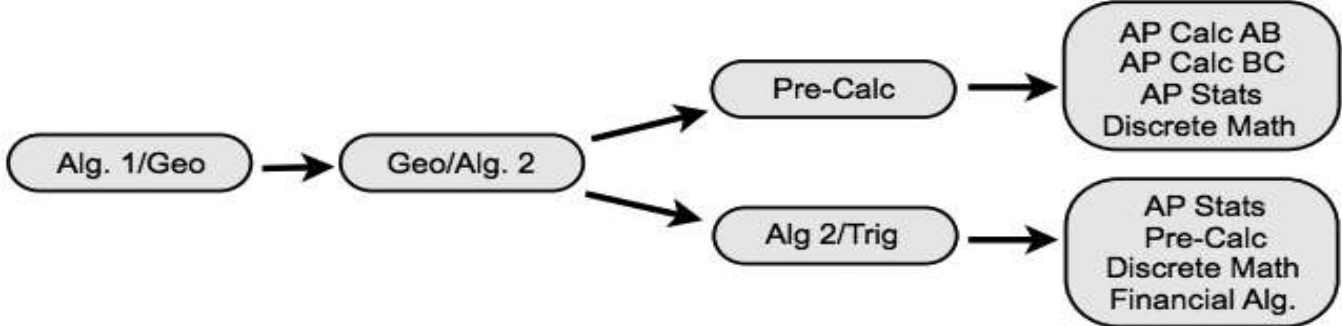
“This system has not worked for most of our students. While sixth, seventh and eighth grade mathematics content standards...lay a strong foundation for high school Algebra I content standards, they do not include these algebra standards,” according to a district mathematics advancement outline “Bend-La Pine Mathematics Pathways.”

“Students who proceed directly from eighth grade mathematics to geometry without taking Algebra I are missing algebra knowledge and skills critical for success in Algebra II and other advanced mathematics classes. Across the nation, districts are finding that students who ‘skip’ Algebra I are less successful than those who complete the course,” the district said.

“Algebra should be learned at a deeper level, just like calculus,” math teacher Jacquelyn Greenwood said. “Conceptual understanding and procedural fluency is what we strive for, learning how and why, then applying it. Skipping a step building the foundation weakens it.”

Greenwood met to discuss the planned changes numerous times over the last two years. She met with both district and national sources, teachers from multiple grade levels, school administrators and college representatives in order to create the ideal program.

“I agree that my algebra skills could use some work,” sophomore Ryan Abbott said, a current enrollee in AP Calculus AB. “I’ve picked up some aspects of Algebra that I missed while learning calculus.”



GRAPHIC COURTESY OF KAREN YOUNG

The district is taking action to remedy this situation. The most significant change is making Algebra I a required prerequisite for Algebra II; no ‘skipping’ of Algebra I will be allowed for students.

Middle schoolers would take grade level appropriate math and Algebra I in high school.

However, for students needing a challenge, the ability to take accelerated math would remain intact, with eligible students taking Algebra I in eighth grade, instead of skipping Algebra I and entering geometry.

“I appreciate that qualified students are still able to accelerate through the math system. I feel it really worked for me and others should have the same opportunity,” Abbott said, who entered pre-calculus as a freshman. Abbott tested into the more advanced courses in elementary school and progressed through the standard courses from there.

Abbott is an exception to the rule and does not represent the average math student. For the majority of students, the new math program would impair their ability to take a calculus course in high school. Requiring students to take Algebra I would push calculus courses from being available to both juniors and seniors to a senior course only available for those on the accelerated math track. Students might be forced to “double up” on

math courses to be eligible to take calculus, a situation the district wants to avoid.

“Each high school is taking a slightly different approach to allow students to take calculus, and these pathways may not be fully developed until the start of the 2019-2020 school year,” the district said.

Our math department has outlined its plan for the coming year in the 2018-2019 curriculum guide.

