




# Restorative Practices

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Board Presentation  
September 19, 2022



### 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.





# Why It Matters





### Be Brave (yourself)

- Take risks
- Experience discomfort
- Challenge yourself
- Speak your truth and be your authentic self
- Own your intentions and acknowledge their impact
- Be resilient through failure
- Advocate for yourself

### Be Kind (how you treat others)

- 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

### Be Proud (our community)

- 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

# Coaches/Sponsors Meeting



# Extracurricular Student Leaders Meeting



# Connection to Characteristics of a NT Graduate





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Connection to our  
*Civil Discourse* and  
*Critical Thinking* statements



Be brave enough to  
start a conversation  
that matters.

Margaret Wheatley



# Connection to SEL



# Advisery Program Defined

# ADVISERY THEMES



## FRESHMAN

- Communication
- Community
- Decision Making
- Equity
- Goal setting
- Identity
- Self-Advocacy
- School Safety
- Service
- Transition

## SOPHOMORE

- Connection to school
- Communication
- Equity
- Executive functioning
- Identity
- Risk taking
- Social Emotional Development
- Self advocacy
- Social Service
- Transition

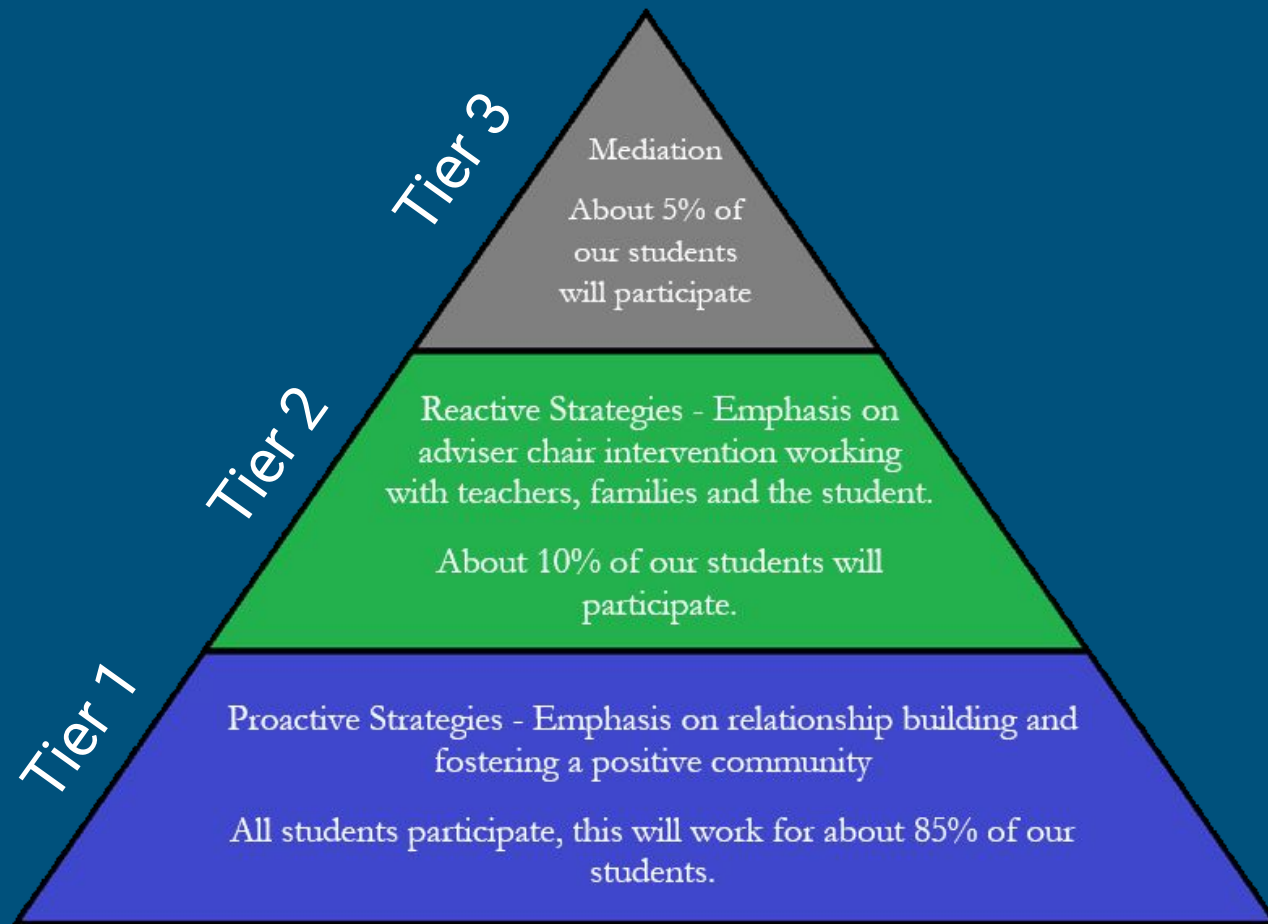
## JUNIOR

- Cultural Competency
- Goal Setting
- Knowing Self
- Reflection and forward-thinking
- Resiliency
- Self advocacy

