

# TEACHERS CALL FOR CHANGE

Oregon Education Association calls for Day of Action over education budget



Math teachers Kathie Quick and Heather Bussmann join with one-hundred Central Oregon teachers who traveled to the Oregon State Capitol in Salem on Presidents Day, to participate in the “March for Our Students” rally. Local and regional teachers joined more than four-thousand teachers, students and families, who want lawmakers to put more funding toward public education. PHOTO COURTESY JENNIFER WHITE

VIANSA REID  
Staff Writer

A movement for improved public education has taken hold as teachers, families and students protest for higher pay, better working conditions and teacher and student rights.

Education worker strikes in the United States began in earnest on Feb. 22, 2018, after local activists compelled the West Virginia state leadership of the West Virginia branches of the American Federation of Teachers and the National Education Association into holding a strike vote. The strike—which ended when teachers returned to their classrooms on March 7—

inspired other educators in Oklahoma and Arizona to follow suit.

It also sparked smaller-scale protests by school staff in Kentucky, North Carolina, Colorado and led to a school bus driver strike in Georgia. Additionally, professors at the Virginia Commonwealth University in Richmond, Virg. protested over pay.

The strikes continued in the fall of 2018 when there was a break between the United Teachers Los Angeles Union and the Los Angeles Unified School District in Sept. 2018, prompting a strike that began

in Jan. 2019. This was followed by a three-day teachers’ walkout in Virginia and Denver.

Oakland teachers recently returned to their classrooms this month after seven days on strike, bringing \$38 million in pay raises with them.

Motivations for the strikes included desire for increased wages for teachers and support staff, larger school budgets, smaller classrooms, and other issues. The strikes varied in their levels of success, with West Virginia considered mostly successful, whereas Oklahoman teachers received relatively few grants.

See **TEACHER PROTEST/A6**

## Deschutes River faces pollution issues

BARBARA NORTON  
Staff Writer

During the summer months in Bend, the Deschutes River is the heart of the town. Brightly colored inner tubes float lazily down the river and paddle boards coast through the cool blue water topped with Bendites in swimsuits and flip flops.

“The river is an awesome opportunity to hang out with friends on a summer day, and the rapids are really fun as long as your inner tube doesn’t flip!” sophomore McKenzie Harris said.

Whether one is floating the river, paddle boarding, kayaking or walking the dog along the picturesque banks of the river, the Deschutes has a special place in every Bendites’ heart.

However, keeping the Deschutes clean is important for it to continue being a centerpiece of Bend.

One of the main issues affecting the Deschutes is warming temperatures. While warm water is nice for swimsuits and tubing, it can be harmful to the native fish who generally thrive in colder temperatures. Dams along the Deschutes river restrict water flow, such as Wickiup Dam, located 60 miles southwest of Bend. Because of the restricted water flow, it is easier for the river to heat up.

The Deschutes is also plagued with both toxic and non-toxic algae blooms, which can be harmful to aquatic life.

“Lake Billy Chinook presently has health warnings nearly every summer because of toxic algae blooms that are potentially hazardous to humans and pets,” said Greg McMillan, Director of Science and Conservation at Deschutes River Alliance.

The primary cause of algal blooms is agricultural runoff, which may contain fertilizers, pesticides, and animal waste.

Bend’s growing population in addition to a booming tourism industry during the summer is affecting the Deschutes.

“As Bend gets more popular, and hence more crowded, especially with the inner tubes floating the river, the debris that falls out of their tubes is accumulating in the bottom of the river,” said teacher Scott Meredith, who has been enjoying the Deschutes through rafting for upwards of 30 years.

See **RIVER POLLUTION/A2**

## Cadet teachers improve learning

MCKENZIE KLECKER  
Staff Writer

In high school, it’s common to find a teacher at the front of the classroom lecturing a room full of students. What is not often seen, however, is a student confidently and professionally leading a class of fellow students through a lesson.

The Storm gives students this opportunity through cadet teaching. There are currently 62 cadet teachers schoolwide. Cadet teaching is an elective class and counts as one credit toward graduation. Depending on the availability of teachers, students may cater their teacher and subject to their liking.

Senior Vivienne Cornutt works as a cadet for history teacher Benjamin Pierce in a class of all freshmen. She gives lectures, creates assignments and grades student work.

“It’s fun for me to see how the freshmen are growing from when they first came in and they had no idea what they were doing to where we are now,” Cornutt said. “It’s halfway through the year and already they’re so much more capable and so much more confident.”

The opportunity isn’t limited to only upperclassmen. Sophomore Kent Koehler participates as a cadet teacher for Kathie Quick’s Intro to Computer Science class.

“I can relate to some of [the students’] challenges [having] been in the class last year,”



Cadet teacher Zac Bailey instructs students Leo Flesh and Canon Reeder in Pre-AP world history. PHOTO BY MICHAEL WAKEMAN

Koehler said. “I know what people typically struggle with and how to fix those problems.”

Students receiving help from their peers that have been in the same shoes is one of the many benefits of cadet teaching for the class.

Callie Pfister, chemistry and biology teacher, currently has two cadets and she recognizes that their help is significant in numerous ways.

See **CADET TEACHERS/A3**

## Wyden and Walden host town halls in Bend

MATTHEW WAKEMAN  
Opinions Editor

In 2018, Bend hosted two members of Congress: Rep. Greg Walden from Oregon’s second congressional district and Sen. Ron Wyden.

Both members of Congress recently faced re-election, Wyden in 2016 and Walden in the 2018. With the inception of the 116th Congress, both legislators sought to hear from their constituents and to outline their goals for the future of Oregon in town hall meetings.

Wyden’s 931st town hall took place Feb. 23 at our school. In comparison, Walden has held 148 town halls since 2012. Walden’s first town hall in Bend since 2017 took place at Mountain View High School Jan. 19.

Both attracted some critics, but the response to the arrival of Walden elicited voices of derision.

Criticism, and some obscenities, from the 400 person audience were directed at Walden as he spoke on issues including immigration control, the government shutdown, climate change, energy independence and his work for veterans.

“Half of my case work in my office is helping veterans—veterans shouldn’t have to go to their congressional office to get the health care they were promised and deserve,” Congressman Walden said.

Wyden’s town hall saw an audience of 150 people and covered topics including immigration, climate change and campaign finance reform.

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## RIVER POLLUTION

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Installed in 2014–2015 to remedy the issue of needing to exit the river in order to avoid a dangerous dam under-structure, Bend Whitewater Park represents the hardships Bend’s tourism is inflicting on the Deschutes.

“There’s a lot of plastic water bottles, beer cans, and cigarette packs just laying down there. There’s definitely more trash by the rapids, but there’s also a lot just floating down the river and in the shallow areas,” said freshman Parker Meredith, who often dives in the river and pulls out trash and litter from the bottom of the Deschutes River.

“I’ve made some money by getting people’s sunglasses for them, but usually I just throw the stuff away.”

In 2017, an estimated 250,000 people floated the river, according to the Bend Parks and Recreation District, and the number of floaters in 2018 is estimated to be significantly higher.

Bend Parks and Rec advises floaters to “secure gear to avoid losing personal items and disposal of garbage in the river.” However, evidently large amounts of trash are still deposited in the river.

The Deschutes River also has issues caused by floaters entering the river through unauthorized trails along the banks of the river, damaging vegetation.

“A common mistake people make while doing yard work is fertilizing without checking the weather report or using too much fertilizer. If you fertilize before rainfall or use too much fertilizer, these pollutants can flow in to the Deschutes River,” said April Farmer, Water Conservation Education Lead for the Environmental Center.

Riverside vegetation filters out pollutants from stormwater runoff, while simultaneously providing nutrients and habitat for animals and insects.

While debris and temperature are issues that will have serious implications for the Deschutes in the future, the Deschutes remains relatively clean. According to the Oregon Department of Water Quality water quality index, the Deschutes had one of the highest water quality scores statewide.

Besides making sure that items are securely attached to inner tubes, paddleboards and kayaks, there are still numerous opportunities to help clean up the Deschutes River.

The Upper Deschutes Watershed Council hosts an annual river clean-up in late July, which removed 434 pounds of trash were removed from the Deschutes in 2018. In 2017, volunteers removed 2,000 pounds of trash from the river.

New efforts are underway to protect the Deschutes and its vital ecosystems.

# Mock Trial competes at regionals

MADISON CHAMBERS  
Staff Writer

The library becomes a buzzing courtroom every Tuesday after school, filled with students who have one intention in mind: to win the regionals competition in Mock Trial.

The victor will go on to state, competing against schools from all over Oregon.

Mock Trial Club focuses on a real court of law, with lawyers, time keepers, judges and even a jury. The students read through the case given to them and choose the character or role they want to represent or “play.” In a way, Mock Trial bases itself on acting: the more convincing the team becomes, the more the judge will lean the ruling towards them.

