

New security, schedule implemented

by MIA LIPSON & AUDREY PARK
From a new schedule to safety initiatives, the start of the 2023-24 school year brings a slew of incoming changes to student and faculty life, and some people have spent the past warm months preparing for these shifts.

Safety: Lab is implementing new safety measures that will require more frequent use of student IDs. In August, a fence was installed along the north border of Kenwood Mall, and students will need to scan their IDs to enter the campus once the school day begins. Students will also need to scan their IDs for mandatory assemblies.

Schedule: In addition to the new safety initiatives, the new schedule, which was announced nine months ago, pushes the school day's start time to 8:30 a.m. and end time to 3:30 p.m. daily. The schedule standardizes class times to 50 minutes and adds four designated lab periods a week. During eight co-curricular weeks, assemblies and additional programming replace some or all lab periods.

Five new classrooms were converted to accommodate middle and high school needs due to the schedule change.

New U-High principal Martin Woods, who is among the many new faces this fall, is excited for the community-building opportunities the new schedule provides.

"I'm very optimistic about the schedule," Mr. Woods said. "Obviously, with anything, we have to test it out to see how things flow, but I think from the impression I've gotten from the administration and from teachers these past few weeks, they're very excited about at least trying it out, and the opportunities that it will yield, particularly with the co-curricular weeks."

Science teacher Daniel Bobo-Jones has been preparing ways to ensure students are in class for the same amount of time, given imbalances that might arise with the new schedule. The lab periods for lab sciences such as biology will not meet during co-curricular weeks.

by the numbers

2,213
students at Lab

624
U-High students

28
new students at U-High

"We've been trying to make sure that everybody has the same number of meetings with us within a week, given a student missing a day, Friday holidays, Monday holidays, and co-curricular weeks, and that takes quite a logistical hurdle," said Mr. Bobo-Jones, who is also the faculty chair. "It sets up for a challenge that we will just jump right into."

Lab periods also present new opportunities for the peer leading program, which offers support and connection for students in their advisories.

Meghan Janda, a P.E. teacher and peer leading adviser, is looking forward to utilizing that additional time.

"Peer leading will now have more time to plan and really work on things and work together," Ms. Janda said "In the weeks we go into advisory, the peer leaders have a meeting right before that time, so we will be able to really go over our plan before we ease into the advisory experience. It'll be great."

During course selection, the new schedule allowed junior Wendell He to take multiple science classes that each require a lab period.

However, for extracurriculars, the later end time increases their difficulty in scheduling their violin classes.

"I haven't quite hammered out the details of my weekly schedule with my music teachers yet, but the changing of the school day does make things a little difficult," Wendell said. "This coming school year, I'm going to try to



Midway photo by Carter Chang
ORIENTATION SMILES. Tyra DeWeese, Ledya Wreden and Justin Salomon laugh as they walk to the buses to depart on ninth grade retreat, on Aug. 31. The Class of 2027 met their advisers after completing a scavenger hunt.

schedule morning lessons before school because otherwise there simply won't be enough time for my extracurricular teachers to get to meet with all of their students."

According to Luke Zavala, a P.E. teacher and baseball coach, the team has long been familiar with changes in practice times due to shared spaces.

Even with the new schedule, he said he believes the baseball team and others will continue to find

balance and adapt.

"I mean, the first year in any new schedule there are going to be changes that everyone has to make," Mr. Zavala said. "I think we'll probably start to see some teams moving to before-school practices with space issues being what they are, and it wouldn't surprise me."

Enrollment and tuition: Other changes this year include an increase in the high school tuition,

which has risen nearly 5%, to \$42,510 from \$40,488 in the 2022-23 school year.

Enrollment at the Laboratory Schools is 2,213 students as of Aug. 30, according to data from the admissions office.

U-High's enrollment is 624: 166 ninth graders, 152 sophomores, 158 juniors and 148 seniors; 28 high school students have started at Lab: 23 ninth graders, 3 sophomores and 2 juniors.

New athletics director brings ideas, change



Midway photo by Kaden Moubayed
ATHLETICS APPRECIATION. Athletics Director Matt Manley taught at Sacred Heart Schools for 11 years and has a love for coaching and sports.

Manley intends to increase spirit around sports

by AUDREY PARK & SAHANA UNNI
After working with elementary and middle school students for 11 years at Sacred Heart Schools, new Director of Athletics Matt Manley wanted a change.

"One of the most fun things that I did is just be able to watch the kids who graduate move and go on to play high school sports," he said. "I got to watch that a little bit, but I lost them at eighth grade and there's so many more fun things that happen."

As Mr. Manley settles into his position, he looks forward to getting to know U-High traditions and hopes to improve school spirit

it for Lab athletics.

