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Airmen from the Kentucky ANG (Air National Guard) help unload relief supplies from aircraft at Luis Muñoz Marín International Airport in San Juan, Puerto Rico. U.S. Air National Guard Photo by Lt. Col. Dale Greer



# DISASTER

## East community organizes help for Puerto Rico

**Brooklyn Anderson**  
Entertainment Editor

The Puerto Rico disaster from Hurricane Maria is being relieved in part with donations from East staff members as well as locals in Bellevue and Omaha.

According to Vox, Puerto Rico was wiped away by a category four hurricane on Sept. 20 and is still in recovery mode. Around 3 million people have gone months without power, food or water. Churches, donation centers, and generous people are gathering items or money for Puerto Rico disaster relief.

“Natural disasters have a way of exposing weaknesses in infrastructure and preparedness,” Citylight Church Missions Coordinator, Robin Laney said. “With 80 percent of their power transmission lines destroyed, it will be necessary for them to replace their electricity delivery system.”

Members and locals of the Citylight Church and New City Church in Omaha provided donations for the disaster. The donations are items such as batteries, refillable containers with water filtration, first aid kits, over the counter medicine, toiletries, baby items, portable gen-

erator, and solar charging stations.

“The donated items will be collected this coming Sunday [Nov. 17] at Citylight Midtown and will be picked up by the team from New City Church in Bellevue,” Laney said. “They [the donated items] will then be shipped to Christian and Missionary Alliance churches in Puerto Rico to be distributed to those who are in need.”

The donations to Puerto Rico have been slow, but surely a huge impact. Each donation gives a small relief to families in need. Giving families a small ray of hope, helps them find some comfort after the

disaster, and maybe a small amount of joy.

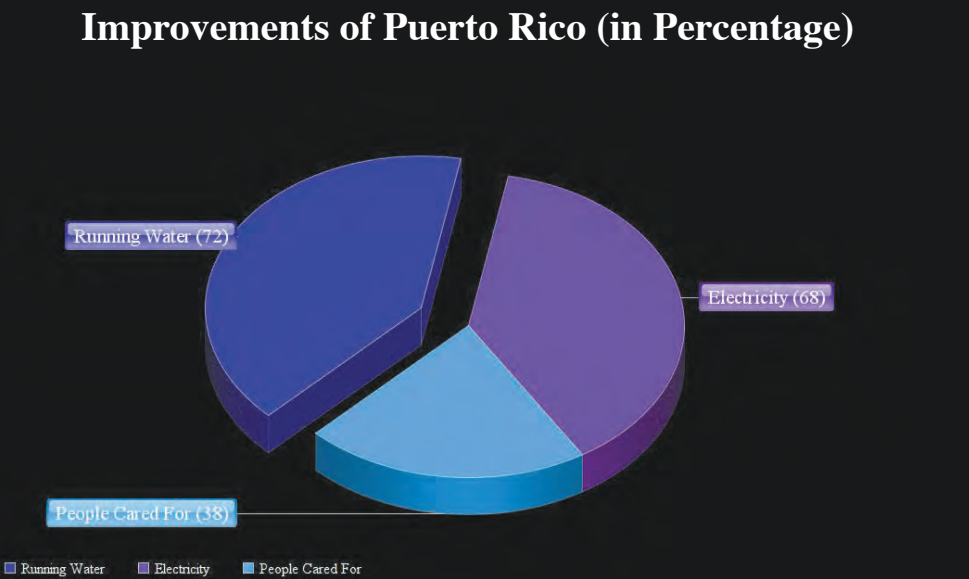
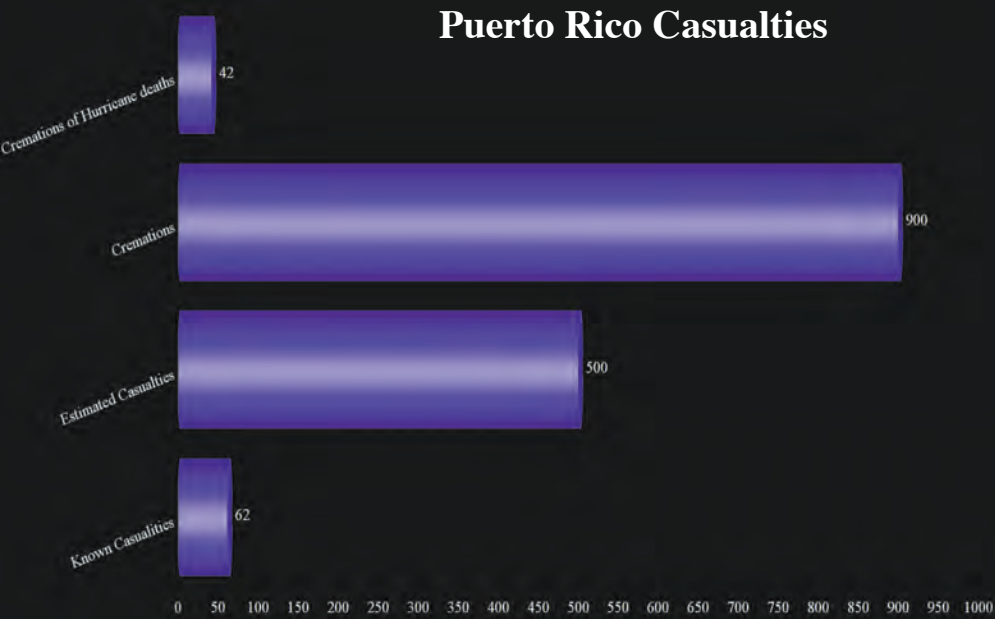
“It’s hard to measure the impact,” Laney said. “But I would imagine that when you have lost everything, have no electricity or clean water, and have little to no access to daily necessities, any provision is a relief.”

English teacher Kristina Sonntag distributed slips of papers to teachers around the school about donations to Puerto Rico. One of the pastors at her church has relations with someone from Puerto Rico. The donations were received from biology teacher Karin Donner.

“The items that I donated were stuff from my Thailand trip that I won’t be able to use again,” Donner said

Junior Cecelia Ortiz has family living in Puerto Rico who survived the hurricane and are now slowly rebuilding everything they lost. After the hurricane, Cecelia’s family sent items to their family, most of which has been money.

“I appreciate anything that people send to Puerto Rico,” Ortiz said. “It’s not just about sending things but it’s about voicing your opinions and giving Puerto Rico a voice to have our government hear them.”





# FAFSA helps lower college costs, debt

**Cailin Tomsu**  
Editor in Chief

Two thirds of community college students struggle with paying for food and finding affordable stable housing, according to the Hechinger Report's, an organization dedicated to ending inequality in education, college tuition puts a large financial burden on students already, and many struggle with the other costs associated like housing, books, and food. To ease some of this financial stress students are urged to apply for scholarships and take advantage of aid, like the FAFSA. "Completion of the FAFSA is the only way that a student can become eligible for federal student aid. Many scholarship programs and financial aid opportunities also require the FAFSA to be completed to be eligible for their opportunities. B.East student population of free/reduced lunch eligible students is above 40 percent. In many cases, these students would be Pell Grant eligible. Money received from a Pell Grant does not need to be paid back," counselor Michael Chudomelka said.

Senior students at East are given a Bellevue Public Schools Comprehensive Scholarship, that contains instructions informing the students of all the documents or information they will need if they decide to apply for any of the scholarships listed. The deadline for the packet is December 15.

"What needs to be understood is that the counseling office will provide the information, links, applications, etc. It is the responsibility of each student and family to complete the necessary applications. In many cases, B.East can mail the completed applications to the scholarship sponsors, and we will include the necessary documentation - transcripts, recommendations, etc.," Chudomelka said.

In addition to a scholarship packet, the counseling office also provides seniors with weekly newsletters. In these newsletters there is information regarding specific scholarships with their deadline from companies like Coca-Cola and Runza. Students should fill out as many scholarships as possible in attempt to reduce the high price of college.

"Most importantly, students will not receive a scholarship that they don't apply for. There is not one source for scholarships. B.East puts together a list of the scholarships that we are aware of, but there is a possibility that other scholarships exist. For example, employer programs may include scholarship programs for their employees or children of their employees. For many of these programs, we may not have access to the information to be able to publicize the opportunity," counselor Michael Chudomelka said.

From last years seniors, only 37 percent of East students completed the FAFSA, according to Chudomelka meaning that the majority of students who fell under the free or reduced lunch did not receive federal aid that would have helped cover college costs. The FAFSA becomes open to students on October 1.

"The date that students are eligible to complete the FAFSA has been moved from January 1 to October 1, just a few years ago. In part, this date move was made so that students/parents could use the results of the FAFSA to help them decide their college of choice. Completion of the FAFSA is the only way to be considered for federal student aid, Pell Grant, federal student loans, and other programs available. In many instances, even if a student does not qualify for federal student aid, their college of choice may require that the FAFSA be completed for the college financial aid process at that school," Chudomelka said.

The FAFSA provides students with a free way of discovering how much aid they are qualified for, and that may also help decide

what college to attend. To fill out the FAFSA, students can go to [fafsa.ed.gov](http://fafsa.ed.gov).

"I started, but I stopped because I did not have all the information and documents and had to wait for my parents help. I believe it is confusing because you need your parents to answer most of the questions for you, so it's more for them," senior Sierra Luna said.

Filling out the FAFSA does require information from parents, and students should be sure to have their parents tax forms handy when completing the FAFSA. According to The National Association of Student financial Aid Administrations, says the most common errors regarding the FAFSA, is students leaving fields blank which may report inaccurate results. If you do not know, fill in a zero or applicable, instead of blank.

"I filled out the FAFSA about a month ago online, the process was confusing because I had to go through a lot of tax forms," senior Jack Buglewicz said.

Buglewicz thinks the school should do a better job of providing direction for seniors filling out the FAFSA, due to the FAFSA complex nature. He also thinks students should be aware of the time it takes to complete the FAFSA.