Freshman would take Algebra 1/Geometry, a new class combining ideas from both subjects. Sophomores would then take Geometry/Algebra 2, also a combination of the two subjects. From there, students could go into pre-calculus, then AP Calculus AB or BC the following year.

Alternatively, students could progress from Geometry/Algebra 2 to Algebra 2/Trigonometry, which is similar to the currently offered functions statistics trigonometry (FST) course, and take pre-calculus or financial algebra the following year.

Both paths would include AP Statistics and discrete math as an available end course. Discrete math, a new course this year, would explore topics such as, “conic sections, parametric equations, vectors, graph theory, calculus and other topics of interest,” according to the 2018-2019 Curriculum Guide.

DON'T FORGET TO RESERVE YOUR COPY OF THE 2018 YEARBOOK, THE PEAK.
GO TO [HTTPS://TOUCHBASE.BEND.K12.OR.US](https://touchbase.bend.k12.or.us) TO PURCHASE YOUR BOOK TODAY.

NEWS BRIEFS

STUDENT ARTISTS RECEIVE SCHOLASTIC HONORS

Seniors Samantha Reeves, Ashley Lekan and junior Megan Strait won Gold Keys at the Oregon Regional Scholastic Art and Writing Awards last month and went on to win a silver medals at the national level.

Seniors Samantha Reeves, Ashley Lekan, and Shaun Hardy were each offered \$20,000 scholarships to Pacific Northwest College of Art at the Scholastic Art Awards.

Juniors Madeline Helt, Pilar Tosio and Megan Strait received scholarships to PNCA’s Summer Art Institute.

The following students claimed Scholastic Art Awards. Gold Key winners’ artwork will go on to compete at the national level: Haelie Akau, 11, Silver Key, two Honorable Mentions; Ali Beaulieu, 11, two Honorable Mentions; Emma Bentley, 11, two Silver Keys, one Honorable Mention; Angela Brennan, 11, two Gold Keys, two Silver Keys; Paige Clement, 12, Honorable Mention; Beatrice Cook, 12, three Honorable Mentions; Morgan Fleck, 10, Honorable Mention; Paige Gordon, 10, two Honorable Mentions; Abby Guerzon, 10, two Honorable Mentions; Aidan Haley, 12, Gold Key; Shaun Hardy, 12, Gold Key; Emma Harris, 9, Silver Key; Isabelle Harris Hamlin, 12, Honorable Mention; Margaret Hekker, 12, two Gold Keys, Silver Key; Madeline Helt, 9, Silver Key; Kannon Herbert, 11, Gold Key, Silver Key, Honorable Mention; Sarah Hicks, 11, Silver Key, Honorable Mention; Hope Howard, 12, Gold Key; Jade Jura, 10, Honorable Mention; Lia Keener, 12, two Silver Keys, five Honorable Mentions; Quinn LaLonde, 10 Gold Keys, two Silver Keys; Melody LaMascus, 9, Silver Key; Nina Lawler, 11, Silver Key; Ashley Lekan, 12, Gold Key, three Honorable Mentions; Charlie Martin, 10, three Honorable Mentions; Rylee McConnell, 12, two Gold Keys, two Honorable Mentions; Alexa McLean, 12, Gold Key, Honorable Mention; Hailey Nelson, 12, 12 Honorable Mentions; Ella Quinn, 12, Gold Key; Samantha Reeves, 12, five Gold Keys, two Honorable Mentions; Maddie Reitz, 12, Gold Key; Ian Savage, 12, two Honorable Mentions; Connelly Sewalls, 9, Honorable Mention; Megan Strait, 11, five Gold Keys, Silver Key, four Honorable Mentions; Pilar Toso, 11, Gold Key, two Silver Keys, Honorable Mention; Sayloren Wieche, 11, Silver Key, two Honorable Mentions; Wesley Zeller, 10, Honorable Mention.

