

NEW TRIER TOWNSHIP HIGH SCHOOL DISTRICT 203



To commit minds to inquiry, hearts to compassion, and lives to the service of humanity.®

TO: Board of Education
FROM: Paul Sally
RE: New Trier 2030 Culture, Climate, and Equity: Be Brave, Be Kind, Be Proud/Restorative Practices
DATE: September 19, 2022

Introduction

In the 2022-2023 Annual Plan we have a number of initiatives that fall under the Culture, Climate, and Equity framework area. These initiatives aim to continue to develop and grow the culture of belonging we want to establish at New Trier as expressed in the core values and goals in New Trier 2030 shown below.

③ Culture, Climate, and Equity

All people at New Trier must be welcomed, respected, supported, and valued so students can learn effectively, develop deeper understanding of the complex issues they face, and become empowered to contribute to the school community. This is possible when staff and students learn from and reflect on their own and others' diverse lived experiences.



Core Values

- We believe an equitable, safe, inclusive, and welcoming climate is not only necessary for students to learn and supports student growth, but is ethically in alignment with our mission.
- We believe that an equitable, safe, inclusive, and welcoming climate:
 - » creates the conditions that allow individuals to reach their full potential.
 - » is built upon respect and the appreciation of differences.
 - » holds individuals accountable for their actions and creates access to justice.
- We believe that all students, no matter their race, religion, gender identity, sexual orientation, innate abilities, or academic levels, have the right to equitable opportunities to pursue their interests and have the right to a rigorous and rich curricula and inspiring instruction that promotes intellectual growth, exploration, and risk-taking
- We believe what makes our school better for the most vulnerable students makes the school better for all students.

Goals

- To create a culture of equity that appreciates and celebrates differences across the school by exploring individual identities and the identities of others.
- To create a culture in which students define their identities more holistically beyond academic achievement and level placement.
- To create a culture that reduces stress and teaches students the strategies to effectively manage the stress they experience.
- To create learning environments and curricula that encourage empathy, create interpersonal connections, embrace diverse identities, and explore multiple perspectives.
- To create an environment in which each individual's needs are met and in which every person feels they belong.
- To identify and promote those parts of our culture that enhance learning and a sense of belonging, such as our dedication to service, compassion, critical thinking, and empathy.

Be Brave, Be Kind, Be Proud is one of the most important initiatives in this area. It establishes a sense of what it means to be a Trevian, what we hope for in our school community, and provides the foundation and common language for establishing restorative practices throughout the school. Building positive relationships, strong community, and focusing on students individually have been a part of New Trier's culture for a long time - this initiative helps us renew and refocus our efforts on building a positive climate and culture. The presentation at Monday's meeting will provide an overview of these efforts and a look at our long-term plan.

Be Brave, Be Kind, Be Proud

Over the past few years, the school has worked on ways to establish what it means to be a Trevian and how we engage students on the issue. The work came to fruition this summer with the launch of the “Be Brave, Be Kind, Be Proud” logo and framework. The logo and associated documents and programs represent our work to establish the type of community we want in the school. As the table below shows, “be brave” focuses on the student and their actions, “be kind” focuses on actions of how the student treats others and themselves, and “be proud” focuses on the actions that show the student’s connection to the community. The table also details some of the ways that we see and hope to see students exhibiting these characteristics.



Be Brave (yourself)	Be Kind (to others and yourself)	Be Proud (our community)
● Take risks ● Experience discomfort ● Challenge yourself ● Speak your truth ● Be your authentic self ● Own your intentions and be accountable for their impact ● Be resilient through failure ● Advocate for yourself	● Treat others and yourself with care, compassion, patience, understanding, and civility ● Commit to avoid harming others through your words and actions ● Listen to other perspectives to seek understanding ● View mistakes as opportunities for growth	● Honor your values and those of the larger community ● Get involved in clubs, activities, athletics, volunteer work ● Be an active and engaged citizen ● Help to create a positive school environment ● Celebrate the accomplishments of yourself and others ● Take care of our school

After a year of research and professional development, we have begun the implementation phase. We are engaging students in many facets of the planning and implementation starting with our extracurricular student leaders and expanding to a student advisor group later this year. These students have and will help define what each of these terms mean in our classrooms, in our hallways, on our athletic fields, on our stages, and in our community. This initiative will be most successful with student input, buy-in, and leadership.