"Students should know that it is going to take time to do, so plan ahead. I have not started filling out scholarships, but I know writing essays will take time," Buglewicz said.

Both Luna and Buglewicz see some difficulty in completing scholarships, which can also deduct a large amount from your college tuition. The seniors say they will start soon and wish they started earlier.

"I wish I knew about more scholarships and I wish I could tell my past self to start applying much sooner," Luna said.

Graduated students who did not receive as much aid that they needed to pay for college face harsh fiscal challenges. One of those being Caylynn Lane, who was attending college, but was forced to take a break and save up money because the cost of furthering her education was too expensive for her and her family.

"College is not cheap. I go to a university and I am learning that what was a mistake. I should've just took my general education courses first then spent money on upper education. College has hidden fees out of the wazzu. I'm not saying don't go, just understand your options before making a big decision especially when money that you do or do not have is involved," Lane said.

Lane stresses the importance of applying for financial aid, since it is based off of need. If you are from a more low income family, then the money could play a huge role in how you pay for college. If you do not know how or where to apply, the school has resources to help.


"The high school did have a information session about FAFSA during conferences, I have no cue if they still have that. But, I believe that parents and students should go to those together. I remember my mom went to one and I had missed out of things I needed to know. I think that counselors should talk to students one on one about FAFSA more, and give them the resources they need to give to their parents," Lane said.

The hardest part of applying for financial aid is just finding the time to sit down with your parents and apply, according to Lane, especially since you need to have their tax information handy. The applications may be lengthy, so make sure you have enough time allotted when you begin applying for aid. If you take advantage of the aid and scholarships that are available to you, affording college will be easier.

"I am hopeful that I will receive the aid and scholarships that I need to help with college so I do not graduate with debt," Luna said.

**FAFSA**

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Students are given a comprehensive scholarship packet. Due on **Dec. 15**

- [scholarship.com](http://scholarship.com) or senior newsletter contains scholarships.

Last year only **37%** of seniors filled it out.



Information by Silas Chrisam

  
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# iPads being used in school for better education

McKayla Vermeer  
Features Editor

Over the last few years, teachers have been getting more and more technology as the district has steadily been implementing the use of iPads in classrooms.

“It is a learning process, but this is something that students are coming into our classrooms knowing how to use. They are a wonderful tool when used in the right manner,” biology teacher and recent receiver of iPads, Rachel Carraher said.

Teachers have been using iPads in many different ways. Some are using them for online quizzes and reviews through apps, while others use them daily in class to help support their regular teaching environment.

“I post most of our assignments,

flipped lectures, opportunities for redemption and also will grade through schoology. So having iPads gives my students access to all of those things daily in my classroom,” history teacher, and long time user of technology in classroom, Sara Fjell said.

The use of technology in classrooms is not uncommon, as a report from the Alliance for Excellent Education and the Stanford Center for Opportunity Policy in Education (SCOPE) by professors Linda Darling-Hammond and Shelley Goldman and doctoral student Molly B. Zieleszinski based on more than 70 research studies said that any student can benefit from technology.

“When given access to appropriate technology used in thoughtful ways, all students—regardless of their respective backgrounds—can make substantial gains in learning

and technological readiness,” Darling-Hammond said.

Teachers use these iPads in a variety of ways. The general idea is that the iPads are being used to help teach material in a different way.

“Using iPads has helped me manage the homework submitted by students and has helped some students be more engaged in the work,” math instructor Valorie Sailors said.

Before teachers are just given iPads for their classroom, they need to be properly trained. Additionally, teachers only have to use the iPads as much as they are comfortable with and are not forced to use them in everyday curriculum.

“Teachers are being trained to be able to use the iPads successfully in their classes and are not being forced to use them right away. Teachers are using them as

their comfort-level and training arise so that they are more willing to continue and find new ways to implement the iPads. They are not required in any classroom, but are being used more as more teachers become trained and they find activities that can help promote learning in their classes,” Sailors said.

While the teachers are the ones being given and trained to use iPads, the students are very affected by the new implementation of technology. Sophomore Abby Secrist, who is in one of Fjell’s classes that uses iPads, says that iPads can help her get things done and keep her prepared.

“Overall I mostly do well because having the iPads and the apps on them there is sort of like a to-do list on them, but at the same time if I don’t get my homework down during the class day, I can’t take it

home to work on it and it may become late. I feel like they help me stay more organized with notes and information, which later helps me with the test,” Secrist said.

With the addition of more and more iPads each year, more and more teachers have the opportunity to learn how to use them and become trained. Fjell says that she just feels lucky to have such a great program in place with a lot of support.

“Teachers need to be properly trained and allowed to collaborate on all of the cool ways that we can use the iPads. I have found so many great ways to utilize the technology in my own room. We have a great system in place right now to train teachers on the ways to incorporate iPads for their students. I felt very blessed to have that training and support,” Fjell said.



(Far Left) **YesPad?** Logging into the Schoology, Sophomore Angel Cruz Palos works on a worksheet for Spanish 2. “I like them because students are getting used to using electronics and it saves paper” Cruz said. Photo by Jacob Mallow

# East raises money for families that lost a loved one

Amya Hamerla  
Reporter

Students hand out bracelets as they receive money to help support the families that have lost a loved one from East. They talk about the loved one and how these fundraisers will help the grieving family. It allows them the chance to help pay for the costs of things such as the funeral.

“It started after the first student death and is still going on to some degree. I believe the students and staff want to try and help the families and make sure we can support them in a difficult time,” principal Jeffrey Wagner said.

East has lost a few students over

the first semester. As a way to help, clubs decided to raise money for the families.

“The fundraisers that our team in Leadership Academy have accomplished this 2017-2018 school year has been in support for all of the families that have had children from Bellevue East pass away. As president of National Honors Society, our team has collaborated with one another to help raise money through lollipop sales, donations during the trick-or-treat night, and by planning a restaurant night with a percentage of the proceeds going back to those families,” NHS president senior Hannah Cunningham said.

If students are wanting to help

with any fiscal costs or challenges the families are facing, they may purchase lollipops from an NHS member. Students could even donate money to the families before events like the trick or treat night held at East.

“I would not change a single thing about the fundraisers we have done thus far this school year. Each fundraiser has benefited each family and I could not be more happier. Leadership Academy and National Honor Society is planning on fundraising for the families for the entire school year. It is our goal to keep the families in our thoughts as the school year keeps moving along, day-by-day and month-by-month,” Cunningham said.

Students find that helping the families helps bring people together. It brings East together not only as a student body trying to help a cause, but as one whole community and entity looking out for their own. They can help change a person’s life for the better.

“Hosting fundraisers for others that are in need has made the Bellevue community come closer together than ever before. The people that put forth all their efforts to make these fundraisers happen is the reason why I love being a part of something bigger than myself; it is the best feeling to know that you are making a difference in someone’s life,” Cunningham said.

Drastic situations are known to

bring people together for the better, and that was the case for Chieftain Nation. The fundraising shows how East has love for all of the students.

“All the amount of support and funding from everybody in the community is what has successfully impacted these three families. Bellevue East is one giant family helping out one family after the other in any way possible. I believe that all of the fundraisers we have done go to show how much love the students and faculty have for these wonderful families. The love from the Bellevue community spreads like wildfire and it will keep spreading in support of the Meyer, McCowan, and Hernandez families,” Cunningham said.



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“When they arrived at the resort, they had to go through a check-off for the parade dance in front of the Varsity show directors. This was to make sure they knew the routine and this also determined their placement in the parade,” Bellevedettes coach Kristin Wheeler said. *Photo courtesy of Kristin Wheeler*

\*All Athletics listed above are at Bellevue East\*



# Marching their way through the winter

McKayla Vermeer  
Features Editor

The sound of the director’s voice spread quickly and easily across the small, echoing room. The whole band moved smoothly, performing each move to the best of their ability in closer quarters than what they were used to. Standing side by side, each member, still a little unsure of the one next to them, managed to listen openly to the seemingly strange instructions given to them. This was new to everyone involved. The group is Winter Winds, and is completely new to Bellevue East.

“My goal is to provide another avenue for students to continue to grow and develop on their instrument. In starting the Winds group, I felt this would be great to add West students, as I knew there were students over there who would want to participate as well as students here

and what a better way to promote the BPS Performing Arts in this joint effort,” Bellevue East band director and Winter Winds director Charles Wright said.

Winter Winds is a competitive marching group, but instead of marching on a field, students march within the boundaries of a gym. The smaller area means that the group has to be small, with only a few people from each instrument section involved.

“Fall season was a lot more work and practice and during the winter we are inside a gym without any of the yard lines or numbers,” sophomore and two-year marching band flute player Caitlyn George said.

While the group may be based out of East, band students from Bellevue West are also involved. The decision for West students to be allowed to participate at East was made because there is an indoor percussion group based out of

West that East students are now allowed to be a part of.

“We decided to start up this joint program to give an indoor marching experience to as many students as we could. East students are being allowed to participate in West’s indoor percussion and West students are being allowed to participate in East’s winds. It helps both schools to have students stay engaged in marching during the winter season,” Bellevue West band director and Winter Winds director Patrick Hunninghake said.

An indoor marching group is something East has never had before, and it shares many similarities with the traditional, outdoor marching season, but there are also many differences outside of just the area where performances take place.

Additionally, there is no traditional uniform, and instead, the uniform matches the show theme. Also, there is no colorguard involved like

there is during fall marching, and there are no conductors.

“It’s done indoors in a basketball arena. Most of the percussion used will be in the back and not marching. There will be a few props that will help ‘sell’ what the show is about. The students will be wearing something other than their traditional marching band uniform, as well as no headgear. You won’t see any conductors in the front which makes it more difficult for students to be able to keep time and pace with one another,” Bellevue East assistant band director and Winter Winds director Kyle Sandall said.