MUSIC STUDENTS EARN TOP AWARDS

Summit Chorale earned qualifying scores for the State Choir Competition and took third place overall. The Central Oregon District Vocal Solo and Ensemble awarded distinction to the following students: Summit Mixed, First Alternates: Grace Yochum, Keera Puett, Lily Sulak, Peyton Cole, Roman Russell, Taylor Smith-Bedsworth, Reagan Russell, Branden Plascencia Ruiz; Summit Treble, First Alternates: Indi Grijalva, Molly O’Shea, Pilar Carson, Zoey Harris and Megan Strait.

The following orchestra students earned top placing in their division, and will advance to the State Solo and Chamber Ensemble Competitions. Violin: First Place - Jacob Lorenz; Second Place - Lia Keener; Bass Viola: First Place - Rylee McConnell; Small String Ensemble: First Place - Violin Duet, Lia Keener /Jacob Lorenz.

The Central Oregon Music Educators District Solo and Ensemble Contest awarded the following students top honors, who will advance to the State Solo and Chamber Ensemble Championships at Pacific University: Flute: First Place - Hannah Song; Second Place - Ashley Lekan; Clarinet: First Place - Joan Song; Bass Clarinet: First Place - Robert Lassila; Alto Sax: Second Place - Annabel Hueske; Trumpet: First Place - Josh Parr; Trombone: First Place - Logan Borchard; Second Place - Noah Ochander, Third Place - Heidi Watkins; Baritone: First Place - Mario Huerta; Second Place - Logan Lasala; Tuba: Second Place - Evan Urlacher; Small Woodwind Ensemble: First Place - Summit Clarinet Quartet: Liv Downing, Robert Lassila, Zoe Morrison, Joan Song; Second Place - Summit Saxophone Quartet: Ethan Burton, Aldan Dupras, Annabel Hueske, Emory Steele; Small Brass Ensemble: First Place - Summit Brass Trio: Logan Borchard, Josh Parr, Joan Song; Large Brass Ensemble: First Place - Summit Brass Choir (with Percussion) Large Percussion Ensemble: First Place - Summit Percussion Ensemble.

Bend Parks and Recreation faces backlash for controversial construction projects

ELIANA ALEXANDER
News Editor

Bend’s park service is unique in the fact that the City Council does not have authority over Parks and Recreation. This allows Bend Parks and Recreation to work independently from the City Council, assemble their own board and make separate budget decisions.

According to the Bend Parks and Rec profile, the district split from the City of Bend in May of 1974. Since then, the Parks and Rec District has served as an independent entity, which was legally provided for under the Revised Oregon Statutes. The parks have always been a priority of Central Oregonians, as a vote in 1974 allowed for a specific property tax on Oregon residents in order to fund the parks.

Bend Parks and Recreation board members are unpaid elected officials. Most members come from professional backgrounds, and have incomes independent from Parks and Rec. While Parks and Rec board members do not receive yearly paychecks, the Bend City Council provides small stipends for board members. In recent years, controversy has risen over the amount of money city officials should receive for their services.

For 2018 alone, the Parks and Rec district allotted a total of \$68,918,811 for annual projects and upkeep in the Bend district. The 2018 budget projects that nearly 30 million will be spent on community parks alone, and another 11 million on neighborhood parks.

This year, a new 37-acre park in southeast Bend has been proposed by Parks and Rec. “Alpenglow Park,” will serve as a community park in a largely undeveloped area of Bend. According to Stephen Hamway of the Bend Bulletin, the board approved the plan to develop the plot off of SE 15th Street near Knott Road. This area recently experienced boundary expansion after the Bend City Council increased the City’s southeast urban growth boundary and began an extension of Murphy Road.

Southeast Bend has experienced significant population growth in recent years, due to access to lower income housing. The park will likely cost around \$8.8 billion to construct, according to district development manager, Brian Hudspeth. Alpenglow Park will include a five acre off-leash dog area and agility course. The Parks and Rec planning map includes climbing walls, “splash pad” for kids, a playground and both paved and natural surface trails.

