

Intellectual Engagement, Growth, and Readiness

Members: Chimille Dillard (Director of Curriculum & Instruction), Ellie Johnson (Community Member), Tom Flanagan (Staff), Sarah Gompers (Staff), Stephanie Helfand (Chief Technology Officer), James Conley (Community Member), Kerri Simons (Staff), Alicia Landes (Staff), Patrick O'Donoghue (Board Member), Jennifer Shike (Staff), Gretchen Stauder (Staff), Linda Straube (Staff), Anne Twadell (Staff), Colby Vargas (Staff), Paul Waechtler (Principal, Northfield), Jennifer Wexler (Staff), Alexander Zilka (Staff), Kerry Fraleigh (Student)

Why Statement

Students should be exposed to a broad, comprehensive curriculum to develop critical thinking skills and dispositions that will prepare them for future challenges and opportunities. Students' mastery of knowledge deepens when their learning experiences are relevant and give them a sense of purpose and fulfillment.

Core Values

- We believe in a comprehensive liberal arts education.
- We believe each and every student deserves access to rigorous and rich curricula and inspiring instruction.
- We believe each discipline has fundamental and important concepts and unique ways of thinking.
- We believe all disciplines should develop the essential skills of collaboration, communication, creativity, and critical thinking.
- We believe effective and inspiring instruction nurtures in students a greater sense of ownership over their learning.

Goals

- To ensure every student has access to rigorous and rich curricula and inspiring instruction that promotes intellectual growth.
- To identify and cultivate the intellectual characteristics, qualities, and competencies of a New Trier graduate that will provide students with the best opportunity to lead meaningful and impactful lives.
- To promote the multiple post-high school pathways that can lead to a meaningful and impactful life and provide opportunities that prepare students for those various pathways.
- To provide opportunities for intellectual exploration, growth, and risk-taking.
- To connect unique concepts and innovative ways of thinking in the different disciplines through interdisciplinary, experiential, and exploratory learning experiences.

Student Personal Growth, Engagement, and Well-being

Members: Colleen Sheridan (Nurse), Andy Butler (KW), Megan Zajac (Special Ed Department Chair), Mike O'Connor (PHSC), Scott Williams (Asst.Principal), Gerard Leitz (Instructional Assistant), Lisa Flanagan (Community member), Marissa Rubin (MCL), Marty Laffey (Math), Lisa Dublin (Social Work), Kris Hummel (Student Assistance Program), Joanne Panopoulos (Assist. Supt. Special Ed), Tim Hayes (Assist. Supt. Student Services), Olivia Chui (Crisis Response Network); Mark Glucksman (Board Member), Andrew Willcocks (student), Nick Meyer (Music).

Why Statement

Students should feel secure in their physical, emotional, and social well-being in order to be fully engaged in their academic, personal, and social growth. Developing social-emotional skills such as self-awareness, compassion, resilience, self-management, social awareness, relationship skills, and responsible decision-making is critical to setting students on a path toward a meaningful future.

Core Values

- We believe that students' social-emotional development is as important for future success as intellectual development.
- We believe that schools must support the physical, emotional and social development of students.
- We believe that students must feel emotionally and physically safe and secure to optimize their learning.
- We believe positive relationships and adult role modeling promotes student growth.
- We believe personal growth best occurs when an individual reflects and thinks critically to make healthy choices.
- We believe that schools must value students as individuals and be responsive to their unique needs.
- We believe in encouraging students to take healthy risks and learn from their successes and failures.

Goals

- To ensure students acquire and apply the SEL competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) to promote student wellness.
- To ensure staff has a deep understanding and instruction of SEL skills and characteristics and embeds the development of those skills in the school environment.
- To create a learning environment centered around empathy and understanding of diverse background and experiences that values student input, collaboration and constructive dialogue.
- To have a school environment that students value their present experiences while preparing for their future.

Culture, Climate, and Equity

Members: Gail Gamrath (Assistant Principal), Timothy Hayes (Assistant Superintendent), Lori Goldstein (Board), Eve Williams (Community Member), Spiro Bolos (Staff), Cory Calmes (Staff), Dan Paustian (Staff), Tamika Sanders (Staff), Dave Weston (Staff), Don Kim (Staff), Julie Smith (Staff), Rachel Hess (Staff), Jenny Pilewski (Staff), Bri Perez (Student), Mia Rhee (Student)

Why Statement:

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

1. 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.
2. We believe that an equitable, safe, inclusive, and welcoming climate:
 - a. creates the conditions that allow individuals to reach their full potential.
 - b. is built upon respect and the appreciation of differences.
 - c. holds individuals accountable for their actions and creates access to justice.
3. 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
4. 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 each person's identity 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.