Winter Winds will be performing in regional competitions starting in February through April, before traveling to Dayton, Ohio for the biggest competition - WGI World Championships. WGI (Winter Guard International) is the organization that hosts this competition, where groups from all over the

world will be there competing.

“We are looking forward to taking the students to Dayton for world championships. It will be fun to see them watch the very best groups in the world perform,” Hunninghake said.

This is the first year of Winter Winds, but whether or not the group will continue will depend upon the success of this year. For now, the plan is to keep the group going for as many years as they can.

“I think that just like with anything at the end of the season we will look and evaluate what we did well and what can be changed. As teachers and coaches it’s always important to make sure we are evaluating and re-evaluating what we are doing in order to help educate and get the most out of each performer. I look for this activity to last for years to come,” Sandall said.



**Brrr!** Even though it is cold outside, sophomore Caitlyn George practices her music she will play while marchng in the Winter Winds, a joint marching band venture with Bellevue West. “I decided to join because most of my friends were doing it and it’s a way to meet people from the other school. I think it should be considered in the future because it’s students from opposing sides coming together and making something great,” George said. *Photo by McKenzie Gandy*



**Teamwork** Asst. Band Director Kyle Sandall leads students as they practice their music. He works with Director Charles Wright for the Winter Winds marching group. “I’m most excited about providing our students [with] another opportunity to perform as well as develop their skills as a musician and marcher,” Wright said. *Photo by McKenzie Gandy*

# #MeToo takes over Twitter, victims speak out



Brooklyn Anderson  
Entertainment Editor

The victim pulls out her phone to check the time. She feels stinging in her eyes from the tears falling down her cheeks. All she can do is stare at the black screen, trying so hard not to show the wounds that were created by sexual assault. The victim realized that it is time to tell someone her story.

#MeToo is a movement that empowers victims of sexual assault to have the courage to open up about their experience. This movement was started by black activist, Tarana Burke, ten years ago. She created the movement to give empowerment through empathy. It became a hashtag on Twitter started by an



actress, Alyssa Milano, who saw the idea in a Facebook post made by a friend.

Through social media over time, more celebrities opened up about being a victims of sexual assault and harassment. The sharing of stories gave courage to not only other celebrities, but also to millions of people, including those in the local community. Coming out about being a victim can be hard for an individual to do, especially if it happened a long time ago, but East counselors have advice.

“I would always encourage students to seek out help to deal with their situation,” counselor Sara

Powell said. “It is important to take care of your mental health and work through situations like this.”

RAINN (Rape, Abuse & Incest National Network) operates the National Sexual Assault Hotline and the DoD Safe Helpline for the Department of Defense. According to RAINN, an American gets sexually assaulted every 98 seconds. Every story told by a victim is different from any other sexual assault story. Victims who are sexually assaulted may have to deal with or suffer from PTSD, depression, suicidal thoughts, pregnancy, STD’s or flashbacks. The first step to recovery is to have the survivor of sexual

assault tell someone they trust.

“In a situation as this I would make parent contacts and work with the parents on what next steps they would like to take concerning law enforcement and recommendations for counseling,” Powell said.

Some people believe that sexual assault is forced intercourse, but it can range from harassment to inappropriate touching. According to School Resource Officer Anthony Orsi, Bellevue East does not have much sexual assault reported. However, there are students who experienced this situation.

“I think there’s a lot more casual contact girls accept just because everybody is doing it,” Dean Mary Trowbridge said. “There are a lot of boys who do not understand the line.”

When the sexual assault goes to the police, the victim gets interviewed as well as witnesses, if there are any. The police gather evidence and preserves it. The victim might be asked to go to a hospital for examination to get more evidence. When there is all of the statements, evidence, and suspect questioned,

the suspect will be cited or arrested depending on the crime.

“The victim only needs to allege an assault occurred,” Orsi said. “The victim doesn’t even need to know the suspect’s name, but the more details, witnesses, and physical evidence that can be obtained, the better.”

Learning about sex education is a way to prevent sexual assault, according to Mashable.com. Being taught about sex allows the student to learn about their sexuality in a positive way. Sex education can also prevent violence when it teaches people how to value their bodies and to understand what consent really means. Learning about what a healthy relationship is also helps individuals know what is right and wrong when it comes to being sexually active.

“I think everybody should be taught about [sexual assault] and understand what it is,” Trowbridge said. “At some point they need education about what is appropriate touching and what is inappropriate touching and how you seek permission for that.”



# Raising money to stay EmmaStrong

Madie Ybay  
Opinion Editor

Bellevue East has been helping one former teacher and his family out for years. The East community has bonded together to assist Brent Gehring's daughter, Emma Gehring, who was diagnosed with a pilomyxoid astrocytoma.

"Bellevue East and Bellevue as a community has been with us in the fight for Emma's life and the battle against Pediatric Brain tumors for 5 years now. There have been countless fundraisers over the years with the biggest being organized by Scott Jensen, Bellevue East girls basketball coach, Nicole Burns, Bellevue East science teacher, and others shortly after Emma's diagnoses," Brent Gehring said.

Pilomyxoid astrocytoma is a brain tumor that commonly develops in children, which sadly happened to Emma. The tumor usually develops in the hypothalamus or optic chiasm, which provides nuclei for cells and helps you see, but sometimes can develop in posterior fossa and the spinal cord. This type of brain tumor tends to be more aggressive and has a lesser of prognosis compared to its weaker counterpart: pilocytic astrocytoma. This is exactly what Brent Gehring is concerned about.

"Shortly after the initial fundraiser, my wife and I felt that we needed to do more in order to give back for all of the support we have received," Brent Gehring said. "For the past 4 1/2 years EmmaStrong has focused their energy on raising awareness and funds to improve the process for those that battle this ugly disease after us. The experiences we have had medically have shown us the importance of finding new research and finding new processes to help kids battling this disease. I would love to focus all of my energy on finding a cure and making the road to a cure easier than it is right now."

The Gehring family and EmmaStrong are giving back the support that they have received by donating money to charities, specifically charities that focus on pediatric cancers and brain tumors. By donating, they are raising awareness and working towards cures for these deadly diseases that affect young children.

"We have donated more than \$50,000 to organizations such as Team Jack, Boston Children's Hospital and have helped start a Nebraska coalition for pediatric Cancer organizations," Brent Gehring said.

Brent Gehring, who used to teach marketing and sponsor DECA

at Bellevue East, now teaches business at Papillion- La Vista South. Despite no longer being at East, the students in DECA still continue to show their love and support for the Gehring family and the EmmaStrong cause by creating a community service project.

"We chose this project because our former DECA adviser, Mr. Gehring, has a daughter who at 7 months old was diagnosed with a brain tumor. As Emma, his daughter, is in kindergarten now she is still fighting for her life. Growing up in the Bellevue community and being exposed to this cause inspired the three of us, along with the rest of our DECA chapter, to take action and try to make a difference for a family who means so much to us," senior Benjamin Dalton said. "I would like to just take this time on our DECA chapter's behalf to thank the all of the students/faculty at Bellevue East for always being so supportive of Emma and her family's cause. It truly makes me proud to be a Chieftain."

Even after all these years the community's support is still as strong as ever and you can still get involved by going to the varsity basketball game at East on January 5. If you would like to get help with that night you can contact Austin Slie, Ben Dalton, or Jack Hansen-

Reed who have started the project. Besides that there are still ways you can show your support, not only for the Gehrings or for EmmaStrong, but all pediatric cancers.

"Children are being saved by surgery only to deal with life long issues from the medicines that are saving their lives. We could have lost Emma from a reaction to her chemotherapy. It wasn't the tumor that almost killed her but the medicine that is supposed to save her," Brent Gehring said. "I want to thank the staff members and students from the bottom of my heart for their constant and continued support of Emma and EmmaStrong. Bellevue will always hold a special place in my heart because of the people that I had the privilege of interacting with on a daily basis."

The main message behind that Brent Gehring wants to spread is to find ways to impact someone, anyone who needs it. Even the littlest

of things can affect someone and can help them immensely. If you would like to help find cures for devastating pediatric cancers like pilomyxoid astrocytoma then you can donate to different organizations.

"I would ask you to find a way to make a difference in someone's life. While I believe EmmaStrong and Pediatric Brain Tumor Research is important I don't want to tell you it is the only important cause. Find something that is important to you and make a positive impact on the future of the world. Those of you who do want to impact the lives of those fighting pediatric cancer I would like you to know that children only receive 4 percent of all federal funding when it comes to cancer. If you were to spend time walking on the chemotherapy floor up at the hospital, you would see that it isn't clearly enough," Brent Gehring said.



**Showing Support** DECA member senior Jack Van Holland wearing #EmmaStrong shirt and hat. "I was modeling a EmmaStrong hat and shirt to show support, All the money we are getting the shirts is going to pediatric brain tumor," Van Holland said. Photo by Makayla Shaffer



**Going Strong** Buying a Emma Strong t-shirt, senior Jackson Van Holland helps fundraise for Pediatric Brain Tumors that the Bellevue East Deca supports. "It give me confidence in our school and the Omaha metro area that we selflessly doing what is right," Van Holland said. Photo by Selena Lewis

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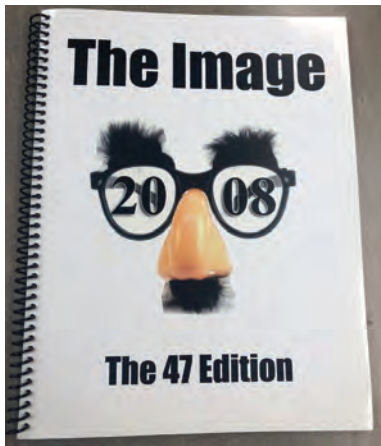
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# Literary magazine The Image is coming



Cailin Tomsu  
Editor in Chief

Sitting in the B-13 classroom, Creative Writing students gather together to review stories, either written by them, or submitted to them from students in the school. They are the editors for a literary magazine sponsored by instructor John Campbell produces.