Earlier in the year, the district proposed a bill to build a bridge across the Deschutes River, near the Meadow Camp day use area. According to the Bend Bulletin, it would be a collaboration between different community members, including conservationists, hikers, citizens and local organizations to discuss the need for balancing the access to trails in Central Oregon and the health of native fish and wildlife. The bridge is a highly controversial project among Bend locals.

Bend Parks and Rec provides various facilities, activities, and projects to Central Oregon. The Pavilion ice skating rink was completed in Spring of 2015, and cost \$11.65 million to build. According to Parks and Rec Communication Director Julie Brown, approximately \$850,000 is spent yearly to operate the facility.

While the intention was to create a public community center utilized by all Bend residents, the Pavilion has become another facility that is expensive to visit. For adult admission and a skate rental, the facility charges \$12, while a youth ticket and skate rental is \$10. The Pavilion is advertised as a building that hosts non-ice related activities during the off season, but realistically, there are few programs that actually take place there during the non-winter months.

The Bend Whitewater Park, at the Colorado Street Dam was proposed, built, and overseen by Bend Parks and Rec. The structure was expected to make Bend an attractive travel destination for kayakers, but due to the design, the wave does not work adequately for its original purpose. Many Bend kayakers are dissatisfied

with the final results of the wave. Because of the materials and method used to construct the wave, the project will need future improvements to ensure it functions properly.

“They made it in a way that allows them to adjust the waves with big inflatable bags, but because of the way the whole thing is built only one of the three waves can really work at a time,” Bend Senior High School senior, Caleb Campbell said.

The District underestimated the amount of upkeep and improvements needed to ensure that the Whitewater Park functions properly and efficiently.

“The nature and variance of features makes it hard to shape a wave that works for surfers as well as kayakers. [Bend Parks and Rec] chose to use indigenous rock instead of cemented granite, which tends to shift throughout the years and has affected the quality of the features,” Bend resident and local kayaker, Cait Towse said.

Because of the Whitewater Park’s construction, Parks and Rec was forced to adjust the maintenance plan.

“Operating the system requires more ongoing attention than expected to accommodate the fluctuating water flows hourly as well as seasonally. The District has two employees who operate this equipment year-round,” Brown said.

The Whitewater Park caused further devastation to the river that had already been damaged, widened and polluted when the lumber mill occupied that area. During construction, the river bed was dug up, filled with cement, and the water flow was redirected toward the wave. Although this section of the river was already damaged due to the dam that obstructs the water flow, the additional wave and environmental interaction could cause further harm to the fragile river ecosystem.

The Parks Department attempted to minimize all possible devastation to the river by adding a fish ladder and native plants to the area, but altering the flow of the river was the exact opposite of a conservation effort. This project was met with opposition from local conservationists, but their concerns were ultimately overturned by the Parks and Rec District.

The Oregon Spotted Frog is listed as a ‘vulnerable species,’ which only occurs in a few regions of the Pacific Northwest. According to Matthew Schinderman, OSU Cascades professor of endangered species and ecosystem management, the Whitewater Park created marshlands that are now habitats for two distinct populations of the Spotted Frog. The issue with the Spotted Frog populating this section of the river is that this species is already fragile and has now colonized a ecologically compromised area.

Prior to the Whitewater Park’s construction, Bill Smith, a part owner of the Old Mill District, entered a conservation agreement with the U.S. Fish and Wildlife Services, regarding the stretch of the Deschutes River that winds through the Old Mill. Various local businesses, including the Old Mill, agreed to “manage their lands to remove or reduce threats to species at risk.” The Whitewater structure’s presence was not assessed for its biological potential or the effects that it would have on the river.

