

the NEW TRIER NEWS



Stuart Rodgers

New technology policy will not include iPad ban

Administration to set higher expectations for using technology in advisery

by Layla Saqibuddin

It has officially been confirmed that there will be no iPad ban during the 2018-2019 school year, according to administration. However, the school will have stricter expectations about technology usage.

Winnetka Campus Assistant Principal Scott Williams said there has been miscommunication and misunderstanding in regards to technology usage.

“The important aspect to understand is that the ‘iPad ban’ during advisery has been twisted. I want to be super clear that there is no change in board policy or any policy. There is no ‘ban’. This is just a matter of raising expectations and expanding the circle of what has been placed in the school environment.”

Northfield Campus Assistant Superintendent Timothy Hayes agreed that the administration wants “We want students to have their best experience during advisery possible. Therefore, as administrators, we thought it was best to reinforce the expectations in advisery.”

“Next year these expectations

will apply. We will continue having conversations about this issue. We will also continue to encourage advisors to set higher expectations when using technology,” said Williams.

“If you’re in advisery, or any class the only time you should be allowed to use electronics is when you have received permission from your adviser or your adviser has said ‘today is the day you are going to be using electronic devices’. This will apply to any class as well,” said Hayes.

The Northfield campus has taken a different approach and elected to ban technology in advisery altogether.

“Over at Northfield, adviseries have adjusted to these arrangements and have actually decided not to use technology during advisery. In fact, student interactions are improving during advisery,” said Williams.

“We are hearing from the Northfield advisors that students are interacting more. The reality is the twenty five minutes over the course of New Trier will make a difference, not just twenty five minutes per day,” he added.

Even though some students don’t think an extra twenty five minutes will help improve interactions, administrators do, said Hayes.

However, though interacting with other students would be ideal, sometimes, students just want to

relax by themselves.

“I understand that advisors want to facilitate an environment that is more socially healthy, but it’s not always necessary for students to be talking to each other to truly fulfill the role of what advisery is,” said sophomore Karl Florida.

Hayes believes this enforcement isn’t just to make students more social, but is to prepare students for their future.

“In advisery, you will develop social and mental skills. Students will also need to learn skills that will help them develop into adults. Nowadays, including myself, we are not very thoughtful how we use technology; we need to be conscious of our decisions and take time to get to know one another,” said Hayes.

Florida and Sophomore Alex Bander, who designed a petition to go against the school’s iPad ban, believe the purpose of advisery is to provide an environment in which students can build a community and have the opportunity to freely interact with one another.

“I believe that there are multiple important purposes to advisery. We need to protect all aspects of advisery and not assign a greater degree to another. I do take time to talk to my fellow advisees on a regular basis. I also believe I have a very healthy relationship with my adviser who I

respect a great deal. Balance is a very important part of it, and I think that we should do our best to maintain that balance in advisery.”

Junior Neil Dhote believes advisery is a place to decompress the stressful day: “iPads allow us to relax before a stressful day. It’s also great that we can use it as a time to finish up homework rather than waste our time doing nothing. Also, we are still socializing with each other in advisery. It’s not like iPads prevent us from socializing.”

Junior Tyler Janczak, who is in charge of Public Relations and events of Student Alliance, believes the purpose of advisery is to build a strong connection with people. “Advisery provides a ton of support in both the academic level and the emotional level,” he said.

However, some students take advantage of advisery and consider it a study hall. Hayes would like to make it clear that advisery is not another study hall.

“If a student really needs that extra twenty five minutes to do homework, then we need to have a conversation about what’s happening before school, after school, how many classes are they taking, and how much time they need. We will do our best to address this problem,” said Hayes.

Junior Meici Yang agrees.

“I don’t think advisery should be treated as just a study hall. Advisery is supposed to make a big school feel small, and to start the day on a good note. That being said, advisery should help students de-stress before the school day and often, that involves doing schoolwork. Doing homework in advisery is completely fine unless it becomes the only purpose of advisery.”

“Essentially, our goal is for students to develop themselves and to develop relationships. The administrators goal is to have adviseries that are consistent. Meaning, every advisery should follow these guidelines, and expectations when having conversation the future We wants students to have the best experience in advisery possible,” said Hayes.

Student Alliance will be open to student feedback on these arrangements: “We will continue to work on a solution if there are problems, but as always, we will try to work with the administration, not against,” said Janczak.