## SENIOR

- Communication
- Coping and burnout
- Engagement
- Equity
- Executive functioning
- Managing stress and anxiety
- Personal Safety
- Reflection and Gratitude
- Service
- Transition and Separation
- Understanding yourself





# Tier 1: Proactive Strategies





## FIALKA ADVISER ROOM RESPECT AGREEMENT

<p><b>Advisee Respecting Advisee</b></p> <ol style="list-style-type: none"><li>1. Listen to each other fully when we're sharing and without judgment<ol style="list-style-type: none"><li>a. Support each other. Show each other that you're really listening using body language, a nod, not being on your phone/limit distractions</li></ol></li><li>2. Include others in your conversations; try to branch out from your own table when possible, be friendly even to those you don't know as well</li><li>3. Uphold <u>advisee</u> responsibilities and commitments (like bringing breakfast)</li><li>4. Take everyone seriously and respect each other's boundaries</li><li>5. Participate in activities so that we can have fun as a group!</li></ol>	<p><b>Advisee Respecting Adviser</b></p> <ol style="list-style-type: none"><li>1. Be engaged and present<ol style="list-style-type: none"><li>a. On activity days: No homework, no phones, no headphones</li><li>b. On non-activity days: No headphones</li></ol></li><li>2. Be on time-we have such a short amount of time together, please be here at 8:20 so we can make the most of it</li><li>3. Be honest with me</li><li>4. Communicate with me; I want to be there to help you with anything and everything but I can't do that, if I don't know what's going on</li><li>5. Have an open mind. Be willing to try something new and engage in difficult conversations, even when it gets uncomfortable.</li><li>6. Read my <u>remind</u> messages. I am often making important announcements or trying to get important information to you as quick as possible</li></ol>
<p><b>Adviser Respecting Advisee</b></p> <ol style="list-style-type: none"><li>1. Listen fully and be your advocate</li><li>2. Respond to email or remind messages; being available</li><li>3. Get to know each advisee on a personal level and talk about things that are not just academic<ol style="list-style-type: none"><li>a. Float around the room from table to table to get to each person</li><li>b. Give advice</li><li>c. Be engaged in what's going on in everyone's life</li></ol></li><li>4. Give everyone time to speak/share their opinion and listen to our feedback</li><li>5. Be honest</li><li>6. Balance between activity days and free time</li></ol>	<p><b>All Respecting Property /Facility</b></p> <ol style="list-style-type: none"><li>1. Clean up after ourselves and wipe down tables, especially after breakfast</li><li>2. Decorate the room</li><li>3. Pushing chairs in and moving the desks, if they are moved during an activity</li></ol>



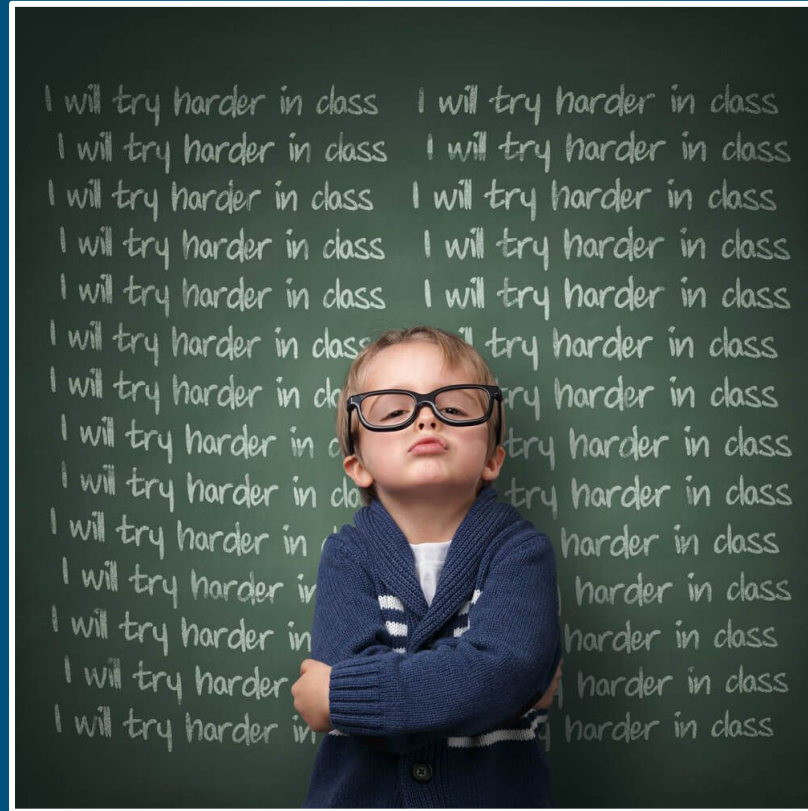
BELONGING THROUGH A CULTURE  
OF DIGNITY @ NEW TRIER