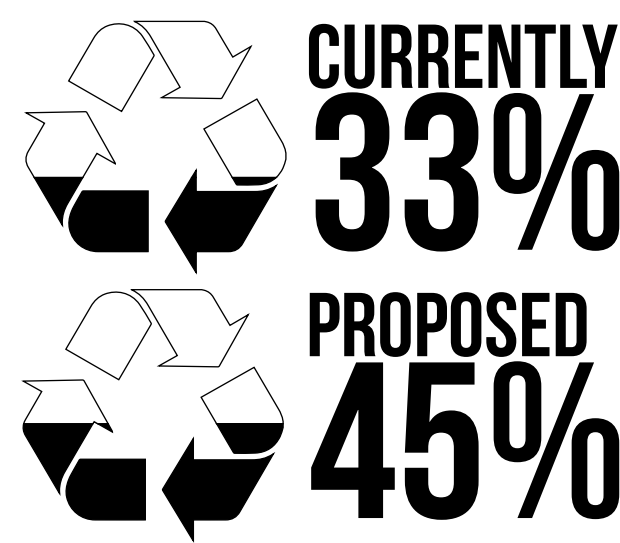
“The interest in the Bend Whitewater Park as demonstrated by user numbers and community enthusiasm has far exceeded expectations. It is a premier recreational amenity,” Bend Parks and Recreation Chair Nathan Hovekamp said.

The contractor hired to supervise the project had minimal experience with structures of this magnitude, but according to the district, a competitive bidding process was held prior to construction. The project cost \$10.4 million to build, and was largely paid for by a bond measure and general tax revenues, collected by the Bend Parks and Rec District. Additionally, the project received 1.13 million dollars collected from community fundraising by the Bend Paddle Trail Alliance.

Despite controversy over Bend Parks and Recreation’s decisions on projects and management, the organization has completed several projects that have become an integral part of life in Bend.

Knott Landfill faces need for expansion due to garbage overflow

DESCHUTES COUNTY WASTE RECOVERY RATE



LILY CHRISTMAN
Staff Writer

For the past 45 years, the Deschutes County Knott Landfill has been collecting Bend’s garbage and waste. Increasing amounts of garbage in recent years have prompted the county to start looking at options for expansion, as it is predicted to reach capacity by 2029.

The search will soon become urgent, as it takes at least seven years to locate and dig out terrain for a new landfill. Bend has struggled to find a site that is relatively close to town while not infringing on Bend’s residential areas.

“Few homeowners want a landfill near their backyard,” said Timm Schimke, director of Deschutes County Department of Solid Waste. This option would not be cheap nor easy as Schimke has predicted

that the cost for a new landfill could be as much as \$25 million.

According to Deschutes County solid waste facts, in 2016 alone Central Oregon’s 181,000 residents generated more than 240,800 tons of garbage. This breaks down to approximately 2,700 pounds of waste per person each year. Bend’s population has increased 57 percent since the year 2000, and the amount of trash flowing into the landfill is not predicted to change in the near future.

Deschutes County has been exploring options to slow the City’s trash intake before it reaches capacity. Building a new landfill or harnessing new technology that would help consolidate the amount of trash have been discussed.

Bend has entertained the idea of using waste to produce energy. This method would reduce the amount of time before a new landfill is needed. In 2014, a California



GRAPHIC BY JAKE HOSKINS

company proposed an idea for Bend’s dilemma that consisted of converting methane gas into liquid fuel. Deschutes County partnered with Waste and Energy group to proceed with this idea.

Due to financial and operational issues, the company failed to meet the deadline. The company still had high hopes in their project and was able to extend the contract. Waste and Energy are required to start operating by March 2018 and their method is expected to prolong the landfill’s life about 10 years.

At the beginning of 2018, the Deschutes County created a solid waste management plan (SWMP) to provide guidance and direction for developing programs to manage solid waste. This plan provides cost effective services as well as a schedule necessary for recycling and waste management services, which

is designed to help minimize negative environmental impact.

According to Deschutes County SWMP, with 12 years left in the life of Knott Landfill, now is the time to prevent, reduce and reuse waste while increasing recycling.

The Knott Landfill has many departments that provide full recycling opportunities. The departments include commingled recyclables (newspaper, cardboard, tin cans), yard debris, wood wastes and residential appliances.