Sophomore Mirella CaJacob may not know what she wants in regards to a career, but Mock Trial interested her in a way no other club had in the past.

“I like paying attention to the details of the case we are working on and being able to create my own in-depth argument during Mock Trial,” CaJacob said.

Students work together to make their side of the case as strong as can be before presenting to a judge in a courthouse. They must listen to each other and discover the small “nuggets” in the case that other teams may look over. Those small chunks of information can easily sweep the case in their favor.

While CaJacob doesn’t plan to be a lawyer, but she does think Mock Trial will help her become a better analytical thinker.

“I’m excited when it comes time to figure out what I want to do, but I know Mock Trial will give me the skills I need to succeed in whatever I choose,” CaJacob said.

Besides giving a courtroom experience, students will come out of Mock Trial with a knowledge of the legal system they can’t get in a classroom environment.

“Even if you don’t want to become a lawyer, knowing how our legal system works is a good asset for life,” the Patrick Henry College website reported. “Creating, learning, stressing and arguing together will not only sharpen your skills but it will build a Mock Trial family.”

Skills acquired through Mock Trial are formed with others in a competitive setting.



Mock Trial members Chelsea Lee, Grady McGean and Matthew Wakeman review their notes prior to beginning their defense during their trial. Cascade Academy won the tournament, with Bend High and our school following closely behind. *PHOTO COURTESY OF KTVZ.COM*

Assistant Principal Mary Thomas accepted the role as the new coach of our school’s Mock Trial team in the fall. In the past, Thomas had formed and coached teams at Sisters High School and Cascades Academy.

Anyone from any grade can join Mock

Trial, even if they don’t intend to go into a career relating to law.

“In my mind, [I believe that] Mock Trial becomes available to anybody because it is such an incredible opportunity

to learn and persevere when something goes wrong,” Thomas said.

The case for Mock Trial this year focuses on climate change and catastrophic wildfires. The case occurs at a fictional place on the Coho River. A plaintiff believes that the neighborhood’s association had made a terrible mistake by diverting the river’s water into a reservoir that the association believes will be able to stop a fire from burning down their homes.

The plaintiff argues that because of the new reservoir, the salmon populations have decreased and they think that the water will be used for other purposes, like a golf course and private gardens.

“There’s a lot of collaboration involved

with the case and when you go through the process of Mock Trial, you know you can speak clearly and critically think on the spot in the future, whatever that future may be,” Thomas said.

Our school has two teams representing the plaintiff and the defense. They then go to the regional competition. Depending on how many schools compete multiple teams can move on to the state competition in Portland.

“I’ve written a lot of college recommendation letters. If the student has been in Mock Trial with me, I always use that because what you learn from the Mock Trial experience is indescribable; some students come in really shy and they leave with confidence,” Thomas said.

Many colleges will recognize Mock Trial students and the time, commitment and effort demonstrated as members.

“A lot of colleges in the United States have a Mock Trial program, especially if they are connected to a law school, so they love having students go through Mock Trial at the high school level,” Thomas said.

Mock Trial shows preparedness and organization at a college level. Collaboration and independence skills stand out as well because participants have to know where the arguments are, in order to build on them.

“Compared to other schools I’ve seen, we work as a team strongly to make what we do more put together and clean. Overall, our team is really prepared,” CaJacob said.

Our school’s Mock Trial will be heading to regionals, prepared to deliver logical reasoning and persuasive legal arguments as a cohesive team.

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Did you know the Summit High School newspaper, The Pinnacle, earned the top award for its publication during the National Scholastic Press Association’s Best of Show Competition in Los Angeles in 2016? It repeated the honor in 2018 during the NSPA Best of Show Competition in San Francisco.

The Pinnacle was named the top broadsheet in this national contest, a huge accomplishment. Our paper is viewed as one of the best in the country and you can be a part of the nationally recognized Summit High School yearbook, The Peak, and newspaper, The Pinnacle, and be a part of our history.

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# Orchestra battles teacher turnover



The orchestra performs during the Veterans Day Assembly, honoring our local veterans. *PHOTO BY MARVIN WALDER*

HANNAH WILLIFORD  
Co-Editor-in-Chief

This April, the orchestra program will head to districts for the fourth year in a row with a new conductor.

Since the departure of Director Andrew Kolb in 2016, the job has become part-time and led to a struggle to find qualified teachers. For the 2016-17 school year, teacher Aria Hartley was not found until mid-summer and for 2017-18, Director Warren Zaiger was hired a week before the start of the school year.

The past three teachers have been offered a part-time job for one to two class periods a day. The job gives no benefits and a low wage, making the work not solely sustainable. Before this system, Kolb worked at three separate schools, spending his prep period driving in between.

With this layout, the program has struggled to maintain its roots and members. Class popularity has dropped, and even advanced students have decided to step away from the ever-changing program.

Senior Maddie Safford, a violinist and orchestra member since elementary school, recently decided to leave the program.

“I decided to not continue with orchestra because I’ve been playing since kindergarten, and I plan to continue with orchestra in college, so I figured it was time for a break,” Safford said. “I started to feel really burnt out, and I hated that orchestra—something I’ve really loved in the past—was losing its fun for me.”

The culture of the program, including the sense of community and pride that it holds, , has also been a constant roller coaster for students.

“I think there’s been an orchestra culture on and off, especially depending on who our conductor is. In the years that we’ve had really engaging teachers, we tend to connect with one another better,” Safford said.

For many programs, an important part of bonding culture is an annual trip. The last trip was in 2016 to Disneyland. Since then, their only group travel has been across town to districts, and one trip to state competition.

Safford is not alone in her struggle with the program. Senior Calvin Kolar, a member of Chamber Orchestra, the program’s advanced group, since freshman year, has also felt the changes. However, he sees some benefits as well.

“Having a different conductor each year has been hard on the orchestra and it becomes increasingly harder if the orchestra doesn’t click with the conductor,” Kolar said. “With that said, two of the four conductors I’ve had have been really good and offered completely different takes on music with their own style. So in a way having multiple conductors has been a good thing.”

Over the years, different conducting styles have helped the group work on different aspects of performance. While some conductors focused on intonation and bow strokes, others put effort into musicality and dynamics, creating a well rounded orchestra.

“There’s been a variety of teaching styles and conducting methods used by all the various teachers throughout, but with each teacher I’ve been able to

learn something new, be it a new style, or way of interpreting music,” Kolar said.

Unfortunately, the program’s issues run deeper than culture. With the limited pay, program directors can not put the same dedication into things such as music selection and trip planning as the full time positions. In addition, a lack of organization with the transition of the program makes each new director have to start from scratch.

“It’s been kind of difficult with the lack of follow-through that each director has had. There was a very minimal amount set up for the music library... I have no idea what my inventory is. I don’t know how many violins, cellos, or things like that are out there that we can use... my first couple weeks was kind of trial by fire,” director Stephanie Seed said.

“Teachers are definitely not given enough resources or time, they only teach a maximum of three days a week and can only teach two classes. This causes the pay to be minuscule, which has seemingly driven off new conductor. The time of the classes is long enough to cover the material, there just aren’t enough classes to teach,” Kolar said.

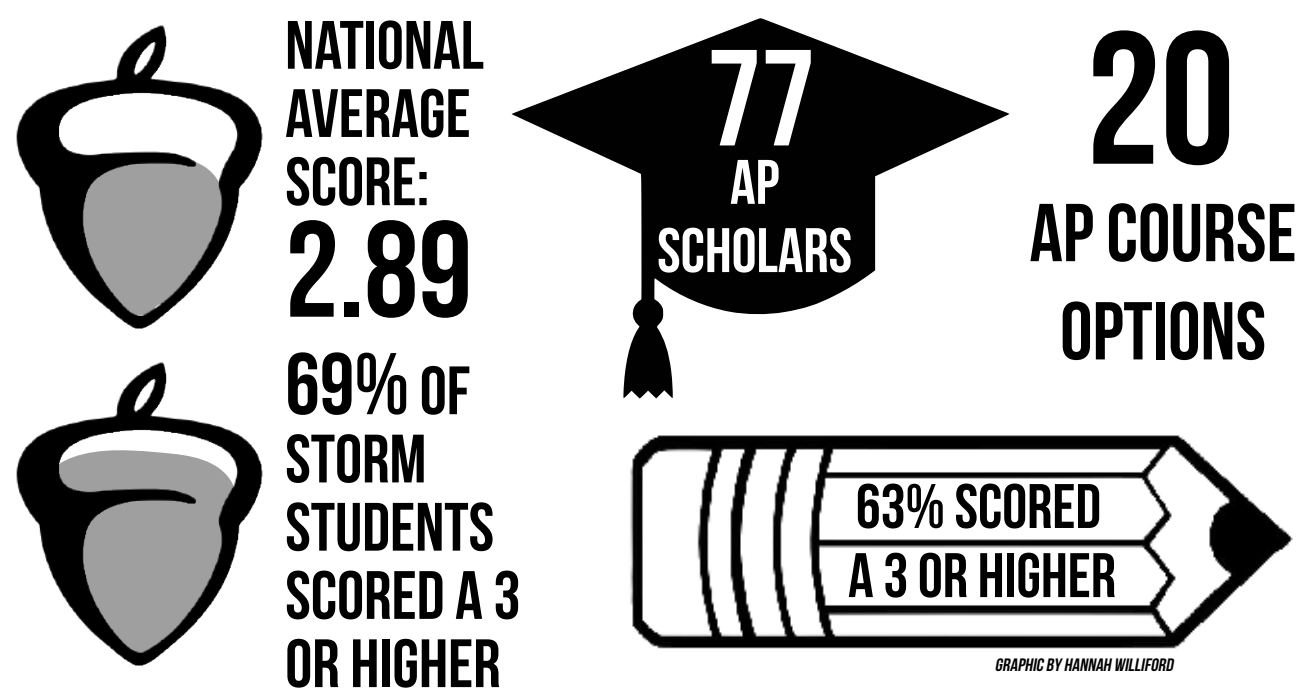
However, with the school already cutting budgets, it does not seem possible to allot more funding to a program holding under 50 students.