“Before we open our iPads or devices during advisery, we should acknowledge the people around us, and appreciate one another. Despite that we are living in a place where technology is moving fast, it’s important to appreciate and hold onto relationships,” said Williams.

Science Olympiad 18th at Nationals

After finishing first at State, team places in top 20

by Elizabeth Johnson

On May 19, Science Olympiad competed at Nationals at Colorado State University in Fort Collins, Colorado, placing 18th against 59 other teams.

“It is not as good as we would have liked,” said Science Olympiad Coach Alex Howe. “We had high expectations for ourselves after winning State for the second year in a row and we would have preferred to be in the top ten.”

Junior Asher Noel agreed, “The team has a lot of room for growth. Many of the events had the potential to perform much better than they did.”

Noel was among five students who took National Medals in their events. Junior Allison Liu, sophomore Irene Xu, junior Daniel Hess, and sophomore Jason Yuan also won National Medals.

Aside from Liu and Xu, top 15 finishers at Nationals included: freshman Eric Liu, freshman Pearl Shing-Roth, senior Faith Chen, junior Brandon Lee, senior Ilana Nazari, junior Edward Seol, junior Vikram Duvvur, senior Jojo Farina, and junior Jibriel Saqibuddin.

Though most of the team left Nationals disappointed with their overall ranking, they also left with lessons for future competitions.

“Going into next year, the team has to use this result as a motivator,



The team took first at State on Apr. 21 at UIUC | Science Olympiad

along with our state championship, to work harder and break into the top ten again,” said Noel.

“Tough lessons on preparation, luck, fairness, etc. are inescapable parts of Science Olympiad, and life in general. We had plenty of these lessons on Saturday,” said Howe.

Science Olympiad returned from the State competition on Apr. 21 with a first place finish.

It took place at the University of Illinois Urbana-Champaign, where New Trier received 92 points, placing them above 49 other teams.

The team competed in 28 events, and they went home with six first place medals, five second place medals, two third place medals, on

fourth place medal, and three fifth place medals.

Allison Liu said “After State, I think most people were pretty confident that we were going to do well, especially since we beat our rival Stevenson.”

Regardless of the Nationals results, Liu claims the trip was worthwhile. “Personally I think that as long as you learned something, and I learned a ton about science this year, it was a worthwhile experience.”

Howe left Nationals with a positive feeling. “This team fostered lifelong friendships, and the competition provided so many opportunities to grow our technical knowledge as well as to become better people.”

‘What’s it like to be’ sparks reflection and empathy

Club project explores student experiences with diversity

by Rhea Mech

Student Voices in Equity sponsored the installation of panels throughout the halls allowing students to share their perspective of identity at New Trier.

The panels were set up at the Winnetka campus starting the week of Apr. 30, and they are now headed to the Northfield campus to spread the conversation about microaggression.

Students participated in this activity by responding to the prompt “What is it like to be ___ at New Trier?,” which led them to reflect on how they have been treated based on their identity.

The main goal of the project, set in motion by the Student Voices in Equity club members and sponsors social studies teacher Todd Maxman and special education teacher Ann Marie Serpa, was to increase visibility of marginalized groups by allowing students to speak their truths anonymously.

Senior José Chavez believes the anonymity of the project has made it easier for students to talk about their experiences with them.

Chavez said, “Our goal was very broad and general: to spread awareness, and I definitely believe we achieved this goal.”

While conducting the project,

club members emphasized that “these statements represent a ‘truth,’ a real experience people who inhabit this building have had and continue to have,” according to a handout given at the club’s forum during an open advisery period on May 17.

During the forum, students from outside of the club joined together with club members to discuss what comes next for the project and how to deal with microaggression, which the club defined as a comment or action that subtly and often unintentionally expresses a prejudice toward a member of a marginalized group.

As there are many different groups of people at New Trier, “sometimes we get trapped in our friend groups, so the exposure to how our peers feel is good to have,” said one student who attended the forum.

The project sparked reflection and encouraged people to be more aware of the effects actions have on students as well as honoring equality and humanity among students.

Going forward, members of Student Voices in Equity hope to increase the visibility of marginalized groups and inspire students to answer the question: “can we foster a greater sense of community, particularly now that we know more about each other?”

“This project allows us to acknowledge what’s there in terms of the struggles of the marginalized groups represented through this project. The next step is to act on that.”