Together the students will read pieces and judge artwork in order to decide what to publish in their literary magazine, The Image.

“It’ll be filled with creative things like pictures of local art, poems and short stories that anyone can submit,” junior Nate Zyla said.

The Image was originally sponsored by former East art teacher Tim Bogatz, but once he left East, the responsibility of producing the magazine was passed to Campbell and his students.

One of Campbell’s classes, Creative Writing, already has experience reading over each other’s stories and so are able to put those editing skills to use when finding the work they want to put in the publication.

“I think the purpose of it is to let people put their work out their and they don’t have to feel self-conscious or scared about it because it is a whole magazine of kids like

**(Left)** The Image is a literary magazine that has been around East for many years. Pictured to the left is a copy of the magazine from 2008. The image contains art, short stories and poems all written by students attending East. The image is sold at the end of the year, available for everyone to purchase for \$5.

them expressing themselves,” Zyla said.

The magazine serves as a creative outlet for students. They can submit more than just short stories, because art is also published.

“The whole class kind of has a role in making The Image. We help put up and create advertisements. We spread the word; we pick what gets to be published, and we design the cover for it,” Zyla said.

The students made and put signs up around the school, giving clues about the literary magazine. The signs also served as advertisements for students to know how to submit their work.

“I find it enjoyable because of the class we are doing it in. If this was an English project, I wouldn’t feel as interested in it as I am with Campbell. He gives the whole thing spirit and life,” Zyla said.

Part of the purpose of a school-sponsored literary magazine is to be an enjoyable learning experience for the students in the creative writing classes. Not only are students offered the chance to have their work published, but also they work on publishing the magazine as a whole.

“People should know that if they want to submit, it can be completely anonymous. That’s really cool for people who might not want oth-



**Creating The Image** Junior Samantha Sryniawski is an helping out her fellow editors with The Image’s new magazine this year. “Just posing to show that it was our first meeting and that we’re serious about the image and what’s going to come out with it,” Sryniawski said. *Photo by Carly Regnas*

er people to know what they wrote, especially if they think it isn’t good enough,” Zyla said.

If a student’s work is selected for publishing, the student will receive a letter of acceptance. If it has been rejected, the student will be notified alone, with a reason why. The Image comes out once a year, at the end of the year, and can be purchased for about \$5.

“It’s a magazine to showcase students talents, whether it’s fiction, non-fiction. We have even had movie reviews, things like that,” Campbell said.

Students find the production of The Image to be not only a learning experience, but also an enjoyable process. The students who are actually in charge of picking through

submissions are called editors. One of those editors is senior Colleen Glenn.

“I help create the ads to advertise our contests and create the contests. We are a small group of editors and we look at the admissions and we decide our top picks, then we give them to Campbell to see what he thinks, and from there we distribute prize money,” Glenn said.

Aside from being published in a literary magazine, students can also submit work for contests that occur before the magazine is distributed. Recently there was a Halloween-themed contest. Students that wanted to compete just needed to submit any story or art associated with the theme. The top prize is \$25, the second is \$15 dollars and

the third is \$10. Glenn is working on a winter contests that she hopes will attract more students to submit more pieces.

“When editing, we like to keep it lengths of five pages to keep it short, does [the submission] pertain to topic, if so how well written is it, is it school appropriate, things of that nature,” Glenn said.

Glenn said the editors are thinking of marking the submissions that won in the literary magazine as well as giving them the prize money. She says that students are also able to submit art, but that they have not received any yet.

“You can create a piece of artwork and take a picture of it and send it to us and it could win as well,” Glenn said.

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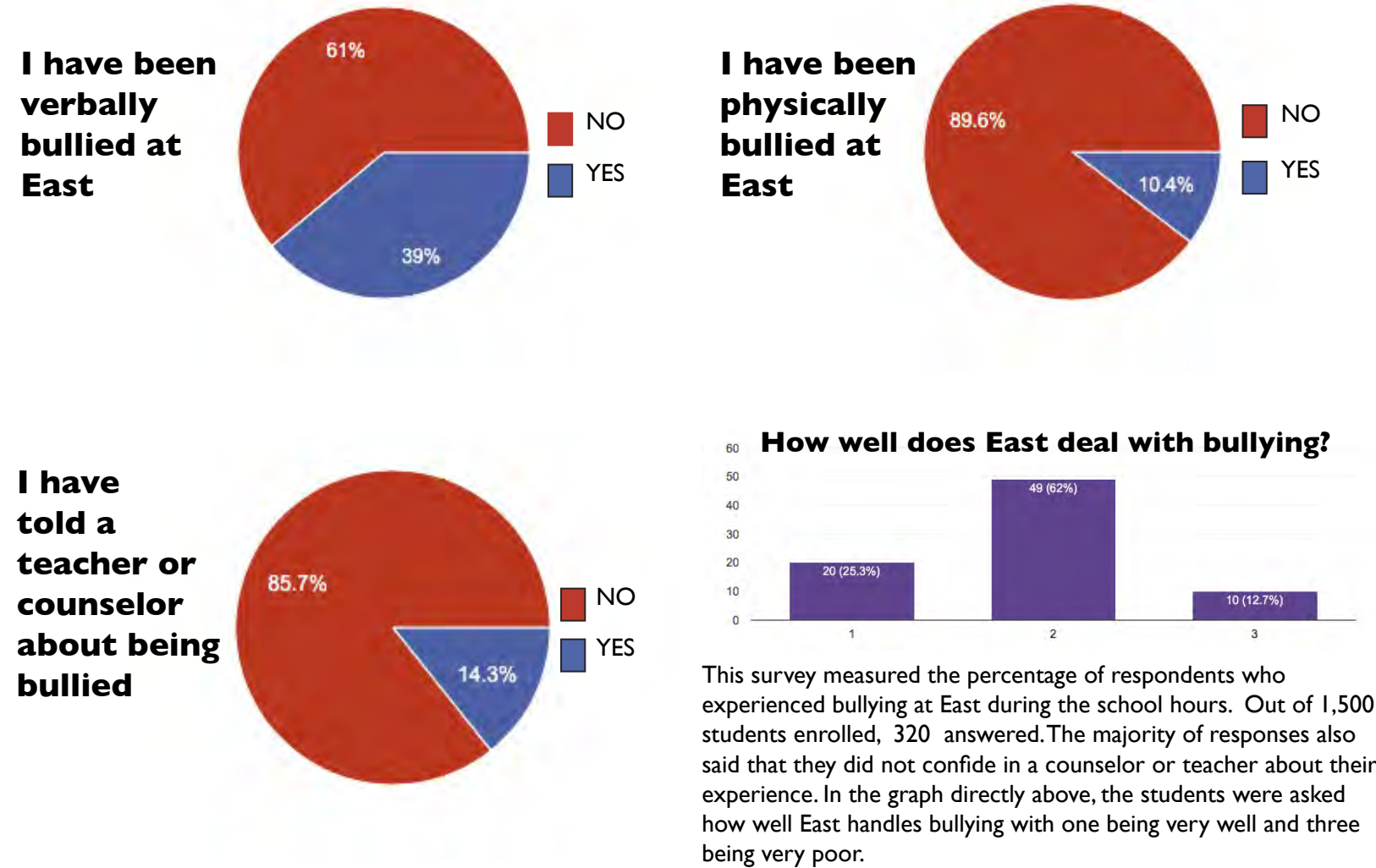
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# Bullying: Well being of students under threat in school

## Survey results show student perspective



## Spotlight: Student anonymously shares experience of being bullied

Cailin Tomsu  
Editor in Chief

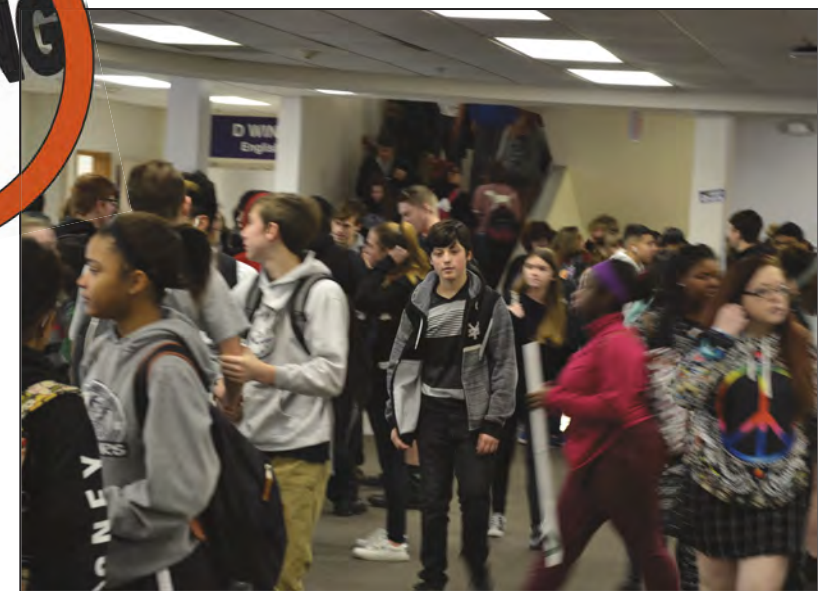
I moved around a lot so when I started my sophomore year at East I didn't have any friends, I immediately became a target of bullies. My mixed heritage and my family's low income status were often of public display. Kids used racist and degrading slurs at school and on social media. I had already began to show symptoms of mild anxiety and depression and these conditions only made me feel worse. My parents began to pick up on these signs and had me confide in one of the deans. After explaining that the bullying and isolation was causing me to self harm, I was told there was nothing they could do and I was overreacting. It seemed like even the adults were against me. It got worse before it got better, but it did get better. I stopped giving the bullies the reactions they wanted. Eventually I realized I was worth more than their ignorant words. I treated them with respect and they couldn't handle being mean to someone who was kind to them. As sad as that all sounds, I am grateful for what I've been through because I am stronger because of it.