With the help of Seed, the orchestra hopes to grow. Students like Kolar are hoping for ways to transform the program; for instance, creating a symphony class.

“I’ve put in for a symphony orchestra maybe next year which would add a little bit of depth and a little bit of difference for the group,” Seed said.

Although the circumstances of the program prove difficult, the work of staff and students keep the program afloat for those finding a passion in strings.

# Students top national AP exam score averages



SHAYDEN POOLE  
Staff Writer

Assistant Principal Mary Thomas, this year’s AP (Advanced Placement) facilitator, was excited yet not surprised that our students had yet again exceeded the national average AP score.

“We have a high caliber of students taking the AP classes and when they take a class and commit to the exams, it takes a high level of perseverance and grit,” Thomas said. “Everybody, including parents, students, faculty are really proud that our average is higher than the national average.”

With the conclusion of 2017-2018 school year, 63 percent of the 469 students taking 991 exams scored a passing score of a three or higher. The nation had an average score of 2.89, according to College Board.

“We have the most students taking AP exams in the district,” Assistant Principal Reno Holler said.

Neighboring school, Bend High School, located in the Bend-La Pine school district, offers International Baccalaureate (IB) courses rather than AP ones.

“Our school has students that take five or six AP classes in a school year, usually, the kids take the classes for college credits,” Holler said.

Our school offers a wide range of AP courses, with 20 different subjects being available to students this year.

“A lot of AP classes are offered, and there is a really broad variety, which I think some other schools lack,” senior Islam Elwefati said. “The teachers for these AP classes are good at preparation, resulting in good AP scores. They teach towards the test and understand that it is important for the students to succeed.”

Elwefati is currently taking two AP classes. He previously skipped two grades and is on track to graduate this year at the age of 15.

Current senior student and captain of the frisbee team, Nick Herzig takes numerous AP courses and works diligently to remain successful in each of them. Last year he took on AP Calculus BC, AP Computer Science, AP English Language and Composition, AP Psychology and AP Physics 2. He scored a four on every exam and kept an A in every class.

“I liked the classes offered. I didn’t stay totally motivated in all of them, but they were important to me,” Herzig said. “To succeed in them, I had good study plans, worked hard and, mostly, did my homework and did it on time. I want to be successful, so I am going to put in the work to do it.”

Throughout the course of his AP classes, he found some techniques that helped him stay up-to-date with his courses that he shared with first-time AP takers.

“My best advice to students new to AP is to not stress about big projects. When a teacher gives an assignment, don’t put it off. Study as much as you need to prepare for your test. AP isn’t that scary,” Herzig said.

Another student succeeding within the AP program is senior Caroline De Ocampo. During the last school year she completed AP U.S. History, AP Calculus AB, AP Chemistry, AP English Language and Composition and AP Art History. De Ocampo scored a four on all of the exams that she took.

“I think the classes can be challenging because you don’t always expect a lot of work,” De Ocampo said. “I bought textbooks for the exams I studied for and I met with a tutor a few times. The classes weren’t too stressful until a few weeks before finals, but I was really fortunate to have some great teachers that gave us a great lay out of how things were going to go.”

AP World History challenges sophomores as the first AP exam most are exposed to. Ben Pierce is the instructor and he has been teaching for more than 10 years.

“To help my students succeed I create individualized study exams and track their scores and what they miss,” Pierce said. “Then I build a study plan for each student and give it to them in April so they know what to study.”

During his junior year, Logan Holler completed five AP classes, including AP English Language and Composition, AP Chemistry, AP Physics 1, AP Calculus BC and AP U.S. history.

Holler scored a four in all of them except AP Chemistry, which he earned a three in. Holler almost doubled the average AP physics 1 score of 2.36.

“Physics is my favorite subject,” Holler said. “I want to pursue a career in the field of physics and possibly explore a career in nuclear fission research.

The class has helped spark his interest in the field.

“As a kid I always wanted to do general engineering, but as I got into physics, that morphed into a more specified desire to work in physics and research within physics, mainly nuclear fission research,” Holler said.

“The physics teacher, Matt Killoran, inspired me to consider this career choice,” Holler said.

The Storm gained a plethora of AP scholars, an award given to students who take three AP classes and earn at least a 3 on each exam, a goal usually reached after junior year for Storm students. This can be followed by higher distinctions up to a national AP scholar. 77 AP scholars, 49 AP scholars, 37 AP scholars with honors and three national AP scholars were named.

## CADET TEACHERS

Continued from Page A1

“Cadet teaching is hugely beneficial on all sides. With classes of 38, there’s only one of me and a whole bunch of people that might have questions, so it’s nice if they don’t have to wait so long for somebody to get around [to them]. [The students] can get a lot more work done,” Pfister said.

Pierce notes that the data supports cadet teaching.

“[The] AP exam is front case in point. I had 82 percent [of my students] pass last year and I think that’s partially due to cadet teachers,” Pierce said.

Sometimes asking a teacher a question can be uncomfortable or intimidating, as noted by Koehler.

“It’s easier for them to connect with me sometimes because I’m a kid, so they might find it easier to talk to me and to learn from me rather than have a teacher tell them how to do it,” Koehler said.

Students often forget the content of the previous year that they then have to build upon. Cadet teaching can help with this.

“Both my cadets are currently in my AP Chem class so right now they’re getting a review of regular chemistry in the middle of their AP class which is really useful because it’s helping to solidify their foundation for the AP class,” Pfister said.

In addition to deepening one’s own understanding of a topic, cadet teaching also aids in personal development and the practice of interpersonal skills.

“Being a cadet teacher will translate into any job. As a cadet I get a lot of practice explaining things in different ways, which I think is a very valuable skill,” Cornutt said.

“I want to continue to be able to interact with people on a personal level and be able to teach people without making it seem like a task,” Koehler said.

Cadet teaching is also an excellent way to provide students interested in teaching an experience of what it’s like. Both Pierce and Pfister have had several students who cadet taught for them and went on to become teachers. However, regardless of whether or not one wants to become a teacher, cadet teaching remains a fun way to further personal development and help other students to grow in their learning while obtaining high school credit.

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TOWN HALLS

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Wyden’s town hall took place in a question and answer format regulated by randomly drawn tickets. Wyden addressed about eight questions from the audience, giving explanations on policy ranging from wildfire concerns to climate change. He also allowed time for the audience to express their own views on the issues.

Wyden showed strong opposition to the proposal by President Donald Trump to construct a southern border wall against immigration from Mexico and the President’s calling of a national emergency for the issue.

“Now I’ve made it clear with my vote, and I supported the bipartisan efforts of the late Ted Kennedy and George W. Bush. I’ve supported border security. I’ve supported fencing. But I don’t support the wall. I just don’t think this is what our country is about,” Senator Wyden said during the questions and answer phase of the town hall meeting.

Wyden also discussed his views on the recently introduced Green New Deal in Congress.

“I am one of 12 United States Senators who agreed to sponsor the Green New Deal. What we have to do is convey the urgency of this climate change issue. With all of these young people, I don’t think there’s time to waste. We’ve got to get moving, so I’m going to look at everything,” Senator Wyden said.