Connection to Restorative Practices

You will see in the presentation that some of the activities help students see their role in the various communities to which they belong. The term “community” refers to any group that meets in a consistent manner, which includes adviser rooms, classrooms, clubs, athletic teams, performing arts groups, or the school community as a whole. In order for these communities to be supportive, the people in them must have input on and commit to the rules under which they want the group to operate. We refer to these as respect agreements, which are often called group norms. Importantly, “Be Brave, Be Kind, Be Proud” is itself a respect agreement and sets our norms for the school community as a whole.

Setting this foundation in a community is essential since, inevitably, conflict emerges, mistakes are made, or the impact of an action is very different than the intention of the action. All these situations result in a disruption to the community or among its members. If we want to keep communities strong, we need to

go beyond just doling out consequences. We must work to address and repair the relationships that may have been damaged by the action or conflict; we need to restore the community back to one that is supportive for all. This is what we mean when we refer to “restorative practices.”

Conclusion

The work that we have started is exciting and has been received very positively by staff, students, and parents. The team has done great work to start us on this path, and they will present a multi-year plan for how we will expand the initiative to all parts of the school. For your reference, the work of this year and last year is outlined below. This work keeps us moving forward on our New Trier 2030 goals in the Culture, Climate, and Equity framework area and in establishing a culture of belonging for all students during their time at New Trier. I look forward to Monday’s presentation and Board dialogue.

Restorative Practices 2021 - 2023

2021-2022 - Year 1

- Research the philosophy and implementation of restorative practices in school settings
- Pilot Brave Spaces in Winnetka adviser rooms
- Pilot respect agreements (sophomore adviser rooms)
- Develop a long-term plan for implementing a restorative practices culture throughout the school
- Develop visual campaign (“Be Brave, Be Kind, Be Proud”) and supporting framework

2022-2023 - Year 2

- Rollout “Be Brave, Be Kind, Be Proud” visual campaign around the school
- SHare information with staff and families about restorative practices and logo through the summer newsletter to staff, our fall parent communication via Principals’ message, and the extracurricular parent meetings each season
- Train Coaches, Sponsors, and Student Leaders each season
 - Train all coaches and sponsors at the beginning of the year Institute Day
 - Follow up quarterly with coaches (goals reflection in connection to the logo)
 - Present to student leaders to share and discuss the logo and their role in developing their program’s culture as it pertains to the logo.
 - Extracurricular sponsors and coaches meet with their student leaders after training to discuss and plan implementation of the logo in the program
 - Develop survey to gather feedback from students in extracurricular programs on their experience
- Implement initial phase of restorative practices in adviser program
 - Community circles for all advisers
 - Re-engagement of brave spaces (Juniors and Seniors)
 - Introduction of brave spaces (Freshman and Sophomores)
 - Affective statements and language
 - Respect agreement in all adviser rooms
- Expand awareness by engaging various groups around the school
 - Security staff
 - Physical Plant Services staff
 - Discussion with campus leadership teams
- Provide continued professional development for Adviser Chairs and Administrators
- Develop connections to our equity initiatives, student assistance program, Characteristics of a New Trier Graduate, and our social-emotional learning work
- Prepare next steps in the plan to bring work next year to each classroom:
 - Clearly define purpose for making this shift
 - Develop a concise vision to be shared with our staff, students and families.
 - Create goals and guidance for classroom teachers
 - Review current practices around discipline
 - Determine staffing needs to continue restorative practices implementation
- Begin a review Student Guidebook and Code of Conduct (Administration, Extracurricular Leaders and Adviser Chairs) to align with our restorative practice goals