(Left) Senior Phil Crawford thinks bullying is an issue at Bellevue East, but he thinks it isn't as bad as other places. "Every once in a while I see something in the freshman commons, but I see people joking around a lot more often than actually bullying." Crawford said. Photo by Jacob Mallow



(Right) Freshman Gaspar Gonzalez Bercerra doesn't think bullying is an issue at Bellevue East. "I've seen a few people take things and throw them around, but that's not really bullying." Gonzalez-Becerra said. Photo by Jacob Mallow



# Staff, students disagree on school's handling of bullying

Cailin Tomsu  
Editor in Chief

Everyday, somewhere in the world, a student is being bullied. The harsh reality of this statement is hard to swallow. According to Do Something, a volunteer organization for social change, an estimated 160,000 teen students skip school everyday to avoid bullying, and on average 3.2 million teens are bullied each day. Bullying creates detrimental effects for teens, such as increased depression and anxiety, according to Stop Bullying, a federal government organization managed by the U.S Department of Health and Human Services. High school certified staff play a key part in helping end the "epidemic" of bullying.

"The school has a zero tolerance on bullying and handles each situation individually. Counselors will work both with the student who is bullying as well as the student being bullied. We will work with the student bullying on how to treat others, the effects of bullying, and alternate options. With the student who is being bullied we talk about how to handle these situations and how to keep yourself safe," counselor Sara Powell said.

According to the Nebraska Department of Education, all school districts in Nebraska are required to have a written policy for bully prevention and education for students.

The policy has to be updated annually. East's policy is located on page 28 in the student handbook.

"Bullying may constitute grounds for long-term suspension, expulsion or mandatory reassignment, subject to state and federal statutes and the district's student discipline and due process procedures. It shall be the responsibility of the superintendent to implement programs and procedures for the purpose of educating students regarding bullying prevention," Bellevue student handbook said.

While there appears to be procedures for dealing with bullying, East students are not aware of a formal education program for bullying prevention. This may be because the formal program only is implemented at the elementary level, according to Dean Mary Trowbridge. The handbook defines bullying as "any ongoing pattern of physical, verbal (spoken or written), or electronic abuse on school grounds, in a vehicle owned, leased or contracted by a school. Through that definition and policy, it is up to the school's staff to find adequate solutions when faced with bullying situations.

"Students are taught about bullying as part of the health and counseling curriculum using age appropriate language and examples. The curriculum expands as the students get older and more mature. The lessons help students better recognize

bullying, harassment, sexual harassment, or a hostile environment, and to report them if they experience or witness these behaviors," Director of Student Services Kevin Mills said.

There is a discrepancy on the education programs in place for informing not only the student body about bullying protocols, but the administration as well. Mills reports that students' education regarding bullying prevention is increased over time, however Trowbridge said the education stops after the elementary level. There seems to be some confusion about the implementation of the guidelines set in place by the Nebraska Department of Education in the high school setting. However there are resources in place at East if a student is being bullied and wants help through counselors, deans or any trusted adult. -

"If a student is feeling threatened they need to immediately speak to a teacher counselor, or dean. We will then work with each unique situation to develop a plan. We listen to the student and give them a safe place to express whatever emotions they are feeling and always ensure the student knows they have a safe place to turn to and someone to talk to," Powell said.

According to the FBI, bullying still stands as one of the largest problems in schools, with the amount of students being bullied growing each year. According to the

Huffpost, for schools to have a more proactive role in stopping bullying, they should have a clear policy of how to investigate bullying that occurs.

"We will try a variety of interventions including: meet with all parties, possible mediation between students, non-harassment agreement between students, contacting parents, and/or involve the SRO. We strive to ensure the safety of all students by having staff in the halls during all passings and before and after school. We staff the large common areas in those times also. We notify teachers when students in conflict are in the same classes," Dean Mary Trowbridge said.

One of the issues with bullying is that students who have been bullied do not want to come forward and tell an adult. According to YouthTruth, a certified non-profit organization devoted to hearing the voices of students, only 25 percent of students who have been bullied come forward about their experience.

"I think [students] think they won't be taken seriously, or feeling like they have a trusted adult, or they won't really do anything to help [the situation]. Another thing might be they don't think it's that big of a problem, like they should just deal with it on their own. If they ignore it for long enough it will just go away because that's usually the first thing we tell people to do with bullying, just ignore it. We need to

make sure kids know what steps to take after that. What do you do if it still doesn't work if you've ignored it long enough and it hasn't gone away, then what do you do?" instructor Nora Boyd said.

According to YouthTruth, 44 percent of students said they were bullied because of how they look, following 16 percent of students who think they are bullied because of race or ethnicity. Verbal harassment is the most common of type of bullying, 79 percent of students say they have experienced that in school, followed by social harassment at 50 percent. Because of all these factors, students may feel embarrassed and as a result do not come forward about being bullied.

"I think it's hard to come forward if you've been bullied because people are going to be like 'oh do you really think it's that bad,' and I think that's what most kids think. I hope that all of my students know they could come to me and talk to me about that, and I would tried to find appropriate strategies whether it be talking to a counselor, or talk to their parents. I think we do have those resources, but I feel like kids want to deal with it on their own they don't want to be seen as looking like a baby or something like that," Boyd said.

Students who are bullied have a higher chance than those who are not to experience negative mental health effects, like anxiety, depression, poor school adjustment and difficulties sleeping, according to the Center for Disease Control. These same students are more likely to have negative overall health effects, such as stomachaches and headaches.

"I've been bullied since kindergarten. I've been called all sorts of names. I've been called retarded more times than you can count, been called fat and other derogatory terms. One of my most vivid memories, this guy called me fat and I just ignored it because I was used to it at that point and he straight up just punched me right in the back of the head and I went down. I guess I made him mad somehow," freshman Anthony Pavon said.

Pavon said he's encountered various types of verbal harassment, such as being called a walrus. He has, however, seen a decrease in physical bullying since he entered high school. Pavon does not try to come forward and tell an adult due to the fact that he said he has dealt with it for so long it has become normalized.

"I feel like counselors don't really do a lot in the preventing of it [bullying], but you can't really prevent bullying. It's going to happen no matter what; there's not much that can be done. [Counselors should] take a more active role in seeing what's going on in the hallways, like if there's a lot of yelling because they usually leave us to our

own devices," Pavon said.

Pavon believes that if one bully is gone or dealt with, another just pops up. He is not the only one, many students have been bullied and did not try to come forward because they did not think the school would adequately handle the situation or because they tried to come forward once before and they saw no repercussions for the bully.

"It was my freshman year and I have always been the small kid until like my sophomore year, and there was this one kid that had been picking on me since middle school. He bullied me more directly in middle school. In high school it wasn't as direct. I would have rumors started about me that I knew spawned from him. He would say that I had sex with a lot of people, that I was a rude piece of trash. Him and his group of buddies pushed me in the hallways, tried to trip me, would walk past me and shove me," junior Jadon Putney said.

Putney's bully did not stop and went as far as stealing jackets from Putney in public places, like basketball games. Putney wanted to deal with the situation himself, and as a result got into an argument with the bully. When that did not stop the bullying, he had to take more steps.

"We told a counselor because there was at one point him and all his buddies were talking bad on me and my mom. My mom noticed there was something wrong with me

so I told my mom and she told the counselor. The counselor had a conversation with him and his brother, and apparently there had been multiple complaints about those two, so they had a talk," Putney said.

Putney does not think the talk the counselors had with the bully did anything to make the students stop, or see the full view of their actions and the way it can affect people. He wishes the bullies would have had larger consequences like a detention. However, Putney also wants things to be fair and does not think students should be punished if they really have done nothing wrong. Situations can escalate past the point of verbal bullying to physical and that is the case for some students.

"One time I got into a fight and I lost. He called me a really bad name and I went to a teacher about it and they said just to ignore him. Then he was pushing me around in the hallways, doing all this bad stuff to me. I went to more teachers and they didn't do anything about it, so I approached him and then he took off his bag and punched me," sophomore Trevor Springer said.

Springer's bully was suspended for two days, compared to the normal five day suspension that occurs when students get into violent altercations with another. Springer feels that if teachers took him seriously at the beginning, it would not have gone as far as physical altercations. Some students have experienced severe forms of verbal manipulation.

Boyd thinks that students need to know that bullying means more than

just saying mean things to another person or hitting someone, but rather if you are in class and you said something you think was funny but the other student actually found it quite offensive, and took it personally. That is something that needs to be addressed, because those forms of bullying are harder to notice.

"I have had [situations] that are smaller and the student doesn't realize they are doing it, they think they are just teasing and I think that's crossing a line. Teasing and bullying can be a fine line again, and I try to address those individually," Boyd said.

Any student who sees someone being bullied can stand up and support the bullied student. Being a bystander is almost as bad as being a bully. According to BullyBust, an organization that works to support an upstander community, putting oneself in the bullied person's shoes is the best way to understand what they are going through. Do for them what you would want done for yourself in that situation. Help walk the bullied student to class, let the bully know that bullying is not allowed. Being an upstander is one of the first steps in helping end bullying.

"All kids involved in bullying—whether they are bullied, bully others, or see bullying—can be affected. It is important to support all kids involved to make sure the bullying doesn't continue and effects can be minimized," Stop Bullying said.