“There are 40 separate tax breaks for energy and most of them give tax breaks for what I call dirty energy tax relics, and what I’m going to propose is kicking all 40 of those breaks into the garbage can, and instead we will have three: one for clean energy, one for clean transportation fuel and one for energy efficiency. As long as I have the honor of serving you in the Senate, we are not going to put up the white flag of surrender on climate change; it’s just too important,” Senator Wyden said.

Wyden also spoke on his support of freedom of speech, and the First Amendment The senator recognized our school’s newspaper publication, The Pinnacle, for journalistic excellence and awarded the group a certificate and a flag that once flew outside the U.S. Capitol Building.

“In much of the world, people can’t freely assemble, speak, write or practice their religion,” Wyden said.

In comparison to the talk at Mountain View High School for representative Walden, aside from one outbreak over gun regulation, Wyden’s audience was reserved, and largely consisted of an older demographic. However, some students attended, as well, and contributed to discussions on gun control and public policy through asking questions.

“It was just overwhelming white hair looking across everything; the audience was largely elderly. They seemed to all enjoy having him there, and it tended to seem that

the crowd leaned a certain way politically, more left leaning and they saw Ron Wyden more favorably. When he voiced opposition against the emergency declaration, they were very supportive, and they were very respectful towards Ron Wyden,” senior Bryce Huntsman said.

Deschutes County has shifted farther and farther to the political left in recent years, and, for the first time in 20 years, was not won by the Republican Congressman Walden in 2018, according to OPB.

One disgruntled and vocal audience member was escorted out of Wyden’s town hall by the police after disrupting Wyden and protesting Wyden’s gun control initiatives. This same audience member remarked that none of Walden’s vocal critics had been removed and how poorly Walden had been treated at his town hall compared to the politeness and respect given to the Wyden.

Wyden sought to rectify the concerns of this heckler, even asking him to rejoin the process if he would sit until it was his turn to speak. Wyden wanted to hear the conservative thoughts from the audience regarding gun control, and heard from two members of the audience, including senior Bryce Huntsman and another high school student from Bend’s surrounding rural area.

“For almost the entire event he’d received questions that supported him, but he suddenly got an outburst from people who didn’t support him. The men believed that this crowd treated him much nicer than the way the crowd treated Greg Walden and they were very upset that [conservatives] weren’t getting their questions asked,” Huntsman said. “So what Wyden did was he asked if there were any people who disagreed with him on gun control and wanted to propose an alternative view on gun control, and a young man from Alfalfa spoke.”

Wyden also answered questions from the community about protection from wildfires, a prevalent problem in Bend and surrounding areas. Wyden favored aggressive prevention methods and a recognition of the intensity of fires in recent years. He suggested that federal help is headed to Oregon to confront our wildfire problems. He said he’s shepherded legislation that will stop a long-standing practice of raiding fire prevention coffers to pay for wildfire suppression.

“For too many years the country has not recognized these are not your grandfather’s fires. They are bigger, they are more powerful. There is a need for much more aggressive fire prevention,” Wyden said.

Town halls can be a great chance for communities to interact with their elected representatives, and as an opportunity for legislators to hear from their constituents to better represent their needs. Greg Walden promised in 2016 to hold a town hall in Deschutes County annually but has not lived up to this promise as of yet. Ron Wyden has held a town hall in Deschutes county every year since 1996 and will most likely hold another in 2020.



Ron Wyden, an American politician serving as the senior United States Senator for Oregon since 1996, is a member of the Democratic Party. He previously served in the United States House of Representatives from 1981 until 1996. He is the current dean of Oregon’s congressional delegation. PHOTO BY ANDREA BEARD

Students depend upon social media as main news source

BROOKLYNN GREEN  
Staff Writer

In the fast growing world of technology, current events are more accessible than ever before. Within seconds, a cell phone, laptop or tablet can access millions of news stories from around the world.

Social media is still relatively young, political science hasn’t fully explored the political implications of how citizens use it to get news. Research, according to Kevin Perry of the Washington Post, has found that consuming news makes people more likely to vote. “In theory, democracy should benefit from the presence of more information sources,” Perry said. “But we don’t know yet exactly how social media influences its consumers.”

According to the BBC, people ages 18 to 24 depend on social media as their main source of news. The same can be said for high school students.

According to the Pew Research Center, watching the recap of the day’s or week’s worth of news on television is only popular among people 50 years and older. Additionally, only 20 percent of Americans read printed papers. Of this audience, 71 percent are 50 years or older.

High schoolers rely on social media platforms like Instagram and Snapchat to stay up to date on what’s going on in the world around them.

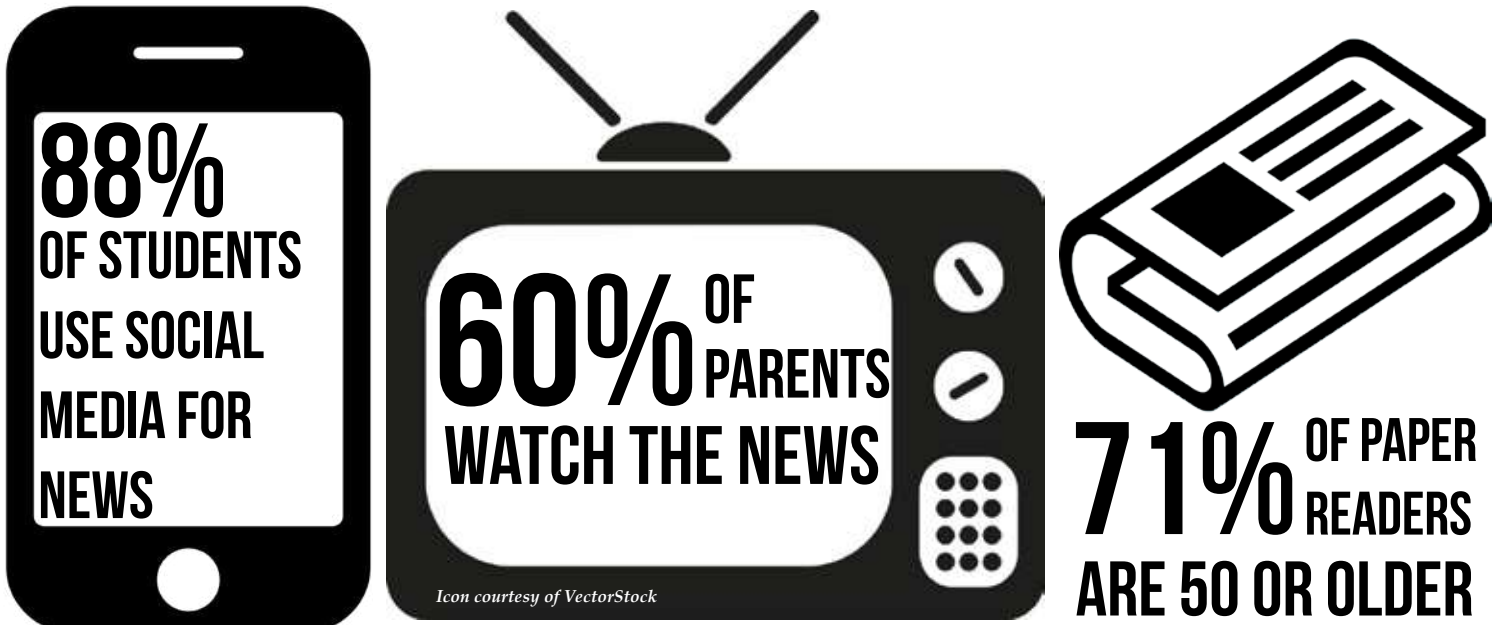
High school students spend nearly nine hours each day consuming social media according to The Washington Post. Teens are spending over one third of their day using apps like Youtube and Twitter to stay caught up.

“It is really easy to get on Snapchat and see what’s going on in a matter of minutes,” freshman Kennedy Green said.

Snapchat has incorporated a section for news outlets like NBC, The Wall Street Journal, The New York Times and The Washington Post. With the new advances of the app, Snapchat can connect users to current events in the modern world.

“Using social media like Snapchat to look at the news is really convenient but I still read the local newspaper every morning, which my peers may find different,” sophomore Charlie Hobin said.

In a recent survey of students, 88 percent reported that they receive their news from social media rather than the more traditional route of printed newspapers.



However, there are major drawbacks to relying solely on social media for the news. Looking at social media, an individual tends to follow and stay updated with the people they are friends with and share similar opinions with.

Society teacher Travis Overlay believes this causes a narrow, biased perspective.

“I try to use a variety of news sources [such as] Washington Post, New York Times, CNN and even occasionally check FOX News. I recommend getting news from different sources rather than one,” Overlay said.

According to Business Insider, the younger generation is uninterested with seeking out different sources, including news articles, unlike previous generations.