## Tier 2: Reactive Strategies



“I got caught” (inward)



“I caused harm to self or others” (outward)



“I understand the impact on others” (inward + reflective)



I want to repair the harm/this is not who I am  
(outward + reflective)

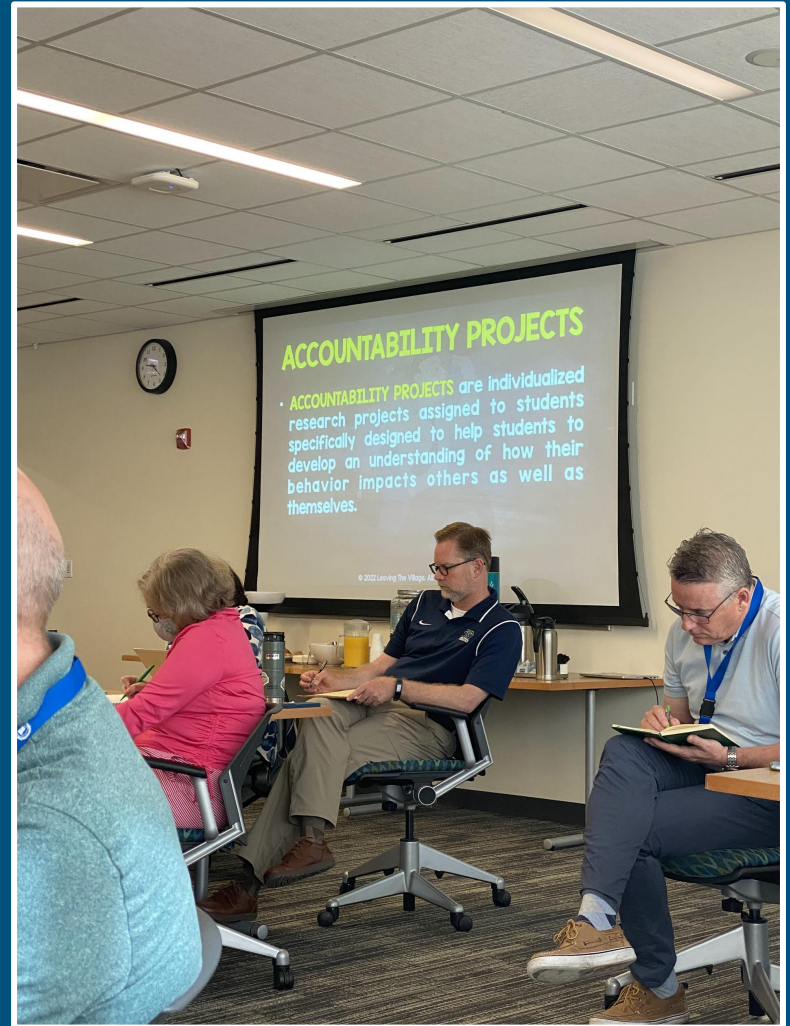


# Tier 3: Mediation



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# Professional Development

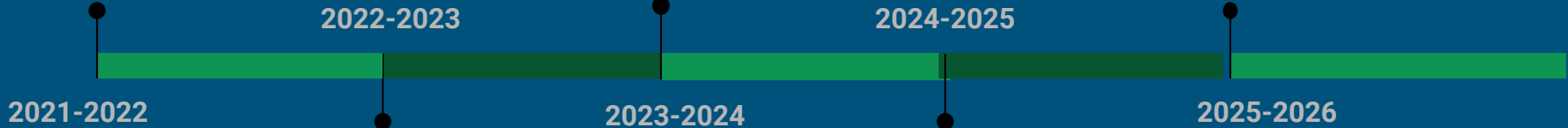


# 5 Year Plan

- Brave Spaces in adviser rooms
- Research and development of 5 year plan
- Development of visual campaign

- Schoolwide training and PD
- PD for admin and adviser chairs
- Review current code of conduct and guidebook
- Community outreach
- Staffing needed to implement RP

- Needs assessment



- Initial implementation in adviser program
- Creation of student group
- Admin and AC training
- Extracurricular programs implementation of the logo (PD)
- Extracurricular program student leader
- Initial communication to parents about logo
- Review current code of conduct and guidebook

- Implementation of schoolwide proactive strategies
- Continued PD
- Time to collaborate