Leadership Throughout the School

Members: Denise Dubravec (Administration), Paul Waechtler (Administration), Michael Lee (Administration), Sarah Kropski (Staff), Carol Ducommun (Board), Sally Pofcher (Parent), Matthew Temple (Staff), Jill Cervantes (Staff), Molly Lombardi (Staff), David Noskin (Staff), Gregory Sego (Staff), Robyn Ward (Staff), Erika Immel (Staff), Lilly Meehan-Egan (Student) and Haley Johnson (Student)

Why Statement

New Trier High School is a complex organization that requires the continuous development of courageous, innovative, committed, and exemplary leadership at all levels and from all constituencies, student and adult. The quality of leadership and the climate fostered by leaders have a direct impact and influence on all facets of our school community and beyond.

Core Values

- We value the importance of cultivating leadership potential throughout the school community.
- We value a model of servant leadership that fosters compassion, service, and reflection.
- We value a shared leadership model that promotes formal and informal leadership, as well as titled and untitled leadership.
- We value the importance of seeking input, gathering multiple perspectives, and collaboration in the decision-making process.
- We believe New Trier can provide leadership in state, regional, and national conversations about the future of educational practice and policy.

Goals

- Identify, develop, and recognize adult leaders throughout the school.
- Expose all students to leadership concepts, dispositions, and skills.
- Broaden opportunities for student leadership within the school.
- Expand our state, regional, and national influence in educational practice and policy.

Community Engagement, Partnerships, and Governance

Members: Cathy Albrecht (Board of Education); Athena Arvanitis (Student Programs and Operations); Steve Belford (Career Services); Kevin Bond (English/Yearbook); Niki Dizon (Communications); Melissa Duffy (Career Services); Jean Hahn (Glencoe Board of Education); Kate Hughes (Winnetka District 36 Schools); Cole Jiaras (NT junior); Lia Kass (Communications); DeDe Kern (NT Extension); Bella Macakanja (NT junior); Renee Mosley (Communications); Mia Roberts (NT Educational Foundation); Paul Sally (Superintendent); Josh Wood (Applied Arts)

Why Statement

New Trier High School is a crucial part of the fabric of New Trier Township, serving as a reflection of our community's strong commitment to inquiry, compassion, service, and leadership. The school district and its engaged and informed community of taxpayers, parents, students, alumni, and staff collectively benefit by working in partnership toward common goals.

Core Values

- We value dialogue that is transparent, timely, and multi-faceted to engage and inform all constituencies served by our District.
- We believe in building community among the diverse villages that make up New Trier Township through our unique role as a hub where all of our communities come together.
- We believe in fostering and maintaining partnerships with organizations and individuals for the mutual benefit of our students and our community.
- We believe in providing an environment that welcomes, supports, and encourages community and alumni involvement.

Goals

- Provide engagement opportunities and information about New Trier to younger students in the Township and their families.
- Create opportunities for alumni to engage with New Trier, each other, and the greater New Trier community.
- Engage and inform residents without children in the school about events, accolades, and the value of their investment in New Trier.
- Foster partnerships with community groups, local government agencies, and individuals to strengthen and maintain relationships with New Trier High School.
- Provide opportunities for community members to visit New Trier and involve New Trier in community events and organizations.

Finance, Facilities and Human Resources

Members: Dave Conway (Admin/Facilities), Keith Dronen (Board of Education), Augie Fontanetta (Admin/Athletics), Chris Johnson (Admin/Finance), Kevin Kansler (Department Chair/Business), Mary Lappan (Department Chair/Math), Brad McLane (Community), Greg Robitaille (Board of Education), Susan Schmitt (Community), Paul Sally (Admin/Supt), George Sanders (Admin/HR), Josh Sollie (Faculty/Modern and Classical Languages), Myron Spiwak (Admin/Finance), Al Tomlinson (Community)

Why Statement:

To serve the needs of students in their academic and extracurricular pursuits, New Trier High School depends on the financial commitment made by taxpayers to deliver a high-quality education marked by exceptional teaching and facilities. The District supports the school's mission and vision while acting as a responsible financial steward by developing budgets, facilities, and staffing plans that respect the community's investment.

Core Values:

1. We believe that the community's trust and investment in the District compels New Trier to demonstrate effective, efficient, and transparent stewardship of resources for the benefit of current and future generations of students.
2. We believe safe, well-maintained and effective facilities are a critical component of creating opportunities and experiences for students that promote a culture focused on the intellectual and personal development, allowing for the flexible and evolving needs of students and programs.
3. We believe that a diverse and highly qualified faculty and staff focused on teaching, advising, relationships, inquiry and professional development is essential for creating a culture that best promotes students' intellectual and personal growth focused on respect and fairness.

Goals:

1. To ensure strong financial stewardship, and provide information that is accessible to all members of our community and demonstrates and promotes the value of a New Trier education.
2. To develop a long-range facilities plan that ensures that facilities are operated in an efficient, well-maintained manner that meets current and emerging needs of the academic and extracurricular program.
3. To recruit, develop, and retain the highest quality faculty and staff members who put students at the center of learning and contribute to a collaborative culture that promotes their intellectual and personal growth.