As technology advances it becomes easier to find articles on the latest news in seconds. According to the Pew Research Center, 95 percent of U.S. teens have access to a smartphone, allowing them constant connection to the world.

However, adults who have the same resources still tend to watch the news rather than read articles. According to The Pew Research Center, 72 percent of Americans between the ages of 50 and 64 years prefer TV for their news.

In the same survey done at our school, 60 percent reported that their parents and older relatives watch TV news outlets.

TV news platforms are still most popular news source, with 57 percent of Americans reaching for the remote rather than clicking on a computer or cell phone, according to The Pew Research Center.

In 2000, it was still widely popular to receive a newspaper at your doorstep. According to The Pew Research Center the decline in weekday newspapers began around 1995. The internet was just starting to be accessible as it is today. The newspapers were written by professional journalists and revised by editors.

Now, anyone can post or upload their own ideas and pass off them off as accurate news. These don’t need to be fact checked or filtered by editors before they are posted.

Propaganda or fake news spreading disinformation are easily sent through social media accounts. As ones mindlessly scrolls through their Instagram feed they may see stories about present day topics.

Sometimes these posts are from people who are uneducated on the topic and proceed to post whatever their opinion is, regardless of its factual basis.

It becomes crucial for one to check all the sources and read articles on the topic to help stop propaganda from being spread further.

Situations can often be manipulated by celebrities who are endorsed and

sponsored by companies to share what the company wants them to say.

Many misleading stories like the “Pizzagate” conspiracy in 2016 have ended tragically. A hoax was quickly turned violent when a person showed up to this pizza shop armed. Conspiracy theorists may promote their own non factual stories about real current events in blogs or videos that can be deceiving to younger or uninformed audiences.

In a study conducted by Stanford University, researchers evaluated middle school, high school and college students to see if they could determine the accurate information in a series of tweets, comments and articles. Researchers were shocked to find that middle schoolers couldn’t tell the difference between an ad or an article.

High schoolers also accepted photographs presented as true without any other verification or context. They, along with college students, also couldn’t set apart biased news from activists groups versus true facts.

With social media as a big part of today’s world, it’s a good idea to make sure one’s information is not misleading.

Checking sources and looking beyond Instagram and Snapchat feeds will keep one’s thoughts on the matter correct and promote better understanding of important topics going on in today’s fast moving world.

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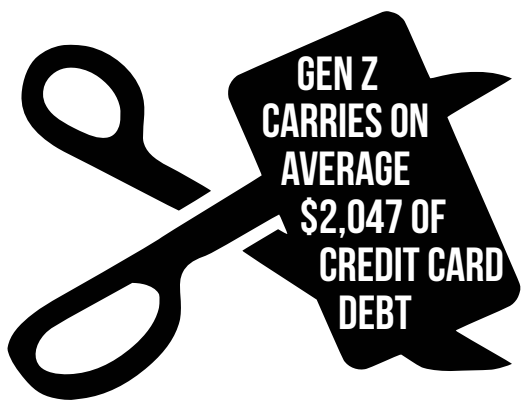
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# Students build assets with credit cards

15%  
OF PEOPLE  
SPEND MORE  
THAN THEY  
MAKE



MADDIE COLEMAN  
Features Editor

According to the Federal Reserve, Americans carried \$1.021 trillion in credit card debt as of June 2017.

“This record should serve as a wake-up call to Americans to focus on their credit card debt,” said industry analyst Matt Schulz.

Credit card debt has been growing at a rate of 4.9 percent every year, according to Market Watch, resulting in Americans having the highest debt from credit cards in the history of the U.S.

“I know I use [credit cards] more than I should,” financial algebra teacher Mike Carpenter said. “I’ve been better now that I’m older since I’ve seen how long it takes to pay them off.”

Credit cards come in many different forms. According to freelance finance writer Elyssa Kirkham, there are four main types of credit card. The first is the charge cards, which is the traditional plastic money card, where borrowers have to repay whatever money they use each month with interest.

The second is the rewards card, which gives cardholders incentives for having and using the card. For example, points can be traded in for other goods or just plain cash back. According to former marketing analyst Robin Ratcliff, Chase has seven different ultimate rewards credit cards, each with a different rewards rate. For example, the Chase Sapphire Reserve card has a rewards rate of three percent for travel and restaurants and one percent for general purchases.

Third is the secured card, which demands cash as collateral before borrowing can occur. This differs from a charge card, as the borrower must pay up front in order to ensure that the lender will get their money back.

“Because [secured credit cards] are secured by the deposit, these cards are easier to qualify for,” Kirkham said. “They can be a good option for consumers who want to rebuild credit.”

Finally there is the retail card. Retail cards are like charge cards, but are only applicable to the specific store they are issued from. For example, a TJ Maxx card is a credit card that can only be used in TJ Maxx stores.

However, avoiding using a credit card is becoming less of an option. Credit has become an essential part of living in today’s society. Having a low or no credit score tells lenders that a person is incapable of paying back loans on time or in full, thus making it harder for that person to convince the lender to risk their money on them, according to credit expert LaToya Irby.

NATIONAL CARD  
DEBT GROWS AT  
4.9% EACH  
YEAR

GRAPHIC BY HANNAH WILLIFORD

“Credit scores indicate the likelihood that you will default on a credit card loan or obligation. Having a low credit score means you’re a riskier borrower,” Irby said. “Since so many businesses now judge you based on your credit score, having bad credit can make life extremely difficult, from getting a job to getting a place to live.”

Senior Natalie Stevens signed up for a credit card at the beginning of her final year of high school. “I got it because my parents thought it would be a good idea to start building my credit history,” Stevens said. “That way in the future, when I want to buy a car or house it will be easier.”

Carpenter’s class teaches students the math behind credit cards, such as interest rates and how to find the minimum monthly payment. “Students should have credit cards, but with a very low credit limit. This is helpful to teach kids how to budget money and learn hard lessons about finance,” Carpenter said.

Millennials wishing to avoid the complications of a credit card have, for the most part, found alternative methods to purchase things. However, the actual number of Generation Y who have credit cards is unknown.

According to the founder of Young Adult Money David Carlson, less than 40 percent of Millenials have a credit card. “This trend coincides with both a distrust of financial institutions and a desire to ‘shake up’ industries that haven’t seen innovation for decades,” Carlson said.

Conversely, a FICO survey found that 83 percent of that age group utilize credit cards, with about half of the reported users owning at least three credit cards.

Popular and common alternatives to using credit cards include both cash and debit cards.

Financial advisor Dave Ramsey advocates for the cash envelope system, which involves several envelopes with a predetermined amount of money inside each. One for groceries, one for fun and others for additional monthly essentials. That amount is the allotted money for the month and if it runs out the person has to wait until the next month for more.

Debit cards are another possible credit card alternative. Attached to a checking account, debit cards are essentially the same as using cash except it’s electronic, according to Carlson.

Credit card debt has become an alarming epidemic across the country, an issue that is continuing to grow. However, there is still hope for many as people find and take advantage of various ways to create a new credit-free future.

# Population expansion leads to lifestyle shift

BARBARA NORTON  
Staff Writer

The class of 2022, the largest incoming class in Storm history with more than 430 students, provides just one example of Bend’s rapid growth.

Bend has one of the fastest-growing populations in the nation, according to the U.S. Census Bureau. Bend’s community grew by 4.3 percent from July 1, 2016 to July 1, 2017, making it the 12th fastest-growing town in America.

According to an estimate by Portland State University, the number of people living in Bend will reach 109, 338 by 2025.

“We are getting closer [to 100,00 people],” said Damian Syrnky, senior planner in Bend’s Urban Growth Department, in an interview with The Bend Bulletin. “It’s entirely possible by the time the 2020 census comes around, we will have 100,000 in Bend, and if we are not there, we will be pretty close.”

The U.S. Census Bureau predicted that Bend is currently home to roughly 95,000 people. However, as a fast-growing city, Bend faces a number of problems.

In 1998, the city annexed a large area of homes in southeast Bend. Homes in the Old Farm District met the requirements for a state law dictating that any home within 300 feet of an operating sewer system is required to hook up to the sewer system and decommission their septic system. During the annexation and the following 20 years, the city of Bend failed to plan for the costs to connect the homes to the sewer system. The issue was triggered when a new sewer pipe was built into the area recently.

Now, due to planning errors made by the city of Bend, people living in southeast Bend’s Old Farm District may have to pay a bill upwards of \$25,000 to connect to a new sewer line in the neighborhood.

“The city failed to make a plan for how to help homeowners who clearly would lose their homes if forced to pay the entire sewer hookup costs. What was a severe problem became a debacle that threatened to throw hundreds of people out of their homes,” City Councilor Bill Moseley said. “To me, this is just another sign of the city of Bend being behind on its growth.”