Boyd thinks that students need to know that bullying means more than



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LETTERS TO THE EDITOR

READ  
 THINK  
 SPEAK OUT  
 BE HEARD

EDITORIAL POLICY

The role of the Tom Tom is not only to promote the accomplishments and highlights of the school, but also to inform the Bellevue East community of events and issues that will affect the students, faculty, staff, administration, and community. Its primary focus is to serve Bellevue East High School and cover issues that affect teenagers today. The Tom Tom does not necessarily represent views of the Bellevue Public Schools and strives to support itself through advertising. In order to achieve the optimum learning situation, as well as serve its audience to the best of its ability, the staff believes that the decisions should rest primarily with the adviser and editors, according to standards of journalism. Material judged to cause significant psychological harm, or that violates the privacy of a person, or that is libelous will not be printed. Obscenity or profanity will not be printed in the Tom Tom. Stories in the Tom Tom will be based on substantial facts with quotes clearly attributed to named sources whenever possible. The Tom Tom will not run gossip or stories or columns founded on rumor without facts. Any student appearing at a public event such as a sports event or music concert may be photographed, and that photo may be published without violating the privacy of that individual.

COMMENTS OR CONCERNS ABOUT THE TOM TOM ARE ENCOURAGED IN THE FORM OF LETTERS TO THE EDITOR. LETTERS MUST INCLUDE YOUR FULL NAME, GRADE, AND BE SENT TO ROOM B-03 OR DELIVERED TO A MEMBER OF THE TOM TOM STAFF IN ORDER TO BE PUBLISHED. YOU MAY ALSO E-MAIL LETTERS TO STEPHENIE.CONLEY@BPSNE.NET

Block scheduling benefits students



Hailey Hendry  
 News Editor

Being a junior in high school, I think there are advantages that should be fair between the seniors and juniors. To prepare us (juniors and seniors) for the college life, those final two years should be more like college life where we get more advantages for getting early release, late start, or off-campus lunch. Seniors get the privilege of getting late start or early release. To me, I believe juniors and seniors should both get these privileges because it allows more time for us to

get our homework done, especially those of us involved in sports, other after school activities or even those who have jobs. In my case, I have a job, I am the news editor for the school newspaper, and I currently play two other sports outside of school. Managing everything all at once has become tough. There are seniors who do have the privileges and still struggle in school as well because of the same after school activities they're involved in. To fix this problem, we should implement block scheduling and college prep classes and make College Possible a class that students can actually take in school instead of having it be a supplemental program. Having a block schedule is more like college because most colleges only require students to take five or six classes a semester, and with block scheduling, you still take eight classes a year, but you only have four a day. With this schedule, you have a longer time in class, but you have more time to get your homework done. Some advantages of block scheduling for students are, ac-

cording to North Carolina Public Schools, that it offers a more manageable schedule, improves discipline and decreases the drop-out rate, gives more time in a class time to do homework, and improves grades. If you have late start or early release, you won't have to come to school until 9 a.m., and you get to leave at 1 p.m. North Carolina Public Schools also says that the advantages for teachers are having a 90-minute plan period (so 25 percent of the teachers' day would be devoted to planning), and only having to teach three classes a day. Teachers would have fewer students in a class, so they could get through more information and can explain information in a more in-depth manner in the same class without having to change what they had planned for other days. Along with all of that, there is reduced teacher workload for a class and less class time is wasted. I believe block scheduling will help juniors and seniors alike prepare for college better, and adding an actual college prep class will benefit everyone even more, so all students who are going to college

for certain can take the class. During my proposed college prep class, counselors and other staff members could also help students get into contact with colleges students are interested in and also help them apply for scholarships and deal with important requirements, such as the FAFSA, during class time. I have experience with both a regular 7-period day and a block schedule because I've attended both East and Omaha Bryan High School. I personally like having a block schedule because it's a lot easier to get homework done and turned in. You have eight classes instead of seven, so it's easier to rack up your credits to graduate on time, and there could be three or four lunches that are 30-minutes long so there's less people in the lunch lines. There would be less people at lunch and you would get your lunch sooner with more time to eat. Another bonus, to me and some other people, would be that there's no GPS because you have that extra time in class to get your homework done.

Staff opinion split over teachers' right to carry concealed weapons in school

Staff Editorial

Over the years, the United States, as a whole has seen an increase in mass shootings across the country. These shootings take place in various areas, from schools to concerts, and in 2015 alone, there were 372 mass shootings, according to BBC News. The debate of whether or not teachers should be allowed to have concealed weapons has been long discussed, and there is yet to be a conclusive answer given. We, as the Tom Tom staff, have a split opinion - some do not think it would be in the best interests of teachers and students to allow teachers access to concealed weapons during school hours, while other staff members do. After the Sandy Hook Elementary School shooting, some lawmakers proposed legislation that would allow teachers to have concealed weapons during school hours to potentially prevent another disastrous event from happening again. However, according to a poll done by the Huffington Post, if given the option to have a weapon, 72 percent of teachers would not bring or hold a weapon in school. The Huffington Post poll mirrored another poll completed before the Sandy Hook Elementary incident by the National Education Association which stated only 68 percent of school staff are in favor of carrying concealed weapons. We can conclude that most teachers themselves do not want to carry weapons in schools, and therefore because of this, guns should not be allowed. If teachers were allowed to

carry weapons, there would need to be intense training to ensure the safety of students and that the teachers were adequately prepared for what could happen. According to CBS News, in Ohio, teachers are only required to take a 3-day training class in order to be allowed to carry a weapon in school. The program is called FASTER Save Lives. The training includes hands-on emergency crisis preparation and medical training, as well as firearm training. The training consists of a total of 26 hours. While this program has not seen any instant ramifications, some of the Tom Tom staff believes that three days of training in order to have a weapon, in a school containing many, many students is simply not adequate enough. The short duation of training does not prepare or test teachers or staff members' abilities to react in times of essential crisis, nor does the training test the mental stability of these teachers to see if they would be able to respond accurately without freaking out. However, for those individuals in favor of teachers having guns in school, they think that the training is adequate. Ohio, however, is not the only state to allow teachers to have weapons. According to Romper, Idaho, Utah, Oregon, Texas, Wisconsin, Arkansas, Mississippi, Colorado and Kansas allow teachers to bring in their concealed weapons to school. Staff bringing in weapons to school is known as "campus carry." Romper reports that it is a common belief the more people armed, the more people are able

to stop an attack from happening. Some of the Tom Tom staff believes this to be true, and that allowing more people to be ready to respond in a situation could help save lives. According to ProCon, the leading source for controversial issues, states that implemented "shall issue" laws, which only requires the person to meet minimum requirements to have a concealed weapon, saw a decrease in murders by 8.5 percent, aggravated assaults by 7 percent, and robbery by 3 percent. According to FBI statistics and economist John R. Lott, Ph.D, Lott says 1,570 murders, 60,000 aggravated assaults and 12,000 robberies could have been prevented between 1977 and 1992 if concealed carry had been legal in every U.S. state in that time period. This can also be applied to schools. If teachers are allowed to carry a concealed weapon, then they can potentially stop the amount of school shootings that happen because of the increased defense. However, according to a study done by Harvard School of Public Health, they found that states with the strictest gun laws had the lowest rate of deaths due to gun violence. The findings of the Harvard study are backed up by the Brady Center to Prevent Gun Violence. The Brady Center tracked legislation regarding firearms and discovered that the theory of more guns lowering deaths does not hold up. Many Americans are in favor of allowing law-abiding citizens to carry handguns. According to a poll done by Thomson Reuters, 75 percent of Americans support laws

allowing citizens to get a permit to carry a concealed weapon. Some of the Tom Tom staff believe this to apply to teachers. They think that if teachers were already approved to have a permit for a weapon then, teachers should be able to bring the weapons into the building to protect not only themselves, but other staff and students. Another solution is instead of trying to arm teachers, schools could shift their focus to armed guards or security personnel. According to CNN, more teachers are in favor of the school district hiring more security guards to protect the students. Security personnel and school resource officers are trained professionals who are experienced to respond quickly in a dangerous situation. Relying on inexperienced and ill prepared teachers will not help students feel safe in their school. Schools need to focus on the overall safety of everyone in the building and the best way to do that is to hire more trained, prepared professionals to protect the schools. Teachers being allowed to carry guns in schools has been a widely discussed issue. Due to the lack of teacher training, and to looking out for the well being of all staff in schools, some of the Tom Tom staff think it would be best if teachers were not allowed to carry weapons in schools. However, the other half believe that allowing teachers to have weapons in school would promote safety. Teachers carrying weapons in school is an issue that lawmakers be educated about, should legislation be presented.



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# Senior swim captain inspires, leads team

McKayla Vermeer  
Features Editor

The air smells of chlorine and sound of faint splashing of water fills the room. Swimmers are both in and out of the pool, getting their practice started. This whole team of swimmers is lead by co-captains Anna Schreck and Alex Welch. Schreck took time to talk with the Tom Tom about her role.

“As swim captain I am in charge of taking attendance before practice, running warmups before practice, helping people if they don’t understand what we’re doing, running meet warmups and always being positive and encouraging everyone to push themselves,” Schreck said.

As a captain, Schreck has many responsibilities to her teammates. These responsibilities involve helping run some warmups at practices and meets and always being an encouraging figure for her teammates.

“Anna does a large amount of work for our team. She helps run warmups, brings positive attitude, and encourages others to do their best,” sophomore swim team member Ayden Johnson said.

As expected, Schreck has many goals for her team this year. The main thing she is focused on is creating a bond between the teammates, especially because some are from Platteview.

“I think some of the most im-



**Practice makes perfect:** Senior Anna Schreck leads the warm ups in the pool, helping prepare the team for an upcoming meet. “Meet warmups help us work on the strokes were competing in,” Schreck said. *Photo by Carly Regnas*



**Diving In:** Captain of the swim team senior Anna Schreck getting the team conditioned for the 2017-2018 swim season “We were doing our warmup for the day, which consisted of stretching and doing on deck exercises” Schreck said. *Photo by Makayla Schaffer*

portant things for a successful team is bonding and friendship. Since we do combine with Platteview, I really want to focus on everyone being able to bond and develop those friendships because it definitely helps with a better atmosphere for the team. I also want everyone to be able to feel as if they tried their hardest this year and pushed themselves to their best abilities,” Schreck said.