Oregon has created recycling laws that implement a waste recovery rate, the percentage of total waste recovered, through recycling, composting or energy retrieval. As of now, the general solid waste recovery rate is 52 percent by 2020.

Recycling is one type of management that reduces extracting, refining and processing raw materials which are all factors of pollution. Deschutes County has plans to continue providing waste reduction programs to help slow down the rate of waste accumulation. This would start by asking Bend’s restaurants, hotels and stores to provide recycling options for their customers.

As a school we have decreased the amount of trash this year, but could still improve by not placing trash in the recycling bins.

“Most waste comes from food and most people do not care or realize when it comes to throwing things away,” school janitor Kay Duncan said.

The management plan not only looks to improve the amount of waste, but help to reduce it in the near future. These plans serve as a starting point for the community to manage waste and help give the best education to citizens.



Bend experiences fluctuation in weather patterns

Global warming suspected cause of climate change, results in environmental deterioration

SOPHIA SAHM
Sports Editor

Despite the controversy surrounding the current climate change debate, evidence of global warming has recently appeared in Central Oregon in the form of extreme year-round weather patterns that have taken their toll on the active community.

The severe weather began last winter, when Bend experienced record-breaking snowfall, with the weather service reporting snow-depths between 28 and 32 inches in mid-January, according to Kyle Spurr of The Bulletin. In total, 63.9 inches of snow fell in Bend between Dec. 2016 and Feb. 2017, reported NOAA, making it the 10th snowiest winter in the history of the town. The amount of snowfall combined with consistently low temperatures caused mayhem around town and had a negative effect on many locals.

On Jan. 11, 2017 Bendites living in a typical 2,300-square-foot home were most likely under 31 tons of snow, according to Aubrey Wieber of The Bulletin. This caused many roofs to crack under the pressure; people had to call roofing companies to remove the snow for them.

“Craig Junker, owner of River Roofing, said his company was booked five weeks out for snow removal,” Wieber said. This took a toll on a lot of Bend structures, including students’ homes.

“After about a week of constant snow storms, the snow began to really pile up on the roof of my house,” senior Niko Smiley said. “Once the rain came and the snow got really heavy, cracks started to appear in my ceiling and we had to hire people to come and shovel the snow off before it caved in.”

The damage in town was minimal, but included the collapses of a warehouse, a barn in Tumalo and Highland Elementary School’s gym, which prompted all Bend-La Pine schools to be evacuated and investigated thoroughly for structural damage.

“I remember being in a classroom about ten minutes before the school day started,” senior Sonya Arnis said. “All of a sudden, I heard an administrator on the intercom say that everyone needed to evacuate the building immediately, and that school would be cancelled for the next few days. It was really crazy.”

The extra few days off from school proved to be miniscule in the grand scheme of things, however. During the 2016-2017 school year, students had more

than six days of school cancelled due to bad weather and road conditions.

This extra time off affected the school year, causing the Bend-La Pine School District to make schedule adjustments to accommodate. During the month of March, all school improvement Wednesdays were extended from ending at one to full learning days and four extra days were added to the end of the school year.

In addition to structural damage and school closures, school athletics were compromised. With snow falling as early as Nov. 2016, girls soccer had to move their practices inside for part of the season and played in the gym in the weeks leading up to the state championship in Tualatin.

“It was very challenging having our practices in an indoor gym because everything is different,” said senior Parker Campbell, a defender on the varsity team. “The ball rolls much faster, we have a lot less room than we would on a grass field and the game, as a whole, is much more quick-paced and condensed. In the end, we won the state championship, partially because we had such a strong season leading into it, but the snow definitely had a negative impact on our practices.”

Track and Field suffered similar circumstances, with a substantial amount of heavy snow covering the track and other outdoor facilities well into March. Despite a rough start, the snow began to melt rapidly by the end of the month, and spring sports were able to carry on as usual. However, a possibly larger roadblock lay ahead for the Bend community.