Traffic concerns have increased as well. According to the Oregon Department of Transportation, Revere Avenue has seen an increase of 9,000 drivers to nearly 61,000 drivers per day.

“It’s definitely more crowded at all the intersections and roundabouts than it used to be. The roundabout on Reed Market, by the Old Mill, is constantly backed up,” said librarian Catherine Blue, who has lived in Bend since 1993.

Traffic along Highway 97 and 3rd Street has also surpassed previous highs.

As more people have moved to Bend, affordable housing has declined and home prices have inflated.

“I had to buy a home in Redmond because the houses in Bend are so expensive,” said Laurie Shannon, who has lived in Bend her entire life.

Homelessness rates have grown as the percentage of vacant houses and rentals in Bend is between zero and one percent, according to the U.S. Department of Housing and Urban Development. “I’ve noticed a huge influx of homeless people in recent years,” Blue said.

The Bend-La Pine School District predicted that Bend high schools would be operating at capacity in 2018, and that at least seven new schools, including two 1,500-student high schools, would need to be built in the next 20 years.

“Bend was originally a small, outdoorsy town, but as more people move here, it’s becoming harder and harder to find places to ski and hike that aren’t crowded,” said sophomore Ellie Kessel.

Environmental degradation and crowded forests, rivers and mountains are two large issues Bend faces, according to Moseley.

“We are failing the basic responsibility we have to our residents to deal with the growing population. The city is too disorganized and the council is ineffectual. I fear these problems will continue to get worse,” Moseley said.

However, as Bend’s population has grown, so too has its breakout tech industry, roaring food-cart scene, outdoor recreation options and concert culture.

“There are so many good restaurants and concerts. Bend didn’t have any places to eat 20 years ago,” Blue said.

Hailed as one of the top beer-towns in America and ranked as Outside Magazine’s 2017 #1 place to live in America, Bend’s culture has certainly been enriched and transformed as more people have moved here.

“I love the amazing scenery and outdoor activities here. I’ve never lived in a place this beautiful,” sophomore Julia Meyers said.

Regardless of the consequences, Bend will soon reach 100,000 people, roughly the same size as many of Portland’s largest suburbs.

# COCC enters partnership with OSU

IZZY LAVINSKY  
Staff Writer

To more effectively guide students to four-year degree completion, a new agreement between Oregon State University-Cascades and Central Oregon Community College (COCC) allows students to be admitted to both schools.

With this change, students studying at COCC who are interested in earning a bachelor’s degree can be jointly admitted to both schools. This will provide them with access to OSU-Cascades academic advisers and support staff.

According to OSU Cascades, currently more than 30 percent of students at OSU-Cascades transfer from COCC. As a result, the agreement will allow students to take courses concurrently at both institutions.

Under the Degree Partnership Program, or DPP, students will first apply to the OSU-Cascades University.

Students can then declare themselves as wanting to take lower-division courses at COCC as they pursue their bachelor’s degree. Students seeking to participate in the DPP must still meet OSU admission requirements, including a recommended minimum 3.0 high school GPA and either ACT or SAT scores.

The DPP students will then be assigned an academic advisor at OSU-

Cascades. This will help to guide them toward their goal and ensure that the courses they select from either OSU or COCC fulfill OSU baccalaureate core and degree requirements.

These students will be able to access all student services at the campus in which they are taking classes, including career and internship advising, disability access services and student life activities.

This program is a great option for those who are interested in staying in Bend after their high school graduation. With the DPP in place, students can remain in their beloved town as well as further their education.

“After I graduate, I plan on attending college and staying in Bend. Given how much I love it here, I see no reason to leave when I can get an adequate college education here and save money,” junior Jessica Huffman said.

With access to classes at both institutions, students will be able to

choose what interests them from a variety of courses. This will help students save both their time and money. Additionally, the DPP will allow students to avoid taking any unnecessary classes at COCC that would not help them toward their final bachelor’s degree.

DPP students could potentially gain great benefits from both institutions. By having access to course offerings at both OSU Cascades and at COCC, students will have more appealing coursework options to choose from. They can also benefit from the combined lower tuition and financial support from the

Oregon Promise funding available through COCC. With the DPP in place, high school graduates looking to stay in Bend can receive a Bachelor’s degree.

“I think the joint program is brilliant. Having the opportunity to receive a college education and find your path in Bend is a great idea,” Huffman said.

“Given how much I love it here, I see no reason to leave when I can get an adequate college education here.”

Jessica Huffman,  
junior

An advertisement for MBSEF. It features a large silhouette of a mountain range. Below the silhouette, the letters "MBSEF" are written in a large, bold, white font on a black background.

An advertisement for Fresh clothing store. It shows a grey hoodie and a white t-shirt with a black bear graphic. The text "100% OFF" is written in a large, stylized font. Below it, it says "ENTIRE PURCHASE IN STORE WITH SCHOOL ID (EXPIRES JUNE 30, 2019)". At the bottom, it says "416 NE GREENWOOD AVE. IG: FRESH\_CLOTHING\_STORE FB: FRESHSTOREBEND".

An advertisement for Lemon Drop HAIR SALON. It features the salon's logo in a cursive font. Below the logo, the contact information is listed: "5413825605 | 5 NW MINNESOTA STE 105 | BEND, OREGON 97703".

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This takes you to TouchBase  
Password is student's Last name with Capital first letter  
Click on Student name in the middle of page  
Click on items at student's school  
You are now able to make the choice of what you want to pay for.  
(If you have a fine, you will have to pay the fine first.)

# TEACHER PROTEST

Continued from Page A1

Educators are pushing for smaller class sizes in rural school districts. They are encouraging legislators to see the need for more teachers, librarians, counselors, school nurses, technical education and increased elective offerings.

Led by the Oregon Education Association (OEA), teachers and students from our school helped to raise awareness by marching on the state capital in Salem, OR on Feb. 18. The march, deemed March for Our Students, attracted hundreds of red-clad protesters from around the state arriving on school busses, according to KOIN.

Now, the Oregon Education Association is calling on teachers to take part in a Day of Action on May 8. That could mean some teachers will walk out of their classrooms as a response to Oregon's proposed budget for schools.

John Larson, president of OEA, says that budget cuts could mean major cuts for schools and as many as 900 layoffs across the state.

He feels the proposed budget fails students and shows lawmakers are out of touch.

"It's time for us to say, invest in students. Thirty years of disinvestment have put our schools into crisis and today is the breaking point for me and for educators around the state," Larson said, in an interview with Portland's KOIN television station.

"It's a way of teachers showing legislators that we are capable of organizing and that there are more than a couple of people who would like to see these changes," math teacher Jenny White said.

The OEA focused their protest on lack of compensation for teachers, who currently have an average starting salary of \$36,097, according to the television station KGW, and additional funds to decrease class size and allow for more individualized attention.

According to KGW, there is a \$10,000 gap between the base pay of the lowest and highest paying school district in Oregon. Teachers with bachelor's degrees and extensive experience can see a \$40,000 pay difference depending on which district they work in.

The starting salary for the highest pay district in Oregon, according to KGW, is David Douglas at \$42,142, compared to the lowest starting salary at \$32,952 within the Glendale district. North Bend is in the top ten lowest paying districts with salaries beginning at \$35,240.

The beginning salary of a Bend-La Pine school teacher is \$37,088, despite Bend's high cost of living. Teachers face difficulty affording Bend's increasing cost of living, especially when the median home price in Bend is \$411,900, according to "Best Places."

"I know a couple teachers that started teaching in different states," math teacher Heather Bussmann said. "If they stayed in the other state, their salary would've been \$90,000-110,000, but here in Oregon, the average teacher salary is about \$50,000."

As teachers become unsatisfied with their careers due to lack of compensation and long hours, students at the high school level are pushing away the thought of teaching as a suitable job.

"I created a survey for my classes and asked students if they wanted to be a teacher in the future; none of them raise their hands," history teacher Travis Overley said.



Teachers Travis and Valerie Overley, left, Kathie Quick, Valerie Overley, Jennifer White, Marni Spitz, Sarah Warsaw and Heather Bussmann, above right, attend the march on the capitol in Salem to protest with the Oregon Education Association, for higher wages and improved benefits. PHOTO COURTESY JENNIFER WHITE



Teachers agree it will be difficult to find young people who are interested in teaching because of the discouraging aspects.

"While the amount of time off would be attractive to young people, the pay for the amount of work isn't enough to inspire young people to choose teaching as a career," history teacher Elizabeth Justema said. "[I think] it will become increasingly rare for students to become teachers in Bend, because we have some of the lowest salaries in the state and some of the highest costs of living, so it is already tough to recruit young teachers in particular."

"I think it's less likely than 10 years ago for students to become teachers," history teacher Doug McDonald said. "There has been a lot of demonizing of the profession and public schools in general by the charter school choice movement, funded by tech billionaires who think they know how to create a better system. There are major problems with the systems they are creating."