With these plans she has for

team building and friendship comes the plan for helping implement these ideas. As a team they have started having bonding activities like a bowling night which helps get the team more connected.

“We have had one bonding activity so far together where we all went and had a bowling night. It was really fun and we plan on having more events too. I think that having a positive attitude and handing out encouragement helps

everyone know that they can do their best so I always try to be that person,” Schreck said.

A swim captain can be either chosen by the coaches or the team gets to vote on who they think is best suited for the job. Coach Gregg Beman said that Anna was chosen because she is experienced and is very dedicated.

“Anna [is] a co-captain as this is [her] 4th year on the team and she is committed to team im-

provement,” Beman said.

As a student leader, Schreck faces challenges in being a captain of the swim team. A main challenge is that she always has to be be aware and ready for anyone that may need her help.

“Some challenges that I face are time management and reliability. While it isn’t a huge challenge, I always have to be aware that I’m on time to practice and available when anyone needs

# Video scoreboard showcases, promotes athletes

Madie Ybay  
Opinion Editor

As the players make their way to the court, the crowd’s voice rises to an uproar. The faces of each player displays brightly across the video score board. After all individuals have been splayed across the court, a loud music plays that rings throughout the gym and showcases all of the team.

“I think that the video score boards give our gym a nice touch and are really cool,” varsity basketball player Nicholas Chaki said. “They add some flavor to our home games.”

Over the years of competing in basketball and many other sports alike, Bellevue East continues to keep record all of them, and hopefully this year with the newly added scoreboards to help hype up the crowd, the Chieftains will be inspired.



**Getting digital:**To promote varsity players, coach Chad Mustard has his team work with Bellevue East’s Tom Tom to record a hype video and individual player introductions. “I love the excitement it brings the student section and to my team, it brings a lot of positive energy to guest at our school,” Mustard said. *Photo by Makayla Schaffer*



**#Workwins.** Showing off varsity boys basketball in a new way, coach Chad Mustard displays the player’s stats. “I think the new scoreboard is a great way to show visiting teams how cool it is to be a chieftain, It’s great for the boys to see themselves with their stats up on the screen while they get introduced,” Mustard said. *Photo by Makayla Schaffer*

time around. They also want to show off all the players by playing videos on the big screen.

“I think the video boards are a great way to showcase our athletes and promote our program to the Bellevue Community. Not only will the videos be used in the gym, but they will be used on social me-

dia as well. The kids work hard and put a lot of time in, so it’s nice for the public to see a glimpse of that through the videos,” Mustard said.

These videos feature individual clips of the players with their name, number, position, and height. There are also videos for certain plays like a slam dunk and

a great pass. All of it is up on the big screen that we are able to have thanks to the sponsors. Some of the sponsors include Buffalo Wild Wings, Bellevue University, Erwin Jewelers, Cornhusker Auto Wash, Hikes Real Estate, Freddy’s, and many others. The players are pumped up by not only the crowd

,but now they have videos of them on the scoreboard to give them even more energy before, during and after games.

“We’re super lucky to have the video scoreboard. It’s really great and hypes up the crowd,” Chaki said.



# Leadership Academy prepares winter Games

Matthew Powley  
Sports Editor

Every year East holds a tournament to find out which students are the best of the best. Tis tournament is known as the Beast Winter Games. The dates these legendary games will take place is January 22-26. What is the Beast Winter Games? Where is the Beast Winter Games? How can I join the Beast Winter Games? Calm down, Calm down. All your questions will be answered. The games are a series of competitions held between the students of Easts ranging from trivia to even a talent show, but these games take time and effort to be able to pull off.

"I'm in charge of everything going on Monday, so that includes the heptathlon," senior Connor Brown said.

The Beast Winter games is a series of intelligence and athletics involving many clubs and students of Bellevue East,.

"I believe the winter games are a combination of fun exciting and involving activities that help engage the student body, promote school spirit a well as provide some fun competition," senior Colton Patrick said.

Leadership Academy students run and organize the week-long



**Get your game on** - Listening to the plans for the BEAST Winter games, junior Jose Hernandez is going to help in anyway he can. "The BEAST Winter games adds culture to our school. Also give students something to do outside of school and as well as having fun," said Hernandez. *Photo by Selena Lewis.*

event. Sponsor Sara Fjell helps the students plan and implement the activities.

"Leadership Academy started this idea to replace our old Chieftain Cup Class Competitions. One week of competitions we thought would make more of an impact," Fjell said.

There are plenty of reasons why students at East would want to get involved in the games, but Patrick

has his own reason for wanting to be a part of it.

"I'm a very involved student athlete and I feel like it's a great opportunity to get involved with different clubs and athletics and all sorts of students from different walks of life and to bring students together as a school and to help them compete in a safe and familiar environment," Patrick said.

The BWG will be will be held at



**Trivia time** - Talking about the BEAST Winter games, junior Marcos Labrado shares ideas with fellow student. "The BEAST Winter Games are to gather people together across the school 'cause everyone has different talents. Like how some are good at sports and athletics, some are brainiacs in trivia, and some people have talents for our talent show," said Labrado. *Photo by Selena Lewis.*

different locations around East. To sign up, go to room K08 and talk to Fjell. This year will be the second annual Beast Winter Games, making it a little different from last year.

"This year will be not quite as hard because we have done it before. We have a base set up it is now just the planning and preparing for it. We have to host auditions for talent show and organize trivia

questions and teams, and plan events for the heptathlon," Fjell said.

Although last year's turnout was pretty substantial, Fjell thinks this year has a chance at being even better.

"Hoping for more students to come out to participate and attend events than last year!" Fjell said.

# College recruiters keep close eye on athletes

Hailey Hendry  
News Editor

When people are playing in games, they have to be as calm as they can so they don't mess up and get distracted. They have to play to their fullest potential in order for a recruiter to be interested in them.

For this reason, coaches don't tell their players when recruiters are coming, otherwise they'll freak out and be completely focused on the recruiter instead of how well they're performing. But how do they know what recruiters are looking for?

"College coaches want players who play hard, are passionate about their sport, and who fight to the end," Fred Bastie said.

Bastie is a writer for the web-



site playced.com. He created the website because of high school students who are looking to go to college for sports, but don't know what recruiters look for.

"The coaches at Dakota Wesleyan were looking for a player to be dedicated to the program and

also to the athletes education," senior Hannah Traster said. "Someone to play the fast pace game."

Traster signed with Dakota Wesleyan to play basketball on Nov. 8, and according to Traster, she did know when her recruiters were going to come because she

## Getting a chance.

Senior Hannah traster signs with Dakota Wesleyan to play basketabl in college. "I am going to stay in shape for college basketball by working out everyday in the off season into the summer so I am ready to go coming into the season," Traster said. *Photo courtesy of Lindsay Van Ryckeghem*

was in contact with them and she had sent them her Omaha Elite AAU tournament schedules.

"It did make me nervous to play in front of the recruitment staff of many different colleges," Traster said, "but I kept my focus and remembered I was just playing an-

other game."

According to Bastie, there are many other components that recruiters look for in high school athletes to play for their program.

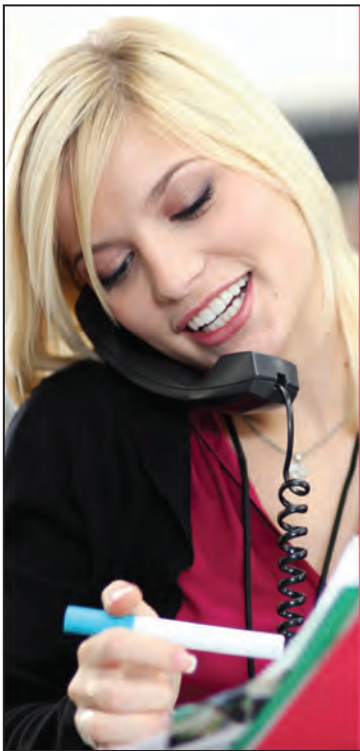
"College coaches all evaluate players a little differently, but every college coach considers the entire package for every potential recruit," Bastie said.

Usually, unless these college recruiters are coming to the school during the day, they will talk to the head coach or the player themselves according to Athletic Director Chad Holtz.

"When they come to games, it depends on how profile of a coach they are," Holtz said, "so they will, at times, contact you [to let you know they are coming to the game], and sometimes they don't."



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# Catchy songs capture Dua Lipa fans

Madie Ybay  
Opinion Editor

The catchy upbeat song that has infected the radio stations across the world bring a fresh new artist into the limelight. This young, English artist is named Dua Lipa.

“This whole album is me, who I am and how I want to be seen as an artist,” Lipa said. “I want people to really get to know me, so the album is everything that has happened in my life so far, and every song tells a different story.”

Like any other artist there are good things about her songs. A lot of her songs are very empowering for women, like “New Rules,” “IDGAF,” and many more. And I can definitely appreciate the songs for what they are. Many of her songs, however, are overplayed which, to me, kills the songs. But I’m happy that she is getting recognized and she can live out her dreams.

“I always told myself never to have a plan B - I feel like that’s also one of them reasons I’m doing what I’m doing now, because I have never thought about doing anything else,” Lipa said.

Dua Lipa’s parents were Kosovan and her father was a famous artist in Kosovo. She adopted his love for music and his favorite artists that included Radiohead, Oasis, and many more. But she was just as in love with pop music, so she also was influenced by Destiny’s Child and S Club. However she was one of the most influential times in her life was her teen years. When Dua Lipa attended the Sylvia Young Theater School which helped her love for performing blossom. When she turned 11, her family moved



**Getting Recognized!** Dua Lipa started getting noticed on YouTube when she was fourteen years old. She was then signed with Warner Music Group and started creating her first single that was released in 2015. “Blow Your Mind (Mwah)” got onto the US Billboard Hot 100 the next year and it debuted at number 72. *Photo provided by Moxie*

back to Kosovo. They then moved back into London when she was 15. When she came back to London, Dua started to focus more on her career as a singer. During this time she got into modeling and this led to her having a secure place in the X-Factor which jumpstarted her career

“I always had a really clear idea of what I liked and what I didn’t, which made the process easier,” Lipa said. “I wanted to bring in my love for hip-hop and find some middle ground.”