"Every school's got its own vibe, every school's got its own traditions and the way they do things. I'm really excited now that I've been here all summer, but now it's like students are coming back and we've got sports going on. That's when it gets fun."

Mr. Manley said his passion for basketball and coaching was fueled by his father, a physical education teacher, who coached basketball for 50 years.

"I came to love it: a love of coaching and a love of a sport that led to a love of coaching and a love of working with student athletes and kids," he said.

Mr. Manley said one of his primary goals is to bring more attention to the athletics department and student athletes.

"Our students are doing so many cool things," he said. "They're

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Matt Manley, director of athletics

winning, they're performing in really amazing ways, they're representing us in really, really successful ways and I just want to make sure that the parents outside of that sport see that, the teachers see that and then we can celebrate."

In his first year as the athletics director, Mr. Manley hopes to immerse himself into the culture of the Lab community.

Fresh Faces:

High school welcomes 10 new faculty

By TAARIQ AHMED
& CLARE McROBERTS

Aaron Arreguin
Fine Arts



Previously:
Middle school
makerspace
teacher at Lab

What should students know about your style of teaching?

“I let you conduct the train a lot. If there’s something that you want to pivot into or that you want to try, it’s a very collaborative space. I consider myself to be someone who is a lifelong learner. The new technology, it’s always evolving, so there’s no way to feel like you’re done learning. And you’re here with your ideas, and I’m here to just help facilitate and make them as best as you can.”

Cody Boukather

Music



Previously:
Middle school
orchestra
teacher at Lab

“I see myself as someone who’s a guide or a mentor to get students stoked. I want my kids — anyone who’s in my class — to find something, whatever it is, what we’re working on, and relate it to them and see how they can transform their lives outside of our classroom, as I don’t feel education is very strong and powerful if it’s only used in the classroom.”

Matt Bonges

Science



Previously:
IB physics
teacher at
Homewood-
Flossmoor High
School

“I heavily follow kind of a modeling philosophy of teaching physics. Everything is set up about building a mathematical and graphical models experimentally. So, I don’t give any equations in the class that we haven’t as a class derived kind of experimentally to get there. And so the kind of biggest takeaway is that I’m trying to give you a mental model for how to think about and apply to solve problems, and develop problem solving skills.”

Rachel Cullimore

Learning and
Counseling



Previously:
Counselor at
Greenville High
School

“My approach is really to — it sounds cheesy — but like, start with heart. And just meeting students where they are in that moment, if they need something or they’re in crisis or they just want to have a sounding board. I am a little more leaning towards solution-focused in my practice but also just really being here to witness whatever the student or child is experiencing and help them process that and just be a safe space.”

Chris Fojtik

History



Previously:
Associate
professor of
history at St.
Xavier Univeristy

“I think my goal for the year is for students to not only get more comfortable with making mistakes but with figuring out how valuable that really is and how to not be afraid to do so. Because that’s where learning where you need to push yourself comes from: learning how to be resilient, learning how to deal with things not always going the way you want them to. Those are some skills that I think that I didn’t always learn when I should have.”

Adam Justice

Physical
Education



Previously:
P.E. teacher at
GEMS World
Academy

“I’m going to challenge the students. That’s important, I think. I expect everybody to work hard, I expect everybody to try. Even if it’s something that they find difficult, even if it’s something that they are not super comfortable with, we can work on that. We can figure out how to make it a more comfortable experience, how to make it a more enjoyable experience, so that when they leave the gym or they leave the pool, they feel like they’ve achieved something.”

Bosi Kinar

Math



Previously:
IB math teacher
at GEMS World
Academy

“I like a dynamic classroom. Lots of conversation, lots of discussion. I think learning math is an active course in that you learn more from your failures than you do from your successes. So throwing yourself in it and having a conversation about it actually increases your understanding of the material. I think that learning math is a group effort. I always say it’s a team sport.”

Biatris Oyebolu

History



Previously:
World history
teacher at
teacher Jones
College Prep

“My style is pretty fluid. I love having discussions in my class, and I love to hear your thoughts because I’m going to be not just your teacher, but I’m going to be a student of you. We are going to have a lot of discussions, but also as a historian, you are going to come into my class as a researcher.”

Eric Rizzi

Computer
Science



Previously:
Industry engineer

“I want people to view technology as a tool, not to be intimidated by it, and to understand each layer that they’re relying on so that they can take back power from the machine and not view it as a passive user. I think that computers are for anyone and they can be used to augment anything you’re interested in. I really want to bring as many people in as possible to expand what is considered computer science and to make it more accessible.”

Patricia Zavala

World Language



Previously:
Spanish
teacher at
GEMS World
Academy

“So something that I want them to know is that this is an opportunity for them to learn that it’s okay to make mistakes. I like to bring a lot of real-life scenarios into the picture so that students can get more of a cultural immersion. I also like my students to engage in conversations in the target language, and I use a lot of multimedia resources for them to know what’s going on in the real world nowadays.”