The Education Week Research Center conducted a national survey of more than 500 K-12 teachers to asked what school districts should do differently to find and hire high-quality teachers. One of the top responses was better working conditions.

"I laugh when non-teachers think I have a 'lunch hour' or that I'm done working when students leave at 2:45 [p.m.]," science teacher Callie Pfister said. "My first year of teaching,

I tracked my hours out of curiosity, and by February I had already worked my entire summer vacation in overtime."

Fifty-five percent of teachers reported that they are not completely satisfied with their teaching salaries, according to data from the 2015-16 National Teacher and Principal Survey.

"Other careers offer a much greater pay incentive and, quite

**"It's a way of teachers showing legislators that we are capable of organizing and that there are more than a couple of people who would like to see these changes,"**

*Jennifer White,  
Math Teacher*

honestly, better benefit packages," Justema said. "But when I went into teaching I knew exactly what salary I was headed for, so [I] am not disappointed in any way. However, I have a unique perspective coming from a different industry. I spent 20 years in international marketing for technology companies like Microsoft. At 47, I make half of what I made when I was 27."

The public thinks teachers should be paid more as well. According to Education Next, after the multiple teacher walkouts which protested low wages, the public now favors raising teacher pay.

"The protests that have been happening in Los Angeles over the lack of funds that are going to teachers—they are being paid so little and funds are not being distributed in correct ways so they

have to actually stop working just to encourage people on how these funds need be distributed," sophomore Wren Miller said.

Students are disappointed with teachers' salaries because of the impact teachers make in the world. Some students want to become teachers but are concerned about the lack of pay they would receive for a career.

"Teachers salaries are low and that frustrates me," sophomore Caya Christiansen said. "Teachers are what bring up the next generations to be successful in whatever way they want to. They almost shape the next generations, by supporting, educating and inspiring the next people to grow up and do the same, so I believe that they should be paid more due to the amount of work and responsibility they have on their shoulders."

"The current education in the United States, at no fault of the teachers, is lacking," Miller said. "Teachers aren't being paid enough and we aren't siphoning funds to where they should be to make a productive education system."

Education Week Research Center also suggests that teachers receive little respect on a daily basis.

"The lack of respect that goes into teaching is revolting because these people really should be held in the highest esteem but as a culture we don't do that," Miller said. "They are still underpaid and understaffed and don't have the support they need to help create the future."

According to The Guardian,

schools are struggling to fill positions in science, special education and mathematics, and often have trouble keeping teachers because of low salaries, student loans and reduced budgets.

"Teaching is an appealing profession because you really are helping to create the future," Miller said. "It's not appealing because right now in the U.S., it's a little bit of a mess."

According to the Phi Delta Kappa (PDK) International poll, parents don't want their children to become teachers.

"I feel like there's a narrative that has been created about public schools in our country that is not helpful," Joshua Starr, the CEO of PDK International said. "We can't have it both ways. You can't say, 'Yeah, education is great, but I don't want my kid to become a teacher,' It's problematic for our country."

"I don't want my child to become a teacher because I want her to have a career with more of a future," parent Emily Poole said.

According to the website, PayScale, teachers love their job and the work environment but daily interactions change the way some teachers think. Some teachers think they learn more as a teacher rather than a student. Others love it because everyday contains a new teaching style.

"Teaching is pretty widely recognized to be hard work with relatively low pay, but it's also really rewarding," Pfister said. "I don't think students realize how much they are learning, but it's so cool to watch them start to figure stuff out. My job is highly rewarding. I only wish we were paid what we deserve."

With continued protests, organizations like the OEA hope to make that wish a reality.

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# Computer science program expands

MICHAEL WAKEMAN  
Co-Editor-in-Chief

In response to the growing impact and influence of computers, our school has developed a computer programming curriculum over the past several years.

Currently, our school offers four computer programming classes: Introduction to Computer Science, Game Design, AP Computer Science and AP Computer Science Principles.

These classes are taught by Kathie Quick and Greig Thompson. Quick teaches all of the computer science (CS) classes with the exception of AP Computer Science, which is taught by Thompson.

“When we were on a different schedule here at [our school] quite a few years back I had the time in Pre-Calculus classes to program the graphing calculators. The students and I got a lot out of it but I didn’t have the opportunity to teach a full course on programming until four years ago when Principal [Alice] DeWittie asked me if it was something I wanted to try,” Quick said. “Since computers have permeated our lives, we thought it was important to give students the opportunity to gain the skills needed to be competitive in this growing field.”

These courses offer students with the skills and knowledge to build apps, develop websites and write in several different coding languages. Additionally, students are taught problem-solving techniques and strategies, which are invaluable in computer science.

“I love to learn, and taking on this new topic at this point in my career has been a lot of fun. I probably spend too much time outside of the school day (just ask my husband) learning new coding languages, but it’s really interesting,” Quick said. “The other thing I enjoy about computer science is how much fun it is. It is so amazing to type just a few lines of code that make the computer do what you want it to do like create games, websites and apps.”

Two of these courses, Introduction



Computer Science student junior Blake Babb refers to his iPad for information in order to complete his programming classwork for AP Computer Science. PHOTO BY MARVIN WALDER

to Computer Science and AP Computer Science Principles, are open to students with no prior knowledge or experience with coding. However, despite starting with no experience, these courses require diligence and dedication to master.

“One of the most common difficulties that I encounter in teaching computer science is the lack of persistence. I think the lack of persistence may come from students that find programming computers isn’t what they expected,” Quick said. “Those that are interested really get into it and find they like it for the same reasons I do, it’s fun and challenging at the same time. The class is designed to bring students along slowly while learning the languages so they can build on their skills and get more and more fluent.”

Another resource for women especially interested in the field of CS is the Girls Who Code Club. The club will focus on fostering the development and learning of programming and coding

skills in young women. Next year, Quick will be the club’s advisor.

“I thought [Computer Science] was really interesting. I really liked how we had the freedom to go anywhere we wanted in that class,” senior Sid Rafilson said. “We had assignments, but we could take them any direction we wanted and really learn computer science in the way we were interested in.”

In addition to developing problem-solving, organizational and logistical skills, CS also has profound practical applications in the modern world.

Computers are involved in nearly every aspect of life today. Additionally, CS is now one of the most in-demand and lucrative fields. According to the Bureau of Labor Statistics, 58 percent of all new STEM jobs are in computing. Today, there are an estimated 500,000 available jobs in CS with about 4700 in Oregon alone, according to the Conference Board.

According to the Hamilton Project, a CS major can earn 40 percent more

than an average college graduate over their lifetime. Graduates in CS have the second highest starting salary, according to the National Association of Colleges and Employers. However, despite the obvious appeal this industry possesses, there is still a high demand for more workers. According to the National Center for Education Statistics (NCES) IPEDS Completions Survey in 2017, only 10 percent of STEM graduates are in CS.

There are several causes for this, most prominently the lack of state and federal support for CS education. Nationally, only 35 percent of high schools teach CS, according to the CODE Advocacy Coalition. In Oregon only 30 percent of high schools teach CS.

Oregon had only 834 CS graduates in 2017, according to the NCES. Of these, only 19 percent were female.

Oregon had only 32 schools in the entire state that offered AP CS courses during 2017–18. Students took 762 exams for both AP CS subjects, of which only 24 percent were taken by females, according to the College Board.

This is the lowest number of exams for any STEM subject.

Oregon is one of only many states that lacks commitment and support to CS education. The state allows school districts to decide whether or not to count CS toward graduation requirements. The Bend-La Pine School District has chosen to do so, and counts CS as an applied arts credit for graduation.

The graduates in CS, as well as educational support, have steadily improved over the past few years in Oregon. However, the state lacks any specific funding for CS education, any comprehensive CS standards or a statewide educational plan.

Computer science is a growing and significant field that requires more support in the educational system. While efforts, such as those at our school, have been made to improve access, there is a still a lack of broad support at both the state and national level.

## Bend-La Pine schedules makeup days

STAFF REPORT

Four days of school were cancelled when Bend received nearly 46 inches of snow in February, almost doubling the more than century-old record for the month, the National Weather Service in Pendleton reported Monday.

Snowfall totaled 45.8 inches, with at least an inch of snow reported on eight days. The heaviest snowfall was 12.5 inches, reported on Jan. 25.

“We know that our students are best served when our schools are in session,” Superintendent Shay Mikalson said, in an email to the Bend-La Pine School District employees. “Bend-La Pine Schools’ students are fortunate to receive exceptional learning opportunities. Making sure that our students receive the education that they deserve is a priority—that is why we will be making up missed days this spring and extending our school year so that it now ends on Friday, June 14.”