This soulful artist first received attention for her songs “Be the One”, “Hotter than Hell”, and “Blow Your Mind (Mwah).” “Be the One” had gone into the Top Ten in multiple European territories, “Hotter than Hell” reached the Top Twenty in the United Kingdom, and finally “Blow Your Mind (Mwah)” climbed to the Billboard’s Top Twenty Five in the states. And when she revealed her song “New Rules,” she gained much more attention. And when she went back to Kosovo, she had a police escort to help her get around

because of the amount of fans that came out to see her.

“It was the craziest moment of my life,” Lipa says. “Just so insane and so much fun.”

Personally, I loved the album overall. There a few songs that because they were overplayed and I find annoying, and those songs will frequently wander into my mind and I will groan internally. I know that said song will be stuck like glue on my head for days just because they’re so catchy. But besides these few songs, I still enjoyed the album.



# Positive reviews ring in for Dua Lipa’s album

Cailin Tomsu  
Editor in Chief

❖After releasing her debut album June 2 2017, Dua Lipa magazines like Rolling Stone, NME, Crash and others, gave her positive critiques.



“The eventual debut doesn’t so much hint at Dua Lipa becoming a superstar as scream it from the rooftops. This is a sass-packed, honest, uncompromising storm.”



“It’s the sort of music you’ll need around the next time you get your heart broken—or even just slightly bruised.”



“The final result is a debut album brimming with confidence, confidence not only in Lipa’s own voice and her eye for a chorus, but in the emotive quality of her lyrics.”

“In general, Dua Lipa’s self-titled debut makes a solid pop album with the range of styles offered, along with meticulous and smart production that turns every chorus and beat drop into gems.”



“She’s got hooks that rank with Lady Gaga’s best, a husky croon reminiscent of Amy Winehouse and the sultry insouciance of Charli XCX, and if her debut album’s anything to go by, 21-year-old Dua Lipa might just be the breakout star of 2017.”



“On the strength of the material in her debut album you can expect it to be a dominant force over the summer.”



# Carly’s Corner: Banh Mi exceeds expectations

Carly’s  
dog Ollie



**Carly Regnas**  
Video Editor

The Banh Mi Shop is a new business that opened up a little over two weeks ago and it caters to the Vietnamese culture. Banh Mi which is the Vietnamese word for bread. Shop owner Cloey, who has been cooking for about 12 years, is the one who is behind the whole campaign of people eating fresh food that also is comforting and easy to access. When she lived in Saigon, Vietnam she said that on every corner there was shop that would serve Banh Mi and if a corporate company like Subway or Jimmy John’s would try to come in they would immediately fail because of the lack of fresh ingredients and if the people there already have access to delicious sandwiches. Cloey told me how she knows people in Bellevue want to try new food and they do appreciate healthy options. She wants her restaurant to be a cozy sort of cafe feel where people can get filling food and drinks.

The Banh Mi Shop is located on Galvin near Baker’s and where the old Papa John’s used to be. They have revamped the location though, when you first walk in you are greeted with smiling faces and the delicious smell of their bread and meat that they make fresh everyday so the flavors stand out. They added their own creative art to the wall and Cloey wants to make it a more cozy and inviting restaurant and she plans on adding way more creative aspects. It was a nice change with their art on the walls and their menu which displayed nine different types of sandwiches and a wide variety of drinks that you can customize to your liking. Cloey also wants to add a few different kind of snacks



**Delicious Flavors!** Senior Carolyn Regnas enjoying the new flavor of Bellevue called The Banh Mi Shop.“As I bit into the sandwich I was immediately surprised at the crispy but soft baguette which contained a delicious sweet Chinese BBQ pulled pork, with fresh veggies, and their delicious butter mayonnaise,” Regnas said. *Photo By Cailin Tomsu*

**Watch the partnering video online at [thechieftainspear.org](http://thechieftainspear.org)**



and other food items to the menu which is really intriguing because I want to see what she has in store!

I ordered the number five which is a Chinese BBQ style pork on their signature style baguette, with fresh cucumber, carrot, and cilantro and with the spread called butter mayonnaise. All the flavors of the sandwich were infused to make a sandwich that was jam-packed with gusto. When I first bit into the sandwich I immediately really liked the texture of the bread the outside had a crispy flaky texture while the inside was soft and delicate. Then I tasted the pork and the fresh veggies, which was followed by the butter mayonnaise which ties it all together. The

sweet warm pork which also had a hint or savory really complimented the veggies mayonnaise which brought the sandwich together into a harmony of flavors. I also ordered a iced jasmine milk tea that had a distinct fresh floral aroma that was sweet and certainly complemented my meal. Altogether I really enjoyed my sandwich and tea I had ordered and I can definitely see myself going there for lunch on a normal basis.

My experience at The Banh Mi Shop was amazing and for the price, atmosphere, and staff I will be going back very soon. The food was amazing and the drinks are something we do not have in Bellevue so I recommend everyone to go and try out this food

because they have a variety of options to try. Also just the workers and how welcoming they all are is refreshing it’s local businesses that build our community and this is bringing people together to eat bomb food! On a scale of five Ollie heads I give it five out of five! The owner is so sweet and nice and the food is amazing and it gets the highest rating because you really get a filling and refreshing meal that you don’t have to worry about if what you’re consuming is a bad product because Cloey Makes sure what she is serving is quality food. She has much more and store for what is to come for The Banh Mi Shop and I sure am excited to see it on the come up of small businesses in our area!

# Students share opinions on favorite Netflix shows

**Cailin Tomsu**  
Editor in Chief



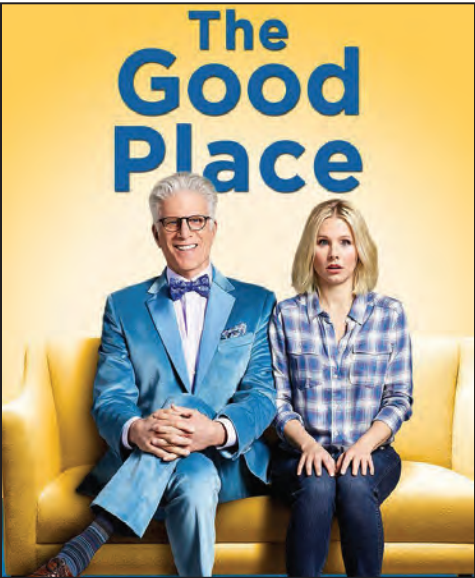
**Senior Matthew Ross**

“I enjoy watching shows like ‘American Dad’ because its very light hearted and I find it humorous. I’ve watched the entirety of all the seasons up to eight times in total, but in a day I’d watch maybe three episodes everyday.”



**Sophomore Nathan Burns**

“I like the show ‘The Flash’ because it’s fun to watch, and my friends watch it so I just kind of keep up with their mindset. I watch it only about once every week,”



**Freshman Madison Ser**

“Right now my favorite show is the ‘Good Place,’ because it is pretty much saying when you die you go to heaven or hell, and when you get to the ‘Good Place’ or heaven you find your soulmate. I watch it every night, there is only one season and I’m rewatching it.”



**Junior Shaelynn Kraft-Friman**

“My favorite show is ‘Pretty Little Liars’ because it is an intense TV show that keeps your interest, and at the end of every episode there is a cliff hanger. I watch the show probably every night, and it’s my second time watching it.”



# Key to making devil's food drop cookies

**Brooklyn Anderson**  
Entertainment editor

## Devil's food drop cookies

This recipe has been used in my family for most of my life. I remember eating these cookies for the first time and I couldn't keep my hands off of them. I personally love chocolate and the coffee frosting gives that caffeine addiction a boost. I recommend making these cookies for the holidays just because they give that certain feeling of the season and craving something sweet to eat.

Makes about 4 ½ dozen cookies

### Cookie Ingredients

½ cup (1 stick) butter or margarine, softened  
1 cup of brown sugar  
1 egg  
1 teaspoon vanilla extract  
2 ounces (2 squares) unsweetened chocolate, melted and cooled  
2 cups all-purpose flour, sifted  
½ teaspoon baking soda  
¼ teaspoon salt  
¾ cup sour cream  
½ cup pecans or walnuts, chopped (optional)

### Frosting Ingredients

¼ cup (½ stick) butter or margarine, softened  
2 tablespoons cocoa powder, unsweetened  
2 teaspoons instant coffee crystals  
1 pinch salt  
3 cups confectioners sugar

3 tablespoons milk  
1 ½ teaspoons vanilla extract

### Instructions

Preheat oven to 350 degrees fahrenheit. Prepare a greased cookie sheet.

In large bowl, cream butter and sugar until fluffy. Beat in egg and vanilla. Stir in chocolate.

In medium bowl, sift flour, baking soda and salt together. Add to chocolate mixture, alternately with the sour cream; mix well. Add in optional ingredients aka nuts. Put in fridge for 20 minutes. Drop from teaspoon, 2 inches apart, onto prepared cookie sheet.

Bake for 10 minutes, or until done. Cool on waxed paper before frosting

### Frosting

In large bowl, cream butter, cocoa, instant coffee and salt together. Slowly mix in 1 cup confectioners' sugar. Add remaining 2 cups confectioners' sugar, milk and vanilla. Beat until smooth.

Frost completely cooled cookies



**Baking the business!** Preparing for the holiday season, junior Brooklyn Anderson whips up tasty treats to share with her friends and family. "I love to bake sweets during the holiday season just because of the heart-warmig feeling I get when sharing what I baked in the kitchen," Photos By Brooklyn Anderson

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