With this new school year comes an array of changes. Among them is ten new high school faculty members, ranging from history teachers to guidance counselors.

What is the biggest thing that you want students to take away from your class?

“Art is an actual language. When you are able to communicate and have more discussions about art, it’s essentially a third language, right? You get to communicate with other people with different interests and different appetites for visual stimulation. I want people to have a way to engage with everyone in a collaborative way. The world is collaborative.”

“I feel like every student is capable of achieving what they want to achieve. And that that mission or that scope or whatever they’d like to achieve, isn’t meant to be done by themselves. And it’s meant to be done with support of their, their posse, their group, whether it be parents, counselors, friends, family, life-like idols, you know, whoever and whatever it is to, like, help you to achieve what you want. You are capable.”

“Being good problem solvers is the biggest kind of takeaway that I want. I love physics and I want to give people a really good foundation in physics and that content but the most valuable skill that it teaches you is thinking logically about solving problems, whether those problems are physics or otherwise. So just trying to, like, train everyone’s brain to be critical thinkers in that regard.”

“I would like them to have a good experience exploring self and emotions and feelings. Maybe learn some new tools about their current challenges that can help manage their feelings as they, you know, age and mature. And then lastly, to just have like a positive experience talking with someone in like the mental health field.”

“Not being afraid, keeping that curiosity, cultivating that curiosity, being interested in everything — because there’s stories all around us. Historical stories, other kinds of stories. I personally am one of those people that’s like, ‘All stories are part of our story.’ And then also that idea of not being afraid to not be perfect, and knowing that we’re gonna grow from there.”

“I think that people have a lot of preconceptions about sport like ‘you’re either sporty’ or ‘you’re not.’ I like to challenge that idea in order to kind of push one’s individual boundaries. And I hope that students will take that away. And I hope that students see me as somebody that they can come to and say, ‘I’m not super excited about this.’ And I’ll say, OK, that’s, that’s totally fine. Let’s try and figure out a way that we can get through it together.”

“What I hope that students learn is how to use their strengths of learning to help grow their learning attributes that might not be as strong. For instance, a visual learner might learn how to use a visual to then turn it into an auditory process. I think that’s incredibly helpful in mathematics, particularly as you’re going both from the algebraic and the geometric viewpoint of particularly higher level math.”

“I think one of the biggest takeaways for me, especially as a history teacher, is that history is always changing, and you are a part of that change, and if you want something to happen, you got to help make it happen. I don’t want my students to walk away thinking, ‘I don’t know how to find the answers to my questions.’ I want them to say, ‘Mrs. O. taught me how to question things and figure out the answers to questions: I have the tools to do that.’”

“I would like students to be able to use the computer to communicate their ideas and to each other as well. I want them to view it as a way of sharing information and creating a network of people that can work together. I think that, right now, we’re in a really big time of change with artificial intelligence, and computer science hasn’t had the best history of being careful and making sure that we don’t break things.”

“I do want to have empowered them to have strong language skills, but I also want them to foster a lifelong appreciation for language. Especially if you’re learning Spanish, become more interested and more curious into what the culture is about. When I arrived in the U.S., I was already 17 years old, and I had to learn English from that time, so hopefully, they can see me as an example of how it’s never too late to be learning a language.”

dear readers

As we begin the 99th year of the U-High Midway, we thank you for continuing to read and support the newspaper.

This year, our primary goal is to connect more with the students. As a student-run newspaper, we have always prioritized the Lab community, but we hope to further develop this goal so that the Midway represents the ideals of the student body.

We have been given the unique opportunity to create a platform for U-High voices and hope to ensure no one is overlooked. For the first time, readers will be invited and encouraged to provide input on our coverage by suggesting stories through the Midway website (uhighmidway.com).

We recognize that social media is a relevant part of student lives, so we plan to expand our online presence more to increase accessibility for readers and allow them to get to know those who comprise the Midway.

As we develop our relationship with the Lab community, we also plan to improve the connection of the Midway team. Our goal is to increase collaboration and communication among staff members in an effort to maximize cohesion in our reporting. By continuing to be transparent through the production process, we can ensure organized and comprehensive coverage.

Many stories cannot be told with only words, so we will also incorporate more engaging components online like videos and audio. With more multimedia content, we hope to create a more compelling digital experience.

We will continue to work hard to produce a quality newspaper for the school community while always striving to be equitable and accurate in our reporting, but we also welcome new change and improvement. We look forward to covering this year through all of its highlights and memorable moments.

Thank you for your support and for reading the Midway.

— Audrey Park,
Katie Sasamoto-Kurusu
and Sahana Unni

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Midway
website to
access more
articles.



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