“The following changes in the 2018–19 high school calendar were made with much consideration and input from our employee group leadership and staff,” Mikalson said.

Friday, April 12, a day originally designated as a non-student day following conferences, will instead be a full school day.

Thursday, June 13, originally scheduled as a half day, will now run on a regular full-day schedule.

Students will also attend school on a school improvement Wednesday on Friday, June 14.

Graduation dates for senior students will not change.

“I want to express my gratitude to all of our staff members for all that you have done and continue to do to support our students and schools,” Mikalson said. “I recognize that the record snowfall our region has endured has meant disruptions for all of us and I want to say thank you again to our maintenance and custodial crews, teachers, office staff, bus drivers, support staff members, administrators and to every Bend-La Pine Schools staff member. I appreciate your ability to prioritize our students and provide them with the learning environments they deserve.”



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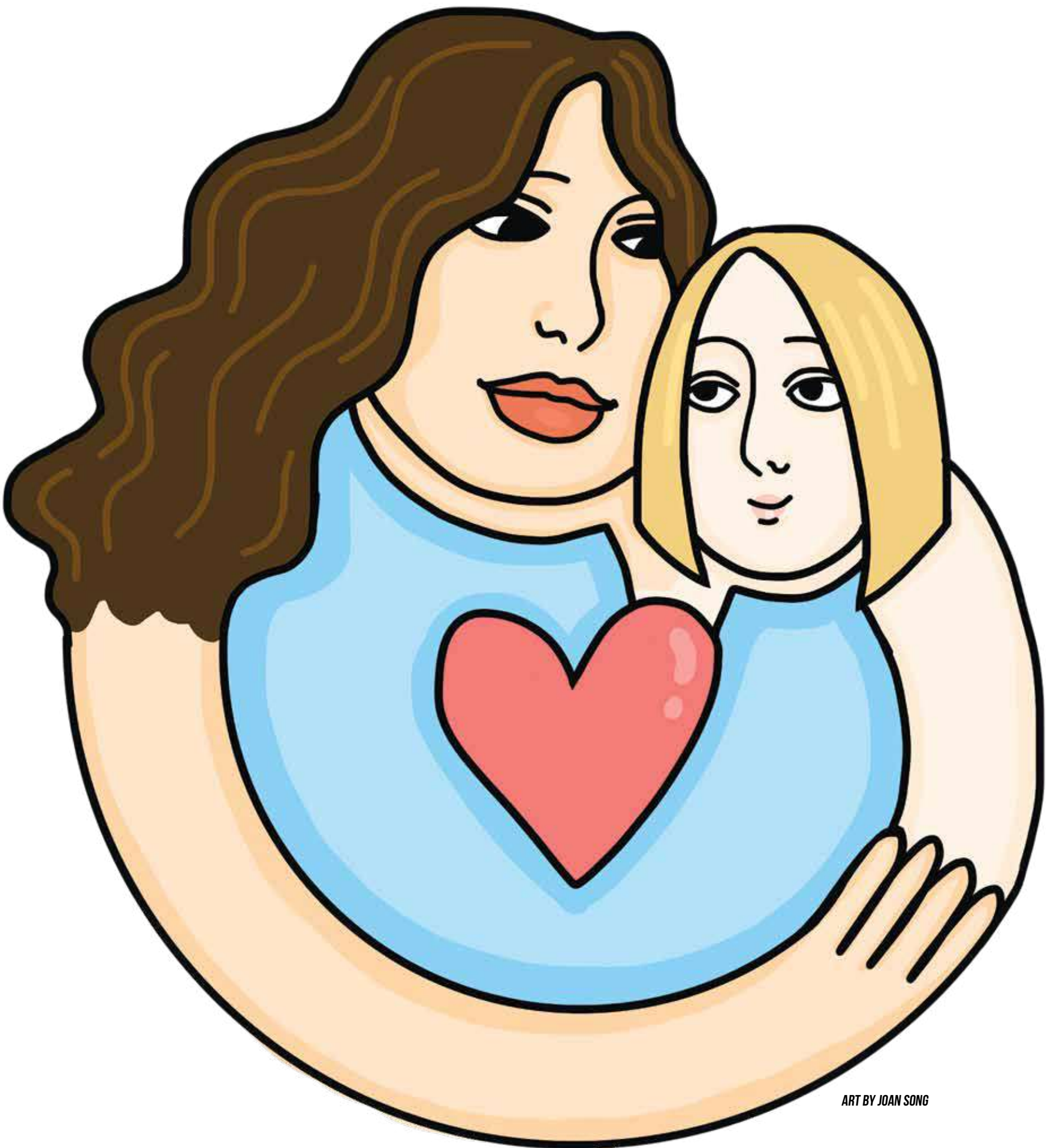
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ART BY JOAN SONG

# AFTER SCHOOL BUDDIES CREATE UNIQUE BOND

JOAN SONG  
Co-Editor-in-Chief

Local girls continue to benefit from the After School Buddies program as it enters its 16th year of running. Founded in 2003, ASB brings together high school girls (big buddies) and at-risk fourth- and fifth-grade girls (little buddies) in a bond of both mentorship and friendship.

During the school year, the girls meet once a week at either Elk Meadow, Buckingham, or Juniper Elementary School for around two hours, with each week’s meeting centered around a different theme.

The program starts around late October each year to give elementary teachers time to identify girls that would benefit from the program, typically girls who have harder home lives or girls who may have learning disabilities; students may also be recommended into the program by school counselors.

The girls are then paired with a high schooler who becomes their big buddy for the rest of the year, meeting every Monday after school.



Senior Francesca Rossi and fifth grader Alexandria work on homework together. Last name withheld for privacy. PHOTO BY JOAN SONG

ASB tries to be as inclusive as possible. For example, having both fourth- and fifth- graders participate allows some girls to go through the program for two years. In addition, ASB is free of cost and meetings run until after 5 p.m., making the program a good alternative for parents who can’t always afford after-school childcare.

“The little girls selected are kids who just need a little bit of extra attention,” volunteer Deborah Ross said. “They may come from families in poverty, they might have a parent in prison or have self-image or bullying issues.”

Themes discussed by the buddies include topics such



Sophomore Sofija Kac and fifth grader Melina improve reading skills with “The Hundred Dresses.” Name withheld for privacy PHOTO BY JOAN SONG

as success, trustworthiness, resilience, optimism and other values that the young girls may not be receiving instruction on at home. The girls are also pushed to think about character traits such as compassion and kindness.

Meetings aren’t just sit-down talks, however; these themes are developed through the girls playing games, reading books and completing various different activities together. Big buddies may also help their girl with homework or improving their reading or studying skills during a block of time set aside during meeting.

“My favorite part of after school buddies is doing art,” fourth-grader Aria John said. “We usually do art projects a lot - I like making cards.”

Many of the lesson plans are based around the book “Growing Strong Girls” by Lindsay Sealey, which revolves around the power of connection with older girls at a young age in better developing inner strength and confidence when not found other places.

For girls with non-ideal family lives, learning these values, even when they come just from an older adolescent, is especially important.

“It’s a really fun activity for after school and your free time,” fifth-grader Madi Morris said. “I feel like I’m learning how to communicate with other people better and I just like how nice the buddies are. I think more people should join.”

The program at Elk Meadow Elementary also began a three-week lesson on bullying and being a bystander, helping prepare girls for the increased social challenges and pressures of middle school.

“Everybody just needs to feel confident and secure, and a lot of high school girls say they wish they had a big buddy when they were in fourth and fifth grade, because there’s so many issues that kids deal with all the way up to adulthood,” Ross said.

High school girls enroll in the program for a variety of reasons. Some may have been looking for a community-focused way to spend their extra time.

“I was really new here [at school] when I started, and it was nice to have a place to go to during the week,” senior Callie West said, who started the program as a sophomore. “In the lunch meetings at school I’d just have people to hang out with sometimes and talk to. And it’s really nice to see the look on the girls’ faces whenever they see you.”

Others were actually little buddies in the past and now want to pay it forward and participate in the program in the role of the older girl, offering the support and positivity that they once received to a new generation of students.

ASB can be mutually beneficial for other older girls as well, even if they weren’t involved in the program as a child. Being able to warn their little buddies about issues that they themselves dealt with around that age, encouraging girls to go into STEM fields or just knowing they’re making a positive difference in someone’s life all make the program valuable.

“I would say high school girls get as much out of it as little kids do,” Ross said.

Whether it’s playing games, reading or discussing difficult issues together, the After School Buddies program always strives to improve both little girls’ and big girls’ lives and encourage them to grow into strong and responsible young women.



Sophomore Madison Chambers enjoys snack at Elk Meadow Elementary School with volunteers and fifth graders. PHOTO BY JOAN SONG