With such a severe winter came an equally unbearable summer.

According to Dan Elliott of The Chicago Tribune, the excess snow from the 2016-2017 winter melted very quickly in the spring, causing lush growth in many forests across the Pacific Northwest. Trees and other vegetation grew at an unimaginable rate, but then quickly dried out with the onslaught of hot, arid weather during the spring and summer, causing dry forests that served as perfect breeding grounds for summertime wildfires.

These conditions prompted an eruption of wildfires across the West and brought one of the smokiest wildfire seasons Oregon has ever seen, according to Scott Hammers of The Bulletin.

Due to the heavy smoke, toxic air quality poisoned Central Oregon for nearly two months, causing economic, athletic and environmental problems throughout the community.

“I’ve run cross-country for the last three years, but made the decision not to run my senior year due to the smoke,” Arnis said. “I have asthma, so I would have been affected even more by the poor air quality. Also, the team had to cancel practices and run on indoor treadmills, which I felt took the fun out of running.”

School athletics were greatly affected by the wildfires with many cancelled practices and games littering the fall sport’s season.

In addition to putting a damper on school sports, the smoke changed the outdoor scene in Bend from active to deserted. Afraid of breathing in hazardous air, many locals stayed inside to wait it out until the air quality improved.

“After a long week of work and prepping for the eclipse, I was hoping to use [the] last week to get outside and enjoy what’s left of summer,” said Sisters resident Shea Babich, in an interview with Grant Woods of The Source Weekly. “Honestly, I [didn’t have] much desire to be outside with so much smoke and ash in the air.”

With less outdoor activity populating the summer months, Oregon’s economy took a hit. Local business profits went down and tourism, a large money maker for the area, recorded low numbers.

“The summer months are really where travel and tourist businesses make their bread and butter,” said Travel Oregon’s Linnea Gagliano in an interview with Liam Moriarty of Jefferson Public Radio. “To have things like Cycle Oregon cancelled, where they bring so much money into rural communities is disheartening.”

Gagliano also noted that tourism is an \$11.3 billion industry in Oregon,

employing more than 109,000 people. “Anything that impacts that and might affect those job numbers is always really hard for us,” Gagliano said.

As two extreme seasons weighed on the Bend community, many blamed lawmakers for not doing enough to combat climate change.

“I have no doubt that the severe weather patterns we’ve been experiencing are due to climate change,” Arnis said. “You see it across the country, with the east coast suffering through several nor’easters just this month. If we continue on this path, our planet will become uninhabitable. We have to put legislation into place to protect the environment.”

In an interview with Jessie Foster of KTVZ, Kathie Dello, associate director of the Oregon Climate Change Research Institute at Oregon State University, said rising temperatures and changes in precipitation are among the biggest concerns.

According to her research, temperatures could rise by nine to 14 degrees in 40 years, meaning the snow line could rise by 1,800 feet. This kind of global warming would have a major impact on the community.

“If you think about the things people in Bend love like snowmobiling, skiing, beer and rafting, those things all have a climate base to them,” Dello said. “If you think about a few winters ago, when we didn’t have any snow, we were losing that because of high temperatures.”

With the Trump administration adamantly denying that climate change even exists, the road to environmental protective legislation could be long. However, if we continue on the path we are on, it looks like snowy winters and fiery summers could be the new normal. Dello says that we could see forests and water affected the most negatively by these weather patterns, but there are many steps people can take to improve the situation.

“We are causing it, and since we know we are the problem, we can fix it,” Dello said. “We can stop emitting greenhouse gases, it is going to take a big global strategy.”

In an environmentally reliant town such as Bend, dramatic weather has consequences beyond unusual amounts of snow or persistent heat. The climate reaches to resident’s incomes and social lives that depend on the well-being of the mountains and forests.

By cutting down fossil fuel emissions, every person can help improve the health of the planet, and work to create a more hospitable environment here in Bend.

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